



**Grambling State University  
University of Louisiana System**

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

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

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

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## 1. STUDENT SUCCESS

### *Graduation Rate Target*

Grambling State University did not meet the graduation rate target for year 3. The targeted range for the graduation rate was 28.2% - 32.2%. The actual graduation rate was 27.6%. A review of the data for the 2005 student cohort shows that 7% of the cohort is still enrolled at the university working toward completion of the degree. When these students complete degree requirements they will be counted as completers, but cannot be used in the calculation of a six year graduation rate. Eighteen percent of the students in the 2005 cohort who are in good academic standing and no longer enrolled at the university are non-Louisiana residents. It is highly likely that the increases to the out of state tuition contributed to these students not completing degree requirements. Another factor is the elimination of the availability of the Federal Pell Grant for use by students who enroll in summer school. This change was effective for the summer of 2011.

In an effort to meet the graduation rate target for future years, the university is increasing its fundraising efforts to support student scholarships. The university will continue to identify at risk students and provide support services that are designed to ensure student success and ultimately completion of degree requirements in a timely manner.

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

**Student Success** – Early orientation is designed to increase the success of first time freshman and transfer students. Two Summer Orientation Advising and Registration (SOAR) sessions were held during 2012. A total of 360 students participated in SOAR. These sessions provided information to the student and parent that support student success. Topics included navigating financial aid, the significance of the academic calendar, the importance of academic advising, and the student code. At the beginning of the fall semester an additional orientation was held for all first time freshmen. Many of the topics covered during SOAR were reiterated. The President gave a welcome address that focused on being successful in college. During the Spring 2013 semester orientation was provided for new students, freshman & transfers. Topics covered included study skills, student success resources, and useful tips for adjusting to college life. Forty-one students participated in these sessions.

**Candle Lighting and Pinning Ceremony** - In an effort to connect new students to the university and retain them, each Fall semester at the beginning of the semester GSU has a Candle Lighting and Pinning Ceremony. At this ceremony new students are made aware of their responsibility and the University's responsibility in making sure students are successful. At the beginning of the Fall 2012 semester ~600 new students participated in the ceremony.

**Mathematics Clinic** - The Clinic focuses on increasing success of students enrolled in mathematics courses that are a part of the general education program. Mathematics faculty and peer tutors facilitate the clinic. Students needing assistance in understanding mathematics concepts can get one-on-one assistance. During the 2012/2013 Academic Year the Mathematics Clinic maintained an extended service schedule of Monday-Thursday from 9:00 am to 4:00 pm. This aided in maintaining student participation. Other measures utilized to promote student and campus community awareness of the Mathematics Clinic include:

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

A fully-equipped SMART computer laboratory is available for students to utilize the Hawkes Learning System Software within the Mathematics Department. This software is aligned with concepts covered in the Math 147 course. Additionally, Mathematics faculty and peer tutors utilize the Laboratory for problem-solving sessions and individual tutoring.

**Athletic Academic Center** - This center provides daily Study Hall/Tutorial Sessions for student athletes. In an effort to increase the academic success of student athletes several new initiatives were implemented. Student-Athletes who are “at-risk” are required to attend the weekly sessions that the Office of Academic Enhancement provides on Tuesday or Thursday. Attendance is properly noted via the GradesFirst System. During the 2012 Summer II Session, mandatory study hall was implemented for first-time freshmen. Freshman students are mandated to attend weekly sessions. These sessions had a goal of assisting the student athlete making a smooth transition into the college environment. Forty students were a part of this pilot program. The Study Hall/Tutorial Enrichment Policy was revised 2013 Spring and requires all student-athletes to attend.

**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:

- *Identifying At-Risk Students* - At risk students were identified and notified to visit the Office of Retention at the start of the Fall 2012 semester. Of the 749 FT-FT freshman, there were 120 with a 2.3 or below high school GPA. These students were encouraged to join the ESS program (Empowering Students for Success). Of the 27 students who signed up for the program, 26 returned for the Spring 2013 semester.
- *Retention Orientation* - The Office of Retention staff visited First Year Experience classes for Fall 2012 and Spring 2013. Students were distributed information on retention services, location, academic policies and given tips to help them transition to college life. Student enrollment in these classes was approximately 1100 each semester.
- *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. Early Alert is gaining in strength with instructors and with students. During the spring 2013 semester, over 300 students were contacted via Early Alert. These students were offered tutoring.

- *Supplemental Instruction (SI) Program* - SI is an academic assistance program that utilizes peer-assisted group study sessions. The SI Program targeted Freshman Composition and Pre-Calculus.
- *Peer Tutoring Program* – During the Fall 2012 semester free tutorial assistance in Freshman Composition (ENG 101) and Pre-calculus (MATH 147) was provided. Freshman Students with a high school GPA less than 2.0 GPA were targeted.

**Graduate Student Support** - In an effort to increase the preparedness of graduate students during the 2012/2013 academic year, providing graduate students with the opportunity to travel to professional conference has been given a high priority. To supplement departmental travel funds, the Graduate Student Association has provided support for nine graduate students to attend national and regional professional conferences. Through the Graduate Student Association, graduate students in Curriculum & Instruction and Social Work received support for their reading conference and health fair respectively, important activities in their professional development. Graduate Studies continues to highlight the importance of the graduate advisement process in an effort to keep graduate students on track to program completion and to minimize stop-outs and suspensions.

