

LOUISIANA STATE UNIVERSITY and A&M COLLEGE

GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS

GRAD ACT ANNUAL REPORT FOR 2012-2013

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Performance Objective 1: Student Success

Louisiana State University and A&M College (LSU) is the state's leading institution in awarding baccalaureate, master's, and doctoral degrees. In Year 3 of the GRAD Act¹, 4519 students received baccalaureate degrees. Although these degree completers are a slight decrease over the baseline data (4,648, a 2.8% decrease), it is an increase over Years 1 and 2 (4,312 and 4,347, respectively). The number of master's degree completers over the past few years has continued to increase from 966 in Baseline, 1,042 in Year 1, 1,092 in Year 2, and 1,232 in Year 3. The percent change in the number of master's completers from Baseline to Year 3 is 27.5%, representing a substantial change over that time period. The increase in doctoral degrees is even more impressive, increasing from 240 degrees completed in the Baseline year to 322 in Year 3, a 34.2% increase and the highest number of doctoral degree completers over the 4-year period. The number of completers for the Doctor of Veterinary Medicine (DVM) had declined to 75 in Year 2 but increased to 82 in Year 3, exceeding 81 in the Baseline Year. The DVM admits a cohort group of students each year with 81 the typical number in the First Year Class. The increase is consistent with the projection made last year that the completer number would increase to previous years after slipping to 75.

Degree-program graduates who take licensure exams perform very well as documented by the high passage rate on the exams. The DVM graduates who take the professional licensure exam remain successful as in previous years with a 96% passage rate on the exam. Of the 290 students who took the Praxis II exam for teacher certification in Year 3, 285 (98.3%) passed the exam. Thus, LSU students perform well on the Praxis II exam. LSU now offers the Bachelor of Science in Athletic Training. The most recent results (2010-2011) on the National Athletic Training Association Board of Certification exam showed that LSU graduates achieved a 100% passage rate.

Not only did the number of baccalaureate degree completers improve over the past year, but the graduation rate also improved significantly. Over the previous 3 years, the total graduation rate has remained stable (60.7% Baseline, 60.8% Year 1, and 60.6% Year 2). However, for Year 3, the total graduation rate was 62.0%. Additionally, the statewide graduation rate increased from 66.1% in the Baseline Year to 67.5% in Year 3. These increases reflect the added academic advising and support that LSU has provided to students over the past 3 years.

LSU continues to retain the highest percent of undergraduate students among the state's 4-year institutions. For Year 3, 1st to 2nd year retention rate was 83.3% and 1st to 3rd year retention rate was 75.2%. The retention rate from the 1st to 2nd year (83.3%) was essentially a return to the Baseline Year (83.4%) whereas the retention rate from the 1st to 3rd year (75.2%) was a decrease compared to the Baseline Year (76.4%). Compared to the Year 3 Benchmarks, the 1st to 2nd year retention rate was slightly below the target (84.4%) but the 1st to 3rd retention rate was above the target (74.0%). As discussed below, LSU continues to implement student support programs and policies that will produce higher student retention rates and ultimately even higher graduation rates.

¹Baseline Year, Year 1, Year 2, and Year 3 used in this report refer to data presented in the GRAD Act Annual Report Transaction Summary.

LSU continues to expand its partnerships with high schools to prepare students for post-secondary education. In Year 3, a total of 523 high school students completed 1,324 semester credit hours of college work, an increase from 402 students who completed 1,120 semester credit hours in Year 2.

As indicated above, LSU is committed to developing policies, procedures and support programs that benefit students' learning, resulting in student success in terms of retention and graduation. Building on efforts begun in 2010-11 to improve the learning environment, LSU has adopted and implemented several policies. Most significantly, the Grade Exclusion Policy will be implemented in Fall 2013. This policy will allow students who make a D or F grade in a course to repeat the course, such that the initial grade will not be calculated in the student's Grade Point Calculation (GPA). This policy allows students to redeem themselves when performing poorly on a course, if they can demonstrate satisfactory learning in the same course on a subsequent attempt. Too often students are unable to overcome a poor grade made on a course initially and are hampered in making adequate progress toward graduation because they can't retake the course. The Grade Exclusion Policy obviously has some limitations to which courses or how many courses may be repeated. But it does provide an opportunity for the student to recover from poor performance on a course if they are able to do so.

Another policy that has been approved by the Faculty Senate Admissions, Standards, and Honors committee is the class attendance policy. Previously, LSU policy restricted the use of class attendance in calculating the students' final grade. The concern was that a course grade should reflect the student's learning and performance and thus simply attending shouldn't be related to the final grade. However, it has become apparent that in many classes learning can only occur when the student is present to participate in the course activities. Moreover, a student's attendance and participation adds value to the entire class experience, improving learning for other students as well. The realization that attendance was closely connected to learning persuaded the LSU faculty to allow attendance to be used in calculating the student's grade. With more importance given to class attendance, students will be motivated not only to attend their classes but also to better learn the course material.

In the Spring Semester 2012, LSU created the LSU CARES Network. "CARE" refers to Communicate, Assess, Refer, and Educate. The Network is composed of two groups of staff and faculty: The CARE team and the Academic Intervention Team. The two groups complement each other to address issues that negatively impact a student's academic performance and personal well-being. The Academic Intervention Team's purpose is to identify students from a variety of sources who are experiencing circumstances that may impede their academic success and to provide interventions to benefit the students in overcoming their problems. The team works as a triage unit, quickly responding to a student in trouble and determining the best approach to provide academic support to the student. The Academic Intervention Team focuses on the needs of the individual student, rather than offering the same kind of support for all students. During the past year, the LSU CARES Network created a website to provide resources to students, staff, and faculty. The website allows faculty, staff and students to report concerns about a student (including student self-reports) which are not considered emergencies but which should receive attention for the student's academic and personal benefit.

The Center for Academic Success (CAS) has implemented a number of programs to provide academic support for students. Several of these programs use online technology to reach students. For example, CAS has prepared video capsules that present the most powerful metacognition strategies for student learning. Generally described, metacognition strategies are the overarching methods of learning that students may apply in a variety of courses. These metacognitions have been shown to be effective in helping students understand complex material and thus facilitating learning. Additionally, CAS purchased videos on topics related to student success and is working with academic departments to promote online tutoring for students.

