



University of
LOUISIANA
at Monroe

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

**GRAD Act Annual Report
FY 2014-2015 (Year 5)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 9, 2015**

**and to the
Louisiana Board of Regents,
May 1, 2015**

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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 1st to 2nd or 1st to 3rd year retention in Year 5; while disappointing, it is important to consider that progress is still being made. The 1st to 2nd rate increased 2 percentage points from last year and has narrowed the gap between actual and target rates by 33% in the last year alone. 1st to 3rd rate was nearly identical to that shown in the report of the previous term, but we hope our efforts that are successfully increasing 1st to 2nd rate will begin to bear similar positive results. Because the third fall rate has some correlation with second fall retention, we hope to see the 1st to 3rd rate follow the baseline - decrease - increase pattern shown by our 1st to 2nd rate and begin to increase over the next couple of terms.

ULM also had a program change that caused the number of total undergraduate completers to fall below the target. Prior to spring 2014, students who successfully completed the first year of the PharmD program, into which students are admitted after 3 years of undergraduate work, were awarded a BGS in General Studies. The faculty and administration of the School of Pharmacy felt this degree did not reflect the academic rigor of the completed curriculum, so they initiated the creation of the BS in Pharmaceutical Sciences which was approved by the Board of Regents in September 2013. As previously done, that degree is awarded after students complete their first year in the professional PharmD program.

Thirty-two of the 2012 cohort of Year 1 PharmD students elected to wait and receive the BS in Pharmaceutical Sciences in spring 2014 rather than take the BGS degree earlier. Additionally, due to a minor curriculum change beginning with the 2013 cohort, courses in the first professional year of the PharmD program do not end until the summer, and the 91 students in the 2013 cohort were not awarded the degree until fall 2015 commencement. In the future, the degrees will be awarded in summer. Had those degrees been awarded in spring as happened previously, ULM's undergraduate completer total for GRAD Act Year 5 would rise from the reported 940 to 1,031 and would have been 17.4% above the baseline, exceeding the target by 66 students and 7.3%. So while missing the target is certainly unsatisfactory, it was missed because of increased academic rigor and does not indicate cause for alarm since the increase over baseline, when including the 2013 PharmD cohort students, would have both exceeded the target and been an increase over the prior year. For the 2014-15 year and forward, we expect to exceed our target for undergraduate completers as in all reporting years prior to 2015.

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

ULM implemented or continued a number of student success initiatives during 2014-15:

- 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, in conjunction with the Retention Committee, created a mentoring program for all incoming fall 2014 freshmen. This program included the development of a mentoring unit to the existing University Seminar 1001 and was carried out by the

advising staff. Additionally, after piloting the use of Grades First to elicit student progress information from instructors at key points in the semester, the SSC staff used this information as part of the mentoring program. The program was deemed successful based on an increase in persistence rates and is undergoing improvements based on assessment.

- **Academic Colleges:** In the College of Health and Pharmaceutical Sciences, programs have recently developed and/or revised remediation policies that are being reviewed by the Dean and Associate Dean. Several programs in the College of Arts, Education, and Sciences provide support for student success including the [Write Place](#) which employs peer tutors to support all levels of writers in developing heightened awareness of writing processes and stronger writing skills; the [Math Resource Center](#) which provides one-on-one tutoring, testing facilities, and hands on learning opportunities for students enrolled in freshman level math courses; the [Language Learning Center](#) which provides tutoring both from ULM students and from software to assist in the learning of Spanish, French, Latin, and Chinese; and [Culture Connection](#) which provides a social and educational space to educate the campus community about the various cultures represented within.
- **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, 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 2014-15, 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 answered by Admissions staff within 24 hours; over 2,000 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 ULM Graduate School has begun to reap the benefits of actionable strategies begun in 2014. Specific job descriptions were developed and approved for Graduate Coordinators to forge consistency and quality compliance. Graduate programs, facilitated through their Graduate Coordinators, continue to develop alternate academic experiences for students where the thesis did not add to students' education, career opportunities, or workforce readiness and have implemented strategies to reduce roadblocks to successful and timely degree completion as a result of a program audit. 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 and thereafter, the Graduate School continues its focus on graduate assistantships, implementing procedures toward efficiency and uniformity in the graduate admissions process, fostering a culture of policy compliance in all graduate programs, and clarifying of the theses and dissertation committee responsibilities. The Graduate School's policy goal to ensure that every graduate student has a current official degree plan on file is now in place. Finally, the initiative to submit theses and dissertations electronically has now become a reality as a result of the launch of Electronic Theses and Dissertations (ETDs) March 2015.

