



Louisiana State University Shreveport

Year 2 GRAD Act Annual Report (2011-2012)

Submitted March 30, 2012

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Chancellor

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1. Performance Objective 1 – Student Success

Student Success Performance Targets

LSU Shreveport met all targeted measures for the Student Success element for the 2012 GRAD Act report. As indicated in the chart below, the first to second year retention rate for first-time full-time freshmen did drop from the previous year, but was within the allowed +/- two percentage points of the Year 2 goal. The first to third year retention rate of the 2009 first-time full-time freshmen cohort increased significantly from previous years to an institution record high of 56.8%.

1st to 2nd Year Retention Rate Chart

	Baseline	Year 1	Year 2
1 st to 2 nd year retention cohort	349	345	334
1 st to 2 nd year retention number retained same institution	226	237	217
1 st to 2 nd year retention calculated rate	64.8%	68.7%	65.0%
Target 1st to 2nd year retention	64.8%	65.0%	66.0%
Target met (+/- 2%)?	YES	YES	YES

1st to 3rd Year Retention Rate Chart

	Baseline	Year 1	Year 2
1 st to 3 rd year retention cohort	341	349	345
1 st to 3 rd year retention number retained same institution	158	162	196
1 st to 3 rd year retention calculated rate	46.3%	46.4%	56.8%
Target 1st to 3rd retention	46.3%	45%	46%
Target met (+/- 2%)?	YES	YES	YES

The same institution graduation rate increased from the baseline year of 20.1% to 28%, six percentage points above the targeted rate, and the award productivity ratio increased to 18.5%, a 2.5 percentage point increase above the targeted ratio.

Same Institution Graduation Rate Chart

	Baseline	Year 1	Year 2
IPEDS Graduation Rate total revised cohort	463	565	322
IPEDS Graduation Rate Total number of completers within 150% of time	93	113	90
IPEDS Graduation Rate Calculated Rate	20.1%	20.0%	28%
Same Institution Grad. Rate Target	20.70%	20%	22%

Target Met (+/- 2%)?	YES	YES	YES
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* Changes to the methodology of determining the code for first-time freshmen resulted in a large drop in the number of FTF from Year 1 to Year 2.

Award Productivity Chart

	Baseline	Year 1	Year 2
Award productivity: number of <u>undergraduate awards</u> , certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level.	529	502	565
Award productivity: number of annual undergraduate full-time equivalent (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTERP2K) in the above academic year.	2,994.1	3,167.8	3,047.8
Award productivity calculated rate	17.7%	15.8%	18.5%
Target Award productivity	17.70%	15.80%	16%
Target met?	YES	YES	YES

Percent of First-Time Freshmen Admitted by Exception

The number of first-time freshmen students admitted by exception each semester was limited to a maximum of 10% for the academic year, and the academic performance of these students is tracked at the 4 week, mid-term, and final grade point.

Percent of First-Time Freshmen Admitted by Exception Chart

	Enrolled 2011-12	Admitted by Exception	% Admitted by Exception
Fall	332	19	6%
Spring	30	3	10%
Summer	15	0	0%
Total	377	22	6%

Percent Change in Program Completers

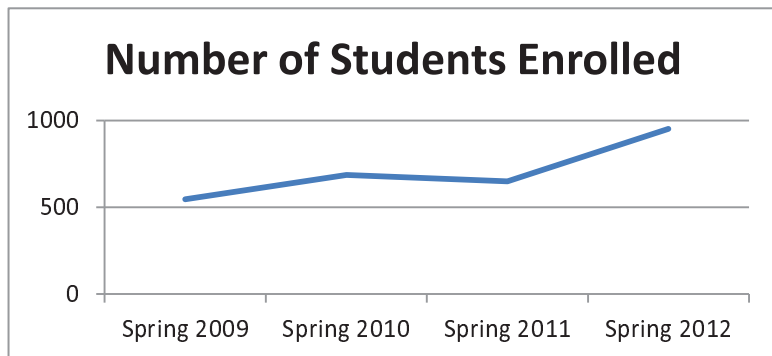
Contrary to the predicted targets for the percentage change in program completers per level, the percent change in completers from the baseline year at both the bachelor's and master's level increased by 6% and 9% respectively. The specialist program did incur a decline in completers (1 completer for 2010-11), but because this is such a small cohort any loss or gain in the number of completers will result in a large percent change. This number is expected to rebound to the expected target for the next three years.

*Number of Completers & Percent Change
Chart*

	2008-09	2009-10	2010-11	10-11 Target	Met Target
Number of completers in the prior academic year – Undergraduate	527	501	560	506	YES
Percent change in program completers over baseline year – UG	NA	-4.9%	6.3%	-4%	YES
Number of completers in the prior academic year – Graduate	106	98	110	102	YES
Percent change in program completers over baseline year- Graduate	NA	-7.5%	3.8%	-3.8%	YES

Develop Partnerships with High Schools to Prepare Students for Postsecondary Education

LSU Shreveport made the development of a high-quality dual enrollment program for regional high school students an institutional priority in the summer of 2008, and since then the expansion of opportunities that LSUS provides for high school students has been noteworthy. The dual enrollment program at LSUS maintained the number of enrolled students for the reporting year, but expanded its reach by adding one new school, bringing the total number of high school partners in 2010-11 to ten over a two-parish region. Growth accelerated in the current year, and LSUS currently serves 950 students in thirteen high schools over three parishes.



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

All of our high school partners receive feedback on the performance of current dual-enrolled students and former dual-enrolled students who have entered LSUS. Further, the interactions between LSUS faculty and their high school counterparts allows for annual revision and

updating of course content, texts, and instructor knowledge. Quality of instruction and the performance of students is closely monitored and has led, on occasion, to decisions to terminate agreements with individual instructors deemed to be performing unsatisfactorily.

Passage Rates on Licensure and Certification Exams

LSU Shreveport continues to perform at a high level in its Teacher Education program as evidenced by the exemplary passage rate of students taking the PRAXIS exam.

LSUS Teacher Preparation Completers and Licensure Exam Passage Rates 2009-10

Types of Program	Years	Number of Completers	Number of Completers Passing Licensure Exam	Percentage of Completers Passing Licensure Exams	Percentage of Completers in State Passing Licensure Exams
Alternate	2009-10	51	51	100%	100%
Undergraduate	2009-10	41	41	100%	100%
Total		92	92	100%	100%

In addition, the 2010-11 statewide Teacher Value-Added report shows that LSU Shreveport’s education graduates are among the best-prepared and most effective teachers in the state.

Student Success Initiatives

Student success is an area upon which every faculty and staff member places a high level of emphasis. LSUS has implemented several initiatives to increase retention and improve academic success. One such initiative is the early alert program where students are made aware of their academic performance in each class at the 100 and 200 level at the four-week point of the semester. Faculty are required to enter all grades into the Unix system and any grade of D, F, N, or W is reported through email to the students’ advisor and to the student. The email to the student and to the advisor indicates that immediate contact should be made. Once an advising session is scheduled, the student is required to complete an online analysis of their academic progress that is reviewed during the advising session. The institution has also developed a new online tool, Steps to Success, to assist students and advisors in identifying academic goals, time constraints, and areas of academic weakness. Based on the answers populated by each student, the advisor can give advice on academic load, set semester goals, and advise students on academic help such as the Writing Center or Math Lab. In addition, results from the Steps to Success survey (which asks students to identify areas of weakness in their academic skills) is passed along to the Student Development and Counseling Center who then hosts workshops specifically targeting areas of identified weakness.

Academic advising is another area upon which LSUS has focused in order to increase student success. The Academic Advising committee has worked hard to revamp the process of advising to make it more intrusive and useful to students. In addition to the traditional course scheduling that occurs during advising, advisors are now using the online advising tool to identify areas of weakness and individualize improvement plans to give students ideas and tools to improve academic success and time management.

Retention is discussed throughout campus from the Vice Chancellor's Meetings to individual Department meetings. All faculty are aware of their own advisees that are struggling at the four-week and mid-term point in the semester, and are highly encouraged to track students to offer assistance in resolving any academic issues. Also, in an attempt to increase retention, the Provost's office generated a list of all non-returning first-time full-time freshmen from the 2010-11 class and personally called each student. Less than ten percent of the students either answered or returned the call. The majority of the students that were responsive to this effort were not returning for their second fall semester due to transferring to a different university to pursue degree programs eliminated by LSUS, or not returning due to financial or family problems.

Data-Based evaluation

Several different data-based evaluations were conducted throughout the year to increase student success. The General Education committee revamped the evaluation tools to enable faculty to disaggregate data into a format that shows areas of weakness by major and student type. With this data faculty are able to identify courses and student learning outcomes in which students perform poorly. Through this model faculty are able to identify areas that cause students to perform poorly, and with additional focused assistance the retention of students is hoped to increase. One area that causes all students problems, in particular the students admitted by exception, is Mathematics. Ongoing efforts from the Math department to improve student learning include the addition of online homework software, an online math lab, and online tutorials accessible to all students. In addition, a two year average grade distribution of the general education courses was examined to determine which courses had a high failure and withdrawal rate. This data was used to organize courses rotations and pre-requisites to ensure students were prepared for more difficult topics, thus increasing retention. Data comparing the 4-week, mid-term, and final grades was analyzed and presented to all students in the Freshmen Connection course to emphasize the importance of starting well in a course.