Other forms of tutoring are also being developed by CAS. Working with the Math Department, CAS is providing learning strategies and skill building interventions to students who fail their first MATH 1550 exam. More Supplemental Instruction (SI) is being added to courses with the highest Drop/Fail/Withdrawal rates in the large enrollment courses. This will increase the overall number of courses with SI support. Peer-Led Team Learning (PLTL) was implemented for engineering courses. PLTL has been shown to be an effective learning support activity. First year students receive additional academic attention through the new Geaux Academic Workshop which presents essential skills needed for a successful transition to college. LSU's successful IMPACT Workshops are now required for students on warning or probation. The IMPACT Workshops help students develop new, effective study and time management strategies which are designed to sharpen the students' academic focus and achieve success in their courses. This year, 10 workshop sessions were held for first-year students. To provide oversight and coordination of these programs, Dr. Sheri Wischusen was appointed as Program Manager for First Year Academic Programs. Dr. Wischusen also participates in the nationally recognized BIOS (Biology Intensive Orientation for Students) program in the Department of Biological Sciences. This highly successful program helps students make the transition for high school to the high academic expectations of college. Students learn study skills and are introduced to the course content in BIOLOGY 1201.

The Office of University Registrar fully implemented its Comprehensive Academic Tracking System (CATS) with the incoming class of freshmen in Fall 2011. CATS is a two-year course and performance tracking and advising support system. Faculty for every undergraduate degree program develop an 8-semester model for students to complete the degree requirements in 4 years. Then for each semester, faculty identify 2 or 3 critical courses or performance measures, such as a specific course grade or overall GPA, which the students in the degree program are to complete as scheduled to remain on track. If the student fails to complete a critical requirement at the end of the designated semester, the advisor is notified. The advisor schedules additional counseling with the student to determine the circumstances that resulted in the student failing to meet the requirement. With CATS, the student and advisor are specifically notified that the student is making progress toward the completion of the degree program. When students consistently miss the tracking of critical requirements, the advisor initiates a more in-depth analysis of the student's interest, ability, and knowledge to determine if another major may be more suited for the student. CATS monitors each student's progress during the first two years. This approach helps students establish an academic foundation and points them on the correct path toward degree completion. The benefits of CATS on retention will only now begin to be determined as the first groups of freshmen complete the first full two years of academic tracking.

The impact of CATS on graduation will require additional years of performance monitoring to reach the 4- to 6-year range for determining graduation rates.

Degree programs are required to document the achievement of expected learning outcomes associated with program completion. That is, do our students acquire the required knowledge, skills, and abilities that are associated with the program's purpose and content? Initially, LSU managed the assessment of student learning outcomes through the assessment matrix, a university developed software package that serves primarily as the storage system for each program's learning outcomes and assessment reports. Two years ago, LSU adopted TaskStream, a commercially developed software package that not only enhances storage and allows for analyses of assessment reports, but also facilitates strategic planning for all departments, colleges, and support units. As LSU moves toward full implementation of TaskStream, academic units will be able to conduct more complex analyses of their learning assessments and also better track student learning over numerous years. With an enhanced capacity to report and analyze student learning, faculty in the academic programs will be able modify student learning experiences within courses and throughout the curriculum to improve learning and graduation rates.

LSU is committed to providing the best learning experiences for its students. With a focus on student learning and achievement, performance outcomes such as retention and graduation rates will continue to increase.

Performance Objective 2: Articulation and Transfer

Louisiana State University and A&M College (LSU) actively recruits community college students to transfer to LSU. Of the 1,117 baccalaureate degree-seeking transfer students who entered LSU in the prior year, 896 of those students were retained in the second year, a transfer retention rate of 80.2%. During the prior year, 66 of those transfer students held an Associate degree from a 2-year college and 54 of those were retained in the second year, a retention rate for these Associate degree students of 81.8%. Also, in the prior year, 935 degree completers were initially admitted to LSU as transfer students. In the most recent year, LSU admitted 1,196 transfer students, of which only 91 were admitted by exception, a 7.6% exception rate for admission of transfer students.²

In fall 2012, the Office of Undergraduate Admissions hired a Transfer Recruiter/Evaluator who is responsible for recruiting and advising transfer students. Transfer students have very specific needs when being recruited; they want to know how their courses will transfer and how long it will take before they can graduate. This new hire is an expert on both the recruitment and evaluation aspects and can answer the questions more effectively. This year the Transfer Recruiter visited Baton Rouge Community College (BRCC), South Louisiana Community College (SLCC), Delgado Community College, and River Parishes Community College (RPCC) and established a rotation schedule for visits at each of those schools.

Recruitment of transfer students is also facilitated through formal transfer articulation agreements with Louisiana community colleges. The articulation agreements may be between the community college and the university or between Associate and Bachelor degree programs (e.g., discipline-specific program articulations). LSU continues to participate with the community colleges in the former type of articulation agreements with programs such as “Bears 2 Tigers” with BRCC and “Bengal to Tiger Bridge Program” with LSU-Eunice. The agreements establish the general transfer requirements between the two institutions and the framework for discipline-specific articulation agreements. In July 2012, LSU and BRCC re-signed the Bears 2 Tigers Memorandum of Understanding for the seamless transfer of BRCC students to LSU upon completion of any one of the following: the Tiger Bridge Program; Bears 2 Tigers Program; or Louisiana Transfer Degree Program; or articulated program agreements.

This year LSU expanded its Bears 2 Tigers program by signing the Tiger Bridge Program with BRCC. In September of 2012, members from the Enrollment Management and Financial Administration teams from LSU and BRCC visited Clemson University and the University of South Carolina in order learn about the Bridge programs that have been very successful on their campuses. By the end of 2012, LSU was well underway to forging the bridge program with BRCC. This program is unique in that it allows selected BRCC students to live on the LSU

² The Board of Regents Master Plan requires that incoming transfer students admitted to the flagship have completed a minimum of 30 college level hours including a college-level English and Math with a 2.5 GPA. Students with less than the 30 college-level hours must also meet freshman requirements. Transfer students not meeting those requirements for AY 2012 fell into one of three categories: (1) did not have 30 hours, had very high transfer GPAs, and required courses but did not meet high school criteria; (2) were missing one of the required courses; or (3) were admitted by faculty committee based on departmental recommendation. These students enrolled at a higher yield level than in previous years due to an increase in transfer recruitment efforts and follow-up which targeted admitted students.

campus as they complete the first 30 hours of course work at BRCC. These students would not normally be admitted directly to LSU because they had fallen short on either the GPA or ACT standards for admission to LSU. Students are admitted to and enroll in courses at BRCC but live on the LSU campus, developing a familiarity with campus life and resources to facilitate their transfer to LSU. Approximately 185 students will participate in this program next year. This program will increase the number of transfer students to LSU. Also, when the students complete an additional 30 hours at LSU with appropriate course requirements, their course credits will transfer back to BRCC, which will award students either the AALT or ASLT degree. In addition to the new Tiger Bridge Program, LSU continues to encourage students who are not admitted directly to LSU to consider attending a community college with the opportunity to transfer into LSU at a later time. For example, last year, LSU directed 895 applicants to LSU-Eunice.