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, one semester after implementing the mentoring program for all incoming fall 2014 freshmen, persistence rate increased from 79% for fall 2013 to spring 2014 to 89% for the fall 2014 FTF cohort, which was significant enough to continue with the program with minor changes.
- Athletics: In Fall of 2013, the average term GPA for team members increased to 3.102. In AY 2013-14 the average cumulative GPA for members improved to 3.048, and the team was awarded the Sunbelt Conference Best GPA Award for the third consecutive year. Several members of the team were recognized for their academic performance; sophomore Nick Coppola was named to the Commissioner's List and junior DeMondre Harvey and redshirt-freshman Lance Richard both earned Honor Roll recognition. In summer of 2014, the ULM Men's Basketball Team earned its second consecutive Team Academic Excellence Award from the National Association of Basketball Coaches (NABC). Seniors Amos Olatayo and Tylor Ongwae earned individual recognition after being named to the NABC Honors Court.
- Ask Ace: Over 2000 online questions and nearly 5000 phone calls were answered through [Ask Ace](#) from April 2014 to March 2015. The question breakdown was:

Ask Ace Summary

April 1, 2014 through March 18, 2015

Category	# of Questions	Percent
Admissions	643	31.0%
Athletics	32	1.5%
Financial Aid	137	6.6%
General	658	31.8%
Housing	208	10.0%
International	49	2.4%
Registrar	76	3.7%
Request Info	36	1.7%
Scholarships	118	5.7%
Transfer	114	5.5%
TOTALS	2,071	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 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. In fall 2014, this pilot program became the basis for the mentoring program mentioned previously.
- 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 2014-15, the Office of Assessment and Evaluation and the VPAA begun work with University Planning and Analysis to advance 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 used to track trends for the institutional program review process. Faculty feedback gathered during spring 2013 University Week helped shape the report design; pilot reports were run in fall 2013 ([Art](#), [Atmospheric Sciences](#), [Biology](#), [Criminal Justice](#) examples), revisions are being made, and full distribution is planned for fall 2015.
- Athletics: Compliance Services purchased and implemented the JumpForward system to monitor NCAA rules compliance, which includes student success criteria. Currently JumpForward is being used primarily for monitoring recruiting, but work is progressing to fully integrate JumpForward with Banner so it can be used for multiple purposes.

- Graduate School: Currently, admissions activity is tracked through ARGOS reports of applicants and admission decisions, but EMAS (Enrollment Management Action System) is being implemented soon 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 2014-15 due to institutional restructuring and personnel changes in multiple University departments, but production of the reports is expected to occur during summer 2015 and distribution to occur early in fall 2015. 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, 1st to 2nd Year Retention Rate (Targeted)

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1,056	1,283	1,474	1,505	1,425	1,399	
# Graduated within 150% of time	326	391	502	527	531	562	
Rate	30.9%	30.5%	34.1%	35.0	37.3%	40.2%	
Target		29.0% (27.0-31.0%)	30.0% (28.0-32.0%)	31.0% (29.0-33.0%)	32.0% (30.0-34.0%)	34.0% (32.0-36.0%)	36.0% (34.0-38.0%)
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Actual Fall 05 cohort							
Avg of Prior Three Years							
Actual Fall 06 cohort							
Actual Fall 07 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES	YES	

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	5,795.4	
Expected # of Graduates*	1,541	1,484	1,449	
# Graduates	1,163	1,073	1,005	
Ratio of Graduates/ FTE	0.1890	0.1808	0.1734	
Graduation Productivity*	75.5%	72.3%	69.4%	
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	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	5,795.4	
Expected # of Awards*	1,656	1,686	1,607	1,541	1,484	1,449	
# Awards	924	1,104	1,169	1,171	1,077	1,007	
Ratio of Awards/ FTE	0.1395	0.1637	0.1819	0.1900	0.1815	0.1738	
Award Productivity*	55.8%	65.5%	72.7%	76.0%	72.6%	69.5%	
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	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)

