

2012

LaGRAD Act Annual Report

Louisiana State University Eunice

Submitted: April 1, 2012

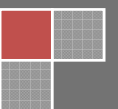


Table of Contents

Introduction	1
Student Success	2
Articulation and Transfer	8
Workforce and Economic Development.....	11
Institutional Efficiency and Accountability	14
Organizational Data	16
Licensure and Certification Reporting	22
Attachment D.....	244
Letter of Request to Change Targets	25
Louisiana Employment Outcomes Report	300
Pathways to Success 2010 – 2011 Year End Report	44

INTRODUCTION

As stated in the enabling legislation, the purpose of the GRAD Act is: “to support the state’s public post-secondary educational institutions in remaining competitive and increasing their overall effectiveness and efficiency by providing that the institutions achieve specific, measurable performance objectives aimed at improving college completion;” and, “to meet the state’s current and future workforce and economic development needs and by granting the institutions’ limited operational autonomy and flexibility in exchange for achieving such objectives.”

Specifically, the GRAD Act prescribes four performance objectives to achieve these ends:

- Increase student success;
- Increase articulation and transfer;
- Increase responsiveness to regional and statewide workforce and economic development needs; and,
- Increase institutional efficiency and accountability.

In respect to the Performance Objective 1, Student Success, the four targeted measures which apply for LSU Eunice include:

	<u>Element</u>	
	<u>Reference</u>	<u>Measure</u>
I.	<i>a.i.</i>	1 st to 2 nd Year Retention Rate
II.	<i>a.iv.</i>	Same Institution Graduation Rate
III.	<i>a.vii.</i>	Statewide Graduation Rate
IV.	<i>b.i.</i>	Percent Change in Program Completers

Performance Measures

I. Measure *a.i.*, 1st to 2nd Year Retention Rate

As communicated in the campus’ appeal letter of August 15, 2011, requesting to “Modify GRAD Act Annual Benchmarks/Performance Measure Targets” (Letter of Request to Change Targets), the campus chose targets based upon prior, historic, fall to fall retention data. For example, the average fall to fall retention rate over the three years prior to Year 1 had an average FTFT Associate Degree-seeking retention rate of 49%. However, in projecting a Fall 2010 benchmark retention rate of 50.3%, we failed to consider the consequences which much larger class sizes and less tutorial and advising support for students would produce—particularly for the “at-risk students” of the campus’ “Pathways to Success Program”—all resulting from the impact of the budgetary cuts (see Figure 1). Moreover, since the campus’ request to revise the projected retention rates for Year 2 was denied by the Board of Regents the campus was unable to re-cast its projections based upon the negative impact which the budget cuts influenced on our student retention outcomes. And, while the fall to fall FTFT Associate Degree-seeking retention rate for Year 2 has improved over Year 1 (i.e., from 42.9% to 46.7%), the Year 2 target of 50.3% was still not achieved. **NB.** An Executive Summary of the results of the Pathways to Success Program 2010-11 is available in the *Year End Report* found on page 64.

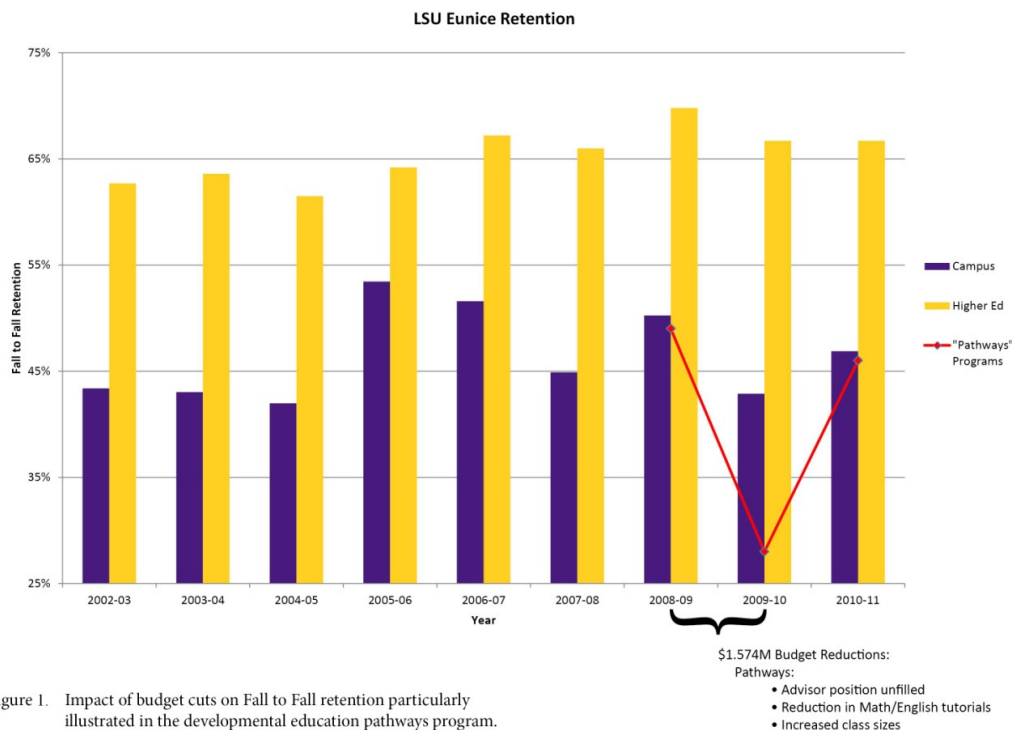


Figure 1. Impact of budget cuts on Fall to Fall retention particularly illustrated in the developmental education pathways program.

However, it is the LSU Eunice campus' position that the current criterion assigned by the Regents to measure Fall to Fall Retention Rates for two-year campuses, i.e., Fall to Fall retention of first-time, full-time (FTFT), Associate Degree-seeking students, presumes that all of Louisiana's two-year campuses are, primarily, "terminal" Associate-Degree-producing campuses. Clearly, this is not the case for LSU Eunice; and, therefore, this criterion works against campuses like ours, since in contrast to the national, IPEDS criterion, the current criterion, i.e. "Associate-Degree seeking," as opposed to "degree-seeking," is exclusionary for the significant "transfer mission" which, nationally, several two-year institutions, like LSU Eunice, have. At LSU Eunice, for example, Fall to Fall progression of its students to four-year campuses is 13.6% when compared to a 4.6% overall progression rate of students to four-year campuses from other Louisiana two-year campuses.

Of notable magnitude and, therefore, concern, is the significant numbers of these students who are excluded from our campus' data sets. For example, in Fall of 2010, LSU Eunice had 678 FTFT degree-seeking students. Of this number, only 291 of these students were Associate-Degree seeking and, contrastingly, 335 (49.41%) of the total degree-seeking students were retained in Fall 2011. Additionally, as illustrated in the table, even though the Degree-Seeking cohort is larger, it is collectively, a more successful cohort in terms of their retention. In this regard and in relation to the Fall 2010 to Fall 2011 data, this translates into a retention of an additional 199 FTFT students who, although not associate-degree seeking, represent a Fall-to-Fall FTFT degree-seeking student success rate which goes unrecorded and unheralded in the campus' performance measures for Year Two. (See table below). **NB.** It is important to point-out, that the availability of FTFT Degree-seeking students in the second year's Fall cohort also provides the campus with a larger cadre of candidates for the successful completion of the LT (Louisiana Transfer) degree---candidates who will serve to expand our campus' numbers of Transfer Associate Degrees (*i.e.* AALT or ASLT). Hence, by the appropriate assignment of this criterion, in the future, i.e., Fall to Fall FTFT Degree-seeking students, LSU Eunice will not only be better aligned to the reality of its role, scope and mission as well as the fate analysis of its students, but the use of the "Degree-seeking criterion will also better account for the notable numbers of transfer students who attend LSU Eunice, stay for a second year, and then, successfully transfer and achieve their baccalaureate goal at one of the state's four-year universities. **NB.** Approval of this criterion for LSU Eunice would have enabled the campus to pass this target for Year 2 (see table below).

Measure a.i. Student Success: 1st to 2nd Year Retention Rate ("Associate degree-seeking" students vs. "Degree-seeking" students)

1st to 2nd Year Retention	Year 1 Benchmark	Year 1 Actual	Year 2 Actual	Year 3	Year 4	Year 5	Year 6
GRAD ACT (Targets)	50.3%	42.9%	50.3%	51.0%	52.0%	53.0%	54.0%
Fall to Fall FTFT-Associate Degree Seeking Cohort ^a	50.3%	42.9%	46.9%*				
Fall to Fall "degree-seeking" Cohort ^b	50.14%	44.08%	49.41%**				

Note:

* Cohort 291 → 136 returning; ** Cohort 678 → 335 returning;

a. Current GRAD Act Criterion; b. Proposed GRAD Act Criterion for LSU Eunice

II. Measure a.iv. Same Institution Graduation Rate

As was communicated in the campus’ appeal letter of August 15, 2011, requesting to “Modify GRAD Act Annual Benchmarks/Performance Measure Targets” (page 32), the campus was overly aggressive in its selection of targets for the “Same Institution Graduation Rate” metric; and, moreover, due to the drop in retention rates, influenced by dramatic cuts in the campus’ state appropriated budget (30% over the FY 2009-FY 2011 time-frames) (see Figure 2), graduation rates were also expected to be impacted, as indeed they were dropping from 8.0% in Year 1 to 4.7% in Year 2. However, the request to revise these projected graduation rates was also denied by the Board of Regents. NB. Approval of the revised target for Year 2, as proposed in the appeal memorandum of August 15, 2011, would have passed the campus on this measure (see Letter of Request to Change Targets, page 32), since the revised target was 4.75% and the actual Year 2 “Same Institution Graduation Rate” is 4.7%. In this latter regard, it is important to point-out that the revisions, as proposed in the campus’ memorandum of August 15, 2011, were submitted before any knowledge of graduation rates had been published and promulgated later in the Fall semester.

