



Unit Evaluation of 111 - for 2016

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Unit Evaluation (v3.0) *Unit Evaluation of 111 - for 2016* has been updated.

This submission is currently marked as *DRAFT*.

Assessment year: 2016

Department Code: 111

Unit Mission:

The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

Goal #1:

We seek students who find value in our programs.

Outcome/Objective #1.1:

Recruit students effectively.

Measure(s):

Undergraduate and Graduate:

- a. Ratio of undergraduate inquiries to admits
- b. Ratio of graduate applications to admits

Target(s):

- a. Inquiry to Admit ratio of 3.0 or less for undergraduate
- b. Applied to Admit ratio of 2.5 or less for graduate

Results and Analysis:

- a. **Not met** - Undergraduate - Inquiry to Admit ratio: 3.62
- b. **Not met** - Graduate - Applied to Admit ratio: 2.58

Explanation of changes made based on these results:

IE Committee members discussed the metric specifications of IPEDS and whether our choices reflected recruitment effectiveness or selectivity; reliable RECRUIT data will be available for inquiries at the graduate level beginning February 1, 2018, so that data will be collected beginning in the 2017-18 cycle.

a. For Undergraduate – change in EMAS administration may indicate that Inquiry data has validity errors as happened previously in 2014, so the ratio could be off. EMAS discontinued for transition to RECRUIT, so future data should be clean. The new system automates many communications with our prospective students (for all populations) at any funnel stage. It also facilitates data management and analysis.

Also, Recruitment and Admissions is ramping up the call center, Ace's Place, to be ready to serve as a "war-room" during the two weeks prior to the start of classes each fall and spring. This is in line with a need to improve customer service during crunch times. The student workers will be cross-trained to serve as Hawkseekers (campus tour guides) and to staff Ace's Place.

University Planning and Analysis will work with eULM to ensure that their inquiries data is collected since they will not be using RECRUIT.

b. For graduate – Part of the decline in admissions was due to incomplete applications; changes: phone and email contacts are made with students who fail to fully complete the app; the auto-admit program was expanded in early 2017; application requirements were simplified for the switch the RECRUIT; the Graduate School is making efforts to keep in close contact with graduate program coordinators to quickly identify and address any admissions problems; Academic Partnerships, beginning in spring 2018, will follow up on applicants to our contracted programs. Also, with the introduction of RECRUIT, collecting inquiry data is a possibility that will be explored.

Outcome/Objective #1.2:

Enroll quality students.

Measure(s):

Undergraduate:

- a. High school GPA metrics
- b. ACT metrics

Graduate: Under consideration

Target(s):

Undergraduate:

- a. GPA Metrics: (1) 60% of incoming FTFR will have high school GPA 3.5 or higher AND (2) 60% will be included in the 70th percentile or higher of their high school class
- b. ACT metrics: (1) maintain 75th percentile composite score at or above average of R3/ enrollment IPEDS peers and (2) increase incoming cohort average composite score over prior year

Results and Analysis:

Undergraduate:

- a. **Not met** - GPA metrics: (1) 57.7% of incoming FTFR had high school GPA 3.5 or higher; (2) 50.3% were in the 70th percentile or higher of their high school class
- b. **Partially met** - ACT metrics: (1) ULM 75th percentile composite score at 24, R3/ enrollment IPEDS peers at 23.62; (2) incoming cohort average composite score -.42 from prior year (22.81 to 22.39)

Explanation of changes made based on these results:

GPA and ACT metrics – overall, ULM recently completed a data analysis project that determined the optimal ACT and GPA for incoming freshmen to be retained and successful. We plan to move scholarship funds to this demographic to optimize the productivity of our institutional scholarship funds. This could lead us to see a slight reduction in the ACT data. Committee will review data next fall to consider options. The group would also like to see a University of Louisiana System peer comparison for the GPA and ACT metrics

Graduate measures have been under consideration, but the Graduate School and UPA will work together to examine the idea of entering student GPA as a metric here.

