



**Grambling State University  
University of Louisiana System**

**GRAD Act Annual Report  
FY 2013-2014 (Year 4)**

**Submitted to the  
Board of Supervisors, University of Louisiana System  
April 7, 2014**

**and to the  
Louisiana Board of Regents**

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## 1. STUDENT SUCCESS

• **Student success policies/programs/initiatives implemented/continued during the reporting year.** Grambling State University (GSU) implements programs that support student success and ultimately completion of the degree. These programs include tutorials, supplemental instruction and early intervention programs. During the 2012/2013 academic year many of these programs have been enhanced to increase the impact on student success.

**Student Success** – Early orientation is designed to increase the success of first time freshman and transfer students. Four Summer Orientation Advising and Registration (SOAR) sessions were held during the summer of 2013. A total of 240 students participated in SOAR. These sessions provided information to the student and parent that support student success. Topics included navigating financial aid, the significance of the academic calendar, the importance of academic advising, and the student code. At the beginning of the fall semester an additional orientation was held for all first time freshmen. Many of the topics covered during SOAR were reiterated. The President gave a welcome address that focused on being successful in college. During the spring 2014 semester orientation was provided for new students, freshman & transfers. Topics covered included study skills, student success resources, and useful tips for adjusting to college life. Ten students participated in these sessions.

**Candle Lighting and Pinning Ceremony** – In an effort to connect new students to the university and retain them, at the beginning of each fall semester GSU has a Candle Lighting and Pinning Ceremony. At this ceremony, new students are made aware of their responsibility and the university's responsibility in making sure students are successful. At the beginning of the fall 2013 semester ~500 new students participated in the ceremony.

**Mathematics Clinic** – The Clinic focuses on increasing success of students enrolled in mathematics courses that are a part of the general education program. Mathematics faculty and peer tutors facilitate the clinic. Students needing assistance in understanding mathematics concepts can get one-on-one assistance. During the 2013/2014 Academic Year, the Mathematics Clinic maintained an extended service schedule of Monday-Thursday from 9:00 am to 4:00 pm and expanded its' after hours and weekend availability through scheduled sessions with Peer Tutors. Other measures utilized to promote continued student and campus community awareness of the Mathematics Clinic include:

- An aggressive on-going marketing plan, which utilized all available forms of campus media (KGRM Radio Station, Student Newspaper, Electronic Board Advertising, E-mail Blasts, FSUB Facebook and Twitter, Class Announcements, etc.)
- QEP Mid-Term Math Grade Alerts
- First Year Experience Instructors promotion of the Mathematics Clinic
- Active promotion of the Mathematics Clinic via residence hall advertising and student leadership.
- Math Awareness Week
- QEP Staff/Peer Tutor visits to Math 147 course sections

Additionally, the Office of the Quality Enhancement Plan, made a concentrated effort to expand collaborative partnerships with special interest organizations and units, such as athletics, spirit and student government/leadership, in an effort to ensure global campus impact. The successful partnerships between QEP and First Year Experience in AY 2011-2012 and CMAST during AY 2012-2013, support the belief that effective

collaborations will foster increased participation in the Mathematics Clinic. Increased utilization of the Mathematics Clinic will enhance students' comprehension and retention of mathematical skills and knowledge.

These partnerships have been proposed to the various, university stakeholders with a formal agreement identifying steps for accountability and implementation. Feedback, resources and commitment to strengthen the QEP Math Awareness Mixer, commended as an ideal student outreach activity, also occurred during this dialogue. This activity will serve as a tool for expanded collaboration to increase maximum student exposure and participation.

A fully-equipped SMART computer laboratory is available for Mathematics faculty and Peer Tutors to utilize during problem-solving sessions and individual tutoring.

**Athletic Academic Center** – This center provides daily Study Hall/Tutorial Sessions for student athletes. In an effort to increase the academic success of student athletes, several new initiatives were implemented. Student athletes who are “at-risk” are required to attend the weekly sessions that the Office of Academic Enhancement provides on Tuesday or Thursday. Attendance is properly noted via the GradesFirst System. During the spring 2014 athletes implemented a program called Academic Recovery Plan. This program has a goal of guiding students to successful completion of the degree and maintaining compliance with NCAA rules. All student athletes are required to complete the pre-advising process for fall 2014 enrollment by March 10<sup>th</sup>. Freshman students are mandated to attend weekly study hall sessions. These sessions are designed to assist the student athlete into making a smooth transition into the college environment.

**Graduate Student Support** – In an effort to increase the preparation of graduate students during the **2013** academic year, providing graduate students with the opportunity to travel to professional conference has been given a high priority. To supplement departmental travel funds, the Graduate Student Association has provided support for **eleven** graduate students to attend national and regional professional conferences (**public administration, social work, developmental education, and sport administration**). Through the Graduate Student Association, graduate students in **Curriculum & Instruction** received support for their reading conference, important activities in their professional development. Graduate Studies continues to highlight the importance of the graduate advisement process in an effort to keep graduate students on track to program completion and to minimize stop-outs and suspensions.

**College-Specific Retention Programs** – Each academic college has implemented student success initiatives to address the retention and graduation of majors. These initiatives include faculty/peer led tutorials, textbook loan programs, and discipline specific supplemental materials.

*Writing Lab* - During spring 2013, two new state-of-the-art computer labs were established to enhance writing skills of students. In order to maximize student success, several incorporated this service into their classes. The labs are manned by a faculty coordinator, faculty tutors, and student peer tutors. One-on-one tutoring and group tutoring to students in all disciplines is provided. Faculty-led mini workshops that focus on various topics that support excellent written communication skills are provided. Since the labs opened at the beginning of the spring 2013 semester, 350 students have been serviced. After students have been provided assistance, their English professor is forwarded a report describing the type of service the student requested to improve his/her writing skills. Finally, at the end of the semester, a report will be compiled to determine whether the students who participated in EWEL earned a grade of C or above. The EWEL coordinator will use this information to make any adjustments if

deemed necessary for the upcoming semester. Walk-ins are welcome, but GSU students are encouraged to make an appointment before coming to the EWEL. Hours of operation are from 9:00 a.m. – 5:00 p.m. Monday thru Thursday. The English Writing Enhancement Lab provided writing interventions that included one-on-one tutorials and collaborative learning along with other tutorial interventions. During spring 2013, 520 students were serviced while 923 students were serviced in fall 2013. These 1,443 students sought consultation and/or attended student mini workshops. English professors were forwarded a report describing the type of service the student requested to improve his/her writing skills.

*STEM Learning Community* - This learning community is a component of the Center for Mathematical Achievement in Science and Technology (CMAST) designed for incoming freshmen or transfer students majoring in Chemistry, Biology, Computer Science, Engineering Technology, or Mathematics and Physics. This program allows freshmen the opportunity to collaborate with each other while developing strong foundations in science through shared classes, social activities, peer academic coaching, and faculty mentoring. The two common subject courses required for the learning community participants for the 2013-2014 AY were mathematics and chemistry. All participants receive textbook awards for use at the Barnes and Nobles bookstore located on GSU's campus. These students may also check out textbooks that are located in the CMAST office. The students meet four times weekly for group study sessions, enrichment activities, and social activities. The instructor of the general chemistry courses provides a tutorial session in addition to the lecture where process oriented guided inquiry learning (POGIL) techniques are used. In collaborative efforts with the Quality Enhancement Plan, the students receive mathematics tutorials provided by QEP's peer tutors. The students also receive support from CMAST's academic coaches (upperclassmen STEM majors) whose job is to care about the student as a whole as well as work with them to develop skills that would increase academic success, such as study skills, note-taking skills, goal setting, etc. Some of the learning community's enrichment activities for the 2013-2014 AY include GSU's High School Day, Eddie Robinson Museum, 88th Annual Louisiana Academy of Sciences Meeting, 3rd Annual Martin Luther King Jr. Distinguished Leadership Awards Luncheon, and various on campus seminars from guest speakers in STEM areas. The Learning Community students' success rates in the required courses for fall 2013 are as follows: 77% of the students received at least a grade of C in General Chemistry I; 89% received a grade of C or higher in Pre-Calculus I; 75% received grades of C or higher in Pre-Calculus II; 30% received a grade that was no lower than a grade of C in Calculus I. The students' success rate correlates to the students' attendance in the CMAST weekly sessions; those that attended the weekly required sessions outperformed the students whose attendance was less than 50%. Overall, 58% of the students in the STEM Learning Community earned a GPA of 3.0 or higher for the fall 2013 semester.

*Computer Science* faculty has restructured the way the freshman level computer science for majors course is taught by infusing mini programming projects into the class. The faculty uses an incremental-in-intensity approach in which each project builds upon the previous one. The faculty use Moodle to facilitate these projects using the following approach.

- Student attends the lecture and then completes a tutorial on Moodle
- Student completes a corresponding lab using the programming tool on Moodle
- Immediately after, the student works on the mini-programming project

*Nursing* faculty identified and implemented strategies to increase the success of BSN nursing graduates on the NCLEX exam. Nursing faculty took multiple steps to identify the sources of the problem and implemented strategies to increase the success of BSN nursing graduates on the NCLEX exam. The BSN program has integrated NCLEX-RN preparation using KAPLAN resources across the curriculum of professional levels 1 through 5, with specific focus in each theory course. Each student must benchmark on the nationally-normed progression exam to demonstrate competency in the level content matter at the end of every level. Success on the progression exam is required in order for students to receive percentage points for

the course. In Level 5, the final semester, all seniors are mandated to complete NCLEX-RN preparation, remediation, and practice exams as part of the Critical Thinking Course (NUR 407). Additionally, senior students are required to take a four-day review course, webinars, and successfully benchmark on the exit exam to be eligible to graduate. The benchmark on the exit exam has been increased. Students can take the exit exam only one time; no re-test is allowed within the same semester.

**Outreach Efforts** - During the 2013/2014 academic year GSU engaged in *K-12 outreach efforts* that focused on assisting to prepare K-12 students for success in postsecondary education. These programs are highlighted below.

- *Health Awareness* - Foster Johnson Health Center offered health awareness seminars to high school students. These workshops were designed to make the student aware of the need to maintain healthy life styles in pursuit of academic and overall success. Sixty students from Grambling High School participated in the seminars.
- *Cyber-bullying* - The Counseling Center offered workshops to high school students that had a goal of eliminating cyber bullying. Sixty students from Grambling High School participated in the seminars.
- *ACT Preparation Workshops* - The Department of Curriculum and Instruction sponsored an ACT Prep Workshop on November 16, 2013. Sixty (60) high school students attended the workshop. The participants were from surrounding parishes that included Lincoln, Webster, Bienville, and Claiborne parishes.
- *Engineering Week* - In recognition of national Engineering Week, February 2014 the Engineering Technology department hosted students from three area schools (Arcadia High, Grambling High and Ruston High). Seventy one high school students were in attendance. The focus of the high school day component was to increase the number of students who pursue engineering and engineering technology degrees.
- *Art Exhibit for High School Students* - During the Spring 2014 semester the Department of Visual and Performing Arts hosted an art show for high school students. The exhibit ran from March 6 – March 20<sup>th</sup>. Ninety-two entries were a part of the exhibit. Seventy eight high school students enter at least one art piece. These students represented ten high schools. Twelve high school art teachers served as mentors for the students. The high schools represented included Haynesville High, Houghton High, Homer High, Ruston High, Minden High, Simsboro High, Sterlington High, Winnfield High and Wossman High School.
- *K-12 Teacher Training - Sparking Math and Science teaching with Computer Modeling: A microscope to the Nanoworld I* workshop was held for K-12 teachers on December 7, 2013. Seven teachers participated. Teachers were trained in the use of a free simulation code that was used to calculate the dissociation energy of several hydrocarbons. A follow up, more advanced, workshop will be offered in April 2014.