	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
# Freshmen Admitted (Summer)	47	50	72	56	28	98	
# Admitted by Exception	2	15	19	13	2	6	
Rate	4.3%	30.0%	26.4%	23.2%	7.1%	6.1%	
# in Freshmen Admitted (Fall)	1,345	1,105	1,185	1,302	1,303	1,258	
# Admitted by Exception	95	59	68	31	4	19	
Rate	7.1%	5.3%	5.7%	2.4%	0.3%	1.5%	
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	84	81	76	41	42	67	
# Admitted by Exception	11	9	21	4	0	1	
Rate	13.1%	11.1%	27.6%	9.8%	0.0%	1.5%	
# in Freshmen Admitted (Total)	1,476	1,236	1,333	1,399	1,373	1,423	
# Admitted by Exception	108	83	108	48	6	26	
Rate	7.3%	6.7%	8.1%	3.4%	0.4%	1.8%	

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
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, Baccalaureate	878	1,022	1,096	1,108	1,021	940	
% Change		16.4%	24.8%	26.2%	16.3%	7.1%	
Target		16.4%	2.4% (899)	4.8% (920)	7.2% (941)	9.6% (962)	12.0% (983)

	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, Post-Baccalaureate	1	0	0	0	0	0	
% Change		-100.0%	-100.0%	-100.0%	-100.0%	-100.0%	
Target		-100.0%	0.0% (1)	100.0% (2)	100.0% (2)	200.0% (3)	300.0% (4)

	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
Total, Undergraduate Completers	879	1,022	1,096	1,108	1,021	940	
% Change		16.4%	24.8%	26.2%	16.3%	6.9%	
Target		16.3%	2.4% (900) (0.4 – 4.4%)	4.9% (922) (2.9 – 6.9%)	7.3% (943) (5.3 – 9.3%)	9.8% (965) (7.8 – 11.8%)	12.3% (987) (10.3 – 14.3%)
Actual AY 09-10						16.4%	
Actual AY 10-11						24.8%	
Actual AY 11-12						26.2%	
Avg of Prior Three Years						22.5%	
Actual AY 12-13						16.3%	
Actual AY 13-14						6.9%	
Avg of Most Recent Two Yrs						11.6%	
Target Met?		YES	YES	YES	YES	NO	

	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, Masters	234	240	215	296	290	296	
% Change		2.6%	-8.1%	26.5%	23.9%	26.5%	
Target		2.6%	1.7% (238)	3.4% (242)	5.0% (246)	6.7% (250)	9.0% (255)

	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, Professional	91	69	91	93	42	71	
% Change		-24.2%	0.0%	2.2%	-53.8%	-22.0%	
Target		-24.2%	0.0% (91)	0.0% (91)	-45.1% (50)	-3.3% (88)	0.0% (91)

	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, Doctoral	10	25	18	10	20	26	
% Change		150.0%	80.0%	0	100.0%	160.0%	
Target		150.0%	150.0% (25)	150.0% (25)	150.0% (25)	150.0% (25)	150.0% (25)

	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
Total, Graduate Completers	335	334	324	399	352	393	
% Change		-0.3%	-3.3%	19.1%	5.1%	17.3%	
Target		-0.3%	5.7% (354) (3.7 – 7.7%)	6.9% (358) (4.9 – 8.9%)	-4.2% (321) (-6.2 – -2.2%)	8.4% (363) (6.4 – 10.4%)	10.7% (371) (8.7 – 12.7%)
Actual AY 07-08			393				
Actual AY 08-09			356				
Actual AY 09-10			335				
Avg of Prior Three Years			361				
Actual AY 10-11			334				
Actual AY 11-12			324				
Avg of Most Recent Two Yrs			329				
Target Met?		YES	NO	YES	YES	YES	

	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, TOTAL All Degrees	1,214	1,356	1,420	1,516	1,373	1,333	
% Change from baseline		11.7%	17.0%	24.9%	13.1%	9.8%	

