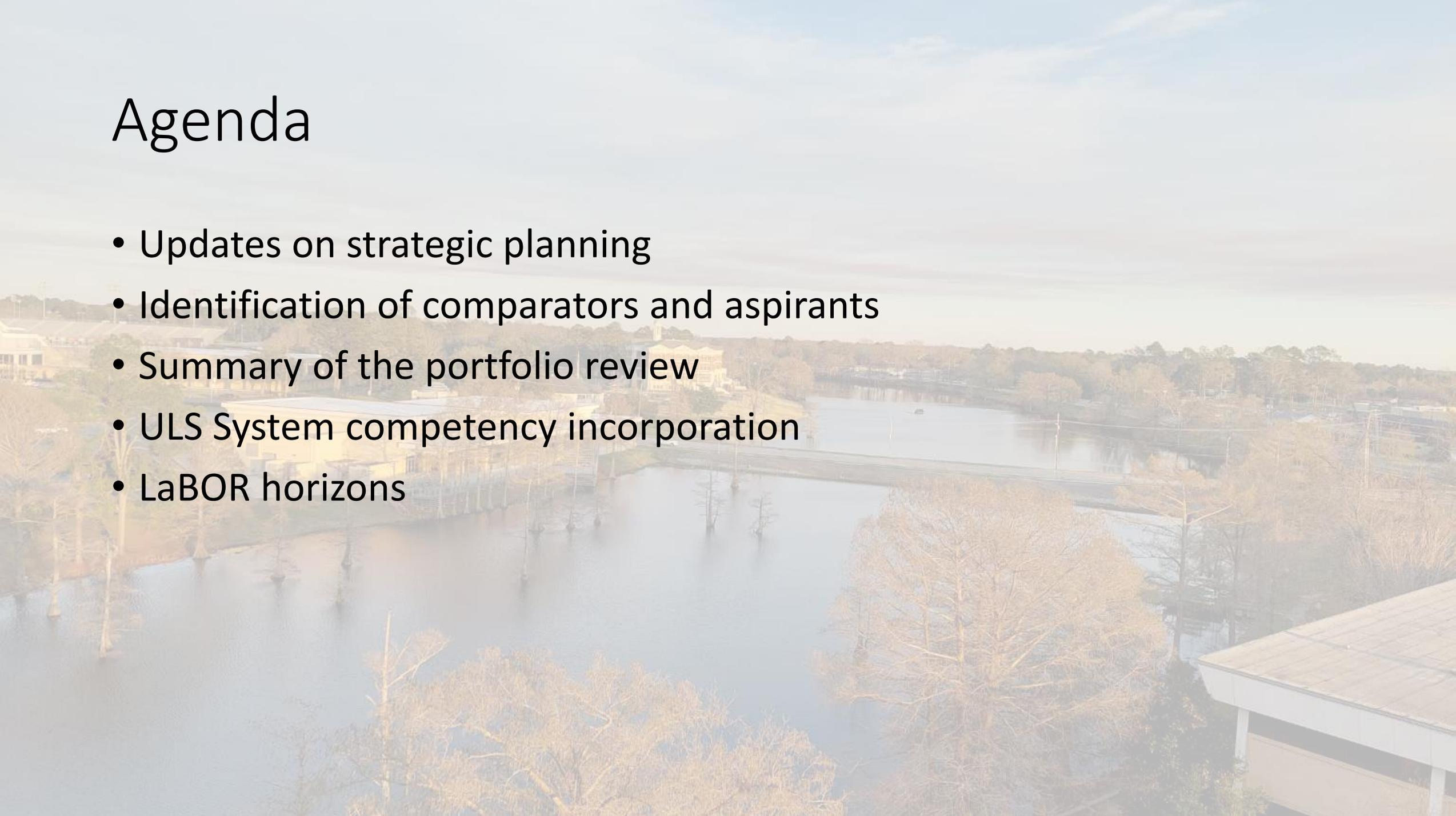


An aerial photograph of a university campus. In the center is a large, calm lake. To the left, there are several large, modern buildings with flat roofs. The foreground and middle ground are filled with trees, many of which are bare, suggesting a late autumn or winter setting. The sky is overcast with soft, grey clouds. The overall tone is muted and serene.

Academic Affairs Public Forum

11/01/22

Agenda

The background of the slide is a faded, high-angle photograph of a large body of water, possibly a reservoir or a wide river. The water is a pale blue-grey color. In the distance, there are several large, light-colored buildings, likely university or institutional structures, surrounded by trees. The sky is a pale, hazy blue with some light clouds. The overall tone is soft and professional.

