Louisiana State University Shreveport

Year 4 GRAD Act Annual Report (2013-14)

Submitted April 1, 2014

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1. Performance Objective 1 – Student Success

Student Success Performance Targets

In the category of student success, LSU Shreveport reports the following targets:

1. 1st to 2nd Year Retention
2. 1st to 3rd Year Retention
3. Same Institution Graduation Rate
4. Award Productivity
5. Percent Change in Completers at the Undergraduate and Graduate Level
6. Passage Rate on PRAXIS Exam for Education Majors

For each of these measures, LSU Shreveport met (within the acceptable -2 percentage point range), or exceeded the Year 4 targets with the exception of the number of undergraduate completers (discussed below). As seen in the charts on page five, 1st to 2nd Year and 1st to 3rd year retention rates have been cyclical over the past four years; however, the same institution graduation rate has seen an almost seven percentage point improvement over the baseline year.

Student Success Policies/Programs/Initiatives

LSU Shreveport has continued to emphasize student success to both faculty and staff. On the academic side, the four-week grade early alert system has continued from previous semesters due to the positive feedback received from student focus groups. Additionally, the Office of Student Development offered several student success sessions throughout the year inclusive of: test taking, note taking, time-management, study skills, test anxiety, and overcoming procrastination. On the Noel Levitz survey conducted in 2012, LSU Shreveport students rated academic advising as the most important factor contributing to their success. To help improve advising, the Academic Advising Committee has worked extensively to provide more information to students and faculty throughout the semester to promote a better experience for both parties. Students have been educated on the correct preparation for advising and faculty have been equipped, through the Advising Webpage, with relevant information to help students with available campus resources.

A trial number of courses were scheduled in an 8 week format to determine if students would be more academically successful in a setting which extended class-time each day to allow for more topic-depth and content immersion. Feedback from student and faculty focus groups identified that there were particular students and particular courses that fit this model well, but not all students or courses should be taught in this setting. It was determined that students needed course options based on their learning-style.

Through external funding, the Office of Multicultural Affairs hired minority tutors in an effort to improve the number of minority students provided help with difficult subjects. The

minority retention and graduation rate at LSUS falls below the institution's overall average and thus was identified as an area for improvement.

Non-academic initiatives included a new telephone system that was implemented in the Office of Admission and Records so that students are routed to an employee who can answer their specific question. This office receives many questions related to general student life as well as academics so the addition of this phone system helped with retention as students are now able to receive immediate responses to their questions.

Data Based Evaluation

Data based evaluation continues to play an important role in LSU Shreveport's student success programs. Every semester grade distributions are reviewed to determine the courses in which students struggle. Data from this review showed that Math courses have continued to pose problems to the student body. In order to promote academic success, the institution offered College Algebra in an intensive 8-week course to measure whether math-immersion would be helpful to students. Grades in the math courses offered in this format, and subsequent math grades by those who successfully passed this course are going to be monitored for improvement. The initial data does not show a significant difference in student success in College Algebra, but there is insufficient data to make major decisions on the continuation of this program. As stated earlier, data from 4-week, mid-term, and final grades are also collected at the institution to identify trends of the early alert program. Feedback from students suggested the early-alert program was helpful, and the data showed the expected percent of students with a grade improvement after intervention in these courses.

Development/Use of External Feedback

LSU Shreveport has continued to use the services of Mr. Walker Johansson to improve the communication with students prior to and continuing throughout their enrollment. This communication includes improved literature about the institution and improved targeted messaging. The institution also realized that students were not reading emails so important information was not effectively communicated. To remedy this problem, LSU Shreveport invested in software to send text messages regarding important dates and reminders. In particular, targeted texts to students who had not registered or paid for school were sent prior to the start of a semester and prior to the drop for non-payment date. The day of and day after these messages were sent an increased volume of phone calls and web activity was noted.

1st to 2nd Year Retention Rate Chart

	Baseline	Year 1	Year 2	Year 3	Year 4
1st to 2nd year retention cohort	349	345	334	315	364
1st to 2nd year retention number retained same institution	226	237	217	207	241
1st to 2nd year retention calculated rate	64.8%	68.7%	65.0%	65.7%	66.2%
Target 1st to 2nd year retention	64.8%	65.0%	66.0%	67.0%	68%
Target met (+/- 2%)?	YES	YES	YES	YES	YES

1st to 3rd Year Retention Rate Chart

	Baseline	Year 1	Year 2	Year 3	Year 4
1st to 3rd year retention cohort	341	349	345	334	315
1st to 3rd year retention number retained same institution	158	162	196	175	149
1st to 3rd year retention calculated rate	46.3%	46.4%	56.8%	52.4%	47.3%
Target 1st to 3rd retention	46.3%	45%	46%	47%	48%
Target met (+/- 2%)?	YES	YES	YES	YES	YES

Same Institution Graduation Rate Chart

	Baseline	Year 1	Year 2	Year 3	Year 4
IPEDS Graduation Rate total revised cohort	463	565	322	408	383
IPEDS Graduation Rate Total number of completers within 150% of time	93	113	90	109	103
IPEDS Graduation Rate Calculated Rate	20.0%	20.0%	28%	26.7%	26.8%
Same Institution Grad. Rate Target	20.0%	20.7%	22%	24%	26%
Target Met (+/- 2%)?	YES	YES	YES	YES	YES

