Northwestern State University of Louisiana
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,
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1. STUDENT SUCCESS

• An explanation for any targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

Not Applicable.

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

Northwestern implemented/continued the following student success initiatives in 2015-16:
- Northwestern established an Academic Success Center in Watson Library to serve all students with needs for tutoring, general and career advising. This fall the Center began its Supplemental Instruction Program (SI), identifying specific chemistry, physics, and general science courses as pilot programs. Engineering Technology joined the SI program this spring.
- The Academic Success Center implemented Academic Success Workshops beginning in Spring 2016, with topics including study skills, time management, and learning strategies.
- The University's Academic Advising Center relocated its offices from Kyser Hall to the Family and Consumer Sciences building, which provided them a much more conducive environment to meet student needs. Additionally, the building is in the center of campus, which improves its accessibility and visibility.
- Northwestern continued to assign mentor/advisors to all entering freshmen and to implement early warning systems such as five-week grades for freshman students and eight-week grades for all students.
- Midterm grade reports were created and e-mailed to all undergraduate students.
- All entering students are required to enroll in UNIV 1000 which provides an orientation to University life.
- Northwestern tracks all non-returning students to ascertain why they are not returning. These data are being used in retention analysis and have given the University a chance to identify those areas where faculty and staff can assist students in returning. Data also has revealed reasons for non-return that are out of the University's control.
- Northwestern continues to expand its commitment to academic advising by hosting professional development workshops for faculty and staff advisors. Professional development days were held in both the Fall and Spring during on-call weeks.
- Advisors have implemented an enhanced advising system whereby at-risk students are contacted often by academic advisors and/or department heads to offer appropriate academic support or counseling. Additionally, several departments have expanded their advising and mentoring processes, including teacher education, creative and performing arts, engineering technology, nursing, and general studies.
- Northwestern currently offers academic support for all courses. Two particular tutoring sites have garnered external funding from the Board of Regents Support Fund and from Title III—The Experiential Mathematics Lab and The Learning Center for Nursing and Allied Health Majors. Creative and Performing Arts, and Psychology have also enhanced and expanded tutoring.
- In 2015-2016, Northwestern offered dual enrollment courses throughout the state to students enrolled at 56 high schools (2,313 duplicated student enrollments). Courses were offered at high school campuses, online, and on Northwestern's campus.

- During 2015-16, Northwestern continued to work with K-12 teachers in Louisiana through Project Lead the Way (PLTW) and the NSU-Writing Project (NSUWP) to provide professional development.
- Departments implemented an array of collaborative endeavors with K-12 partnership schools during this reporting period.
- Over the 2014-15 academic year, the Retention Committee revised and updated the retention plan to better align the University's goals. The new plan was introduced in August 2015.
- All units adhere to standardized reporting and assessment responsibilities in regards to their individualized retention efforts. A retention coordinator monitors the units to ensure compliance with the retention plan and assists units with any difficulties the unit is having with the retention plan.
- The Gallaspy College of Education and Human Development offers PRAXIS I test preparation seminars during the fall, spring, and summer semesters.
- The University hosted numerous cultural events to the student body and the Natchitoches community ranging from theatrical productions, literary readings, distinguished lectures, a statewide Folk Festival, an Indian Basket Day, and an NSU at Sci-Port Day, to name a few.
- The University hosted its annual Research Day highlighting research by both faculty and students. Participation in Research Day as presenters and attendees continues to grow.
- College of Nursing students are given specialized training in preparation for the RN-NCLEX exam, and the College is now offering third party preparation programs (i.e. Hurst Review) for recent nursing graduates who are preparing for the exam.

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

The University has developed internal assessment pieces to ensure that retention programs are functioning in an effective manner. These data are tracked and reviewed several times per year. Assessment of effectiveness is measured by the number of students who retain from the first semester to the second. Each student who did not return is contacted about why s/he did not return. A process in the system allows these contacts to be centralized and accessible through the University's student records portal (Degree Works). These responses are reviewed regularly in order to make improvements to retention rates. Responses are reviewed for both spring-to-fall non-returners and fall-to-spring non-returners.

• Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

Northwestern monitors students across time through a variety of institutional research reports and contacts with advisors/mentors/department heads.
- Each semester, a report is generated which lists students who have not re-enrolled at Northwestern. Students who have not registered are contacted by advisors and department heads and a series of questions are asked about their non-enrollment. The answers to these questions are either entered in the Banner system or sent to Institutional Research where they are collated and compiled.
- Students who have not pre-enrolled for the coming semester are contacted during the fall or spring semesters to remind them to re-enroll.
- Students who stop out are contacted about re-enrollment during each registration cycle. This material is tracked and examined to ascertain roadblocks to re-enrollment.

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

Northwestern shared two reports with high schools this academic year. These reports help high schools track success in Early Start-Dual Enrollment courses and indicate data about college matriculation.

- **Early Start Reports:** The Office of Institutional Research provides the Office of the Carl D. Perkins Program (which helps oversee dual enrollment) with a feedback report for all partner high schools for whom Northwestern offered a dual enrollment course. The current report template contains information regarding student enrollment, enrolled semester credit hours (SCHs), completed SCHs, and matriculation of former dual enrolled students to Northwestern. Currently, no known feedback has been received requesting additions or changes to the report.

- **Matriculation and Performance Reports:** Further, the Office of Institutional Research provides the Division of External Affairs with high school feedback reports for all high schools with an entering class of fifteen or more students. The current report template contains information regarding dual enrollment as well as data for the entering student class. Currently, no known feedback has been received requesting additions or changes to the report.