- Updates on strategic planning
- Identification of comparators and aspirants
- Summary of the portfolio review
- ULS System competency incorporation
- LaBOR horizons

Committees and Reports

- Promotion and Tenure
- **Promotion Hierarchy for Instructors**
- Workload
- Summer School
- Fac and Staff Recruitment and Retention
- Research, Intellectual Property, and Indirect Cost
- Faculty and Student Engagement
- Faculty Development
- Community Engagement
- Program Reviews
- Facilities
- Academic Technology
- **Faculty Awards**
- **Honors Program**
- **Graduate School**
- Climate and Culture
- Undergraduate Experience
- General Education
- Communications
- Data Governance
- Achievement Gaps
- Academic Structure
- Academic Calendar
- Faculty and Staff Center
- Teaching and Learning Modalities
- Commencement Committee
- **Portfolio Review**

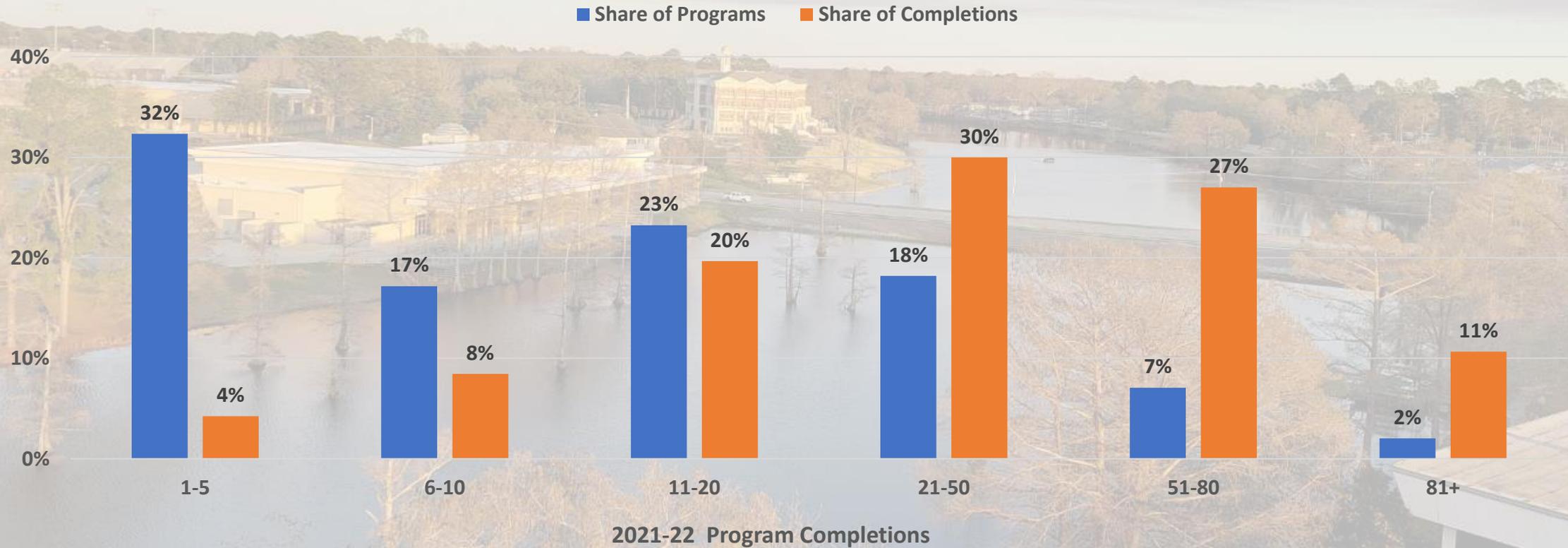
Comparators and Aspirants (potential)

- Appalachian State University
- Arkansas State University
- Austin Peay University
- East Tennessee State University
- Eastern Illinois University
- Georgia Southern University
- Georgia State University
- James Madison University
- University of Central Arkansas
- University of Houston Clear Lake
- University of Louisiana Lafayette
- University of North Alabama
- University of South Alabama
- University of Southern Indiana
- University of Southern Mississippi
- University of Tennessee Chattanooga
- University of Texas at Tyler
- Valdosta State University
- Western Kentucky University

(87 determined by IPEDS)

In academic year 2021-22, 9% of University of Louisiana Monroe's programs produced 51 or more, or 38% of graduates.