2. Performance Objective 2 – Articulation and Transfer

For the 2011-12 reporting year, LSUS increased the 1st to 2nd year retention rate of baccalaureate degree seeking transfer students from 57.9% to 60.4%, and increased the number baccalaureate completers that began as transfer students from 338 to 373. It should be also noted that the majority of completers began as transfer students and therefore are not included in the IPEDS same institution graduation rate.

	2009-10	2010-11
Number of baccalaureate degree-seeking transfer students entering (enrolled) in the prior year.	696	626
Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.	403	378
1st to 2nd year transfer retention rate calculated rate	57.9%	60.4%
Number of most recent baccalaureate completers in the prior year that initially began (enrolled) as a transfer student	338	373

Percent of Transfer Students Admitted by Exception

The percent of transfer students admitted by exception for the 2011-12 academic year was limited to ten percent. As shown below, the actual percent of transfer students admitted by exception was nine percent.

	Enrolled 2011-12	Admitted by Exception	% Admitted by Exception
Fall	461	39	8%
Spring	213	23	11%
Summer	66	3	5%
Total	740	65	9%

Transfer Students with an Associate Degree

The number of students transferring to LSUS for the reporting year with an Associate Degree declined from the previous year, however overall the retention rate has remained consistent for this type of student for the past two years. The number of students that graduated in the 2010-11 class that entered LSUS with an Associate degree increased from the previous year.

Chart showing transfer student variables

	Year 1	Year 2
Number of baccalaureate degree-seeking <i>transfer students with an associate degree from a 2-year college</i> transferring (enrolling) at any point during the prior academic year.	89	81
Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.	55	50
1st to 2nd year retention rate of those who transfer with associate degree calculated rate	61.8%	61.7%
Number of <i>baccalaureate completers</i> in the most recent academic year that initially began (enrolled) as a transfer student with an associate degree from a 2-year college.	5	24

Referral Agreements with Community Colleges

In Fall 2011, LSUS and BPCC conducted a trial run of a program entitled “BPCC@LSUS,” under which BPCC students not yet admissible to LSUS enrolled in BPCC courses taught on the LSUS campus. The BPCC@LSUS students were issued ID’s which gave them full access to LSUS library, computer, and other resources, and met regularly throughout the semester with a BPCC advisor housed on the LSUS campus. The program largely achieved its goals of providing the desired courses on the LSUS site, but the small number of participants (4 students) made the program financially untenable at the current time. With the increased admissions standards that will go into effect in Fall 2014, it is anticipated that larger numbers of students will qualify for the program and LSUS and BPCC plan to implement BPCC@LSUS then.

The number of referrals for the 2011-12 report appears to have decreased dramatically from the previous year, however, the number reported for 2010-11 reflected students that did not meet the admission requirements and received a letter from LSUS advising them of their deficiency. It was not possible to track the number of students in that group that ultimately enrolled at a community college. For the current year, the reported students are those that did not meet the admission requirements at LSUS and were referred to the BPCC@LSUS program. By using this measure it is possible to track the number of students that enrolled in the BPCC program after being referred by LSUS.

	Year 1	Year 2
Number of students referred by 4-year universities to 2-year colleges and technical college, at anytime during the reporting year	119	95
Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.	unknown	Unknown for all students other than 4 who enrolled in BPCC at LSUS

Students Enrolled in a Louisiana Transfer Degree

There have been no students with a Louisiana Transfer degree enroll at LSUS in the past three years. It is therefore not possible to calculate the 1st to 2nd year retention rate of this cohort. There were also no baccalaureate completers for the 2010-11 year from this group of students.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year

In order to provide feedback to local community colleges on the performance of their students upon transferring to LSUS, the department of Institutional Research performed a grade analysis on courses taken by students from both Bossier Parish Community College, and by Southern University Shreveport. From this analysis, courses were identified that had a high failure or withdrawal rate. This data is available on the LSUS Institutional Effectiveness website, and has been shared through conversations between the Provosts at each school.

In addition to the grade analysis, the general education assessment data is now disaggregated by native student and transfer student to show where the weaknesses lie of transfer students. Also, a self-evaluation through a graduation survey assesses students' opinions on whether their skills or behaviors improved in the core student learning outcomes. This information will also be used to improve academic support to all students, and address the specific needs of transfer students.

Tracking/Monitoring/reporting mechanisms implemented/continued during the reporting year specific to transfer student issues

Through the four-week and mid-term grading system, students that are not performing well in the classroom are required to meet with an advisor. These students are tracked by their respective academic advisor, and through the Steps to Success software both student and advisor have access to the individualized academic success plan. Transfer students that are admitted by exception are also tracked with the four-week and mid-term grading system. Data from these grades regarding student preparation is reported to the Advising Committee to increase the specific nature of support these students receive from advisors throughout the year. In the reporting year, the average number of transfer students admitted by exception was less than ten percent.

Development/use of agreements/external feedback reports during the reporting year.

Verbal feedback was given to each Provost of the local community colleges and a composite report is placed on the LSUS Institutional Effectiveness website.

3. Performance Objective 3 – Workforce and Economic Development

Low-Completer Review

LSUS continually reviews its academic programs to ensure they are consistent with local, regional, and statewide needs. In addition to reviewing program alignment with these needs, department chairs are asked to complete a review of their programs for the number and predicted number of completers for the upcoming years. In 2011-12, no programs were eliminated through this evaluation. In spring 2012, the Master's of Biology program did gain approval through the Board of Regents, and has 10 students currently enrolled and will produce its first graduating class this spring. This program was a necessary addition to facilitate the work done through the Red River Watershed program, and to further prepare students for a multitude of jobs in the medical and biological field.

Programs Aligned with Workforce and Economic Development

All programs at LSUS support either the local, regional, or statewide workforce and economic development needs. Specifically, the programs at LSUS aligned with the reported state key industries are as follows:

1. Digital Media/Software Development
 - a. Fine Arts, B.A. – with a concentration in Animation and Visual Effects
2. Specialty Healthcare
 - a. Biological Sciences, B.S., M.S.
 - b. Health Administration, M.H.A.
 - c. Public Health, M.P.H
 - d. Community Health, B.S.
3. Renewables and Energy Efficiency
 - a. Chemistry, B.S.
 - b. Math & Physics B.S.
4. Water Management – Biological Sciences, M.S.
5. Next Wave Oil & Gas – General Business Administration, Energy Management Concentration, B.S.

The following degree programs meet with regional needs as identified in the State of Louisiana Projections for All Occupations 2018 document. Programs that aligned with occupational codes that increased by 100 or more from the 2008 estimate to the 2018 projection are included in this list:

1. Medical and Health Services Managers
 - i. Management and Administration, B.S.
 - ii. Health Administration, M.H.A.
 - iii. Community Health, B.S

- iv. Public Health, M.P.H
- 2. Managers - all other
 - i. Management and Administration, B.S.
 - ii. General Business Administration, B.S., M.B.A
- 3. Accountants and Auditors
 - i. Accounting, B.S.
- 4. Computer Software Specialists
 - i. Computer Science, B.S.,
 - ii. Computer Systems, M.S.
- 5. Education, Training, and Library Workers
 - i. All LSUS Education programs at the B.A., B.S., and M.Ed. levels
- 6. Medical Assistants
 - i. Biological Sciences, B.S.
- 7. Correctional Officers and Jailers/Police and Sheriff Officers
 - i. Criminal Justice, B.C.J.
- 8. First-line Supervisors
 - i. Management and Administration, B.S.
 - ii. General Business Administration, B.S.
- 9. Social and Human Services Specialists
 - i. Sociology, B.A., Human Services, M.S

Overall, 100% of programs at LSUS are aligned to meet the career aspirations of high school students and adult learners in the state and region.

Use of Technology for Distance Education

Student enrollment in the number of courses offered online has grown by 41% over the 2009-10 academic year. In 2010-11, two Master’s programs (the Master’s of Health Administration, and the Master’s of Human Services) were available 100% online. LSUS will continue to explore other opportunities for growth in distance education to provide additional opportunities for students to earn credit, and to increase the services offered to these students.

	Baseline	Year 1	Year 2
Number of course sections offered during the reporting year with 50% to 99% instruction through distance education	7	16	13
Number of course sections offered during the reporting year with 100% instruction through distance education	69	99	148
Number of unduplicated students enrolled during the reporting year with 50% to 99% instruction through distance education	103	198	115

Number of unduplicated students enrolled during the reporting year with 100% instruction through distance education	1,375	1,897	2,675
Number of programs offered during the reporting year through 100% distance education: by award level.	1	1	2

Progress in the Number of Students placed in Jobs

LSUS takes pride in assisting students find employment after degree completion through its active Career Services Office. Based on the Louisiana Employment Outcomes Report, LSUS fared favorably to its peers within the state. It should be noted that there are several limitations identified by this report inclusive of:

- This analysis does not provide a complete picture of employment since it is based only on those employers in Louisiana that contribute to the UI Wage Records System;
- The UI Wage System does not include those individuals who are self-employed, employed outside of Louisiana, or employees of the federal government;
- Degree levels and fields of study with fewer than ten completers in all academic years studied are not shown;
- Data was not reported for fewer than ten employed completers in an academic year for information related to wages.

