

# **LaGRAD Act 2011 Annual Report**

**Submitted April 1, 2011**





# LaGRAD Act Reporting 2011

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**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.

## **Performance Objective (1) Overview**

*Throughout this section, information listed in **Bold** is to be considered "additional information".*

The LSU Board of Supervisors adopted two policies this academic year (AY 2010-11) which have assisted LSU Eunice, and the other LSU System campuses, in their respective work in the preparation and monitoring of their performance goals (e.g., graduation rates). These include:

- a. Adoption of a standardized degree credit and student tracking system; and,
- b. Development of an annual, Institutional Metric Data Report for all system campuses.

### Standardized Degree Credit/Student Tracking System

- a. At the March 5, 2010, LSU Board of Supervisors' Meeting, the LSU System adopted a "recommendation to standardized Bachelor degree credits and to establish a student tracking model," in keeping with the Post-secondary Education Review Commission report and ACT 359 (2009), seeking a reduction in time to 120 credits for all Bachelor degree programs effective fall 2011. Moreover, while not explicitly addressed in the resolution, in comparable fashion, the Chancellor of LSU Eunice was also directed by the LSU System leadership to work with faculty committees, academic administrators, and, as necessary, external accreditation and certification bodies, in order to standardize the number of Associate Degree credits at 60 hours "without compromising accreditation and certification requirements." To this end, of its thirteen Associate Degree Programs, LSU Eunice has been successful in bringing nine of these programs down to 60 credit hour programs; and, a tenth program has been reduced down to 61 credit hours; but, because of the required pre-requisites and required program hours—all mandated by external accrediting agencies—the campus was unable to bring the credit hours required for an Associate Degree in Nursing, Respiratory Care, and Radiologic Technology down to the requested 60 credit hour level. In this latter regard, however, it should be noted that each of these health technology degree programs are viewed as "terminal degrees" for entering and working in each of these professions; and, each of these health science programs at LSUE has consistently accrued high student pass rates on their licensure exams.

### LSU System Institutional Metrics Report

- b. The Performance "Metrics" report, which the LSU System has mandated of all LSU campuses, includes: I. Degrees awarded; II. Enrollment; III. Student Success; IV. Research Expenditures (not applicable at LSU Eunice); V. Revenues; and, VI. Faculty Productivity. Earlier this Spring (AY 2010-11), these data were collected and reported by each campus, to the System Office. Subsequently, these reports were discussed by each campus Chancellor with the LSU System Board of Supervisors at its Board's March 4, 2011 Informational Meeting.

### LSU Eunice's Pathways Program: A Policy Decision

- c. The LSUE Pathway's to Success Program was implemented in Summer 2004 as part of the campus' institutional policy to improve upon student retention for

underprepared students (i.e., composite 1-15 ACT). A description of the program and its operation follows as part of LSUE's **additional information** (in bold below).

**While LSU Eunice is, by virtue of its Role, Scope and Mission, an open-access, comprehensive two-year college, over six years ago it developed and instituted, as part of its Southern Association of Colleges and Schools-Commission on Colleges (SACS-COE) re-accreditation requirements, a Quality-Enhancement Plan (QEP), the Pathways to Success Program, which mandated that students, who were underprepared in all subjects (i.e., 1-15 ACT composite), successfully complete the campus' developmental education program, expressly focused in the basic skills areas of English writing, mathematics, and reading competency, before they were permitted to actively pursue their major academic program. In this regard, the data, to date, derived from the Pathways program have demonstrated a successful enhancement in the preparation of participating students, over the past six years of the program's operation, particularly when compared to peer data from the National Benchmark Report with respect to student success rates in the developmental course areas of English, mathematics, and reading, as well as their success rates in their first general education course, after the completion of their developmental course in the discipline.**

**The enactment of this important program by the LSU Eunice campus, using its own academic and fiscal resources in order to achieve the above-described value-added outcomes, represents a policy decision of the campus in order to improve student success for the larger numbers of underprepared students who were coming to LSUE as a result of the enactment of higher admissions' standards at Louisiana's four-year campuses. NB. Most importantly, to date, the LSU Eunice Pathways program has won two national awards for its successes with underprepared students. In 2008, the program was identified as one of three Outstanding Institutional Advising Programs in the nation by the National Academic Advising Association (NACADA); and, in 2009, Pathways was awarded the John Champaign Memorial Award for excellence in developmental education by the National Association Development Education (NADE).**

#### **Performance Objective (1) Element a. Measure i.**

LSUE's "1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate" (i.e., the First-Time, Full-Time (FTFT) Associate Degree-seeking retention rate) for the Fall '08 to Fall '09 baseline year was 50.3%. In setting Year 1's (i.e., FA '09-FA '10) projected retention rate of 50.3%, LSUE would have benefitted if it had excluded the comparable cohort from its out-reach remedial program at LSU Alexandria, because by design, the LSUA full-time cohort was not going to continue its college work in the following fall as an LSUE student, but rather as an LSUA matriculant. Therefore, in contrast to the Fall '09 to Fall '10 retention for all LSUE FTFT associate degree students of 42.9% reported by the Board of Regents, if the complete Alexandria cohort is excluded from the calculation of the Fall '09 to Fall '10 retention rate for FTFT Associate Degree-seeking students, the Eunice

campus cohort retention rate, alone, is calculated to be 46.2%. In this latter regard, the exclusion of the FTFT-Associate Degree seeking Alexandria cohort from LSUE's Fall '09 cohort is justified and rational, because by the very contract developed between the two institutions, these students were never intended to be enrolled at LSUE in the subsequent, Fall semester. Hence, LSU Eunice did better than had been reported toward the achievement of its Fall to Fall retention target for the 2009-10 year, based upon what should be our campus' true, Fall '09 cohort. Therefore, the campus would recommend that, in the future, the LSUA cohort be excluded from this data calculation.

