



University of Louisiana System

**GRAD Act Annual Report
FY 2010-2011**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2011**

**and to the
Louisiana Board of Regents,
May 1, 2011**

Table of Contents

Student Success

- 1.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. Page 3
- 1.b. Increase the percentage of program completers at all levels each year. Page 8
- 1.c. Develop partnerships with high schools to prepare students for post-secondary education. Page 11
- 1.d. Increase passage rates on licensure and certification exams and workforce foundational skills. Page 14

Articulation & Transfer

- 2.a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students. Page 18
- 2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution. Page 21
- 2.c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution. Page 24
- 2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. Page 27

Workforce and Economic Development

- 3.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. Page 30
- 3.b Increase use of technology for distance learning to expand educational offerings. Page 33

Institutional Efficiency and Accountability

- 4.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. Page 37
- 4.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. Page 39
- 4.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. Page 41

1. Student Success

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.

Narrative Report:

• Policy/policies adopted by the management board:

In October of 2009 the ULS adopted new admission standards for first time freshmen. By 2012 Grambling State University must implement the following standards.

- High School GPA of 2.35 or greater or
- ACT composite of 21 or greater or
- High school graduation rank top 50% AND
- Require no more than one developmental course
- Student must have a minimum Grade Point Average of 2.0
- Completion of BoR CORE

Guidelines for determining admission Exceptions for first time freshmen to Grambling State University are also included in the new admission standards that were adopted by the Board in October of 2009. Students admitted by exceptions should not exceed 10% and must have a minimum grade point average of 2.0. The Exception Pool is based on ten percent of the average of the number of first time freshmen using the previous three years.

The ULS adopted a policy in August of 2010 to reduce the number of hours for undergraduate baccalaureate programs to no more than 120 credit hours.

• Subsequent policy/policies adopted by the institution:

Fall 2010 Grambling State University implemented higher selective admission standards as the university prepares to adopt the Fall 2012 admission standards the ULS adopted October 2009. First time freshmen were required to have an ACT score of 20 and require no more than one developmental course. The high school core requirement was also increased to 17.5 units in core curriculum courses. The current GSU admission standards meet the Fall 2012 admission standards adopted by the management board that limits the number of remedial courses a first-time freshman can need to one.

Admission Policy for First-time freshmen implemented by GSU Fall 2010

- Completion of Regents High School Core Curriculum- 17.5 units

- High School GPA of 2.0 or greater OR
- ACT composite score of 20 or greater OR
- High School graduation rank top 50% of class AND
- Require no more than one remedial course

120 CREDIT HOUR REQUIREMENT: During the Fall 2010 semester 4-year degree programs at GSU redesigned degree programs in an effort to reduce the credit hours required to no more than 120. This supports the Board Policy that says “The total number of credit hours required for a baccalaureate degree shall be 120 hours unless otherwise required for accreditation and/or professional certification purposes. In those cases where a degree program must exceed 120 hours, it shall first be submitted to the UL System Office for review and approval. (Revised August 2010)” Seventy-three (73) percent of the undergraduate programs at the university have reduced the required credit hours to no more than 120. The average number of hours reduced was 7.58 hours.

• **Timeline for implementing the policy/policies:**

Grambling State University will implement the ULS admission policy by Fall 2012. In preparation for this implementation, during the Spring 2011 semester we will begin to educate constituents of the upcoming changes. These constituents include community leaders, parents, counselors, teachers, principals, and alumni. We will use the GSU web page to also make public the Fall 2012 admission criteria for first-time freshmen.

Admission Policy that will be implemented by Fall 2012

- High School GPA of 2.35 or greater OR
- ACT composite of 21 or greater OR
- High school graduation rank top 50% AND
- Require no more than one developmental course
- Student must have a minimum GPA of 2.0
- Completion of BoR CORE

• **Performance of entering freshmen students admitted by exception (4-year universities)**

Our policy is to only admit students by exception that we believe have the potential to be successful at Grambling State University. First to second year retention rate for first time freshmen admitted by exception for the Fall 2009 semester was 68% (63 of 92 students). This is slightly higher than the retention rate for the entire first-time freshman Fall 2009 class that is 65.2%. The average grade point average for this group during Fall 2010 was a 2.04 on a 4.00 scale. This average is slightly below the average grade point average of 2.33 for all Fall 2010 first-time freshmen.

GSU calculates the number of first-time freshmen to be admitted by exception by using a projected first-time freshmen enrollment that is based on previous year enrollment. For example, for fall 2010 the projected new freshman enrollment was 1,200. Ten percent of the new projected freshman enrollment was used to calculate the number of exceptions to be awarded. This resulted in 120 exceptions being available for the new freshman class that was admitted for fall 2010. The university has calculated the number of exceptions that can be admitted for Fall 2011 by taking 10% of the previous 3 year enrollment of first-time freshmen.

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					
# Retained to 2nd Fall semester	670	592					
Rate	55.7	65.1					
Target		54% - 58%	54% - 58%	55% - 59%	56% - 60%	57% - 61%	60% - 64%
Target Met?		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					
# Retained to 3rd Fall semester	539	581					
Rate	45.5	48.3					
Target		46% - 50%	46.5% - 50.5%	47% - 51%	47.5% - 51.5%	48% - 52%	50% - 54%
Target Met?		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					
# Graduated within 150% of time	309	304					
Rate	36.3	30.00					
Target		27.6% -31.6%	25.9% -29.9%	28.2% -32.2%	30.6% -34.6%	32.9% -36.9%	37% - 41%
Target Met?		YES					

1.a.vi. Academic Productivity: Award Productivity (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	4751	4440.6					
# Awards	587	748					
Ratio of Awards/ FTE	0.12	0.17					
Expected # of Awards*	1187.87	1110.15					
Award Productivity*	49.4%	67.4%					
Target		65% - 69%	47% - 51%	48% - 52%	49% - 51%	50% - 54%	52% - 56%
Target Met?		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					
# Admitted by Exception	49	33					
Rate	14.5 %	23.9%					
# in Freshmen Admitted (Fall)	931	729					
# Admitted by Exception	92	87					
Rate	9.9%	11.8%					
# in Freshmen Admitted (Spring)	46	65					
# Admitted by Exception	18	4					
Rate	39.1%	6.2%					
# in Freshmen Admitted (Total)	1315	932					
# Admitted by Exception	159	124					
Rate	12.1%	13.3%					

1. Student Success

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

Narrative Report:

Grambling State University implements programs that support student success and ultimately completion of the degree. These programs are found in every unit at the university: Academic Affairs, Athletics, Student Affairs, Enrollment Management, and Finance. These programs include tutorials, supplemental instruction, living and learning communities, and early intervention programs.

In an effort to impact the retention of students, the organizational structure at Grambling State University was modified during the Spring 2010 semester to include a division of Enrollment Management. Units that were devoted to retention were moved from other divisions and placed in Enrollment Management under the leadership of a vice-president. This vice-president has primary responsibility for overseeing the retention efforts at the university. The units housed in this division include the Office of Retention, First Year Experience, and the Trio Program; units that play a major role in the implementation of programs that support students completing degree programs.