During the past year, LSU has established a number of program specific articulation agreements. These agreements facilitate the transfer from the community college's Associate degree into a specific Bachelor degree at LSU. Such an agreement assures the student that course work completed at the community college will meet degree-specific requirements for a Bachelor's degree at LSU. In addition to the more than 10 articulation agreements previously signed with either BRCC or River Parishes Community College (RPCC), agreements signed this year include the Associate of Science to Bachelor of Science in Biological Sciences with BRCC. Also, the LSU School of Veterinary Medicine (SVM) established an agreement with Delgado Community College to provide externship experiences for Delgado students enrolled in their Veterinary Technology Program. The SVM will supervise Delgado students in the externship experiences offered on the LSU campus.

The Office of Undergraduate Admissions proposed that transfer students also have the opportunity to receive placement credit based on standardized test scores, provided the scores were no more than 2 years old. This proposal was brought before the Admissions, Standards and Honors Committee and was approved for inclusion in the 2014-2015 catalog. This student-friendly policy will help high achieving transfer students who scored high in the MACT or QSAT and wish to receive placement credit in MATH.

LSU continues to support the Board of Regents efforts in the expansion of the Statewide Master Course Articulation Matrix. This past year, LSU faculty members were asked to participate in statewide departmental meetings to identify commonalities and learning outcomes for general education courses. The purpose of this was to ensure that all general education courses offered by Louisiana public institutions would be vetted by faculty from each department for inclusion in the matrix. By the end of the 2012 reporting year, LSU was asked to identify faculty from non-general education courses which are to be added to the Matrix in 2013.

LSU will be in compliance with the Louisiana Statewide Common Course Numbering System legislation that requires the publishing of the common course numbering system in the 2013-2014 Online Catalog. The LSU Office of Undergraduate Admissions allocated resources to update the Tiger Transfer Tables with the new Louisiana Common Course numbers. This project began in 2012 and will be completed mid-summer of 2013.

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The Office of Undergraduate Admissions works closely with all LSU senior colleges to ensure the timely and accurate evaluation of transfer coursework. This office continues to improve turn-around time during peak times which, depending on volume, has been in the past as long as three to four weeks. During non-peak times the turn-around time is usually only one week.

LSU is committed to the recruit of well-qualified community college students to provide opportunities for them to continue their education, to prepare for careers in their chosen disciplines, and to earn their baccalaureate degrees.

Performance Objective 3: Workforce and Economic Development

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

Louisiana State University and A&M College (LSU) continues to determine program viability and alignment with workforce needs in the state and region. Degree programs have been added to address workforce needs. In June 2012, the Master of Science in Construction Management was approved by the Board of Regents (BoR) to provide for well-qualified managers in the construction industry, which is rapidly responding to improving national economic conditions.

LSU has initiated a new strategy to develop undergraduate and graduate certificates that closely relate to workforce needs and economic development. Proposals for graduate certificates have been reviewed by the Graduate School and submitted to the Board of Supervisors for approval. When finally approved by the BoR, LSU will have added the graduate certificates in Material Science and Engineering and in Strategic Communications. Also, a post-baccalaureate certificate in Construction Management has been proposed. The new degree program and these certifications, when approved, will contribute specifically to workforce and economic development.

During the 2011-2012 academic year, LSU added four degrees: (1) MS in Plant Environmental & Soil Sciences (CIP 010308); (2) PhD in Plant Environmental Management & Soil Sciences (CIP 010308); (3) BS in Athletic Training (CIP 510913); and (4) MS in Construction Management (CIP 522001). It also eliminated three degree programs: (1) Bachelor of Science in Family Consumer Science Education for Grades 6-12 (CIP 131308); Bachelor of Science in Marketing Education for Grades 6-12 (CIP 131310); and (3) Doctor of Philosophy in Agronomy (011102), which was then established as a concentration in the Doctor of Philosophy in Plant, Environmental Management, and Soil Science.

As the state's Flagship University, LSU's role, scope and mission focus on a broad spectrum of programs that promote research and teaching across a comprehensive array of disciplines which collectively contribute to the quality of life, the advancement of knowledge, and the development new applications and technology critical to economic development in Louisiana.

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

LSU has been involved in distance education for years. During the past year, 480 students were enrolled in courses for which 50-99% of the course is taught through distance education, and 3,088 students were enrolled in courses for which 100% of the course is taught through distance education. In addition to our successful, Independent and Continuing Education Program that offers both for-credit and non-credit educational materials, LSU has offered four graduate degree programs through distance education. These programs relied upon the available technology at the time to deliver courses, such as compressed video and other non-internet approaches to distance education. These programs include:

- Master of Social Work;
- Master of Library and Information Science;
- Master of Science in Human Resource Education; and
- Doctor of Philosophy in Human Resource Education.

These programs were developed by the individual academic units, supported by their own operational budgets and in most cases faculty are paid “on-load”—meaning that teaching the distance education courses was calculated as part of their regular teaching assignment. Also, in most cases, the degree programs were “hybrid” programs, meaning that the students completed the programs by taking both distance education and on-campus (face-to-face) courses. With the exception of the Master of Science in Human Resource Education (see below), the other three programs continue to be offered as hybrid programs but now use the internet for course delivery.

The lack of a funding model that provided direct program revenue from teaching online has hampered the development of other degree programs offered through distance education. The need to create a new approach to distance education for our degree programs became apparent. About two years ago, the institution evaluated what was needed to create the environment to stimulate online delivery of degree programs. The decision was made to secure the resources of an external partner which would have the expertise to help guide our effort and provide support to create nationally competitive degree programs. Following a review of proposals in fall 2012, LSU contracted with Academic Partnerships (AP), to help establish new 100% distance education degree programs. AP has worked with the LSU faculty, departments and university support areas to bring 3 master’s degree programs 100% online in the spring semester 2013:

- Master of Business Administration (our nationally recognized MBA program);
- Master of Science in Construction Management (a new degree program in the College of Engineering); and
- Master of Science in Human Resource Education.

