



University of  
**LOUISIANA**  
at Monroe

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

**GRAD Act Annual Report  
FY 2013-2014 (Year 4)**

**Submitted to the  
Board of Supervisors, University of Louisiana System  
April 1, 2014**

**and to the  
Louisiana Board of Regents,  
May 1, 2014**

## Table of Contents

### Student Success

#### Narrative

- |   |                  |
|---|------------------|
| 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 3<br>Page 8 |
| 1.b. Increase the percentage of program completers at all levels each year.   | Page 14          |
| 1.c. Develop partnerships with high schools to prepare students for postsecondary education.  | Page 18          |
| 1.d. Increase passage rates on licensure and certification exams and workforce foundational skills.   | Page 19          |

### Articulation & Transfer

#### Narrative

- |   |                    |
|---|--------------------|
| 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 22<br>Page 25 |
| 2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.                                      | Page 29            |
| 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 30            |
| 2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.   | Page 30            |

### Workforce and Economic Development

#### Narrative

- |  |                    |
|--|--------------------|
| 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 31<br>Page 34 |
| 3.b Increase use of technology for distance learning to expand educational offerings.  | Page 35            |
| 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 37            |

### Institutional Efficiency and Accountability

#### Narrative

- |   |                    |
|---|--------------------|
| 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 38<br>Page 40 |
| 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 41            |
| 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 42            |
| 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 43            |

## 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) did not meet its targets for 1<sup>st</sup> to 2<sup>nd</sup> or 1<sup>st</sup> to 3<sup>rd</sup> year retention in Year 4; while disappointing, it is important to consider that the 1<sup>st</sup> to 2<sup>nd</sup> rate did slightly increase from last year and that, since 2008, 1<sup>st</sup> to 2<sup>nd</sup> year retention has increased 2.1% and 1st to 3rd year retention has decreased less than one half percent.

This is remarkable considering that ULM lost 18.6% of total funding since 2008. Because 70% of those cuts were dealt with through faculty and staff reductions, ULM lost 266 employees in the five years from 2008 to 2013. There is simply no way these personnel losses can happen without some negative consequences on student retention and success; however, ULM has continued to employ best practices to maintain or improve performance in these areas.

Contextual Factors			Retention			
Period	Budget	Personnel	1 <sup>st</sup> to 2 <sup>nd</sup> Year		1 <sup>st</sup> to 3 <sup>rd</sup> Year	
			Period	Rate	Period	Rate
2008-09	88.1 million	930	2007-08	65.8%	2006-08	53.6%
2013-14	71.7 million	664	2012-13	67.9%	2011-13	53.8%

To continue forward progress, President Bruno and his cabinet began a focused student retention analysis in fall 2013. Their efforts led to internal research which showed that ULM students discontinued enrollment for reasons either academic in nature, related to university processes, or due to general life issues. ULM is focusing on affecting positive change in each of these categories. Work began immediately to analyze university processes to determine where improvements could be made to facilitate retention, and that work continues. The Vice President for Student Affairs is analyzing the internal research to determine what programming and services can help students anticipate and manage personal issues that could negatively affect persistence and progression. Because analysis of academic issues leading to discontinued enrollment are complex, ULM has partnered with [Education Advisory Board](#) to compile student characteristic analytics to isolate factors that facilitate or impede our students' success. These data will be ready for use by mid-fall 2014 and will be used by the Vice President for Academic Affairs and the college deans to identify at-risk students for intervention efforts. In the interim, because the contract for the analytics model is costly and our budget is limited, ULM is reviewing all first year experience elements for effectiveness to determine if any changes can be made to offset this expense.

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

ULM implemented or continued a number of student success initiatives during 2013-14:

- **Student Success Center:** In addition to employing a full-time academic advising staff, maintaining ULM's online advising and degree audit system FlightPath, providing supplemental instruction for historically difficult courses, and providing ULM's University Seminar 1001 course, ULM's Director of Retention continued improvements to its [second-semester University Seminar course](#) for students on academic probation and its [Probation Assessment and Student Success \(PASS\) Program](#). The seminar, designed for students at risk of failure after their first semester, combines classroom meetings that address critical skills and competencies required for success with private mentoring sessions where students receive individualized care and direction. The PASS program was enhanced to ensure that participants who begin the mentoring relationship attend a minimum of four meetings and to offer students more practical tools to help them overcome the problems causing their unsatisfactory academic progress.
- **Academic Colleges:** The College of Business Administration continued a college-wide recruitment and retention program called Finish in Four that creates a focus for first-time full-time business students including a team-taught course with extra resources, special external events, and visiting instructors throughout the semester. This program also introduces new students to recent, successful graduates, providing both mentoring opportunities and relevant role models. In the College of Health Sciences, programs have recently developed and/or revised remediation policies that are being reviewed by the Dean and Associate Dean.
- **Athletics:** ULM continued a plan to help the men's basketball team improve academically. The plan includes individualized mentoring by an academic counselor on a daily basis, supervised study hall overseen by academic counselors and coaches in the Student Success Center, random weekly checks of class attendance, a study hall overseen by an academic counselor during team travel periods, and additional study hall hours determined by grade checks made during the first quarter, midterm, and third quarter of the semester using the GradesFirst early alert software program.
- **Ask Ace:** During 2013-14, 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. All questions are directed by email to the Associate Director of Admissions and Communications, who replies with an answer within 24 hours.
- **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.
- **Student Life and Leadership:** Several initiatives launched by Student Life and Leadership (SLL) continue to show positive effects. The Greek Life organizations initiated a set of minimum standards to address specific issues that these organizations routinely encounter. These standards included mandatory attendance for training about alcohol problems, hazing, and team work. Minimum standards for grades were also established. Additionally, ULM's Computing Center created and launched a mobile app that, among other things, has allowed SLL to have online elections where students can vote using their phones. This change has increased student participation in elections and has allowed SLL to receive more student feedback through the use of polls. Also, SLL has emphasized starting new organizations and getting every student involved in at least one organization. Freshmen orientation staff members have discussed with students the importance of getting involved and finding something to enjoy.

