Grambling State University
University of Louisiana System

GRAD Act Annual Report
FY 2011-2012 (Year 2)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2012

and to the
Louisiana Board of Regents,
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1. STUDENT SUCCESS

Narrative (3-5 pages)

• Student success policies/programs/initiatives implemented/continued during the reporting year.

Grambling State University implements programs that support student success and ultimately completion of the degree.   These programs include tutorials, supplemental instruction and early intervention programs. During the 2011/2012 academic year many of these programs have been enhanced to increase the impact on student success.

Student Success - Grambling State University enhanced early orientation to increase the success of first time freshman and transfer students. Four Summer Orientation Advising and Registration (SOAR) sessions were held during 2011. These sessions provided information to the student and parent that would support student success.   Topics included navigating financial aid, the significance of the academic calendar, the importance of academic advising, and the student code. A total of 467 students participated in SOAR. 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 2012 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. First Year Experience Faculty utilized skits to introduce the topic. Thirty six 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 Grambling State University 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 2011 semester ~900 new students participated in the ceremony.

Mathematics Clinics - focus 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 clinics. Students needing assistance in understanding mathematics concepts can get one-on- one assistance. During the 2011/2012 Academic Year the hours the mathematics clinics are available was extended. The Clinic is open from 9:00 am to 4:00 pm, 4 days a week (changed from twice a week). Student use of the mathematics clinics has increased significantly. This can be attributed to the following steps that were implemented.

- 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 Clinic
- Active promotion of the Math clinic via residence hall advertising and student leadership.

A computer laboratory was opened during the Spring 2012 semester. The computers in this laboratory have Hawkes Learning Software installed. This software provides mathematics problems that are aligned with various concepts. If the student encounters difficulty working the problem, the software takes the student through a series of tutorials.

Athletic Academic Center - This center provides daily Study Hall/Tutorial Sessions for student athletes. In an effort to increase the academic success of student athletes several new initiatives were implemented. The staff supporting this center increased during the 2011/2012 academic year to include a Coordinator and a Learning Specialist. Gradesfirst was re-implemented during the Fall 2011 semester. Gradesfirst software supports the delivery of electronic progress reports, study hall attendance management, mobile study hall, text messaging, tutor management, appointment scheduling, and assignment tracking. Mobile Study-Hall was implemented 2011 Fall Semester to support team travel. When a team is away from the campus two or more days, study hall is mandatory and must be shown as being held on the team's itinerary.

Office of Retention - Programs that support student success are managed by this office, focusing primarily on freshman and sophomore students. Services provided included an Early Alert Program, Peer Tutoring, Academic Success Workshops, and Supplemental Instruction. During the Fall 2011 semester the Retention Staff met with first time freshman students via the First Year Experience Classes. Nine hundred (900) students received information regarding student support services. Two hundred ninety three (293) students were referred to the Office of Retention for excessive absentees or poor academic performance. The Retention Staffers contacted these students and provided counseling or directed the student to appropriate services. Three hundred ninety six (396) students participated in tutorial services provided by the Office of Retention.

Graduate Student Support - In an effort to increase the preparedness of graduate students, during the 2011/2012 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 twelve graduate students to attend national and regional professional conferences. Graduate Studies has highlighted 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. The university received funding during the Fall 2011 semester from that National Science Foundation for the implementation of a project that targets increasing the retention of Science and Engineering Technology Majors. A review of the retention of Science and Engineering Technology majors demonstrates the need to address the retention of these students. The average retention of Science and Engineering Technology majors over a 5-year period is 42.56%. A large focus of this funded project is the restructuring of introductory Science and Engineering Technology courses. During the Fall 2011 and Spring 2012 semesters faculty are reforming freshman level courses to using an inquiry approach to introduce concepts.

Nursing - Nursing faculty identified and implemented strategies to increase the success of BSN nursing graduates on the NCLEX exam. An example of one strategy is the implementation of Kaplan Review Progression Exams at the first level of the professional component of the nursing program.

Outreach Efforts
During the 2011/2012 academic year Grambling State University is engaging in K-12 outreach efforts that focus on assisting to prepare K-12 students for postsecondary education.   These programs are highlighted below.

