

LOUISIANA STATE UNIVERSITY and A&M COLLEGE

GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS

GRAD ACT ANNUAL REPORT FOR 2015-2016

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April 25, 2016

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Performance Objective 1: Student Success

Louisiana State University and A&M College's (LSU) mission includes offering a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly qualified undergraduate and graduate students; employing faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural, and economic enterprises; and using its extensive resources to solve economic, environmental, and social challenges. (Mission Statement, approved October 2012).

LSU is the state's leading institution in awarding baccalaureate, master's, and doctoral degrees. For Year 6 of the GRAD Act, a total of 4,567 program completers received baccalaureate degrees.¹ This is a slight decrease (less than .01%) from Year 5 (4,593), and the second highest number of baccalaureate completers since the baseline year (4,648). The relatively stable number of completers indicates that student support programs initiated over the past few years continue to have a positive impact on student success. The number of master's degree program completers (1,128) is 16.8% over the baseline year (966) and the doctoral degree completers (331) is a 37.9% increase over the baseline year (240). Overall, the total number of degree completers across all degree levels for Year 6 (6,120) was only slightly less than for Year 5 (6,148), with total completers at 2.8% above baseline.

The number of completers for the Doctor of Veterinary Medicine (DVM) in Year 6 was 84, which surpasses the number of completers in the baseline year (81). DVM graduates who took the professional licensure exam had a 91% success rate in Year 6 as opposed to the average of each reporting year (96.7%). However, of the 274 students who took the PRAXIS II exam for teacher certification in Year 6, all passed (100%) the exam. Another successful certification program with a high success rate is the National Athletics Trainers Association Board of Certification. Of the 14 students, who took the exam, 13 passed (92.9%) the exam. This is a 59.6 percentage point increase from the baseline year in which only 33.3% passed.

The baccalaureate graduation rate for LSU remained at a high level in Year 6, falling below Year 5 but remaining above benchmarks and the baseline year. The IPEDS graduation rate for Year 6 was 67.4% (5,131 graduates), a 1.7 percentage point decrease from the Year 5 rate of 69.1%, a 0.6 percentage point increase from the Year 4 rate of 66.7%, and a 6.6 percentage point increase from the baseline year 60.7%. The statewide graduation rate decreased to 72% from 73.7%. Although just short of the 85% Year 6 benchmark, the 1st to 2nd year retention rate of 84.9% was a 0.3 percentage point increase over our Year 5 actual benchmark (84.6%). The 1st to 3rd year retention rate for Year 6 was 75.6%, an increase from Year 5 (73.1%); however, this retention rate is below the benchmark (77%) set for Year 6.

LSU continues to track students' academic performances and to provide support services to improve retention. Recently, we have assessed our student support services to determine their effectiveness and are currently pursuing those initiatives that are most impactful for our students. LSU has a low admissions exception rate of 4.1% for Year 6, which is 128 less students than Year 5 and 44 less than the baseline

¹ Baseline Year, Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6 used in the report refer to data presented in the GRAD Act Annual Report

year. However, it is critical to support these higher risk students, and so LSU has implemented a variety of initiatives to counteract the conditions that may negatively impact student retention.

The Phone Call Project, initiated in summer 2014, has proven to be very successful in following up with students who have not registered for the next semester. In the summer of 2015, 2,500 students were called by LSU staff to discuss their obstacles to re-enrollment and work on solutions to their perceived obstacles. Over the 2015-2016 winter break, approximately 2,195 students were called by advisors based on their registration status and their “potential to be retained” index. Individual phone calls allowed advisors to discuss plans with students and resolve potential issues. Among 336 students who were discovered to have barriers that may have prevented them from returning to LSU, only 52 of them indicated they would not be returning.

LSU’s highly successful IMPACT Workshop, conducted by the Center for Academic Success (CAS) each year, is designed to help first-year students sharpen their academic focus by developing more effective strategies for learning as well as techniques for time and stress management. The workshop is a mandatory requirement for first year students with less than a 2.0 GPA after their first semester. Attendees see an average improvement of .50 in their GPA. These attendees also persist at an average of 20% higher than those who do not attend. Additionally, first-year students in engineering, science, and business who used some form of CAS free tutoring four or more times per semester were 17.5% more likely to be retained at LSU than students who did not. Students in engineering majors attending this tutoring four or more times per semester were 26% more likely to remain in an engineering major than students who did not. Many colleges have increased participation in CAS’s supplemental instruction for courses with high rates of DFW grades. More than 35,000 visits have been recorded for supplemental instruction, and students who attend these sessions earn 12% fewer DFW grades per course. Ultimately, students who take advantage of the center’s strategic academic support and resources increase their GPAs, persist in their majors of choice, and graduate on time.

The LSU Residential Colleges have expanded to a total of 10 colleges that are discipline-based or interest-based. Residential colleges maximize the on-campus living experience by creating smaller communities and fostering greater student–faculty interaction beyond the classroom. 1st to 2nd year retention is higher for students in most residential colleges than for students in other residential facilities, and both forms of on-campus facilities have higher retention rates than the retention rates for students living off-campus. LSU has also increased the number of students enrolled in various boot camps and summer transition programs, preparing them for early success in specific fields of study or just adapting to university life. For example, the College of Engineering offers the E² Encounter Engineering Bridge Camp for 1st year engineering majors the week prior to the start of each fall semester. The retention rate for E² participants is 6% higher than the general engineering freshman cohort. The College of Music & Dramatic Arts, which recently celebrated 90% one-year retention, has a highly successful boot camp. Emphasis is placed on gateway course preparation such as music history and theory. Students attending this boot camp had a 98% success rate in these notoriously difficult courses once enrolled. The College of Science also offers a one-week long Biology Intensive Orientation for Students (BIOS), which has proven to increase student success in key introductory science courses. BIOS students are more successful than non-participants in their introductory biology course, are more successful in subsequent semesters, have a higher retention rate in the major, and have a higher four-year graduation rate. The four-year graduation rates of Black and Hispanic Biological Sciences majors are significantly higher than their peers who did not participate in BIOS and more closely mirror the rates of majority students.

The College of Science implemented the MATH 1021 Early Intervention Program in 2013, which allows students to retake the first test while simultaneously receiving tutorial support provided by CAS. The program has proven to increase the course success rate by an average of 35% for students who participate as opposed to those who do not.

LSU's College Readiness Program offers dual enrollment courses to high school students to prepare them for success in post-secondary education. The dual enrollment courses are partnerships with high schools in which the high school teacher completes a summer workshop on teaching college-level courses, and works with LSU faculty during the year to ensure that the course materials require college-level mastery. The content, textbooks, and exams are the same as those offered on-campus. In Fall 2015, 801 high school students were enrolled in 2,474 semester credit hours of college work. This is a 28% increase (from 626 students) from Fall 2014 enrollment. In Spring 2016, 811 high school students enrolled in 2,896 semester credit hours of college work. This is an increase of 32.7% from Spring 2015, where 611 students enrolled for 2,107 semester credit hours. LSU continues to expand on its partnerships with high schools through its course offerings and the number of students involved in its College Readiness Program.

LSU Global, an international accelerator program, specifically designed to prepare international students for academic, social, and professional success at LSU and their future careers was implemented in Fall 2015. The first cohort included 49 students and the Spring 2016 cohort included 35 students.. For Fall 2016, LSU anticipates over 150 international students partaking in this educational program. Once these students complete this program and meet LSU's admission requirements, they matriculate into LSU as a as regularly enrolled degree-seeking students.

