



**Northwestern State University
University of Louisiana System**

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

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

Northwestern State University implemented the State of Louisiana Board of Regents (BoR) Minimum Admission Criteria as outlined in the Master Plan for Public Postsecondary Education: 2001, effective Fall 2005. Since this cohort entered the University, one-year retention rates from Fall 2005 to Fall 2009 for first-time, full-time degree seeking students have increased from 63.5% to 70.3%. In addition, two-, three- and four-year persistence rates for these cohorts have increased. Graduation rates for these cohorts are also increasing. The Fall 2005 cohort graduated 17.1% in four years and the Fall 2006 cohort graduated 19.8% in four years. Data are not yet available for the six-year graduation rate for these cohorts.

The University will implement the University of Louisiana System (ULS) Minimum Admissions Standards (in conjunction with the BoR Minimum Admission Criteria) for the Fall 2011 semester as adopted by the ULS Board of Supervisors in October 2009.

In order to streamline credit hour requirements for baccalaureate degree programs, the University has implemented the University of Louisiana System Rule (CII, Sec. VIII(B)), regarding such requirements. The University has taken the appropriate measures to reduce 35 programs to the 120-hour requirement. Reductions range from one to nine hours. This reduction in number of required courses, in combination with appropriate course sequencing, has the potential to decrease graduation time by one-semester and to increase graduation rates. Each department identified courses which were brought forth for elimination from the degree programs; the Curriculum Review Committee then examined and approved the changes.

- **Subsequent policy/policies adopted by the institution**

Three policies were adopted in 2010-11 in order to increase graduation and cohort retention: participation in Freshmen Connection, implementation of a Freshmen Mentoring Program, and adoption of a new policy regarding non-traditional student admission.

- **Freshmen Connection:** All incoming freshmen are required to attend Freshmen Connection (FC), a summer orientation session, in order to participate in early registration. When comparing persistence rates, students who participated in FC have a greater rate of success than those who do not. For example, those Fall 2009 students who participated in FC had a one-year retention rate of 72.4% as compared to those who did not with a rate of 63.8%. Persistence rates continue to be higher for those students who attended FC as compared to those who did not.
- **Mentoring Program:** Incoming Freshmen are assigned mentors who monitor students carefully and closely during their first year. Mentors contact students every two to three weeks to touch base with students and to refer them to counseling or tutoring services if

the need arises. These faculty mentors submit reports each semester which track mentoring actions. Students respond to surveys about their satisfaction with the program. Because this program was implemented in Fall 2010, data are not yet available.

- **Increased Admissions Standards:** In order to improve adult student completion rates, the University is adopting a policy which will implement the requirement that Adult Students, 25 years of age and older, will not be admitted if they require developmental coursework starting in Spring 2012.
- **Timeline for implementing the policy/policies**
 - Fall 2010-Implementation of mentor program
 - Spring 2011 - Revision of all applicable degree programs to comply with ULS Credit Hours for the Degree (CII, Sec. VIII(B))
 - Fall 2011 - Implementation of ULS Credit Hours for the Degree rule
 - Fall 2011 - Implementation of ULS first-time freshman minimum admission criteria
 - Fall 2011-Implementation of more stringent exception admit policy
 - Spring 2012 - Implementation of increased standards for Adults 25 years of age and older
- **Performance of entering freshman students admitted by exception (4-year universities)**

Performance of exception students is increasing, and the number of exception admits is decreasing, in general. Northwestern, in Fall 2010, admitted a smaller number of exception admits than in Fall 2009. Fall 2005 admissions by exception guidelines provided a baseline to admit these students. Through the years, the University has increased the requirements in the guidelines--specifically, the number of core units completed in high school, increased from 12 to 13, and high school grade point average (gpa) increased from 2.0 to 2.2.

For 2011, the University will institute minimum ACT/SAT sub scores for English (16) and Math (17). Based on historical data, students with these minimum scores have greater success in developmental courses.

Effective with the implementation of the BoR minimum admission criteria in Fall 2005, the University has been allowed to admit up to 10% of the entering freshman class by exception for those students who did not meet the outlined minimum admission criteria. Since Fall 2005 to Fall 2009 the enrolled exception admits have become an increasingly better prepared group. ACT composite scores have increased from 17.2 to 19.4; end-of-fall gpa has increased from 1.987 to 2.277; number of exceptions needing two developmental courses has decreased from 119 to 19. One-year retention rates of exception admits needing no developmental have increased from 33.3% to 57.7%. Persistence rates for each cohort have increased as students' pre-college academic preparation has improved.

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	1184	1238					
# Retained to 2 nd Fall semester*	804	869**					
Rate	67.9%	70.2%					
Target		68.5% - 72.5%	68.5% - 72.5%	68.5% - 72.5%	69.6% - 73.6%	69.6% - 73.6%	70.6% - 74.6%
Target Met?		YES					

*No exclusions were made for death or military leave.

**NwSU's number of 869 based on matching from Fall census date to following Fall census date.

1.a.ii.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1283	1184					
# Retained to 3 rd Fall semester*	678**	637***					
Rate	52.8%	53.8%					
Target		51.4% - 54.0%	51.4% - 54.0%	51.4% - 54.0%	52.7% - 55.0%	53.7% - 57.7%	53.7% - 57.7%
Target Met?		YES					

*No exclusions were made for death or military leave.

**NwSU's number of 678 based on matching from Fall census date to second following Fall census date. A SSN change also occurred.

***NwSU's number of 637 based on matching from Fall census date to second following Fall census date.

1.a.iv.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1875	1826					
# Graduated within 150% of time	527	539					
Rate	28.1%	29.5%					
Target		26.0% - 30.0%	26.0% - 30.0%	30.0% - 34.0%	32.0% - 36.0%	33.0% - 37.0%	34.0% - 38.0%
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	7,150	7,305					
# Awards	1,364	1,369					
Ratio of Awards/ FTE	.19	.19					
Expected # of Awards*	1,788	1,826					
Award Productivity*	76%	75%					
Target		73.0% - 77.0%	74.0% - 78.0%	75.0% - 79.0%	76.0% - 78.0%	77.0% - 81.0%	78.0% - 82.0%
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)	151	85					
# Admitted by Exception	32	20					
Rate	21.19%	23.53%					
# in Freshmen Admitted (Fall)	1241	1079					
# Admitted by Exception	97	94					
Rate	7.82%	8.71%					
# in Freshmen Admitted (Spring)	121	115*					
# Admitted by Exception	19	16*					
Rate	15.70%	13.91%*					
# in Freshmen Admitted (Total)	1513	1279					
# Admitted by Exception	148	130					
Rate	9.78%	10.16%					

*Spring 2011 is only partially complete. Some special terms (4-week sessions, 8-week sessions, etc.) are not included and will not be available until mid-April.