OFFICE OF RETENTION-Programs that support student success are managed by this office, focusing primarily on freshman and sophomore students.

These intervention programs include the following:

- **Early Alert Program**- Faculty contribute directly to retention by assisting with the early detection and intervention of students who are low performers in class, chronically absent from class, or experiencing other kinds of problems that affect academic performance.
- **Supplemental Instruction Program**- an academic assistance program that utilizes peer-assisted group study sessions. The SI Program targets traditionally difficult academic courses that have a high failure and withdrawal rate. 43% of the students (69) participating during Fall 2010 earned grades of C or higher.
- **Peer Tutoring Program**- free tutorial assistance in select freshman and sophomore level courses. Students with a GPA less than 2.0 are contacted and asked to report for tutoring and periodic counseling. Tutoring was provided to 155 students in Fall 2010. At this point in the Spring 2011 semester 94 students are taking advantage of the tutorial service.
- **Male Initiative (MI) Program**- dedicated to the establishment of brotherhood, scholarship, and retention of male students at GSU. During the Fall 2010 semester, 404 male students participated in this program. 90% of the freshmen male cohort was retained to the spring 2011 semester.
- **Academic Success & Study Skills Workshops**- Test anxiety, time management, and financial literacy workshops are offered. During the Fall 2010 semester 63 students took advantage of the workshops. During the Spring 2011 semester, time management and financial literacy workshops are being offered.

FIRST YEAR EXPERIENCE -The Student Success department focuses on the first year experience of students, implementing programs that are designed to support the successful transition into the university. The First Year Experience program is comprised of an orientation for new and transitional students, academic advisement/counseling, and seminar-based instruction that will guide the student through the first year of college. The services provided are designed to support retention. The Student Success Department manages the following retention efforts:

- Identify at risk students and steer them to the needed service
- Implement an aggressive pre-registration effort during the fall semester to get students to enroll in the Spring semester. This effort resulted in 92% retention rate for the Spring 2011 semester.
- Teach the first semester and second semester First Year Experience Courses that all freshmen are required to complete. These courses focus on the history of Grambling State University, Study Skills, and Career Planning.

STUDENT SUPPORT SERVICES - The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. The target groups are first and second year students from low income families, first generation attendees, or students with disabilities evidencing academic need. Program services provided include academic advising, tutorial services, career counseling, mentoring, book loan, computer lab access, disability services, and cultural enrichment events. Grambling State University services 244 participants.

TUTORING SERVICES IN THE MATHEMATICS CLINIC and WRITING LAB- In an effort to improve the mathematical skills and knowledge of students, the Quality Enhancement Plan has implemented the *Mathematics Clinic and Technology in Teaching Mathematics*. These programs are designed to improve student performance in Pre-Calculus I and Pre-Calculus II. Both of these initiatives began in the fall of 2010. The Mathematics Clinic is held on Mondays and Wednesdays from 10: 00 a.m.- 4:14 p.m. and facilitated by mathematics faculty. The average grade-point-average in MATH 147 for those students who regularly attended the clinics was 3.33 (2.14 for students not attending the clinic). The Writing Enhancement Lab provides tutorial services to enhance student learning, to improve students' overall writing skills and to help students have a better understanding of the writing process. Currently housed in the Department of English in Woodson Hall, 137 students were served in the tutorial lab in fall 2010. During spring 2011, prior to midterm, 51 students were served.

ATHLETIC ACADEMIC ENHANCEMENT LABORATORY- The Athletic Academic Center was created to enhance and promote the potential for each student-athlete to meet and exceed high academic standards and be successful throughout their matriculation at GSU. The academic realm includes progress towards degree completion while continuing to increase graduation and retention rates. The Center is a viable part of athletics and is located in an environment conducive to learning. Also, a Student-Athlete Lab is housed in the Fredrick C. Hobdy Assembly Center which is funded through a grant from the NCAA. The Center is comprised of academic support services to include a computer lab and the GradesFirst software initiative to support the Academic Enhancement Study Hall/Tutorial Enrichment Policy. This software program is used to track freshmen, transfers, and student-athletes that fall into an at-risk category such as having a negative grade point average swing during a certain semester or any student-athlete carrying a grade point average of 2.00 and below.

TEACHER EDUCATION STUDENT SUCCESS INITIATIVES-A freshman orientation course for education majors was implemented in 2008-09 and became the first step in using a cohort model to facilitate students' (candidates') academic success. The course not only strengthens skills for success (such as study skills, time management, test-taking, etc.) but also provides opportunities for them to bond with candidates who are facing similar challenges. More candidates are meeting adequate yearly progress expectations. Sixty-four freshmen declared education as a major in the 2009-10 freshmen cohort and forty-nine (77%) in this cohort returned fall 2010. The 2010-11 cohort consists of fifty-three students who declared education as a major and 100% of the cohort returned for the spring 2011 semester. Retention of education majors is impacted by success on PRAXIS examinations. The College of Education provides support for preparation for these examinations through the orientation course, individual tutorials and the PRAXIS laboratory.

CURRICULUM RESOURCE CENTER AND STEM STUDENT SUCCESS CENTER (CRC)- This center provides support services for students enrolled in science and mathematics courses. These services include tutorials, study skills assessment, supplemental course materials, and reference books. 79% of students in BIOL 103 who utilized the supplemental course materials available in the CRC (during fall 2010) earned a grade of C or higher. 78% of students in BIOL 104 utilizing the services earned a grade of C or higher for the Fall 2010 semester.

STUDENT SUCCESS INITIATIVES FOR GRADUATE STUDENTS- Grambling State University reviews policies related to graduate students in an effort to make sure the policies support student success. At the beginning of the Spring 2011 semester the graduate council changed the policy that places a graduate student on suspension if the student earned two grades of C. The requirements for admission to the graduate school were also changed. The Graduate Student Association was established during the 2009/2010 academic year. The goals of this association include promoting academic and career achievement.

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					
% Change		28.3%					
Target		28.3%	(1.6%) – 2.4%	(1.0%) – 3%	0% - 4%	1.0% - 5%	4.0% - 7.0%
Target Met?		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					
% Change		15.7	(18%) – (14%)	(10%) – (6%)	4.6% - 8.6%	5.6% - 9.6%	8.0% - 11.0%
Target		15.7					
Target Met?		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, Doctoral	9	4					
% Change		(55.6%)	(57.6%) – (53.6%)	(46.4%) – (42.4%)	(46.4%) – (42.4%)	(35.3%) – (31.3%)	(33.0%) – (25.0%)
Target		(55.6%)					
Target Met?		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					
% Change		25.0%					

1. Student Success

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

Narrative Report:

The partnership activities that GSU has sponsored since the 2009/10 academic year have involved 81 Louisiana High Schools and 73 out-of-state High Schools. The ultimate goal is to ensure that each student graduating from high school is prepared for postsecondary education.

