



**Grambling State University  
University of Louisiana System**

**GRAD Act Annual Report  
FY 2015/2016 (Year 6)**

**Submitted to the  
Board of Supervisors, University of Louisiana System  
April 14, 2016**

**and to the  
Louisiana Board of Regents  
May 1, 2016**

## Table of Contents

### Student Success

#### Narrative

- 1.a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers. Page 1
- 1.b. Increase the percentage of program completers at all levels each year. Page 7
- 1.c. Develop partnerships with high schools to prepare students for postsecondary education. Page 13
- 1.d. Increase passage rates on licensure and certification exams and workforce foundational skills. Page 16

### Articulation & Transfer

#### Narrative

- 2.a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students. Page 21
- 2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution. Page 24
- 2.c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution. Page 27
- 2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. Page 28

### Workforce and Economic Development

#### Narrative

- 3.a Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission. Page 29
- 3.b Increase use of technology for distance learning to expand educational offerings. Page 33
- 3.d Employment Outcomes Report Page 34
- 3.c Page 36

### Institutional Efficiency and Accountability

#### Narrative

- 4.a Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area. Page 37
- 4.b Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs. Page 39
- 4.c Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. Page 40
- 4.d Percent of eligible Programs with either mandatory or recommended status that are currently disciplined accredited Page 40

## 1. STUDENT SUCCESS

• **Student success policies/programs/initiatives implemented/continued during the reporting year.** Grambling State University (GSU) implements programs that support student success and ultimately completion of the degree. These programs include tutorials, supplemental instruction and early intervention programs. During the 2015/2016 AY, many of these programs have been enhanced to increase the impact on student success.

**Grambling Achievement Program (GAP)** – GAP seeks to ensure that new students successfully transition from high school to the university. GAP's Summer Orientation, Advising and Registration (SOAR) events welcomed more than 500 students and parents to campus, giving new students the opportunity to meet with members of the faculty, staff and administration. One hundred thirty (130) students registered to attend the SOAR sessions offered during summer 2015 on June 15, 2016 and July 21, 2016. Sixty-nine (53%) of the students who registered for the sessions were able to complete registration during that period. These early orientation sessions provided information to the students and parents that support student success. Topics included registration procedures, FERPA guidelines, residential life, navigating financial aid, fee payment, the significance of the academic calendar, the importance of academic advising, and the student code of conduct. At the beginning of the fall semester, an additional orientation was held for all first-time freshmen. Many of the topics covered during SOAR were reiterated.

**2016 Orientation** – Spring Orientation was held on January 7, 2016 for new students, freshmen and transfer students. GSU President Willie Larkin, Ph.D. gave a welcome address that focused on being successful in college. Dr. Janet Guyden, Interim Provost/V.P. for Academic Affairs provided comments and introduced Deans and Department Heads from various academic programs. Staff from the Registrar's Office, Residential Life, Student Financial Aid, Student Accounts, Title IX Sexual Harassment, and Student Counseling provided students with useful information for adjusting to college life.

**Mathematics Clinic** – The Mathematic Clinic at GSU, facilitated by the Office of the Quality Enhancement Plan (QEP), has evolved as a significant student enrichment resource. It has served to support and strengthen student knowledge and application of mathematical concepts both inside and outside the classroom. During the 2015/2016 AY, the Mathematics Clinic maintained an operating schedule of Monday-Thursday from 9:00 am to 4:00 pm, while promoting expanded tutoring options, such as scheduled after hours peer tutor sessions and/or tutoring for specific groups of students, characterized by co-curricular interests. Additionally, the "mobile clinic" concept, which allows the clinic to be available in other academic buildings and residence halls, has been piloted as an option to maximize participation and student engagement. In conjunction to this, on-line tutoring, a necessary tool, increases availability and service at the student's convenience, while alleviating physical issues, such as size of the lab/clinic space.

The Office of the QEP maintains an active awareness campaign, which includes but is not limited to peer tutor and QEP staff visits to targeted classes, campus advertising, programming, peer tutor advocacy and faculty support. Through the successful collaboration with the Center for Mathematical Achievement in Science and Technology (CMAST) and the GAP, a significantly diverse pool of students have an increased opportunity to the available services. As evidenced by reported data, clinic participants perform at a higher level in their respective mathematics courses. Continual assessment, data collection and reporting, along with coordination of the Mathematics Clinic services will further assist Grambling State University students to succeed.

**Athletic Academic Center** –This center provides daily study hall/tutorial sessions for student athletes. All freshman, transfers, and continuing student athletes that obtain below a 2.75 are required to attend the Grambling Student Athlete Reaching for Success (GSTARS) program. Monthly counseling sessions or mentor meetings are also required. A review of grades, class attendance, faculty/student relationship, personal issues, and tutoring needs are covered in these sessions. Student athletes must also complete at least 7 hours of study hall and submit bi-weekly progress reports that are completed and signed by their professors. Attendance reports via Argos Reporting/New Banner for all student athletes are submitted weekly to ensure that student athletes are attending class. To ensure that all student athletes do not drop below full-time status and to maintain progress toward degree and eligibility, the Office of Academic Enhancement places an athletic hold on all student athletes via New Banner.

The Academic Recovery Plan and the Permission to Drop Agreement remain in effect for all student athletes during summer 2015 through spring 2016. At the end of each spring semester each student athletes' transcripts and curriculums are reviewed to determine if summer school is needed and to ensure that the student athlete has met the university's and the NCAA's requirements for participation and progress toward degree.

Beginning fall 2015, Athletics and the QEP Mobile Math Clinic partnered in an effort to increase student athletes' knowledge and comprehension of general mathematics concepts. Because of the success of the partnership during the fall, the Mobile Clinic was continued during the spring 2016 semester to advance the opportunity of academic success for student athletes enrolled in Math 147 or Math 148.

**Candle Lighting and Pinning Ceremony** – In an effort to continue to engage and connect new students to the university as well as retain them while fostering pride in our beloved institution, GSU has maintained the annual Candle Lighting and Pinning ceremony. This ceremony is the formal introduction of our new students to the institution and ceremoniously makes them aware of their responsibilities as students to the University and informs them of the responsibility and commitment the university has to them. It is our goal to provide a safe environment with an atmosphere conducive to learning and growth at an optimal level. Approximately 450 new students participated in the Fall 2015 Candle Lighting and Pinning Ceremony.

**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.

*STEM Learning Community* – The STEM Learning Community (LC) is a component of the Center for Mathematical Achievement in Science and Technology (CMAST) designed for incoming freshmen or transfer students majoring in Chemistry, Biology, Computer Science, Engineering Technology, or Mathematics and Physics. This program allows freshmen the opportunity to collaborate with each other while developing strong foundations in science through shared classes, social activities, peer academic coaching, and faculty mentoring. During the 2015/2016AY, the learning community participants were required to enroll in three common courses: mathematics, chemistry, and a special section of first year experience (FYE). All participants received access to checking out textbooks located in the CMAST office and were award textbook stipends that were used at the Barnes and Nobles bookstore located on GSU's campus. In addition to the required courses, LC students were required to meet three times a week for the following activities: 1) group study sessions, 2) sessions with peer academic coaches, and 3) tutorial sessions with the instructor of the general chemistry. The students were able to work individually or in groups during the weekly study session. In collaborative efforts with the

Quality Enhancement Plan (QEP), the students received mathematics tutorials provided by QEP peer tutors during the study sessions. The students also received support from CMAST's academic coaches (upperclassmen STEM majors) whose job was to work with them to develop skills that would increase academic success, such as study skills, note-taking skills, utilizing resources on campus, applying for scholarships/internships, etc., as well as developing them personally by caring about the individuals as a whole and teaching them how to set goals. Some of the learning community's enrichment activities for the 2015/2016 AY include: recruiting at GSU's High School Day, volunteering at J.S. Clark Magnet School in Monroe, LA for both their annual Science Day and Family Math Night, attending two STEM Alumni Research Symposiums and other STEM faculty research seminars from both GSU STEM faculty and visiting guests, and attending the Black Engineer of the Year (BEYA) STEM Conference in Philadelphia, PA where one of the academic coaches was awarded a Student Leadership Award. We also engaged the students by providing fun activities such as a volleyball/dodgeball game in the intramural center on campus and skating at Skatetown in Monroe, La.

