



**Grambling State University
University of Louisiana System**

**GRAD Act Annual Report
FY 2014/2015 (Year 5)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 10, 2015**

**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 2014/2015 AY, many of these programs have been enhanced to increase the impact on student success.

Grambling Achievement Program (GAP) – The goal of GAP is to ensure that first-time students experience a smooth transition from high school to college by providing foundational information (first-year orientation, academic advisement for undecided majors, and referrals to appropriate resources) that will support and enhance their matriculation from the first-year through graduation. Early orientation is an integral part of this program, and is designed to increase the success of first-time freshmen and transfer students.

A total of nine (9) 1-day Summer Orientation Advising and Registration (SOAR) sessions were held during the summer of 2014. Of the 102 students who registered for the sessions, 86 (84%) attended and were able to complete registration during that period. These sessions provided information to the students and parents that support student success. Topics included registration procedures, FERPA guidelines, residential life, navigating financial aid, fee payment, the significance of the academic calendar, the importance of academic advising, and the student code of conduct. 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.

2015 Orientation – During the Spring 2015 semester, orientation was provided for new students, freshmen & transfers. Dr. Cynthia Warrick, Interim President gave a welcome address that focused on being successful in college. Dr. Janet Guyden, Interim Provost & Vice President for Academic and Student Affairs provided comments and introduced the Deans and Departments Heads from various academic programs. Representatives from the University Registrar's Office, Office of Residential Life, Office of Student Financial Aid, Student Accounts, Title IX Sexual Harassment and the Student Counseling Center provided students with useful information for adjusting to college life.

Mathematics Clinic – In correlation with institutional priorities, the Mathematics Clinic remains a key source for students enrolled in general education mathematics courses. The clinic is a structured enrichment service, which facilitates faculty and peer tutor assistance outside the classroom setting. During the 2014/2015 AY, the Mathematics Clinic maintained an operating schedule of Monday-Thursday from 9:00 am to 4:00 pm, while promoting expanded tutoring options, such as scheduled after hours peer tutor sessions and/or tutoring for specific groups of students, characterized by co-curricular interests.

The Office of the Quality Enhancement Plan utilizes a variety of promotional strategies to enhance awareness of the Mathematics Clinic and to foster student participation, which include but are not limited to peer tutor and QEP staff visits to targeted classes, campus advertising, programming, peer tutor advocacy and faculty support. As evidenced by reported data, clinic participants perform at a higher level in their respective mathematics courses. Continued efforts to increase this pool remain of paramount importance.

As technology in teaching mathematics is a key component facilitated by the QEP office, additional placement of computers in the Mathematics Clinic and a fully-equipped SMART Board are now available as tools for advanced tutoring sessions and/or workshops. This is in addition to the fully-equipped SMART computer laboratory designed for faculty utilization during each mathematics course problem-solving session.

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. The new GSTARS (Grambling Student Athletes Reaching for Success program was implemented Spring 2015. This program is designed for student athletes who are deemed at-risk. All freshman, transfers, and continuing student athletes that obtain below a 2.75 are required to attend. Monthly counseling sessions or mentor meetings are also required. A review of grades, class attendance, faculty/student relationship, personal issues, and tutoring needs are covered in these sessions. Student athletes must also complete at least 7 hours of study hall and submit bi weekly progress reports that are completed and signed by their professors.

Beginning Fall 2014, attendance reports via Argos Reporting/New Banner for all student athletes were submitted weekly to ensure that student athletes were attending class. To ensure that all student athletes do not drop below full-time status and to maintain progress toward degree and eligibility, the Office of Academic Enhancement places an athletic hold on all student athletes via New Banner.

The Academic Recovery Plan and the Permission to Drop Agreement remain in effect for all student athletes during Summer 2014 through Spring 2015. At the end of each spring semester each student athletes' transcripts and curriculums are reviewed to determine if summer school is needed and to ensure that the student athlete has met the university's and the NCAA's requirements for participation and progress toward degree.

Graduate Student Support – In an effort to increase the preparation of graduate students during the 2014/2015 AY, 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 twenty graduate students or more 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 and Sports Administration received support for their national conference, important activities in their professional development such as public speaking, personal branding, resume building, and career development and placement. GSU's Financial Aid Director spoke to graduate students about financial literacy. The Graduate Student Association implemented the online communication tool for graduate students. 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 – Despite budget cuts, the English Writing Enhancement Lab (EWEL) has remained operational. During the Fall 2014 and the present Spring 2015 semesters, students continued to attend and receive tutorial service with their instructors in the EWEL. Although the final data for Spring 2015 is unavailable, to date 361 students have received tutorial services in the writing lab. Thus, 707 students have received tutorial service to improve their research, writing, and grammar skills in the writing lab. The lab continues to service all students who desire to improve their writing

skills regardless of their classification or major. There is an ardent effort made to ensure that students who rank as freshman and sophomores are afforded and given the opportunity to experience a comprehensive support platform that seeks to enhance their writing skills and their writing comprehensive outcomes for all courses in their respective curriculums.