Award Productivity Chart

	Baseline	Year 1	Year 2	Year 3	Year 4
Award productivity: number of ***undergraduate awards***, certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level.	529	502	565	517	515
Award productivity: number of annual undergraduate full-time equivalent (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTPT) in the above academic year.	2,994.1	3,167.8	3,047.8	3,065.06	2,891.6
Award productivity calculated rate	17.7%	15.8%	18.5%	16.9%	17.8%
Target Award productivity	17.70%	15.85%	16%	16.4%	16.7%
Target met?	YES	YES	YES	YES	YES

Percent of First-Time Freshmen Admitted by Exception Chart (8 percent total)

	Enrolled 2013-14	Admitted by Exception	% Admitted by Exception
Fall	345	29	8.4%
Spring	20	2	10%
Summer	68	0	0%
Total	433	31	7.2%

Percent Change in Program Completers

The number of completers at the undergraduate level did not meet the expected target. The number of completers at the graduate level far exceeded the expected increase, 16%, over the baseline year.

	2008-09	12-13 Target	12-13 Actual	Met?
Number of completers in the academic year –Undergraduate	527	527	511	NO
Percent change in program completers over baseline year – UG	NA	0%	-3%	NO
Number of completers in the academic year –Graduate	106	108	123	YES
Percent change in program completers over baseline year- Graduate	NA	1.9%	16%	YES

<u>Develop Partnerships with High Schools to Prepare Students for Postsecondary Education</u>

LSU Shreveport has worked hard to develop and keep its partnerships with area High Schools despite the cesation of state funding for dual-enrollment programs in 2013-14. Even with no state-funding, LSU Shreveport felt this program was beneficial to the community and continued to offer several course options. The cost of these courses tripled from the previous year causing the number of particiapting students to decrease. In Fall 2013 there were 878 students enrolled in dual-enrollment compared to 1033 in Fall 2012.

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

<u>Passage Rates on Licensure and Certification Exams</u>

LSU Shreveport continues to perform at a high level in its Teacher Education program as evidenced by the exemplary passage rate of students taking the PRAXIS exam. The targeted passage rate of 100% was met for this baseline year.

LSUS Teacher Preparation Completers and Licensure Exam Passage Rates 2011-12

Types of Program	Years	Number of Completers	Number of Completers Passing Licensure Exam	Percentage of Completers Passing Licensure Exams	Percentage of Completers in State Passing Licensure Exams	Target for 2011-12
Alternate	2010-11	49	49	100%	100%	100%
Undergraduate	2010-11	43	43	100%	100%	100%
Total		92	92	100%	100%	100%

2. Performance Objective 2 – Articulation and Transfer

As with previous years, LSU Shreveport gained more transfer students than first-time freshmen and has specific programs in place to meet their needs. Strong relationships with both Bossier Parish Community College (BPCC) and Southern University Shreveport (SUSLA) account for the number of transfer students enrolling each academic year. Approximately sixty percent of LSUS' undergraduate completers began their LSUS academic career as a transfer student. Following is a narrative of the programs and services offered for transfer students by LSUS.

Articulation and Transfer Policies/Programs as they Relate to the Louisiana Transfer Degree Program

The institution understands the need to enable transfer students' seamless transition to LSU Shreveport and has an Assistant Director of Admissions responsible for transfer students. Although there has not been one student transfer to the institution with a Louisiana Transfer Degree, the mechanisms are in place at both local community colleges for a student to easily transfer with this type of degree. The Assistant Director of Admissions makes numerous trips to the area community colleges to educate their students on the necessary requirements to transfer to a four-year institution and provides literature specific to LSU Shreveport.

Data-Based Evaluation

Data based evaluation of student performance is extremely important when assessing transfer students. The Office of Institutional Research performs a grade analysis each semester to assess areas of academic weakness of students who transferred from respective local institutions. Any issues are communicated between the Provosts at the respective institutions. Additionally, general education assessment is disaggregated by native LSUS students and transfer students to assess any differences between those who took all general education courses at LSUS and those who transferred these credits from another institution(s). Again, areas of weakness are shared between institutions.

Tracking/Monitoring Mechanisms

All LSU Shreveport faculty members teaching a course at the 100 and 200 level are required to complete the early-alert four-week grading process. Students and advisors are notified of poor academic performance through an automated email message which urges students to meet with their advisor for academic assistance. This program has been in place for four years and has had positive feedback from student focus groups. Data shows that students who meet with their advisors at the early-part of the semester are more likely to succeed in the flagged course.

	2009-10	2010-11	2011-12	2012-13
Number of baccalaureate degree-seeking transfer students entering (enrolled) in the prior year.	696	626	653	519
Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.	403	378	375	319
1st to 2nd year transfer retention rate calculated rate	57.9%	60.4%	57.4%	61.5%

	2011-12	2012-13
Number of full-time baccalaureate degree-seeking transfer students with a minimum level of sophomore entering in the prior year.	381	319
Number of students retained at the same institution in the following second year fall semester.	254	214
Targeted Rate	66.5%	64.2 %
Calculated Rate of retention.	66.7%	67.1%

Completers who began as transfers	2009-10	2010-11	2011-12	2012-13
Number of most recent baccalaureate completers in the prior year that initially began (enrolled) as a transfer student	338	373	311	312

Percent of Transfer Students Admitted by Exception (limit 8 percent)

	Enrolled 2013-14	Admitted by Exception	% Admitted by Exception
Fall	364	27	7.4%
Spring	187	13	7.0%
Summer	213	7	3.3%
Total	764	47	6.2%

Transfer Students with an Associate Degree

Although there remained a relatively stable number of students transferring to LSUS with an Associate degree, there has been a significant increase in the number of these students graduating. Additionally, the retention rate for this group of students has also increased to the highest level, 65.9%, since this data has been recorded; perhaps an indication of their better preparation and LSUS' effort in retention programming.

