



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

**GRAD Act Annual Report
FY 2010-2011**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 14, 2011**

**and to the
Louisiana Board of Regents
May 1, 2011**

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1. Student Success

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.

Narrative Report:

• Policy/policies adopted by the management board;

Since the Fall 2005 semester, Louisiana's public postsecondary institutions have been using minimum admissions standards for freshmen based on their role, scope, and mission statement. To improve cohort graduation rates and graduation productivity at its institutions, the University of Louisiana System (ULS) Board of Supervisors resolved in October 2009 to increase selective admissions standards, tighten admissions exceptions, and strengthen transfer student exceptions. Those new standards are being implemented for the Fall 2011 semester and require freshmen entering a ULS institution to have an increased high school GPA or a greater ACT composite score. The number of credit hours earned by transfer students used to determine if first-time freshman standards have to be satisfied will increase from 12 to 15 in the Fall 2012 semester and from 15 to 18 in the Fall 2013 semester.

Admissions standards at four-year institutions will be even more rigorous for the Fall 2012 class following action by the Board of Regents. The number of units in the core curriculum will increase to 19, and all students will have to have attained a cumulative high school GPA of at least 2.0, and no developmental courses requirements will be allowed for any student. High school rank will be dropped from consideration, the core GPA will be considered instead of the cumulative GPA, and the proportion of freshmen admitted by exception will decrease.

In August 2010, the ULS Board of Supervisors followed the March 2010 action of the Board of Regents (see Louisiana Board of Regents Academic Affairs Policy 2.15 and approved reducing the total number of credit hours required for a baccalaureate degree from 125 to 120. These actions are expected to decrease the time to graduation for baccalaureate candidates and to reduce the overall cost of education.

• Subsequent policy/policies adopted by the institution;

Based on these policies, the University of Louisiana at Monroe (ULM) has required beginning freshmen since the Fall 2006 semester to complete a 17.5 unit core curriculum designated by the Board of Regents; to require no more than one developmental course; and to have either an overall high school GPA of at least 2.0, an ACT composite score of at least 20, or a high school graduation rank of at least 50%. Transfer students with at least 12 credit hours of non-developmental university or college work have been required to have a cumulative GPA of at least 2.0 and have no more than one developmental deficiency. Additionally, ULM has been allowed to admit no more than 10% of its freshmen or transfer class by exception. Data clearly show a positive correlation between stronger admissions standards at ULM and increased retention of students. ULM's decision to limit its admission of freshmen by exception to 7.3% for AY 2009-2010 and to 6.7% for AY 2010-2011 (as seen in the data for Item 1.a.viii on page 7), well below the 10% limit allowed, also has contributed to this upward trend.

Following the ULS Board of Supervisors action in 2009, ULM strengthened its admissions standards. These standards will become even more selective for the Fall 2012 semester, with entering freshmen required to complete a core curriculum of 19 units and to have a cumulative high school GPA of at least 2.0. Furthermore, no developmental course requirements will be allowed. High school rank will be dropped from consideration, the core GPA will be considered instead of the cumulative GPA, and the proportion of freshmen admitted by exception will decrease to 8% of the previous year's freshman class.

In anticipation of actions by the Board of Regents and the ULS Board of Supervisors, ULM's Provost instructed deans to work with their college's faculty members to examine undergraduate degree requirements with the target of 120-hour totals, except where necessitated by accreditation standards (see Item 6 in [ULM Deans Council minutes of 12/2/09](#)). Deans were later instructed to (see Item 5 in [ULM Deans Council minutes of 6/30/10](#)): institute the 120-hour requirement; examine the major requirements in undergraduate degree programs and adjust them so that total credit hours in the major were consistent with common practice in the discipline but generally between 30 and 36 credit hours; and increase the number of free electives in undergraduate degree programs, with a target of 18 credit hours. As of the Fall 2010 semester, 46 of ULM's baccalaureate programs have been redesigned to meet the 120-hr requirement and the others are in the process of being redesigned. All academic programs are working to meet the Provost's instructions about number of hours required by the major and a corresponding increase in free electives. These changes are expected to improve graduation rates because students will take fewer hours to complete a degree, and they will be able to use more of their earned hours toward degree requirements if they change majors.

- **Timeline for implementing the policy/policies;**

- Fall 2005: Master Plan [Selective III admissions standards](#) implemented

- Fall 2006: Master Plan admissions standards become effective with core curriculum increased from 16 to 17.5 units

- Fall 2010: ULM curriculum redesign to reach 120-hr total, 30-hr major, and 18-hr free elective guidelines begins

- Fall 2011: Increased admissions standards adopted by ULS Board of Supervisors implemented

- Fall 2012: Increased Master Plan admissions standards and strengthened exception allowances become effective

- **Performance of entering freshmen students admitted by exception (4-year universities).**

Beginning freshmen admitted by exception to ULM have been approved because they are believed to have the potential for academic success. This potential is assessed based on several factors, including high school cumulative and core GPAs, ACT composite score, English and mathematics ACT subscores, completion of core courses, and geographic location. Completion of the 17.5-unit core designated by the Board of Regents has been used as the best indicator of student's intentionality to pursue a postsecondary education at a four-year institution and is the factor weighted most heavily in the decision. If a student has completed or is on-track to complete core requirements, a score is calculated by adding together the core GPA and the ACT composite score. Generally, students whose score exceeds 20 and who have completed the core are granted admission. ULM also considers endorsements from teachers, counselors or other academic professionals who can attest to the student's likelihood of success.

Consequently, ULM has admitted few beginning freshmen by exception (see Table 1.a.viii), well below the 10% allowed by Board of Regents policy. Monitoring of these students' performance shows a 53.7% 1st to 2nd-year retention rate for entering freshmen admitted by exception in the Fall 2009 semester and a 43.0% 1st to 3rd-year retention rate for entering freshmen admitted by exception in Fall 2008. In the Fall 2010 semester, entering freshmen admitted by exception had an average Fall term GPA of 2.06, which was the same as the Fall 2009 cohort. Given these statistics, ULM has been working on ways to improve the performance of these students as part of the larger-scale efforts to enhance its retention of all students and the number of degree completers. The associate deans from each college, the University's Director of Retention, and the associate provosts are in the process of identifying strategies that can be used in an academic enhancement plan that will be cohesive from the department level to the university level. Four [general retention strategies](#), each with several potential tactical steps, have been identified. The group will be continuing its work over the next several months as this document is refined and plans are developed at the department, college, and university level. As this work is being done, they will consider how best to serve entering freshmen admitted by exception. Additionally, ULM will be reviewing its criteria for admitting entering freshmen by exception and may alter them to better identify those students likely to succeed at a university.