1. Student Success

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

Narrative Report:

In 2010-11, Northwestern's administration chose to focus specifically upon three initiatives to increase program completion at all levels: enhancement of academic advising, close monitoring of all freshmen and those beyond the freshman year who have a semester grade point average of 2.25 or less, and expansion of tutorial and academic support services for at-risk students.

- **Academic advising enhancement:** The Academic and Career Engagement Program (ACE) program provides professional development for academic advisors for all students, coordinates special advising efforts for incoming freshmen, and develops advising and career engagement sessions within OR 1010, the University orientation course. Academic advising is evaluated annually. Results of surveys and evaluation data are shared with the academic deans and advisors to ensure that advising is improved if need be or expanded and changed as appropriate. Professional development in advising is on-going, and each semester, two to three sessions are held for faculty advisors. Thus far, six sessions have been held and have served more than 100 advisors. Good academic advising is at the core of efforts to move students forward to completion of their degree programs in a timely fashion. ACE was piloted in Fall 2009 and fully implemented in Fall 2010. Early tracking indicates this program will result in increased academic success leading to a higher percentage of completers.
- **Close monitoring:** At the beginning of each semester, four-week grades are submitted for freshmen-level University Core and developmental courses. Students who earn a C or below in the four-week grade period are contacted by the ACE advisors, their mentors, and the Provost's office to ensure they are getting the appropriate help. This same set of activities occurs after midterm grades are submitted. Faculty members who teach these courses also are encouraged to intervene. Beginning in Fall 2010, students at all levels, whose grade point averages were below 2.25 were not allowed to register for Spring courses until they sought advising. A hold was placed on their account, and they were tracked by their academic advisors, department head, and dean to ensure that they received academic support and appropriate advice about course selection, adding and dropping courses, and course load balancing. This new policy contributed to an increase of almost 4% in the number of students persisting to Spring.
- **Expansion of academic support:** Northwestern supports multiple academic support centers. In 2010, the Academic Tutoring Support Center was moved to a central location on campus--the Friedman Student Union. This support Center serves all disciplines, and the staff members work with more than 1000 students per semester. The Academic Tutoring Support Center operates two additional sites: one, a library outpost, and the second, at University Place 2--a residence hall. Tutoring services are available 6 days a week for 90 hours per week. Fifteen tutors offer assistance in 108 courses. Moving the Center to the Student Union has increased student visits by 15% as this relocation has increased and improved visibility and accessibility.

Additionally, the Writing Center has been recently renovated and has expanded staffing and hours of operation. The Writing Center serviced 2,065 people in Fall 2010 and will likely service similar numbers in Spring 2011. The facility has instituted an online appointment system that has increased and allowed for more convenient student access to tutors. The Math Lab has also been enhanced within the last year, and

has provided peer tutoring for students in all Core Mathematics classes. This lab is open 40 hours a week and also reaches students through Facebook. Northwestern also hosts a Math Experiential Lab or MEL. The MEL was funded by a BoRSF grant 3 years ago and allows instructors in College Algebra, Pre-Calculus and Technical Math to give their students hands-on experience with real-world applications of mathematics. A follow-up project from this year's BoRSF grant program will create a tablet-computer lab to provide similar experiences with the topics in Finite Mathematics. The aforementioned mathematics courses are high risk courses as many students come to Northwestern underprepared in mathematics. Outreach efforts such as these do a great deal to assist students who experience difficulty in completing English and Mathematics assignments.

Moreover, Northwestern and Bossier Parish Community College have developed a Title III funded grant program which seeks to assist nursing students with intensive tutoring for high-failure rate science classes such as Introductory Chemistry, Anatomy, and Physiology. This program was implemented in Fall 2010, and at present serves more than 200 allied health students. This number will increase next year.

Additionally, all students who are on probation or who are returning after suspension from Northwestern must enroll in ACSK 1010, a one-hour tutorial program designed to assist students with time management, study skills, and other academic issues. These students must also check-in with their academic dean regularly for monitoring to help ensure success.

1.b.i.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1052	1076					
% Change		2.3%					
Target		2.3%	-2.7% - 1.3%	-2.6% - 1.4%	-2.5% - 1.5%	-2.2% - 1.8%	-2.0% - 2.0%
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, Post-Baccalaureate	0	0					
% Change		0%					
Target		0%	5600% - 6200%	5600% - 6200%	5600% - 6200%	5600% - 6200%	5600% - 6200%
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	230	224					
% Change		-2.6%					
Target		-2.6%	-1.7% - 2.3%	-0.4% - 3.6%	-1.3% - 2.7%	0.0% - 4.0%	0.0% - 4.0%
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, Post-Masters	0	0					
% Change		0%					
Target		0%	0.0% - 400.0%	0.0% - 400.0%	0.0% - 400.0%	0.0% - 400.0%	0.0% - 400.0%
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, Specialists	20	15					
% Change		-25.0%					
Target		-25.0%	-25.0% to -15.0%	-25.0% to -15.0%	-25.0% to -15.0%	-20.0% to 0.0%	-20.0% to 0.0%
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, TOTAL ALL Degrees	1302	1315					
% Change		1.0%					

1. Student Success

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

Narrative Report:

- **examples of newly created partnerships**

In the 2010-2011 academic year, Northwestern expanded its Early Start courses through an agreement to deliver college courses by compressed video to Leesville High School. Berwick High School became a Northwestern partner in delivering on-site college courses to high school students as did St. Mary's High School and Louisiana School for Math, Science, and Arts in Natchitoches.

During 2010-2011, Northwestern has embarked upon a new initiative called Project Lead the Way involving both middle schools and high schools. Northwestern is the designated Project Lead the Way (PLTW) site for Louisiana and offers professional development in the science, technology, engineering, and mathematics (STEM) area. In PLTW, participating schools or school districts **must** have trained and certified teachers to teach PLTW courses at their high schools. In Summer 2010, sixteen teachers were trained in "Pathway to Engineering" courses. Thus far, PLTW has partnered with fifteen parishes throughout the state to teach high-school level PLTW courses. These courses cover various Pathway to Engineering, Biomedical Sciences, and other STEM topics. National studies have shown PLTW students achieve higher test scores, earn higher freshmen grade point averages, and both enroll and persist in STEM majors at a higher rate than the national average. This partnership seeks to accomplish the aforementioned items not only for the benefit of Northwestern State, but for all the higher education institutions in the state.