ACT Preparation Workshops – Faculty and students offered ACT review workshops that targeted high school students in their communities by partnering with churches. Seventy high school students participated. These students represented Arcadia High, Bastrop High, Carroll High, Fair Park High, Grambling High, Jonesboro-Hodge High School, Huntington High, Neville, Ouachita Junior High, Ouachita High, Richwood, Ruston High, Saint Frederick, Simsboro High, West Ouachita High, Westin High , and, Wossman High School. An effort will be made to track the student participants and obtain information that includes ACT score, colleges applied to, and colleges admitted to.

Reading Literacy-   Teacher education majors worked with Pre-K through 12th graders enrolled at Grambling Laboratory Schools to enhance their reading skills. Three hundred thirty-two laboratory students participated.

LEAP Preparation for Elementary and Junior High Students - College of Education faculty and students assisted with LEAP preparation for students at Ruston Elementary and Cypress Springs Elementary. 35 students participated in this training.

High School Teacher Training - A high school summer science academy was held summer 2011. Nine teachers participated in the science academy. These teachers were from high schools in Jackson Parish, Ouachita Parish, Lincoln Parish, and Webster Parish. The Academy focused on Environmental Science and DNA. Teachers were trained in the techniques used in DNA identification. One assessment that will be used for this program is the incorporation of this information into the lesson plans at the high school.

• 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, 92% of first time freshmen for fall 2011 were retained to the Spring, 2012 semester.

Mathematics Clinics - Student utilization of the Mathematics clinics during the 2011/2012 academic year has increased by 61.5% from the previous academic year. The average grade-point-average in MATH 147 for those students who participated in the mathematics clinics three or more times was 3.44. Those students who did not participate in the clinic had a 2.39 grade point average. To increase the overall success of all students in mathematics since 2005 the mathematics faculty is adjusting how mathematics is taught. Currently the faculty infuses problems that have a relevance to students into the introduction of a concept. Sixty percent of those students who enrolled in MATH 147 during the Fall 2011 semester earned a grade of C or higher. Several years ago this number was 15.7%.

College Specific Student Success Programs - The retention of computer science majors can be directly correlated to the success of students in the freshman level computer science courses (CS 110, CS 120) that computer science majors are required to complete. These courses introduce the student to the java programming language. The percentage of students in CS 110 who earned a grade of D, F, or withdrew from the class has been as high as 52%. Forty-two percent of those students who have enrolled in CS 120 did not receive a grade of C or higher. Computer Science faculty attributes this high failure rate to be primarily due to the inability of most students to grasp the programming logic in a lecture setting. The computer science faculty has begun to reform CS 110 and CS 120 by infusing problem-based/hands-on programming exercises into the course structure. Computer Science faculty are developing modules to facilitate these exercises. During the Fall 2011 academic semester 78% of students who were enrolled in CS 110 earned a grade of "C" or higher. Minuets of the modules being developed were used as homework activities to assist students with learning algorithms and programming techniques in JAVA. Additionally, the computer science faculty member met with the class an additional hour each week.

Athletics Academic Center - At the end of the 2011 Fall Semester, one hundred forty-two (45%) student-athletes earned a 3.00 grade point average or higher.

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

- **1st semester to 2nd semester retention rate -** This rate is monitored during the spring semester for each fall cohort. This data is discussed in the President's 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 the successful registration of students.
- **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.
- **1st to 2nd year retention rate -** This retention rate is monitored annually on a university wide level as well as at the academic program level. This data is reviewed by the Office of Retention, the President's 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.

- **1st to 3rd year retention rate -** This retention rate is monitored annually on a university wide level as well as at the academic program level. This data is reviewed by the Office of Retention, the President's 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. During the Fall 2011 semester Grambling State University provided feedback to 107 Louisiana High School Principals. The report includes the overall academic performance of the students and their college readiness.

During the Fall 2011 semester Grambling State University entered into agreements with two local school systems to offer dual enrollment courses for high school students in their systems. On December 15, 2011 Grambling State University and Monroe City Schools signed a Memorandum of Understanding. A similar MOU was signed with Jackson Parish Schools. This spring 2012 semester, 3 high school students at Jonesboro Hodge High School are enrolled in dual enrollment courses. During the spring 2012 semester 3 students from Carroll High School (Monroe) are enrolled in dual enrollment courses. Reports will be provided to the School Systems at the end of the spring semester that addresses the number of students taking dual enrollment and their performance.