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	1184	1238	1068	1144	1287	1160	1137
# Retained to 2nd Fall semester	804	871	721	768	914	791	808
Rate	67.9%	70.4%	67.5%	67.1%	71.0%	68.2%	71.1%
Target		70.5% (68.5% - 72.5%)	70.5% (68.5% - 72.5%)	70.5% (68.5% - 72.5%)	71.6% (69.6% - 73.6%)	71.6% (69.6% - 73.6%)	72.6% (70.6% - 74.6%)
Actual Fall 06 to Fall 07 /Fall 07 to Fall 08/Fall 08 to Fall 09			65.7%	67.6%		70.4%	
Actual Fall 07 to Fall 08/Fall 08 to Fall 09/Fall 09 to Fall 10			67.6%	67.9%		67.5%	
Actual Fall 08 to Fall 09/Fall 09 to Fall 10/Fall 10 to Fall 11			67.9%	70.4%		67.1%	
Avg of Prior Three Years			67.1%	68.6%		68.4%	
Actual Fall 09 to Fall 10/Fall 10 to Fall 11/Fall 11 to Fall 12			70.4%	67.5%		71.0%	
Actual Fall 10 to Fall 11/ Fall 11 to Fall 12/Fall 12 to Fall 13			67.5%	67.1%		68.2%	
Avg of Most Recent Two Yrs			69.0%	67.3%		69.7%	
Target Met?		YES	YES	NO	YES	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	1283	1184	1238	1068	1144	1287	1160
# Retained to 3rd Fall semester	680	638	685	587	592	752	668
Rate	53.0%	53.9%	55.3%	55.0%	51.7%	58.4%	57.6%
Target		53.4% (51.4% - 54.0%)	53.4% (51.4% - 54.0%)	53.4% (51.4% - 54.0%)	54.7% (52.7% - 55.0%)	55.7% (53.7% - 57.7%)	55.7% (53.7% - 57.7%)
Actual Fall 05 to Fall 07/Fall 06 to Fall 08/Fall 07 to Fall 09					53.0%		
Actual Fall 06 to Fall 08/Fall 07 to Fall 09/Fall 08 to Fall 10					53.9%		
Actual Fall 07 to Fall 09/Fall 08 to Fall 10/Fall 09 to Fall 11					55.3%		
Avg of Prior Three Years					54.1%		
Actual Fall 08 to Fall 10/Fall 09 to Fall 11/Fall 10 to Fall 12					55.0%		
Actual Fall 09 to Fall 11/Fall 10 to Fall 12/Fall 11 to Fall 13					51.7%		
Avg of Most Recent Two Yrs					53.4%		
Target Met?		YES	YES	YES	NO	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	**1875**	**1826**	**1793**	**1417**	**1324**	**1281**	**1183**
# Graduated within 150% of time	**527**	**539**	**486**	**479**	**462**	**479**	**447**
Rate	**28.1%**	**29.5%**	**27.1%**	**33.8%**	**34.9%**	**37.4%**	**37.8%**
Target		**28.0% (26.0% - 30.0%)**	**28.0% (26.0% - 30.0%)**	**32.0% (30.0% - 34.0%)**	**34.0% (32.0% - 36.0%)**	**35.0% (33.0% - 37.0%)**	**36.0% (34.0% - 38.0%)**
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**	**YES**	**YES**	**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	7,150	7,305	7,223	7,158	7,082	6,745	6,603
Expected # of Awards*	1,788	1,826	1,806	1,790	1,771	1,686	1,651
# Awards	1,364	1,369	1,870	2,009	1,514	1,452	1,386
Ratio of Awards/ FTE	.1908	.1874	.2589	.2807	.2137	.2153	.2099
Award Productivity*	76.3%	75.0%	103.6%	112.3%	85.5%	86.1%	83.95%
Target		75.0% (73.0% - 77.0%)	76.0% (74.0% - 78.0%)	77.0% (75.0% - 79.0%	78.0% (76.0% - 80.0%	79.0% (77.0% - 81.0%)	80.0% (78.0% - 82.0%)
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	YES	YES	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)	151	85	75	78	76	95	64
# Admitted by Exception	32	20	11	2	4	5	6
Rate	21.2%	23.5%	14.7%	2.6%	5.3%	5.3%	9.4%
# in Freshmen Admitted (Fall)	1241	1079	1165	1303	1164	1111	1194
# Admitted by Exception	97	94	91	64	92	95	69
Rate	7.8%	8.7%	7.8%	4.9%	7.9%	8.6%	5.8%
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	121	125	80	106	108	46	101
# Admitted by Exception	19	16	14	14	8	4	8
Rate	15.7%	12.9%	17.5%	13.2%	7.4%	8.7%	7.9%
# in Freshmen Admitted (Total)	1513	1289	1320	1487	1348	1252	1359
# Admitted by Exception	148	130	116	80	104	104	83
Rate	9.8%	10.1%	8.8%	5.4%	7.7%	8.3%	6.1%

*Please note these rates are based on number of exceptions in the same semester while the actual admission standard states the exceptions are to be a percentage of the previous year's cohort (which would also include the first-time sophomores who are not included in this table).

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	1052	1076	1077	1062	1104	1034	1057
% Change		2.3%	2.4%	1.0%	4.9%	-1.7%	0.5%
Target		2.3%	-0.7% (-2.7% to 1.3%)	-0.6% (-2.6% to 1.4%)	-0.5% (-2.5% to 1.5%)	-0.2% (-2.2% to 1.8%)	0.0% (-2.0% to 2.0%)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	0	0	57	56	60	50	53
% Change		0.0%	5600.0%	5500.0%	5900.0%	4900%	5200%
Target		0.0%	5800.0% (5600.0% - 6200.0%	5800.0% (5600.0% - 6200.0%)	5800.0% (5600.0% - 6200.0%)	5800.0% (5600.0% - 6200.0%)	5800.0% (5600.0% - 6200.0%)

	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
Total, Undergraduate Completers	1052	1076	1134	1118	1164	1084	1110
% Change		2.3%	7.8%	6.3%	10.6%	3.0%	5.5%
Target		2.3%	4.9% (1104) (2.9% - 6.9%)	5.0% (1105) (3.0% - 7.0%)	5.1% (1106) (3.1% - 7.1%)	5.4% (1109) (3.4% - 7.4%)	5.6% (1111) (3.6% - 7.6%)
Actual AY 06-07						2.3%	
Actual AY 07-08						7.8%	
Actual AY 08-09						6.3%	
Avg of Prior Three Years						5.4%	
Actual AY 09-10						10.6%	
Actual AY 10-11						3.0%	
Avg of Most Recent Two Yrs						6.8%	
Target Met?		YES	YES	YES	YES	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	230	224	249	256	280	277	252
% Change		-2.6%	8.3%	11.3%	21.7%	20.4%	9.6%
Target		-2.6%	0.3% (-1.7% to 2.2%)	1.6% (-0.4% to 3.5%)	0.7% (-1.3% to 2.6%)	2.0% (0.0% to 4.0%)	2.0% (0.0% to 4.0%)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Masters	0	0	5	8	7	11	5
% Change		0.0%	400.0%	700.0%	600.0%	1000.0%	400.0%
Target		0.0%	200.0% (0.0% to 400.0%)	200.0% (0.0% to 400.0%	200.0% (0.0% to 400.0%	200.0% (0.0% to 400.0%	200.0% (0.0% to 400.0%

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Specialists	20	15	13	8	14	13	7
% Change		-25.0%	-35.0%	-60.0%	-30.0%	-35.0%	-65.0%
Target		-25.0%	-20.0% (-25.0% to -15.0%)	-20.0% (-25.0% to -15.0%)	-20.0% (-25.0% to -15.0%)	-10.0% (-20.0% to 0.0%)	-10.0% (-20.0% to 0.0%)

	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
Total, Graduate Completers	250	239	267	272	301	301	264
% Change		-4.4%	6.8%	8.8%	20.4%	20.4%	5.6%
Target		-4.4%	0.0% (250) (-2.0% to 2.0%)	1.2% (253) (-0.8% to 3.2%)	0.4% (251) (-1.6% to 2.4%)	2.4% (256) (0.4% to 4.4%)	2.4% (256) (0.4% to 4.4%)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES	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, TOTAL All Degrees	1302	1315	1401	1390	1465	1385	1374
% Change from baseline		1.0%	7.6%	6.8%	12.5%	6.4%	5.5%

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	5	3	5	4	1	5	2
Fall	547	593	660	627	666	747	978
Winter							
Spring	562	522	603	572	632	738	913
TOTAL	1,114	1,118	1,268	1,203	1,299	1,490	1,893