In addition, the University, the Natchitoches Chamber of Commerce, and the Natchitoches Parish School Board have worked together to raise funds to further implement PLTW initiatives. The Chamber partnership plans to sponsor a robotics competition, expand summer camp offerings, and provide opportunities for students to earn industry-based certifications. These activities will benefit high school students in their postsecondary careers by allowing them to have hands-on experience in applying complex mathematical and engineering concepts.

- **examples of strengthening existing partnerships**

While Northwestern sponsors hundreds of events on campus and in school districts which enhance student skills and knowledge needed for success in college, Early Start is one program which continues to thrive and for which there are good data to indicate student success beyond high-school matriculation. Students who enroll in Early Start programs learn the necessary skills for success in College through activities such as writing, critical thinking assignments, and mathematics. Northwestern has continued to grow its Early Start programs by expanding course offerings to high schools; 765 students were enrolled in Northwestern Early Start programs in 2010-11. NSU currently serves 23 high schools in nine parishes through direct instruction or compressed video. A total of 12 courses are currently offered through Early Start.

In addition to Early Start, the NSU Writing Project provides professional development for K-16 faculty across all disciplines in the teaching of writing. These teachers learn the best practices in writing instruction and share these with their students. Students learn to read, analyze, synthesize, and write about an array of topics which are delivered by K-16 teachers who have participated in the NSUWP Summer Institutes. Students learn

editing skills, essay composition, audience analysis, and other essential writing elements from NSUWP trained teachers. These skills are essential for success in college, as writing and critical thinking are key components of most college courses. In 2007, the NSUWP was one of thirteen university sites chosen for inclusion in a three-year national study to assess the effectiveness of the NWP on student learning outcomes. Four partner schools were included in the Northwestern portion of the study, and data collection has only recently been completed. The NSUWP staff awaits the outcome and analysis of the data. The NSUWP serves all of North Louisiana as this site is the only one above the I-10 corridor, and the site has active partnerships with Rapides, Natchitoches, Sabine, Caddo, Bossier, Winn, DeSoto, Red River, and Vernon Parishes.

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

Northwestern will share two reports with high schools each year. These reports will help high schools track success in Early Start courses and indicate data about college matriculation.

- **Early Start Reports:** Effective Fall 2011, the Office of Institutional Research (OIR) will provide the Office of the Carl D. Perkins Program (which is responsible for dual enrollment) with a new feedback report for all partner high schools for whom Northwestern offers a dual enrollment course. The current report template contains information regarding student enrollment, enrolled semester credit hours (SCH), completed SCHs, and matriculation of former dual enrolled students to Northwestern. Each year, the report will be revised based upon feedback from the high schools as well as the Office of Carl D. Perkins Program.
- **Matriculation and Performance Report:** Further, in Fall 2011, the Office of Institutional Research will provide the Northwestern Offices of Enrollment Management and Recruiting with high school feedback reports for all high schools with an entering class of fifteen or more students. In addition, these two offices will be able to request high school feedback reports for any high schools which have special partnerships with Northwestern. In Fall 2010, this report would have been provided to ten feeder high schools. The current report template contains information regarding dual enrollment as well as data for the entering student class. The report will be revised yearly based upon feedback from the high schools.

- **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).**

Student readiness and partnership activities are tracked and monitored by the Office of Institutional Research in the Early Start and Matriculation and Performance Reports. Additionally, the OIR provides the Office of Electronic and Continuing Education (parent unit to the Office of Carl D. Perkins Program) an annual report detailing dual enrollment. This report primarily shows the number of dual enrollment students, the students' persistence, and their performance by course section. The Office of Electronic and Continuing Education uses the report to track the growth of dual enrollment as well as other pertinent factors.

Dual enrollment has augmented student retention at Northwestern. Students with dual enrollment credit hours have an average one-year retention rate of 78% versus an average one-year retention rate of 64% for those students who have not earned dual enrollment credit. Second-year retention rates also illustrate a similar trend.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	5	3					
Fall	547	593					
Spring	562	522*					
TOTAL	1,114	1,118					

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	15	13					
Fall	2,511	2,539					
Spring	2,456	2,309					
TOTAL	4,982	4,861					

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	12	13					
Fall	2,487*	2,497					
Spring	2,414	2,297					
TOTAL	4,913	4,807					

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

1. Student Success

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

Narrative Report:

Following are each department's efforts to increase passage rates on licensure or certification exams.

Education:

The College of Education and Human Development work closely with candidates to ensure success on the PRAXIS exams. These data are tracked and monitored closely. The College works diligently to prepare students for these exams throughout their course work. In 2008-2009, 64 candidates completed undergraduate program requirements at Northwestern to become certified Louisiana teachers. This fact is documented in the Louisiana Board of Regents 2009-2010 Institutional Report for the preparation of teachers, which is available at the [Board of Regents](#), as well as in the Title II report for Northwestern State University.

Completers of undergraduate teacher preparation programs must pass the following PRAXIS tests *prior to enrolling in Student Teaching*: PRAXIS I, Pre-Professional Skills Tests (Reading, Writing, and Math); PRAXIS II Content Test/s for the candidate's certification area; and PRAXIS II Principles of Learning and Teaching Test appropriate to the candidate's certification grade level. By successfully completing a teacher preparation program, candidates will meet all licensure requirements for a content area or grade level in Louisiana. In the first professional education courses (Orientation 1010 and Education 2020), teacher education majors are advised by their course instructors and academic advisor to register for the PRAXIS I tests by the end of their freshman year. Additionally, the Coordinator of Teacher Candidacy and Certification visits these classes each semester and reinforces the importance of these tests, which are required for formal admission to Northwestern's teacher education program. By successfully completing the first- year University Core requirements, education majors should obtain the content knowledge to be successful in passing the PRAXIS I tests. For those students needing additional test preparation, PRAXIS workshops are delivered by education faculty members.

Candidates prepare for their PRAXIS II content test/s by completing coursework in their content area as prescribed in their degree plan. Additionally, teacher candidates review study guides, previous course materials, and take practice tests, which are available on the ETS website. Candidates are advised to register for the PRAXIS II content test immediately prior to or during their Methods course.