In general, however, AY 2009-2010 was one of "mixed results" for the LSUE Pathways Program—undoubtedly precipitated by the state cuts which the program endured in terms of such consequences as: a reduction in the number of Pathways advisors and in tutorial classes for Pathways students, along with increased class sizes, particularly in remedial mathematics, due to cuts in the adjunct budget/numbers of sections—all while the numbers of underprepared students, requiring pathways support from Fall 2008 to Fall 2009, increased by nearly 12% from 450 to 503 students.

	Cohort Size	Retained	Rate
Overall Cohort	364	156	42.9%
Excluding LSUA Program Students	329	152	46.2%

Consequently, the Fall 2009 to Spring 2010 retention rate for all new first time students attending LSU Eunice decreased from 81% to 79%. The same was noted for the Pathways students at all sites decreasing from 81% to 74%, with the largest decrease at the Eunice site from 83% to 73%. Retention also decreased from 89% to 83% at the LCRP site. Pathways retention at the Alexandria site, however, increased from 61% to 77%.

Particularly notable is the fact that the overall Fall 2009 to Fall 2010 retention for all new first time students attending all LSU Eunice sites decreased from 50% to 42%, with the Pathways students being primarily responsible for this disturbing trend through their decrease in Fall to Fall retention rates from 48% to 26% overall. Retention at the Eunice site decreased from 53% to 31% while the LCRP site decreased from 35% to 17%, and the LSUA site decreased from 17% to 14%.

While the retention of Pathways students was challenging (to say the least) with the Fall 2009 cohort, it is worth noting that the Fall to Fall retention for non-Pathways students (those students not enrolled in the program) from Fall 2009 to Fall 2010 fell from 51% to 48%. The decrease in retention was across the board, although it was magnified in the Pathways group, since they are the most "at-risk." Other possible reasons for the decreases in retention are: a decrease in the numbers of tutorial opportunities for Pathways students; the loss of one of the academic advisors on the Eunice campus; the variability in the students themselves; and, increased developmental class sizes—sizes far exceeding recommendations by the National Center for Developmental Education.

Hence, since this program is funded entirely with campus funds, the only solution to these problems is a stabilization of the campus' budget, along with a restoration and, preferably, enhanced funding of this national, award-winning (NACADA and NCDE) Developmental Education program by LSUE for its underprepared students. NB. See Performance narrative about the LSUE Pathways program referenced in Objective (1) Element a Measure viii.

**Performance Objective (1) Element a. Measure iv.**

For AY 2009-10, LSUE's graduation rate was calculated to be 8.0% comparable to the AY 2008-09 graduation rate which was also 8.0%; and, as noted below, 48% or 319 students successfully transferred out into other, Louisiana, post-secondary institutions.

Revised Cohort: 659    Completers in 150% of time: 53    Transfer Out: 319  
 Graduation Rate: 8% \*    Transfer out Rate: 48% \*

\*Given the absence of any "transition time" for this performance-based Grad Act funding process to go into effect; and, given the greater faculty teaching/advising work-loads which resulted because of the campus' many position cuts, there has not yet been the time necessary, as of yet, in order to effect greater student participation in the Associate of Arts/Sciences Louisiana Transfer Degree Program. Additionally, since this program has only recently been "rolled-out" by the state in terms of its marketing, along with the only recent availability of the program's descriptive and advising literature, it's clear that the LA transfer program has not yet received the awareness necessary for it to be effectively used by many of LSUE's transfer-oriented students. Hence, LSUE feels that the campus' graduation rate will notably improve in the future as this program becomes better known and valued by our students, since it will encourage more of our students to not transfer-out of LSUE until they have successfully completed the Transfer Degree Program, thereby facilitating their successful transfer into 4-year campuses.

**Definition of terms related to graduation rate calculations provided by IPEDS**

Revised cohort	Initial cohort after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Graduation rate	The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.
Completers within 150% of normal time	Students who completed their program within 150% of the normal (or expected) time for completion.
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution.
Transfer-out rate	Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort.

### **Performance Objective (1) Element a. Measure vii.**

Statewide Graduation Rate.

Baseline: Fall 2002 Cohort – 26.32%

2003 – Enrolled in Fall Semester: 772

2003 – Graduates in 150% of time: 183

Rate: 23.7%

### **Performance Objective (1) Element a. Measure viii.**

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The enactment of this important program by the LSU Eunice campus, using its own academic and fiscal resources in order to achieve the above-described value-added outcomes, represents a policy decision of the campus in order to improve student success for the larger numbers of underprepared students who were coming to LSUE as a result of the enactment of higher admissions' standards at Louisiana's four-year campuses. NB. Most importantly, to date, the LSU Eunice Pathways program has won two national awards for its successes with underprepared students. In 2008, the program was identified as one of three Outstanding Institutional Advising Programs in the nation by the National Academic Advising Association (NACADA); and, in 2009, Pathways was awarded the John Champaign Memorial Award for excellence in developmental education by the National Association Development Education (NADE).



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**Performance Objective:** 1. Student Success

**Element:** b. Increase the percentage of program completers at all levels each year.



**Performance Objective (1) Element b.**

**NB. Information in bold is considered “additional information” for this objective.**

LSU Eunice has been committed to the goal of increasing completion rates in its certificate, diploma, and associate degree programs. This is evident in the 5.3% increase in associate degree graduates from 2008-2009 to 2009-2010. **This increase is related to the University’s participation in the Board of Regents capitation program. It has used capitation funding to increase clinical class sizes in the associate degree programs in nursing and respiratory care. Recently, in response to an LSU System initiative, LSU Eunice has lowered associate degree program credit hours to 60 in nine associate degrees and one with 61 credit hours.** The goal is to encourage students to complete the associate degree before transferring to a four-year institution or seeking employment. In addition, the University anticipates that the new Associate of Arts and Associate of Science Louisiana Transfer degree programs will increase associate degree completion rates. The associate degrees in nursing, respiratory care, and radiologic technology exceed 60 credit hours due to their respective accreditation requirements. These three programs are terminal degree programs, preparing students for immediate employment in a health care profession.