- **Graduate School:** The ULM Graduate School continued a number of actions begun in 2012-13. Assistantships were eliminated for students who attend less than full time, enhancing incentive for students to graduate more punctually. Also, Graduate Coordinators were encouraged to develop alternate academic experiences for students where theses did not add to students' education, career opportunities, or workforce readiness; graduate faculty were counseled regarding roadblocks to successful and timely graduate student degree completion. Additionally, students approaching 100% of expected length of time until graduation were contacted by the Graduate School and asked about graduation progress and plans. During spring 2014, the Graduate School is focusing on graduate assistantships, implementing procedures toward efficiency and uniformity in the graduate admissions process, fostering a culture of policy compliance in all graduate programs, setting forth the appointment of new Graduate Program Coordinators and involving them in Graduate School initiatives, clarifying of the theses and dissertation committee responsibilities, and designing an initiative to bring theses and dissertations on line in the coming year.

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:** The number of students enrolled in University 1010 in Spring 2013 was significantly higher than the pilot semester. Whereas only 22 students were enrolled in Spring 2012, 92 students completed the course in Spring 2013, 15 of whom received a grade of NC. 44% of the students who completed UNIV 1010 achieved success, defined as reaching a semester GPA of 2.0, and 59% of the students who completed UNIV 1010 had Spring 2013 GPAs higher than their Fall 2012 GPAs. 22% of the students who completed UNIV 1010 raised their GPA high enough to return to Academic Good Standing. TOPS students had a higher success rate than non-TOPS students, with 61% of TOPS students having successful outcomes while only 33% of non-TOPS students were successful. Spring 2013 grade data likewise suggest that the PASS Program changes were successful. The workbook was revised and abbreviated, making it easier for the students to refer back to the workbook when needed. It also provided access to the entire workbook for students who did not complete all of the sessions. The data also suggest that the practical tools offered to PASS participants helped them to be successful academically. 100% of PASS participants had successful outcomes and were able to avoid academic suspension. Two of the students earned Academic Good Standing. In Fall 2013, the total number of PASS participants is comparable to that of Spring 2013, however, the program was not able to take off as early in the semester as needed, due to staffing.
- **Athletics:** Mentoring and additional study halls undertaken with the men's basketball team produced substantial academic improvement. In Fall 2011, the average term GPA for team members was 2.20 on a 4.00 scale but improved to 2.969 in Fall 2012. Although not as dramatic, the average cumulative GPA for team members increased from 2.345 in Fall 2010 to 2.807 Fall 2012. For AY 2011-12, the team was awarded the Sun Belt Conference Best GPA Award. Two members of the team were also recognized for their academic performance. Sophomore Calvin Lindsey was named to the Sun Belt Honors List, and sophomore Trent Mackey was named to the Sun Belt Commissioner's List. In Spring 2013, the average term GPA for team members increased to 3.078. For AY 2012-13, the average cumulative GPA for members improved to 2.971. For AY 2012-13, the team was awarded the Sunbelt Conference Best GPA Award for the second consecutive year.

Seniors Marcelis Hansberry, R.J. McCray and Amos Olatayo were named to the Academic Honor Roll while sophomores Kyle Koszuta and Colten Ponder were named to the Commissioner's list.

- Ask Ace: Over 2000 online questions and nearly 5000 phone calls have been answered through [Ask Ace](#) from July 2013 to present. Online questions increased 41.4% over last year; the question breakdown was:

CATEGORY	%
Admissions	35.46%
Athletics	1.73%
Financial Aid	3.60%
General	36.44%
Housing	8.44%
International	3.01%
Request Info	0.30%
Scholarship	4.59%
Transfer	6.47%
TOTALS	100.05%

- Student Life and Leadership: The student elections mobile app has continued to increase participation each year. In 2010-11, 5,263 student votes were cast. In 2013-14, 13,317 student votes were cast thanks to the continued use of online and mobile app polling systems. Students continue to develop new RSOs and reactivate RSOs that had been deactivated.

• **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 have been required to submit midterm grades for their students, and academic advisors were 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 allowed for academic and attendance problems to be identified and corrected while a positive outcome was still possible. In Fall 2013, 51.5% of faculty reported students through GradesFirst. 84.4% of reported classes resulted in a final grade of an A, B, or C. 94.3% of reported scholarship students earned an A, B, or C in their reported classes. Through this program, we have been able to close the circle by using University 1001 instructors to better connect faculty and students.
- Practice for licensure examinations: Many professional programs offer special preparations before their majors take their licensure examination(s). For example, after the Mid-Curricular HESI examination, nursing students who do not score the 850 benchmark are required to enroll in a formal remediation class. In this class, faculty members work with students on test-taking skills, test-taking anxiety, and information review. In addition, a counselor from the Student Counseling Center comes to the remediation class and works with students on test-taking anxiety. Referrals are made to the Counseling Center as needed.
- Annual Program Data Reports: During 2013-14, the Office of Assessment and Evaluation and the VPAA advanced plans to provide academic departments with a succinct report composed of easily-interpreted, department-specific data on progress toward GRAD Act institutional targets and other relevant information. Faculty feedback gathered during spring 2013 University Week helped shape the report design; pilot reports are being run in spring 2014 ([Art](#), [Atmospheric Sciences](#), [Biology](#), [Criminal Justice](#) examples) with full distribution planned for fall 2014.