STEM Learning Community – The STEM Learning Community (LC) 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 2014/2015 AY were mathematics and chemistry. All participants received textbook awards for use at the Barnes and Nobles bookstore located on GSU's campus. Participants were also able to check out textbooks located in the CMAST Office. Requirements for LC students included meeting three times weekly for group study sessions, once a week with academic coaches, and attending enrichment and social activities. The instructor of the general chemistry course provided a weekly tutorial session in addition to the lecture where process oriented guided inquiry learning (POGIL) techniques were used. In collaborative efforts with the Quality Enhancement Plan (QEP), the students received mathematics tutorials provided by QEP peer tutors. In addition to the QEP tutors, mathematics tutorials were also provided by a GSU graduate with an earned BS degree in Mathematics. The students also received support from CMAST's academic coaches (upperclassmen STEM majors) whose job was to work with them to develop skills that would increase academic success, such as study skills, note-taking skills, utilizing resources on campus, etc., as well as developing goals and teaching them how to write. Some of the learning community's enrichment activities for the 2014/2015 AY include: recruiting at GSU's High School Day, touring the Eddie Robinson Museum, attending the 89th Annual Louisiana Academy of Sciences Meeting in Thibodaux, LA, attending and volunteering with Aramark for the 4th Annual Martin Luther King Jr. Distinguished Leadership Awards Luncheon, attending the STEM Research Symposium and STEM faculty research seminars, attending student development workshops given by distinguished guest, Dr. Saundra McGuire, and attending various on campus seminars from guest speakers in STEM and other areas as well as theatre productions.

Computer Science Program - Computer Science faculty have restructured the way the freshman level computer science for majors course is taught by infusing mini programming projects into the class. The faculty use 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
- Student participates in internship program and undergraduate research program
- Completed projects presented at Louisiana Academy of Sciences, Undergraduate Research Symposium and ERN Conferences.

College of Business – The Center for Student Professional Development (CSPD) assists business majors develop a balanced portfolio of academics, career knowledge and image enhancement. Students participating in the CSPD program commit to completing formal training, in which there are four (4) primary tracks (Communications, Interpersonal Skills/Team Dynamics, Critical Thinking/Decision Making and Professionalism) in two (2) consecutive semesters. Students are also able to take advantage of self-study tools designed to facilitate comprehension in the four track areas and

assess competencies. Each track offers multiple workshops, seminars and events to facilitate application of the skills developed through the CSPD program. During the 2014/2015 AY, over 150 students participated in more than 8 workshops and seminars.

The *Student Success Lab* in the College of Business was reestablished during the 2014/2015 AY to further provide students with academic support, including peer tutoring and mentoring and resources that are primarily delivered by making class textbooks and other supplemental materials available to students. An activity identified as the *Student Success Speaker Series* was also implemented. In both the Fall 2014 and Spring 2015 semesters, more than ten (10) industry subject matter experts visited business and computer science classes and provided seminars on academic relevant topics, such as project management and business data analytics. Increased classroom participation and pass rates have been observed as a result of the Lab program.

Outreach Efforts - During the 2014/2015 AY 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* – The Foster Johnson Health Center offered health awareness seminars to high school students. These workshops were designed to make students aware of the need to maintain healthy life styles in pursuit of academic and overall success. Forty (40) students from Grambling High School participated in the seminars.
- *ACT Boot Camp* – Education faculty and teacher candidates, who served as monitors, participated in the ACT Boot Camp on March 13, 2015. More than 150 students from Grambling High, Simsboro High and Gibsland-Coleman High schools attended the event.
- *Art Exhibit for High School Students* – The Department of Visual and Performing Arts hosted an exhibition by North Louisiana High School students in Dunbar Gallery from March 4-19, 2015. The participants were from Ruston High, Choudrant High, Grambling High, Simsboro High, Gibsland-Coleman Complex, Saline High, Wossman High, and Sterlington High. Six (6) high school teachers served as mentors for the students. Participating students experience art in Talented Art classes as well as mainstream art classes.
- *National Chemistry Week* – The Chemistry Department recognized National Chemistry Week in October 2014. Faculty and students traveled to regional high schools to deliver science demonstrations to multiple sections of high school science classes at Richwood High (Richwood), Green Oaks Academy (Shreveport), Bastrop High (Bastrop), and Grambling High. The theme was “The Sweet Side of Chemistry – Classifying Matter the Sweet Way.” Demonstrations included: 1) Changing water to wine; 2) Clock reaction using orange juice; 3) Burn Money Burn; 4) Where did the glass go? – Refractive Index; and 5) Candy – How sweet it is. High school science teachers and administrators have invited the team to return next year with more demonstrations to assist in recruitment of students in science.

• **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 – Student participation in the *Mathematics Clinic* continues to yield improved individual success during AY 2014/2015. Sixty two percent of students enrolled in MATH 147 who participated in the Mathematics Clinic during the Fall 2014 semester earned a grade of C or higher. Specific measures to increase clinic participation and faculty support remain on-going.

College-Specific Student Success Programs:

- STEM Learning Community students' success rates in the required courses for Fall 2014 are as follows: 90% of the students received at least a grade of C or better in General Chemistry I (which is up by 11% from Fall 2013 performance); 94% received a grade of C or higher in Pre-Calculus I; 75% received grades of C or higher in Pre-Calculus II; 67% received a grade of C or higher in Calculus I; overall, 88% of the students received ABCs in their mathematics courses. The students' success rate correlates to the students' attendance in the CMAST weekly sessions; those that attended the required weekly sessions outperformed the students whose attendance was less than 50%. Overall, 71% of the students in the STEM LC earned a GPA of 3.0 or higher for the Fall 2014 semester.
- Computer Science Program - 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 retained more than 95% in AY 2013-2014 and Fall 2014.
- Athletics Academic Center - At the end of the 2014 Fall semester, 126 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.

1st semester to 2nd semester retention rate - This rate is monitored during the spring semester for each fall cohort. This data is discussed in the President's Senior Leadership 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 and Student Affairs and the Enrollment Management Team. 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, deans, and the vice president for academic and student affairs. This information is used to make improvements that support student learning to the general education program.

1st to 2nd 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 Senior Leadership Team, 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.

1st to 3rd 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 Senior Leadership Team, 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 vice president for academic and student 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 83 Louisiana High School Principals regarding performance of graduates of their schools during the Fall 2014 semester. The report includes the overall academic performance of the students and their college readiness.