During the Fall 2011 semester Grambling State University offered Dual Enrollment Courses for Farmerville High School students. Ten (10) high school students completed these courses. Fourteen (14) students are currently enrolled in Dual Enrollment Courses. At the end of this semester a report will be prepared that addresses the number of students who completed dual enrollment courses, specifics regarding the courses, and the overall performance of the students.

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

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	851	1022	1111				
# Graduated within 150% of time	309	304	311				
Rate	36.3	30.0	28.0				
Target		29.6% (27.6%-31.6%)	27.9% (25.9%-29.9%)	30.2% (28.2%-32.2%)	32.6% (30.6%-34.6%)	34.9% (32.9%-36.9%)	39% (37.0%-41.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

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

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

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

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

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

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

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

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

NOTE: Baseline should be 542

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

	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				
% Change		15.7	48.7%				
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				
% Change		-55.6%	-77.8%				
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				
% Change		10.5%	40.3%				
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				

Note: Number of Completers for Year 2 includes one Post Masters Certificate

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

Note: Number of Completers for Year 2 includes one Post Masters Certificate

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				
Fall	10	8	19				
Winter							
Spring	9	7	25				
TOTAL	69	60	88				

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				
Fall	66	51	69				
Winter							
Spring	59	42	75				
TOTAL	475	443	408				

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				
Fall	66	48	57				
Winter							
Spring	59	42	39				
TOTAL	475	440	360				

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

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Education	Elementary Ed Content Knowledge (CD)	Department of Education	NA	2010-11	7	6	86
Education	Elementary ED Content Knowledge	Department of Education	0	2010-11	12	12	100
Education	English Lang, Lit, & Comp: Content Know	Department of Education	33	2010-11	1	1	100
Education	Social Studies: Content Knowledge	Department of Education	100	2010-11	1	1	100
Education	Social Studies: Interpret Materials	Department of Education	0	2010-11	1	1	100
Education	Physical Education: Content Knowledge	Department of Education	33	2010-11	3	3	100
Education	Music Content Knowledge	Department of Education	50	2010-11	3	3	100
Education	Ed of Exceptional Students: Core CK	Department of Education	100	2010-11	3	3	100
Education	Ed of Exceptional Students: MTMD	Department of Education	NA	2010-11	3	3	100
Education	PLT: Grades K-6	Department of Education	33	2010-11	9	9	100
Education	PLT Grades 5-9	Department of Education	50	2010-11	3	3	100
Education	PLT Grades 7-12	Department of Education	73	2010-11	5	5	100
Education	PRAXIS I : Reading	Department of Education	35	2010-11	6	6	100

Education	**PRAXIS 1: Writing**	**Department of Education**	**74**	**2010-11**	**6**	**6**	**100**
Education	**PRAXIS I: Mathematics**	**Department of Education**	**47**	**2010-11**	**6**	**6**	**100**
Education	**CPPST: Reading**	**Department of Education**	**62**	**2010-11**	**14**	**13**	**93**
Education	**CPPST: Writing**	**Department of Education**	**63**	**2010-11**	**11**	**10**	**91**
Education	**CPPST: Mathematics**	**Department of Education**	**41**	**2010-11**	**14**	**12**	**93**
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	**Louisiana State Board of Nursing**	**100**	**2011**	**17**	**17**	**100**
Nursing (RN)	NCLEX-RN	**Louisiana State Board of Nursing**	**79.61**	**2011**	**68**	**47**	**69.12**

2. ARTICULATION AND TRANSFER

Narrative (3-5 pages)

- **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 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.

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

- During the 2011/2012 academic year Grambling State University hired additional staff to enhance the services offered to transfer students. At the beginning of the spring 2012 semester an additional transfer analyst was hired along with a transfer recruiter. The Transfer Recruiter serves as the point of contact for students pursuing the Louisiana Transfer Degree program at community colleges.
- Faculty members in the discipline are continued to be used 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. For example the College of Business has met with faculty at Southern University of Shreveport to review business courses for equivalency to support a seamless transfer of students.
- In AY 11-12, 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.
- During the Spring 2012 semester included new transfer students in Early Orientation Activities that were held for first time freshmen.