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

- Student attends the lecture and then completes a tutorial on Moodle
- Student completes a corresponding lab using the programming tool on Moodle
- Immediately after, the student works on the mini-programming project
- Student participates in internship program and undergraduate research program
- Completed projects presented at Louisiana Academy of Sciences, Undergraduate Research Symposium and ERN Conferences.

*College of Business (COB)* – The Center for Student Professional Development (CSPD) assists business and computer science majors develop a balanced portfolio of academic proficiencies, career knowledge and image enhancement. Students participating in the CSPD program commit to completing formal training, in which there are four (4) primary tracks (Communications, Interpersonal Skills/Team Dynamics, Critical Thinking/Decision Making and Professionalism) in two (2) consecutive semesters. Students are also able to take advantage of self-study tools designed to facilitate comprehension in the four track areas and assess competencies. Each track offers multiple workshops, seminars and events to facilitate application of the skills developed through the CSPD program. During the 2014/2015 AY, over half of the COB students participated in more than 8 workshops and seminars including: Project Management, Business Etiquette, Effective Interview Skills, Resume Writing, Personal Branding and Appropriate Social Media Use, Informational Sessions with Google, UPS, CISCO Systems and Centurylink.

**Outreach Efforts** – During the 2015/2016 AY GSU engaged in *K-12 outreach efforts* that focused on assisting to prepare K-12 students for success in postsecondary education. These programs are highlighted below.

- *Art Exhibit for High School Students* – The Department of Visual and Performing Arts at GSU hosted an exhibition by North LA High School students in Dunbar Gallery from February 29<sup>th</sup> – March 17<sup>th</sup>, 2016. The participants were from Ruston High, Choudrant High, Grambling High, and Sterlington High. Four (4) high school teachers served as mentors for the students. Participating students experience art in talented art classes as well as mainstream art classes.
- *Summer Reading Enrichment Pilot Program* – This community-based collaboration between the Grambling Housing Authority and GSU College of Education benefited more than 15 students in lower and higher elementary grades during summer 2015. The program provided a field

experience opportunity for in-service teachers from Monroe City Schools, Bienville Parish, Bossier Parish, Lincoln Parish, and Union Parish who provided reading skills development activities including Phonemic Awareness, Phonics Instruction, Comprehension, Reading Fluency, and Vocabulary Development at the West Grambling Housing Complex Community Building. Students received instruction for two hours twice a week, with lunch included, in an effort to improve the achievement level of elementary students living in the city of Grambling by strengthening the students' reading comprehension skills and to help them retain reading skills learned during the school year. The pilot program supports the academic development of elementary students through the enrichment of a foundation skill essential for academic success.

- National Chemistry Week – The Chemistry Department recognized National Chemistry Week in October 2015. Faculty and students traveled to regional high schools to deliver science demonstrations to multiple sections of high school science classes at Carroll High (Monroe), Green Oaks Academy (Shreveport), Bastrop High (Bastrop), and J. S. Clark Elementary (Monroe). The theme was “CHEMISTRY COLORS OUR WORLD.” Demonstrations included: 1) Forming colored precipitates from solution; 2) Clock reaction using orange juice; 3) Burn Money Burn; 4) Where did the glass go? – Refractive Index. High school science teachers and administrators have invited the team to return next year with more demonstrations to assist in recruitment of students in science.
- Science Day – Twenty-six (26) GSU STEM students, STEM faculty and the CMAST Director participated in the annual Science Day at J.S. Clark Magnet School in Monroe, LA on November 20, 2015. More than 500 K–6<sup>th</sup> grade underrepresented students performed hands-on science experiments. Topics included Carbon Dioxide (CO<sub>2</sub>), Density, Surfactants, Food Science, Endothermic/Exothermic Reactions, and Squishy Science. Participants were able to make and learn the science behind lava lamps, rainbows in jars, fizzy lemonade, plastic milk, homemade ice cream, electrifying dough creatures, slime, and homemade bubbles to name a few.

• **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.** Grambling State University evaluates the effectiveness of student success programs by assessing the utilization of the service, the academic performance of students and the retention of the students that utilize the service.

**Retention** – Student participation in the *Mathematics Clinic* continues to yield improved individual success during AY 2015/2016. Seventy four percent (74%) of students enrolled in MATH 147 who participated in the Mathematics Clinic during the Fall 2015 semester earned a grade of C or higher. Specific measures to increase clinic participation and faculty support remain on-going.

*College-Specific Student Success Programs:*

- STEM Learning Community students were required to enroll in three common subject areas: Chemistry, Mathematics, and a special section of First Year Experience (FYE). The success rates in the required courses for Fall 2015 are as follows: 96% of the students received at least a grade of C or better in General Chemistry I; 100% received a C or better in General Chemistry II; 100% received a grade of C or higher in Pre-Calculus I; 80% received grades of C or higher in Pre-Calculus II; and 14% received a grade of a grade of C or higher in Calculus I; overall, 73% of the students received ABCs in their mathematics courses. The overall percentage of STEM LC students that earned a 3.0 GPA or higher for the fall 2015 semester is 52%. The students' success rate in their courses directly correlates to the students' attendance in the CMAST weekly study sessions and meeting with their peer academic coach; those that attended the required weekly sessions outperformed the students whose attendance for the semester was 50% or less.

- Computer Science Program - Since the implementation of a guided inquiry approach into the freshman level CS courses, the retention rate from the first to second year for computer science majors has retained more than 95% in AY 2014-2015 and fall 2015. The passing rates for computer science core courses for fall 2015 are: CS 110: 80%, CS 225: 87%, CS 235: 87%, and CS 201: 90%.
- Athletics Academic Center - For fall 2015, 135 out of 315 (42% student-athletes) earned at least a 3.0 grade point average.

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

*1<sup>st</sup> semester to 2<sup>nd</sup> semester retention rate* - This rate is monitored during the spring semester for each fall cohort. This data is discussed in the President's Cabinet 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, IT staff, university police, financial aid staff, the registrar, residential life and housing director, and staff from the Office of Academic Affairs, the Office of Student Affairs and the enrollment management team. At the end of each registration period the registration committee has a debriefing. The committee makes and implements changes that support successful student registration.

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

*Assessment of general education learning outcomes* - The general education committee collects and compiles a report that addresses how well students are meeting general education learning outcomes. This information is shared with the entire faculty, academic departments that offer the general education course, deans, and the vice president for academic and student affairs. This information is used to make improvements that support student learning to the general education program.

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

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

*Student Evaluation of Instruction* - During the fall and spring semesters students have the opportunity to evaluate the courses that they are enrolled in. A major focus of the evaluation is the effectiveness of the instructor and the overall delivery of the material. This data is shared with the instructor, the academic department, dean, and the vice president for academic affairs. The results of this evaluation are used by the instructor, department head, and program faculty to make changes in the delivery of the course that will increase the student's understanding of concepts.

- **Development/use of external feedback reports during the reporting year.** Grambling State University provides feedback to high school principals that target the performance of their graduates who have enrolled as first time freshmen. Grambling State University has captured information for 120 Louisiana High School Principals regarding performance of graduates of their schools during the Fall 2015 semester. The report includes the overall academic performance of the students and their college readiness.