During the Fall 2014 semester, GSU entered into an agreement with Green Oaks High School and New Living Word High School to offer dual enrollment courses. A total of 26 students enrolled in Dual Enrollment courses. During the Spring 2015 semester, 51 high school students are enrolled in dual enrollment courses. Thus, Grambling State University offered dual enrollment courses for students at Grambling High School, Jonesboro Hodge High School, New Living Word High School, Minden High School, Green Oaks High School and Bastrop High School during 2014/2015.

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.i Retention of first-time, full-time, degree-seeking students, 1st to 2nd Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1203	910	706	743	746	701	
# Retained to 2 nd Fall semester	670	592	479	510	511	472	
Rate	55.7	65.1	67.8	68.6	68.5	67.3%	
Target		56% (54% - 58%)	56% (54% - 58%)	57% (55% - 59%)	58% (56% - 60%)	59% (57% - 61%)	62% (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							
Target Met?		YES	YES	YES	YES	YES	

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1184	1203	910	706	743	746	
# Retained to 3rd Fall semester	539	581	488	444	404	387	
Rate	45.5	48.3	53.6	62.9	54.4	51.9	
Target		48% (46%-50%)	48.5% (46.5%-50.5%)	49% (47%-51%)	49.5% (47.5%-51.5%)	50% (48%-52%)	52% (50%-54%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES	YES	

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	851	1022	1111	1129	1119	1184	
# Graduated within 150% of time	309	304	311	312	347	375	
Rate	36.3%	30.0%	28.0%	27.6%	31.0%	32.0%	
Target		29.6% (27.6%-31.6%)	27.9% (25.9%-29.9%)	30.2% (28.2%-32.2%)	32.6% (30.6%-34.6%)	34.9% (32.9%-36.9%)	39% (37.0%-41.0%)
Fall 2003 cohort through Fall 2009						30.0%	
Fall 2004 cohort through Fall 2010						28.0%	
Fall 2005 cohort through Fall 2011						27.6%	
Avg of Prior Three Years						28.5%	
Fall 2006 cohort through Fall 2012						31.0%	
Fall 2007 cohort through Fall 2013						32.0%	
Avg of Most Recent Two Yrs						31.5%	
Target Met?		YES	YES	NO	YES	YES	

1.a.v. Graduation Productivity (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	4448	4191	3879	
Expected # of Graduates*	1112	1048	970	
# Graduates	692	718	685	
Ratio of Graduates/ FTE	0.1555	0.171	0.177	
Graduation Productivity*	62.2%	68.5%	71%	
Target	60.5 (58.5 – 62.5)	60.5 (58.5 – 62.5)	61.0 (59.0 – 63.0)	62.0 (60.0 – 64.0)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES	YES	

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

1.a.vi. Award Productivity (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	4751.4	4440.6	4377.8	4448	4191	3879	
Expected # of Awards*	1187.87	1110.15	1094.46	1112	1048	970	
# Awards	587	748	730	702	740	710	
Ratio of Awards/ FTE	0.1235	0.1684	0.1667	0.1578	0.1765	0.1830	
Award Productivity*	49.4%	67.4%	66.7%	63.1%	70.6%	73.1%	
Target		67% (65-69%)	49% (47%-51%)	50% (48%-52%)	50% (49%-51%)	52% (50%-54%)	54% (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							
Target Met?		YES	YES	YES	YES	YES	

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	338	138	80	88	75	75	
# Admitted by Exception	49	33	6	1	1	1	
Rate	14.5%	23.9%	7.5%	1.1%	1.3%	1.3%	
# in Freshmen Admitted (Fall)	931	729	734	741	714	406	
# Admitted by Exception	92	87	70	58	58	13	
Rate	9.9%	11.8%	9.5%	7.8%	8.1%	3.2%	
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	46	65	69	67	57	56	
# Admitted by Exception	18	4	6	3	4	4	
Rate	39.1%	6.2%	8.7%	4.5%	7.0%	7.1%	
# in Freshmen Admitted (Total)	1315	932	883	896	846	537	
# Admitted by Exception	159	124	82	62	63	18	
Rate	12.1%	13.3%	9.3%	6.9%	7.4%	3.4%	

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	541	694	676	676	703	672	
% Change		28.3%	24.9%	24.9	29.9	24.2%	
Target		28.3%	.04% (543)	1.0% (546)	2.0% (552)	3.0% (557)	5.5%(571)

	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 Undergraduate Completers	541	694	676	676	703	672	
% Change		28.3%	24.9%	24.9	29.9	24.2%	
Target		28.3%	.04 (543) (-1.6 – 2.4%)	1.0% (546) (-1.0% – 3%)	2.0% (552) (0% - 4%)	3.0% (557) (1.0%-5%)	5.5% (571) (4.0%-7.0%)
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	YES	

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	115	133	171	197	226	250	
% Change		15.7	48.7%	71.3	96.5	117.4%	
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	4	
% Change		-55.6%	-77.8%	-33.3%	-33.3%	-55.6%	
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	254	
% Change		10.5%	40.3%	65.6%	87.9%	104.8%	
Target			-18.5 (101) (-20.5% - -16.5%)	-10.5 (111) (-12.5% - -8.5%)	3.2% (128) (1.2% - 5.2%)	4.8% (130) (2.8% - 6.8%)	6.5% (132) (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	YES	

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	665	831	850	881	936	926	
% Change from baseline		25.0%	27.8%	32.5%	40.8%	39.2%	

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	0	
Fall	10	8	19	20	62	32	
Winter							
Spring	9	7	25	25	64	60	
TOTAL	69	60	88	63	141	92	

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	0	
Fall	66	51	69	60	207	99	
Winter							
Spring	59	42	75	78	192	180	
TOTAL	475	443	408	246	489	279	

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	0	
Fall	66	48	57	45	195	99	
Winter							
Spring	59	42	39	66	126	156	
TOTAL	475	440	360	219	411	255	