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	1,276					
# Retained to 2nd Fall semester	857	925					
Rate	72.2%	72.5%					
Target		71.0% - 75.0%	71.5% - 75.5%	71.5% - 75.5%	72.0% - 76.0%	72.0% - 76.0%	73.0% - 77.0%
Target Met?		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					
# Retained to 3rd Fall semester	772	673					
Rate	55.1%	56.7%					
Target		54.0% - 58.0%	55.0% - 59.0%	56.0% - 60.0%	56.0% - 60.0%	57.0% - 61.0%	58.0% - 62.0%
Target Met?		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					
# Graduated within 150% of time	326	391					
Rate	30.9%	30.5%					
Target		27.0% - 31.0%	28.0% - 32.0%	29.0% - 33.0%	30.0% - 34.0%	32.0% - 36.0%	34.0% - 38.0%
Target Met?		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					
# Awards	923	1,104					
Ratio of Awards/ FTE	0.14	0.16					
Expected # of Awards*	1,656	1,686					
Award Productivity*	55.7%	65.5%					
Target		63.6% - 67.6%	63.6% - 67.6%	63.6% - 67.6%	66.0% - 70.0%	66.0% - 70.0%	68.0% - 72.0%
Target Met?		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					
# Admitted by Exception	2	15					
Rate	4.3%	30.0%					
# in Freshmen Admitted (Fall)	1,345	1,105					
# Admitted by Exception	95	59					
Rate	7.1%	5.3%					
# in Freshmen Admitted (Spring)	84	81					
# Admitted by Exception	11	9					
Rate	13.1%	11.1%					
# in Freshmen Admitted (Total)	1,476	1236					
# Admitted by Exception	108	83					
Rate	7.3%	6.7%					

1. Student Success

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

Narrative Report:

To increase the percentage of program completers at all levels, ULM began in Academic Year 2009-2010 to reduce the total undergraduate degree requirements, except where necessitated by accreditation standards, to 120 total credit hours (see Item 6 in [ULM Deans Council minutes of 12/2/09](#)). As of the Fall 2010 semester, 46 programs have met the new standard. Work is ongoing to examine the major requirements in undergraduate degree programs and to adjust them so that total credit hours in the major are consistent with common practice in the discipline, typically between 30 and 36 credit hours, and to increase the number of free electives in undergraduate degree programs, with a target value of 18 credit hours (see Item 5 in [ULM Deans Council minutes of 6/30/10](#)). Reducing the total hours required for an undergraduate degree is expected to help students complete the programs more quickly since they will not have to earn as many hours. Reducing the number of hours required in the major and increasing the number of hours of free electives is expected to produce the same result because students who change majors or transfer with associate degrees from a community colleges will be able to apply more of the hours they have earned toward these new degree requirements.

In addition, ULM has continued with the many retention programs it offers. The following are among those efforts.

1. A broad range of programs are offered for freshmen under the umbrella of ULM's [First Year Experience](#), including the following:
 - a. Students who have been academically successful provide [supplemental instruction](#) in selected freshmen courses. The supplemental instruction students attend class and take notes with other students and then meet them at assigned times outside of class to review material, help with assignments, and discuss issues of concern.
 - b. All incoming freshmen are required to pass a one-credit-hour [University Seminar course \(UNIV 1001\)](#) during their first semester on campus. Each section of the course has a peer leader who was chosen based on his/her success as a ULM student and his/her involvement in campus life. UNIV 1001 offers college-specific and special-population sections (e.g., campus leadership and adult learners) with the purpose of helping the student acquire the basic skills and information needed to succeed at ULM.
2. Freshmen and sophomore students may choose to participate in the [Emerging Scholars Program](#). This effort pairs students with professors in cooperative research and other extra-class professional activities and establishes a bond between the two individuals. Because of this relationship, we expect that the student will more likely be retained and graduate. Last year the Emerging Scholars had a 85% Fall to Fall retention rate.
3. Many other programs are designed to influence the retention of all students and produce more program completers.
 - a. Faculty report mid-term grades for all undergraduate courses so advisors can assess how well their advisees are performing academically and can do so early enough that a positive influence can be made.
 - b. Tutors at the [Clarke M. Williams Student Success Center \(SSC\)](#) are available free of charge for many courses. Professionally-trained academic advisors have primary responsibility to work with pre-professional students in the Colleges of Pharmacy and Health Sciences as well as students who have not declared a major, those in the General Studies program, and those in online programs. They also assist any undergraduate student who has questions but cannot contact his/her advisor.

It is difficult to assess these programs individually because students often participate in several of them simultaneously or at various times during the course of their academic career. However, assessments of the freshman-only sections ([Figure 1 in the FYE Assessment](#)) and supplemental

instruction ([Figure 2 in the FYE Assessment](#)) strongly suggest that they produce positive academic results. Three years of data show that the success rate (defined as earning a final course grade of A, B, C, or CR) for students in freshman-only sections was greater than that of students in ordinary sections of the same courses in 15 out of 17 courses. In five courses (BIOL 1020, CHEM 1007, HIST 1011, MATH 1011, and SOCL 1001), the success rate in the freshman-only sections averaged at least 10% more than in ordinary sections of the same courses. We view this fact as quite promising for increasing the number of degree completers since BIOL 1020 (Principles of Biology), CHEM 1007 (General Chemistry I), and MATH 1011 (College Algebra) often prove to be difficult for our students and slow their progress toward graduation. As for supplemental instruction, it is easy to see that the more a student attends these sessions, the more likely he/she is to earn a higher grade. In fact, those students that attended at least six supplemental instruction sections during the semester averaged a final course grade approximately one letter grade higher than their classmates who did not avail themselves of this service.

While the correlation between student success in freshmen courses and degree completion is not a perfect one, ULM's number of baccalaureate degree completers is increasing. A [graph](#) of baccalaureate degree productivity (the ratio of unduplicated baccalaureate degree completers in an academic year to the number of undergraduate FTEs in that same year) expressed as a percentage of the target value of 0.25 clearly shows an overall upward trend since the 2005-2006 academic year. We believe that it is logical to conclude that this outcome is at least partially reflective of the improved student performance resulting from academic support services that have been on-going for several years.

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					
% Change		16.4%					
Target		16.4%	+0.4% - +4.4%	+2.8% - +6.8%	+5.2% - +9.2%	+7.6% - +11.6%	+10.0% - +14.0%
Target Met?		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, Post-Baccalaureate	1	0					
% Change		-100.0%					
Target		-100.0%	-100.0% - +100.0%	-100.0% - +300.0%	-100.0% - +300.0%	0.0% - +400.0%	+100.0% - +500.0%
Target Met?		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					
% Change		2.6%					
Target		2.6%	-0.3% - +3.7%	+1.4% - +5.4%	+3.0% - +7.0%	+4.7% - +8.7%	+7.0% - +11.0%
Target Met?		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, Doctoral	10	25					
% Change		150.0%					
Target		150.0%	+130.0% - +170.0%				
Target Met?		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, Professional	91	69					
% Change		-24.2%					
Target		-24.2%	-2.0% - +2.0%	-2.0% - +2.0%	-47.1% - -43.1%	-5.3% - - 1.3%	-2.0% - +2.0%
Target Met?		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	1214	1356					
% Change		+11.7%					

1. Student Success

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

Narrative Report:

- **examples of newly created partnerships**

Dual Enrollment Programs not only enable college-bound students to get a head start earning degree credits but also encourage those high school students not considering college to rethink their decisions and expand their possibilities. ULM's Dual Enrollment Program has actively sought relationships with high schools that have students interested in taking college-level courses on their campus and teachers who meet SACS faculty qualifications for baccalaureate-level courses. As the background data show, three new schools (see attached list) entered into such arrangements for the first time in 2009-2010. No new partnerships were formed in 2010-2011, but one school did return after being absent for one year.

The Dual Enrollment Program is not ULM's only effort to prepare high school students for post-secondary education. In 2010-2011, ULM's College of Education and Human Development and the Monroe City School Board entered into a partnership to offer Monroe City Scholars. The project consists of three interlocking programs in Monroe City schools and has the potential to increase student achievement in regular and AP STEM courses, college enrollment, and interest in STEM-related careers.

1. Saturday Academies, held at ULM, build interest in the Summer Scholars' Institutes by providing sample activities and opportunities to meet the staff and faculty involved. The Academies are also a time when those students who are unable to attend the summer programs can participate in hands-on science activities in a college classroom.
2. Faculty Fellows is an on-site program where ULM faculty partner with individual science teachers or departments. These partnerships may result in co-teaching opportunities, support of existing programs or materials and real-world applications in the classroom.
3. Summer Scholar's Institutes are 6-day residential camps for rising 7th, 8th, and 9th grade students and provide them with high-interest career explorations in the morning, sustained college investigations in the afternoon, and opportunities to explore different visual and performing arts in the evening. Literacy and technology will be infused into all activities.

