



**Northwestern State University of Louisiana
University of Louisiana System**

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

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

**and to the
Louisiana Board of Regents,
May 1, 2012**

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1. STUDENT SUCCESS

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

Northwestern continued the following student success initiatives in 2011-12:

- Northwestern continued to assign mentors to all entering freshmen and to implement early warning systems such as four-week grades for freshman students and midterm grades for all students.
- All entering students are required to enroll in OR 1010 which is an orientation to University life.
- In 2010-11, a survey to assess student satisfaction with the mentoring system was developed and launched. Based upon feedback from that survey, a mentor survey was developed and will be administered during Spring 2012.
- Students are contacted at least monthly by their mentors and also tracked by their academic advisors.
- At present, a drop-down menu on the student registration Website is being developed to collect data regarding student withdrawals. This menu will allow the University to better assess why students do not complete classes.
- Also in development is a protocol for faculty members to use in targeting students who are not earning passing grades in order to assist them in getting support and tutorial assistance.
- In Spring 2012, new admission standards for non-traditional students were implemented in order to ensure that a better prepared group of students would be admitted. To be admitted now, students who are 25 and older must not require any developmental courses; whereas previously, students were allowed to be admitted and to enroll in the developmental courses.
- Northwestern continues to expand its commitment to academic advising by hosting professional development workshops for faculty and staff advisors. Additionally, advisors have begun to implement an enhanced advising system whereby at-risk students are contacted often to offer them appropriate academic support or counseling.
- 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.
- In 2011-12, Northwestern offered Dual Enrollment courses to 22 high schools in addition to the Louisiana Virtual School which is available to high school students throughout the state.
- During 2011-12, 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.

• 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. In response to feedback from faculty mentors, Northwestern made changes to the ways in which mentors are assigned and also created a mentor survey instrument. Assessment of effectiveness is measured by the number of students who retain

from the first semester to the second. Students who do not enroll are tracked and contacted about why they did not return. These [responses](#) are reviewed regularly in order to make improvements to our retention rates.

Based upon data derived from the Collegiate Learning Assessment (CLA), Northwestern has begun to develop a plan to augment critical and applied thinking skills.

• **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 why they have not re-enrolled. The answers to these questions are sent to Institutional Research where they are collated and compiled. After the data are assembled, the Retention Committee, the Program Review Committee, and Quality Enhancement Plan Committee review the material to monitor retention activities and program strength. Based on needs identified from these assessments, Northwestern makes changes to its retention plan.
- Students who have not pre-enrolled for the coming semester are contacted during the Fall or Spring to remind them to re-enroll.
- Academic advisors contact students. Additionally, mentors contact students and submit mentoring reports to the Office of the Provost to ensure that student tracking is completed. Data derived from these reports assist the University in making adjustments to the mentoring program.
- 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:** In Fall 2011, the Office of Institutional Research provided the Office of the Carl D. Perkins Program (which helps oversee dual enrollment) with a new [feedback report](#) for all partner high schools for whom Northwestern offered a dual enrollment course. In total, 25 partner high schools received feedback on their dual enrollment students. 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 feedback has been received requesting additions or changes to the report. For this reason, the Office of Institutional Research plans to continue using the same template in Fall 2012.
- **Matriculation and Performance Reports:** Further, in Fall 2011, the Office of Institutional Research provided the Division of Student Affairs with high school [feedback reports](#) for all high schools with an entering class of fifteen or more students. In Fall 2011, this report was provided to seventeen feeder high schools. The current report template contains information regarding dual enrollment as well as data for the

entering student class. Currently, no feedback has been received requesting additions or changes to the report. For this reason, the Office of Institutional Research plans to continue using the same template in Fall 2012.

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				
# Retained to 2nd Fall semester	804	871	721				
Rate	67.9%	70.4%	67.5%				
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			65.7%				
Actual Fall 07 to Fall 08			67.6%				
Actual Fall 08 to Fall 09			67.9%				
Avg of Prior Three Years			67.1%				
Actual Fall 09 to Fall 10			70.4%				
Actual Fall 10 to Fall 11			67.5%				
Avg of Most Recent Two Yrs			69.0%				
Target Met?		YES	YES				

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1283	1184	1238				
# Retained to 3rd Fall semester	680	638	685				
Rate	53.0%	53.9%	55.3%				
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							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1875	1826	1793				
# Graduated within 150% of time	527	539	486				
Rate	28.1%	29.5%	27.1%				
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				