Candidates prepare for the PRAXIS II Pedagogy test, Principles of Learning and Teaching (PLT), by completing pedagogy courses as prescribed in their degree plan. Embedded in all required professional education courses are topics that candidates will address on the PLT. These points of learning and teaching are emphasized throughout the curriculum by professional education faculty. Additionally, candidates review study guides, previous course materials, and take practice tests, available on the ETS website. Candidates are advised to register for the PRAXIS II PLT at least by the beginning of their Methods semester.

Nursing:

The framework for the curricula for the associate, baccalaureate and master's programs is based upon nationally established criteria for nursing education programs, developed and continually updated by a consortium of representatives from national nursing organizations, accrediting agencies

and regulatory groups. These include *Competencies for Graduates of Associate Degree and Diploma Programs* published by the National League for Nursing, *The Essentials of Baccalaureate Education for Professional Nursing Practice* and *The Essentials of Master's Education in Nursing* published by the American Association of Colleges of Nursing. Also integrated into the curricula are the clinical practice competencies for nursing practice and nurse practitioners that are developed by the respective licensing and certification agencies. The College of Nursing prepares students for success on licensure exams by providing coursework which gives them the opportunity to put theoretical learning into practice, tests and re-tests their knowledge and skill sets, and focuses upon a curriculum whose blueprint is derived from the aforementioned organizations.

Radiologic Sciences:

The Radiologic Sciences program employs several strategies to increase passage rates on the ARRT certification examination. First, the entire curriculum for the program is designed to assure that all of the content that is included on the certification examination is included and up-to-date with current practice standards. Secondly, the last two semesters of the program have courses that are designed to review content and expand students' understanding of important concepts included on the ARRT examination. Finally, during the last semester of the program, students take mock examinations that are specifically designed to identify student weaknesses and strengths. Faculty members are then able to help the student target key areas for improvement prior to taking the examination.

In terms of workforce foundational skills, the clinical courses in the program prepare students to function as working professionals in various imaging department settings. Students are regularly evaluated on their clinical skills, professionalism, and other competencies required of radiologic technologists. When areas for improvement are identified, faculty and clinical instructors work to help students through remediation that is targeted to address the weakness.

Veterinary Technology:

Graduates of the veterinary technology take the National Veterinary Technician Examination (NVTE) to become Registered Veterinary Technicians (RVTs). As an American Veterinary Medical Association accredited program, our program at NSU must document (in individual student log books) when each student demonstrates attainment of over 300 essential skills, with the background knowledge base required of veterinary technicians tested. All of the VTEC courses in the curriculum are required to be completed before the student may sit for the NVTE, so students have been well prepared, and pass rates are generally high.

We introduced a new course in Fall 2010, VTEC 4200 (Veterinary Technology Comprehensive Review), which students may elect take the semester before sitting for the NVTE, to provide additional review of all subjects/skills represented on the exam. If a student fails to pass the exam, they may likewise elect to take this course to prepare for a repeat examination.

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Elementary Education grades 1-5	PRAXIS II: Elementary Content Knowledge (test 0014)	Louisiana State Department of Education	AY0809	15	15	100.00%
Early Childhood grades PK- 3				11	11	
English Education grades 6-12	PRAXIS II: English Language, Literature & Composition: content knowledge (test 0041)	Louisiana State Department of Education	AY0809	1	1	100.00%
English Education grades 6-12	PRAXIS II: English Language, Literature & Composition: pedagogy (test 0043)	Louisiana State Department of Education	AY0809	1	1	100.00%
Mathematics Education grades 6-12	PRAXIS II: Mathematics (test 0061)	Louisiana State Department of Education	AY0809	1	1	100.00%
Social Studies Education, grades 6-12	PRAXIS II: Social Studies, Interpretation of Materials (test 0083)	Louisiana State Department of Education	AY0809	5	5	100.00%
Social Studies Education, grades 6-12	PRAXIS II: Social Studies, Content Knowledge (test 0081)	Louisiana State Department of Education	AY0809	5	5	100.00%
Health & Physical Education K-12	PRAXIS II: Physical Education, Content Knowledge (test 0091)	Louisiana State Department of Education	AY0809	9	9	100.00%
Business Education, grades 6-12	PRAXIS II: Business Education (test 0100)	Louisiana State Department of Education	AY0809	3	3	100.00%

Instrumental Music K-12	PRAXIS II: Music Content Knowledge (test 0113)	Louisiana State Department of Education	AY0809	17	17	100.00%
Speech Education, grades 6-12	PRAXIS II: Speech Communications (test 0220)	Louisiana State Department of Education	AY0809	2	2	100.00%
Early Childhood grades PK-3	PRAXIS II: Early Childhood Education (test 0020)	Louisiana State Department of Education	AY0809	4	4	100.00%
	PRAXIS II: Pedagogy, Principles of Learning and Teaching: Early Childhood (test 0521)			7	7	100.00%
Elementary Education grades 1-5	PRAXIS II: Pedagogy, Principles of Learning and Teaching K-6 (test 0522)	Louisiana State Department of Education	AY0809	15	15	100.00%

English Education grades 6-12	PRAXIS II: Pedagogy, Principles of Learning and Teaching 7-12 (test 0524)	Louisiana State Department of Education	AY0809	38	38	100.00%
Mathematics Education grades 6-12						
Social Studies Education, grades 6-12						
Health & Physical Education K-12						
Business Education, grades 6-12						
Instrumental Music K-12						
Speech Education, grades 6-12						
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC)	Louisiana State Board of Nursing	CY2010	18	17	94.4%
Nursing (RN)	NCLEX-RN (Associate)	Louisiana State Board of Nursing	CY2010	116	112	96.6%
Nursing (RN)	NCLEX-RN (Baccalaureate)	Louisiana State Board of Nursing	CY2010	107	102	95.3%

Radiologic Sciences	American Registry of Radiologic Technologists (AART) Exam in Radiography	Louisiana State Radiologic Technology Board of Examiners	CY2010	24	23	95.8%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	CY2010	8	7	87.5%

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**

Northwestern State University implemented the State of Louisiana Board of Regents (BoR) Minimum Admission Criteria as outlined in the Master Plan for Public Postsecondary Education: 2001, in Fall 2005.

The University will implement the University of Louisiana System (ULS) Minimum Admissions Standards (in conjunction with the BoR Minimum Admission Criteria) in the Fall 2011 semester as adopted by the ULS Board of Supervisors in October 2009

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

In Spring 2011, the University determined that the following items would be adopted to assist transfer students as they transition to the University.