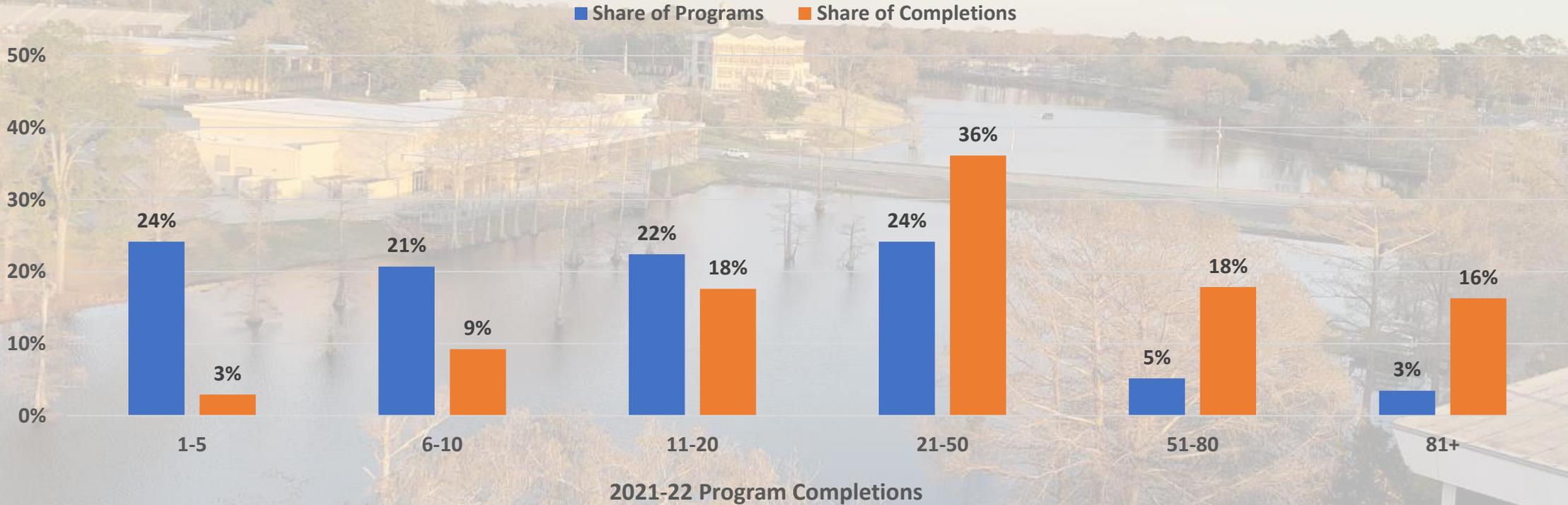
University of Louisiana Monroe's Program Distribution All Award Levels 2021-22 Completions



Portfolio Efficiency: Undergraduate

In academic year 2021-22, 8% of University of Louisiana Monroe's undergraduate programs with 51 or more completions produced 34% of graduates.

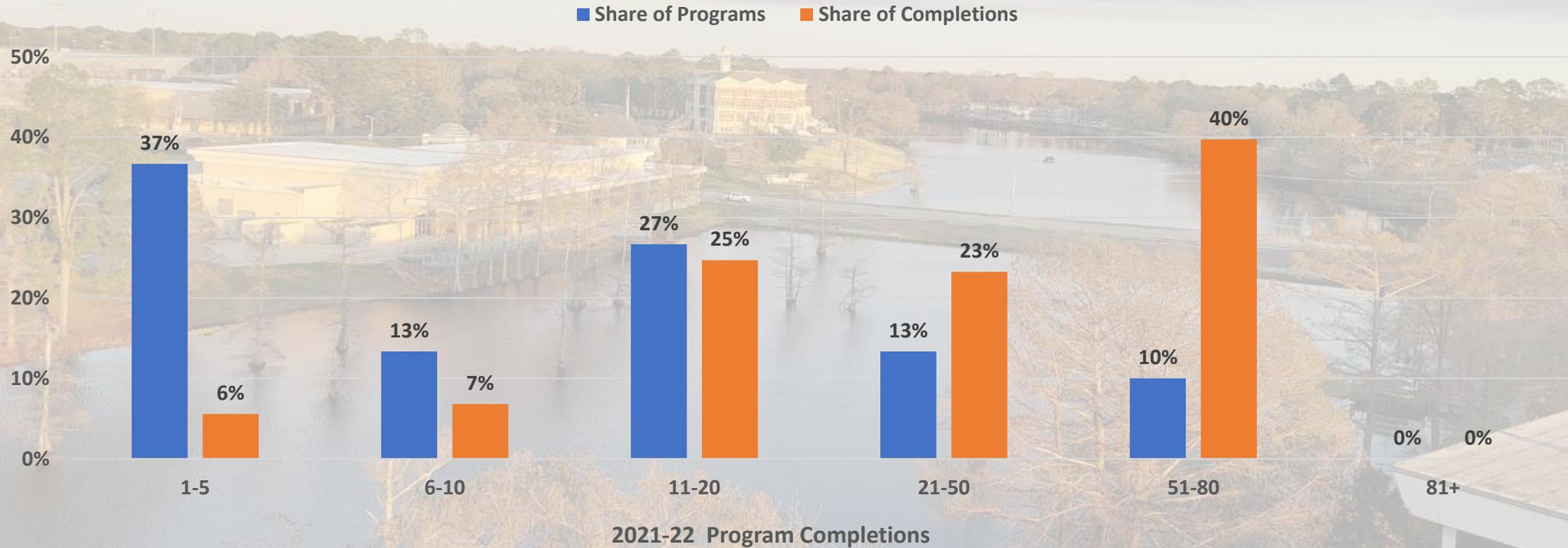
University of Louisiana Monroe's Program Distribution Undergraduate 2021-22 Completions (Certificate, Associate, Bachelor's)



