LOUISIANA STATE UNIVERSITY and A&M COLLEGE

GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS

GRAD ACT ANNUAL REPORT FOR 2011-2012

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Performance Objective 1: Student Success

Louisiana State University and A&M College (LSU) continues to lead the state-supported institutions in retention and graduation rates for undergraduate students, as verified by the Board of Regents reports. The first to second year retention rate for LSU students is 84.3%, slightly better than the Baseline Year retention rate of 83.4%. The IPEDS graduation rate remains relatively constant over the past 3-years at 60.6% as compared to 60.7% in the Baseline Year and 60.8% in Year 1.[1]

Although the total number of completers in the Year 2 (4,347) was down from the Baseline Year (4,648), the Year 2 total number of completers did increase over the Year 1 number (4,312). The number of degree completers for the Doctor of Veterinary Medicine was slightly lower than the Baseline (75 as compared to 81, respectively). This decrease isn't considered a downward trend because the enrollment projections for the next two years show an increase to previous levels (81 students as in Baseline Year). Of the 75 LSU Doctor of Veterinary Medicine (DVM) students who took their professional licensure exam, 72 passed the exam, producing a 96% institutional passage rate. This passage rate is consistent with previous years and indicates a high level of success for the graduates of the DVM program.

LSU is committed to improving the retention and graduation rates and has implemented or changed policies, procedures, and services to improve student academic performance. Of the total number of freshmen (5,364), 402 (7.5%) were admitted as exceptions to the Board of Regents Minimum Admissions Standards. Examination of these exceptions, however, indicates that 129 (32%) students had completed all required core courses and had a high school GPA of between 2.90 and 2.99. In other words, these students were counted as exceptions but clearly were not significantly less qualified than those admitted with a high school GPA of 3.00. LSU continues to monitor the exceptions on a case by case basis, making appropriate decisions for admitting students who have strong promise of academic success.

During the 2010-11 academic year, LSU conducted a thorough review of university policies, procedures, and student support services to develop focused strategies to improve retention and graduation rates. One initiative resulting from the review was to create an early academic intervention committee in the spring 2012. This committee identifies and advises students who have poor academic performances in their courses. The committee uses a triage approach in determining the nature of a student's academic problem and then directing the student to the appropriate support service to address that problem. The effectiveness of using an early intervention approach will take time to be demonstrated, and the plan is to monitor the outcomes carefully over the next few years. Additionally, students who are on academic warning or probation after their first semester at LSU are now required to meet with an academic advisor and to attend an IMPACT workshop, which provides students with learning strategies to improve academic performance. Analysis of student performance has demonstrated that IMPACT is successful in improving academic performance, increasing the likelihood that students will continue to pursue their college degrees. Another initiative that resulted from the review of

[1] Baseline Year, Year 1, and Year 2 used in this report refer to data presented in the GRAD Act Annual Report Transaction Summary.

policies and services was the reinstatement of the Writing Center, an academic support service to improve student writing.

A number of academic policies were identified that had the potential to negatively affect the retention and graduation of undergraduate students. These policies were compared to our peer institutions to determine how other similar universities address these academic standards. Based on this review, changes to three policies were proposed and submitted to the Faculty Senate Admissions, Standards, and Honors Committee. These policies relate to (1) a class attendance

policy for undergraduate students, (2) re-entry requirements for LSU students who left the institution in good academic standing, and (3) a repeat/exclude policy for calculating the student's GPA when a course is repeated because of an unsatisfactory grade of D or F.

If implemented, the class attendance policy will allow faculty to use attendance in determining a student's final grade when the attendance grading factor is included on the course syllabus provided at the beginning of a semester. Student attendance is a critical factor in student learning and performance in their academic courses. This policy will allow faculty to value and encourage attendance to improve student learning. If a formal policy isn't implemented, other strategies will be adopted to place greater emphasis on student attendance.

The re-entry policy allows an LSU student who leaves the university in good academic standing and who then completes less than 30 hours at another institution to return to LSU without needing to meet transfer student entry requirements. This policy will facilitate return of a student to LSU who may have stopped-out for reasons not related to academic performance.

Another policy under consideration is the repeat/exclude policy. This policy will exclude a grade of D or F in calculating the overall GPA for a student when the student repeats the course. The second grade will be used in the GPA calculation. Both the first grade and the second grade will be included on the transcript but a notation will indicate that the course was repeated and the first grade excluded from the current overall GPA. Other universities have similar policies, often referred to as "repeat/delete" policies. This policy is currently being reviewed by the Faculty Senate with their recommendation submitted to Academic Affairs prior to the end of spring 2012.

Policies such as the three above are consistent with policies at LSU peer institutions and can be implemented to support student learning and retention without lowering academic standards. Other policies are being examined to determine the extent to which some policies may hamper student completion of degree programs while not actually supporting quality academic standards. In all cases, any proposed change to current policies must be reviewed and recommended by the Faculty Senate and approved by the Office of Academic Affairs.

LSU continues to assess student learning outcomes in all degree programs. Each year, academic departments evaluate student performance against expected learning outcomes for each degree program. These evaluations are used by the faculty to determine whether the learning experiences (courses, assignments, other learning opportunities) are achieving the desired outcomes in preparing students for their intended educational goals and professional careers.

Learning assessment reports are prepared yearly to document the evaluation and changes implemented to improve student learning. The reports are reviewed by the academic deans to ensure departmental compliance and also to provide guidance as necessary to the departments regarding their degree programs. This activity is supported by the Office of Assessment and Evaluation. The office offers workshops and consulting to faculty and academic departments to help improve assessment methods and use of results to improve student learning. Finally, the University Review and Assessment Council provides oversight and coordination of the assessment of student learning.

LSU has acquired TaskStream, a data management tool for institution-wide planning and assessment. TaskStream will support the tracking, monitoring, and use of data from assessment of student learning outcomes. During the 2011-12 academic year, academic departments are transitioning their assessment plans and data from the LSU Assessment Matrix, a legacy system with limited applications beyond data and information storage, to TaskStream. Once fully implemented, TaskStream will allow for data analysis, compilation of analyses across degrees, programs, and departments to provide a richer and more complete assessment of student learning in the degree programs and also the general education component.