• **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 2013-14 due to institutional restructuring and personnel changes in multiple University departments, but production of the reports is expected to occur during Summer 2014 and distribution to occur early in Fall 2014. Input on the [feedback report](#) for high schools will be solicited from area superintendents and principals during Summer 2015, and distribution targeted during the latter half of the Fall 2015 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)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>	1,187	1,275	972	1,148	1,281		
<b># Retained to 2<sup>nd</sup> Fall semester</b>	857	920	668	774	870		
<b>Rate</b>	72.2%	72.2%	68.7%	67.4%	67.9%		
<b>Target</b>		73.0% (71.0-75.0%)	73.5% (71.5 -75.0%)	73.5% (71.5 -75.0%)	74.0% (72.0-76.0%)	74.0% (72.0-76.0%)	75.0% (73.0-77.0%)
<b>Actual Fall 08 to Fall 09</b>			65.6%	65.8%	72.2%		
<b>Actual Fall 09 to Fall 10</b>			65.8%	72.2%	72.2%		
<b>Actual Fall 10 to Fall 11</b>			72.2%	72.2%	68.7%		
<b>Avg of Prior Three Years</b>			67.9%	70.1%	71.0%		
<b>Actual Fall 11 to Fall 12</b>			72.2%	68.7%	67.4%		
<b>Actual Fall 12 to Fall 13</b>			68.2%	67.4%	67.9%		
<b>Avg of Most Recent Two Yrs</b>			70.2%	68.1%	67.7%		
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>NO</b>		

\*ULM's 2008-09 through 2010-11 cohorts show varying degrees of effects of the temporary suspension from fall 2009 to fall 2011 of ULM's standard procedure of administratively dropping students' classes for non-payment. Full explanation available in [ULM's YR 3 GRAD Act Annual Report](#), page 3.



**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># 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>Rate</b>	<b>55.1%</b>	<b>56.8%</b>	<b>54.6%</b>	<b>55.6%</b>	<b>53.8%</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 07 to Fall 09</b>				<b>53.6%</b>	<b>55.1%</b>		
<b>Actual Fall 08 to Fall 10</b>				<b>55.1%</b>	<b>56.8%</b>		
<b>Actual Fall 09 to Fall 11</b>				<b>56.8%</b>	<b>54.6%</b>		
<b>Avg of Prior Three Years</b>				<b>55.2%</b>	<b>55.5%</b>		
<b>Actual Fall 10 to Fall 12</b>				<b>54.6%</b>	<b>55.6%</b>		
<b>Actual Fall 11 to Fall 13</b>				<b>55.6%</b>	<b>53.8%</b>		
<b>Avg of Most Recent Two Yrs</b>				<b>55.1%</b>	<b>54.7%)</b>		
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>NO</b>		

*\*ULM's 2007-09 through 2010-12 cohorts show varying degrees of effects of the temporary suspension from fall 2009 to fall 2011 of ULM's standard procedure of administratively dropping students' classes for non-payment. Full explanation available in [ULM's YR 3 GRAD Act Annual Report](#), page 3.*

**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># Graduated within 150% of time</b>	<b>326</b>	<b>391</b>	<b>502</b>	<b>527</b>	<b>531</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>Target</b>		<b>29.0% (27.0-31.0%)</b>	<b>30.0% (28.0-32.0%)</b>	<b>31.0% (29.0-33.0%)</b>	<b>32.0% (30.0-34.0%)</b>	<b>34.0% (32.0-36.0%)</b>	<b>36.0% (34.0-38.0%)</b>
<b>Actual Fall 02 cohort</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 05 cohort</b>							
<b>Actual Fall 06 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>		

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	6,162.8	5,935.4		
Expected # of Graduates*	1,541	1,484		
# Graduates	1,163	1,073		
Ratio of Graduates/ FTE	0.1890	0.1808		
Graduation Productivity*	75.5%	72.3%		
Target	65.1% (63.1 - 67.1%)	67.5% (65.5 – 69.5%)	67.5% (65.5 – 69.5%)	67.5% (65.5 – 69.5%)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES		

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

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

	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
FTE UG Enrollment	6,624	6,742	6,428	6,162.8	5,935.4		
Expected # of Awards*	1,656	1,686	1,607	1,541	1,484		
# Awards	924	1,104	1,169	1,171	1,077		
Ratio of Awards/ FTE	0.1395	0.1637	0.1819	0.1900	0.1815		
Award Productivity*	55.8%	65.5%	72.7%	76.0%	72.6%		
Target		65.6% (63.6-67.6%)	65.6% (63.6-67.6%)	65.6% (63.6-67.6%)	68.0% (66.0-70.0%)	68.0% (66.0-70.0%)	70.0% (68.0-72.0%)
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Actual Fall 03 cohort							
Avg of Prior Three Years							
Actual Fall 04 cohort							
Actual Fall 05 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

\* 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>	<b>47</b>	<b>50</b>	<b>72</b>	<b>56</b>	<b>28</b>		
<b># Admitted by Exception</b>	<b>2</b>	<b>15</b>	<b>19</b>	<b>13</b>	<b>2</b>		
<b>Rate</b>	<b>4.3%</b>	<b>30.0%</b>	<b>26.4%</b>	<b>23.2%</b>	<b>7.1%</b>		
<b># in Freshmen Admitted (Fall)</b>	<b>1,345</b>	<b>1,105</b>	<b>1,185</b>	<b>1,302</b>	<b>1,303</b>		
<b># Admitted by Exception</b>	<b>95</b>	<b>59</b>	<b>68</b>	<b>31</b>	<b>4</b>		
<b>Rate</b>	<b>7.1%</b>	<b>5.3%</b>	<b>5.7%</b>	<b>2.4%</b>	<b>0.3%</b>		
<b># in Freshmen Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># in Freshmen Admitted (Spring)</b>	<b>84</b>	<b>81</b>	<b>76</b>	<b>41</b>	<b>42</b>		
<b># Admitted by Exception</b>	<b>11</b>	<b>9</b>	<b>21</b>	<b>4</b>	<b>0</b>		
<b>Rate</b>	<b>13.1%</b>	<b>11.1%</b>	<b>27.6%</b>	<b>9.8%</b>	<b>0.0%</b>		
<b># in Freshmen Admitted (Total)</b>	<b>1,476</b>	<b>1,236</b>	<b>1,333</b>	<b>1,399</b>	<b>1,373</b>		
<b># Admitted by Exception</b>	<b>108</b>	<b>83</b>	<b>108</b>	<b>48</b>	<b>6</b>		
<b>Rate</b>	<b>7.3%</b>	<b>6.7%</b>	<b>8.1%</b>	<b>3.4%</b>	<b>0.4%</b>		