Portfolio Efficiency: Master's

In academic year 2021-22, 10% of University of Louisiana Monroe's Master's programs produced 40% of graduates.

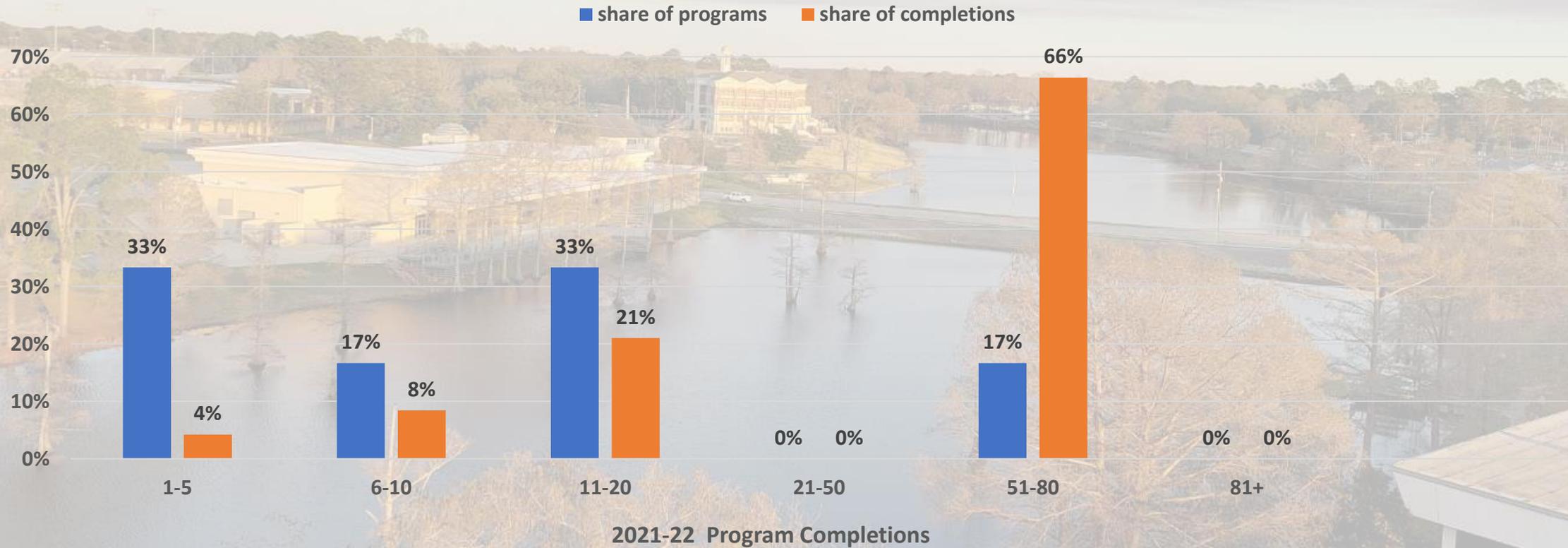
University of Louisiana Monroe's Program Distribution Master's 2021-22 Completions