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	15	13	21	18	3	26	6
Fall	2,511	2,539	2,975	2,928	3,041	3,626	4,732
Winter							
Spring	2,456	2,309	2,704	2,544	2,821	3,594	4,439
TOTAL	4,982	4,861	5,700	5,490	5,865	7,246	9,177

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	12	13	21	18	3	26	6
Fall	2,487*	2,497	2,942	2,883	2,953	3,571	4,642
Winter							
Spring	2,414	2,297	2,626	2,520	2,715	3,462	4,337
TOTAL	4,913	4,807	5,589	5,421	5,671	7,059	8,985

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

1.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**
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)	Louisiana State Board of Nursing	94.4%	CY2014	39	38	97.43%
Nursing (RN)	NCLEX-RN (Associate)	Louisiana State Board of Nursing	83.07%	CY2015	162	148	91.4%
Radiologic Sciences	American Registry of Radiologic Technologists (AART) Exam in Radiography	Louisiana State Radiologic Technology Board of Examiners	95.8%	CY2015	24	20	83.33%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	87.5%	CY2015	4	2	50.0%

*Most Recent Year = most recent year's data published by entity that grants licensure/certification
**Calculated Passage Rate = # students who met standards for passage/# students who took exam

1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**10-11**	**11-12**	**12-13**	**13-14**
Number of students who took exams	100	98	136	98
Number of students who met standards for passage	100	98	136	98
Calculated Passage rate	100.0%	100.0%	100.0%	100.0%
Target	**100.0% (98.0% - 100.0%)**	**100.0% (98.0% - 100.0%)**	**100.0% (98.0% - 100.0%)**	**100.0% (98.0% - 100.0%)**
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	**YES**	**YES**	**YES**	**YES**

1.d.i.d. Passage rate on licensure exam in Nursing (NCLEX-RN); licensure granted by Louisiana State Board of Nursing (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	CY 11	CY 12	CY 13	CY 14
Number of students who took exams	95	128	141	140
Number of students who met standards for passage	92	121	127	127
Calculated Passage rate	96.8%	94.5%	90.1%	90.7%
Target	92.0% (90.0% - 94.0%)	92.0% (90.0% - 94.0%)	92.0% (90.0% - 94.0%)	92.0% (90.0% - 94.0%)
Actual Year 07				
Actual Year 08				
Actual Year 09				
Avg of Prior Three Years				
Actual 10				
Actual 11				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES	YES	YES

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.**

Northwestern works diligently to ensure a smooth transfer process for students:
- Information about transferring to Northwestern is prominently displayed on the transfer admission site so that students can easily identify the procedures to follow during the transfer process.
- Northwestern has created a comprehensive transfer admission guide which contains articulation agreement information and course crosswalks for students to use as a guide.
- Northwestern releases a weekly report to the academic units showing all the students awarded transfer credit within the previous week. This report allows unit heads to look at the transfer credit and ensure students are receiving all the credit they should receive.
- Northwestern continues its outreach to all community colleges for the establishment of articulation agreements that allow two-year graduates a seamless transition to four-year degree programs.   The Office the Registrar maintains a current list of active articulation agreements.
- Northwestern has continued to formulate degree programs which can be delivered electronically so as to accommodate place-bound transfer students. Additionally, several on-line degree and certificate programs are in various stages of governing board(s) approvals. For example, during the past academic year, the University offered for the first time its Bachelor of Applied Sciences in Resource Management, and today includes six concentrations that are interdisciplinary

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

Northwestern engaged an independent evaluator to review the community college transfer process and Northwestern's responsiveness and assessment of services to these students. This study has been shared with the University administration, and new procedures are under consideration to enhance community college transfer. Efforts associated with programs such as the BPCC-NSU Title III grant have expanded the University's ability to recruit/retain transfer students.

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

  - All students who earn a 2.25 GPA or less are directed to see their academic advisor to ensure their GPA does not continue to decline. An account hold is placed on these students' records to ensure compliance. These students are referred to support services, counseling, or academic skills services. Advisors follow up with these students to monitor their success. These students and their progress are tracked by Institutional Research and by staff in the Academic Advising Center.
  - Department heads and directors report their activities regarding transfer agreements and community college partnerships in Task Stream.
  - The University maintains a community college transfer website and transfer guide to assist students.

- **Development/use of agreements/external feedback reports during the reporting year.**
Northwestern worked closely with LCTCS officials this year by formulating articulation agreements, hosting meetings between Northwestern and Community College faculty and staff, and by meeting with administrators to plan future collaborative endeavors:
  - The community colleges receive a feedback report regarding the number of their students enrolled at Northwestern, and Dr. Neil Matkin at LCTCS is also given a summary report for the LCTCS system.
  - Northwestern currently has over eighty active 2+2 articulation agreements. In addition, Northwestern continues to actively pursue another fifteen (approximately) agreements with various community colleges and universities.

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

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

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled	**763**	**942**	**970**	**830**	**745**	**653**	**602**
# retained to next Fall semester	**458**	**545**	**611**	**561**	**471**	**469**	**406**
Rate	**60.0%**	**57.9%**	**63.0%**	**67.6%**	**63.2%**	**71.8%**	**67.4%**

*No exclusions were made for death or military leave.
**Prior to Year 3, both Summer transfers and students in supplementary terms in Fall and Spring were included.
***The # retained to next Fall semester in AY 08-09 includes 7 students who graduated and did not return as well as 4 more students who both graduated and returned.
****The #retained to next Fall semester in AY 09-10 includes 7 students who graduated and did not return as well as 3 more students who both graduated and returned.
*****The # retained to next Fall semester in AY 10-11 includes 13 students who graduated and did not return as well as 6 more students who both graduated and returned.
******The # retained to next Fall semester in AY 11-12 includes 6 students who graduated and did not return as well as 1 more student who both graduated and returned. The Board of Regents will only show 3 students who graduated and did not return as 3 of the 6 students graduated in Summer 2012 and have not been submitted to the Board of Regents as of this report creation. These 3 Summer 2012 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.
*******The # retained to next Fall semester in AY 12-13 includes 6 students who graduated and did not return as well as 2 more students who both graduated and returned. The Board of Regents will only show 4 students who graduated and did not return as 2 of the 6 students graduated in Summer 2013 and have not been submitted to the Board of Regents as of this report creation. These 2 Summer 2013 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.
********The # retained to next Fall semester in AY 13-14 includes 4 students who graduated and did not return as well as 2 more students who both graduated and returned. The Board of Regents will only show 2 students who graduated and did not return as 2 of the 4 students graduated in Summer 2014 and have not been submitted to the Board of Regents as of this report creation. These 2 Summer 2014 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.
*********The # retained to next Fall semester in AY 14-15 includes 7 students who graduated and did not return as well as 3 more students who both graduated and returned. The Board of Regents will only show 3 students who graduated and did not return as 4 of the 7 students graduated in Summer 2015 and have not been submitted to the Board of Regents as of this report creation. These 4 Summer 2015 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.

*This table includes baccalaureate degree-seeking transfer students only who were enrolled at the fall/spring census dates.

