Northwestern State University of Louisiana
University of Louisiana System

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

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

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

Table of Contents

1. STUDENT SUCCESS

• An explanation for any targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

In Year 3 of the GRAD Act, Northwestern did not meet the target for the 1st to 2nd year retention rate. While Northwestern did not meet the target, the University did maintain the retention rate in a range similar to previous years. In the four years, inclusive of the baseline year to year 3 of the GRAD Act, Northwestern's rate has been in the 67.0% to 68.0% range in three of the four years.

As one can see by both the retention reports produced on an annual basis and the responses for non-returners reported below, no one factor made Northwestern miss this target. Once registration begins for each semester, non-returning students are contacted to either get them to register or to ascertain why they are not returning. Based on these calls/contacts, the University has determined a combination of financial problems, personal problems, and academic problems contributed to the missing of this target. Northwestern administration continues to work to expand academic tutoring and assistance and has recently contracted the services of a financial planning provider to assist students with budgeting and to provide information about how to plan for the funding of their education.

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

Northwestern implemented/continued the following student success initiatives in 2012-13:
- Northwestern continued to assign mentor/advisors to all entering freshmen and to implement early warning systems such as four-week grades for freshman students and midterm grades for all students.
- All entering students are required to enroll in UNIV 1000 (formerly OR 1010) which is an orientation to University life.
- At present, a drop-down menu on the student registration website is being developed to collect data regarding student withdrawals. This menu will allow the University to better assess why students do not complete classes.
- A way to record the reason a student is resigning from the University is also under development.
- A protocol for faculty members to use in targeting students who are not earning passing grades in order to assist them in getting support and tutorial assistance has been developed and implemented.
- Northwestern continues to expand its commitment to academic advising by hosting professional development workshops for faculty and staff advisors. Additionally, advisors have begun to implement an enhanced advising system whereby at-risk students are contacted often to offer them appropriate academic support or counseling.
- Northwestern currently offers academic support for all courses. Two particular tutoring sites have garnered external funding from the Board of Regents Support Fund and from Title III—The Experiential Mathematics Lab and The Learning Center for Nursing and Allied Health Majors.
- In 2012-13, Northwestern offered Dual Enrollment courses to at least 16 high schools in addition to the Louisiana Virtual School which is available to high school students throughout the state.

- During 2012-13, Northwestern continued to work with K-12 teachers in Louisiana through Project Lead the Way (PLTW) and the NSU-Writing Project (NSUWP) to provide professional development.
- Departments implemented an array of collaborative endeavors with K-12 partnership schools during this reporting period.
- During Summer 2012, a Retention Summit was held with unit heads or their representatives from Academic and Student Affairs. Numerous retention/advising topics were discussed, actions to be taken were decided, and these actions were tracked through the Fall 2012 semester.
- Out of that Retention Summit, the makeup of the Retention Committee was changed, and they met throughout the semester to revise and reformulate retention initiatives which became the new retention plan.
- This retention plan was distributed to the departments and if they wished to incorporate it into their existing retention plans, they could do so.
- In November 2012, the Retention Committee was again reformulated to focus on a Title III grant opportunity. The reformulated retention committee is using the new retention plan as its starting point for work on this grant.

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

The University has developed internal assessment pieces to ensure that retention programs are functioning in an effective manner. These data are tracked and reviewed several times per year. Assessment of effectiveness is measured by the number of students who retain from the first semester to the second. Each student who did not return is contacted about why s/he did not return. These data are tracked and analyzed. A new process in the system allows these contacts to now be centralized and accessible through the student system. These responses are reviewed regularly in order to make improvements to our retention rates. In April 2013, students who did not return will be re-invited to return to Northwestern via letter sent to their home address in an effort to recruit them back for Fall.

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

Northwestern monitors students across time through a variety of institutional research reports and contacts with advisors/mentors/department heads.
- Each semester, a report is generated which lists students who have not re-enrolled at Northwestern. Students who have not registered are contacted by advisors and Department Heads and a series of questions are asked about why they have not re-enrolled. The answers to these questions are either entered in the Banner system or sent to Institutional Research where they are collated and compiled.
- Students who have not pre-enrolled for the coming semester are contacted during the Fall or Spring to remind them to re-enroll.
- Students who stop out are contacted about re-enrollment during each registration cycle. This material is tracked and examined to ascertain roadblocks to re-enrollment.
- To enhance student re-enrollment for Fall 2013 courses, a new campaign called Ready, Set, Register has been implemented in Spring 2013. The campaign encourages students to see their advisors and register before leaving for summer. Each week, a donated I-tunes gift card is given away to a student whose name is drawn from students pre-registering for that week.

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

Northwestern shared two reports with high schools this academic year. These reports help high schools track success in Early Start-Dual Enrollment courses and indicate data about college matriculation.

- **Early Start Reports:** In Fall 2012, the Office of Institutional Research provided the Office of the Carl D. Perkins Program (which helps oversee dual enrollment) with a feedback report for all partner high schools for whom Northwestern offered a dual enrollment course. In total, 38 partner high schools received feedback on their dual enrollment students. The current report template contains information regarding student enrollment, enrolled semester credit hours (SCHs), completed SCHs, and matriculation of former dual enrolled students to Northwestern. Currently, no known feedback has been received requesting additions or changes to the report.

- **Matriculation and Performance Reports:** Further, in Fall 2012, the Office of Institutional Research provided the Division of Student Affairs with high school feedback reports for all high schools with an entering class of fifteen or more students. In Fall 2012, this report was provided to twelve feeder high schools. The current report template contains information regarding dual enrollment as well as data for the entering student class. Currently, no known feedback has been received requesting additions or changes to the report.