Student learning is central to LSU's mission, because every degree program participates in an annual assessment process to ensure that the expected learning outcomes for the program are achieved and appropriate improvements are made in curricula content and instructional methods to ensure quality educational experiences for all students. Evidence of our success in this endeavor is documented in our compliance with the SACSCOC Comprehensive Standard 3.3.1.1, which requires the institution assess learning outcomes and use the results of those assessments to improve student learning. LSU continues to focus on each student's learning opportunities and to constantly improve its programs of instruction to achieve higher retention and graduation rates.

Performance Objective 2: Articulation and Transfer

Louisiana State University and A&M College (LSU) works closely with Louisiana community colleges to recruit transfer students who will be successful at LSU. Of the 1,227 baccalaureate degree-seeking transfer students who entered LSU in 2014-2015, 999 students were retained in the second year, a retention rate of 81.4%. LSU increased the number of those transfer students who had earned the associate degree from a 2-year college by 29 students over the Year 5 data. One-hundred five of these transfer students were retained representing a 79.5% retention rate for this group of students. Also, in 2014-2015, 914 baccalaureate degree-completers began at LSU as transfer students.

In the most recent year, LSU enrolled 1,316 students in the transfer cohort group, which was 27 students more than the prior year. Of this cohort group, 170 were admitted by exception, a 12.9% exception rate for admission of transfer students.

The Board of Regents Master Plan requires that incoming transfer students admitted to LSU enter with a minimum of 30 college-level hours with a 2.5 GPA including completion of college-level English and Math with grades in the C range or better. Students with less than the 30 college-level hours must also meet freshman high school requirements. Transfer students not meeting those requirements fell into one of three categories: 1) did not have 30 hours, had very high transfer GPAs, and required courses but did not meet high school criteria; 2) were missing one of the required courses; or 3) were admitted by faculty committee based on departmental recommendation.

In 2015, the Transfer Recruiter/Evaluator who is responsible for recruiting and advising transfer students expanded outreach to the state community college system, including targeted visits to representatives at the LCTCS. The Board of Regents invited this representative to present a session at the Louisiana Institutional Research Conference in April 2015 covering a session on a transfer student survey that was conducted by the Office of Undergraduate Admissions yielding very helpful attitudinal characteristics of transfer students enrolling at LSU. The Transfer Recruiter (1/2 time recruiter and 1/2 time admissions counselor) logged more miles, conducted more visits, and hosted more on-campus Transfer Tours compared to previous years.

The Office of Enrollment Management purchased a new software package, Transfer Evaluation System (TES), an electronic routing process for the evaluation of transfer coursework. TES was implemented in January 2015 and made an immediate impact on the level of customer service, the number of course evaluations completed by faculty and the level of transfer student satisfaction as evidenced by the increase in the transfer class this Fall 2015. Students, faculty, and senior college representatives expressed satisfaction with the implementation of the TES electronic routing system. Additionally, the Office of Undergraduate Admissions was able to hire a full-time staff person who will coordinate the transfer TES process as well as the Tiger Transfer Tables and the Board of Regents Articulation Crosswalk.

The merit-based transfer scholarship program considers all summer or fall term transfer applicants with a 3.5+ GPA. In the second year of the new scholarship program LSU awarded \$146,000 in Tiger Transfer Scholarships to 129 students from the 209 offers made, a 61.7% yield. LSU's scholarship partnership with Phi Theta Kappa International Honor Society for two year colleges (PTK) has resulted in the designation of the Tiger Transfer Scholarship: PTK, which is specifically for PTK members who transfer to LSU. In 2015, LSU awarded three PTK scholarships. PTK membership requirements specify that students must

have earned an AA or AS degree with a 3.5 GPA, and LSU will continue to build on this relationship in order to attract high quality transfer students. Due to increased efforts by the Office of Undergraduate Admissions in transfer recruitment, admission and enrollment, LSU is in active applicant status for the Phi Theta Kappa Excellence in Community College Transfer Honor Roll designation. (See attached). Additionally, in 2015, LSU was selected as a 2015 CollegeFish Award recipient, given by Phi Theta Kappa to a college partner in excellence for initiatives to help transfer students through the admission process.

There was continued activity in the development of several 2+2 and 2+3 academic progressions between departments at LSU and individual community colleges. Ongoing collaborative efforts continued between LSU's College of Engineering and BRCC with the 2+3 Academic Progression in Engineering, as well as talks with BPCC for the development of a 2+3 Academic Progression in Engineering. Additional established collaborations between LSU and other institutions include The Tiger Bridge Program with BRCC, and the Bears to Tigers program. These programs are set up as specific course-to-course articulations where the students know exactly what courses to take at the community college and how they will transfer to LSU. On the other hand, only a few students from the AALT and the ASLT, the Louisiana Transfer Degree Program have transferred to LSU.

In 2015, the Admissions, Standards and Honors Committee approved a new adjustment to the transfer admission requirements to be consistent with the June 2015 update approved by the Board of Regents. Effective Fall 2015, LSU transfer admission criteria will require that the completion of college English and math requirement include a grade requirement of C range or better. The Board of Regents approved this change in June 2015, effective for the fall semester 2015. However, the Board of Regents afforded flexibility to the institutions regarding the effective date, thus not penalizing students until Spring 2016.

LSU's Tiger Bridge Program saw the second cohort complete the mandatory year at BRCC and transfer to LSU. Students who initially applied to LSU as first-time freshman after high school but did not meet university standards are invited to participate in the Tiger Bridge Program. In Fall 2015, 58 Tiger Bridge Program students enrolled at LSU, with a fall GPA of 2.3. The second Bridge cohort will complete the mandatory year at BRCC at the end of Spring 2016. At this time, LSU is evaluating the program. LSU continues to provide the list of non-admitted freshmen applicants to LSUE, LSUA, RPCC and BRCC.

All non-admitted freshman applicants are sent the "Options" letter which directs them to LSU's transfer website. The Transfer Options page details the most current options for transfer to LSU. As part of LSU's efforts to collaborate in implementing articulation and transfer requirements, LSU departmental representatives attend the Articulation Matrix yearly workshops where crosswalk courses are evaluated for learning outcomes and transferability across all two and four year campuses. The Tiger Transfer Tables are then updated on the website so that they reflect the updated information. LSU provides links to the Board of Regents, Louisiana Transfer Degree and LSU 2+2 articulations. LSU continues its commitment to strengthening the transferability from the community colleges into our academic programs.

Performance Objective 3: Workforce and Economic Development

- a. Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**

Louisiana State University and A&M College's (LSU) role, scope and mission focus on a broad spectrum of programs that promote research and teaching across a comprehensive array of disciplines that collectively contribute to the quality of life, the advancement of knowledge, and the development of new applications and technology critical to economic development in Louisiana.

LSU monitors the viability and alignment of its degree and certificate programs with the workforce needs of the state and region. During the past year, 7 graduate certificates were approved by the Board of Regents. Each of the new graduate certificate programs was aligned with an important workforce need, such as public health, STEM educators, energy, and business professionals. The new graduate certificates are: Advanced Secondary Math; School Librarianship; Applied Depositional Systems; Strategic Communications; Climatology and Climate Change; Community Engagement; and Records and Information Management.

During the past academic year, LSU has not eliminated any degree programs because of low completion rates. The LSU undergraduate and graduate programs are maintain enrollment and graduation rates to justify their continued contribution to the education of Louisiana residents and to the state's workforce development.

- b. Increase Use of Technology for Distance Learning to Expand Educational Offerings.**

The use of technology to expand and support educational offerings at LSU continues to increase greatly. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines distance education as "a formal educational process in which the majority of the instruction in a course occurs when the students and instructors are not in the same place." The GRAD Act distinguishes between courses that are 50-99% delivered at a distance (hybrid courses) and those delivered 100% at a distance. For Year 6, LSU had 4,848 students enrolled in courses that were delivered with 50-99% distance education. This number represents an increase of 3,652 students enrolled in hybrid courses since last year (a 305% increase in enrollment). For courses that were delivered 100% by distance education, there were 8,096 students enrolled, which is an increase of 1,899 students (30.6%) over the past year.