Employment Rate Six Months and Eighteen Months after Graduation

It appears that the employment of LSUS graduate students has stayed relatively consistent over the three year reporting period, but for undergraduates has fluctuated from one year to another. Specifically, the percent of graduates finding employment in the six months after graduation increased by 1.7%, (75.3% to 77%) from 2006-07 to 2008-09. However, for undergraduate students six months after graduation the percent that had found employment dropped 5.6 percent, from 72.9% in 2006-07 to 67.3% in 2008-09

The data regarding the employment rate eighteen months after graduation is somewhat different, as both the undergraduate and graduate student placement dropped in 2007-08, but rebounded back in 2008-09 to numbers close to the 2006-07 year.

Data presented for Louisiana residents indicates that at the undergraduate level there has been a steady decline in those finding employment six months after graduation (75.6% to 70% from 2006-07 to 2008-09), but a steady percentage of approximately 70% finding employment eighteen months after graduation. For Louisiana residents at the graduate level for the three year reporting period, the percent finding employment six months after graduation averaged 82%, and an average of 77% of students were employed eighteen months after graduation.

Employment Rate by Field of Study

The academic field where there appears to be the highest job placement in Louisiana for undergraduate completers is in Education where eighteen months after graduation 87% of completers had found employment, followed closely with health professions (80% of completers found employment), and the Computer Sciences with 77% of completers finding employment. For graduate completers employed in Louisiana, students in the field of Psychology had the highest employment rate eighteen months after graduation at 92%, followed closely by Education at 91%. From the data it seemed apparent that non-resident completers found employment at a much lower rate than Louisiana residents (37.5% for Bachelor's degree students and 19.2% for Master's students), but this may be due to the limitations as mentioned in the first paragraph.

Average Salary by Degree Level

Average salaries for completers at the Bachelor's degree level seemed to decrease over the 3 year reporting period, but increased for Master's students. This would be consistent with economic trends in the current recession, in which multiple reports identify that college graduates struggle to find employment in the field from which they graduate and are more likely to take a lower paying job outside their area.

Degree Level	Wages 6 Months After Graduation			Wages 18 months after graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	\$ 26,339.00	\$ 26,626.00	\$ 24,665.00	\$ 33,906.00	\$ 33,653.00	\$ 31,909.00
Master's	\$ 43,661.00	\$ 48,448.00	\$ 46,677.00	\$ 46,992.00	\$ 53,683.00	\$ 51,406.00

Those graduating in the field of Education at the Bachelor's degree level appear to be making the highest salary at both the six and eighteen month mark after graduation (\$35,401 and \$48,481 respectively). For Graduate completers, those working in the Health Professions are by far exceeding the salary level of all other graduates at both the six and eighteen month mark after graduation (\$70,984 and \$71,321 respectively).

4. Performance Objective 4 – Institutional Efficiency and Accountability

Eliminate Remedial Education Course Offerings and Developmental Study Programs

At the conclusion of GRAD Act year 1, LSUS intended to eliminate all developmental classes by the Fall 2011 semester. However, because BPCC@LSUS proved to be financially nonviable in its trial implementation, LSUS scheduled a reduced number of sections of developmental classes (English 005 and Math 007) in 2011-12. We plan to continue scheduling a limited number of developmental sections through the end of the 2013-14 academic year, at which point the BPCC@LSUS program will resume.

Although only a limited number of developmental courses were offered during the 2011-12 academic year, enrollment remained consistent from the previous year. As reported in the chart below, the number of developmental course sections, and students enrolled in these courses has declined from the baseline year.

Number of Developmental Courses and Students Enrolled

	Baseline	Year 1	Year 2
Number of developmental/remedial course sections offered at the 4-year university in the reporting year.	12	11	7
Number of students enrolled in developmental/remedial courses at the 4-year university in the reporting year, duplicated, by subject area (Math, English, etc.).	285	245	248

Plans are also being developed to offer summer “bridge” classes in English and Math through the LSUS Division of Continuing Education, with the goal of helping students meet the LSUS admissions criteria.

Associate Degrees

LSU Shreveport does not offer any Associate degree programs and therefore has no students pursuing an Associate degree.

Non-Resident Student Tuition

LSUS is complying with both GRAD Act and LSU Board policy to increase non-resident tuition at an annual rate of 15% annually as reported in the chart below.

Projected Non-Resident Tuition and Fees

Year	UG O/S Tuition
2009-10	\$ 8,502.76
2010-11	\$ 9,605.00
2011-12	\$ 11,230.00
2012-13	\$ 12,915.00
2013-14	\$ 14,851.00
2014-15	\$ 17,079.00
2015-16	\$ 19,641.00

LSUS vs SREB Average Non-Resident Tuition and Fees

	2009-10	2010-11	2011-12
Total tuition and fees charged to non-resident students in the reporting year	\$8,503	\$9,605	\$11,230
Actual peer non-resident tuition/fee amount	\$13,736	\$14,539	\$15,362*
Calculated difference of the above institution's tuition/fee amount from the peer amount	(\$5,233)	(\$4,934)	(\$4,132)

*SREB Average estimated tuition for 2011-12

Impact on Enrollment and Revenue

It does not appear that higher out-of-state tuition has deterred non-resident students from enrolling at LSUS. In fact the overall number of non-resident students remained the same from 2010 to 2011. There has been a slight increase in fall 2011, over 2010 in Graduate enrollment, and a slight decrease in non-resident undergraduate enrollment for the same time period.

Fall 2010	UG	GRAD	Total
Full Time	265	17	282
Part Time	104	41	145
Total	369	58	427

*Data obtained from BOR SPXL210

Fall 2011	UG	GRAD	Total
Full Time	257	41	298
Part Time	99	30	129
Total	356	71	427

* Data obtained from BOR SPXLS211

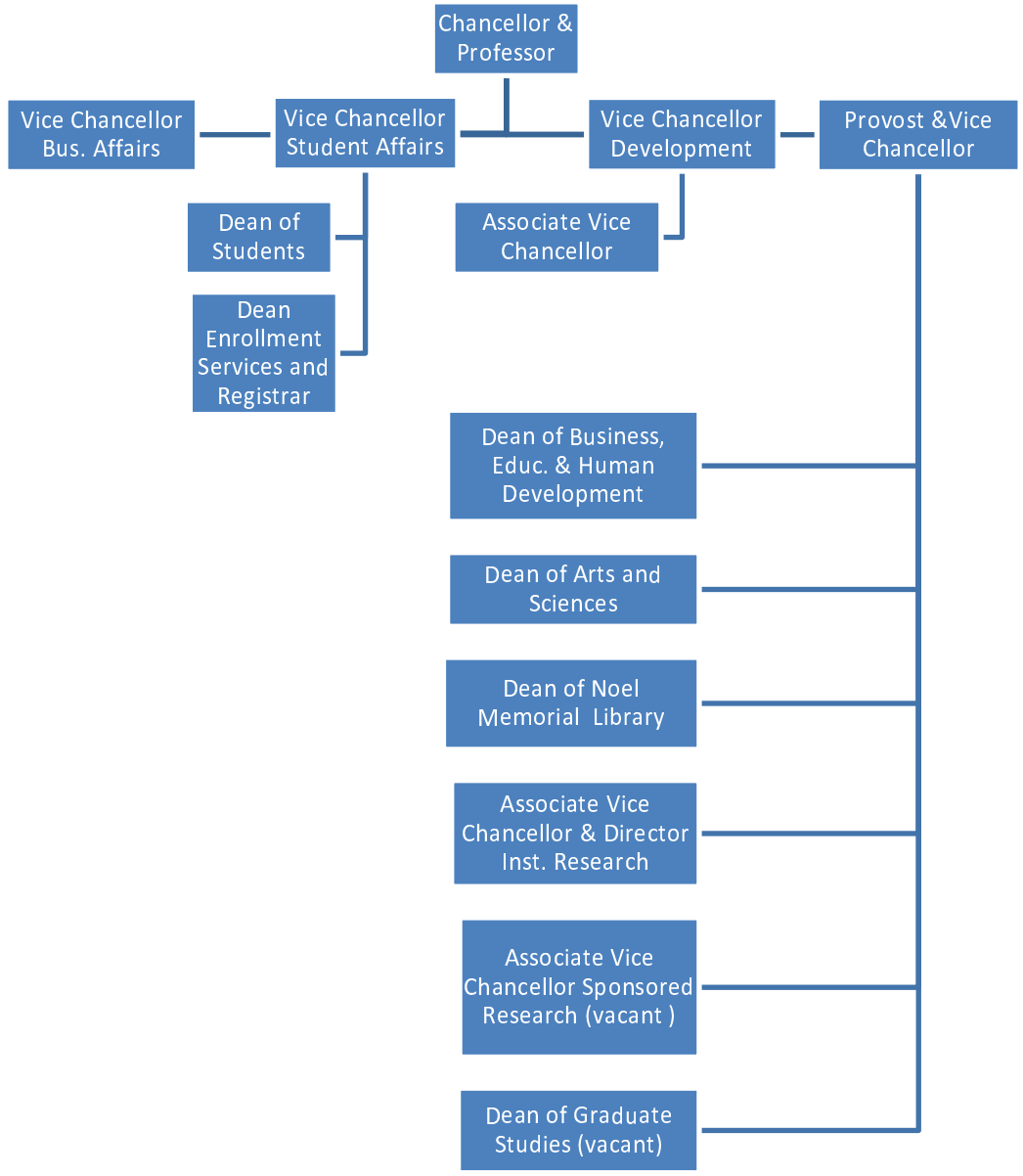
Reporting Requirement
LSU Shreveport 2012 Report