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

Grambling State University 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 2011 semester 283 new transfer students enrolled at Grambling State University. This number had increased from the previous Fall semester enrollment number of 238. One hundred fifteen (115) new transfer students enrolled during the Spring 2012 semester, down from the 123 transfer students that enrolled during the spring 2011. While this decrease was not substantial, it did however, trigger a review of how we recruited and worked with prospective transfer students.

The academic performance of new transfer students are tracked during the first academic year at Grambling State University. This data is used to provide feedback to the Community College the student transferred from. The data is also used to identify resources that will support the success of these students. A review of the performance of the BPCC@GSU student has indicated a need to include the GSU First Year Experience Course in the courses that BPCC@GSU students take.

During the Fall 2010 semester 238 new transfer students enrolled at Grambling State University. One hundred eighty of these students were enrolled during the Fall 2011 semester. This represents a retention rate of 73%.

- **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 has added to its reporting system two reports that target tracking transfer students. These reports are listed below.

  - 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.
  - 1st to 2nd year retention rate of transfer students and 1st to 3rd year retention rate of transfer students - These reports will allow the university to determine how effective we are in retaining transfer students and look at the data by college. Additionally they support identifying student success measures that specifically target transfer students. (New Report)
  - Graduation rate for transfer students   (New Report)

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 2011 semester Grambling State University entered into an agreement with Southern University Shreveport (SUSLA) that targets our ARMY ROTC Program.   The purpose of the agreement is to enable SUSLA students the opportunity to engage in a curriculum that will develop the foundational values, attributes and skills required in Military Science. One evaluation measure that will be used to gauge the success of this program will be the number of students that transfer to Grambling State University after they complete the associate degree at SUSLA.

Curriculum Improvements Partnership Award for the Integration of Research into the Undergraduate Curriculum (CIPAIR) Program - This project is funded by NASA. The project includes a research component. Students and faculty at Southern University Shreveport (SUSLA) participate in collaborative research activities. During the summer students from SUSLA work in the laboratories at GSU. One student participant upon completion of her associate degree transferred to Grambling State University.   During the 2011/2012 academic year, 6 SUSLA graduates have enrolled at Grambling State University pursuing a science or engineering technology degree.

Grambling State University provides feedback to community colleges on the performance of their graduates that enroll at GSU. Reports were provided to 5 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 2011 semester 56 BPCC@GSU students enrolled as first time GSU students. 17 BPCC@GSU students enrolled as first time GSU students during the spring 2012 semester. A report was provided to BPCC that addresses the academic success of the BPCC@GSU students that transfer to Grambling State University during the Fall 2011 semester. These results are being used to make improvement to the program that will support the increased success of the student once enrolled at Grambling State University.

Delta Community College - Students who meet all admission requirements except the developmental course requirement for admission to Grambling State University are directed to Delta Community College for completion of the developmental courses. Students will receive a dual acceptance letter stating that upon successful completion of the required developmental course work at Delta, the student will be admitted to GSU. Delta Community College has 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.   Thirty (30) students have been referred to Delta Community College.

Reports are provided to Delta Community College on the performance of their students who transfer to Grambling State University after completing their degree.

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 2011 and spring 2012 semesters 4 SUSLA students transferred to GSU and enrolled in the criminal justice program.

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 2011/2012 academic year no students from Delta Community College enrolled as transfer students at GSU pursing the nursing major.

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

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

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled	**266**	**285**	**365**				
# retained to next Fall semester	**190**	**211**	**264**				
Rate	**71.4%**	**74.0%**	**72.3%**				

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# Transfers Admitted (Summer)	45	43	38				
# Admitted by Exception	6	5	2				
Rate	13.3%	11.6%	5.3%				
# Transfers Admitted (Fall)	163	246	251				
# Admitted by Exception	5	6	10				
Rate	3.1%	2.4%	4.0%				
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	72	126	105				
# Admitted by Exception	2	3	8				
Rate	2.8%	2.4%	7.6%				
# Transfers Admitted (TOTAL)	280	415	394				
# Admitted by Exception	13	14	20				
Rate	4.6%	3.4%	5.1%				

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

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

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

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

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

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

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

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

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

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0				
# retained to next Fall semester	0	0	0				
Rate	0.0%	0.0%	0%				

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages, not including separate narrative for Element 3.c.)