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	
Fall	771	827	1,036	1,200	1,373	1,410	
Winter							
Spring	630	720	837	1,144	1,201	1,248	
TOTAL	1,542	1,674	1,969	2,482	2,681	2,757	

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	
Fall	3,950	3,714	4,769	5,878	6,950	6,577	
Winter							
Spring	2,497	2,701	3,214	6,706	5,246	5,356	
TOTAL	6,886	6,816	8,328	13,048	12,539	12,284	

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	
Fall	2,602	2,406	4,445	5,633	6,687	6,434	
Winter							
Spring	2,177	2,395	3,132	4,343	5,153	5,140	
TOTAL	5,183	5,165	7,919	10,437	12,179	11,924	

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

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	100.0%	CY 2014	9	9	100.0%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	100.0%	CY 2014	25	25	100.0%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	100.0%	CY 2014	24	24	100.0%
Pharmacy	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 2014	72 70	64 66	NAPLEX 88.9% MPJE 94.3%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	96.9%	CY 2014	18	18	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)

	Year 3	Year 4	Year 5	Year 6
Term of Data	10-11	11-12	12-13	13-14
Number of students who took exams	81	179	98	
Number of students who met standards for passage	81	179	98	
Calculated Passage rate	100.0%	100.0%	100.0%	
Target	98% (96.0% - 100.0%)	98% (96.0% - 100.0%)	98% (96.0% - 100.0%)	98% (96.0% - 100.0%)
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES	YES	

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	CY 11	CY 12	CY 13	CY 14
Number of students who took exams	85	77	51	
Number of students who met standards for passage	77	75	48	
Calculated Passage rate	90.6%	97.4%	94.1%	
Target	90.0% (88.0% - 92.0%)	90.0% (88.0% - 92.0%)	90.0% (88.0% - 92.0%)	90.0% (88.0% - 92.0%)
Actual Year 09				
Actual Year 10				
Actual Year 11				
Avg of Prior Three Years				
Actual 12				
Actual 13				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES	YES	

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 2014-15 academic year, the Chief Articulation Officers of the state worked with faculty from social and behavioral 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 2014-15 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 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:** 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 36,000 page views so far in the 2014-15 year, a 19% increase over 2013-14 and a 39% increase over 2012-13.

Google Analytic statistics for selected ULM websites - July 1, 2014 to March 17, 2015

Website (www.ulm.edu/...)	Purpose	Total page views	Avg. time on page (minutes)
howto/	Provides access to “How-to” videos for common processes	4,828	1:15
howto/banner.html	How to login to Banner	3,475	5:28
howto/billpay.html	How to pay my bill	611	3:14
howto/checkbill.html	How to check my bill	734	3:53
howto/finaid01.html	Financial Aid: How to complete required documentation	953	4:12
howto/finaid02.html	Financial Aid: How to view and accept awards	532	4:40
howto/myulm.html	How to login to myULM	720	3:57
howto/navigate.html	How to navigate myULM	116	5:27
howto/paymentplan.html	How to set up a payment plan	577	2:46
howto/transfer-credit.html	How to check for academic credits that transfer to ULM	164	2:42
howto/waitlisting.html	How does waitlisting work	216	4:12
prospectivestudents/admissionsreq/transfer.html	Provides admission requirements for transfer students	7,552	1:49
prospectivestudents/contact/	Provides contact information for the Office of Recruitment and Admissions	17,519	3:22
prospectivestudents/transfer/	One-stop-shop for transfer students seeking information about ULM	26,198	1:19
prospectivestudents/transfer/la/	One-stop-shop for Louisiana Transfer Degree students	2,518	1:31

- **Ask Ace:** Over 2000 online questions and nearly 5000 phone calls have been answered through [Ask Ace](#) from July 2014 to March 2015. 5.5% 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)

	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
# enrolled	637	633	780	668	556	443	
# retained to next Fall semester	408	392	443	452	395	312	
Rate	64.1%	61.9%	56.8%	67.7%	71.0%	70.4%	