- **examples of strengthening existing partnerships**

ULM's Dual Enrollment Program continued to strengthen partnerships with the schools it has served in the past. Seventeen teachers from 12 high schools were approved for and began teaching dual enrollment courses this year, and deans and department heads worked with four other teachers to enroll them in Chemistry, Computer Science, or Computer Information Systems courses during Summer 2010 so they will meet SACS criteria for teaching baccalaureate courses. Because one of these teachers became credentialed, three courses were offered for the first time in 2010-2011: CHEM 1007 (General Chemistry I), CHEM 1008 (General Chemistry II), and CHEM 1010 (General Chemistry Laboratory II). ULM also hosted a seminar for Dual Enrollment representatives and administrators from the partner schools with representation from 16 schools or school districts. The seminar serves as a venue to provide procedural and policy information as well as a forum to allow participants to collaborate on best practices, ideas, and issues associated with the Dual Enrollment Program. ULM's Coordinator for Dual Enrollment met with Ouachita Parish High School, Richwood High School, and Sterlington High School personnel this year and assisted them in delivering information to and answering questions from parents and students.

ULM also has consistently worked in other ways to establish and then strengthen its partnerships with high schools in the region. One such effort is the Delta Regional Educator's Academy (DREAM). DREAM has been involved in a number of Math and Science Partnership (MSP) projects with many high schools in the state but recently strengthened its relationship with several schools through an MSP collaboration with Franklin Parish High School and another one with Morehouse Parish High School. The goals of the MSP program are to increase teacher content knowledge and teaching skills, increase the effectiveness of mathematics and sciences teachers, improve student achievement, and increase interest in STEM programs and opportunities.

- **examples of feedback reports to high schools**

ULM's Associate Provost for Academic Affairs, its Associate Provost for Enrollment Management, and its Executive Director of University Planning and Analysis are developing a feedback report for high schools that is expected to be delivered in the next academic year. A sample report is attached. Meetings with area high school principals and district superintendents that will occur over the next several weeks will refine the report to meet school needs. The report's final form will be decided by early June, and the remainder of the summer will be spent developing the processes at ULM for distributing it. Since the school-specific statistics included in the report are only meaningful when data from a number of students are included, this information will be provided each fall to high schools that had at least five new students enroll at ULM in the previous academic year. The format of this report will be reviewed every third year by ULM in consultation with the high school principals who are regular recipients of it. These meetings will determine if any changes are needed in the report, with the goal being to provide information useful to the principals.

The report itself provides a single contact point at ULM so that consistent service is provided to the school. Five areas of information (i.e., Applications, Post-Secondary Preparation, Enrollment, Financial Aid, and First-Year ULM Achievement) are represented. These general areas are intended to help the school understand the admissions patterns of those students who choose enrollment at ULM, their academic preparation, their enrollment patterns at ULM, the financial aid they typically receive, and their academic performance in their first year at ULM. School-specific statistics and summary statistics from all Louisiana high schools having first-time freshmen enrolled at ULM during the academic year considered by the report will be provided for comparison purposes.

- **examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores).**

The statistics that will be tracked to evaluate the partnerships ULM has with area high schools and to demonstrate student readiness are still being determined and will not be finalized until ULM personnel meet with representatives from the high schools. However, items on the high school feedback report are likely candidates for inclusion. A sample of that type of information from one high school is attached. It shows, for the last two academic years, the number of dual enrollment students enrolled at ULM; the average ACT Composite, Mathematics, and English scores of new freshmen who graduated from the high school; the proportion of new freshmen from the high school who have TOPS awards; and the average first-term GPA of new freshmen from the high school. These statistics indicate that, in the case of our partnership with West Monroe High School, the dual enrollment program is having some success by providing a good number of students with the experience of their first university-level course before they have matriculated, affording them the time to adjust somewhat to the rigors of academics. The ACT and the TOPS data suggest that the partnership is also helping to attract better students to ULM and/or is better preparing them academically. It is evident from the new freshmen GPAs during their first semester, however, that further work on the partnership is necessary to help prepare this high school's students for university-level academics.

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

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					
Fall	3,950	3,714					
Winter							
Spring	2,497	2,701					
TOTAL	6,886	6,816					

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					
Fall	2,602	2,406					
Winter							
Spring	2,177	2,395					
TOTAL	5,183	5,165					

1. Student Success

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

Narrative Report:

ULM faculty members have been actively working with their students to increase passage rates on licensure and certification examinations and on the foundational skills that are associated with related workforce demands. In some cases, this work is accomplished in capstone courses taken by students nearing graduation. The purpose of such courses is the integration of the student's skills and knowledge, acquired over the course of his/her studies, into a coherent program rather than the retention of a multitude of individual, isolated facts and techniques. In other cases, faculty members have designed the program's curriculum to weave real world applications into many courses so that they have checkpoints throughout the student's academic career where they can determine if suitable standards have been satisfied and then have the opportunity and time to correct any deficiencies before the examination time comes. In all cases, the methods used incorporate supporting material developed by professionals in the workforce so that the students have the foundational skills and knowledge needed to function in their profession.

Listed below are descriptions of how individual programs increase the passage rate of their students. The success of these efforts is evident in the extremely high passage rate that ULM students have achieved on their licensure and certification examinations.

- **Medical Laboratory Sciences:** The Department of Medical Laboratory Sciences provides mock certification tests to their students at three times during the senior year: beginning, middle, and final examination week. Students may also examine a registry of test bank questions from prior examinations.
- **Dental Hygiene:** During their senior year, students have the option, that they all exercise, to take a seminar course that reviews some of the modules included in the licensure examination. This course is taught primarily by a ULM faculty member but also includes professionals from the community and other professionals from ULM. Students also have review books and multimedia resources available to them.
- **Education:** The teacher education program in ULM's College of Education and Human Development has developed several strategies to help students pass both PRAXIS I and II examinations. Practice books are provided so that they can be used by students to prepare for the examinations. Content area specialists provide tutoring sessions to help prepare teacher candidates to take the PRAXIS II content tests. Also, in the Spring 2010 Semester, the College opened the Practice Test Lab to help students prepare for PRAXIS I, II and the GRE. This ten-computer laboratory houses practice software that students can use to prepare themselves to take the examinations.
- **Nursing (RN):** Following its HESI Exit Exam and Progression Policy, the School of Nursing uses the Health Education Systems, Inc. (HESI) testing system for periodic testing, a material review book, online remediation material, and case studies of patient situations throughout the professional program. After each examination, students have access to the results of the test online and to the rationales for each question and are encouraged to review their areas of identified weaknesses. In addition, HESI has numerous patient case studies available to the students, and these case studies are integrated into some of the nursing courses.

After the *Mid-Curricular Exam*, students who do not score the 850 benchmark are required to enroll in a formal remediation class. In this class, the 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.

In the last semester of the professional program, students must take and score a benchmark on the HESI Exit Exam. Success on the HESI Exit Exam is a predictor of success for the National Council Licensure Exam-RN (NCLEX-RN). If the student does not score a benchmark (850) on the first Exit Exam, the student must formulate a remediation plan. This plan must meet the approval of the fifth semester faculty members and the School's Coordinator of Nursing Concepts. During the fifth semester, faculty members work with the student during his/her first rotation, management practicum. If the student is still having difficulty passing the Exit Exam, he/she is given additional individualized remediation with a faculty member. If the student is still unsuccessful after the fourth Exit Exam attempt, the student must repeat the management practicum the next semester. Faculty will continue to work with the student until he/she is able to score the 850 benchmark on the Exit Exam.