These three online programs have small initial enrollments (9 in the MBA, 4 each in the MS in CM and the MS in HRE); however, it was important to get these programs launched and now that they have been launched their enrollments will grow, ensuring their success. The students who enroll in these programs most likely would not be able to enroll in LSU on-campus programs because of location and/or career and family responsibilities. Thus, these students represent an incremental growth in our student enrollment—not simply shifting students from on-campus programs to online programs. Based on the incremental student notion, a new funding model was implemented that allowed colleges and departments to directly benefit in the increased enrollment, providing the incentives needed to grow the online degree programs.

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

Scope Conditions for Reporting. Items i-v in Element C require data on research and instructional faculty holding active research and development grants or contracts, the dollar amounts for research and development expenditures, and a variety of intellectual property items. In the 2011 report, we explicated at length the methods to produce the following data. Due to

space limitations we refer the reader back to that report for methodological details, but note that the exact same method is used here for a third year in a row, ensuring consistency over time. *Current and Prospective Research Productivity in Key Economic Development Industries.* In terms of current and prospective research productivity, the percent of research/instructional faculty holding active R&D grants as of October 2011 is found in Element C, item i and is 47.6%. The percentage of instructional faculty holding R&D grants/contracts in Louisiana's key economic development industries as found in Element C, item ii is 43.6%. Proportionally speaking, 91.6% 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 Louisiana.

Element C, item iii provides the total dollar amount of R&D expenditures based on the five-year average for Fiscal Year (FY)08 to FY12, which is \$151,324,000. This is a change over the baseline 5-year average (FY06 to FY10) of 4.1%. The total dollar amount of R&D expenditures in Louisiana's key economic development industries based on the five-year average for FY08 to FY12 (Element C, item iv) is \$144,794,000, a change over the baseline 5 year average (FY06 to FY10) of 4.1% as well, indicating no slippage in the proportional allotment of funding in the focal economic development areas in the LSU funding portfolio. Proportionately, 95.7% of R&D expenditures at LSU correspond to the broad economic development focal areas defined by FIRST Louisiana and the Blue Ocean Initiative.

For this reporting year, institutions were also required to select or develop a new targeted measure for research productivity. Consideration of the original tracked measures for research productivity indicated that those measures failed to capture the important faculty contribution to the research effort. A new measure was developed which is a 5-year average of research expenditures per FTE for FY08 to FY12. The baseline value for this new targeted measure is \$138,385 per FTE (data not reported in tabular form).

To make comparisons with peer universities, it is appropriate to refer to data that are reported in a standardized format that other institutions use as a way of benchmarking. Using the combined data (LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center) that is supplied to NSF for the Higher Education Research and Development Survey, the five-year average for research expenditures for FY08 to FY12 is \$287,594,000 (Table 1). This represents a 3.6% increase over the baseline average (FY06 to FY10). Focusing only on research expenditures in the Louisiana key economic development industries, the figure for the same time period is \$281,064,000 (see Table 2), also a 3.6% increase over the baseline average (FY06 to FY10).

Table 1: Dollar Amount of Research and Development Expenditures

2013 Annual Report: five-year average of FY 2007-08 through 2011-2012 (in thousands)

<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
\$80,582	\$85,355	\$10,694	\$90,762	\$12,688	\$280,081
\$89,593	\$80,035	\$11,046	\$96,497	\$17,609	\$294,780
\$97,407	\$75,500	\$20,507	\$95,424	\$1,034	\$289,872
\$97,517	\$72,484	\$22,730	\$93,953	\$1,157	\$287,841
\$92,551	\$74,045	\$23,141	\$95,007	\$651	\$285,395
\$91,530	\$77,484	\$17,624	\$94,329	\$6,628	\$287,594

*NSF modified its survey fields beginning FY 10; LSU reclassified R&D funding sources to appropriately reflect these changes.

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

2013 Annual Report: five-year average of FY 2007-08 through 2011-2012 (in thousands)

<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
\$78,208	\$84,792	\$10,694	\$88,113	\$12,305	\$274,112
\$87,469	\$79,217	\$11,046	\$93,188	\$17,055	\$287,975
\$94,621	\$74,624	\$20,110	\$92,394	\$1,008	\$282,757
\$95,167	\$71,747	\$22,132	\$91,253	\$1,101	\$281,400
\$90,001	\$73,461	\$22,572	\$92,396	\$647	\$279,077
\$89,093	\$76,768	\$17,311	\$91,469	\$6,423	\$281,064

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

Current and Prospective Technology Transfers in Key Economic Development Industries.

Element C, item v, provides the LSU technology transfer numbers. In FY 2011-12 for example, there were 38 disclosures, 5 licenses and options awarded, 4 patents awarded, no start-ups formed, and 9 surviving start-ups that were documented.

Collaborations. The Louisiana Business & Technology Center (LBTC) and the LSU Innovation Park operate as the economic development arm of the university and are active with Louisiana Economic Development (LED), Louisiana Industrial Development Executives Association (LIDEA), and other state, local and regional economic development groups. The LBTC has assisted 62 Louisiana businesses win \$23,150,000 in SBIR grant funding since 2008. Many LBTC incubator clients have won these research grants including Mezzo, Electrochemical Materials, Enervana, and Invertherm. Since 1999, 188 LBTC clients have won over \$55.8 million in awards, which are spent in Louisiana on payroll and purchases.

The LBTC works with 34 incubator companies, 39 student incubator companies, 5 research park companies and over 200 affiliate companies annually on developing technologies, business plans and commercialization of technologies. Currently, there are over 300 high paying jobs at the LSU Innovation Park/LBTC averaging \$60,000 each. The LBTC has documented the creation or saving of nearly 10,000 jobs since its inception. The 39 student incubator companies and the 30 student incubator graduates have created over 120 jobs, thus stopping the exodus of LSU graduates from Louisiana. The LBTC documents about 6 company graduations and 8-10 incubator startups annually and has assisted 200+ companies as affiliated companies start up or expand. Finally, LED, US Department of Commerce and other agencies are providing funding to the LBTC to develop an international trade and export assistance program to assist Louisiana businesses develop export programs and to stimulate direct foreign investment in Louisiana. The LBTC is also designated by the NBIA as a "Soft Landing Incubator" to provide space and services to foreign companies interested in establishing a US presence. The LBTC has two international companies that have documented in excess of \$5 million in annual sales.