- **examples of newly created partnerships**

EARLY START PARTNERSHIP WITH JONESBORO-HODGE HIGH SCHOOL (JHHS) GSU offered dual enrollment courses during Fall 2010 to JHHS students. Four (4) students successfully completed classes during Fall 2010 (developmental English and English 101) and 13 are currently enrolled for the spring 2011 semester.

- **examples of strengthening existing partnerships**

GSU ARMY ROTC- The ROTC visits each school (15 schools) a minimum of twice a semester in order to mentor future college bound - professionals and motivate high school students to continue their education beyond high school. The ROTC engages in the following additional activities with high schools.

- Sponsor JROTC College Tours twice during the Fall/Spring semesters
- Sponsor North Louisiana JROTC Drill Competition
- Conduct College ROTC opportunity briefs for college bound students
- Support JROTC High School Leadership Summer Training Programs
- Conduct Scholarship information briefs
- Conduct scholarship interviews
- Conduct periodic scheduled inspections of all sponsored JROTC programs.

CENTER FOR MATHEMATICAL ACHIEVEMENT IN SCIENCE & TECHNOLOGY (CMAST) focuses on providing middle and high school teachers with alternative lab experiments that are cost effective and produce minimal hazardous waste. These teachers that participate in the workshops take these experiments back to their high schools and infuse into their lesson plans. This results in high school students graduating with enhanced skills in science and mathematics. This prepares high school students for success in postsecondary education. During the summer of 2010 the academy focused on physics and engineering. A new high school, Summerfield High School, Summerfield, Louisiana, was represented in the academy. Eight (8) teachers participated in the 2010 Summer Science Academy held June 7 – June 11, 2010 and was available to high school science teachers in the areas of physics and physical science. Academy activities were facilitated by university faculty in the College of Arts and Sciences.

ENGINEERING WEEK Twenty-four (24) high school students participated in Engineering Week activities during Spring 2011. These students engaged in activities that required them to use critical thinking skills. These skills are vital to success at the college level. Additionally the students receive information on requirements for admission to Grambling State University. The Financial Aid department also provides information on how to apply for federal financial aid.

COLLEGE OF EDUCATION PARTNERSHIP WITH GIBSLAND-COLEMAN HIGH SCHOOL sponsored the following activities:

- *Mathematics Workshops* for teachers and students at Gibsland High School- 11/19/11. The college of Education at GSU hosted a guest presenter, Mr. LaMar Queen. Mr. Queen is a GSU graduate and currently teaches mathematics at a middle school in Los Angeles. Mr. Queen is nationally recognized for using student-centered instruction to teach fundamental concepts in Pre-Algebra, Algebra and Geometry. The workshop focused on using positive rap songs to teach mathematics topics that are found on ACT and PSAT.
- *Writing and Mathematics Professional Development Workshop* delivered by GSU Faculty, Dr. Doris Williams-Smith and Mr. Eugene Taylor (1/31/11)- workshop focused on helping to prepare students for the Graduation Exit Exam.

HIGH ABILITY PROGRAM A summer program for high school juniors (rising seniors) who have exemplified outstanding academic accomplishment. Students are introduced to essential study skills and the development of interpersonal skills. Students enroll in six credit hours of college level courses.

- **examples of feedback reports to high schools**

GSU provides feedback to high schools regarding the performance of first-time freshman who enroll as a GSU student. Grambling State University provided feedback to 20 in-state high schools and 4 out-of-state high schools. Each school was notified of the average GPA at the end of the fall semester of freshman students who graduated from that specific high school, along with the highest and the lowest GPA. The communication also highlighted the average grade point average for the entire freshman class. The University will also provides feedback at the end of the spring 2011 semester to the high schools regarding graduates from the University.

- **examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores).**

Center for Mathematical Achievement in Science & Technology - To track the effectiveness of the Teachers Academy in preparing high school students for postsecondary education data will be collected that focuses on the number of graduates from participating high schools that enroll at Grambling State University. The performance of these students will also be tracked once they enroll at GSU.

Early Start Partnership with Jonesboro-Hodge High School - The performance of these students in early start courses will be tracked. The number that enroll at a community college or 4 year university will also be tracked.

GSU ARMY ROTC - GSU will track the number of JROTC students that enroll at a community college or 4 year university after graduating from high school.

Engineering Week -GSU will track the number of participants in this activity that enroll at Grambling State University and major in a science/mathematics program. The success of these students will also be tracked once they enroll at GSU.

High School Day & High Ability Program- The number of participants that enroll at Grambling State University will be tracked. Their performance once enrolled at GSU will also be tracked.

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					
Fall	10	8					
Spring	9	7					
TOTAL	69	60					

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					
Fall	66	51					
Spring	59	42					
TOTAL	475	443					

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					
Fall	66	48					
Spring	59	42					
TOTAL	475	440					

Note: High school students enrolled in other programs for credit during the summer, i.e., High Ability are included.

1. Student Success

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

Narrative Report:

Grambling State University offers degrees in two areas that require licensure/certification for working in the field. These areas are education and nursing. These programs are constantly implementing activities that will improve the success of their students.

EDUCATION- CURRENT ACTIVITIES TO INCREASE THE PRAXIS PASSAGE RATE

The College of Education has several strategies that are designed to support a student's passage of the PRAXIS exams.

1. The First Year Experience Course for education majors is structured to help orient prospective teacher candidates to processes and essential information that they need in order to (a) graduate, (b) graduate on time, and (c) be prepared to work in the field of education. A large portion of the course is directed to preparing for the PRAXIS exam.
2. There are three accountability courses (ED208, ED209, & ED210) that help students to pass specific parts of the PRAXIS exam. One course focuses on reading and writing, one focuses on math and one focuses on PLT (Principles of teaching and learning). These courses also help students to prepare for these exams based on their intended teaching area. For example, the accountability course for reading and writing might have both elementary and secondary students; the course would help them to prepare for the test in their particular area.
3. PRAXIS laboratory has a full-time coordinator who monitors students as they take the practice tests. The lab has written materials that students can check out for use off-site. The lab is equipped with computers and PLATO software, which is among the best software available for PRAXIS preparation. Students can take a simulated exams many times prior to taking the exam for an official score. We are in the process of re-establishing the PRAXIS Monitoring Committee, which will enable us to be proactive (even intrusive) when students do not pass the exam.
4. We have limited funds available to cover the cost of the PRAXIS exam and in some cases to provide transportation to an examination site. The funds are made available by way of gifts from alumni and are awarded on a first-come, first-serve basis.
5. Several faculty members provide one-on-one tutorials to students who struggle in particular areas of the exam. Dr. Elaine Foster helps students with reading and writing; Mr. Eugene Taylor helps students with Math; Dr. Pamela Payne helps students with English and social studies; Dr. Loretta Jagers helps students with elementary content; and Dr. Katherine Newman helps students with special education.