Section 5

Item	Explanation	fall 2009	2010	2011
a.	Number of students by classification - Undergrad	4,189	4,058	4,134
	Number of students by classification - Grad	446	446	428
	Number of students - Total	4635	4504	4562
	FTE by classification - Undergrad	3,081.6	3,113.5	3,047.8
	FTE by classification - Grad	266.8	281.1	279.9
	FTE - Total	3,348.4	3,394.6	3,327.7
b.	Number of instructional staff members	190	193	186
	FTE of instructional staff	151.7	148.5	141.5
	Undergrad Headcount Enrolled	15,458	14,617	14,874
	Undergrad Section Count	600	587	612
c.	Average class student-to-instructor ratio	25.8	24.9	24.3
d.	Average number of students per instructor	22.1	22.9	23.5
e.	Number of non-instructional staff members in academic colleges and departments	NA*	NA*	6
f.	Number of staff in administrative areas	NA*	NA*	50
g.	Organizational Chart - See attachment			Attached
h.	Salaries of those in the above chart - See attachment			Attached

* NA - not reported using the same EEO code in 2009 and 2010

Cost Performance Analysis		2011	Notes
i.	Total operating budget by function, amount, and percent of total budget - see attachment	Attached	
ii.	Average yearly cost of attendance as reported to the US DOE - see attachment	Attached	
iii.	Average time to degree for completion of academic programs, all levels	5.7 years	
iv.	Average cost per degree awarded by degree level	\$3,778	* 2010-11 Actual and Statutory Dedication
v.	Average cost per non-completer by degree program entered	\$3,778	* 2010-11 Actual and Statutory Dedication
vi.	All expenditures for the institution for that year - see attachment	\$51,511,668	* 2010-11 BOR-3 Actual Revenue



LSU Shreveport
GRAD Act Raises

Section 5

POSITION	TOTAL BASE SALARY <i>Reported for Fall 2009</i>	Salary Changes <i>Since 06/30/08</i> <i>That occurred as of Fall 2010</i>	SALARY CHANGES <i>Since 06/30/2010</i> <i>That occurred as of Fall 2011</i>	SALARY CHANGES <i>Since 06/30/2011</i> <i>That occurred as of Fall 2011</i>
Chancellor & Professor	184,270 salary 25,000 housing	<u>Salary increase:</u> \$16, 793 <u>Effective:</u> 07/01/2008 <u>Reason:</u> Merit increase approved from the LSU Board of Supervisors in August 2008.	N/A	N/A
Provost & Vice Chancellor	130,000	<u>1st salary increase:</u> 18,050 <u>Effective:</u> 07/01/2008 <u>Reason:</u> Promoted from Dean of College of Sciences to Interim Provost and Vice Chancellor for Academic Affairs. <u>2nd salary increase:</u> 10,000 <u>Effective:</u> 11/01/2008 <u>Reason:</u> Promoted from Interim Provost to Provost.	N/A	N/A
Vice Chancellor, Business Affairs	106,300	N/A	N/A	N/A
Vice Chancellor, Development	80,000	N/A	Salary increase: 10,000 <u>Effective:</u> 06/15/2011 <u>Reason:</u> Former incumbent who made \$80,000 retired. New incumbent was hired in	N/A

LSU Shreveport
GRAD Act Raises

Section 5

				at \$90,000.	
Vice Chancellor, Student Affairs	101,650	N/A		N/A	N/A
Dean of Students	83,475	N/A		N/A	N/A
Associate Vice Chancellor & Director of Sponsored Research	72,700	<u>Salary decrease: 72,700</u> <u>Effective: 07/01/2010</u> <u>Reason: Position has remained</u> <u>vacant since 07/01/2010.</u>		N/A	N/A
Associate Vice Chancellor, Development	52,500	N/A		N/A	N/A
Dean of Business, Education, and Human Development	110,000	<u>Salary Increase: \$13,500</u> <u>Effective: 08/19/2009</u> <u>Reason: Due to a merger of two</u> <u>colleges and additional duties.</u>		N/A	N/A
Dean of Arts and Sciences	110,000	<u>Salary Increase: 13,600</u> <u>Effective: 08/19/2009</u> <u>Reason: Due to a merger of two</u> <u>colleges and additional duties.</u>		N/A	N/A
Dean of Noel Memorial Library	90,000	N/A		N/A	N/A
Dean of Graduate Studies (Vacant)	Position has remained vacant since 08/19/09.	N/A		N/A	N/A
Dean Enrollment Services and Registrar	69,800	N/A		N/A	N/A

Section 5

LSU Shreveport

GRAD Act Raises

Associate Vice Chancellor & Director of Inst. Research	70,000	N/A	N/A	N/A
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Total Operating Budget by
Function

Louisiana State University
Shreveport

Expenditures by Function:	Amount	% of Total
Instruction	\$ 13,471,964	44.8%
Research	\$ 54,259	0.2%
Public Service	\$ -	0.0%
Academic Support**	\$ 3,361,566	11.2%
Student Services	\$ 1,994,537	6.6%
Institutional Services	\$ 4,727,579	15.7%
Scholarships/Fellowships	\$ 2,788,242	9.3%
Plant Operations/Maintenance	\$ 2,906,641	9.7%
Total E&G Expenditures	\$ 29,304,788	97.4%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 781,751	2.6%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 30,086,539	100.0%

Average Yearly Cost of Attendance - 2011-12

OFF-CAMPUS

Tuition and Fees	\$4,494.00
Books and Supplies	\$1,200.00
Room and Board	\$8,326.00
Transportation	\$1,596.00
Personal Expenses	\$1,839.00
Total	\$17,455.00

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

Institution: LSU Shreveport

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Rate *	Passage Rate *	Most Recent Year Data		
					# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)					#DIV/0!
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)					#DIV/0!
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry					#DIV/0!
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)					#DIV/0!
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association					#DIV/0!
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association					#DIV/0!
Education	All 3 PRAXIS exams	Louisiana State Department of Education	100%	100%	92	92	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)					#DIV/0!
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors					#DIV/0!
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association					#DIV/0!
Massage Therapy	Pass one of the following: NCETMB (NH Cert Exam for Therapeutic Mass & Bodywork), NCEMT (NH Cert Exam for Therapeutic Mass) or MBLEX (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)					#DIV/0!
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners					#DIV/0!
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing					#DIV/0!
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)					#DIV/0!
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing					#DIV/0!
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners					#DIV/0!
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners					#DIV/0!

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

Institution: LSU Shreveport

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	Most Recent Year Data		
				# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				#DIV/0!
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				#DIV/0!
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				#DIV/0!
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				#DIV/0!
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				#DIV/0!
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)				#DIV/0!
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst Technologists (NBSTSA)				#DIV/0!
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				#DIV/0!
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				#DIV/0!

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

* Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)

Most Recent Year Data = most recent year data published by entity that grants licensure/certification

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

March 16, 2012



LOUISIANA EMPLOYMENT OUTCOMES REPORT

Louisiana State University in Shreveport

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.

The list of completers was compared to data at LWC. The highest credential earned was selected for students who earned multiple credentials within the same academic year. When a match was found, quarterly wage information was attached to the completers' record. For the purposes of this report, average salary was calculated by multiplying the wages of the last quarter by four, giving a snapshot of what the average annual salary would be at that point in time.

It is important to note that this analysis does not provide a complete picture of employment since it is based only on those employers in Louisiana that contribute to the UI Wage Records System. The UI Wage System does not include those individuals who are self-employed, employed outside of Louisiana, employees of the federal government (e.g., military and postal service) or are employed in occupations or entities that do not participate in the UI records system. It is important to note that all employment rates in this publication are underreported since they do not include employees who do not appear in the UI system.

Any analysis utilizing UI wage records must recognize the following:

1. The absence of a wage record does not equate to being unemployed;
2. Existence of a wage record indicates that an individual was employed; however it does not show that the individual was employed in the field in which the individual graduated;
3. Since this analysis only includes data following time of graduation, it is uncertain as to whether the employment was a result of the training;
4. The quarterly wages give good information to establish certain thresholds, e.g. living wage or a baseline wage level to measure change over time.
5. The wage match for the 2nd (six months) and 6th quarters (eighteen months) does not necessarily indicate employment with the same employer, nor does it show that the employment was continuous.