During the Fall 2015 semester, a total of 20 students enrolled in Dual Enrollment courses. During the Spring 2016 semester, 85 high school students are enrolled in dual enrollment courses. Thus, Grambling State University offered dual enrollment courses for students at Grambling High School, Jonesboro Hodge High School, New Living Word High School, Minden High School, Green Oaks High School during 2015/2016. The 2016-17 Course Choice Supplemental Course Allocation Agreement has been submitted to offer individual courses in person or online not limited to online or virtual education providers, postsecondary education institutions, including any postsecondary institution under the management of the Board of Supervisors of GSU.







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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 2002 cohort through Fall 2008</b>	<b>Fall 2003 cohort through Fall 2009</b>	<b>Fall 2004 cohort through Fall 2010</b>	<b>Fall 2005 cohort through Fall 2011</b>	<b>Fall 2006 cohort through Fall 2012</b>	<b>Fall 2007 cohort through Fall 2013</b>	<b>Fall 2008 cohort through Fall 2014</b>
<b># in Fall Cohort</b>	<b>851</b>	<b>1022</b>	<b>1111</b>	<b>1129</b>	<b>1119</b>	<b>1184</b>	<b>1203</b>
<b># Graduated within 150% of time</b>	<b>309</b>	<b>304</b>	<b>311</b>	<b>312</b>	<b>347</b>	<b>375</b>	<b>363</b>
<b>Rate</b>	<b>36.3%</b>	<b>30.0%</b>	<b>28.0%</b>	<b>27.6%</b>	<b>31.0%</b>	<b>32.0%</b>	<b>30.2%</b>
<b>Target</b>		<b>29.6%</b> <b>(27.6%-31.6%)</b>	<b>27.9%</b> <b>(25.9%-29.9%)</b>	<b>30.2%</b> <b>(28.2%-32.2%)</b>	<b>32.6%</b> <b>(30.6%-34.6%)</b>	<b>34.9%</b> <b>(32.9%-36.9%)</b>	<b>39%</b> <b>(37.0%-41.0%)</b>
<b>Fall 2004 cohort through Fall 2010</b>						<b>30.0%</b>	<b>28.0%</b>
<b>Fall 2005 cohort through Fall 2011</b>						<b>28.0%</b>	<b>27.6%</b>
<b>Fall 2006 cohort through Fall 2012</b>						<b>27.6%</b>	<b>31.0%</b>
<b>Avg of Prior Three Years</b>						<b>28.5%</b>	<b>28.8%</b>
<b>Fall 2007 cohort through Fall 2013</b>						<b>31.0%</b>	<b>31.7%</b>
<b>Fall 2008 cohort through Fall 2014</b>						<b>32.0%</b>	<b>30.2%</b>
<b>Avg of Most Recent Two Yrs</b>						<b>31.5%</b>	<b>31.0%</b>
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>FTE UG Enrollment</b>	<b>4448</b>	<b>4191</b>	<b>3879</b>	<b>3369</b>
<b>Expected # of Graduates*</b>	<b>1112</b>	<b>1048</b>	<b>970</b>	<b>800</b>
<b># Graduates</b>	<b>692</b>	<b>718</b>	<b>685</b>	<b>589</b>
<b>Ratio of Graduates/ FTE</b>	<b>0.1555</b>	<b>0.171</b>	<b>0.177</b>	<b>0.174</b>
<b>Graduation Productivity*</b>	<b>62.2</b>	<b>68.5</b>	<b>71%</b>	<b>73%</b>
<b>Target</b>	<b>60.5</b> <b>(58.5 – 62.5)</b>	<b>60.5</b> <b>(58.5 – 62.5)</b>	<b>61.0</b> <b>(59.0 – 63.0)</b>	<b>62.0</b> <b>(60.0 – 64.0)</b>
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Actual Year 09-10</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 10-11</b>				
<b>Actual 11-12</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>FTE UG Enrollment</b>	<b>4751.4</b>	<b>4440.6</b>	<b>4377.8</b>	<b>4448</b>	<b>4191</b>	<b>3879</b>	<b>3369</b>
<b>Expected # of Awards*</b>	<b>1187.87</b>	<b>1110.15</b>	<b>1094.46</b>	<b>1112</b>	<b>1048</b>	<b>970</b>	<b>800</b>
<b># Awards</b>	<b>587</b>	<b>748</b>	<b>730</b>	<b>702</b>	<b>740</b>	<b>710</b>	<b>600</b>
<b>Ratio of Awards/ FTE</b>	<b>0.1235</b>	<b>0.1684</b>	<b>0.1667</b>	<b>0.1578</b>	<b>0.1765</b>	<b>0.1830</b>	<b>0.178</b>
<b>Award Productivity*</b>	<b>49.4%</b>	<b>67.4%</b>	<b>66.7%</b>	<b>63.1</b>	<b>70.6</b>	<b>73.1%</b>	<b>75%</b>
<b>Target</b>		<b>67%</b> <b>(65-69%)</b>	<b>49%</b> <b>(47%-51%)</b>	<b>50%</b> <b>(48%-52%)</b>	<b>50%</b> <b>(49%-51%)</b>	<b>52%</b> <b>(50%-54%)</b>	<b>54%</b> <b>(52%-56%)</b>
<b>Actual Fall 00 cohort</b>							
<b>Actual Fall 01 cohort</b>							
<b>Actual Fall 02 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Freshmen Admitted (Summer)</b>	<b>338</b>	<b>138</b>	<b>80</b>	<b>88</b>	<b>75</b>	<b>75</b>	<b>120</b>
<b># Admitted by Exception</b>	<b>49</b>	<b>33</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>6</b>
<b>Rate</b>	<b>14.5%</b>	<b>23.9%</b>	<b>7.5%</b>	<b>1.1%</b>	<b>1.3%</b>	<b>1.3%</b>	<b>5%</b>
<b># in Freshmen Admitted (Fall)</b>	<b>931</b>	<b>729</b>	<b>734</b>	<b>741</b>	<b>714</b>	<b>406</b>	<b>638</b>
<b># Admitted by Exception</b>	<b>92</b>	<b>87</b>	<b>70</b>	<b>58</b>	<b>58</b>	<b>13</b>	<b>35</b>
<b>Rate</b>	<b>9.9%</b>	<b>11.8%</b>	<b>9.5%</b>	<b>7.8%</b>	<b>8.1%</b>	<b>3.2%</b>	<b>5.4%</b>
<b># in Freshmen Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># in Freshmen Admitted (Spring)</b>	<b>46</b>	<b>65</b>	<b>69</b>	<b>67</b>	<b>57</b>	<b>56</b>	<b>64</b>
<b># Admitted by Exception</b>	<b>18</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Rate</b>	<b>39.1%</b>	<b>6.2%</b>	<b>8.7%</b>	<b>4.5%</b>	<b>7.0%</b>	<b>7.1%</b>	<b>6.3%</b>
<b># in Freshmen Admitted (Total)</b>	<b>1315</b>	<b>932</b>	<b>883</b>	<b>896</b>	<b>846</b>	<b>537</b>	<b>822</b>
<b># Admitted by Exception</b>	<b>159</b>	<b>124</b>	<b>82</b>	<b>62</b>	<b>63</b>	<b>18</b>	<b>45</b>
<b>Rate</b>	<b>12.1%</b>	<b>13.3%</b>	<b>9.3%</b>	<b>6.9%</b>	<b>7.4%</b>	<b>3.4%</b>	<b>5.5%</b>



	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Masters</b>	<b>115</b>	<b>133</b>	<b>171</b>	<b>197</b>	<b>226</b>	<b>250</b>	<b>244</b>
<b>% Change</b>		<b>15.7</b>	<b>48.7%</b>	<b>71.3</b>	<b>97.4</b>	<b>117.4%</b>	<b>112.1%</b>
<b>Target</b>		<b>15.7</b>	<b>-16% (97)</b>	<b>-8.0% (106)</b>	<b>6.6% (123)</b>	<b>7.6% (124)</b>	<b>9.5% (126)</b>

