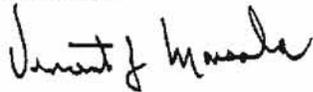


Louisiana State University Shreveport

Year 1 GRAD Act Annual Report (2010-2011)

Submitted April 1, 2011

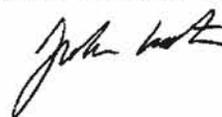
Dr. Vincent J. Marsala
Chancellor



Dr. Paul Sisson
Provost and VC Academic Affairs



Ms. Julie Lessiter
Assoc. VC Academic Services



Performance Objective:	(1) Student Success
Element:	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.

The faculty, staff, and administration of LSU Shreveport have fully embraced the challenge of increasing both the production of graduates and the graduation rate of first-time, full-time, fall-entering freshmen (the cohort upon which the “graduation rate” is based). We have fully implemented the LSU System’s and Board of Regent’s policies regarding increased admissions standards and limited admission by exception, including collecting and analyzing data regarding retention and graduation rates as tracked by LSU System metrics. We have also followed LSU Board policy in standardizing the required credit hours in each degree program to 120 hours, with only one remaining degree program to revise (revision expected in 2011-12, pending changes in accreditation standards). We have also greatly reduced the number of developmental classes and have a timeline to eliminate the two remaining developmental classes prior to the spring 2012 semester. The campus leadership and faculty have jointly developed and implemented new policies and practices to achieve improvements in these metrics. These new policies and practices include:

- The implementation in fall 2010 of 4-week grade reporting for 100/200-level classes. Faculty teaching classes at the freshman and sophomore level now formally give feedback to students at the 4-week point in the semester to alert them to potential academic trouble. This 4-week grade reporting joins the mid-semester grade reporting that LSUS implemented several years ago.
- Mid-semester faculty-driven midterm exam assistance clinics.
- Improved advising procedures devised by a campus-wide committee of faculty recognized for their advising effectiveness. These new procedures are under review and are scheduled to be implemented fall 2011.
- New specialized math tutorial software adopted for all College Algebra and Precalculus sections, implemented in fall 2010.
- Ongoing revision of the Freshman Seminar classes. The 1-credit University 100 class that LSU Shreveport once offered to all incoming freshmen, regardless of major, has been replaced by four 3-credit Freshman Seminar classes (FS 101, 102, 103, and 104) which are tailored to the specific needs of entering Business, Education, Humanities, and Science majors.

LSUS is permitted to admit up to 10% of its class by exception, a limit that we conservatively undershoot. The table on the following page shows that recent percentages admitted by exception each semester have ranged from 0% to 8%. The performance of those students

admitted by exception is comparable to the performance of the larger student population, given the wider variance expected with small datasets:

Retention of Freshmen admitted by exception	
Retention from fall 2009 to spring 2010	93%
Retention from fall 2009 to fall 2010	54%
Retention from spring 2010 to fall 2010	100%

Our fall 2009 to fall 2010 retention of first-time, full-time students increased to 68.7% from our baseline retention rate of 64.8%. We attribute this increase to the above policies and expect continued improvement in this rate as the policies are refined and their impact felt by more students.

Similarly, our 1st to 3rd year retention rate increased to 46.4% from the baseline rate of 46.3%. We expect this percentage to continue to improve as newly-implemented policies take effect.

The LSUS 150% graduation rate of the first-time, full-time fall 2003 cohort was 20%. We expect this rate to improve as new policies have an impact.

The LSUS award productivity rate of 15.85% is exactly as projected, and the decline from the baseline year is due to the 2009-2010 LSUS enrollment reaching an all-time high – a larger denominator in the award productivity ratio results in a slightly smaller rate. We expect our award productivity to show a slight increase over six years to the target rate of 17.0%. This reflects our projected growth in graduates and our anticipated FTE enrollment.

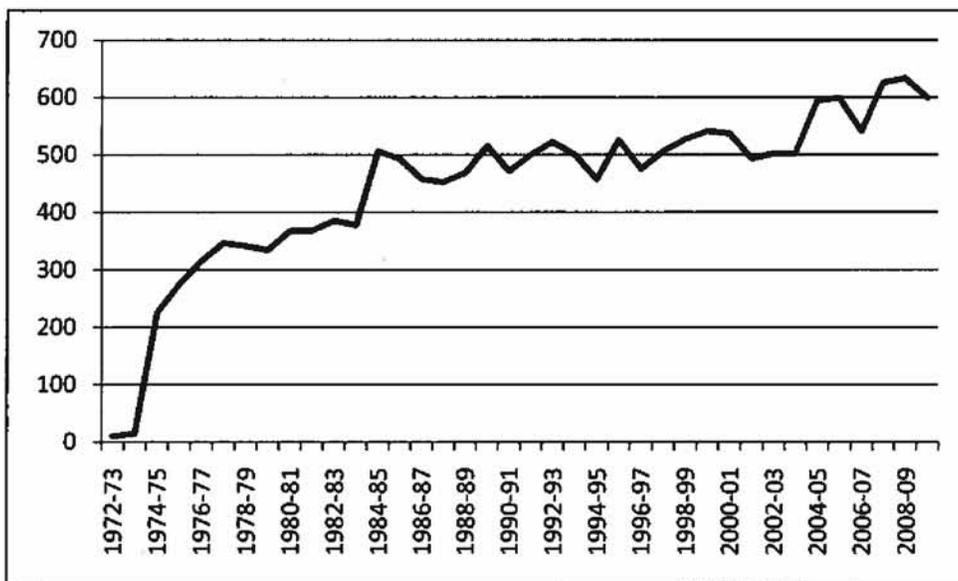
LSU Shreveport admitted a total of 31 students by exception in the 2009-10 academic year, 29 students in the fall semester, and two students in the spring semester. This number of students admitted by exception was lower than the 10% limit allowed per class.

a. - Policies to achieve cohort graduation rate and graduation productivity

	Fall 2009	Fall 2010	% retained	Source
a.i. - 1st to 2nd year retention rate	345	237	68.7%	LSUS Cohort Report
	Fall 2008	Fall 2010	% retained	
a. ii. - 1st to 3rd year retention rate	349	162	46.4%	LSUS Cohort Report
	Fall 2003 FTFT	Grad. 150%	Grad. Rate	
a.iv. - Same institution graduation rate	565	113	20.0%	IPEDS
	2009-10	FTE 09-10	Award %	
a.vi. - Award Productivity (2009-10)	502	3,168	15.8%	BOR CRINTCMP & SCHFTERP2K Report
	Fall 2003 FTFT	1st Award 150%	Grad Rate	
a.vii. Statewide graduation rate - Baseline	565	160	28.3%	BOR Report IPEDS BRGRATERPT
	Exception	Total	%	
a.viii. Percent of freshmen admitted by exception (su'10 - sp'11)				LSUS Cohort Report
Summer '10	0	6	0%	
Fall 2010	29	345	8%	
Spring 2011	2	31	6%	

Performance Objective: (1) Student Success
Element: b. Increase the percentage of program completers at all levels each year.