• **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.** Grambling State University evaluates the effectiveness of student success programs by assessing the utilization of the service, the academic performance of students and the retention of the students that utilize the service.

#### **Retention -**

*Mathematics Clinics* - Student utilization of the Mathematics clinic did not increase during the 2013/2014 academic year. The average grade-point-average in MATH 147 for those students who participated in the mathematics clinics a minimum of five to eight times was 3.44. Those students who

did not participate in the clinic had a 2.37 grade point average. Fifty Seven percent of students enrolled in MATH 147 who participated in the Mathematics Clinic during the fall 2013 semester earned a grade of C or higher.

*College-Specific Student Success Programs –*

- **STEM Learning Community** students' success rates in the required courses for fall 2013 are as follows: 77% of the students received grades of C or higher in General Chemistry I; 89% earned at least a “C” in Pre-Calculus I; 75% received a grade of A, B, or C in Pre-Calculus II; 30% received ABCs in Calculus I. The students' success rate correlates to the student's participation in the CMAST weekly sessions; those that attended the weekly required sessions outperformed the students whose attendance was less than 50%. Overall, 58% of the students in the STEM Learning Community earned a GPA of 3.0 or higher for the fall 2013 semester.
- **Computer Science Program:** Seventy percent of students enrolled in the CS 110 class during the fall 2013 semester earned a grade of C or higher. This was a four increase over the fall 2012 semester. Since the implementation of a guided inquiry approach into the freshman level CS courses, the retention rate from the first to second year for computer science majors has increased from 24.5% to a current rate of 94.4%.
- **Athletics Academic Center** - At the end of the 2013 Fall Semester, 119 student-athletes had earned at least a 3.0 grade point average.
- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.** Grambling State University uses the following methods to track the freshmen cohort.

***1<sup>st</sup> semester to 2<sup>nd</sup> semester retention rate*** - This rate is monitored during the spring semester for each fall cohort. This data is discussed in the President's Executive Team meeting, the Council of Academic Dean, and the Retention Office. This information is used to reach out to those students who did not return in an effort to determine the factors that prevented the return to the second semester.

***Review of the registration process*** - A registration committee has the primary responsibility of reviewing the registration process and recommending changes that will improve the process. The membership of this committee consists of academic department heads, deans, accounts payable staff, ITC staff, university police, financial aid staff, the registrar, housing director, and staff from the office of academic affairs. At the end of each registration period the registration committee has a debriefing. The committee makes and implements changes that support successful student registration.

***Academic performance of freshmen class*** - The average grade point average is determined at the end of each semester. The information is reviewed by the Retention Office and academic deans. The data is sorted and an average for students from each high school is compiled. This information is shared with high school principals, the enrollment management team, and units in academic affairs.

***Assessment of general education learning outcomes*** - The general education committee collects and compiles a report that addresses how well students are meeting general education learning outcomes. This information is shared with the entire faculty, academic departments that offer the general education course, V.P. of Academic Affairs, and the Council of Academic Deans. This information is used to make improvements that support student learning to the general education program.

***1<sup>st</sup> to 2<sup>nd</sup> year retention rate*** - This retention rate is monitored annually on a university wide level as well as at the academic program level. This data is reviewed by the Office of Retention, the President's Executive Council, the Council of Academic Deans, and Academic Departments (review retention data for their majors). This information is used to identify and implement retention programs that support success of students.

***1<sup>st</sup> to 3<sup>rd</sup> year retention rate*** - This retention rate is monitored annually on a university wide level as well as at the academic program level. This data is reviewed by the Office of Retention, the President's Executive Council, the Council of Academic Deans, and Academic Departments (review retention data for their majors). Results are used to identify and implement retention programs that support success of students.

***Student Evaluation of Instruction*** - During the fall and spring semesters students have the opportunity to evaluate the courses that they are enrolled in. A major focus of the evaluation is the effectiveness of the instructor and the overall delivery of the material. This data is shared with the instructor, the academic department, dean, and the V.P. of Academic Affairs. The results of this evaluation are used by the instructor, department head, and program faculty to make changes in the delivery of the course that will increase the student's understanding of concepts.

- **Development/use of external feedback reports during the reporting year.** Grambling State University provides feedback to high school principals that target the performance of their graduates who have enrolled as first time freshmen. Grambling State University provided feedback to 32 Louisiana High School Principals regarding performance of graduates of their schools during the fall 2013 semester. The report includes the overall academic performance of the students and their college readiness.

During the fall 2013 semester GSU entered into an agreement with Bastrop High School and Minden High School to offer dual enrollment courses. Grambling State University offered dual enrollment courses for students at Grambling High School, and Jonesboro Hodge during the fall 2013 semester. A total of 33 students enrolled in Dual Enrollment courses. During the spring 2014 semester, 60 high school students are enrolled in dual enrollment courses. The high schools represented are Farmerville High, Jonesboro Hodge, Bastrop High, Minden High, and Grambling High School.

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, 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate (Targeted)

|   | Baseline                  | Year 1                    | Year 2                    | Year 3                    | Year 4                    | Year 5                    | Year 6                    |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| <b>Term of Data</b>                               | <b>Fall 08 to Fall 09</b> | <b>Fall 09 to Fall 10</b> | <b>Fall 10 to Fall 11</b> | <b>Fall 11 to Fall 12</b> | <b>Fall 12 to Fall 13</b> | <b>Fall 13 to Fall 14</b> | <b>Fall 14 to Fall 15</b> |
| <b># in Fall Cohort</b>                           | 1203                      | 910                       | 706                       | 743                       | 746                       |                           |                           |
| <b># Retained to 2<sup>nd</sup> Fall semester</b> | 670                       | 592                       | 479                       | 510                       | 511                       |                           |                           |
| <b>Rate</b>                                       | 55.7                      | 65.1                      | 67.8                      | 68.6                      | 68.5                      |                           |                           |
| <b>Target</b>                                     |                           | 56%<br>(54% - 58%)        | 56%<br>(54% - 58%)        | 57%<br>(55% - 59%)        | 58%<br>(56% - 60%)        | 59%<br>(57% - 61%)        | 62%<br>(60% - 64%)        |
| Actual Fall 06 to Fall 07                         |                           |                           |                           |                           |                           |                           |                           |
| Actual Fall 07 to Fall 08                         |                           |                           |                           |                           |                           |                           |                           |
| Actual Fall 08 to Fall 09                         |                           |                           |                           |                           |                           |                           |                           |
| Avg of Prior Three Years                          |                           |                           |                           |                           |                           |                           |                           |
| Actual Fall 09 to Fall 10                         |                           |                           |                           |                           |                           |                           |                           |
| Actual Fall 10 to Fall 11                         |                           |                           |                           |                           |                           |                           |                           |
| Avg of Most Recent Two Yrs                        |                           |                           |                           |                           |                           |                           |                           |
| <b>Target Met?</b>                                |                           | <b>YES</b>                | <b>YES</b>                | <b>YES</b>                | <b>YES</b>                |                           |                           |

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

|   | <b>Baseline</b>               | <b>Year 1</b>                 | <b>Year 2</b>                 | <b>Year 3</b>                 | <b>Year 4</b>                 | <b>Year 5</b>                 | <b>Year 6</b>                 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Term of Data</b>                               | <b>Fall 07 to<br/>Fall 09</b> | <b>Fall 08 to<br/>Fall 10</b> | <b>Fall 09 to<br/>Fall 11</b> | <b>Fall 10 to<br/>Fall 12</b> | <b>Fall 11 to<br/>Fall 13</b> | <b>Fall 12 to<br/>Fall 14</b> | <b>Fall 13 to<br/>Fall 15</b> |
| <b># in Fall Cohort</b>                           | 1184                          | 1203                          | 910                           | 706                           | 743                           |                               |                               |
| <b># Retained to 3<sup>rd</sup> Fall semester</b> | 539                           | 581                           | 488                           | 444                           | 409                           |                               |                               |
| <b>Rate</b>                                       | 45.5                          | 48.3                          | 53.6                          | 62.9                          | 55                            |                               |                               |
| <b>Target</b>                                     |                               | 48%<br>(46%-50%)              | 48.5%<br>(46.5%-50.5%)        | 49%<br>(47%-51%)              | 49.5%<br>(47.5%-51.5%)        | 50%<br>(48%-52%)              | 52%<br>(50%-54%)              |
| <b>Actual Fall 05 to<br/>Fall 07</b>              |                               |                               |                               |                               |                               |                               |                               |
| <b>Actual Fall 06 to<br/>Fall 08</b>              |                               |                               |                               |                               |                               |                               |                               |
| <b>Actual Fall 07 to<br/>Fall 09</b>              |                               |                               |                               |                               |                               |                               |                               |
| <b>Avg of Prior<br/>Three Years</b>               |                               |                               |                               |                               |                               |                               |                               |
| <b>Actual Fall 08 to<br/>Fall 10</b>              |                               |                               |                               |                               |                               |                               |                               |
| <b>Actual Fall 09 to<br/>Fall 11</b>              |                               |                               |                               |                               |                               |                               |                               |
| <b>Avg of Most<br/>Recent Two Yrs</b>             |                               |                               |                               |                               |                               |                               |                               |
| <b>Target Met?</b>                                |                               | YES                           | YES                           | YES                           | YES                           |                               |                               |

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

|  | <b>Baseline</b>                           | <b>Year 1</b>                             | <b>Year 2</b>                             | <b>Year 3</b>                             | <b>Year 4</b>                             | <b>Year 5</b>                             | <b>Year 6</b>                             |
|--|---|---|---|---|---|---|---|
| <b>Term of Data</b>                    | <b>Fall 2002 cohort through Fall 2008</b> | <b>Fall 2003 cohort through Fall 2009</b> | <b>Fall 2004 cohort through Fall 2010</b> | <b>Fall 2005 cohort through Fall 2011</b> | <b>Fall 2006 cohort through Fall 2012</b> | <b>Fall 2007 cohort through Fall 2013</b> | <b>Fall 2008 cohort through Fall 2014</b> |
| <b># in Fall Cohort</b>                | <b>851</b>                                | <b>1022</b>                               | <b>1111</b>                               | <b>1129</b>                               | <b>1119</b>                               |   |   |
| <b># Graduated within 150% of time</b> | <b>309</b>                                | <b>304</b>                                | <b>311</b>                                | <b>312</b>                                | <b>347</b>                                |   |   |
| <b>Rate</b>                            | <b>36.3</b>                               | <b>30.0</b>                               | <b>28.0</b>                               | <b>27.6</b>                               | <b>31.0</b>                               |   |   |
| <b>Target</b>                          |   | <b>29.6%</b><br><b>(27.6%-31.6%)</b>      | <b>27.9%</b><br><b>(25.9%-29.9%)</b>      | <b>30.2%</b><br><b>(28.2%-32.2%)</b>      | <b>32.6%</b><br><b>(30.6%-34.6%)</b>      | <b>34.9%</b><br><b>(32.9%-36.9%)</b>      | <b>39%</b><br><b>(37.0%-41.0%)</b>        |
| <b>Actual Fall 00 cohort</b>           |   |   |   |   |   |   |   |
| <b>Actual Fall 01 cohort</b>           |   |   |   |   |   |   |   |
| <b>Actual Fall 02 cohort</b>           |   |   |   |   |   |   |   |
| <b>Avg of Prior Three Years</b>        |   |   |   |   |   |   |   |
| <b>Actual Fall 03 cohort</b>           |   |   |   |   |   |   |   |
| <b>Actual Fall 04 cohort</b>           |   |   |   |   |   |   |   |
| <b>Avg of Most Recent Two Yrs</b>      |   |   |   |   |   |   |   |
| <b>Target Met?</b>                     |   | <b>YES</b>                                | <b>YES</b>                                | <b>NO</b>                                 | <b>YES</b>                                |   |   |