- **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.

Degree Programs	Louisiana Key Industries
Computer Science, Mathematics and Computer Information System	Digital Media/Software Development
Chemistry, Nursing, Public Administration, Biology, and Physics	Specialty Healthcare
Physics, Chemistry, and Engineering Technology	Renewables & Energy Efficiency
Biology and Chemistry	Water Management
Theatre, Art, Music, Mass Communication, 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 2011/2012 academic year the nursing, computer science, public administration, and music programs completed (or completing) comprehensive program reviews that included a review of completers and how well the program prepares its students for success in the workforce.

- **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

  - Advisory Boards - The College of Business, Public Administration graduate program, Engineering Technology, Computer Science, Leisure Studies, and Nursing have advisory boards that routinely review the curriculum and provide advice on additions or deletions that should be made to be more aligned with industry needs. Many of the members of these boards are from businesses in Louisiana. These advisory boards meet at least once a year. For example, the Computer Science Advisory Board during the Fall 2011 semester gave feedback to the Computer Science Faculty of the need to incorporate more opportunities for computer science majors to work problems that will require the student to use object oriented programming to identify the solution. The Computer Science Faculty are modifying course assignments to incorporate more object oriented programming task.

  - Film Studies - Grambling State University hired a visiting professor at the beginning of the Fall 2011 semester to support the Film Studies Concentration that is a part of the undergraduate program in Mass Communication. The Visiting Professor, Mrs. Lena Gipson-Claybon has more than 20 years in the Film & Television Industry serving as a writer for shows that include the Moesha Show and Texas Justice. Mrs. Claybon is teaching 2 courses this spring semester that are related to the film industry. The Film Studies concentration is aligned with the Entertainment Industry that the Louisiana Economic Development identified as a Key Industry.

  - Letter of Intent for a 4 year program in Child Development - Grambling State University has developed a letter of intent for a 4 year program in Child Development. This program will meet a state of Louisiana need in the area of pre-K education.

  - Grambling State University has developed a proposal for a new graduate degree, Masters of Arts in Teaching. This degree will address the growing need for highly qualified teachers by implementing a new alternate route to teacher education. The proposal is being submitted to the ULS for April review.

- **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 two (2) federally funded initiatives (*Expanding Minority Entrepreneurship Regionally Across the Louisiana Delta -***Project EMERALD** & *Creating Honorable Opportunities Involving Community, Education, and Service-*

Project CHOICES). These programs are providing assistance in the creation of minority small business development opportunities and entrepreneurs in North Louisiana.

- 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. During the 2011/2012 academic year, meetings were held with the businesses in an effort to identify partnership opportunities. These businesses were Wal-Mart, Century Link, Hunt, Guillot & Associates L.L.C, AECOM, and the Shreveport Job Corp Center.

- The President of the University is hosting meetings with key business leaders in northern Louisiana. One goal of these meetings is to make business leaders aware of the resources available at Grambling State University. The desire is these meetings will lead to partnerships. The President has hosted meetings with business leaders in Monroe/West Monroe and Lincoln Parish. A meeting with business leaders in Shreveport is scheduled for late April.

- **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 2012 semester Grambling State University completed its transition from Blackboard to Moodle as the University's primary Learning Management System. A series of workshops have been 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

During the 2011/2012 academic year 1913 students completed the survey. The results of the survey were shared with the faculty member, department head, dean, and the Provost. These results are used to make improvements to our online courses.

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.

During the 2011/2012 academic year courses offered via online have been expanded to include biological sciences and chemistry laboratories.

Semester	Number of New Courses	Number of students in these New Courses
Fall 2011	11	550
Spring 2012	25	679

Cost Efficiencies

Grambling State University transitioned from Blackboard as the Learning Management System to Moodle in Fall 2011. During AY 2011-12, the University realized a savings of approximately $40,750 in transitioning to this new management system.

Additional efficiencies were realized as a result of space and energy savings associated with courses offered that were 100% distance. Based on GSU estimates, GSU saves $19.20 for lighting per course and $172.31 savings for HVAC use per course. During Summer 2011, Fall 2011 and Spring 2012 semesters, 97 100% distance courses were offered, resulting in a total savings of $18,490.46 for lighting and HVAC.