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)

	Year 3	Year 4	Year 5	Year 6
Term of Data	10-11	11-12	12-13	13-14
Number of students who took exam	21	19	23	
Number of students who met standards for passage	21	19	23	
Calculated Passage rate	100%	100%	100%	
Target	100%	100%	100%	100%
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES	YES	

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		2013-14	10	10	100
Education	Elementary ED Content Knowledge (0014)	Department of Education		2013-14	3	3	100
Education	Art: Content Knowledge(0134)	Department of Education		2013-14	1	1	100
Education	Mathematics: Content Knowledge (5061)	Department of Education		2013-14	1	1	100
Education	Music: Content Knowledge (0113)	Department of Education		2013-14	1	1	100
Education	Music: Content Knowledge (5113)	Department of Education		2013-14	6	6	100
Education	Biology: Content Knowledge (5235)	Department of Education		2013-14	1	1	100
Education	SPED: CORE Knowledge & Mild/Moderate (5543)	Department of Education		2013-14	1	1	100
Education	PLT: Early Childhood (5621)	Department of Education		2013-14	1	1	100
Education	PLT: Early Childhood (0621)	Department of Education		2013-14	2	2	100
Education	PLT: Grades K-6 (0622)	Department of Education		2013-14	6	6	100
Education	PLT: Grades K-6 (5622)	Department of Education		2013-14	6	6	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	PLT: Grades 5-9 (5623)	Department of Education		2013-14	1	1	100
Education	PLT: Grades 7-12 (0624)	Department of Education		2013-14	3	3	100
Education	PLT: Grades 7-12 (5624)	Department of Education		2013-14	4	4	100
Education	PRAXIS I : Reading (0710)	Department of Education		2013-14	4	4	100
Education	PRAXIS I : Reading (5710)	Department of Education		2013-14	16	16	100
Education	PRAXIS 1: Writing (0720)	Department of Education		2013-14	5	5	100
Education	PRAXIS 1: Writing (5720)	Department of Education		2013-14	15	15	100
Education	PRAXIS I: Mathematics (0730)	Department of Education		2013-14	5	5	100
Education	PRAXIS I: Mathematics (5730)	Department of Education		2013-14	15	15	100

Notes: 2013-2014 Completers N=23

Exempt from PRAXIS I (minimum ACT Composite Score 22) N=3

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)	Licensure: Louisiana State Board of Nursing Certification: American Association of Nurse Practitioners	100	2014	10	9	90
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	64.73	2014	57	43	75.44

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 2014 semester 243 new transfer students (undergraduate & graduate) enrolled at Grambling State University. This is a slight decrease from the 2013 semester of 279 new transfer students enrolled at Grambling State University. 140 new transfer students enrolled during the Spring 2015 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 is also used to identify resources that will support the success of these students.

During the Fall 2013 and Spring 2013 semester 404 new transfer students enrolled at Grambling State University. 271 of these students were enrolled during the Fall 2014 semester. This represents a retention rate of 67.1%. This is a slight decrease in the retention rate from the previous

year (67.8%) The university made an effort to assist out-of-state students in identifying funding that would off-set 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 making 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.
- 1st to 2nd year retention rate of transfer students and 1st to 3rd 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 needed to 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 2014 Fall semester, Grambling State University entered into an articulation agreement with StraighterLine to allow current and former students and prospective students the opportunity to transfer credit level courses to GSU toward college degree programs as specified in the agreement. One student transferred to GSU from StraighterLine during Spring 2015.

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 2014 semester, 123 BPCC@GSU students enrolled as first-time GSU students. Sixty-five (65) BPCC@GSU students enrolled as first time GSU students during the Spring 2015 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. Twenty (20) students were referred to Delta Community College during the 2014/2015 AY.

Grambling State University and Delta Community College entered into an agreement during Fall 2010 that focused on the RN to BSN pathway. However, during the 2013/2014 AY, no students from Delta Community College enrolled as transfer students at GSU pursuing the nursing major.

Central Louisiana Technical Community College – During the Fall 2013 semester, Grambling State University (GSU) entered into an agreement with Central Louisiana Technical Community College (CLTCC) that targeted offering reduced tuition for teachers to acquire credentials that meet SACS guidelines. One CLTCC employee enrolled in courses at GSU as of Fall 2014.

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(SUSLA) that focused on the transfer of SUSLA criminal justice majors to the GSU 4-year criminal justice program. During the Fall 2014 semester, one (1) SUSLA student transferred to GSU and enrolled in the criminal justice program. Twenty-one (21) SUSLA students transferred to GSU Spring 2015 in various academic majors which included criminal justice.

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)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled in the academic year	389	413	361	
# retained to next Fall semester	254	277	254	
Rate	65.3	67.1	70.4	
Target	65.0 (63.0 – 67.0)	65.0 (63.0 – 67.0)	65.5 (63.5 – 67.5)	65.5 (63.5 – 67.5)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Years				
Target Met?	YES	YES	YES	

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	541	694	676	676	703	672	
# who began as transfers	202	256	215	228	182	190	
Percentage who began as transfers	37.3%	36.9%	31.8%	33.7%	25.9%	28.3%	

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	35	
# Admitted by Exception	6	5	2	0	1	1	
Rate	13.3%	11.6%	5.3%	0.0%	3.2%	2.9%	
# Transfers Admitted (Fall)	163	246	251	286	265	243	
# Admitted by Exception	5	6	10	18	23	20	
Rate	3.1%	2.4%	4.0%	6.3%	8.7%	8.2%	
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	72	126	105	125	98	105	
# Admitted by Exception	2	3	8	6	7	11	
Rate	2.8%	2.4%	7.6%	4.8%	7.1%	10.5%	
# Transfers Admitted (TOTAL)	280	415	394	434	394	383	
# Admitted by Exception	13	14	20	24	31	32	
Rate	4.6%	3.4%	5.1%	5.5%	7.9%	8.3%	