## 1.a.v. Graduation Productivity (Targeted)

|                                    | <b>Year 3</b>                       | <b>Year 4</b>                       | <b>Year 5</b>                       | <b>Year 6</b>                       |
|------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Term of Data</b>                | <b>AY 11-12</b>                     | <b>AY 12-13</b>                     | <b>AY 13-14</b>                     | <b>AY 14-15</b>                     |
| <b>FTE UG Enrollment</b>           | <b>4448</b>                         | <b>4191</b>                         |                                     |                                     |
| <b>Expected # of Graduates*</b>    | <b>1112</b>                         | <b>1048</b>                         |                                     |                                     |
| <b># Graduates</b>                 | <b>692</b>                          | <b>718</b>                          |                                     |                                     |
| <b>Ratio of Graduates/<br/>FTE</b> | <b>0.1555</b>                       | <b>0.171</b>                        |                                     |                                     |
| <b>Graduation Productivity*</b>    | <b>62.2</b>                         | <b>68.5</b>                         |                                     |                                     |
| <b>Target</b>                      | <b>60.5</b><br><b>(58.5 – 62.5)</b> | <b>60.5</b><br><b>(58.5 – 62.5)</b> | <b>61.0</b><br><b>(59.0 – 63.0)</b> | <b>62.0</b><br><b>(60.0 – 64.0)</b> |
| <b>Actual Year 07-08</b>           |                                     |                                     |                                     |                                     |
| <b>Actual Year 08-09</b>           |                                     |                                     |                                     |                                     |
| <b>Actual Year 09-10</b>           |                                     |                                     |                                     |                                     |
| <b>Avg of Prior Three Years</b>    |                                     |                                     |                                     |                                     |
| <b>Actual 10-11</b>                |                                     |                                     |                                     |                                     |
| <b>Actual 11-12</b>                |                                     |                                     |                                     |                                     |
| <b>Avg of Most Recent Two Yrs</b>  |                                     |                                     |                                     |                                     |
| <b>Target Met?</b>                 | <b>YES</b>                          | <b>YES</b>                          |                                     |                                     |

\* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

## 1.a.vi. Award Productivity (Targeted)

|                              | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    | <b>Year 6</b>    |
|------------------------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|
| <b>Term of Data</b>          | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b>  | <b>AY 11-12</b>  | <b>AY 12-13</b>  | <b>AY 13-14</b>  | <b>AY 14-15</b>  |
| <b>FTE UG Enrollment</b>     | 4751.4          | 4440.6          | 4377.8           | 4448             | 4191             |                  |                  |
| <b>Expected # of Awards*</b> | 1187.87         | 1110.15         | 1094.46          | 1112             | 1048             |                  |                  |
| <b># Awards</b>              | 587             | 748             | 730              | 702              | 740              |                  |                  |
| <b>Ratio of Awards/ FTE</b>  | 0.1235          | 0.1684          | 0.1667           | 0.1578           | 0.1765           |                  |                  |
| <b>Award Productivity*</b>   | 49.4%           | 67.4%           | 66.7%            | 63.1             | 70.6             |                  |                  |
| <b>Target</b>                |                 | 67%<br>(65-69%) | 49%<br>(47%-51%) | 50%<br>(48%-52%) | 50%<br>(49%-51%) | 52%<br>(50%-54%) | 54%<br>(52%-56%) |
| 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   |                 |                 |                  |                  |                  |                  |                  |
| <b>Target Met?</b>           |                 | <b>YES</b>      | <b>YES</b>       | <b>YES</b>       | <b>YES</b>       |                  |                  |

\* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

## 1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

|  | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                    | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> | <b>AY 15-16</b> |
| <b># Freshmen Admitted (Summer)</b>    | <b>338</b>      | <b>138</b>      | <b>80</b>       | <b>88</b>       | <b>75</b>       |                 |                 |
| <b># Admitted by Exception</b>         | <b>49</b>       | <b>33</b>       | <b>6</b>        | <b>1</b>        | <b>1</b>        |                 |                 |
| <b>Rate</b>                            | <b>14.5%</b>    | <b>23.9%</b>    | <b>7.5%</b>     | <b>1.1%</b>     | <b>1.3%</b>     |                 |                 |
| <b># in Freshmen Admitted (Fall)</b>   | <b>931</b>      | <b>729</b>      | <b>734</b>      | <b>741</b>      | <b>714</b>      |                 |                 |
| <b># Admitted by Exception</b>         | <b>92</b>       | <b>87</b>       | <b>70</b>       | <b>58</b>       | <b>58</b>       |                 |                 |
| <b>Rate</b>                            | <b>9.9%</b>     | <b>11.8%</b>    | <b>9.5%</b>     | <b>7.8%</b>     | <b>8.1%</b>     |                 |                 |
| <b># in Freshmen Admitted (Winter)</b> |                 |                 |                 |                 |                 |                 |                 |
| <b># Admitted by Exception</b>         |                 |                 |                 |                 |                 |                 |                 |
| <b>Rate</b>                            |                 |                 |                 |                 |                 |                 |                 |
| <b># in Freshmen Admitted (Spring)</b> | <b>46</b>       | <b>65</b>       | <b>69</b>       | <b>67</b>       | <b>57</b>       |                 |                 |
| <b># Admitted by Exception</b>         | <b>18</b>       | <b>4</b>        | <b>6</b>        | <b>3</b>        | <b>4</b>        |                 |                 |
| <b>Rate</b>                            | <b>39.1%</b>    | <b>6.2%</b>     | <b>8.7%</b>     | <b>4.5%</b>     | <b>7.0%</b>     |                 |                 |
| <b># in Freshmen Admitted (Total)</b>  | <b>1315</b>     | <b>932</b>      | <b>883</b>      | <b>896</b>      | <b>846</b>      |                 |                 |
| <b># Admitted by Exception</b>         | <b>159</b>      | <b>124</b>      | <b>82</b>       | <b>62</b>       | <b>63</b>       |                 |                 |
| <b>Rate</b>                            | <b>12.1%</b>    | <b>13.3%</b>    | <b>9.3%</b>     | <b>6.9%</b>     | <b>7.4%</b>     |                 |                 |

**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)**

|                                       | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>     | <b>Year 3</b>     | <b>Year 4</b>     | <b>Year 5</b>     | <b>Year 6</b>     |
|---------------------------------------|-----------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Term of Data</b>                   | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b>   | <b>AY 11-12</b>   | <b>AY 12-13</b>   | <b>AY 13-14</b>   | <b>AY 14-15</b>   |
| <b># of Completers, Baccalaureate</b> | <b>541</b>      | <b>694</b>      | <b>676</b>        | <b>676</b>        | <b>703</b>        |                   |                   |
| <b>% Change</b>                       |                 | <b>28.3%</b>    | <b>24.9%</b>      | <b>24.9</b>       | <b>29.9</b>       |                   |                   |
| <b>Target</b>                         |                 | <b>28.3%</b>    | <b>.04% (543)</b> | <b>1.0% (546)</b> | <b>2.0% (552)</b> | <b>3.0% (557)</b> | <b>5.5%( 571)</b> |

NOTE: Baseline should be 542

|                                      | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>                      | <b>Year 3</b>                      | <b>Year 4</b>                   | <b>Year 5</b>                   | <b>Year 6</b>                     |
|--------------------------------------|-----------------|-----------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| <b>Term of Data</b>                  | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b>                    | <b>AY 11-12</b>                    | <b>AY 12-13</b>                 | <b>AY 13-14</b>                 | <b>AY 14-15</b>                   |
| <b># of Undergraduate Completers</b> | <b>541</b>      | <b>694</b>      | <b>676</b>                         | <b>676</b>                         | <b>703</b>                      |                                 |                                   |
| <b>% Change</b>                      |                 | <b>28.3%</b>    | <b>24.9%</b>                       | <b>24.9</b>                        | <b>29.9</b>                     |                                 |                                   |
| <b>Target</b>                        |                 | <b>28.3%</b>    | <b>.04 (543)<br/>(-1.6 – 2.4%)</b> | <b>1.0% (546)<br/>(-1.0% – 3%)</b> | <b>2.0% (552)<br/>(0% - 4%)</b> | <b>3.0% (557)<br/>(1.0%-5%)</b> | <b>5.5% (571)<br/>(4.0%-7.0%)</b> |
| <b>Actual AY 06-07</b>               |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Actual AY 07-08</b>               |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Actual AY 08-09</b>               |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Avg of Prior Three Years</b>      |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Actual AY 09-10</b>               |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Actual AY 10-11</b>               |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Avg of Most Recent Two Yrs</b>    |                 |                 |                                    |                                    |                                 |                                 |                                   |
| <b>Target Met?</b>                   |                 | <b>YES</b>      | <b>YES</b>                         | <b>YES</b>                         | <b>YES</b>                      |                                 |                                   |

|                          | 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 | 115      | 133      | 171       | 197         | 226        |            |            |
| % Change                 |          | 15.7     | 48.7%     | 71.3        | 96.5       |            |            |
| Target                   |          | 15.7     | -16% (97) | -8.0% (106) | 6.6% (123) | 7.6% (124) | 9.5% (126) |

|                           | Baseline | Year 1   | Year 2     | Year 3     | Year 4     | Year 5     | Year 6     |
|---------------------------|----------|----------|------------|------------|------------|------------|------------|
| Term of Data              | AY 08-09 | AY 09-10 | AY 10-11   | AY 11-12   | AY 12-13   | AY 13-14   | AY 14-15   |
| # of Completers, Doctoral | 9        | 4        | 2          | 6          | 6          |            |            |
| % Change                  |          | -55.6%   | -77.8%     | -33.3      | -33.3      |            |            |
| Target                    |          | -55.6%   | -55.6% (4) | -44.4% (5) | -44.4% (5) | -33.3% (6) | -29.0% (6) |

|                            | 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 Graduate Completers   | 124      | 137      | 174                                 | 205                                | 233                         |                             |                             |
| % Change                   |          | 10.5%    | 40.3%                               | 65.6                               | 87.9                        |                             |                             |
| Target                     |          |          | -18.5 (101)<br>(-20.5% -<br>-16.5%) | -10.5 (111)<br>(-12.5% -<br>-8.5%) | 3.2% (128)<br>(1.2% - 5.2%) | 4.8% (130)<br>(2.8% - 6.8%) | 6.5% (132)<br>(4.5% - 8.5%) |
| 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                                | YES                         |                             |                             |