In addition to the annual assessment of student learning, LSU conducts cyclical reviews of academic programs using external reviewers who have expertise in the specific degree programs. These program reviews are conducted once every 5 to 7 years depending on whether the programs also have external accreditation reviews and the cycle for those reviews. These extensive reviews include an examination of the annual reports to ensure that departments are using the annual assessments to make continuous improvements in the degree programs.

Highly qualified high school students may enroll in LSU courses to pursue their college educational goals prior to graduation from high school. During Year 2, 402 high school students (171 in fall, 228 in spring, and 3 in summer) were enrolled in LSU undergraduate courses. These students completed 1,120 semester credit hours. LSU continues to expand the enrollment of qualified high school students and is developing guidelines to facilitate the offering of dual enrollment classes with selected Louisiana high schools. The Office of Undergraduate Admissions and Student Aid is currently working through the Admissions, Standards and Honors Committee to develop dual enrollment agreements with specific state high schools who receive an "A" rating in BESE's grading classification and which have college prep programs of the highest quality taught by faculty who meet SACS Commission on Colleges accreditation standards. These articulation agreements would allow qualified students to receive both high school and college credit for articulated courses.

LSU graduates well-prepared undergraduate and graduate students. As the Flagship University, LSU is committed to providing Louisiana's most highly qualified high school students the best learning opportunities in support of developing leaders for the future of the state. LSU faculty, staff, and administrators continually evaluate their programs and services to support students and to ensure student academic success.

Performance Objective 2: Articulation and Transfer

Louisiana State University and A&M College (LSU) currently has the highest transfer admission standards in the state. Since 2005, LSU's transfer admission requirements exceeded the Board of Regents Minimum Admission Criteria for transfer students by requiring completion of a college level English and Math course and 30 total hours. In Fall 2012, the Board of Regents Minimum Admission Criteria for Transfer Students will increase the minimum hours needed from 24 to 30 and add completion of college level English and Math. These new standards will be in line with LSU's current transfer admission requirements. LSU monitors the performance of transfer students and will propose increased admission standards if doing so would predict improved retention and graduation rates for transfer students.

The LSU Office of Undergraduate Admissions continues to increase the level of quality of service to transfer students. Transfer students' transcripts are loaded earlier in the LSU system so that they can be advised and pre-register for classes with their cohorts at LSU. Transfer students receive registration priority commensurate with the number of hours that they will transfer. This approach was approved 3 years ago and is a tremendous benefit for transfer students. Prior to that time, transfer students had the very last registration priority, a very unfriendly policy which reduced the options for courses for the transfer students. Additionally, LSU Admissions has designated a transfer representative to visit community colleges not only to recruit students, but also to assist the students and inform the staff of any new initiatives for transfer students.

The Office of Undergraduate Admissions and Financial Aid and the Office of the University Registrar have developed a transfer student information tracking system similar to the tracking system used for freshmen students. The system provides a degree audit and a recommended pathway for degree completion. The new transfer tracking system was implemented in fall 2011.

LSU tracks performance of transfer students including those admitted by exception. The first to second year retention rates for transfer students was 78.5% for the 2009-10 cohort and 79.6% for the 2010-11 cohort. For the same two academic years, the retention rates for transfer students admitted by exceptions were 71.6% and 77.6%, respectively. It should be noted that the transfer exception rate for 2011-12 is now at 4%, down from the 6% reported for the previous year. The lower retention rates for those students admitted by exception indicate the need to focus retention efforts on these students in the same manner that the university now focuses on freshmen to sophomore retention issues. It is very important to track retention and graduation rates for these students. We currently have a faculty admissions committee who oversees the admission of our freshman and transfer exceptions. LSU will continue to monitor and track these students' performances. Unlike the retention calculations for incoming freshmen, any analysis of transfer students' performances is more complicated. These students may transfer in at the same time, but they are not necessarily at the same point in their academic programs, entering with different numbers of hours completed and with different degree program requirements as compared to freshmen who are enrolling primarily in their general education courses. Analyses of retention and graduation rates for transfer students will need to be interpreted with consideration to these differences.

LSU communicates regularly with our community college partners. The Office of Undergraduate Admissions has identified those community colleges which provide the most transfer students, including Baton Rouge Community College, LSU-Eunice, and Delgado Community College.

This past year, LSU Office of Admissions hosted staff from our major feeder community colleges to a luncheon where they had the opportunity to ask questions and see presentations from various areas on campus that are relevant to transfer students. This event was judged very successful. LSU will continue to host these events.

Other forms of feedback include providing the community colleges with course transfer information to facilitate community college student advising and ultimately to have better prepared transfer students. The Office of Undergraduate Admissions continues to expand the web-based Tiger Transfer Tables to include not just in-state institutions but also out-of-state institutions from which LSU attracts many transfers. These online tables are state of the art, allowing students and advisors to better understand which courses best prepare the student for successful transfer to LSU from community college.

As part of the approval process for the 2012-2013 Articulation Matrix, and also to provide feedback to the community colleges on the course content of College Algebra across the state, LSU asked our Department of Mathematics to review all college algebra syllabi from the 2-year Louisiana community colleges. The purpose of this review was to determine whether the community colleges' course content covered the material necessary for successful completion of subsequent courses once student transferred to LSU. When LSU completes this review, the performance of the community college students will be compared to students who complete MATH 1021 at LSU. The results of these analyses will be shared with the community colleges.

LSU currently has two agreements to redirect first-time freshman applicants not meeting admission requirements to community colleges. In the prior year, 616 students were referred by LSU to 2-year colleges on the basis of these agreements. The LSU-Eunice Bengal to Tigers Program was established when LSU-E moved from a commuter campus to a residential campus, allowing students from throughout the state to study at LSU-E. Students who are denied admission to LSU are sent a letter inviting them to participate in the LSU-E Bengal to LSU Tigers Program. The Office of Undergraduate Admissions then utilizes a unique code to track these students and then securely sends the file of these students to LSU-E which then can communicate directly with the students. Upon completion of the 60 hours with a 2.5 GPA, these students, already in LSU's database, do not have to re-apply to LSU. They only need to submit official transcripts from LSU-E to transfer to LSU to complete their bachelor's degree program.

