University of Louisiana at Monroe
University of Louisiana System

GRAD Act Annual Report
FY 2012-2013 (Year 3)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2013

and to the
Louisiana Board of Regents,
May 1, 2013

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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 year retention and 1st to 3rd year retention in Year 3 because a policy change affected retention calculations when GRAD Act targets were being established. In Fall 2009, ULM discontinued its standard procedure of administratively dropping students' classes for non-payment and notified students that they would be expected to take this action themselves or assume the debt incurred by registering for courses. Unfortunately, this procedural change caused the University's Fall 2009 enrollment numbers to appear more robust than perhaps was the case. Since the practice continued in Fall 2010, the 1st to 2nd year retention rate can also be considered inflated to some degree. This practice continued until Fall 2011 when the University reverted to its earlier procedure and made official the policy of dropping classes for non-payment by each term's fee deadline. This policy assured a more accurate count of beginning and retained cohorts, but Fall 2009 and Fall 2010 cohort data did affect the validity of retention data for various cycles as shown in the grey rows on the chart below.

Moreover, ULM's GRAD Act retention targets were forecasted using Fall 2009 as the retained baseline cohort, the first term in which classes were not dropped for non-payment; ULM created the targets, in part, on the misleading data that appeared to be trending higher. However, based on analysis of the effects of the procedural changes and retention rates from before the affected terms, it appears that ULM's retention rates are, in fact, increasing rather than decreasing over time if the affected terms are taken into consideration.

Policy Status/ Effect	1st to 2nd Year Retention		1st to 3rd Year Retention	
	Period	Rate	Period	Rate
Drop for non-payment in place	2006-07	65.6%	2005-07	50.0%
Drop for non-payment in place	2007-08	65.8%	2006-08	53.6%
Retained cohort inflated	2008-09	72.2%	2007-09	55.1%
Beginning and retained cohorts inflated for 1st to 2nd year Retained cohort inflated for 1st to 3rd year	2009-10	72.2%	2008-10	56.8%
Beginning cohort inflated	2010-11	68.7%	2009-11	54.6%
Drop for non-payment in effect for 1st to 2nd year Beginning cohort inflated for 1st to 3rd year	2011-12	69.4%	2010-12	55.6%

Based on ULM's institutional commitment to the retention and progression of our students, we expect to continue to see improvement in both retention rates in the coming years.

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

ULM implemented or continued a number of student success initiatives during 2012-13:

- 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 Education and Human Development (CEHD) created an Academic Advising Center that provides assistance for students with applying, enrolling, or transferring into the college's programs; this CEHD effort ensures that students are able to receive advising support in a timely manner. All departments within the College of Arts and Sciences updated their retention plans. The College of Business Administration continued a college-wide recruitment and retention program called Finish in Four which 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. Efforts in the College of Pharmacy (CPY) include a Remediation Policy that states that students who make a non-progressing grade will be given the option to self-remediate with a comprehensive final exam or retake the course. Students choosing remediation will be required to make a score of ≥ 70% on the comprehensive final exam to have a final grade of "C" in the course. No grade higher than a "C" can be made in the course with remediation.   Students will be allowed to self-remediate with a comprehensive final no more than three (3) times in their Pharmacy school career in years P1-P3 with a maximum of one (1) remediation per academic year. CPY also instituted mandatory tutoring which requires students who fail to earn a C or better on any exam to meet with their professors for tutoring sessions until they earn a passing grade on a subsequent exam.

- 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 2012-13, 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) in 2011-12 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 undertook a number of actions during 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.

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: Final Spring 2012 grades demonstrate that 11 of the 22 students enrolled in the pilot semester of UNIV 1010, the new course designed for second-semester freshmen on academic probation, had successful outcomes, meaning they had a semester GPA high enough to avoid academic suspension. Seven of the 22 students enrolled in UNIV 1010 earned semester GPAs high enough to recover their TOPS scholarships. Approximately 125 students are taking UNIV 1010 in Spring 2013, which is being offered in 9 sections by 7 instructors. Spring 2012 grade data likewise suggest that the PASS Program changes were successful. In Spring 2011, 48% of the participants attended only one meeting with their mentor compared to 15% in Spring 2012. Mentors this year had more time to help students identify and solve their problems. The data also suggest that the practical tools offered to PASS participants helped them be successful academically. Thirty-three percent of PASS participants had successful outcomes and were able to avoid academic suspension. In Spring 2013, the total number of PASS participants is down due to the number of students enrolled in UNIV 1010, the course designed to formalize the PASS program.
- Academic Colleges: Data from the first year of the College of Business Administration's Finish in Four program showed the following improvement in retention: retention for Fall 2010 FTFTF to Fall 20111: 68.8%; Fall 2011 FTFTF retained Fall 2012: 83.7%. Each academic program in the CBA also held a social event at the beginning of the year to welcome their majors back to campus. The College also centralized the location of its tutors and continues to support students in internships. The College of Pharmacy's Remediation Policy and