- **Occupational Therapy Assisting:** Students are given sample licensure examination test questions throughout each OTA course. Program faculty members also conduct a day-long workshop to help prepare students for their National Board examinations. The students attend the workshop after they complete their level II fieldwork and before they register to take the examination.
- **Pharmacy:** Advanced Pharmacy Practice Proficiency examinations are a required component of the Advanced Practice Experience Program during the fourth year (P4) of the professional pharmacy program. These examinations test material covered in the didactic portion of the curriculum and serve as practice for the North American Pharmacist Licensure Examination (NAPLEX). The standard three written examinations are augmented by including three practical examinations (Errors and Omissions, E&Os) and three sets of objective structured clinical examinations (OSCEs). In order to graduate, students must score a minimum of 60% or above on two out of three written examinations and two out of three E&Os. Students must also obtain a 75% or better on two out of three OSCE sets.

Students also have the option of participating in a comprehensive pharmacy review course that is held on a weekend during the spring prior to graduation. This two-day course is taught by ULM faculty members and is designed to be a review of both the pharmacy curriculum and the licensing examination. Areas covered include: pharmacology, pharmaceuticals, parenterals, calculations, pharmacokinetics, therapeutics, and pharmacy law.

As part of the new integrated curriculum introduced in 2010, the College of Pharmacy instituted mile-marker examinations at the end of each year in the professional program. The mile-marker examination at the end of the P3 year is designed to be a "hard stop" while the others are evaluation tools. Since 2011-2012 will be the first year of the new curriculum in the P3 year, this examination has not yet been administered. However, it is designed to make sure all P3 students have the knowledge and skills necessary to advance to the P4 (rotation) year. This type of testing will help ensure that our students will be successful when taking the NAPLEX.

- **Radiologic Technology:** The curriculum of the Radiologic Technology program is based on the same standards used in the national registry examination so students are familiar with all concepts tested. A seminar course, RADT 4050, is offered during the student's last semester.

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	# 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)	CY 2010	15	15	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	CY 2010	25	25	100.0%
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
BS in ELEMENTARY EDUCATION GR 1-5	Elem Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	51	51	100.0%
MAT in ELEMENTARY EDUCATION GR 1-5	Elem Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	27	27	100.0%
MAT in SECONDARY EDUCATION GR 6-12	Subject (Biology, Chemistry, Math, Social Studies, English) Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	15	15	100.0%
MAT in MULTIPLE LEVELS GR K-12	Subject (Art, Music, KINS) Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	5	5	100.0%
BA in ENGLISH EDUCATION GR 6-12	English Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	8	8	100.0%
BME in MUSIC ED-INSTRUMENTAL GR K-12	Music Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	5	5	100.0%
BME in MUSIC ED-VOCAL GR K-12	Music Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	3	3	100.0%
BS in HEALTH & PHYS ED GR K-12	Health and Physical Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	9	9	100.0%
BA in SOCIAL STUDIES ED GR 6-12	Social Studies Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	1	1	100.0%
BS in BIOLOGY EDUCATION GRADES 6-12	Biology Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	4	4	100.0%
BA in SPANISH EDUCATION GR K-12	Spanish Ed Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	2	2	100.0%
MAT IN SPECIAL EDUCATION MILD/MOD 1-12	Special Ed Mild/Moderate Disabilities Content Exam & Principals of Learning and Teaching	Louisiana State Department of Education	AY 2009-2010	14	14	100.0%

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	CY 2009	70	70	100.0%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	CY 2010	28	28	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	AY 2009-2010	69	66	95.7%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	CY 2010	32	32	96.9%

2. Articulation and Transfer

a. Phase in increased admissions 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.

Narrative report:

- **policy/policies adopted by the management board;**

Since 2005, undergraduate students wishing to transfer to a ULS regional institution must have earned an overall GPA of at least 2.00 from a regionally accredited institution of higher education if they have at least 12 semester hours of college-level credit and no more than one remedial course requirement. Students with less than 12 semester hours must also have earned an overall GPA of at least 2.00 from a regionally accredited institution of higher education but also must meet the ULS's freshmen admissions requirements. Additionally, the ULS regional institutions have not been able to admit more than 10% of their transfer students by exception.

In October 2009, the ULS Board of Supervisors resolved to increase selective admissions standards, tighten admissions exceptions, and strengthen transfer student exceptions. Those new standards are being implemented for the Fall 2011 semester and require students transferring to its regional institutions with at least 12 semester hours of college-level credit to still meet the 2.00 overall GPA requirement; however, the students will no longer be allowed to have any developmental deficiencies. Transfer students with less than 12 semester hours of college-level credit also must continue to meet the 2.00 overall GPA requirement, but they must now meet the more rigorous entering-freshmen standards: an increased high school GPA or a greater ACT composite score. Furthermore, for transfer students, the number of credit hours earned used to determine if first-time freshman standards have to be satisfied will increase from 12 to 15 in the Fall 2012 semester and from 15 to 18 in the Fall 2013 semester.

Transfer admissions standards will become more rigorous for the Fall 2012 class. Students with at least the minimum number of college-level hours will have to have completed a college-level English course and a college-level mathematics course designed to fulfill general education requirements. Transfer students with less than the minimum number of college-level courses will have to meet the stricter standards imposed on new freshmen. Among these criteria are a core curriculum of 19 units, no developmental deficiencies, and use of the core GPA rather than the cumulative GPA. Furthermore, transfer students admitted by exception will be limited to no more than 8% of the previous year's transfer class.

- **subsequent policy/policies adopted by the institution;**

Based on these policies, ULM has required, since the Fall 2006 semester, transfer students with fewer than 12 semester hours of college-level work to complete a 17.5 unit core curriculum designated by the Board of Regents; to require no more than one developmental course; and to have either an overall high school GPA of at least 2.0, an ACT composite score of at least 20, or a high school graduation rank of at least 50%. Transfer students with at least 12 credit hours of college-level work have been required to have a cumulative GPA of at least 2.0 and to have no more than one developmental deficiency. Additionally, ULM has been allowed to admit no more than 10% of its transfer class by exception.

Following the ULS Board of Supervisors action in 2009, ULM strengthened its admissions standards for transfer students beginning in the Fall 2011 semester. These standards will become even more selective for the Fall 2012 semester, with transfer students needing to meet entering-freshmen requirements having to complete a core curriculum of 19 units and to have a cumulative high school GPA of at least 2.0. Furthermore, no developmental courses requirements will be allowed. High school rank will be dropped from consideration, the core GPA will be considered instead of the cumulative GPA, and the proportion of transfer students admitted by exception will decrease to 8% of the previous year's transfer class.

- **timeline for implementing the policy/policies;**

Fall 2006: Master Plan admissions standards become effective with core curriculum increased from 16 to 17.5 units

Fall 2011: Implemented more strict admissions standards for transfer students

Fall 2012: Increased Master Plan admissions standards and strengthened exception allowances become effective

- **performance of entering transfer students admitted by exception (4-year universities).**

Transfer students admitted by exception to ULM have been approved because they are believed to have the potential for academic success. This potential is assessed based on several factors, including college-level course GPA, high school cumulative and core GPAs, ACT composite score, English and mathematics ACT subscores, completion of high school core courses, and geographic location. Completion of the 17.5-unit core designated by the Board of Regents has been used as the best indicator of student's intentionality to pursue a postsecondary education at a four-year institution and is the factor weighted most heavily in the decision. For transfer students, a score is calculated by adding together the high school core GPA and the ACT composite score. Generally, students whose score exceeds 20 and who have completed the core are granted admissions. ULM also considers endorsements from teachers, counselors or other academic professionals who can attest to the student's likelihood of success.