The other partnership is with the Baton Rouge Community College (BRCC). The BRCC Bears to LSU Tigers was negotiated by the Chancellors of the two institutions. This program creates a direct feed of students from BRCC to LSU. Through the agreement, students in the program will be allowed to have access to LSU advising and use of some facilities. This program, implemented in fall 2011, encourages students not admitted to LSU to begin their postsecondary education at BRCC and allows them to benefit from programs and resources at LSU. Students in the BRCC Bears to Tigers Program must sign an agreement to participate in this program. Since the program is in its infancy, representatives from the admission offices at LSU and BRCC are

currently developing the admission process. At LSU, these students will have a special program code which will identify them in the LSU database. Using the Bears to Tigers agreement as a basic format for articulation agreements, seven LSU academic departments have signed degree program 2+2 agreements with their corresponding BRCC programs. These programs provide specific requirements for students to complete the Associate degree at BRCC and be admitted directly into the undergraduate degree program. The programs include AST Teacher Education, Coastal Environmental Science, Construction Management, Engineering, Environmental Management Systems, Landscape Management, and Renewable Natural Resources. Two of these programs, AST Teacher Education and Coastal Environmental Science, were extended to River Parishes Community College.

The performance of students participating in these new programs will be monitored and reported back to the respective community colleges. Because students are identified as future transfer students to LSU when they enter these programs, the opportunities for advising and career counseling for a degree from LSU can begin earlier in their postsecondary education.

LSU has further developed its transfer website to include several resources to assist transfer students. Specific information about the AALT & ASLT is included in the website as well as relevant links to assist students as they navigate the process. We are currently developing templates for these students by major, to facilitate ease of transfer. There is a designated transfer representative at LSU who is responsible for advising these students on the admission process as well as advisors in place at University College Advising and Counseling to assist in the advising of these students.

LSU has worked closely with the Board of Regents for the past several years in the development and expansion of the Transfer Crosswalk/Articulation Matrix. Additionally, LSU developed an online application of its Transfer Tables, whereby students interested in transferring to LSU can determine how coursework at their community college will transfer to LSU. LSU's online transfer tables place it at the forefront of the state as well as national peers.

Performance Objective 3: Workforce and Economic Development

3.a Eliminate academic programs that have low completion rates as identified by the Board of regents or 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 (LSU) monitors its degree programs to ensure program viability and alignment with workforce needs in the state and region. The Board of Regents conducted a state-wide review of completion rates for undergraduate and graduate degree programs in 2011. As a result, the following degrees were terminated: Bachelors of Arts in Women's and Gender Studies, German and Latin; the Master of Education in Educational Technology Leadership; Master of Arts in Geography; and the Master of Science in Agronomy. Prior to that review, LSU also terminated the Master of Science in Wildlife and the Master of Science and the Doctor of Philosophy in Forestry. In some cases, such as the degree programs in Forestry, the curricula were merged with other related disciplines to maintain the program content and create more viable degree programs.

LSU continues to monitor completer rates on an annual basis. Programs approaching low completer rates are notified so that effective recruitment, retention, and graduation strategies can be used to improve completer rates in those programs. It is critical to the economic well-being of the state that LSU remain a research-focused institution of higher education offering a comprehensive array of undergraduate and graduate degree programs.

New programs have been added to address important economic needs of the state. The Master of Science in Costal and Ecological Engineering and the Doctor of Philosophy in Environmental Sciences were approved as new degree programs in March 2012. Additionally, the proposal for the Master of Science in Construction Management is currently under review at the Board of Regents. The educational training opportunities in these degree areas are closely tied to the workforce needs and economic development of the state.

LSU's role as Louisiana's Flagship University focuses the institution on the importance of basic and applied research as the foundation of new innovations and technological applications critical to economic development in the state.

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

Louisiana State University and A&M College (LSU) continues to expand its efforts in distance education. The number of students enrolled during Year 2 with 100% instruction through distance education was 2,681, an increase of 1,375 above the Baseline Year. At the same time, the number of course sections offered with 100% instruction decreased from the Baseline Year (130) to Year 2 (111). This reduction in the number of sections reflects the shift from courses being delivered via compressed video with each location representing a separate course section to being delivered via Web-based instruction with all students enrolled in the same section.

LSU is developing new courses and programs delivered through distance learning. The Task Force on Distance Learning, appointed by Provost Hamilton in August 2011, was charged with determining procedures for organizing and delivering distance education programs online. The issues addressed by this task force have ranged from identifying needed university policies to ensure quality educational programs, how to use of a third-party vendor for recruitment of students nationally and technical support, and which degree programs are most suited for online or distance education. The plan, at this time, is to pursue distance education offerings for graduate programs in business, engineering, and education. A Request for Proposals to secure a vendor to facilitate recruitment in selected program areas is being developed, and currently available university technology will be able to support the initial delivery of the programs. These degree programs will be delivered fully online. Distance education degree programs presently offered at LSU will continue to be delivered as they are now until additional resources are developed.

LSU currently offers four graduate degree programs via distance education. The Master of Library and Information Science (MLIS) was initially offered through compressed video but the shift in recent years has been to online courses. This program had 85 graduate students enrolled in the distance education courses in fall 2011. The acquisition and application of Abode Connect has made it easier for students to interact in their online library science graduate classes.

The Master of Social Work (MSW) is also offered in a distance education format. Social work graduate courses are delivered via compressed video in Alexandria, Lake Charles, and Shreveport. Twelve graduate students were enrolled in the distance education courses in fall 2011. Although students come to campus to mandatory meetings including new student orientation, all required courses are available for students at the distance education sites.

Distance education Master's and doctoral degrees in Human Resource are offered in three concentrations: Agricultural and Extension Education, and Youth Development; Human Resource and Leadership Development; and Career and Technical Education. Across these concentrations, seven Master's degree students and one doctoral student were enrolled in distance education courses in the fall 2011. These programs address critical workforce and economic development needs in the state.

Individual online courses are available to undergraduate students through Independent and Distance Learning in the Division of Continuing Education. These online courses are offered by the academic departments and are delivered online to students in an independent study format. A total of 78 courses are currently available to students who need specific courses but are unable to enroll in on-campus courses because of scheduling problems or other personal reasons. These courses are taught by LSU faculty. Students receive the same course material and course credit as the on-campus version of the course. LSU Independent and Distance Learning continues to increase these offerings to accommodate students' needs and demands for specific courses.

The LSU Division of Continuing Education provides undergraduate credit certificates in liberal studies, business communication, and human services designed for persons who do not have a college degree. The certificate programs increase workforce skills and each individual's level of educational preparation. The certificate programs consist of five courses (four required courses

and one elective), totaling 15 semester hours of college credit. Online courses may be selected by the students to meet most certificate program requirements.