mandatory tutoring have helped decrease overall non-progression rates for the 1st semester of pharmacy school from an average of 8.5% in 2009 to 1.27% in 2012.

- Athletics: The 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.
- Ask Ace: From August 1, 2012 and March 18, 2013, 1,186 questions have been answered through Ask Ace; this is a remarkable increase in the initiative's use in that 78 questions were answered through Ask Ace between August 1, 2011 to March 30, 2012. The question breakdown is:

8/1/12 – 3/18/13	%
Admissions	37.50%
Athletics	0.90%
Financial Aid	7.40%
General	32.30%
Housing	5.50%
International	1.20%
Request Info	2.80%
Scholarship	4.60%
Transfer	7.70%
TOTALS	100.00%

- Student Life and Leadership: Greek organizations are now averaging a combined GPA greater than 2.90, a value exceeding that of the overall student population. Additionally, participation in the last two student elections increased by more than 100 students, which is in addition to the previous year's increase of 200 students. Students continue to develop new RSOs, with a particular increase in the Philanthropic category of student groups, and reactivating 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 learning community (LC) based on their major, and each LC is scheduled into a block of two or three courses. One of these courses is a section of University Seminar (UNIV 1001) 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. However, ULM will enhance these efforts beginning in Fall 2013 by employing the GradesFirst early alert software for all first-time, full-time freshmen; this program, which has already been successfully implemented with student athletes, allows for academic and attendance problems to be identified and corrected while a positive outcome is still possible.
- Practice for licensure examinations: Many professional programs offer special preparations before their majors take their licensure examination(s). The Department of Medical Laboratory Sciences, for example, provides mock certification tests to their students at three times during the senior year: beginning, middle, and final examination week. If the tests reveal that a student has a weakness in a particular area, the program's faculty members work with the student to develop a remediation program and then monitor the results of later tests to determine if progress is occurring. 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 Department Report: During 2011-12, the Office of Assessment and Evaluation, the VPAA, and University Planning and Analysis advanced plans to provide academic departments with a succinct report composed of easily-interpreted, department-specific data on progress toward GRAD Act institutional targets, trends in student learning outcome results, and other relevant information. Faculty feedback gathered during Spring University Week helped shape the report design. Initial reports will be issued in Fall 2013.

• 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 developing an automated process for producing a feedback report. Little progress occurred on this project in 2012-13 due to personnel changes in multiple University departments, but production of the reports is expected to occur during Summer 2013 and distribution to occur early in Fall 2013. Input on the feedback report for high schools will be solicited from area superintendents and principals during Summer 2013, and distribution targeted during the latter half of the Fall 2013 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	1,068			
# Retained to 2nd Fall semester	857	920	668	741			
Rate	72.2%	72.2%	68.7%	69.4%			
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 07 to Fall 08			65.6%	65.8%			
Actual Fall 08 to Fall 09			65.8%	72.2%			
Actual Fall 09 to Fall 10			72.2%	72.2%			
Avg of Prior Three Years			67.9%	70.1%			
Actual Fall 10 to Fall 11			72.2%	68.7%			
Actual Fall 11 to Fall 12			68.2%	69.4%			
Avg of Most Recent Two Yrs			70.2%	69.1%			
Target Met?		YES	YES	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			
# Retained to 3rd Fall semester	772	674	696	540			
Rate	55.1%	56.8%	54.6%	55.6%			
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 06 to Fall 08				53.6%			
Actual Fall 07 to Fall 09				55.1%			
Actual Fall 08 to Fall 10				56.8%			
Avg of Prior Three Years				55.2%			
Actual Fall 09 to Fall 11				54.6%			
Actual Fall 10 to Fall 12				55.6%			
Avg of Most Recent Two Yrs				55.1%			
Target Met?		YES	YES	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**			
# Graduated within 150% of time	**326**	**391**	**502**	**527**			
Rate	**30.9%**	**30.5%**	**34.1%**	**35.0**			
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 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**			