2.a.i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry (as identified in SSPS) (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled in the academic year	364	281	298	276
# retained to the next Fall semester	268	196	230	202
Rate	**73.6%**	**69.8%**	**77.2%**	**73.2%**
Target	**68.1% (66.1% - 70.1%)**	**68.3% (66.3% - 70.3%**	**68.4% (66.4% - 70.4%)**	**68.5% (66.5% - 70.5%)**
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**	**YES**	**YES**

*This table includes full-time baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry only who were enrolled at the fall/spring census.

**No exclusions were made for death or military leave.

***The # retained to next Fall semester in AY 11-12 includes 4 students who graduated and did not return as well as 1 more student who both graduated and returned. The Board of Regents will only show 2 students who graduated and did not return as 2 of the 4 students graduated in Summer 2012 and have not been submitted to the Board of Regents as of this report creation. These 2 Summer 2012 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.

****The # retained to next Fall semester in AY 12-13 includes 4 students who graduated an did not return as well as 1 more student who both graduated and returned. The Board of Regents will only show 3 students who graduated and did not return as 1 of the 4 students graduated in Summer 2013 and has not been submitted to the Board of Regents as of this report creation. This 1 Summer 2013 graduate explains the difference between these reported numbers and the numbers sent out by the Board of Regents.

*****The # retained to next Fall semester in AY 13-14 includes 1 student who graduated and did not return as well as 2 more students who both graduated and returned. The Board of Regents will not show any students who graduated and did not return as this student graduated in Summer 2014 and has not been submitted to the Board of Regents as of this report creation. This 1 Summer 2014 graduate explains the difference between these reported numbers and the numbers sent out by the Board of Regents.

******The # retained to next Fall semester in AY 14-15 includes 5 students who graduated and did not return as well as 2 more students who both graduated and returned. The Board of Regents will only show 3 students who graduated and did not return as 2 of the 5 students graduated in Summer 2015 and has not been submitted to the Board of Regents as of this report creation. These 2 Summer 2015 graduates explain the difference between these reported numbers and the numbers sent out by the Board of Regents.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1008	1039	1034	1009	1063	990	1,014
# who began as transfers	442	489	427	443	489	442	466
Percentage who began as transfers	43.8%	47.1%	41.3%	43.9%	46.0%	44.6%	46.0%

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	233	219	235	217	168	154	150
# Admitted by Exception	18	13	11	13	5	5	9
Rate	7.7%	5.9%	4.7%	6.0%	3.0%	3.2%	6.0%
# Transfers Admitted (Fall)	666	682	732	630	513	465	571
# Admitted by Exception	70	50	65	82	36	24	36
Rate	10.5%	7.3%	8.9%	13.0%	7.0%	5.2%	6.3%
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	433	420	417	379	339	315	412
# Admitted by Exception	39	43	36*	29	7	14	17
Rate	9.0%	10.2%	8.6%*	7.7%	2.0%	4.4%	4.1%
# Transfers Admitted (TOTAL)	1332	1321	1384	1226	1020	934	1133
# Admitted by Exception	127	106	112	124	48	43	62
Rate	9.5%	8.0%	8.1%	10.1%	4.7%	4.6%	5.5%

*Please note these rates are based on number of exceptions in the same semester while the actual admission standard states the exceptions are to be a percentage of the previous year's cohort.

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	85**	150***	134****	171	127	128	141
# retained to next Fall semester	56	96	80	116	81	85	89
Rate	65.9%	64.0%	59.7%	67.8%	63.8%	66.4%	63.1%

*No exclusions were made for death or military leave.
**The # retained to next Fall semester in AY 08-09 includes 1 student who both graduated and returned.
***The # retained to next Fall semester in AY 09-10 includes 2 students who graduated and did not return.
****The # retained to next Fall semester in AY 10-11 includes 3 students who graduated and did not return.
*****The # retained to next Fall semester in AY 12-13 includes 1 student who graduated and did not return as well as 2 students who both graduated and returned.
*****The # retained to next Fall semester in AY 13-14 includes only students retained to the next Fall semester because none of the students in the cohort graduated.
*****The # retained to next Fall semester in AY 14-15s includes 3 students who graduated and did not return as well as 1 student who both graduated and returned.

NOTE: While 2.a.i.a and 2.a.i.b are only as of the fall and spring census date, 2.b.i. includes summer and the non-census date supplemental sessions.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of bacc completers	1052	1076	1077	1062	1104	1034	1057
# who began as transfers w assoc degree	42	53	63	64	79	80	94
Percentage who began as transfers w assoc degree	4.0%	4.9%	5.8%	6.0%	7.2%	7.7%	8.9%

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	519	438	476	494	170	782	141

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Northwestern conducts yearly program review which examines programs in terms of productivity and connection to workforce:
- All programs at Northwestern are reviewed by a Program Review Committee (PRC). The PRC convenes annually, and the members diligently examine all academic programs.
- Rather than showing the mapping of degrees and careers in an Excel spreadsheet as was provided in the past, users can now find the connections between the degrees offered and regional and/or state workforce needs via the Louisiana Workforce Commission.
- The University President, and the Provost met regularly with Louisiana Economic Development representatives and Louisiana Workforce Commission staff.

- **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.**

Northwestern strives to ensure that students who graduate are work-force ready. To this end, the University continually reviews degree programs to ensure that students will develop skills needed to meet the needs of the workforce.
- As new programs are planned, departments continue to submit degree/certificate programs that align with workforce assessments that reflect occupational forecasts for the region
- English faculty recently received approval to offer a graduate certificate in writing for business, industry and technology.
- In Fall 2014, the College of Nursing admitted the first cohort of 18 DNP students, who were all masters prepared, advanced practice registered nurses.
    - o In 2015, the College of Nursing successfully completed site visits of the DNP program through state (Louisiana State Board of Nursing), regional (SACSCOC), and national nursing (CCNE) accrediting bodies. This was in response to the need for nurse practitioners prepared to care for an aging population.
    - o Due to the forecasting provided by the Louisiana Workforce Commission, and specifically the Statewide Nursing Supply and Demand Commission, the Institute of Medicine report, and community workforce development advisory council meeting, the CON added an additional concentration to the DNP program, which prepares masters prepared nurse managers, who are not advanced practice registered nurses to become organizational and systems leaders.
    - o A new concentration, Organizational-Systems Leadership, was submitted to the LSBN and CCNE as substantive changes to the DNP program with the first cohort planned to be admitted in Fall, 2016.
- In addition, the College of Nursing developed a proposal to offer a doctor of nursing practice (DNP) for master's prepared licensed nurse practitioners. The proposal was approved for offering by SACSCOC and the Louisiana Board of Regents in 2014. The first cohort was admitted Fall 2014 with an anticipated graduation date of August 2016. Again, this addition was in keeping with the national movement to prepare nurse leaders who are also practitioners in health care.