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	16	15	22	37	38	41	
# retained to next Fall semester	9	11	16	27	29	23	
Rate	56.3%	73.3%	72.7%	73.0%	76.3%	56.1%	

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	541	694	676	676	703	672	
# who began as transfers w assoc degree	0	2	11	8	14	0	
Percentage who began as transfers w assoc degree	0.0	.029%	1.6%	1.2%	2.0	0.0	

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	335	265	1518	1398	1224	480	

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	0	
# retained to next Fall semester	0	0	0	0	0	0	
Rate	0.0%	0.0%	0.0%	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	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 and Student Affairs reviews all degree programs, specifically looking at completion rates and alignment with Louisiana workforce needs. A report on each academic program is completed annually. These reports cover 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.

Degree Programs	Louisiana Key Industries
Chemistry, Computer Science, Engineering Technology, Mathematics, and Physics	Aerospace
Accounting, Biology, Chemistry, Management, and Marketing	Agribusiness
Chemistry, Computer Science, Engineering Technology, and Physics	Automotive
Chemistry, Engineering Technology, Mathematics and Physics	Energy
Theatre, Art, Music, Mass Communication	Entertainment
Engineering Technology, Biology, Chemistry, Computer Science, Physics	Manufacturing
Engineering Technology, Chemistry, Computer Science, Mathematics, and Physics	Process Industries
Computer Science and Computer Information System	Software Development
Biology and Chemistry	Water Management

- **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.**

In support of the Workforce and Innovation for a Stronger Economy (WISE) Fund, which allocates funds to higher education institutions to align new investments with workforce needs and the economy, Grambling State University's implementation plan, approved by the WISE Council and the Regents during the Fall 2014 semester, was developed. GSU WISE initiatives strive to increase enrollment, the number of graduates, and support for faculty in high demand fields (Computer Science, Engineering Technology, Accounting and Computer Information Systems). Additional priorities include the establishment of a Workforce Development Center and partnerships with companies to increase internships and learning opportunities.

To ensure that companies and agencies invited to partner with the university are aligned with forecasts by Louisiana Workforce Commission and Louisiana Economic Development, the Office of Alumni Affairs and Career Services (*formerly the Office of Career Services and Placement*) worked with the Provost's Office to offer and participate in activities that support students and Louisiana industry and occupational needs. Training and support services provided include assessments for skills and interests, job search workshops, labor information, access to computers, job readiness skills, and employer-based training and internships.

During the 2014/2015 AY, three (3) career fairs (Graduate/Professional School Fair-10 schools attended, the Annual Lonnie Smith Memorial Career Fair-35 companies attended, and the Spring Career Fair) that addressed industry needs for a variety of majors including Business, Criminal Justice, Education, Healthcare, and STEM areas were hosted at Grambling State University by the Office of Alumni Affairs and Career Services, the Student Government Association, and the Office of Student Support Services. Other activities sponsored in direct connection to workforce needs during Fall 2014 and Spring 2015 include six (6) information sessions (Sherwin Williams, UPS IT, Halliburton, Aramark, CSC and Kids Across America Camps), three (3) individual corporate meetings (Halliburton, Century Link, Sherwin Williams), two (2) career conferences (Thurgood Marshall College Fund Leadership Institute and the Disney College Program Educators Forum), two (2) staff development conferences (Louisiana Association of Colleges and GUNAA), public relations seminar in partnership with the sophomore class, and email blasts of employment opportunities for students and alumni.

Programming that has continued to reflect goals, partnerships, and skills enhancement includes the use of NACELink/Simplicity software (TigerWorks Career Service Manager) which tracks and facilitates employment-related needs of corporations and the Grambling State University student. The Louisiana System's software links to other campuses via myEdu. The use of this software will continue to increase the GSU network. Currently, the Office of Alumni Affairs and Career Services serves more than 2800 students and alumni.

The Office of Alumni Affairs and Career Services continues to partner with GSU's Financial Aid Office to organize, manage, and provide employment services to students that are employed part-time by the Federal Work-Study Program. This supports the student obtaining valuable discipline specific experience in part-time job placement.

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

On October 21, 2014, Grambling State University partnered with the Louisiana Small Business Development Center to host the *Starting & Financing a Business* workshop. Students, faculty, staff, and community members attended the workshop to learn how to set up the financial structure and licenses needed to start a business.

Grambling State University participated in the University Business Summit on November 28, 2014 as part of the 41st Bayou Classic in New Orleans. Seminar panelists included leaders from Microsoft, GNO, Inc., U.S. Black Chamber of Commerce and Presidents from Southern, Grambling State and ULL Systems. Discussions included the future of business, HBCU education, job market trends and hiring. The 2014 Bayou Classic Career and College Fair included participation by students, alumni, and 35 companies and governmental agencies. Grambling State University also participated in the Business of the Future: A U.S. Black Chambers and NORBCC Solution Series, a half-day panel series with corporations, co-sponsored by the Bayou Classic.

Additionally, Operation JumpStart in collaboration with the Greater Northern Louisiana Community Development Cooperation continues to thrive with economic development training designed to assist minority small business owners and entrepreneurs.