LSU Online is the office that manages programs that are delivered 100% online. This office ensures that the instructional methods that are used to deliver online programs meet the highest standards and are consistent with best practices in online learning. Over the past year, enrollment in these programs has increased from 388 students to 512 students (a 32% increase in student enrollment). LSU Online also provides oversight for those distance education courses offered at some percentage online and makes sure that these courses meet the same standards. Currently, LSU has 13 online degree programs offered. LSU is committed to using technology to advance its educational programs in order to improve access and content delivery to its undergraduate and graduate programs.

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Scope Conditions for Reporting

Items i-v in Element C require data on research and instructional faculty holding active research and development grants or contracts, the dollar amounts for research and development expenditures, and a variety of intellectual property items. In the 2011 report, we explicated at length the methods to produce the following data. Due to space limitations we refer the reader back to that report for methodological details, but note that the exact same method is used here for a sixth year in a row, ensuring consistency over time.

Current and Prospective Research Productivity in Key Economic Development Industries

In terms of current and prospective research productivity, the percent of research/instructional faculty holding active R&D grants as of October 2014 is found in Element C, item i and is 45.3%. The percentage of instructional faculty holding R&D grants/contracts in Louisiana's key economic development industries as found in Element C, item ii is 40.2%. Proportionally speaking, 88.8% of faculty who have R&D funding at LSU are in disciplines closely associated with the targeted economic development industries. This indicates that the R&D activities taking place at LSU are closely aligned with current economic development emphases in the state of Louisiana.

Element C, item iii provides the total dollar amount of R&D expenditures based on the five-year average for FY 2010-11 to FY 2014-2015, which is \$149,532,000. This is a change over the baseline five-year average (FY2005-06 to 2009-10) of 2.9%. The total dollar amount of R&D expenditures in Louisiana's key economic development industries based on the five-year average for FY 2010-11 to FY 2014-2015 (Element C, item iv) is \$144,017,000, a change over the baseline five-year average (FY2005-06 to 2009-10) of 3.6%, indicating no slippage in the proportional allotment of funding in the focal economic development areas in the LSU funding portfolio. Proportionately, 96.3% of R&D expenditures at LSU correspond to the broad economic development focal areas defined by FIRST Louisiana and the Blue Ocean Initiative. In keeping with our GRAD Act agreement we also report a Targeted measure developed and reported for the third time last year, which is a five-year average of research expenditures per FTE for FY11 to FY15. The value for this new measure is \$140,961.54 per FTE (data not reported in tabular form), compared to \$139,600 for FY08 to FY12.

To make comparisons with peer universities, it is appropriate to refer to data that are reported in a standardized format that other institutions use as a way of benchmarking. Using the combined data (LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center) that is supplied to the National Science Foundation for the Higher Education Research and Development Survey, the five-year average for research expenditures for FY 2010-11 to FY 2014-2015 is \$285,573,000 (Table 1). This represents a 2.9% increase over the baseline average (FY2005-06 to 2009-10). Focusing only on research expenditures in the Louisiana key economic development industries, the figure for the same time period is \$280,058,000 (see Table 2), a 3.2% increase over the baseline average (FY2005-06 to 2009-10).

Table 1: Dollar Amount of Research and Development Expenditures (in thousands)

	LSU, Ag Center, Law Center & PBRC (As reported to NSF)					
	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2010-11	\$97,517	\$72,484	\$22,730	\$93,953	\$1,157	\$287,841
2011-12	\$92,551	\$74,045	\$23,141	\$95,007	\$651	\$285,395
2012-13	\$94,563	\$71,886	\$22,340	\$93,317	\$1,294	\$283,400
2013-14	\$94,701	\$72,062	\$19,559	\$102,390	\$1,364	\$290,076
2014-15	\$83,644	\$73,766	\$20,290	\$102,379	\$1,075	\$281,154
5-year Avg.	\$92,595	\$72,849	\$21,612	\$97,409	\$1,108	\$285,573

Table 2: Dollar Amount of Research and Development Expenditures in Louisiana's Key Economic Development Industries (in thousands)

	LSU, Ag Center, Law Center & PBRC (As reported to NSF)					
	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2010-11	\$95,167	\$71,747	\$22,132	\$91,253	\$1,101	\$281,400
2011-12	\$90,001	\$73,461	\$22,572	\$92,396	\$647	\$279,077
2012-13	\$92,547	\$71,551	\$22,057	\$90,726	\$1,293	\$278,174
2013-14	\$92,751	\$71,588	\$19,427	\$99,727	\$1,352	\$284,845
2014-15	\$82,359	\$73,311	\$20,012	\$100,051	\$1,063	\$276,796
5-year Avg.	\$90,565	\$72,332	\$21,240	\$94,831	\$1,091	\$280,058

Current and Prospective Technology Transfers in Key Economic Development Industries

Element C, item v, provides the LSU technology transfer numbers. In FY 2014-2015 for example, there were 56 disclosures, 5 licenses and options awarded, 20 patents awarded, and 13 surviving start-ups which are documented.

Collaborations

The LSU Innovation Park/Louisiana Business & Technology Center (LBTC) has focused on economic development partnerships with Louisiana Economic Development (LED), the Baton Rouge Area Chamber (BRAC), the Louisiana Industrial Development Executives Association (LIDEA) and the Louisiana Association of Business & Industry (LABI) over the last several years. The LBTC operated the NASA Stennis Space Center / Louisiana Technology Transfer Office under a contract with LED and NASA to facilitate interactions with NASA and other Federal Labs with Louisiana businesses and universities. The LBTC is responsible for promoting and assisting companies compete for and win Small Business Innovation Research (SBIR) grants under this contract. As part of this, the LBTC is the NASA conduit for the Louisiana Research Consortium of the Board of Regents, which allows the direct flow of research funding to Louisiana universities. Under this program, the LBTC has hosted 15 workshops statewide on technology transfer and the SBIR program. They have assisted 80 companies and entrepreneurs with access to counseling and training through this program resulting in 18 successful Phase 0 grants and \$2,325,000 in research funding to Louisiana companies from NASA, NOAA, DOD and NSF. The office also hosted a National Institute of Health seminar in Baton Rouge at Pennington and at the BioInnovation Center of New Orleans. Since 2010, the LBTC has assisted 59 Louisiana companies win \$12,000,000 in SBIR/STTR grants that have resulted in sole source contracts between the Federal agency and the Louisiana company. These grant funds are predominately spent locally on payroll, supplies and equipment. The LBTC also operates or provides business services for the five LSU business incubators:

The LBTC, the Pennington BioTech Initiative, the LSU Student Incubator, the Emerging Technology Center and the LSU AgCenter Food Incubator in addition to the LSU Innovation Park. The incubators currently have 62 tenant companies accounting for 266 employees, \$53,598,618 in annual revenue and have raised \$24,000,000 in capital since 2014. These companies have shown a 22% growth rate and reported an average salary of \$43,580 or \$12 million annually. Since 2000, LBTC companies have raised over \$175 million in capital. Since the LBTC founded the LSU Student Incubator, they have assisted over 100 student entrepreneurs create 29 business employing over 120 people and they have raised over \$5,000,000 in equity investments to operate their company. This program is designed to assist our entrepreneurial students create their own job while in school thus stopping the “Brain Drain” of our brightest graduates.