In addition to the degree programs offered through distance learning, individual courses are also offered online. This past year, three undergraduate accounting courses were prepared for online delivery in the LSU Independent and Distance Learning Program. To support the further development of distance education to serve the needs of LSU students, the university is initiating a pilot program in the College of Engineering during the summer of 2012. The pilot program will allow the university to evaluate a funding model and to determine the best method for delivering and scheduling these courses. This program will be focused on delivering specific engineering courses to LSU undergraduate students who are working off campus in internship or work exchange programs. The ability for students to continue with their coursework while away from campus will ensure that they able to make progress toward degree completion. These specific distance learning courses provide faculty with opportunities to develop educational materials and to gain experience with distance learning technologies which will help advance LSU distance education program offerings in the future.

3.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
In the 2011 report, we explicated at length the methods to produce the data for items i-v. Due to space limitations we refer the reader back to that report for methodological details, but note that the exact same methods were used in both years, ensuring consistency over time. All data required for Element 3.c are reported in Addendum 2.

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 2010 is found in item i and is 52.7%, a 1.1% raw increase over the prior year. The percentage of instructional faculty holding R&D grants/contracts in Louisiana's key economic development industries as found in item ii is 46.3%, a 2.3% raw increase over the prior year. In substantive terms, while 52.7% of faculty had active grants, more than 46% of them are in the disciplines supporting Louisiana's key economic development industries. Proportionally speaking, 88% 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.

Item iii provides the total dollar amount of R&D expenditures for LSU based on the five year average for FY 2006-07 to FY 2010-2011, which is $149,301,000. The average annual rate of increase with these data over the reporting period is 1.8% for total expenditures and 4.8% for federal expenditures. The total dollar amount of R&D expenditures in Louisiana's key economic development industries based on the five-year average for FY 2006-07 to FY 2010-2011 (item iv) is $142,770,000. The average annual rate of increase, with these data over the reporting period is 1.8% for total expenditures and 5.0% for federal expenditures. Proportionately, 95.6% of R&D expenditures at LSU correspond to the broad economic development focal areas defined by FIRST Louisiana and the Blue Ocean Initiative.

To make comparisons with peer universities, LSU data are often combined with LSU Law Center, LSU Agricultural Center, and Pennington Biomedical Research Center. Using combined data supplied to the National Science Foundation for the Higher Education Research and Development Survey, the five-year average for research expenditures for FY 2006-07 to FY 2010-2011 is $283,894,000. The average annual rate of increase over time during this period is 1.6% for total expenditures and 4.1% for federal expenditures. Focusing only on research expenditures in the Louisiana key economic development industries, the figure for the same time period is $277,363,000, with an average annual rate of increase of 1.6% for total expenditures and 4.1% for federal expenditures. Combined data are shown in Addendum 2.

Current and Prospective Technology Transfers in Key Economic Development Industries
Item v, provides the LSU technology transfer numbers. In FY 2010-2011 for example, there were 38 disclosures, 5 licenses and options awarded, 6 patents awarded, 1 start-up formed, and 10 surviving start-ups which are documented. LSU was also able to indirectly document that this activity is closely aligned with the key economic development industries by collecting additional data for disclosures. The disclosure data, available upon request, indicates that LSU has received

invention disclosures in engineering, chemistry and materials sciences, biomedicine and biotechnology, and computer science and information technology.

Collaborations
LSU maintains a strong relationship and a high level of interaction with Louisiana Economic Development (LED) in particular, and has several initiatives in place to align R&D activities at LSU with Louisiana's key economic development industries. Much of this activity is described below, but it should be noted that space limitations preclude comprehensive cataloguing of all such activity.

The College of Engineering continues to make excellent progress in aligning academic and research programs with the state's focal economic development areas. For example, the number of companies engaged in research projects with the College has increased approximately 10% to include nearly 40 companies. On average, the Engineering Office of Corporate Relations and Economic Development hosts 3 multi-disciplinary campus visits per month for companies to interact and gauge interest with University faculty and research centers. This number does not account for site visits to corporate facilities, which average 2 per month. With an increase in student enrollment of 27% over the last three years, the Office of Corporate Relations and Economic Development has worked to increase the number of companies recruiting LSU Engineers by 10% (160 total companies recruiting) over the past year . With strategic efforts, outreach has been targeted to Louisiana based companies.

The College of Engineering has worked to create links with LED, Baton Rouge Area Chamber (BRAC), Greater New Orleans (GNO) Inc, and Louisiana Business Technology Center (LBTC) to continue to support the region in its economic development efforts. Activities include attending and participating in client recruitment efforts with BRAC, LED, and GNO Inc. (at least 6 within the current fiscal year- July 1 – March 10); assisting in connecting small businesses with faculty expertise through Small Business Innovation Research (SBIR) grants in partnership with LBTC; partnering with LBTC and BRAC to assist small businesses in their workforce recruitment efforts; participating on the Louisiana Innovation Council commercialization working group for the advancement of technology transfer; and chairing the technology committee and participating in the academic committee through the Louisiana Technology Council (LTC).

The College of Engineering is active partners with the Greater Baton Rouge Industry Alliance (GBRIA) and the Louisiana Chemical Association (LCA) and has given 3 presentations to their respective groups over the last year to further develop relationships and align the College with needs of industry. The College, its departments, and diversity programs host eight 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. Since July 2011, the College has held over 60 introductory meetings with corporations to build connections through research and recruitment with the faculty and students within the College of Engineering.

In the College of Science, Geology faculty are involved in joint research projects with the petrochemical industry helping to develop new drilling technologies. In the Biological Sciences, faculty members are working to uncover the structure of proteins and enzymes in order to

understand disease. Armed with this structural information, LSU is working with companies such as Pfizer to develop drugs to combat health issues ranging from asthma to antibiotic resistant bacteria.

As part of an initiative to partner with Entergy and the nuclear power industry, both the Departments of Physics and Astronomy and Mechanical Engineering are working to develop new curricula to educate the next generation of nuclear power scientists. The physics effort focuses on developing a program to train health scientists while the engineering component targets educating technicians in the power production technologies.