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				
Expected # of Awards*	1,788	1,826	1,806				
# Awards	1,364	1,369	1,870				
Ratio of Awards/ FTE	.1908	.1874	.2589				
Award Productivity*	76.3%	75.0%	103.6%				
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				

* 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				
# Admitted by Exception	32	20	11				
Rate	21.2%	23.5%	14.7%				
# in Freshmen Admitted (Fall)	1241	1079	1165				
# Admitted by Exception	97	94	91				
Rate	7.8%	8.7%	7.8%				
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	121	125	74*				
# Admitted by Exception	19	16	13*				
Rate	15.7%	12.9%	17.6%*				
# in Freshmen Admitted (Total)	1513	1289	1314				
# Admitted by Exception	148	130	115				
Rate	9.8%	10.1%	8.8%				

*Spring 2012 is only partially complete. Some special terms (4-week sessions, 8-week sessions, etc.) are not included and will not be available until mid-April.

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				
% Change		2.3%	2.4%				
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				
% Change		0.0%	5600.0%				
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				
% Change		2.3%	7.8%				
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							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	230	224	249				
% Change		-2.6%	8.3%				
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				
% Change		0.0%	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				
% Change		-25.0%	-35.0%				
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				
% Change		-4.4%	6.8%				
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				

	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				
% Change from baseline		1.0%	7.6%				

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				
Fall	547	593	660				
Winter							
Spring	562	522	603				
TOTAL	1,114	1,118	1,268				

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				
Fall	2,511	2,539	2,975				
Winter							
Spring	2,456	2,309	2,704				
TOTAL	4,982	4,861	5,700				

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				
Fall	2,487*	2,497	2,942				
Winter							
Spring	2,414	2,297	2,626				
TOTAL	4,913	4,807	5,589				

*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**
Elementary Education grades 1-5	PRAXIS II: Elementary Content Knowledge (test 0014)	Louisiana State Department of Education	100.00%	AY0910	31	31	100.00%
Early Childhood grades PK- 3					20	20	
Mild/Moderate Special Education 1-12					7	7	
English Education grades 6-12	PRAXIS II: English Language, Literature & Composition: content knowledge (test 0041)	Louisiana State Department of Education	100.00%	AY0910	14	14	100.00%
English Education grades 6-12	PRAXIS II: English Language, Literature & Composition: pedagogy (test 0043)	Louisiana State Department of Education	100.00%	AY0910	14	14	100.00%
Middle School English, grades 4-8	PRAXIS II: Middle School English/Language Arts (test 0049)	Louisiana State Department of Education	N/A	AY0910	4	4	100.00%
Mild/Moderate Special Education 1-12					1	1	
Mathematics Education grades 6-12	PRAXIS II: Mathematics (test 0061)	Louisiana State Department of Education	100.00%	AY0910	6	6	100.00%
Middle School Mathematics, grades 4-8	PRAXIS II: Middle School Mathematics (test 0069)	Louisiana State Department of Education	N/A	AY0910	2	2	100.00%
Social Studies Education, grades 6-12	PRAXIS II: Social Studies, Interpretation of Materials (test 0083)	Louisiana State Department of Education	100.00%	AY0910	8	8	100.00%
Mild/Moderate Special Education K-12					2	2	
Social Studies Education, grades 6-12	PRAXIS II: Social Studies, Content Knowledge (test 0081)	Louisiana State Department of Education	100.00%	AY0910	8	8	100.00%
Mild/Moderate Special Education 1-12					2	2	