The 2008-09 year saw the highest number of graduates in LSU Shreveport history, and given the normal fluctuations in graduates per year it is not surprising to see a decrease in 2009-2010. The chart below shows the magnitude of typical year-to-year fluctuations and the general positive trend in LSUS graduates.



Annual Production of Graduates at LSU Shreveport

It should be noted, however, that the pending BOR review of degree programs may result in a mandated termination of programs and a sizable reduction in the number of projected completers. This will entail a reexamination of future GRAD Act targets.

Success in introductory general education math classes is a highly critical factor in the ultimate success of all students, and the LSUS math faculty have implemented new math tutorial software that enhances student learning for all students in College Algebra and Precalculus.

Further, since roughly a quarter of LSUS students are enrolled in STEM programs, all faculty in the College of Arts and Sciences have been engaged in monitoring the success of incoming students in problematic introductory science and mathematics courses for two years. In doing so, it has become obvious that significant knowledge deficiencies, technical skills deficiencies, and critical thinking skills deficiencies are becoming more prevalent among incoming freshmen. For

example, based on answers to ten general (high school-level) science education questions administered to Biology Principles I and II (BIOS 110/120) students, fewer than 25% of the students can answer half of the questions correctly. Similar incoming freshman deficiencies have also been observed and/or documented in General Chemistry I and II (CHEM 121/ 124), Introductory Computer Science classes (CSC 115/135), College Algebra (MATH 121), and Introductory Physics (PHYS 251/252 for non-majors and 262/262 for majors)

Enrollment in STEM degree programs is on the rise, and all departments within the School of Math and Sciences have recently updated their curricula to increase flexibility, concentration options, inquiry-based learning, and scientific problem solving. Nevertheless, the fact remains that failures in the problematic science courses contribute to our high attrition rate. In addition, students with low ACT/SAT scores and weak science grades in high school are increasingly choosing to pursue science-related degrees, which is creating further challenges in science education. These students not only have to overcome the knowledge deficiencies but also must enhance their studying/learning habits to an appropriate baccalaureate level. To fully reap the benefits of a modernized and elective-rich college curriculum, incoming students must have a quality freshman experience and the necessary skills to achieve success in the introductory science courses. Thus, we are aiming to decrease the attrition rate in the freshman and sophomore-level problematic science courses by developing and using course specific learning modules (i.e. modules that focus directly on what is taught in the STEM courses taught at LSUS) that create interactive environments which reinforce critical knowledge components and improve problem-solving skills through guided inquiry.

Creating interactive, interdisciplinary learning modules that guide students to a deeper understanding and/or application of essential knowledge will improve student experience in the freshman/sophomore problematic science courses at LSUS, where there is currently a lack of practical application for much of the course content. Helping students understand how to use guided inquiry to deepen their understanding will transfer into their learning approaches in other science courses. The development of learning modules in the life sciences was one of the activity components of a Post Katrina Support Fund Initiative (PKSFI) grant awarded to LSUS by the Louisiana Board of Regents Support Fund (BORSF) in 2007. Twelve of these modules have been completed and used in the classroom, and we are beginning to see significant improvement in the test scores of students enrolled in these classes. Hence, we believe that this will increase the retention rate in the life sciences. LSUS is actively seeking external grant funds to develop modules in all problematic freshman and sophomore STEM classes.

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

Source

b.i. - Percent change in program completers from baseline year	Comp. 2008-09	Comp. 2009-10	% increase over baseline
Baccalaureate	527	501	-5%
Masters	100	90	-10%
Specialist	6	8	33%

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Performance Objective:	(1) Student Success
Element:	c. Develop partnerships with high schools to prepare students for postsecondary education.

LSU Shreveport made the development of a high-quality dual enrollment program for regional high school students an institutional priority in the summer of 2008, and the growth in the number of students earning credit for college courses since that time is noteworthy. Although we are likely reaching a saturation point, we have still seen growth from 591 students in fall 2009 to 686 students in spring 2010. The corresponding number of credit hours increased from 2,577 to 3,334 (a three hour difference with the number of hours recorded by the BOR due to a discrepancy with one dual-enrollment student in the spring 2010), with a near-identical match in the percentage of student credit hours successfully completed. LSUS carefully tracks the growth of both these measures in annual evaluations of the partnerships.

Within the last two years, LSUS has created new partnerships with seven high schools, adding to two existing partnerships. We are currently in negotiations with one additional high school and anticipate a dual enrollment agreement effective in fall 2011. Further, LSUS believes so strongly in the goals of its Dual Enrollment program that we have chosen to incur all costs of the program that are no longer reimbursed by the state, allowing eligible students to continue to take classes at no cost.

To strengthen existing partnerships, and in order to assist regional high school science teachers partnering with LSUS, the School of Math and Sciences has provided learning modules developed for those classes by LSUS faculty and conducted workshops in the use of the modules. This is a component of our research-rich undergraduate environment centered on an inquiry-based, active-learner approach and lab-intensive, interdisciplinary classrooms and curricula. Through partnerships with area high school science teachers, students are given exposure to this inquiry-based style of learning and are better prepared for success at LSUS.

In the past four years, faculty working on life science related research projects have directed 15 high school research projects. Further, a strong mentoring relationship between LSUS life science faculty and five high school teachers has led to the joint writing of grants to update and equip high school classrooms.

All of our high school partners receive feedback on the performance of current dual-enrolled students and former dual-enrolled students who have entered LSUS. Further, the interactions between LSUS faculty and their high school counterparts allows for annual revision and updating of course content, texts, and instructor knowledge. Quality of instruction and the performance of students is closely monitored and has led, on occasion, to decisions to terminate agreements with individual instructors deemed to be performing unsatisfactorily.

Another collaboration focuses on high school students from two area high schools who are deemed at risk. This program brings them on campus for Saturday workshops to teach them Graphic Design and prepare them for Fine Arts careers.

LSUS also hosts a Collegiate Olympic Weightlifting Championship to expand competition opportunities for area high school athletes. This has led to the recruitment not only of regional weightlifting student/athletes, but also draws students from New York, Florida, Texas, and California.

