

2014

**LSU**  
LOUISIANA STATE UNIVERSITY EUNICE  
**EUNICE**



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## **Performance Objective (1): Student Success**

### **Element 1.a.i.a. 1<sup>st</sup> to 2<sup>nd</sup> year Retention Rate**

Progress continues to be achieved towards GRAD Act Student Success targets through LSU Eunice's enactment and refinement of the many retention strategies which the campus established and reported on during its AY 2012-13 remediation year. In fact, while the "Alternative Method" had to be used for the calculation of the outcome for this performance standard, (**Element 1.a.i.a.**), in Year 3 (2013) a 50% retention rate achieved for Year 4 (2014) falls within the  $\pm 2\%$  deviation allowed for target measures which, for Year 4 (AY 2012-13), was benchmarked to be 52%! So, indeed, progress is being made by the campus.

### **Element 1.a.i.b. 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate (All Degree-Seeking)**

LSUE appreciated the Board of Regents' inclusion of this retention measure in its GRAD Act reporting, since, along with the above listed **Element (1.a.i.a)**, the true Role, Scope and Mission of the campus is now being embraced with the retention of Associate Degree-Seeking Students, along with the retention of students seeking the achievement of baccalaureate degrees (all degree-seeking), being both acknowledged and reported.

Hence, for Year 4, the targeted goal for this measure of 47.5% was achieved by the retention of 282 students out of the "all degree-seeking" cohort of 552 students for a performance outcome of 51.1%--3.6 percentage points above the targeted goal!

### **Element 1.a.i.v. Same Institution Graduation Rate**

As communicated in LSU Eunice's Year 3 GRAD Act Annual Report, LSU Eunice has instituted a host of strategies in order to improve both retention and graduation rates, in keeping with the GRAD Act Remediation Plan of AY 11-12, with one of the most recent, and most promising of strategies for improved graduation rates being the "Path 2 Math" modular Mathematics program which was developed by the campus in order to enhance both student learning and student completion of the college's remedial Mathematics program. To this end, as part of LSUE's SACSCOC reaffirmation, modular Mathematics was chosen as the campus' QEP (Quality Enhancement Plan) because, without a doubt, the ability to learn and successfully complete College Algebra is fundamental to a student's successful graduation—and, graduation on an "on-time" time (i.e. 150%) basis. (**NB.** The SACSCOC on-site visitation was very successfully completed this past fall **without any negative findings!**)

Hence, more information regarding the "fate analyses" of these "Path 2 Math" students will be provided as the modular Mathematics students enroll and complete College Algebra. However, students continue to respond very positively to the new format; and, many are completing both of the remedial courses in one semester! However, it will be the subsequent performance of these students in College Algebra, which will serve as the basis for assessing the final outcome and value of the "Path 2 Math" format for both student-learning and, ultimately, student success in College Algebra.

Finally, since the graduation data for Year 4 were completed in 2012, in the Year 3 GRAD Act Report the campus noted, that by use of the Alternate Method, enough improvement occurred to pass the “Same Institution Graduation Rate” in Year 4.

This calculation for the Year 4 Graduation Rate (Alternate Method) is given below:

Projected Year 4  
Same Institution Graduation Rate  
(Alternate Method)

<u>Baseline</u>		<u>Year 1</u>		<u>Year 2</u>			<u>Year 3</u>	<u>Projected Year 4</u>
$(7.8\% + 8.0\% + 4.7\%) \div 3$					vs.	$(6.8\% + 7.5\%) \div 2$		
6.8%					<	7.2%		
Result: Year 4					=	Pass		

**Element 1.a.vii. Statewide Graduation Rate**

As communicated in the LSU Eunice GRAD Act Annual Report for 2013, strategies have been successfully implemented with area 4-year campuses that are designed to increase the number of students who continue on towards the completion of a baccalaureate degree upon the completion of their program of study at LSU Eunice. And, while LSU Eunice continues to have the highest statewide graduation rate (1<sup>st</sup> award [all levels] 150% Time) among its peer (2-year) institutions, having students who complete degrees at the baccalaureate level, the campus has still been unable to achieve the high standards originally established with its initial baseline at the very outset of the GRAD Act program (i.e., 25.47%). It would appear that the economic recession, with its subsequent effects of reduced academic workloads and/or stop outs or dropouts (because of employment needs), impacted the 150% statewide graduation rates as follows: baseline = 25.47%; Year 1 = 23.7%; Year 2 = 21.03%; Year 3 = 20.2%. However, Year 4, had a 5% increase in the graduation rate (25.0%). This outcome is probably due to improved economic conditions, along with the enhanced strategies enacted by LSUE, in conjunction with its 4-year public counterparts, to increase the number of students who continue forward towards the pursuit of their baccalaureate upon the successful completion of their program of study at LSU Eunice.