At the certificate level, there was a 63.67% increase in completers from 2008-2009 to 2009-2010. This increase is due largely to the inclusion of the six graduates of the Certificate of Applied Science in Diagnostic Medical Sonography in the data on completers of certificates. **When this certificate program was initially approved by the Board of Regents, it was classified as a post-associate degree certificate and completers were not included in the certificate count. Recently, the post-associate certificate in DMS has been changed by the Board of Regents and DMS graduates are included in the data on completers of certificate programs.**

LSU Eunice has only three technical diploma programs. As the data shows, there was one less completer in 2009-2010 from 2008-2009, representing a 33% decline in the completion rate. NB. As was recently discussed at the LAIR meeting with Regents staff, Teresa Hay, Larry Tremblay, and others, “dramatic shifts” in percent change for awards (see \* below) due to the small drop in numbers of one student, (eg. 3 to 2) will not be charged against the institution. The University plans to have faculty advisors encourage those students completing Technical Competency Areas and Certificates of Technical Studies to complete an appropriate technical diploma.

Number of Completers per Award Level			
	08/09	09/10	% Change
Diploma	3	2	-33.3% *
Certificate	11	18	+63.67%
Associate	244	257	+5.3%



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**Performance Objective:** 1. Student Success

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

### **Performance Objective (1) Element c. Measures i – iii.**

LSU Eunice has been actively engaged in dual credit for twelve years. In 1998, the University implemented the Advanced College Program (ACP), a cooperative program between the University and area high schools. The program gave high school seniors the opportunity to receive dual high school and college credit for courses taken in their own high school. Courses were taught by carefully selected and specifically trained secondary teachers who met SACS-COC requirements. ACP teachers attended summer workshops which prepared them for teaching their college level courses. Additionally, the University assigned LSU Eunice faculty members to mentor the secondary teachers throughout the semester/year.

In 2006, LSU Eunice entered into a contract with the Louisiana Board of Regents to participate in the Dual Enrollment Pilot Program, eventually replacing LSU Eunice's ACP program. Since the fall of 2006, the University has aggressively promoted the Early Start program. Measures i and ii confirm this commitment and illustrate growth in the program with an 18.7% increase in student enrollment and an 11% increase in SCH production from 2008-2009 to 2009-2010. Equally impressive is the number of semester credit hours completed by high school students reported in Measure iii. In 2008-2009, the completion percentage was 97.3% and it was 98.8% in 2009-2010. Of particular note is the inclusion of dual credit developmental courses in order to eliminate the need for students to take these same courses in college.

LSU Eunice began offering dual enrollment courses in central Louisiana in 2007 as part of its authorization to provide community college services at the Learning Center for Rapides Parish through a contract with the Louisiana Board of Regents. The University has offered dual credit courses at Bolton High School, Buckeye High School, and Alexandria Senior High School.

LSU Eunice has also developed partnerships with specific high schools to increase high school student participation in the Early Start program. For the past three years, the University has partnered with University High School on the LSU campus to provide students there with dual credit opportunities. Beginning in the Fall of 2011, with the endorsement of the LSU System, LSU Eunice will provide tuition waivers under certain circumstances for University High students who enroll in six credit hours.

LSU Eunice has partnered with the Fire and Emergency Training Institute and Lake Charles-Boston High School to pilot a dual enrollment program that will enable high school students to earn twelve hours of college credit and complete four of the mandatory fire service certificates required for employment in the state. This project is funded through a Workforce Training Rapid Response Grant. The University was awarded \$230,000 to implement this project. One of the goals is to promote the development of the fire and emergency services workforce throughout the state of Louisiana through the promotion of dual enrollment and course content aligned with the model fire science curriculum of the U.S. Fire Administration.

LSU Eunice provides feedback to area high schools in several ways. For example, the Director of Continuing Education regularly communicates with the "Early Start" high school contacts about student performance, advisory issues, the academic calendar, and instructor evaluations.

This year, at the LSU Eunice Honors Convocation, an Early Start student was recognized as the outstanding mathematics student in the Division of Sciences and Mathematics.

LSU Eunice's High School Liaison Officer regularly visits high school counselors to discuss the performance of LSUE scholarship recipients from their high schools. Additionally, once a year, the Liaison hosts a workshop for high school counselors on campus to discuss ACT scores and criteria for scholarships.

Lastly, in the future, LSU Eunice will provide a written report to primary feeder high schools regarding the progress of their students at the University. The university will summarize demographic and general academic information for each high school.

**Additional Information: Kuder Assessment**

LSU Eunice, in conjunction with Kuder, offers Kuder Navigator free of charge to twenty-one high schools in the following parishes: Acadia, Allen, Evangeline, Rapides, and St. Landry. In addition, LSU Eunice offers Kuder Navigator training and assistance with administering career assessments to guidance counselors and faculty at each high school bi-annually (September and May). The Kuder Navigator is a comprehensive, developmentally-appropriate, and internet-based system that helps middle school and high school students learn about themselves, build an education plan, and explore and prepare for various career options after high school. The Navigator also provides resources for parents and educators in order to support career guidance, track progress, and ease career decision making.

High School Enrollment and Course Completion			
Semester	Headcount	Enrolled Hours	Completed Hours
Fall 2008	379	1,403	1,331
Spring 2009	410	1,718	1,706
Total	789	3,121	3,052
Fall 2009	482	1,774	1,742
Spring 2010	534	1,951	1,939
	1,016	3,725	3,681

\* Differences between campus data and Regents tables are due to issues with the Regents data.queries. This was pointed out on 4/13/2011.



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**Performance Objective:** 1. Student Success

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

**Performance Objective (1) Element d. Measures i – iv.**

Graduates receiving the Associate of Science in Radiologic Technology and the Associate of Science in Respiratory Care have impressive pass rates on their respective licensure examinations. In radiologic technology, 100% of the 2010 graduating class passed the American Registry of Radiologic Technologists examination, exceeding the national pass rate of 92.4%. Since 1993, 302 graduates have taken the examination with 299 successfully passing it for an overall pass rate of 99%.