One final general partnership deserves mention because of its exceptional success. The LSUS Louisiana Preparatory Program (LaPREP) is an award-winning summer enrichment program held on the campus of LSU Shreveport. LaPREP began in 1992 with the goal of instructing and encouraging high ability middle and early high school students to pursue a college education, preferably in math, science, or engineering. Over the past 19 years, it has served over 500 participants, mostly from Caddo and Bossier Parish public schools. It has won several national honors including awards by the Mathematical Association of America, the Department of Education, the Department of Energy, the National Science Foundation and the Jacquelyn Kennedy Onassis Foundation. It has been featured on C-SPAN and has been the subject of a documentary film that aired nationally on the ABC network. Tracking records of LaPREP graduates indicate a 100% high school retention rate and high school graduation rate. Furthermore, all LaPREP graduates who have reached the appropriate age have enrolled in college, with more than 80% majoring in math or science.

The overwhelming success of LaPREP has resulted in the development of both a pre-LaPREP program (GetSet) and a post-LaPREP program (AVEA) to increase the number of students served. GetSet recruits 5th and 6th grade students to sharpen their math/problem solving skills and reading/writing skills. GetSet has operated in both Mansfield and Keithville, LA. AVEA (Animation and Visual Effects Academy) recruits LaPREP graduates and other high school students, instructing them in the use of cutting-edge technology of the kind utilized in computer gaming, bioinformatics, medical research, film making, and intelligence operations such as cyber security. AVEA is held on the campus of LSU Shreveport as a collaborative effort between LaPREP and the LSUS Animation and Visual Effects Program.

In addition, LaPREP co-sponsors and directs Financial Independence for Life (FIFL), a program that targets high school teachers and mostly minority high school students from the community, as well as second year LaPREP participants, offering them topics of financial literacy such as budgeting, savings, investment options, insurance, and the time value of money. FIFL has been highly successful, with pre- and post-test scores showing an increase of more than 70%. Both student and teacher participants have given FIFL high evaluations, as have school superintendents and business leaders who have observed the program. This past summer marked the 9th summer session of FIFL.

c. - Develop partnerships with high schools to prepare students for post secondary education

	Sum '09	Fall '09	Sp'10	Source
c.i. - Number of high school students enrolled (su'09-sp'10)	6	591	686	LSUS Student Master
c.ii. - Number of semester credit hours in which high school students enrolled	24	2,577	3,334	LSUS Student Master
c.iii. - Number of semester credit hours completed by high school students	24	2,562	3,316	* Only excludes the number of 'W' grades earned by H.S. Students

c. (i) and (ii) - Spring '10 number of high school students enrolled is one student different than the number recorded by the Board of Regents leading to a 3 hour difference in the number of semester credit hour in which high school students were enrolled in spring '10.

c. (iii) - The number of semester credit hours completed by high school students only excludes the number of W grades earned each semester.

Performance Objective: (1) Student Success
 Element: d. Increase passage rates on licensure and certification exams and workforce foundational skills.

The only licensure exams that apply to credit degree programs at LSUS are the Praxis exams administered to Education majors. In each of the three areas of this exam, LSUS students achieve a 100% passage rate.

Another very notable measure of the exceedingly high quality of our Education program is the Board of Regents' 2009-2010 Value-Added Teacher Preparation Assessment (see following charts), which indicates that teachers prepared by LSU Shreveport who were included in the research study performed as well as or better than other comparable teachers across the state.

This study examined the performances of students in grades 4 through 9 who were taught by first-year teachers, comparing those performance to other new teachers (with a rating of 3) and to experienced teachers (with a rating of 2 indicating performance equal to that of an experienced teacher and a rating of 1 indicating performance greater than that of an experienced teacher).

New teachers who completed LSU Shreveport's undergraduate teacher education program scored as follows: Language Arts, 3; Math, 3; Reading, 3; and Social Studies, 3.

New teachers who completed LSUS Shreveport alternate teacher certification program scored as follows: Language Arts, 2; Math, 1; Reading, 2; Science, 2; and Social Studies, 1.

Overall, LSU Shreveport program completers' performance was the second highest in the state, falling slightly lower than LSU Baton Rouge. The charts on the next page provide an in-depth look at how the LSUS students were rated.

Nursing has been identified as a "high-need" profession in the Shreveport/Bossier area, and with the difficulty of getting new degree programs approved, LSU Shreveport offers an LPN non-credit program administered through the Division of Continuing Education. This program achieves consistently high licensure passage rates, with 96% passing in the last administration.

	Took Exam	Passed Exam	%
d.ii. - Number of students receiving certifications (Nursing)	25	24	96%

Chart: 2009-2010 Value-Added Teacher Preparation Assessment Results for Alternate Certification Programs by Performance Levels

Results:

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana College	2	3	1	3	3
Louisiana State University - Shreveport	2	1	2	2	1
Louisiana Resource Center for Educators	3	3	4	3	3
Louisiana Tech University				3	
Northwestern State University	2	3	2	1	3
Southeastern Louisiana University	2	2	2	1	1
The New Teacher Project	1	1	1	1	3
University of Louisiana at Lafayette	4	3	3	4	3
University of Louisiana at Monroe	2	3	3	2	1

Chart: 2009-2010 Value-Added Teacher Preparation Assessment Results for Undergraduate Programs by Performance Levels

Results:

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana State University and A&M College	3	3	3	1	2
Louisiana State University at Shreveport	3	3	3		3
Louisiana Tech University		3			
McNeese State University	3	3			5
Northwestern State University	3				
Southeastern Louisiana University	3	2		2	
University of Louisiana at Lafayette	4	3	3	3	4
University of New Orleans		3		3	

d. - Increase passage rates on licensure and certification exams

Took Exam Passed Exam %

Source

	Took Exam	Passed Exam	%
d.i. - Passage rates on licensure/certification exams. Program completers used in passing rate calculation	73	73	100%
d.i. - Aggregate Basic Skills	59	59	100%
d.i. - Aggregate Professional Knowledge	72	72	100%
d.i. - Aggregate Academic Content	74	74	100%

ETS 2008-09 report from Ed. Dept.

Performance Objective: (2) Articulation and Transfer
Element: a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

By a significant margin, most LSUS graduates are not counted in the so-called “graduation rate” because they do not begin as first-time, full-time freshmen in a fall semester; each year 70 to 80 percent of LSUS graduates are not counted in the graduation rate for this reason. In turn, the majority of those students are transfer students. In the 2009-2010 year, 802 students entered LSUS as a transfer student, with 459 (57%) retained to fall 2010. And in 2009-2010, 338 graduates began at LSUS as a transfer student.

LSUS has a well-established relationship with both of the regional two-year colleges that serve as feeder schools, Southern University Shreveport (SUSLA) and Bossier Parish Community College (BPCC). In addition to frequent ad-hoc meetings between respective faculty and administrators, an annual large meeting between LSUS and SUSLA and between LSUS and BPCC serves as a forum for upper administration, Deans, Department Chairs, and selected program Directors to meet and refine existing articulation agreements and forge new agreements.