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.1 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	**1184**	**1238**	**1068**	**1144**			
# Retained to 2nd Fall semester	**804**	**871**	**721**	**768**			
Rate	**67.9%**	**70.4%**	**67.5%**	**67.1%**			
Target		**70.5% (68.5% - 72.5%)**	**70.5% (68.5% - 72.5%)**	**70.5% (68.5% - 72.5%)**	**71.6% (69.6% - 73.6%)**	**71.6% (69.6% - 73.6%)**	**72.6% (70.6% - 74.6%)**
Actual Fall 06 to Fall 07 /Fall 07 to Fall 08			**65.7%**	**67.6%**			
Actual Fall 07 to Fall 08/Fall 08 to Fall 09			**67.6%**	**67.9%**			
Actual Fall 08 to Fall 09/Fall 09 to Fall 10			**67.9%**	**70.4%**			
Avg of Prior Three Years			**67.1%**	**68.6%**			
Actual Fall 09 to Fall 10/Fall 10 to Fall 11			**70.4%**	**67.5%**			
Actual Fall 10 to Fall 11/ Fall 11 to Fall 12			**67.5%**	**67.1%**			
Avg of Most Recent Two Yrs			**69.0%**	**67.3%**			
Target Met?		**YES**	**YES**	**NO**			

1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 07 to Fall 09**	**Fall 08 to Fall 10**	**Fall 09 to Fall 11**	**Fall 10 to Fall 12**	**Fall 11 to Fall 13**	**Fall 12 to Fall 14**	**Fall 13 to Fall 15**
# in Fall Cohort	1283	1184	1238	1068			
# Retained to 3rd Fall semester	680	638	685	587			
Rate	53.0%	53.9%	55.3%	55.0%			
Target		53.4% (51.4% - 54.0%)	53.4% (51.4% - 54.0%)	53.4% (51.4% - 54.0%)	54.7% (52.7% - 55.0%)	55.7% (53.7% - 57.7%)	55.7% (53.7% - 57.7%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	1875	1826	1793	1417			
# Graduated within 150% of time	527	539	486	479			
Rate	28.1%	29.5%	27.1%	33.8%			
Target		28.0% (26.0% - 30.0%)	28.0% (26.0% - 30.0%)	32.0% (30.0% - 34.0%)	34.0% (32.0% - 36.0%)	35.0% (33.0% - 37.0%)	36.0% (34.0% - 38.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	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	7,150	7,305	7,223	7,158			
Expected # of Awards*	1,788	1,826	1,806	1,790			
# Awards	1,364	1,369	1,870	2,009			
Ratio of Awards/ FTE	.1908	.1874	.2589	.2807			
Award Productivity*	76.3%	75.0%	103.6%	112.27%			
Target		75.0% (73.0% - 77.0%)	76.0% (74.0% - 78.0%)	77.0% (75.0% - 79.0%	78.0% (76.0% - 80.0%	79.0% (77.0% - 81.0%)	80.0% (78.0% - 82.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	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)	151	85	75	78			
# Admitted by Exception	32	20	11	2			
Rate	21.2%	23.5%	14.7%	2.6%			
# in Freshmen Admitted (Fall)	1241	1079	1165	1303			
# Admitted by Exception	97	94	91	64			
Rate	7.8%	8.7%	7.8%	4.9%			
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	121	125	80	106			
# Admitted by Exception	19	16	14	14			
Rate	15.7%	12.9%	17.5%*	13.2%			
# in Freshmen Admitted (Total)	1513	1289	1320	1487			
# Admitted by Exception	148	130	116	80			
Rate	9.8%	10.1%	8.8%	5.4%			

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

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1052	1076	1077	1062			
% Change		2.3%	2.4%	1.0%			
Target		2.3%	-0.7% (-2.7% to 1.3%)	-0.6% (-2.6% to 1.4%)	-0.5% (-2.5% to 1.5%)	-0.2% (-2.2% to 1.8%)	0.0% (-2.0% to 2.0%)

	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	0	0	57	56			
% Change		0.0%	5600.0%	5500.0%			
Target		0.0%	5800.0% (5600.0% - 6200.0%	5800.0% (5600.0% - 6200.0%)	5800.0% (5600.0% - 6200.0%)	5800.0% (5600.0% - 6200.0%)	5800.0% (5600.0% - 6200.0%)

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Total, Undergraduate Completers	**1052**	**1076**	**1134**	**1118**			
% Change		**2.3%**	**7.8%**	**6.3%**			
Target		**2.3%**	**4.9% (1104) (2.9% - 6.9%)**	**5.0% (1105) (3.0% - 7.0%)**	**5.1% (1106) (3.1% - 7.1%)**	**5.4% (1109) (3.4% - 7.4%)**	**5.6% (1111) (3.6% - 7.6%)**
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**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	**230**	**224**	**249**	**256**			
% Change		-2.6%	8.3%	11.3%			
Target		-2.6%	0.3% (-1.7% to 2.2%)	1.6% (-0.4% to 3.5%)	0.7% (-1.3% to 2.6%)	2.0% (0.0% to 4.0%)	2.0% (0.0% to 4.0%)

	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-Masters	**0**	**0**	**5**	**8**			
% Change		0.0%	400.0%	700.0%			
Target		0.0%	200.0% (0.0% to 400.0%)	200.0% (0.0% to 400.0%	200.0% (0.0% to 400.0%	200.0% (0.0% to 400.0%	200.0% (0.0% to 400.0%

	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, Specialists	**20**	**15**	**13**	**8**			
% Change		-25.0%	-35.0%	-60.0%			
Target		-25.0%	-20.0% (-25.0% to -15.0%)	-20.0% (-25.0% to -15.0%)	-20.0% (-25.0% to -15.0%)	-10.0% (-20.0% to 0.0%)	-10.0% (-20.0% to 0.0%)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Graduate Completers	250	239	267	272			
% Change		-4.4%	6.8%	8.8%			
Target		-4.4%	0.0% (250) (-2.0% to 2.0%)	1.2% (253) (-0.8% to 3.2%)	0.4% (251) (-1.6% to 2.4%)	2.4% (256) (0.4% to 4.4%)	2.4% (256) (0.4% to 4.4%)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	1302	1315	1401	1390			
% Change from baseline		1.0%	7.6%	6.8%			

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	5	3	5	4			
Fall	547	593	660	627			
Winter							
Spring	562	522	603	572			
TOTAL	1,114	1,118	1,268	1,203			

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	15	13	21	18			
Fall	2,511	2,539	2,975	2,928			
Winter							
Spring	2,456	2,309	2,704	2,544			
TOTAL	4,982	4,861	5,700	5,490			

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	12	13	21	18			
Fall	2,487*	2,497	2,942	2,883			
Winter							
Spring	2,414	2,297	2,626	2,520			
TOTAL	4,913	4,807	5,589	5,421			

*NwSU has the number of SCHs as 2487 as one student was submitted to the Board with a grade of "W", but actually later received a grade of "B".