Key companies operating at the LBTC/LSU Innovation Park include Enervana, Carver Scientific, Inventerm, S-Ram Dynamics, ElectroChemical Materials, NO Bio Farm, HFT Energy, and St. James Technologies. Several of these companies are either owned by LSU faculty or are licensing LSU technologies. In addition, all of these companies are utilizing LSU interns, student workers, and hiring LSU graduates. The LSU Innovation Park is a Certified Economic Development site by LED and BRAC and is located in a HUB Zone as well as in the Louisiana Legislative designated research park. Because of this, the LSU Innovation Park and LED work closely on recruiting qualified companies to Louisiana and to the research park. There are currently several LED initiatives working to bring companies to the LSU park.

The LBTC has also partnered with BRAC and the Committee of 100 to host international businesses through the Incubator Soft Landing Program designed to allow international companies access to US markets through occupancy at the LSU Innovation Park. This program promotes Foreign Direct Investments in Louisiana. LED has been a partner in this program and has helped facilitate visits through the US Department of State for Pacific Alliance countries (Chile, Peru, Colombia and Mexico) resulting on one company entering the US markets and two additional companies planning their projects. Through the Soft Landing Program, the LBTC has partnered with the New Orleans Citizen’s Diplomacy Council, the US State Department – Fulbright program, Department of Commerce’s Import/Export Trade Assistance Agency and LBTC Executive Director Charles D’Agostino serves on the Advisory Board of the World Trade Center of New Orleans.

LABI has toured the LBTC and is planning to bring their leadership class to the LSU Innovation Park for a tour and workshop in the fall. In addition, the LBTC participates in the BRAC Leadership program and is on the agenda for the economic development sessions. The LBTC has conducted statewide training programs with their mobile classroom and for the LIDEA Economic Development certification programs. LBTC staff serve on various committees for LIDEA and works with the Louisiana Municipal Association for the Incubator on Wheels – Rural Entrepreneurship program.

The LSU Innovation Park is also working closely with our neighbors to provide assistance to the underserved neighbors in the Gardere area by working with the various homeowner and crime prevention organizations and local schools to bring in the Boys & Girls Club, Neighborhood Watch, Crime Stoppers, and other educational and civic groups to improve the neighborhood and the life of the residents. In addition, the LSU Innovation Park has assisted park tenant, the Emerge Center, a research and training center for Autism and speech/hearing disorder, to tap the resources of the community and LSU for interns and faculty researchers.

From external engagement perspective, D'Agostino is currently the President of the Association of University Research Parks, an international organization representing over 400 research parks worldwide. He is also a former board member of the International Business Innovation Association representing over 600 business incubators internationally. Roy Keller of the LBTC is on the board of the National Small Business Technology Council and the Federal Laboratory Consortium through his NASA affiliation.

The College of Engineering continues to make excellent progress in aligning academic and research programs with the state's focal economic development areas. The number of companies funding research projects with the College in fiscal year 2015 included 30 companies resulting in industry funded research totaling \$2,773,308. Companies engaged in industry-sponsored research last fiscal year included Albermarle, BP America, Entergy Corporation, Exxon Mobil, Roy O Martin, and Shell E&P Technology Company. Through the college, LSU partnered with over 80 government entities, private businesses, higher education institutions, and non-profits in South Louisiana including Louisiana Economic Development, Baton Rouge Area Chamber, Greater Baton Rouge Industry Alliance, Louisiana Chemical Association, Louisiana Small Business Development Center, and Louisiana Workforce Commission. Of particular note is the partnership with the New Orleans Chamber of Commerce to create the Louisiana chemical manufacturing initiative (LCMI) which won the second round of the national Investing in Manufacturing Community Partnership (IMCP) competition completed in July 2015. The four major metropolitan areas in the planned community (New Orleans, Baton Rouge, Lafayette and Lake Charles) account for 69% of the state's employment in Advanced Industries Manufacturing, 82% of the state's employment in Energy & Chemical Manufacturing, and 73% of the state's employment in Advanced Industries Total. LSU, supported by other leading entities, serves as a backbone organization to coordinate the effort of the consortium. Competitive federal funds are being sought by partners to develop a healthy modern regional chemical manufacturing community through innovation. The College of Engineering has worked to create links with Louisiana Economic Development and the State's seven regional Economic Development Organizations, to continue to support the region in its economic development efforts. Activities include attending and participating in client recruitment efforts with LED, BRAC, GNO Inc., NLEP, and LEDA. The College, its departments, and diversity programs host nine different industrial advisory boards, with meetings semi-annually consisting of more than 10 corporate partners in each group that assist in guiding programmatic, research, academic, and philanthropic efforts. The College has also held introductory meetings with corporations to build connections through research and recruitment with the faculty and students within the College of Engineering. College of Engineering highlights for 2014-2015 include: \$2,773,308 industry sponsored research funding; 17 economic development organization assists; 202 Companies engaged in recruitment; 30 companies engaged in research; 2 patents awarded; and 20 invention disclosures.

The College of the Coast and Environment (CCE) has long-standing interactions with the chemical industry and the oil and gas industry. These interactions include research supported by industry, and also often via our faculty involvement in the Center for Energy Studies' analyses of economic and environmental aspects of energy market dynamics, technology, and operations. We highlight two of these recent activities with the oil and gas industry here: Gulf SERPENT and recent hire Dr. Brian Snyder.

CCE faculty member Dr. Mark Benfield is the LSU lead investigator as part of The SERPENT Project (Scientific Environmental ROV Partnership using Existing iNdustry Technology). SERPENT is a global collaboration that provides scientists with access to deep water vessels and remotely operated vehicles

(ROVs). Here in the Gulf of Mexico, Gulf SERPENT is a regional component that brings LSU, the Bureau of Ocean Energy Management, and industrial partners (BP, Shell, Chevron, Petrobras-America, and Nexen) together to use industrial ROVs to explore biodiversity in the deep Gulf of Mexico. This university-industry collaboration allows LSU people to use industry equipment launched from oil and gas platforms for oceanic sampling. Gulf SERPENT has been funded by BOEM since 2007 and now is the largest single deep-sea biological observing system in the Gulf of Mexico. Dr. Brian Snyder was recently appointed as an Assistant Professor in the Department of Environmental Sciences within the CCE, as part of the WISE initiative. Dr. Snyder has been actively involved in research related to identifying and documenting trends in the energy markets for the Gulf of Mexico, and specifically on the economics of offshore drilling rig construction and offshore wind energy systems. His research has direct implications to industry and his teaching of undergraduates and graduate students about the environmental and economic costs and benefits of energy development and extraction operations will help train future industry employees.

The Public Administration Institute (PAI) within the E. J. Ourso College of Business worked on several funded research projects that affect economic development, including the following: a multi-year housing needs assessment project funded through a grant from the Louisiana Housing Corporation (LHC); an economic assessment of various projects developed by Louisiana ports to assist the state in documenting benefits and costs of suggested projects funded through the Port Priority Program; an assessment of the economic impact of Louisiana short-line rails funded through a grant from the Louisiana Transportation Research Center and the National Center for Intermodal Transportation for Economic Competitiveness; an assessment of the Louisiana Minimum Foundation Program funded through a grant from the Louisiana Department of Education; an assessment of Louisiana's tax structure funded by the Louisiana Legislature and Tulane University's Murphy Institute; and a service learning project funded by the Louisiana Department of Education to study the implementation of early childhood care and education reform.

The Economics and Policy Research Group interacts on several levels with governmental and commercial entities. They have done recent economic impact studies for Louisiana Economic Development, as well as economic impact of disaster projects for LED and GOHSEP. Their projects for the Louisiana Workforce Commission include an unemployment claims forecast and an Occupational forecasting project where representatives of the firms having the largest economic impact on Louisiana (measured by direct and indirect employment created) are interviewed. They have also interviewed local business groups and industry groups, such as SW LA Econ Dev Alliance, NLEP (North LA Economic Partnership) for Shreveport/Monroe, OneAcadiana, LEDA, GNO Inc., BRAC, Port Fourchon, SLCUC, GBRIA, LMOGA, LCA, LSBN (Nursing-Bienemy), LHA, and the Louisiana Casino Association.