Consequently, ULM has admitted few transfer students by exception (see Table 2.a.iii), well below the 10% allowed by Board of Regents policy. Monitoring of these students' performance shows a 37.8% 1st-to-2nd-year retention rate for transfer students admitted by exception in the Fall 2009 semester and a 34.5% 1st-to-3rd-year retention rate for transfer students admitted by exception in Fall 2008. In the Fall 2010 semester, transfer students admitted by exception had an average term GPA of 2.06, which was the same as the Fall 2009 cohort. Given these statistics, ULM has been working on ways to improve the performance of these students as part of the larger-scale efforts to enhance its retention of students and the number of degree completers. The associate deans from each college, the University's Director of Retention, and the associate provosts are in the process of identifying strategies that can be used in an academic enhancement plan that will be cohesive from the department level to the university level. Four general retention strategies, each with several potential tactical steps, have been identified. The group will be continuing its work over the next several months as this document is refined and plans are developed at the department, college, and university level. As this work is being done, they will consider how best to serve transfer students admitted by exception. Additionally, ULM will be reviewing its criteria for admitting transfer students by exception and may alter them to better identify those students likely to succeed at a university.

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					
# retained to next Fall semester	408	392					
Rate	64.1%	61.9%					

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	1005					
# who began as transfers	310	360					
Percentage who began as transfers	35.8	35.8					

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					
# Admitted by Exception	4	7					
Rate	7.7%	4.9%					
# Transfers Admitted (Fall)	535	555					
# Admitted by Exception	37	34					
Rate	6.9%	6.1%					
# Transfers Admitted (Spring)	289	310					
# Admitted by Exception	25	23					
Rate	8.7%	7.4%					
# Transfers Admitted (TOTAL)	889	1008					
# Admitted by Exception	68	64					
Rate	7.6%	6.3%					

2. Articulation and Transfer

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

Narrative report:

- **examples of new or strengthened feedback reports to the college(s)**

ULM's Associate Provost for Academic Affairs, its Associate Provost for Enrollment Management, and its Executive Director of University Planning and Analysis are developing a feedback report for community and technical colleges that is expected to be delivered in the next academic year. A [sample report](#) is available online for examination. Meetings with admissions and academic officers from nearby institutions will occur over the next several weeks so that the sample report can be refined to meet their needs. The report's final form will be decided by early June, and the remainder of the summer will be spent developing the processes at ULM for distributing it. Since the institution-specific statistics included in the report are only meaningful when data from a large number of students are included, this information will only be provided each fall to community and technical colleges that had at least five new transfer students enroll at ULM in the previous academic year. The format of this report will be reviewed every third year by ULM in consultation with admissions and academic officers of institutions that are regular recipients of it. These meetings will determine if any changes are needed in the report, with the goal being to provide information useful to the institutions.

The report itself provides a single contact point at ULM so that consistent service is provided to other institutions. Five areas of information (i.e., Applications and Admissions, New Enrollment, Continued Enrollment, Performance, and Graduation) are represented. These general areas are intended to help the institution understand the transfer patterns of those students who choose enrollment at ULM, their academic characteristics before reaching ULM, their retention at ULM, their academic performance at ULM, and their likelihood of graduation from ULM. Institution-specific statistics and summary statistics from all Louisiana community and technical colleges having transfer students enrolled at ULM during the academic year considered by the report will be provided for comparison.

- **processes in place to identify and remedy student transfer issues**

ULM is committed to resolving student transfer issues proactively and has taken a number of preventative measures toward that end.

- ULM's [prospective transfer student website](#) is an easy-to-navigate, one-stop-shop location for useful information. It includes links to commonly-requested items like the University's online application, its transfer admissions requirements, its undergraduate catalog, its scholarship opportunities, and the availability of financial aid. However, it also links to ULM's FlightPath website, where prospective students can investigate and print the requirements for any [Degree Plan](#) at ULM using an interactive interface.
- As a companion to the degree plans, another [interactive website](#) provides a search tool from which prospective transfer students can obtain preliminary equivalencies between ULM courses and those taken at other institutions. Equivalencies established through the evaluations of prior transfer students' transcripts form the basis for this tool which includes data from all Louisiana community colleges and four-year institutions as well as more than 350 out-of-state community colleges and four-year institutions. These data are updated as additional information is input into ULM administrative data system.

- A separate [website](#) is dedicated to issues related to the Louisiana Transfer Associate Degrees. Many of the resources on the general transfer website are available here as well, but additional information specific to these students is also provided. For example, a list of FAQs about the transfer associate degree guarantee is linked to the site, as are an advisor's guide and advising templates for many of ULM's degree programs.

Each of these websites has been designed following a considerable investigation of best practices and with input from students who have transferred to ULM so that they present the information these students need in a manner that facilitates locating that information.

If any issues arise with student transfers and they cannot be resolved with the online resources, ULM has employed a designated transfer student counselor who is available for assistance. That person's contact information is available [online](#) and is linked to ULM's transfer student website so that students can easily find who to get in touch with for help. Furthermore, the counselor makes a point of visiting community and technical colleges across the state on a regular basis so that she can personally meet with their students, faculty and staff. By spending several hours at each location, she becomes familiar to these individuals and fosters a professional relationship with many of them. They then are more comfortable contacting her when an issue develops and know that they have someone who will stay with the problem until a solution is found. When a student applies for transfer to ULM, but the evaluation of his/her academic credentials determines that he/she does not meet the University's [transfer admissions standards](#), that student is sent a [letter](#) advising him/her that their admission to ULM has been denied. That letter also offers the assistance of ULM's transfer counselor if the student has any questions related to the decision.

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

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

2. Articulation and Transfer

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

Narrative report:

- **examples of the agreements with Louisiana institutions**

ULM and LDCC have an informal agreement whereby all local students who apply but are not admitted to ULM are referred to Louisiana Delta Community College. 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.

- **processes in place to identify and refer these students**

ULM is committed to being proactive in disseminating its admissions standards and in referring students who have not satisfied ULM's admissions requirements to the State's community and technical college campuses where they can begin their postsecondary education.

The University strives to provide prospective students easy access to ULM's [admissions standards](#) helping students to understand their prospects for admission. ULM's [prospective student website](#) serves this purpose and is designed as an easy-to-navigate, one-stop-shop location for useful admissions information. Because the information which may be useful to a prospective student is dependent on that person's background, links identify specific paths which can be followed by high school students, transfer students, international students, graduate students, and online learners. In each case, ULM's admissions standards can be easily reached from the resulting website. Furthermore, potential students are provided with [contact information](#) for ULM's Office of Recruitment and Admissions so that questions can be answered by knowledgeable employees.

ULM employs 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 *Admissions Call Center* forwards more complex issues to the appropriate university personnel for resolution. The *Call Center* uses an online tracking system for all calls. This process allows our admissions staff to monitor individual issues and requests to ensure that these 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.

The University strives to quickly and accurately evaluate prospective students who apply for admission to ULM to determine if they meet the University's [undergraduate admissions standards](#) or if they should be referred to a community college. This work begins with the submission of an application by the student, either in paper form or [online](#). Applications are then checked for completeness and errors, and the applicant's information is input to the Banner Student system. For in-state high school students, ULM makes a request to receive the applicant's high school transcripts from the State Department of Education and then loads this information into Banner. Out-of-state high school and international students have their information checked to see if transcripts, test scores, and other necessary documentation have been received, and a letter requesting any missing information is mailed to the student. Any information problems thus far are resolved with the Admissions' Office before an automatic check is used to make an admission decision. Students who do not meet the admissions criteria have their information reviewed manually by an admissions counselor to determine if the student is likely to succeed at ULM and should be admitted by exception.