LSUS maintains 2+2 articulation agreements in specific degree programs in the disciplines of Business, Communications, Computer Science, Community Health, and Education. These are reviewed annually and updated as needed. LSUS has also fully implemented the LSU System’s and Board of Regent’s policies regarding transfer arrangements to admit students possessing the Louisiana Transfer Associates of Arts and Associates of Science degrees. Finally, LSUS will fully implement new transfer student admissions policies in accordance with the Board of Regents and LSU System timelines.

For the 2009-2010 academic year, 6.7% of the transfer cohort were admitted by exception. Of this cohort, 49% were retained to the fall of 2010.

Because a significant number of LSUS transfer students enroll in STEM degree programs, recent meetings between LSUS science faculty and two-year campus science faculty have focused on the use of the learning modules that LSUS has developed as part of its Post-Katrina Support Fund Initiative project. Use of the course-specific learning modules in the community college classes will not only increase the success of the students enrolled in those courses, but also give the students a better preparation for the 300/400 level courses at LSUS.

An articulation agreement for Physical Therapy Assistant Program completers at BPCC that feeds into the LSUS Community Health degree program was updated this past year and used as the model for an agreement with BPCC's Occupational Therapy Assistant Program (OTAP).

a. - Phase in admission standards to increase student retention and grad. Rates	2009-10 Year	Fall 2010	Retention Rate	Source
a.i. - 1st to 2nd year retention rate of transfer students	696	403	57.9%	LSUS Cohort report
a.ii. - Number of baccalaureate graduates that began as a transfer student (2009-10)	338			BOR TDRPTBOR
	Exception	Total	%	
a.iii - Percent of transfers admitted by exception				LSUS Cohort report
Summer 2010	5	83	6%	
Fall 2010	28	404	6.9%	
Spring 2011	15	222	6.8%	

Performance Objective: (2) Articulation and Transfer
Element: b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

LSU Shreveport has developed a transfer report that it shares with local community colleges regarding the academic performance, retention, and graduation of all transfers inclusive of those with or without an Associate Degree. This report specifically addresses subject areas where transfer students do not have a high pass rate (ABC), yearly cohort retention rates for both types of transfers, and graduation rates/time to degree for transfers with or without an AA degree.

Through this information, LSU Shreveport has been able to identify areas in which transfer students struggle academically at our 4-year institution. In attempt to remediate these students, LSU Shreveport has integrated new software programs into Math classes, provided additional out-of-class support programs, and begun an early alert program utilizing four week grades.

Discussions between the Provost of LSU Shreveport, BPCC, and SUSLA have focused on these identified areas of weakness, and plans to ensure better preparation are being implemented.

LSU Shreveport has several processes in place to identify and remedy the transition process for transfer students. The Admissions Office has a designated transfer-student recruiter who provides pertinent information regarding programs at LSU Shreveport, and assists students with any questions they have regarding the transfer process. In addition, the Admissions and Financial Aid website provides instructions and information for all transfer students on topics such as transfer credits and the Louisiana Transfer degree. This office also connects transfer students with the appropriate person on campus that can remedy any issues that evolve in the transfer process. Lastly, as soon as a transfer student is admitted to LSU Shreveport they are directed to an online transfer orientation program. This online program has to be completed with a 90% passing score in order for the student to register for classes. This orientation was designed specifically for LSU Shreveport transfer students through the Student Counseling and Development Center, and in addition to helping the students it helps administrators identify problem areas where more education is needed for this group.

The retention rate for the 2009-10 transfer students that began with an Associate degree is slightly higher than those without an AA degree, 62% vs. 57%. Of the 2009-10 baccalaureate completers, five students began as transfer students with an AA degree.

b.- provide feedback to community colleges

	2009-10	Fall 2010	%	Source
b.i. - 1st to 2nd year retention of those who transfer with an associate degree (2009-10)	89	55	62%	LSUS Cohort Report
	2009-10 Grads.			
b.ii. - Number of baccalaureate graduates that began as transfer students with an associate degree	5			

Performance Objective: (2) Articulation and Transfer
Element: c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

LSUS and Bossier Parish Community College are soon to implement an agreement that will be called BPC@LSUS. When instituted in fall 2011, students who wish to attend classes on the LSUS campus, but who are not admissible to LSUS, will be able to earn BPC credit through BPC@LSUS.

The Admissions and Records Office has excellent relationships with Southern University at Shreveport and Bossier Parish Community College. Our office routinely refers students who are not eligible for admission at LSUS to these institutions so that they can become eligible for transfer into LSUS in a future semester. In 2009-2010, 119 students were inadmissible to LSUS and referred to a community college. At this time, LSUS is not able to track students inadmissible to LSUS who subsequently enroll at a Louisiana community college.

**c. - Develop referral agreements with
CC**

c.i. - Number of community college referrals	119
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Performance Objective:	(2) Articulation and Transfer
Element:	d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

The Admissions and Records Office honors the Louisiana Transfer Associate Degrees (AALT/ASLT) granted by two-year or community colleges. Our recruiters discuss these degrees with prospective transfer students during various recruiting activities and programs. Information regarding this policy is also prominently displayed on our transfer student website at <http://www.lsus.edu/admissions-and-financial-aid/undergraduate-admissions/transfer-students/louisiana-transfer-associate-degrees>. The LSUS Admissions and Records office and College Deans monitor the admittance of transfer students and revise AALT/ASLT policies as appropriate to resolve issues.

The Dean of Enrollment Services and Registrar serves on the statewide Common Course Numbering Committee. This committee will work to establish a common course numbering system as a means to facilitate the transfer of students and course credits among secondary and postsecondary institutions. The committee will also work to establish a common college transcript.

Over the past two years, the curricula in speech and mass communication have been revised several times to create a small core of fundamental courses covering history, philosophy, and higher order thinking skills in each of the majors that allows for significant flexibility when choosing or adding electives. As an example, a student transferring to LSUS from BPCC may bring a large number of credit hours in TLCM – telecommunications. We use these as electives in the major as well as electives toward the total 120 hour degree program. The idea behind the flexible curriculum is that all students must complete a “gateway” course at the 100-level and a capstone course at the 400-level thus creating built-in starting and ending points for assessment. While the gateway course may be completed prior to transferring to LSUS, the capstone must be completed here. And for the student to complete successfully the capstone course, that student must take the required core courses. Beyond those bookend requirements, each student has tremendous flexibility to make choices based on their particular career path in communication under the guidance of their academic advisor.

A very similar articulation agreement in Fine Arts is nearly complete.

Finally, the School of Business actively participated in the state wide Business Deans group to develop a statewide AST Business degree for community colleges to allow ease of transfer for business students from all community colleges to four year college programs. The proposal has been forwarded to the Statewide Articulation Council for review.