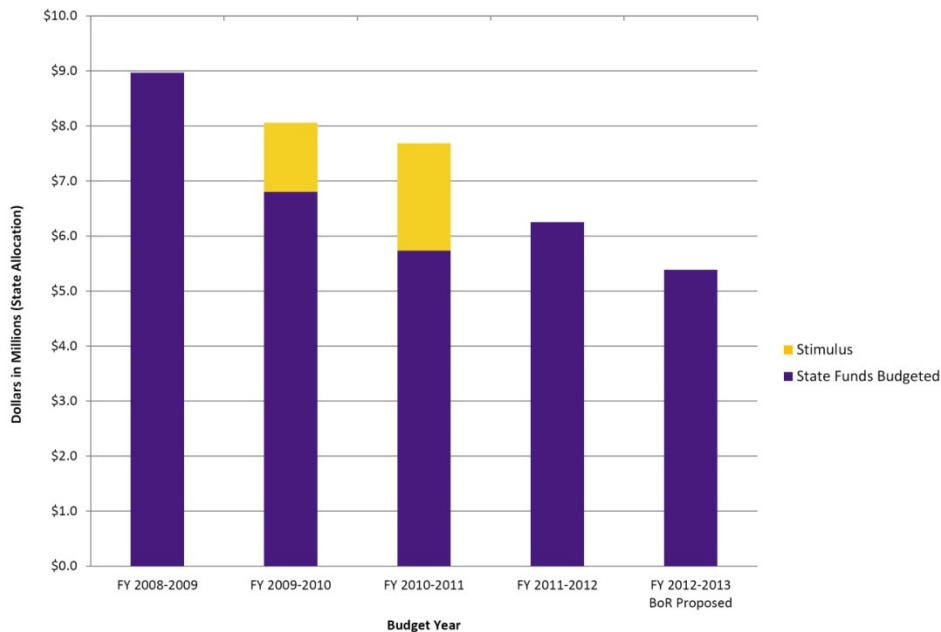


Figure 2. Change in state budget allocation
FY 2008 - 2009 to FY 2012 - 13 (proposed)

III. Measure a.vii. Statewide Graduation Rate

Over the past five FTFT cohort years (1998-2002), the average LSU Eunice Statewide Graduation Rate was 27.6%. Hence, it should not be surprising that the campus chose a Year 1 target of 27.0% followed by a Year 2 target of 28.0%. However, again, the ultimate impact of the budget cuts on Student Success targets for “In-State Graduation Rates” (150% time-frame) was underestimated, because it was based

upon past student performance successes which had averaged nearly 28%. Therefore, both targets for Year 1 and Year 2, (150% time) were projected on the basis of past levels of success for this measure. However, although the campus failed to achieve its Year 1 and Year 2 targets for this performance measure, i.e., (the overall, 150% time) “statewide graduation rate”, LSU Eunice still has the highest graduation rates in Louisiana higher education among its 2 year peer group, because, unlike the LCTCS campuses which, collectively, chose not to include this optional measure in their GRAD Act reports, LSUE, as previously pointed out in the I a.i. performance measure discussion, has a large transfer-population of students who are baccalaureate-oriented and who progress towards a bachelor’s degree after the completion of their Sophomore year at LSUE---making LSU Eunice more of a Junior College, which is consistent to its history. As an LSU System campus, Nonetheless, despite these “missed targets” due to the impact of the budgetary cuts, along with the campus’ projection of target goals, which (under ordinary operational conditions) could have been achieved, LSU Eunice is, clearly, still ,a very productive higher education institution. However, the economic impact of the potential loss of tuition authority, along with loss of percentage of base formula funding will only decrease the campus’ ability to be productive ---especially in an environment where budgetary cuts—which have been the norm over the past four years---are guaranteed to continue.

IV. Measure *b.i.* Percent Change in Program Completers

In respect to this performance criterion for “Diploma Program Completers,” the campus had planned to eliminate Diplomas as a “Program Completer” option at LSU Eunice since the campus has, historically, produced few completers of technical diplomas. Moreover, given this fact and, with it, the potential for dramatic swings in completion rates, the prospect of the elimination of Diplomas was viewed as the best choice for the campus. However, this past year, the Board of Regents indicated that it would no longer calculate “percent completers” for programs having less than (<10) awards. Therefore, the elimination of this category of award is, now, unnecessary. NB. In this latter regard, with an expansion of programs, like Fire and Emergency Service, into the high schools as a “Dual Credit” program option, this award category is expected to notably increase the demand for and, hence, the “numbers of Diploma Completers” in Fire and Emergency Service.

Narrative: Actions Taken To Date

As communicated in the campus’ April 1, 2011, GRAD Act Annual Report, the LSUE “Pathways to Success” Program was implemented in Summer 2004 as part of the campus’ institutional decision to invest its resources and energies into effecting an improvement in student retention for underprepared students (i.e., composite 1-15 ACT).

This commitment took its institutionalized form as LSU Eunice’s Quality Enhancement Plan (QEP), over six years ago, as part of the campus’ Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) reaccreditation requirements. The Pathways to Success Program 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.

Moreover, prior to the onset of state budget cuts (as a result of the national recession), the Pathways program was demonstrating notable success rates—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.

Most importantly, the LSU Eunice Pathways program won two national awards for its success 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).

However, as illustrated in Figure 2., page 4, with 80% of the campus' budget tied into personnel, the budget cuts resulted in: one of two of the Pathways' advisor positions being left vacant; a reduction in the numbers of mathematics and English/Reading tutorial sections; and, an increase in remedial class sizes. Collectively, these programmatic changes due to budget cuts had a dramatic impact on the student success rates in the Pathways' Program—especially in respect to retention! However, although this circumstance negatively impacted our FTFT "Fall-to-Fall" retention rates for Pathways' students, the dramatic increases in student enrollment for Fall 2009 (3,332) and Fall 2010 (3,431), provided revenue which fiscally-empowered the campus with the resources necessary to ameliorate each of the above problems brought about by the budget cuts.

Some of the other literature-based strategies which LSU Eunice has also implemented in order to enhance both campus retention and campus completion rates include:

- Mandatory Freshmen Orientation;
- Mandatory Advising;
- Mandatory Math and reading placement for Pathways' students;
- Mandatory enrollment into the University 1005, Student Success Course for Pathways Students;
- Parents' Orientation;
- Veterans' Orientation;
- Reduction in "numbers of days" for late registration and/or changes in class schedules for all students; and, limitation to part-time enrollment for late, academically "at-risk" registrants;
- Active advertisement and communication through academic advising of the availability and value of the Louisiana Transfer Degree for baccalaureate degree-oriented students;
- Notable increases in both the availability and the training for incorporation of classroom technology into academic classes by professors, e.g., lecture capture with on-line availability of all Course Handouts, Notes, etc.;
- An electronic enhancement of the Financial Aid (FA) process which has resulted in:
 - An automation of the financial aid estimate process which allows the student to be "pre-screened" prior to having to apply for an estimate;
 - A re-vamping of the mylsue financial aid page in order to make it both easier to read and to maneuver through;
 - An automation of the "awarding process" that allows for "batch awarding" vs "individual awarding" which identifies as a major, time-saving enhancement; and,
 - A further streamlining of the overall preparation of financial aid files for award consideration.

NB. These latter financial aid improvements have already had a positive impact for the registration which took place for Spring 2012; and, is having positive impact, to date, in terms of the financial aid processes for the Fall 2012 registration. Additionally, it should be noted that ACT National Surveys on "What Works in Student Retention?" have demonstrated that the lack of "adequate personal financial

resources” identifies as the third most significant factor in student attrition rates from community colleges.

Element c. Develop Partnerships with high schools to prepare students for postsecondary education.

Significant partnerships with high schools to prepare students for postsecondary education are evident in LSU Eunice’s participation in the Board of Regents’ Early Start program. As pioneers in offering dual credit to constituents since the late 1990’s when few colleges in the State offered programming, LSU Eunice has long recognized the potential for dual credit to enhance opportunities for high school faculty development and for high school student post-secondary access and achievement. As a result, the University joined in the Board of Regents’ programmatic effort during the pilot of the State’s dual credit program in 2006-07. Total enrollment in the fall semester of the pilot year was 82 students from three high schools. Enrollment and geographical participation have increased annually, in spite of State funding challenges in recent years. The growth and expansion is noted in Early Start enrollment increases from 207 participants in Fall 2007, 372 in Fall 2008, and 455 in Fall 2009. Finally, Student Success items c.i-iii located in the transaction summary (p 25), illustrate the continued success in increasing and expanding Early Start participation in 2010-11, enrolling 573 high school students for college credit in the fall and 575 in the spring. These 11th-12th graders in both semesters were drawn from thirteen face-to-face partnerships with high schools in the immediate Tri-Parish service area, 10 face-to-face partnerships with high schools in contiguous or adjoining regions, and virtually through collaboration with the Louisiana Virtual School (LVS) statewide high school network.

Element d. Increase passage rates of on licensure and certification exams and Workforce Foundational Skills.

The data provided in Pathways to Success 2010 – 2011 Year End Report to attachment B identifies the campus’ certification rates which are all higher than both national and state averages for the Nursing, Radiologic Technology, Respiratory Care and Diagnostic Medical Technology programs. Workforce Foundational Skills are provided to our students in LSU Eunice’s General Education program as measured by the CAAP annual testing. NB. Both the applicability and the value of the CAAP testing for assessment of Workforce Foundational Skills were addressed in LSU Eunice’s GRAD Act Report of 2011.

Performance Objective (2): Articulation and Transfer.

Element a. Phase in increased admission standards and other necessary policies by the end of 2012 Fiscal Year in order to increase student retention and graduation rates.

With implementation of increased admission standards in fall 2012, LSU Eunice has implemented several initiatives to prepare for the influx of students not admitted to four-year institutions.

- The Office of Financial Aid in collaboration with the Office of Information Technology has added new features to its website to assist students in the financial aid application process including a simplified description of the financial aid process, a Facebook account for financial aid, and batch packaging of financial aid applications.
- The Admissions Office now uses email to notify students of their admission status, thereby streamlining the admission process, expediting communication with applicants, and reducing paper and postage costs.
- In anticipation of the new admissions standards, Louisiana State University Alexandria and Louisiana State University Eunice recently met to revise their collaborative agreement. Specifically, the agreement will be updated to reflect the new admission criteria, especially for transfer students. LSU Eunice will continue to offer developmental education courses on the LSU Alexandria campus and will expand the number of general education courses in order for LSU Eunice students to meet the new transfer student requirements. With implementation of the new community and technical college in Alexandria, LSU Eunice anticipates phasing out its presence in Central Louisiana.

Element b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

LSU Eunice has received feedback on the performance of LSU Eunice students who have transferred to Southeastern Louisiana University, LSU Alexandria, and McNeese State University.