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Doctoral</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>5</b>
<b>% Change</b>		<b>-55.6%</b>	<b>-77.8%</b>	<b>-33.3</b>	<b>-33.3</b>	<b>-55.5%</b>	<b>-44.4%</b>
<b>Target</b>		<b>-55.6%</b>	<b>-55.6% (4)</b>	<b>-44.4% (5)</b>	<b>-44.4% (5)</b>	<b>-33.3% (6)</b>	<b>-29.0% (6)</b>

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Graduate Completers</b>	<b>124</b>	<b>137</b>	<b>174</b>	<b>205</b>	<b>233</b>	<b>254</b>	<b>249</b>
<b>% Change</b>		<b>10.5%</b>	<b>40.3%</b>	<b>65.6</b>	<b>87.9</b>	<b>104.8%</b>	<b>100%</b>
<b>Target</b>			<b>-18.5 (101) (-20.5% - -16.5%)</b>	<b>-10.5 (111) (-12.5% - -8.5%)</b>	<b>3.2% (128) (1.2% - 5.2%)</b>	<b>4.8% (130) (2.8% - 6.8%)</b>	<b>6.5% (132) (4.5% - 8.5%)</b>
<b>Actual AY 06-07</b>							
<b>Actual AY 07-08</b>							
<b>Actual AY 08-09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual AY 09-10</b>							
<b>Actual AY 10-11</b>							



<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

**Note: Number of Graduate Completers for Year 4 includes one Post Masters Certificate**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, TOTAL All Degrees</b>	<b>665</b>	<b>831</b>	<b>850</b>	<b>881</b>	<b>936</b>	<b>926</b>	<b>830</b>
<b>% Change from baseline</b>		<b>25.0%</b>	<b>27.8%</b>	<b>32.5</b>	<b>40.8</b>	<b>39.2%</b>	<b>28.1%</b>

**Note: Number of Graduate Completers for Year 4 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	18	15	0	0
Fall	10	8	19	20	62	32	26
Winter							0
Spring	9	7	25	25	64	60	47
<b>TOTAL</b>	<b>69</b>	<b>60</b>	<b>88</b>	<b>63</b>	<b>141</b>	<b>92</b>	<b>73</b>

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	350	350	264	108	90	0	0
Fall	66	51	69	60	207	99	78
Winter							0
Spring	59	42	75	78	192	180	165
<b>TOTAL</b>	<b>475</b>	<b>443</b>	<b>408</b>	<b>246</b>	<b>489</b>	<b>279</b>	<b>243</b>

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	350	350	264	108	90	0	0
Fall	66	48	57	45	195	99	78
Winter							0
Spring	59	42	39	66	126	156	141
<b>TOTAL</b>	<b>475</b>	<b>440</b>	<b>360</b>	<b>219</b>	<b>411</b>	<b>255</b>	<b>219</b>

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

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Number of students who took exam</b>	<b>21</b>	<b>19</b>	<b>23</b>	<b>33</b>
<b>Number of students who met standards for passage</b>	<b>21</b>	<b>19</b>	<b>23</b>	<b>33</b>
<b>Calculated Passage rate</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Target</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Actual Year 06-07</b>				
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 09-10</b>				
<b>Actual 10-11</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/ CERTIFICATION (source for reporting)	BASELINE YEAR Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Education	Elementary Ed Content Knowledge (5014)	Department of Education		2014-15	10	10	100
Education	Elementary ED Content Knowledge (0014)	Department of Education		2014-15	0	0	100
Education	Art: Content Knowledge(0134)	Department of Education		2014-15	0	0	100
Education	Mathematics: Content Knowledge (5061)	Department of Education		2014-15	1	1	100
Education	Social Studies: Content Interpretation (5086)	Department of Education		2014-15	1	1	100
Education	Music: Content Knowledge (0113)	Department of Education		2014-15	0	0	100
Education	Music: Content Knowledge (5113)	Department of Education		2014-15	4	4	100
Education	SPED: CORE Knowledge & Mild/Moderate (5543)	Department of Education		2014-15	1	1	100
Education	PLT: Early Childhood (5621)	Department of Education		2014-15	6	6	100
Education	PLT: Early Childhood (0621)	Department of Education		2014-15	0	0	100
Education	PLT: Grades K-6 (0622)	Department of Education		2014-15	0	0	100
Education	PLT: Grades K-6 (5622)	Department of Education		2014-15	4	4	100

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/ CERTIFICATION (source for reporting)	BASELINE YEAR Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Education	PLT: Grades 5-9 (5623)	Department of Education		2014-15	0	0	100
Education	PLT: Grades 7-12 (0624)	Department of Education		2014-15	0	0	100
Education	PLT: Grades 7-12 (5624)	Department of Education		2014-15	6	6	100
Education	PRAXIS I : Reading (0710)	Department of Education		2014-15	1	1	100
Education	PRAXIS I : Reading (5710)	Department of Education		2014-15	10	10	100
Education	Core Academic Skills for Educators: Reading (5712)	Department of Education		2014-15	1	1	100
Education	PRAXIS 1: Writing (0720)	Department of Education		2014-15	1	1	100
Education	PRAXIS 1: Writing (5720)	Department of Education		2014-15	11	11	100
Education	PRAXIS I: Mathematics (0730)	Department of Education		2014-15	1	1	100
Education	PRAXIS I: Mathematics (5730)	Department of Education		2014-15	11	11	100

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Licensure: Louisiana State Board of Nursing Certification: American Association of Nurse Practitioners	100	2015	16	15	93.75
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing Pearson Vue	79.61	2015	57	42	73.68

## 2. ARTICULATION AND TRANSFER

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

During the Spring 2010 semester Grambling State University (GSU) received approval from the University of Louisiana System to change its admission requirement for transfer students. The approved requirement that was implemented during the summer of 2010 supports the UL System Transfer Policy that was identified for Grambling State University to implement by Fall 2013. The policy allows students who have completed 18 semester hours or more to attend Grambling State University with a cumulative grade point average of 2.0 and have no developmental course deficiencies. Students who have earned less than 18 hours of course work at a college or university must meet the admission criteria for first time freshmen.

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

- Faculty members in the discipline continue to review equivalency of technical course work. This review supports transfer students being given the appropriate credit for course work (that is not part of the Louisiana Transfer Degree Programs) taken at community colleges.
- To further facilitate the remedy of transfer issues, Grambling State University has updated the web link that is devoted entirely to the transfer of students from community colleges to our campus.
- Developed a schedule that supports the Transfer Recruiter visiting regional community colleges to meet face-to-face with perspective students and answer any questions that they may have.
- Continue to include new transfer students in Early Orientation Activities that are held for first time freshmen.

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

Grambling State University (GSU) uses the academic performance of transfer students, retention of transfer students, and the number of new transfer students to evaluate the success of transfer student initiatives. During the Fall 2015 semester 347 new transfer students (undergraduate & graduate) enrolled at Grambling State University. This is a 42.8% increase from the 2014 semester of 243 new transfer students enrolled at Grambling State University. 134 new transfer students enrolled during the Spring 2016 semester.

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

During the Fall 2014 and Spring 2014 semester 375 new transfer students enrolled at Grambling State University. 282 of these students were enrolled during the Fall 2015 semester. This represents a retention rate of 75.2%. This is a slight increase in the retention rate from the previous year

(70.4%) The university made an effort to assist out-of-state students in identifying funding that would off-set the cost associated with an increase in out of state tuition. Also the university made an effort to target first time transfer students in marketing student success services available.