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

*Writing Lab*- During spring 2013, two new state-of-the-art computer labs were established to enhance writing skills of students. In order to maximize student success, several incorporated this service into their classes. The labs are manned by a faculty coordinator, faculty tutors, and student peer tutors. One-on-one tutoring and group tutoring to students in all disciplines is provided. Faculty-led mini workshops that focus on various topics that support excellent written communication skills are provided. Since the labs opened at the beginning of the spring 2013 semester, 350 students have been serviced. After students have been provided assistance, their English professor is forwarded a report describing the type of service the student requested to improve his/her writing skills. Finally, at the end of the semester, a report will be compiled to determine whether the students who participated in EWEL earned a grade of C or above. The EWEL coordinator will use this information to make any adjustments if deemed necessary for the upcoming semester. Walk-ins are welcome, but GSU students are encouraged to make an appointment before coming to the EWEL. Hours of operation are from 9:00 a.m. – 5:00 p.m. Monday thru Thursday.

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

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

*Nursing* faculty identified and implemented strategies to increase the success of BSN nursing graduates on the NCLEX exam. The BSN program has integrated NCLEX-RN preparation using KAPLAN resources across the curriculum and in each theory course. Each theory course has measures to test student competency in the level content matter by implementing an exam near the end of the semester. Each student must benchmark and remediate in order to receive percentage points for the course. In Level 5, the final semester, all seniors are mandated to complete NCLEX-RN

preparation, remediation, and practice exams as part of the Critical Thinking Course (NUR 407). Additionally, senior students are required to take a four-day review course, webinar, and take two exit exams, and must pass with a specified benchmark score at least one to be eligible to graduate.

**Outreach Efforts** - During the 2012/2013 academic year GSU engaged in *K-12 outreach efforts* that focus on assisting to prepare K-12 students for postsecondary education. These programs are highlighted below.

- *Extension Project* - In January 2013, the School of Social Work started an extension project, “*Straight Talk*”, with Ruston High. This project aims to educate the high school students on the ill effects of bullying, teen pregnancy, substance abuse, and sexting. A team of volunteers from the graduate program, are conducting weekly education and awareness programs with the students of 6th grade and above on every Wednesday and Thursday. Nine sessions have been held with an average of twelve students attending each session.
- *ACT Preparation Workshops* - GSU offered ACT review workshops that targeted high school students in their communities by partnering with churches. One hundred nine high school students participated. These students were located in Jonesboro, Farmerville, Ruston, Swartz and Homer Louisiana. Feedback from participants in the workshops held last year indicates the program is helpful. At least one student participant earned a 24 composite on the ACT.
- *Reading Literacy* - The College of Education in partnership with the GSU Graduate Student Association and the North Louisiana Reading Council hosted the 19<sup>th</sup> Annual Spring Reading Conference on the campus of GSU on March 15, 2013. The program highlighted the work of teachers and students at local schools were engaged in that promotes reading literacy. The schools represented were Minnie Ruffin Elementary, Alma J. Brown Elementary, Farmerville Junior High, Simsboro High, Grambling Middle School, and Ruston Elementary.
- *K-12 Teacher Training* - A Mentoring, Networking and Time Management Workshop was held for K-12 teachers on February 23, 2013. Seventeen teachers participated, with four serving as mentors.

• **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** - As a result of aggressive in-class early registration efforts and student success programs that support the success of first time freshmen, 89.4% of first time freshmen for fall 2012 were retained to the 2013 Spring semester.

- *Mathematics Clinics* - Student utilization of the Mathematics clinic during the 2012/2013 academic year remained steady without significant increase. The average grade-point-average in MATH 147 for those students who participated in the mathematics clinics three or more times was 3.23. Those students who did not participate in the clinic had a 2.32 grade point average. The university is committed to the continual improvement of all students’ performance in Mathematics. Currently the faculty has incorporated technology in teaching as a major component of the Math 147 course, along with a pre-test and post-test assessment to assist in the voluntary referral of students to faculty tutoring (clinic) and individual peer tutoring. Sixty eight percent of students enrolled in MATH 147 who participated in the Mathematics Clinic during the Fall 2012 semester earned a grade of C or higher.
- *College-Specific Student Success Programs - Freshman Composition:* This spring 2013 semester, 325 students are enrolled in courses held in the English Writing Labs. Of the 325 students, 203 are receiving blended learning instruction. The remaining 122 students are receiving instruction with infused technology. At midterm, 120 (59%) of the 203 students that received blended learning instruction in the Freshman

Composition 101 and 102 courses combined earned a grade of C or better while 83 (41%) received a D or F. Meanwhile, 43 (35%) of the 122 students receiving instruction with infused technology earned a grade of C or better in Freshman Composition 102 while 79 (65%) received a D or F. Computer Science Program: Sixty-six percent of students enrolled in the CS 110 class during the fall 2012 semester earned a grade of C or higher. Since the implementation of a guided inquiry approach into the freshman level CS courses, the retention rate from the first to second year for computer science majors has increased from 24.5% to 49%.

- *Athletics Academic Center* - At the end of the 2012 Fall Semester, one hundred thirty-five student-athletes made the President's List, Dean's List or Honor Roll.
- Office of Retention- 267 students took advantage of tutorial services. 68% of these students earned a C or higher in math and 75% earned a C or higher in English. 40 students took advantage of Supplemental Instruction, 73% earned a C or better.

• **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.** Grambling State University uses the following methods to track the freshmen cohort.

