



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

**GRAD Act Annual Report
FY 2011-2012 (Year 2)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 3, 2012**

**and to the
Louisiana Board of Regents,
May 1, 2012**

Table of Contents

Student Success

Narrative

- | | |
|---|---------|
| | Page 3 |
| 1.a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers. | Page 8 |
| 1.b. Increase the percentage of program completers at all levels each year. | Page 13 |
| 1.c. Develop partnerships with high schools to prepare students for postsecondary education. | Page 18 |
| 1.d. Increase passage rates on licensure and certification exams and workforce foundational skills. | Page 19 |

Articulation & Transfer

Narrative

- | | |
|---|---------|
| | Page 21 |
| 2.a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students. | Page 25 |
| 2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution. | Page 27 |
| 2.c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution. | Page 28 |
| 2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. | Page 28 |

Workforce and Economic Development

Narrative

- | | |
|--|---------|
| | Page 29 |
| 3.a Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission. | Page 33 |
| 3.b Increase use of technology for distance learning to expand educational offerings. | Page 34 |

Institutional Efficiency and Accountability

Narrative

- | | |
|---|---------|
| | Page 36 |
| 4.a Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area. | Page 38 |
| 4.b Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs. | Page 39 |
| 4.c Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. | Page 40 |

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.**

Three factors caused the University of Louisiana at Monroe (ULM) not to meet its objective for the % change in graduate completers in Year 2 (observed = 324, target = 354).

- The [low-completer program review](#) completed by the Board of Regents resulted in the termination of three of ULM's graduate programs during AY 2010-11: MA in Substance Abuse Counseling, MS in Pharmaceutical Sciences, and EdD in Educational Leadership. This action was not anticipated when the GRAD Act agreements were negotiated and resulted in a loss of 15 completers per year since these programs were projected to each annually have five completers.
- Additional [analysis](#) shows that the number of masters-level completers was relatively constant between 2007-2008 and 2009-2010 and then decreased in 2010-11 by 8% from the 2008-09 benchmark value. No doubt, the continued poor economic climate in Louisiana and across the country has contributed to this decline. For example, school districts have generally reduced their support of teachers pursuing graduate degrees. Consequently, the number of completers in CIP group 13 has decreased from 122 in 2008-09 to 95 in 2010-11, a decline of 22%.
- The pre-professional program for the Doctor of Pharmacy changed from a 2-year to a 3-year duration and made its entry requirements for the professional program more rigorous beginning in 2008-09. Consequently, [the number of graduates](#) has decreased from an average of 114 in 2006-08 to 84 in 2008-11. Although the GRAD Act agreement allowed for these changes, comparing the average of the three prior years to the average of the two most recent years does not, and a negative result occurs.

While economic conditions are expected to remain poor for the next few years, ULM has begun efforts to increase the enrollment of full-time graduate students, for example by increasing resources to the full-time recruiter. Thus, we are confident that the additional students recruited this year will help ULM attain its annual objectives within two years.

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

Representatives from the Provost's Office, the academic colleges, and the Student Success Center met during Spring 2011 to discuss how to focus attention on student retention. Consequently, ULM implemented a number of student success initiatives during 2011-12.

- Student Success Center: ULM's Director of Retention instituted a [second-semester University Seminar course](#) for students on academic probation and revised 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: Each college was asked to consider what they and their departments were doing to improve retention now and what they could do in the future. An [example](#) of the result is available online for the College of Arts and Sciences. The College of Business Administration (CBA) launched a college-wide recruitment and retention program called [Finish in Four](#). The program created a focus for first-time full-time business students and included a team-taught course with extra resources (two instructors and an in-class graduate assistant), special external events (receptions, college events, sporting event tailgates) and visiting instructors throughout the semester. Each 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 continued to support students in internships.
- Athletics: In fall 2011, ULM developed 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.
- Ask Ace: During 2011-12, ULM began a new initiative called [Ask Ace](#) as 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 Assistant Director of Recruitment and Admissions, 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 that have been produced by a ULM undergraduate and are designed to assist with common questions. 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.

An [investigation](#) of factors influencing same-institution graduation rate revealed that the rate for minority students was significantly less than that of Caucasian students. Meetings between Academic Affairs and Student Affairs during 2011-12 led to the formation of an ad hoc committee of faculty, staff, and students that was chaired by the Vice President for Student Affairs and was charged to investigate the matter further. A [draft of its report](#) is available online. Based on their findings, the Division of Student Affairs undertook several changes in Spring 2011.

- The Greek life organizations initiated a new set of minimum standards put in place 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.
- The University's Diversity Committee emphasized programming for minorities, especially during the nationally recognized months, and is working to bring awareness to success stories of different groups.
- Student Life has emphasized starting new organizations and getting every student involved in at least one organization. Freshmen orientation staff have discussed with students the importance of getting involved and finding something to enjoy. More than 10 new student groups have started this year and interest has increased in general.
- ULM's Computing Center created and launched a mobile app that, among other things, has allowed Student Life to have online elections where students can vote using their phones. This change has increased student participation in elections and has allowed the Student Life to receive more student feedback through the use of polls.
- The University has implemented more weekend activities to keep students in town; however, it has eliminated programming during the week of final examinations so students can focus on academics.