CAMD (the Center for Advanced Microstructures and Devices) has recently capitalized on its industrial connections to address several "Blue Ocean" targets, specifically those related to the traditional strengths of next wave oil and gas as well as renewables and energy efficiency. In the petrochemical production arena CAMD scientists are working with smaller service companies as well as larger international corporations on technologies to characterize and remediate the contamination of oil completion and drilling fluids that occur with traditional drilling and newer developing technologies for fracking.

With CAMD being a key site for the Department of Energy - Energy Frontier Research Center, new catalysts by design are being developed, targeting state priorities in green energy as well as enhanced recovery techniques. Local chemical industries including BASF and Albemarle are using CAMD to develop their latest catalysts and evaluate their product performance, while the CAMD Industrial Advisory Committee, chaired by BASF, is exploring the potential of creating a university/industrial consortium to coordinate activities in this area.

Additional activities contribute to other aspects of the Blue Ocean plan targeting areas such as drug discovery, anti-cancer treatments, and understanding and controlling the behavior and production of environmentally-persistent toxic chemicals.

The Division of Economic Development, housed in the Economics Department and E.J. Ourso College of Business, works extensively with a number of agencies on Louisiana economic development initiatives. Under a standing contract with the Louisiana Department of Economic Development, the Division provides impact studies to evaluate the economic impact and tax revenue streams associated with proposed economic development projects. The Division also provides one time studies on specific topics such as the export content of various business sectors for the Department of Economic Development.

The Division also works extensively with the Louisiana Workforce Commission on a variety of projects related to evaluating the needs of employers in Louisiana and better educating or training workers to take advantage of opportunities in Louisiana. The Division also provides regular reports to the Department of Health and Hospitals on the number of uninsured children and adults. Likewise, the Division provides an annual Tourism Satellite Account report to the Louisiana Department of Culture, Recreation and Tourism measuring the number of jobs and tax dollars attributable to tourism. These research projects and a number of related projects have been particularly important in monitoring the recovery of the Louisiana economy in the wake of Hurricanes Katrina and Rita and the recent BP oil spill.

The Louisiana Business & Technology Center (LBTC), an integral unit of the E.J. Ourso College of Business, operates as the economic development arm of the university and is active with Louisiana Economic Development, Louisiana Industrial Development Executives Association (LIDEA) and other state, local and regional economic development groups. LED funds the LBTC to operate the Louisiana Technology Transfer Office at the NASA Stennis Space Center and the Michoud Assembly Facility and promote the Small Business Innovation Research (SBIR) program statewide. The LBTC also is represented on the Legislative Small Business & Entrepreneurship Council and works with over 300 businesses annually through its incubator program and management assistance office.

LED authorized and funded the LBTC to establish the LBTC Business Disaster Recovery Center after hurricanes Katrina, Rita, Gustav and Ike and again after the Deep Water Horizon Oil Spill and the LBTC is deploying its Mobile Classroom to disaster impacted and rural communities statewide to provide business counseling and support services. Finally, LED and other agencies are providing funding to the LBTC to develop an international trade and export assistance office to assist Louisiana businesses develop export programs and to stimulate direct foreign investment in Louisiana.

The Manship School of Mass Communication continued work with the Centers for Disease Control and Prevention (CDC) on the Behavioral Risk Factor Surveillance System (BRFSS), a state-based system of health surveys that collects information on health risk behaviors, preventive health practices, and health care access primarily related to chronic disease and injury. To measure labor shortages in the state, the Louisiana Department of Labor (LDOL) has partnered with the PPRL (Public Policy Research Lab) to survey over 8,000 businesses about job vacancies they have. This survey will be performed annually to track changes over time. Results of this survey help LDOL better support both small and large businesses across the state. PPRL also administered the Louisiana Health Insurance Survey, which was sponsored by the Louisiana Department of Health and Hospitals (DHH). This study seeks to accurately determine the number of uninsured people in Louisiana, an issue closely tied to sound economic development.

The Division of Biotechnology and Molecular Medicine (BioMMED) of the LSU School of Veterinary Medicine operates the NIH-funded Center for Biomedical Research Excellence (COBRE), Center for Experimental Infectious Disease Research (CEIDR). This Center is a strategic alliance of the School of Veterinary Medicine and the Tulane National Primate Research Center (TNPRC) located in Covington, LA. The Center includes more than 10 well-funded investigators at both institutions working on highly important infectious diseases of humans and animals. The Center has molecular biology and protein production and purification core laboratories supporting researchers to develop state-of-the-art diagnostics, therapeutics and vaccines for infectious diseases and actively collaborates with the LSU Health Sciences Centers in New Orleans and Shreveport, the Louisiana Vaccine Center (New Orleans-based), the Louisiana Cancer Research Consortium (New Orleans-based), as well as the Tulane Medical Center (New Orleans). Multiple investigators have interactions with industrial partners and have been awarded patents on specific discoveries, while a number of patent applications are also pending. Current collaborations are in-place with the Louisiana Emerging Technologies Center-based companies located within the LSU Baton Rouge campus.

The Horse Industry contributes $2.45 billion yearly to the Louisiana economy, and the Equine Health Studies Program (EHSP) within the School of Veterinary Medicine is strategically designed to improve the health and welfare of horses in the state and region. The EHSP and the Department of Pathobiological Sciences at LSU's School of Veterinary Medicine (SVM) are partnering with the Louisiana Racing Commission (LRC) and the Fair Grounds Race Course (A Churchill Downs Company), in New Orleans, to provide health and injury data on horses at the racetrack. These data will help the racetrack improve race track quality, racing conditions, and generally improve racehorse health. This program is essential for the racetrack's continued safety certification with the National Thoroughbred Racing Association Safety and Integrity Alliance. The EHSP is also partnering with industry to improve the health of racehorses through research and development into serious diseases. The discovery of remedies for common illnesses in racehorses has and will continue to contribute to the health and welfare of one of Louisiana's key economic development industries.

The GraftGrab, a device for securing anterior cruciate ligament reconstructions targeted for human and canine bone, has been developed and tested by the school. A company (Tesa Medica, Inc.) was formed by the Louisiana Fund, a venture capital fund which is housed at the Louisiana Emerging Technology Building.

Business Innovations and Startups
LSU retains an active and expanding portfolio of business innovations and startups. Item v documents the establishment of one new start-up in the 2010-2011 fiscal year. The number of surviving companies is 10. LSU's SBIR/STTR awards made to Louisiana companies in 2010-2011 were to Enervana Technologies and Bascom Hunter. Additional information on these awards is available upon request.