For a specific list of wages that are not considered to be "employment" and therefore not subject to UI Tax, see LA R.S. 23:1472 (12) (F) (III).

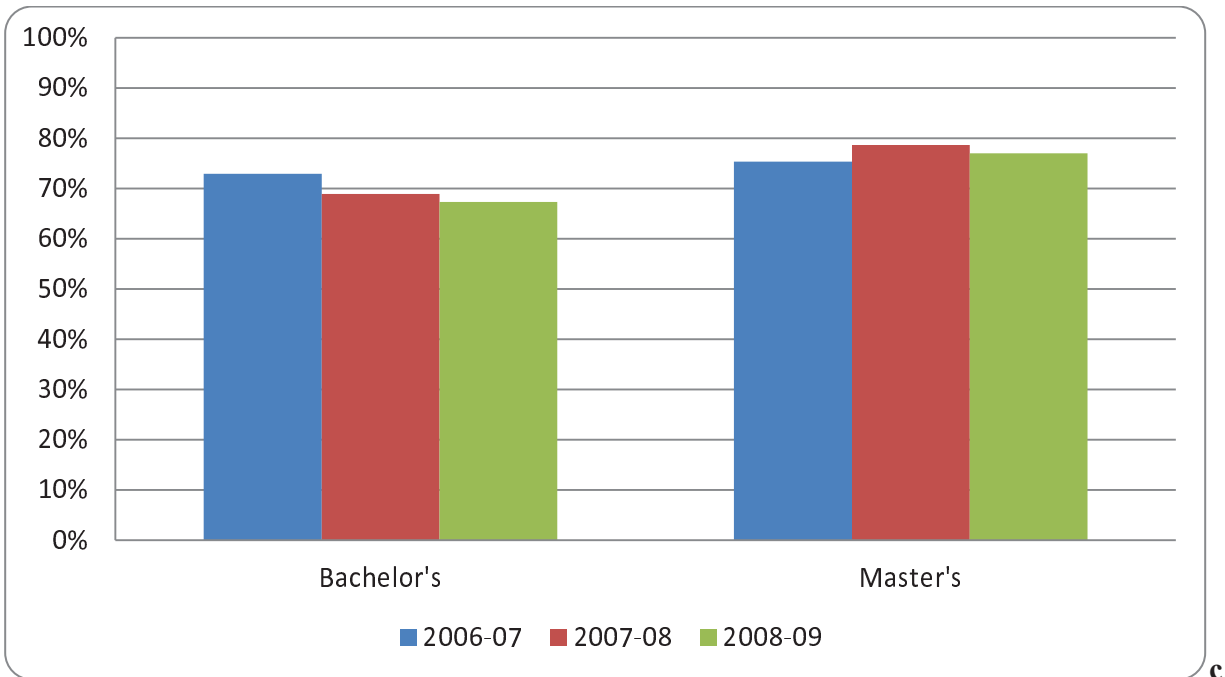
The populations were divided into two groups: (1) Louisiana residents and (2) non-Louisiana residents. Completers were considered Louisiana residents if the original state of residence when entering a Louisiana postsecondary education institution was Louisiana. If the original state of residence was anything other than Louisiana, including international students, then the completer was considered a non-Louisiana resident. Completers who re-enrolled were included in the findings of this report. Although including the completers who re-enrolled caused the overall employment rate to increase, employment rates fluctuated differently at each degree level. As expected, including the completers who re-enrolled decreased the overall average calculated salary of the study.

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.

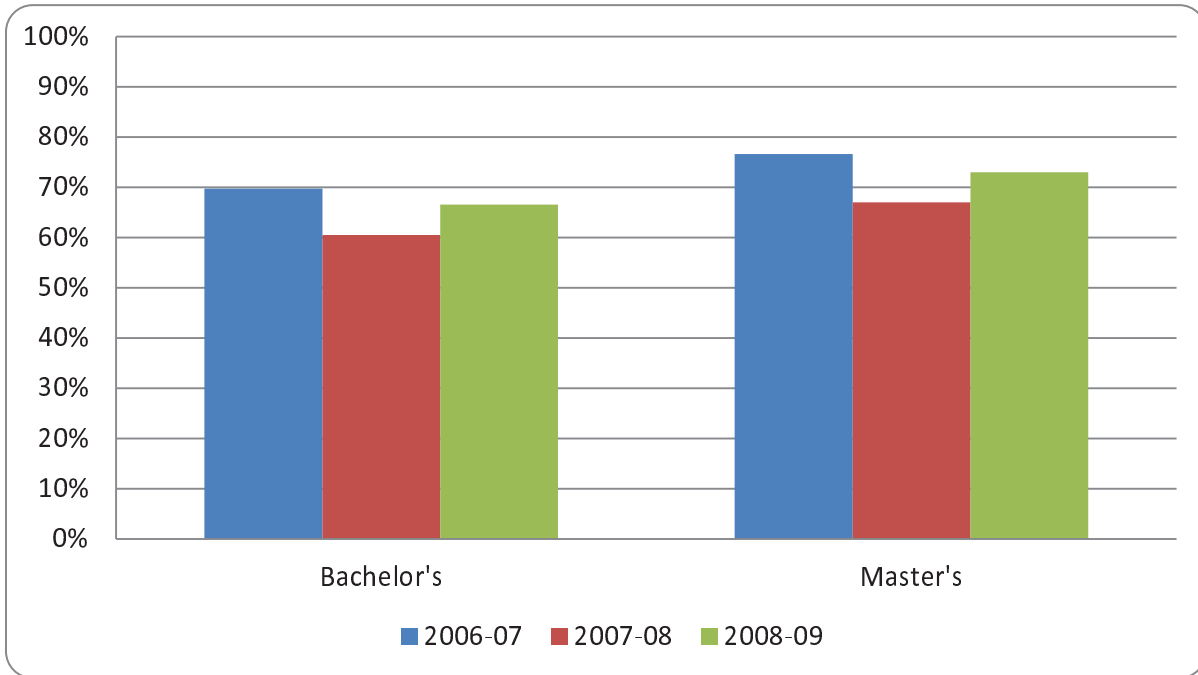
Employment Rate by Degree Level Six Months after Graduation For All Completers

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	462	521	529	72.9%	68.9%	67.3%
Master's	77	103	100	75.3%	78.6%	77.0%

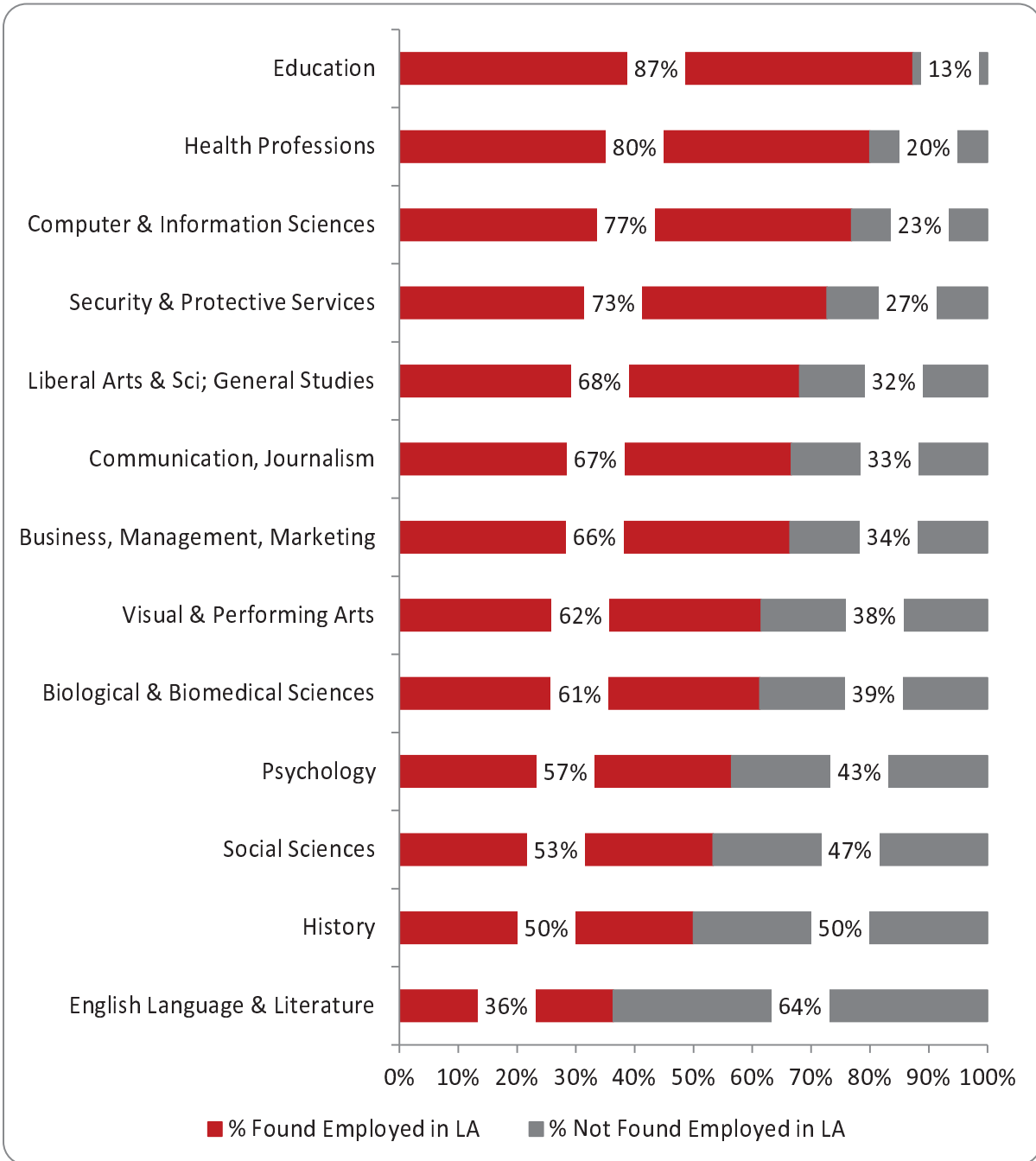


Employment Rate by Degree Level Eighteen Months after Graduation For All Completers