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

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

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

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

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

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

***Student Evaluation of Instruction*** - During the fall and spring semesters students have the opportunity to evaluate the courses that they are enrolled in. A major focus of the evaluation is the effectiveness of the instructor and the overall delivery of the material. This data is shared with the

instructor, the academic department, dean, and the V.P. of Academic Affairs. The results of this evaluation are used by the instructor, department head, and program faculty to make changes in the delivery of the course that will increase the student's understanding of concepts.

- **Development/use of external feedback reports during the reporting year.** Grambling State University provides feedback to high school principals that target the performance of their graduates who have enrolled as first time freshmen. Grambling State University provided feedback to 47 Louisiana High School Principals regarding performance of graduates of their schools during the fall 2012 semester. The report includes the overall academic performance of the students and their college readiness.

During the Spring 2013 semester GSU entered into an agreement with Farmerville High School to offer dual enrollment courses. During the Fall 2012, Grambling State University offered dual enrollment courses for students at Grambling High School, Jonesboro Hodge, and Weston High School. A total of 62 students enrolled in Dual Enrollment courses. During the spring 2013 semester, 64 high school students are enrolled in dual enrollment courses. The high schools represented are Farmerville High, Jonesboro Hodge, Westin High, and Grambling High School.



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

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

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

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

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 2002 cohort through Fall 2008</b>	<b>Fall 2003 cohort through Fall 2009</b>	<b>Fall 2004 cohort through Fall 2010</b>	<b>Fall 2005 cohort through Fall 2011</b>	<b>Fall 2006 cohort through Fall 2012</b>	<b>Fall 2007 cohort through Fall 2013</b>	<b>Fall 2008 cohort through Fall 2014</b>
<b># in Fall Cohort</b>	<b>851</b>	<b>1022</b>	<b>1111</b>	<b>1127</b>			
<b># Graduated within 150% of time</b>	<b>309</b>	<b>304</b>	<b>311</b>	<b>313</b>			
<b>Rate</b>	<b>36.3</b>	<b>30.0</b>	<b>28.0</b>	<b>27.7</b>			
<b>Target</b>		<b>29.6%</b> <b>(27.6%-31.6%)</b>	<b>27.9%</b> <b>(25.9%-29.9%)</b>	<b>30.2%</b> <b>(28.2%-32.2%)</b>	<b>32.6%</b> <b>(30.6%-34.6%)</b>	<b>34.9%</b> <b>(32.9%-36.9%)</b>	<b>39%</b> <b>(37.0%-41.0%)</b>
<b>Actual Fall 00 cohort</b>							
<b>Actual Fall 01 cohort</b>							
<b>Actual Fall 02 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>			

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

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

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>FTE UG Enrollment</b>	<b>4751.4</b>	<b>4440.6</b>	<b>4377.8</b>	<b>4448</b>			
<b>Expected # of Awards*</b>	<b>1187.87</b>	<b>1110.15</b>	<b>1094.46</b>	<b>1112</b>			
<b># Awards</b>	<b>587</b>	<b>748</b>	<b>730</b>	<b>702</b>			
<b>Ratio of Awards/ FTE</b>	<b>0.1235</b>	<b>0.1684</b>	<b>0.1667</b>	<b>0.1578</b>			
<b>Award Productivity*</b>	<b>49.4%</b>	<b>67.4%</b>	<b>66.7%</b>	<b>63.1</b>			
<b>Target</b>		<b>67%</b> <b>(65-69%)</b>	<b>49%</b> <b>(47%-51%)</b>	<b>50%</b> <b>(48%-52%)</b>	<b>50%</b> <b>(49%-51%)</b>	<b>52%</b> <b>(50%-54%)</b>	<b>54%</b> <b>(52%-56%)</b>
<b>Actual Fall 00 cohort</b>							
<b>Actual Fall 01 cohort</b>							
<b>Actual Fall 02 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>			

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

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

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

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

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

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

NOTE: Baseline should be 542

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

	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			
% Change		15.7	48.7%	71.3			
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			
% Change		-55.6%	-77.8%	-33.3			
Target		-55.6%	-55.6% (4)	-44.4% (5)	-44.4% (5)	-33.3% (6)	-29.0% (6)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Graduate Completers	124	137	174	205			
% Change		10.5%	40.3%	65.6			
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			

Note: Number of Graduate Completers for Year 2 includes two Post Masters Certificates



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

**Note: Number of Completers for Year 3 includes two Post Masters Certificates**

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

1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	50	45	44	18			
Fall	10	8	19	20			
Winter							
Spring	9	7	25	25			
<b>TOTAL</b>	<b>69</b>	<b>60</b>	<b>88</b>	<b>63</b>			

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	350	350	264	108			
Fall	66	51	69	60			
Winter							
Spring	59	42	75	78			
<b>TOTAL</b>	<b>475</b>	<b>443</b>	<b>408</b>	<b>246</b>			

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	350	350	264	108			
Fall	66	48	57	45			
Winter							
Spring	59	42	39	66			
<b>TOTAL</b>	<b>475</b>	<b>440</b>	<b>360</b>	<b>219</b>			