1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR PASSAGE RATE	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC)	Louisiana State Board of Nursing	94.4%	CY2012	40	40	100.0%
Nursing (RN)	NCLEX-RN (Associate)	Louisiana State Board of Nursing	96.6%	CY2012	60	55	91.7%
Radiologic Sciences	American Registry of Radiologic Technologists (AART) Exam in Radiography	Louisiana State Radiologic Technology Board of Examiners	95.8%	CY2012	28	28	100.0%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	87.5%	CY2012	2	3	66.7

*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year later than what was reported as baseline in Year 1 of GRAD act

**Calculated Passage Rate = # students who met standards for passage/# students who took exam

1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**10-11**	**11-12**	**12-13**	**13-14**
Number of students who took exams	100			
Number of students who met standards for passage	100			
Calculated Passage rate	100.0%			
Target	**100.0% (98.0% - 100.0%)**	**100.0% (98.0% - 100.0%)**	**100.0% (98.0% - 100.0%)**	**100.0% (98.0% - 100.0%)**
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	**YES**			

1.d.i.d. Passage rate on licensure exam in Nursing (NCLEX-RN); licensure granted by Louisiana State Board of Nursing (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**CY 11**	**CY 12**	**CY 13**	**CY 14**
Number of students who took exams	92			
Number of students who met standards for passage	95			
Calculated Passage rate	96.8%			
Target	**92.0% (90.0% - 94.0%)**	**92.0% (90.0% - 94.0%)**	**92.0% (90.0% - 94.0%)**	**92.0% (90.0% - 94.0%)**
Actual Year 07				
Actual Year 08				
Actual Year 09				
Avg of Prior Three Years				
Actual 10				
Actual 11				
Avg of Most Recent Two Yrs				
Target Met?	**YES**			

2. ARTICULATION AND TRANSFER

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

Northwestern works diligently to ensure a smooth transfer process for students:
  - In Spring 2011, Northwestern's Academic and Career Engagement (ACE) Committee along with the Provost and Academic and Student Affairs Council determined that all incoming transfer students would initially be directed to one of the designated transfer advisors in the Academic Advising Center. Students would then be assigned a specific advisor in their respective academic departments. This initiative became effective for Summer 2011, and expanded the activities in Northwestern's current Quality Enhancement Plan of Academic and Career Engagement. Retention and graduation rates are expected to increase based on the implementation of this initiative, as they have for incoming freshmen who have participated in this program. Information about transferring to Northwestern is prominently displayed on the transfer admission site so that students can easily identify the procedures to follow during the transfer process.
  - Incoming transfer students are also assigned a student mentor who can assist them during the transition to the University from the community college.
  - Northwestern has created a comprehensive transfer admission guide which contains articulation agreement information and course crosswalks for students to use as a guide.
  - Northwestern has created a weekly report to the academic units showing all the students awarded transfer credit within the previous week. This report allows unit heads to look at the transfer credit and ensure students are receiving all the credit they should receive.
  - Northwestern has reached out to all community colleges in the state to create referral agreements.   At present, these agreements have been implemented with the following community colleges: Bossier Parish, South Louisiana Community College, Louisiana Delta, Delgado, and River Parishes. For those community colleges who have not responded, Northwestern will continue to follow up to implement the referral agreements.
  - Northwestern has continued to formulate degree programs which can be delivered electronically so as to accommodate place-bound transfer students. The Bachelor of Applied Science in Allied Health, the first of its kind in the state, was developed in response to the needs of the community college students. Another letter of intent for a Bachelor of Applied Sciences is in development.

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

Northwestern engaged an independent evaluator to review the community college transfer process and Northwestern's responsiveness and assessment of services to these students. This study has been shared with the University Administration, and new procedures are under consideration to enhance community college transfer.

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

  - All students who earn a 2.25 GPA or less are directed to see their academic advisor to ensure their grade point average does not continue to decline. An account hold is placed on these students' records to ensure compliance. These students are referred to support services, counseling, or academic skills services. Advisors follow up with these students to monitor their success. These students and their progress are tracked by Institutional Research and by the Academic Advising staff in the Academic and Career Engagement Center.
  - Each month, Department Heads and Directors are to submit reports to Institutional Research which indicated their activities in pursuing transfer agreements.
  - The University maintains a community college transfer Website and transfer guide to assist students.

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

Northwestern worked closely with LCTCS officials this year by formulating articulation agreements, hosting meetings between Northwestern and Community College faculty and staff, and by meeting with administrators to plan future collaborative endeavors:
  - In the past couple of years, Northwestern signed articulation agreements with Bossier Parish Community College, Louisiana Delta Community College, Southern University Shreveport, Delgado Community College, and Louisiana State University-Eunice. A complete list of the articulation agreements in effect for this year can be found in the transfer guide. According to the feedback report given to these institutions, 316 students transferred to Northwestern in the 2011-2012 academic year having also attended one of those five institutions within the last three years.
  - Each fall, the community colleges receive a feedback report regarding the number of their students enrolled at Northwestern, and Dr. Neil Matkin at LCTCS is also given a summary report for the LCTCS system.
  - During 2011 and 2012, Northwestern and Louisiana Delta Community College and Bossier Parish Community College staff and faculty met multiple times to work on an array of grant possibilities and transfer agreements.
  - Drs. Webb and Abney worked with Mr. Will Wainwright at North Shore Technical College to explore possibilities of collaborative endeavors.
  - Based upon monthly progress reports from the Departments or other sources, additional agreements were either put in place or progress was made with the following institutions in 2012 - 2013: Air Force CC, Alvin CC, Baton Rouge CC, Delgado CC, Houston CC, Louisiana State University – Eunice, Louisiana Technical College – Sullivan Campus, Southern University – Shreveport, South Louisiana Community College, Texas A&M Engineering Extension Service, Texas State Technical College – Marshall, University of Texas – El Paso, and Yakima Valley community College.
  - Northwestern currently has approximately sixty active 2+2 articulation agreements, with approximately twenty being revised and/or signed and implemented in the 2012-13 academic year. In addition, Northwestern continues to actively pursue another ten agreements with various community colleges and universities at this present time.