So, while the campus has still not achieved this target, progress is being made because by assessing this performance measure by way of the Alternate Method for Year 4 the prior three year average of 23.4% is almost one percentile point above the most recent two year average of 22.6%. Hence, as communicated in the 2013 GRAD Act Annual Report, the campus anticipates its passage of this target measure for both Years 5 and 6.

**Element 1.b.i. Percentage of Program Completers (*Percent change in completers in the prior year from the baseline year, per award level, certificates and above*).**

LSU Eunice awarded 305 associate degrees in Year 4. This is an increase of 25.0% over baseline 2008-09 of 244 and 10.90% over Year 3 associate degree completers (275). Therefore, LSUE passes this measure.

In Year 4, LSUE awarded 27 “below-associate” awards (27 certificates, 0 diplomas). When collapsing/combining these award levels (27+0), there is an increase of 125% over baseline 2008-09 numbers ( $27-12=15 \div 12 \times 100\%=125.0\%$ ). Additionally, these data also identify an increase of 92.85% for the Year 4 completers over Year 3 for below associate award recipients. Hence, LSUE also passes this latter measurement.

**Update for Element 1c: Develop partnerships with high schools to prepare students for postsecondary education.**

Partnerships with local and regional secondary schools to provide quality and comprehensive dual credit articulations persisted in AY13-14, even though the State withdrew all funding support for dual credit programs. As shown in Table 1 (below), in spite of enrollment drop-off from levels in prior years when State funding supported and encouraged participation, the dual credit program continued to have a notable effect on LSU Eunice’s enrollment in both semesters.

In the absence of State funding and as a measure to help sustain the partnerships from past years, LSU Eunice provided significant tuition discounts to minimize the cost to high school students and their families. The discounted tuition charge for dual credit students was \$50 per credit hour, less than half the rate of regular tuition.

Furthermore, the University signed MOU agreements with two local school districts, Evangeline Parish and Acadia Parish, whereby the school districts provided tuition support for students attending Basile, Mamou, Ville Platte, Pine Prairie and Iota High Schools in those Parishes within LSU Eunice’s key Tri-Parish service area. In addition to Evangeline and Acadia with their Parish-wide MOU agreements, individual school partnerships were maintained in other Tri-Parish service area schools, including the three largest high schools in St. Landry Parish: Eunice High, Opelousas High, and Beau Chene High. LSU Eunice also reached out to students in nearby Calcasieu Parish high schools through dual credit offerings centralized at the Parish’s career center, the Lake Charles Boston Career Academy. Finally, LSU Eunice was a major dual credit collaborator with the LSU System’s prestigious University High School on the Baton Rouge campus, offering extensive dual credit offerings to students attending LSU’s Laboratory School.

**Table 1. Year 4 Partnerships with High Schools**

	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Number of High School Students Enrolled	4	391	480
Number of Credit Hours Enrolled by High School Students	18	1299	2177
Number of Credit Hours Completed by High School Students	18	1246	2106
Percentage of Credit Hours Completed by High School Students	100%	95.9%	96.7%

**Element 1.d.i.a. Passage rates on licensure/certification exams.**

LSU Eunice has a history of high student success rates in the achievement of its students on national board exams that are ordinarily higher than both the national and state averages for the nationally-accredited Nursing, Radiologic Technology, and Respiratory Care Programs.

For Radiologic Technology, there were 18 graduates in 2012-13. All 18 took and passed the national board exam and out of the 18, 13 sought employment with all 13 being employed within 6 months post-graduation.

For Respiratory Therapy, there were 11 graduates in 2012-13. All 11 took and passed their national board exams on the first attempt; all 11 are employed.

For the 2013 graduating class of Diagnostic Medical Sonography (DMS), of the 7 graduates, all seven took the American Registry for Diagnostic Medical Sonography (ARDMS) Sonography Principles and Instrumentation (SPI) Exam and six passed. Six of the 7 students took the ARDMS Abdomen exam and 5 passed. Hence, collectively, for 2013, 5 of the 7 graduates hold the ARDMS credential (71% ARDMS registered) and 83% of the graduates who attempted the ARDMS exam earned the credential. All 7 DMS graduates, however, are currently employed.