The LSU Coastal Sustainability Studio (CSS) brings together disciplines that frequently conduct research independently—such as design, science, engineering, and planning—to intensively study and build integrated design applications that respond to critical issues of coastal settlement, restoration, flood protection, and economic development. The Studio aligns activities with the goals of the Louisiana Coastal Master Plan, aiming to reduce economic losses and protect assets, promote a sustainable coastal system by using natural processes, provide suitable habitats to support an array of commercial and recreational activities, and sustain our State's unique coastal heritage. The mission of CSS is in sync with the aspirations of the Baton Rouge Area Chamber (BRAC) and Baton Rouge Area Foundation (BRAAF) toward developing the Water Campus. CSS is also naturally aligned with objectives of Greater New Orleans Inc. (GNO Inc.) in assembling a critical mass of community resilience experts (public and private

sector) in the Crescent City. CSS promotes these interests through educational programming (sponsoring lectures and producing presentations and publications), promotion (via information dissemination and participation in chamber-sponsored events such as RES/CON), and direct participation (providing subject matter expertise and designing/developing the exhibition space within the Center for River Studies building). CSS cultivates seeds of research innovation through the CSS New Projects Fund. Transdisciplinary research teams compete for a year's worth of project funding related to high risk/high reward and/or proof-of-concept project ideas. In 2015, CSS dedicated approximately \$100K or 20% of Chevron's annual gift to fund four projects with impressive results: (1) two of four projects have already received over \$300K in follow-on research dollars from NSF and National Academies of Science; (2) the team for the third project has been approached by potential investors; (3) and the fourth project just launched a new free smartphone app that provides critical information for vessels in the Gulf, including storm surge data—particularly helpful to Louisiana's fishing/seafood industry. CSS is contributing to Louisiana's workforce development efforts, helping to educate and train the next generation of coastal problem-solvers and policy leaders. CSS led the effort to launch the new proposed LSU undergraduate Delta Research Minor, a new multidisciplinary program of study representing courses and instruction from the LSU School of the Coast & Environment, College of Engineering, and College of Art & Design. Built around a collaborative, "design thinking" methodology, this program will focus on coastal issues and distinct but interrelated components: multidisciplinary and faculty-mentored research; paid internships; and the Delta Research Studio, a new dedicated active learning environment. Graduates of the Delta Research Minor will be uniquely prepared for the emergent challenges facing coastal Louisiana and similarly vulnerable coasts worldwide. Through speculative design exploration, South Louisiana community and business leaders are reimagining the way they will live and work in the future. CSS was a major contributor on a winning team for Changing Course, a design competition to reimagine a more sustainable Lower Mississippi River Delta. Teams came together from around the world to create innovative visions for one of America's greatest natural resources, presenting ideas which would change the course of the Lower Mississippi River so as to 1) restore effective sediment pathways to the delta, 2) feed surrounding areas with desperately needed sediment, 3) sustain navigation, and 4) promote the cultural, economic, and commercial fabric of the region. The competition hopes to inform the next iteration of Louisiana's Comprehensive Master Plan for a Sustainable Coast in 2017.

The School of Veterinary Medicine has entered a collaboration with the University of British Columbia and VirogenBiotech on oncolytic virotherapy and a new contract is being negotiated. Collaboration continues with Tesa Medical, Inc. around the GraftGrab technology and for which LSU holds the US patent (No. 9,044,315). Another provisional US patent is in progress. LIFT² awards support 1) development of a vaccine against genital herpes simplex infections and 2) a soft tissue tensioning and fixation device (GrabTen). The Oleander, Inc project (Targeted Osmotic Lysis (TOL) for treatment of cancer) is ongoing and has received BOR funding with the Bioengineering, College of Engineering. A US patent (No. 8,877,211) has been granted for a bovine herpes virus vaccine and a new contract and licensing are being negotiated.

Business Innovations and Startups

LSU retains an active and expanding portfolio of business innovations and startups. Element C, item v documents the number of surviving companies is 13.

Peer Comparisons

National Science Foundation data for total and federal research expenditures are used to compare LSU to the SREB 4-year 1 Peer Institutions. In this context, LSU ranked 16th out of 38 with \$94,701,000 in federal research expenditures, and 12th out of 38 with \$290,076,000 in total research expenditures (Table 3). In short, these data indicate LSU compares very favorably to its peers in research expenditures, and thus research productivity.

Table 3: Total and Federal Research Expenditures: LSU vs. SREB 4-year 1 Peer Institutions

Institution	2013-2014 Research Expenditures			Rank
	Total	Rank	Federal	
Auburn University	\$142,487		\$50,088	
University of Alabama	\$53,140		\$26,161	
University of Arkansas, Fayetteville	\$125,824		\$26,111	
University of Delaware	\$175,563		\$116,340	
Florida International University	\$132,531		\$78,961	
Florida State University	\$252,548		\$151,701	
University of Central Florida	\$185,555		\$70,716	
University of Florida	\$708,526		\$289,327	
University of South Florida	\$488,641		\$222,790	
Georgia State University	\$123,915		\$42,259	
University of Georgia	\$355,471		\$126,164	
University of Kentucky	\$328,239		\$142,312	
University of Louisville	\$183,376		\$65,849	
Louisiana State University	\$290,076	(12/38)	\$94,701	(16/38)
University of Maryland, College Park	\$485,051		\$333,409	
Mississippi State University	\$209,729		\$71,715	
University of Southern Mississippi	\$51,938		\$26,163	
North Carolina State University	\$446,112		\$181,449	
University of North Carolina at Chapel Hill	\$989,766		\$610,664	
University of North Carolina at Greensboro	\$20,723		\$13,489	
Oklahoma State University Main Campus	\$126,543		\$36,687	
University of Oklahoma Norman Campus	\$253,344		\$118,925	
Clemson University	\$161,070		\$49,887	
University of South Carolina–Columbia	\$206,173		\$91,890	
University of Tennessee, Knoxville	\$179,041		\$112,201	
University of Memphis	\$55,566		\$21,898	
Texas A&M University	\$854,214		\$311,920	
Texas Tech University	\$159,308		\$33,137	
University of Houston	\$140,597		\$58,954	
University of North Texas	\$44,180		\$16,318	
University of Texas at Arlington	\$89,175		\$24,857	
University of Texas at Austin	\$585,251		\$332,758	
University of Texas at Dallas	\$99,727		\$32,699	
George Mason University	\$98,680		\$61,877	
Old Dominion University	\$67,037		\$41,270	
University of Virginia	\$358,576		\$205,865	
Virginia Tech	\$513,149		\$204,308	
West Virginia University	\$164,454		\$69,165	
Average	\$260,666		\$120,131	

Source=National Science Foundation

Note: LSU includes LSU Agricultural Center, Hebert Law Center, and Pennington Biomedical Research Center
Dollars in thousands

- d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

Louisiana State University and A&M College (LSU) is a nationally recognized, comprehensive research institution. As such, LSU recruits and enrolls students from throughout the United States and employers from Louisiana and other states actively recruit our graduates to work for their companies. Our students are successful in gaining employment in their chosen fields or in being admitted to graduate schools and professional education programs.

The Board of Regents provided each institution with summary data from the most recent Employment Outcomes Report, so that the institution would have these data from this study to use in this report. The data provided in the tables below are from the Employment Outcomes Report. One limitation of the data is that only graduates who are employed in the State of Louisiana are included in any of these analyses. The employment success of our undergraduate and graduate program completers is underestimated when only data from within the State of Louisiana are available.