Chart showing transfer student variables

	Year 1	Year 2	Year 3	Year 4
Number of baccalaureate degree-seeking ***transfer students with an associate degree from a 2-year college*** transferring (enrolling) at any point during the prior academic year.	89	81	88	91
Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.	55	50	50	60
1st to 2nd year retention rate of those who transfer with associate degree calculated rate	61.8%	61.7%	56.8%	65.9%
Number of ***baccalaureate completers*** in the most recent academic year that initially began (enrolled) as a transfer student with an associate degree from a 2-year college.	5	24	35	44

Referral Agreements with Community Colleges

The BPPC@LSUS program allows students who wish to transfer to LSUS the opportunity to take courses on LSUS' campus and gain experience and college credits at the collegiate level. Beginning in the Fall 2013 semester there were 61 students enrolled in one or more of the 11 transferable general education courses offered. From that first class, 50 percent were retained to the spring. Spring 2014 saw enrollment growth with 73 students enrolled in the program. It is expected that 30 students will meet the transfer requirements prior to Fall 2014 and subsequently enroll at LSU Shreveport.

This program yielded 195 referrals from LSUS to BPCC, of which a total of 103 students enrolled.

Number of students referred to community colleges

	Year 1	Year2	Year 3	Year 4
Number of students referred by 4-year universities to 2-year colleges and technical college, at any time during the reporting year	119	27	220	195

Louisiana Transfer Degree Enrollment & Retention

There have been no students with a Louisiana Transfer degree enroll at LSUS in the past four years. It is therefore not possible to calculate the 1st to 2nd year retention rate of this cohort. There were also no baccalaureate completers for the 2012-13 year from this group of students.

3. Performance Objective 3 – Workforce and Economic Development

Programs eliminated, modified, or added

LSUS continually reviews its academic programs to ensure they are consistent with local, regional, and statewide needs. In addition to reviewing program alignment with these needs, department chairs are asked to complete a review of their programs for the number and predicted number of completers for the upcoming years.

The Master of Education in Curriculum and Instruction (implemented June 2013), was modified in its delivery method to an online program by a collaborative effort with Academic Partnerships (AP). Enrollment in this program has grown 200% since shifting online to an online delivery. Additionally, five post-baccalaureate certificates in education were added in September of 2012.

One new program, the Doctor of Education in Leadership, was approved by the Louisiana Board of Regents in May, 2013. As this is the first doctoral program at LSUS the institution had to file an application with the Southern Association of Schools and Colleges, Commission for a level change. The level change paperwork was approved at the December SACSCOC meeting and the campus has their onsite visit in April, 2014. Final approval of the program will be voted on at the SACSCOC June, 2014 meeting.

Two programs, the Master of Science in Kinesiology and the Bachelor of Arts in Political Science were eliminated in 2012-13 due to low completer numbers.

Programs Aligned with Workforce and Economic Development

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

1. Entertainment
    a. Fine Arts, B.A. – with a concentration in Animation and Visual Effects
    b. Digital Arts, B.F.A
2. Process Industries
    a. Chemistry, B.S.
    b. Math & Physics B.S.
3. Water Management – Biological Sciences, M.S.
4. Agribusiness – Biological Sciences, B.S.
5. Energy – General Business Administration, Energy Management Concentration, B.S.
6. Software Development
    a. Computer Science, B.S.
    b. Computer Systems Technology, M.S.

The following degree programs meet with regional needs as identified in the State of Louisiana Occupations in Demand 2020 document. Programs that aligned with five star occupations requiring a bachelor's degree are as follows:

1. Medical and Health Services Managers
    i. Management and Administration, B.S.
    ii. Community Health, B.S
2. Managers - all other
    i. Management and Administration, B.S.
3. Financial Managers
    i. Finance, B.S.
4. Market Research and Marketing Specialists
    i. Marketing, B.S.
5. Accountants and Auditors
    i. Accounting, B.S.
6. Computer Software Specialists/Computer Programmers
    i. Computer Science, B.S.,
7. Education, Training, and Library Workers
    i. All LSUS Education programs at the B.A., B.S.
8. Medical Assistants
    i. Biological Sciences, B.S.
9. Probation Officers and Correctional Treatment Specialists
    i. Criminal Justice, B.C.J.
10. First-line Supervisors
    i. Management and Administration, B.S.
    ii. General Business Administration, B.S.
11. Social and Human Services Specialists
    i. Sociology, B.A., Human Services, M.S
12. Health Educators
    i. Community Health, B.S.

Professions requiring a Graduate Degree:

1. Education Administrators
    i. Curriculum and Instruction, M.Ed.
    ii. Educational Leadership, M.Ed.
    iii. Leadership, Ed.D.
2. Mental Health Counselors
    i. Counseling Psychology, M.S.
3. Counseling and School Psychologists
    i. School Psychology, S.S.P

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

<u>Use of Technology for Distance Education</u>

Distance education offerings are growing on the LSUS campus. Over the baseline year, January 2013, the institution modified two current graduate programs to offer them online. These programs were the Master of Education in Curriculum and Instruction, and the Master of Business Administration. As seen in the chart below enrollment in these two graduate programs has grown exponentially since being offered through distance learning.