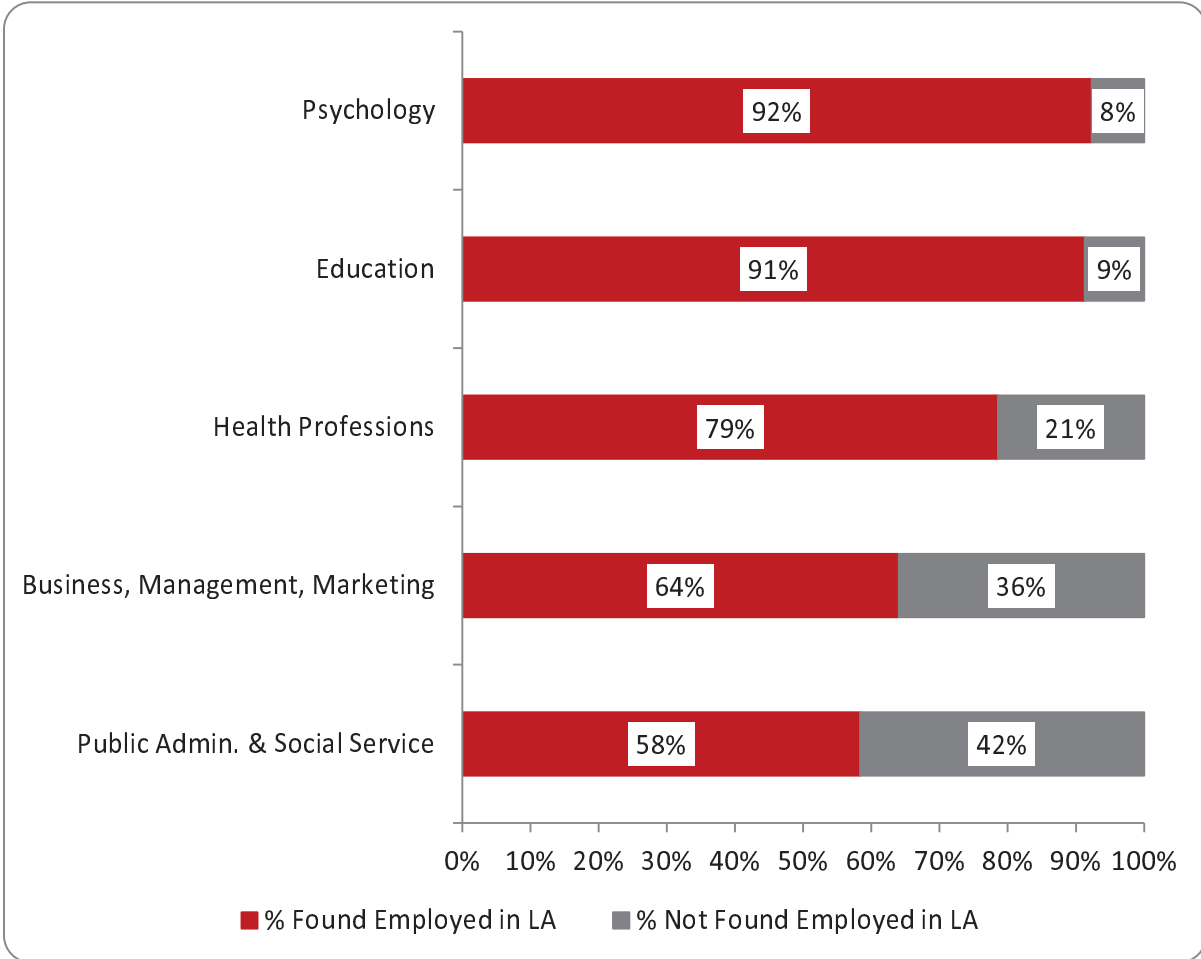
Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	462	521	529	69.7%	60.5%	66.5%
Master's	77	103	100	76.6%	67.0%	73.0%



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

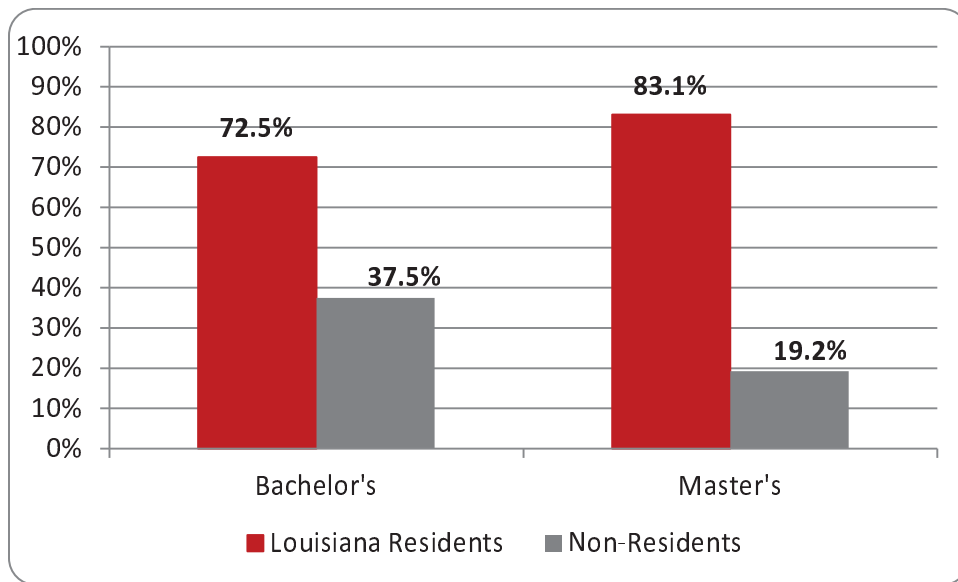


**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Master's Degree Completers**



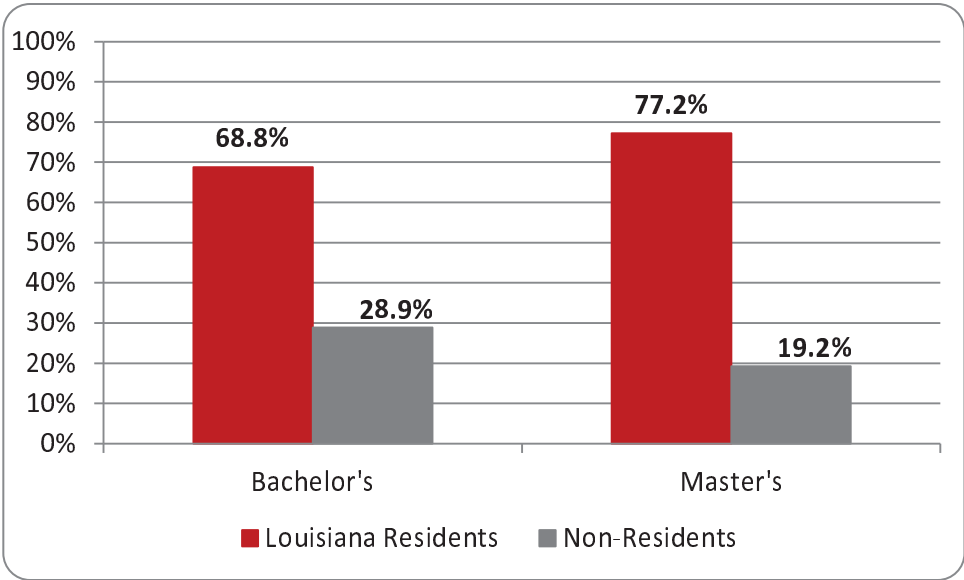
**Employment by Residency Status – Six Months after Graduation
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**

Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Bachelor's	1,384	72.5%	128	37.5%
Master's	254	83.1%	26	19.2%