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

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

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

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

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

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

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

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

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

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

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

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

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Associate	0	0	0				
Baccalaureate	0	0	0				
Post-Baccalaureate	0	0	0				
Masters	0	0	0				
Doctoral	0	0	0				
Professional	0	0	0				
TOTAL	0	0	0				

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

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

Since the 2009-10 academic year Grambling State University has reduced the number of sections of developmental courses offered by admitting a better prepared student. During the 2010/2011 academic year we offered 23 sections of developmental courses that accommodated 461 students. For the current academic year, 16 sections are offered with 381 students. Beginning with Fall 2014 no developmental courses will be offered.

Grambling State University currently offers only one associate degree program, Child Development. During the spring 2012 semester Grambling State University had discussions with the ULS and Board of Regents in regards to eliminating the associate degree and converting this program to a 4 year program. A letter of Intent has been developed that will be submitted to the ULS for approval. Once the ULS approves the request, the request will be submitted to the Board of Regents. Once the letter of intent is approved by both Boards, the full proposal will then be submitted for approval.

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

Grambling State University has developed a six-year plan to increase out-of-state tuition and fees to the SREB average which is $16,809 as compared to our present rate of $12,083 for FY 2011-12. 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 4.79% 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 09/10 time period. The current SREB tuition median for 10/11 for the specific category was used and the 4.79% increase per year was used to obtain the targets. Grambling State University used these targets to calculate out-of-state tuition for 2011-12. This tuition was charged to non-resident students for fall 2011 and spring 2012. 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 2011-12 through FY 2015-16
SREB Median FY 2009-10   **$12,695**
SREB Category 4 (HBCUs only)   **4.79%**

Proposed Tuition based on Estimated SREB Tuition Increases

	SREB Target	GSU Approved	
FY 2010-11	$13,303	$10,902	$2,401
FY 2011-12	$13,940	$12,083	$1,857
FY 2012-13	$14,608	$13,265	$1,343
FY 2013-14	$15,308	$14,446	$862
FY 2014-15	$16,041	$15,628	$413
FY 2015-16	$16,809	$16,809	$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 40%. 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 2010/2011, compared to enrollment/tuition data for non-Louisiana residents after the second increase of out-of-state tuition. The data show that Grambling State University realized a reduction in its out-of-state enrollment from the 2010-2011 academic year to 2011-2012. This reduction resulted in a decrease in tuition of $428,907.

	Out-of-state Enrollment	Amount		Out-of-state Enrollment	Amount
Fall 2010	2,144	$3,576,755	Fall 2011	2,069	$3,434,145
Spring 2011	2,018	$3,323,148	Spring 2012	1,867	$3,036,851
Total	4,162	$6,899,903	Total	3,936	$6,470,996

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				
Course sections in English	10	10	5				
Other developmental course sections	0	0	0				
TOTAL	25	23	16				

Note: Count includes summer sessions: SS 2009 (5 math, 1 English); SS 2010 (5 math, 1 English); SS 2011 (5 math)

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				
Enrollment in dev English	168	141	81				
Enrollment in other developmental courses	0	0	0				
TOTAL	587	461	381				

Note: Count includes summer sessions: SS 2009 (107 math, 29 English); SS 2010 (50 math, 15 English); SS 2011 (43 math)

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				

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				

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

Note: AY 2010-11 percentage difference calculation corrected.

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, 2012

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 2011

Undergraduate headcount	4460
Graduate headcount	747
Total headcount	5207

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

  Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	4444.16
Graduate FTE	577.25
Total FTE	5021.41

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 2011. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	243
FTE Faculty	228.3

* Note: The BoR reports 271 headcount faculty and 256.3 FTE faculty. However 28 of those faculty are lab school teachers.   While these teachers are paid through the GSU payroll system, technically they are not GSU faculty. The numbers listed above reflect GSU faculty teaching college level courses.

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 2011.

Undergraduate headcount enrollment	**23372**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**898**
Average undergraduate class size	**26.0**

d. Average number of students per instructor

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

  Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.