Southeastern 2008-2009 Transfer Feedback Report:

Total 2008-2009 Transfers	5
Summer 2008 Transfers	2
Fall 2008 Transfers	2
Spring 2009 Transfers	1
Average Semester GPA in First Semester at Southeastern	2.677
Cumulative GPA End of 2008-2009 Academic Year	2.756
Total Baccalaureate Recipients Through Fall 2010	1
BGS General Studies	1
Number of Students Returned Fall 2009	3 (60.0%)

LSU Alexandria Fall 2010 Transfer Feedback Report:

In fall 2010, six students transferred from LSU Eunice to LSU Alexandria. At the end of the fall term, the transfer students' grade point averages ranged from 2.666 to 4.0. The average GPA for the transfer students was 3.370.

McNeese State University Fall 2010 Transfer Feedback Report:

In the Fall of 2011, McNeese State University admitted and enrolled sixty-six transfer students who had previously attended LSU Eunice. Of particular note is the fact that 56 of the 66 students (84.8%) earned a GPA of 2.0 or higher with only seven students (10.6%) earning a GPA less than 2.0.

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 four-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. In March of 2012, representatives from both campuses met to revise the collaborative agreement to reflect changes in admission criteria in public post-secondary education since 2007. LSU Eunice also has a referral agreement with LSU Baton Rouge targeting those students who do not meet their higher, selective admission requirements. Rather than sending a simple denial letter to those student applicants, LSU 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 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 four-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 are also exploring 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.

Element c measure ii. Number of students enrolled.

Number of referred students enrolled at LSU Eunice in 2011-2012:

LSU Alexandria:	211 students
LSU A&M:	18 students

Element d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17: 3161 through 2169.

LSU Eunice continues to update the Louisiana Transfer degrees as the Statewide Articulation and Transfer Council adopts new concentrations. For example, the University will include the approved concentrations in business and mass communication in its 2011-2012 catalog as well as on its web site.

To assist transfer students, LSU Eunice maintains course equivalency agreements with McNeese State University and the University of Louisiana Lafayette. These agreements are renegotiated annually to keep them current and accurate. In addition, 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.

In the past year, LSU Eunice has expanded the number of transfer agreements with four-year institutions from three to six agreements. The agreements are listed below:

LSU Eunice and McNeese State University: Criminal Justice
LSU Eunice and Northwestern State University: Criminal Justice
LSU Eunice and Northwestern State University: Radiologic Technology
LSU Eunice and Northwestern State University: Nursing
LSU Eunice and Northwestern State University: Management
LSU Eunice and the University of Louisiana Lafayette: Elementary Education

Since 1999, LSU Eunice and the University of Louisiana Lafayette have participated in an agreement whereby LSU Eunice students majoring in elementary education earn a baccalaureate degree from ULL without leaving the LSU Eunice campus. Under this cooperative program LSU Eunice offers freshman 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. The cooperative program continues to graduate high achieving students evidenced by their excellent grade point averages. For example in the spring of 2011, fifteen students graduated from the program with an average grade point average of 3.42. Furthermore, the valedictorian in the College of Education was a member of LSU Eunice – ULL cohort. There are fourteen students scheduled to graduate in the spring of 2012 with a current average grade point average of 3.385.

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

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

In academic year 2010-2011, there were thirty-three students enrolled in the Louisiana Transfer (LT) degree programs with no completers. However, in the fall of 2011, five students completed a Louisiana Transfer degree, and eleven are scheduled to complete an LT degree in the spring of 2012.

Performance Objective 3 – Element a. Measure i – iii.

LSU Eunice uses four criteria to assess academic programs: Centrality, Demand and Potential Demand, Quality and Cost. Each criterion is defined and described by specific factors that provide data and guidance in the reallocation of resources and the continuation of merger of academic programs.

The criterion of ‘centrality’ is used to determine whether or not a program is central and essential if it serves the mission of the university as well as its own mission and goals. The criterion of ‘demand and potential demand’ provide the means to judge each program on both its present status and 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 factors such as accreditation, faculty qualifications, and academic excellence. Finally, the criterion of ‘cost’ uses several measures to analyze each program on its current cost to the university. The measures include cost effectiveness, enrollment, resources needed, and student credit hour to faculty ratio.

In 2011, the Louisiana Board of Regent 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 our 2011-2012 fiscal year budget reduction plan, LSU Eunice identified the Associate in Paralegal Studies for termination at the end of the 2010-2011 academic year. Student majors in the program were informed that the program would be terminated at the end of Spring 2011 and were encouraged to meet with the Division Head to work out a plan to complete their degrees or change majors. In addition, new students during the previous Fall 2010 semester were not permitted to enroll in the Paralegal Studies 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 consolidation of their two degree programs. The consolidated program will retain the title of Associate of Applied Science in Computer Information Technology and will have a core curriculum of 36 credit hours and 3 concentrations, each requiring 24 credit hours. As part of the merger process, the Office of Information Systems rubric will be changed to Business Information Technology. The proposal for this change was submitted to the LSU System and approved by the Board of Regents on April 27, 2011.

Since the completion of the changes outlined above at the end of the 2010-2011 academic year, there have been no additional program eliminations or consolidations.

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

the number of adults with college degrees in Louisiana. LSU Eunice student enrollment in our CALL program increased from 34 students in Fall 2010 to 56 students in Fall 2011.

During Fall 2010, LSU Eunice added the Associate of Applied Science in Fire and Emergency Services to the inventory of CALL degree programs. Given the needs expressed by members of the fire services for courses that accommodate their irregular 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 an excellent CALL program addition for the university and the state.

The opening of a new classroom building by summer 2012, which will also house the Office of Information Technology, gives LSU Eunice the opportunity to expand delivery of technology services that allows for increased academic access and support for local and distance students. We anticipate a continuing increase in demand for online services from current and future students.

LSU Eunice also participates in the WIA Eligible Training Provider program associated with the Louisiana Workforce Commission. The university currently has 13 eligible programs which is 100% of current degree offerings. The table below shows the Louisiana employment rate of completers from all program areas during the specified period.

Table: Board of Regents data on employment in the following areas of study eighteen months after graduation for LSU Eunice **2008 – 2009 Associate Degree completers:**

Areas of Study at LSU Eunice	% of Completers Employed in Louisiana	% Not Employed in Louisiana
Health Professionals	92%	8%
Business, Management, Marketing	75%	25%
Security & Protective Services	69%	31%
Liberal Arts & Science; General Studies	65%	35%
Education	45%	55%

Note: Data is not reported for fewer than 10 completers in any area of study during any academic year.

Performance Objective 3 – Element b.

LSU Eunice offers distance learning in a variety of formats including online, web-based and interactive compressed video. The university currently offers two degree programs including Criminal Justice and Fire and Emergency Services which are 100% online through the CALL program.

As part of the CALL initiative, students have the opportunity to complete their degree at an accelerated pace by taking online courses delivered over 8-weeks. The use of compressed video courses allows the campus to effectively extend course programming to our external locations 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) commonly known at LSU Eunice as ‘myCourses.’ Moodle was adopted more than six 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 with the LMS including google applications for email and collaborations, 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 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 costs 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 that might not be able to routinely participate in a traditional class schedule because of their varying schedules.

Table: Increase use of technology for distance learning to expand educational offerings

	09/10	10/11
i. Number of course sections with 50 – 99% instruction through distance education	16	15
Number of courses with 100% instruction through distance education	97	108
ii. Number of students (duplicated) enrolled during the reporting year with the 50 – 99% instruction through distance education	196	242
Number of students (duplicated) enrolled during the reporting year with 100% instruction through distance education	1,654	2,098
iii. Number of programs offered during the reporting year through 100% distance education: by award level (Associate)	2	2

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 2010-11 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 \$4,746, while that same student would have paid \$6,142 at LSU Eunice. The SREB two-year 2 average for that time period was \$7,536. 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 \$3,960, Mississippi at \$4,120, and Arkansas at \$4,530. Kentucky had the highest median nonresident tuition and fees at \$13,350.

LSU Eunice’s nonresident enrollment and revenue has not been that significant in the past. However, recently, nonresident enrollment and revenue have been increasing. For example, for the 2010-11 fiscal year, LSU Eunice had 23.62 FTE nonresident students with revenue of \$86,299. During the 2011-12 fiscal year, which included the fifteen percent (15%) increase, there were 26.51 FTE nonresident students and revenue for the year of \$118,354. 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 \$7,215. A fifteen percent increase in non-resident tuition and fees in 2012-13 fiscal year would cost a full-time LSU Eunice student \$7,894. 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 2011-12 from -\$547 or -7.58 percent to a difference in 2012-13 of -\$101 or -1.28 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	7,215	7,894
SREB 2 YR 2*	7,536	7,762	7,995
\$ Difference	-1,394	-547	-101
% Difference	-22.7	-7.58	-1.28

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

Performance Objective (5)

a. Number of Students by Classification

Fall 2011 Headcount: 2,982
Annual FTE Estimate: 2110.6

b. Number of Instructional Staff Members Fall 2011

Fall 2011 Instructional Staff (Headcount) = 130
Fall 2011 Instructional Staff FTE = 87.5