- In Spring 2011, Northwestern's ACE Committee along with the Provost and Academic and Student Affairs Council determined that all incoming transfer students will initially be directed to one of the designated transfer advisors in the Academic Advising Center. Students will then be assigned a specific advisor in their respective academic departments. This initiative is effective for Summer 2011, and will supplement the activities in Northwestern's current Quality Enhancement Plan of Academic and Career Engagement. Retention and graduation rates are expected to increase based on the implementation of this initiative as they have for incoming freshmen who have participated in this program.
- In Spring 2012, transfer students will also be affected by the new policy regarding adult student admission. In order to improve adult student completion rates, the University is adopting a policy which will implement the requirement that Adult Students, 25 years of age and older, will not be admitted if they require developmental coursework starting in Spring 2012. Only adult transfer students who have earned fewer than 18 non-developmental credit hours will be affected by this policy change

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

- Summer 2011 – Implementation of Transfer Student Advising Initiative
- Fall 2011 – Implementation of ULS Transfer Student Admission Standards
- Spring 2012—Implementation of Northwestern Non-traditional Student Policy

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

Fall 2010 transfer students who were admitted by exception have performed well this year. These students have retained to Spring 2011 at a rate of 76%. The University reviews admission exception guidelines annually for transfer students. In evaluating transfer students for admission by exception, the University takes into consideration hours earned, cumulative grade point average and eligibility to return to the prior institution. These criteria have been slightly adjusted since the implementation of Minimum Admission Criteria. The minimum cumulative grade point average has increased from 1.50 to 1.80. Performance of the transfer students admitted by exception is measured by baccalaureate persistence rates. One year persistence rates for the academic years 2007-2008 to 2009-2010 exception admit cohorts range from 46.7% to 50.0%.

The number of students admitted by transfer exception has decreased from 127 in 2009-10 to 104 in 2010-2011.

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	763**	942***					
# retained to next Fall semester*	458	545					
Rate	60.0%	57.9%					

*No exclusions were made for death or military leave.

**The # retained to next Fall semester in AY 08-09 includes 7 students who graduated and did not return as well as 4 more students who both graduated and returned.

***The # retained to next Fall semester in AY 09-10 includes 7 students who graduated and did not return as well as 3 more students who both graduated and returned.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1008*	1039**					
# who began as transfers	422*	457**					
Percentage who began as transfers	41.9%	44.0%					

*Using the Board of Regent's Time to Degree report for baccalaureate degrees, 1008 completers were indicated to be first-time award recipients and of those 442 were identified as transfer students. 20 of those students were removed from the number as they began as preparatory students and then completed a degree at NSU.

** Using the Board of Regent's Time to Degree report for baccalaureate degrees, 1039 completers were indicated to be first-time award recipients and of those 489 were identified as transfer students. 32 of those students were removed from the number as they began as preparatory students and then completed a degree at NSU.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	233	219					
# Admitted by Exception	18	13					
Rate	7.7%	5.9%					
# Transfers Admitted (Fall)	666	682					
# Admitted by Exception	70	50					
Rate	10.5%	7.3%					
# Transfers Admitted (Spring)	433	396*					
# Admitted by Exception	39	41*					
Rate	9.0%	10.4%*					
# Transfers Admitted (TOTAL)	1332	1297					
# Admitted by Exception	127	104					
Rate	9.5%	8.0%					

*Spring 2011 is only partially complete. Some special terms (4-week sessions, 8-week sessions, etc.) are not included and will not be available until mid-April.

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)**

At the conclusion of Spring 2011, the Louisiana Community and Technical College System (LCTCS) and the individual Community Colleges from which more than ten students transfer annually will receive reports about the progress of their students. Individual community colleges will receive a report for their institution which provides demographic and performance information.

Since 2005, Northwestern has provided two feedback reports to the LCTCS; the Northwestern OIR staff members are in the process of working with the LCTCS to improve these documents to better suit their needs. Once the reports are provided, the Northwestern Provost and Dr. Monty Sullivan, Executive Vice President for Academic, Career, and Technical Education, and Student Affairs will review and discuss the report so as to ensure that the LCTCS staff obtains the necessary information from Northwestern regarding their former students.

The aforementioned LCTCS feedback reports provide data for all Community and Technical Colleges from which students transfer to Northwestern. One report provides persistence and graduation information for transfer students from two-year institutions. The second report provides a summary of all students; this report divides data into two categories: 1. A summary of students who have earned credit hours from the community college and who are enrolled at Northwestern (could have earned this credit at any time) 2. A subset breakdown of students who have earned credit at a two-year institution within a three-year period and transferred to Northwestern within the last year. These distinctions allow for the monitoring of transfer student trends. The reports contain information regarding entry majors, demographics, gpa, and hours earned

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

Northwestern believes it is critical to form close relationships with partner community colleges. In order to monitor student transfer activities and procedures, the University has developed a multi-focal approach to ensuring success--one involves creating a seamless process for transfer students, another examines and analyzes current transfer student issues, and the final one involves the creation of faculty-staff partnerships between Community Colleges and Northwestern. All initiatives seek to remedy any student issues which might arise and to provide seamless transfer.

- **Student outreach:** In Fall 2010, Northwestern created an LATC website to assist students who are in the process of selecting a four-year institution. As students select their receiving university, they often depend upon on-line materials. Northwestern, like other institutions, has created an LATC website, and this site is linked to our general transfer information website and other useful pages as well. Ms. Ada Hippler is the LATC transfer coordinator. Ms. Melanie McBride is the recruiter who works with all transfer students. The Admissions and Recruiting staff assist students with the application process. Additionally, Financial Aid staff and the Registrar's Office are well educated about the transfer degree and process. The admissions page includes a link where students can report issues they have

encountered with the [transfer website](#), and this site is monitored to provide students with responses to their questions. Responses/questions will be tracked and analyzed to ensure that students receive appropriate and correct information. In 2011-2012 an advising guide for program transfer will be developed. This guide will contain all of the 2+2 [curriculum crosswalks](#) by institution and program for each articulation agreement.

Once a student transfers to Northwestern and is admitted, s/he is directed to the [Academic Advising Center](#) where one of two designated Community College Transfer Advisors, Ms. Martha Stanton or Ms. Ada Hippler will assist the student with enrollment and advising. Starting in Fall 2011, transfer students will be assigned both a student mentor and a faculty mentor who can help students with learning about the University and guide them through the transition. Transfer students will then be assigned a permanent academic advisor in their majors, but the two designated advisors will continue to work with the student if they need assistance.