Note: Number of Graduate Completers for Year 4 includes one Post Masters Certificates

|   | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                       | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> |
| <b># of Completers, TOTAL All Degrees</b> | <b>665</b>      | <b>831</b>      | <b>850</b>      | <b>881</b>      | <b>936</b>      |                 |                 |
| <b>% Change from baseline</b>             |                 | <b>25.0%</b>    | <b>27.8%</b>    | <b>32.5</b>     | <b>40.8</b>     |                 |                 |

**Note: Number of Graduate Completers for Year 4 includes one Post Masters Certificates**

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

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       | 50        | 45        | 44        | 18        | 15         |          |          |
| Fall         | 10        | 8         | 19        | 20        | 62         |          |          |
| Winter       |           |           |           |           |            |          |          |
| Spring       | 9         | 7         | 25        | 25        | 64         |          |          |
| <b>TOTAL</b> | <b>69</b> | <b>60</b> | <b>88</b> | <b>63</b> | <b>141</b> |          |          |

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       | 350        | 350        | 264        | 108        | 90         |          |          |
| Fall         | 66         | 51         | 69         | 60         | 207        |          |          |
| Winter       |            |            |            |            |            |          |          |
| Spring       | 59         | 42         | 75         | 78         | 192        |          |          |
| <b>TOTAL</b> | <b>475</b> | <b>443</b> | <b>408</b> | <b>246</b> | <b>489</b> |          |          |

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       | 350        | 350        | 264        | 108        | 90         |          |          |
| Fall         | 66         | 48         | 57         | 45         | 195        |          |          |
| Winter       |            |            |            |            |            |          |          |
| Spring       | 59         | 42         | 39         | 66         | 126        |          |          |
| <b>TOTAL</b> | <b>475</b> | <b>440</b> | <b>360</b> | <b>219</b> | <b>411</b> |          |          |

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

**1.d.i. Passages rates on licensure exams in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)**

|   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
|---|---------------|---------------|---------------|---------------|
| <b>Term of Data</b>                                     | <b>10-11</b>  | <b>11-12</b>  | <b>12-13</b>  | <b>13-14</b>  |
| <b>Number of students who took exam</b>                 | <b>21</b>     | <b>19</b>     |               |               |
| <b>Number of students who met standards for passage</b> | <b>21</b>     | <b>19</b>     |               |               |
| <b>Calculated Passage rate</b>                          | <b>100%</b>   | <b>100%</b>   |               |               |
| <b>Target</b>   | <b>100%</b>   | <b>100%</b>   | <b>100%</b>   | <b>100%</b>   |
| <b>Actual Year 06-07</b>                                |               |               |               |               |
| <b>Actual Year 07-08</b>                                |               |               |               |               |
| <b>Actual Year 08-09</b>                                |               |               |               |               |
| <b>Avg of Prior Three Years</b>                         |               |               |               |               |
| <b>Actual 09-10</b>                                     |               |               |               |               |
| <b>Actual 10-11</b>                                     |               |               |               |               |
| <b>Avg of Most Recent Two Yrs</b>                       |               |               |               |               |
| <b>Target Met?</b>                                      | <b>YES</b>    | <b>YES</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** |
|------------|---|--|----------------------------|-------------------|--------------------------|--|---------------------------|
| Education  | Elementary Ed Content Knowledge (5014)                        | Department of Education  |                            | 2012-13           | 12                       | 12                                       | 100                       |
| Education  | Elementary ED Content Knowledge (0014)                        | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | Music: Content Knowledge (0113)                               | Department of Education  |                            | 2012-13           | 4                        | 4  | 100                       |
| Education  | Biology: Content Knowledge (5235)                             | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | Physical Education: Content Knowledge (0091)                  | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | Physical Education: Content Knowledge (5091)                  | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | SPED: CORE Knowledge & Mild/Moderate (5543)                   | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | SPED: CORE Knowledge & M/M Application (0543)                 | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | PLT: Early Childhood (0521)                                   | Department of Education  |                            | 2012-13           | 2                        | 2  | 100                       |
| Education  | PLT: Early Childhood (5621)                                   | Department of Education  |                            | 2012-13           | 2                        | 2  | 100                       |
| Education  | PLT: Early Childhood (0621)                                   | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | PLT: Grades K-6 (0522)  | Department of Education  |                            | 2012-13           | 6                        | 6  | 100                       |
| Education  | PLT: Grades K-6 (0622)  | Department of Education  |                            | 2012-13           | 2                        | 2  | 100                       |
| Education  | PLT: Grades K-6 (5622)  | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | PLT: Grades 7-12 (0624)                                       | Department of Education  |                            | 2012-13           | 4                        | 4  | 100                       |
| Education  | PLT: Grades 7-12 (5624))                                      | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |

| 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** |
|------------|---|--|----------------------------|-------------------|--------------------------|--|---------------------------|
| Education  | NTE Core Battery: Communication Skills (0500)                 | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | NTE Core Battery: General Knowledge (0510)                    | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | PRAXIS I : Reading (0710)                                     | Department of Education  |                            | 2012-13           | 8                        | 8  | 100                       |
| Education  | PRAXIS I : Reading (5710)                                     | Department of Education  |                            | 2012-13           | 9                        | 9  | 100                       |
| Education  | PRAXIS I : Reading (0711)                                     | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | PRAXIS 1: Writing (0720)                                      | Department of Education  |                            | 2012-13           | 6                        | 6  | 100                       |
| Education  | PRAXIS 1: Writing (5720)                                      | Department of Education  |                            | 2012-13           | 11                       | 11                                       | 100                       |
| Education  | PRAXIS 1: Writing (0721)                                      | Department of Education  |                            | 2012-13           | 1                        | 1  | 100                       |
| Education  | PRAXIS I: Mathematics (0730)                                  | Department of Education  |                            | 2012-13           | 6                        | 6  | 100                       |
| Education  | PRAXIS I: Mathematics (5730)                                  | Department of Education  |                            | 2012-13           | 12                       | 12                                       | 100                       |

| 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) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA) | Louisiana State Board of Nursing   | 100                        | 2013              | 23                       | 23                                       | 100                       |
| Nursing (RN)                                 | NCLEX-RN   | Louisiana State Board of Nursing   | 79.61                      | 2013              | 99                       | 65                                       | 65.66                     |

## 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.**

During the spring 2010 semester Grambling State University (GSU) received approval from the University of Louisiana System to change its admission requirement for transfer students. The approved requirement that was implemented during the summer of 2010 supports the UL System Transfer Policy that was identified for Grambling State University to implement by fall 2013. The policy allows students who have completed 18 semester hours or more to attend Grambling State University with a cumulative grade point average of 2.0 and have no developmental course deficiencies. Students who have earned less than 18 hours of course work at a college or university must meet the admission criteria for first time freshmen.

GSU has steps in place that are designed to prevent problems associated with the transfer of students from community colleges. These measures are listed below.

- Faculty members in the discipline continue to review equivalency of technical course work. This review supports transfer students being given the appropriate credit for course work (that is not part of the Louisiana Transfer Degree Programs) taken at community colleges.
- To further facilitate the remedy of transfer issues, Grambling State University has updated the web link that is devoted entirely to the transfer of students from community colleges to our campus.
- Developed a schedule that supports the Transfer Recruiter visiting regional community colleges to meet face-to-face with perspective students and answer any questions that they may have.
- Continue to include new transfer students in Early Orientation Activities that are held for first time freshmen.

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

Grambling State University (GSU) uses the academic performance of transfer students, retention of transfer students, and the number of new transfer students to evaluate the success of transfer student initiatives. During the fall 2013 semester 279 new transfer students (undergraduate & graduate) enrolled at Grambling State University. This is a slight decrease from the 2012 semester of 286 new transfer students enrolled at Grambling State University. One hundred four (104) new transfer students enrolled during the spring 2014 semester.

The academic performance of new transfer students is tracked during the first academic year at GSU. These data are used to provide feedback to the Community College the student transferred from. The data are also used to identify resources that will support the success of these students. During the fall 2012 & spring 2012 semester **413** new transfer students enrolled at Grambling State University. Two hundred eighty of these students were enrolled during the fall 2013 semester. This represents a retention rate of 67.8%. This is an increase in the retention rate from the previous year (65.3%). The university made an effort to assist out-of-state students in identifying funding that would off-site the cost associated with an increase in out of state tuition. Also the university made an effort to target first time transfer students in marketing student success services available.

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

During this academic year Grambling State University continues to use the reporting systems listed below to track transfer students.

- The number of new transfer students enrolling each academic year by community college. This report aids the enrollment management division in make adjustments to the transfer student recruitment plan. This report also triggers a review to determine if there are certain factors that are inhibiting the successful transfer of students from specific community colleges.
- 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of transfer students and 1<sup>st</sup> to 3<sup>rd</sup> year retention rate of transfer students - These reports will allow the university to determine how effective we are in retaining transfer students and look at the data by college. Additionally they support identifying student success measures that specifically target transfer students.
- Graduation rate for transfer students

An Academic Performance report for new transfer students is reviewed annually. This report allows the university to identify resources that are needed that will support the success of transfer students. The results of this report are also used to provide feedback to the community college.

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

During the fall 2013 semester Grambling State University (GSU) entered into an agreement with Central Louisiana Technical Community College that targeted offering reduced tuition for teachers to acquire credentials that meet SACS guidelines.

GSU provides feedback to community colleges on the performance of their graduates that enroll at GSU. Reports were provided to 4 Louisiana community colleges.

**Bossier Parish Community College** - The partnership with Bossier Parish Community College provides a pathway for students desiring admission to Grambling State University but do not meet the requirements. Bossier Parish Community College has a presence on the GSU campus, BPCC@GSU. Students who do not meet developmental course requirements or core curriculum requirements are directed to BPCC@GSU. BPCC@GSU has an office on the campus of Grambling State University. This office is staffed by a director and an administrative assistant. The student admitted to BPCC@GSU will take all developmental courses and an additional twelve credit hours with BPCC@GSU. The student is then eligible for admission to Grambling State University. The MOU was modified during the fall 2013 semester in support of strengthening the partnership. At the beginning of the fall 2013 semester 136 BPCC@GSU students enrolled as first time GSU students. Fifty-three (53) BPCC@GSU students enrolled as first time GSU students during the spring 2014 semester.

**Delta Community College** - Students who meet all admission requirements except the developmental course requirement for admission to Grambling State University are referred to Delta Community College for completion of the developmental courses. Students receive a dual acceptance letter stating that upon successful completion of the required developmental course work at Delta, the student will be admitted to GSU. Delta Community College identified space for the GSU Transfer Recruiter to come to their campus on a weekly basis to meet with Delta Students

who are interested in transferring to GSU upon completion of their degree program. Eleven (11) students were referred to Delta Community College during the 2013-14 academic year.

During the 2009/2010 academic year Grambling State University and Delta Community College had entered into an agreement during fall 2010 that focused on the RN to BSN pathway. However, during the 2012/2013 academic year no students from Delta Community College enrolled as transfer students at GSU pursuing the nursing major.