Changes in Grad School to increase enrollments – Faculty webpages, program fliers, GRE examinee data purchase for several selected non-Academic Partnerships programs, Academic Partnerships contracted for several programs.

Outcome/Objective #1.3:

Offer programs of value

Measure(s):

Undergraduate and Graduate:

- a. % completers in targeted disciplines based on state job tier/star ratings in context of Louisiana's research institutions.

Graduate:

- b. Dissertation hours

Undergraduate: Attitudinal data (SSI odd years, NSSE even years)

- c. SSI Item 41. Tuition paid is a worthwhile investment.
- d. SSI Item 4. The content of the courses within my major is valuable.
- e. NSSE Item 18. How would you evaluate your entire educational experience at this institution?

Target(s):

Undergraduate and Graduate:

- a. 1% increase in targeted completers in targeted disciplines based on state job tier/star ratings in context of Louisiana's research institutions.

Graduate:

- b. 5% increase in dissertation hours over prior year for each of the five years after 2015-16

Undergraduate:

- c-e. ULM will score at or better than the comparison group scores for each survey question.

Results and Analysis:

Undergraduate and Graduate:

- a. **Not met** - .12% increase in completers in targeted disciplines based on state job tier/star ratings in context of Louisiana's research institutions

| % Completers in Star Programs | | | | | |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| ULM | 75.17% | 77.55% | 78.85% | 80.12% | 80.22% |

| | | | | | |
|----------------|--------|--------|--------|--------|--------|
| Tech | 88.30% | 87.51% | 88.90% | 87.88% | 88.01% |
| LSU | 83.30% | 83.11% | 83.15% | 84.49% | 85.34% |
| ULL | 79.16% | 81.47% | 83.78% | 86.21% | 86.34% |
| UNO | 84.47% | 83.88% | 85.59% | 86.83% | 84.04% |
| Average | 82.08% | 82.70% | 84.05% | 85.11% | 84.79% |

Graduate:

b. **Baseline** - Note: 17.5% decrease from 2015-16 to 2016-17

Dissertation Course Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---------|---------|---------|---------|---------|---------|
| 919 | 1,260 | 1,602 | 1,642 | 1,626 | 1,341 |

Undergraduate and Graduate:

c-e. **Met** -- ULM students indicated higher satisfaction at both undergraduate and graduate levels, but there was a fairly dramatic drop in undergraduate satisfaction from the prior survey administration on question 41; IE committee members pointed out this could be due to 11% increase in tuition/fees coupled with uncertainty about and shortfall in the state-funded TOPS scholarships program.

| Type | Question | 2012 | | | 2013 | | | 2014 | | | 2015 | | | 2016 | | | 2017 | | | | |
|------|--|------|------|------|------|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | F/S | ULM | PEER | F/S | ULM | PEER | F/S | ULM | PEER | meas | ULM | ULM | PEER | F/S | ULM | PEER | meas | ULM | ULM | PEER |
| SSI | 41. Tuition paid is a worthwhile investment. | NA | | | NA | | | NA | | | IMP | 6.43 | 6.56 | 5.15 | NA | | | IMP | 6.48 | 6.54 | 6.49 |
| | | NA | | | NA | | | NA | | | SAT | 6.53 | 5.01 | 5.18 | NA | | | SAT | 5.35 | 5.55 | 5.16 |
| SSI | 4. The content of the courses within my major is valuable. | NA | | | NA | | | NA | | | IMP | 6.64 | 6.76 | 6.57 | NA | | | IMP | 6.62 | 6.69 | 6.53 |
| | | NA | | | NA | | | NA | | | SAT | 5.62 | 5.69 | 5.48 | NA | | | SAT | 5.68 | 5.85 | 5.53 |
| NSSE | 18. How would you evaluate your entire educational experience at this institution? | FY | 3.23 | 3.25 | NA | | | FY | 3.22 | 3.17 | NA | | | FY | 3.29 | 3.11 | NA | | | | |
| | | SR | 3.17 | 3.25 | NA | | | SR | 3.26 | 3.24 | NA | | | SR | 3.28 | 3.18 | NA | | | | |