Using the data from the Employment Outcomes Report, the number and percent of program completers found employed in the state six months after graduation are presented in the two tables below. Table 5 presents these results for graduates who were enrolled as Louisiana residents. In other words, these are the students who stayed in their home state after graduation. For the most recent data (2013-2014), the percent of Louisiana completers employed ranged from 34.5% for completers of professional programs to 69.3% for completers of Master’s programs. Slightly less than two-thirds of the baccalaureate completers (58.8%) were employed in state. Table 6 presents the results for all completers (resident and non-resident completers) with the percent completers employed in state ranging from 28.2% for doctoral programs to 54.8% for Master’s programs. For all baccalaureate completers, the percent employed in the state was 51.7%. The decrease in percent of baccalaureate completers when resident and non-resident completers are combined (see Table 5 compared to Table 6) reflects the combined effects of non-residents returning to their home states for employment and residents being recruited by out-of-state employers. Overall, LSU program completers are successful in gaining employment. The most recent results (2013-2014) continue a successful pattern for employment for completers across the years.

**Table 5. Employment Rate by Degree Level
Six Months After Graduation For Louisiana Resident Completers Only**

Degree Level	Number of Completers			Percent Found Employed After 6 Months		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Baccalaureate	3,721	3,567	3,577	62.3%	61.7%	58.8%
Masters	817	745	685	73.6%	68.5%	69.3%
Doctorate	106	89	114	57.5%	58.4%	58.8%
Professional	52	55	55	42.3%	49.1%	34.5%
Ed. Specialist	11	10	18	63.6%	90.0%	83.3%

**Table 6. Employment Rate by Degree Level
Six Months After Graduation For All Completers**

Degree Level	Number of All Completers			Percent Found Employed After 6 Months		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Baccalaureate	4,583	4,522	4,676	55.9%	55.3%	51.7%
Masters	1,233	1,162	1,109	61.2%	57.4%	54.8%
Doctorate	322	305	342	36.6%	32.8%	35.6%
Professional	82	82	78	34.1%	36.6%	28.2%
Ed. Specialist	12	10	20	58.3%	90.0%	80.0%

The average salaries for all program completers employed in the state 6 months and 18 months after graduation are presented in Table 7. When comparing degree completers' salaries after 6 months for 2011-2012 to those for 2013-2014, each degree level, with the exception of those with Master's degrees, showed an increase in average salaries. All degree levels showed an increase in average salaries from 6 months to 18 months for the 2012-2013 completers. As noted in Table 7 footnote, the salaries 18 months after graduation for the 2013-2014 completers are not available. These results don't reflect the average salary comparisons across years for those completers who are employed out of state.

Table 7. Average Calculated Salary by Degree Level For All Employed Completers

Degree Level	Wages 6 Months after Graduation			Wages Eighteen Months after Graduation ¹
	2011-2012	2012-2013	2013-2014	2012-2013
Baccalaureate	\$26,640	\$27,746	\$28,118	\$36,317
Masters	\$44,567	\$42,074	\$42,604	\$46,700
Doctorate	\$45,817	\$49,935	\$53,138	\$54,461
Professional	\$61,856	\$56,967	\$65,119	\$62,323

¹ Wages eighteen months after graduation for 2013-2014 are not available.

For the current reporting year, 914 baccalaureate completers began at LSU as transfer students. The number of transfer students who completed baccalaureate programs at LSU only slightly decreased over the past year from 919 to 914. This minor decrease (5 fewer transfer students) may reflect the relatively stable exception rate in admission of transfer students from 12.3% in Year 5 to 12.9% in Year 6. Of the 1,227 transfer students who enrolled for the first time at LSU in Year 5, 999 of these transfer students returned in Year 6 resulting in an 81.4% retention rate. LSU continues to provide and enhance support services and student activities for transfer students to improve the academic success of our transfer students.

Performance Objective 4: Institutional Efficiency and Accountability

In July 2010, the LSU Board of Supervisors authorized the LSU System President to increase the total nonresident tuition and mandatory fees of each campus up to 15% per year beginning with the Fall 2010 semester. These increases were implemented to assure that within no more than a five-year period, the total nonresident tuition and mandatory fees are not less than the average total tuition and mandatory fee amount charged to Louisiana residents (as nonresidents) attending peer institutions in other Southern Regional Education Board states. This policy mirrors the language of Objective 4 (c) of the Grad Act. As described below, Louisiana State University and A&M College (LSU) has accomplished the objective of charging nonresident students the rates charged at peer institutions.

In Fall 2011, correspondence between the LSU campus, the LSU System, and the Louisiana Board of Regents clarified that Southern Regional Education Board (SREB) 4-Year 1 institutions are to be used as the LSU peer group for Grad Act tuition comparison purposes. Using the latest published 2014-2015 SREB data, LSU’s nonresident charge of \$26,467 is \$1,517 (6.1%) above the peer average of \$24,950. Before the 2015-2016 academic year, LSU increased total nonresident tuition and fees by 2.0% resulting in a total charge of \$27,005 for nonresident undergraduates. By increasing the 2014-2015 SREB peer rate by the four-year SREB average increase (4.19%), the 2015-2016 estimated peer total is \$25,995. This amount places LSU over \$1,000 above the SREB peer rate. For 2016-17, if LSU’s nonresident tuition and fee rate was held constant and the peer average was again increased by 4.19%, LSU would still be within \$100 of the projected SREB average. Between 2010-2011 and 2015-2016, LSU’s undergraduate nonresident tuition and fees increased from \$16,549 to \$27,005 (over 63%). At this time, LSU is not planning to increase nonresident tuition or the nonresident fee for the 2016-2017 year. Other fees, including student recommended fees, or the student excellence fee, may be increased depending on LSU’s needs as the 2016-2017 fiscal situation becomes clear.

Table 8. SREB 4-Yr. 1 Peers

<u>Academic Year</u>	<u>LSU</u>	<u>Peers</u>	<u>Difference from LSU</u>
<u>Actual</u>			
2013-2014	\$25,790	\$24,268	\$1,522
2014-2015	\$26,467	\$24,950	\$1,517
2015-2016	\$27,005	\$25,995 (projected)	\$1,010
<u>Projected:</u>			
2016-2017	\$27,005	\$27,084	-\$79

Until recently, changes in LSU’s admission criteria appear to have had a greater impact on the number of new freshmen enrolled at LSU than have increases in tuition and fees. LSU’s traditional lower than average nonresident tuition and fees compared to peer institutions has been a significant factor in maintaining nonresident enrollment. However, as LSU began the plan to increase nonresident tuition and fees to the average of its peers, the large price increases negatively impacted nonresident enrollment. In Fall 2010 the new freshman class consisted of over 25% nonresident students, while in Fall 2013, the percentage had dropped to 17%. In order to alleviate the declining nonresident student population, the LSU Board of Supervisors approved nonresident fee exemption adjustments beginning in FY 2014-2015 to make LSU more competitive for high-quality nonresident students. These changes produced an impact,

with the percent nonresident new freshmen increasing from 17% (923 students) in Fall 2013 to 18% (1,000) in Fall 2014. In Fall 2015, the percentage of nonresidents dropped to 17% (944 students). While changes to financial aid programs have been effective, several years of large increases to the nonresident tuition and fees have put LSU in a position where nonresident student aid programs should continue to be evaluated and adjusted. These initiatives will ensure LSU has a diverse geographic population and competitive scholarship programs.