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

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

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

An Academic Performance Report for new transfer students is reviewed annually. This report allows the university to identify resources needed to support the success of transfer students. The results of this report are also used to provide feedback to the community college.

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

During the 2014 Fall semester, Grambling State University entered into an articulation agreement with StraighterLine to allow current and former students and prospective students the opportunity to transfer credit level courses to GSU toward college degree programs as specified in the agreement. Six students transferred to GSU from StraighterLine during Fall 2015 and One student transferred to GSU from StraighterLine during Spring 2016.

GSU provides feedback to community colleges on the performance of their graduates that enroll at GSU. Reports were provided to 4 Louisiana community colleges.

**Bossier Parish Community College** – The partnership with Bossier Parish Community College provides a pathway for students desiring admission to Grambling State University, but do not meet the requirements. Bossier Parish Community College has a presence on the GSU campus, BPCC@GSU. Students who do not meet developmental course requirements or core curriculum requirements are directed to BPCC@GSU. BPCC@GSU has an office on the campus of Grambling State University. This office is staffed by a director and an administrative assistant. The student admitted to BPCC@GSU will take all developmental courses and/or an additional twelve credit hours with BPCC@GSU. The student is then eligible for admission to Grambling State University. The MOU was modified during the Fall 2013 semester in



support of strengthening the partnership. At the beginning of the Fall 2015 semester, 166 BPCC@GSU students enrolled as first-time GSU students. Forty-seven (47) BPCC@GSU students enrolled as first time GSU students during the Spring 2016 semester.

**Delta Community College** – Students who meet all admission requirements except the developmental course requirement for admission to Grambling State University are referred to Delta Community College for completion of the developmental courses. Students receive a dual acceptance letter stating that upon successful completion of the required developmental course work at Delta, the student will be admitted to GSU. Delta Community College identified space for the GSU Transfer Recruiter to come to their campus on a weekly basis to meet with Delta students who are interested in transferring to GSU upon completion of their degree program. Eighteen (18) students were referred to Delta Community College during the 2015/2016 AY.

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

**Southern University at Shreveport** – As a result of the attention R.S. 17:3161-3169 gave to the seamless transfer of students from community colleges to four year universities, Grambling State University entered into an agreement with Southern University-Shreveport (SUSLA) that focused on the transfer of SUSLA criminal justice majors to the GSU 4-year criminal justice program. During the Fall 2015 semester, Twenty-five (25) SUSLA students transferred to GSU and enrolled in various academic majors which included criminal justice. Eight (8) SUSLA students transferred to GSU Spring 2016 in various academic majors.

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

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># enrolled in the academic year</b>	<b>389</b>	<b>413</b>	<b>361</b>	<b>375</b>
<b># retained to next Fall semester</b>	<b>254</b>	<b>277</b>	<b>254</b>	<b>282</b>
<b>Rate</b>	<b>65.3</b>	<b>67.1</b>	<b>70.4</b>	<b>75.2%</b>
<b>Target</b>	<b>65.0</b> <b>(63.0 – 67.0)</b>	<b>65.0</b> <b>(63.0 – 67.0)</b>	<b>65.5</b> <b>(63.5 – 67.5)</b>	<b>65.5</b> <b>(63.5 – 67.5)</b>
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Actual Year 09-10</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 10-11</b>				
<b>Actual 11-12</b>				
<b>Avg of Most Recent Two Years</b>				
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of bacc completers</b>	<b>541</b>	<b>694</b>	<b>676</b>	<b>676</b>	<b>703</b>	<b>672</b>	<b>581</b>
<b># who began as transfers</b>	<b>202</b>	<b>256</b>	<b>215</b>	<b>228</b>	<b>182</b>	<b>190</b>	<b>166</b>
<b>Percentage who began as transfers</b>	<b>37.3%</b>	<b>36.9%</b>	<b>31.8%</b>	<b>33.7%</b>	<b>25.9%</b>	<b>28.3%</b>	<b>28.6%</b>

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Transfers Admitted (Summer)</b>	<b>45</b>	<b>43</b>	<b>38</b>	<b>23</b>	<b>31</b>	<b>35</b>	<b>20</b>
<b># Admitted by Exception</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Rate</b>	<b>13.3%</b>	<b>11.6%</b>	<b>5.3%</b>	<b>0.0%</b>	<b>3.2%</b>	<b>2.9%</b>	<b>5.0%</b>
<b># Transfers Admitted (Fall)</b>	<b>163</b>	<b>246</b>	<b>251</b>	<b>286</b>	<b>265</b>	<b>243</b>	<b>331</b>
<b># Admitted by Exception</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>18</b>	<b>23</b>	<b>20</b>	<b>24</b>
<b>Rate</b>	<b>3.1%</b>	<b>2.4%</b>	<b>4.0%</b>	<b>6.3%</b>	<b>8.7%</b>	<b>8.2%</b>	<b>7.3%</b>
<b># Transfers Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># Transfers Admitted (Spring)</b>	<b>72</b>	<b>126</b>	<b>105</b>	<b>125</b>	<b>98</b>	<b>105</b>	<b>140</b>
<b># Admitted by Exception</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>5</b>
<b>Rate</b>	<b>2.8%</b>	<b>2.4%</b>	<b>7.6%</b>	<b>4.8%</b>	<b>7.1%</b>	<b>10.5%</b>	<b>3.6%</b>
<b># Transfers Admitted (TOTAL)</b>	<b>280</b>	<b>415</b>	<b>394</b>	<b>434</b>	<b>394</b>	<b>383</b>	<b>491</b>
<b># Admitted by Exception</b>	<b>13</b>	<b>14</b>	<b>20</b>	<b>24</b>	<b>31</b>	<b>32</b>	<b>30</b>
<b>Rate</b>	<b>4.6%</b>	<b>3.4%</b>	<b>5.1%</b>	<b>5.5%</b>	<b>7.9%</b>	<b>8.3%</b>	<b>6.1%</b>

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># transfers in</b>	<b>16</b>	<b>15</b>	<b>22</b>	<b>37</b>	<b>38</b>	<b>41</b>	<b>19</b>
<b># retained to next Fall semester</b>	<b>9</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>29</b>	<b>23</b>	<b>10</b>
<b>Rate</b>	<b>56.3%</b>	<b>73.3%</b>	<b>72.7%</b>	<b>73.0%</b>	<b>76.3%</b>	<b>56.1%</b>	<b>52.6%</b>

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of bacc completers</b>	<b>541</b>	<b>694</b>	<b>676</b>	<b>676</b>	<b>703</b>	<b>672</b>	<b>581</b>
<b># who began as transfers w assoc degree</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>0</b>
<b>Percentage who began as transfers w assoc degree</b>	<b>0.0</b>	<b>.029%</b>	<b>1.6%</b>	<b>1.2%</b>	<b>2.0</b>	<b>0.0</b>	<b>0.0</b>

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	335	265	1518	1398	1224	480	544

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

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

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

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

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

### 3. WORKFORCE AND ECONOMIC DEVELOPMENT

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

Each academic year, the Division of Academic Affairs reviews all degree programs, specifically looking at completion rates and alignment with Louisiana workforce needs. A report on each academic program is completed annually. These reports cover a number of areas including student placement, completers, and community service.

Grambling State University offers 42 degree programs. Each of these programs supports the workforce needs of the state of Louisiana. The table below shows how degree programs at Grambling State University are aligned with specific key workforce needs.

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

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

In continuing to support and implement the Workforce and Innovation for a Stronger Economy (WISE) Fund program, GSU continues to execute on its plans and programs in striving to increase enrollment, the number of graduates, and support for faculty in identified high demand fields (namely, Computer Science, Engineering Technology, Accounting and Computer Information Systems). Other workforce related priorities include Career Services, Student Professional Development, Entrepreneurship and Innovation and Economic Development.