- In response to the University plan to add an interdisciplinary degree incorporating CIS/EET/IET/CAPA, the Computer Information Systems area offers a new concentration in Web development.
- Computer Information Systems offers two new concentrations: (1) Applications Development and (2) Networking and Systems Management. Several courses were also added to the curriculum: CIS 1015 (Introduction to Computer Information Systems), CIS 4060 (Mobile Applications Development), CIS 4070 (Data Analytics), and CIS 4080 (Cloud Computing). Both the concentrations and the courses were added based on trends in the field and the desire to better meet industry needs.
- The Department of Mathematics created a new Actuarial Mathematics concentration for the BS in Mathematics. This new concentration already has firms willing to provide internship experiences. This concentration will allow Northwestern to apply for listing as an introductory undergraduate program with the Society of Actuaries. Employment in this field was predicted to increase over 20% in the decade from 2008-2018.
- All departments offering degree programs have now developed advisory councils that meet either via conference call or face-to-face each year or more frequently as needed to ensure that Northwestern produces graduates who meet the needs of the workforce.
- The Gallaspy College of Education and Human Development developed a proposal to offer a doctor of education degree in Adult Learning and Leadership. The degree is for students who intend to pursue or advance their careers in the professional practice of adult learning or post-secondary leadership at the community college level. The doctor of education is a practitioner degree. The proposal was approved by the University of Louisiana System in November 2015 and the Louisiana Board of Regents in March 2016.

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

Northwestern has worked closely with business and industry to assist with matters pertaining to technology and administration.
- For example, the School of Business holds the annual J. Walter Porter Forum every year where business and industry are invited to be featured speakers and students and the community are invited to attend.
- In Fall 2015, Computer Information Systems signed a cooperative endeavor agreement with the State of Louisiana Department of Economic Development and CSRA to enhance the number of enrollments and graduates in Computer Information Systems. This endeavor will also lead to closer collaboration between the institution and industry.
- Several departments from NSU represented Cenla during "The Summit on the Future of Higher Education in Central Louisiana". President Henderson was a keynote speaker at the event and discussed new, realigned and developing programs at NSU that target workforce needs, including programs in engineering technology, CIS, environmental sciences and news media and communication. He also talked about post-baccalaureate certifications for industry professionals.
- On the advice of the University's Advisory Council in Communications, a new concentrations in New Media, Journalism, and Communication Arts was developed.
- College of Nursing faculty have participated in several programs in conjunction with the Louisiana Action Coalition (LAC). The dean has participated on regional and statewide LAC panels.
- Career and Counseling Services hosted both a job fair and a teacher job fair.
- The College of Nursing participated in a large number of sessions with Global Health in order to establish the new partnership between Global Health and Northwestern State.

- Overall, departments have engaged in many different activities with business and industry.
- Jason Parks, CenLa Campuses Executive Director, who has a well-developed background in workforce development, has worked with the Provost, Unit Heads, and others to help better connect workforce practices and needs to University programs.

Dr. Henderson, Dr. Abney, Dr. Williams, Dr. Clawson, and Mr. Parks have worked with the Central Louisiana Economic Development Alliance, the North Louisiana Economic Partnership, Shreveport Bossier Business Alliance, various Chambers of Commerce, and the BOR Workforce Commission. The North Louisiana Manufacturing Managers Council convened at Northwestern to work to enhance Northwestern's role in the Manufacturing industry.

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

Northwestern State received the Employment Outcomes Report from the Board of Regents and analyzed it to see how its graduates were performing. In looking at the report for 10-11, 11-12, 12-13, and 13-14 the University notes 49.6%, 63.9%, 63.7% and 63.7% of their completers were employed in the second quarter following graduation in Louisiana. Masters' completers had the highest employment rate. The second quarter wages also indicated the following average salaries: $33,176 (10-11), $37,172 (11-12), $37,456 (12-13) and $35,000 (13-14). The Excel worksheets allow the University to drill down and look at average wages by CIP code, degree level, etc.

Northwestern employs a number of methods to track students into the workforce. In the semester of graduation, students fill out the Graduating Senior Survey. Of those who responded, 85.9% indicated they will be pursuing employment. In addition, 44% of respondents indicated they will pursue graduate study.

Northwestern also creates an annual/biannual report for the various academic departments tracking where their baccalaureate graduates have pursued further education. This report is based on information obtained from the National Student Clearinghouse. While students cannot always be 100% identified as pursuing graduate study, the information does allow department heads/directors an idea of the percentage of students receiving further education as well as where the students receive that education.

The Board of Regents' Employment Outcomes Report supports the need for postsecondary education to produce a more educated workforce. Northwestern supports the goal of expanding the number of completers in postsecondary education and, thus, expanding the number of qualified members of the workforce.

In one example of tracking students, the nursing area sends surveys to their graduates at one year post graduation in addition to seeing them often in their clinical locations. The nursing area also conducts an employer survey. Other departments conduct their own tracking of students.

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

  - The University continued its implementation of Banner Student which provides a new hardware and software interface for student registration, financial aid, and accounts receivable. The continued implementation of Banner will have a significant impact on day to day operations. The impact of this initiative has resulted in significant enhancements to processes for admissions, registration, accounts receivable, and financial aid. Enhancements to infrastructure were included to meet the needs of the software. Faculty and staff have been involved in an on-going professional development effort to include structured sessions provided by Ellucian staff as well as informal "just in time" training opportunities.
  - Through its office of Electronic and Continuing Education, the University has developed a comprehensive professional development program for faculty and staff that includes learning the basics of Microsoft operations to more in-depth preparation in instructional design, online pedagogy, and eLearning course development. To date, 15 sessions have been provided, and 395 faculty/staff have participated with a total session enrollment of 428. This report represents a decrease in the number of sessions but a significant increase in the number of faculty/staff participants due to the implementation of a new professional development program. The University continues to refine its use of a comprehensive lecture capture video system that allows faculty to record lectures or other content as a means of enhancing online and face to face courses.
  - The University continued to offer its strong distance education program. In AY 2014-2015, 600 courses were offered, and the number of sections offered was 1,730.
  - Northwestern continues to pioneer new online courses and degree programs. Some new programs made available in 2014-2015 include the Master of Science in Nursing: Concentration in Nurse Educator, Concentration in Nurse Administrator, Concentration in Family Nurse Practitioner, Concentration in Women's Health Nurse Practitioner, and Concentration in Primary Care Pediatric Nurse Practitioner. Also added to the list of new programs was the Doctor of Nursing Practice (DNP).

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	0	10*	8**	3***	0	0	1****

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

**The BA in English Education, BA in Social Studies Education, BS in Biology Education, BS in Business Education, BS in Family and Consumer Sciences Education, BS in Mathematics Education, BS in Middle School Education, and BS in Speech Education

***The AA in Criminal Justice, AD in Business Administration, and AS in Electronics Technology

****The BA in Organizational Leadership

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

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

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

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

***The BAS in Allied Health, BS in Physical Science, BS in Secondary Education and Teaching, MS in Homeland Security, PBC in Educational Diagnostician, and PMC in Level 1 Educational Leadership – Alternate Pathway. The MA in School Counseling became the MA in Counseling. The MA in Student Personnel Services became the MA in Student Affairs in Higher Education.

****The BA in Organizational Leadership, the GC in TESOL, and the PBC in English as a Second Language.

*****The PMC in Global Security and Intelligence and the PBC in Reading Specialist

******The PBC in Quality Control, the GC in Writing for Business, Industry & Technology, the BAS in Resource Management, the PMC in Family Nurse Practitioner, the PBC in Project Management, and the PBC in Business Analytics,

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			**70***	**79***	**81***	**82***	**88***
# of programs aligned with needs			**70**	**79**	**81**	**82***	**88***
% of programs aligned			**100%**	**100%**	**100%**	**100%**	**100%**

*Degree options are omitted.