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5.a. Number of students by classification

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Headcount by classification							
Undergraduate	23,017	23,686	23,980	24,631	24,931	25,547	26,220
Graduate	4,975	5,085	5,005	4,918	4,976	4,980	5,691
Total	27,992	28,771	28,985	29,549	29,907	30,527	31,911
Budgeted FTE by classification							
Undergraduate	23,768.8	23,982.0	24,249.2	24,172.4	23,863.0	24,214.2	24,616.4
Graduate	3,866.5	4,029.8	4,075.3	4,741.9	4,672.8	4,692.5	5,098.0
Total	27,635.3	28,011.8	28,324.5	28,914.3	28,535.8	28,906.7	29,714.4

5.b. Instructional Staff Members

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
Headcount	1,256	1,200	1,170	1,300	1,305	1,386	1,461
FTE	1,152.3	1,092.7	1,056.6	1,175.7	1,170.5	1,232.3	1,289.8

5.c. Average class student-to-instructor ratio

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
Undergraduate Headcount	123,129	125,489	125,330	125,129	124,992	126,825	128,391
Undergraduate level sections	3,454	3,404	3,428	3,478	3,546	3,537	3,568
Ratio	35.6	36.9	36.6	36.0	35.2	35.9	36.0

5.d. Average number of students per instructor

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
	24.0	25.6	26.8	24.6	24.4	23.5	23.0

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

College of Agriculture		
Headcount	3	
FTE	0.97	
College of Art & Design		
Headcount	2	
FTE	2.00	
Ourso College of Business		
Headcount	1	
FTE	1.00	
School of Coast & the Environment		
Headcount	1	
FTE	1.00	
College of Human Sciences & Education		
Headcount	3	
FTE	3.00	
College of Engineering		
Headcount	1	
FTE	1.00	
Honors College		
Headcount	1	
FTE	1.00	
College of Humanities & Social Sciences		
Headcount	3	
FTE	3.00	
Manship School of Mass Communication		
Headcount	1	
FTE	1.00	
College of Music & Dramatic Arts		
Headcount	1	
FTE	1.00	
College of Science		
Headcount	1	
FTE	1.00	
School of Veterinary Medicine		
Headcount	4	
FTE	2.95	
TOTAL		
HEADCOUNT	22	
FTE	18.92	

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5. f. Number of staff in administrative areas

President		
Headcount		10
FTE		9.50
Exec Vice Chancellor & Provost		
Academic Affairs		
Headcount		14
FTE		14.00
Vice Chancellor, Finance & Administrative Services		
Headcount		19
FTE		19.00
Vice Chancellor, Research & Econ Development*		
Headcount		6
FTE		6.00
Vice Chancellor, Strategic Initiatives**		
Headcount		1
FTE		1.00
Vice Chancellor, Student Life		
Headcount		8
FTE		8.00
TOTAL		
HEADCOUNT		58
FTE		57.50

Notes:

*One position (Asst. V.C.) is split between Office of Research & Econ Development and the School of Veterinary Medicine.

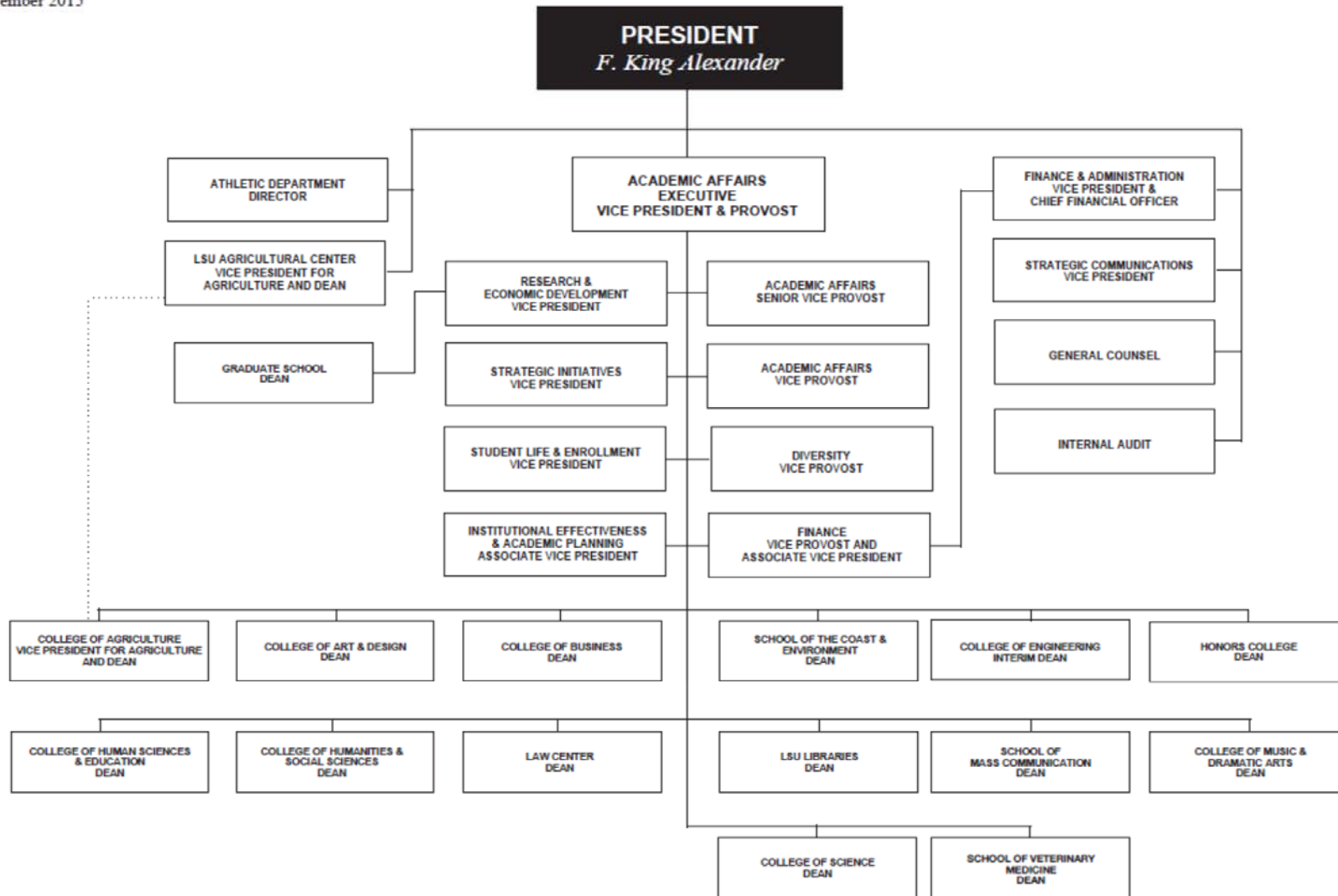
** On the Board of Regents Salary Database this position has a primary function of instruction.

Additional Notes:

These counts now reflect the realignment of LSU System, LSU Law Center and LSU.

One full-time administrator position in the College of Law was incorrectly reported on Board of Regents Salary Database. The position should have been included in instructional faculty counts. This position has not been reported on this table.