c. Average class student to instructor ratio

Fall 2011 student-to-instructor ratio = 24.2 to 1

d. Average number of students per instructor

AY 2010-11 average number of students/instructor = 24.12

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

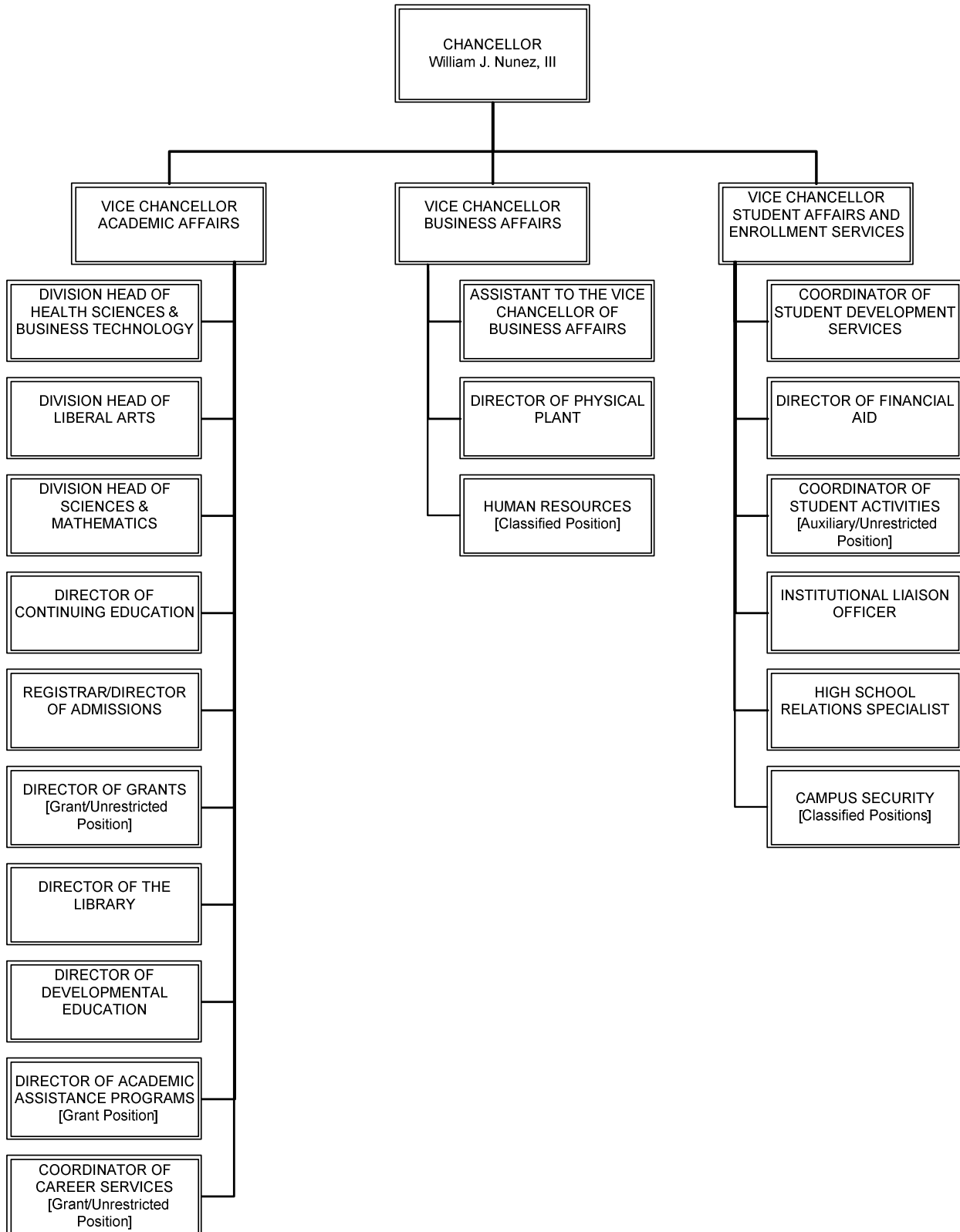
None to report for Fall 2011

f. Number of staff in administrative areas

Administrative Area	Headcount	FTE	Restricted *
Chancellor	14	13.25	3
Academic Affairs	7	7	4
Business Affairs	6	6	1
Student Affairs	5	5	1
Total	32	31.25	9

* 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 2009	SALARY CHANGES SINCE JUNE 30, 2008 Reported for Fall 2010	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012
Chancellor	\$150,097			
Vice Chancellor for Academic Affairs	\$108,036			
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			
Division Head of Sciences & Mathematics	\$75,348			July 1, 2011 \$79,348 Promoted from Associate Professor to Professor
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			
Director of the Library	\$58,500			
Director of Developmental Education	\$51,784			
Director of Academic Assistance Programs [Grant Position]	\$73,076			
Coordinator of Career Services [Grant/Unrestricted Position]	\$38,535			
Assistant to the Vice Chancellor of Business Affairs	\$51,100			

POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2008 Reported for Fall 2010	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012
Director of Physical Plant	\$71,156			
Coordinator of Student Development Services	\$45,424			
Director of Financial Aid	\$56,495			
Coordinator of Student Activities [Auxiliary/Unrestricted Position]	\$41,664			
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.

Louisiana State University Eunice		
Expenditures by Function:	Amount	% of Total
Instruction	\$ 6,452,660	47.5%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 615,204	4.5%
Student Services	\$ 990,699	7.3%
Institutional Services	\$ 2,339,021	17.2%
Scholarships/Fellowships	\$ 382,537	2.8%
Plant Operations/Maintenance	\$ 2,802,857	20.6%
Total E&G Expenditures	\$ 13,582,978	100.0%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 13,582,978	100.0%

- 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, 320

- 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: 4.5

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

State Dollars Per FTE: \$2, 884

- 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: \$2,884

- 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: \$25,360,909



Appendix #2 to Attachment B						
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.						
4-year Universities and 2-year Colleges						
Institution: Louisiana State University Eunice						
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)		11	10	90.9
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing		57	52	92.23
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners		18	18	100
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)		10	10	100
<i>Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with ✓ on Appendix #1</i>						
<i>Baseline Year = 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 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: LSU Eunice				
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
National Restaurant Association	ServSafe	National Restaurant Association	2010-2011	33
<i>Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with ✓ on Appendix #1</i>				
<i>Baseline Year = most recent year data published by entity that grants licensure/certification</i>				
March 1, 2011				



Attachment D 4-year university, 2-year college, technical college - Year 2 Annual Report													
System: Louisiana State University System													
Institution: Louisiana State University Eunice													
Date: 4/1/2012													
GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-Year Targets													
Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target		
1. Student Success													
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	50.3%	50.3%	42.9%	50.3%	46.7%	51.0%	52.0%	53.0%	54.0%	
		<i>Actual Baseline Data:</i> # in Fall 08 Cohort	352		364		291						
		# retained to Fall 09	177		156		136						
	ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	na								
		4-Yr only	<i>Actual Baseline Data:</i> # in Fall 07 Cohort										
			# retained to Fall 09										
	iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na								
		Tech Coll Only	<i>Actual Baseline Data:</i> # in Fall 08 Cohort										
			# retained to Spring										
	iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	8.0%	9.4%	8.0%	10.8%	4.7%	12.2%	13.6%	15.0%	17.0%
			<i>Actual Baseline Data:</i> Fall revised cohort (total)	704		659		699					
			completers <=150% of time	55		53		33					
	v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na								
		optional	<i>Actual Baseline Data:</i> 2008-09 undergrad FTE										
			completers (undergrad)										
	vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na								
		optional	<i>Actual Baseline Data:</i> 2008-09 undergrad FTE										
			awards (duplicated)										
	vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	26.3%	27.0%	23.7%	28.0%	21.0%	29.0%	30.0%	32.0%	32.0%
		optional	<i>Actual Baseline Data:</i> # of Fall 02 FTF (cohort)	585		772		794					
			completers <=150% of time	154		183		167					
b. i.	Targeted ***	Percent Change in program completers (+/-)**											
		Diploma (Award level 1)			0.0%	-33.3%	33.0%	-66.0%	0.0%	66.0%	0.0%	100.0%	
			2008-09 AY	3	3	2	4	1	3	5	3	6	
		Certificate (Award level 2)			18.0%	88.9%	36.0%	88.9%	54.0%	72.0%	90.0%	100.0%	
			2008-09 AY	9	11	17	12	17	14	15	17	18	
		Associate (Award level 3)			0.0%	4.1%	2.0%	10.2%	4.0%	6.0%	8.0%	9.8%	
			2008-09 AY	244	244	254	249	269	254	259	264	268	
* Report data in all cells highlighted in BLUE													
** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review													
Institution Notes: See narrative found in Performance Objective (1) Element (a) Measure (i) for case statement regarding the composition of the FTTF-AD Seeking Cohort.													
Due to change in program classification completers reported in recent year as post associate are being counted under certificates. This is a change approved by the Regents during the reporting year.													



**LaGRAD Act Annual Report 2012
Letter of Request to Change Targets**

TO: Dr. John Lombardi, President
Louisiana State University System

FROM: Dr. William J. Nunez, III, Chancellor

DATE: August 15, 2011

RE: August 3, 2011, Letter of Dr. Jim Purcell, Commissioner of Higher Education, Louisiana Board of Regents: LSU Eunice's Request to Modify GRAD Act Annual Benchmarks/ Performance Measure Targets.

As I communicated to your attention in an earlier memorandum (June 10, 2011), LSU Eunice is seeking your approval and support in the establishment of more appropriate and realistic projections for our campus' six-year Grad Act targets for the following Student Success measures:

- I. First and Second Year Retention Rate;
- II. Same Institution Graduation Rate;
- III. Statewide Graduation Rate; and,
- IV. Percent Change in Program Completers: Diploma

A thorough review of LSU Eunice's past nine-year history in respect to these Student Success rates, along with recent data on our Pathways to Success Program, indicates that our initial targets were entirely too aggressive as projected. Moreover, we also failed to incorporate the impact of the campus' budget reductions, along with the concomitant programmatic consequences of these program funding reductions into our Student Success projections. This was particularly true in the case of our developmental education "Pathways to Success" program for LSUE students with ACT composite scores of 1-15 and with basic skill deficiencies in the areas of English, Mathematics, and/or Reading. Consequently, when the "Pathways to Success" program suffered a Fall 2009 to Fall 2010 drop in its student retention rate from 53% to 31%, our Fall 2009 cohort correspondingly suffered a drop in its retention rate from 50.28% in Fall 2009 to 42.86% in Fall 2010.

Therefore, for these collective reasons, LSU Eunice is respectfully requesting permission from the Board of Regents to revise its six-year Student Success Indicators so that they are more reflective of the campus' historical performance, while still demonstrating realistic, annual improvements that are consistent and appropriate to the campus' role, scope and mission as an open access, two-year college. The requested changes in LSU Eunice's Student Success projections for the 1st to 2nd Year Retention Rates, Same Institution Graduation Rates, and Statewide Graduation Rates, and Percent change in Diploma program completers follow:

I. Student Success: 1st to 2nd Year Retention Rate

As previously stated, in a recent review of several years of historic fall to fall retention data, given our failure to acquire the score values for this student success indicator, it became quite evident that our projections were, regrettably, overly-aggressive and, in fact, overstated our campus’ ability to achieve each of the retention targets. For example, over the past nine years of entering, first-time, full-time, Associate-Degree seeking cohorts, Fall 2001-02 to Fall 2009-10 (as shown in Table 1), the average retention rate achieved was 46.6%. Moreover, our original projection of a Fall 2010 retention rate of 50.3% failed to consider the consequences of larger class sizes and less tutorial and advising support for students---particularly the “at-risk students” of the campus’ “Pathways to Success” Program.