NURSING ACTIVITIES THAT SUPPORT STUDENT SUCCESS

The School of Nursing has implemented several strategies to support knowledge retention in students and improve licensure pass rate. The strategies include pre-nursing advisement, utilization of team teaching for introductory courses, remediation and comprehensive exit assessment.

1. **Pre-Nursing Advisement** -- Students in pre-nursing component continue to be advised by nursing faculty. Students enrolled in inappropriate courses or enrolled in courses not in sync with nursing curriculum were encouraged to readjust their class schedule. Students who maintain the curriculum pattern have the opportunity to gain necessary knowledge that will support success in the nursing component.
2. **Team Teaching** -- A team teaching approach was implemented during the spring 2011 semester for level one nursing courses. The team teaching approach ensures that faculty having an expertise in a specific area provides the instruction to the students. This effort supports student success in the courses as well as success on the NCLEX exam.
3. **Remediation** -- Faculty in all courses identified students at risk for failing the course at midterm and offered additional remediation sessions. Letters were sent to all students below passing at midterm to encourage proactive action by the student. This effort offered students an opportunity to identify their needs and work toward success in the course. Additional remediation assisted with retention of knowledge.
4. **Comprehensive Exit Assessment** -- Students who are nearing graduation completed an exit comprehensive exam. The purpose of the exam is to determine the student's ability to successfully complete the state licensure exam. Students who successfully completed the exam were offered a nationally-recognized review course. The purposes of the national review course are to provide students with test taking strategies as well as other nursing tactics in order to be successful on state licensure exams.

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT EDUCATION	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
EDUCATION	ELEMENTARY ED CONTENT KNOWLEDGE	2009-10	7	0	0%
EDUCATION	ENGLISH LANG, LIT, & COMP: CONTENT KNOW	2009-10	3	1	33%
EDUCATION	ENGLISH LANGUAGE, LIT, & COMP: PEDAGOGY	2009-10	2	2	100%
EDUCATION	MATHEMATICS: CONTENT KNOWLEDGE	2009-10	2	0	0%
EDUCATION	MIDDLE SCHOOL MATHEMATICS	2009-10	1	0	0%
EDUCATION	SOCIAL STUDIES: CONTENT KNOWLEDGE	2009-10	1	1	100%
EDUCATION	SOCIAL STUDIES: INTERPRET MATERIALS	2009-10	1	0	0%
EDUCATION	PHYSICAL EDUCATION: CONTENT KNOWLEDGE	2009-10	3	1	33%
EDUCATION	MUSIC CONTENT KNOWLEDGE	2009-10	6	3	50%
EDUCATION	ED OF EXCEPTIONAL STUDENTS: CORE CK	2009-10	1	1	100%
EDUCATION	NTE: COMMUNICATIONS SKILLS	2009-10	3	1	33%
EDUCATION	NTE: GENERAL KNOWLEDGE	2009-10	3	0	0%
EDUCATION	NTE: PROFESSIONAL KNOWLEDGE	2009-10	2	1	50%
EDUCATION	PLT EARLY CHILDHOOD	2009-10	6	2	33%
EDUCATION	PLT: GRADES K-6	2009-10	6	2	33%
EDUCATION	PLT Grades 5-9	2009-10	4	2	50%
EDUCATION	PLT Grades 7-12	2009-10	11	8	73%
EDUCATION	PRAXIS I : READING	2009-10	34	12	35%
EDUCATION	CBT: READING	2009-10	1	0	0%
EDUCATION	PRAXIS 1: WRITING	2009-10	34	25	74%
EDUCATION	PRAXIS I : MATHEMATICS	2009-10	30	14	47%
EDUCATION	CBT: MATHEMATICS	2009-10	1	0	0%
EDUCATION	ELEM ED: COMPUTER BASED CONTENT EXAM	2009-10	2	1	50%
EDUCATION	CPPST: READING	2009-10	55	34	62%
EDUCATION	CPPST: WRITING	2009-10	52	33	63%
EDUCATION	CPPST: MATHEMATICS	2009-10	59	41	41%

1.d.ii. Number of students receiving certifications: program and/or discipline related certifications (Tracked).

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	1/2010-12/2010	103	82	79.61%
Nursing (APRN)	National certification exam for Family Nurse Practitioner	2 possible agencies; American Academy of Nurse Practitioners (AANP) American Nurses Credentialing Center (ANCC)	2009-2010	10 (all AANP)	10	100%

2. Articulation and Transfer

a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students.

Narrative report:

- **policy/policies adopted by the management board:**

In October of 2009 the ULS approved the implementation of increased admission standards for transfer students. The new requirement (for implementation Fall 2011 by GSU) allows transfer students to be admitted who have completed 12 semester hours or more with a cumulative GPA of 2.0 and no developmental course deficiencies. Students with less than 12 hours of course work, must have a minimum cumulative GPA of 2.0 and meet the admissions standards for first-time freshmen. By Fall 2013 transfer students admitted to GSU must have earned 18 hours (exclusive of developmental courses) and have at least a 2.0 cumulative grade point average. Transfer students with less than 18 hours must meet the admission requirements for first time freshmen and have a cumulative grade point average of 2.0.

- **subsequent policy/policies adopted by the institution:**

TRANSFER STUDENTS- During the Spring of 2010 Grambling State University received approval from the University of Louisiana System to change its admission requirement for transfer students. The approved requirement supports the UL System transfer policy that was identified for implementation by GSU by Fall 2013. The policy allows students who have completed 18 semester hours or more to attend the University with a cumulative GPA of 2.0 and no developmental course deficiencies. Students with less than 18 hours of course work must have a minimum cumulative GPA of 2.0 and must meet the admissions standards for first-time freshmen. This new requirement was fully implemented during Summer 2010.

- **timeline for implementing the policy/policies;**

The new admission standard for transfer students that the management board indicated GSU had to implement by Fall 2013, was implemented by Grambling State University Summer 2010.

- **performance of entering transfer students admitted by exception (4-year universities).**

We enroll very few transfer students by exception since past experience shows that these students do not perform very well. During the Fall 2010 semester only six transfer students were admitted by exception. The highest grade point average earned at the end of the fall semester was a 3.25 and lowest grade point average was a zero. During the Fall 2009 semester five transfer students were admitted by exception. The average grade point average for this group was a 1.07. Only two students were retained to the next semester. During the spring 2011 semester only three transfer students were admitted by exception.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	266	285					
# retained to next Fall semester	190	211					
Rate	71.4	74.0					

Note: Includes transfer students enrolled summer, fall, and spring (unduplicated).