Degree Program	# students fall 2012	# students fall 2013	# students spring 2014
Curriculum & Instruction, M.Ed.	33	99	111
Business Administration, MBA	54	39	159

A new targeted measure was added for this report: number of online degree programs. LSUS set its target at two programs and exceeded that target as it now offers a total of five programs online. There are four programs at the graduate level – Business Administration, MBA, Curriculum and Instruction, M.Ed., Health Administration, MHA, and Human Services Administration, M.S. Additionally one undergraduate program, the Bachelor of Arts in Mass Communication is available online.

	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13
Number of course sections offered during the reporting year with 50% to 99% instruction through distance education	7	16	13	3	28
Number of course sections offered during the reporting year with 100% instruction through distance education	69	99	148	124	214
Number of duplicated students enrolled during the reporting year with 50% to 99% instruction through distance education	103	198	115	56	1,254
Number of duplicated students enrolled during the reporting year with 100% instruction through distance education	1,375	1,897	2,675	2,535	3,672
Number of programs offered during the reporting year through 100% distance education: by award level (Baseline year January 2013, Year 4 reflects number of programs as of January 2014	1	1	2	2	5**

** 4 graduate programs, 1 undergraduate program

Progress in the Number of Students placed in Jobs

LSU Shreveport takes pride in assisting students find employment after degree completion through its active Career Services Office. Based on the latest available Louisiana Employment Outcomes Report the following information reflects LSU Shreveport's student employment rates.

  i.   Percent of completers found employed

As noted in the chart, the percentage of undergraduate completers that found employment at least 6 months after graduation was consistently around 65% for the 2009-2010 to 2011-12 academic years. At the graduate level the number of completers finding employment at least six months after graduation was higher than at the undergraduate level, but did decline 20% from 2009-10 to 2011-12. This could be attributed to the national economic downturn which had a negative effect on employment rates across the country.

Max Degree Level	Found Employment after 6 months			3 Year Average
	2009-2010	2010-2011	2011-2012	
Baccalaureate	66%	65%	62%	64%
Masters	82%	74%	62%	73%

As shown in the chart below, the average salary 6 months after graduation is significantly higher for students graduating with a graduate degree which is consistent with the national data.

Sum of Annual Q2 Wages	Graduation Year		
Max Degree Level	2009-2010	2010-2011	2011-2012
Baccalaureate	$ 25,748.79	$ 23,501.37	$ 24,628.15
Masters	$ 44,761.03	$ 46,007.85	$ 43,812.69

The degree programs at the baccalaureate level at LSU Shreveport where students had the highest earning 18 months after graduation are listed in the chart below and focus heavily on the sciences, education, and business.

Degree	18 months after grad.
Computer and Information Sciences and Support Services	$ 46,548.80
Education	$ 37,525.05
Physical Sciences	$ 35,192.00
Business, Management, Marketing, and Related Support Svcs	$ 35,181.80
Biological and Biomedical Sciences	$ 29,794.14

4. Performance Objective 4 – Institutional Efficiency and Accountability

<u>Eliminate Remedial Education Course Offerings and Developmental Study Programs</u>

Limited developmental course offerings will continue until the new admissions standards are required in Fall 2014 at which point students will be directed to the BPCC@LSUS program. The BPCC@LSUS program will be an avenue for students who do not meet the admission requirements to earn credits on LSU Shreveport's campus through Bossier Parish Community College. Once a student has met the requisite number of hours and grade point average to be eligible for transfer the student will be seamlessly enrolled in LSU Shreveport courses so that they can pursue their baccalaureate degree.

Number of Developmental Courses and Students Enrolled

	Baseline	Year 1 (10-11)	Year 2 (11-12)	Year 3 (12-13)	Year 4 (13-14)
Number of developmental/remedial course sections offered at the 4-year university in the reporting year.	12	11	7	7	5
Number of students enrolled in developmental/remedial courses at the 4-year university in the reporting year, duplicated, by subject area (Math, English, etc.).	285	245	248	222	219

<u>Associate Degrees</u>

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

<u>Non-Resident Student Tuition</u>

LSU Shreveport increased its out-of-state tuition and fees in 2013-14 by more than the projected amount and has substantially narrowed the gap to the 2013-14 targeted SREB average. Over the course of the last four years the difference in out-of-state tuition and fees at LSU Shreveport compared to its SREB peers has decreased approximately $3,000.

LSUS vs SREB Average Non-Resident Tuition and Fees

	Baseline	2010-11	2011-12	2012-13	2013-14
Total tuition and fees charged to non-resident students in the reporting year	$8,503	$9,605	$11,230	$11,679	$15,021
Actual peer non-resident tuition/fee amount	$13,736	$14,539	$15,052	$15,991	$16,904
Calculated difference of the above institution's tuition/fee amount from the peer amount	($5,233)	($4,934)	($3,822)	($4,290)	($1,883)

*SREB Target estimated tuition for 2013-14

Impact on Enrollment and Revenue

An increase in out-of-state tuition and fees has had an impact on enrollment at the undergraduate level with a decrease of 38 students from the previous year. There was an increase in graduate students from out-of-state; however, these increases have been seen in the online graduate programs that are offered through the collaboration with Academic Partnerships and the tuition and fees are the same regardless of location. No additional revenue has been gained from these students paying higher out-of-state tuition and fees than for the previous academic year.