General Science, grades 6-12	PRAXIS II: Chemistry, Physics & General Science Content Knowledge (test 0070)	Louisiana State Department of Education	N/A	AY0910	1	1	100.0%
Middle School Social Studies, grades 4-8	PRAXIS II: Middle School Social Studies Content Knowledge (0089)	Louisiana Department of Education	N/A	AY 0910	2	2	100.0%
Health & Physical Education K-12	PRAXIS II: Physical Education, Content Knowledge (test 0091)	Louisiana State Department of Education	100.00%	AY0910	7	7	100.00%
Business Education, grades 6-12	PRAXIS II: Business Education (test 0100)	Louisiana State Department of Education	100.00%	AY0910	2	2	100.00%
Instrumental Music K-12	PRAXIS II: Music Content Knowledge (test 0113)	Louisiana State Department of Education	100.00%	AY0910	19	19	100.00%
Family and Consumer Science, grades 6-12	PRAXIS II: Family and consumer science Content Knowledge (test 0120)	Louisiana State Department of Education	N/A	AY0910	1	1	100.00%
Spanish all levels	PRAXIS II: Spanish Content Knowledge (test 0191)	Louisiana State Department of Education	N/A	AY0910	2	2	100.00%
Science, Biology, grades 6-12	PRAXIS II: Biology Content Knowledge (test 0235)	Louisiana State Department of Education	N/A	AY0910	3	3	100.00%
Science, Chemistry, grades 6-12	PRAXIS II: Chemistry Content Knowledge (test 0245)	Louisiana State Department of Education	N/A	AY0910	2	2	100.00%
Middle School Science, grades 4-8	PRAXIS II: Middle School Science (test 0439)	Louisiana State Department of Education	N/A	AY0910	6	6	100.00%
Early Childhood grades PK-3	PRAXIS II: Pedagogy, Principles of Learning and Teaching: Early Childhood (test 0521)	Louisiana State Department of Education	100.00%	AY0910	19	19	100.00%
Mild/Moderate Special Education K-12	PRAXIS II: Education of Exceptional Children: Core Content Knowledge (test 0353)	Louisiana State Department of Education	N/A	AY0910	8	8	100.00%
	PRAXIS II: Education of Exceptional Children: Mild/Moderate Disabilities (test 0542)				8	8	100.00%

Elementary Education grades 1-5	PRAXIS II: Pedagogy, Principles of Learning and Teaching K-6 (test 0522)	Louisiana State Department of Education	100.00%	AY0910	33	33	100.00%
Health & Physical Education, grades K-12					3	3	100.00%
Middle School English	PRAXIS II: Pedagogy, Principles of Learning and Teaching 5-9 (test 0523)	Louisiana State Department of Education	N/A	AY0910	19	19	100.00%
Middle School Mathematics							
Middle School Science							
Middle School Social Studies							
Health and Physical Education, grades K-12							
Instrumental Music, grades K-12							
English Education grades 6-12							
Mathematics Education grades 6-12	PRAXIS II: Pedagogy, Principles of Learning and Teaching 7-12 (test 0524)	Louisiana State Department of Education	100.00%	AY0910	94	94	100.00%
Social Studies Education, grades 6-12							
Health & Physical Education K-12							
Business Education, grades 6-12							
Instrumental Music K-12							
Spanish all levels							
Biology, grades 6-12							
General Science, grades 6-12							
Chemistry, grades 6-12							
SE: Mild/Moderate, grades 1-12							

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%	CY2011	45	45	100.0%
Nursing (RN)	NCLEX-RN (Associate)	Louisiana State Board of Nursing	96.6%	CY2011	130	124	95.4%
Nursing (RN)	NCLEX-RN (Baccalaureate)	Louisiana State Board of Nursing	95.3%	CY2011	95	92	96.8%
Radiologic Sciences	American Registry of Radiologic Technologists (AART) Exam in Radiography	Louisiana State Radiologic Technology Board of Examiners	95.8%	CY2011	26	26	100.0%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	87.5%	CY2011	7	4	57.1%

*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year later than what was reported as baseline in Year 1 of GRAD act

**Calculated Passage Rate = # students who met standards for passage/# students who took exam

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:

- In Spring 2011, Northwestern's Academic and Career Engagement (ACE) Committee along with the Provost and Academic and Student Affairs Council determined that all incoming transfer students would initially be directed to one of the designated transfer advisors in the Academic Advising Center. Students would then be assigned a specific advisor in their respective academic departments. This initiative became effective for Summer 2011, and expanded the activities in Northwestern's current Quality Enhancement Plan of Academic and Career Engagement. Retention and graduation rates are expected to increase based on the implementation of this initiative, as they have for incoming freshmen who have participated in this program. 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.
 - Incoming transfer students are also assigned a student mentor who can assist them during the transition to the University from the community college.
 - Transfer students are tracked by Institutional Research and results are shared with appropriate faculty and staff who work closely with this student population.
 - Northwestern has created a [comprehensive transfer admission guide](#) which contains articulation agreement information and course crosswalks for students to use as a guide.
 - Admissions standards referenced in Section 1 regarding non-traditional students also apply to transfer students who are in this category.
 - Northwestern has reached out to all community colleges in the state to create referral agreements. At present, these agreements have been implemented with the following community colleges: Bossier Parish, South Louisiana Community College, Louisiana Delta, Delgado, and River Parishes. For those community colleges who have not responded, Northwestern will continue to follow up to implement the referral agreements.
 - Northwestern has continued to formulate degree programs which can be delivered electronically so as to accommodate place-bound transfer students. The Bachelor of Applied Science in Allied Health, the first of its kind in the state, has been developed in response to the needs of the community college students.
- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