To ensure that companies and agencies invited to partner with the university are aligned with forecasts by Louisiana Workforce Commission and Louisiana Economic Development, the Office of Advancement, Research and Economic Development (namely, the Office of Career Services) has worked with various state agencies, the Provost's Office and Louisiana industry to ensure that clearly understand the workforce projects and the skill set expectations of industry. Training and support services provided include assessments for skills and interests, job search workshops, labor information, access to technology, job readiness skills, and employer-based training and internships.

During the 2015/2016 AY, five (5) career fairs (e.g., Graduate/Professional School Fair, over 10 schools attended; , the Annual Lonnie Smith Memorial Career Fair, over 40 employers attended; the Spring Career Fair and an Internship Fair) that addressed industry needs for a variety of majors including Business, Criminal Justice, Education, Healthcare, and STEM areas were hosted at Grambling State University by the Office of Career Services, the Student Government Association, and the Office of Student Support Services. Other activities sponsored in direct connection to workforce needs during Fall 2014 and Spring 2015 include: a 2-day student professional development event hosted by UPS; several information sessions (Sherwin Williams, IBM, PPG, Eli Lilly, Google, Halliburton, Aramark, INROADS and Kids Across America Camps); several individual corporate meetings (Wal-Mart, CenturyLink, Tyson Foods, KPMG, Ernst & Young, CSRA, Dow Chemical, BP, Microsoft, IBM and UPS), and a student leadership conferences (Thurgood Marshall College Fund Leadership Institute).

The Office of Alumni Affairs collaborated with Ouachita Chamber of Commerce, IBM, CenturyLink, ULM and La. Tech, to host an informational session regarding employment opportunities in Northeast Louisiana. Over 90% of the participants in the workforce development informational session were Grambling alums.

Programming that has continued to reflect goals, partnerships, and skills enhancement includes the use of NACELink/Simplicity software (TigerWorks Career Service Manager) which tracks and facilitates employment-related needs of corporations and the Grambling State University student. The Louisiana System's software links to other campuses via myEdu. The use of this software will continue to increase the GSU network. Currently, the Office of Career Services serves more than 3100 students and alumni.

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

On behalf of the Grambling State University (GSU), the Division of Advancement, Research and Economic Development participated in the Shreveport/Bossier Business Expo, both moderating and participating on various panels. GSU also participated in the University Business Summit Strategic Planning Session on November 27, 2015 as part of the 42nd Bayou Classic in New Orleans. The strategic planning session including representatives from various state workforce development and economic development agencies and chambers of commerce. The 2015 Bayou Classic Career and College Fair included participation by students and alumni and various companies and governmental agency employers.

Additionally, Grambling continues to collaborate with the North Louisiana Economic Partnership and other economic development non-governmental agencies to promote workforce development and attraction initiatives in Louisiana. Grambling has also launched its "Entrepreneurship and Innovation Institute" to support and nurture the entrepreneurial spirit and innovations of our students and faculty.

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



➤ FALL 2015				
Tyson	Software, Programming, ERP, Desktop Support & Hardware Support	CIS and CS positions (focus)	COB (CIS) and Arts & Sciences (CS)	Select on-campus recruiting
CenturyLink	Technology Services	Engineering & Technical Support	CIS, CS and Engineering Technology – Electrical focus and Project Management	Establishing additional experiential programs & seeking to expand scope of hiring beyond STEM disciplines; on-campus recruiting
Aramark Corp.	Food Services	All majors	Management and Hotel/Hospitality	On-campus recruiting year round; Seeking to expand hiring commitment and Professional Development support. On-campus recruiting
Chevron	Oil & Gas (Finance Focus)	Accounting	Accounting & Economics & Project Management	Provided resources for Career Prep workshop and interviewed students at NABA Regional Conf.
UPS	Logistics/Technology/Business	All majors	COB	Black Executive Exchange Program informational session and recruitment
Cisco Systems	Technology Services	All majors	COB, A&S and ETE	Sales competition and recruitment open to all majors.
➤ SPRING 2016				
KPMG	Audit/Advisory/Tax	Accounting/CIS	COB	Select on-campus recruiting
Ernst & Young	Audit/Advisory/Tax	Accounting/CIS	COB	Select on-campus recruiting
IBM	Technology Services	CIS and CS	CIS and CS	Recruiting on campus; Supporting Prof. Development programs; Establishing CEA through LED
CenturyLink	Technology Services	CIS, CS, Engineering Technology – Electrical and Accounting	COB, A&S and ETE	Informational sessions and recruiting on campus; Establish training program in Corp. Services group; Piloting mentoring program with CSPD students; Establishing a CEA through LED
Walmart	Retail Sales	All Majors	COB, A&S	Meeting with Walmart to establish Partnership and Recruiting Plans.
Tyson	Software, Programming, ERP, Desktop Support & Hardware Support	CIS and CS positions (focus)	COB (CIS) and Arts & Sciences (CS)	Select on-campus recruiting

• **Other means of tracking students into the workforce outside of the Employment Outcomes Report.** Grambling State University uses the Graduate Exit Survey to track students into the workforce. The Office of Career Services administers the exit survey for graduating students. The survey addresses job placement, admission to graduate and professional schools, and the employment of graduates.

• **Improved technology/expanded distance learning offerings during the reporting year.** *Enhancements to Distance Learning* - During the 2015/2016 AY, Grambling State University completed its 4<sup>th</sup> year of using Moodle as the university's primary Learning Management System. A series of continuous workshops were held to train faculty and students on the use of Moodle. We have added TurnITin Plagiarism Software and Respondus Lockdown Browser software to our online environment.

**Assessment** - Students enrolled in online courses are administered a survey that addresses their satisfaction with the delivery of the course in an online format. The survey addresses the following areas.

- Teacher Performance – knowledge of subject matter, organization of materials, fairness in grading
- Resources – library, counseling, orientation
- Communication with the instructor – posting of course procedures, discussion groups

The Distance Learning Quality Online Assurance Certification (DLQOAC) program is in its 4<sup>th</sup> year of implementation during AY 2015/2016. The number of faculty participants are as follows:

Summer 2015	9	Completed
Fall 2015	7	Completed
Spring 2016	4	In-Progress

The following certificate/degree programs were offered fully online during AY 2015/2016:

- Master of Science in Criminal Justice
- Master of Science in Developmental Education
- Post Certificate of Developmental Education
- Doctor of Education in Developmental Education

**Cost Efficiencies** - Grambling State University completed its 4<sup>th</sup> year of using Moodle as the primary Learning Management System in Spring 2015. During AY 2015/2016, the university realized a savings of approximately \$16,160. The Blackboard quote for AY 2014/2015 was \$65,000 and Moodle renewal quote was \$48,840.

Additional efficiencies were realized as a result of space and energy savings associated with courses offered that were 100% distance. Based on GSU estimates, GSU saves \$19.20 for lighting per course and \$172.31 savings for HVAC use per course. During the Summer 2015, Fall 2015 and Spring 2016 semesters, two-hundred and forty-seven (247) 100% distance courses were offered, resulting in a savings of \$47,303 for lighting and HVAC. Also, there were two hundred and fourteen (214) blended courses that reduced seat time in half resulting in a savings of \$40,983. The total savings for lighting and HVAC is \$88,286.