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

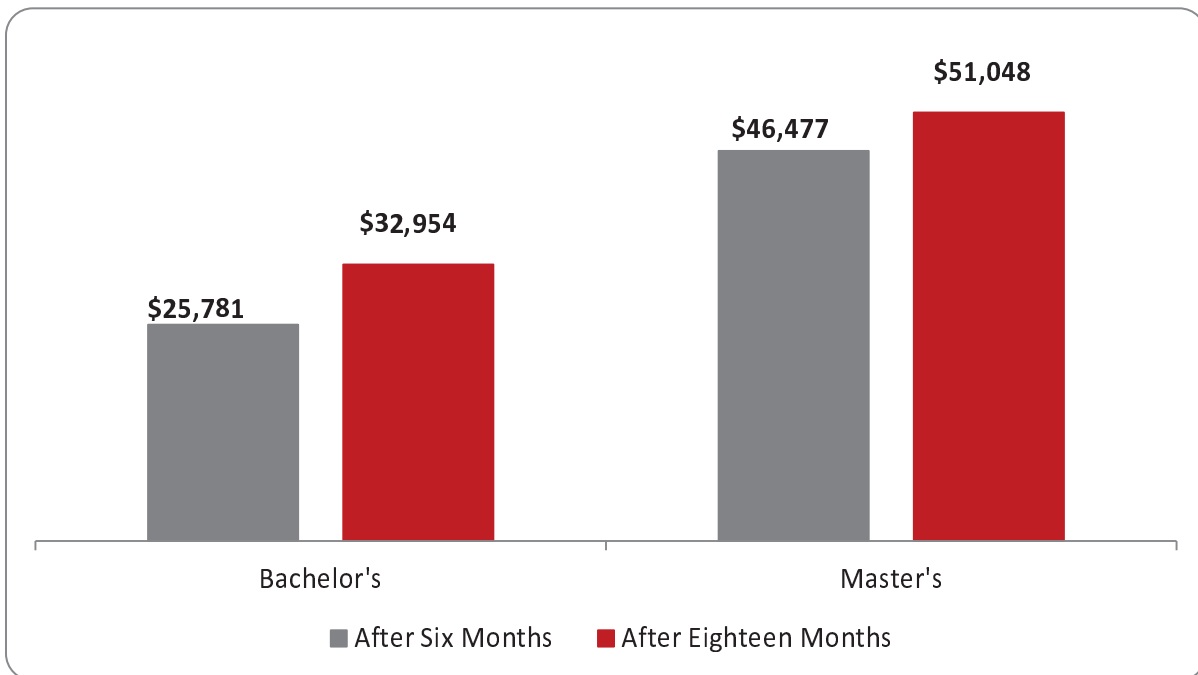
Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Bachelor's	1,384	68.8%	128	28.9%
Master's	254	77.2%	26	19.2%



**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
Bachelor's	\$26,092	\$26,635	\$24,626	\$33,890	\$33,601	\$31,518
Master's	\$43,014	\$48,448	\$47,013	\$46,981	\$53,683	\$51,844

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



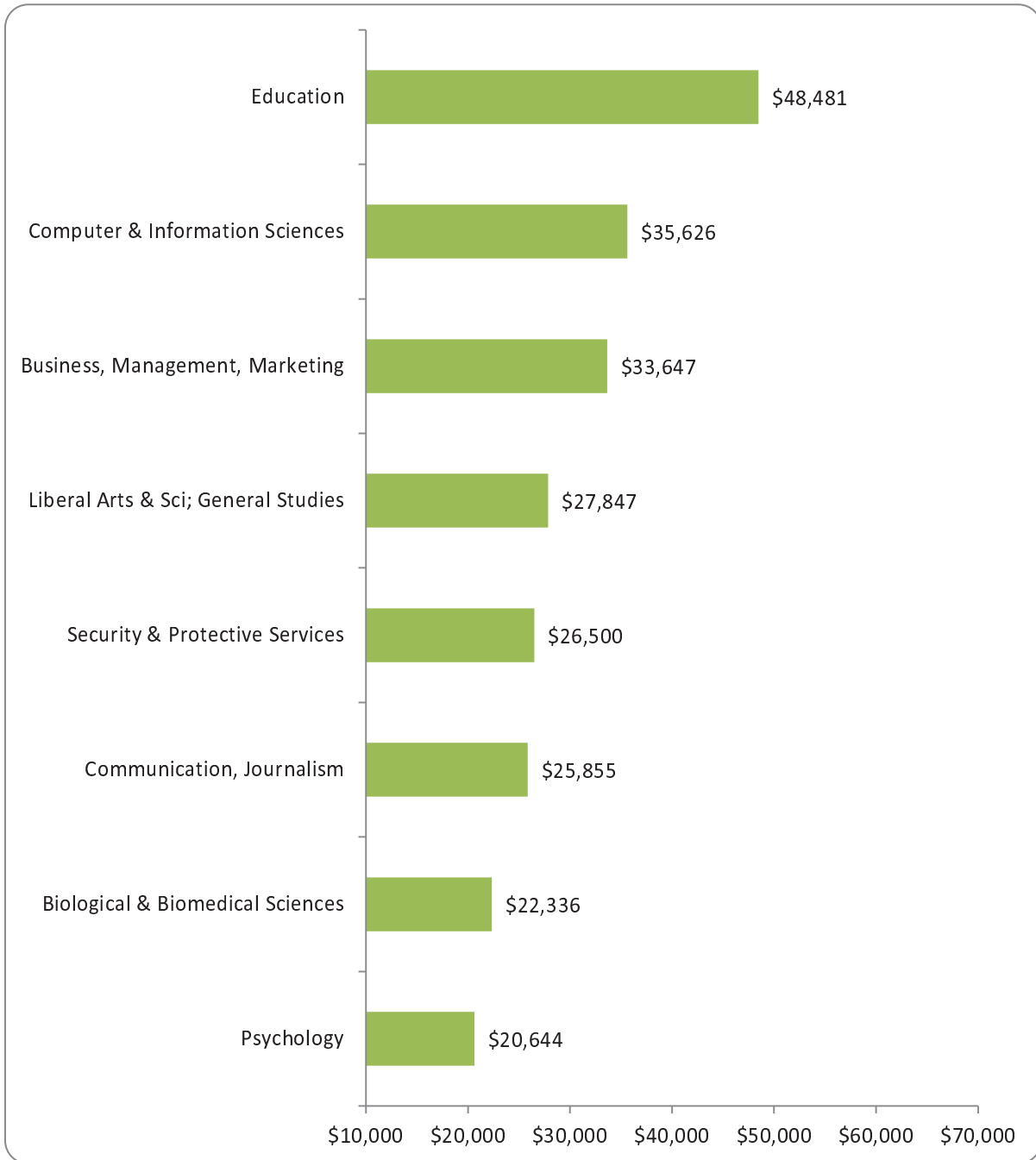
**Average Calculated Salary by Field of Study
For All Bachelor's Degree Completers**

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
09	Communication, Journalism	\$35,022	\$24,174	-	\$23,221	-	\$25,855
11	Computer & Information Sciences	-	-	\$35,209	-	-	\$35,626
13	Education	\$32,865	\$34,559	\$35,401	\$45,218	\$49,848	\$48,481
24	Liberal Arts & Sci; General Studies	\$26,339	\$25,833	\$22,258	\$34,730	\$34,409	\$27,847
26	Biological & Biomedical Sciences	\$18,620	\$18,996	\$15,764	\$28,303	\$23,446	\$22,336
42	Psychology	\$16,715	\$19,528	\$17,692	\$24,251	\$23,433	\$20,644
43	Security & Protective Services	-	\$29,851	\$15,310	-	\$40,646	\$26,500
45	Social Sciences	\$18,972	\$18,611	-	\$20,255	\$18,470	-
50	Visual & Performing Arts	-	\$19,541	-	-	\$25,408	-
52	Business, Management, Marketing	\$27,943	\$28,979	\$26,899	\$34,293	\$33,860	\$33,647