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

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

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

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

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

<b>DISCIPLINE</b>	<b>EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT</b>	<b>ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)</b>	<b>BASELINE YEAR Passage rate</b>	<b>MOST RECENT YEAR*</b>	<b># Students who took exam</b>	<b># Students who met standards for passage</b>	<b>Calculated Passage Rate**</b>
<b>Nursing (APRN) (include all specializations)</b>	<b>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)</b>	<b>Louisiana State Board of Nursing</b>	<b>100</b>	<b>2012</b>	<b>19</b>	<b>19</b>	<b>100</b>
<b>Nursing (RN)</b>	<b>NCLEX-RN</b>	<b>Louisiana State Board of Nursing</b>	<b>79.61</b>	<b>2012</b>	<b>99</b>	<b>65</b>	<b>65.66</b>

## 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.
- In AY 12-13, Grambling State University faculty continued to participate in the statewide efforts to expand the programs that are a part of the Louisiana Transfer Degree programs.
- 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 2012 semester 286 new transfer students enrolled at Grambling State University. This number increased from the previous Fall semester enrollment number of 267. One hundred twenty-five (125) new transfer students enrolled during the Spring 2013 semester, up from the 118 transfer students that enrolled during the spring 2012.

The academic performance of new transfer students is tracked during the first academic year at GSU. These data are used to provide feedback to the Community College the student transferred from. The data are also used to identify resources that will support the success of these students.

During the Fall 2011 semester 267 new transfer students enrolled at Grambling State University. One hundred eighty of these students were enrolled during the Fall 2012 semester. This represents a retention rate of 67.4%. This decline in the retention rate can be directly linked to the increase in non-resident tuition.

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

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

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

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

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

During the Fall 2012 semester Grambling State University (GSU) entered into an agreement with Southern University Shreveport (SUSLA) that targets students majoring in business related programs. The purpose of the agreement is to enable SUSLA students the opportunity to transfer seamless and complete a business degree by completing an additional sixty (60) hours of course work.

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 2011 semester in support of strengthening the

partnership. Areas that were strengthened include the identification of additional courses that BPCC@GSU students can take that are similar in content to GSU courses and therefore easily transferrable. At the beginning of the fall 2012 semester 116 BPCC@GSU students enrolled as first time GSU students. Forty-one (41) BPCC@GSU students enrolled as first time GSU students during the spring 2013 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-two (22) students were referred to Delta Community College during the 2012-13 academic year.

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

As a result of the attention R.S. 17:3161-3169 gave to the seamless transfer of students from community colleges to four year universities; Grambling State University entered into an agreement with Southern University-Shreveport that focused on the transfer of SUSLA criminal justice majors to the GSU 4 year criminal justice program. During the fall 2012 semester 6 SUSLA students transferred to GSU and enrolled in the criminal justice program.

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

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

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



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

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Transfers Admitted (Summer)</b>	<b>45</b>	<b>43</b>	<b>38</b>	<b>23</b>			
<b># Admitted by Exception</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>			
<b>Rate</b>	<b>13.3%</b>	<b>11.6%</b>	<b>5.3%</b>	<b>0.0%</b>			
<b># Transfers Admitted (Fall)</b>	<b>163</b>	<b>246</b>	<b>251</b>	<b>286</b>			
<b># Admitted by Exception</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>18</b>			
<b>Rate</b>	<b>3.1%</b>	<b>2.4%</b>	<b>4.0%</b>	<b>6.3%</b>			
<b># Transfers Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># Transfers Admitted (Spring)</b>	<b>72</b>	<b>126</b>	<b>105</b>	<b>125</b>			
<b># Admitted by Exception</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>6</b>			
<b>Rate</b>	<b>2.8%</b>	<b>2.4%</b>	<b>7.6%</b>	<b>4.8%</b>			
<b># Transfers Admitted (TOTAL)</b>	<b>280</b>	<b>415</b>	<b>394</b>	<b>434</b>			
<b># Admitted by Exception</b>	<b>13</b>	<b>14</b>	<b>20</b>	<b>24</b>			
<b>Rate</b>	<b>4.6%</b>	<b>3.4%</b>	<b>5.1%</b>	<b>5.5%</b>			

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

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

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

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

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

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
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># of students referred</b>	335	265	1518	1398			

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
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of transfer degree students enrolled</b>	0	0	0	0			
<b># retained to next Fall semester</b>	0	0	0	0			
<b>Rate</b>	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
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of completers who began as transfer degree students</b>	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 Provost reviews all degree programs, specifically looking at completion rates and alignment with Louisiana workforce needs. Additionally each year each degree program must complete an annual report. This report covers a number of areas including student placement, completers, and community service. Grambling State University offers 50 degree programs. Each of these programs supports the workforce needs of the state of Louisiana. The table below shows how degree programs at Grambling State University are aligned with specific key workforce needs.

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

During the 2012/2013 academic year the music program completed a comprehensive program review. This review included a review of completers and how well the program prepares its students for success in the workforce. The annual report that each academic unit must complete must address completers and placement of these graduates.

During the 2012/2013 academic year, Grambling State University modified or adding the following degree programs to its active program inventory. These programs are aligned with workforce needs.

BA in Organizational Leadership  
 MAT in Elementary Education & Special Education Mild/Moderate GR 1-5  
 MAT in Secondary Education & Special Education Mild/Moderate GR 6- 12  
 MA in Social Sciences

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents\* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**
- The Office of Career Development and Placement works 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 academic year, career fairs were hosted that targeted jobs

in the industries that include business, criminal justice, education, gaming, hotel/restaurant, nursing/healthcare, sports/recreation, and science/engineering technology. 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. Six career fairs have been held during this academic year. These fairs targeted jobs in the following industries.