NB. According to the American Registry for Diagnostic Medical Sonography, only four states (Oregon, New Mexico, West Virginia and New Jersey) have either passed or proposed sonography licensure laws based upon passage of national registry exams (<http://ardms.org>). Currently, Louisiana does not mandate the passage of the national registry exam for employment as a sonographer. The successful completion of LSUE's accredited DMS program qualifies graduates for employment as a sonographer in this state. Therefore, students do not necessarily take any or all component parts of the registry exam upon graduation. In order to insure that more, if not all, DMS students take the ARDMS credentialing exams and, in doing so, enhance passage rates, an additional Summer Semester was added with a registry review course. In this latter regard, one of the requirements recently added to the DMS program for the successful completion of the review course is that each DMS student must show proof (receipt) for their registration of at least one of the two ARDMS exams. The cost for the ARDMS Sono Principles and Instrumentation (SPI) exam is \$200.00, and the cost for the ARDMS Abdomen exam is \$250.00. These changes help ensure that students will take at least one of the two exams offered for their area of study.

### **Element 1.d.i.d. Passage rate on licensure exam on Nursing (RN).**

The passage rate for January 1-December 31, 2012 Nursing (RN) students on the NCLEX exam was 92.1% (63 students tested; 58 passed). As a GRAD Act targeted measure, the LSUE nursing faculty aid students towards successful passage of the NCLEX exam by assisting their student learning through the usage of the lecture capture software “Camtasia” and through the consistent updating of clinical nursing curriculum by means of the NLN NCLEX-RN DETAILED TEST PLAN. Additionally, nursing faculty also make use of faculty-based “test development and review committee” to assist students with content mastery and through the usage of HESI TESTING ACROSS CURRICULUM, which serves both as a primer and a gauge to assess their NCLEX testing readiness.

### **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.**

LSU Eunice has referral agreements with two of its sister 4-year institutions in an effort to serve the needs of students wanting access to higher education at those LSU System institutions. In the summer of 2007, LSU Eunice and LSU Alexandria entered into a collaborative agreement which established a student referral program. The collaborative agreement provides community college access, course work, and support services for student applicants who do not meet the admission requirements of LSU Alexandria. LSU Eunice provides classes and support services for students in developmental education and offers an array of general education courses needed for students to meet LSU Alexandria’s admission requirements for transfer students. These LSU Eunice courses are taught on the LSU Alexandria campus.

LSU Eunice also has a referral agreement with LSU A&M, targeting students who do not meet their higher, selective admissions requirements. Rather than sending a simple denial letter to those student applicants, LSU sends a more comprehensive response that incorporates the denial, along with a recommendation (including a brochure), designed to encourage the students to consider enrolling at LSU Eunice. The Bengal to Tiger Bridge Program is intended to appeal to a broad range of students who generally have higher than average ACT scores, but fall short of LSU entrance requirements. These students could enroll in any community college and some 4-year institutions, but prefer to enter and remain in the LSU System. The program sets forth a course of study at LSU Eunice that will enable the referred student to meet the requirements at LSU after one year. LSU Eunice and LSU continue to explore the possibility of a program whereby LSU Eunice would offer first-year course work on the LSU campus for students who fail to meet their admission requirements.

In November of 2013, representatives from LSU Eunice met with other LSU System campuses to discuss the Board of Regents 2014 admission requirements and the impact to Regional institutions. Strategies in which LSU Eunice might serve as a bridge partner were discussed.

**Element c.ii. Number of students enrolled.**

In June of 2013, Dr. Ken Elliot was assigned added duties as coordinator at LSU Alexandria. These duties included the aggressive recruitment of students referred to LSU Eunice by LSU Alexandria. The letter informing students of their options was revised to encourage them to begin their education at LSU Eunice. An email campaign was initiated in fall 2013 to follow-up with those students who were referred by LSU Alexandria. Hard copy letters were sent to those students without an email address listed. By the end of March 2014, the plan is to begin using an automated phone system to contact students referred by LSU Alexandria.

Although the numbers of enrolled students referred by LSU has never been strong, we have experienced a decrease since the initiation of the bridge arrangement between Baton Rouge Community College and LSU.

Table. 1 Number of referred students enrolled at LSU Eunice

Campus	2013-2014
LSU Alexandria	99
LSU	1
Total	100

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

LSU Eunice continues to participate in meetings concerning statewide articulation and to update the Louisiana Transfer (LT) degrees as the Statewide Articulation and Transfer Council adopts new concentrations.