As a result of the attention R.S. 17:3161-3169 gave to the seamless transfer of students from community colleges to four year universities; Grambling State University entered into an agreement with Southern University-Shreveport that focused on the transfer of SUSLA criminal justice majors to the GSU 4 year criminal justice program. During the fall 2013 semester 1 SUSLA student transferred to GSU and enrolled in the criminal justice program. Six SUSLA students transferred to GSU and enrolled in a business major.

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

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

|   | <b>Year 3</b>                       | <b>Year 4</b>                       | <b>Year 5</b>                       | <b>Year 6</b>                       |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Term of Data</b>                     | <b>AY 11-12</b>                     | <b>AY 12-13</b>                     | <b>AY 13-14</b>                     | <b>AY 14-15</b>                     |
| <b># enrolled in the academic year</b>  | <b>389</b>                          | <b>413</b>                          |                                     |                                     |
| <b># retained to next Fall semester</b> | <b>254</b>                          | <b>277</b>                          |                                     |                                     |
| <b>Rate</b>                             | <b>65.3</b>                         | <b>67.1</b>                         |                                     |                                     |
| <b>Target</b>                           | <b>65.0</b><br><b>(63.0 – 67.0)</b> | <b>65.0</b><br><b>(63.0 – 67.0)</b> | <b>65.5</b><br><b>(63.5 – 67.5)</b> | <b>65.5</b><br><b>(63.5 – 67.5)</b> |
| <b>Actual Year 07-08</b>                |                                     |                                     |                                     |                                     |
| <b>Actual Year 08-09</b>                |                                     |                                     |                                     |                                     |
| <b>Actual Year 09-10</b>                |                                     |                                     |                                     |                                     |
| <b>Avg of Prior Three Years</b>         |                                     |                                     |                                     |                                     |
| <b>Actual 10-11</b>                     |                                     |                                     |                                     |                                     |
| <b>Actual 11-12</b>                     |                                     |                                     |                                     |                                     |
| <b>Avg of Most Recent Two Years</b>     |                                     |                                     |                                     |                                     |
| <b>Target Met?</b>                      | <b>YES</b>                          | <b>YES</b>                          |                                     |                                     |

**2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)**

|  | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                      | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> |
| <b># of bacc completers</b>              | <b>541</b>      | <b>694</b>      | <b>676</b>      | <b>676</b>      | <b>703</b>      |                 |                 |
| <b># who began as transfers</b>          | <b>202</b>      | <b>256</b>      | <b>215</b>      | <b>228</b>      | <b>182</b>      |                 |                 |
| <b>Percentage who began as transfers</b> | <b>37.3%</b>    | <b>36.9%</b>    | <b>31.8%</b>    | <b>33.7%</b>    | <b>25.9</b>     |                 |                 |

## 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) | 45       | 43       | 38       | 23       | 31       |          |          |
| # Admitted by Exception       | 6        | 5        | 2        | 0        | 1        |          |          |
| Rate                          | 13.3%    | 11.6%    | 5.3%     | 0.0%     | 3.2%     |          |          |
| # Transfers Admitted (Fall)   | 163      | 246      | 251      | 286      | 265      |          |          |
| # Admitted by Exception       | 5        | 6        | 10       | 18       | 23       |          |          |
| Rate                          | 3.1%     | 2.4%     | 4.0%     | 6.3%     | 8.7%     |          |          |
| # Transfers Admitted (Winter) |          |          |          |          |          |          |          |
| # Admitted by Exception       |          |          |          |          |          |          |          |
| Rate                          |          |          |          |          |          |          |          |
| # Transfers Admitted (Spring) | 72       | 126      | 105      | 125      | 98       |          |          |
| # Admitted by Exception       | 2        | 3        | 8        | 6        | 7        |          |          |
| Rate                          | 2.8%     | 2.4%     | 7.6%     | 4.8%     | 7.1%     |          |          |
| # Transfers Admitted (TOTAL)  | 280      | 415      | 394      | 434      | 394      |          |          |
| # Admitted by Exception       | 13       | 14       | 20       | 24       | 31       |          |          |
| Rate                          | 4.6%     | 3.4%     | 5.1%     | 5.5%     | 7.9%     |          |          |

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)**

|   | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                     | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> |
| <b># transfers in</b>                   | <b>16</b>       | <b>15</b>       | <b>22</b>       | <b>37</b>       | <b>38</b>       |                 |                 |
| <b># retained to next Fall semester</b> | <b>9</b>        | <b>11</b>       | <b>16</b>       | <b>27</b>       | <b>29</b>       |                 |                 |
| <b>Rate</b>                             | <b>56.3%</b>    | <b>73.3%</b>    | <b>72.7%</b>    | <b>73.0</b>     | <b>76.3</b>     |                 |                 |

**2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)**

|   | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                                     | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> |
| <b># of bacc completers</b>                             | <b>541</b>      | <b>694</b>      | <b>676</b>      | <b>676</b>      | <b>703</b>      |                 |                 |
| <b># who began as transfers w assoc degree</b>          | <b>0</b>        | <b>2</b>        | <b>11</b>       | <b>8</b>        | <b>14</b>       |                 |                 |
| <b>Percentage who began as transfers w assoc degree</b> | <b>0.0</b>      | <b>.029%</b>    | <b>1.6%</b>     | <b>1.2%</b>     | <b>2.0</b>      |                 |                 |

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

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

|                        | Baseline | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|------------------------|----------|----------|----------|----------|----------|----------|----------|
| Term of Data           | AY 09-10 | AY 10-11 | AY 11-12 | AY 12-13 | AY 13-14 | AY 14-15 | AY 15-16 |
| # of students referred | 335      | 265      | 1518     | 1398     | 1224     |          |          |

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        | 0        |          |          |
| # retained to next Fall semester       | 0        | 0        | 0        | 0        | 0        |          |          |
| Rate                                   | 0.0%     | 0.0%     | 0%       | 0        | 0        |          |          |

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

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

Each academic year the division of Academic Affairs reviews all degree programs, specifically looking at completion rates and alignment with Louisiana workforce needs. Each year each degree program must complete an annual report. This report covers a number of areas including student placement, completers, and community service.

Grambling State University offers 47 degree programs. Each of these programs supports the workforce needs of the state of Louisiana. The table below shows how degree programs at Grambling State University are aligned with specific key workforce needs.

| <b>Degree Programs</b>  | <b>Louisiana Key Industries</b>      |
|---|--------------------------------------|
| Computer Science, Mathematics and Computer Information System         | Digital Media/Software Development   |
| Chemistry, Nursing, Public Administration, Biology, and Physics       | Specialty Healthcare                 |
| Physics, Chemistry, and Engineering Technology                        | Renewables & Energy Efficiency       |
| Biology and Chemistry   | Water Management                     |
| Theatre, Art, Music, Mass Communication, Film Studies Concentration   | Entertainment                        |
| Engineering Technology, Biology, Chemistry, Computer Science, Physics | Advanced Manufacturing               |
| Criminal Justice, Forensic Chemistry Concentration, Political Science | Law Enforcement (regional)           |
| Social Work, Child Development, Sociology and Psychology              | Family and Child Services (regional) |

- **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.**

The Office of Career Development and Placement works closely with the Provost Office to ensure that companies invited to participate in job fairs are aligned with the key industries in the LWC employment forecasts and LED Blue Ocean. During the current and previous academic years, career fairs were hosted that targeted jobs in the following industries.

- **Business**
- **Education**
- **Hotel/Restaurant**
- **Sports/Recreation**
- **Criminal Justice**
- **Gaming**
- **Nursing/Healthcare**
- **Science & Engineering Technology**

Since 2010, the Office of Career Development and Placement has used NACELink/Simplicity software that was tailored to track and facilitate employment related needs of corporations and the Grambling State University student. Without abandoning the tailored design, Grambling State University has fully embraced the efforts of the University of Louisiana System to have career oriented software conducive to and interchangeable with all campuses, via *myEdu*. This service is available to Grambling Student University students through a link on the Office of Career

Development and Placement webpage. This office, along with faculty, is making students aware of the benefits associated with the use of *myEdu*. As of March 3, 2014, ~ 518 Grambling State University students have profiles on myEdu.

A total of six career fairs were held during the fall 2013 and spring 2014 semesters. Two career fairs focused on K – 12 education. The other four career fairs addressed the industry need for a variety of majors. Six hundred eight (608) students attended the career fairs that were held on the campus of GSU. A total of 74 representatives from companies across the nation recruited at these fairs. Regional off-campus career fair were held in New Orleans (with Southern University) and in Shreveport (with LSU-S, SUSLA, and Centenary) in an outreach effort to Louisiana industries. The New Orleans event had 27 companies with 266 students participating. In Shreveport, 64 companies were represented with 394 students participating.

Currently, 2954 students and alumni are registered with the Office of Career Development and Placement. In an attempt to expand our outreach, a monthly jobs/internships/fellowships bulletin is emailed to all student and alumni registrants. Presently 1596 companies are registered with our on-line service the supports job opening postings, electronic submission of student resumes, and electronic communication with students and staff.

The Office of Career Development and Placement now processes all federal work study students for on campus placement in addition to off-campus part-time employment of non-federal work study students. This supports the student obtaining valuable discipline specific experience even in part-time job placement.

The Office of Career Development and Placement recently acquired software that will support tracking of graduates six months after they graduate. Graduates from May 2013 are now being asked to complete a survey.

*4-year program in Child Development* - Grambling State University received approval to develop a proposal for a 4 year program in Child Development. The ULS approved the proposal to offer this degree in February 2013. The program was implemented during the fall 2013 semester. Graduates from this program will contribute to meeting the workforce needs associated with education. During the spring 2014 semester, Grambling State University developed a *4 +1 program for the BA in History and the MA in Social Sciences*. The 4 + 1 program must now be submitted for staff approval. Students completing this degree can meet workforce needs supporting the tourism industry. During the spring 2014 semester a concentration in *multi-media journalism* was added to the undergraduate degree program in mass communication. Some of these graduates may also support the tourism industry. Other graduates may pursue jobs available in education at the community college level.

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

Grambling State University through *Continuing Education & Lifelong Learning* provides services that are designed to assist the region in meeting workforce needs. Grambling State University is partnering with communities to offer training for individuals that support small business development. September 30, 2013 marked the official end of Project EMERALD-II at Grambling State University (GSU). Facilitated through GSU's College of Business and the area of Continuing Education & Lifelong Learning both in the Division of Academic Affairs, Project EMERALD's goals were met and included the following:

- *Collaboration* – A continued partnership with community/faith-based non-profit organizations in: Concordia; Franklin; Jackson; Lincoln; Madison; Morehouse; Ouachita; and, Tensas Parishes.
- Enhancement of Infrastructure of Non-Profit Community/Faith-Based Organizations – over 25 computers and printers have been provided to GNLCD, GNLCEC, GGCC and PRIDE Community Association to enhance their infrastructure and technological support.
- *Regional Rural Business Incubators* – Four (4) modular business incubators are operational and continue to be a staple among the daily operations of GSU's Regional Partners in Jackson, Madison, Morehouse, and Ouachita Parishes and are providing immediate technological support for minority small business owners and entrepreneurs in their respective areas.
- *Youth Entrepreneurship Training Institute (YETI)* – over 80 youth (ages 10 -16)—through GSU's Summer Academic Camps—received instruction and training in the creation, design and development of businesses.
- *Develop, Train, and Engage Minority Business Owners and Entrepreneurs* – approximately 65 new minority business owners and/or entrepreneurs trained throughout North Central Louisiana. Select courses including from *utilizing e-Commerce, starting a business, writing the business plan*, and grant writing were among some of the common courses.