Transfer students are surveyed after they complete their first year in order to ensure that the transition to the University is a smooth one. Changes will be made based upon data collected from this survey. Questions include queries about student life, academics, housing, and other campus related issues.

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 will soon be completed and shared with Northwestern's administration.

- **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 grade point average 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 the Academic Advising staff in the Academic and Career Engagement Center.
 - Each month, Department Heads and Directors submit reports to Institutional Research which indicated [their activities](#) in pursuing transfer agreements.
 - 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:

- This year, Northwestern signed articulation agreements with Bossier Parish Community College, Louisiana Delta Community College, Southern University Shreveport, Delgado Community College, and Louisiana State University-Eunice. A complete list of the articulation agreements in effect for this year can be found in the [transfer guide](#). According to the feedback report given to these institutions, 293 students transferred to Northwestern in the 2010-2011 academic year having also attended one of those five institutions within the last three years.
- Each fall, the community colleges receive a [feedback report](#) regarding the number of their students enrolled at Northwestern, and Dr. Monty Sullivan at LCTCS is also given a summary report for the LCTCS system.
- During Summer and Fall 2011, Northwestern and Louisiana Delta Community College and Bossier Parish Community College staff and faculty met multiple times to work on an array of grant possibilities and transfer agreements.
- Drs. Webb and Abney worked with Mr. Will Wainwright at North Shore Technical College to explore possibilities of collaborative endeavors.
- Based upon monthly progress reports from the Departments, additional agreements are either in place or in progress with the following institutions: Baton Rouge CC, Frederick CC, Northwest Louisiana Technical College, Southern University Shreveport, Louisiana Tech University, Fletcher, Texarkana College, Houston Community College, Louisiana State University at Alexandria, and South Louisiana Community College.
- Northwestern currently has over forty active 2+2 articulation agreements, with approximately twenty-five which were revised and/or signed and implemented in the 2011-12 academic year. In addition, Northwestern continues to actively pursue more than thirty agreements with various community colleges and universities at this present time.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	763**	942***	970****				
# retained to next Fall semester	458	545	611				
Rate	60.0%	57.9%	63.0%				

*No exclusions were made for death or military leave.

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

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

****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.

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				
# who began as transfers	442	489	427				
Percentage who began as transfers	43.8%	47.1%	41.3%				

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				
# Admitted by Exception	18	13	11				
Rate	7.7%	5.9%	4.7%				
# Transfers Admitted (Fall)	666	682	732				
# Admitted by Exception	70	50	65				
Rate	10.5%	7.3%	8.9%				
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	433	420	387*				
# Admitted by Exception	39	43	35*				
Rate	9.0%	10.2%	9.0%*				
# Transfers Admitted (TOTAL)	1332	1321	1354				
# Admitted by Exception	127	106	111				
Rate	9.5%	8.0%	8.2%				

*Spring 2012 is only partially complete. Some special terms (4-week sessions, 8-week sessions, etc.) are not included and will not be available until mid-April.

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****				
# retained to next Fall semester	56	96	80				
Rate	65.9%	64.0%	59.7%				

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.

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				
# who began as transfers w assoc degree	42	53	63				
Percentage who began as transfers w assoc degree	4.0%	4.9%	5.8%				