Total FTE enrollment	5021.41
FTE instructional faculty	228.3
Ratio of FTE students to FTE faculty	21.99

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 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	0	0
College of Business	0	0
College of Education	0	0
College of Graduate Studies	0	0
College of Professional Studies	0	0

f.   **Number and FTE of staff in administrative areas**
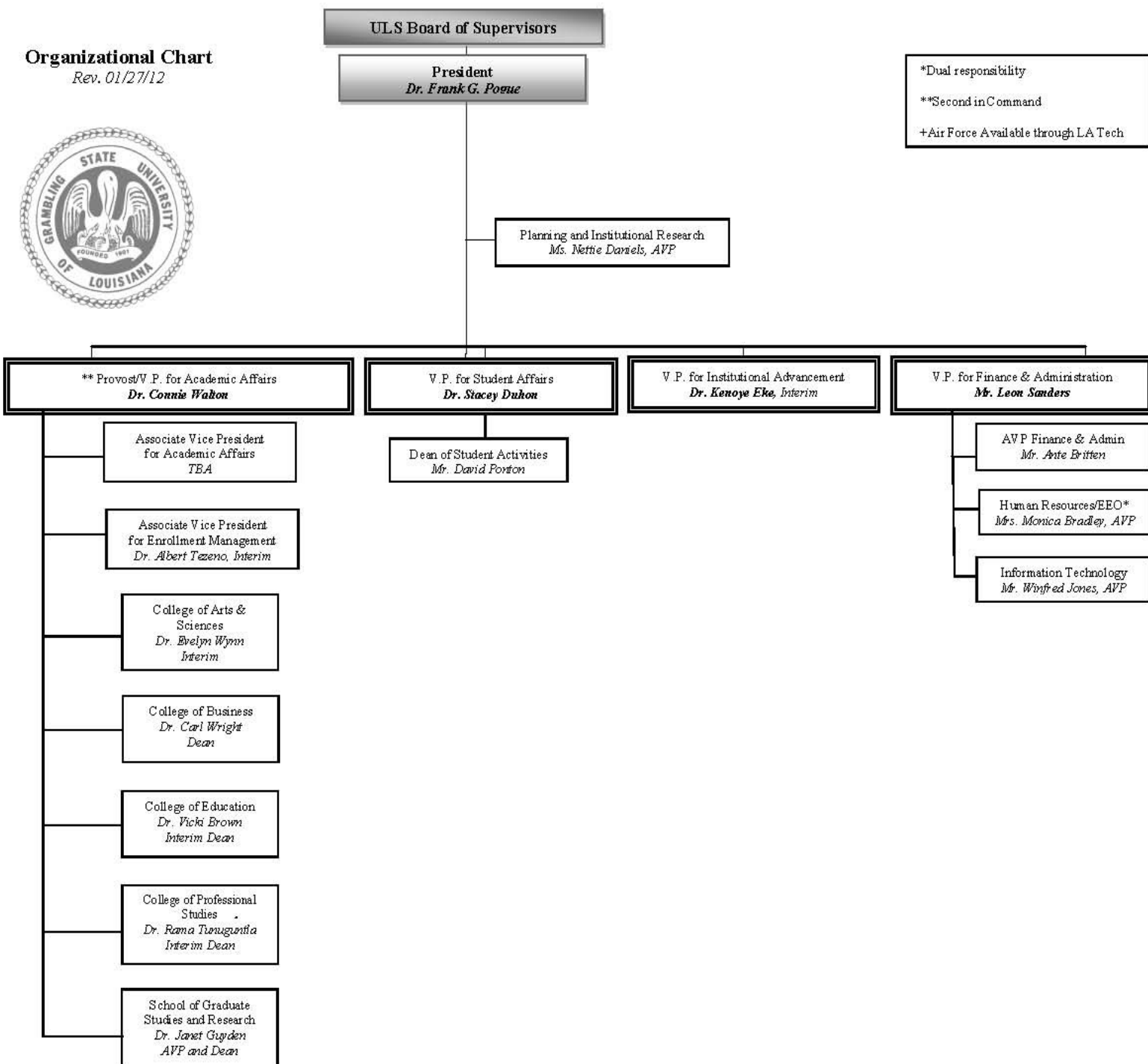
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**
   Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
Division of Academic Affairs	9	9
Division of Advancement	3	3
Division of Finance & Administration	7	7
Division of Student Affairs	8	8