- **Continued study of transfer process:** Because Northwestern is committed to student success, the University has paired with a researcher, Mr. Greg Bouck, to study the transfer process. The research objectives are to ascertain student satisfaction with the community college transfer process, to identify problems with the process, to assess the factors necessary for student success, and finally, to assist Northwestern with improving anything which might need remedy related to community college student transfer. Data collection began in Spring 2011.
- **Faculty-staff-student interaction:** In 2010-11, Northwestern increased its outreach efforts to community colleges across the state. Each month, Northwestern's academic department heads report to the Provost about progress of [articulation and transfer agreements](#) with community colleges. Beginning in Summer 2011, Department Heads will be asked to report on the contact with students at Community Colleges by their departmental staff and faculty. Community College Alliance Faculty Cadres have been created to strengthen partnerships between two-year and four-year schools across curricula. Northwestern faculty visit community and technical colleges and work with faculty and students to establish relationships and strong working partnerships which will ease the transition for students. The faculty members engage in events such as guest lectures, retreats for faculty-staff, and other activities. Twice yearly, Northwestern faculty and administrators meet with BPCC faculty and administrators for retreats where they work on issues relating to articulation agreements and student transfer. Recently, Northwestern and BPCC mapped all degrees to ensure ease of transfer for students. Activities such as these have been identified by community colleges as those which would be helpful in assisting with student transfer. Maintaining and growing good working partnerships is crucial for students and the faculty-staff involved with transfer activities.

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

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

*No exclusions were made for death or military leave.

**The # retained to next Fall semester in AY 08-09 includes 1 student who both graduated and returned.

***The # retained to next Fall semester in AY 09-10 includes 2 students who graduated and did not return.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1052	1076					
# who began as transfers w assoc degree	42	53					
Percentage who began as transfers w assoc degree	4.0%	4.9%					

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**

The University will enter into agreements with each Louisiana Community college campus to transmit the students' directory information once they have been determined to be inadmissible effective Fall 2011. Authorization for release of their contact information will be placed on the Northwestern application for admission in order to not violate the Federal Educational Right to Privacy Act (FERPA). Students receive a referral from Northwestern as has been practice for several semesters.

In 2010, Northwestern and BPCC reviewed their referral agreement which has been in place since 2005. This Memorandum of Agreement with Bossier Parish Community College allows BPCC to deliver coursework on the Natchitoches campus. This MOA also allows for the exchange of information for those students not meeting the Minimum Admission Criteria at Northwestern. In 2010-11 Northwestern referred a total of 438 students.

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

In 2010-11, the University once again reviewed and updated its information regarding admissions criteria and referrals to the community colleges. The University utilizes the required BoR/ULS Minimum Admission Criteria to determine eligibility status. Students who are ineligible at the end of the admission decision matrix are then referred, via letter from the Office of Admissions, to their local community college.

NSU has determined that referring students to a community college near their parish residence to be the best and most affordable option for the student. The University has developed referral zones based upon the location of the community colleges and surrounding parishes. Since the fall 2008, 1,431 students have been referred based on the University referral zone system. The University will enter into MOA's, for Fall 2011, with each Louisiana community college campus to transmit the students' directory information once they have been determined to be inadmissible.

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	519	438					

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**

Northwestern has collaborated with community colleges across the state and with individuals at the LCTCS to prepare for implementation of this initiative in 2010-11. Northwestern staff-faculty have met with staff from Delgado Community College, Baton Rouge Community College, Bossier Parish Community College, and Delta Community College in order to implement the Transfer Degree Guarantee (TDG) program. Northwestern has worked to create Transfer Pathways to ensure seamless transfer for students. Additionally, many of these discussions between Northwestern and community college faculty-staff led to changes in the [articulation matrix](#).

Northwestern also worked closely with the Statewide Articulation and Transfer Council to create good transfer pathways for students. Dr. Steve Horton, Vice Provost and Dean of Arts, Letters, Graduate Studies and Research, took on this task and worked closely with faculty in various departments at Northwestern to create articulation materials which will lead to an easier transfer process for students. The [Northwestern LATC website](#) clearly shows the articulation matrix, advising guides, transfer pathways material, and other useful links.

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

Northwestern has not yet enrolled any of these students on campus; however, Northwestern named Ms. Ada Hippler, in Spring 2011, as the LATC Coordinator. She has been charged with being the point-of-contact for this program and with remedying any problems which may arise for these students. Ms. Hippler serves as the liaison between community college students and Northwestern. She has designed and maintains the Northwestern LATC website. Her contact information is prominently displayed and accessible. Hence, students should be able to quickly obtain assistance. Ms. Hippler knows the structure and reporting chain of the University very well and will be able to serve students efficiently

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	N/A	N/A					

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

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

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**

Northwestern regularly reviews all its academic programs, closely monitors workforce development data and employs advisory panels.

- In Spring 2010, the University embarked upon a thorough and systematic review of all academic programs at Northwestern, and the yearly review practice will be continued to ensure that programs remain vital and viable. The review process includes faculty, staff, and administration. The review begins with the Program Review Committee which is composed of faculty, the Faculty Senate President, and department heads. Staff members from Enrollment Management, Institution Research, and Planning and Assessment serve as non-voting resource members. The committee convenes and considers the following factors for every academic program: cost of program, number of completers, tie to workforce development, recruitment and retention efforts, and efficiency. The committee makes recommendations to the President's Cabinet. The Cabinet makes the final decision about the programs.
- In Spring 2010, after the initial review of programs, the Committee sent its report to the Cabinet, and after much deliberation by the Cabinet, the Administration proposed the elimination of nine majors (1 graduate, 8 baccalaureate), six concentrations and twelve minors. The ULS and the BOR approved these deletions in Summer 2010.
- In addition to the annual internal program review, external review has also been initiated recently. In Spring 2011, five graduate programs and eleven baccalaureate programs were identified by the Board of Regents as being low-completer. Three graduate programs were removed from the list for administrative reasons. Northwestern State has responded with a request to continue two graduate programs and three baccalaureate programs, terminate three baccalaureate programs, and consolidate five baccalaureate programs. Because of this externally initiated review, Northwestern's Program Review Committee will begin its work in late spring rather than in the early spring as it did last year.
- As another way to maintain currency in curriculum, disciplines such as Business have formed ties with business and industry through advisory councils. The School of Business Advisory Council meets regularly to share information from the world of business with the faculty to ensure that students obtain the skills and knowledge they need for success in the business world, and this drives curriculum change in many cases. Nursing and Education both engage advisory councils to ensure that they maintain good communication with the healthcare industry and K-12 school administrators who give input regarding curriculum development and workforce connection. Additional advisory panels will be created in 2011.