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					
# who began as transfers	202	256					
Percentage who began as transfers	37.3%	36.9%					

2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	45	43					
# Admitted by Exception	6	5					
Rate	13.3%	11.6%					
# Transfers Admitted (Fall)	163	246					
# Admitted by Exception	5	6					
Rate	3.1%	2.4%					
# Transfers Admitted (Spring)	72	126					
# Admitted by Exception	2	3					
Rate	2.8%	2.4%					
# Transfers Admitted (TOTAL)	280	415					
# Admitted by Exception	13	14					
Rate	4.6%	3.4%					

2. Articulation and Transfer

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

Narrative report:

- **examples of new or strengthened feedback reports to the college(s)**

Grambling State University provides feedback reports to community colleges. These reports are designed to assist in preparing community college students for a seamless transfer to a 4-year university. During the beginning of the Spring 2011 semester Grambling State University provided feedback reports to 5 community colleges (Southern University-Shreveport Community College, Delgado Community College, Baton Rouge Community College, Bossier Parish Community College and LA Delta Community College) in the state of Louisiana regarding the performance of first-time transfer students from their university. This report did not separate out those transfer students that had completed the associate degree at the community college. At the end of Spring 2011 an additional report will be provided that focuses on the transfer students from a specific community college that graduated from Grambling State University. This report will also address those transfer students that had completed the associate degree at the community college. At the beginning of the Fall 2011 semester we plan to provide feedback to community colleges that focus on the number of transfer students that completed experiences external to the institution (internships, practicum).

- **processes in place to identify and remedy student transfer issues**

Grambling State University has implemented measures that are designed to prevent problems associated with the transfer of students from community colleges. These measures are listed below.

- Hired a transfer analyst at the beginning of the Fall 2010 semester. This individual plays a major role in remedying transfer issues.
- Faculty members in the discipline are used to review equivalency of technical course work. This review supports transfer students getting the appropriate credit for course work taken at the community college.
- To further facilitate the remedy of transfer issues, Grambling State University created a link on its website that is devoted entirely to the transfer of students from community colleges to our campus.

Specific degree programs have partnered with the appropriate faculty at community colleges to develop articulation agreements. During the 2009/2010 academic year, nursing faculty at GSU and nursing faculty at Delta Community College worked to identify the courses that the RN students need to take upon transfer to Grambling to pursue BSN. Grambling State University and the Delta Community College entered into an agreement during Fall 2010 that focused on this: RN to BSN. During the summer of 2010 Grambling State University Criminal Justice faculty worked with criminal justice faculty at Southern University-Shreveport to develop an articulation agreement. The two faculties identified the course work that would be taken at SUSLA and the course work to be taken at GSU for completion of the baccalaureate degree requirements, and entered into an articulation agreement.

Should an issue develop that impacts the successful transfer of an associate degree recipient from a community college to GSU, the student may contact the GSU transfer analyst directly using email, phone or in person. The GSU transfer analyst will work with the academic department head to resolve issues related to course equivalency.

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					
# retained to next Fall semester	9	11					
Rate	56.3%	73.3%					

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					
# who began as transfers w assoc degree	0	2					
Percentage who began as transfers w assoc degree	0.0%	0.29%					

2. Articulation and Transfer

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

Narrative report:

- **examples of the agreements with Louisiana institutions**

Grambling State University has agreements with two community colleges in the state of Louisiana. These agreements are listed below with a brief description.

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.

Delta Community College-Students who meet all admission requirements except the developmental course requirement for admission to Grambling State University are directed to Delta Community College for completion of the developmental courses. Students will 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. Additionally, both colleges will develop services and processes that are in the best interest of students and collaborate on grant opportunities that will serve students. These services and processes should be developed by the Spring 2012 semester. This agreement is aligned with the Board of Regents Master Plan. The two institutions entered into this agreement on April 1, 2011.

- **processes in place to identify and refer these students.**

- **New freshman students** who do not meet the required English or math sub-score of the admission criteria are referred by the GSU Admission Office to a community college (Delta Community College or Bossier Parish Community College) to take a developmental English or math course. The GSU Admission Office sends the names of these students to Delta Community College or Bossier Parish Community College. The student is advised of the fact that he/she did not meet GSU admission standards and their names have been forwarded to a specific community college that they may enroll in to take courses that would support meeting GSU admission standards. Upon successful completion of the courses, the student is granted admission to Grambling State University.
- **New freshman students** who do not meet the required test sub-score or the required core units are referred to the BPCC@GSU Program. The students name and contact information is forwarded to the director of BPCC@GSU. Upon meeting the requirements of a transfer student, these students transfer to Grambling State University.

- **Transfer students** who do not meet the admission requirements are referred to the BPCC@GSU Program (name and contact information is sent to director of BPCC@GSU), and encouraged to transfer after meeting GSU's transfer requirements.

2.c.i. Number of students referred at anytime 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					

2. Articulation and Transfer

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

Narrative report:

- **examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs**

Grambling State University faculty worked with several committees (a GSU committee & a state committee) devoted to implementing R.S. 17:3161-3169. GSU faculty were involved in reviews to determine the equivalency of general education/content courses at the community college with general education/content courses at Grambling State University. These faculty included Dr. Avaine Strong (physics department head), Dr. Felix Ifeanyi (biology department head), Dr. Danny Hubbard (associate dean of Arts & Sciences), Mrs. Donna McGee (art department head), Dr. Roshunda Belton (history department head), and Dr. Mahendra Singh (criminal justice head).

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 at the end of Spring 2010 began to engage in dialogue with local community colleges to establish articulation agreements. During the summer of 2010 Grambling State University criminal justice faculty worked with criminal justice faculty at Southern University-Shreveport (SUSLA) to develop an articulation agreement that supported the successful transition of associate degree holding graduates into the 4-year program at GSU. The two faculties identified the course work that would be taken at SUSLA and the course work to be taken at Grambling for completion of Bachelor degree requirements. The agreement was finalized during the fall 2010 semester, with the two presidents signing off on the agreement.

During the 2009/2010 academic year nursing faculty at GSU and nursing faculty at Delta Community College worked to identify the courses that RN students would need to take that upon transfer to Grambling would support the BSN degree program. Grambling State University and Delta Community College entered into an agreement during Fall 2010 that focused on this RN to BSN pathway.

- **processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.**

Grambling State University has implemented measures that are designed to prevent problems associated with the transfer of students from community colleges. These measures are listed below.

- Will have a transfer analyst housed on the campus of Delta Community College. This person will be able to address transfer problems and eliminated problems before they surfaced.
- GSU hired a transfer analyst at the beginning of the Fall 2010 semester. This individual plays a major role in remedying transfer issues.
- Faculty members in the discipline are used to review equivalency of technical course work. This review supports transfer students getting the appropriate credit for course work taken at the community college.

In addition, Grambling State University developed a web link that is devoted totally to the Louisiana Transfer Associate Degree program. The web page contains the following.

- GSU Louisiana Transfer Associate Degree contact person
- Advisor's guide to the Louisiana Transfer Associate Degree
- Frequently asked questions
- General Education Course requirements at GSU
- Two-year to GSU Advising Templates
- Two-year to ULS 4 year University Advising Templates
- Board of Regents Articulation Matrix

This web page supports the implementation of all aspects of the transfer degree programs.