Grambling State University participated in the Inaugural Economic Development Summit (November 27<sup>th</sup>) as part of the *40<sup>th</sup> Anniversary of the 2013 Bayou Classic* in New Orleans where *outcomes of Project EMERALD-II were shared with summit participants*. Additionally, Operation JumpStart—a mini-grant awarded to GSU's College of Business via assistance from Project EMERALD-II—continues to thrive with economic development training designed to assist minority small business owners and entrepreneurs.

Grambling State University is meeting with key Louisiana Businesses to discuss workforce needs and identify ways in which Grambling State University students and graduates can help fulfill these needs. The table below highlights these meetings.

| ➤ <b>SUMMER 2013</b>                |  |   |  |   |
|-------------------------------------|--|---|--|---|
| <b>PJM Interconnection</b>          | Coordinates the movement of wholesale elect. | STEM students to work in power industry | No power courses offer in ET, other STEM areas ok  | Under discussion with ET Dept           |
| <b>Wal-Mart Stores</b>              | Retail sales                                 | Minority management program recruits    | COB MAR/MAN Majors & Graduates                     | 2 selected for the program              |
| ➤ <b>FALL 2014</b>                  |  |   |  |   |
| <b>Horseshoe Casino &amp; Hotel</b> | Gaming industry                              | Slot programming and accounting         | COB and EET meets their needs                      | Attended Fall career fair to recruit    |
| <b>CenterPoint Energy</b>           | Electrical power generation                  | Marketing, accounting, & STEM           | COB and STEM area meet their needs                 | Coming to campus to recruit             |
| <b>Otis Elevator</b>                | Elevators & escalators                       | Engineering Tech majors                 | EET curriculum should meet their needs w/o changes | Re-establishment of an old relationship |
| <b>Fresenius Medical Care</b>       | Medical devices & long term care             | All majors                              | In process   | In process of developing                |
| ➤ <b>SPRING 2014</b>                |  |   |  |   |
| <b>JP Morgan Chase</b>              | Banking & real estate                        | ACCT, MAN, CIS                          | COB meets their needs                              | Coming to campus to recruit             |

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

**Grambling State University uses surveys** and the Employment Outcomes Report to track students into the workforce. The Office of Institutional Research and the Office of Career Planning & Placement administer an exit survey to graduating students. These surveys address job placement and admission to graduate and professional schools.

**Outcomes Report Data** – Grambling State University graduates are recruited locally and at the national level. A review of the Louisiana Employment Outcomes Report shows that the placement of Grambling State University graduates in certain key fields in the state of Louisiana is 47.80%. Louisiana companies must compete with companies from other states that aggressively recruit our students.

The average salary for graduates at Grambling State University who earned an associate degree, are for graduates who all completed the Child Development program. The salary earned by these graduates is in line with the salaries earned by workers in this non-technical area. The salaries reported for the other degree levels reflect the current state of the economy in northern Louisiana. The salaries reported in many cases are for part-time work.

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

**Enhancements to Distance Learning** - During AY 2013-2014 Grambling State University completed its 2nd year of using Moodle as the University's primary Learning Management System. A series of continuous workshops were held to train faculty and students on the use of Moodle.

**Assessment** - Students enrolled in online courses are administered a survey that addresses their satisfaction with the delivery of the course in an online format. The survey addresses the following areas.

- Teacher Performance – knowledge of subject matter, organization of materials, fairness in grading
- Resources-library, counseling, orientation
- Communication with the instructor-posting of course procedures, discussion groups

The Distance Learning Quality Online Assurance Certification (DLQOAC) program was in its second year of implantation during AY 2013-2014. The number of faculty participants is as follows:

|             |   |             |
|-------------|---|-------------|
| Summer 2013 | 9 | Completed   |
| Fall 2013   | 4 | Completed   |
| Spring 2014 | 8 | In-Progress |

During the 2013-2014 academic year courses offered via online continued to increase.

| <u>Semester</u>    | <u>Number of New Courses</u> | <u>Number of students in these New Courses</u> |
|--------------------|------------------------------|--|
| Summer I & II 2013 | 20                           | 195  |
| Fall 2013          | 18                           | 529  |
| Spring 2014        | 15                           | 763  |

The following certificate/degree programs were offered 90% online during AY 2013-2014:

- Masters of Science in Developmental Education
- Doctorate of Education in Developmental Education

The Organizational Leadership program is offered fully online.

**Cost Efficiencies** - Grambling State University completed its second year of using Moodle as the primary Learning Management System in spring 2013. During AY 2013-14, the University realized a savings of approximately \$22,500. The Blackboard quote for AY 2013-2014 was \$65,000 and Moodle renewal quote was \$42,500.

Additional efficiencies were realized as a result of space and energy savings associated with courses offered that were 100% distance. Based on GSU estimates, GSU saves \$19.20 for lighting per course and \$172.31 savings for HVAC use per course. During summer 2013, fall 2013 and spring 2014 semesters, one hundred and seventy-six (176) 100% distance courses and one (1) videoconferencing course were offered, resulting in a savings of \$33,706 for lighting and HVAC. Also, there were one hundred and one (101) blended courses that reduced seat time in half resulting in a savings of \$19,343. The total savings for lighting and HVAC is \$53,049.

**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)**

|                                 | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>             | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> | <b>AY 15-16</b> |
| <b># of eliminated programs</b> | <b>7</b>        | <b>0</b>        | <b>0</b>        | <b>0</b>        | <b>0</b>        |                 |                 |

**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)**

|  | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                    | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> | <b>AY 15-16</b> |
| <b># of programs modified or added</b> | <b>8</b>        | <b>15</b>       | <b>0</b>        | <b>4</b>        | <b>3</b>        |                 |                 |

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

|   | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>                     | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> | <b>AY 15-16</b> |
| <b># of programs, all degree levels</b> |                 |                 | <b>50</b>       | <b>50</b>       | <b>47</b>       |                 |                 |
| <b># of programs aligned with needs</b> |                 |                 | <b>50</b>       | <b>50</b>       | <b>47</b>       |                 |                 |
| <b>% of programs aligned</b>            |                 |                 | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     |                 |                 |

**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)**

|  | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>  | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> |
| <b># of course sections that are 50-99% distance delivered</b> | <b>7</b>        | <b>7</b>        | <b>21</b>       | <b>71</b>       | <b>59</b>       | <b>101</b>      |                 |
| <b># of course sections that are 100% distance delivered</b>   | <b>57</b>       | <b>60</b>       | <b>81</b>       | <b>116</b>      | <b>98</b>       | <b>176</b>      |                 |

**3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)**

|   | <b>Baseline</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>   | <b>AY 08-09</b> | <b>AY 09-10</b> | <b>AY 10-11</b> | <b>AY 11-12</b> | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> |
| <b># of students enrolled in courses that are 50-99% distance delivered</b> | <b>37</b>       | <b>28</b>       | <b>206</b>      | <b>1593</b>     | <b>1458</b>     | <b>2229</b>     |                 |
| <b># of students enrolled in courses that are 100% distance delivered</b>   | <b>718</b>      | <b>944</b>      | <b>1834</b>     | <b>3199</b>     | <b>2606</b>     | <b>5080</b>     |                 |

**3.b.iii. Number of programs offered through 100% distance education by award level (Tracked Years 3 & 4; Targeted Years 5 & 6)**

|                                | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|
| <b>Term of Data</b>            | <b>AY 12-13</b> | <b>AY 13-14</b> | <b>AY 14-15</b> | <b>AY 15-16</b> |
| <b>Associate</b>               | <b>0</b>        |                 |                 |                 |
| <b>Baccalaureate</b>           | <b>1</b>        | <b>1</b>        |                 |                 |
| <b>Post-Baccalaureate</b>      | <b>0</b>        |                 |                 |                 |
| <b>Grad Certificate</b>        | <b>0</b>        |                 |                 |                 |
| <b>Masters</b>                 | <b>0</b>        | <b>0</b>        |                 |                 |
| <b>PMC</b>                     | <b>0</b>        |                 |                 |                 |
| <b>Specialist</b>              | <b>0</b>        |                 |                 |                 |
| <b>Doctoral</b>                | <b>0</b>        | <b>0</b>        |                 |                 |
| <b>Professional</b>            | <b>0</b>        |                 |                 |                 |
| <b>TOTAL</b>                   | <b>1</b>        | <b>1</b>        |                 |                 |
| <b>Target (Total Programs)</b> | <b>1</b>        | <b>1</b>        | <b>3</b>        | <b>4</b>        |
| 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     |                 |                 |                 |                 |
| Target Met?                    |                 | <b>Yes</b>      |                 |                 |

**EMPLOYMENT OUTCOMES REPORT**

| <b>3.d.i</b>                 | <b>2009-2010 Cohort</b> | <b>2010-2011 Cohort</b> | <b>2011-2012 Cohort</b> |
|------------------------------|-------------------------|-------------------------|-------------------------|
| <b>Associate</b>             | 33                      | 35                      | 16                      |
| <b>Baccalaureate</b>         | 706                     | 686                     | 684                     |
| <b>Masters</b>               | 133                     | 171                     | 197                     |
| <b>Doctorate</b>             | 4                       | 2                       | 6                       |
| <b>Total Completers</b>      | 876                     | 894                     | 903                     |
| <b>Rate Employed 2014 Q2</b> | 47.80%                  | 41.80%                  | 47.80%                  |
| <b>Rate Employed 2014 Q6</b> | 42.90%                  | <b>0</b>                | <b>0</b>                |

**EMPLOYMENT OUTCOMES REPORT - AVERAGE ANNUAL SALARY**

| <b>Sum of Annual Q2 Wages</b> | <b>Graduation Year</b> |                  |                  |
|-------------------------------|------------------------|------------------|------------------|
| <b>Max Degree Level</b>       | <b>2009-2010</b>       | <b>2010-2011</b> | <b>2011-2012</b> |
| Associate                     | 15,061                 | 14,165           | 11,774           |
| Baccalaureate                 | 23,295                 | 20,123           | 21,814           |
| Masters                       | 47,853                 | 37,437           | 36,538           |
| Doctorate                     | 62,384                 |                  | 70,064           |
| Grand Total                   | 28,409                 | 24,565           | 26,244           |
|                               |                        |                  |                  |
| <b>Sum of Annual Q6 Wages</b> | <b>Graduation Year</b> |                  |                  |
| <b>Max Degree Level</b>       | <b>2009-2010</b>       |                  |                  |
| Associate                     | 17,809                 |                  |                  |
| Baccalaureate                 | 26,857                 |                  |                  |
| Masters                       | 47,348                 |                  |                  |
| Doctorate                     | 83,700                 |                  |                  |
| Grand Total                   | 30,850                 |                  |                  |

#### 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.**

Over several years, Grambling State University reduced the number of developmental courses offered from 6 to 2. The developmental courses currently offered are MATH 099, developmental mathematics, and ENG 093, developmental English.

| Course                             | Status                                       |
|------------------------------------|--|
| ENG 092 –Basic English I/Lab       | Last Semester Offered- 2004 Summer Session I |
| ENG 093- Basic English II/Lab      | Active                                       |
| MATH 098 -Basic Mathematics II/Lab | Last Semester Offered-2006 Summer Session II |
| MATH 099-Basic Mathematics         | Active                                       |
| READ 094-Basic Reading I/Lab       | Last Semester Offered- 2004 Spring           |
| READ 095-Basic Reading II/Lab      | Last Semester Offered - Spring 2008          |

The number of students enrolling in a developmental mathematics or a developmental English course decreased during the 2013/2014 academic year. This decrease is a result of students enrolling at the university being better prepared for college level courses in English and mathematics.