The LBTC collaborates with LED, LABI, LIDEA and the regional chambers in the 11 parishes surrounding East Baton Rouge. LBTC staff serve on the boards and committees of many economic development entities in the region and serve on committees statewide. The LBTC provides leadership to the Louisiana Business Incubation Association and has assisted most incubators in the state to get started. The LBTC offers services to Louisiana Tech University, the New Orleans BioInnovation Center and the

Pennington Biomedical Research Foundation assisting in business formation and job creation. Although the summary above provides useful information on recent activities, it is enlightening to contextualize the impact of the LBTC with a longer range view. Data provided below by the LBTC demonstrate the enduring impact on economic activity this branch of LSU exhibits.

LBTC Overall Impact [Jan 1999 – Sept 2012]

- \$163,657,649 in equity, grants and loans
- 6,418 businesses & entrepreneurs received technical and management assistance
- 4,034 projects completed
- 2,214 companies received Small Business Innovative Research (SBIR) support
- 554 businesses started after receiving assistance; creating or saving at least 9,690 jobs
- 489 training events for 21,424 participants
- 28 Incubator Tenant Companies creating 140 full time jobs in Baton Rouge
 - 140 Graduated Tenants with 2,278 jobs created since 1989
 - 110 Still in business = 78% success rate
- Since its inception in 2010, the Student Incubator Program has assisted 52 student businesses. The program has resulted in 25 businesses in operation, 53 jobs created and 11 graduated businesses

In the College of Engineering, the number of companies funding research projects with the College has increased approximately 8% from FY11 to FY12 to include 40 companies. On average, the Engineering Office of Corporate Relations and Economic Development hosts 4 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 4 per month. With an increase in student enrollment of 41% over the last five years, the Office of Corporate Relations and Economic Development has worked to increase the number of companies recruiting LSU engineers by 20% (192 total companies recruiting) over the past year. With strategic efforts, outreach has been targeted to Louisiana based companies.

The College has also worked to create links with LED and the State's seven regional economic development organizations to continue to support the region in its economic development efforts. Activities include attending and participating in client recruitment efforts with LED, BRAC, GNO Inc., NLEP, and LEDA (at least 11 within the current FY, July 1—March 9). In addition to these organizations, the College has extended partnerships with the small-business and entrepreneurship community in Louisiana by assisting in connecting small businesses with faculty expertise through SBIR grants in partnership with LBTC; partnering with LBTC, Louisiana Technology Park, SpringBoard Baton Rouge, and LaunchPad New Orleans 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.

The College of Engineering is active partners with the Greater Baton Rouge Industry Alliance, the Louisiana Chemical Association, and the Baton Rouge Area Digital Industries Consortium and has given presentations to their respective groups over the last year to further develop

relationships and align the College with needs of industry. The College has also invited the membership of each of these trade organizations to participate in the newly created research clusters. The College, its departments, and diversity programs host nine different industrial advisory boards, with meetings semi-annually consisting of more than 10 corporate partners in each group that assist in guiding programmatic, research, academic, and philanthropic efforts. Since July 2012, the College has held over 75 introductory meetings with corporations to build connections through research and recruitment with the faculty and students within the College.

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 LED, 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 LED. 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. The Division is also currently working on a project to quantify the economic value and potential economic impact of coastal erosion in Louisiana on the State and nation as a whole.

The College of Science remains heavily engaged with industrial sponsors in R&D activity that is pertinent to economic development issues. Through grants and contracts with approximately 30 industrial and non-academic sponsors, faculty in the departments of Geology, Biological Sciences, Chemistry, Math, Physics & Astronomy, and those affiliated with the Center for Advanced Microstructures and Devices were awarded more than \$3,170,000 in funds to support this activity.

A number of other activities take place that are important for economic development efforts but are slightly more indirect. In the College of Humanities and Social Science, the Southern Regional Climate Center, the Southern Climate Impacts Planning Program, and the Louisiana Office of State Climatology—all of which are based in the Department of Geography and Anthropology—work together to provide short- and long-term climate data to various businesses, private industries, individuals, and other stakeholders for the state and the region. In addition, an important consideration for strategic economic development and encouraging business growth is public safety. The Highway Safety Research Group (HSRG), a division of the Information Systems and Decision Sciences Department within the College of Business, works with over 180 law enforcement agencies in the state concerning traffic safety. The HSRG helps provide data to many local, state, and federal agencies. The HSRG assists the Motor Carrier Safety Assistance Program Division of Louisiana State Police with reporting Commercial Motor Vehicle Crash data to the Federal Motor Carrier Safety Administration. Also, working with the Department of Transportation and Development, the HSRG assists with reporting fatal crash data to the National Highway Transportation Safety Administration. Utilizing Business Intelligence systems developed in-house, the HSRG analyzes crash-related data at the request of the

Louisiana Highway Safety Commission, Louisiana Department of Transportation and Development, Louisiana Division of the Federal Highway Safety Administration, Louisiana State Police, sheriffs' offices, and police departments. By performing safety studies and affecting supplying crash data, the HSRG has assisted many projects successfully decrease the number of fatal and serious injury crashes occurring on Louisiana's roadways, making Louisiana more attractive to potential employers.

Likewise, the LSU Office of Social Service Research and Development has partnered with the Office of the Mayor-President, the District Attorney, and local law enforcement to develop and implement the Baton Rouge Area Violence Elimination program to help reduce violent crime in socioeconomically distressed communities in Baton Rouge. Crime and fear of crime are major impediments to successful implementation of economic development strategies, and this community violence reduction strategy potentially has important implications for future economic development initiatives in communities where it is most needed.

Finally, the College of Human Sciences and Education has more than 25 distinct community engagement and grant-supported programs in place that address academic preparedness among the K-12 student population and among existing educators. Sound educational foundations are vital to the future of the state and local workforce needs, and while it is more difficult to discern any immediate impact of these activities on economic development, the long term expectation is that such efforts will positively impact economic development in the local community and throughout the state over the long term.