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					
# retained to next Fall semester	0	0					
Rate	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					

3. Workforce and Economic Development

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.**

Narrative Report:

- **a description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs**

Each academic year the Provost reviews all degree programs, specifically looking at completion rates and alignment with Louisiana workforce needs. The table below shows how degree programs at Grambling State University are aligned with Louisiana workforce needs.

Degree Programs	Louisiana Key Industries
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	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)

The review of academic programs that was done at the end of the Spring 2010 semester identified programs that warranted further review. These programs were the B.A. in Paralegal Studies, the BA in French, the B.A. in Spanish, the B.S. in Mathematics, the B.S. in Computer Science, and the B.S. in Physics. Additional data that was reviewed included the number of majors for each student classification (freshman, sophomore, junior, senior) and the retention rate of majors in the program. In an effort to determine the factors that were impacting completion rates for Paralegal Studies, a program that the Provost felt should have a greater student demand, the Paralegal Studies faculty were asked to provide specific information regarding workforce demand (at the certificate level, associate level, and bachelor level). The information provided indicates a need to seek external accreditation of the Paralegal Studies Program. The other five programs were asked to implement recruitment and retention plans.

In 2010-11 the Board of Regents initiated a program review with new minimum standards for low completers. Two programs were recommended for elimination from offering (French Education and Middle School Education). The French Education program was recommended for elimination because it has a small number

of students graduating from the program and the fact that it is not aligned with the key industries identified for the state. Thirteen (13) programs were recommended for consolidation. These programs are aligned with Louisiana Key Industries.

- **a description of the institution's collaboration efforts with the LWC and LED to identify academic programs that are aligned with current or strategic workforce needs**

OFFICE OF CAREER DEVELOPMENT AND PLACEMENT- 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
- Criminal Justice
- Education
- Gaming
- Hotel/Restaurant
- Nursing/Healthcare
- Sports/Recreation
- Science & Engineering Technology

CONTINUING EDUCATION- In addition to academic degree programs, Grambling State University through Continuing Education provides services that assist the region in meeting workforce needs. GSU partners with community stakeholders in an effort to address workforce needs in northern Louisiana. For example, Grambling State University is partnering with **Rivers of Joy Outreach Ministries** in Jonesboro Louisiana to offer training for individuals that will support small business development.

- **a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region**

Degree programs at Grambling State University make an effort to ensure curricula are aligned with workforce needs. One way programs ensure this is accomplished is by utilizing advisory boards. These advisory boards consist of members who are working in the field and at the nucleus of the skill needs in that sector. The following programs have viable advisory boards.

- Social Work
- Engineering Technology
- College of Business
- Public Administration
- Computer Science

These Boards provide a mechanism to make sure programs meet current or strategic future workforce needs. Listed below are examples of how Advisory Board Feedback was used to modify programs in support of workforce needs.

- College of Business added a hospitality management concentration to its Management B.S. Program (Spring 2011).
- Curriculum for undergraduate program in Social Work was revised (comprehensive exam) to require students to demonstrate competency in 35 practice behaviors that are relevant to practice in the field (Fall 2010).
- Curriculum for graduate program in Social Work (Practicum) was revised to support graduates demonstrating competencies in 40 practice behaviors which support practice at advanced practice level (Fall 2010).

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					

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					

7 Academic Programs that were eliminated (2009/10)- Associate degree in Criminal Justice, B.S. Electronics Engineering Technology, M ED Curriculum/Instruction-Early Childhood Education, M ED Curriculum/Instruction- Technology facilitator, BS Special Education (Mild/Moderate Elementary Dual), B.S. Special Education (Mild/Moderate Secondary), BS Middle School Education Grades 4-8 Mathematics (Board of Regents Inventory of Degree-Inactive Degree programs-is source of data)

8 Academic Programs modified or added (2009-10)- BS Elementary Education & Special Education Mild Moderate GR 1-5, BA English Education & Special Education Mild Moderate Grades 6-12, BS Mathematics Education 7 Special Education Mild Moderate 6-12, BA Social Studies Education & Special Education Mild/Moderate Grades 6-12, Chemistry Education Grades 6-12, BS Engineering Technology, BS in Social Work, Masters in Criminal Justice

15 Academic Programs that were modified (2010/2011)- Masters in Nurse Educator, Masters in Family Nurse Practitioner, Bachelors in Art, Bachelors in Paralegal Studies, Bachelors in History, Bachelors in Social Studies Education, Bachelors in Physics, Bachelors in Mathematics, Bachelors in Applied Music, Bachelors in Music Ed-Instrumental, Bachelors in Music Ed-Vocal, Bachelors in Biology Education, Bachelors in Physics Education, Bachelors in Management, Bachelors in Social Work

3. Workforce and Economic Development

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

Narrative Report:

- **description of current initiatives to improve technology for distance learning**

Grambling State University (GSU) provides access to information technology through a network infrastructure that supports telephone voice, data and videoconferencing communications. Copper and fiber-wired Local Area Networks (LANs) connect all buildings, classrooms, and laboratories. Wireless communication is also available in most areas on campus and is projected to expand as needs are assessed and appropriated. The campus is supported by a 100 Mbs internet connection along with video and content servers, load balancing equipment, and generator backup.

A growing number of courses are available through distance learning. These courses, which include online, web enhanced, blended, and videoconferencing, offer the University a chance to move beyond the traditional brick-and-mortar philosophy and embrace alternative methods of delivering instruction.

Infrastructure and software enhancements made to facilitate distance education since Fall 2010 –

- **Connected dedicated Blackboard server to Information Technology Center (ITC) backup generator to prevent power failure.** In the event of building or campus wide power outage all Blackboard functions would remain operational. Students will have uninterrupted access to Blackboard.
- **Upgraded Super Structured Query Language (SSQL) database** -The upgrades enable the Blackboard server to operate more efficiently. All old, obsolete, and redundant data/files are automatically deleted, reducing storage consumption. Students would not encounter frequent Blackboard crashes.
- **Blackboard patch added to correct timing issues while test taking on newer web browsers-** This allows students to complete tests without interruptions.
- **Implemented Skype software and hardware.-** Students can interact with instructors via web cam with audio as well video. This also gives distance students the ability to interact with the instructor in a face-to-face manner.
- **Continued to equip and systematically upgrade videoconferencing suites-** enhance the video quality and sound clarity that will result in a better learning environment for the student
- **Contracted with Moodlerooms for future use of Moodle as University's primary Learning Management System (LMS).** The university will no longer be responsible for hosting an LMS on campus which will result in cost savings to the university.

List of professional development activities since Fall 2010- These workshops are intended to increase the quality, interaction and student engagement level of online courses at Grambling State University.

- **Blackboard training-** provides faculty with the skills needed to use blackboard to enhance a traditional course or an online course
- **Quality Matters-**This workshop introduces faculty to the QM process and rubric. Faculty use QM standards to develop online courses.