Explanation of changes made based on these results:

a. Contractual agreement with Academic Partnerships will hopefully increase completers in these programs which are in high demand. Also, adding Doctor of Physical Therapy will increase percentage of programs in the high demand group.

c. While the target was met, the committee expressed concerns about the drop in the score for SSI Item 41. IE committee members pointed out this could be due to 11% increase in tuition/fees coupled with uncertainty about and shortfall in the state-funded TOPS scholarships program. Group also requested comparison data to UL System since it was available for this year:

| SSI Item 41 | Importance | Satisfaction |
|-------------|------------|--------------|
| ULM | 6.49 | 5.40 |
| UL System | 6.53 | 5.33 |

Goal #2:

We provide students with transformative experiences.

Outcome/Objective #2.1:

Facilitate intellectual and academic growth.

Measure(s):

Undergraduate and Graduate:

- a. Research Symposium participation numbers
- b. # of members of professional and honorary academic discipline-based RSOs

Graduate:

- c. dissertation hours

Undergraduate:

- d. # of Emerging Scholars participants
- e-l. Attitudinal data from NSSE and SSI for questions on participating in research and high impact engagement practices:

SSI - Local question: I have opportunities to present my academic research to audiences outside of my university.

NSSE - Items 2, 3, 4, 6, 7, 11, and 14

Target(s):

Undergraduate and Graduate:

- a. Research Symposium participation numbers - Baseline to be determined
- b. # of members of professional and honorary academic discipline-based RSOs - Baseline to be determined

Graduate:

- c. 5% increase in dissertation hours annually with 2016-17 as baseline

Undergraduate:

- d. 10% increase in Emerging Scholars participants annually with 2016-17 as baseline
- e-l. Attitudinal data -- ULM will score at or better than the comparison group on the NSSE questions and maintain or improve the score on the SSI question.

Results and Analysis:

Undergraduate and Graduate:

- a. **Baseline** Student Research Symposium data

| Spring 14 | Spring 15 | Spring 16 | Spring 17 |
|------------|------------|-------------|------------|
| 165 | 62 | 138 | 128 |
| (82ug/83g) | (24ug/38g) | (37ug/101g) | (58ug/70g) |

- b. **Data not available** for professional and honorary academic discipline-based RSO membership due to data platform change from ATLAS to Wingspan. Comparative data should be available beginning fall 2018

Graduate:

- c. **Baseline** - Note: 17.5% decrease from 2015-16 to 2016-17

Dissertation Course Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---------|---------|---------|---------|---------|---------|
| 919 | 1,260 | 1,602 | 1,642 | 1,626 | 1,341 |

Undergraduate:

- d. **Target met** -- 16.6% increase in Emerging Scholars participants Spring 14 Fall 14 Spring 15 Fall 15 Spring 16 Fall 16 Spring 17 Emerging Scholars 69 77 72 76 74 83 95

- e. **Baseline:** Student Satisfaction Inventory -- Spring 2017 -- Local question, so no comparison data available until 2019

- f-l. Prior data for NSSE questions:

| Question | 2012 | | | 2014 | | | 2016 | | |
|--|-------|------|------|-------|------|------|-------|------|------|
| | class | ULM | COMP | class | ULM | COMP | class | ULM | COMP |
| 2. During the current school year, about how often have you done the following? | | | | | | | | | |
| Combined ideas from different courses when completing assignments | FY | 2.41 | 2.67 | FY | 2.48 | 2.65 | FY | 2.38 | 2.64 |
| | SR | 2.85 | 2.99 | SR | 3.02 | 3.05 | SR | 2.8 | 3 |
| Examined the strengths and weaknesses of your own views on a topic or issue | FY | 2.45 | 2.64 | FY | 2.69 | 2.75 | FY | 2.72 | 2.75 |
| | SR | 2.78 | 2.75 | SR | 2.98 | 2.85 | SR | 2.76 | 2.84 |
| Learned something that changed the way you understand an issue or | FY | 2.8 | 2.91 | FY | 2.77 | 2.82 | FY | 2.81 | 2.82 |