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				

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

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

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

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 a 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. The Program Review Committee convened in Fall 2011, and the members have diligently examined all academic programs. Their final report has not yet been submitted, but preliminary information suggests that no programs have been recommended for elimination. Those programs which indicate insufficient growth will be required to submit monitoring reports to the Program Review Committee and the Retention committee on a quarterly basis. All programs are reviewed for their connection to workforce development.
 - All Northwestern programs have been coded by CIP code to [workforce codes](#), and each Department/School has formed [advisory panels](#) which connect the department or school to business and industry.
 - During the statewide Board of Regents Low Completer Review, completed in late Spring 2011, eight Secondary Education programs were eliminated, restructured, or combined to form a new Bachelor of Science in Secondary Education.
- **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, the departments working on proposals are required to submit a workforce assessment showing that they have consulted the various occupational forecast materials in planning of the degree program.
- In 2011, the Bachelor of Applied Science in Allied Health was approved by the Board of Regents. This degree was designed as a completion degree for community college students and as a way to further meet the needs of Louisiana's workforce. Northwestern is the first university in the state to offer a Bachelor's degree in Applied Science.
- Northwestern is developing a letter of intent for a Bachelor of Applied Science with a concentration in Natural Resources Management, Human Resources Management. This degree program was developed with input from staff at LCTCS, business and industry, and students who indicated that they desire such a program.
- Internship programs have been expanded, and an Internship Task Force is currently working on developing uniform guidelines, reporting standards and other procedures. Also, an internship database is being developed to better serve students and advisors.
- Advisory Councils: All departments offering degree programs have now developed [advisory councils](#) which 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.
- In addition, new degree programs were added to Northwestern's inventory: a Post-Baccalaureate Certificate in Educational Diagnostics, a Post-Master's Certificate in Level 1 Educational Leadership, BS in Physical Science, and the MS in Homeland Security. The MA in School

Counseling was modified and expanded to become the MA in Counseling, and the MA in Student Personnel Services was modified to become the MA in Student Affairs in Higher Education.

- The School of Creative and Performing Arts is considering the possibility of offering a concentration in “Music Industry”/”Music Technology” to meet business needs in that area.
- Recognizing the necessity of exceptional oral and written communication skills to career success, the Department of Language and Communication developed the interdisciplinary Certificate of Communication Excellence to strengthen and refine the communication skills of NSU students as they pursue their specific major objectives. This certificate requires an additional 15 hours of coursework in Communication and English which includes two additional communication-intensive Communication courses, two communication-intensive English courses, an interdisciplinary capstone course, and a public final portfolio. This certificate becomes available in Summer 2012.
- The Department of Language and Communication also worked the College of Education and Human Development to develop the courses necessary for an “English as a Second Language” Add-on Certification for K-12 teachers. This certification also becomes available in Summer 2012.
- To meet the forecasted high workforce needs in the healthcare industry as well as be compliant with current recommendations from AACN, the University has submitted a draft letter of intent/proposal for a Doctorate of Nurse Practitioner program to the University of Louisiana System.
- To meet the demands and needs of the educational workforce, the Department of Educational Leadership has done the following:
 - **Workforce code 11-9032 Educational Administrator, Elementary and Secondary:** The M.Ed. and Ed.S. in Educational Leadership will be offered fully online as of summer 2012 to help meet the demand and needs of students for flexible distance learning.
 - **Workforce code 11-9033 Educational Administrator, Post Secondary:** The M.A. in Student Personnel Services has been redesigned and renamed as Student Affairs in Higher Education. To help meet state workforce demands and meet needs of students, the now fully online program has reduced hours from 48 to 36.
 - **Workforce code 21-1014 Mental Health Counselors:** The M.A. in School Counseling has been renamed to Counseling and a new concentration in Clinical and Mental Health Counseling created. The program will also have a school counseling concentration. The hours have been increased from 48 to 60 to meet state and CACREP accreditation standards.
 - **Workforce code 21-1019 Counselors, All Others:** The above program will provide graduates with the skills needed for a variety of positions and the preparation to take and pass licensing examinations.
- To meet the demands and needs of the educational workforce, the Department of Teaching and Learning has done the following:
 - **Workforce codes 25-2012, 25-2021, 25-2031:** The B.A. and B.S. in early childhood education, elementary education and secondary education has been modified to incorporate the changes to meet the National Common Core State Standards (CCSS) to be implemented in Louisiana public schools beginning fall 2012.
 - **Workforce codes 25-2021, 25-2022, 25-2031:** The MAT in elementary education, middle grades education and secondary education have been modified to incorporate changes needed to meet the National Common Core State Standards (CCSS) to be implemented in Louisiana public schools beginning fall 2012.
 - **Workforce code 25-4021:** The M.Ed. in Curriculum and Instruction added a concentration in School Library.