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

Two career fairs targeted education, teachers, teacher alternative program candidates and those interested in the education profession; sixty-two school districts attended. The other four career fairs addressed the industry need for all other majors at the university. The two (2) fairs held on campus hosted 91 companies and attended by 643 students. Regional off-campus career fairs were held in New Orleans (with Southern University) and in Shreveport (with LSU-S, SUSLA, and Centenary) as an outreach effort to Louisiana industries. The New Orleans event averaged 20 companies with 108 students participating. The Career Fair held in Shreveport had 84 companies represented and 312 students visited the fair. There are 1786 students and alumni registered with the Office of Career Development and Placement. In an attempt to expand our outreach, a monthly jobs/internships/fellowships bulletin is emailed to all registrants. Currently, 1113 companies are registered with our on-line job service.

- Proposal for a 4 year program in Child Development - Grambling State University received approval to develop a proposal for a 4 year program in Child Development. The ULS approved the proposal to offer this degree in February 2013.
- Grambling State University in partnership with the other 8 universities within the ULS has been approved to offer a B.A. in Organizational Leadership. This completely online degree program targets students 25 years and older who have earned at least 60 credit hours of coursework at the undergraduate level.

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

Grambling State University through *Continuing Education & Lifelong Learning* provides services that are designed to assist the region in meeting workforce needs. Grambling State University is partnering with communities to offer training for individuals that support small business development. GSU is currently engaged in a federally funded initiative (Expanding Minority Entrepreneurship Regionally, Across the Louisiana Delta -Project EMERALD-II). This program is providing assistance in the creation of minority small business development opportunities and entrepreneurs in North Louisiana. Partners on this initiative are Greater Grambling Chamber of Commerce (Lincoln Parish), Greater North Louisiana CDC, Inc. (Jackson Parish), Rivers of Joy Ministries (Jackson Parish), PRIDE Community Association, Inc. (Madison/Tensas Parishes), Renewal, Inc. (Ouachita Parish), Northeast Louisiana Community Enhancement Corporation, Inc. (Morehouse Parish), and Pilgrim Rest Outreach Ministries, Inc. (Franklin Parish).

Grambling State University's College of Business in partnership with the Douglas G. Green Center for Innovation and Entrepreneurship at Southeast Missouri State University (SEMO) and the Greater Northern Louisiana CDC, Inc. (Jackson Parish) are sponsoring Operation *JumpStart*. Operation

JumpStart is a hands-on, 36- hour training program designed to help aspiring and existing entrepreneurs determine the feasibility of their business ideas while building essential business planning and preparation skills. Skills learned include business concept development; market research and analysis; and pricing and financial projections. Training sessions were offered summer 2012, fall 2012 and spring 2013.

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

<b>Summer 2012</b>	Wal-Mart Information Technology	6/2012	<b>Fall 2012</b>	Flakeboard, Inc.	9/2012
	Tyson Foods	6/2012		Georgia Pacific	9/2012

<b>Spring 2013</b>	Teach for America	01/2013
	CenturyLink\IBM Partnership	01/2013
	Entergy-Louisiana	02/2013

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

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

**Outcomes Report Data** - A review of the Louisiana Employment Outcomes Report shows that the placement of Grambling State University graduates in certain key fields of study exceeded the ULS average rate for 2008/09. Seventy-three (73) percent of Grambling State graduates completing a health profession degree at the bachelor level (after 18 months) were employed, compared to the average ULS rate of 72%. Grambling State University students who completed the Master's degree in Health Professions were placed in jobs (after eighteen months) at a rate of 100%. The average rate for ULS was 68%. Eighty-three percent of GSU students who completed a master's degree in education were employed after 18 months (ULS average for 2008/2009 was 68%). Those graduates at the master's level in Public Administration & Social Services were employed at a rate of 78%, compared to the ULS average of 74%.

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

**Enhancements to Distance Learning** - At the beginning of the Spring 2013 semester Grambling State University completed its 1<sup>st</sup> 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

To meet the increased demand for online courses while maintain course quality, the Distance Learning Quality Online Assurance Certification (DLQOAC) program was implemented during the Fall 2012 semester. The objective of the program is to increase training and support for faculty teaching courses that are online. Seven (7) faculty completed the certification program during the Fall 2012 semester.

During the 2012/2013 academic year courses offered via online continued to increase.

<u>Semester</u>	<u>Number of New Courses</u>	<u>Number of students in these New Courses</u>
Summer I & II	11	266
Fall 2012	8	318
Spring 2013	13	576

During the Spring 2012 semester Grambling State University completed the application that requests approval of delivery of three programs in online format. These programs are the M.S. in Criminal Justice, the Masters in Developmental Education, and the Ed.D. in Developmental Education. The ULS has approved these requests and forwarded the applications to the Board of Regents for their review.

**Cost Efficiencies** - Grambling State University completed its first year of using Moodle as the primary Learning Management System in Spring 2013. During AY 2012-13, the University realized a savings of approximately \$21,350 The Blackboard quote for AY 2012-2013 was \$62,000 and Moodle renewal quote was \$40,650.

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 Summer 2012, Fall 2012 and Spring 2013 semesters, one hundred and twenty (120) 100% distance courses and one (1) videoconferencing course were offered, resulting in a savings of \$22,981.20 for lighting and HVAC. Also, there were seventy-five (75) blended courses that reduced seat time in half resulting in a savings of \$14,363.25. The total savings for lighting and HVAC is \$37,344.45.