Portfolio Efficiency: Master's

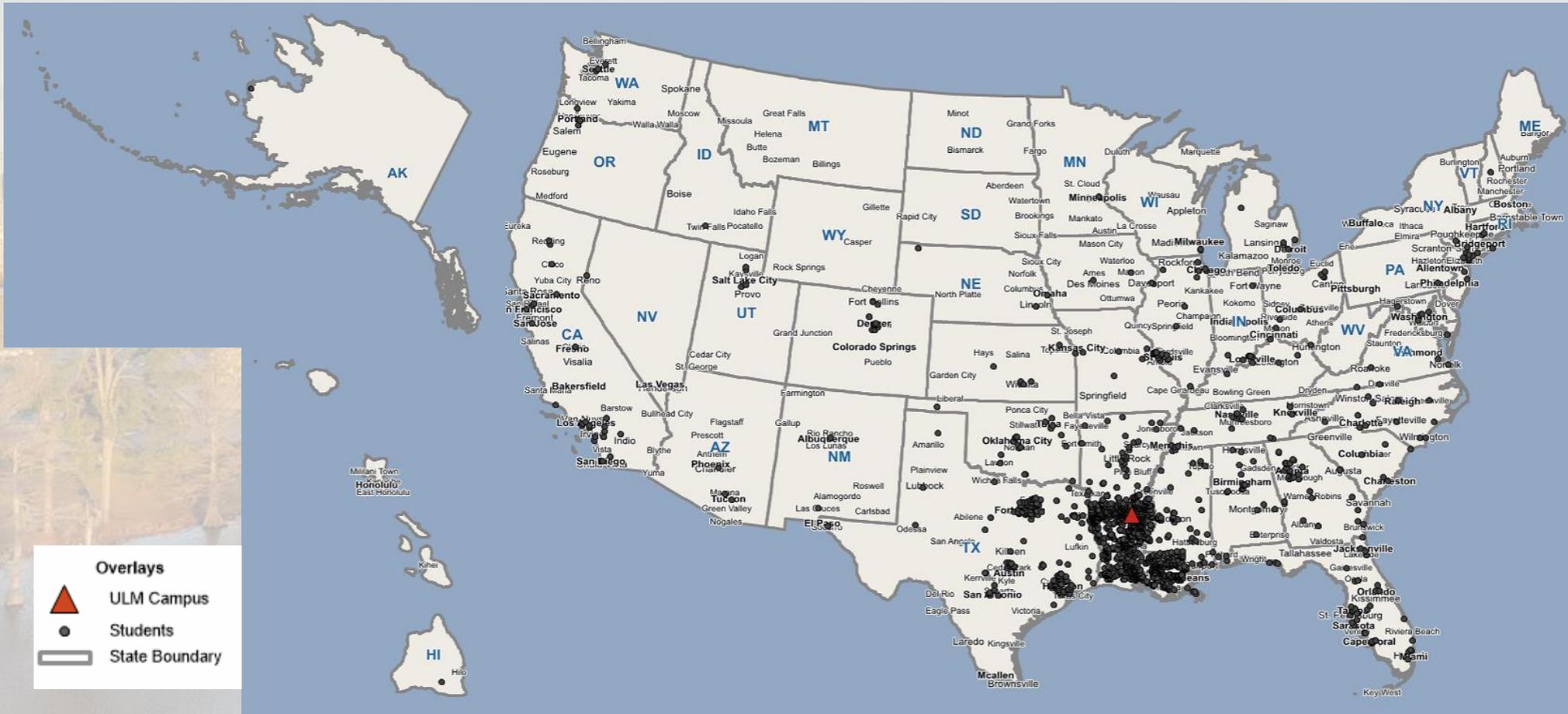
In academic year 2021-22, 17% of University of Louisiana Monroe's Doctoral programs produced 50% of graduates.

University of Louisiana Monroe's Program Distribution Doctor's 2021-22 Completions



University of Louisiana at Monroe Students

We began the analysis by geocoding ULM students* to their addresses.



Source: Analysis of 4,961 unduplicated ULM students from Fall 2020 to Spring 2022, using originating addresses. Data received on 05/10/22.
Note: International students are excluded from this analysis. Each dot can represent a cluster of students.

Distribution of ULM Students by State

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85% of all students at all award levels/levels originated from Louisiana while 3% of all students originate from Texas.

State	Count of Students	Share of Students
Louisiana	4,227	85%
Texas	163	3%
International & U.S. Districts	137	3%
Arkansas	63	1%
Mississippi	57	1%
States < 40 Students AK, AL, AZ, CA, CO, CT, FL, GA, HI, IA, ID, IL, IN, KS, KY, MD, MI, MN, MO, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, SC, TN, UT, VA, WA, WI, WV,	31	6%
Total	4,961	100%

Source: Analysis of 4,961 unduplicated ULM students from Fall 2020 to Spring 2022, using originating addresses. Data received on 05/10/22.

Appendix: Distribution of ULM Students by Level and Type

46% of all student award level and type combinations are first time freshman.