Students who apply to ULM but are not admitted are sent a [letter](#) by our admissions staff advising them of their decision, and referring the student to Louisiana Delta Community College (LDCC). Students who are not admitted to ULM are referred to LDCC because this community college is

also in Monroe and most of the applicants reside in this region. In addition to referring the non-admitted student to LDCC, ULM offers to assist these individuals in finding an appropriate educational opportunity, and provides a telephone number to call so that we may assist them.

In addition:

- the ULM admissions prospective student website contains language which refers underprepared students to LDCC, and
- the academic suspension letters from our college deans recommend that ULM students enroll in a community college during their suspension from ULM.

2.c.i. Number of students referred at anytime 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					

*Includes estimated data for Spring 2010.

2. Articulation and Transfer

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

Narrative report:

- **examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs**

In July 2009, Julia Barnhill, Special Projects Coordinator for Academic Affairs, was appointed to serve on the Louisiana Articulation Committee, in association with ACT 356, which established a statewide transfer system. This committee was charged to define the integrity of the general education component to be offered in each transfer degree. Ms. Barnhill met with representatives from each institution in the University of Louisiana System on a regular basis to define the general education component for Louisiana transfer degrees. She also met with the ULM deans to inform them of this endeavor and to solicit input from them and from department heads about what should be included in the general education component of the transfer degrees. In May 2010, the general education components were decided and the Associate of Arts and Associate of Science degrees were approved by the Board of Regents (see the [Academic and Student Affairs Committee section](#) in the May 27, 2010 minutes of the Board of Regents).

In September 2010, then-Interim Provost Eric Pani called a meeting with key ULM personnel to discuss the transfer degree communication campaign. In this meeting, responsibilities for updating the ULM transfer degrees webpage were distributed. This webpage would include the following: transfer admissions requirements, a searchable database of the Louisiana transfer degrees, a transfer credit equivalency search tool, ULM course search, the Louisiana course articulation matrix, ULM academic catalogs, FAQs for the transfer degree, advisor's guide to the transfer degree, and a contact person's information.

In October 2011, the IT team at ULM built the database that would house all of the [Louisiana transfer degree templates](#) for potential students to easily identify which major-specific courses they would need to take at the community college to transfer seamlessly to ULM and complete their baccalaureate degree. Ms. Barnhill then instructed the corresponding department heads about how to enter the required information for their majors. The programs that presently have complete information available are summarized in the table on the next page, and other programs will add their data over time. The site can be accessed through the [ULM transfer degrees webpage](#). Department heads are asked to review the database's content for each of their majors on a yearly basis.

In March 2011, the official [Louisiana Transfer Degree website](#) went live and includes a link to the ULM transfer degree website for potential students to easily access.

Areas of Study at ULM with Transfer Degree Templates Available Online					
	Biological Sciences	Business	Humanities	Physical Sciences	Social Sciences
ULM Program	<ul style="list-style-type: none"> • BS in Health Studies-Pre-Professional Health Studies • BS in Toxicology 	<ul style="list-style-type: none"> • BBA in General Business • BBA in Marketing 	<ul style="list-style-type: none"> • BA in Communication Studies • BA in English • BA in French • BA in History • BA in Mass Communications • BA in Spanish 	<ul style="list-style-type: none"> • BS in Atmospheric Sciences • BS in Chemistry-ACS Certified • BS in Chemistry-Biochemistry • BS in Chemistry-non-ACS certified • BS in Mathematics 	<ul style="list-style-type: none"> • BA in Criminal Justice • BA in Political Science • BA in Psychology • BA in Sociology • BGS in General Studies • BS in Health Studies-Healthcare Management/Marketing

- **processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.**

ULM is committed to resolving any articulation and transfer issues related to the AALT, ASLT, or AST degrees proactively and has taken a number of preventative measures toward that end.

- A separate website is dedicated to issues related to the Louisiana Transfer Associate Degrees. Many of the resources on the general transfer website are available here as well, but additional information specific to these students is also provided. For example, a list of FAQs about the transfer associate degree guarantee is linked to the site, as are an advisor's guide and advising templates for many of ULM's degree programs. This website has been designed following a considerable investigation of best practices and with input from students who have transferred to ULM so that it presents the information these students need in a manner that facilitates locating that information.
- ULM's department heads were educated about the Louisiana transfer degree program before they developed transfer degree templates for many of ULM's most academic programs. This action was critical in avoiding issues because department heads are routinely involved in deciding which courses from the student's prior institution(s) are accepted as equivalent to ULM courses. Because our department heads are now knowledgeable about the Louisiana transfer associate degrees and understand the program's philosophy, they can quickly make the required decisions.
- The assignment of Ms. Barnhill as ULM's coordinator for the Louisiana Transfer Associate Degrees program created a focal point for the university so that anyone having a related question can easily find where to get an answer. Furthermore, decision making is not divided among a number of individuals so problems are dealt with efficiently and do not "fall through the cracks." For example, people in the Admissions Office know to contact Ms. Barnhill if they receive an inquiry from a prospective transfer student in a Louisiana Transfer Associate Degree program and are unsure of an answer. Likewise, community colleges contact Ms. Barnhill when any issues arise concerning articulation or student transfers related to the AALT, ASLT, or AST degrees. She discusses these issues with the Provost and Vice President for Academic Affairs and devises a plan to resolve them. Ms. Barnhill discusses this plan with community college representatives and informs them of the result when the plan has been completed.

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					
# retained to next Fall semester	0	0					
Rate	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					

3. Workforce and Economic 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.**

Narrative Report:

- **a description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs**

Most recently, ULM reviewed the academic programs identified by the Louisiana Board of Regents as low-completer or duplicate programs. The process undertaken for this examination was headed by the Provost and the programs' dean and included extensive discussions among the programs' faculty members and department head. Factors that influenced the recommendation for each program included its centrality to ULM's mission, the retention rates of its students, its efficiency in the use of its resources, and its uniqueness. Workforce needs were factored into consideration by including the demand for graduates in the discussions. The ability to consolidate low-completer programs with other programs also was weighed. As a result of these deliberations, ULM requested the termination of seven programs, recommended the consolidation of 15 programs, and appealed for continuation of ten programs. A similar process was used for the low-completer review initiated by the Board of Regents in 2009, and resulted in the elimination of two programs at ULM: the BBA in Economics (2009) and the BBA in Entrepreneurship (2009).

ULM periodically reviews its academic programs and takes appropriate actions to produce a mixture of programs consistent with its mission and well-suited to the current or strategic workforce needs of the state and the region. Annual strategic and budget discussions involve faculty in college-level committees (e.g., College of Arts and Sciences Steering and Budget Committee) that, together with department heads, provide input for financial and academic decisions made by the deans. The Provost receives similar input from the Academic Affairs Budget Committee, consisting of faculty and staff members from that division and the deans. Finally, the President receives input from the University Planning Council before making final decisions in collaboration with the Provost. Programs eliminated during this process include the BS in Family and Consumer Sciences in 2009 and the AS in Care and Development of Young Children in 2010, both selected because of altered workforce needs resulting in an increased emphasis on programs that produced graduates certified to teach by the State Department of Education.

- **a description of the institution's collaboration efforts with the LWC and LED to identify academic programs that are aligned with current or strategic workforce needs**

The workforce changes forecast for Monroe by the Louisiana Workforce Commission indicate that the region will begin a growth pattern because of recent announcements regarding new businesses and industries. Healthcare products, ambulatory health, nursing homes, telecommunications, real estate, credit intermediation, and social assistance are among the strongest growth industries forecast for the region, and many of ULM's academic programs are aligned to meet current and strategic workforce needs in these fields. For example, ULM is well-known for its degree programs in the health sciences, and a number of them support growth in the ambulatory health industry by producing well-trained professionals in the fields of dental hygiene, medical laboratory sciences, radiologic technology, speech-language pathology, and nursing. Additionally, graduates of the MS program in Exercise Science also make contributions in this industry by serving as cardiac rehabilitation physiologists.