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			
Expected # of Graduates*	1,541			
# Graduates	1,163			
Ratio of Graduates/ FTE	0.1890			
Graduation Productivity*	75.5%			
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			

* 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			
Expected # of Awards*	1,656	1,686	1,607	1,541			
# Awards	924	1,104	1,169	1,171			
Ratio of Awards/ FTE	0.1395	0.1637	0.1819	0.1900			
Award Productivity*	55.8%	65.5%	72.7%	76.0%			
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			

* 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			
# Admitted by Exception	2	15	19	13			
Rate	4.3%	30.0%	26.4%	23.2%			
# in Freshmen Admitted (Fall)	1,345	1,105	1,185	1,302			
# Admitted by Exception	95	59	68	31			
Rate	7.1%	5.3%	5.7%	2.4%			
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	84	81	76	41			
# Admitted by Exception	11	9	21	4			
Rate	13.1%	11.1%	27.6%	9.8%			
# in Freshmen Admitted (Total)	1,476	1,236	1,333	1,399			
# Admitted by Exception	108	83	108	48			
Rate	7.3%	6.7%	8.1%	3.4%			

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**			
% Change		16.4%	24.8%	26.2%			
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**			
% Change		-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**			
% Change		**16.3%**	**24.7%**	**26.0%**			
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 07-08							
Actual AY 08-09							
Actual AY 09-10							
Avg of Prior Three Years							
Actual AY 10-11							
Actual AY 11-12							
Avg of Most Recent Two Yrs							
Target Met?		**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, Masters	234	240	215	296			
% Change		2.6%	-8.1%	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			
% Change		-24.2%	0.0%	2.2%			
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			
% Change		150.0%	80.0%	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			
% Change		-0.3%	-3.3%	19.1%			
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			

	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			
% Change from baseline		11.7%	17.0%	24.9%			

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			
Fall	771	827	1,036	1,200			
Winter							
Spring	630	720	837	1,144			
TOTAL	1,542	1,674	1,969	2,482			

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

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			
Fall	2,602	2,406	4,445	5,633			
Winter							
Spring	2,177	2,395	3,132	4,343			
TOTAL	5,183	5,165	7,919	10,437			

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 2012	10	9	90.0%
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 2012	17	17	100.0%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	100.0%	CY 2012	28	28	100.0%
Pharmacy	Must pass both 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 2012	91 86	82 83	NAPLEX 90.1% MPJE 96.5%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	96.9%	CY 2012	31	31	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			
Number of students who met standards for passage	81			
Calculated Passage rate	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			

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			
Number of students who met standards for passage	77			
Calculated Passage rate	90.6%			
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 07				
Actual Year 08				
Actual Year 09				
Avg of Prior Three Years				
Actual 10				
Actual 11				
Avg of Most Recent Two Yrs				
Target Met?	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 2012-13 academic year, the Chief Articulation Officers of the state worked with faculty from the fine arts, humanities, social and behavioral sciences, and business to create common course descriptors and identify courses for inclusion in the Louisiana Common Course Catalog. The corresponding Louisiana Common Course Numbers (LCCN) are listed in ULM's online degree audit and advising system, Flightpath, and will 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 is developing reverse articulation agreements with Louisiana Delta Community College and Bossier Parish Community College that allow students to transfer ULM credits to the community colleges in the event that they decide to complete a 2 year degree after beginning an academic career at ULM. While this situation is not typical, it is a practice in keeping with ULM's and Louisiana's commitment to increasing the number of citizens holding post-secondary credentials.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

  - Ask Ace: Between August 1, 2012 and March 18, 2013, 1,186 questions were answered through Ask Ace with approximately 7.7% of those specifically involving transfer information.
  - 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.