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

2.a.i.a. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	763	942	970	830			
# retained to next Fall semester	458	545	611	561			
Rate	60.0%	57.9%	63.0%	67.6%			

*No exclusions were made for death or military leave.
**Prior to Year 3, both Summer transfers and students in supplementary terms in Fall and Spring were included.
***The # retained to next Fall semester in AY 08-09 includes 7 students who graduated and did not return as well as 4 more students who both graduated and returned.
****The #retained to next Fall semester in AY 09-10 includes 7 students who graduated and did not return as well as 3 more students who both graduated and returned.
*****The # retained to next Fall semester in AY 10-11 includes 13 students who graduated and did not return as well as 6 more students who both graduated and returned.
******The # retained to next Fall semester in AY-11-12 includes 6 students who graduated and did not return as well as 1 more student who both graduated and returned. The Board of Regents will only show 3 students who graduated and did not return as 3 of the 6 students graduated in Summer 2012 and have not been submitted to the Board of Regents as of this report creation. These 3 Summer 2012 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.

*This table includes baccalaureate degree-seeking transfer students only who were enrolled at the fall/spring census dates.

2.a.i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry (as identified in SSPS) (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled in the academic year	364			
# retained to the next Fall semester	266			
Rate	**73.1%**			
Target	**68.1% (66.1% - 70.1%)**	**68.3% (66.3% - 70.3%**	**68.4% (66.4% - 70.4%)**	**68.5% (66.5% - 70.5%)**
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	**YES**			

*This table includes full-time baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry only who were enrolled at the fall/spring census dates.

**No exclusions were made for death or military leave.

***The # retained to next Fall semester in AY-11-12 includes 4 students who graduated and did not return as well as 1 more student who both graduated and returned. The Board of Regents will only show 2 students who graduated and did not return as 2 of the 4 students graduated in Summer 2012 and have not been submitted to the Board of Regents as of this report creation. These 2 Summer 2012 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.

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	1008	1039	1034	1009			
# who began as transfers	442	489	427	443			
Percentage who began as transfers	43.8%	47.1%	41.3%	43.9%			

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)	233	219	235	217			
# Admitted by Exception	18	13	11	13			
Rate	7.7%	5.9%	4.7%	6.0%			
# Transfers Admitted (Fall)	666	682	732	630			
# Admitted by Exception	70	50	65	82			
Rate	10.5%	7.3%	8.9%	13.0%			
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	433	420	417	379			
# Admitted by Exception	39	43	36*	29			
Rate	9.0%	10.2%	8.6%*	7.7%			
# Transfers Admitted (TOTAL)	1332	1321	1384	1226			
# Admitted by Exception	127	106	112	124			
Rate	9.5%	8.0%	8.1%	10.1%			

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

2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	85**	150***	134****	171			
# retained to next Fall semester	56	96	80	116			
Rate	65.9%	64.0%	59.7%	67.8%			

*No exclusions were made for death or military leave.
**The # retained to next Fall semester in AY 08-09 includes 1 student who both graduated and returned.
***The # retained to next Fall semester in AY 09-10 includes 2 students who graduated and did not return.
****The # retained to next Fall semester in AY 10-11 includes 3 students who graduated and did not return.

NOTE: While 2.a.i.a and 2.a.i.b are only as of the fall and spring census date, 2.b.i. includes summer and the non-census date supplemental sessions.

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	**1052**	**1076**	**1077**	**1062**			
# who began as transfers w assoc degree	**42**	**53**	**63**	**64**			
Percentage who began as transfers w assoc degree	**4.0%**	**4.9%**	**5.8%**	**6.0%**			

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

2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	519	438	476	494			

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

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	0			
# retained to next Fall semester	0	0	0	0			
Rate	N/A	N/A	N/A	N/A			

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of completers who began as transfer degree students	0	0	0	0			

3. WORKFORCE AND ECONOMIC DEVELOPMENT

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

Northwestern conducts yearly program review which examines programs in terms of productivity and connection to workforce:
- All programs at Northwestern are reviewed by a Program Review Committee. The Program Review Committee convened in Fall 2012, and the members have diligently examined all academic programs. The final report has been submitted and no programs have been recommended for elimination. A primary focus of this committee this academic year was retention and other enrollment management issues. Programs identified as lacking in an area were requested by the Provost to submit a plan for improvement which is monitored quarterly.
- Rather than showing the mapping of degrees and careers in an Excel spreadsheet as was provided last year, users can now find the connections between the degrees offered and regional and/or state workforce needs via the Louisiana Workforce Commission.
- A professional development workshop was held in the Spring 2013 semester with representatives from the Louisiana Workforce Commission Ms. Raj Jindal and Mr. Charles Moniotte to show faculty and staff how to use the newly developed system.
- In concordance with the GRAD Act, the AA in Criminal Justice, AD in Business Administration, and AS in Electronics Technology have been eliminated.

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

Northwestern strives to ensure that students who graduate are work-force ready. To this end, the University continually reviews degree programs to ensure that students will develop skills needed to meet the needs of the workforce.
- As new programs are planned, the departments working on proposals are required to submit a workforce assessment showing that they have consulted the various occupational forecast materials in planning of the degree program.
- Northwestern is developing a letter of intent for a Bachelor of Applied Science with a concentration in Natural Resources Management, Human Resources Management. This degree program was developed with input from staff at LCTCS, business and industry, and students who indicated that they desire such a program.
- To meet the anticipated high workforce needs in the healthcare industry as well as be compliant with current recommendations from AACN, the University has submitted a draft letter of intent/proposal for a Doctorate of Nurse Practitioner program to the University of Louisiana System. The letter of intent has been approved by the University of Louisiana System and the Board of Regents. The Dean and MSN Coordinator have met with all the other programs in the state to work out a collaborative process to ensure student fluidity between programs.
- To meet the projected high workforce needs for social workers, the University has submitted a letter of intent/proposal for a Masters of Social Work.
- In addition, new degree programs were added to Northwestern's inventory: a Graduate Certification in TESOL, a Post-Baccalaureate Certification in English as a Second Language, and a BA in Organizational Leadership.