| | | | | | | | | | |
|--|----|------|------|----|------|------|----|------|-------|
| concept | SR | 2.96 | 2.95 | SR | 3.02 | 2.94 | SR | 2.93 | 2.92 |
| Connected ideas from your courses to your prior experiences and knowledge | FY | NA | NA | FY | 2.93 | 3.01 | FY | 2.99 | 3.02 |
| | SR | NA | NA | SR | 3.28 | 3.25 | SR | 3.21 | 3.22 |
| 3. During the current school year, about how often have you done the following? | | | | | | | | | |
| Discussed course topics, ideas, or concepts with a faculty member outside of class | FY | 1.66 | 1.91 | FY | 1.95 | 1.96 | FY | 1.84 | 1.96 |
| | SR | 2.09 | 2.09 | SR | 2.32 | 2.23 | SR | 2.13 | 2.18 |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | |
| Applying facts, theories, or methods to practical problems or new situations | FY | 2.99 | 3.11 | FY | 2.99 | 2.9 | FY | 2.87 | 2.86 |
| | SR | 3.33 | 3.28 | SR | 3.29 | 3.15 | SR | 3.21 | 3.1 |
| Analyzing an idea, experience, or line of reasoning in depth by examining its parts | FY | 2.93 | 3.2 | FY | 2.98 | 2.93 | FY | 2.91 | 2.89 |
| | SR | 3.26 | 3.33 | SR | 3.28 | 3.11 | SR | 3.23 | 3.06 |
| Evaluating a point of view, decision, or information source | FY | 2.82 | 2.97 | FY | 2.89 | 2.91 | FY | 2.85 | 2.88 |
| | SR | 3.04 | 3.09 | SR | 3.1 | 2.98 | SR | 3.01 | 2.93 |
| Forming a new idea or understanding from various pieces of information | FY | 2.8 | 2.99 | FY | 2.86 | 2.87 | FY | 2.81 | 2.86 |
| | SR | 3.09 | 3.14 | SR | 3.09 | 2.99 | SR | 2.98 | 2.95 |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | |
| Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | FY | NA | NA | FY | 2.68 | 2.53 | FY | 2.63 | 2.54 |
| | SR | NA | NA | SR | 2.68 | 2.64 | SR | 2.58 | 2.63 |
| Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | FY | NA | NA | FY | 2.3 | 2.49 | FY | 2.24 | 2.27 |
| | SR | NA | NA | SR | 2.49 | 2.43 | SR | 2.38 | 2.42 |
| Evaluated what others have concluded from numerical information | FY | NA | NA | FY | 2.28 | 2.25 | FY | 2.18 | 2.24 |
| | SR | NA | NA | SR | 2.4 | 2.43 | SR | 2.3 | 2.41 |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? | | | | | | | | | |
| Up to 5 pages | FY | 2.48 | 2.99 | FY | 4.53 | 6.25 | FY | 4.21 | 6.35 |
| | SR | 2.74 | 3 | SR | 5.58 | 7.37 | SR | 6.32 | 7.45 |
| Between 6 and 10 pages [5-19 pages on 2012 version] | FY | 1.93 | 2.26 | FY | 1.16 | 1.77 | FY | 1.12 | 2.13 |
| | SR | 2.25 | 2.6 | SR | 2.34 | 3.23 | SR | 2.28 | 3.33 |
| 11 pages or more [20 or more pages on 2012 version] | FY | 1.22 | 1.29 | FY | 0.61 | 0.8 | FY | 0.24 | 0.89 |
| | SR | 1.54 | 1.65 | SR | 1.32 | 1.76 | SR | 1.44 | 1.87 |
| Estimated number of assigned pages of student writing. | FY | NA | NA | FY | 29 | 42 | FY | 23.6 | 46.12 |
| | SR | NA | NA | SR | 49 | 70 | SR | 56.8 | 73.99 |
| 11. Which of the following have you done or do you plan to do before you graduate? (percentages reflect the "Plan to do" and "Done" groups) | | | | | | | | | |
| Participate in an internship, co-op, field experience, student teaching, or clinical placement | FY | 76% | 84% | FY | 80% | 81% | FY | 77% | 80% |
| | SR | 72% | 75% | SR | 68% | 74% | SR | 71% | 75% |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | FY | 57% | 44% | FY | 48% | 42% | FY | 43% | 39% |
| | SR | 44% | 37% | SR | 38% | 24% | SR | 38% | 24% |
| Work with a faculty member on a research project | FY | 41% | 42% | FY | 37% | 35% | FY | 35% | 37% |
| | SR | 28% | 34% | SR | 29% | 34% | SR | 27% | 34% |
| Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | FY | 51% | 52% | FY | 52% | 59% | FY | 52% | 61% |
| | SR | 72% | 66% | SR | 64% | 71% | SR | 56% | 74% |
| 14. How much does your institution emphasize the following? | | | | | | | | | |
| Spending significant amounts of time studying and on academic work (ENVSCHOL or EMPSTUDY) | FY | 3.29 | 3.2 | FY | 3.28 | 3.17 | FY | 3.3 | 3.12 |
| | SR | 3.18 | 3.19 | SR | 3.32 | 3.15 | SR | 3.33 | 3.13 |
| Providing support to help students succeed academically (ENVSUPRT or SEacademic) | FY | 3.16 | 3.14 | FY | 3.15 | 3.06 | FY | 3.27 | 3.02 |
| | SR | 2.98 | 3.01 | SR | 3.13 | 2.94 | SR | 3.06 | 2.91 |
| Using learning support services (tutoring services, writing center, etc.) (SElearnsup) | FY | NA | NA | FY | 3.25 | 3.08 | FY | 3.35 | 3.06 |
| | SR | NA | NA | SR | 3.05 | 2.82 | SR | 3.06 | 2.79 |