A strong educational system with a solid foundation in the primary and secondary schools is necessary to support nearly all industries, both in preparing a qualified workforce and in helping to attract individuals to live and work in the area. Highly-qualified primary and secondary teachers

help develop the basic knowledge needed for students to succeed at the postsecondary level—whether at a technical college, a community college, or a university—and contribute significantly to the reputation of an area’s school systems. In turn, families often choose to move to one neighborhood instead of another because of differences in school reputation. ULM’s comprehensive set of educational programs at the undergraduate level and its targeted graduate-level programs are aligned with these workforce needs because they help produce quality teachers and school administrators.

- **a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region**

Over the last two academic years, ULM has worked to meet current or strategic state and regional workforce needs by making post-secondary education more accessible through expanded online offerings. Together with the six online programs already in place, the twelve others approved in the past two years provide 18 online degrees available through ULM, and all of them are aligned with workforce needs. It is also in the process of redesigning its teacher education programs to produce better-prepared graduates more quickly. Fall 2010 enrollment in online programs reached 536 students, a notable increase from the 474 students similarly enrolled in Fall 2009. The magnitude of these numbers suggests that ULM’s online programs are meeting a significant educational need. Furthermore, the alignment of these programs with workforce needs suggests that these students will be able to find employment in Louisiana when they graduate.

In addition to the actions described above, ULM has sought input about its academic programs from knowledgeable individuals. Its Colleges of Business Administration and Pharmacy have a long tradition of using advisory boards, consisting of persons outside the university who are employed in appropriate fields, to provide guidance about how the institution can help meet the current or strategic workforce needs of the state and the region. The same strategies are employed by the School of Construction Management, the Department of Curriculum and Instruction, and the Department of Kinesiology. In addition, the College of Business Administration hosts an annual business symposium in which alumni and business professionals teach workshops that bring the latest ideas in business to ULM’s students and programs. A copy of the 2010 ULM Business Symposium program is attached.

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					

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**					

Academic Year	Program	LWC Growth Industry
*AY 09-10	<ul style="list-style-type: none"> • Bachelor of Arts in Criminal Justice • Bachelor of Science in Radiologic Technology • Master of Arts in Teaching • Master of Education in Curriculum and Instruction • Master of Education 	<ul style="list-style-type: none"> • Social Assistance • Ambulatory Health • All areas • All areas • All areas
**AY 10-11	<ul style="list-style-type: none"> • Bachelor of Arts in Psychology • Bachelor of Business Administration in Marketing • Bachelor of Science in Dental Hygiene • Bachelor of Science in Elementary Education • Master of Business Administration • Master of Education in Educational Technology Leadership • Doctor of Philosophy in Marriage and Family Therapy 	<ul style="list-style-type: none"> • Nursing Homes, Social Assistance • Healthcare Products • Ambulatory Health • All areas • Nursing Homes, Real Estate, Credit Information • All areas • Nursing Homes, Social Assistance

3. Workforce and Economic Development

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

Narrative Report:

- **description of current initiatives to improve technology for distance learning**

ULM has invested heavily in technology to improve student learning in face-to-face, fully-online, and hybrid (a mixture of face-to-face, and online) courses. Initiatives specific to distance learning undertaken in 2010-2011 include the following:

1. Infrastructure
 - a. Use of the Illuminate Learning Suite within the Moodle learning management system was expanded to provide enhanced tools for students and faculty members. Among these additional tools are a white board that can be used interactively by the instructor to help explain concepts being discussed during synchronous class or tutoring sessions.
2. Policies and Procedures
 - a. Deans approved policies and procedures regarding issues specific to online adjunct faculty members, with final approval for the university pending review by the vice presidents. ULM has been expanding its use of part-time faculty to teach online courses, and this document clarified expectations for these individuals. Among the items included are a textbook policy, the elements required in each online course, faculty requirements concerning communication with students, a grading policy, guidelines for scheduling examinations, a policy concerning work during periods of university closure or holidays, and an online attendance policy. Information about technical assistance and proper etiquette on the Internet also is provided through easy-to-find resources.
3. Support Services
 - a. ULM developed online training for adjunct faculty teaching online courses so that each person can apply concepts of teaching appropriate to that environment, facilitate a module of a mock online course, and explain policies and procedures of ULM and the GOLD program. Nearly 90 people have completed this training in the last two years and have been approved to teach online courses for ULM.
 - b. ULM completed the initial training of five ULM faculty members as Quality Matters (QM) peer reviewers and provided additional training for 18 others. QM is an industry standard, faculty-centered, peer review process that is designed to certify the quality of online and blended courses and has received national recognition for its peer-based approach and continuous improvement in online education and student learning.
 - c. Forty-nine courses were approved for offering through the QM review process and 29 faculty received training as QM course developers.
 - d. ULM provided free online tutoring services for students in selected distance education courses through GlobalScholar.com. So far this year, 37 students have used this service in 64 sessions that have provided help with MATH 0093 (Introductory Algebra), MATH 1011 (College Algebra), MATH 1016 (Elementary Statistics), and BIOL 1014 (Fundamentals of Anatomy and Physiology I).
 - e. ULM opened and operated the Admissions Call Center where individuals with questions about ULM programs make their first contact for answers. Between August 2010 and March 2011, more than 23,500 calls were estimated to have been received by its operators.

f. ULM operated the University Computing Center Help Desk where students and employees may get help with technical questions between 8:00 AM and 12:00 AM. Since July 1, 2010, 77 calls related to online courses and complex enough to have been tracked with the Computing Center's ticketing system have been received and completed. However, many more calls dealing with simple issues such as usernames and passwords are handled quickly and never are input to the system.

- **description of current initiatives to create and expand educational offerings by distance education**

ULM has expanded its online offerings of courses and degree programs significantly since 2003, adding 12 new programs in just the last two years. The number of online course sections exceeded 500 for the first time in 2009-1010 and reached 676 in 2010-2011. Nearly 15,000 students (duplicative count) enrolled in these sections during the 2010-2011 academic year. Additional growth in online sections, enrollment, and degree programs is expected to occur in the future in consultation with the University of Louisiana System and the Louisiana Board of Regents.

- **description of any efficiencies realized through distance education**

Through the use of distance education, ULM has been able to reduce significantly the number of on-campus evening courses. As shown in the attached graph, ULM historically offered between 8.5 and 11.0% of its course sections on-campus during evenings, but that proportion has decreased to less than 5% by AY 2010-2011. Conversely, the proportion of sections offered online has increased to 18.5% this year. As a result of this change, ULM has been able to close some academic buildings in the evening and decrease the number of evening hours in which classrooms were occupied to approximately 7,400 in AY 2010-2011. Savings from reduced utility (e.g., electricity, heating, and cooling) costs are estimated to be approximately \$37,000 from AY 2009-2010 and AY 2010-2011.

ULM has reduced the number of FTE instructional personnel from 394 in AY 2006-2007 to 375 in AY 2010-2011, at least partially because part-time faculty have been used to teach some online courses. For AY 2010-2011, part-time faculty members taught 105 sections of online courses and were paid an average of \$1,800 per section. Approximately ten full-time instructors teaching five sections per semester would have been needed to teach these courses. Assuming an average annual salary of \$30,000 for these people and applying a 29% benefits rate for full-time employees and a 19% benefit rate for part-time employees results in an estimated savings of approximately \$275,000 for AY 2010-2011.