Business Innovations and Startups. LSU retains an active and expanding portfolio of business innovations and startups. Element C, item v documents the establishment of one new start-up in the FY11. The number of surviving companies is 9. LSU's also fully executed two SBIR awards and 1 STTR award in FY12. Additional information on these awards is available upon request.

Peer Comparison. Two data sources are used to compare LSU's research productivity to its peers: the National Science Foundation (NSF) for federal expenditures and the National Center of Education Statistics IPEDS data on total expenditures. Using these two sources, LSU can be compared to the SREB 4 Year 1 Peer Institutions. In this context, LSU ranked 18th out of 40 with \$97,517,000 in federal research expenditures, and 13th out of 39 with \$262,677,656 in total research expenditures (Table 3). In short, these data indicate LSU compares very favorably to its peers in research expenditures, and thus research productivity.

The technology transfer activity at LSU compared to its peer institutions is provided in Table 4. These data were secured from the AUTM U.S. Licensing Survey: FY12. These data may be different from NSF reported data for a number of reasons, such as the 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 standardized by LSU research expenditures to provide comparability. It is notable that the meaningfulness of these comparisons is unclear given the questionable comparability of data sources across the reporting units.

Louisiana State University

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

Institution	2010-2011 Research Expenditures	
	Total	Federal
Auburn University	\$129,023,989	\$59,559,000
Clemson University	\$144,236,963	\$52,919,000
Florida International University	\$59,579,377	\$65,446,000
Florida State University	\$158,549,153	\$140,850,000
George Mason University	\$74,990,459	\$65,301,000
Georgia State University	\$97,452,722	\$28,210,000
Louisiana State University	\$262,677,656	\$97,517,000
Mississippi State University	\$173,509,811	\$98,998,000
North Carolina State University at Raleigh	\$253,620,692	\$155,293,000
Oklahoma State University-Main Campus	\$122,584,424	\$81,855,000
Old Dominion University	\$6,997,079	\$39,534,000
Texas A & M University-College Station	\$502,438,272	\$291,812,000
Texas Tech University	\$136,842,075	\$35,191,000
The University of Alabama	\$55,068,280	\$32,999,000
The University of Tennessee	\$280,311,733	\$111,942,000
The University of Texas at Arlington	\$61,475,926	\$30,659,000
The University of Texas at Austin	\$482,660,863	\$355,437,000
The University of Texas at Dallas	\$82,607,919	\$33,216,000
University of Alabama at Birmingham	\$370,984,347	\$344,164,000
University of Arkansas	\$124,556,347	\$37,587,000
University of Central Florida	\$115,051,584	\$69,098,000
University of Delaware	N/A	\$118,673,000
University of Florida	\$622,863,000	\$306,349,000
University of Georgia	\$337,789,631	\$137,328,000
University of Houston	\$115,777,978	\$59,580,000
University of Kentucky	\$305,713,001	\$179,161,000
University of Louisville	\$152,357,000	\$96,010,000
University of Maryland-College Park	\$416,683,464	\$338,780,000
University of Memphis	\$40,355,997	\$20,348,000
University of North Carolina at Chapel Hill	\$500,924,315	\$561,708,000
University of North Carolina at Greensboro	\$19,772,521	\$20,868,000
University of North Texas	\$20,459,234	\$14,754,000
University of Oklahoma Norman Campus	\$113,558,000	\$95,505,000
University of South Carolina-Columbia	\$134,090,089	\$103,296,000
University of South Florida-Main Campus	\$276,479,512	\$243,030,000
University of Southern Mississippi	\$52,903,681	\$40,984,000
University of Virginia-Main Campus	\$353,781,413	\$232,525,000
Virginia Polytechnic Institute and State University	\$312,655,623	\$189,198,000
West Virginia University	\$172,374,405	\$88,419,000
Average	\$201,151,540	\$130,105,205

Total: Source=IPEDS Data Center; Federal: Source: NSF

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

Table 4: Comparison of LSU Technology Transfer Metrics with Peer Institutions 2012

LSU A&M Data FY 2012	Peer Metrics					Peer Metrics Standardized to LSU A&M Research Expenditures				
	Research Expenditures	Invention Disclosures	Patents Issued	Licenses Options	Start-ups	Research Expenditures	Invention Disclosures	Patents Issued	Licenses Options	Start-ups
Colorado State University	330783824	115	17	31	5	143567000	50	7	13	2
Iowa State University	300393610	106	25	46	2	143567000	51	12	22	1
Kansas State University Research Foundation	124587415	34	4	6	0	143567000	39	5	7	0
Louisiana State University System	413044000	96	20	33	4	143567000	33	7	11	1
Mississippi State University	226070000	44	3	12	5	143567000	28	2	8	3
North Carolina State University	378154000	165	51	86	4	143567000	63	19	33	2
Purdue Research Foundation	600477000	269	57	64	7	143567000	64	14	15	2
Texas A&M University System	705720000	284	19	67	4	143567000	59	4	14	1
University of Arkansas - Fayetteville	120007162	27	8	32	2	143567000	32	10	36	2
University of Georgia	245168000	169	28	152	4	143567000	89	16	89	2
University of Illinois, Chicago, Urbana	926497000	348	93	100	20	143567000	54	14	15	3
University of Nebraska	368331834	202	23	48	5	143567000	79	9	19	2
University of Tennessee	321943518	87	18	16	0	143567000	39	8	7	0
Peer Average	389321182	149	28	53	5					
Peer Average Standardized to \$143,567,000 in Expenditures	143567000	55	10	20	2					
Louisiana State University A&M 2012 Data	143567000	38	4	5	0					

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 *2011 Employment Outcomes Report* is the most recent report available and provides a comprehensive analysis of university completers who are found to be employed in the state. Unfortunately, the *Outcomes Report* does not report graduate employment outside the state. The *Outcomes Report* includes graduates from the years 2006-07 through 2008-09. During that three-year period, the percent of LSU undergraduate degree completers found to be employed in the state 18 months after graduation were 55.1% (2006-07), 55.6% (2007-08), and 56.3% (2008-09). The percent of master's degree completers employed in the state were 50.5%, 53.3%, and 54.5%, over the same three-year period, respectively. These results demonstrate that more than half of the LSU degree completers are finding employment in the state within 18 months after graduation. The percent of doctoral degree completers employed in the state were consistently at 30% (30.8%, 30.3%, and 30.0%, respectively). The lower percent of doctoral students reflects the fact that doctoral graduates of research institutions most often gain employment at other research institutions. Because LSU is the only major research institution in the state, doctoral students are likely to be employed in post-doctoral research and faculty positions at institutions in other states. It should be noted that as the major research institution in the state, LSU is the primary employer of research faculty, most of whom received their degrees from institutions in other states.