The percentage of students who earn a graduate degree at ULM within 150% of the nominal time-to-degree has consistently fluctuated near 38%. To improve this rate, the ULM Graduate School undertook a number of actions during 2011-12.

- Stricter policies regarding graduate assistantships were enacted to provide students with additional incentive to graduate in a timely manner and maximum resources. ULM eliminated graduate assistantships for students who exceeded the recommended graduate hours on their degree plans, increased requirements for holding and maintaining graduate assistantships, and discontinued awarding assistantships if unsatisfactory academic progress is occurring.
- More effective means of processing and editing theses and dissertations have been implemented so students will have more time to make required corrections and meet published deadlines.
- Departmental graduate coordinators were provided help to sequence courses so that students graduate in a more-timely manner.

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. Three or four intended SLOs created by departmental faculty are assessed each year (see examples for undergraduate programs in [atmospheric sciences](#) and [social work](#) and graduate programs in [biology](#) and [criminal justice](#)). Assessment of SLOs in the general education core curriculum is accomplished through a course-based system of college-level general education competencies. Faculty implement SLO assessment plans in each general education course (see examples for [ART 2002](#) and [CHEM 1008](#)). After analyzing assessment results, faculty members develop actions for annual improvement in SLO attainment, either by program or by course. For example, English faculty who teach freshman composition courses now create individualized study plans for all students with midterm grades less than C and refer them to the [Write Place](#) for help. These faculty have also standardized all course assignments and expectations across sections of freshmen composition and meet twice per month to share pedagogical strategies and successes.

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

- **Student Success Center:** [Spring 2012 midterm grades](#) demonstrate that 18 of the 22 students enrolled in the second-semester university seminar have improved their semester GPA, with an average increase of 0.62 grade points on a 4.0 scale. Ten students have improved their semester GPA by more than 1 grade point. A comparison of final term GPAs will occur over the summer, and this program will continue next year if a positive result is found. [Midterm 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. While 40% of the Spring 2011 participants had grades higher than their cumulative GPA, this number increased to 75% this semester (using midterm grades). Furthermore, 55% of the Spring 2012 PASS participants had a midterm GPA of at least 2.0, the valued needed to prevent their academic suspension. Only 36% of PASS participants reached a semester GPA of 2.0 in Spring 2011.
- **Academic Colleges:** As a result of the interventions in freshman composition courses, the passage rate among students with a C or less at midterm has increased from 46% in Spring 2010 to 66% in Fall 2011.

- Athletics: The mentoring and additional study halls undertaken with the men's basketball team produced substantial improvements in the team members' term GPA and in their cumulative GPA. In Fall 2010, the average term GPA for team members was 1.81 on a 4.00 scale but improved to 2.80 in Fall 2011. Although not as dramatic, the average cumulative GPA for team members increased from 2.47 to 2.62.
- Ask Ace: To date, 787 questions have been answered through Ask Ace since August 1, 2011.
- Assessment of Student Learning Outcomes: OAE employs an online data management system to allow campus users to easily input information and to ensure the storage of adequate documentation of continuous student learning improvement efforts. During AY 2011-12, improvements in the system included adding toggle switches to the editable forms to ease tracking learning targets and adding a pop-up reminder for users who, based on data entered, must complete additional fields on the forms. The OAE also identifies programs, courses, and faculty groups which may need additional assistance in completing continuous improvement cycles by tracking submission of all required documentation. Typical submission rates, which vary between 95-99%, were achieved in AY 2011-12. Additionally, all student learning assessment plans are scored by OAE staff on a rubric designed to gauge the quality of the plans and whether the process is being used for continual improvement. This rubric scoring system is an annual process designed to monitor periodically the adequacy of faculty training opportunities offered by the OAE and the continued quality and sufficiency of the plans submitted by faculty. Between 2008-09 and 2010-11, the [average program score](#) on this rubric has increased by 3%.
- Student Life Initiatives: Because the new Student Life programs began in Spring 2012, effectiveness data are still being collected. However, Greek organizations are now averaging a combined GPA greater than 3.00, a value exceeding that of the overall student population. Additionally, participation in the last two student elections increased by more than 200 students, amounting to a 25% greater involvement from the student body in one election and a 10% increase in the other.

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

All first-semester ULM freshmen are placed 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.

A variety of mechanisms that have been in place for several years to monitor the academic performance of other students. Two examples are:

- 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.

Several new initiatives have been added during 2011-2012.