Grambling State University currently offers no associate degree program.

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

Grambling State University has developed a six-year plan to increase out-of-state tuition and fees to the SREB average which is \$17,691 as compared to our present rate of \$14,970 for FY 2013-14. The annual plan will require an average increase of 10.0% for our non-resident student tuition and fees.

The University of Louisiana System staff recommended to the Board that one methodology be used for all campuses. This recommendation was accepted August 27, 2010. The ULS used a 5 year rolling average of all SREB public institutions. The average increase in out-of-state tuition was 5.41% per year. This value was obtained by looking at the average increase in SREB tuition for out-of-state tuition across all categories for the FY 07/08-FY 11/12 time period. The current SREB tuition median for 11/12 for the specific category was used and the 5.41% increase per year was used to obtain the targets. Grambling State University used these targets to calculate out-of-state tuition for 2013-14. This tuition was charged to non-resident students for fall 2013 and spring 2014. Each year GSU will revise the plan to reflect changes in the SREB average for out-of-state tuition.

## Approved Out-of-State Tuition Schedule -- Grambling State University

**FY 2013-14 through FY 2015-16**

**SREB Median FY 2011-12**                      **\$14,329**  
**SREB Category 4 (HBCUs only)**              **5.41%**

Proposed Tuition based on Estimated SREB Tuition Increases

|            | <b>SREB Target</b> | <b>GSU Approved</b> |         |
|------------|--------------------|---------------------|---------|
| FY 2010-11 | \$13,813           | \$10,902            | \$2,911 |
| FY 2011-12 | \$14,329           | \$12,083            | \$2,246 |
| FY 2012-13 | \$15,104           | \$13,610            | \$1,494 |
| FY 2013-14 | \$15,921           | \$14,970            | \$951   |
| FY 2014-15 | \$16,783           | \$16,331            | \$452   |
| FY 2015-16 | \$17,691           | \$17,691            | \$0     |

### • Impact on enrollment and revenue

Grambling State University is a diversified university with a national and international reputation for attracting students, faculty, and staff. This diverse reputation is linked to the migration of Louisiana residents to the east and west coast in search of civil rights. We currently have a non-resident student population of 32%. The most recent history of the university indicates that when there is a significant increase in out-of-state fees, it has a very negative effect on out-of-state enrollment which in some cases resulted in an enrollment decline of more than 10%.

Listed below is enrollment/tuition for non-Louisiana residents for 2012/2013, compared to enrollment/tuition data for non-Louisiana residents after the fourth increase of out-of-state tuition. The data show that Grambling State University had a drastic reduction in its out-of-state enrollment when compared to the 2012-2013 academic year student enrollment. Six hundred ninety-two (692) fewer students who were classified as non-Louisiana residents enrolled during the 2013/2014 academic year. This decrease in out-of-state students resulted in a drastic reduction in revenue tuition by \$1,186,422.

|                    | Out-of-state      |                    |                    | Out-of-state      |                    |
|--------------------|-------------------|--------------------|--------------------|-------------------|--------------------|
|                    | <u>Enrollment</u> | <u>Amount</u>      |                    | <u>Enrollment</u> | <u>Amount</u>      |
| <i>Fall 2012</i>   | 1,950             | \$3,520,878        | <i>Fall 2013</i>   | 1,631             | \$3,057,153        |
| <i>Spring 2013</i> | <u>1,780</u>      | <u>\$2,984,528</u> | <i>Spring 2014</i> | <u>1,407</u>      | <u>\$2,261,831</u> |
| TOTAL:             | 3,730             | \$6,505,406        | TOTAL:             | 3,038             | \$5,318,984        |

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      | 15        | 13        | 11        | 14        | 13        |          |          |
| Course sections in English          | 10        | 10        | 5         | 10        | 10        |          |          |
| Other developmental course sections | 0         | 0         | 0         | 0         | 0         |          |          |
| <b>TOTAL</b>                        | <b>25</b> | <b>23</b> | <b>16</b> | <b>24</b> | <b>23</b> |          |          |

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             | 419        | 320        | 300        | 433        | 419        |          |          |
| Enrollment in dev English                 | 168        | 141        | 81         | 220        | 197        |          |          |
| Enrollment in other developmental courses | 0          | 0          | 0          | 0          | 0          |          |          |
| <b>TOTAL</b>                              | <b>587</b> | <b>461</b> | <b>381</b> | <b>653</b> | <b>616</b> |          |          |

**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 | 1        | 1        | 1        | 1        | 0        |          |          |

**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 | 71       | 56       | 27       | 27       | 0        |          |          |

**Note: 23 students are completing Associate Degree that was eliminated during the previous academic year.**

**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)      | 9,902    | 10,902   | 12,083   | 13,610   | 14,970   |          |          |
| Peer non-resident tuition/fees (full-time) | 14,045   | 14,687   | 14,608   | 15,104   | 15,921   |          |          |
| Percentage difference                      | -29.4%   | -25.8%   | -17.0%   | -9.9%    | -6.0%    |          |          |

**Note: AY 2010-11 percentage difference calculation corrected.**

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

|  | <b>Year 3</b>                 | <b>Year 4</b>                 | <b>Year 5</b>                 | <b>Year 6</b>                 |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Term of Data</b>  | <b>AY 12-13*</b>              | <b>AY 13-14</b>               | <b>AY 14-15</b>               | <b>AY 15-16</b>               |
| <b># programs with Mandatory or Recommended accreditation status</b> | <b>35 (36)</b>                | <b>31</b>                     |                               |                               |
| <b># having discipline accreditation</b>                             | <b>33 (35)</b>                | <b>31 *</b>                   |                               |                               |
| <b>% accredited programs</b>   | <b>94.3 (97.2)</b>            | <b>100%</b>                   |                               |                               |
| <b>TARGET</b>  | <b>90.3<br/>(88.3 – 92.3)</b> | <b>90.3<br/>(88.3 – 92.3)</b> | <b>90.3<br/>(88.3 – 92.3)</b> | <b>90.3<br/>(88.3 – 92.3)</b> |
| <b>Year 08-09</b>  |                               |                               |                               |                               |
| <b>Year 09-10</b>  |                               |                               |                               |                               |
| <b>Year 10-11</b>  |                               |                               |                               |                               |
| <b>Avg Prior Three Years</b>   |                               |                               |                               |                               |
| <b>Year 11-12</b>  |                               |                               |                               |                               |
| <b>Year 12-13</b>  |                               |                               |                               |                               |
| <b>Avg of Most Recent Two Yrs</b>                                    |                               |                               |                               |                               |
| <b>Target Met?</b>   | <b>YES</b>                    | <b>YES</b>                    |                               |                               |

**\*Corrections submitted to BOR regarding accreditation status of programs have not been made. Once corrections are made %accredited programs will change to 93.5.**

# **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**

**Grambling State University  
University of Louisiana System**

**April 7, 2014**

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 2013*

|                                |             |
|--------------------------------|-------------|
| <b>Undergraduate headcount</b> | <b>4155</b> |
| <b>Graduate headcount</b>      | <b>916</b>  |
| <b>Total headcount</b>         | <b>5071</b> |

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

*Source: 2013-14 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

|                          |               |
|--------------------------|---------------|
| <b>Undergraduate FTE</b> | <b>4002.3</b> |
| <b>Graduate FTE</b>      | <b>708.4</b>  |
| <b>Total FTE</b>         | <b>4710.7</b> |

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 2013. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

|                                |              |
|--------------------------------|--------------|
| <b>Total Headcount Faculty</b> | <b>219</b>   |
| <b>FTE Faculty</b>             | <b>207.5</b> |

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 2013.*

|  |              |
|--|--------------|
| <b>Undergraduate headcount enrollment</b>  | <b>21836</b> |
| <b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b> | <b>849</b>   |
| <b>Average undergraduate class size</b>  | <b>25.7</b>  |

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

*Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.*

|   |               |
|---|---------------|
| <b>Total FTE enrollment</b>                 | <b>4710.7</b> |
| <b>FTE instructional faculty</b>            | <b>207.5</b>  |
| <b>Ratio of FTE students to FTE faculty</b> | <b>22.7</b>   |

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 2013, EEO category = "I" (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.*

| <b>Name of College/School</b>                          | <b>Number of non-instructional staff</b> | <b>FTE non-instructional staff</b> |
|--|--|------------------------------------|
| <b>College of Arts &amp; Sciences</b>                  | <b>0</b>                                 | <b>0</b>                           |
| <b>College of Business</b>                             | <b>0</b>                                 | <b>0</b>                           |
| <b>College of Education*</b>                           | <b>2</b>                                 | <b>2</b>                           |
| <b>College of Graduate and Professional Studies **</b> | <b>0</b>                                 | <b>0</b>                           |

- **Lab School Principals**

**\*\*The College of Graduate Studies and the College of Professional Studies were merged to form the College of Graduate and Professional Studies**