Analysis of the employment rate in the state by the field of study 18 months after graduation was also presented in the *2011 Employment Outcomes Report*. The analysis indicated that for the LSU baccalaureate graduates, those most highly employed in the state were from the fields of agriculture/agricultural operations (60%), education (54%), and health professions (54%). For the master's degree graduates, the highest fields of study were public administration and social service (79%), family and consumer sciences (77%), psychology (77%), and library science (75%). These results are consistent with the fact that LSU has strong academic programs in these fields of study. The performance of Associate degree recipients who transfer to LSU is described in Performance Objective 2: Articulation and Transfer (item 3.d.ii).

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. The purpose was to ensure 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 2012-2013, LSU increased the total nonresident tuition and fees by 15% resulting in a total charge of \$22,265 for LSU nonresident undergraduates. Continued 15% increases to the nonresident total would result in the following projected academic year charges at LSU:

2013-2014: \$25,605
 2014-2015: \$29,445

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 (2011-2012) for LSU (\$19,362) and the average for this group (\$22,355) showed LSU was \$2,993 (15.5%) below the SREB average.

The average rate of increase over the past four reported periods for SREB Four-Year 1 institutions was 6.61%. Increasing the 2011-2012 SREB Four Year 1 average by this rate would place the peer average at \$27,087 for the 2014-2015 data year (released in 2015-2016). Continuing the 15% increase plan would place LSU \$2,358 above the SREB projection for charges to nonresident undergraduate students in the 2014-2015 academic year. LSU will adjust the nonresident charges in future years, as appropriate, to not exceed the SREB average.

Academic Year	LSU	SREB 4-Yr. 1 Peers	
		Amount	Difference from LSU
<u>Actual</u>			
2010-2011	\$16,549	\$21,179	-\$4,630
2011-2012	\$19,362	\$22,355	-\$2,993
2012-2013	\$22,265	\$23,833 (projected)	-\$1,568
<u>Projected:</u>			
2013-2014	\$25,605	\$25,408	\$197
2014-2015	\$29,445	\$27,087	\$2,358

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., if a student does not pay all or some of the fee). Due to the financial climate in FY12, LSU implemented dramatic eliminations and reductions in fee exemptions available to nonresident students. These reductions in fee exemptions and the annual 15% increases in the nonresident tuition and fees over the last several years has resulted in a smaller incoming class of nonresident students. In order to alleviate the declining nonresident student population, the LSU Board of Supervisors approved nonresident fee exemption adjustments beginning in FY15 that will make LSU more competitive for high-quality nonresident students. There is no doubt that the financial aid programs available to nonresident students must be continuously 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 the next fiscal year (FY14), LSU projects that a 15% increase in nonresident tuition and fees would generate an additional \$5.0 million in assessed (gross) revenue and a net revenue increase (after exemptions) of \$3.4 million. The projection may be overly optimistic since LSU will continue the reductions in nonresident exemptions next fiscal year as well as increase the nonresident charges by 15%. 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.

Louisiana State University

5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data.

Louisiana State University

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

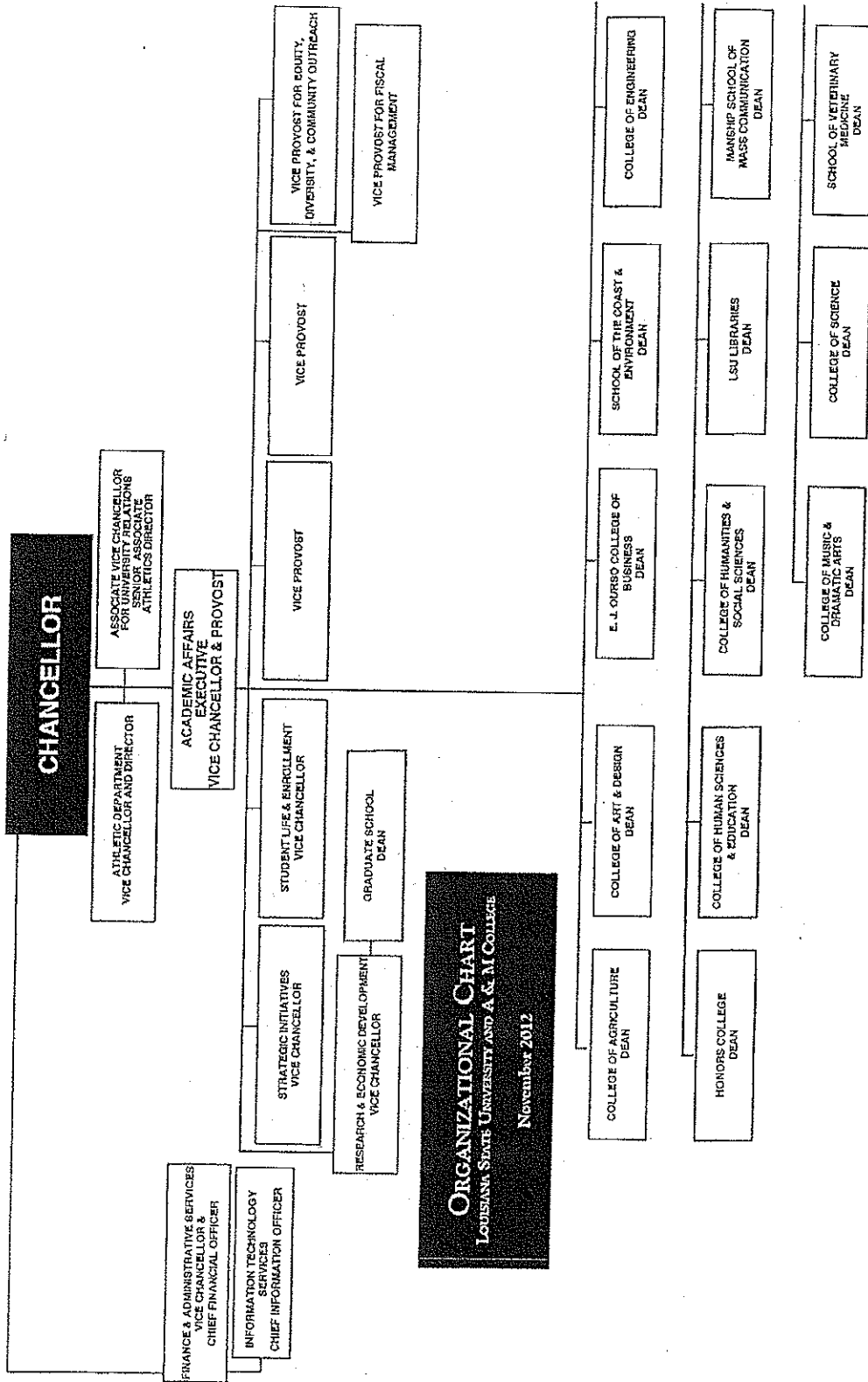
College of Agriculture	
Headcount	2
FTE	1.76
College of Art & Design	
Headcount	1
FTE	1.00
Ourso College of Business	
Headcount	1
FTE	0.97
School of Coast & the Environment	
Headcount	1
FTE	1.00
College of Human Sciences & Education	
Headcount	2
FTE	2.00
College of Engineering	
Headcount	1
FTE	1.00
Honors College	
Headcount	1
FTE	1.00
College of Humanities & Social Sciences	
Headcount	3
FTE	3.00
Manship School of Mass Communication	
Headcount	1
FTE	1.00
College of Music & Dramatic Arts	
Headcount	1
FTE	1.00
College of Science	
Headcount	1
FTE	1.00
School of Veterinary Medicine	
Headcount	5
FTE	4.91
TOTAL	
HEADCOUNT	20
FTE	19.64