Fall 2012	UG	GRAD	Total
Full Time	229	27	256
Part Time	48	19	67
Total	277	46	323

Fall 2013	UG	GRAD	Total
Full Time	197	32	239
Part Time	42	35	77
Total	239	67	306

Percent of eligible programs with either mandatory or recommended accreditation status

Number of programs with mandatory or recommend accreditation codes	Actual number accredited	Percentage	Target	Target Met?
30	24	80%	76%	Yes

Item	Explanation	fall 2009	2010	2011	2012	2013
a.	Number of students by classification - Undergrad	4,189	4,058	4,134	4,124	3,669
	Number of students by classification - Grad	446	446	428	411	440
	Number of students - Total	4635	4504	4562	4535	4109
	FTE by classification - Undergrad	3,081.6	3,113.5	3,047.8	2,971.40	2,662.40
	FTE by classification - Grad	266.8	281.1	279.9	261.9	266.4
	FTE - Total	3,348.4	3,394.6	3,327.7	3233.3	2928.8
b.	Number of instructional staff members	190	193	186	191	180
	FTE of instructional staff	151.7	148.5	141.5	143	141
	Undergrad Headcount Enrolled	15,458	14,617	14,874	14,576	12554
	Undergrad Section Count	600	587	612	660	594
c.	Average class student-to-instructor ratio	25.8	24.9	24.3	22.1	21.1
d.	Average number of students per instructor	22.1	22.9	23.5	22.6	20.8
e.	Number of non-instructional staff members in academic colleges and departments	NA*	NA*	6	Headcount & FTE = 1	0
	College of Arts and Sciences				Headcount = 0, FTE = 0	0
	College of Business, Education, and Human Development				Headcount = 1, FTE = 1	0
f.	Number of staff in administrative areas by division	NA*	NA*	50	Headcount = 53, FTE = 52.13	Headcount = 54, FTE = 54
	Academic Affairs				Headcount = 2, FTE=2	Headcount = 13, FTE = 13
	Administration and Finance				Headcount = 11, FTE = 11	Headcount = 22, FTE = 22
	Chancellor's Office				Headcount = 1, FTE = 1	Headcount = 1, FTE = 1
	Development				Headcount = 1, FTE = 1	Headcount = 1, FTE = 1
	Student Affairs				Headcount = 33, FTE = 52.13	Headcount = 17, FTE = 17
g.	Organizational Chart			Attached	See page 18	See page 18
h.	Salaries of those in the above chart			Attached	See page 19	See page 19

* not reported in these years

Cost Performance Analysis		2013	Notes
i.	Total operating budget by function, amount, and percent of total budget	See Page 24	
ii	Average yearly cost of attendance as reported to the US DOE	See Page 24	
iii.	Average time to degree for completion of academic programs, all levels	5.5	
iv.	Average cost per degree awarded by degree level	$3,165	* 2012-13 State app.
v.	Average cost per non-completer by degree program entered	$3,165	* 2012-13 State app.
vi.	All expenditures for the institution for that year	$46,022,138	

LSU Shreveport
GRAD Act: 2013-2014
Annual Report
Organizational Chart

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                          │  Chancellor &    │
                          │  Professor       │
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┌──────────────────┐    ┌──────────────────┐    ┌──────────────────┐
│  Provost &Vice   │    │  Vice Chancellor │    │  Vice Chancellor │
│  Chancellor      │    │  Student Affairs │    │  Business Affairs│
└──────────────────┘    └──────────────────┘    └──────────────────┘

        ┌──────────────────┐
        │  Dean of Business,│
        │  Educ. & Human    │
        │  Development      │
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        │  Dean of Arts and │
        │  Sciences         │
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        │  Dean of Noel     │
        │  Memorial Library │
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        ┌──────────────────┐
        │  Associate Vice   │
        │  Chancellor &     │
        │  Director Inst.   │
        │  Research         │
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        ┌──────────────────┐
        │  Associate Vice   │
        │  Chancellor       │
        │  Sponsored Research│
        │  (vacant )        │
        └──────────────────┘