**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)**

	<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, Baccalaureate</b>	<b>878</b>	<b>1,022</b>	<b>1,096</b>	<b>1,108</b>	<b>1,021</b>		
<b>% Change</b>		<b>16.4%</b>	<b>24.8%</b>	<b>26.2%</b>	<b>16.3%</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>

	<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, Post-Baccalaureate</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>% Change</b>		<b>-100.0%</b>	<b>-100.0%</b>	<b>-100.0%</b>	<b>-100.0%</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>

	<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, Undergraduate Completers</b>	<b>878</b>	<b>1,022</b>	<b>1,096</b>	<b>1,108</b>	<b>1,021</b>		
<b>% Change</b>		<b>16.4%</b>	<b>24.8%</b>	<b>26.2%</b>	<b>16.3%</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 07-08</b>							
<b>Actual AY 08-09</b>							
<b>Actual AY 09-10</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual AY 10-11</b>							
<b>Actual AY 11-12</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</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, Masters</b>	<b>234</b>	<b>240</b>	<b>215</b>	<b>296</b>	<b>290</b>		
<b>% Change</b>		<b>2.6%</b>	<b>-8.1%</b>	<b>26.5%</b>	<b>23.9%</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>% Change</b>		<b>-24.2%</b>	<b>0.0%</b>	<b>2.2%</b>	<b>-53.8%</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>% Change</b>		<b>150.0%</b>	<b>80.0%</b>	<b>0</b>	<b>100.0%</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>% Change</b>		<b>-0.3%</b>	<b>-3.3%</b>	<b>19.1%</b>	<b>5.1%</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>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>% Change from baseline</b>		<b>11.7%</b>	<b>17.0%</b>	<b>24.9%</b>	<b>13.1%</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)**

	<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>Summer</b>	<b>141</b>	<b>127</b>	<b>96</b>	<b>138</b>	<b>107</b>		
<b>Fall</b>	<b>771</b>	<b>827</b>	<b>1,036</b>	<b>1,200</b>	<b>1,373</b>		
<b>Winter</b>							
<b>Spring</b>	<b>630</b>	<b>720</b>	<b>837</b>	<b>1,144</b>	<b>1,201</b>		
<b>TOTAL</b>	<b>1,542</b>	<b>1,674</b>	<b>1,969</b>	<b>2,482</b>	<b>2,681</b>		

**1.c.ii. Number of semester credit hours in which high school students enroll, by semester/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 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>Summer</b>	<b>439</b>	<b>401</b>	<b>345</b>	<b>464</b>	<b>343</b>		
<b>Fall</b>	<b>3,950</b>	<b>3,714</b>	<b>4,769</b>	<b>5,878</b>	<b>6,950</b>		
<b>Winter</b>							
<b>Spring</b>	<b>2,497</b>	<b>2,701</b>	<b>3,214</b>	<b>6,706</b>	<b>5,246</b>		
<b>TOTAL</b>	<b>6,886</b>	<b>6,816</b>	<b>8,328</b>	<b>13,048</b>	<b>12,539</b>		

**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)**

	<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>Summer</b>	<b>404</b>	<b>364</b>	<b>342</b>	<b>461</b>	<b>339</b>		
<b>Fall</b>	<b>2,602</b>	<b>2,406</b>	<b>4,445</b>	<b>5,633</b>	<b>6,687</b>		
<b>Winter</b>							
<b>Spring</b>	<b>2,177</b>	<b>2,395</b>	<b>3,132</b>	<b>4,343</b>	<b>5,153</b>		
<b>TOTAL</b>	<b>5,183</b>	<b>5,165</b>	<b>7,919</b>	<b>10,437</b>	<b>12,179</b>		

**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>Clinical Laboratory Sciences/Medical Laboratory Technology</b>	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	100.0%	CY 2013	10	10	100.0%
<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 2013	27	27	100.0%
<b>Occupational Therapy Assisting</b>	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	100.0%	CY 2013	39	38	97.4%
<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 2013	45  50	42  49	NAPLEX 93.3%  MPJE 98.0%
<b>Radiologic Technology</b>	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	96.9%	CY 2013	23	23	100.0%

\*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>Number of students who met standards for passage</b>	<b>81</b>	<b>179</b>		
<b>Calculated Passage rate</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>Actual Year 06-07</b>				
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 09-10</b>				
<b>Actual 10-11</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</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>Number of students who met standards for passage</b>	<b>77</b>	<b>75</b>		
<b>Calculated Passage rate</b>	<b>90.6%</b>	<b>97.4%</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>Actual Year 07</b>				
<b>Actual Year 08</b>				
<b>Actual Year 09</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 10</b>				
<b>Actual 11</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</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.**

The University of Louisiana at Monroe (ULM) continued participation in the state's initiative to develop a common course numbering system. During the 2013-14 academic year, the Chief Articulation Officers of the state worked with faculty from English, Mathematics, Biological and Physical Sciences to review existing statewide common course descriptors to see if any changes needed to be made, to discuss any problems/concerns/bright spots that might have occurred throughout the last academic year regarding the articulation of courses, and to determine if additional courses should be added to the Matrix. The corresponding Louisiana Common Course Numbers (LCCN) are [listed](#) in ULM's online degree audit and advising system, Flightpath, and appear in the 2013-14 ULM catalog description for each included course.

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 develop 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.**
  - Web-based information: The 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 located on it. The "How-to" videos have received various amounts of use, with the most frequently used ones 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 30,000 page views in the 2013-14 year, a 17% increase over 2012-13.