In respiratory care, graduates of the associate degree program have an equally impressive pass rate on the Certified Respiratory Therapist (CRT) test. From 2003 to 2009, 100% of the graduates have passed the examination. In 2010, twelve of twelve graduates have passed the CRT.

LSU Eunice also offers the Certificate of Applied Science in Diagnostic Medical Sonography, one of only two accredited programs in Louisiana. In 2010, three of three graduates have earned the American Registry of Diagnostic Medical Sonography credential.

Discipline	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Diagnostic Medical Sonography	3	3	100
Nursing (RN)	80	70	87.5
Radiologic Technology	20	20	100
Respiratory Therapy	12	12	100

The University does not offer program/discipline related certifications (measure ii).

According to its mission statement, “Louisiana State University Eunice offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population.” As such, most students at LSU Eunice are associate degree seeking students who intend to seek immediate employment, or they are transfer students who plan to complete a baccalaureate degree at a four-year institution. The ACT WorkKeys certificates (Measure iii) focus upon identifying job skills required for a particular job with training to meet those skills. This approach is not relevant for most students at LSU Eunice. In lieu of WorkKeys, the University uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) assessment tests to accomplish the same goal as WorkKeys. The ACT CAAP Writing Skills Test is given to students upon completion of their English composition sequence. It measures students’ understanding of the conventions of standard written English in usage, mechanics, and rhetoric. The ACT CAAP Mathematics Test is administered to students completing college algebra. The test is designed to measure students’ proficiency in solving

mathematical problems encountered in many postsecondary curricula. LSU Eunice CAAP results are compared to the national norm of two-year, public college students. **For example, the Division of Liberal Arts has established the national mean score for two-year public college students as the measure of learning outcome in writing skills. LSU Eunice students' combined scores have consistently been within one standard deviation of the national mean for the last five years, attesting to their achievement of the learning expectations in English 1002, English Composition.**

**The ACT CAAP Mathematics test is administered to students completing college algebra. The Division of Sciences has established the national mean score for two-year public college students as the measure of competency. LSU Eunice students have consistently been within one standard deviation of the national mean for the last five years, attesting to meeting the learning expectations in college algebra.**

The University also uses the ACT/CAAP Linkage Report in writing and mathematics. The report links students' ACT scores in English and mathematics with their CAAP scores from the Writing Skills and Mathematics Skills tests, identifying change in students' skill levels after completion of English composition and college algebra.

LSU Eunice administers the ACT CAAP Critical Thinking Test to associate degree graduates to assess their ability to clarify, analyze, evaluate, and extend arguments.

Lastly, in the Pathways to Success program, LSU Eunice's award winning developmental education program, the ACT ASSET test is used to assess gain in reading skills after completion of the reading skills course.

## Examples of other assessments and outcomes measures:

The ACT/CAAP Linkage Report  
Louisiana St Univ At Eunice  
ACT Institution Code: 1587

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**ACT AND CAAP MATHEMATICS<sup>1,2</sup>**

Based on mathematical problems encountered in many postsecondary curricula, The ACT and CAAP Mathematics tests measure students' proficiency in mathematical reasoning.

**EXECUTIVE SUMMARY**

- ▶ 42% of students from your institution were in the same quartile range on CAAP as they were on the ACT.
- ▶ 20% of students from your institution were in a lower quartile range on CAAP than they were on the ACT.
- ▶ 38% of students from your institution were in a higher quartile range on CAAP than they were on the ACT.

N = 801

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<sup>1</sup> Throughout this section, %'s may not add up to 100% or to the sum of subgroup percents because of rounding.  
<sup>2</sup> Due to small sample sizes, results for tests where N<25 should be interpreted with caution.

The ACT/CAAP Linkage Report  
Louisiana St Univ At Eunice  
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**ACT ENGLISH AND CAAP WRITING SKILLS<sup>1,2</sup>**

The ACT English and CAAP Writing Skills tests measure students' understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style.

**EXECUTIVE SUMMARY**

- ▶ 49% of students from your institution were in the same quartile range on CAAP as they were on the ACT.
- ▶ 37% of students from your institution were in a lower quartile range on CAAP than they were on the ACT.
- ▶ 14% of students from your institution were in a higher quartile range on CAAP than they were on the ACT.

N = 570

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<sup>1</sup> Throughout this section, %'s may not add up to 100% or to the sum of subgroup percents because of rounding.  
<sup>2</sup> Due to small sample sizes, results for tests where N<25 should be interpreted with caution.





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**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.

(NB. In order to “increase student retention and graduation rates,” LSUE has established a policy for all underprepared students (ACT 1-15) mandating their participation in LSUE’s “Pathways Program for Student Success”. Additionally, the campus has also notably improved upon its mandatory Student Orientation Program, which includes a “Parent Orientation Program”; and, has also provided additional training for advisors in order to better prepare them to advise students towards the new associate transfer degree . These collective campus efforts---all designed in order to improve upon LSUE retention/graduation rates---are more fully detailed in Performance 2. Element a. narrative (below).

**Performance Objective (2) Element a.**

As identified previously (1aviii), in 2004, in response to the new Southern Association of Colleges and Schools accreditation requirements, LSU Eunice developed a “Quality Enhancement Plan” (QEP), entitled the “Pathways to Success”—a very structured and supportive developmental education program—which all entering students, who were underprepared in all subjects and with ACT composites of 1-15, had to successfully complete before they could enroll in General Education/Major Program courses which required writing, reading, and mathematical skills that they had not yet mastered. In this latter regard, not only has the program improved the mean GPA from 1.43, just prior to the program being implemented, to 2.29, currently, for its participating student cohort, but it has also improved the success rate of these LSUE developmental students when compared to their national peers—especially in respect to their ultimate performance and, subsequent success rates, in their first General Education course after their developmental course(s) when compared to the national average for their peer group, as shown below:

LSU Eunice National Benchmark Report

Success Rates in First General Education Course

	<u>English</u>	<u>Math</u>	<u>Reading/Social Sciences</u>
LSUE	81%	69%	73%
National Average	64%	58%	69%

In addition to the establishment of a more demanding policy for a large developmental education portion of LSUE’s entering freshman cohort (i.e., the “Pathways Program”), the campus also completely restructured the student orientation program to better prepare students for the new, collegiate-level expectations which they were going to encounter, while also providing them with a thorough review of campus rules and policies.