        ┌──────────────────┐
        │  Dean of          │
        │  Graduate         │
        │  Studies (vacant) │
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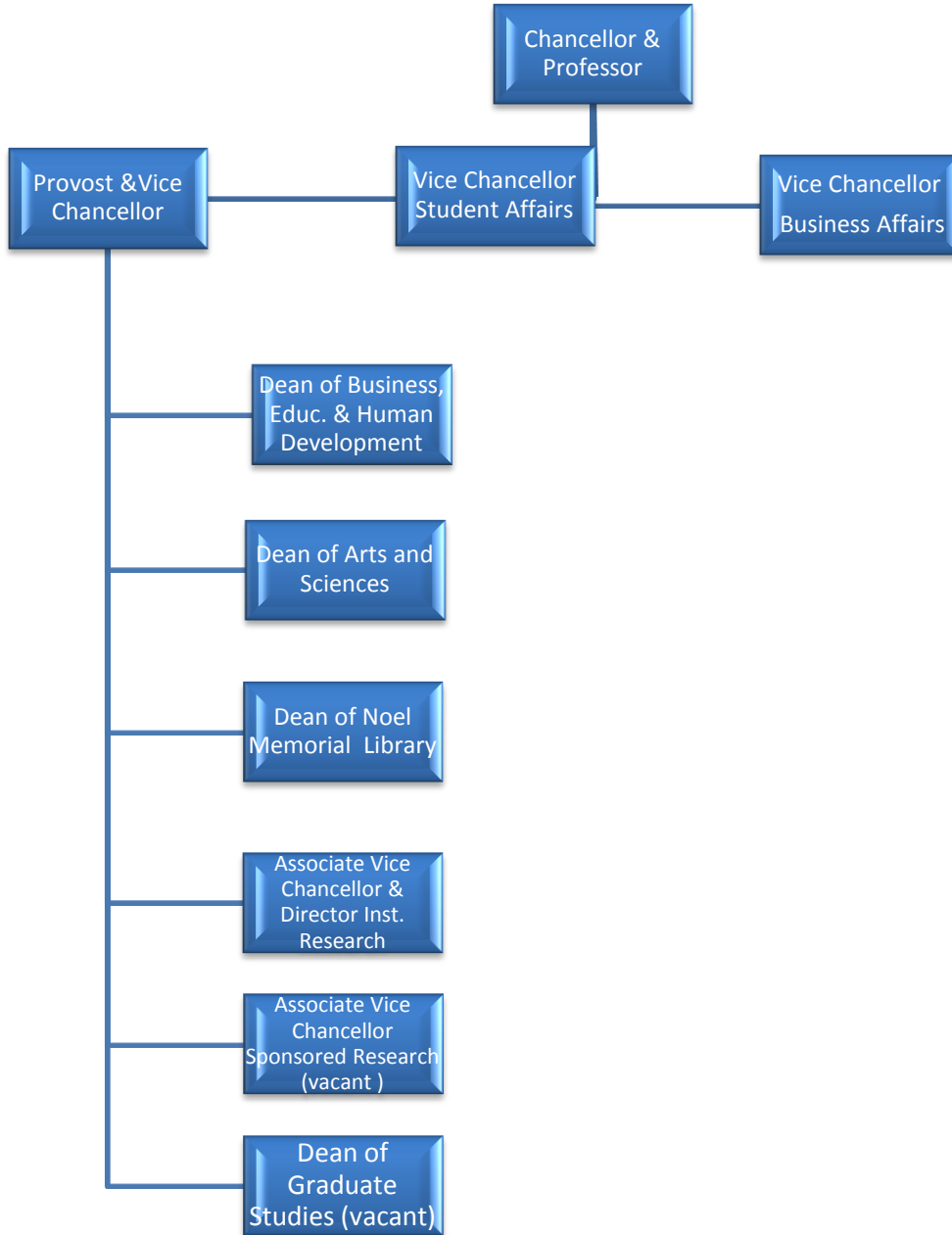
LSU SHREVEPORT
GRAD ACT: 2013-2014 Annual Reporting
Salary increases as of July 1, 2008

POSITION	BASE SALARY REPORTED FOR FALL 2009	BASE SALARY REPORTED FOR FALL 2010 *Salary changes since 06/30/2008*	BASE SALARY REPORTED FOR FALL 2011 *Salary changes since 06/30/2010*	BASE SALARY REPORTED FOR FALL 2012 *Salary changes since 06/30/2011*	BASE SALARY REPORTED FOR FALL 2013 *Salary changes since 06/30/2012*
Chancellor & Professor	$184,720	$184,720	$184,720	$173,000 Salary decrease explanation: Salary was $184,720 in Fall 2011. Chancellor retired May 2012. Interim Chancellor appointed at a lower salary of $173,000 as of June 1, 2012. Decrease of $11,720 due to Interim Chancellor appointment.	$173,000
Vice Chancellor, Business Affairs	106,300	106,300	106,300	106,300	106,300
Provost and Vice Chancellor	130,000	130,000 Salary increase explanation: Salary was $120,000 as of 06/30/2008. Salary change to $130,000 effective 11/01/2008. Increase of $10,000 when there was a change from "Interim Provost and VC for Academic Affairs" to "Provost and VC for Academic Affairs."	130,000	0 Explanation of change: Position was vacant in Fall 2012.	110,000 Explanation of change: Hired an Interim Provost and Vice Chancellor on 01/01/2013 at a lower salary.

LSU SHREVEPORT
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Salary increases as of July 1, 2008

Vice Chancellor for Student Affairs	101,650	101,650	101,650	102,000 $350 salary increase explanation: Salary was $101,650. VC for Student Affairs retired 07/31/2012. New VC for Student Affairs was hired on 09/16/2012 at $102,000.	102,000
Dean of Business, Education, and Human Development	110,000 Salary increase explanation: Salary was $96,500 as of 06/30/2008. College of Business and College of Education and Human Development merged. Salary change to $110,000 effective 08/19/2009. Increase of $13,500 for additional duties.	110,000	110,000	Vacant position	Vacant position
Dean of Arts and Sciences	110,000 Salary increase explanation: Salary was $96,400 as of 06/30/2008. College of Liberal Arts and College of Sciences merged. Salary change to $110,000 effective 08/19/2009. Increase of $13,600 for additional duties.	110,000	110,000	110,000	110,000