LSU Shreveport entered into agreements with local community colleges regarding the transfer degree in spring, 2011 so there are not expected to be any transfer students with such a degree until spring, 2012. Therefore, the retention rate as well as the number of baccalaureate completers that began as transfer students with a transfer degree cannot be reported at this time.

d. - Demonstrate collaboration in articulation and transfer requirements

d.iii. - 1st to 2nd year retention rate of those who transfer with a transfer degree	NA
d.iv - Number of degree graduates that began as a transfer student with a transfer associate degree	NA

* The transfer degree program started in spring, 2011. The first transfer students with this type of transfer degree are expected in spring, 2012.

Performance Objective: (3) Workforce and Economic Development
 Element: 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.

Through the annual LSUS review of degree programs in 2009-10 no programs were eliminated, but 19 were updated and revised in some form. Through the same process in 2010-11, we determined that the baccalaureate degree in Geography was no longer needed and began the process of teaching out the students remaining in the program and removing the degree from our offerings.

In response to the Board of Regents low-completer review, LSUS has also proposed the elimination of our baccalaureate degrees in Speech and Elementary and Secondary Education in Health and Physical Education.

As part of the annual review of degree programs, 35 programs were modified in some way. These modifications include reduction in total number of hours, elimination or replacement of required courses, and revision of the curricula in order to maintain currency with “best practice” model curricula. As always, LSUS undertakes such review and revision with an eye toward maximizing efficiency; in particular, most classes taught at LSUS serve multiple degree programs. An example of this is the proposed Master of Science in Biology degree program, which has gone through the complete state review process and received unanimous praise by external reviewers, and has been awaiting final Board of Regents approval since 2009.

a - Eliminate academic programs offerings that have low students completion rates as identified by the BOR

	2009-10	2010-11
a.i. - Number of programs eliminated	0	3
a.ii. - Number of programs modified	19	35

LSU Shreveport has collaborated with the Louisiana Workforce Commission to identify academic programs that align with current workforce needs and is the selected training provider for these programs. The Office of Continuing Education works directly with this commission to write incumbent worker training program grants and since 1999 has delivered \$7,036,402 in training to 8,363 employees. Additionally, LSU Shreveport’s Incumbent Worker Training Program has helped create 544 new jobs in respective industries. Below is a chart of the top 20 companies per training dollars.

Employer Name	Training Dollars	Number of Employees Trained
GM 1	1,384,016.58	2,274
Gannett	659,956.88	743
GE	655,730.00	192
GM 2	459,042.94	308
Frymaster	307,458.72	451
Comcast Cable Holdings	302,598.00	223
Berg, Inc	208,504.34	176
Frymaster #2	189,881.51	525
Fairfield	177,190.50	241
GM 3	161,921.25	446
Carter Federal Credit Union	150,379.52	90
Software & Services	148,867.92	31
Praeses	146,274.11	66
AFS Logistics	141,556.50	88
Shreveport EMT	126,099.30	34
Libbey Glass	124,784.50	255
Consolidated Companies	120,425.50	255
Mc Elroy Metal	105,418.30	177
Community Bank	101,950.93	85

Performance Objective: (3) Workforce and Economic Development

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

In recognition of the importance of improving and expanding online learning opportunities, LSUS created the Center for Online Learning & Faculty Development. Formerly the Teaching, Learning, & Technology Center, the Center for Online Learning & Faculty Development (COLFD) was officially instituted in January 2011 to provide support services for both on-campus and online students and faculty—thus supporting the academic mission of the University. The Center also provides campus-wide administrative support for regulations associated with distance learning at the state and national levels.

On-campus distance learning policies and procedures are created through the Center's partnership with the LSUS Distance Learning Council (DLC). The DLC, a committee of 6 full-time faculty and 6 staff, is responsible for the creation and application of all academic policies related to distance learning on campus. Other activities in cooperation with the COLFD include the oversight of course reviews, the mentoring of current online faculty, coordination with academic departments for the development of online courses and degree programs as well as the development of online course templates. Future endeavors for the COLFD and the DLC include joining Quality Matters, a nationally recognized, peer review process designed to certify the quality of online courses and online components.

For online and on-campus students, the COLFD serves as a helpdesk for common technical issues related to the MOODLE Course Management System as well other software-specific matters (i.e. Microsoft Office, video, podcasting, etc.). The Center is also a part of the LSUS Division of Continuing Education & Public Service which provides testing/proctoring facilities for distance learners. In the very near future, the COLFD will seek to provide additional services through its website, such as access to online tutoring and a writing center, that will provide online students with further academic support.

For faculty, the COLFD provides training and support to new and current online educators. More specifically, the Center provides training for new online instructors (both full-time and adjunct faculty) through the Online Instruction Program, a six-week intensive training program for those seeking to teach online. During this 100% online training course, instructors gain experience as distance learners while studying the pedagogy fundamental to becoming effective online teachers.

Along with offering training to faculty in online teaching methods, the Center also provides training on MOODLE as well as assistance with course development, software-specific and educational technology-related issues in its state-of-the-art on-campus facility. The efforts of the

COLFD are also combined with those of Information Technology Services, which provides MOODLE technical and registration support. With regards to educational technology, the Center is currently in the process of acquiring the software and hardware needed to support LSUS's current partnership with Apple Inc. through iTunes U, thus making podcasting available to faculty (and students) campus-wide.

LSUS expanded its catalog of 100% online degree programs by one, adding the Masters in Health Administration to the Masters in Human Services Administration to the list of fully accredited online programs.

In order to maximize the efficiencies realized from distance learning, LSU Shreveport is currently in negotiations to expand the reach of its online programs through partnering with Academic Partnerships. This Dallas-based company provides support in online marketing and student assistance. When enacted, this partnership will entail efficiencies in marketing and technical support savings as well as increasing our ability to offer more online courses to more students.

b - Increase use of technology for distance learning to expand educational offerings.	2008-09	2009-10	% increase from baseline
b.i. - Number of course sections with 50% -99% instruction through distance education	7	16	129%
b.i. - Number of course sections with 100% instruction through distance education	69	99	43%
b.ii. - Number of students enrolled in courses with 50% and 100% instruction through distance education	1,478	2,095	42%
b.iii. - Number of programs offered through 100% distance education	1	1	0%

Performance Objective: (3) Workforce and Economic Development
Element: c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Although this element is not applicable to LSUS, several items are worth noting. First, in 2009-2010, 13% of LSUS FTE faculty held research grants, bring an average of \$7,554 in research dollars per total FTE faculty. As part of the LSUS Post Katrina Support Fund Initiative, faculty within the School of Mathematics and Science have recently directed 43 undergraduate and 13 high school student research projects. Of these undergraduates who have graduated, all but one continued to pursue a career in science, either by joining the workforce or continuing their science education in a graduate, profession, or allied health school. Of the undergraduates who have not graduated, all of them are still pursuing degrees in the sciences. We have not tracked the high school students, but at the completion of project, all of the participants indicated that they planned to major in science in college. Faculty research productivity has also increased from an average of 7 faculty-directed undergraduate research projects per year to an average of 14/year.