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

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

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

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

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

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

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

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

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

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

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

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

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Associate</b>	<b>0</b>			
<b>Baccalaureate</b>	<b>1</b>			
<b>Post-Baccalaureate</b>	<b>0</b>			
<b>Grad Certificate</b>	<b>0</b>			
<b>Masters</b>	<b>0</b>			
<b>PMC</b>	<b>0</b>			
<b>Specialist</b>	<b>0</b>			
<b>Doctoral</b>	<b>0</b>			
<b>Professional</b>	<b>0</b>			
<b>TOTAL</b>	<b>1</b>			
<b>Target (Total Programs)</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
Target Met?	<b>Yes</b>			

#### 4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

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

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

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

The number of students enrolling in a developmental mathematics or a developmental English course increased during the 2012/2013 academic year. Recently we have found that some students who qualify for enrollment into the college level course are selecting to enroll in a developmental course, in an effort to enhance skill sets.

Grambling State University currently offers only one associate degree program, Child Development. A proposal has been developed that will eliminate this associate degree program and replace it with a 4 year degree program.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.** Grambling State University developed a six-year plan to increase out-of-state tuition and fees to the SREB average which is \$18,190 as compared to our present rate of \$13,610 for FY 2012-13. The annual plan will require an average increase of 10.0% for our non-resident student tuition and fees.

The University of Louisiana System staff recommended to the Board that one methodology be used for all campuses. This recommendation was accepted August 27, 2010. The ULS used a 5 year rolling average of all SREB public institutions. The average increase in out-of-state tuition was 5.66% 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 05/06-FT 010/11 time period. The current SREB tuition median for 11/12 for the specific category was used and the 5.66% increase per year was used to obtain the targets. Grambling State University used these targets to calculate out-of-state tuition for 2012-13. This tuition was charged to non-resident students for fall 2012 and spring 2013. Each year GSU will revise the plan to reflect changes in the SREB average for out-of-state tuition.

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

**FY 2012-13 through FY 2015-16**

**SREB Median FY 2010-11**                      **\$13,813**  
**SREB Category 4 (HBCUs only)**                      **5.66%**

Proposed Tuition based on Estimated SREB Tuition Increases

	<b>SREB Target</b>	<b>GSU Approved</b>	
FY 2010-11	\$13,813	\$10,902	\$2,911
FY 2011-12	\$14,595	\$12,083	\$2,512
FY 2012-13	\$15,421	\$13,610	\$1,811
FY 2013-14	\$16,294	\$15,137	\$1,157
FY 2014-15	\$17,216	\$16,664	\$552
FY 2015-16	\$18,190	\$18,190	\$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 37%. 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 5% to 10%.

Listed below is enrollment/tuition for non-Louisiana residents for 2011/2012, compared to enrollment/tuition data for non-Louisiana residents after the third increase of out-of-state tuition. The data show that Grambling State University realized a reduction in its out-of-state enrollment from the 2011-2012 academic year to 2012-2013; however, the revenue from tuition increased by \$69,577 because of the 10% GRAD Act increase in tuition.

	<b>Out-of-state</b>			<b>Out-of-state</b>	
	<b><u>Enrollment</u></b>	<b><u>Amount</u></b>		<b><u>Enrollment</u></b>	<b><u>Amount</u></b>
<i>Fall 2011</i>	2,061	\$3,426,932	<i>Fall 2012</i>	1,950	\$3,520,878
<i>Spring 2012</i>	<u>1,867</u>	<u>\$3,008,897</u>	<i>Spring 2013</i>	<u>1,780</u>	<u>\$2,984,528</u>
<b>TOTAL:</b>	3,928	\$6,435,829	<b>TOTAL:</b>	3,730	\$6,505,406

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			
Course sections in English	10	10	5	10			
Other developmental course sections	0	0	0	0			
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>16</b>	<b>24</b>			

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	419	320	300	433			
Enrollment in dev English	168	141	81	220			
Enrollment in other developmental courses	0	0	0	0			
<b>TOTAL</b>	<b>587</b>	<b>461</b>	<b>381</b>	<b>653</b>			

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

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

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

**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			

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

Note: AY 2010-11 percentage difference calculation corrected.



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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 12-13*</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># programs with Mandatory or Recommended accreditation status</b>	<b>34 (34)</b>			
<b># having discipline accreditation</b>	<b>34 (34)</b>			
<b>% accredited programs</b>	<b>100 (100)</b>			
<b>TARGET</b>	<b>90.3 (88.3 – 92.3)</b>	<b>90.3 (88.3 – 92.3)</b>	<b>90.3 (88.3 – 92.3)</b>	<b>90.3 (88.3 – 92.3)</b>
<b>Year 08-09</b>				
<b>Year 09-10</b>				
<b>Year 10-11</b>				
<b>Avg Prior Three Years</b>				
<b>Year 11-12</b>				
<b>Year 12-13</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</b>	<b>YES</b>			

# **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 1, 2013**

a. **Number of students by classification**

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

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

<b>Undergraduate headcount</b>	<b>4435</b>
<b>Graduate headcount</b>	<b>842</b>
<b>Total headcount</b>	<b>5277</b>

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

*Source: 2012-13 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

<b>Undergraduate FTE</b>	<b>4304.5</b>
<b>Graduate FTE</b>	<b>674.3</b>
<b>Total FTE</b>	<b>4978.8</b>