Table 1.
LSU Eunice AY 2001-2010 Fall to Fall Retention Rates for First-Time, Full-Time, Associate-Degree Seeking Students

Cohort Session	Cohort	Students Retained	Percent Retained
FA 02	325	141	43.38%
FA 03	369	161	43.63%
FA 04	405	170	41.98%
FA 05	333	178	53.45%
FA 06	312	161	51.60%
FA 07	323	145	44.89%
FA 08	352	177	50.28%
FA 09	364	156	42.86%

Therefore, since the actual retention rate outcome achieved by LSU Eunice for year one was 42.9%, the campus would respectfully request that the projections be more realistically proposed, starting with the 42.9% (actual) for year one, followed by 0.8% projected increases in each of the targets/year (ca. three additional students retained per year), until a six-year total performance of 46.6% is achieved. In this regard, the five-year projection, recommended in the chart which follows, represents a more realistic and achievable retention target for LSU Eunice, and demonstrates, we feel, the campus’ commitment to effect a realistic improvement in its student retention, while also enhancing the campus’ ultimate numbers of potential, student completers.

In summary, LSU Eunice proposes a revision of its 1st to 2nd year retention rates as illustrated below:

1st to 2nd Year Retention	Year 1 Benchmark	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Year 6
GRAD ACT (Current)	50.3%	42.9%	50.3%	51.0%	52.0%	53.0%	54.0%
LSUE Proposal GRAD ACT Revision	50.3%	42.9%	43.7%	44.5%	45.3%	46.1%	46.9%

II. Student Success: Same Institution Graduation Rate

Once again, in the reconsideration of LSU Eunice’s historical data, it is obvious that the campus was overly aggressive in its selection of targets for the “Same Institution Graduation Rate” metric. In fact, a review of the eight years of “Same Institution Graduation Rates” (150 % time), published by the Board of Regents for the FTF cohorts from 1996 to 2003, demonstrated an average campus graduation rate of 8.45% for the collective student cohorts graduated over this eight-year time span. Moreover, with lesser numbers of students available in the Year 1 cohort---due to the drop in retention rates influenced, as previously described in the case of the Pathways Program by budget cuts (ca. 30% of state appropriated fund over the FY9-FY11 timeframes)---it’s obvious, that graduation rates will also be impacted; and, will, therefore, also undergo a concomitant decline until, overtime, these outcomes can become stabilized. Hence, based upon historical “trend” data; and, based upon the drop in our baseline retention data, LSUE is not only anticipating a rather notable drop in Year 2’s graduation rate, but is also expecting that it will take the remaining of the projected years of this study (i.e., Year 3, 4, 5, and 6) in order to return the graduation rates up to a minimum of 8%! The comparative data for the initially proposed graduation rates, along with the revised rates, is provided in the chart below.

Same Institution Graduation Rate	Year 1 Benchmark	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Year 6
GRAD ACT (Current)	9.4%	8.0%	10.8%	12.2%	13.6%	15.0%	17.0%
Proposed LSUE Revision	9.4%	8.0%	4.75%	5.75%	6.00%	7.00%	8.00%

NB. It is also particularly important to emphasize that, in respect to the adjusted graduation rate projections proposed (above) the campus’ annual graduation rates will additionally be negatively impacted by: LSUE’s recent elimination of the Paralegal Studies associate degree program (for both budgetary and low completer reasons); and, by the Regent’s elimination of “Capitation Funds”, which were used by LSUE for the expansion of its Respiratory and Nursing programs. In these regards, although Paralegal Studies was a low completer program, it produced about 7 graduates per year to the campus’ total graduating cohort. And, without capitation funding, the Respiratory Therapy and Nursing programs will have to decrease the sizes of their incoming classes, which will, ultimately, also have impact upon the campus’ graduation rate. Finally, although the advent of the new “Transfer Degree” should help to increase graduation numbers, it is currently very difficult to predict whether or not this new degree option will be capable of supplanting the numbers of graduates lost by the closing of the Paralegal program and the scaling-down of the Nursing and Respiratory Therapy program class sizes and, ultimately, graduates, because of the loss of capitation funds for these programs.

III. Student Success: Statewide Graduation Rate

Finally, in respect to LSU Eunice’s Statewide Graduation Rate, from a reconsideration of nine years of historical data, from 1995 to 2003 (Table 2, below), it is obvious that the campus was again overly aggressive in its projection of targets for this metric, since the overall average of the campus’ performance over the past nine years of published FTFT cohort data was 26.3%.

Table 2.
 LSU Eunice Statewide Graduation Rates, 1995 to 2003
 First-Time, Full-Time Cohorts (150% Time, 1st Award, All Levels)

FTFT Cohort	Graduation Rate %
1995	25.38
1996	25.77
1997	23.91
1998	30.12
1999	27.14
2000	26.27
2001	28.06
2002	26.32
2003	23.70

Hence, in a comparable way, since LSUE’s “year one” actual statewide graduation rate was 23.7%, we respectfully ask the Regents to reconsider the campus’ statewide graduation targets as follows, starting with year two: 24.5%, 25.3%, 26.1%, 26.9% and ending in year six with a target of 27.7% --collectively representing an increase of 4% or approximately 25 additional graduates.

Therefore, in summary, the University is seeking the Regents’ approval of the following changes for the Statewide Graduation Rate:

LSU Eunice Statewide Graduation Rate	Baseline Data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
Current Grad Act Targets	26.3%	27.0%	23.7%	28.0%	29.0%	30.0%	32.0%	32.0%
Proposed Grad Act Targets	26.3%	27.0%	23.7%	24.5%	25.3%	26.1%	26.9%	27.7%

The University believes the revised six-year target (as illustrated in the chart above) is more realistic and achievable, and will improve the campus’ GRAD Act overall score value for this category in year two and beyond.

IV. Student Success: Percent Change in Diploma Program Completers

Louisiana State University Eunice is requesting permission to change the projected number of Diplomas for Year 2 from 4 to “one” (1) followed by zero’s for the remaining four years, i.e., 3, 4, 5, and 6. In this regard, LSU Eunice contends that, since the technical diploma typically does not match the academic goal of its students, the campus has historically produced few of these types of completers. Moreover, since the low baseline number of diploma completer produces dramatic percentage swings in completion rates, the exclusion of the diploma category will have little impact upon the overall completion rate for the University; but, by “phasing-out” Diplomas after next year, we will eliminate the

erroneous large sways in the percentage of student completers when, for example, as was the case in Year one, our campus' Year 1 Actual was 2, instead of the Year 1 Benchmark of 3, resulting in a one student, or -33.3% decline, which in the case of these low numbers, is actually a meaningless result--- although, a result which, nonetheless, resulted in a loss of 2 points in the scoring of the campus for this category.

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. Those students who would be eligible for one of the three technical diplomas are choosing the associate degree in the related discipline, because of the minimal difference in total credit hours between the diploma and associate degree. For example, the technical diploma in crime scene management requires 57 credit hours, while the Associate of Applied Science in Fire and Emergency Services and the Associate of Science in Criminal Justice require 60 credit hours. There is a considerable overlap in the required courses for this technical diploma and these associate degrees, making the option of the associate degree more attractive to these students.

Historical data confirms LSU Eunice's contention that the diploma is not the academic choice of its students. Below is a table that shows diploma completers from 2005-06 to 2009-10.

Diploma Completion Table

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
0	0	1	3	2

Therefore, LSU Eunice's current plan is to eliminate Diplomas as a "Program Completer" option at LSUE and, in doing so, eliminate it as a scoring category for "Student Success: Completters." In this regard, the campus will never achieve a minimum completer rate of eight (8)---a productivity indicator which is consistent with the Board of Regents' average completer rate used, over a three year period, in order to determine "Low Completer Programs" at Louisiana's colleges and universities. Therefore, LSU Eunice respectfully asks that its "Student Success: Program Completters" be measured, in the future, solely on the bases of the campus' Certificate and Associate degree outcomes/numbers.

Conclusion

In conclusion, LSU Eunice is requesting that both the LSU System and the Board of Regents approve LSU Eunice's request to establish more realistic six year targets for the first to second year retention rates, for same institution graduation rates, and for statewide graduation rates. The new targets proposed are both realistic and appropriate to LSU Eunice's role, scope and mission as an open access two-year college; and, the revised targets are also more in tune with the impact which past budget reductions have had on programs, especially our campus' Pathways Program due to increased class sizes--- particularly in mathematics and English---along with less availability of tutorial support sections and less availability of academic advising.



Louisiana Employment Outcomes Report

Louisiana State University at Eunice

Louisiana Board of Regents

November 2011

BACKGROUND & METHODOLOGY

Utilizing available Board of Regents' (Regents) and Louisiana Workforce Commission (LWC) data, the purpose of this initial baseline report is to examine the employment outcomes of all completers of Louisiana public postsecondary education institutions, as well as Louisiana residents and non-residents separately. Based on completer data and available wage data for six months and eighteen months after graduation, this report is designed to study the personal economic value of public higher education in the state of Louisiana and to determine the following:

1. What is the retention of Louisiana public postsecondary completers in Louisiana's workforce?
2. What impact residency status has on retention?
3. What are completers' earnings six months and eighteen months following graduation?
4. How does level of education impact earnings?



Over the past several years, the Louisiana Board of Regents has participated in data sharing initiatives with other state agencies to address job readiness, employment and transition patterns of public postsecondary education students. In March 2010, the Board of Regents and the Louisiana Workforce Commission took a formal step in the data sharing process to enable LWC to share confidential information obtained through its administration of Louisiana's unemployment compensation system with the Regents. The Board of Regents uses the information to determine how many of its completers are working in Louisiana for program evaluation.