- The School of Creative and Performing Arts created a new concentration in "Music Industry" within the Bachelor of Music degree. This concentration will help support business needs in the state.
- The Department of Educational Leadership implemented a new concentration in the Masters of Education in Educational Technology called Workforce Development.
- The Department of Educational Leadership also implemented concentrations in the MA in Counseling – a concentration in Clinical Mental Health Counseling and School Counseling. These concentrations will also serve workforce needs.
- The Department of Teaching and Learning modified the undergraduate programs in early childhood education, elementary education, and secondary education to incorporate changes within Louisiana teacher certification and education legislation (for example, Act 1, Act 2). A reading course for early childhood and elementary candidates has been revamped to incorporate literacy initiatives. All pedagogy coursework (for all majors) has been modified to incorporate Common Core State Standards (CCSS).
- The Department of Mathematics and Engineering Technologies is developing a new concentration in actuarial mathematics. New or reactivated courses/subject matters include Financial Mathematics (Interest Theory), Construction of Actuarial Models, time series, and regression analysis. This new concentration already has firms willing to provide internship experiences. Once created, this concentration will allow Northwestern to apply to be listed as an introductory undergraduate program with the Society of Actuaries. Jobs in this area show a potential to grow by 7.7% over this decade according to the Louisiana Workforce Commission.
- The School of Business sent out a survey to all CPAs in the state requesting information about job skills needed by accounting graduates. The Bachelor of Science in Accounting curriculum will be adjusted as necessary.
- Recognizing the necessity of exceptional oral and written communication skills to career success, the Department of Language and Communication developed the interdisciplinary Certificate of Communication Excellence to strengthen and refine the communication skills of NSU students as they pursue their specific major objectives. This certificate requires an additional 15 hours of coursework in Communication and English which includes two additional communication-intensive Communication courses, two communication-intensive English courses, an interdisciplinary capstone course, and a public final portfolio. This certificate became available in Summer 2012.
- The Child Development and Family Relations concentration of the Family and Consumer Sciences degree has been advertised as an online degree in support of Head Start employees needing a degree by 2014 due to a federal mandate.
- Discussion is ongoing in the Department of Languages and Communication regarding the revision of the BA in English program and the possibility of having it placed it online which would allow additional citizens access to the program.
- Internship programs have been expanded, and an Internship Task Force has developed guidelines, reporting standards and other procedures. Also, an internship database is being developed to better serve students and advisors.
- Advisory Councils: All departments offering degree programs have now developed advisory councils which meet either via conference call or face-to-face each year or more frequently as needed to ensure that Northwestern produces graduates who meet the needs of the workforce.

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

Northwestern has worked closely with business and industry to assist with matters pertaining to technology and administration. For example, the School of Business holds the annual J. Walter Porter Forum every year where business and industry are invited to be featured speakers and students and the community are invited to attend. In another example, the College of Nursing and Allied Health Dean works with the Louisiana Nursing Center for Excellence and the workforce committee in Baton Rouge. The nursing area also conducts surveys of their employers to insure they are meeting the needs of their agencies. Overall, departments have engaged in many different activities with business and industry. Mr. Jason Parks, Interim CenLa Campuses Executive Director, who has a well-developed background in workforce development was hired in July 2012, and he has worked with the Provost, Unit Heads, and others to help better connect workforce practices and needs to University programs.

Dr. Webb, Dr. Abney, Dr. Williams, and Mr. Parks have worked with the Central Louisiana Economic Development Alliance, the North Louisiana Economic Partnership, Shreveport Bossier Business Alliance, various Chambers of Commerce, and the BOR Workforce Commission. The North Louisiana Manufacturing Council convened at Northwestern four times during 2012-13 to work to enhance Northwestern's role in the Manufacturing industry.

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

Northwestern employs a number of methods to track students into the workforce. In the semester of graduation, students fill out the Graduating Senior Survey. Of those who responded, 94% indicated they will be pursuing employment. In addition, 33% of respondents indicated they will pursue graduate study.

Northwestern also creates an annual/biannual report for the various academic departments tracking where their baccalaureate graduates have pursued further education. This report is based on information obtained from the National Student Clearinghouse. While students cannot always be 100% identified as pursuing graduate study, the information does allow department heads/directors an idea of the percentage of students receiving further education as well as where the students receive that education.

The 2011 Board of Regents' Employment Outcomes Report supports the need for postsecondary education to produce a more educated workforce. Northwestern supports the goal of expanding the number of completers in postsecondary education and, thus, expanding the number of qualified members of the workforce.

In one example of tracking students, the nursing area sends surveys to their graduates at one year post graduation in addition to seeing them often in their clinical locations. The nursing area also conducts an employer survey. Other departments conduct their own tracking of students:

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

  - The University continued its implementation of Banner Student which provides a new hardware and software interface for student registration, financial aid, and accounts receivable. The continued implementation of Banner will have a significant impact on day to day operations. The impact of this initiative has resulted in significant enhancements to processes for admissions, registration, accounts receivable, and financial aid. Enhancements to infrastructure were included to meet the needs of the software. Faculty and staff have been involved in an on-going professional development effort to include structured sessions provided by Ellucian staff as well as informal "just in time" training opportunities.
  - Through its office of Electronic and Continuing Education, the university has developed a comprehensive professional development program for faculty and staff that includes learning the basics of Microsoft operations to more in-depth preparation in instructional design, online pedagogy, and eLearning course development. To date, 69 sessions have been provided, and 87 faculty/staff have participated with a total session enrollment of 203.
  - The University initiated a comprehensive lecture capture video system to allow faculty to record lectures or other content as a means of enhancing online and face to face courses. The effort is underway and further development is anticipated.
  - The University continued its desktop video initiative to provide synchronous opportunities for online and face-to-face faculty-student collaboration, mentoring, and advising.
  - The University continued to offer and expand its strong distance education program. In AY 2011-2012, over 500 courses were offered. The number of sections offered and course enrollments in those sections also grew: 1,667 sections in AY 2011 – 2012 versus 1,605 in AY 2010 – 2011 and 35,232 course enrollments in AY 2011 – 2012 versus 32,937 course enrollment in AY 2010 – 2011.
  - Northwestern continues to pioneer new online courses and degree programs. Some new programs made available in 2012-2013 include the Bachelor of Arts in Organizational Leadership – Public Safety Administration concentration, Bachelor of Science in Family and Consumer Sciences – Child Development and Family Relations concentration, and the Bachelor of Science in Computer Information Systems.
  - The University worked in collaboration with the University of Louisiana System to fully develop two of the ten courses to be offered as part of the new Organizational Leadership degree program. The program is scheduled for a launch in the summer of 2013.