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

➤ FALL 2014				
Tyson	Software, Programming, ERP, Desktop Support & Hardware Support	CIS and CS positions (focus)	COB (CIS) and Arts & Sciences (CS)	Select on-campus recruiting
CenturyLink	Technology Services	Engineering & Technical Support	CIS, CS and Engineering Technology – Electrical focus and Project Management	Establishing additional experiential programs & seeking to expand scope of hiring beyond STEM disciplines; on-campus recruiting
Aramark Corp.	Food Services	All majors	Management and Hotel/Hospitality	On-campus recruiting year round; Seeking to expand hiring commitment and Professional Development support (asking for expanded hotel & tourism program/focus)
Chevron	Oil & Gas (Finance Focus)	Accounting	Accounting & Economics & Project Management	Provided resources for Career Prep workshop and interviewed students at NABA Regional Conf.
Shell Oil Co.	Oil & Gas (STEM, Accounting & Marketing)		CS, CIS, Chemistry, Engineering Tech (both Drafting and Electrical);	In progress; Looking to some immediate wins with partners; Strongly encourage development of Proj. Mgmt skills and use of Consortiums & Professional Org.
➤ SPRING 2015				
KPMG	Audit/Advisory/Tax	Accounting/CIS	COB	Meeting with KPMG to establish Partnership and Recruiting Plans. Strongly encouraging students to double major in Accounting and CIS
Ernst & Young	Audit/Advisory/Tax	Accounting/CIS	COB	Meeting with E&Y Director to establish partnership and recruiting plan. Strongly encouraged students to double major in Accounting and CIS
IBM	Technology Services	CIS and CS	CIS and CS	Recruiting on campus; Supporting Prof. Development programs; Establishing CEA through LED
CenturyLink	Technology Services	CIS, CS, Engineering Technology – Electrical and Accounting	COB, A&S and ETE	Informational sessions and recruiting on campus; Establish training program in Corp. Services group; Piloting mentoring program with CSPD students; Establishing a CEA through LED
Progressive IT	IT Recruiting	CIS, CS & ETE		Seeking to expand scope to non-STEM areas and seek assistance in establishing other experiential opportunities
Google	Internet/Web	All disciplines		Developing Business Case for on-campus relationship; conducted informational webinar

• **Other means of tracking students into the workforce outside of the Employment Outcomes Report.** Grambling State University uses surveys to track students into the workforce. The Office of Institutional Planning, Assessment and Effectiveness and the Office of Alumni Affairs and Career Services administer the exit survey for graduating students. These surveys address job placement and admission to graduate and professional schools. Software for graduation exit interviews is also used to track the employment of graduates.

• **Improved technology/expanded distance learning offerings during the reporting year.** *Enhancements to Distance Learning* - During the 2014/2015 AY, Grambling State University completed its 3rd 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 third year of implementation during AY 2014/2015. The number of faculty participants are as follows:

Summer 2014	8	Completed
Fall 2014	6	Completed
Spring 2015	9	In-Progress

The following certificate/degree programs were offered fully online during AY 2014/2015:

- Post-Master Certificate in Developmental Education
- Masters of Science in Developmental Education
- Doctorate of Education in Developmental Education

Cost Efficiencies - Grambling State University completed its third year of using Moodle as the primary Learning Management System in Spring 2014. During AY 2014/2015, the university realized a savings of approximately \$19,350. The Blackboard quote for AY 2013/2014 was \$65,000 and Moodle renewal quote was \$45,650.

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 the Summer 2014, Fall 2014 and Spring 2015 semesters, two-hundred and twenty-four (224) 100% distance courses were offered, resulting in a savings of \$42,898 for lighting and HVAC. Also, there were one hundred and twenty-three (123) blended courses that reduced seat time in half resulting in a savings of \$23,555. The total savings for lighting and HVAC is \$66,453.

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

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

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

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	7	7	21	71	59	79	
# of course sections that are 100% distance delivered	57	60	81	116	98	82	

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	37	28	206	1593	1458	2100	
# of students enrolled in courses that are 100% distance delivered	718	944	1834	3199	2606	3652	

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

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

EMPLOYMENT OUTCOMES REPORT

3.d.i	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort*
Associate	33	35	16	16
Baccalaureate	706	686	684	684
Masters	133	171	197	197
Doctorate	4	2	6	6
Total Completers	876	894	903	903
Rate Employed 2014 Q2	47.80%	41.80%	47.80%	47.80%
Rate Employed 2014 Q6	42.90%	0	0	0

EMPLOYMENT OUTCOMES REPORT - AVERAGE ANNUAL SALARY

Sum of Annual Q2 Wages	Graduation Year			
Max Degree Level	2009-2010	2010-2011	2011-2012	2012-2013*
Associate	15,061	14,165	11,774	11,774
Baccalaureate	23,295	20,123	21,814	21,814
Masters	47,853	37,437	36,538	36,538
Doctorate	62,384		70,064	70,064
Grand Total	28,409	24,565	26,244	26,244
Sum of Annual Q6 Wages	Graduation Year			
Max Degree Level	2009-2010			
Associate	17,809			
Baccalaureate	26,857			
Masters	47,348			
Doctorate	83,700			
Grand Total	30,850			

* No new data is available

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 for students who are eligible for admission to the university based on the conditional pilot program

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 2014/2015 AY. This decrease is a result of students enrolling at the university being better prepared for college level courses in English and mathematics. Students admitted to the university with an ACT Math subscore of 17 or 18 or an Act English subscore of 16 or 17 could only participate in a Developmental Pilot Program that requires enrollment in designated math and English courses.

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 \$16,518 as compared to our present rate of \$15,744 for FY 2014/2015. The annual plan will require an average increase of 4.5% 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 5.71% 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 08/09 – FY 12/13 time period. The current SREB tuition median for 12/13 for the specific category was used and the 5.71% increase per year was

used to obtain the targets. Grambling State University used these targets to calculate out-of-state tuition for 14/15. This tuition was charged to non-resident students for Fall 2014 and Spring 2015. Each year GSU will revise the plan to reflect changes in the SREB average for out-of-state tuition.