Training activities for students since Fall 2010- Student training is available for all GSU students who wish to learn Blackboard or simply need a refresher course on how to use it. Students will be introduced to the structure and navigation of Blackboard along with its set of tools and their functions.

Steps taken to improve the assessment of online courses by students since Fall 2010- We have instituted a comprehensive training, development and design review program on our campus using the Quality Matters system (Rubric) for assessing and evaluating faculty developed and delivered online courses. Each online instructor is required to complete an in-house, self-paced online instructional course that discusses Quality Matters, SACS Best Practices as well as instructions for the university LMS. Our goal is to be 100% QM certified. The primary goal of the assessment is to provide useful feedback that can be used to enhance the online course. In Spring 2010 a new questionnaire was approved and implemented.

- **description of current initiatives to create and expand educational offerings by distance education**

Grambling State University has determined that offering selected distance learning programs and degrees will facilitate the completion of its mission. The faculty has proposed that the following programs be offered via distance education: Bachelor of Arts Program in Paralegal Studies, Masters in Developmental Education, the Bachelor of Arts in Mass Communication (emphasis on Public Relations), and the Doctorate in Developmental Education.

GSU has been selected to participate in the American Association of State Colleges and Universities (AASCU) Red Balloon Project on Blended Learning. We will now offer Blended courses in freshman composition and pre-calculus. Blended courses are course that use traditional face to face lectures along with lectures via distance.

During the Fall 2010 semester we entered into a partnership agreement with Louisiana Delta Community College (ASN-RN to BSN). The plan is to offer many of the courses via distance.

- **description of any efficiencies realized through distance education**

Grambling State University will transition from using Blackboard as the Learning Management System to using Moodle. By January 2012 we will have completed this transition. Through AY 2012-13, the University will realize savings of approximately \$129,000 in transitioning to this new management system.

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 2009-2010 academic year, 60 100% distance courses were offered, resulting in a total savings of \$11,490.46 for lighting and HVAC.

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					
# of course sections that are 100% distance delivered	57	60					

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					
# of students enrolled in courses that are 100% distance delivered	718	944					

3.b.iii. Number of programs offered through 100% distance education by award level (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
Associate	0	0					
Baccalaureate	0	0					
Post-Baccalaureate	0	0					
Masters	0	0					
Doctoral	0	0					
Professional	0	0					
TOTAL	0	0					

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration efforts with the two-year college(s) in the region**

Grambling State University has established collaborations with two community colleges in the region to assist in meeting the developmental needs of potential students. These colleges are Bossier Parish Community College and Delta Community College. A description of each of these agreements is listed below.

Bossier Parish Community College - Providing a pathway for students desiring admission to Grambling State University but do not meet the requirements to 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. The student will take all developmental courses and an additional twelve credit hours. The student is then eligible for admission to Grambling State University.

Delta Community College - Students who meet all admission requirements to Grambling State University but the developmental course requirement are directed to Delta Community College for completion of the developmental courses.

- **timeline for elimination of developmental course offering**

Since the 2009-10 academic year Grambling State University has reduced the number of sections of developmental courses offered. The goal is to progressively decrease the number of developmental courses offered by admitting a better prepared student. During the Fall 2009 semester 6 sections of developmental mathematics were offered. This number had decreased to 4 during the Fall 2010 semester (a 33.33% reduction). The number of students enrolled in developmental mathematics also decreased from 214 (fall 2009) to 162 (fall 2010). This is a 24% reduction in the number of students enrolling in developmental courses. Beginning with summer 2013 we will implement a not-for-college-credit course for students desiring to be admitted to GSU who have developmental needs. Beginning with Fall 2014 no developmental courses will be offered.

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					
Course sections in English	10	10					
Other developmental course sections	0	0					
TOTAL	25	23					

Note: Count includes summer sessions: Summer 2009 (5 math; 1 English) and Summer 2010 (5 math; 1 English)

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					
Enrollment in dev English	168	141					
Enrollment in other developmental courses	0	0					
TOTAL	587	461					

Note: Date includes summer sessions not in BOR data: Summer 2009 (107 Math; 29 English) and Summer 2010 (50 Math; 15 English)

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration with two-year college(s) in the region**

Due to the fact that Southern University at Shreveport already offered an associate degree in Criminal Justice, Grambling State University entered into a collaboration with Southern University in Shreveport during the fall 2010 semester. This collaboration provides a path for those students enrolled in an associate degree in criminal justice to seamlessly transfer to a four-year program in Criminal Justice. During the spring of 2009, Grambling State University eliminated the associated degree in criminal justice from its course offerings.

- **timeline for elimination of associate degree programs**

Grambling State University currently offers only one associate degree program. This degree program is in Child Development. This program provides training for students who have an interest in working in child care facilities. There is a great need for professionals who have the skills that are needed to teach toddlers and prepare them for success in K-12. Grambling State University received approval for a letter of intent for a four-year program in Child Development in 2008. The university plans to proceed with the next steps in getting this program approved. These steps are listed below.

Tentative Schedule

- Board of Regents Approval of the Letter of Intent- Fall 2011
- Development of the Full Proposal- Fall 2011
- Seek approval of the Full Proposal by the ULS- Spring 2012
- Seek approval of the Program by the Board of Regents- Spring 2012
- Approval of 4 year program and elimination of associate degree

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					

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					

Note: Includes unduplicated count of students enrolled in 2 inactive programs.

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **annual plan for increasing non-resident tuition amounts**

The baseline data provided by the University of Louisiana System Office that Grambling State University's out-of-state tuition varies from that of the SREB Regional average for institutions in category 4 (HBCUs only) by \$5,907. Grambling State University has developed a six-year plan to increase out-of-state tuition and fees to the SREB average which is \$16,809 as compared to our present rate of \$10,902 for FY 2010-11. The annual plan will require an average increase of 10.8% 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 4.57% 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 04/05-FT 08/09 time period. The current SREB tuition median for 08/09 for the specific category was used and the 4.57% increase per year was used to obtain the targets. Grambling State University used these targets to calculate out-of-state tuition for 2010-11. This tuition was charged to non-resident students for fall 2010 and spring 2011. Each year GSU will revise the plan to reflect changes in the SREB average for out-of-state tuition.

Grambling State University

Approved Out-of-State Tuition Schedule

FY 2010-11 through FY 2015-16

SREB Median FY 2008-09 \$ 13,431

SREB Category 4 (HBCUs only)

Proposed Tuition based on Estimated SREB Tuition Increases

	<u>SREB Target</u>	<u>GSU Approved</u>	
FY 2010-11	\$ 14,687	\$ 10,902	\$ 3,785
FY 2011-12	\$ 15,358	\$ 12,004	\$ 3,354
FY 2012-13	\$ 16,060	\$ 13,216	\$ 2,844
FY 2013-14	\$ 16,794	\$ 14,552	\$ 2,242
FY 2014-15	\$ 17,561	\$ 16,022	\$ 1,539
FY 2015-16	\$ 18,364	\$ 18,364	\$ -

- **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 45%. 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 15% to 20%.