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)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled in the academic year	433	394	305	
# retained to the next Fall semester	322	306	235	
Rate	74.4%	77.7%	77.0%	
Target	72.1% (70.1 – 74.1%)	72.6% (70.6 – 74.6%)	73.1% (71.1 – 75.1%)	73.6% (71.6 – 75.6%)
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				
Met?	YES	YES	YES	

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	
# who began as transfers	310	360	350	368	332	307	
Percentage who began as transfers	35.5%	35.8%	32.5%	33.0%	32.4%	32.6%	

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	
# Admitted by Exception	4	7	13	15	2	7	
Rate	7.7%	4.9%	4.1%	12.8%	0.1%	3.6%	
# Transfers Admitted (Fall)	535	555	668	402	487	442	
# Admitted by Exception	37	34	45	29	11	16	
Rate	6.9%	6.1%	6.7%	7.2%	2.3%	3.6%	
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	289	310	345	223	257	382	
# Admitted by Exception	25	23	41	16	3	17	
Rate	8.7%	7.4%	11.9%	7.2%	1.2%	4.5%	
# Transfers Admitted (TOTAL)	889	1,008	1,333	742	935	1,016	
# Admitted by Exception	68	64	99	60	16	40	
Rate	7.6%	6.3%	7.4%	8.1%	1.7%	3.9%	

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)

	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
# transfers in	40	49	93	128	49	62	
# retained to next Fall semester	31	30	60	90	38	41	
Rate	77.5%	61.2%	64.5%	70.3%	77.6%	66.1%	

2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (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	878	1,022	1,100	1,116	1,025	940	
# who began as transfers w assoc degree	17	21	40	49	47	50	
Percentage who began as transfers w assoc degree	1.9%	2.1%	3.6%	4.4%	4.6%	5.3%	

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	

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

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 2014-15, ULM completed a review to identify and eliminate low-completer programs as a way to enhance efficiency. In total, 18 programs were identified as falling below Board of Regents expectations for number of degrees conferred over the past 3 years; in response ULM requested the BA in Organizational Leadership to be consolidated into a single concentration offered by ULM rather than a consortium program with 9 concentrations offered by various campuses, submitted 8 programs for termination, and requested 9 programs be continued with [various justifications](#).

Submitted for Termination

Degree	Description	CIP	Approved
BS	ELEM ED & SPEC ED M/MOD GR 1-5	131202	Jun-10
BA	ENGLISH ED & SPEC ED M/MOD GR 6-12	131305	Jun-10
BS	MATH ED & SPEC ED M/MOMD GR 6-12	131311	Jun-10
PBC	READING SPECIALIST	131315	Jun-12
BA	SOC STUD ED & SPEC ED M/MOD GR 6-12	131318	Jun-10
BS	BIOLOGY ED & SPEC ED M/MOD GR6-12	131322	Jun-10
BS	CHEM EDUC & SPEC ED M/MOD GR 6-12	131323	Jun-10
PBC	ENGLISH AS A SECOND LANGUAGE	131401	Jun-12

Requested Continuation

Degree	Description	CIP	Approved
MAT	ELEM ED & SPEC ED M/MOD GR 1-5	131202	Jun-10
BS	SECONDARY EDUCATION & TEACHING	131205	May-11
MAT	SEC ED & SPEC ED M/MOD GR 6-12	131205	Jun-10
BS	MATHEMATICS	270101	
PBC	OCCUP HEALTH, SAFETY, & TOXICOLOGY	512206	Aug-12
MOT	OCCUPATIONAL THERAPY	512306	Oct-12
BS	HEALTH STUDIES: HEALTH SCIENCES PRE-PROF	519999	Sep-06
PBC	ACCOUNTING	520301	Aug-12
PBC	COMPUTER INFORMATION SYSTEMS	521201	Jan-13