- College of Business Administration Finish in Four Program: Business faculty teaching in the Finish in Four Program closely monitored the progress of each student in the program with help from the graduate assistant. Attendance was tracked and grades were monitored throughout the semester, with interventions by the faculty taking place when needed.
- College of Health Sciences (CHS) Sophomore Retention Event: The CHS sponsored a Sophomore Retention Event during Spring 2012 in which the Dean and Associate Dean, and the ULM Director of Retention spoke about students' options if their GPA is not high enough to be accepted into a professional program. Students also were given information about changing their major, and the GPA requirements for acceptance into a professional program. Additionally, the Health Studies program was discussed as an alternative program for the students. Student Success Center advisors publicized the event using periodic e-mails to sophomores in the College's pre-professional programs.
- Annual Department Report: During 2011-12, the OAE, the Vice President of Academic Affairs, 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](#). Reports are scheduled for initial distribution in Fall 2012.
- Minority Retention Taskforce: The Vice President of Student Affairs chaired an ad hoc committee of faculty, staff, and students that was charged with determining why a gap exists between minority and majority student retention and graduation rates. Members of the Taskforce called freshmen who were not retained to determine the reasoning for leaving and a [report](#) of their findings has been produced. Several actions have already occurred based on these results and others are under consideration.

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

A sample [feedback report](#) was sent to the Vice Chancellors for Academic Affairs at Louisiana Delta Community College and Bossier Parish Community College. Personnel in their offices were asked to review the sample and provide feedback on the information included and the format of the report. In general, the information was considered to be of substantial value to the community colleges and the format was considered easy to read, clear, and concise. The only suggestion offered was to include information about the degree programs from which the students matriculated. ULM is working to develop an automated process for producing these reports and for incorporating this suggestion. Production of the reports is expected to occur during Summer 2012 and distribution to occur early in Fall 2012. Input on the [feedback report for high schools](#) will be solicited from area superintendents and principals during Summer 2012, and distribution targeted during the latter half of the Fall 2012 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				
# Retained to 2 nd Fall semester	857	920	668				
Rate	72.2%	72.2%	68.7%				
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 06 to Fall 07			65.6%				
Actual Fall 07 to Fall 08			65.8%				
Actual Fall 08 to Fall 09			72.2%				
Avg of Prior Three Years			67.9%				
Actual Fall 09 to Fall 10			72.2%				
Actual Fall 10 to Fall 11			68.2%				
Avg of Most Recent Two Yrs			70.5%				
Target Met?		YES	YES				

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				
# Retained to 3rd Fall semester	772	674	696				
Rate	55.1%	56.8%	54.6%				
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 05 to Fall 07			50.0%				
Actual Fall 06 to Fall 08			53.6%				
Actual Fall 07 to Fall 09			55.1%				
Avg of Prior Three Years			52.9%				
Actual Fall 08 to Fall 10			56.7%				
Actual Fall 09 to Fall 11			54.5%				
Avg of Most Recent Two Yrs			55.6%				
Target Met?		YES	YES				

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				
# Graduated within 150% of time	326	391	502				
Rate	30.9%	30.5%	34.1%				
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 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

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				
Expected # of Awards*	1,656	1,686	1,607				
# Awards	924	1,104	1,169				
Ratio of Awards/ FTE	0.1395	0.1637	0.1819				
Award Productivity*	55.8%	65.5%	72.7%				
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 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		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				
# Admitted by Exception	2	15	19				
Rate	4.3%	30.0%	26.4%				
# in Freshmen Admitted (Fall)	1,345	1,105	1,185				
# Admitted by Exception	95	59	68				
Rate	7.1%	5.3%	5.7%				
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	84	81	76				
# Admitted by Exception	11	9	21				
Rate	13.1%	11.1%	27.6%				
# in Freshmen Admitted (Total)	1,476	1,236	1,333				
# Admitted by Exception	108	83	108				
Rate	7.3%	6.7%	8.1%				

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				
% Change		16.4%	24.8%				
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				
% Change		-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				
% Change		16.3%	24.7%				
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 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		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				
% Change		2.6%	-8.1%				
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				
% Change		-24.2%	0.0%				
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				
% Change		150.0%	80.0%				
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				
% Change		-0.3%	-3.3%				
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 06-07			393				
Actual AY 07-08			356				
Actual AY 08-09			335				
Avg of Prior Three Years			361				
Actual AY 09-10			334				
Actual AY 10-11			324				
Avg of Most Recent Two Yrs			329				
Target Met?		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, TOTAL All Degrees	1,214	1,356	1,420				
% Change from baseline		11.7%	17.0%				

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				
Fall	771	827	1,036				
Winter							
Spring	630	720	837				
TOTAL	1,542	1,674	1,969				

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				
Fall	3,950	3,714	4,769				
Winter							
Spring	2,497	2,701	3,214				
TOTAL	6,886	6,816	8,328				