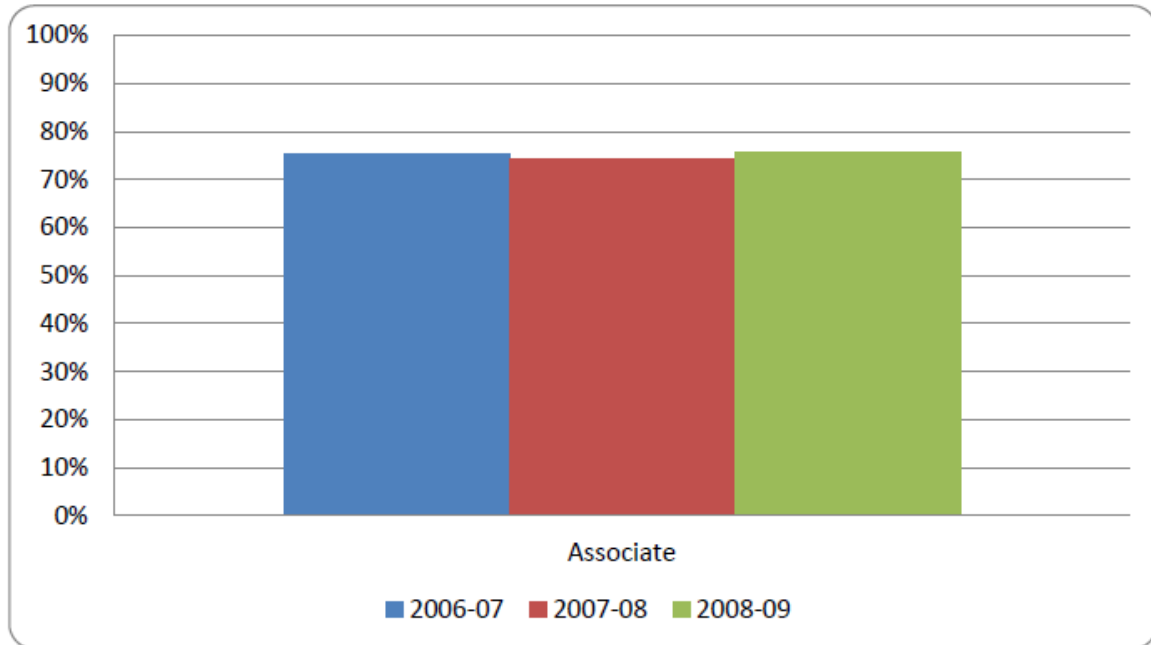
Louisiana public institution completers were identified using the Regents' Statewide Completer's System. The following types of credentials are awarded by Louisiana public postsecondary institutions: certificate, diploma, associate, post-associate, bachelors, post-bachelor's, master's, post-master's, education specialist, doctoral, professional and post-professional degrees. This study examined all levels of credentials except the "post" awards which typically account for approximately 0.1% of awards. This completer data file was submitted to the Louisiana Workforce Commission.

It is Important to Note:

- Data is not reported for fewer than ten completers in an academic year.
- Degree levels and fields of study with fewer than ten completers in all academic years studied are not shown.
- Data not reported for fewer than ten employed completers in an academic year for information related to wages.
- Degree Levels and Fields of Study with fewer than ten employed completers in all academic years studied are not shown for information related to wages.

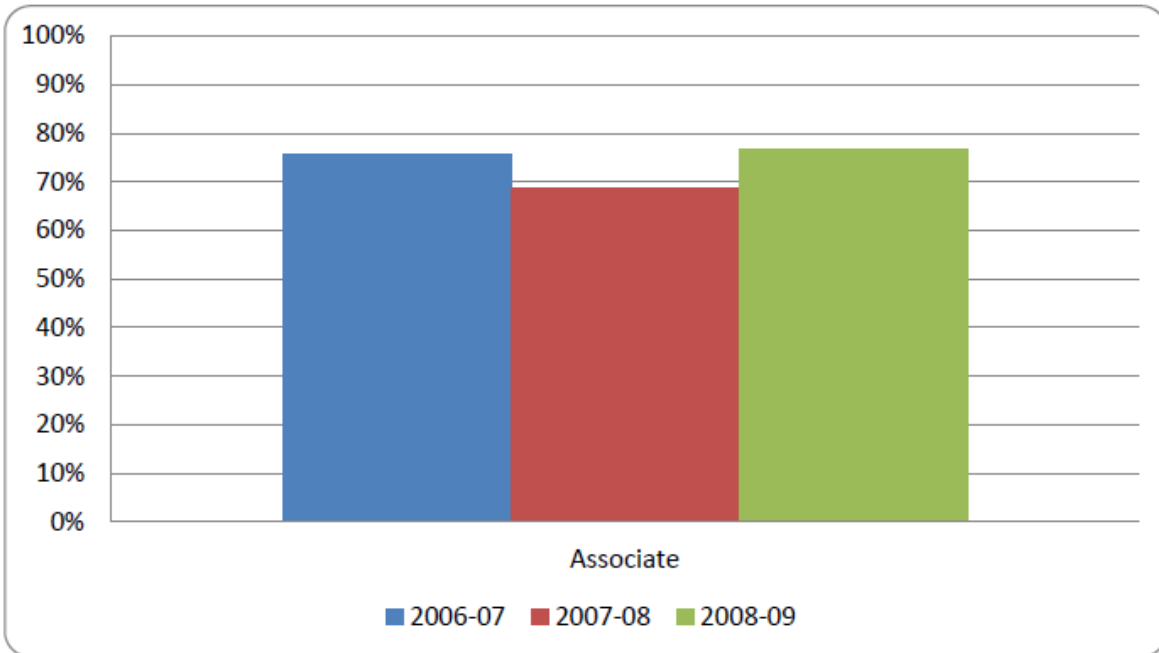
**Employment Rate by Degree Level
Six Months after Graduation
For All Completers**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	271	249	244	75.3%	74.3%	75.8%

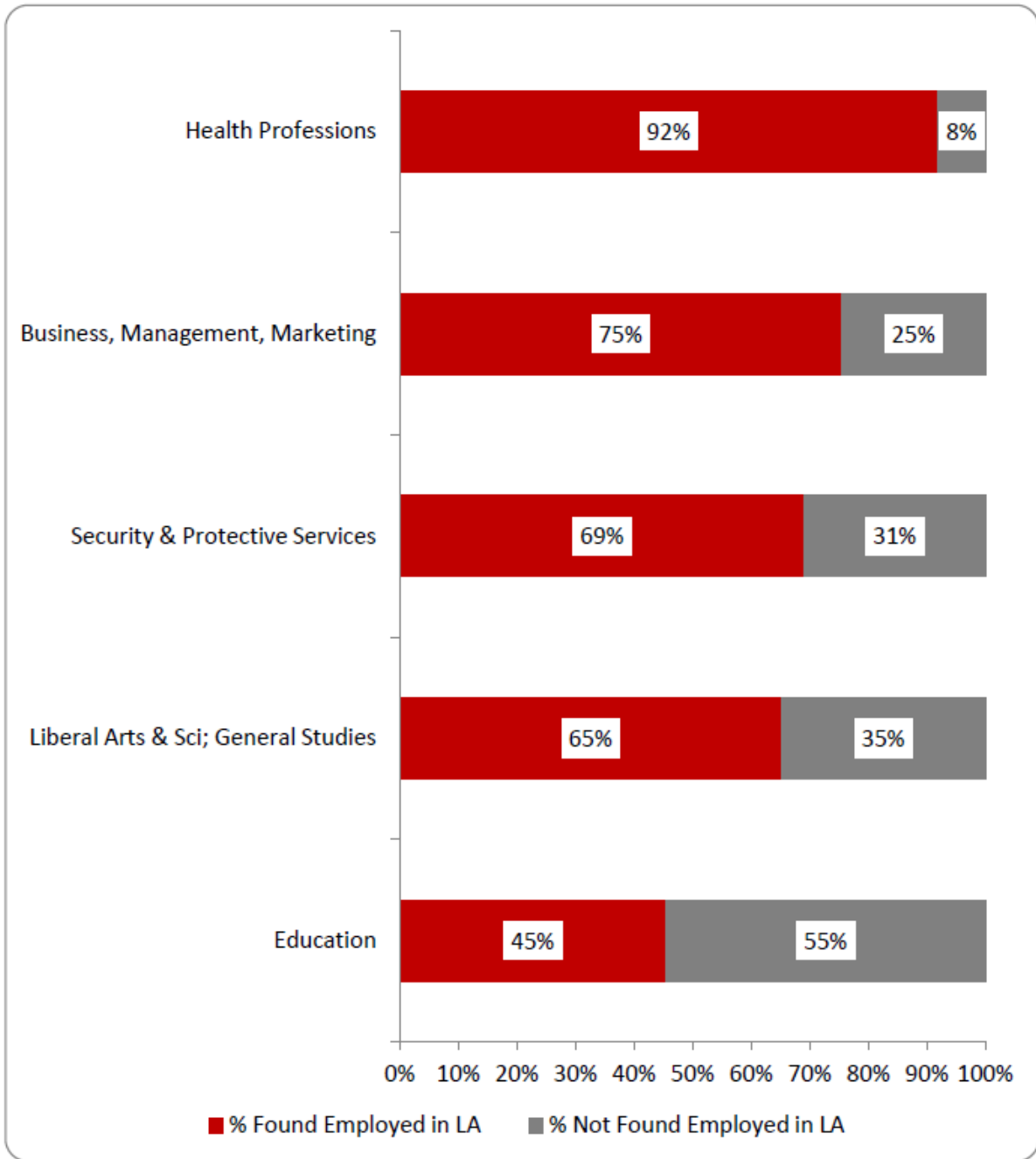


**Employment Rate by Degree Level
Eighteen Months after Graduation
For All Completers**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	271	249	244	75.6%	68.7%	76.6%