- **Workforce code 25-2041:** The M. Ed. in Special Education added a concentration in Early Interventionist to address high needs in this field.
- To meet the projected high workforce needs for social workers, the University has submitted a letter of intent/proposal for a Masters of Social Work.
- Degree programs have also added courses to reflect either forecasted workforce needs or actual feedback from the workforce. The Department of Engineering Technologies and Computer Information Systems added courses in Alternative Energy Systems as well as Life Cycle Management. The School of Business is now requiring their students to take a course called Spreadsheet Applications. Their Accounting majors are also now required to take Small Business Accounting, which has a hands-on component of Quickbooks.
- The Department of Family and Consumer Sciences has placed several courses online to help with demand for Lodging Managers. They have also placed their Child Development concentration online which serves the projected growth in Child Care Workers.
- **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. Recently, Northwestern faculty members in Biology, Business, and Engineering Technology worked closely with management at a local coal mining company to provide technical assistance, interns, and support. Further, faculty in Computer Information Systems worked with local and regional businesses to discuss Information Technology support.

Many other departments have [partnered](#) with businesses, industry, or organizations throughout the year.

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

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](#), 81% indicated they will be pursuing employment. In addition, 37% 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 2011 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 addition, some [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.
 - 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, 167 sessions have been provided, and 207 faculty have participated with a total session enrollment of 774.
 - The University initiated an online academic tutoring pilot for adult students.
 - The University completed an upgrade to video conferencing infrastructure to provide more capacity and enhanced capability in delivering programs to Northwestern's satellite campuses as well as to school districts for dual enrollment.
 - The University launched a comprehensive desktop video initiative to provide synchronous opportunities for online and face-to-face faculty-student collaboration, mentoring, and advising.
 - The University continued to offer and expand its strong distance education program. In AY 2011-2012 (not including Spring supplemental offerings), over 500 courses were offered. The number of sections offered and course enrollments in those sections also grew: 1,611 sections in AY 2011 – 2012 versus 1,605 in AY 2010 – 2011 and 33,942 course enrollments in AY 2011 – 2012 versus 32,937 course enrollment in AY 2010 – 2011.
 - In addition, the University participated in a pilot program through the Next Generation Learning Challenge Grant to offer two blended learning courses. A total of four sections were offered with forty-nine course enrollments.

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**				

*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

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***				

*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.

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*				
# of programs aligned with needs			70				
% of programs aligned			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				
# of course sections that are 100% distance delivered	1,559*	1,606*	1,605*				

*Includes all on-line or compressed video sections

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Associate	3	3	3				
Baccalaureate	9	10	10				
Post-Baccalaureate	0	0	8				
Masters*	7	14	16				
Doctoral	0	0	0				
Professional	0	0	0				
TOTAL	19	27	37				

*The online specialist program is included in the masters number.

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 BPCC to ensure the timely transfer of developmental courses to BPCC and to work toward transfer of Associate Degree programs.

- In 2011-12, Northwestern eliminated the delivery of ENGL 0920, the developmental English course. BPCC is now offering this course to Northwestern students on the Northwestern Campus. MATH 0920 is gradually being phased out. A plan is in place to no longer offer any developmental courses after Summer 2014.
 - At the conclusion of Spring 2012, Northwestern will no longer admit students to the AS in Electronics Technology program.
 - A [schedule](#) of Associate Degree Program Transfer has been developed. Northwestern has worked diligently to transfer associate degree programs to the community colleges.
 - After much discussion with BPCC, 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 AS in Veterinary Technology, as there is [workforce need](#) for this program as was evidenced by the many [letters of support](#) from veterinarians and others who heard that the program might be cancelled.
- **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 2011/12, 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 \$18,188 projected FY 2015/16 SREB Median for 4-Year Category 4 institutions. The increase for FY 2011/12 was implemented per this approved plan.

SREB Median FY 09-10	\$13,736
SREB Category 4	4.79%*

Fiscal Year	SREB Target	NSU	% Difference from SREB Target
FY 2009-10	\$13,904	\$10,618	-23.6%
FY 2010-11	\$14,394	\$12,126	-15.8%
FY 2011-12	\$15,083	\$13,392	-11.2%
FY 2012-13	\$15,806	\$14,700	-7.0%
FY 2013-14	\$16,563	\$15,950	-3.7%
FY 2014-15	\$17,356	\$17,062	-1.7%
FY 2015-16	\$18,188	\$18,188	0%

*For FY 2005-06 through FY 2009-10, the average increase in SREB out-of-state tuition was 4.79% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