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

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 2011	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 2011	20	20	100.0%
Education	All 3 PRAXIS exams	Louisiana State Department of Education					
	Pre-Professional Skills Test READING	Louisiana State Department of Education	100.0%	AY 2010-2011	37	37	100.0%
	Pre-Professional Skills Test Writing	Louisiana State Department of Education	100.0%	AY 2010-2011	37	37	100.0%
	Pre-Professional Skills Test Mathematics	Louisiana State Department of Education	100.0%	AY 2010-2011	37	37	100.0%
BS in Elementary Education GR 1-5	Elementary Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	47	47	100.0%
MAT in Elementary Education GR 1-5	Elem Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	11	11	100.0%
MAT in Secondary Education R 6-12	Subject (Biology, Chemistry, Math, Social Studies, English) Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	15	15	100.0%
MAT in Multiple Levels GR k-12	Subject (Art, Music, Kins) Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	3	3	100.0%
BA in English Education GR 6-12	English Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	5	5	100.0%
BME in Music Ed-Instrumental GR K-12	Music Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	1	1	100.0%

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**
BME in Music Ed-Vocal GR K-12	Music Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	1	1	100.0%
BS in Health and Phys Ed GR K-12	Health and Physical Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	9	9	100.0%
BS in Biology Ed GR 6-12	Biology Ed Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	2	2	100.0%
MAT in Special Ed Mild/Mod 1-12	Special Ed Mild/Mod Disabilities Content Exam & Principles of Learning and Teaching	Louisiana State Department of Education	100.0%	AY 2010-2011	1	1	100.0%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	100.0%	CY 2010	81	81	100.0%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	100.0%	CY 2011	26	26	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 2011	91 82	83 82	NAPLEX 91.2% MPJE 100.0%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	96.9%	CY 2011	22	22	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

2. ARTICULATION AND TRANSFER

Narrative (3-5 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) has actively participated in the state's initiative to develop a common course numbering system. English, mathematics and biology have made substantial process in identifying common course descriptors. In recent months, the Chief Articulation Officers of the state have asked faculty to work on general education courses in physics, chemistry, and geology.

The University reduced its [general education requirements](#) so they now match those mandated by the Board of Regents. This action makes the new core less prescriptive than the previous one. Thus students will be able to count more of their transfer courses toward a degree, and more previously unaccepted courses will be used to bring students closer to graduation. By modifying the core to include more course options for students, we expect to improve our retention rate. A more flexible core increases the likelihood that students can find a course to move them closer to graduation. This also aligns us with our sister institutions and ensures a near seamless inter-university transition to programs across Louisiana.

ULM actively seeks to facilitate the transfer of students from community colleges to the university by employing a dedicated transfer recruiter who visits their campuses on a regular basis several times each year and by providing useful information that is easily located on a [transfer student website](#). ULM's admissions standards can be easily 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 and can be reached with a single click from [ULM's homepage](#).

ULM and Louisiana Delta Community College (LDCC) have continued their informal agreement whereby all local students who apply to ULM but are not admitted are referred to LDCC. This practice is evident in the referral language contained at the bottom of the [admissions standards](#) web page and in the referral language of the [letter](#) sent to students who apply but are not admitted to ULM. In addition, the academic [suspension letters](#) from our college deans recommend that ULM students enroll in a community college during their suspension from ULM.

ULM continues to use an Admissions' Call Center as a point of first contact for potential students, and many questions and requests can be fielded by its operators. The Center forwards more complex issues to the appropriate university personnel for resolution and uses an online tracking system for all calls. This process allows our admissions staff to monitor individual issues and requests to ensure that they are handled effectively and efficiently. An Associate Director for Recruitment and Admissions oversees the Call Center and trains the graduate students who are used as its operators. Approximately 370 calls have been cataloged this year from transfer students, but the number of total calls is estimated closer to 450 because all calls may not be recorded during busy times.

During 2011-12, ULM began a new initiative called [Ask Ace](#) as 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 Assistant Director of Recruitment and Admissions, who replies with an answer within 24 hours.

The Ask Ace website also provides a [link](#) to a series of “How-to” videos that have been produced by a ULM undergraduate and are designed to assist with common questions. 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.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**
 - Ask Ace: To date, 787 questions have been answered through Ask Ace since August 1, 2011, with approximately 25% involving transfer issues.
 - 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 (8/1/11 – 3/30/12)	Average time on page (minutes)
howto/	Provides access to “How-to” videos for common processes	10,394	2:44
howto/banner.html	How to login to Banner	1,926	5:37
howto/billpay.html	How to pay my bill	481	3:05
howto/checkbill.html	How to check my bill	303	3:47
howto/finaid01.html	Financial Aid: How to complete required documentation	1,381	3:25
howto/finaid02.html	Financial Aid: How to view and accept awards	868	4:42
howto/myulm.html	How to login to myULM	376	1:40
howto/navigate.html	How to navigate myULM	94	4:35
howto/paymentplan.html	How to set up a payment plan	607	4:00
howto/scholarships.html	How to apply for scholarships	471	3:03
howto/waitlisting.html	How does waitlisting work	94	5:16
prospectivestudents/admissionsreq/transfer.html	Provides admission requirements for transfer students	8,028	1:09
prospectivestudents/contact/	Provides contact information for the Office of Recruitment and Admissions	11,157	1:32

Website (www.ulm.edu/...)	Purpose	Total page views (8/1/11 – 3/30/12)	Average time on page (minutes)
prospectivestudents/transfer/	One-stop-shop for transfer students seeking information about ULM	26,377	1:12
prospectivestudents/transfer/la/	One-stop-shop for Louisiana Transfer Degree students	8,216	1:53

- **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.