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

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			50	50	47	47	42
# of programs aligned with needs			50	50	47	47	42
% of programs aligned			100%	100%	100%	100%	100%

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of course sections that are 50-99% distance delivered</b>	7	7	21	71	59	79	83
<b># of course sections that are 100% distance delivered</b>	57	60	81	116	98	82	81

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of students enrolled in courses that are 50-99% distance delivered</b>	37	28	206	1593	1458	2100	2244
<b># of students enrolled in courses that are 100% distance delivered</b>	718	944	1834	3199	2606	3652	2271

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Associate</b>	<b>0</b>			
<b>Baccalaureate</b>	<b>1</b>	<b>1</b>		
<b>Post-Baccalaureate</b>	<b>0</b>			
<b>Grad Certificate</b>	<b>0</b>			
<b>Masters</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>PMC</b>	<b>0</b>		<b>1</b>	<b>1</b>
<b>Specialist</b>	<b>0</b>			
<b>Doctoral</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Professional</b>	<b>0</b>			
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>Target (Total Programs)</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
Target Met?		<b>YES</b>	<b>YES</b>	<b>YES</b>

**EMPLOYMENT OUTCOMES REPORT**

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

**EMPLOYMENT OUTCOMES REPORT - AVERAGE ANNUAL SALARY**

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

\* No new data is available

#### 4. Institutional Efficiency and Accountability

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

Over several years, Grambling State University reduced the number of developmental courses offered from 6 to 2. The developmental courses currently offered are MATH 099, developmental mathematics, and ENG 093, developmental English for students who are eligible for admission to the university based on the conditional pilot program or students requiring only one developmental courses effective Fall 2015.

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

The number of students enrolling in a developmental mathematics or a developmental English course slightly increased during the 2015/16 AY due to a supplemental minimum admission standard change for first-time freshmen. This increase is a result of students enrolling at the university who needed only one developmental course in Math or English. Students admitted to the university with an ACT Math subscore of 17 or 18 or an Act English subscore of 16 or 17 had an option to participate in a Developmental Pilot Program that requires enrollment in designated math and English courses or enroll in only one developmental course.

Grambling State University currently offers no associate degree program.

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

Grambling State University has met its SREB average and will not require any increases based upon meeting the SREB average.

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

#### FY 2015-16

SREB Median FY 2013-14                      \$14,496  
 SREB Category 4 (HBCUs only)              5.34%

Proposed Tuition based on Estimated SREB Tuition Increases

	SREB Target	GSU Proposed	
FY 2010-11	\$13,813	\$10,902	\$2,911
FY 2011-12	\$14,329	\$12,083	\$2,246
FY 2012-13	\$13,983	\$13,610	\$373
FY 2013-14	\$14,781	\$14,970	-189
FY 2014-15	\$15,625	\$15,744	-119
FY 2015-16	\$16,086	\$16,086	\$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.

The data shows that although Grambling State University realized a slight increase in its out-of-state enrollment from the 2014-2015 academic year to 2015-2016 by 27 students, we decreased in revenue tuition by \$550,369.

	Out-of-state			Out-of-state	
	<u>Enrollment</u>	<u>Amount</u>		<u>Enrollment</u>	<u>Amount</u>
<i>Fall 2014</i>	1,294	\$1,681,432	<i>Fall 2015</i>	1,218	\$1,272,804
<i>Spring 2015</i>	<u>1,163</u>	<u>\$1,389,589</u>	<i>Spring 2016</i>	<u>1,266</u>	<u>\$1,247,848</u>
TOTAL:	2,457	\$3,071,021	TOTAL:	2,484	\$2,520,652



a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	15	13	11	14	13	7	11
Course sections in English	10	10	5	10	10	6	6
Other developmental course sections	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>16</b>	<b>24</b>	<b>23</b>	<b>13</b>	<b>17</b>

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	419	320	300	433	419	137	148
Enrollment in dev English	168	141	81	220	197	51	82
Enrollment in other developmental courses	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>587</b>	<b>461</b>	<b>381</b>	<b>653</b>	<b>616</b>	<b>188</b>	<b>230</b>

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	1	1	1	1	0	0	0

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	71	56	27	27	0	0	0

**c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.**

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	9,902	10,902	12,083	13,610	14,970	15,744	16,086
Peer non-resident tuition/fees (full-time)	14,045	14,687	14,608	15,104	15,921	15,625	16,086
Percentage difference	-29.4%	-25.8%	-17.0%	-9.9%	-6.4%	0.8%	0%

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 12-13*</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># programs with Mandatory or Recommended accreditation status</b>	<b>35 (36)</b>	<b>31</b>	<b>31</b>	<b>27</b>
<b># having discipline accreditation</b>	<b>33 (35)</b>	<b>29</b>	<b>31</b>	<b>27</b>
<b>% accredited programs</b>	<b>94.3 (97.2)</b>	<b>93.5%</b>	<b>100.0%</b>	<b>100%</b>
<b>TARGET</b>	<b>90.3 (88.3 – 92.3)</b>	<b>90.3 (88.3 – 92.3)</b>	<b>90.3 (88.3 – 92.3)</b>	<b>90.3 (88.3 – 92.3)</b>
<b>Year 08-09</b>				
<b>Year 09-10</b>				
<b>Year 10-11</b>				
<b>Avg Prior Three Years</b>				
<b>Year 11-12</b>				
<b>Year 12-13</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

# **Organizational Data**

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

**In partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act  
Section 6**

**Grambling State University  
University of Louisiana System**

**April 14, 2016**

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 2015*

<b>Undergraduate headcount</b>	<b>3583</b>
<b>Graduate headcount</b>	<b>970</b>
<b>Total headcount</b>	<b>4553</b>

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

*Source: 2015-16 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

<b>Undergraduate FTE</b>	<b>3387.6</b>
<b>Graduate FTE</b>	<b>733.2</b>
<b>Total FTE</b>	<b>4120.7</b>

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2015. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

<b>Total Headcount Faculty</b>	<b>172</b>
<b>FTE Faculty</b>	<b>166.0</b>

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

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

*Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2015.*

<b>Undergraduate headcount enrollment</b>	<b>18404</b>
<b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b>	<b>727</b>
<b>Average undergraduate class size</b>	<b>25.3</b>

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

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

*Source: Budget Request information 2015-2016 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2015.*

<b>Total FTE enrollment</b>	<b>4120.7</b>
<b>FTE instructional faculty</b>	<b>166.0</b>
<b>Ratio of FTE students to FTE faculty</b>	<b>24.8</b>

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

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

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2015, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.*

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

**\*Interim Executive Dean for the College of Business position eliminated**

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

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

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**  
*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2015, EEO category = “1” (Executive, Administrative, Managerial) or “3” (Other professionals, support/service) and a Primary Function not equal to “IN” (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.*

<b>Name of Division</b>	<b>Number of Staff</b>	<b>FTE Staff</b>
<b>Division of Academic Affairs*</b>	<b>3</b>	<b>3</b>
<b>Division of Student Affairs*</b>	<b>5</b>	<b>5</b>
<b>Division of Advancement, Research, Economic Development**</b>	<b>4</b>	<b>4</b>
<b>Division of Finance and Administration</b>	<b>10</b>	<b>10</b>
<b>Division of Institutional Effectiveness and Enrollment Management***</b>	<b>5</b>	<b>5</b>
<b>Division of the President</b>	<b>5</b>	<b>5</b>