To assist transfer students, LSU Eunice maintains course equivalency agreements with McNeese State University (MSU) and the University of Louisiana at Lafayette (ULL). These agreements are renegotiated annually to assure accuracy and to include courses not covered by the statewide articulation agreement. LSU Eunice continues to offer the following transfer agreements with 4-year institutions:

- LSU Eunice and MSU: Criminal Justice
- LSU Eunice and ULL: Elementary Education
- LSU Eunice and Northwestern State University: Criminal Justice, Management, Nursing, Radiologic Technology, Respiratory Care, and Business
- LSU Eunice and LSU Alexandria: Nursing (ASN to BSN)
- LSU Eunice and LSU: Business

Discussions on possible ways to improve collaboration with ULL in the 2+2 program in Elementary Education continue.

Representatives from LSU Eunice have attended each of the articulation meetings held by the Board of Regents to assist in drafting the common course descriptors for general education courses. LSU Eunice faculty continue to revise course syllabi to ensure that course content aligns with the common course content described in the Board of Regents Common Course Catalog. Common Course Numbers for designated courses are included in the 2013-2014 LSU Eunice Catalog. In the spring semester, LSU Eunice hosted “Transfer Day” which was attended by representatives from the area four-year campuses. Interested students met with the representatives and were given information to help make a smooth transition to the receiving campus.

ULL reported enrolling 35 LSU Eunice students into their College of Education in fall 2012. Twenty-one students successfully completed Block I and were permitted to continue to Block II. Additionally, the College of Education at ULL conferred degrees on 14 former LSU Eunice students by the conclusion of AY 2012-2013, with a cumulative GPA of 3.259 for the spring 2013 graduates.

According to LSU Alexandria, since the time of the Year 3 GRAD Act report, eight new students have transferred from LSU Eunice. Of these eight students, seven were still enrolled in spring 2014. Since fall 2010, 26 students have transferred to LSU Alexandria from LSU Eunice; nine of these students have graduated from LSU Alexandria.

Northwestern State University (NSU) reported eight LSU Eunice graduates enrolled during AY 2012-2013. In the last three years, 23 students have transferred from LSU Eunice to NSU. The average NSU GPA of those 23 students is 2.581.

Southeastern Louisiana University (SLU) reported the 1<sup>st</sup> to 2<sup>nd</sup> year retention rate (2011-2012) of LSU Eunice transfer students was 33.3%. There were six total transfers in AY 2011-2012 including two with an associate degree. The average first semester SLU GPA was 2.861. SLU also reported there were two baccalaureate degrees earned by LSU Eunice transfer students through spring 2013.

In the fall 2013 semester, MSU admitted and enrolled 55 transfer students who had previously attended LSU Eunice. Fourteen of these students had earned a credential (five Associate of Applied Science, two Associate of Science in Nursing, and two Associate of Arts LT degrees) from LSU Eunice prior to transferring. Of the 55 transfer students, two resigned; eight earned a GPA of less than 2.00; and 45 earned a GPA of 2.00 or higher, 31 of which earned a GPA of 3.00 or higher. The students who earned the Associate of Science and Associate of Arts LT degrees all earned GPAs of 3.00 or higher.

**Element d.i. Number of students enrolled in a transfer degree program.**

In AY 2012-2013, there were 115 students enrolled in LT degree programs. This represents a 83% increase from Year 3. At each orientation session, the state-issued brochure (“Transfer Degree Guarantee”) is included in the orientation packets given to all students in attendance. During orientations, the university Registrar makes a presentation to the students and parents

about the transfer degree program options. Academic division heads also present the transfer degree as an option during their meeting with the incoming students.

**Element d.ii. Number of students completing a transfer degree.**

In AY 2012-2013, there were 20 students who completed a LT degree. The Vice Chancellor for Academic Affairs continues to meet with the heads of the three academic divisions to discuss the proposed class schedules before they are finalized, specifically to address possible scheduling conflicts and add courses if necessary to meet the requirements for the transfer degrees.

**Performance Objective (3): Workforce and Economic Development**

**Element a. Eliminate academic program 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 and Louisiana Economic Development.**

The LSUE Academic Council, which includes administrative heads of all academic divisions and the Vice Chancellor for Academic Affairs, meets regularly during the year to track and discuss the quality and viability of all academic program offerings. Programs with consistently low completion rates or those not aligned with Louisiana workforce needs are reviewed and may be recommended for modification or elimination as needed.

**Element a.i. Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review.**

During the 2012-2013 academic year, LSUE eliminated three programs as a result of institutional review. These Certificate of Applied Science (CAS) degrees were eliminated (May, 2013):

- Fire Science (CIP 430203)
- Arson Investigation (CIP 430299)
- Office Practices and Procedures (CIP 520408)

The Board of Regents' review identified the three programs as low completers. These programs were cancelled in May 2013 as confirmed on the Board of Regents, Inventory of Degree and Certificate programs, LSU Eunice, Inactive Degree Programs (Run-Date: 02/06/2014).