Two new initiatives have been added during 2011-12 and affect the monitoring of transfer student performance.

- **College of Health Sciences (CHS) Sophomore Retention Event:** The CHS sponsored a Sophomore Retention Event during Spring 2012 in which the Dean and Associate Dean, and the ULM Director of Retention spoke about students' options if they do not have a GPA high enough to be accepted into a professional program. Students, including transfer students, were given information about changing their major, and the GPA requirements for acceptance into a professional program. Additionally, the Health Studies program was discussed as an alternative program for the students. Student Success Center advisors publicized the event using periodic e-mails to sophomores in the College's pre-professional programs.
- **Annual Department Report:** During 2011-12, the Office of Assessment and Evaluation, the Vice President of Academic Affairs, 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](#). Reports are scheduled for initial distribution in Fall 2012.

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

The University of Louisiana at Monroe (ULM) continues to maintain articulation agreements with the following institutions: Louisiana Delta Community College (LDCC), Bossier Parish Community College (BPCC), South Arkansas Community College, Dallas Community College District, and Hinds Community College.

During the reporting year, [nursing was added](#) as the twelfth program included in ULM's agreement with LDCC and discussions concerning social work have begun. Additionally, the College of Business Administration faculty met with representatives from LDCC to discuss the possibility of community college courses being accepted for junior level ULM classes. ULM agreed to offer, at no cost to LDCC students, a proficiency exam for ULM junior level courses such as principles of management, principles of marketing, and business law.

During the reporting year, ULM and Northcentral Technical College (NTC) in Wausau, Wisconsin also developed and are in the process of executing 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 the existing agreements with BPCC and South Arkansas Community College have also begun and will continue into the summer. More programs are expected to be added to these agreements, especially with BPCC and in majors targeted to meet economic development needs and workforce demands in the region.

A sample [feedback report](#) was sent to the Vice Chancellors for Academic Affairs at LDCC and Bossier Parish Community College. Personnel in their offices were asked to review the sample and provide feedback on the information included and the format of the report. In general, the information was considered to be of substantial value to the community colleges and the format was considered easy to read, clear, and concise. The only suggestion offered was to include information about the degree programs from which the students matriculated. ULM is working to develop an automated process for producing these reports and for incorporating this suggestion. Production of the reports is expected to occur during Summer 2012 and distribution to occur early in Fall 2012.

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

2.a.i. 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				
# retained to next Fall semester	408	392	443				
Rate	64.1%	61.9%	56.8%				

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

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

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

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

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				

*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				
# retained to next Fall semester	0	0	0				
Rate	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				

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.**

The Academic Deans Council, consisting of the ULM's academic deans and its Interim Vice President for Academic Affairs, undertook a review of all academic programs this year with the ultimate goal of prioritizing programs prior to making decisions about consolidation and elimination. [Thirteen measures](#) were identified as important to the process and included objective statistics such as demand for graduates (based on [forecasts from the Bureau of Labor Statistics](#)), number of majors with at least 60 earned credit hours, and program productivity (as calculated for the GRAD Act). Subjective measures included centrality of the program to ULM's role, scope, and mission statement and the program's uniqueness. Subjective measures were assigned values ranging from 1 to 3 while objective measures were mapped to the same range of values based on distance from their average value. Program priority was determined by the weighted sum of the measures as produced using [weights](#) between 1 and 10, with the higher values used to emphasize workforce need, mission centrality, program uniqueness, and number of majors. At this time, discussions regarding program consolidation and closure are on-going within the Council and will not be finalized until its recommendations have had input from college advisory committees, the Faculty and Staff Senates, and the President's Executive Staff. These actions are expected to occur in this academic year.

- **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.**

Conversations with personnel from CenturyLink and other businesses in northeastern Louisiana have revealed a regional need for bookkeepers, accountants, and information technology specialists, a fact supported by the [occupational projections for Louisiana](#) between the period 2008 and 2018. ULM responded to that need and is in the process of submitting proposals to the ULS and the Board of Regents for post-baccalaureate certificates (PBC) in accounting and information technology. Similarly, a letter of intent by ULM for a program leading to the Master of Occupational Therapy degree was [approved](#) by both boards and the proposal for the program will be submitted for review within the next month. This degree will help alleviate the shortage of occupational therapists forecast for the [state](#) and for [northeastern Louisiana](#). Additionally, input from regional members of the agriculture industry prompted ULM to move its agribusiness program from the College of Arts and Sciences to the College of Business Administration. This action was taken in recognition of the program's emphasis on the business aspects of agriculture and to place its faculty and students in closer proximity to business faculty and students. An [Ag Business Council](#) was formed as an advisory group to help the university revise its baccalaureate program in agribusiness so that it better meets the needs of the agricultural community in the region. This council joins groups with similar purposes for baccalaureate, masters, and professional programs in business administration, [construction management](#), curriculum and instruction, kinesiology, and pharmacy.