- **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**

Northwestern uses an array of data to evaluate programs to ensure marketability of students. Numerous agencies provide information regarding current or strategic workforce needs. All Northwestern degrees have been mapped to Louisiana Workforce Data information via LWC, LED, and the Blue Ocean Initiative. Because Northwestern reviews its programs yearly and uses the connection to workforce need as a criterion, our degrees correspond well to the State and Regional occupational needs.

- **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**

Northwestern has worked diligently to connect its degree programs to workforce needs—close relationships with industry and chambers of commerce, internship experiences, and development of new programs to meet identified occupational projections.

- **Relationships with business and industry:** The President and Provost at Northwestern work closely with many regional businesses to maintain close working relationships which enables good communication between the University and Industry which then drives discussions and curriculum review. Several faculty and administrators are members of the Natchitoches, Alexandria, and Shreveport-Bossier Chambers of Commerce. These partnerships as well as Northwestern's close relationship with LCTCS ensures that the University is creating and/or maintaining programs which assist students with entering the workforce. When the Program Review Committee convenes yearly, they, too, have access to workforce development material and use it as they make recommendations. Changes in certification requirements in Education, Nursing, and Accounting also are considered. In 2010, Northwestern added a total of three Master of Arts in Teaching (MAT) degrees. These additions were the result of the State's education redesign and the need for advanced education degrees as specified in the LED, LWD, Occupational Handbook. Additionally, one post-master certificate (PMC) and twelve post-baccalaureate certificates (PBC) were added to the active program inventory in academic year 2010-2011 to align with workforce needs.
- **Internships:** Beginning in Fall 2011, all majors will require an internship experience to further prepare students for the world of work. University administrators recognize that student participation in their chosen fields as important for students when obtaining future employment. While many degree programs have listed this requirement in their curricula, some have not, and it is important that this be implemented.
- **New programs based upon occupational projections:** In Fall 2010, staff members at BPCC and Delgado Community College indicated that there was a need for a completion degree in Allied Health. Earlier in the semester, Dr. Monty Sullivan from LCTCS, had also indicated that a Bachelor of Applied Science for LCTCS students would be valuable. In response to this need, Northwestern worked closely with BPCC and Delgado to create the first Bachelor of Applied Science Degree letter of intent in the State. This LOI has been approved by the University of Louisiana System.

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

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

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

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

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

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

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

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**

Northwestern has a long history in the use of technology to facilitate instruction, and in 2010-11, the University administration selected three areas for expansion.

- **Enhanced video conferencing:** This technology infrastructure which was established in 1999 and enhanced in 2010 has paved the way for Northwestern to establish one of the most extensive educational video conferencing networks in the state. Three additional sites were established in 2010 bringing the total to 38 sites which extend from the Natchitoches main campus to the satellite campuses of Shreveport (nursing), Alexandria (Learning Center), and Leesville (Fort Polk) and in which more than 200 course sections are offered annually serving approximately 2,300 student enrollments.
- **Online course delivery:** Now more commonly known as eLearning or Electronic Learning, this method served more than 5,200 students in 2010, or 57% of the student population. Most students enroll in at least one or more online courses, and more than 2,500 students, or 28% of the student population, are now enrolled exclusively online. The development of infrastructure to support technological advancements has continued to evolve and now supports 27 online degree programs and 3 add-on certifications. In Fall 2010, Northwestern recognized student enrollment in online degree programs from 39 states and across the globe. From Fall 2009 to Fall 2010, the University recognized a 3.3% increase in electronic enrollments and a .8% increase in the number of students who take online courses exclusively. The innovative, comprehensive approach the institution has used to develop, maintain, and expand eLearning programs continues to thrive and generates enrollment and revenue for the University.
- **Transition to new platform:** Additionally, the University has committed to the migration of a more “open” type of virtualized infrastructure to support this learning environment. Server virtualization and the migration to Moodle, an open source course management system, were implemented in 2010-2011. In addition, 8 classrooms were equipped with lecture capture capabilities.

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

Northwestern reviews all academic programs regularly to continue to grow and expand its on-line offerings; additionally, the University examines emerging technologies which can be integrated into teaching and professional development in on-line delivery.

- **Online program development:** New on-line degree programs are continually being developed by faculty. At present, the baccalaureate degrees in Computer Information Systems and Electrical Engineering Technology are progressing toward complete online delivery. Currently, Northwestern offers 27 associate, masters, baccalaureate, and specialist degree programs, which are available through online

delivery in the areas of Art, Business, Criminal Justice, Education, English, General Studies, Liberal Arts, Psychology, Nursing, Unified Public Safety Administration, and Radiologic Sciences. In preparation for the future, it is the University's intention to ensure that all programs be accessible via the Internet either in part or as a whole.

- **New technology:** The University's eLearning Course Management System is an enterprise system which allows every program inclusive of all course sections to have an online presence regardless of delivery mode. As a result, this initiative enables faculty to share course materials, engage in discussion topics, facilitate grading, and provide feedback to students who are enrolled in online and face-to-face classes. During Fall 2010, discussions began about upgrading technology to allow for live-streaming courses and the expansion of current lecture-capture technology.
- **Professional development:** Through the Office of Technology, Research, and Economic Development, faculty can participate in an extensive professional development series to prepare them to teach online and utilize technology in the face-to-face classroom. Twenty faculty members were selected for inclusion in the professional development program in 2010 and will complete the development or revision of at least twenty courses for the Fall 2011 term. Since July 2010, this unit has provided 86 workshops for faculty and staff and has generated 263 non-duplicated and 448 duplicated enrollments. Academic program development and revision for the online environment is an ongoing process supported by a team of staff who provide administrative and instructional support. Preparation of all faculty in all academic areas of the University and the development of infrastructure to support the future needs of faculty and students is considered mission critical.

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

Northwestern, having been a leader in distance learning for many years, has analyzed the expense of on-line and compressed video delivery of courses; unfortunately, the cost of these courses is difficult to calculate; however, the benefit to students is easily recognized.

Instructional cost: At present, cost of delivery in terms of instruction are less expensive than in the face-to-face environment. Using Fall 2010 data, the instructional cost for delivery of an average online section was computed to be approximately \$500 less when compared to an average face to face undergraduate section. On the other hand, graduate online and face-to-face sections were essentially equal. Additional analysis is needed to determine whether the savings is due to improved efficiency or differences in the associated faculty salaries. For instance, a faculty member may teach one course face to face and another section on-line simultaneously via lecture capture and the use of the on-line delivery system; however, the faculty member may elect to combine these two sections into one as part of his or her load. Hence, calculating cost per course becomes difficult.