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

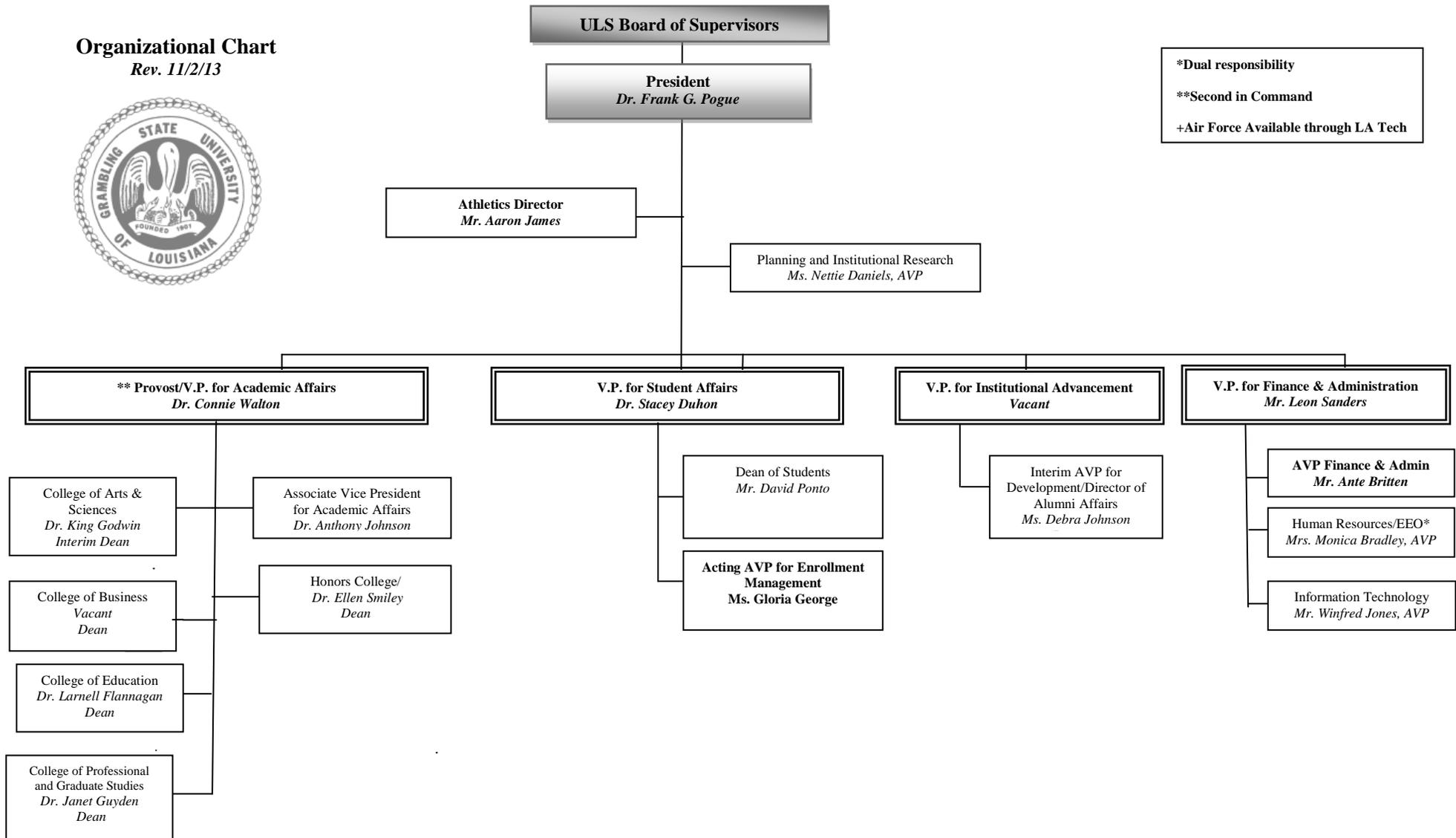
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**  
*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, EEO category = "1" (Executive, Administrative, Managerial) or "3" (Other professionals, support/service) 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.*

| <b>Name of Division</b>                         | <b>Number of staff</b> | <b>FTE staff</b> |
|---|------------------------|------------------|
| <b>Division of Academic Affairs</b>             | <b>7</b>               | <b>7</b>         |
| <b>Division of Advancement</b>                  | <b>1</b>               | <b>1</b>         |
| <b>Division of Finance &amp; Administration</b> | <b>13</b>              | <b>13</b>        |
| <b>Division of Student Affairs *</b>            | <b>11</b>              | <b>11</b>        |
| <b>Division of President</b>                    | <b>6</b>               | <b>6</b>         |

*\* Includes Enrollment Management*

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.

**Organizational Chart**  
Rev. 11/2/13



**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.**

| <b>Position</b>  | <b>Total Base Salary, reported Fall 2009</b>            | <b>Total Base Salary, reported Fall 2010</b>         | <b>Total Base Salary, reported Fall 2011</b> | <b>Total Base Salary, reported Fall 2012</b>                | <b>Total Base Salary, reported Fall 2013</b>   |
|--|---|--|--|---|--|
| <b>President</b>   | <b>\$200,000.00</b>                                     | <b>\$200,000.00</b>                                  | <b>\$200,000.00</b>                          | <b>\$200,000.00</b>   | <b>\$200,000.00</b>  |
| <b>Provost and VP for Academic Affairs</b>                             | <b>\$170,000.00<br/>Resignation</b>                     | <b>\$131,174.00<br/>Interim</b>                      | <b>\$150,850.00<br/>Appointment</b>          | <b>\$150,850.00</b>   | <b>\$150,850.00</b>  |
| <b>Vice President for Student Affairs</b>                              | <b>\$128,000.00</b>                                     | <b>\$128,000.00</b>                                  | <b>\$128,000.00</b>                          | <b>\$128,000.00</b>   | <b>\$128,000.00</b>  |
| <b>Vice President for Institutional Advancement</b>                    | <b>Vacant</b>   | <b>\$120,000.00</b>                                  | <b>\$120,000.00</b>                          | <b>\$-0-<br/>Resignation/Vacant</b>                         | <b>\$-0- Resignation/Vacant</b>  |
| <b>Vice President for Finance and Administration</b>                   | <b>\$160,000.00<br/>Resignation</b>                     | <b>\$144,000.00<br/>Interim</b>                      | <b>\$158,400.00<br/>Appointment</b>          | <b>\$158,400.00<br/>Appointment</b>                         | <b>\$158,400.00</b>  |
| <b>AVP for Academic Affairs</b>  | <b>Position did not exist</b>                           | <b>Position did not exist</b>                        | <b>Position did not exist</b>                | <b>\$95,000.00</b>  | <b>\$95,000.00</b>   |
| <b>Vice President for Enrollment Management</b>                        | <b>Position did not exist</b>                           | <b>\$115,000.00<br/>Position Created</b>             | <b>Position Eliminated</b>                   | <b>Position Eliminated</b>                                  | <b>Position Eliminated</b>   |
| <b>AVP for Enrollment Management/Director of Student Financial Aid</b> | <b>Position did not exist</b>                           | <b>Position did not exist</b>                        | <b>\$99,600.00<br/>Position Created</b>      | <b>\$-0-<br/>Resignation/Vacant</b>                         | <b>\$85,000.00<br/>Interim AVP for Enrollment Management-Realignment</b>   |
| <b>AVP for Academic Affairs and Sponsored Programs</b>                 | <b>Position did not exist</b>                           | <b>Position did not exist</b>                        | <b>Position Created/Vacant</b>               | <b>\$100,000.00<br/>Position Filled</b>                     | <b>\$100,000.00</b>  |
| <b>Dean of the College of Arts and Sciences</b>                        | <b>\$109,312.00<br/>Reassignment as Interim Provost</b> | <b>\$102,400.00<br/>Reassignment as Interim Dean</b> | <b>\$102,400.00</b>                          | <b>\$102,400.00</b>   | <b>Resignation and Reassignment of New Interim Dean<br/>\$104,400.00</b>   |
| <b>Dean of the College of Business</b>                                 | <b>\$125,000.00</b>                                     | <b>\$125,000.00</b>                                  | <b>\$125,000.00</b>                          | <b>\$125,000.00</b>   | <b>Vacant</b>  |
| <b>Dean of the College of Education</b>                                | <b>\$105,000.00</b>                                     | <b>\$105,000.00</b>                                  | <b>\$105,000.00</b>                          | <b>\$125,000.00<br/>Resignation/Vacant/<br/>Appointment</b> | <b>\$125,000.00</b>  |
| <b>Dean of the College of Professional Studies</b>                     | <b>\$108,000.00</b>                                     | <b>\$108,000.00</b>                                  | <b>\$108,000.00</b>                          | <b>\$108,000.00</b>   | <b>Realignment-Position Eliminated<br/>College of Professional Studies merged with Graduate Studies to become the College of Professional and Graduate Studies</b> |

| <b>Position</b> | <b>Total Base Salary, reported Fall 2009</b> | <b>Total Base Salary, reported Fall 2010</b> | <b>Total Base Salary, reported Fall 2011</b> | <b>Total Base Salary, reported Fall 2012</b> | <b>Total Base Salary, reported Fall 2013</b> |
|-----------------|--|--|--|--|--|
|-----------------|--|--|--|--|--|

|  |                            |                            |  |                     |  |
|--|----------------------------|----------------------------|--|---------------------|--|
| <b>Dean of Graduate Studies/AVP for Research</b>                   | <b>\$101,422.00</b>        | <b>\$101,422.00</b>        | <b>\$101,422.00</b>  | <b>\$101,422.00</b> | <b>\$101,422.00</b><br><b>Realignment-College of Graduate and Professional Studies</b> |
| <b>Dean of Student Activities</b>                                  | <b>Title did not exist</b> | <b>Title did not exist</b> | <b>\$72,000.00</b><br><b>Title changed from Director of Student Services to Dean of Student Services</b> | <b>\$72,000.00</b>  | <b>\$72,000.00</b><br><b>Realignment</b><br><b>Dean of Students</b>                    |
| <b>Athletic Director</b>   | <b>125,000.00</b>          | <b>125,000.00</b>          | <b>125,000.00</b>  | <b>125,000.00</b>   | <b>\$120,000.00</b><br><b>Resignation and Appointment</b>                              |
| <b>AVP for Planning and Institutional Research</b>                 | <b>\$91,670.00</b>         | <b>\$91,670.00</b>         | <b>\$91,670.00</b>   | <b>\$91,670.00</b>  | <b>\$91,670.00</b>   |
| <b>AVP for Finance and Administration</b>                          | <b>\$120,000.00</b>        | <b>Vacant</b>              | <b>\$100,000.00</b>  | <b>\$100,000.00</b> | <b>\$100,000.00</b>  |
| <b>AVP for Human Resources/EEO</b>                                 | <b>\$80,000.00</b>         | <b>\$80,000.00</b>         | <b>\$80,000.00</b>   | <b>\$80,000.00</b>  | <b>\$80,000.00</b>   |
| <b>AVP for Information Technology</b>                              | <b>\$95,638.00</b>         | <b>\$95,638.00</b>         | <b>\$95,638.00</b>   | <b>\$95,638.00</b>  | <b>\$95,638.00</b>   |
| <b>Executive Associate VP for Center for International Affairs</b> | <b>\$122,245.00</b>        | <b>\$122,245.00</b>        | <b>\$122,245.00</b>  | <b>\$122,245.00</b> | <b>Position Eliminated</b>   |

- i. A cost performance analysis-Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines. As reported on Form BOR-1 during the Operational Budget Process.

| Expenditures by Function     | Amount        | Percentage |
|------------------------------|---------------|------------|
| Instruction                  | \$ 23,068,236 | 45.9%      |
| Research                     | \$ 152,313    | 0.3%       |
| Public Service               | \$ -          | 0.0%       |
| Academic Support             | \$ 3,469,716  | 6.9 %      |
| Student Services             | \$ 2,719,444  | 5.4%       |
| Institutional Services       | \$ 8,062,545  | 16%        |
| Scholarships/Fellowships     | \$ 3,352,911  | 6.7%       |
| Plant Operations/Maintenance | \$ 7,458,542  | 14.8%      |
| Total E&G Expenditures       | \$ 48,283,707 | 96.1%      |
| Transfers out of agency      | \$ -          | 0.0%       |
| Athletics                    | \$ 1,969,671  | 3.9%       |
| Other                        | \$ -          | 0.0%       |
| Total Expenditures           | \$ 50,253,378 | 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 | On Campus | Off-Campus |
|-----------------------------------|-----------|------------|
| 2012-2013 – In-State              | \$21,456  | \$21,979   |
| 2012-2013 – Out-of-State          | \$29,635  | \$30,157   |

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

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is  $\geq 10$  for the Baccalaureate degree for 4-year universities

|                        |     |
|------------------------|-----|
| Average time to degree | 5.2 |
|------------------------|-----|

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

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

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

|                       |         |
|-----------------------|---------|
| State dollars per FTE | \$3,663 |
|-----------------------|---------|

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 | \$95,758,741 |
|--------------------|--------------|