a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# of eliminated programs	**0**	**10***	**8****	**3*****			

*The BA in Heritage Resources, BA in Journalism, BA in Political Science, BA in Sociology, BS in Chemistry, BS in Chemistry Education, BS in Physics, BS in Physics Education, MA in Heritage Resources, and MAT in Special Education Mild/Moderate (Program re-design)

**The BA in English Education, BA in Social Studies Education, BS in Biology Education, BS in Business Education, BS in Family and Consumer Sciences Education, BS in Mathematics Education, BS in Middle School Education, and BS in Speech Education

***The AA in Criminal Justice, AD in Business Administration, and AS in Electronics Technology

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	3*	13**	8***	3****			

*The MAT in Elementary Education and Special Education Mild/Moderate Grades 1 -5, MAT in Middle School Education and Special Education Mild/Moderate Grades 4 -8, and the MAT in Secondary Education and Special Education Mild/Moderate Grades 6 – 12.

**The PBC in Counseling, PBC in Educational Technology Leadership, PBC in Elementary Education, PBC in Gifted Education, PBC in Middle School Education, PBC in School Librarian, PBC in Secondary Education, PBC in Special Education Early Interventionist, PBC in Special Education Mild/Moderate for Elementary Education, PBC in Special Education Mild/Moderate for Middle School Education, PBC in Special Education Mild/Moderate for Secondary Education, PBC in Supervisor of Materials/Media Centers, and PMC in School Turnaround Specialist.

***The BAS in Allied Health, BS in Physical Science, BS in Secondary Education and Teaching, MS in Homeland Security, PBC in Educational Diagnostician, and PMC in Level 1 Educational Leadership – Alternate Pathway. The MA in School Counseling became the MA in Counseling. The MA in Student Personnel Services became the MA in Student Affairs in Higher Education.

****The BA in Organizational Leadership, the GC in TESOL, and the PBC in English as a Second Language.

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			70*	79*			
# of programs aligned with needs			70	79			
% of programs aligned			100%	100%			

*Degree options are omitted.

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

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of course sections that are 50-99% distance delivered	**0**	**0**	**0**	**4****			
# of course sections that are 100% distance delivered	**1,559***	**1,606***	**1,605***	**1,663***			

*Includes all on-line or compressed video sections
**Includes sections coded as blended

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	**0**	**0**	**0**	**49****			
# of students enrolled in courses that are 100% distance delivered	**27,330***	**30,582***	**32,937***	**35,183***			

*Includes all students enrolled in on-line or compressed video sections
**Includes sections coded as blended

3.b.iii. Number of programs offered through 100% distance education by award level (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Associate	1			
Baccalaureate	13			
Post-Baccalaureate	10			
Grad Cert	1			
Masters	18			
PMC	1			
Specialist	1			
Doctoral	0			
Professional	0			
TOTAL	45			
Target (Total Programs)	**45 (43-47)**	**45 (43-47)**	**45 (43-47)**	**45 (43-47)**
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
Met?	**YES**			

4. Institutional Efficiency and Accountability

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

Northwestern worked closely with BPCC to ensure the timely transfer of developmental courses to BPCC and to work toward transfer of Associate Degree programs.

- In 2011-12, Northwestern eliminated the delivery of ENGL 0920, the developmental English course. BPCC is now offering this course to Northwestern students on the Northwestern Campus. MATH 0920 is gradually being phased out. A plan is in place to no longer offer any developmental courses after Summer 2014.
- In 2012-13, Northwestern also participated in the Board of Regents' initiated pilot study regarding developmental programs.
- At the conclusion of Spring 2012, Northwestern no longer admitted students to the AS in Electronics Technology program. At the conclusion of Fall 2012, Northwestern no longer admitted students to the AA in Criminal Justice or the AD in Business Administration.
- Northwestern initially planned to phase out the ASN in 2018; however, upon a closer examination of the location of the ADN student population and the absence of community college coverage in the Leesville/Alexandria areas, it would be difficult for Northwestern to cease offering the ASN as there is no community college provider available to absorb the ASN students. Should the Community College which is scheduled to be housed in Alexandria become fully operational this year, it is unlikely that it would have the capacity to serve all the ASN students of Alexandria by 2018. Additionally, BPCC administration has indicated that though their capacity is growing, it will be unlikely that they can absorb all of Northwestern's ADN students by 2018. Northwestern will monitor the ability of surrounding community colleges to assume the role of ASN provider during the next few years, and we will revisit this issue if necessary.
- After much discussion with BPCC, BPCC administration determined it would be more cost-effective to allow the Veterinary Technology program to continue to be offered by Northwestern. Northwestern will maintain the AD in Veterinary Technology, as there is workforce need for this program as was evidenced by the many letters of support from veterinarians and others who heard that the program might be cancelled.
- With the continuation of the ASN degree and the AD in Veterinary Technology and the cancellation of the other three associate programs in the last year, the only remaining associate degree to be addressed is the AGS in General Studies. It is currently scheduled to stop admission at the end of Fall 2016 with a proposed elimination date of Fall 2018.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

According to LA R.S. 17:3351(b)(i) and the GRAD Act performance agreement, Northwestern State University will submit a six-year plan annually to increase non-resident tuition to a point that is not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board (SREB) states.

For FY 2012/13, the University [submitted to and received approval](#) from the ULS Board of Supervisors for the below six-year non-resident tuition plan with the goal of reaching the $18,188 projected FY 2015/16 SREB Median for 4-Year Category 4 institutions. The increase for FY 2011/12 was implemented per this approved plan.

SREB Median FY 09-10 $13,736
SREB Category 4   4.79%[*]

Fiscal Year	SREB Target	NSU	% Difference from SREB Target
FY 2009-10	$13,904	$10,618	-23.6%
FY 2010-11	$14,394	$12,126	-15.8%
FY 2011-12	$15,083	$13,552	-10.2%
FY 2012-13	$15,806	$14,846	-7.0%
FY 2013-14	$16,563	$16,370	-3.7%
FY 2014-15	$17,356	$17,752	-1.7%
FY 2015-16	$18,188	$19,146	0%

*For FY 2005-06 through FY 2009-10, the average increase in SREB out-of-state tuition was 4.79% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

The [schedule of tuition and fees](#) is published by the Office of the Registrar annually.