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

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

<b>Total Headcount Faculty</b>	<b>223</b>
<b>FTE Faculty</b>	<b>213.8</b>

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

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

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

<b>Undergraduate headcount enrollment</b>	<b>23105</b>
<b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b>	<b>861</b>
<b>Average undergraduate class size</b>	<b>26.8</b>

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

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

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

<b>Total FTE enrollment</b>	<b>4978.8</b>
<b>FTE instructional faculty</b>	<b>213.8</b>
<b>Ratio of FTE students to FTE faculty</b>	<b>23.29</b>

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

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

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

<b>Name of College/School</b>	<b>Number of non-instructional staff</b>	<b>FTE non-instructional staff</b>
<b>College of Arts &amp; Sciences</b>	<b>0</b>	<b>0</b>
<b>College of Business</b>	<b>0</b>	<b>0</b>
<b>College of Education*</b>	<b>2</b>	<b>2</b>
<b>College of Graduate Studies</b>	<b>1</b>	<b>1</b>
<b>College of Professional Studies</b>	<b>0</b>	<b>0</b>

\*Lab School Principals

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

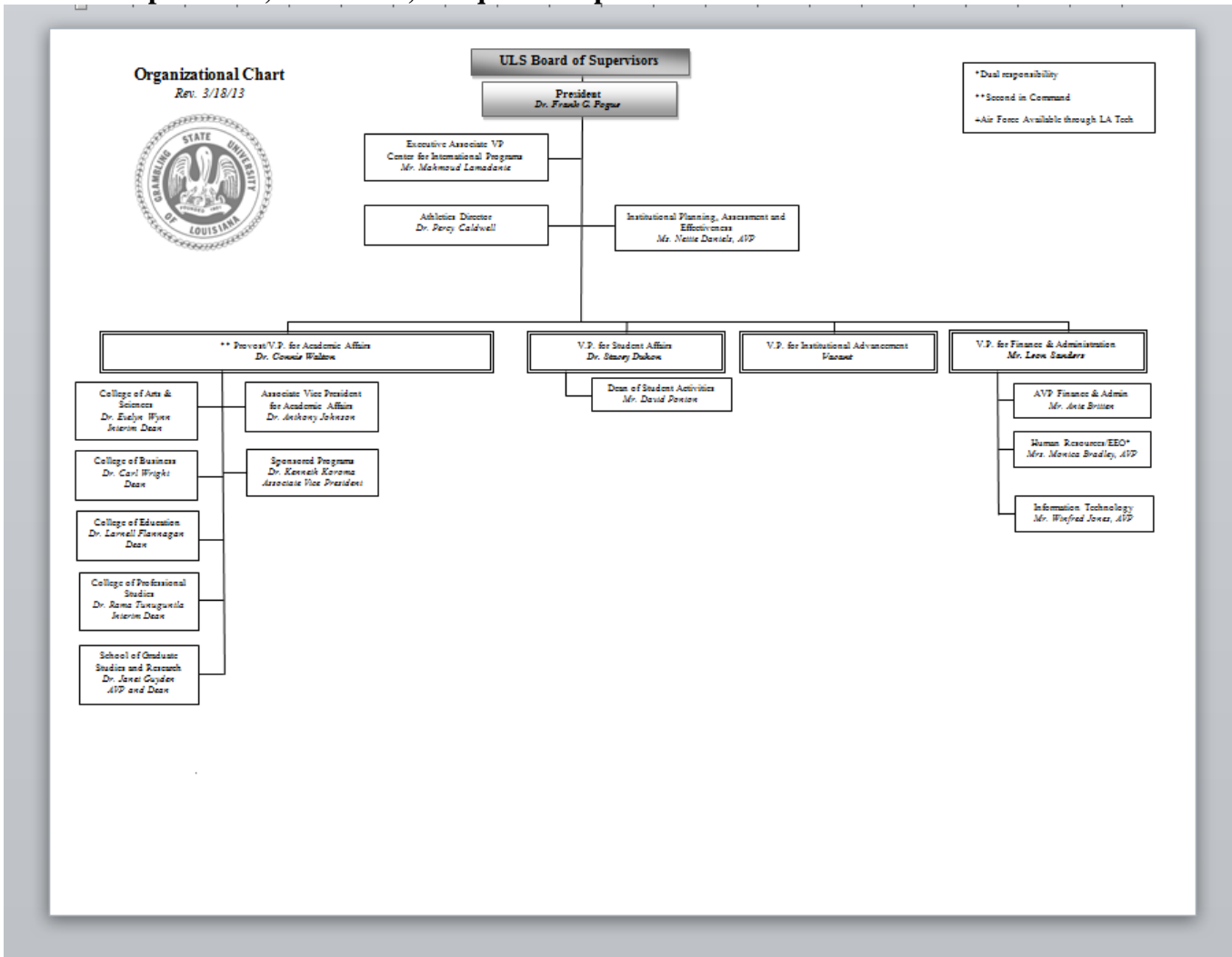
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**  
*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2012, EEO category = "1" (Executive, Administrative, Managerial) or "3" (Other professionals, support/service) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.*

<b>Name of Division</b>	<b>Number of staff</b>	<b>FTE staff</b>
<b>Division of Academic Affairs*</b>	<b>11</b>	<b>11</b>
<b>Division of Advancement</b>	<b>1</b>	<b>1</b>
<b>Division of Finance &amp; Administration</b>	<b>13</b>	<b>13</b>
<b>Division of Student Affairs</b>	<b>9</b>	<b>9</b>
<b>Division of President</b>	<b>5</b>	<b>5</b>