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	**0**	**0**	**0**	**4****	**6****	**5****	**5****
# of course sections that are 100% distance delivered	**1,559***	**1,606***	**1,605***	**1,663***	**1,701***	**1,792***	**1,193*****

*Includes all on-line or compressed video sections for a full academic year (summer, fall and spring).
**Includes sections coded as blended
***The calculation for the number of course sections that are 100% distance delivered for Year 6 excludes compressed video sections and summer course sections, whereas previous years were calculated based on the full academic year: summer, fall and spring data. Including Summer 2014 data and compressed video sections, as were reported in previous years, the number of course sections that are 100% distance delivered is 1,796. The Board of Regents began collecting summer SSPS files for the 15-16 academic year, with the first summer SSPS file submission for the Summer 2015 semester occurring in January 2016. Years 1-5 will not match data from the Board of Regents because for the years reported, fall and spring SSPS files were the only files collected.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of students enrolled in courses that are 50-99% distance delivered	**0**	**0**	**0**	**49****	**73****	**48****	**85****
# of students enrolled in courses that are 100% distance delivered	**27,330***	**30,582***	**32,937***	**35,183***	**36,841***	**36,174***	**27,246*****

*Includes all students enrolled in on-line or compressed video sections for a full academic year (summer, fall and spring).

**Includes sections coded as blended

***The calculation for the number of students enrolled in courses that are 100% distance delivered for Year 6 excludes compressed video sections and summer course sections, whereas previous years were calculated based on the full academic year: summer, fall and spring data. Including Summer 2014 data and compressed video sections, as were reported in previous years, the number of students enrolled in courses that are 100% distance delivered is 35,977. The Board of Regents began collecting summer SSPS files for the 15-16 academic year, with the first summer SSPS file submission for the Summer 2015 semester occurring in January 2016. Years 1-5 will not match data from the Board of Regents because for the years reported, fall and spring SSPS files were the only files collected.

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Associate	1	1	1	1
Baccalaureate	13	14	14	15
Post-Baccalaureate	10	14	14	15
Grad Cert	1	1	1	2
Masters	18	18	19	19
PMC	1	2	2	2
Specialist	1	1	1	1
Doctoral	0	0	0	0
Professional	0	0	1	1
TOTAL	45	51	53	56
Target (Total Programs)	**45 (43-47)**	**45 (43-47)**	**45 (43-47)**	**45 (43-47)**
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				
Met?	**YES**	**YES**	**YES**	**YES**

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

3.d.i. Percent of completers found employed. (Tracked)

	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**
Associate – Employed Q2	69.5%	44.7%	60.2%	65.7%	67.4%
Associate – Employed Q6	69.5%	60.0%	59.5%	66.9%	N/A
Baccalaureate – Employed Q2	63.3%	50.8%	64.3%	62.2%	62.7%
Baccalaureate – Employed Q6	62.3%	62.7%	60.0%	60.3%	N/A
Masters – Employed Q2	73.7%	58.2%	74.6%	67.6%	62.7%
Masters – Employed Q6	70.5%	69.1%	74.6%	64.1%	N/A
Total – Employed Q2	65.8%	49.6%	63.9%	63.7%	63.7%
Total – Employed Q6	64.7%	62.5%	61.5%	62.1%	N/A

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.**

Northwestern worked closely with Bossier Parish Community College (BPCC) to ensure the timely transfer of developmental courses to BPCC and to work toward transfer of Associate Degree programs.

- Northwestern no longer offers developmental education coursework. Students may meet developmental needs through BPCC who operates a satellite office on the Natchitoches campus. The majority of their offerings include developmental education in English and mathematics.
- Northwestern continues to participate in the Board of Regents' pilot study regarding regular freshman admissions and newly implemented courses in composition and rhetoric (English 1010/1011) and college algebra (Mathematics 1020/1021). Data regarding student success in these classes is provided to the Regents staff at the end of each semester.
- Northwestern initially planned to phase out the ASN in 2018; however, upon a closer examination of the location of the ADN student population and the absence of community college coverage in the Leesville/Alexandria areas, it would be difficult for Northwestern to cease offering the ASN as there is no community college provider available to absorb the ASN students. Additionally, BPCC has indicated that though their capacity is growing, it will be unlikely that they can absorb all of Northwestern's ASN students by 2018. Northwestern, with assistance from the Board of Regents, will monitor the ability of surrounding community colleges to assume the role of ASN provider during the next few years and will revisit this issue if necessary.
- BPCC administration determined it would be more cost-effective to allow the Veterinary Technology program to continue to be offered by Northwestern. Northwestern will maintain the AD in Veterinary Technology, as there is <u>workforce need</u> for this program as was evidenced by the many <u>letters of support</u> from veterinarians and others who heard that the program might be cancelled. The program was recently reviewed by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities and is awaiting its letter of reaffirmation of accreditation.
- With the continuation of the ASN degree and the AD in Veterinary Technology and the cancellation of the other three associate programs in the last year, the only remaining associate degree to be addressed is the AGS in General Studies. It is currently scheduled to close admission at the conclusion of the Fall 2016 semester. A proposed elimination date of Fall 2018 is scheduled.

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

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

For FY 2015/16, the University submitted to and received approval from the ULS Board of Supervisors for the below six-year non-resident tuition plan with the goal of reaching the $18,280 projected FY 2015/16 SREB Median for 4-Year Category 4 institutions. The increase for FY 2015/16 was approved by the Board and implemented for $18,264 by the University.

SREB Median FY 09-10 $13,736
SREB Category 4   5.71%[*]

Fiscal Year	SREB Target	NSU	% Difference from SREB Target
FY 2010-11	$14,539	$12,126	-16.60%
FY 2011-12	$15,052	$13,552	-9.97%
FY 2012-13	$15,991	$14,846	-7.16%
FY 2013-14	$16,904	$16,366	-3.18%
FY 2014-15	$17,869	$17,574	-1.65%
FY 2015-16	$18,280	$18,264	-.09%

[*] For FY 2008-09 through FY 2014-15, the average increase in SREB out-of-state tuition was 5.71% per year across all categories. For FY 2015-16, the increase in SREB out-of-state tuition was calculated at 2.3%.

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

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

	Non-Resident FTE Student Enrollment	OOS Fee Total Revenue*	Additional Projected Revenue	
			$	%
FY 2009-10	403	$2,696,539		
FY 2010-11	389	$3,010,765		
FY 2011-12	412	$3,530,413		
FY 2012-13	396	$3,712,888		
FY 2013-14	353	$3,577,985		
FY 2014-15	378	$4,081,174		
FY 2015-16	67	$717,015	$0	0%

* Actuals for FYs 2009-10 through 2014-15. Projections for FY 2015-2016. For FY 2015-2016, the decline in OOS Fee revenue is due to a change in the University's administrative processes. OOS Fee waivers are now applied to qualifying OOS student records via a residency code change rather than recording gross fee revenue and corresponding fee exemptions.