- **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 Business and Social Sciences: With the help of the Louisiana Economic Development FastStart program and state investment, CBSS entered a cooperative endeavor agreement to increase the number of computer science and computer information systems graduates in alignment with the workforce needs of IBM and CenturyLink which are partnering to open the CenturyLink Technology Center of Excellence later in 2015. CBSS also renamed the [BBA in General Business to BBA in Business Administration](#) as part of an expansion of the articulation agreement with Louisiana Delta Community College and to more accurately reflect the program's specialization opportunities.
 - eULM: Post-baccalaureate certificates in Accounting; Computer Information Systems; and Occupational Health, Safety, and Toxicology were approved for online delivery.
 - WISE Funding: ULM is using [WISE Funds](#), in addition to generating [matching revenue](#), to enhance ULM programs that produce graduates in high demand fields including Accounting, Computer Information Systems, Computer Science, Construction Management, Dental Hygiene, and Medical Laboratory Science.
- **Activities conducted during the reporting year with local Workforce Investment Board.**

During AY 2014-15, the [ULM Incumbent Worker Training Program](#) (IWTP) is working with businesses throughout the state to administer over \$1.1 million to train over 1,000 Louisiana employees. These funds have gone to companies ranging in size from 45 employees to the third largest

telecommunications company in the nation through individual grants ranging from \$29,000 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. The businesses being served and the number of people receiving training at each business during AY 2014-15 are:

Grant Recipient	Employees to be trained
CenturyLink #5	700
Cornerstone Hospital #2	73
Centric Federal Credit Union	45
PHM #4	211
Total	1029

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, 2013-June 30, 2014 100 migrant workers were served and 84 received their GED's, and between July 1, 2014 and February 28, 2015, 100 migrant workers participated in the program and 42 have earned their GED as of February 28, 2015.

ULM-HEP was recognized at the Annual Directors meeting at the Department of Education in Washington, DC in July, 2014 as one of three programs tied for first in the nation for the 2012-13 year.

- **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 2014. Of the 502 candidates for graduation, 349 completed the survey. The data gathered revealed that 39% (138 responses) planned to attend graduate school, 21% (73 responses) had accepted a job position post-graduation, 31% (106 responses) planned to remain in their current employment position post-graduation, and 40% (142 responses) were still seeking employment post-graduation. Approximately 40% of the candidates said their job position was related to their major. It is also interesting to note that 57% 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 2014-15. 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 1,034 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 2015](#) 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 FY 2014 and has four staff members (a director, a coordinator for online programs, student advocate/retention coordinator, and an administrative assistant) and plans to add 2 more in summer 2015 (a recruiter for online programs and an instructional technology specialist). Over the past year, eULM has developed appropriate policies and procedures for online programs, cooperated with the Office of Recruitment and Admissions to facilitate the smooth transfer of information and students into online programs, restructured the fee schedule for students in online programs, and realigned 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	

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	

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	
# of programs aligned with needs			71	84	86	87	
% of programs aligned			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)

	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 course sections that are 50-99% distance delivered	97	105	67	99	93	90	
# of course sections that are 100% distance delivered	331	513	727	767	946	497	

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

	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 students enrolled in courses that are 50-99% distance delivered	2,395	3,057	1,595	2,254	2,287	2,469	
# of students enrolled in courses that are 100% distance delivered	7,413	11,333	15,918	11,150	15,613	12,291	

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	
Baccalaureate	11	14	13	
Post-Baccalaureate	1	1	5	
Grad Cert	0	0	0	
Masters	13	14	17	
PMC	0	0	0	
Specialist	0	0	0	
Doctoral	2	2	2	
Professional	0	0	0	
TOTAL	28	32	38	
Target (Total Programs)	17 (16-18)	18 (17-19)	19 (18-20)	20 (19-21)
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				
Met?	YES	YES	YES	

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:** Accounting, Computer Information Systems, Gerontological Studies, School Librarian, Toxicology **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, Public Administration, Business Administration, History, Exercise Science, Nursing **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 2014, but due to admissions standards restricting student developmental coursework needs, ULM has offered 84% fewer developmental course sections and enrolled 87% fewer students in the remaining sections since 2009-10.

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. 19 of the 20 students enrolled in the pilot ENGL 1000/1001 course in fall 2014 progressed to ENGL 1002 in spring 2015.

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 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 June 27, 2014 meeting. The revised plan is provided below. ULM's revised plan was approved for a 15% increase in non-resident tuition and will be 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	

*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 non-resident enrollment.