Google Analytic statistics for selected ULM websites - July 1, 2013 to March 26, 2014

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	4,028	3:04
<a href="#">howto/banner.html</a>	How to login to Banner	1,924	6:54
<a href="#">howto/billpay.html</a>	How to pay my bill	463	4:43
<a href="#">howto/checkbill.html</a>	How to check my bill	429	4:03
<a href="#">howto/finaid01.html</a>	Financial Aid: How to complete required documentation	946	4:07
<a href="#">howto/finaid02.html</a>	Financial Aid: How to view and accept awards	712	5:00
<a href="#">howto/myulm.html</a>	How to login to myULM	502	3:43
<a href="#">howto/navigate.html</a>	How to navigate myULM	56	4:27
<a href="#">howto/paymentplan.html</a>	How to set up a payment plan	595	3:47
<a href="#">howto/scholarships.html</a>	How to apply for scholarships	129	3:35
<a href="#">howto/waitlisting.html</a>	How does waitlisting work	247	7:56
<a href="#">prospectivestudents/admissionsreq/transfer.html</a>	Provides admission requirements for transfer students	7,161	1:51
<a href="#">prospectivestudents/contact/</a>	Provides contact information for the Office of Recruitment and Admissions	15,882	2:53
<a href="#">prospectivestudents/transfer/</a>	One-stop-shop for transfer students seeking information about ULM	21,060	1:23
<a href="#">prospectivestudents/transfer/la/</a>	One-stop-shop for Louisiana Transfer Degree students	2,159	1:35

- **Ask Ace:** Over 2000 online questions and nearly 5000 phone calls have been answered through [Ask Ace](#) from July 2013 to present. 6.47% of the online questions requested information regarding transfer.
- **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. Several examples are discussed below.

- **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.
- **Practice for licensure examinations:** Many professional programs offer special preparations before their majors take their licensure examination(s). For example, after the Mid-Curricular HESI examination, nursing students who do not score the 850 benchmark are required to enroll in a formal remediation class. In this class, faculty members work with students on test-taking skills, test-taking anxiety, and information review. In addition, a counselor from the Student Counseling Center comes to the remediation class and works with students on test-taking anxiety. Referrals are made to the Counseling Center as needed.
- **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 are expected to 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># retained to next Fall semester</b>	<b>408</b>	<b>392</b>	<b>443</b>	<b>452</b>	<b>395</b>		
<b>Rate</b>	<b>64.1%</b>	<b>61.9%</b>	<b>56.8%</b>	<b>67.7%</b>	<b>71.0%</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># retained to the next Fall semester</b>	<b>322</b>	<b>306</b>		
<b>Rate</b>	<b>74.4%</b>	<b>77.7%</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 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Actual Year 09-10</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 10-11</b>				
<b>Actual 11-12</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Met?</b>	<b>YES</b>	<b>YES</b>		

**2.a.ii. Number of baccalaureate graduates that began as transfer students (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>865</b>	<b>1,005</b>	<b>1,076</b>	<b>1,116</b>	<b>1,025</b>		
<b># who began as transfers</b>	<b>310</b>	<b>360</b>	<b>350</b>	<b>368</b>	<b>332</b>		
<b>Percentage who began as transfers</b>	<b>35.5%</b>	<b>35.8%</b>	<b>32.5%</b>	<b>33.0%</b>	<b>32.4%</b>		

## 2.a.iii. Percent of transfer students admitted by exception (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># Transfers Admitted (Summer)</b>	52	143	320	117	191		
<b># Admitted by Exception</b>	4	7	13	15	2		
<b>Rate</b>	7.7%	4.9%	4.1%	12.8%	0.1%		
<b># Transfers Admitted (Fall)</b>	535	555	668	402	487		
<b># Admitted by Exception</b>	37	34	45	29	11		
<b>Rate</b>	6.9%	6.1%	6.7%	7.2%	2.3%		
<b># Transfers Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># Transfers Admitted (Spring)</b>	289	310	345	223	257		
<b># Admitted by Exception</b>	25	23	41	16	3		
<b>Rate</b>	8.7%	7.4%	11.9%	7.2%	1.2%		
<b># Transfers Admitted (TOTAL)</b>	889	1,008	1,333	742	935		
<b># Admitted by Exception</b>	68	64	99	60	16		
<b>Rate</b>	7.6%	6.3%	7.4%	8.1%	1.7%		

**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># retained to next Fall semester</b>	<b>31</b>	<b>30</b>	<b>60</b>	<b>90</b>	<b>38</b>		
<b>Rate</b>	<b>77.5%</b>	<b>61.2%</b>	<b>64.5%</b>	<b>70.3%</b>	<b>77.6%</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># who began as transfers w assoc degree</b>	<b>17</b>	<b>21</b>	<b>40</b>	<b>49</b>	<b>47</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>		

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		

\*Includes estimated data for Spring 2010.

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		
# retained to next Fall semester	0	0	0	0	0		
Rate	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		

### 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.**

During 2013-14, ULM undertook a significant academic reorganization that would accomplish two goals. First, the restructured division would contribute to a better fiscal environment for the university by streamlining administrative costs and by eliminating low-completer programs. Second, it would support more collaboration across disciplines so that innovation would be increased and new degree programs that are aligned with workforce needs would be developed more quickly.

Using the results of three program prioritizations and an analysis of program costs compared to revenues, the Dean's Council recommended the termination of two degree programs (BA in Sociology and BS in Medical Laboratory Sciences), one program concentration (Pharmacy Administration concentration in the Ph.D. in Pharmacy), and one subject area (geology). These actions were approved by ULM's senior administration after a review by the ULM Faculty Senate. Termination of the two degree programs required action by the University Of Louisiana System Board Of Supervisors and by the Louisiana Board of Regents. The former granted its approval at its December 2013 meeting. The latter approved termination of the Sociology program at its January 2014 meeting but deferred action on the Medical Laboratory Sciences program for 60 days. That period of time was provided for supporters of the program to work with the university to see if a partnership could be forged to make the program viable. Significant progress was made in establishing this partnership, so action by the Board of Regents on the BS in Medical Laboratory Sciences was delayed until its April 2014 meeting.