**Proposed Out-of-State Tuition Schedule -- Grambling State University
FY 2014-15 through FY 2015-16**

SREB Median FY 2012-13 **\$13,983**
SREB Category 4 (HBCUs only) **5.71%**

Proposed Tuition based on Estimated SREB Tuition Increases

SREB Target	GSU Proposed		
FY 2010-11	\$13,813	\$10,902	\$2,911
FY 2011-12	\$14,329	\$12,083	\$2,246
FY 2012-13	\$13,983	\$13,610	\$373
FY 2013-14	\$14,781	\$14,970	-189
FY 2014-15	\$15,625	\$15,744	-119
FY 2015-16	\$16,518	\$16,518	\$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 28.7%.

Listed below is enrollment/tuition for non-Louisiana residents for 2013/2014, 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 realized a drastic reduction in its out-of-state enrollment from the 2013/2014 AY to 2014/2015 by 581 students which also resulted in a drastic revenue reduction in tuition by \$2,247,963.

	Out-of-state			Out-of-state	
	<u>Enrollment</u>	<u>Amount</u>		<u>Enrollment</u>	<u>Amount</u>
<i>Fall 2013</i>	1,631	\$3,057,153	<i>Fall 2014</i>	1,294	\$1,681,432
<i>Spring 2014</i>	<u>1,407</u>	<u>\$2,261,831</u>	<i>Spring 2015</i>	<u>1,163</u>	<u>\$1,389,589</u>
TOTAL:	3,038	\$5,318,984	TOTAL:	2,457	\$3,071,021

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	7	
Course sections in English	10	10	5	10	10	6	
Other developmental course sections	0	0	0	0	0	0	
TOTAL	25	23	16	24	23	13	

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	137	
Enrollment in dev English	168	141	81	220	197	51	
Enrollment in other developmental courses	0	0	0	0	0	0	
TOTAL	587	461	381	653	616	188	

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	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	0	

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	15,744	
Peer non-resident tuition/fees (full-time)	14,045	14,687	14,608	15,104	15,921	15,625	
Percentage difference	-29.4%	-25.8%	-17.0%	-9.9%	-6.4%	0.8%	

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	35 (36)	31	31	
# having discipline accreditation	33 (35)	29	31	
% accredited programs	94.3 (97.2)	93.5%	100.0%	
TARGET	90.3 (88.3 – 92.3)	90.3 (88.3 – 92.3)	90.3 (88.3 – 92.3)	90.3 (88.3 – 92.3)
Year 08-09				
Year 09-10				
Year 10-11				
Avg Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES	YES	

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 10, 2015

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 2014

Undergraduate headcount	3524
Graduate headcount	980
Total headcount	4504

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

Source: 2014-15 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	3565.8
Graduate FTE	727.5
Total FTE	4293.3

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 2014. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	203
FTE Faculty	195.5

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 2014.

Undergraduate headcount enrollment	18258
Total number of sections in which the course number is less than or equal to a senior undergraduate level	752
Average undergraduate class size	24.3

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Source: Budget Request information 2014/2015 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	4293.3
FTE instructional faculty	195.5
Ratio of FTE students to FTE faculty	22.0

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 2014, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	0	0
College of Business*	1	1
College of Educational, Professional and Graduate Studies **	2	2

***Interim Executive Dean for the College of Business**

****The College of Graduate Studies and the College of Professional Studies were merged to form the College of Graduate, Educational, Professional and Graduate Studies (Lab School Principals)**

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 2014, 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.

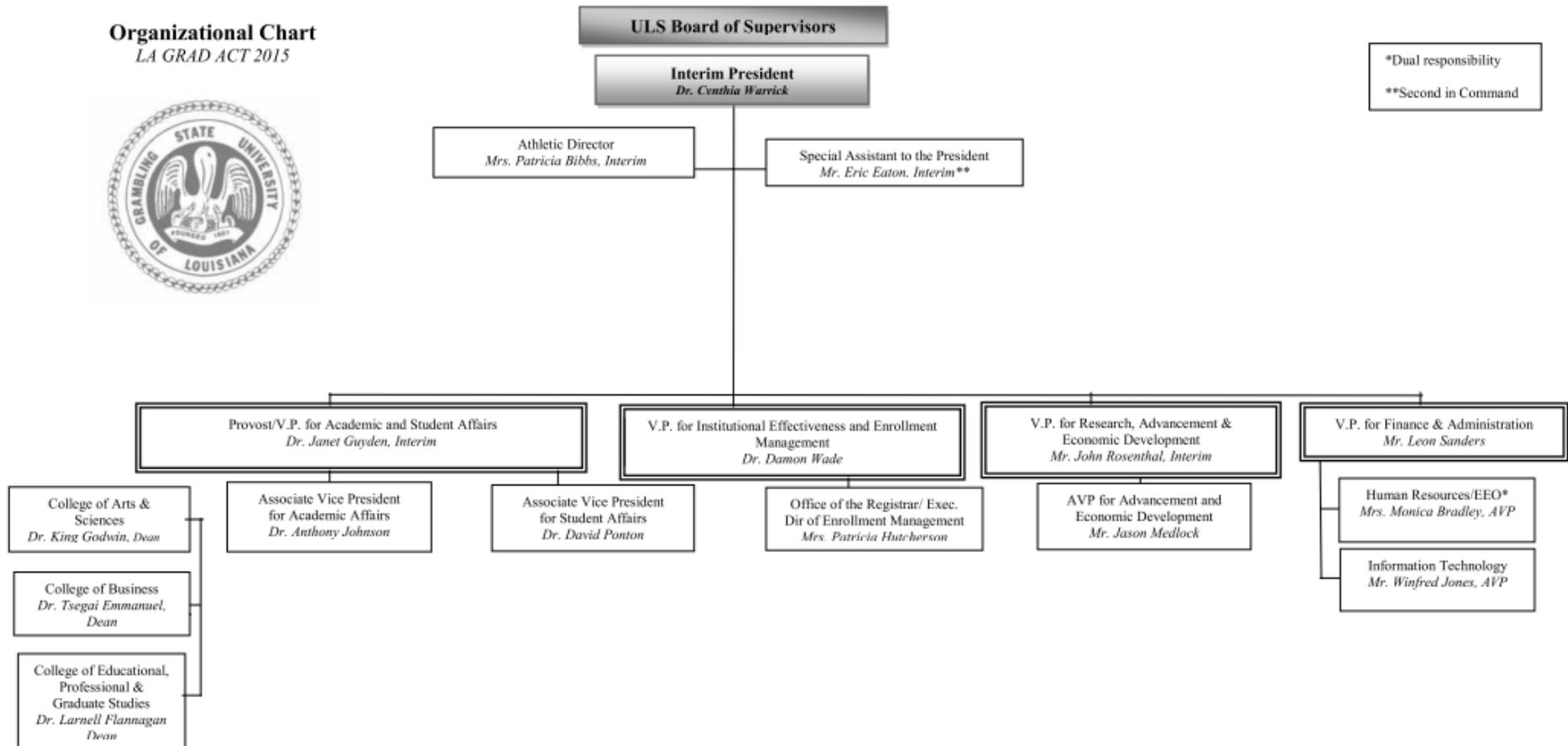
Name of Division	Number of Staff	FTE Staff
Division of Academic Affairs and Student Affairs *	14	14
Division of Research, Advancement and Economic Development**	2	2
Division of Finance and Administration	11	11
Division of Institutional Effectiveness and Enrollment Management***	5	5
Division of President	6	6