**Element a.ii. Number of programs modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications.**

During the 2012-2013 academic year, there were no programs modified and no programs added to the LSUE inventory of active courses.

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

During the 2012-2013 academic year, LSUE offered 26 degree programs which are listed on the Inventory of Degree and Certification Programs: LSUE Active Degree Programs (Run Date: 01/25/2013). Three of these programs, as mentioned in **Element a.i.** (above) Fire Science, Arson Investigation, and Office Practices and Procedures were in the process of review with the objective of cancelling them upon receipt of approval from the Board of Regents. Of the currently active programs of LSUE, two degrees (Associate of Arts Louisiana Transfer and Associate of Science Louisiana Transfer) are transfer degrees articulating to four-year institutions. One program (Associate of General Studies) is a terminal degree or transfer degree. These three degrees do not qualify to be aligned with workforce and economic development needs. The remaining 23 academic programs are all aligned with the workforce and economic development needs of the state, several serving as entry level certificate programs related to associate level programs. Alignment is documented by review of the Louisiana Workforce Commission’s Projections for All Occupations to 2020 and the LED’s Blue Ocean initiative. One hundred percent (100%) of eligible programs are aligned.

<b>Table 2: Number of Academic Programs, 2012-2013</b>	
Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review	<b>3</b>
Number of program modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications	<b>0</b>
Number of program offerings, regardless of award level, in the reporting year	<b>26*</b>
Number of programs aligned with workforce and economic development needs, as identified by Regents utilizing LWC or LED published forecasts	<b>23**</b>

\*This count includes the 3 eliminated programs (officially cancelled in May 2013).

\*\*This count excludes two Louisiana Transfer degrees and the Associate of General Studies.

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

LSUE offers distance learning in a variety of formats including online, web-based, and interactive compressed video. The University currently offers two degrees, Associate of Science in Criminal Justice and Associate of Applied Science in Fire and Emergency Services, which are 100% online through the CALL program. Additionally, sufficient coursework is available in online format for the completion of the Associate of General Studies and one concentration (Social Sciences) within the Associate of Arts Louisiana Transfer degree.

A large number of campus classrooms have been equipped with lecture capture facilities to allow instructors to record class meetings for later review by their students. This has also allowed instructors to time-shift courses for students who might not be able to routinely participate in traditional class schedules, because of their varying schedules.

**Element b.i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.**

Number of course sections with 50-99% instruction through distance education in 2012-2013=**12**

Number of course sections with 100% instruction through distance education in 2012-2013=**153**

**Element b.ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.**

Number of students (duplicated) enrolled with the 50-99% instruction through distance education in 2012-2013 was **137**

Number of students (duplicated) enrolled with 100% instruction through distance education in 2012-2013 was **3,599**

**Element b.iii. Number of programs offered during the reporting year through 100% distance education (as classified on the Board of Regents Curriculum Inventory, CRIN, as of February 14 of the reporting year, by award level).**

The number of programs offered through 100% distance education in 2012-2013, by award level:

Certificate: **1**

Associate: **4**

**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.**

For graduates wanting immediate access into the job market, LSUE's Career Services office hosts two annual 'Career Fairs' during the Fall semester each year. Potential employers from around Louisiana and east Texas who express an interest in hiring graduates through the College Central Network are invited to participate. Employers of Nursing and Allied Health graduates attend one career fair designed for health care professionals and employers of Liberal Arts, Business Technology and Science graduates participate in another fair. The Career Services Coordinator invites students to attend the fairs and collaborates with the various departments to get information to students about resume preparation and job interview skills prior to the events.

The Vice Chancellor for Academic Affairs receives reports from several of the more popular transfer institutions (MSU, LSUA, SLU and ULL) that include the ongoing performance (GPA) of former LSU Eunice students. Areas of concern are discussed with the respective academic division. In addition, when certificates and associate degrees are developed or revised, the division head is often in contact with the transfer institution to discuss specific course needs. Based on this input, students transferring to an institution can be directed to courses specifically desired by that transfer institution. Different transfer institutions often prefer different courses

when students have a choice in the degree plan. By communicating with the transfer institutions, we are better able to assist students in planning for transfer to the 4-year institution.