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

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

	Non-Resident FTE Student Enrollment*	OOS Fee Total Revenue*	Additional Projected Revenue	
			\$	%
FY 2009-10	403	\$2,696,539		
FY 2010-11	389	\$3,010,765		
FY 2011-12	414	\$3,551,571		
FY 2012-13	414	\$3,877,524	\$325,953	9.18%
FY 2013-14	414	\$4,327,128	\$449,604	11.60%
FY 2014-15	414	\$4,776,732	\$449,604	10.39%
FY 2015-16	414	\$5,225,508	\$448,776	9.40%

* Actuals for FYs 2009-10 and 2011-12. Projections for FY 2012-13 through FY 2015-2016

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				
Course sections in English	20	12	13				
Other developmental course sections	0	0	0				
TOTAL	58	42	44				

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				
Enrollment in dev English	311	252	213				
Enrollment in other developmental courses	0	0	0				
TOTAL	1,323	1,157	996				

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

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*				

*The elimination of the AS in Electronics Technology will be submitted to the Board of Regents in Spring 2012.

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**	1236***				

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

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

***Associate-degree-seeking students in Spring 2012 supplemental terms are not included. This number also includes the students still enrolled in the AS in Electronics Technology in AY 2011-12.

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	\$13,392				
Peer non-resident tuition/fees (full-time)	\$13,904	\$14,394	\$15,083				
Percentage difference	-23.6%	-15.8%	-11.2%				

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 1, 2012

a. **Number of students by classification**

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

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLoad, Fall 2011

Undergraduate headcount	8,080
Graduate headcount	1,111
Total headcount	9,191

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

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

Undergraduate FTE	7,221.5
Graduate FTE	756.1
Total FTE	7,977.6

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2011.

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

Total Headcount Faculty	399
FTE Faculty	330.7

NOTE: Corrected file for Adjunct Faculty was submitted to the Board of Regents on 3/19/2011. This file changed the EEOCAT for the 133 adjunct faculty from EEOCAT of 4 to EEOCAT of 2. Numbers reported above reflect this addition in terms of headcount and FTE.

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

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

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2011.

Undergraduate headcount enrollment	36,210
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,587
Average undergraduate class size	22.8

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

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

Total FTE enrollment	7,977.6
FTE instructional faculty	330.7
Ratio of FTE students to FTE faculty	24.1

FTE instructional faculty shown above reflects correction as noted in section 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 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts, Letters, Graduate Studies, and Research	1	1
Education and Human Development	1	1
Nursing and Allied Health	1	1
Science, Technology, and Business	1	1