Ancillary costs: The use of online learning and video conferencing effectively enables the institution to deliver courses at a distance to students thus alleviating travel costs for both the institution and students. Enrollment efficiencies can be calculated as a result of serving students, who without electronic learning technologies in one form or another, may not have had the ability to enroll in coursework at the Institution. For example, of the 30,582 student enrollments in 100% distance education courses in AY 09-10, 3,493 students were exclusively enrolled in online courses. It is reasonable to assume that these students might not have participated in postsecondary education; however their enrollment generated approximately \$4,397,891 in revenue for the University. Assuming an average commute of 100 miles per round trip, students saved approximately \$2,514,960 in travel costs.

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

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

* Includes all on-line or compressed video sections

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	0	0					
# of students enrolled in courses that are 100% distance delivered	27,330*	30,582*					

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

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	3	3					
Baccalaureate	9	10					
Post-Baccalaureate	0	0					
Masters	7	14					
Doctoral	0	0					
Professional	0	0					
TOTAL	19	27					

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**

In 2010-11, Northwestern continued work on a plan to phase out developmental education at the University and to move these courses to Bossier Parish Community College. BPCC is the closest community college in our region and a BPCC@NSU unit is housed on-campus. BPCC's course offerings have grown over the years, and ultimately, the Community College will provide the developmental courses for the University. Effective January 2012, Developmental English will be offered by BPCC, not Northwestern. Because of the great demand for Developmental Math, however, BPCC does not yet have the capacity to take on this course load; hence, over the next three years, Northwestern will move five to ten sections of these courses per semester to the community college. By Spring 2014, Developmental Math will be offered solely by the Community College. While the transition efforts to eliminate the Developmental English course can be swiftly undertaken by the University, the efforts to strategically reduce the sections of developmental Math will take some careful consideration and planning.

- **timeline for elimination of developmental course offering**
 - Fall 2010-11 Planned implementation for elimination of developmental courses
 - Spring 2012 Elimination of Developmental English course: ENGL 0920
 - Fall 2012 thru Summer 2014 – Strategic reduction of Developmental Math course – MATH 0920. Five to ten sections of Math 0920 will be moved to the Community College per semester depending upon the Community College capacity to take on this enrollment

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

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

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	1012	905					
Enrollment in dev English	311	252					
Enrollment in other developmental courses	0	0					
TOTAL	1323	1157					

*NwSU numbers only include students enrolled in developmental courses for credit.

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**

In Spring 2011, work continued on the plan to eliminate Associate Degree programs at Northwestern. The University and BPCC have collaborated to ensure a smooth transfer of our programs. One challenge that we face is that BPCC is approximately 80 miles from Northwestern, and the University must be careful to continue to allow access to programs for place-bound students. Northwestern and BPCC are exploring ways to provide distance learning for these programs so that students do not have to travel to Bossier for all their coursework. Despite the fact that many Northwestern students cannot leave their region to pursue the Associate's degree, Northwestern continues to work to move these degrees to the Community College.

Northwestern has assisted and supported BPCC's expansion of its Associate of Science in Nursing Degree (ASN); however, due to capacity constraints, BPCC is unable to take on the ASN fully. The expectation is that Northwestern will need to offer the degree for several years because of the capacity issues at BPCC and at Southern University Shreveport.

As BPCC does not currently offer the Veterinary Technology program and because there is no community college within a 150 miles which offers the Associate Degree in this field, Northwestern and BPCC are investigating the possibility of offering this degree through BPCC at NSU since Northwestern already has the equipment, animals, and facilities for this program and is willing to share these resources.

As admissions standards have increased at Northwestern and as the University has begun to work toward moving these programs to the Community College, Associate Degree enrollment has decreased.

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

Program	Proposed Elimination Date	Admission to program stop date
Associate of Science in Nursing	2018	Fall 2016
Associate of Science in Electronics Technology	2013	Spring 2012
Associate Degree in Business Administration	2014	Fall 2012
Associate Degree in Veterinary Technology	2016	Fall 2018
Associate of Arts in Criminal Justice	2014	Fall 2012
Associate of General Studies	2018	Fall 2016

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

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

4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	1542*	1450**					

*Seven additional students were enrolled in an inactive associate program.

**Two additional students were enrolled in an inactive associate program.

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**

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

For FY 2010/11, the University submitted to and received approval from the ULS Board of Supervisors for the below six-year non-resident tuition plan with the goal of reaching the \$18,179 projected FY 2015/16 SREB Median for 4-Year Category 4 institutions. The increase for FY 2010/11 was implemented per this approved plan.

SREB Median FY 08-09 **\$13,296**
SREB Category 4 **4.57%***

Fiscal Year	SREB Target	NSU	% Difference from SREB Target
FY 2009-10	\$13,904	\$10,618	-23.6%
FY 2010-11	\$14,539	\$12,126	-16.6%
FY 2011-12	\$15,203	\$13,390	-11.9%
FY 2012-13	\$15,898	\$14,696	-7.6%
FY 2013-14	\$16,625	\$15,942	-4.1%
FY 2014-15	\$17,385	\$17,056	-1.9%
FY 2015-16	\$18,179	\$18,179	0%

*For FY 2004-05 through FY 2008-09, the average increase in SREB out-of-state tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

The schedule of tuition and fees is published by the Office of the Registrar annually.

- **Impact on enrollment and revenue.**

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

	Non-Resident FTE Student Enrollment*	OOS Fee Total Revenue*	Additional Projected Revenue	
			\$	%
FY 2009-10	403	\$2,696,539		
FY 2010-11	391	\$3,030,123		
FY 2011-12	391	\$3,356,355	\$326,232	10.77%
FY 2012-13	391	\$3,679,321	\$322,966	9.62%
FY 2013-14	391	\$4,002,287	\$322,966	8.78%
FY 2014-15	391	\$4,325,253	\$322,966	8.07%
FY 2015-16	391	\$4,648,219	\$322,966	7.47%

* Actuals for FYs 2009-10 and 10-11, and projections for FY 2011-12 through FY 2015-2016

Non-resident enrollment per the NSU Enrollment Management Office is projected to remain steady as reflected in the above table.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,618	\$12,126					
Peer non-resident tuition/fees (full-time)	\$13,904	\$14,539					
Percentage difference	-23.6%	-16.6%					