Non-resident enrollment at the 14th 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	13	6	
Course sections in English	9	10	9	11	4	1	
Other developmental course sections	0	0	0	0	0	0	
TOTAL	43	47	33	34	17	7	

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	171	
Enrollment in dev English	200	168	138	99	78	10	
Enrollment in other developmental courses	0	0	0	0	0	0	
TOTAL	1,364	1,075	772	783	605	181	

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	

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*	

* 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	
Peer non-resident tuition/fees (full-time)	\$14,922	\$15,604	\$16,294	\$17,074	\$18,334	\$18,757	
Percentage difference	-38.5%	-30.9%	-24.9%	-19.7%	-8.5%	+1.9%	

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*	
# programs having discipline accreditation	52	52	52	
% accredited programs	94.5%	94.5%	91.2%	
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	YES	

* MPA in Public Administration (recommended) and MSN in Nursing (mandatory) were approved by Board of Regents in February and March 2015 respectively; accreditation for the programs are 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 9, 2015

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 2014

Undergraduate headcount	7,180
Graduate headcount	1,281
Total headcount	8,461

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

Source: 2014-15 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	5,765.2
Graduate FTE	1,436.4
Total FTE	7,201.6

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 2014. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	399
FTE Faculty	331.7

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 2014.

Undergraduate headcount enrollment	33,433
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,201
Average undergraduate class size	27.8

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

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

Source: Budget Request information 2014-15 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	7,201.6
FTE instructional faculty	331.7
Ratio of FTE students to FTE faculty	21.7

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 2014, 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.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts, Education, & Sciences	1	1.00
College of Business Social Sciences	1	1.00
College of Health and Pharmaceutical Sciences	1	1.00

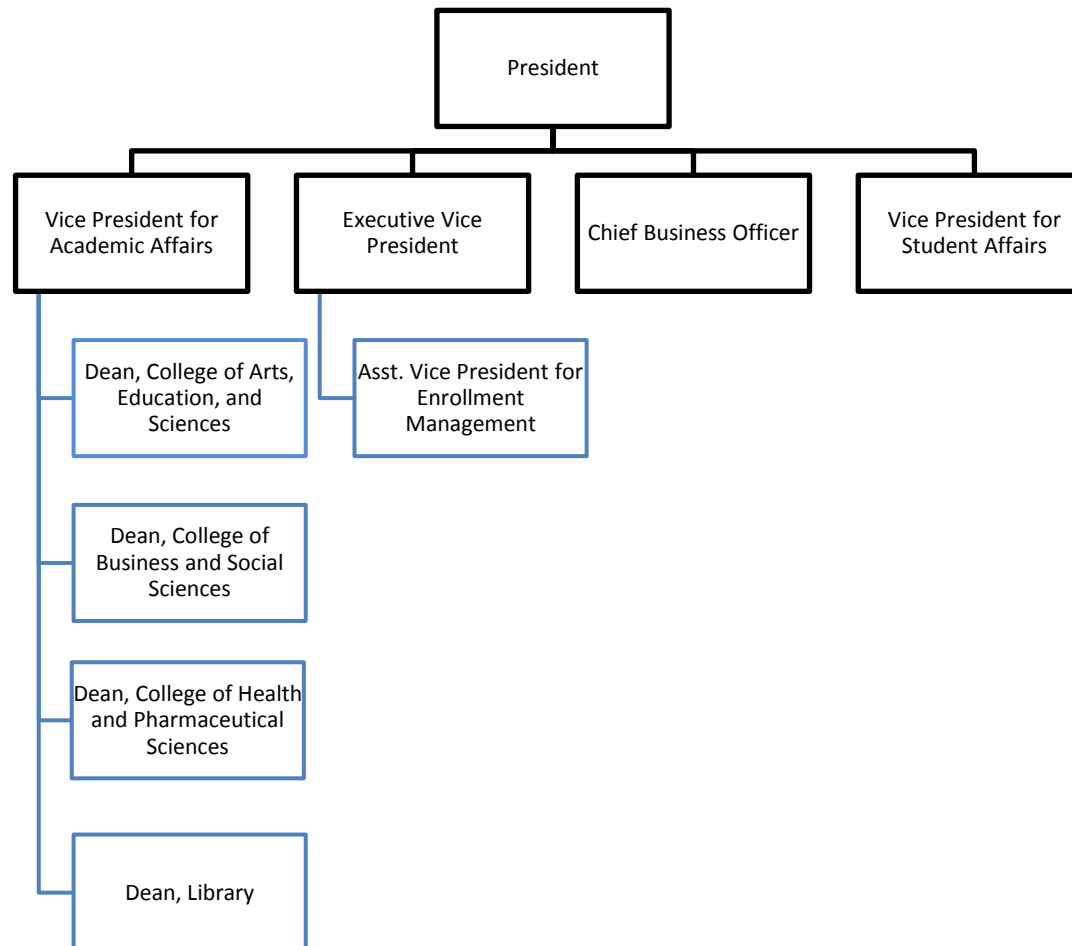
f. **Number and FTE of staff in administrative areas**