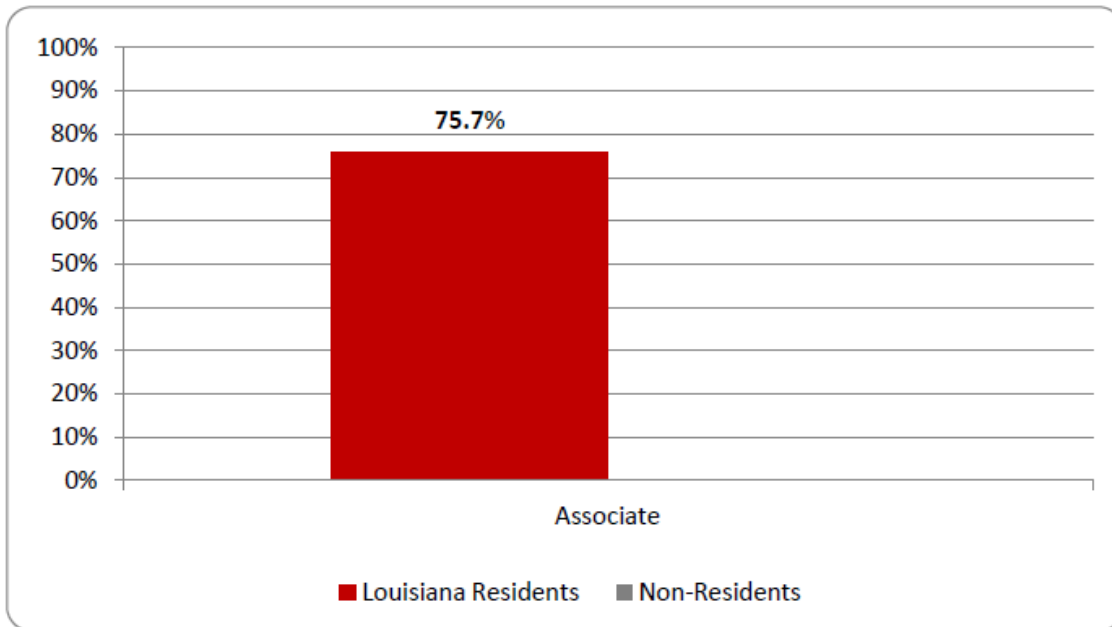


**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Associate Degree Completers**



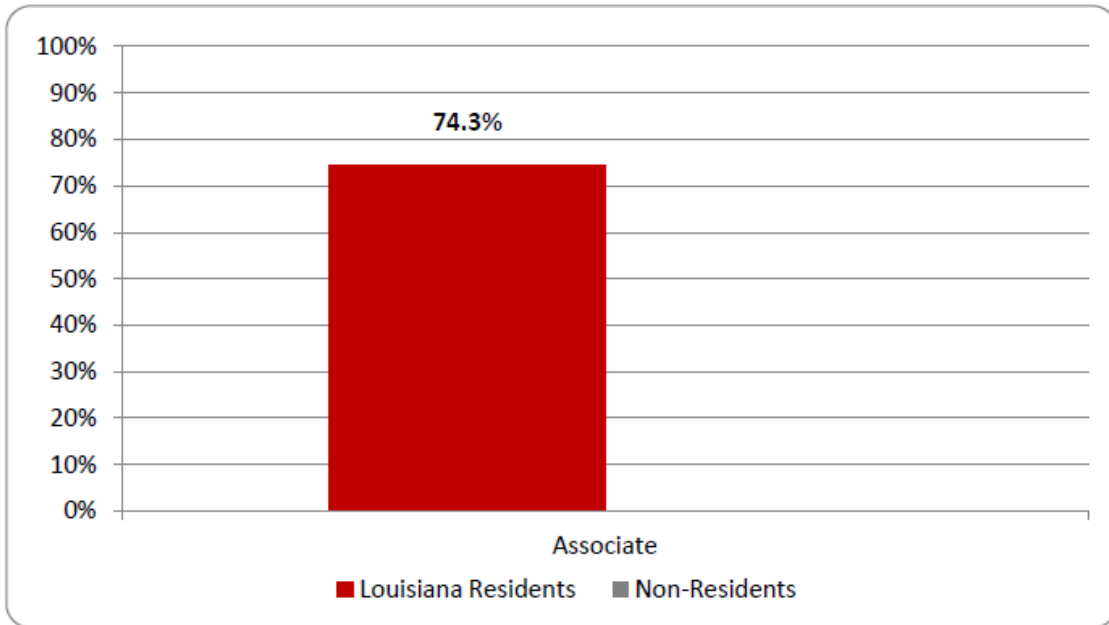
**Employment by Residency Status – Six Months after Graduation
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**

Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Associate	758	75.7%	6	-



**Employment by Residency Status – Eighteen Months after Graduation
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**

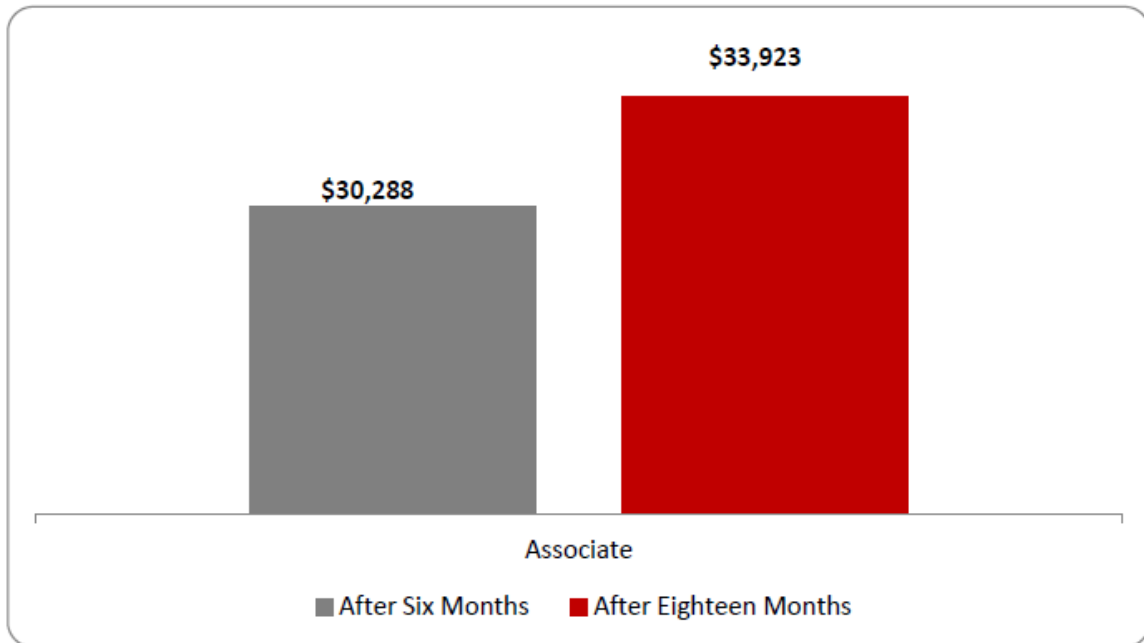
Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Associate	758	74.3%	6	-



**Average Calculated Salary by Degree Level
For All Employed Completers**

Max Degree Level	Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	\$29,353	\$29,318	\$32,289	\$34,306	\$33,867	\$33,552

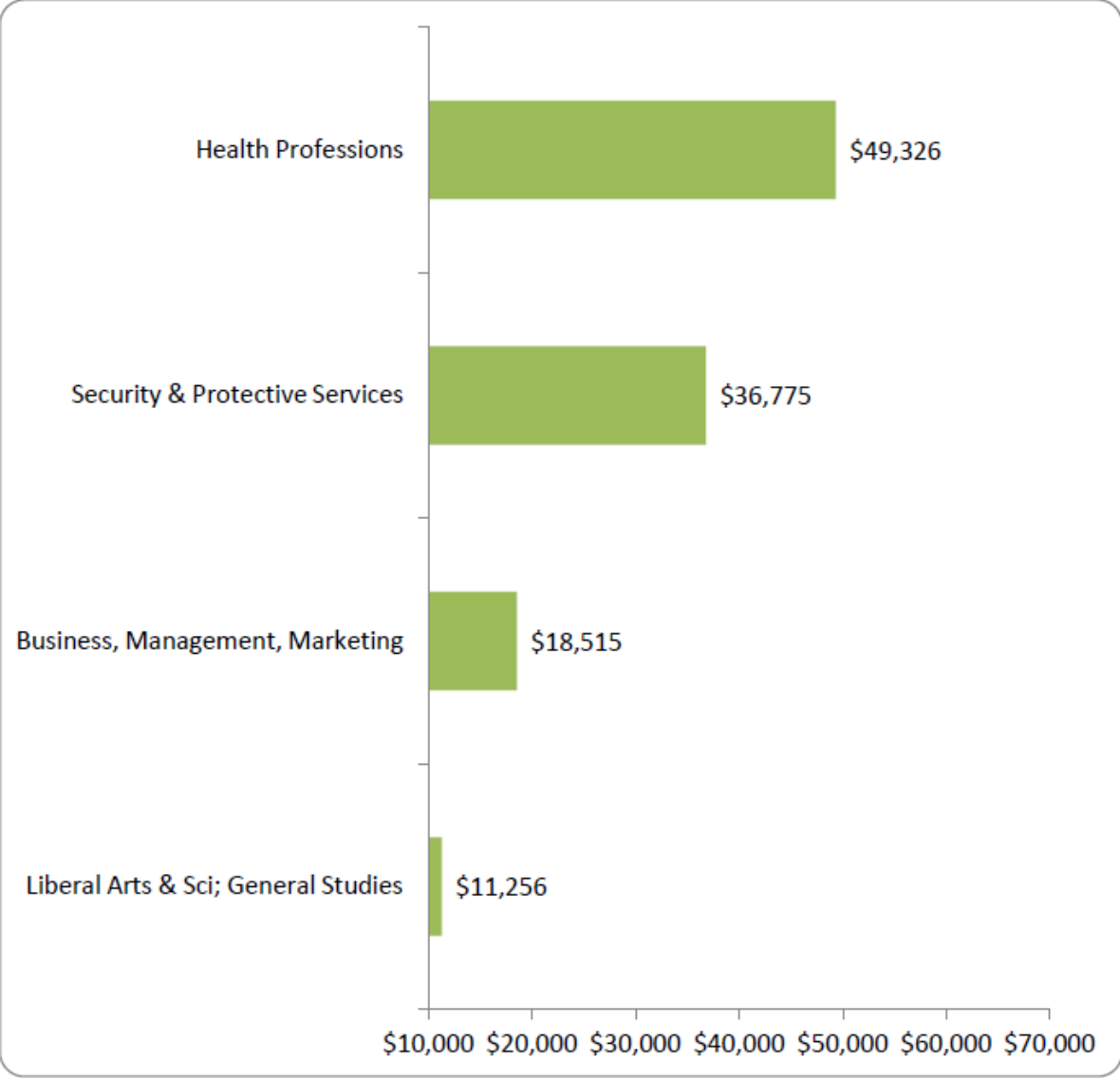
**Average Calculated Salary by Degree Level
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**