Google Analytic statistics for selected ULM websites

Website (www.ulm.edu/...)	Purpose	Total page views	Avg. time on page (minutes)
howto/	Provides access to "How-to" videos for common processes	7,235	3:04
howto/banner.html	How to login to Banner	2,053	5:30
howto/billpay.html	How to pay my bill	390	6:30
howto/checkbill.html	How to check my bill	304	4:42
howto/finaid01.html	Financial Aid: How to complete required documentation	932	3:55
howto/finaid02.html	Financial Aid: How to view and accept awards	692	4:04
howto/myulm.html	How to login to myULM	269	3:16
howto/navigate.html	How to navigate myULM	36	3:47
howto/paymentplan.html	How to set up a payment plan	315	4:28
howto/scholarships.html	How to apply for scholarships	176	4:11
howto/waitlisting.html	How does waitlisting work	110	5:21
prospectivestudents/admissionsreq/transfer.html	Provides admission requirements for transfer students	7,155	1:41
prospectivestudents/contact/	Provides contact information for the Office of Recruitment and Admissions	12,451	2:02
prospectivestudents/transfer/	One-stop-shop for transfer students seeking information about ULM	15,710	1:13
prospectivestudents/transfer/la/	One-stop-shop for Louisiana Transfer Degree students	3,178	1:38

- **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. Two 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). The Department of Medical Laboratory Sciences, for example, provides mock certification tests to their students at three times during the senior year: beginning, middle, and final examination week. If the tests reveal that a student has a weakness in a particular area, the program's faculty members work with the student to develop a remediation program and then monitor the results of later tests to determine if progress is occurring. 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 expanded its original articulation agreement with LDCC to include an online nursing degree. This new partnership allows students to complete a bachelor of science degree in nursing at ULM after two years when transferring in with an associate of science degree in nursing from LDCC. ULM also continued discussions concerning a social work agreement with LDCC.

ULM and Northcentral Technical College (NTC) in Wausau, Wisconsin finalized an articulation agreement that will allow their dental hygienists who have earned an associate degree to take online courses from ULM and earn the Bachelor of Science in Dental Hygiene. In some respects, the NTC-ULM articulation is different from the traditional model in which students complete their general education requirements at a community college and then complete the baccalaureate degree with upper-level university courses in the major. Because students from NTC will have taken many dental hygiene courses, have completed extensive clinical experiences, and have been licensed as dental hygienists, ULM is reversing the sense of the articulation and will be providing these students with 31 credit hours of general education courses needed for the baccalaureate degree along with 24 hours of additional dental hygiene instruction.

Reviews of existing agreements with BPCC and South Arkansas Community College (SACC) continue in efforts to meet regional economic development needs and workforce demands. During 2012-13, the agreement with BPCC was expanded to include a program by which their Occupational Therapy Assistant program graduates can enter the ULM Master of Occupational Therapy program.

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			
# retained to next Fall semester	408	392	443	452			
Rate	64.1%	61.9%	56.8%	67.7%			

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			
# retained to the next Fall semester	322			
Rate	74.4%			
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			

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			
# who began as transfers	310	360	350	368			
Percentage who began as transfers	35.5%	35.8%	32.5%	33.0%			

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			
# Admitted by Exception	4	7	13	15			
Rate	7.7%	4.9%	4.1%	12.8%			
# Transfers Admitted (Fall)	535	555	668	402			
# Admitted by Exception	37	34	45	29			
Rate	6.9%	6.1%	6.7%	7.2%			
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	289	310	345	223			
# Admitted by Exception	25	23	41	16			
Rate	8.7%	7.4%	11.9%	7.2%			
# Transfers Admitted (TOTAL)	889	1,008	1,333	742			
# Admitted by Exception	68	64	99	60			
Rate	7.6%	6.3%	7.4%	8.1%			

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			
# retained to next Fall semester	31	30	60	90			
Rate	77.5%	61.2%	64.5%	70.3%			

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			
# who began as transfers w assoc degree	17	21	40	49			
Percentage who began as transfers w assoc degree	1.9%	2.1%	3.6%	4.4%			

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			

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages, not including separate narrative for Element 3.c.)