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

The dean of ULM's College of Business Administration met with local representatives of the Louisiana Workforce Commission and the Monroe Chamber of Commerce during the fall of 2011 to discuss regional workforce needs. The result of those discussions was support for ULM's initiation of PBCs in accounting and in information technology. In particular, the local office will provide financial assistance for up to 30 individuals to pursue the accounting PBC.

During AY 2011-12, the ULM Incumbent Worker Training Program (IWTP) has worked with businesses throughout the state and has administered over \$2.3 million to train over 3,500 Louisiana employees. These funds have gone to companies ranging in size from 28 to 1,843 employees through individual grants ranging from \$26,000 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 to include both for-profit and non-profit, manufacturing, telecommunications, healthcare, and education. A list of businesses served and the number of people trained by business during AY 2011-12 follows.

Business	Number of Trainees
Town and Country Nursing Home	70
CenturyLink	1,843
Glenwood Regional Medical Center	383
Homecare Resources	124
The Wellspring	28
Primecare Network of Monroe	27
TaraCares	242
CommCare	672
Angus Chemical Company	31
Union Christian School	32
Gladney Consortium	82
Family Life Home Health	45

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 2011-12, 98 migrant workers participated in the program and 11 have earned their GED as of March 1, 2012.

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

The Office of Career Connections and Experiential Education provides a graduate survey that is completed by associates, bachelors, masters, and doctoral candidates during graduation rehearsal. The survey includes questions, but is not limited to, enrollment in graduate school, post-graduation employment, and employment search. The most recent survey completed was in December 2011. Of the 461 candidates for graduation, 383 completed the survey. The data gathered revealed that 38% (146 responses) planned to attend graduate school, 19% (74 responses) had accepted a job position post-graduation, 32% (124 responses) planned to remain in their current employment position post-graduation, and 54% (197 responses) were still seeking employment post-graduation. Approximately 48% of the candidates said their job position was related to their major. It is also interesting to note that 73% of those who completed the survey planned to remain in Louisiana.

In Fall 2011, English graduates were contacted and asked about their employment. The department reported that, of the 71 alumni surveyed, 57 were contacted and responded (80% response rate). More than 90% of the majors were employed full-time and more than 95% were employed in full-time, part-time, miscellaneous, or volunteer work. All of the employed graduates were using their English major skills. The following rates show the percentage of students employed, in graduate school, or unemployed at the time of this survey.

Current Location/Occupation	Percentage
Graduate School	54.0
Teaching	17.5
Business	14.0
Writing & Communication	5.0
Miscellaneous & volunteer	5.0
Unemployed	4.5

Music also surveyed its BM, BME, and MM graduates from the three previous years in Fall 2011. An analysis of the responses from these 49 people revealed that 72% of the graduates were employed in their degree field in a variety of jobs and that 25% were pursuing additional education.

Current Location/Occupation	Percentage
Employed in elementary or secondary school education	43
Enrolled in Masters or Doctoral programs at other universities	39
Self-employed as private music teachers or free-lance musicians or composers	16
Employed as church musicians	4
Employed as full-time faculty at ULM in the Division of Music	4
Enrolled in teacher certification program in music at ULM	2
Member of the United State Air Force band program	2
Working outside of degree area	2
No response	2

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

ULM has continued its commitment to making education accessible to students by increasing both the number of course sections offered by distance learning and the number of degrees that can be earned completely online during AY 2011-12. [Twenty-four programs](#) from four of the University's five colleges can now be completed totally online and provide students with opportunities to earn baccalaureate, masters, or doctoral degrees. To meet the course needs of these students, the [University offered](#) 585 sections that enrolled 11,618 students (duplicative count) in Fall 2011 and Spring 2012 compared to 515 sections that enrolled 11,680 students (duplicative count) in the previous fall and spring semesters. ULM uses part-time faculty to teach online sections whenever possible because their salary per course is slightly more than half that of full-time instructors. We estimate, therefore, that an additional savings of approximately \$132,000 in salaries and benefits occurred from the additional 70 sections of online courses taught during 2011-12.

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. [Fall 2011 University Week](#) and [Spring 2012 University Week](#) schedules are available on ULM's GRAD Act data web site, with a red font used to indicate technology-related sessions.

Several initiatives to improve processes were begun in the Office of Recruitment and Admissions so that information is shared more efficiently and processing time is decreased.

- Automated posting of test scores for CLEP, AP, DSST, SAT, and ACT
- Online look-up and application for Foundation scholarships
- Auto-decision implementation in Banner to admit students based on standards
- Increased number of reports available in Argos and ePrint from Banner
- Reduced records duplication by refining Banner processes
- More data included on Banner screens, reducing the number of screens needed to arrive at a decision or gather information

An [ad hoc committee](#) also was formed during the year to conduct a comprehensive review of the university's distance learning programs, policies, and processes. Once its work has been completed, the members will provide recommendations for an updated strategy to guide future development.