An orientation program for parents was also established to familiarize them with campus regulations and to better prepare in providing the support and assistance their student(s) will need at this transitional time in their academic lives, along with discussion of the need for their students to focus upon their academic demands, as opposed to any, possible work demands.

Finally, LSUE's academic advisors were provided with the training necessary in order to better equip them in the counseling of their student advisees, regarding the value and importance of their completion of the new, 60 SCH, transfer Associate Degree, in an effort to not only better streamline the student's transfer to Louisiana four-year campuses, but, in the process, to also enhance our own campus' graduation rates!



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**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.

**Performance Objective (2) Element b.**

LSU Eunice has recently received feedback on the performance of LSU Eunice students who have transferred to LSU Alexandria and McNeese State University. The data are provided in the tables below. The University plans to request similar reports from other four-year institutions including the University of Louisiana at Lafayette and LSU.

**LSU Eunice Associate Completers who Transferred to LSU Alexandria**

LSUE Students Admitted to LSUA	Term Admitted	Year Admitted	LAST LSUE Cumulative GPA	Initial LSUA Attempted Credits	Initial LSUA Earned Credits	Initial LSUA GPA
Student 1	Summer	2009	2.775	NULL *	NULL	NULL
Student 2	Fall	2009	3.952	3	3	4.00
Student 3	Fall	2009	2.037	9	6	1.00
Student 4	Fall	2009	3.404	9	0	0.00
Student 5	Spring	2010	2.73	12	12	3.250

\* NULL indicates that the student was admitted and enrolled summer 2009, but did not enroll in fall 2009.

LSU-E Admission Status			Fall 2010 McNeese Performance: All 55 Students			Fall 2010 McNeese Performance: 53 Students Who Met Admission Requirements			Fall 2010 McNeese Performance: 2 Students Who Were Admitted By Exception			
Status	#	%	Average Hours Attempted	Average Hours Earned	Term GPA	#	Comments	Average Hours Attempted	Average Hours Earned	Term GPA	#	Comments
Met Admission Requirements	53	96.4%	13.8	12.1	0.00	1	0 (0%)	13.7	12	0.00	1	0 (0%)
Admitted By Exception	2	3.6%	0.01-0.49	0	0.01-0.49	0	6 (10.9%) earned GPA less than 2.0	0.01-0.49	0	0.01-0.49	0	6 (11.3%) earned GPA less than 2.0
Total Students	55	200.0%	1.00-1.49	4	1.00-1.49	4		1.00-1.49	4	1.00-1.49	0	0 (0%) earned GPA less than 2.0
			1.50-1.99	1	1.50-1.99	1		1.50-1.99	1	1.50-1.99	0	
			2.00-2.49	11	2.00-2.49	11	49 (89.1%) earned GPA of 2.0 or higher	2.00-2.49	10	2.00-2.49	1	2 (100%) earned GPA of 2.0 or higher
			2.50-2.99	13	2.50-2.99	13		2.50-2.99	13	2.50-2.99	0	
			3.00-3.49	12	3.00-3.49	12		3.00-3.49	12	3.00-3.49	0	
			3.50-4.00	13	3.50-4.00	13		3.50-4.00	12	3.50-4.00	1	
			Total	55	Total	53		Total	2	Total	2	

LSU-E Earned Degrees			Fall 2010 McNeese Performance: 154 Students With No LSU-E Degree			Fall 2010 McNeese Performance: 2 Student With LSU-E Associate of Arts Degree						
Credential	#	%	Average Hours Attempted	Average Hours Earned	Term GPA	#	Comments	Average Hours Attempted	Average Hours Earned	Term GPA	#	Comments
No Degree	54	98.2%	0.00	1	0.00	1	0 (0%)	18	18	0.00	0	0 (0%)
Technical Diploma Certificate	0	0.0%	0.01-0.49	0	0.01-0.49	0	6 (11.1%) earned GPA less than 2.0	0.01-0.49	0	0.01-0.49	0	0 (0%) earned GPA less than 2.0
Associate of Applied Science	0	0.0%	0.50-0.99	0	0.50-0.99	0		0.50-0.99	0	0.50-0.99	0	
Associate of Arts	1	1.8%	1.00-1.49	4	1.00-1.49	4		1.00-1.49	0	1.00-1.49	0	
Associate of General Studies	0	0.0%	1.50-1.99	1	1.50-1.99	1		1.50-1.99	0	1.50-1.99	0	
Associate of Science	0	0.0%	2.00-2.49	11	2.00-2.49	11	48 (88.9%) earned GPA of 2.0 or higher	2.00-2.49	0	2.00-2.49	0	1 (100%) earned GPA of 2.0 or higher
Associate of Arts - LT (AALT)	0	0.0%	2.50-2.99	13	2.50-2.99	13		2.50-2.99	0	2.50-2.99	0	
Associate of Science - LT (ASLT)	0	0.0%	3.00-3.49	12	3.00-3.49	12		3.00-3.49	1	3.00-3.49	1	
Total Students	55	100.0%	3.50-4.00	13	3.50-4.00	13		3.50-4.00	0	3.50-4.00	0	
			Total	54	Total	54		Total	1	Total	1	



# LaGRAD Act Reporting 2011

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**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.