Explanation of changes made based on these results:

c. Although this is considered baseline data, the drop in dissertation hours was discussed; a backlog of Marriage and Family Therapy PhD students were graduated which could have been a factor in the decrease.

Outcome/Objective #2.2:

Encourage social growth and cultural appreciation.

Measure(s):

Undergraduate and Graduate:

Measures of student population diversity including (a.) # of international students, (b.) % first generation, (c.) % receiving Pell and (d.) % out of 12-parish service region

e. # of cultural events and social events (VAPA, athletics, Student Affairs, etc)

f. # of study abroad participants

g. # of RSO participants

h. Attitudinal data from NSSE (UG) and SSI (G) on social and cultural growth: SSI - Local question - My institution encourages and provides opportunities for me to grow socially and culturally; NSSE - Items 11, 12, and 14

Target(s):

Undergraduate and Graduate:

a. 5% international students

b. 25% first generation

c. 38% receiving PELL (75th percentile of IPEDS comparison group)

d. 55% out of 12-parish service region

e. # of cultural events and social events (VAPA, athletics, Student Affairs, etc) TBD

f. +3% study abroad participants over 2016

g. + 1% increase in non-academic RSO membership over prior year for each of the five years after 2016-17

h. Attitudinal data from NSSE (UG) and SSI (G) on social and cultural growth - ULM will score at or better than the comparison group on the NSSE questions and maintain or improve the score on the SSI question.