- **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.**
  - College of Arts and Sciences: In the College of Arts and Sciences, a letter of intent for a BA in Dance was submitted to the Board of Regents. No university in northern Louisiana offers a comprehensive Dance Major curriculum. The promising job outlook for dance majors is summarized in a Bureau of Labor Statistics report: "Employment of choreographers is projected to grow 24 percent from 2010 to 2020, faster than the average for all occupations. The growing interest in dance in pop culture is expected to lead more people to enroll in dance schools, and growing enrollment should create more jobs for choreographers. In addition, the number of dance schools is growing faster than the number of employees of dance schools."
  - College of Business Administration: The College of Business Administration (CBA) added a Post-Baccalaureate Certification in Unmanned Aircraft Systems Management that will complement a concentration in the same area already existing in ULM BS in Aviation program. The PBC will allow individuals who have already earned a bachelor's degree to add a credential that will allow them entry into a market that is predicted to generate more than \$200 million in activity within the state once the Federal Aviation Administration allows the commercial use of such systems. The College has also developed a plan to increase the number of graduates in 4- and 5-star jobs in computer sciences,

computer information systems, accounting, financial analysis, and other business-related areas. The plan is currently being discussed with the regional business community.

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

During AY 2013-14, the [ULM Incumbent Worker Training Program](#) (IWTP) is working with businesses throughout the state to administer over \$1.5 million to train over 1,500 Louisiana employees. These funds have gone to companies ranging in size from 48 employees to the third largest telecommunications company in the nation through individual grants ranging from \$34,000 to over \$1 million. 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 and healthcare. A list of businesses being served and the number of people receiving training at each business during AY 2013-14 is as follows.

<b>Grant Recipient</b>	<b>Employees</b>
CenturyLink #5	700
Brown Development	235
Center for Children & Families #3	48
Tara Cares Consortium #3	242
Total	1577

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. The program serves populations in ten different parishes in northern Louisiana, including Red River, Bienville, Claiborne, Lincoln, Union, Ouachita, Morehouse, West Carroll, East Carroll, and Madison. From July 1, 2012-June 30, 2013 95 migrant workers were served and 64 received their GED's and between July 1, 2013 and February 28, 2014, 85 migrant workers participated in the program and 43 have earned their GED as of February 28, 2014.



- **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 2013. Of the 506 candidates for graduation, 362 completed the survey. The data gathered revealed that 35% (127 responses) planned to attend graduate school, 24% (87 responses) had accepted a job position post-graduation, 33% (120 responses) planned to remain in their current employment position post-graduation, and 43% (158 responses) were still seeking employment post-graduation. Approximately 39% of the candidates said their job position was related to their major. It is also interesting to note that 72% of those who completed the survey planned to remain in Louisiana.

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

ULM has continued its commitment to making education accessible to students by offering course sections by distance learning and increasing the number of degrees that can be earned completely online during AY 2013-14. Twenty-eight programs from four of the University's five colleges 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 946 online sections.

Faculty 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 2014](#) 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 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 FY2014 and has three staff members: a director, a coordinator for online programs, and a recruiter for online programs. Current projects underway with the office are the development of appropriate policies and procedures for online programs, cooperation with the Office of Recruitment and Admissions to facilitate the smooth transfer of information and students into online programs, a restructuring of the fee schedule for students in online programs, and 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		

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		

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		
# of programs aligned with needs			71	84	86		
% of programs aligned			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 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># 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># of course sections that are 100% distance delivered</b>	<b>331</b>	<b>513</b>	<b>727</b>	<b>767</b>	<b>946</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 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># 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>		

## 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		
Baccalaureate	11	14		
Post-Baccalaureate	1	1		
Grad Cert	0	0		
Masters	13	14		
PMC	0	0		
Specialist	0	0		
Doctoral	2	2		
Professional	0	0		
<b>TOTAL</b>	<b>28</b>	<b>32</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>		

**Associate:** General Studies **Baccalaureate:** Modern Languages (FR), General Studies, Psychology, Criminal Justice, Dental Hygiene, Elementary Education GR 1-5, Radiologic Technology, Nursing, Health Studies-Health Care Management, General Business, Organizational Leadership-Finance, Marketing, Risk Management and Insurance, History **PBC:** Gerontological Studies **Masters:** Curriculum and Instruction, Educational Leadership, Counseling, Elementary Education GR 1-5, Elementary Education and Special Education M/Mod GR 1-5, Secondary Education GR 6-12, Secondary Education and Special Education M/Mod GR 6-12, Educational Technology Leadership, English, Gerontology, Psychology, Criminal Justice, Business Administration, History **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
Associate	70	69	53
Baccalaureate	1,028	1,098	1,114
Masters	238	213	294
Doctorate	25	18	10
Professional	69	91	93
Educational Specialist	3	6	5
Total Completers	1,433	1,495	1,569
Rate Employed 2014 Q2	68.7%	63.1%	63.1%
Rate Employed 2014 Q6	64.0%		

#### 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.**

The University of Louisiana at Monroe (ULM) continued its partnership with Louisiana Delta Community College (LDCC) in efforts to shift the delivery of developmental courses away from 4-year institutions. Beginning fall 2013, developmental English and math sections were taught by LDCC faculty on ULM's campus with plans for all sections to move to LDCC's campus by fall 2014; however, the arrangement was not financially beneficial for ULM and was terminated at the end of that semester. ULM offered the developmental sections in spring 14, but due to admissions standards restricting student developmental coursework needs, ULM has offered nearly 56% fewer developmental course sections and enrolled 53% fewer students in the remaining sections since 2009-10.

Few developmental courses will be taught at ULM in the 2014-15 academic year, and these offerings should end after the 2015-2016 academic year once all currently enrolled students have satisfied their requirements. ULM will pilot 3 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 will supplement the traditional introductory English 1001, Math 1009, and Math 1011 courses and ensure that students are provided with the support they need for success and progression.

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 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. 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 composed primarily of general education courses and 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. ULM remains in discussions with the ULS and the Board of Regents to determine if we should keep this program as a completer degree or it should move to LDCC.