Peer Comparisons
Two data sources are used to compare LSU's research productivity to its peers: the National Science Foundation for federal expenditures; and the National Center of Education Statistics IPEDS data for total expenditures. Using these two sources, LSU can be compared to the SREB 4 Year 1 Peer Institutions. In this context, LSU ranked 9th out of 38 with $157,645,000 in federal research expenditures, and 13th out of 38 with $264,072,400 in total research expenditures (Table 1). In short, these data indicate LSU compares very favorably to its peers in research expenditures, and thus research productivity.

The technology transfer activity at LSU compared to its peer institutions is provided in Table 2. These data were secured from the AUTM U.S. Licensing Survey: FY 2010. These data may be different from NSF reported data for a number of reasons, such as the expenditure data reported for LSU to NSF includes all the LSU System's Baton Rouge campuses. In addition, numerous institutions provided in this table do not report to the AUTM survey, and for others it is ambiguous what the scope of the reporting unit actually is. Nevertheless, the raw number of inventions disclosed, patents issued, licenses and options issued, and startups are provided in the table. In addition, these figures are provided as a ratio per 20 million in research expenditures to provide context as was discussed in the 2011 report. For invention disclosures and patents issued, LSU ranks 22nd out of 27 reporting, for licenses and options it ranks 22nd out of 26 reporting, and for startups it ties for 17th out of 26 reporting. The meaningfulness of these comparisons is unclear given the questionable comparability of data sources across the reporting units.

Table 1: Total and Federal Research Expenditures
LSU vs. SREB 4 Year 1 Peer Institutions

	Research Expenditures			
	Total		Federal	
Institution	2009-2010		2008-2009	
Auburn University	$118,113,008		$52,911,000 *	
University of Alabama	$44,757,612		$23,944,000	
University of Alabama at Birmingham	$362,514,830		$300,130,000	
University of Arkansas	$118,972,869		$31,597,000	
University of Delaware	$123,126,823		$87,090,000	
Florida International University	$66,360,290		$53,647,000	
Florida State University	$136,369,194		$117,294,000	
University of Central Florida	$115,205,037		$65,042,000	
University of Florida	$581,896,000		$232,737,000	
University of South Florida-Main Campus	$267,596,619		$190,949,000	
Georgia State University	$98,344,633		$24,038,000	
University of Georgia	$317,878,605		$106,932,000	
University of Kentucky	$293,313,648		$145,483,000 *	
University of Louisville	$146,553,000		$72,770,000	
Louisiana State University	**$264,072,400**	**(13/38)**	**$157,645,000** *	**(9/38)**
University of Maryland-College Park	$389,862,241		$246,985,000	
Mississippi State University	$196,784,722		$102,903,000	
University of Southern Mississippi	$52,808,819		$41,517,000	
North Carolina State University at Raleigh	$244,296,101		$135,318,000	
University of North Carolina at Chapel Hill	$460,810,135		$481,837,000	
Oklahoma State University-Main Campus	$122,362,684		$39,517,000 *	
University of Oklahoma Norman Campus	$101,684,000		$95,809,000 *	
Clemson University	$145,343,969		$55,108,000	
University of South Carolina-Columbia	$128,654,587		$107,504,000 *	
University of Memphis	$40,293,776		$16,179,000	
University of Tennessee	$266,369,688		$156,043,000 *	
Texas A & M University-College Station	$506,454,534		$261,491,000	
Texas Tech University	$124,902,340		$24,184,000	
University of Houston	$113,810,734		$40,020,000	
University of North Texas	$21,259,725		$20,215,000	
University of Texas at Arlington	$55,557,303		$24,290,000	
University of Texas at Austin	$493,102,693		$309,125,000	
University of Texas at Dallas	$75,481,043		$25,651,000	
George Mason University	$73,000,192		$55,678,000	
Old Dominion University	$7,265,529		$27,644,000	
University of Virginia-Main Campus	$344,048,928		$218,499,000	
Virginia Polytechnic Institute and State University	$272,868,989		$148,411,000	
West Virginia University	$164,574,524		$64,388,000	
Average	**$196,228,206**		**$114,750,658**	

Source & Notes:
Total: Source=IPEDS Data Center
Note: LSU includes LSU Agricultural Center, Hebert Law Center and Pennington Biomedical Research Center
Federal: Source=National Science Foundation
Note: Amounts followed by a "*" are for all campuses within the system of the institution

Table 2: AUTM Fiscal Year 2010 Metrics										
LSU vs. SREB 4 Year 1 Peer Institutions										
							Per 20 Million in Research Expenditures			
Institution		Research Expenditures	Invention Disclosures	Patents Issued	Licenses and Options	Startups	Invention Disclosures	Patents Issued	Licenses and Options	Startups
Auburn University		$145,115,000.00	105	23	25	1	14.47	3.17	3.45	0.14
University of Alabama		$40,762,000.00	31	1	3	0	15.21	0.49	1.47	0.00
University of Alabama at Birmingham	*									
University of Arkansas		$113,905,871.00	34	8	64	5	5.97	1.40	11.24	0.88
University of Delaware		$121,199,743.00	56	15	3	1	9.24	2.48	0.50	0.17
Florida International University		$76,746,403.00	24	1	1	0	6.25	0.26	0.26	0.00
Florida State University		$217,441,956.00	45	21	6	2	4.14	1.93	0.55	0.18
University of Central Florida		$117,833,479.00	96	85	13	6	16.29	14.43	2.21	1.02
University of Florida		$535,877,029.00	295	59	92	9	11.01	2.20	3.43	0.34
University of South Florida		$390,850,000.00	161	67	37	5	8.24	3.43	1.89	0.26
Georgia State University	*									
University of Georgia		$230,803,000.00	144	30	112	4	12.48	2.60	9.71	0.35
University of Kentucky	*	NA	57	28	9	6				
University of Louisville	*	$189,090,000.00	105	8	6	NA	11.11	0.85	0.63	
LSU (Fiscal Year 2010-2011)		$152,044,000.00	38	6	5	1	5.00	0.79	0.66	0.13
University of Maryland College Park	*									
Mississippi State University		$231,675,000.00	51	8	12	1	4.40	0.69	1.04	0.09
University of Southern Mississippi	*									
North Carolina State University		$360,795,000.00	124	32	74	4	6.87	1.77	4.10	0.22
University of North Carolina at Chapel Hill		$737,591,959.00	125	27	39	5	3.39	0.73	1.06	0.14
Oklahoma State University Main Campus		$183,107,209.00	42	5	9	2	4.59	0.55	0.98	0.22
University of Oklahoma-All Campuses		$160,559,080.00	49	22	3	1	6.10	2.74	0.37	0.12
Clemson University		$187,292,161.00	82	20	11	3	8.76	2.14	1.17	0.32
University of South Carolina-Columbia		$126,994,398.00	61	6	16	1	9.61	0.94	2.52	0.16
University of Memphis	*	NA	18	1	NA	0				
University of Tennessee, Knoxville		$286,280,573.00	91	22	15	4	6.36	1.54	1.05	0.28
Texas A & M University	**									
Texas Tech University	*									
University of Houston		$119,811,000.00	46	13	9	1	7.68	2.17	1.50	0.17
University of North Texas	*									
University of Texas at Arlington	**									
University of Texas at Austin	**									
University of Texas at Dallas	**									
George Mason University		$100,286,575.00	61	24	6	2	12.17	4.79	1.20	0.40
Old Dominion University	*									
University of Virginia		$276,308,000.00	139	21	42	6	10.06	1.52	3.04	0.43
Virginia Polytechnic Institute & State U.		$226,129,280.00	148	37	45	2	13.09	3.27	3.98	0.18
West Virginia University		$95,554,400.00	32	8	7	2	6.70	1.67	1.47	0.42
Average		$216,962,124.64	83.70	22.15	26.56	2.85	7.72	2.04	2.45	0.26