***Realignment includes the merger of the Division of Academic and Student Affairs**

****Realignment for Division of Advancement—Title changed and responsibilities expanded to Division of Research, Advancement and Economic Development (AVP for Advancement)**

*****Realignment—Department of Institutional Effectiveness merged with Enrollment Management to create the Division of Institutional Effectiveness and 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.



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

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

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014
Interim President	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00
Special Asst. to the President, Interim						Realignment/ New Position \$150,000.00
Athletic Director	125,000.00	125,000.00	125,000.00	125,000.00	\$120,000.00 Resignation and Appointment	Realignment \$135,000.00 Head Women's Basketball to Interim AD
Interim Provost and VP for Academic and Student Affairs	\$170,000.00 Resignation	\$131,174.00 Interim Appt.	\$150,850.00 Appointment	\$150,850.00	\$150,850.00	\$145,000.00
Vice President for Student Affairs	\$128,000.00	\$128,000.00	\$128,000.00	\$128,000.00	\$128,000.00	Realignment -0-
Dean of Student Activities	Title did not exist	Title did not exist	\$72,000.00 Title changed from Director of Student Services to Dean of Student Services	\$72,000.00	\$72,000.00 Realignment Dean of Students	-0- Realignment to Associate Vice President for Student Affairs(see below)
Associate VP for Student Affairs	Title did not exist	Title did not exist	Title did not exist	Title did not exist	Title did not exist	Realignment \$100,000.00
Dean of the College of Arts and Sciences	\$109,312.00 Reassignment as Interim Provost	\$102,400.00 Reassignment as Interim Dean	\$102,400.00	\$102,400.00	Resignation and Reassignment of New Interim Dean \$104,400.00	\$120,000.00 Interim to Regular Appointment
Dean of the College of Business	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00	Vacant	\$125,000.00 Regular Appointment

Dean of the College of Education	\$105,000.00	\$105,000.00	\$105,000.00	\$125,000.00 Resignation/Vacant/ Appointment	\$125,000.00	Realignment \$130,000.00 College of Education- Merged with the College of Professional Studies and Graduate School
Dean of the College of Professional Studies	\$108,000.00	\$108,000.00	\$108,000.00	\$108,000.00	Realignment- Position Eliminated College of Professional Studies merged with Graduate Studies to become the College of Professional and Graduate Studies	-0- Realignment
Dean of Graduate Studies/AVP for Research	\$101,422.00	\$101,422.00	\$101,422.00	\$101,422.00	\$101,422.00 Realignment- College of Graduate and Professional Studies	-0- Realignment
AVP for Academic Affairs	Position did not exist	Position did not exist	Position did not exist	\$95,000.00	\$95,000.00	\$95,000.00
Vice President for Institutional Effectiveness and Enrollment Management	Position did not exist	\$115,000.00 Position Created	Position Eliminated	Position Eliminated	Position Eliminated	\$130,000.0 Realignment Position Reinstated
Registrar/Executive Director for Enrollment Management	Position did not exist	Position did not exist	Position did not exist	Position did not exist	Position did not exist	Realignment \$84,000.00
AVP for Planning and Institutional Research	\$91,670.00	\$91,670.00	\$91,670.00	\$91,670.00	\$91,670.00	Realignment -0- Position Eliminated

- 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	\$ 21,420,727	43.0%
Research	\$ 17,024	0.0%
Public Service	\$ -	0.0%
Academic Support	\$ 4,208,263	8.4%
Student Services	\$ 2,414,552	4.8%
Institutional Services	\$ 9,600,081	19.3%
Scholarships/Fellowships	\$ 3,691,176	7.4%
Plant Operations/Maintenance	\$ 6,656,739	13.4%
Total E&G Expenditures	\$ 48,008,563	96.3%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 1,851,200	3.7%
Other	\$ -	0.0%
Total Expenditures	\$ 49,859,763	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
2013-2014 – In-State	\$22,237	\$22,787
2013-2014 – Out-of-State	\$31,488	\$32,038

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 ≥ 10 for the Baccalaureate degree for 4-year universities

Average time to degree	5.4
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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	\$3,299
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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	\$96,167,676
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