Results and Analysis:

Undergraduate and Graduate:

a. **Target met** - 5.65% international students

b. **Target met** -- 28% first generation

c. **Target not met** - 38% receiveing PELL

| Institution | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|--|-----------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|
| | % FTFT | Avg \$ | % FTFT | Avg \$ | % FTFT | Avg \$ | % FTFT | Avg \$ |
| Andrews University | 35 | \$4,287 | 31 | \$4,193 | 33 | \$4,563 | 34 | \$4,288 |
| Ashland University | 37 | \$3,867 | 38 | \$3,710 | 32 | \$4,421 | 37 | \$4,445 |
| Azusa Pacific University | 26 | \$4,168 | 25 | \$4,337 | 33 | \$4,285 | 30 | \$4,420 |
| Benedictine University | 44 | \$4,485 | 44 | \$4,374 | 43 | \$4,282 | 42 | \$4,611 |
| California State University-Fresno | 62 | \$4,839 | 62 | \$4,945 | 61 | \$4,970 | 64 | \$4,990 |
| California State University-Fullerton | 41 | \$4,548 | 46 | \$4,684 | 46 | \$4,730 | 46 | \$4,741 |
| Gardner-Webb University | 39 | \$3,920 | 40 | \$4,039 | 40 | \$4,182 | 42 | \$4,575 |
| Lesley University | 26 | \$4,249 | 22 | \$3,978 | 23 | \$4,415 | 24 | \$4,406 |
| Louisiana Tech University | 32 | \$4,083 | 27 | \$4,140 | 30 | \$4,069 | 33 | \$4,335 |
| Pace University-New York | 42 | \$4,652 | 37 | \$4,694 | 34 | \$4,675 | 33 | \$4,749 |
| Robert Morris University | 34 | \$3,883 | 29 | \$4,033 | 29 | \$4,234 | 32 | \$4,148 |
| Shenandoah University | 27 | \$4,093 | 28 | \$4,127 | 28 | \$4,712 | 27 | \$4,297 |
| Suffolk University | 35 | \$4,523 | 38 | \$4,638 | 30 | \$4,483 | 32 | \$4,638 |
| Tennessee Technological University | 36 | \$4,153 | 38 | \$4,140 | 37 | \$4,276 | 37 | \$4,255 |
| University of Hartford | 32 | \$4,042 | 33 | \$4,284 | 33 | \$4,237 | 33 | \$4,284 |
| University of Louisiana at Monroe | 50 | \$4,456 | 46 | \$4,515 | 42 | \$4,603 | 43 | \$4,538 |
| Widener University | 27 | \$4,084 | 28 | \$4,444 | 29 | \$4,476 | 28 | \$4,019 |
| Averages | 37 | \$4,255 | 36 | \$4,310 | 35 | \$4,448 | 36 | \$4,455 |

d. **Target not met** - 54% out of 12-parish service region

e. **Data not available** - # of cultural events and social events (VAPA, athletics, Student Affairs, etc): TBD once Wingspan is operational?

f. **Target not met** - Study abroad participants -47% over 2016 (53/28)

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|------|
| France, Belgium, and Canada | 0 | 2 | 0 | 2 | 0 |
| Spanish Studies: Mexico, Spain, and Costa Rica | 14 | 11 | 14 | 19 | 12 |
| Europe: Catalyst | 4 | 4 | 5 | 8 | 11 |

| | | | | | |
|--|----|----|----|----|----|
| Europe: Village | 0 | 0 | 2 | 8 | 1 |
| UK and Europe: British Studies | 4 | 4 | 0 | 8 | 0 |
| Canada: Ernst and Young Internship | 0 | 0 | 0 | 0 | 0 |
| Korea: Exchange student at Hanbat Univ. 1 semester | 0 | 1 | 1 | 1 | 0 |
| Korea: 2 wks Cultural program at Kangwon Univ. | 0 | 0 | 0 | 2 | 1 |
| Japan: 1 year exchange student at Ehime Univ. | 1 | 1 | 0 | 0 | 2 |
| Japan: 2 months Student teacher's field experience | 2 | 1 | 0 | 0 | 0 |
| Hong Kong: Shue Yan MBA Program | 1 | 2 | 5 | 5 | 1 |
| Total | 26 | 26 | 27 | 53 | 28 |

g. **Data not available** -- non-academic RSO membership: TBD once Wingspan is operational?