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	<u>22*</u>				

*Terminated programs = 9, Consolidated and Terminated programs = 13 ([approved](#) by Board of Regents at April 27, 2011 meeting; reported now because the action was too late for inclusion in Year 1)

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

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

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				
# of programs aligned with needs			71				
% of programs aligned			100%				

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				
# of course sections that are 100% distance delivered	331	513	727				

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

3.b.iii. Number of programs offered through 100% distance education by award level (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
Associate	0	0	0				
Baccalaureate	3	5	9				
Post-Baccalaureate	0	0	1				
Masters	2	5	7				
Doctoral	0	0	1				
Professional	0	0	0				
TOTAL	5	10	18				

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) eliminated its Associate of Arts in Criminal Justice program during this year and began discussions with Louisiana Delta Community College (LDCC) toward an agreement in which LDCC would teach developmental courses for ULM. The intent of both parties is for developmental English courses to be taught by LDCC beginning in the Fall 2012 semester and for developmental mathematics courses to be taught by LDCC beginning in 2013. 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 is seeking approval for a 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 25, 2011 meeting. The revised plan is provided below. ULM's original plan was approved for a 9% increase in non-resident tuition between FY 2010-11 (\$11,924) and FY 2011-12 (\$12,997). Under the revised plan, that same percentage increase was applied after inclusion of the 10% increase in resident tuition granted under the GRAD Act and is the cause of the \$50 difference between the proposed and charged tuitions for FY 2011-12 evident below.

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	17,074	14,427	
2013-14	17,892	16,086	
2014-15	18,749	17,936	
2015-16	19,647	19,647	

*Values are those [approved](#) by the ULS Board of Supervisors at its February 25, 2011 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
Difference	+56	+98

The total revenue realized from the increase in non-resident tuition and the increase in the number of non-resident students attending ULM was \$197,000 to date (March 15, 2012).

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

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

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				

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				

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

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, 2012

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 2011

Undergraduate headcount	7,460
Graduate headcount	1,366
Total headcount	8,626

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

Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	6,278
Graduate FTE	1,327
Total FTE	7,605

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 2011.

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	412
FTE Faculty	360

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 2011.

Undergraduate headcount enrollment	32,870
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,291
Average undergraduate class size	25.5

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

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

Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.

Total FTE enrollment	7,605
FTE instructional faculty	360
Ratio of FTE students to FTE faculty	21.1

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 2011, 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	2	2

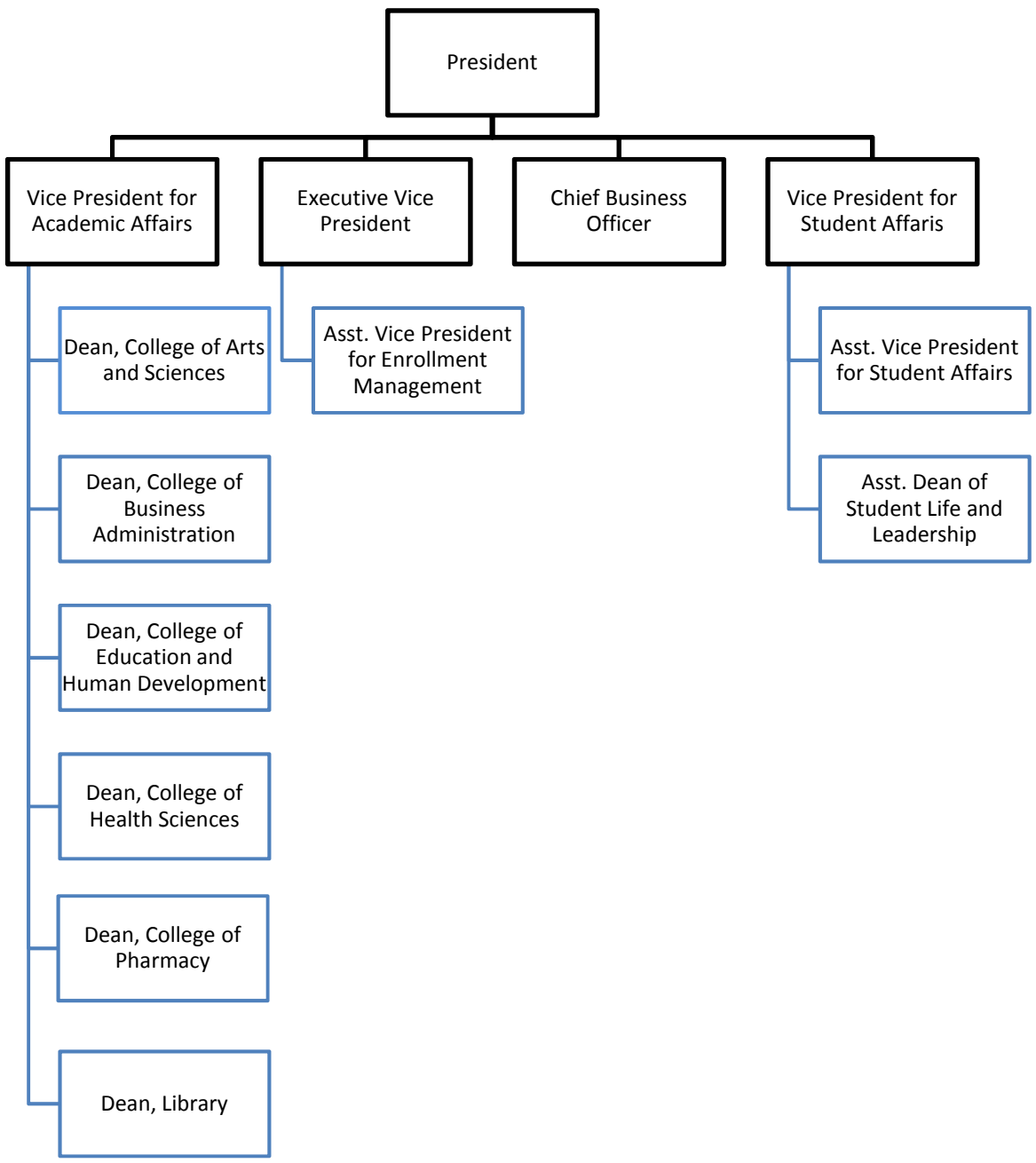
f. **Number and FTE of staff in administrative areas**