- **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 2012-13, The Academic Deans Council, consisting of the ULM's academic deans and the Vice President for Academic Affairs, implemented the changes that resulted from the 2011-12 review of all academic programs which had the ultimate goal of prioritizing programs prior to making decisions about consolidation and elimination. After discussions regarding program consolidation and closure within the Council and input from college advisory committees, the Faculty and Staff Senates, and the President's Executive Staff, ULM made several strategic changes to its programmatic offerings based on the review:
  - Eliminating the MAT in Multiple Levels in the College of Education and Human Development (pending Regents approval in April 2013)
  - Combining the BA in Mass Communications and BA in Communication Studies in the College of Arts and Sciences (pending Regents approval in April 2013)
  - Eliminating academic minors in Anthropology, Geology, Physics, Theatre, Women's Studies, Arabic Studies, and Southern Studies.

- **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, the BA in Mass Communications and the BA in Communication Studies were combined into a BA in Communication with four concentrations: communication advocacy, digital media production, journalism, and public relations. The choice of concentrations was guided by the desire to capitalize on local/ regional resources, attract quality students to the program, and meet industry needs. The common courses in the communication core and the specialized courses in the concentrations will give students the broad background of experiences and understandings required by employers. It is also important to note that no students will have to delay their graduation due to the consolidation. Students will benefit from this consolidation because it maximizes resources allocated for Mass Communication and Communication Studies majors, moving the students to graduation more quickly and preparing them for the job market more thoroughly. Specific benefits include:
    - Enhancing the students' educational experience by broadening their understanding of the field of communication (the new courses created to support specialized needs across the four concentrations will give students a broader appreciation of the discipline and provide them with the skills they need to succeed in the 21st century workforce)
    - Expanding students' career choices by building 42 credits of free electives into the curriculum thereby allowing them to develop a minor in other fields
    - Shortening the time to degree completion because of a more regular offering of the consolidated courses.
  - College of Business Administration: The College of Business Administration (CBA) had two post baccalaureate certificate programs approved by the Board of Regents in 2012-13. The [Accounting] and [Computer Information Systems] programs directly address workforce

needs in the region based on conversations with personnel from CenturyLink and other businesses in northeastern Louisiana that revealed a regional need for bookkeepers, accountants, and information technology specialists. This need is supported by the occupational projections for Louisiana between the period 2008 and 2018.   Additionally, based on interest from the local agricultural business community in overhead monitoring of crops and livestock, the Aviation program began the process of adding a concentration to the BS Aviation degree for UAS (Unmanned Aircraft Systems), a first in Louisiana. The concentration will consist of 15 hours that will be offered upon the FAA's authorization to ULM for unmanned aircraft flight, which is anticipated by Summer 2013. CBA also participates in the ULS system-wide B.A. program in Organizational Leadership by offering a concentration in Financial Services.

- College of Health Sciences: The Department of Occupational Therapy received approval for the Occupational Therapy Assistant to Master of Occupational Therapy bridge program at the Board of Regents October 2012 meeting. This degree will help alleviate the shortage of occupational therapists forecast for the state and for northeastern Louisiana by addressing the needs of the health care community for graduate-level occupational therapists and providing opportunities for well-paid positions, which benefits the local and regional economies. Certified Occupational Therapy Assistants with an undergraduate degree can complete the master's degree—which is comprised of 69 credit hours—in just over two academic years. Students will have intensive weekend classes at ULM and participate in online instructional activities—all of which will be ideal for the working professional.

- College of Pharmacy: The Department of Toxicology began work on a new concentration in food science specific to the agricultural industry in the region and state. With the new concentration, Toxicology students will learn food safety as it relates to presence and potential harmful effects of chemicals in food. Additionally, the Department of Toxicology's post baccalaureate certification program in Occupational Health, Safety, and Toxicology was approved by the Board of Regents in August 2012. This program will provide a local and regional resource for health, safety, and toxicology education, which is especially important to small or family-owned businesses that may not have the resources to send their employees to large cities such as Houston, Dallas, or New Orleans for training. The College of Pharmacy (CPY) continues to meet high regional and statewide needs for pharmacists which, according to the occupational projections for LA, will continue through 2018, with 170 predicted annual openings. CPY graduates close to 100 pharmacists each year.

- College of Education and Human Development: The Department of Curriculum, Instruction, and Leadership began work on a new concentration in health studies education for its Ed.D. in Curriculum and Instruction. This concentration will allow Ed.D. students to focus on an area of instruction that directly addresses workforce needs in the region and will help alleviate shortages forecasted in several health fields in Louisiana.