- **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 2014, 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.

Name of Division	Number of staff	FTE staff
Academic Affairs	81	79.30
Athletics	51	51
Business Affairs	26	25.80
Executive Vice President	77	76.90
President	14	14.00
Student Affairs	41	39.56

- 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 2014).**



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.

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014
<i>President</i>	\$252,886	\$252,866	\$252,886	\$252,886	\$252,886	\$252,886
<i>Vice President for Academic Affairs</i>	\$166,267	\$166,267	\$158,000 <i>Administrative restructure replaced Provost and VPAA</i>	\$162,500 <i>Interim to Permanent Appointment</i>	\$162,500	\$162,500
<i>Executive Vice President</i> <i>(created July 1, 2011)</i>	NA	NA	\$190,000	\$190,000	\$190,000	\$190,000
<i>Vice President for Student Affairs</i>	\$112,057	\$112,057	\$112,057	\$112,057	\$112,057	\$112,057
<i>Chief Business Officer</i> <i>(created July 1, 2011)</i>	NA	NA	\$110,000 <i>Administrative restructure eliminated VP for Business Affairs; budgeted salary (position unfilled as of YR 2 reporting)</i>	\$120,000 <i>No increase; original hire date salary of CBO in July 2012</i>	\$120,000	\$120,000
<i>Assistant VP for Enrollment Management</i> <i>(created July 1, 2011)</i>	\$89,000	\$89,000	\$89,000 <i>Administrative restructure replaced Assoc. Provost for Enrollment Management</i>	\$89,000	\$89,000	\$89,000
<i>Dean, College of Arts, Education, and Sciences</i>	NA	NA	NA	NA	NA	\$140,000 <i>(New position*)</i>
<i>Dean, College of Business and Social Sciences</i>	NA	NA	NA	NA	NA	\$147,000 <i>(New position*)</i>
<i>Dean, College of Health and Pharmaceutical Sciences</i>	NA	NA	NA	NA	NA	\$205,000 <i>(New position*)</i>
<i>Dean, Library</i>	\$88,000	\$88,000	\$91,000 <i>Promotion to Professor</i>	\$91,000	\$91,000	\$91,000

*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.

Expenditures by Function:	Amount	% of Total
Instruction	\$32,436,051	44.5%
Research	\$3,000,751	4.1%
Public Service	\$150,697	0.2%
Academic Support**	\$4,766,859	6.5%
Student Services	\$4,311,764	5.9%
Institutional Services	\$10,977,557	15.1%
Scholarships/Fellowships	\$6,710,439	9.2%
Plant Operations/Maintenance	\$8,700,801	11.9%
Total E&G Expenditures	\$71,054,921	97.5%
Hospital	-	0.0%
Transfers out of agency	\$39,144	0.1%
Athletics	\$1,794,978	2.5%
Other	-	0.0%
Total Expenditures	\$72,889,045	100%

- **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.

Average yearly cost of attendance	\$20,920
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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 ≥ 10 for the Baccalaureate degree for 4-year universities.

Average time to degree for completion of bachelor’s degree programs	5.6 yrs
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- **iv. Average cost per degree awarded by degree level.**

Average State Dollars Per FTE	\$3,620
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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.

Average State Dollars Per FTE	\$3,620
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- **vi. All expenditures of the institution for that year.**
As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures for year	\$128,055,965
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