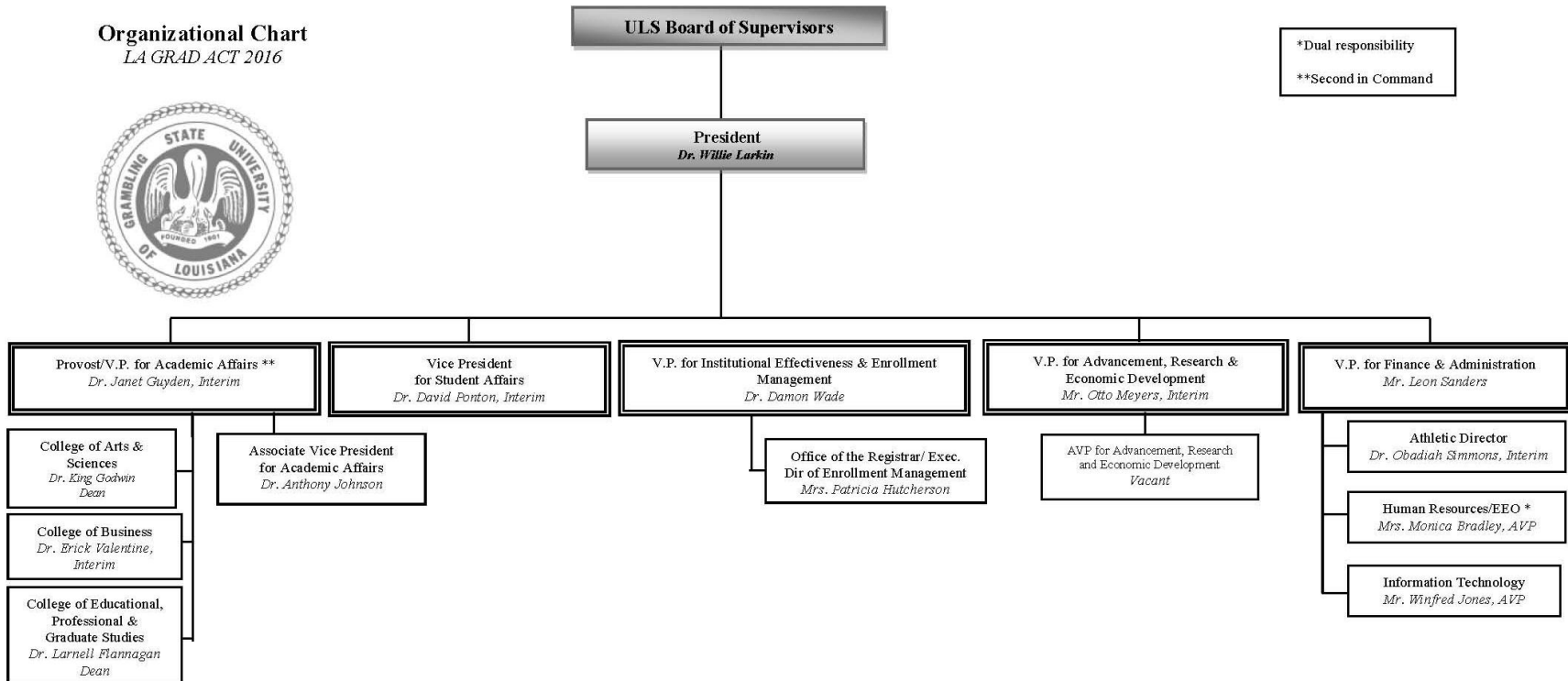
\*Realignment includes the separation of the Division of Student Affairs from the Division of Academic Affairs

\*\*Realignment for Division of Advancement—Title changed to the Division of Advancement, Research and Economic Development and responsibilities realigned

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



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



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

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

<b>Position</b>	<b>Total Base Salary, reported Fall 2008</b>	<b>Total Base Salary, reported Fall 2010</b>	<b>Total Base Salary, reported Fall 2011</b>	<b>Total Base Salary, reported Fall 2012</b>	<b>Total Base Salary, reported Fall 2013</b>	<b>Total Base Salary, reported Fall 2014</b>	<b>Total Base Salary Reported Fall 2015</b>
<b>President</b>	<b>\$200,000.00</b>	<b>\$200,000.00</b>	<b>\$200,000.00</b>	<b>\$200,000.00</b>	<b>\$200,000.00</b>	<b>\$200,000.00</b>	<b>\$250,000.00</b>
<b>Special Asst. to the President, Interim</b>						<b>Realignment/ New Position \$150,000.00</b>	<b>Vacant</b>
<b>Interim Athletic Director</b>	<b>125,000.00</b>	<b>125,000.00</b>	<b>125,000.00</b>	<b>125,000.00</b>	<b>\$120,000.00 Resignation and Appointment</b>	<b>Realignment \$135,000.00 Head Women's Basketball to Interim AD</b>	<b>\$120,000.00</b>
<b>Interim Provost and VP for Academic Affairs</b>	<b>\$170,000.00 Resignation</b>	<b>\$131,174.00 Interim Appt.</b>	<b>\$150,850.00 Appointment</b>	<b>\$150,850.00</b>	<b>\$150,850.00</b>	<b>\$145,000.00</b>	<b>\$145,000.00 Realignment. Separated Student Affairs from Academic Affairs</b>
<b>Interim Vice President for Student Affairs</b>	<b>\$128,000.00</b>	<b>\$128,000.00</b>	<b>\$128,000.00</b>	<b>\$128,000.00</b>	<b>\$128,000.00</b>	<b>Realignment -0-</b>	<b>\$100,000.00 Realignment. Separated Student Affairs from Academic Affairs</b>
<b>Dean of Student Activities</b>	<b>Title did not exist</b>	<b>Title did not exist</b>	<b>\$72,000.00 Title changed from Director of Student Services to Dean of Student Services</b>	<b>\$72,000.00</b>	<b>\$72,000.00 Realignment Dean of Students</b>	<b>-0- Realignment to Associate Vice President for Student Affairs(see below)</b>	<b>-0- Position Eliminated</b>

Associate VP for Student Affairs	Title did not exist	Title did not exist	Title did not exist	Title did not exist	Title did not exist	Realignment \$100,000.00	-0- Positions Eliminated
Dean of the College of Arts and Sciences	\$109,312.00 Reassignment as Interim Provost	\$102,400.00 Reassignment as Interim Dean	\$102,400.00	\$102,400.00	Resignation and Reassignment of New Interim Dean \$104,400.00	\$120,000.00 Interim to Regular Appointment	\$120,000.00 Regular Appointment
Dean of the College of Business	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00	Vacant	\$125,000.00 Regular Appointment	\$125,000.00 Regular Appointment
Dean of the College of Education	\$105,000.00	\$105,000.00	\$105,000.00	\$125,000.00 Resignation/Vacant/ Appointment	\$125,000.00	Realignment \$130,000.00 College of Education-Merged with the College of Professional Studies and Graduate School	\$130,000.00 Realignment
Dean of the College of Professional Studies	\$108,000.00	\$108,000.00	\$108,000.00	\$108,000.00	Realignment-Position Eliminated College of Professional Studies merged with Graduate Studies to become the College of Professional and Graduate Studies	-0- Realignment	-0- Realignment
Dean of Graduate Studies/AVP for Research	\$101,422.00	\$101,422.00	\$101,422.00	\$101,422.00	\$101,422.00 Realignment-College of Graduate and Professional Studies	-0- Realignment	-0- Realignment



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

Expenditures by Function	Amount	Percentage
Instruction	\$ 21,191,675	43.7%
Research	\$ 17,024	0.0%
Public Service	\$ -	0.0%
Academic Support	\$ 4,095,453	8.4%
Student Services	\$ 2,447,833	5.0%
Institutional Services	\$ 9,358,620	19.3%
Scholarships/Fellowships	\$ 2,867,160	5.9%
Plant Operations/Maintenance	\$ 6,656,739	13.7%
Total E&G Expenditures	\$ 46,634,504	96.2%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 1,851,200	3.8%
Other	\$ -	0.0%
Total Expenditures	\$ 48,485,704	100.0%

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

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

Average yearly cost of attendance	On Campus	Off-Campus
2014-2015 – In-State	\$23,521	\$24,116
2014-2015 – Out-of-State	\$33,460	\$34,026

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

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is  $\geq 10$  for the Baccalaureate degree for 4-year universities

Average time to degree	5.4
------------------------	-----

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	\$3,018
-----------------------	---------

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	\$93,568,259
--------------------	--------------