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

During AY 2012-13, the ULM Incumbent Worker Training Program (IWTP) worked with businesses throughout the state and administered over $2 million to train over 2,000 Louisiana employees. These funds went to companies ranging in size from 27 to 672 employees through individual grants ranging from $35,000 to over $1 million. Training for the businesses is customized for employees' needs and includes both for-credit and non-credit courses. This training was provided to a diverse group of businesses including manufacturing, telecommunications, healthcare, and education. A list of businesses served and the number of people trained by business during AY 2012-13 follows.

Grant Recipient	Employees
CenturyLink #4	618
HomeCare Consortium	142
PHM #3	230
Union Christian Academy	32
Angus	31
CommCare	672
Gladney Consortium #2	82
Primecare Network of Monroe #2	27
Tara Cares Consortium #3	242
Total	2076

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. In 2012-13, 77 migrant workers participated in the program and 16 have earned their GED as of March 1, 2013.

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

The Office of Career Connections and Experiential Education 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 2012. Of the 451 candidates for graduation, 320 completed the survey. The data gathered revealed that 36% (118 responses) planned to attend graduate school, 20% (66 responses) had accepted a job position post-graduation, 27% (87 responses) planned to remain in their current employment position post-graduation, and 46% (148 responses) were still seeking employment post-graduation. Approximately 38% 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 2012-13. Twenty-eight programs from four of the University's five colleges can now 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 767 online sections. Also, ULM used fewer adjunct faculty to teach online sections during 2012-2013.

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 2013 University Week schedule shows examples of the types of training offered during these development weeks**.** Faculty may also request one-on-one training on design, development, and delivery of online courses from Extended Learning and Quality Enhancement. Two to three Moodle sessions will be held during Spring 2013 by the University Computing Center to prepare faculty for the migration to Moodle 2.4.

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. These recommendations were provided to the Vice President of Academic Affairs who is currently working with the director of the ULM Office of Extended Learning and Quality Enhancement to make decisions on the most effective and efficient methods of implementation.

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			

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			

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			
# of programs aligned with needs			71	84			
% of programs aligned			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 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of course sections that are 50-99% distance delivered	97	105	67	99			
# of course sections that are 100% distance delivered	331	513	727	767			

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 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			
# of students enrolled in courses that are 100% distance delivered	7,413	11,333	15,918	11,150			

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			
Baccalaureate	11			
Post-Baccalaureate	1			
Grad Cert	0			
Masters	13			
PMC	0			
Specialist	0			
Doctoral	2			
Professional	0			
TOTAL	28			
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**			

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 discussions with Louisiana Delta Community College (LDCC) toward an agreement in which LDCC will teach developmental courses for ULM. Due to the implementation of admissions standards restricting student developmental coursework needs, ULM has offered nearly 20% fewer developmental course sections and enrolled 43% fewer students in the remaining sections since 2009-10. No developmental courses will be taught at ULM after the 2013-14 academic year.

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. ULM's revised plan was approved for an 11% increase in non-resident tuition between FY 2011-12 ($13,047) and FY 2012-13 ($14,263). For FY 13-14, under the revised plan, the non-resident tuition was approved for a 20% increase ($16,648) and will be applied after inclusion of the 10% increase in resident tuition granted under the GRAD Act. The difference in the proposed tuition for FY 12-13 and the tuition charged for FY 12-13 was due to the energy surcharge not being assessed for FY 12-13 (-168).

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	
2014-15	18,571	19,488	
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 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
Difference (2010-11 to 2012-13)	+107	+144

The total revenue realized from the increase in non-resident tuition and the increase in the number of non-resident students attending ULM was $207,000 to date (March 1, 2013).

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			
Course sections in English	9	10	9	11			
Other developmental course sections	0	0	0	0			
TOTAL	43	47	33	34			

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			
Enrollment in dev English	200	168	138	99			
Enrollment in other developmental courses	0	0	0	0			
TOTAL	1,364	1,075	772	783			

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			

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			

* Summer, Fall, and Spring, excluding continuing and visiting.