g. **Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2011).**

Organizational Chart
Rev. 01/27/12

ULS Board of Supervisors

President
Dr. Frank G. Pogue

*Dual responsibility
**Second in Command
+Air Force Available through LA Tech

Planning and Institutional Research
Ms. Nettie Daniels, AVP

** Provost/V.P. for Academic Affairs
Dr. Connie Walton

V.P. for Student Affairs
Dr. Stacey Duhon

V.P. for Institutional Advancement
Dr. Kenoye Eke, Interim

V.P. for Finance & Administration
Mr. Leon Sanders

Associate Vice President for Academic Affairs
TBA

Associate Vice President for Enrollment Management
Dr. Albert Tezeno, Interim

College of Arts & Sciences
Dr. Evelyn Wynn Interim

College of Business
Dr. Carl Wright Dean

College of Education
Dr. Vicki Brown Interim Dean

College of Professional Studies
Dr. Rama Tunuguntla Interim Dean

School of Graduate Studies and Research
Dr. Janet Guyden AVP and Dean

Dean of Student Activities
Mr. David Ponton

AVP Finance & Admin
Mr. Ante Britten

Human Resources/EEO*
Mrs. Monica Bradley, AVP

Information Technology
Mr. Winfred Jones, AVP

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

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

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011
President	*$200,000.00*	*$200,000.00*	*$200,000.00*
Provost and VP for Academic Affairs	*$170,000.00 Resignation*	*$131,174.00 Interim*	*$150,850.00 Appointment*
Vice President for Student Affairs	*$128,000.00*	*$128,000.00*	*$128,000.00*
Vice President for Institutional Advancement	*Vacant*	*$120,000.00*	*$120,000.00*
Vice President for Finance and Administration	*$160,000.00 Resignation*	*$144,000.00 Interim*	*$158,400.00 Appointment*
Dean of the College of Arts and Sciences	*$109,312.00 Reassignment as Interim Provost*	*$102,400.00 Reassignment as Interim Dean*	*$102,400.00*
Vice President for Enrollment Management	*Position did not exist*	*$115,000.00 Position Created*	*Position Eliminated*
AVP for Enrollment Management/Director of Student Financial Aid	*Position did not exist*	*Position did not exist*	*$99,600.00 Position Created*
Dean of the College of Business	*$125,000.00*	*$125,000.00*	*$125,000.00*
Dean of the College of Education	*$105,000.00*	*$105,000.00*	*$105,000.00*
Dean of the College of Professional Studies	*$108,000.00*	*$108,000.00*	*$108,000.00*
Dean of Graduate Studies/AVP for Research	*$101,422.00*	*$101,422.00*	*$101,422.00*
Dean of Student Activities	*Title did not exist*	*Title did not exist*	*$72,000.00 Title changed*

			from Director of Student Services to Dean of Student Services
AVP for Planning and Institutional Research	*$91,670.00*	*$91,670.00*	*$91,670.00*
AVP for Finance and Administration	*$120,000.00*	*Vacant*	*$100,000.00*
AVP for Human Resources/EEO	*$80,000.00*	*$80,000.00*	*$80,000.00*
AVP for Information Technology	*$95,638.00*	*$95,638.00*	*$95,638.00*

i.   **A cost performance analysis**

Note: The Board of Regents will provide the data items i. and iii. – vi.   Item ii. will be reported by the institution.

i. 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	$ 24,754,598	47.3%
Research	$ 137,428	0.3%
Public Service	$ -	0.0%
Academic Support	$ 3,158,889	6.0%
Student Services	$ 2,945,327	5.6%
Institutional Services	$ 7,233,917	13.8%
Scholarships/Fellowships	$ 3,758,729	7.2%
Plant Operations/Maintenance	$ 6,845,808	13.1%
Total E&G Expenditures	$ 48,834,695	93.3%
Transfers out of agency	$ -	0.0%
Athletics	$ 3,526,989	6.7%
Other	$ -	0.0%
Total Expenditures	$ 52,361,684	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	$21,202

iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.
Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is >= 10 for the Baccalaureate degree for 4-year universities

Average time to degree	5.4

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	$4399

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	$101,270,046.82