LSU SHREVEPORT
GRAD ACT: 2013-2014 Annual Reporting
Salary increases as of July 1, 2008

Dean of Noel Memorial Library	90,000	90,000	90,000	90,000	90,000
Associate Vice Chancellor & Director of Institutional Research	70,000	70,000	70,000	70,000	70,000
Associate Vice Chancellor of Sponsored Research	72,700	Vacant Position	Vacant Position	Vacant Position	Vacant Position
Dean of Graduate Studies	Vacant position	Vacant Position	Vacant Position	Vacant Position	Vacant Position

i. Total Operating Budget by function

Louisiana State University
Shreveport

Expenditures by Function:	Amount	% of Total
Instruction	$ 13,107,152	47.8%
Research	$ 17,218	0.1%
Public Service	$ -	0.0%
Academic Support	$ 2,683,415	9.8%
Student Services	$ 1,744,434	6.4%
Institutional Services	$ 3,877,332	14.1%
Scholarships/Fellowships	$ 4,128,790	15.1%
Plant Operations/Maintenance	$ 2,548,998	9.3%
Total E&G Expenditures	$ 28,107,339	
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ -	0.0%
Other	$ (680,420)	-2.5%
Total Expenditures	$ 27,426,919	100.0%

ii. Average Yearly Cost of Attendance - 2012-13

	OFF-CAMPUS
Tuition and Fees	$4,943.00
Books and Supplies	$1,200.00
Room and Board	$8,642.00
Transportation	$1,657.00
Personal Expenses	$1,909.00
Total	$18,351.00

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

Institution:

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Lousiana State Department of Education	11-12	92	92	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				

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

Institution:						
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # students to met standards for passge/# students who took exam
March 1, 2013

Appendix

BOR GRAD Act Annual Reporting Submission Form

**Board of Regents' Annual GRAD Act Submission
Update GRAD Act Submission**

**Institution: L.S.U. in Shreveport
Year: 2014**

Instructions:
Please provide data as of the most recent reporting year.

**Institution
Profile:**

Name	Julie Lessiter
Title	Associate Vice Chancellor, Academic Services
E-mail	Jlessite@lsus.edu
Phone	(318)795-4238 (999)999-9999

Data:
Student Success

	Baseline	Year 1	Year 2	Year 3	Current Year 4
a.Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.					
i. 1st to 2nd year retention					
a.Cohort	349	345	334	315	364
Retained	226	237	217	207	241
b.Cohort (All Degree-seeking)					
Retained					
ii. 1st to 3rd year retention					
Cohort	341	349	345	334	315
Retained	158	162	196	175	149
iii. Fall to spring retention					
Cohort					
Retained					
iv. Same institution graduation rate					
Total revised cohort	463	565	322	408	383
Completers	93	113	90	108	103
v. Graduation Productivity					
Undergraduate completers					
Annual undergraduate FTE					
Vi. Award productivity					
Undergraduate awards	529	502	565	517	515

Annual undergraduate FTE   2994.1   3167.8   3047.8   3065.1   2891.6

Vii. Statewide graduation rate

     Total cohort

     Statewide completers

Viii. Percent of freshmen admitted by exception

     Total cohort by semester

Fall	332	376	345
Winter	0	0	0
Spring	30	30	20
Summer	0	0	68

     Admitted by exception

Fall	19	18	29
Winter	0	0	0
Spring	3	3	2
Summer	0	0	0

ix.   Median professional entrance
     exam score

b. Increase percentage of program completers at all levels

   i.   Number of completers by level

Certificates					
Diplomas					
Associates					
Post-associates					
Bachelors	527	501	560	512	511
Post-bachelors					
Masters	100	90	109	103	120
Post-masters					
Doctoral					
Post-doctoral					
Professional					
Post-professional					
Specialist	6	8	1	6	3
Graduate certificate					

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

   i.   Number of high school students enrolled by semester

Fall	590	881	1033
Winter			
Spring	649	951	1029
Summer	6	4	5

  ii.   Number of semester credit hours in which high school students enroll

Fall	2515.0	4405.0	5205.0
Winter			
Spring	3366.0	5909.0	6157.0
Summer	24.0	12.0	27.0

iii.   Number of semester credit hours completed by high school students enrolled

Fall	2500.0	4345.0	5169.0
Winter			
Spring	3357.0	5837.0	6121.0
Summer	24.0	12.0	27.0

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

i. Passage rates on licensure exams
   a. Passage rates on licensure/certification exams
      Report using Attachment B, Appendix 2.
   b. Passage rate on licensure exam in Education

Number of students who took the PRAXIS exam	122	92
Number of students who passed the PRAXIS exam	122	92

   c. Passage rate on licensure exam in Nursing(PN)
      Number of students who
      took the NCLEX exam
      Number of students who
      passed the NCLEX exam
   d. Passage rate on licensure exam in Nursing(RN)
      Number of students who
      took the NCLEX exam
      Number of students who
      passed the NCLEX exam

ii. Number of students receiving certifications
    Report using Attachment B, Appendix 2.
iii. Number of students receiving WorkKeys Certificates
     Number of students who took
     WorkKeys assessment
     Number of students who
     earned Bronze certificate
     Number of students who
     earned Silver certificate
     Number of students who
     earned Gold certificate
     Number of students who
     earned Platinum certificate

Articulation and Transfer
   a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.