In accordance with the GRAD Act, Northwestern State University has monitored and will continue to monitor the enrollment and revenue impact of the six-year non-resident tuition plan increases. Below is the multiyear FTE enrollment and revenue analysis related to this plan.

	Non-Resident FTE Student Enrollment*	OOS Fee Total Revenue*	Additional Projected Revenue	
			$	%
FY 2009-10	403	$2,696,539		
FY 2010-11	389	$3,010,765		
FY 2011-12	414	$3,551,571		
FY 2012-13	414	$3,750,352		
FY 2013-14	414	$4,327,128	$450,147	12.00%
FY 2014-15	414	$4,776,732	$449,604	10.39%
FY 2015-16	414	$5,225,508	$448,776	9.40%

* Actuals for FYs 2009-10 and 2011-12. Projections for FY 2012-13 through FY 2015-2016

Non-resident enrollment is projected to remain steady as reflected in the above table.

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	38	30	31	27			
Course sections in English	20	12	13	0			
Other developmental course sections	0	0	0	0			
TOTAL	58	42	44	27			

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	1,012	905	783	711			
Enrollment in dev English	311	252	213	0			
Enrollment in other developmental courses	0	0	0	0			
TOTAL	1,323	1,157	996	711			

*NwSU numbers only include students enrolled in developmental courses for credit.
**NwSU numbers include the summer terms. They also include the students/sections for the pilot project initiated in 2012-2013.

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

4.b.i. Number of active associate degree programs offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	6	6	6*	3			

*The elimination of the AS in Electronics Technology will be submitted to the Board of Regents in Spring 2012.
**Between Year 2 and Year 3, the AA in Criminal Justice, the AD in Business Administration, and the AS in Electronics Technology have been eliminated.

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	1542*	1457**	1248***	1288****			

*Seven additional students were enrolled in an inactive associate program.
**Two additional students were enrolled in an inactive associate program.
***This number includes the students still enrolled in the AS in Electronics Technology in AY 2011-12.
****This number includes the students still enrolled in the AA in Criminal Justice or AD in Business Administration in AY 2012-13. An additional four students were enrolled in an inactive associate program.

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Non-resident tuition/fees (full-time)	$10,618	$12,126	$13,552	$14,846			
Peer non-resident tuition/fees (full-time)	$13,904	$14,394	$15,083	$15,806			
Percentage difference	-23.6%	-15.8%	-10.2%	-7.0%			

d. **Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	57			
# programs having discipline accreditation	55			
% accredited programs	96.5%			
TARGET	93.0% (91.0% - 95.0%)	93.0% (91.0% - 95.0%)	93.0% (91.0% - 95.0%)	93.0% (91.0% - 95.0%)
Year 08-09				
Year 09-10				
Year 10-11				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Met?	YES			

*per January 2013 BoR accreditation status report

Organizational Data

Submitted to
the Board of Supervisors of the
University of Louisiana System and
the Louisiana Board of Regents

In partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
Section 5

Northwestern State University of Louisiana
University of Louisiana System

April 1, 2013

a. Number of students by classification

- **Headcount, undergraduate students and graduate/professional school students**

    Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD , Fall 2012

Undergraduate headcount	8,312
Graduate headcount	1,135
Total headcount	9,447

    *Does not include Fall 2012 supplemental session

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

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

Undergraduate FTE	7,068.4
Graduate FTE	706.2
Total FTE	7,774.6

b.   Number of instructional staff members

- **Number and FTE instructional faculty**

    Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	381
FTE Faculty	318

c. **Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution in the fall of the reporting year**

   Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2012.

Undergraduate headcount enrollment	36,418
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,615
Average undergraduate class size	22.5

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

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

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

Total FTE enrollment	7,774.6
FTE instructional faculty	318
Ratio of FTE students to FTE faculty	24.4

e. **Number of non-instructional staff members in academic colleges and departments**

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

  Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2012, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

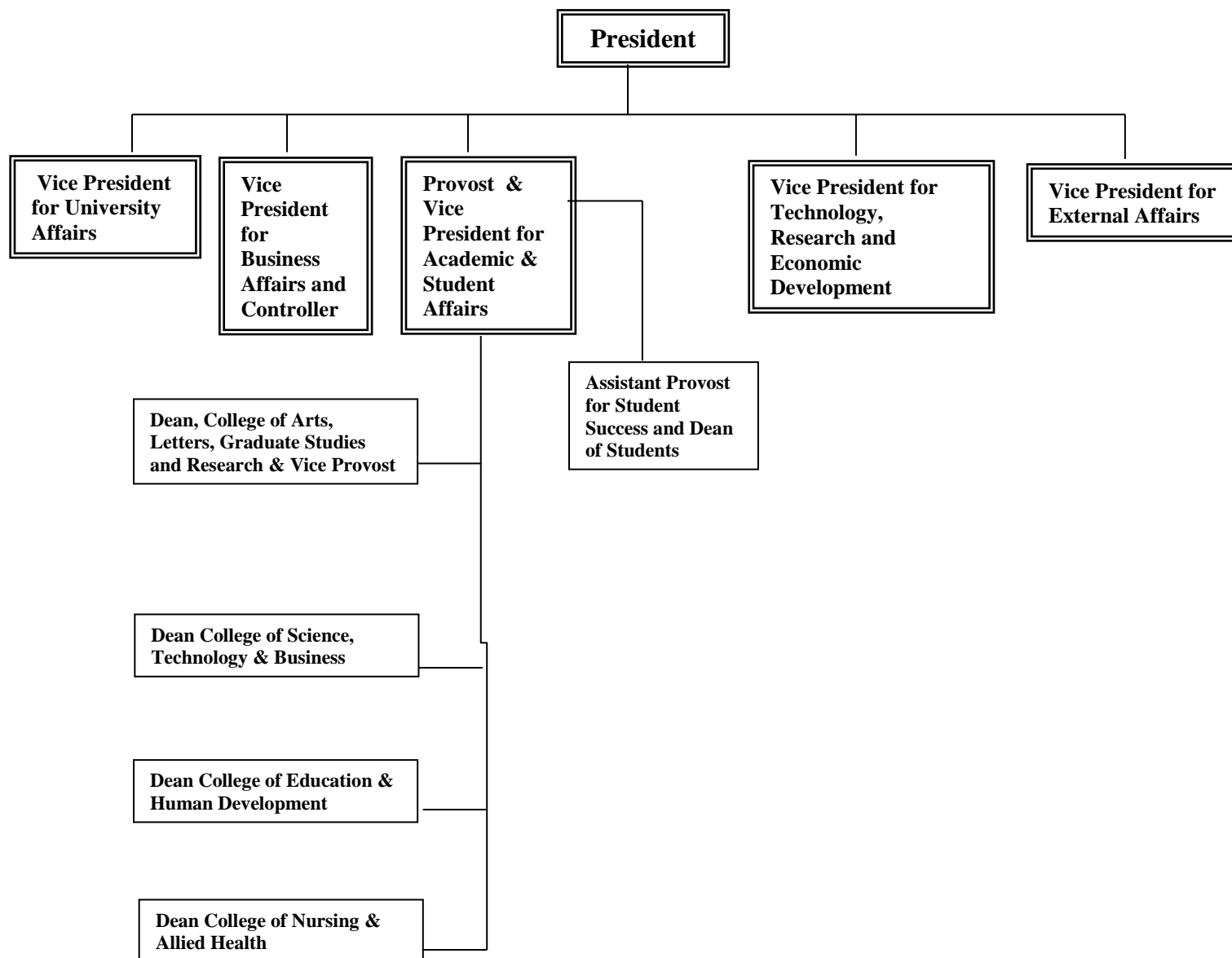| Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts, Letters, Graduate Studies, and Research	1	1
Education and Human Development	1	1
Nursing and Allied Health	1	1
Science, Technology, and Business	1	1