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

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

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					
Baccalaureate	3	5					
Post-Baccalaureate	0	0					
Masters	2	5					
Doctoral	0	0					
Professional	0	0					
TOTAL	5	10					

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration efforts with the two-year college(s) in the region**

ULM has entered into discussions with Louisiana Delta Community College (LDCC) to develop an agreement where LDCC teaches developmental courses needed by ULM students until such time that ULM eliminates all developmental courses (see Item 10 of the current Cooperative Endeavor Agreement between ULM and LDCC). The ULM Department of English redesigned its developmental English course from a five-hour course to a three-hour course in order to align the remedial courses at ULM and LDCC so that we can use LDCC to teach remedial English for ULM. We anticipate that this agreement will be completed, signed, and become effective for the Fall 2011 semester.

ULM has two recruiters who primarily work with community colleges. One of these community college recruiters was hired this year. ULM houses a community college recruiter at LDCC one day each week.

ULM held a student recruitment fair day at LDCC in March 2011. The fair provided LDCC students with food and t-shirts, ULM deans, faculty and recruiters with whom LDCC students could discuss their options for pursuing a four year degree at ULM. ULM faculty guest lectured in a number of LDCC classes. ULM held a similar student recruitment day in March at Bossier Parish Community College (BPCC). We are in the planning stages of a similar event at Delgado Community College.

The ULM Honors Program invited the Delgado Community College Honors program to participate in the Statewide Honors Program Conference held at ULM during the 2010 Spring semester. As a result of their visit, the directors of the ULM and DCC honors programs have begun discussions to develop a 2+2 where a student from the DCC Honors Program would seamlessly matriculate into the ULM Honor's Program.

ULM met with LDCC and BPCC in March of this year to offer them free access to install FlightPath, ULM's proprietary online advising and degree audit software. Among other capabilities, this software has the capability of allowing LDCC and BPCC students to choose various majors and to see which of their home courses would articulate toward their four-year degree and which additional courses would have to be taken.

- **timeline for elimination of developmental course offering**

ULM currently offers two developmental courses, one each in English and mathematics. By 2012, the ULS requires that ULM cannot admit students with any remedial requirements. Beginning Fall 2012, students already enrolled in ULM and still requiring remediation will be directed to take these courses at LDCC. Beginning Fall 2012, ULM will no longer offer developmental courses.

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

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

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- demonstration of collaboration with two-year college(s) in the region**

As ULM decreased the number of its associate degree programs, it began negotiations about 2+2 agreements for specific majors with LDCC in 2008. Since then, five such agreements have provided a means for students in the region to earn their associate degree at a community college and then seamlessly transfer to one of 19 baccalaureate programs at ULM. These agreements and the dates of their execution are summarized below. The extensive discussions that produced the agreements have been frank and open, involving a wide range of faculty and administrators from ULM and from the community colleges. ULM has sought to educate its faculty about these agreements, for example by conducting an informational meeting on the articulation agreement initiative for ULM department heads in October 2009. In this meeting participants discussed the importance of the 2+2 initiative, the importance for faculty to be heavily involved in the process of drafting the 2+2s with community colleges, the current agreements between ULM and other community colleges, and the agreements ULM is hoping to obtain in the future.

ULM Program	Community College				
	Louisiana Delta	Dallas County	Bossier Parish	Hinds County	South Arkansas
BA in Communication Studies	✓			✓	
BA in Criminal Justice	✓				
BA in Criminal Justice (online)		✓		✓	✓
BA in English	✓				
BA in History	✓			✓	
BA in Political Science				✓	
BA in Psychology	✓			✓	
BA in Sociology	✓			✓	
BBA in General Business (online)		✓			✓
BGS in General Studies-Business Concentration (online)		✓		✓	✓
BGS in General Studies-Social Science Concentration (online)		✓		✓	✓
BS in Biology	✓			✓	
BS in Chemistry				✓	
BS in Construction Management	✓				
BS in Health Studies-Healthcare Management/Marketing	✓				

ULM Program	Community College				
	Louisiana Delta	Dallas County	Bossier Parish	Hinds County	South Arkansas
BS in Health Studies-Healthcare Management/Marketing (online)			✓		✓
BS in Health Studies-Pre-Professional Health Studies	✓				
BS in Mathematics				✓	
BS in Toxicology	✓				
Transfer guide for Pre-Dental Hygiene				✓	
Agreement Date	10/16/08	8/4/09	2/4/10	3/30/10	6/8/10

At present, ULM is working with the following community colleges and is planning to enter into agreements within the year: Angelina Community College, Copiah-Lincoln Community College, Holmes Community College, Houston Community College, Lone Star College, Mississippi Gulf Coast Community College, Northwest Mississippi Community College, and Tyler Junior College.

- **timeline for elimination of associate degree programs**

ULM eliminated most of its associate degree programs prior to 2008. Plans for the remaining associate degree programs are detailed below.

Degree Designation	Degree Subject Area	Date Cancelled
AS	Care & Development of Young Children	8/2010
AA	Criminal Justice	Recommended for cancellation in 2011

The AS in Occupational Therapy Assisting (CIP Code 51.0803) is being retained temporarily because it is not available within the region at a community college. However, ULM is in discussion with the Board of Regents and the ULS to begin an OTA to masters in OTA bridge program with the goal of implementing the new program at the same time the OTA associate program is moved to LDCC.

The Associate in General Studies degree (CIP Code 24.0102) is an exit program at ULM, and students are not recruited to it. We are currently discussing with the ULS and the Board of Regents if we should keep this program as an exit degree or move it to LDCC.

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					

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					

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **annual plan for increasing non-resident tuition amounts**

ULM has a six-year plan to increase out-of-state tuition and fees to the SREB regional average for institutions in the Four-Year-3 Public Institution category. For FY 2010-2011, the minimum full-time tuition and fees for out-of-state students attending ULM is \$11,924 per academic year (see [ULM Form ULS-7, FY 2011 Undergraduate Mandatory Fees](#)). The University projects that, by FY 2015-2016, out-of-state tuition and fees at ULM will reach or exceed the SREB average at an estimated cost of \$19,511 per academic year. This value was determined by applying an annual 10% increase in the general attendance fee as permitted by the LA GRAD Act and an additional 8% increase in the annual full-time undergraduate non-resident fees beginning with the Fall 2010 Semester. This plan was approved by the ULS Board of Supervisors on August 27, 2010 (see [Item H.3 of the ULS Board of Supervisors Minutes](#) for that date).

Proposed non-resident tuition based on estimated SREB tuition increases*

Fiscal Year	SREB Target	Proposed	Charged
2010-2011	\$15,604	\$11,924	\$11,924
2011-2012	\$16,317	\$12,997	
2012-2013	\$17,063	\$14,427	
2013-2014	\$17,843	\$16,086	
2014-2015	\$18,658	\$17,936	
2015-2016	\$19,511	\$19,729	

*SREB target amounts were provided by the ULS and were based on an average increase of 4.57% per year, as observed across all categories between FY 2004-2005 and FY 2008-2009.

- **impact on enrollment and revenue**

The table below shows a comparison of the self-generated revenue from non-resident fees and duplicative headcount of non-resident students for the fiscal years 2009-2010 and 2010-2011. It is estimated that ULM's revenue increase from this source is approximately \$73,493. It is apparent that the increase in the non-resident fee granted from the GRAD Act was offset to a large extent by a 2.7% decrease in non-resident enrollment. While it is difficult to identify a particular reason for this change, likely factors include increasing tuition costs and increasing admissions standards. For Spring 2011, some of the enrollment decrease may have been caused by the recent unrest in the Middle East and Africa.

Self-generated revenue from non-resident students and total enrollment of non-resident students for the last two fiscal years

Item	2009-2010	2010-2011
Self-generated non-resident fee revenues	\$1,781,507	\$1,855,000 (estimated)
Non-resident student headcount (duplicative)	2165	2106

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