**Element d.i. Percent of completers found employed, per award level.**

Based on the data from the Louisiana Employment Outcomes Report ([http://regents.louisiana.gov/wp-content/uploads/2013/03/2011\\_BOR\\_Employment\\_Outcomes.pdf](http://regents.louisiana.gov/wp-content/uploads/2013/03/2011_BOR_Employment_Outcomes.pdf)), see employment data for LSUE relayed by degree level on the table below:

Degree Level	2009-2010	Employed		2010-2011	Employed		2011-2012	Employed	
	Numbers	Q2	Q6	Numbers	Q2	Q6	Numbers	Q2	Q6
Associate	256	72.3%	77.3%	270	77.0%	0.0%	275	73.5%	0.0%
Certificate (one year)	4	50.0%	75.0%	8	87.5%	0.0%	11	90.9%	0.0%
Diploma	2	50.0%	50.0%	1	100.0%	0.0%	1	100.0%	0.0%
Grand Total	262	71.8%	77.1%	279	77.4%	0.0%	287	74.2%	0.0%

**Element d.ii. Performance of associate degree recipients who transfer to 4-year universities.**

The performance of associate degree recipients who transfer to 4-year colleges is described in the narrative of Performance Objective (2): Articulation and Transfer, Element 2.d.

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

**Element c.i. Total tuition and fees charged to non-resident students.**

The purpose of the GRAD Act is to support Louisiana’s public higher education institutions to be competitive and increase their efficiency. One way to accomplish this is to allow increases in tuition and fees including non-resident tuition and fees. Louisiana R.S. 17:3351 gave management boards the authorization to establish tuition and fees for non-resident students at their institutions. In July 2010, the LSU Board of Supervisors authorized the President to increase the non-resident tuition and mandatory fees of each campus by fifteen percent (15%) for the Fall 2010 semester and additional increases would be phased in no more than a five-year period, so that the non-resident fee charged to students is equal to or greater than the average tuition charged to non-resident students attending comparable institutions in other Southern Regional Education Board (SREB) states. LSUE decided to phase-in the increase over a three-year period. After this three-year period, to ensure that LSUE’s non-resident tuition amounts are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other SREB states, the non-resident fee should be adjusted annually if authorized by the Board.

Depending on how LSUE’s non-resident fees compare to other two-year institutions in Louisiana and in the SREB region, the increases in the non-resident fees can impact the enrollment and revenue of the institution. SREB data from 2012-13 shows the median, annual tuition and fees

for a full-time non-resident undergraduate student attending a two-year 2 public institution in Louisiana to be \$6,785, while that same student would have paid \$7,992 at LSU Eunice. The SREB two-year 2 average for that time period was \$8,373. Of the sixteen southern states represented in the SREB average, Louisiana ranked fifth to the lowest amount charged to a full-time non-resident student. Three states lower than Louisiana were the bordering states—Texas at \$4,418, Mississippi at \$4,272, and Arkansas at \$4,600. Kentucky had the highest median, non-resident tuition and fees at \$14,700.

Even though LSUE’s non-resident enrollment and revenue is not that significant, the numbers have been gradually increasing. For example, for the 2012-13 fiscal year, LSUE had 15.05 FTE non-resident students with revenue of \$77,863 (exclusive of exemptions). During the 2013-14 fiscal year, which included a 5.15 percent increase, there were 19.41 FTE non-resident students and revenue for the year of \$102,699 (exclusive of exemptions). So, even though the increase in non-resident tuition and fees does not appear to have negatively impacted our non-resident enrollment and thus the revenue, an annual increase will have to be monitored to not “price” ourselves out of the “non-resident market.”

Currently, total annual tuition and fees charged to full-time non-resident students at LSUE is \$8,490. A 4.63 percent increase in non-resident tuition and fees in 2014-15 fiscal year would cost a full-time LSUE student \$8,883, the same as the proposed SREB average. This would bring LSUE’s non-resident tuition and fees equal to the SREB two-year 2 median, non-resident tuition (assuming an SREB annual increase of three percent) in 2014-15. Below is a chart comparing the projected increase in non-resident tuition at LSU Eunice to the SREB two-year 2 average.

Table 4. Comparison of LSUE, SREB 2 YR2, \$ Difference, and % Difference

	2013-14	2014-15
LSUE	8,490	8,883
SREB 2 YR 2*	8,624	8,883
\$ Difference	-134	0
% Difference	-1.58	0

\*Increased FY 2012-13 SREB median non-resident tuition and fees of \$8,373 by 3% annually to estimate FY 14 and FY 15.