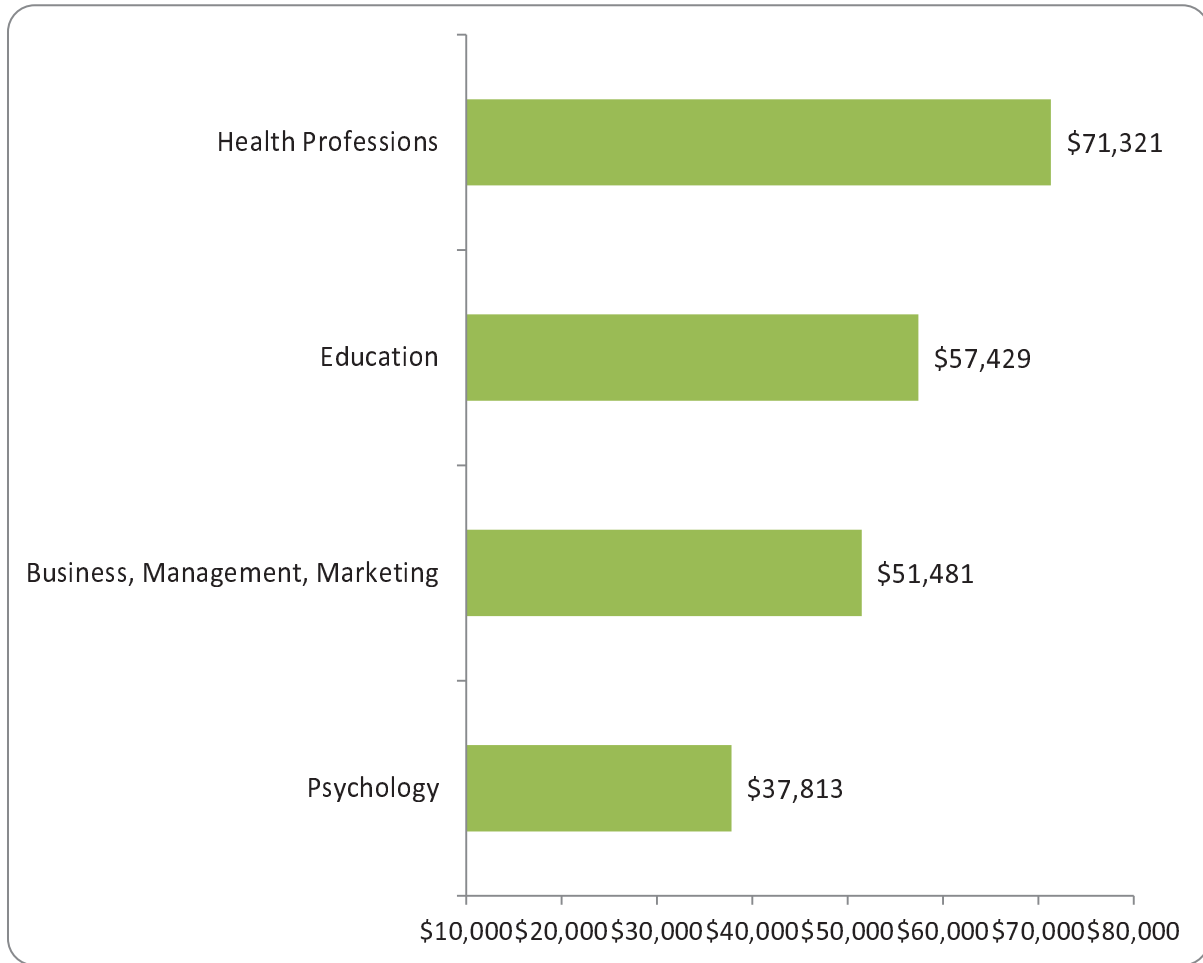
**Average Calculated Salary by Field of Study
For All Master's Degree Completers**

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	\$51,133	\$58,398	\$58,762	\$57,086	\$62,302	\$57,429
42	Psychology	\$21,885	-	\$32,268	\$27,592	-	\$37,813
51	Health Professions	-	-	\$70,984	-	-	\$71,321
52	Business, Management, Marketing	\$54,421	\$53,625	\$48,049	\$53,882	\$60,935	\$51,481

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



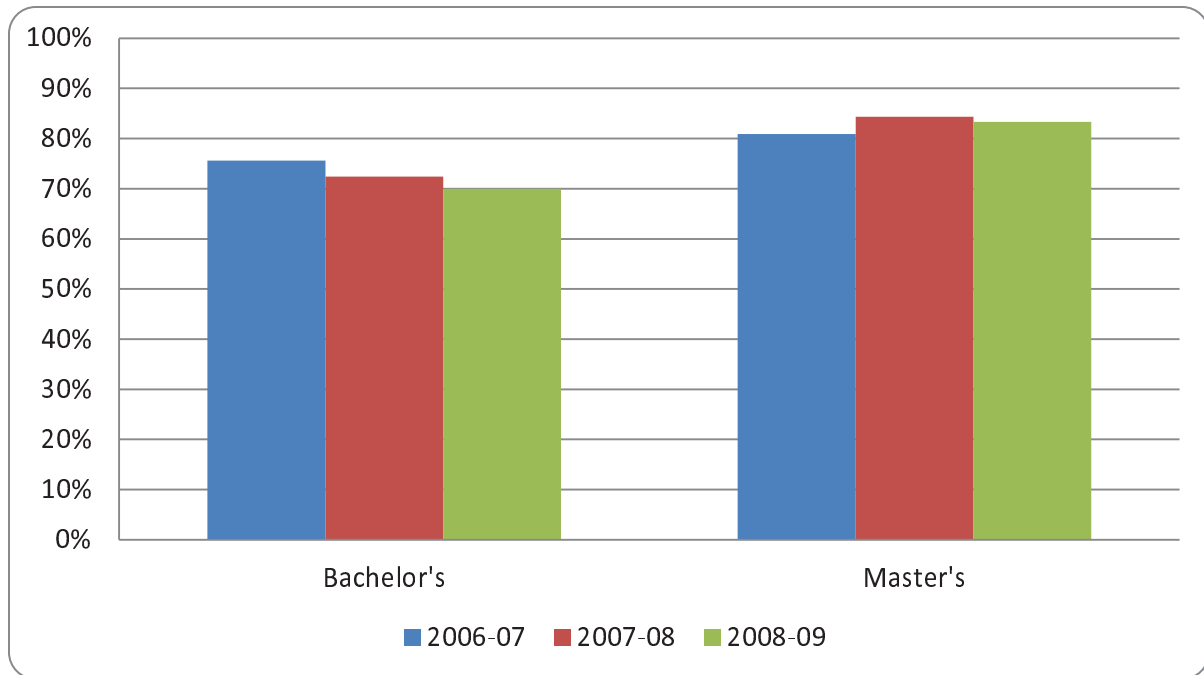
**Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Master's Completers**



* Note: This figure contains a different axis scale than other similar figures

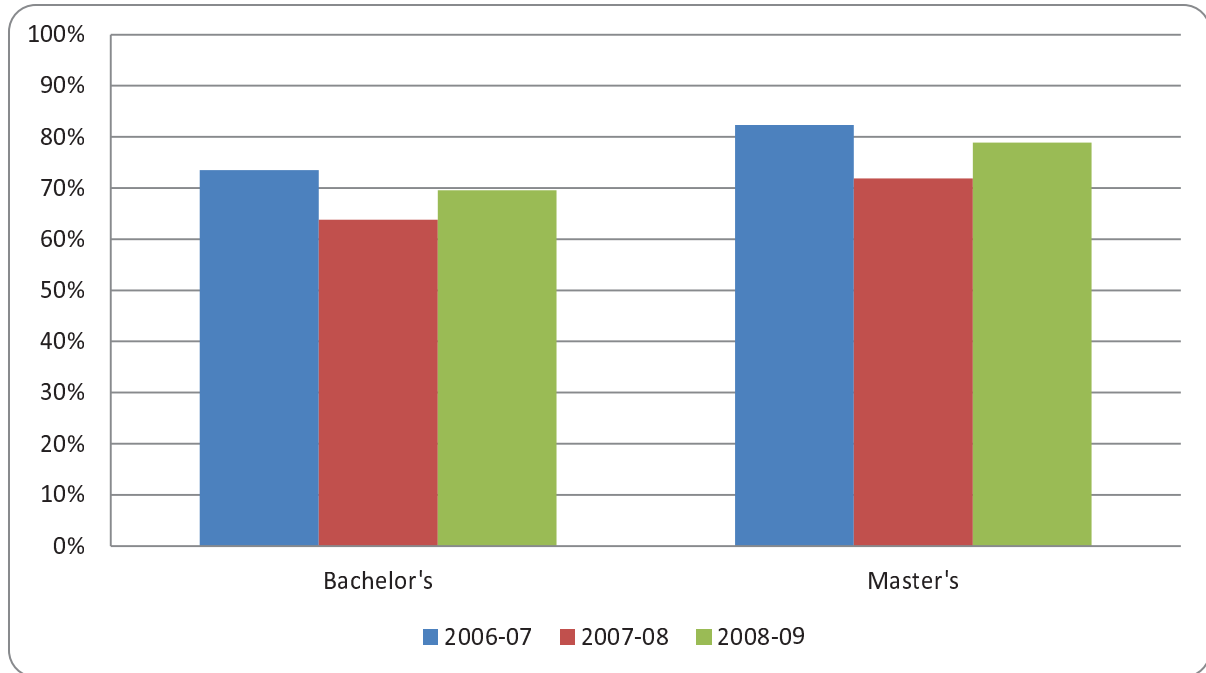
**Employment Rate by Degree Level
Six Months after Graduation
For Louisiana Resident Completers Only**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	430	478	476	75.6%	72.4%	70.0%
Master's	68	96	90	80.9%	84.4%	83.3%



**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
Bachelor's	430	478	476	73.5%	63.8%	69.5%
Master's	68	96	90	82.4%	71.9%	78.9%



**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
Bachelor's	\$26,339	\$26,626	\$24,665	\$33,906	\$33,653	\$31,909
Master's	\$43,661	\$48,448	\$46,677	\$46,992	\$53,683	\$51,406

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

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	32	43	53	37.5%	30.2%	43.4%
Master's	9	7	10	-	-	20.0%

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

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	32	43	53	18.8%	23.3%	39.6%
Master's	9	7	10	-	-	20.0%

**Average Calculated Salary by Degree Level
For Non-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
Bachelor's	\$19,385	\$26,870	\$24,066	\$33,047	\$32,021	\$25,365