*\*Includes Enrollment Management*



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



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

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

<b>Position</b>	<b>Total Base Salary, reported Fall 2009</b>	<b>Total Base Salary, reported Fall 2010</b>	<b>Total Base Salary, reported Fall 2011</b>	<b>Total Base Salary, reported Fall 2012</b>
<i>President</i>	<i>\$200,000.00</i>	<i>\$200,000.00</i>	<i>\$200,000.00</i>	<i>\$200,000.00</i>
<i>Provost and VP for Academic Affairs</i>	<i>\$170,000.00 Resignation</i>	<i>\$131,174.00 Interim</i>	<i>\$150,850.00 Appointment</i>	<i>\$150,850.00</i>
<i>Vice President for Student Affairs</i>	<i>\$128,000.00</i>	<i>\$128,000.00</i>	<i>\$128,000.00</i>	<i>\$128,000.00</i>
<i>Vice President for Institutional Advancement</i>	<i>Vacant</i>	<i>\$120,000.00</i>	<i>\$120,000.00</i>	<i>\$-0- Resignation/Vacant</i>
<i>Vice President for Finance and Administration</i>	<i>\$160,000.00 Resignation</i>	<i>\$144,000.00 Interim</i>	<i>\$158,400.00 Appointment</i>	<i>\$158,400.00 Appointment</i>
<i>AVP for Academic Affairs</i>	<i>Position did not exist</i>	<i>Position did not exist</i>	<i>Position did not exist</i>	<i>\$95,000.00</i>
<i>Vice President for Enrollment Management</i>	<i>Position did not exist</i>	<i>\$115,000.00 Position Created</i>	<i>Position Eliminated</i>	<i>Position Eliminated</i>
<i>AVP for Enrollment Management/Director of Student Financial Aid</i>	<i>Position did not exist</i>	<i>Position did not exist</i>	<i>\$99,600.00 Position Created</i>	<i>\$-0- Resignation/Vacant</i>
<i>AVP for Academic Affairs and Sponsored Programs</i>	<i>Position did not exist</i>	<i>Position did not exist</i>	<i>Position Created/Vacant</i>	<i>\$100,000.00 Position Filled</i>
<i>Dean of the College of Arts and Sciences</i>	<i>\$109,312.00 Reassignment as Interim Provost</i>	<i>\$102,400.00 Reassignment as Interim Dean</i>	<i>\$102,400.00</i>	<i>\$102,400.00</i>

<i>Dean of the College of Education</i>	<i>\$105,000.00</i>	<i>\$105,000.00</i>	<i>\$105,000.00</i>	<i>\$125,000.00 Resignation/Vacant/ Appointment</i>
<i>Dean of the College of Professional Studies</i>	<i>\$108,000.00</i>	<i>\$108,000.00</i>	<i>\$108,000.00</i>	<i>\$108,000.00</i>
<i>Dean of Graduate Studies/AVP for Research</i>	<i>\$101,422.00</i>	<i>\$101,422.00</i>	<i>\$101,422.00</i>	<i>\$101,422.00</i>
<i>Dean of Student Activities</i>	<i>Title did not exist</i>	<i>Title did not exist</i>	<i>\$72,000.00 Title changed from Director of Student Services to Dean of Student Services</i>	<i>\$72,000.00</i>
<i>Athletic Director</i>	<i>125,000.00</i>	<i>125,000.00</i>	<i>125,000.00</i>	<i>125,000.00</i>
<i>AVP for Planning and Institutional Research</i>	<i>\$91,670.00</i>	<i>\$91,670.00</i>	<i>\$91,670.00</i>	<i>\$91,670.00</i>
<i>AVP for Finance and Administration</i>	<i>\$120,000.00</i>	<i>Vacant</i>	<i>\$100,000.00</i>	<i>\$100,000.00</i>
<i>AVP for Human Resources/EEO</i>	<i>\$80,000.00</i>	<i>\$80,000.00</i>	<i>\$80,000.00</i>	<i>\$80,000.00</i>
<i>AVP for Information Technology</i>	<i>\$95,638.00</i>	<i>\$95,638.00</i>	<i>\$95,638.00</i>	<i>\$95,638.00</i>
<i>Executive Associate VP for Center for International Affairs</i>	<i>\$122,245.00</i>	<i>\$122,245.00</i>	<i>\$122,245.00</i>	<i>\$122,245.00</i>

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

Expenditures by Function	Amount	Percentage
Instruction	\$ 23,068,236	45.9%
Research	\$ 152,313	0.3%
Public Service	\$ -	0.0%
Academic Support	\$ 3,469,716	6.9 %
Student Services	\$ 2,719,444	5.4%
Institutional Services	\$ 8,062,545	16%
Scholarships/Fellowships	\$ 3,352,911	6.7%
Plant Operations/Maintenance	\$ 7,458,542	14.8%
Total E&G Expenditures	\$ 48,283,707	96.1%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 1,969,671	3.9%
Other	\$ -	0.0%
Total Expenditures	\$ 50,253,378	100.0%

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

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

Average yearly cost of attendance	On Campus	Off-Campus
2012-2013 – In-State	\$21,456	\$21,979
2012-2013 – Out-of-State	\$29,635	\$30,157

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

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen

(FTF), only when the number of graduates is  $\geq 10$  for the Baccalaureate degree for 4-year universities

Average time to degree	5.2
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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	\$3,663
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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	\$95,758,741
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