	Student Type	Count of Students	Share of Students
Undergraduate	First Time Freshman	2,202	46%
	Transfer	1,115	17%
	Readmission	545	11%
	Visiting/Continuing	12	0%
Graduate	First Time Graduate	805	17%
	Transfer	276	6%
	Readmissions	141	3%
	Visiting/Continuing	4	0%
	Total	4,824	100%

Source: Analysis of **4,961** unduplicated ULM students from Fall 2020 to Spring 2022, using originating addresses. Data received on 05/10/22.
Note: International students are excluded from this analysis. Each dot can represent a cluster of students.

Distribution of ULM Students by Award Level

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89% of undergraduate and 66% of graduate students originate from within 200 miles of the ULM campus.

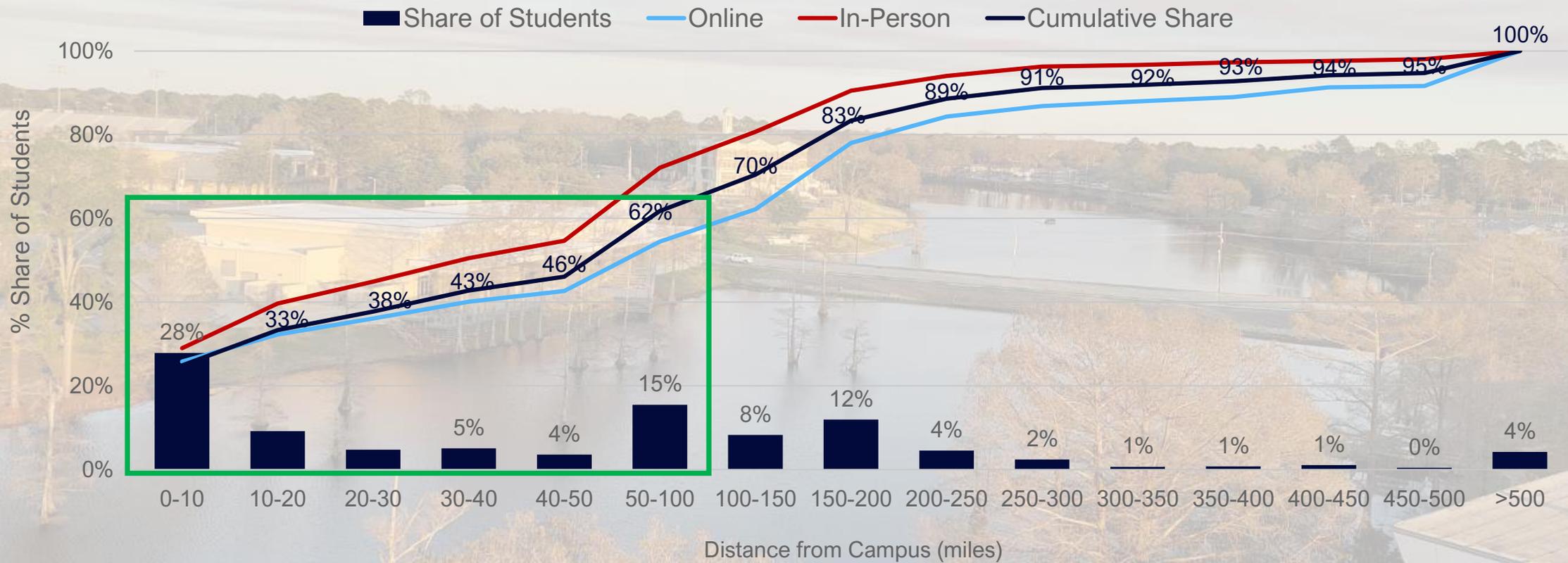
Distance	Undergraduate Students		Graduate Students		Total Students	
	Count	Cumulative %	Count	Cumulative %	Count	Cumulative %
0-50	2,010	52%	422	27%	2,432	46%
50-100	591	70%	155	38%	746	62%
100-150	311	79%	88	46%	399	70%
150-200	350	89%	226	66%	576	83%
200-250	127	93%	90	75%	217	89%
250-300	73	95%	41	79%	114	91%
300-350	15	96%	16	80%	31	92%
350-400	20	96%	16	82%	36	93%
400-450	15	97%	36	86%	51	94%
450-500	11	97%	8	87%	19	95%
>500	75	100%	128	100%	203	100%

Source: Analysis of 4,961 unduplicated ULM students from Fall 2020 to Spring 2022, using originating addresses. Data received on 05/10/22.

Note: Graduate Academic Partnership and Professional students have been counted as being Graduate award level.

62% of ULM students come from within 100 miles of the campus.

Distribution of ULM Students by Distance



Source: Analysis of **4,961** unduplicated ULM students from Fall 2020 to Spring 2022, using originating addresses. Data received on 05/10/22.
Note: International students are excluded from this analysis. Each dot can represent a cluster of students.