h. **Baseline** - 2017 SSI question is local, so comparison will be available in 2019; Prior NSSE data also provided.

| Instrument | Question | 2012 | | | 2014 | | | 2016 | | |
|------------|--|-------|------|------|-------|------|------|-------|------|------|
| | | class | ULM | COMP | class | ULM | COMP | class | ULM | COMP |
| NSSE | 11. Which of the following have you done or do you plan to do before you graduate? | | | | | | | | | |
| | Hold a formal leadership role in a student organization or group | FY | NA | NA | FY | 45% | 45% | FY | 47% | 43% |
| | | SR | NA | NA | SR | 41% | 40% | SR | 38% | 39% |
| | Participate in a study abroad program | FY | 35% | 45% | FY | 38% | 39% | FY | 29% | 40% |
| SR | | 15% | 23% | SR | 15% | 16% | SR | 13% | 16% | |
| NSSE | 12. About how many of your courses at this institution have included a community-based project (service-learning)? (data is for "some") | | | | | | | | | |
| | | FY | NA | NA | FY | 69% | 46% | FY | 62% | 47% |
| | | SR | NA | NA | SR | 52% | 53% | SR | 44% | 52% |
| NSSE | 14. How much does your institution emphasize the following? | | | | | | | | | |
| | Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) ENVDIVRS | FY | 2.75 | 2.77 | FY | 2.89 | 2.74 | FY | 2.84 | 2.71 |
| | | SR | 2.65 | 2.61 | SR | 2.84 | 2.59 | SR | 2.72 | 2.56 |
| | Providing opportunities to be involved socially ("thrive socially") ENVSOCAL | FY | 2.68 | 2.55 | FY | 3.09 | 2.98 | FY | 3.16 | 2.96 |
| | | SR | 2.3 | 2.3 | SR | 3.05 | 2.85 | SR | 3.09 | 2.8 |
| | Attending campus activities and events (performing arts, athletic events, etc.) ENVEVENT or Seactivities | FY | 2.91 | 2.88 | FY | 3.21 | 2.87 | FY | 3.18 | 2.83 |
| | | SR | 2.68 | 2.62 | SR | 3.02 | 2.61 | SR | 2.93 | 2.57 |
| | Attending events that address important social, economic, or political issues SEEVENTS | FY | NA | NA | FY | 2.78 | 2.56 | FY | 2.77 | 2.51 |
| SR | | NA | NA | SR | 2.67 | 2.39 | SR | 2.66 | 2.37 | |
| Instrument | Question | | | | 2017 | | | | | |
| | | | | | meas | ULM | ULM | COMP | | |
| | | | | | | UG | G | | | |
| SSI | My institution encourages and provides opportunities for me to grow socially and culturally. | | | | IMP | 6.31 | 6.09 | NA | | |
| | | | | | SAT | 5.92 | 5.69 | NA | | |

Explanation of changes made based on these results:

c. PELL target should be changed because it affects our federal work study funds if it falls below a certain point. We should also change the peer group because this one is heavily populated with private institutions – that doesn't really work for this metric – we will use a public IPEDS peer group, the UL System, or in-state research institutions for the next cycle.

d. Academic Partnerships should offset this positively

f. Top Hawks now have to choose between study abroad voucher and iPad – that explains the dramatic drop from last year. Also, study abroad opportunities are being consolidated in the Office of International Student Services, so this could positively affect number of participants as well. Should level out moving forward.

Goal #3:

We prepare students to succeed in a global society.

Outcome/Objective #3.1:

Facilitate degree attainment.