i. 1st to 2nd year retention rate of transfer students

a. Transfer student cohort(Baccalaureate-seeking)	626	653	519
Transfer students retained	378	375	319
Transfer student cohort(ALL degree-seeking)			
Transfer students retained			
b. Transfer student cohort(Full-time, Baccalaureate-seeking, Sophomore or above)		381	319
Transfer students retained		254	214

ii. Baccalaureate completers who
    began as transfer students

	373	311	312

iii. Percent of transfer students admitted by exception
     Total transfer cohort by semester

Summer	66	82	213
Fall	461	371	364
Winter	0	0	0
Spring	213	213	187

Admitted by Exception

Summer	3	5	7
Fall	39	29	27
Winter	0	0	0
Spring	23	18	13

b. Provide feedback on performance of associate degree recipients.

    i.   1st to 2nd year retention rate of transfer students with an associate degree

Number of enrolled students with an associate degree	81	88	91
Number retained	50	50	60

    ii. Baccalaureate completers who began as transfer students with an associate degree   24   35   44

c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.

    i.   Number of students referred   27   220 195

    ii. Number of referred students enrolled   103

d. Collaboration in implementing articulation and transfer requirements.

    i.   Number of students enrolled in a transfer degree program

    ii. Number of students completing a transfer degree

    iii. 1st to 2nd year retention rate of transfer students with a transfer degree

Number of enrolled students with a transfer degree	0	0	0
Number retained	0	0	0

    iv. Baccalaureate completers who began as transfer students with a transfer degree   0   0   0

Workforce and Economic Development

a. Eliminate academic programs with low student completion rates.

    i.   Number of programs eliminated   0   0   2

    ii. Number of programs modified or added   1   4   6

    iii. Percent of programs aligned with workforce and economic development needs

Number of program offerings	39	38	43
Number of programs aligned with workforce	39	38	43

b. Increase use of technology for distance learning.

    i.   Number of course sections with instruction through distance education

50%	13	3	28
100%	148	124	214

    ii. Number of students enrolled in sections with instruction through distance education

50%	115	56	1254
100%	2675	2535	3672

    iii. Number of programs offered through 100% distance education by level

Certificates	0
Diplomas	0
Associates	0
Post-Associates	0

Bachelors	0	1	
Post-Bachelors	0		
Masters	2	2	4
Post-Masters	0		
Doctoral	0		
Post-Doctoral	0		
Professional	0		
Post-Professional	0		
Specialist	0		
Graduate Certificate	0		

c. **Increase research productivity consistent with peers.**
   i. Percent of research/instructional faculty holding active research/development grants
      Submit supplemental breakdown as an addendum to the GRAD Act Report.
      Number (FTE) of
      research/instructional faculty
      Number (FTE) of
      research/instructional faculty
      with active
      research/development
      grants/contracts
   ii. Percent of research/instructional faculty holding active research/development grants in
      Louisiana's key economic development industries
      Submit as an addendum to the GRAD Act Report.
   iii. Research and development expenditures, reporting annually, based on a five-year rolling
      average
      a. Dollar amount of research/development expenditures
      Submit as an addendum to the GRAD Act Report.
      b. Dollar amount of research/development expenditures per instructional faculty member
      Dollar amount of
      research/development
      expenditures
      Number (FTE) of
      research/instructional faculty
      (including Professor, Assistant
      Professor, and Associate
      Professor)
   iv. Dollar amount of research/development expenditures in Louisiana's key economic
      development industries
      Submit as an addendum to the GRAD Act Report.
   v. Total number of intellectual
      property measures
      Submit supplemental breakdown as an addendum to the GRAD Act Report.
   vi. Direct federal research grants
      and contracts (%peer ranking)

d. **Increase the number of students placed in jobs and success of associate degree
   recipients at higher award levels.**
      Employment Outcomes Report will serve as response.

Institutional Efficiency and Accountability

a. **Eliminate remedial education course offerings.**

i. Number of remedial course sections offered	7	7	5
ii. Number of students enrolled in remedial courses	248	222	219

b. Eliminate associate degree programs offered.

i. Number of associate degree programs offered	0	0	0
ii. Number of students enrolled in associate degree programs	0	0	0

c. Increase nonresident tuition amounts.

i. Tuition and fees charged to non-resident students compared to peers

Total tuition and fees charged to non-resident students	11230	11679	15021
Actual peer non-resident tuition/fee amount	15362	15969	16904

d. Designate centers of excellence as defined by the Board of Regents.

i. Percent of eligible programs that are currently discipline accredited.

Number of programs with mandatory or recommended accreditation	30	30
Number of programs that are discipline accredited	24	24

Reporting Requirements

a. Number of students by classification

Headcount by classification					
Undergraduate	4189	4058	4134	4124	3669
Graduate	446	446	428	411	440
Budgeted FTE by classification					
Undergraduate	3081.6	3113.5	3047.8	2971.4	2662.4
Graduate	266.8	281.1	279.9	261.9	266.4

b. Instructional Staff Members

Headcount	190	193	186	191	180
FTE	151.7	148.5	141.5	143.2	141.0

c. Average class student-to-instructor ratio

Undergraduate Headcount	15458	14617	14874	14576	12554
Undergradate level sections	600	587	612	660	594

d. Average number of students per instructor

Calculated upon update.

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

Submit as an addendum to the GRAD Act Report.

f. Number of staff members in administrative areas

Submit as an addendum to the GRAD Act Report.

Update   Cancel