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

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 February 26, 2013 meeting. The revised plan is provided below. The difference between the proposed tuition FY 13-14 and the tuition charged was due to the assessment of the energy surcharge, a new university facilities fee, increase of two student assessed fees and a new student activity enhancement fee which replaces eighteen current fees and based the new fee on a per hour assessment. (\$134)

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

Fiscal Year	SREB Target (\$)	Proposed (\$)	Charged (\$)
2010-11	15,604	11,924	11,924
2011-12	16,294	13,047	13,047
2012-13	18,113	14,431	14,263
2013-14	16,501	16,756	16,890
2014-15	18,571	19,108	
2015-16	21,365	21,365	

\*Values are those approved by the ULS Board of Supervisors at its February 2012 meeting.

The table below shows these tuition increases did not affect 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	976	981
Difference (2012-13 to 2013-14)	+71	+85

The total revenue realized from the increase in non-resident tuition and the increase in the number of non-resident students attending ULM was \$375,985 as of March 1, 2014).

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	13		
Course sections in English	9	10	9	11	4		
Other developmental course sections	0	0	0	0	2		
<b>TOTAL</b>	<b>43</b>	<b>47</b>	<b>33</b>	<b>34</b>	<b>19</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	527		
Enrollment in dev English	200	168	138	99	78		
Enrollment in other developmental courses	0	0	0	0	36		
<b>TOTAL</b>	<b>1,364</b>	<b>1,075</b>	<b>772</b>	<b>783</b>	<b>641</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)**

	<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>Number of associate degree programs</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>		

**4.b.ii. Number of students (headcount) enrolled in active associate degree programs (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 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>Number of students enrolled</b>	<b>15</b>	<b>7</b>	<b>30</b>	<b>29</b>	<b>99*</b>		

\* 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)

	<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>Non-resident tuition/fees (full-time)</b>	<b>\$10,773</b>	<b>\$11,924</b>	<b>\$13,047</b>	<b>\$14,263</b>	<b>\$16,890</b>		
<b>Peer non-resident tuition/fees (full-time)</b>	<b>\$14,922</b>	<b>\$15,604</b>	<b>\$16,294</b>	<b>\$17,074</b>	<b>\$18,334</b>		
<b>Percentage difference</b>	<b>-38.5%</b>	<b>-30.9%</b>	<b>-24.9%</b>	<b>-19.7%</b>	<b>-8.5%</b>		

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		
# programs having discipline accreditation	52	52		
% accredited programs	94.5%	94.5%		
TARGET	90.9%	90.9 % (88.9-92.9%)	90.9 % (88.9-92.9%)	90.9 % (88.9-92.9%)
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				
Met?	YES	YES		

# **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 1, 2014**

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 2013*

<b>Undergraduate headcount</b>	<b>7,243</b>
<b>Graduate headcount</b>	<b>1,370</b>
<b>Total headcount</b>	<b>8,613</b>

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

*Source: 2013-2014 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

<b>Undergraduate FTE</b>	<b>5,839.4</b>
<b>Graduate FTE</b>	<b>1,467.5</b>
<b>Total FTE</b>	<b>7,306.9</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 2013. 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>385</b>
<b>FTE Faculty</b>	<b>328.9</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 2013.*

<b>Undergraduate headcount enrollment</b>	<b>32,929</b>
<b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b>	<b>1,199</b>
<b>Average undergraduate class size</b>	<b>27.5</b>

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

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

*Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.*

<b>Total FTE enrollment</b>	<b>7,306.9</b>
<b>FTE instructional faculty</b>	<b>328.9</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 2013, 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 &amp; Sciences</b>	<b>2</b>	<b>2</b>
<b>College of Business Administration</b>	<b>2</b>	<b>2</b>
<b>College of Education &amp; Human Development</b>	<b>1</b>	<b>1</b>
<b>College of Health Sciences</b>	<b>1</b>	<b>1</b>
<b>College of Pharmacy</b>	<b>1</b>	<b>1</b>

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

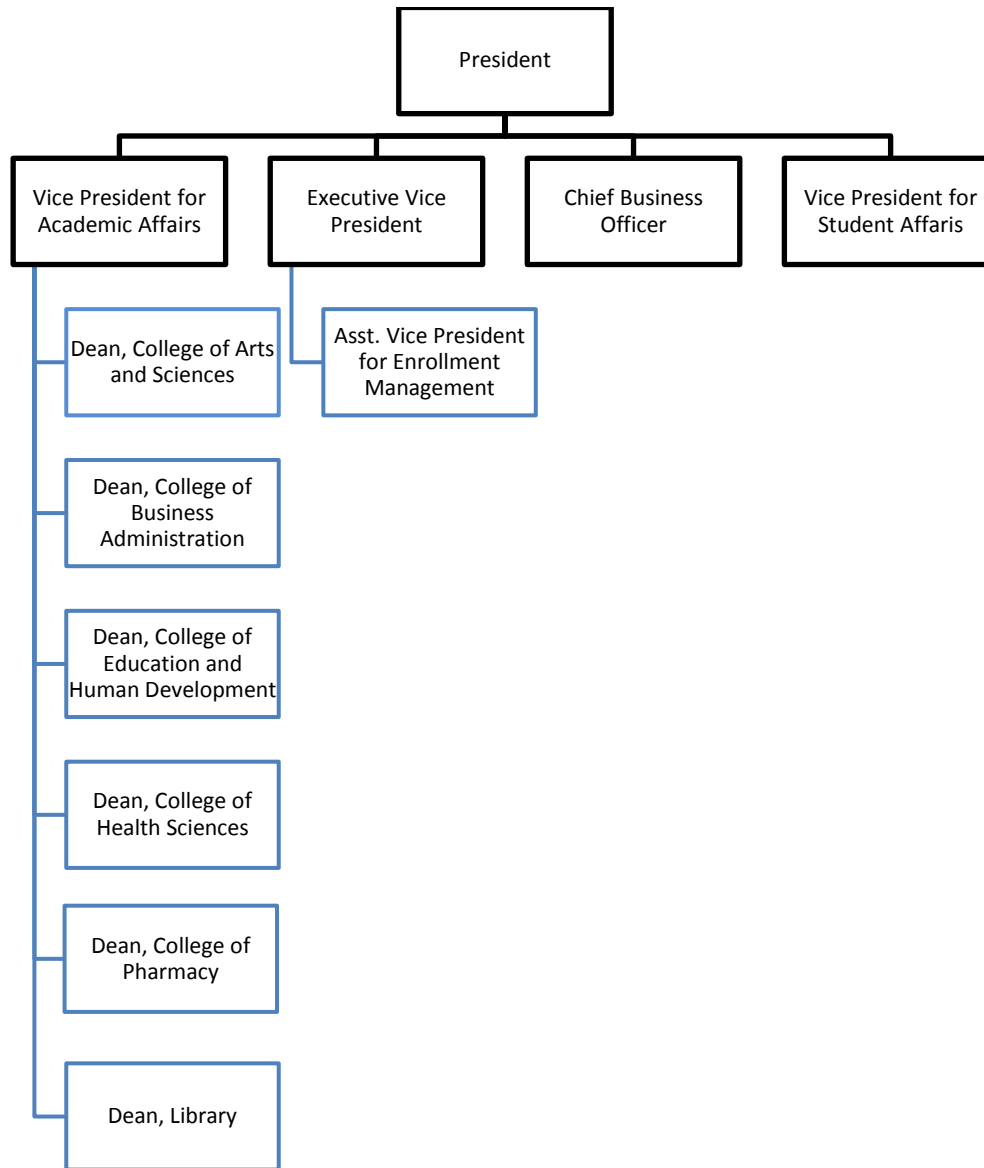
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, 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>87</b>	<b>86.75</b>
<b>Athletics</b>	<b>49</b>	<b>49</b>
<b>Business Affairs</b>	<b>30</b>	<b>30</b>
<b>Executive Vice President</b>	<b>84</b>	<b>84</b>
<b>President</b>	<b>13</b>	<b>13</b>
<b>Student Affairs</b>	<b>41</b>	<b>39.9</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 2013).**