**Performance Objective (5)**

**a. Number of Students by Classification**

Fall 2013 Headcount: 2,673  
Annual FTE Estimate: 1890.53

**b. Number of Instructional Staff Members Fall 2013**

Fall 2013 Instructional Staff (Headcount) = 112  
Fall 2013 Instructional Staff FTE = 81.14

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

Fall 2013 student-to-instructor ratio = 21.28 to 1

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

AY 2012-13 average number of students/instructor = 23.3

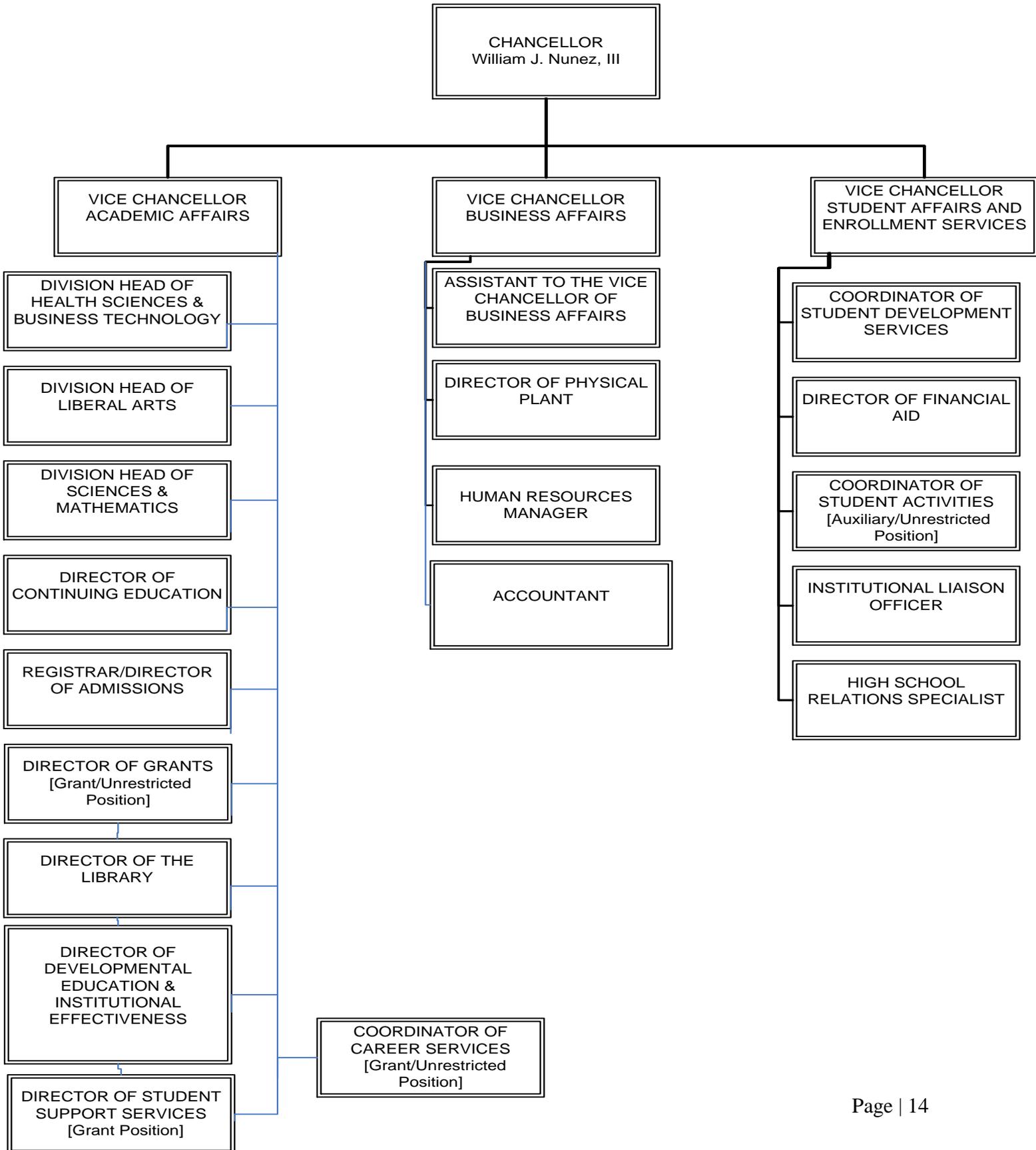
**e. Number of non-instructional staff members in academic colleges and departments**

None

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

Administrative Area	Headcount	FTE
Chancellor	1	1
Academic Affairs	1	1
Business Affairs	1	1
Student Affairs	1	1
Total	4	4