- **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 2011, EEO category = "1" (Executive, Administrative, Managerial) 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	5	5
Athletics	1	1
Business Affairs	6	6
Executive Vice President	15	15
President	4	4
Student Affairs	4	4

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 2011).



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
<i>President</i>	<i>\$252,886</i>	<i>\$252,866</i>	<i>\$252,886</i>
<i>Vice President for Academic Affairs</i>	<i>\$166,267</i>	<i>\$166,267</i>	<i>\$158,000</i> <i>Administrative restructure replaced Provost and VPAA</i>
<i>Executive Vice President (created July 1, 2011)</i>	<i>NA</i>	<i>NA</i>	<i>\$190,000</i>
<i>Vice President for Student Affairs</i>	<i>\$112,057</i>	<i>\$112,057</i>	<i>\$112,057</i>
<i>Chief Business Officer (created July 1, 2011)</i>	<i>NA</i>	<i>NA</i>	<i>\$110,000</i> <i>Administrative restructure eliminated VP for Business Affairs</i>
<i>Assistant VP for Enrollment Management (created July 1, 2011)</i>	<i>\$89,000</i>	<i>\$89,000</i>	<i>\$89,000</i> <i>Administrative restructure replaced Assoc. Provost for Enrollment Management</i>
<i>Assistant VP for Student Affairs</i>	<i>\$81,900</i>	<i>\$81,900</i>	<i>\$81,900</i>
<i>Dean, College of Arts and Sciences</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>
<i>Dean, College of Business Administration</i>	<i>\$147,000</i>	<i>\$147,000</i>	<i>\$147,000</i>
<i>Dean, College of Education and Human Development</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>
<i>Dean, College of Health Sciences</i>	<i>\$126,000</i>	<i>\$126,000</i>	<i>\$126,000</i>
<i>Dean, College of Pharmacy</i>	<i>\$200,000</i>	<i>\$200,000</i>	<i>\$200,000</i>

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011
<i>Dean, Library</i>	<i>\$88,000</i>	<i>\$88,000</i>	<i>\$91,000</i> <i>Promotion to</i> <i>Professor</i>
<i>Asst. Dean of Student Life and Leadership</i>	<i>\$50,000</i>	<i>\$37,000</i> <i>New Asst. Dean of</i> <i>Student Life and</i> <i>Leadership hired</i> <i>May 1, 2010</i>	<i>\$37,000</i>

i. A cost performance analysis

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

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

As reported on Form BOR-1 during the Operational Budget Process.

Expenditures by Function	Amount	Percentage
Instruction	\$ 36,461,276	43.8%
Research	\$ 3,857,864	4.6%
Public Service	\$ 227,727	0.3%
Academic Support	\$ 6,294,455	7.6%
Student Services	\$ 4,465,594	5.4%
Institutional Services	\$ 12,143,861	14.6%
Scholarships/Fellowships	\$ 5,237,273	6.3%
Plant Operations/Maintenance	\$ 9,749,719	11.7%
Total E&G Expenditures	\$ 78,437,760	94.2%
Transfers out of agency	\$ 38,947	0.0%
Athletics	\$ 4,703,135	5.6%
Other	\$ 75,000	0.1%
Total Expenditures	\$ 83,254,842	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	\$18,061
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

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	5.5
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iv. Average cost per degree awarded in the most recent academic year.

v. Average cost per non-completer in the most recent academic year.

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

State dollars per FTE	\$5,351
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vi. All expenditures of the institution for that year most recent academic year.

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

Total expenditures	\$ 141,291,445.00
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