### **Performance Objective (2) Element c.**

LSU Eunice has articulation agreements with 4-year institutions which include the University of Louisiana-Lafayette and McNeese State University. The Academic Division Heads at LSU Eunice meet with individual students to review their transcripts and guide them through the transfer process for their specific institution of choice. The LSU Eunice Institutional Liaison office also coordinates a "Transfer Day Program" each semester and invites Admissions Counselors from all of the 4-year institutions in Louisiana to come in and meet personally with students interested in the various transfer programs on those campuses.

In addition, LSU Eunice initiated partnerships 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. The first partnership with LSU Alexandria provides community college access, coursework and support services for student applicants who do not meet their general admission requirements. LSU Eunice provides classes and support services for students in developmental education (the Pathways Program) through freshmen level courses (i.e. University Studies, English, Math, Reading, History, Computer Literacy and Communications) to these students on the LSU Alexandria campus.

LSU Eunice also established an agreement with LSU Baton Rouge to target students who do not meet their higher, selective, admissions requirements. Rather than sending a simple denial letter to those student applicants, LSU A & M sends a more comprehensive response which incorporates the denial, along with a recommendation (including a brochure), designed to encourage the students to consider enrolling at LSU Eunice. The program, better known as 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 the "flagship" 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. Unlike our LSU Eunice students at LSU Alexandria, these students attend classes on the LSU Eunice campus.

For the 2010 – 2011 academic year, LSU Eunice enrolled referred students from:

LSU Alexandria:	199
LSU Baton Rouge:	15
TOTAL Referrals:	214



# LaGRAD Act Reporting 2011

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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.



## **Performance Objective (2) Element d. Measures i – ii.**

LSU Eunice implemented the Associate of Arts Louisiana Transfer (AALT) and the Associate of Science Louisiana Transfer (ASLT) in the fall semester of 2010. As part of the implementation process, the University created a link on its web page as a source of information for students and faculty on the new transfer degrees. It includes a description of the transfer degree guarantee, general education requirements, curricular requirements, an advisor's guide, a section on frequently asked questions, and University contact information. As Measure i reports, there are 18 students currently enrolled in the ASLT degree program and 15 students in the AALT degree program. The University will not have any graduates in the new transfer degree programs in Academic Year 2010-2011 (Measure ii). For many years, LSU Eunice has offered two transfer degrees: the Associate of Arts (AA) and the Associate of Science (AS). Through the spring of 2011, transfer students will have the opportunity to complete one of these two degree programs. In the fall of 2010, 14 students completed the AA degree and 13 students the AS degree. In the spring of 2011 there are 6 degree candidates for the AA degree and 12 for the AS degree. LSU Eunice does not offer the Associate of Science in Teaching degree.

LSU Eunice has a long-standing process for resolving articulation and transfer issues. When the University becomes aware of an articulation or transfer issue, the appropriate LSU Eunice academic division head will work with the appropriate department head at the other college or university to discuss and usually resolve issues in a mutually agreeable fashion. If the issue is not resolved, the division head may ask for assistance from the chief academic officer.

To identify course equivalencies and to enhance transfer, LSU Eunice has course equivalency agreements with McNeese State University and the University of Louisiana Lafayette. These agreements are renegotiated annually to keep them current and accurate. For general education courses, LSU Eunice has a chief articulation officer on the Board of Regents Statewide Articulation Council. This council manages the statewide master course articulation matrix for general education courses.

LSU Eunice has developed transfer agreements with other four-year institutions that focus upon specific disciplines. For example, as part of the CALL project, LSU Eunice and McNeese State University have partnered together to create a seamless transfer agreement for students majoring in criminal justice. This agreement enables CALL students to complete the Associate of Science in Criminal Justice at LSU Eunice online and in an accelerated format and transfer the degree into the online and accelerated baccalaureate program at McNeese. LSU Eunice also has a written transfer agreement with Northwestern State University in criminal justice.

In the fall of 1999, LSU Eunice and the University of Louisiana Lafayette entered into a cooperative agreement whereby LSU Eunice students majoring in elementary education earn a baccalaureate degree from ULL without leaving the LSU Eunice campus. ULL programs in education are accredited by the National Council for Accreditation of Teacher Education, including the cooperative program with LSU Eunice. Under this cooperative program, LSU Eunice offers freshmen and sophomore courses and ULL provides junior and senior courses in elementary education on the LSU Eunice campus. In order to enroll in upper-level courses, LSU Eunice students must be admitted into the ULL College of Education. Since implementation of

the program, over 230 students have completed the baccalaureate degree in elementary education, providing area elementary schools with qualified teachers.

2. d.ii. Number of students enrolled in transfer degree program.

ASLT: 18

AALT:15

2. d.iii. Number of students completing a transfer degree.

None



# LaGRAD Act Reporting 2011

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**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.

### **Performance Objective (3) Element a. Measures i – iii.**

LSU Eunice uses four criteria to appraise academic programs: Centrality, Demand and Potential Demand, Quality, and Cost. Each criterion is defined and described by a number of specific factors that provide data and guidance in the reallocation of resources and the continuation or merger of programs. The criterion of centrality is used to determine whether or not a program is essential at LSU Eunice. A program is viewed “central” and essential if it serves the mission of the university and its own mission statement is in accord with the campus mission and/or goals. The criterion of demand and potential demand provides the means to judge each program on its present status and also its future potential for attracting reasonable numbers of capable students and for either graduating them or preparing them for transfer to other colleges or universities. The criterion of quality measures quality of programs using such factors as accreditation, faculty, and academic excellence. Lastly, the criterion of cost uses several measures to analyze each program on its present cost to the institution. The measures include cost effectiveness, enrollment, resources needed, and student credit hour/faculty ratio.