Listed below is enrollment/tuition data for non-Louisiana Residents for 2009/2010 (baseline year), compared to enrollment/tuition data for non-Louisiana Residents after the first increase of out-of-state tuition. The data show that Grambling State University realized a reduction in its out-of-state enrollment from the 2009-2010 academic year to 2010-2011. This reduction resulted in a decrease in tuition of \$107,358.

Grambling State University
Out-of-state Enrollment

	Out-of- state enrollment	Amount
Fall 2009	2,254	3,643,449.00
Spring 2010	<u>2,051</u>	<u>3,396,237.00</u>
Total	<u>4,305</u>	<u>7,039,686.00</u>
Fall 2010	2,144	3,583,284.00
Spring 2011	<u>2,011</u>	<u>3,349,044.00</u>
Total	<u>4,155</u>	<u>6,932,328.00</u>

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					
Peer non-resident tuition/fees (full-time)	14,045	14,687					
Percentage difference	-29.4%	-29%					

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**

**Grambling State University
University of Louisiana System**

March 17, 2011

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 2010

Undergraduate headcount	4,405
Graduate headcount	589
Total headcount	4,994

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

Source: 2010-2011 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	4,387.93
Graduate FTE	461.16
Total FTE	4,849.09

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 2010. 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	257
FTE Faculty	246.4

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

- **Average undergraduate class size at the institution**

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2010.

Undergraduate headcount enrollment	23,222
Total number of sections in which the course number is less than or equal to a senior undergraduate level	944
Average undergraduate class size	24.6

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

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

Source: Budget Request information 2010-2011as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2010.

Total FTE enrollment	4,849
FTE instructional faculty	246.4
Ratio of FTE students to FTE faculty	19.7

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 2010, 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 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	29	29
College of Business	4	4
College of Education*	42	42
College of Graduate Studies	1	1
College of Professional Studies	16	16

*Includes 33 Lab School employees

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**

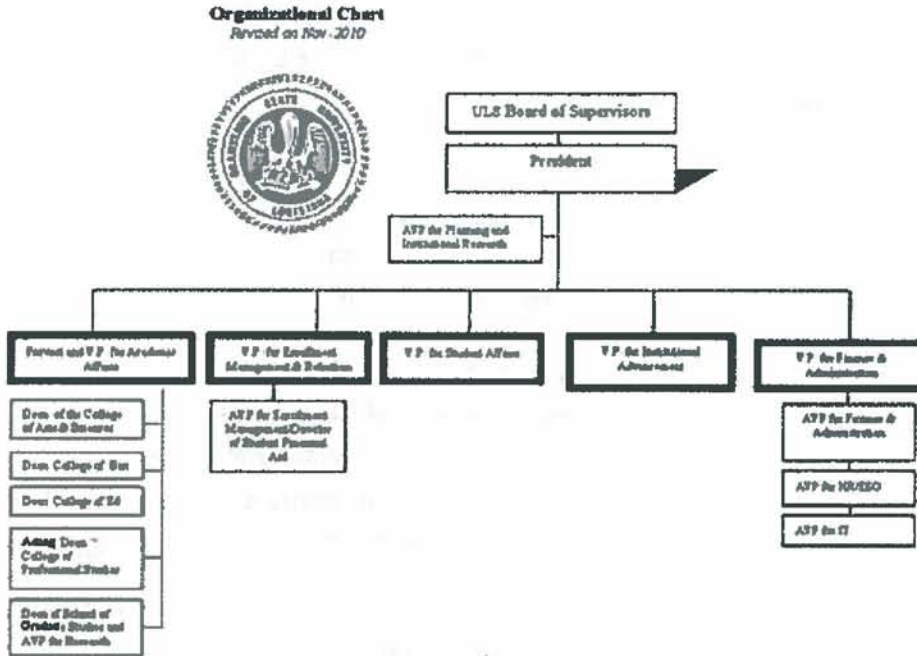
Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2010, EEO category = "1" (Executive, Administrative, Managerial) or "3" (Other professionals, support/service) and a Primary Function not equal to "IN" (Instruction). This item reports staff 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	5	5
Division of Advancement	4	4
Division of Enrollment Management & Retention*	10	10
Division of Finance	19	19
Division of Student Affairs	8	8

*New Division Established- Units Reassigned from Academic Affairs to 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 (as of Fall 2010).

Grambling State University Organization Chart



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 2010 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

Position	Total Base Salary, Fall 2010	Salary Changes Since 6/30/2008
President	200,000	206,946.00 to 200,000.00 (11/16/09) Resignation of President-Appointment of an Interim President
Provost & VP for Academic Affairs	131,174	165,475 to 170,000 (7-1-08) Salary adjustment 170,000 to 131,174 (1-18-10) Appointment of Interim VP
Vice President for Student Affairs	128,000	98,000 to 122,000 (8-1-08) Promotion, continuation and salary adjustment based on SREB/CUPA averages 122,000 to 128,000 (7-1-09) From Interim to a Regular Appointment
Vice President for Institutional Advancement	120,000	Position created (3-15-10) Executive Assistant to the President reassigned to fill the vacancy for the VP for Institutional Advancement
Vice President for Finance and Administration	144,000	123,840 to 160,000 (9-4-08) Interim Vice President for Finance position filled. 160,000 to 144,000 (7-22-10) Vice President for Finance resigned and Interim appointed.
Dean of the College of Arts and Sciences	102,400	106,128 to 109,312 (10-1-08) Merit increase to get salaries to SREB/CUPA averages 109,312 to 102,400 (1-8-10) Dean reassigned to Interim Provost and Interim Dean Appointed
V.P. Enrollment Management	115,000	Position created (7-1-10) Established the Division of Enrollment Management and Retention
AVP for Enrollment Management/Director of Student Financial Aid	99,600	New position created (5-1-10)

Dean of the College of Business	125,000	96,000 to 125,000 (7-1-09) Replacement of the Interim Dean of the COB
Dean of the College of Education	105,000	97,541.00 to 105,000 (9-8-09) Replacement for the Dean for the College of Education
Dean of the College of Professional Studies	108,000	93,119.23 to 108,000 (1-5-09) Replacement of Acting Dean
Dean of Graduate Studies/AVP for Research	101,422	98,468 to 101,422 (10-1-08) Merit Increase to bring salaries to SREB/CUPA averages
AVP for Planning and Institutional Advancement	91,670	No changes
AVP for Finance and Administration	0 (Vacant)	120,000 (1-20-09) Reassigned as the AVP for Finance and Administration (7-22-10) Reassigned as the Interim Vice President for Finance & Administration Position is currently vacant
AVP for Human Resources/EEO	80,000	73,500 to 80,000 (1-12-09) Changed from Interim to Regular Appointment
AVP for Information Technology	95,638	No changes