**Non-resident enrollment is projected to remain steady as reflected in the above table.

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	38	30	31	27	30	0	0
Course sections in English	20	12	13	0	0	0	0
Other developmental course sections	0	0	0	0	0	0	0
TOTAL	58	42	44	27	30	0	0

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	1,012	905	783	711	717	0	0
Enrollment in dev English	311	252	213	0	0	0	0
Enrollment in other developmental courses	0	0	0	0	0	0	0
TOTAL	1,323	1,157	996	711	717	0	0

*NwSU numbers only include students enrolled in developmental courses for credit.
**NwSU numbers include the summer terms. They also include the students/sections for the pilot project initiated in 2012-2013. However, upon further discussion of what was considered "developmental", Northwestern no longer counted those pilot courses or students as "developmental" in 2013-14 and 2014-15.

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	6	6	6*	3	3	3	4

*The elimination of the AS in Electronics Technology will be submitted to the Board of Regents in Spring 2012.
**Between Year 2 and Year 3, the AA in Criminal Justice, the AD in Business Administration, and the AS in Electronics Technology have been eliminated.
***The AS in Engineering Technology became active in Year 6

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

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Number of students enrolled	1542*	1457**	1248***	1288****	968*****	844******	844*******

*Seven additional students were enrolled in an inactive associate program.
**Two additional students were enrolled in an inactive associate program.
***This number includes the students still enrolled in the AS in Electronics Technology in AY 2011-12.
****This number includes the students still enrolled in the AA in Criminal Justice or AD in Business Administration in AY 2012-13. An additional four students were enrolled in an inactive associate program.
*****Sixty-three additional students were enrolled in an inactive associate program.
******Nineteen additional students were enrolled in an inactive associate program.
*******Six additional students were enrolled in an inactive associate program.

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)	**$10,618**	**$12,126**	**$13,552**	**$14,846**	**$16,366**	**$17,574**	**$18,264**
Peer non-resident tuition/fees (full-time)	**$13,736**	**$14,539**	**$15,052**	**$15,991**	**$16,904**	**$17,869**	**$18,280**
Percentage difference	**-22.7%**	**-16.6%**	**-9.97%**	**-7.16%**	**-3.18%**	**-1.65%**	**-.09%**

d. **Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14**	AY 14-15***	AY 15-16****
# programs with Mandatory or Recommended accreditation status	57	58	59	61
# programs having discipline accreditation	55	56	56	57
% accredited programs	96.5%	96.6%	94.9%	93.4%
TARGET	93.0% (91.0% - 95.0%)	93.0% (91.0% - 95.0%)	93.0% (91.0% - 95.0%)	93.0% (91.0% - 95.0%)
Year 08-09				
Year 09-10				
Year 10-11				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Met?	YES	YES	YES	YES

*per January 2013 BoR accreditation status report
**per February 2014 BoR accreditation status report
***per April 2015 BoR accreditation status report
****per November 2015 BoR accreditation status report

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

Northwestern State University of Louisiana
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

Undergraduate headcount	8,200
Graduate headcount	1,124
Total headcount	9,324

  *Does not include Fall 2015 supplemental session

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

  Source: 2015-2016 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	6,620.6
Graduate FTE	720.7
Total FTE	7,341.3

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.

Total Headcount Faculty	416
FTE Faculty	342.7

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.

Undergraduate headcount enrollment	35,917
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,658
Average undergraduate class size	21.7

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.

Total FTE enrollment	7,341.3
FTE instructional faculty	342.7
Ratio of FTE students to FTE faculty	21.4

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.

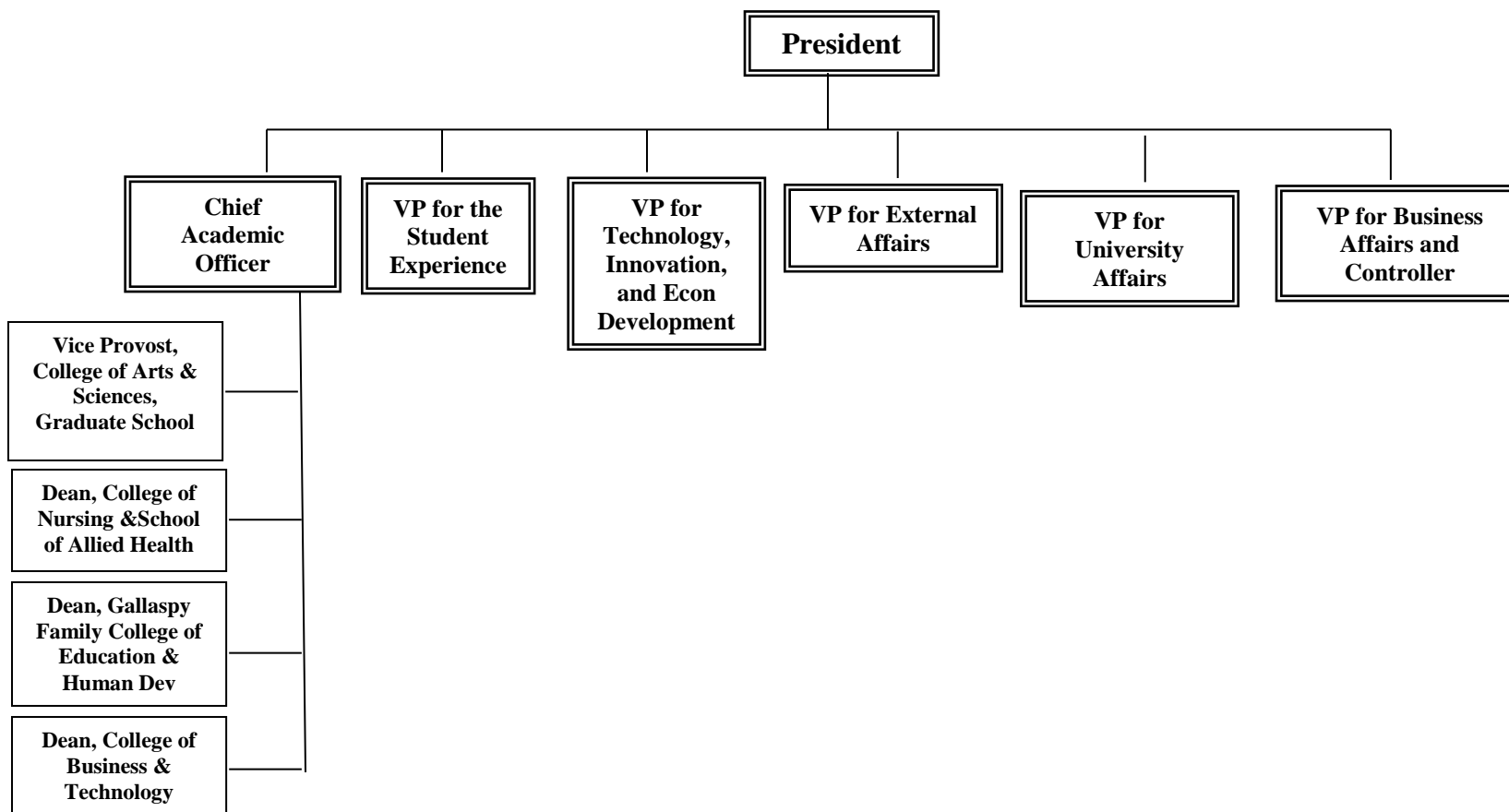| Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts and Sciences	1	1
Education and Human Development	1	1
Nursing and Allied Health	1	1
Business and Technology	1	1