Notes: * Indicates did not report or incomplete data
** Reported as a system

3.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.

The Louisiana Employment Outcomes Report provides a comprehensive analysis of university completers who are found to be employed in the state. The results provided in the Outcomes Report for Louisiana State University and A&M College (LSU) include the years 2006-07, 2007-09, and 2008-09. During those three years the total number of undergraduate program completers were 4,606 (2006-07), 4,590 (2007-08), and 4,725 (2008-09) with the percent found employed 18-months after graduation for each year being 55.1%, 55.6% and 56.3%, respectively. Also, for the Master's degree graduates, the percent employed in the state 18-months after graduation were 50.5% (2006-07), 53.3% (2007-08), and 54.5% (2008-09). These results indicate that more than half of the LSU graduates are finding work in Louisiana after graduation. The percent of doctoral graduates employed in the state after 18-months was consistently at 30% (30.8%, 30.3%, and 30.0%, respectively). As might be expected, graduates who were enrolled as Louisiana residents were more likely to be found employed in the state as compared to non-residents (for undergraduates, 60.5% of residents as compared to 28.5% non-residents). These data suggest that non-resident students leave the state after graduation, most likely to return to their home state to begin their professional careers. One limitation of this report is the failure to identify students who are employed in Louisiana but are not included in the data base. Another limitation, as noted in the report, is that the wage record only indicates that the individual was employed but not whether the individual was employed in the field in which the individual graduated.

Analysis of employment rate in the state by field of study 18- months after graduation is included in the report. This analysis indicates the percent of graduates in specific fields of study that are employed in the state 18-months after graduation. The analysis indicated that the LSU graduates from fields of study in agriculture/agricultural operations (60%), education (54%), and health professions (54%) were the most highly employed in the state. For the Master's degree graduates, the top employment rates by field of study were public administration and social service (79%), family and consumer sciences (77%), Psychology (77%), and Library Science (75%). These results are not unexpected because LSU has strong academic programs in these fields. Also, in the case of Library Science, its Master's degree is the only such degree in the state.

The performance of associate degree recipients who transfer to 4-year colleges (item 3.d.ii) is described in Performance Objective 2: Articulation and Transfer.

Performance Objective 4: Institutional Efficiency and Accountability

In July 2010, the LSU Board of Supervisors authorized the LSU System President to increase total nonresident tuition and mandatory fees of each campus up to 15% per year beginning with the 2010 fall semester 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 non residents) 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, this plan should accomplish the objective of Louisiana State University and A&M College (LSU) charging nonresident students at or above the average charged at peer institutions.

For 2011-2012, LSU increased the total nonresident tuition and fees by 15% resulting in a total charge of $19,362 for LSU nonresident undergraduates. Continued 15% increases to the nonresident total would result in the following projected academic year charges at LSU:

2012-2013: $22,266
2013-2014: $25,606
2014-2015: $29,447
2015-2016: $33,864

In fall 2011, correspondence between the LSU campus, the LSU System, and the Board of Regents clarified that Southern Regional Education Board (SREB) Four-Year 1 institutions are to be used as the peer group for Grad Act comparison purposes. The latest published SREB data (2010-2011) for LSU ($16,549) and the average for this group ($21,179) showed LSU was $4,630 (28%) below the SREB average.

The average rate of increase over the past four reported periods for SREB Four-Year 1 institutions was 6.49%. Increasing the 2010-2011 SREB Four Year 1 average by this rate would place the peer average at $27,236 for the 2014-2015 data year (released in 2015-2016). Continuing the 15% increase plan would place LSU $2,111 above the SREB projection for charges to nonresident undergraduate students in the 2014-2015 academic year.

		SREB 4-Yr. 1 Peers	
Academic Year	LSU	Amount	Difference from LSU
Actual			
2010-2011	$16,549	$21,179	-$4,630
2011-2012	$19,362	$22,554	-$3,192
Projected:			
2012-2013	$22,266	$24,017	-$1,751
2013-2014	$25,606	$25,576	$30
2014-2015	$29,447	$27,236	$2,211
2015-2016	$33,864	$29,003	$4,861

Impact on enrollment and revenue: Price is one of the top factors used by students to select an institution. Historically at LSU, changes in 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. The fact that LSU's tuition and fees have been low when compared to peer institutions has been a significant factor.

As LSU continues the plan to increase nonresident tuition and fees to no less than the average of its peers, price will have a negative impact on nonresident enrollment. Traditionally, LSU has maintained a fairly generous number of nonresident fee exemption policies (i.e. student does not pay all or some of the fee). Due to the financial climate for FY 11-12, LSU has implemented dramatic eliminations and reductions in fee exemptions available to nonresident students. There is no doubt that the financial aid programs available to nonresident students must be annually evaluated and adjusted to ensure LSU has a diverse geographic population and scholarship programs competitive with peers. Institutional capacity should also be considered in this issue. With available capacity, the marginal revenue generated from enrolling a nonresident student is great. At full capacity, the marginal cost of enrolling any more students (resident or nonresident) is large.