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			
Peer non-resident tuition/fees (full-time)	$14,922	$15,604	$16,294	$17,074			
Percentage difference	-38.5%	-30.9%	-24.9%	-19.7%			

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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			
# programs having discipline accreditation	52			
% accredited programs	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			

*per March 2013 BoR accreditation status report

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, 2013

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 2012

Undergraduate headcount	7,324
Graduate headcount	1,224
Total headcount	8,548

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

  Source: 2012-2013 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	6,071.1
Graduate FTE	1,442.4
Total FTE	7,513.5

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 2012. 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	361
FTE Faculty	311.8

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 2012.

Undergraduate headcount enrollment	**33,543**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**1,237**
Average undergraduate class size	**27.1**

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

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

  Source: Budget Request information 2012-2013 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2012.

Total FTE enrollment	**7,513.5**
FTE instructional faculty	**312**
Ratio of FTE students to FTE faculty	**24.1**

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 2012, 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.

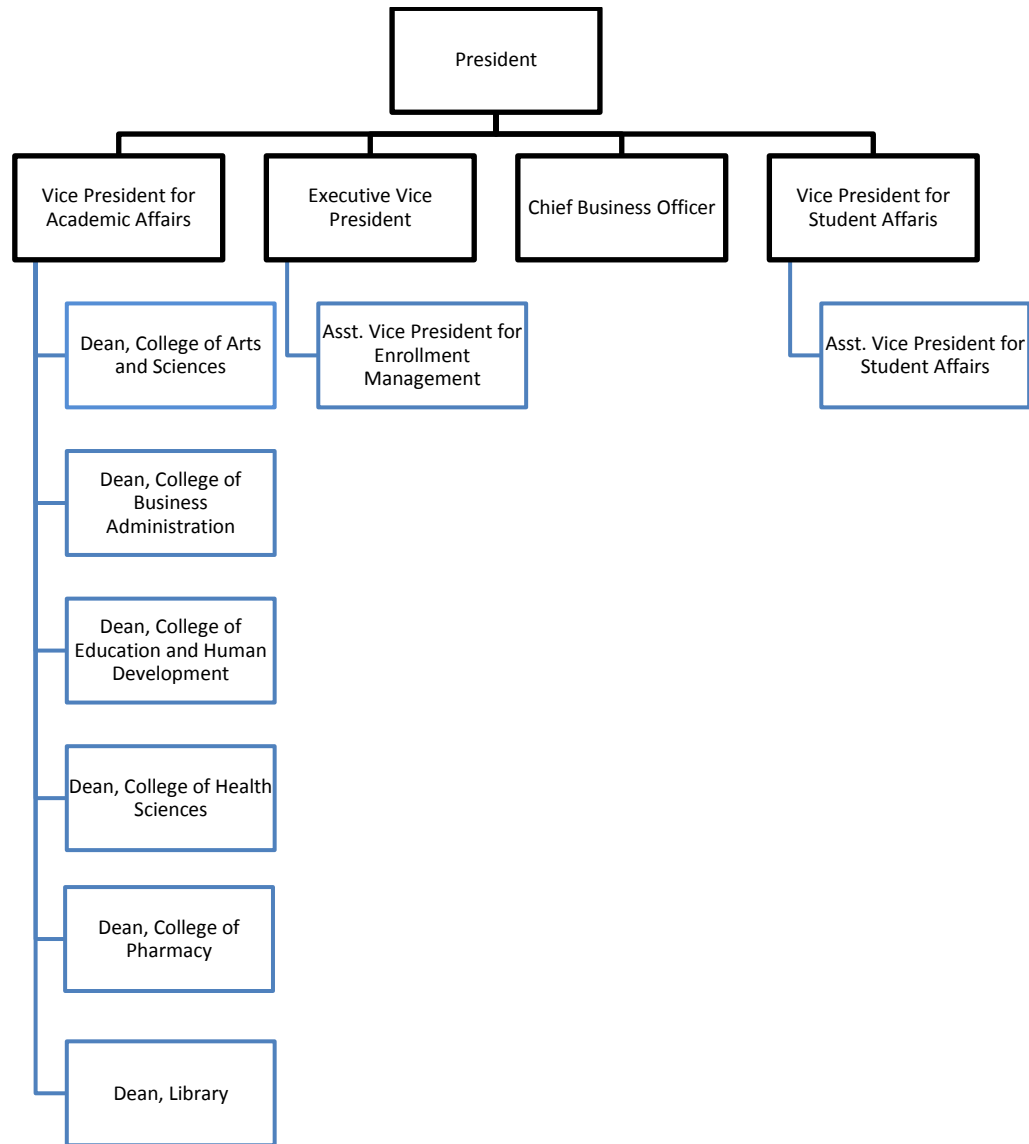| Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	2	2
College of Business Administration	2	2
College of Education & Human Development	2	2
College of Health Sciences	1	1
College of Pharmacy	1	1