Measure(s):

Undergraduate and Graduate:

Retention, (a.) 1st - 2nd fall and (b.) 1st - 3rd fall

b. Graduation rate, 6 year

Target(s):

- a. 1st to 2nd Year Retention Rate: 79% by 2020
- b. 1st to 3rd Year Retention Rate: 65% by 2020
- c. 6-Year Graduation Rate: 55% by 2020

Results and Analysis:

Baseline:

- a. 1st to 2nd Year Retention Rate: Fall 2016 = 71.11
- b. 1st to 3rd Year Retention Rate: Fall 2015 = 62.06
- c. 6-Year Graduation Rate: Fall 2011 = 40.90

| | 2016-17 Actual | 2017-18 Target | 2018-19 Target | 2019-20 Target | 2020-21 Target |
|------------|----------------|----------------|----------------|----------------|----------------|
| 1st to 2nd | 71.11 | 73.08 | 75.05 | 77.02 | 79 |
| 1st to 3rd | 62.06 | 62.795 | 63.53 | 64.265 | 65 |
| 6 yr rate | 40.9 | 44.425 | 47.95 | 51.475 | 55 |

Outcome/Objective #3.2:

Develop skills for success.

Measure(s):

Undergraduate:

- a. General education learning assessments
- b. Career Connections participation information (Job fair, style show, resume workshops, etc.)
- c. % of students with internships

Graduate:

- d. # of graduate assistantships

Target(s):

Undergraduate:

- a. General education learning baseline assessments will be available for 2017-18
- b. Career Connections participation information (Job fair, style show, resume workshops, etc.) being provided by Roslynn Pogue
- c. 2017-18 is baseline

Graduate:

- d. 10% increase in institutionally-funded graduate assistantships with 2016-17 as baseline

Results and Analysis:

Undergraduate:

- a. **Data not available** - General education learning baseline assessments will be available in summer 2018
- b. **Baseline** - Career Connections participation information

| | # of Events | Attendance |
|---|-------------|------------|
| Career Fairs (All Majors, Nursing and Health, Education Majors) | 6 | 845 |
| Career Week | 11 | 414 |
| Class Presentation | 12 | 368 |
| Style Show | 1 | 600 |
| Workshop | 7 | 200 |
| Office Contacts (emails, walk-ins, appointments) | N/A | 1,867 |
| Total All Events and Office Contacts | 37 | 4,264 |

- c. **Baseline** - % students with reported internships

| Internships | Summer 16 | Fall 16 | AY 16-17 | Spring 17 | Total |
|-------------|-----------|---------|----------|-----------|-------|
| CAES | 19 | 82 | 49 | 98 | 248 |
| CBSS | 23 | 23 | 91 | 60 | 197 |
| CHPS | 336 | 1412 | 81 | 845 | 2674 |

| | | | | | |
|------------------------------------|------------------|--------------------------|------------|------------------|-------------|
| Totals | 378 | 1517 | 221 | 1003 | 3119 |
| Enrollment | Summer 16 | Fall 16+ AY 16-17 | | Spring 17 | |
| Undergraduate | 1953 | 7778 | | 7252 | |
| Graduate | 635 | 885 | | 863 | |
| Professional | 183 | 375 | | 374 | |
| Totals | 2771 | 9038 | | 8489 | |
| Interns/UG and professional | 17.7% | 21.3% | | 13.2% | |
| Interns/ total enrollment | 13.6% | 19.2% | | 11.8% | |

Graduate:

d. **Target not met** 9.45% increase in institutionally-funded academic graduate assistantships

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Graduate Assistants, HC | 0 | 211 | 195 | 187 | 199 | 201 | 220 |
| Teaching | | 68 | 168 | 187 | 199 | 201 | 91 |
| Research | | 143 | 27 | 0 | 0 | 0 | 118 |
| Administrative | | | | | | | 11 |

Explanation of changes made based on these results:

d. While the increase achieved was impressive, it did fall slightly short of the target. Several changes are being implemented in 2017-18 which should affect these numbers positively:

- Increase in grant submissions should results from the investment in and growth of the ULM Office of Sponsored Programs and Research in 2017-18
- Board of Regents superior grad student scholarships are being offered
- Academic affairs continues to mine the general fund as part of its commitment to growth in this area

Does the unit have any partnerships or provide services for the public or community?:

No

Notes (optional):

3/15/2018