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



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

POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012	Salary Changes since June 30, 2012 Reported for Fall 2013
Chancellor	\$150,097			
Vice Chancellor for Academic Affairs	\$108,036		July, 16 2012 \$87,000 Previous VC retired new VC hired at lesser salary	
Vice Chancellor for Business Affairs	\$104,751			
Vice Chancellor for Student Affairs	\$86,520			
Division Head of Health Sciences & Business Technology	\$70,000			
Division Head of Liberal Arts	\$73,000			June 13, 2013 \$60,000 Previous Division Head resigned; Interim Division Head appointed at lesser salary
Division Head of Sciences & Mathematics	\$75,348	July 1, 2011 \$79,348 Promoted from Associate Professor to Professor	August 1, 2012 \$60,000- Previous Division Head promoted to VC for Academic Affairs Interim Division Head appointed at lesser salary	July 1, 2013 \$70,000 Permanent Division head appointed
Director of Continuing Education	\$55,860			
Registrar/Director of Admissions	\$49,780	July 11, 2011 \$50,000 Previous Registrar retired, and new Registrar hired.		
Director of Grants [Grant/Unrestricted Position]	\$42,632			

Position	Total Base Salary as of Fall 2009	Salary Changes Since June 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012	Salary Changes since June 30, 2012 Reported for Fall 2013
Director of the Library	\$58,500			
Director of Developmental Education	\$51,784			July 1, 2013 \$68,000 Assumed additional duties as Director of Development Education and Institutional Effectiveness
Director of Student Support Services [Grant Position]	\$73,076		November 1, 2012 \$55,000 Previous Director retired and new director hired at lesser salary with reduction in duties	
Coordinator of Career Services [Grant/Unrestricted Position]	\$38,535			
Assistant to the Vice Chancellor of Business Affairs	\$51,100			
Director of Physical Plant	\$71,156			
Human Resources Manager	\$50,843		August 17, 2011 \$55,983 Civil Service Reallocation	
Accountant	\$45,423			
Coordinator of Student Development Services	\$45,424		January 2, 2013 \$45,000 Previous Coordinator resigned and new coordinator hired at lesser salary	
Director of Financial Aid	\$56,495			
Coordinator of Student Activities [Auxiliary/Unrestricted]	\$41,664			

POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012	Salary Changes since June 30, 2012 Reported for Fall 2013
Institutional Liaison Officer	\$46,222			
High School Relations Specialist	\$41,607			

**i. Cost performance analysis**

*Note: The Board of Regents will provide the data items i. and iii. – vi. as referenced below. 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.

<b>Louisiana State University Eunice</b>		
<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$ 6,215,608	55.3
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 542,845	4.8%
Student Services	\$ 1,086,446	9.7%
Institutional Services	\$ 2,137,124	19.0%
Scholarships/Fellowships	\$ 639,091	5.7%
Plant Operations/Maintenance	\$ 2,028,156	18.1%
<b>Total E&amp;G Expenditures</b>	<b>\$ 12,649,270</b>	<b>112.6%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ (1,416,677)	-12.6%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 11,232,593</b>	<b>100.0%</b>

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

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.”

Institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average Yearly Cost of Attendance\*: \$15,610.00 (\$3198 + \$12,412)

\*NB. IPEDS data excludes cost of books = \$1,200/yr

- 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 following levels:

- Baccalaureate degree for 4-year universities
- Associate degree for 2-year colleges
- Certificate for technical colleges

Average Time to Associate Degree: 5.0

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

State Dollars Per FTE: \$2,503

- v. Average cost per non-completer in the most recent academic year.  
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges

State Dollars Per FTE: \$2,503

- 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: \$20,673,994



<b>Appendix #2 to Attachment B</b>						
<b>Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.</b>						
<b>2-year Colleges and Technical Colleges</b>						
<b>Institution:</b>				<b>Most Recent Year Data</b>		
<b>INDUSTRY-BASED CERTIFICATIONS</b>	<b>EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION</b>	<b>ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)</b>	<b>BASELINE YEAR Passage Rate *</b>	<b># Students who took exam</b>	<b># Students who met standards for passage</b>	<b>Calculated Passage Rate</b>
National Restaurant Association	ServSafe	National Restaurant Association	2011-2012	44	39	89%
<i>Institutions are to provide institution name and report data for those IBCs marked with √ on Appendix #1</i>						
<i>* Baseline Year Passage Rate = most recent year published by entity that grants licensure/certification</i>						
<i>Most Recent Year Data = most recent year data published by entity that grants licensure/certification</i>						
<i>Calculated Passage Rate = # students to met standards for passage/# students who took exam</i>						
March 16, 2012						