Current programs

- 122 programs reviewed
- Analyzed
 - Enrollment trends
 - Market demand
 - Competitors
 - Job market
 - Mission fit
- Score card
- Results will be discussed with the deans, directors, and faculty

CIP: 11.1003 Cyber Security/Info. Assurance

Market: National and Current Program: Not Offered - Bachelor's

Total Score: 45

Percentile: 99

Student Demand

Score: 32 Percentile: 99

Categ...	Pctl	Criterion	Value	Score
Size	98	Google Search Volume (3 Months)*	715,540	7
	98	International Page Views (12 Months)	1,678	NS
	96	New Student Enrollment Volume (12 Mo.)	4,372	6
	93	On-ground Completions at In-Market Institutions	2,951	0
	99	Online Completions by In-Market Students	2,988	6
95	Sum of On-ground and Online Completions	5,939	3	
Growth	100	Google Search YoY Change (Units)*	394,120	3
	99	New Student Enrollment Vol. YoY Change (Units)	678	1
	99	Completion Volume YoY Change (Units)	911	3
	98	Google Search YoY Change (%)*	123%	2
	76	New Student Enrollment Vol. YoY Change (%)	18%	0
83	Completion Volume YoY Change (%)	18%	2	

Competitive Intensity

Score: 0 Percentile: 72

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	93	Campuses with Graduates**	151	3
	98	Campuses with Grads YoY Change (Units)**	11	NS
	98	Institutions with Online In-Market Students**	47	3
In-Market Program Sizes	67	Average Program Completions	20	0
	67	Median Program Completions	9	0
	82	YoY Median Prog. Compl. Change (Units)	1	0
78	YoY Median Prog. Compl. Change (%)	13%	0	
In-Market Saturation	96	Google Search * Cost per Click**	\$23	-3
	96	Google Competition Index**	0.66	-3
National Online Competition	97	National Online Institutions (Units)**	46	NS
	82	Nat'l Online % of Institutions	14%	NS
	95	Nat'l Online % of Completions	50%	NS

Employment*

Score: 13 Percentile: 98

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	96	Job Postings Total (12 Months)*	122,605	2
	91	BLS Current Employment*	265,992	1
	91	BLS Annual Job Openings*	22,003	0
Size: ACS Bach. Outcomes	84	Job Postings Total (12 Months)*	7,952	0
	81	BLS Current Employment*	27,458	0
Growth (Direct Prep)	87	BLS 1-Year Historical Growth*	1.5%	0
	84	BLS 3-Year Historic Growth (CAGR)*	3.6%	1
	85	BLS 10-Year Future Growth (CAGR)*	1.4%	NS
Saturation (Direct Prep)	81	Job Postings per Graduate*	5.9	2
	69	BLS Job Openings per Graduate*	1.1	0
Wages (Direct Prep)	77	BLS 10th-Percentile Wages*	\$49,191	3
	73	BLS Mean Wages*	\$79,902	NS
National American Community Survey Bachelors Degree Outcomes	71	Wages (Age < 30)	\$49,375	3
	59	Wages (Age 30-60)	\$88,406	1
	14	% with Any Graduate Degree	20%	0
	24	% with Masters	18%	NS
	17	% with Doct/Prof Degree	3%	NS
	65	% Unemp. (Age <30)**	3%	0
	96	% Unemp. (Age 30-60)**	3%	NS
93	% in Direct Prep Jobs	38%	NS	

CIP Description:

A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation, auditing, and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system auditing and design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

Degree Fit:

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI	25	Cost Index**	74%	NS
Natl 2 Year	44	Student: Faculty Index	90%	NS

National Completions by Level

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	24%	24%	5%
Associates	14%	14%	35%
Bachelors	29%	29%	48%
Postbaccalaureate Certificate	6%	6%	0%
Masters	26%	26%	12%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	6%
Some College	14%
Associates	9%
Bachelors	46%
Masters	23%
Doctoral	3%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubric (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile

Total Percentile 0 20+ 40+ 70+ 90+ 95+ 98+ 100

Total Score -51 -16 -6 1 12 21 30 63

** Color Scale in Reverse

Percentile (Reverse) <02 02+ 05+ 10+ 30+ 60+

New Program Recommendations

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University of Louisiana Monroe's New Program					Program Market Score					
Do not touch		Drop-down menu		Drop-down menu	Undergraduate		Master's and Graduate Certificates		Doctoral	
# of Groups	CIP Code	CIP Title	Award Level	Modality	National	Louisiana	National	Louisiana	National	Louisiana
2	11.0104	Informatics	Masters	Hybrid	12	11	40	33	3	-2
2	11.1003	Cyber Security/Info. Assurance	Bachelors	In-person	42	35	54	44	23	19
2	26.0102	Biomedical Sciences, General	Bachelors	In-person	34	19	26	22	25	23
2	26.1501	Neuroscience	Bachelors	In-person	35	17	16	17	18	9
2	30.3801	Earth Systems Science	Bachelors	In-person	-1	0	8	11	10	5
2	44.0701	Social Work	Masters	In-person	23	22	64	58	35	13
2	51.2306	Occupational Therapy/Therapist	Doctoral	Hybrid	6	9	31	32	36	16
2	51.3818	Nursing Practice	Doctoral	Online and In-person	7	6	36	39	33	20
2	52.0203	Logistics, Materials, and Supply Chain Mgmt	Bachelors	In-person	29	35	40	30	8	17
2	52.0911	Cannabis Operations/Mgmt (augmented CIP)	Bachelors	In-person	0	0	4	6	1	5
2	52.1001	Human Resources Management, Gen'l	Bachelors	In-person	34	22	46	44	21	14

New program implementation

- Faculty driven
- Suggestions will given to the faculty for consideration
- New pursuits
 - Feasibility Study
 - Prioritization
 - Substantive change (SASCOC)
 - Modify academic plan (ULS)
 - Go through academic approval processes

Feasibility study (Ex. Enrollment and Income)

Program Name	Experimental				
Program CIP Code	88.8888				
Level	Undergraduate				
First Semester of Implementation	Fall 2025				
	Year 1	Year 2	Year 3	Year 4	Year 5
	Amount	Amount	Amount	Amount	Amount
Enrollment (FTE's)					
New FTE's	10	20	30	40	50
Retained FTE's (85%)	0	9	34	63	97
Total	10	29	64	103	147
Student Credit Hours Produced	240	522	1152	1854	2646
Revenue					
Discounted Tuition (25%)	\$21,703.20	\$62,939.28	\$138,900.48	\$223,542.96	\$319,037.04
University Fees	\$12,353.85	\$35,826.17	\$79,064.64	\$127,244.66	\$181,601.60
Program Fees	\$0	\$0	\$0	\$0	\$0
Additional Revenue	\$0	\$0	\$0	\$0	\$0
Total	\$34,057.05	\$98,765.45	\$217,965.12	\$350,787.62	\$500,638.64

Feasibility Study (Ex. Expenses and Personnel)

Expenses					
Salaries	\$140,000	\$140,000	\$180,000	\$230,000	\$230,000
Benefits (37.5%)	\$52,500	\$52,500	\$67,500	\$86,250	\$86,250
University Overhead (51%)	\$98,175	\$98,175	\$126,225	\$161,288	\$161,288
Investment Margin	\$0	\$0	\$0	\$0	\$0
Additional Expenses	\$0	\$0	\$0	\$0	\$0
Total	\$290,675	\$290,675	\$373,725	\$477,538	\$477,538
New Faculty and Staff Needed (Count)					
Administrative	1	0	0	0	0
Part-time	0	0	2	0	0
Full-time	1	0	0	1	0
Administrative support	0	0	1	0	0
Net Revenue	-\$256,617.95	-\$191,909.56	-\$155,759.88	-\$126,749.89	\$23,101.14

ULS Competencies

- Communication Competence
- Critical and Creative Problem Solving
- Adaptable Resilience
- Cultural Competence
- Self-Reflective Awareness
- Implementation
 - Meeting November 15th
 - Graduate competencies, not learning outcomes

Louisiana Board of Regents: Pathway to 2030

- Adopt early college admission pathway
- Establish a universal dual enrollment funding structure
- Expand teacher training, including Geaux Teach
- Engage regional partners to meet high-demand workforce needs in priority sectors
- Develop new degrees supporting lifelong learning Create Universal Transfer Pathways
- Implement Meauxmentum Year Strategies to Include in 1st Year:
 - Math, English and 3 courses connected to degree program
- Replace all Math/English Remedial Courses with Co-Req Model
- Strengthen Counseling/Advising for Students
- Adopt Campus-wide Academic Mindset strategies to include:
 - Belonging & Inclusion
 - Purpose & Value
 - GRIT & Perseverance
 - Growth Mindset

Louisiana Board of Regents: Pathway to 2030

- Use credential completion data from private, proprietary and Act 129 institutions to contribute to statewide credential counts
- Count industry-based credentials eligible for MJ Foster Promise financial aid program
- Implement reverse transfer degrees
- Increase credit based on prior-learning guidelines