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



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

Position	Total Base Salary Reported for Fall 2009	Salary Changes Since 6/30/2008 Reported for Fall 2010	Salary Changes Since 10/31/2010 Reported for Fall 2011	Salary Changes Since 10/31/2011 Reported for Fall 2012	Salary Changes Since 10/31/2012 Reported for Fall 2013	Salary Changes Since 10/31/2013 Reported for Fall 2014	Salary Changes Since 10/31/2014 Reported for Fall 2015
LSU President and President*	\$400,000	----	----	----	\$600,000 New to position as of 6/24/2013	----	----
Executive Vice President and Provost	\$260,000	\$280,000 New to position as of 7/1/2010	----	\$340,000 New to position as of 8/1/2012	\$353,600 Merit Increase	\$364,208 Merit Increase	vacant
Athletic Department Director	\$350,000	----	\$525,000 Salary increase per terms of employment agreement	----	----	----	----
Senior Associate Athletics Director and Assoc. Vice President for University Relations	\$160,000	\$172,000 6/30/2008 salary was \$137,000 7/30/2009 salary increased to \$160,000 - Expansion of position 7/1/2010 Equity inc. to \$172,000	----	----	vacant	Position eliminated	
Vice President, Strategic Communications** (Combined system-wide & campus responsibilities)						\$208,000 New to position as of 10/1/2014	vacant
Vice President, Finance & Administrative Services***	\$205,005	\$220,000 New to position as of 1/1/2010	----	----	vacant	Position eliminated	
Vice President, Finance & Administration and Chief Financial Officer (Combined system-wide & campus responsibilities)						\$325,000 New to position as of 2/25/2014	
General Council							\$270,000 New report due to re-alignment of LSU System to LSU 7/1/2015
Internal Audit							\$137,392 New report due to re-alignment of LSU System to LSU 7/1/2015
Vice President, Research & Economic Development	\$231,535	vacant	vacant	vacant	\$260,000 New to position as of 7/1/2013	\$267,800 Merit Increase	----
Vice President, Strategic Initiatives	\$239,068	----	----	----	\$248,668 Merit Increase	\$256,168 Merit Increase	----
Vice President, Student Life and Enrollment	vacant	\$200,000 New to position as of 4/13/2010 Salary of previous incumbent was \$192,605	----	----	\$209,000 Merit Increase	\$217,000 Merit Increase	----
Associate Vice President, Institutional Effectiveness & Academic Planning (Combined system-wide & campus responsibilities)							\$182,000 Position and Title change due to re-alignment of LSU System and LSU as of 7/1/2015
Vice Provost, Academic Affairs	\$250,983	\$140,000 New to position as of 8/16/2010	\$155,106 Equity increase	----	\$163,606 Merit Increase	\$175,006 Merit Increase	----
Vice Provost, Academic Affairs	\$192,932	----	\$167,500 New to position as of 12/13/2010	----	\$175,000 Merit Increase	\$182,000 Merit Increase	\$205,000 New to position as of 7/1/2015
Vice Provost, Diversity	\$166,000	6/30/2008 salary was \$140,410 10/1/2009 salary increased to \$166,000 - Equity increase	----	----	vacant	\$175,000 New to position as of 7/1/2014	----
Vice Provost and Associate Vice President, Finance	\$194,655	----	----	\$230,000 Retention Increase (per PM-69) as of 10/1/2012	\$250,000 Temporary additional duties VC of FAS and CFO	\$204,824 New to position as of 9/1/2014	----
Dean, College of Agriculture	\$121,103	----	----	----	\$169,124 Merit Increase (form loaded to move incumbant to professor not approved until Dec. 2013)	Position eliminated	

Position	Total Base Salary Reported for Fall 2009	Salary Changes Since 6/30/2008 Reported for Fall 2010	Salary Changes Since 10/31/2010 Reported for Fall 2011	Salary Changes Since 10/31/2011 Reported for Fall 2012	Salary Changes Since 10/31/2012 Reported for Fall 2013	Salary Changes Since 10/31/2013 Reported for Fall 2014	Salary Changes Since 10/31/2014 Reported for Fall 2015
Vice President for Agriculture and Dean, College of Agriculture						\$279,117 New to position as of 10/9/2013 Merit Increase	\$316,117 Car allowance (\$12,000) & housing allowance (\$25,000) moved from fringe benefits to regular salary.
Dean, College of Art and Design	\$185,191	----	vacant	vacant	\$185,000 New to position as of 1/1/2013	\$193,700 Merit Increase	----
Dean, College of Business	\$299,999	----	----	vacant	vacant	\$310,000 New to position as of 4/1/2014	----
Dean, School of the Coast and Environment	\$200,000	New to position as of 7/1/2009 Salary of previous incumbent was \$194,280	----	----	\$208,800 Merit Increase	\$218,100 Merit Increase	----
Dean, College of Human Sciences & Education	\$172,145	vacant	vacant	\$180,000 New to position as of 7/1/2012	\$210,000 New to position as of 6/26/2013	\$217,300 Merit Increase	----
Dean, College of Engineering	\$275,000	New to position as of 6/1/2009 Salary of previous incumbent was \$244,969	----	----	\$290,500 Merit Increase	\$308,000 Merit Increase	vacant
Dean, Graduate School	vacant	\$177,959 New to position as of 6/1/2010 Salary of previous incumbent was \$190,000	----	\$187,000 New to position as of 6/30/2012	\$194,232 Merit Increase	\$200,059 Merit Increase	\$180,000 New to position as of 7/1/2015
Dean, Honors College	\$150,451	----	----	----	\$156,451 Merit Increase	\$160,000 New to position as of 8/15/2014	----
Dean, College of Humanities & Social Sciences	vacant	vacant	\$174,772 New to position as of 1/24/2011 Salary of previous incumbent was \$176,363	\$184,772 Awarded Foundation Distinguished Chair Professorship in amount of \$10,000	\$193,172 Merit Increase	\$235,000 New to position as of 7/1/2014	----
Dean, Law Center							vacant New report due to re-alignment of Law Center and LSU as of 8/17/2015
Dean, LSU Libraries	\$169,823	----	----	----	vacant	\$205,000 New to position as of 8/22/2014	----
Dean, School of Mass Communication	\$225,876	vacant	\$225,000 New to position as of 7/1/2011	----	\$233,900 Merit Increase	\$240,920 Merit Increase	----
Dean, College of Music and Dramatic Arts	\$200,000 New to position as of 7/1/2009 Salary of previous incumbent was \$169,123	----	----	----	vacant	\$185,000 New to position as of 7/1/2014	----
Dean, College of Science	\$207,735	----	Equity increase \$232,000	----	vacant	\$265,000 New to position as of 8/1/2014	----
Dean, School of Veterinary Medicine	\$235,560	----	----	----	\$245,960 Merit Increase	\$290,000 New to position as of 9/1/2014	----

*Only \$300,00 of LSU President and President Alexander's salary is paid by the LSU campus through June 30, 2015 LSU System/LSU merger.
**Only \$156,000 of the Vice President of Strategic Communications is paid by the LSU campus through June 30, 2015 LSU System/LSU merger.
***Only \$243,750 of the Vice President for Finance & Administration is paid by the LSU campus through June 30, 2015 LSU System/LSU merger.

Louisiana State University

5 i. Cost performance analysis (FY 2014-15)

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.

Actual expenditures by function, amount, and percent of total as reported on Form BOR-1.

Expenditures by Function:	Amount	% of Total
Instruction	\$ 204,315,168	41.6%
Research	\$ 57,327,910	11.7%
Public Service	\$ 4,619,584	0.9%
Academic Support	\$ 68,201,002	13.9%
Student Services	\$ 15,632,756	3.2%
Institutional Services	\$ 26,832,899	5.5%
Scholarships/Fellowships	\$ 57,613,398	11.7%
Plant Operations/Maintenance	\$ 57,290,066	11.7%
Total E&G Expenditures	\$491,832,783	100.0%
Hospital	---	0.0%
Transfers out of agency	\$ (211,509)	0.0%
Athletics	---	0.0%
Other	---	0.0%
Total Expenditures	\$491,621,274	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the U.S. Department of Education.

Cost of attendance for a Louisiana resident, living off campus, not with parents.

Tuition & fees (In-state)	\$8,750
Books and Supplies	\$1,500
Off Campus Room & Board	\$15,264
Off Campus Other	\$3,680
Total	\$29,194

iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

4.4 years

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

\$4,172 (Includes general fund direct and statutory dedicated funds.)

v. Average cost per non-completer in the most recent academic year.

\$4,172 (Includes general fund direct and statutory dedicated funds.)

vi. All expenditures of the institution for the most recent academic year.

\$ 974,181,417 (Actual revenues as reported on Form BOR-3.)