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 2012, 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	65	64.5
Athletics	48	48
Business Affairs	24	24
Executive Vice President	107	105.6
President	14	14
Student Affairs	30	30

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 2012).**

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                                    ┌─────────────┐
                                    │  President  │
                                    └─────────────┘
        ┌──────────────────┬────────────┴─────────────┬──────────────────┐
┌───────────────┐  ┌───────────────┐  ┌───────────────────┐  ┌───────────────┐
│ Vice President│  │ Executive Vice│  │ Chief Business    │  │ Vice President│
│ for Academic  │  │ President     │  │ Officer           │  │ for Student   │
│ Affairs       │  │               │  │                   │  │ Affaris       │
└───────────────┘  └───────────────┘  └───────────────────┘  └───────────────┘
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- Vice President for Academic Affairs
  - Dean, College of Arts and Sciences
  - Dean, College of Business Administration
  - Dean, College of Education and Human Development
  - Dean, College of Health Sciences
  - Dean, College of Pharmacy
  - Dean, Library

- Executive Vice President
  - Asst. Vice President for Enrollment Management

- Chief Business Officer

- Vice President for Student Affaris
  - Asst. Vice President for Student Affairs

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
President	*$252,886*	*$252,866*	*$252,886*	*$252,886*
Vice President for Academic Affairs	*$166,267*	*$166,267*	*$158,000* *Administrative restructure replaced Provost and VPAA*	*$162,500* *Interim to Permanent Appointment*
Executive Vice President (created July 1, 2011)	*NA*	*NA*	*$190,000*	*$190,000*
Vice President for Student Affairs	*$112,057*	*$112,057*	*$112,057*	*$112,057*
Chief Business Officer (created July 1, 2011)	*NA*	*NA*	*$110,000* *Administrative restructure eliminated VP for Business Affairs; budgeted salary (position unfilled as of YR 2 reporting)*	*$120,000* *No increase; original hire date salary of CBO in July 2012*
Assistant VP for Enrollment Management (created July 1, 2011)	*$89,000*	*$89,000*	*$89,000* *Administrative restructure replaced Assoc. Provost for Enrollment Management*	*$89,000*
Assistant VP for Student Affairs	*$81,900*	*$81,900*	*$81,900*	*$81,900*
Dean, College of Arts and Sciences	*$126,000*	*$126,000*	*$126,000*	*$126,000*
Dean, College of Business Administration	*$147,000*	*$147,000*	*$147,000*	*$147,000*
Dean, College of Education and Human Development	*$126,000*	*$126,000*	*$126,000*	*$126,000*
Dean, College of Health Sciences	*$126,000*	*$126,000*	*$126,000*	*$126,000*
Dean, College of Pharmacy	*$200,000*	*$200,000*	*$200,000*	*$200,000*
Dean, Library	*$88,000*	*$88,000*	*$91,000* *Promotion to Professor*	*$91,000*

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	$35,398,763	45.2%
Research	$3,591,786	4.6%
Public Service	$225,895	0.3%
Academic Support**	$5,256,496	6.7%
Student Services	$4,637,859	5.9%
Institutional Services	$11,233,350	14.4%
Scholarships/Fellowships	$5,554,939	7.1%
Plant Operations/Maintenance	$8,578,291	11.0%
Total E&G Expenditures	$74,477,381	95.2%
Hospital	$-	0.0%
Transfers out of agency	$39,021	0.0%
Athletics	$3,750,000	4.8%
Other	$-	0.0%
Total Expenditures	$78,266,397	100.0%

- **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	$18,851

- **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	5.4 years

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

Average State Dollars Per FTE	$4,633

- **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	$4,633

- **vi. All expenditures of the institution for that year.**
  As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures for year	$135,801,727