In January of 2011, the Louisiana Board of Regents identified two associate degree programs at LSU Eunice as low completer programs: the Associate in Paralegal Studies and the Associate of Applied Science in Computer Information Technology. As part of its Fiscal Year 2011-2012 budget reduction plan, LSU Eunice identified the Associate in Paralegal Studies for termination at the end of Academic Year 2010-2011. In the spring of 2010, paralegal students were informed that the program would be terminated at the end of the 2011 spring semester and were encouraged to meet with the Division Head to work out a plan to complete their degrees or change majors. Additionally, effective in the fall of 2010, new students were not permitted to enroll in the program. With the retirement of the full-time faculty member at the end of the spring 2010 semester, a temporary, full-time paralegal studies instructor was hired for Academic Year 2010-2011 in order for students who were currently enrolled in the program to complete their course work. To avoid course conflicts and to enable students to schedule required program courses, most of the paralegal studies courses were taught online. This also enabled program students to schedule general education courses if needed. On February 24, 2011, LSU Eunice submitted electronically to the LSU System and the Board of Regents the required form to terminate the program.

In a collaborative effort, program faculty in the Associate of Applied Science in Computer Information Technology and the Associate of Applied Science in Office Information Systems proposed a consolidation of their two degree programs. The consolidated program will retain the title of Associate of Applied Science in Computer Information Technology. The program will have a core curriculum of 36 credit hours and three concentrations, each requiring 24 credit hours. As part of the merger process, the Office Information Systems rubric will be changed to Business Information Technology. LSU Eunice submitted this proposal to the LSU System and Board of Regents on February 24, 2011.

The consolidated program realigns the concentrations to meet the projected annual demand in Business, Management, and Administration and Information Technology occupation categories in the Regional Labor Market Area 4 (Louisiana Workforce Commission). For example, in information technology, the demand forecast is 30 positions annually with an associate degree.

To align with this projected need, faculty members created a concentration in Systems and Programming, replacing the five concentrations under the old Associate of Applied Science in Computer Information Technology. Students completing this concentration will be able to write and manage programs and to solve problems of efficiency and overall performance applications from a machine perspective and from a complete technical orientation to problem solving; the Computer Information Technology professional will be able to develop codes for business transactions, processing systems, client/server systems, or end-user support systems; they will be able to develop algorithms and data structures that will work within the constraints of available hardware and software; and they will be able to implement systems in C++, Visual Basic, or JAVA.

Students who are interested in business technology applications can choose the Administrative Technology Specialist concentration or the Medical Information Specialist concentration which were part of the Associate of Applied Science in Office Information Systems. According to Regional Labor Market Area 4 projections, there is a combined annual demand of 560 in the following categories that align with the Business Information Technology concentrations: General Office Clerks, Receptionists and Information Clerks, Secretaries, Front-Line Supervisors/Managers of Office and Administrative Support Workers, Executive Secretaries and Administrative Assistants, and Payroll and Transcribing Clerks. Additionally, the consolidated program will move the old Office Information Systems degree away from the image of a secretarial science to a business professional with expertise in business information technology and computer business applications.

In 2007, LSU Eunice became a member of the Center for Adult Learning in Louisiana (CALL). The CALL program seeks to provide opportunities for adult learners to complete online degrees in an accelerated format. The program is sponsored by the Louisiana Board of Regents. As a member of CALL, the University began offering courses leading to the Associate of Science in Criminal Justice online and in an accelerated format. The intent of the online program is to provide nearly 3,000 individuals who work in public safety and security an opportunity to earn an associate degree without interruption in their employment. The online program will also help increase the number of adults with college degrees in Louisiana.

The University added the Associate of Applied Science in Fire and Emergency Services to the CALL inventory of degree programs in the Fall of 2010. Given the needs expressed by members of the fire services for courses that accommodate their erratic schedules, the University's statewide mandate to provide associate degree-level courses for fire science professionals with the exception of the New Orleans area, and the Louisiana Workforce Commission's projection of 410 employed in fire service, this was a perfect CALL program addition.

LSU Eunice participates in the WIA Eligible Training Provider program associated with the Louisiana Workforce Commission. The University has thirteen eligible programs which is 100% of our current degree offerings.

Regent's Identified Low Completer Programs	Program Termination	Program Consolidation
Associate in Paralegal Studies	X	
AAS in Computer Information Technology *		X

\*The Associate of Applied Science in Computer Information Technology and the Associate of Applied Science in Office Information Systems were merged. The consolidated degree will retain the title of Associate of Applied Science in Computer Information Technology with new concentrations in computer information and business information technology.



# LaGRAD Act Reporting 2011

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**Performance Objective:** 3. Workforce and Economic Development

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

**Performance Objective (3) Element b.**

LSU Eunice offers distance learning in a variety of formats including online, web-based as well as through interactive compressed video. The university currently offers two degree programs 100% online; criminal justice and fire and emergency services. Both programs also participate in the CALL program sponsored by the Board of Regents.

As part of the CALL initiative, students have the opportunity to complete their degree at an accelerated pace by taking online courses delivered in an 8-week format. The use of compressed video courses allows the campus to effectively extend course programming to our external locations located at LSU Alexandria and the Learning Center for Rapides Parish while controlling costs in low enrollment courses.

Online courses are hosted locally on campus using the Moodle Learning Management System (LMS) known at LSUE as myCourses. Moodle was adopted more than 5 years ago in an effort to reduce costs and provide a more flexible learning environment for both faculty and students. To further extend access to the campus, major services are integrated within the LMS including google apps for email and collaboration, Smarthinking for tutoring, library database searches, iTunesU integration for lecture capture access, as well as a locally hosted collection of discipline specific training videos.

Many of the above resources are now also available to users via their mobile devices. Online course content along with access to administrative tasks such as course registration, financial aid and fee payment information, course rosters, and advising information are all made available for access while on the go. These applications were developed in-house at no additional cost to the university.

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 with varying schedules that might not be able to routinely participate on a traditional schedule.

**Performance Objective (3) Element b. Item i.**

**Number of course sections with 50% and 100% instruction through distance education.**

Number of sections with at least 50%: 16      Number of sections with 100%: 97

**Performance Objective (3) Element b. Item ii.**

**Number of students enrolled in courses with 50% & 100% instruction through distance education.**

Number of students registered in sections of at least 50% (duplicated): 196

Number of students registered in sections of 100% (duplicated): 1,654

**Performance Objective (3) Element b. Item iii.**

**Number of programs offered through 100% distance education.**

Two: Criminal Justice and Fire and Emergency Services.