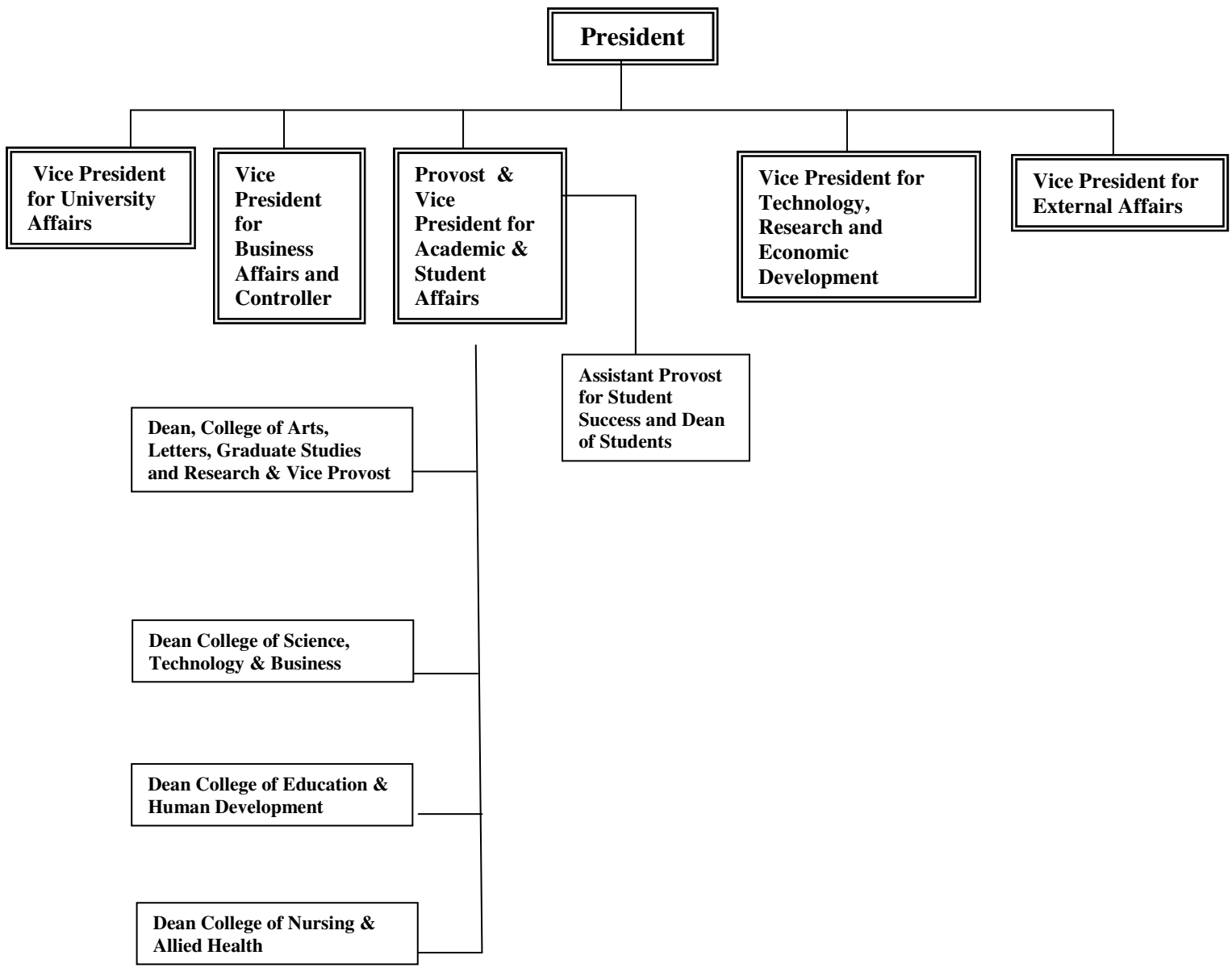
f. Number and FTE of staff in administrative areas

- **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 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
President's Office	2	2
Academic and Student Affairs	5	5
Business Affairs	2	2
External Affairs	4	4
Technology, Research, 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 2011).



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
University President	\$213,692	\$213,692	\$213,692
Provost and Vice President for Academic Affairs	\$149,000	\$149,000	\$149,000
Vice President for Business Affairs	\$147,220	\$147,220	\$147,220
Vice President for External Affairs	\$135,060	\$135,060	\$135,060
Vice President for University Affairs	\$120,773	\$120,773	\$120,773
Vice President for Technology, Research and Economic Dev.	\$120,773	\$120,773	\$120,773
Dean, College of Arts, Letters, Graduate Studies and Research and Vice Provost	\$120,450	\$120,450	\$120,450
Dean, College of Science, Technology & Business	\$113,674	\$113,674	\$113,674
Dean, College of Education & Human Development	\$115,000	\$115,000	\$115,000
Dean, College of Nursing & Allied Health	\$111,400	\$111,400	\$111,400
Dean of Students and Assistant Provost for Student Life	\$112,997	\$112,997	\$112,997

i. A cost performance analysis

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

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

As reported on Form BOR-1 during the Operational Budget Process.

Expenditures by Function	Amount	Percentage
Instruction	\$ 30,782,237	41.6%
Research	\$ 1,433,110	1.9%
Public Service	\$ 171,055	0.2%
Academic Support	\$ 5,176,557	7.0%
Student Services	\$ 4,434,395	6.0%
Institutional Services	\$ 10,502,919	14.2%
Scholarships/Fellowships	\$ 7,430,372	10.0%
Plant Operations/Maintenance	\$ 10,000,976	13.5%
Total E&G Expenditures	\$ 69,931,621	94.5%
Transfers out of agency	\$ 144,860	0.2%
Athletics	\$ 3,904,832	5.3%
Other	\$ -	0.0%
Total Expenditures	\$ 73,981,313	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	\$18,073
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

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

Average time to degree	5.3
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iv. Average cost per degree awarded in the most recent academic year.

v. Average cost per non-completer in the most recent academic year.

Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State dollars per FTE	\$4,178
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vi. All expenditures of the institution for that year most recent academic year.

As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures	\$ 121,097,212.00
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