Performance Objective:

(3) Workforce and Economic Development

Element:

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.

Of the 494 graduates surveyed in the 2009-10 academic year, 334 were employed, 71 were continuing on to graduate school, and 89 were unemployed and had no plans for graduate school.

Performance Objective: (4) Institutional Efficiency and Accountability
Element: 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.

LSUS has reduced the number of developmental courses offered to two: English 005 and Math 007. These two remaining courses are scheduled to be eliminated by spring 2012.

The complete elimination of developmental courses is part of a new partnership between LSUS and Bossier Parish Community College that will be called BPCC@LSUS. When implemented, students who wish to attend classes on the LSUS campus, but who are not admissible to LSUS, will be able to earn BPCC credit through BPCC@LSUS.

a - Eliminate remedial education course offerings and developmental study programs	Math	English	Source
a.i. - Number of developmental/remedial course sections offered (2009-10)	10	2	LSUS Class master
a.ii. - Number of students enrolled in developmental/remedial courses (2009-10)	243	42	

* This data represents fall and spring data only.

Performance Objective: (4) Institutional Efficiency and Accountability
Element: 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.

LSU Shreveport has not offered any associate degree programs for many years and therefore does not have any collaborations in this particular instance with the 2-year colleges or a timeline to eliminate associate degree programs.

b. Eliminate associate degree program offerings

b.i. - Number of active associate degree programs offered	0
b.ii. Number of students enrolled in active associate degree programs	0

Performance Objective:
Element:

(4) Institutional Efficiency and Accountability

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

LSU Shreveport is complying with GRAD Act and LSU Board Policy to increase non-resident tuition at a rate of 15% annually, starting with an increase in 2011-12 from the 2010-11 rate, with the planned increases as shown in the chart below. Each semester, a report will be developed to track the enrollment numbers of non-resident students, and the impact on revenue. This is not expected to have a major impact on enrollment in the first year, but would increase tuition and fees revenue by approximately 1 million dollars.

Undergraduate (12 hrs a semester) and Graduate (9 hrs a semester) Non-Resident Annual Tuition and Fees

Year	UG	GRAD
2009-10	\$8502.76	\$8358.12
2010-11	\$9,605.00	\$9,327.00
2011-12	\$11,045.75	\$10,726.05
2012-13	\$12,702.61	\$12,334.96
2013-14	\$14,608.00	\$14,185.20
2014-15	\$16,799.21	\$16,312.98
2015-16	\$19,319.09	\$18,759.93

.c - Tuition and Fees	UG	GRAD	Source
c.i. - Total tuition and fees charged to non-residents (10-11)	\$9,605	\$9,327	BOR Report
Actual Peer non-resident tuition/fee amt	\$13,736	\$12,858	SREB website - Comparison 4-Year 4 institutions
% difference from Peer amount	-30%	-27%	

SREB Data Source

Performance Objective: (4) Institutional Efficiency and Accountability
Element: 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:

TBD, awaiting Board of Regents instructions.

Performance Objective: (5) Organizational Data
 Element: a. Number of students by classification.

	UG	GRAD	Total	Source
a. Number of students by classification (Headcount) Fall '09	4,189	446	4,635	BOR Report FPENRLRPT
a. Number of students by classification (Headcount) Fall '10	4,058	446	4,504	BOR Report FPENRLRPT
	UG	G	Total	
a. Number of students by classification (FTE) 2009-10	3,167.8	279.3	3,447.1	BOR report SCHBRCPRT
a. Number of students by classification (FTE) 2010-11	3,113.5	281.1	3,394.6	BOR report SCHBRCPRT

Performance Objective: (5) Organizational Data
Element: b. Number of instructional staff members.

	Headcount	FTE	Source
b. Number of instructional staff members - Fall 2009	190	151.7	BOR info
b. Number of instructional staff members - Fall 2010	193	148.5	

Performance Objective: (5) Organizational Data
Element: c. Average class student-to-instructor ratio.

	Fall 2009	Fall 2010	Source
c. Average class student-to-instructor ratio	23.2	24.9	BOR info

Performance Objective: (5) Organizational Data
Element: d. Average number of students per instructor.

	Fall 2009	Fall 2010	Source
d. Average number of students per instructor	22.7	22.9	BOR info

Performance Objective:

(5) Organizational Data

Element:

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

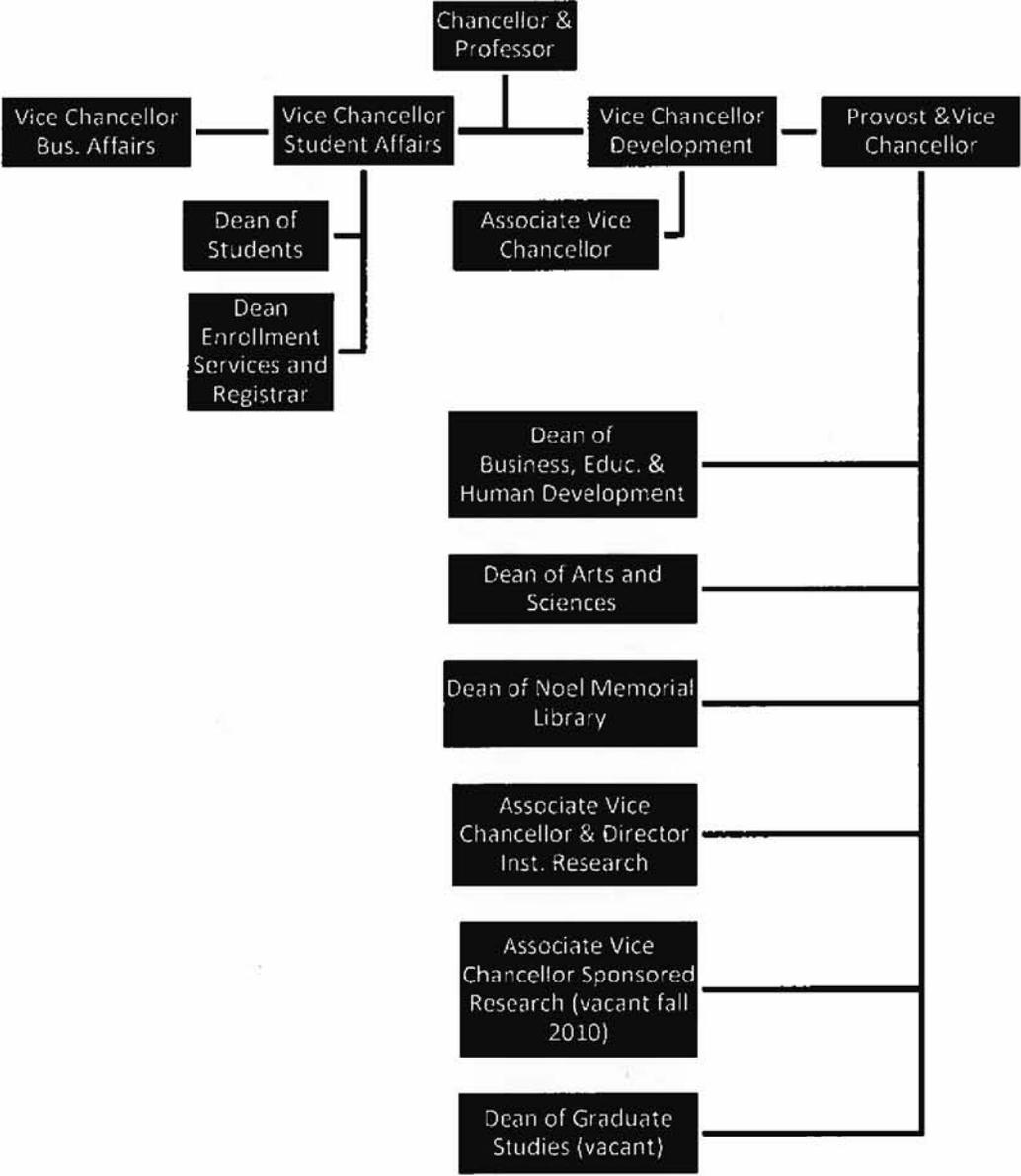
	Fall 2009	Fall 2010	Source
e. Number (headcount) of non-instructional staff members in academic colleges			HR - from EMPSAL file
College of Business, Education, Human Development	21	19	sent to BOR
College of Arts and Sciences	14	13	
FTE non-instructional staff members in academic colleges			
College of Business, Education, Human Development	20.3	18.3	
College of Arts and Sciences	13.6	12.6	

Performance Objective: (5) Organizational Data
Element: f. Number of staff in administrative areas.

	Fall 2009	Fall 2010
f. Number (Headcount) of staff in administrative areas		
Executive, Managerial	59	58
Other	93	86
FTE number of staff in administrative areas		
Executive, Managerial	59	58
Other	90.2	86

Performance Objective:
Element:

(5) Organizational Data
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.



Performance Objective: (5) Organizational Data

Element: h. Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.

POSITION	TOTAL BASE SALARY, FALL 2010	SALARY CHANGES SINCE 06/30/2008
Chancellor	\$184,720 salary as of 07/01/2008 \$25,000 housing as of 07/01/2008	\$167,927 salary as of 06/30/2008 \$25,000 housing as of 06/30/2008 \$16,793 merit increase effective 07/01/08. Increase approved from the LSU Board of Supervisors in August 2008.
Interim Provost and Vice Chancellor for Academic Affairs	\$120,000 as of 07/01/2008	\$101,950 as of 06/30/2008 \$18,050 increase effective 07/01/08. Promoted from Dean of College of Sciences to Interim Provost and Vice Chancellor for Academic Affairs.
Provost and Vice Chancellor for Academic Affairs	\$130,000 as of 11/01/2008	\$120,000 as of 07/01/2008 \$10,000 increase effective 11/01/08. Appointment change from "Interim Provost and VC for Academic Affairs" to "Provost and VC for Academic Affairs."
Dean, College of Business, Education and Human Development	\$110,000 as of 08/19/2009	\$96,500 as of 06/30/2008 \$13,500 increase effective 08/19/09. Dean Retired in College of Business. College of Business & College of Education merged. Increase for additional duties.
Dean, College of Arts & Sciences	\$110,000 as of 08/19/2009	\$96,400 as of 06/30/2008 \$13,600 increase effective 08/19/09. Dean in College of Sciences position was vacant. The College of Liberal Arts & College of Sciences merged. Increase for additional duties.
Vice Chancellor, Business Affairs	\$106,300	None
Vice Chancellor, Students Affairs	\$101,650	None
Vice Chancellor, Development	\$80,000	None
Dean of Students	\$83,475	None
Dean, Enrollment Services	\$69,800	None
Associate Vice Chancellor, Development	\$52,500	None
Dean, Noel Library	\$90,000	None
Associate Vice Chancellor, Inst. Research	\$70,000	None

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: LSU Shreveport

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	#Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2008-09	73	73	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (Include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: LSU.Shreveport

Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam In Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with ✓ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 1, 2011

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
2-year Colleges and Technical Colleges

Institution: _____

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Adobe Certification				
American Petroleum Institute-6th Edition-Rigger				
Automotive (ASE) – 47.0604				
Barbering – 12.0402				
Care and Development of Young Children – 19.0709				
Certified Clinical Medical Assistant				
Certified Manufacturing Specialist				
Certified Wireless Technology Specialist				
Certiport's Internet and Computing Core				
Child Development – 190709				
Commercial Drivers License				
Cosmetology – 120401				
Culinary – 120503				
Drafting – 15.1301				
Electrician – 46.0302				
EMT Basic				
EMT Paramedic				
Floresty				
Fork Lift				
Graphic Arts Education and Research Foundation – 10.0303				
Heating, Ventilation and Air Conditioning – 47.0201				
HIPAA				
Horticulture – 01.0601				
HVAC - EPA – 47.0201				
Computer-programming-specialty areas				
Internet and Computing all areas (Comp Tia, CISCO, IC3)				
MCITP: Enterprise Administrator on Windows Server 2008				
Microsoft Certified IT Professional: Server 2008 Active Directory				
Microsoft Certified IT Professional: Server 2008 Application Infrastructure				
Microsoft Certified IT Professional: Server 2008 Enterprise Administration				
Microsoft Certified IT Professional: Server 2008 Network Infrastructure				

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
2-year Colleges and Technical Colleges

Institution: _____

Microsoft Certified IT Professional: Windows 7 Configuration				
Microsoft Office User Specialist (MOUS)				
National Restaurant Association				
National Retailers Federation (NRF)				
NCCER - all areas (National Center for Construction Education and Research)				
Notary Public				
Nursing-CNA				
OSHA				
Patient Care Tech				
Personal Fitness Trainer				
Petroleum Education				
Phlebotomy - CPT				
Private Investigator				
Real Estate				
Sterile Products				
Tour Guiding				
U.S. Coast Guard all specialty areas				
Well Control				
WorkKeys (all areas, levels)				

Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with ✓ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
 March 1, 2011

ELEMENT

a. - Policies to achieve cohort graduation rate and graduation productivity

	Fall 2009	Fall 2010	% retained	
a.i. - 1st to 2nd year retention rate	345	237	68.7%	LSUS Cohort Report
	Fall 2008	Fall 2010	% retained	
a. ii. - 1st to 3rd year retention rate	349	162	46.4%	LSUS Cohort Report
	Fall 2003 FTFT	Grad. 150%	Grad. Rate	
a.iv. - Same institution graduation rate	565	113	20.0%	IPEDS
	2009-10	FTE 09-10	Award %	
a.vi. - Award Productivity (2009-10)	502	3,168	15.8%	BOR CRINTCMP & SCHFTERP2K Report
	Fall 2003 FTFT	1st Award 150%	Grad Rate	
a.vii. Statewide graduation rate - Baseline	565	160	28.3%	BOR ReportIPEDS BRGRATERPT
	Exception	Total	%	
a.viii. Percent of freshmen admitted by exception (su'10 - sp'11)				LSUS Cohort Report
Summer '10	0	6	0%	
Fall 2010	29	345	8%	
Spring 2011	2	31	6%	

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

	Comp. 2008-09	Comp. 2009-10	% increase over baseline	
b.i. - Percent change in program completers from baseline year				
Baccalaureate	527	501	-5%	
Masters	100	90	-10%	REGENTS CRINTCMP
Specialist	6	8	33%	

c. - Develop partnerships with high schools to prepare students for post secondary education

	Sum '09	Fall '09	Sp'10	
c.i. - Number of high school students enrolled (su'09-sp'10)	6	591	686	LSUS Student Master
c.ii. - Number of semester credit hours in which high school students enrolled	24	2,577	3,334	LSUS Student Master

c.iii. - Number of semester credit hours completed by high school students	24	2,562	3,316	*only excludes grades of 'W'
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d. - Increase passage rates on licensure and certification exams

	Took Exam	Passed Exam	%	
d.i. - Passage rates on licensure/certification exams. Program Completers used in passing rate calc.	73	73	100%	ETS 2008-09 report from Ed. Dept.
d.i. - Aggregate Basic Skills	59	59	100%	
d.i. - Aggregate Professional Knowledge	72	72	100%	
d.i. - Aggregate Academic Content	74	74	100%	
	Took Exam	Passed Exam	%	
d.ii. - Number of students receiving certifications (Nursing)	25	24	96%	Internal Doc's

Element

a. - Phase in admission standards to increase student retention and grad. Rates	2009-10 Year	Fall 2010	Retention Rate	
a.i. - 1st to 2nd year retention rate of transfer students	696	403	57.9%	LSUS Cohort report
a.ii. - Number of baccalaureate graduates that began as a transfer student (2009-10)	338			BOR TTDRPTBOR
	Exception	Total	%	
a.iii. - Percent of transfers admitted by exception				LSUS Cohort report
Summer	5	83	6.0%	
Fall 2010	28	404	6.9%	
Spring 2011	15	222	6.8%	

b.- provide feedback to community colleges	2009-10	Fall 2010	%	
b.i. - 1st to 2nd year retention of those who transfer with an associate degree (2009-10)	89	55	62%	LSUS Cohort Report
	2009-10 Grads.			
b.ii. - Number of baccalaureate graduates that began as transfer students with an associate degree	5			

c. - Develop referral agreements with CC

c.i. - Number of community college referrals	119
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d. - Demonstrate collaboration in articulation and transfer requirements

d.iii. - 1st to 2nd year retention rate of those who transfer with a transfer degree	NA
d.iv - Number of degree graduates that began as a transfer student with a transfer associate degree	NA

Element

a - Eliminate academic programs offerings that have low students completion rates as identified by the BOR 2009-10 2010-11

a.i. - Number of programs eliminated	0	3
a.ii. - Number of programs modified	19	35

b - Increase use of technology for distance learning to expand educational offerings.	2008-09	2009-10	% increase from baseline
b.i. - Number of course sections with 50% -99% instruction through distance education	7	16	129%
b.i. - Number of course sections with 100% instruction through distance education	69	99	43%
b.ii. - Number of students enrolled in courses with 50% and 100% instruction through distance education	1,478	2,095	42%
b.iii. - Number of programs offered through 100% distance education	1	1	0%

Element

a - Eliminate remedial education course offerings and developmental study programs	Math	English	
a.i. - Number of developmental/remedial course sections offered (2009-10)	10	2	LSUS Class master
a.ii. - Number of students enrolled in developmental/remedial courses (2009-10)	243	42	

b. Eliminate associate degree program offerings

b.i. - Number of active associate degree programs offered	0
b.ii. Number of students enrolled in active associate degree programs	0

c - Tuition and Fees

	UG	GRAD	
c.i. - Total tuition and fees charged to non-residents (UG, 10-11)	\$9,605	\$9,327	BOR Report
Actual Peer non-resident tuition/fee amt	\$13,736	\$12,858	SREB website - Comparison 4-Year 4 institutions
% difference from Peer amount	-30%	-27%	

http://www.sreb.org/page/1357/data_library_higher_ed_tuition_fees.html

Tuition and Fees, Public Colleges, by college link

Element	UG	GRAD	Total	
a. Number of students by classification (Headcount) Fall '09	4,189	446	4,635	BOR Report FPENLRPT
a. Number of students by classification (Headcount) Fall '10	4,058	446	4,504	BOR Report FPENLRPT
	UG	G	Total	
a. Number of students by classification (FTE) 2009-10	3,168	279	3,447	BOR report SCHBRCRPT
a. Number of students by classification (FTE) 2010-11	3,114	281	3,395	BOR report SCHBRCRPT
	Headcount	FTE		
b. Number of instructional staff members - Fall 2009	190	151.7		BOR info
b. Number of instructional staff members - Fall 2010	193	148.5		
	Fall 2009	Fall 2010		
c. Average class student-to-instructor ratio	23.2	24.9		BOR info
d. Average number of students per instructor	22.7	22.9		
	Fall 2009	Fall 2010		
e. Number (headcount) of non-instructional staff members in academic colleges				HR - from EMPSAL file
College of Business, Education, Human Development	21	19		sent to BOR
College of Arts and Sciences	14	13		
FTE non-instructional staff members in academic colleges				
College of Business, Education, Human Development	20.3	18.3		
College of Arts and Sciences	13.6	12.6		
	Fall 2009	Fall 2010		
f. Number (Headcount) of staff in administrative areas				
Executive, Managerial	59	58		
Other	93	86		
FTE number of staff in administrative areas				
Executive, Managerial	59	58		
Other	90.2	86		

Fall 2010 Organizational Chart