f.   Number and FTE of staff in administrative areas

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2012, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
President's Office	3	3
Academic and Student Affairs	3	3
Business Affairs	1	1
External Affairs	4	4
Technology, Research, and Economic Development	1	1
University Affairs	1	1

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2012).

```
                                    ┌─────────────┐
                                    │  President  │
                                    └─────────────┘
```

| Vice President for University Affairs | Vice President for Business Affairs and Controller | Provost & Vice President for Academic & Student Affairs | Vice President for Technology, Research and Economic Development | Vice President for External Affairs |

Assistant Provost for Student Success and Dean of Students

Dean, College of Arts, Letters, Graduate Studies and Research & Vice Provost

Dean College of Science, Technology & Business

Dean College of Education & Human Development

Dean College of Nursing & Allied Health

h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Salary Changes Since 6/30/2008
University President	$213,692	$213,692	$213,692	$213,692	$201,596 as of 6/30/08 7/1/2009 to $213,692 Salary adjustment based upon CUPA and SREB averages
Provost and Vice President for Academic Affairs	$149,000	$149,000	$149,000	$149,000	$145,450 (June 30, 2008) $154,413 (June 30,2009) Salary adjustment based upon CUPA and SREB averages to $149,000 (May 26, 2009) Salary based on appointment of new Provost at a lower salary.
Vice President for Business Affairs	$147,220	$147,220	$147,220	$147,220	$138,878 as of 6/30/08 7/1/2009 to $147,220 Salary adjustment based upon CUPA and SREB averages
Vice President for External Affairs	$135,060	$135,060	$135,060	$135,060	$129,996 as of 6/30/08 7/1/2009 to $135,060 Salary adjustment based upon CUPA and SREB averages
Vice President for University Affairs	$120,773	$120,773	$120,773	$120,773	$110,000 as of 6/30/08 7/1/09 to $120,773 Salary adjustment based upon CUPA and SREB averages
Vice President for Technology, Research and Economic Dev.	$120,773	$120,773	$120,773	$120,773	$110,000 as of 6/30/08 7/1/09 to $120,773 Salary adjustment based upon CUPA and SREB averages
Dean, College of Arts, Letters, Graduate Studies and Research and	$120,450	$120,450	$120,450	$120,450	Due to reorganization and reduction of colleges on 7/1/10 the Dean of Graduate

Vice Provost					Studies also assumed the responsibility for the previous Colleges of Liberal Arts, Scholars' and University College. This consolidation resulted in a savings of $215,561.
Dean, College of Science, Technology & Business	$113,674	$113,674	$113,674	$113,674	$112,250 as of 6/30/08 7/1/09 to $113,674 Salary adjustment based upon CUPA and SREB averages. Due to reorganization and reduction of Colleges on 7/1/10 – the previous Dean of Science & Technology also assumed the responsibility for the College of Business, for a net savings of $134,302.
Dean, College of Education & Human Development	$115,000	$115,000	$115,000	$115,000	$111,250 as of 6/30/08 7/1/09 to $115,000 Salary adjustment based upon CUPA and SREB averages
Dean, College of Nursing & Allied Health	$111,400	$111,400	$111,400	$111,400	
Dean of Students and Assistant Provost for Student Life	$112,997	$112,997	$112,997	$112,997	$111,250 on 6/30/2008 7/1/09 to $112,997 Salary adjustment based upon CUPA and SREB average

i.   A cost performance analysis

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

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

Expenditures by Function:	Amount	% of Total
Instruction	$29,228,102	40.3%
Research	$1,363,615	1.9%
Public Service	$221,130	0.3%
Academic Support**	$5,062,879	7.0%
Student Services	$4,646,686	6.4%
Institutional Services	$8,948,771	12.3%
Scholarships/Fellowships	$8,912,743	12.3%
Plant Operations/Maintenance	$9,845,821	13.6%
Total E&G Expenditures	**$68,229,747**	**94.0%**
Hospital	$-	0.0%
Transfers out of agency	$367,211	0.5%
Athletics	$3,981,777	5.5%
Other	$-	0.0%
Total Expenditures	**$72,578,735**	**100.0%**

- **ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.**

Source: As defined by the USDoE: "The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care."
Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average yearly cost of attendance	$19,815

- **iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.**

  Average Time to Bachelor's Degree: 5.2 Years

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

  State Dollars Per FTE: $3,799

- **v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.**

  State dollars Per FTE: $3,799

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

  Total Expenditures: $113,371,910