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, 2008

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.

<b>Position</b>	<b>Total Base Salary, reported Fall 2009</b>	<b>Total Base Salary, reported Fall 2010</b>	<b>Total Base Salary, reported Fall 2011</b>	<b>Total Base Salary, reported Fall 2012</b>	<b>Total Base Salary, reported Fall 2013</b>
<i>President</i>	<i>\$252,886</i>	<i>\$252,866</i>	<i>\$252,886</i>	<i>\$252,886</i>	<i>\$252,886</i>
<i>Vice President for Academic Affairs</i>	<i>\$166,267</i>	<i>\$166,267</i>	<i>\$158,000</i> <i>Administrative restructure replaced Provost and VPAA</i>	<i>\$162,500</i> <i>Interim to Permanent Appointment</i>	<i>\$162,500</i>
<i>Executive Vice President</i> <i>(created July 1, 2011)</i>	<i>NA</i>	<i>NA</i>	<i>\$190,000</i>	<i>\$190,000</i>	<i>\$190,000</i>
<i>Vice President for Student Affairs</i>	<i>\$112,057</i>	<i>\$112,057</i>	<i>\$112,057</i>	<i>\$112,057</i>	<i>\$112,057</i>
<i>Chief Business Officer</i> <i>(created July 1, 2011)</i>	<i>NA</i>	<i>NA</i>	<i>\$110,000</i> <i>Administrative restructure eliminated VP for Business Affairs; budgeted salary (position unfilled as of YR 2 reporting)</i>	<i>\$120,000</i> <i>No increase; original hire date salary of CBO in July 2012</i>	<i>\$120,000</i>
<i>Assistant VP for Enrollment Management (created July 1, 2011)</i>	<i>\$89,000</i>	<i>\$89,000</i>	<i>\$89,000</i> <i>Administrative restructure replaced Assoc. Provost for Enrollment Management</i>	<i>\$89,000</i>	<i>\$89,000</i>
<i>Dean, College of Arts and Sciences</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>
<i>Dean, College of Business Administration</i>	<i>\$147,000</i>	<i>\$147,000</i>	<i>\$147,000</i>	<i>\$147,000</i>	<i>\$147,000</i>
<i>Dean, College of Education and Human Development</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>
<i>Dean, College of Health Sciences</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>
<i>Dean, College of Pharmacy</i>	<i>\$200,000</i>	<i>\$200,000</i>	<i>\$200,000</i>	<i>\$200,000</i>	<i>\$200,000</i>
<i>Dean, Library</i>	<i>\$88,000</i>	<i>\$88,000</i>	<i>\$91,000</i> <i>Promotion to Professor</i>	<i>\$91,000</i>	<i>\$91,000</i>

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>\$32,903,481</b>	<b>45.8%</b>
<b>Research</b>	<b>\$3,237,230</b>	<b>4.5%</b>
<b>Public Service</b>	<b>\$157,840</b>	<b>0.2%</b>
<b>Academic Support**</b>	<b>\$5,245,280</b>	<b>7.3%</b>
<b>Student Services</b>	<b>\$4,295,945</b>	<b>6.0%</b>
<b>Institutional Services</b>	<b>\$10,637,807</b>	<b>14.8%</b>
<b>Scholarships/Fellowships</b>	<b>\$5,758,017</b>	<b>8.0%</b>
<b>Plant Operations/Maintenance</b>	<b>\$7,240,194</b>	<b>10.1%</b>
<b>Total E&amp;G Expenditures</b>	<b>\$69,475,793</b>	<b>96.8%</b>
<b>Hospital</b>	<b>-</b>	<b>0.0%</b>
<b>Transfers out of agency</b>	<b>\$39,801</b>	<b>0.1%</b>
<b>Athletics</b>	<b>\$2,275,768</b>	<b>3.2%</b>
<b>Other</b>	<b>-</b>	<b>0.0%</b>
<b>Total Expenditures</b>	<b>\$71,791,361</b>	<b>100%</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>\$19,993</b>
--	-----------------

- **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>
--	----------------

- **iv. Average cost per degree awarded by degree level.**

<b>Average State Dollars Per FTE</b>	<b>\$4,210</b>
--------------------------------------	----------------

- **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>\$4,210</b>
--------------------------------------	----------------

- **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>\$126,219,679</b>
------------------------------------	----------------------