# LaGRAD Act Reporting 2011

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**Performance Objective:** 3. Workforce and Economic Development

**Element:** c and d – Not Applicable



# LaGRAD Act Reporting 2011

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**Performance Objective:** 4. Institutional Efficiency and Accountability

**Element:** c. Upon entering into 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 the 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.

#### **Performance Objective (4) Element c. Measure i.**

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 nonresident tuition and fees. Louisiana R.S. 17:3351 gave management boards the authorization to establish tuition and fees for nonresident students at their institutions. In July 2010, the LSU Board of Supervisors authorized the President to increase the nonresident tuition and mandatory fees of each campus by fifteen percent (15%) for the fall 2010 semester and additional increases would be phased in over a three-year period, so that the nonresident fee charged to students is equal to or greater than the average tuition charged to nonresident students attending comparable institutions in other Southern Regional Education Board (SREB) states. After this three-year period, to ensure that LSU Eunice's nonresident tuition amounts are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other SREB states, the nonresident fee should annually be adjusted if authorized by the Board.

Depending on how LSU Eunice's nonresident fees compare to other two-year institutions in Louisiana and in the SREB region, the increases in the nonresident fees can impact the enrollment and revenue of the institution. SREB data from 2009-10 shows the median annual tuition and fees for a full-time nonresident undergraduate student attending a two-year 2 public institution in Louisiana to be \$4,776, while that same student would have paid \$5,464.50 at LSU Eunice. The SREB two-year 2 average for that time period was \$7,782. Of the sixteen southern states represented in the SREB average, Louisiana ranked fourth to the lowest amount charged to a full-time nonresident student. The three states lower than Louisiana were the bordering states—Texas at \$3,630, Mississippi at \$3,700, and Arkansas at \$4,607. Kentucky had the highest median nonresident tuition and fees at \$12,750.

LSU Eunice's nonresident enrollment and revenue has not been that significant in the past. However, with the recent CALL program initiative, nonresident enrollment and revenue have been increasing. For example, for the 2009-10 fiscal year, LSU Eunice had 13.34 FTE nonresident students with revenue of \$48,760. During the 2010-11 fiscal year, which included the fifteen percent (15%) increase, there were 23.62 FTE nonresident students and revenue for the year of \$86,299. So, even though the increase in nonresident tuition and fees does not appear to have negatively impacted our nonresident enrollment and thus the revenue, an annual increase will have to be monitored to not "price" ourselves out of the "nonresident market."

Currently, total annual tuition and fees charged to full-time nonresident students at LSU Eunice is \$6,142. A fifteen percent increase in non-resident tuition and fees in 2011-12 fiscal year would cost a full-time LSU Eunice student \$6,688 and an additional fifteen percent increase in 2012-13 would cost \$7,318. This would bring LSU Eunice's difference from the SREB two-year 2 median nonresident tuition (assuming an SREB annual increase of three percent) in 2010-11 from -\$1,873 or -30.49 percent to a difference in 2012-13 of -\$1,185 or -16.19 percent. Below is a chart comparing the projected increase in non-resident tuition at LSU Eunice to the SREB two-year 2 average.

	2010-11	2011-12	2012-13
LSUE	6,142	6,688	7,318
SREB 2 YR 2*	8,015	8,255	8,503
\$ Difference	-1,873	-1,567	-1,185
% Difference	-30.49	-23.43	-16.19

\*Increased SREB median non-resident tuition and fees by 3% annually.



# LaGRAD Act Reporting 2011

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**Performance Objective:** 5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data.

**Performance Objective (5)**

**a. Number of Students by Classification**

Fall 2010 Headcount: 3,431

Annual FTE Estimate: 2,245

The Fall 2010 Headcount represents a 3.0% increase over Fall 2009.

**b. Number of Instructional Staff Members Fall 2010**

Fall 2010 Instructional Staff (Headcount) = 146

Fall 2010 Instructional Staff FTE = 91.9

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

Fall 2010 student-to-instructor ratio = 22.9 to 1

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

AY 2010-11 average number of students/instructor = 24.4 (estimated)

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

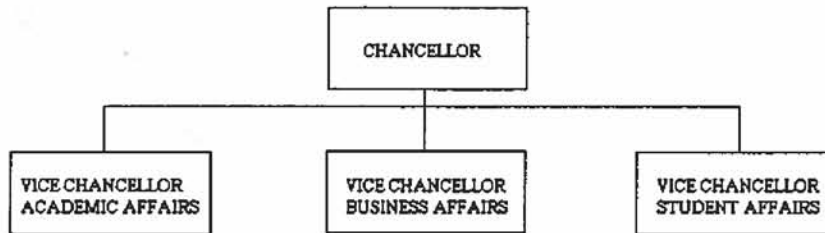
None to report for Fall 2010.

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

Administrative Area	Headcount	FTE	Restricted *
Chancellor	16	15.25	4
Academic Affairs	12	12	9
Business Affairs	7	7	1
Student Affairs	5	5	1
Total	40	39.25	15

\* This includes any position funded either fully or partially with resources other than states resources. Headcount and FTE are inclusive of those funded with restricted funds.

**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 2010	SALARY CHANGES SINCE JUNE 30, 2008
Chancellor	\$150,097	July 1, 2008 Merit and equity increase of 12%
Vice Chancellor for Academic Affairs	\$108,036	July 1, 2008 Merit increase of 3%
Vice Chancellor for Business Affairs	\$104,751	July 1, 2008 Merit increase of 3%
Vice Chancellor for Student Affairs	\$86,520	July 1, 2008 Merit increase of 3%

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

Institution: \_\_\_\_\_

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
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)		3	3	100
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing		80	70	87.5
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners		20	20	100
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT Exam	Louisiana State Board of Medical Examiners (LSBME)		12	12	100

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 meet standards for passage/# 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*