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) 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
President's Office	3	3
Academic Affairs	3	3
Student Experience	2	2
Business Affairs	2	2
External Affairs	5	5
Technology, Innovation, and Economic Development	1	1
University Affairs	1	1

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 2015).**

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                                    ┌─────────────┐
                                    │  President  │
                                    └─────────────┘
        ┌───────────┬──────────────┬────────┴──────┬──────────────┬──────────────┐
 ┌────────────┐ ┌──────────┐ ┌────────────┐ ┌────────────┐ ┌────────────┐ ┌────────────┐
 │   Chief    │ │ VP for   │ │  VP for    │ │ VP for     │ │  VP for    │ │ VP for     │
 │  Academic  │ │ the      │ │ Technology,│ │ External   │ │ University │ │ Business   │
 │  Officer   │ │ Student  │ │ Innovation,│ │ Affairs    │ │ Affairs    │ │ Affairs and│
 └────────────┘ │Experience│ │ and Econ   │ └────────────┘ └────────────┘ │ Controller │
                └──────────┘ │Development │                               └────────────┘
                             └────────────┘
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- **Vice Provost, College of Arts & Sciences, Graduate School**
- **Dean, College of Nursing &School of Allied Health**
- **Dean, Gallaspy Family College of Education & Human Dev**
- **Dean, College of Business & Technology**

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	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2015	Salary Changes Since 6/30/2008
University President	$213,692	$213,692	$213,692	$213,692	$213,692	$213,692	$255,000	$201,596 as of 6/30/08 7/1/2009 to $213,692 Salary adjustment based upon CUPA and SREB averages; $255,000 (January 1, 2015) Salary based on appointment of new President at a higher salary.
Provost & VP of Academic Affairs	$149,000	$149,000	$149,000	$149,000	$149,000	$149,000	$149,000	$145,450 (June 30, 2008) $154,413 (June 30,2009) Salary adjustment based upon CUPA and SREB averages to $149,000 (May 26, 2009) Salary based on appointment of new Provost at a lower salary.

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	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2015	Salary Changes Since 6/30/2008
University President	$213,692	$213,692	$213,692	$213,692	$213,692	$213,692	$255,000	$201,596 as of 6/30/08 7/1/2009 to $213,692 Salary adjustment based upon CUPA and SREB averages; $255,000 (January 1, 2015) Salary based on appointment of new President at a higher salary.
Provost & VP of Academic Affairs	$149,000	$149,000	$149,000	$149,000	$149,000	$149,000	$149,000	$145,450 (June 30, 2008) $154,413 (June 30, 2009) Salary adjustment based upon CUPA and SREB averages to $149,000 (May 26, 2009) Salary based on appointment of new Provost at a lower salary.

VP for Business Affairs & Controller	$147,220	$147,220	$147,220	$147,220	$147,220	$147,220	$149,020	$138,878 as of 6/30/08 7/1/2009 to $147,220 Salary adjustment based upon CUPA and SREB averages 11/2014 - $149,020 Salary adjustment based on $1800 pay plan increase for all F/S who had not received pay increase since 2008
Vice President for External Affairs	$135,060	$135,060	$135,060	$135,060	$135,060	$135,060	$136,860	$129,996 as of 6/30/08 7/1/2009 to $135,060 Salary adjustment based upon CUPA and SREB averages 11/2014 - $136,860 Salary adjustment based on $1800 pay plan increase for all F/S who had not received pay increase since 2008
Vice President for University Affairs	$120,773	$120,773	$120,773	$120,773	$120,773	$124,773	$126,573	$110,000 as of 6/30/08 7/1/09 to $120,773 Salary adjustment based upon CUPA and SREB averages; 124,773 in Fall 2014. Salary adjustment was based on promotion in rank. 11/2014 - $126,573 Salary adjustment based on $1800 pay plan increase for all F/S who had not received pay increase since 2008
Vice President for Technology, Research and Economic Dev.	$120,773	$120,773	$120,773	$120,773	$120,773	$123,273	$125,073	$110,000 as of 6/30/08 7/1/09 to $120,773 Salary adjustment based upon CUPA and SREB averages. 123,273 in Fall 2014. Salary adjustment was based on promotion in rank. 11/2014 - $125,073 Salary adjustment based on $1800 pay plan increase for all F/S who had not received pay increase since 2008

Vice Provost, College of Arts & Sciences, Graduate School	$120,450	$120,450	$120,450	$120,450	$120,450	$120,450	$122,250	Due to reorganization and reduction of colleges on 7/1/10 the Dean of Graduate Studies also assumed the responsibility for the previous Colleges of Liberal Arts, Scholars' and University College. This consolidation resulted in a savings of $215,561. 11/2014 - $122,250 Salary adjustment based on $1800 pay plan increase for all F/S who had not received pay increase since 2008
Dean, College of Business & Technology	$113,674	$113,674	$113,674	$113,674	$113,674	$113,674	$120,000	$112,250 as of 6/30/08 7/1/09 to $113,674 Salary adjustment based upon CUPA and SREB averages. Due to reorganization and reduction of Colleges on 7/1/10 – the previous Dean of Science & Technology also assumed the responsibility for the College of Business, for a net savings of $134,302. 07/2015 - $120,000 Salary adjustment based on appointment of new Dean
Dean, Gallaspy Family College of Education & Human Dev	$115,000	$115,000	$115,000	$115,000	$115,000	$115,000	$116,800	$111,250 as of 6/30/08 7/1/09 to $115,000 Salary adjustment based upon CUPA and SREB averages 11/2014 to $116,800 Salary adjustment based on $1800 pay plan increase for all F/S who had not received pay increase since 2008
Dean, College of Nursing & Allied Health	$111,400	$111,400	$111,400	$111,400	$92,500	$117,900	$117,900	$92,500 as of Fall 2013 semester (increased to $115,400 in Spring 2014). Salary adjustment was based on need to align with other deans of nursing schools in Louisiana. $117,900 in Fall 2014. Salary adjustment was based on promotion in rank.

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**

Expenditures by Function:	Amount	% of Total
Instruction	$28,962,530	41.5%
Research	$182,676	.3%
Public Service	$54,132	0.1%
Academic Support**	$4,690,085	6.7%
Student Services	$4,510,659	6.5%
Institutional Services	$8,672,869	12.4%
Scholarships/Fellowships	$12,932,639	18.6%
Plant Operations/Maintenance	$5,761,745	8.3%
Total E&G Expenditures	**$65,767,335**	**94.3%**
Hospital	$-	0.0%
Transfers out of agency	$142,506	0.2%
Athletics	$3,807,176	5.5%
Other	$-	0.0%
Total Expenditures	**$69,717,017**	**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	$21,354

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

  Average Time to Bachelor's Degree: 5.2 Years

- **iv. Average cost per degree awarded in the most recent academic year.**

  State Dollars Per FTE: $2,926

- **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: $2,926

- **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: $113,595,378