Tuition revenue available to an institution is dependent on enrollment and the amount of tuition and fees exempted. For next fiscal year (FY 2012-13), LSU projects that a 15% increase in nonresident tuition and fees would generate an additional $3.5 million in assessed (gross) revenue and a net revenue increase (after exemptions) of $2.1 million. The projection may be overly optimistic since LSU plans to continue the reductions in nonresident exemptions as well as increase the nonresident charges by 15% in future years. LSU expects the planned 15% increases in nonresident tuition and fees to generate additional net revenue but at a diminishing rate as fewer nonresident students enroll and adjustments are made to the financial aid, scholarship, and exemption programs.

Performance Objective 5: Reporting Requirements

5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including by not limited to the following:

e. Number of non-instructional staff members in academic colleges and departments
Number and FTE non-instructional staff members in the fall of the reporting year, by academic college (or school, if that is the highest level of academic organization for some units).

College of Agriculture		
	Headcount	2
	FTE	1.51
College of Art & Design		
	Headcount	1
	FTE	1.00
College of Basic Sciences		
	Headcount	1
	FTE	1.00
Ourso College of Business		
	Headcount	2
	FTE	2.00
School of Coast & the Environment		
	Headcount	1
	FTE	1.00
College of Education		
	Headcount	2
	FTE	2.00
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
School of Library & Info Science		
	Headcount	1
	FTE	1.00
Manship School of Mass Communication		
	Headcount	1
	FTE	1.00
College of Music & Dramatic Arts		
	Headcount	1
	FTE	1.00
School of Social Work		
	Headcount	1
	FTE	1.00
School of Veterinary Medicine		
	Headcount	5
	FTE	4.91
TOTAL		
	HEADCOUNT	23
	FTE	22.42

f. Number of staff in administrative areas

Number and FTE executive/managerial staff in the fall of the reporting year, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division.

Chancellor	
Headcount	5
FTE	5.00
Exec Vice Chancellor & Provost Academic Affairs	
Headcount	13
FTE	12.45
Vice Chancellor & Director, Athletic Department	
Headcount	1
FTE	1.00
Vice Chancellor & Chief Information Officer, Information Technology	
Headcount	5
FTE	5.00
Vice Chancellor, Finance & Administrative Services	
Headcount	10
FTE	10.00
Vice Chancellor, Research & Econ Development	
Headcount	6
FTE	5.42
Vice Chancellor, Strategic Initiatives	
Headcount	1
FTE	1.00
Vice Chancellor, Student Life	
Headcount	4
FTE	4.00
TOTAL	
HEADCOUNT	45
FTE	43.87

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

See Addendum 4.

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

A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) 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
Chancellor	$400,000	---	---
Executive Vice Chancellor and Provost	$260,000	$280,000 New to position as of 7/1/2010	---
Vice Chancellor and Director, Athletic Department	$350,000	---	$525,000 Salary increase per terms of employment agreement
Senior Associate Athletics Director and Assoc. Vice Chancellor 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	---
Vice Chancellor/Chief Information Officer	$233,999	---	vacant
Vice Chancellor, Finance & Administrative Services	$205,005	$220,000 New to position as of 1/1/2010	---
Vice Chancellor, Research & Economic Development	$231,535	vacant	vacant
Vice Chancellor, Strategic Initiatives	$239,068	---	---
Vice Chancellor, Student Life	vacant	$200,000 New to position as of 4/13/2010 Salary of previous incumbent was $192,605	---
Vice Provost for Equity, Diversity, and Community Outreach	$166,000	6/30/2008 salary was $140,410 10/1/2009 salary increased to $166,000 - Equity increase	---
Vice Provost	$192,932	---	$167,500 New to position as of 12/13/2010
Vice Provost	$250,983	$140,000 New to position as of 8/16/2010	$155,106 Equity increase
Vice Provost for Fiscal Management	$194,655	---	---
Dean, College of Agriculture	$121,103	---	---
Dean, College of Art and Design	$185,191	---	vacant
Dean, E. J. Ourso College of Business	$299,999	---	---
Dean, School of the Coast and Environment	$200,000	New to position as of 7/1/2009 Salary of previous incumbent was $194,280	---
Dean, College of Education	$172,145	vacant	vacant
Dean, College of Engineering	$275,000	New to position as of 6/1/2009 Salary of previous incumbent was $244,969	---
Dean, Graduate School	vacant	$177,959 New to position as of 6/1/2010 Salary of previous incumbent was $190,000	---

Dean, Honors College	$150,451	----	----
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
Dean, LSU Libraries	$169,823	----	----
Dean, School of Library and Information Science	$116,049	----	----
Dean, Manship School of Mass Communication	$225,876	vacant	$225,000 New to position as of 7/1/2011
Dean, College of Music and Dramatic Arts	$200,000 New to position as of 7/1/2009 Salary of previous incumbent was $169,123	----	----
Dean, College of Science	$207,735	----	$232,000 Equity increase
Dean, School of Social Work	$159,640	----	vacant
Dean, School of Veterinary Medicine	$235,560	----	----

i. Cost performance analysis (FY 2010-2011)

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	$177,238,514	40.5%
Research	$53,876,911	12.3%
Public Service	$6,774,773	1.5%
Academic Support	$58,581,602	13.4%
Student Services	$13,207,617	3.0%
Institutional Services	$21,519,228	4.9%
Scholarships/Fellowships	$51,329,336	11.7%
Plant Operations/Maintenance	$54,108,199	12.4%
Total E&G Expenditures	$436,636,180	99.9%
Hospital	----	0.0%
Transfers out of agency	$626,336	0.1%
Athletics	----	0.0%
Other	----	0.0%
Total Expenditures	$437,262,516	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)	$ 5,764
Books and Supplies	$ 1,500
Off Campus Room & Board	$13,258
Off Campus Other	$ 3,400
Total	$23,922

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

4.5 years

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

$5,507 *(Includes general fund direct and statutory dedicated funds.)*

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

$5,507 *(Includes general fund direct and statutory dedicated funds.)*

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

$873,989,686 *(Actual revenues as reported on Form BOR-3.)*