**Average Calculated Salary by Field of Study
For All Associate Degree Completers**

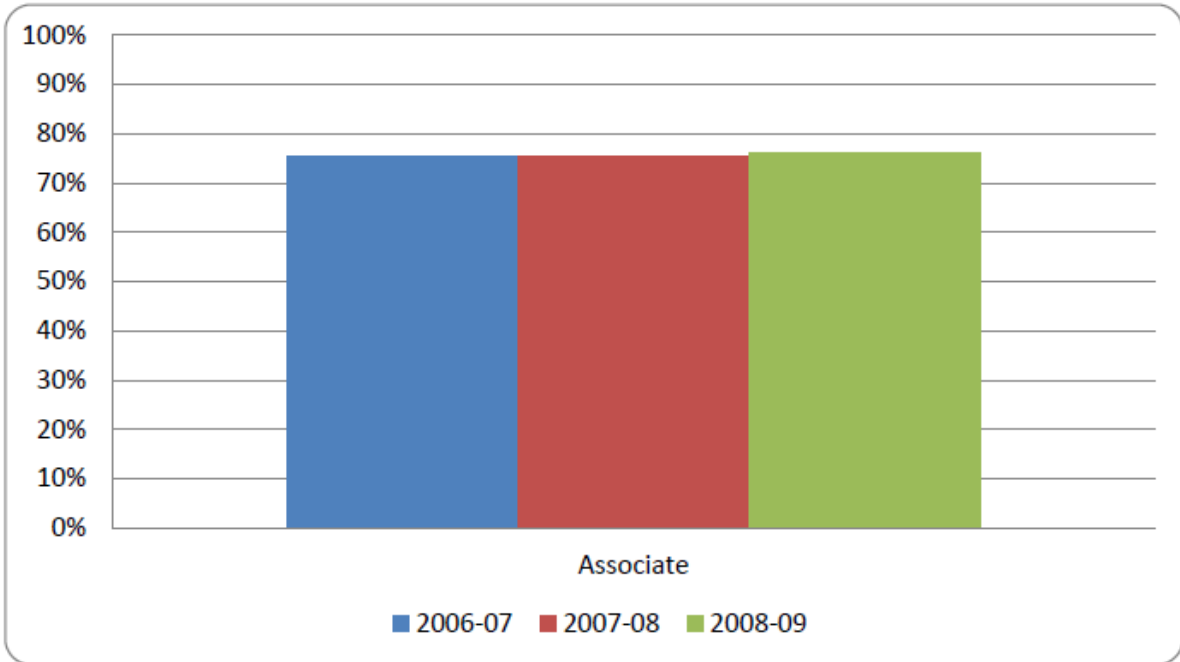
Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
13	Education	\$15,363	-	-	\$17,913	-	-
24	Liberal Arts & Sci; General Studies	\$11,248	\$14,798	\$14,252	\$15,489	\$16,729	\$11,256
43	Security & Protective Services	\$33,350	\$30,838	\$36,868	\$40,049	\$35,769	\$36,775
51	Health Professions	\$46,090	\$41,944	\$45,542	\$52,350	\$47,820	\$49,326

**Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Associate Completers**



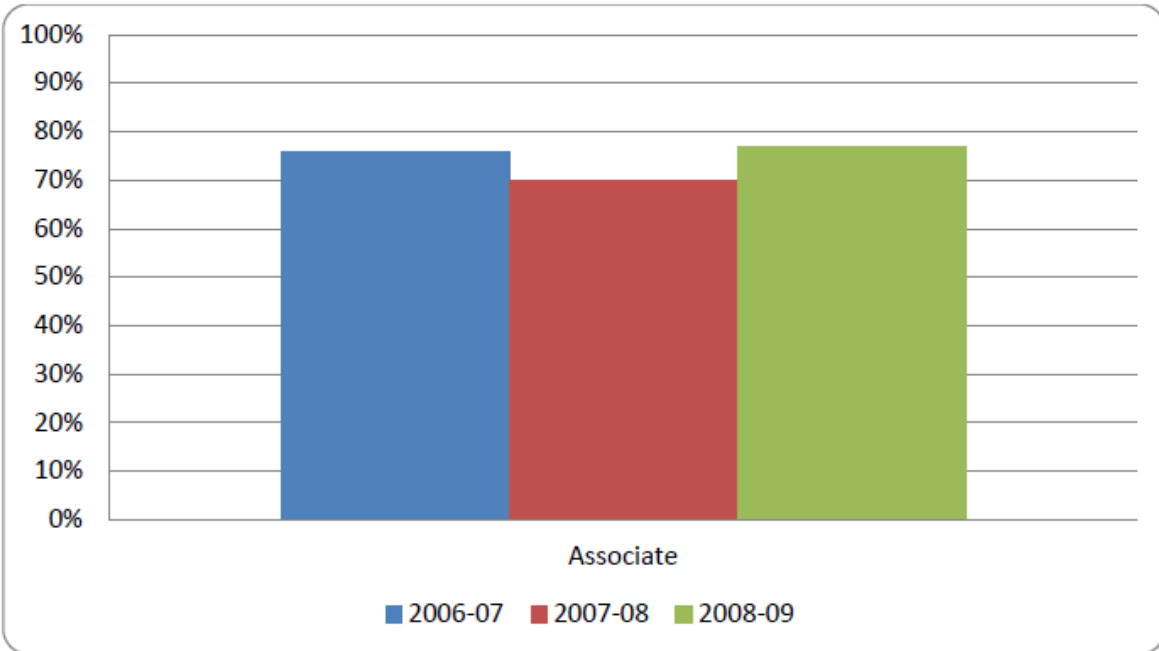
**Employment Rate by Degree Level
Six Months after Graduation
For Louisiana Resident Completers Only**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	270	245	243	75.6%	75.5%	76.1%



**Employment Rate by Degree Level
Eighteen Months after Graduation
For Louisiana Resident Completers Only**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	270	245	243	75.9%	69.8%	77.0%



**Average Calculated Salary by Degree Level
For Louisiana Resident Completers Only**

Max Degree Level	Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	\$29,353	\$29,318	\$32,289	\$34,306	\$33,867	\$33,552

* Insufficient number of completers to analyze non-resident completers.

Pathways to Success 2010 – 2011 Year End Report: Executive Summary

The 2010 – 2011 academic year marked the seventh year of the Pathways to Success Program at LSU Eunice. This Executive Summary presents the 2010-2011 information in a condensed version. The report itself is available at <http://web.lsu.edu/docs/DevelopmentalEd/1011yearendreport.pdf>. The statistical information presented in the report follows the recommendations for program evaluation from the National Center for Developmental Education.

1. Demographics: Black (non-Hispanic) females make up the majority (56%) of the students served in the program. The average age was 24 and 51% of the 890 students attended part-time.
2. Semester Completion: An average of 92.5% of the students completed each semester.
3. Goal One: Developmental Education Course Completion: All program objectives were analyzed by direct and indirect means.
 - a. Objective 1-1 for ENGL 0001: The data for this objective was inconclusive since the indirect measure met benchmarks (success in the course increased from 76% to 89%¹) while the direct measurement was one point below the benchmark. Action required: The English faculty will examine their outcome C questions to determine if some of questions were vague. Please note that the ENGL 0001 student learning outcome assessment was being piloted for the first time in spring 2011.
 - b. Objective 1-2 for MATH 0001²: This objective was not met since the direct assessment yielded a 62% and success in the course decreased from 61% to 58%. Action required: Math faculty will begin meeting in fall 2011 to discuss ways of increasing student learning.
 - c. Objective 1-3 for MATH 0002³: This objective was not met since the direct assessment yielded a 62% even though the success rate increased from 53% to 57%. Action required: Math faculty will begin meeting in fall 2011 to discuss ways of increasing student learning.
 - d. Objective 1-4 for UNIV 1005: This objective was met since both measures met benchmarks. No action required.
 - e. Objective 1-5 for UNIV 0008: This objective was not met since direct measure had a mean score of 38 which is three points below the 41 needed to be considered reading at collegiate level according to ACT. Action required: Faculty continue to meet to discuss changes in the UNIV 0008 course.
4. Success between developmental courses met national benchmarks; however, students, on average, had to take MATH 0001 twice.
5. Goal Two: Developmental to General Education:

¹ Consistent with the National Center for Developmental Education, success is the number of students who received an A, B, or C in the course divided by those who remained in the course at the end of the semester.

² Course realignment took place between MATH 0001, MATH 0002, and MATH 1021 in the 2010-2011 academic year. This is believed to be partially responsible for the fluctuation in success rates.

³ The MATH 0001/0002 multiple choice final exam with learning outcome assessment and the software used to analyze it was piloted for the first time at the end of spring 2011.

- a. Objective 2-1: ENGL 0001 to ENGL 1001: This objective was measured by indirect and direct means. The data was inconclusive on this objective since the indirect measurement met benchmarks, but the direct measurement did not. Action required: The ENGL 1001 faculty, will continue to meet on the CAAP issue.
 - b. Objective 2-2: MATH 0002 to MATH 1021: The objective was measured by indirect and direct means. This objective is met given success rates and the CAAP results. No action required.
 - c. Objective 2-3: UNIV 0008 to social sciences: This objective was measured by indirect means. Data indicated the objective was met. No action required.
6. Goal Three: Program completion, retention, and graduation:
- a. Objective 3-1: Program Completion: A record number of students (128) completed the program in the 2010 – 2011 academic year. Student completion was at 29% which approximates the national norm. Students, on average, complete the program in 1.15 years with a GPA of 2.83. This objective is met. No action required.
 - b. Objective 3-2: Fall 2010 to Spring 2011 Retention of New First Time Freshmen: Measured through indirect means, the fall to spring retention rate was 76% which is up two percentage points from the year prior and exceeded the ten year average. This objective was met.
 - c. Objective 3-3: Fall 2010 to Fall 2011 Retention of New First Time Freshmen: Measured through indirect means, the fall to fall retention rate was 47% which is a twenty percentage point increase and exceeds the 10 year average of 39%. This objective is met. No action required; however, monitoring of the retention rate will continue.
 - d. Graduation: A record number of students (30) graduated in 2010 – 2011 academic year. The largest number of degrees were awarded in nursing and management. Pathways students graduate, on average, in 3.92 years with a GPA of 2.80.
7. An average of 90.5% of the students complied with the academic advising component generating 2,891 total advising visits. This is up from 2,590 during the 2009 – 2010 academic year.
8. Primarily, students withdraw for academic and personal reasons. The most cited personal reasons were family or medical issues.
9. Several initiatives were continued or implemented during the 2010 – 2011 academic year:
- a. The reading initiative for UNIV 1005/0008. All components should be in place by the end of fall 2011.
 - b. Student learning outcomes and their assessments were developed for all developmental courses in order to assist with the direct assessment of student learning.
 - c. A plan of action was initiated to assist with fall to fall retention. The plan primarily relied on additional personal interaction with students. ACT's Student Readiness Inventory was also piloted for the first time in summer 2011.
 - d. An additional analysis took place on student attendance appeals for the first time in Pathway's history. Attendance appeals increased during times of student financial aid refund checks being issued. In addition, the data suggested that 8% of the Pathways students were attending to "collect a check".

10. Lastly, Dr. Fowler presented at two national conferences and had two articles published during the academic year. Two workshops were held and funds were expended to send one other to a professional conference.