Louisiana State University

5. f. Number of staff in administrative areas

Chancellor	
Headcount	5
FTE	4.85
Exec Vice Chancellor & Provost	
Academic Affairs	
Headcount	12
FTE	11.50
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	9
FTE	9.00
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	43
FTE	41.77

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



ORGANIZATIONAL CHART
 LOUISIANA STATE UNIVERSITY AND A. & M. COLLEGE
 November 2012

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

Position	Total Base Salary Reported for Fall 2009	Salary Changes Since 6/30/2008 Reported for Fall 2010	Salary Changes Since 10/31/2010 Reported for Fall 2011	Salary Changes Since 10/31/2011 Reported for Fall 2012
Chancellor	\$400,000			
Executive Vice Chancellor and Provost	\$260,000	\$280,000 New to position as of 7/1/2010		\$340,000 New to position as of 8/1/2012
Vice Chancellor and Director, Athletic Department	\$950,000		\$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	\$232,999		vacant	vacant
Vice Chancellor, Finance & Administrative Services	\$205,005	\$220,000 New to position as of 1/1/2010		
Vice Chancellor, Research & Economic Development	\$231,533	vacant	vacant	vacant
Vice Chancellor, Strategic Initiatives	\$239,068			
Vice Chancellor, Student Life and Enrollment	vacant	\$200,000 New to position as of 4/13/2010		
Vice Provost for Equity, Diversity, and Community Outreach	\$166,000	Salary of previous incumbent was \$192,605 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			\$230,000 Retention Increase (per PM-69) as of 10/1/2012
Dean, College of Agriculture	\$121,103			
Dean, College of Art and Design	\$185,191		vacant	vacant
Dean, Oursu College of Business	\$299,999			vacant
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 Human Sciences & Education	\$172,145	vacant	vacant	\$180,000 New to position as of 7/1/2012
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	\$187,000	New to position as of 6/30/2012
Dean, Honors College	\$150,451	vacant	vacant	\$174,772	\$184,772
Dean, College of Humanities & Social Sciences	vacant	vacant	vacant	New to position as of 1/24/2011 Salary of previous incumbent was \$176,363	Awarded Foundation Distinguished Chair Professorship in amount of \$10,000
Dean, LSU Libraries	\$169,823	vacant	vacant	\$225,000	
Dean, Manship School of Mass Communication	\$225,876	vacant	vacant	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 \$169,423		
Dean, College of Science	\$207,735			\$232,000	
Dean, School of Veterinary Medicine	\$235,560			Equity increase	

Louisiana State University

i. Cost performance analysis (FY 2011-12)

- 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	\$179,463,095	41.3%
Research	53,194,267	12.2%
Public Service	5,224,134	1.2%
Academic Support	58,087,531	13.4%
Student Services	14,565,270	3.4%
Institutional Services	20,558,103	4.7%
Scholarships/Fellowships	56,737,545	13.1%
Plant Operations/Maintenance	53,334,855	12.3%
Total E&G Expenditures	\$441,164,800	101.5%
Hospital	--	0.0%
Transfers out of agency	(\$6,462,547)	-1.5%
Athletics	--	0.0%
Other	--	0.0%
Total Expenditures	\$434,702,253	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)	\$6,354
Books and Supplies	\$1,500
Off Campus Room & Board	\$14,352
Off Campus Other	\$3,436
Total	\$25,642

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

4.4 years

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

\$5,340 (Includes general fund direct and statutory dedicated funds.)

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

\$5,340 (Includes general fund direct and statutory dedicated funds.)

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

\$872,311,073 (Actual revenues as reported on Form BOR-3.)

Louisiana State University

Addendum 1

1. Student Success

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

i. Passage rates on licensure/certification exams

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	Year	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Education		Licensure: LA Dept. of Education				
	Praxis II Exams	Source: ETS for Title II reporting	2008-2009	26 alternate	26 alternate	100.0%
			2008-2009	227 undergraduate	224 undergraduate	98.7%
			2008-2009	253 Total	250 Total	98.8%
	Praxis II Exams	Source: ETS for Title II reporting	2009-2010	47 alternate	47 alternate	100.0%
			2009-2010	179 undergraduate	176 undergraduate	98.3%
			2009-2010	226 Total	223 Total	98.7%
	Praxis II Exams	Source: ETS for Title II reporting	2010-2011	74 alternate	74 alternate	100.0%
			2010-2011	216 undergraduate	211 undergraduate	97.7%
			2010-2011	290 Total	285 Total	98.3%
		National Athletics Trainers Association Board of Certification (NATABOC)				
	National Athletics Trainers Association Board of Certification (NATABOC)		2008-2009	3	1	33.3%
	National Athletics Trainers Association Board of Certification (NATABOC)		2009-2010	11	9	81.8%
	National Athletics Trainers Association Board of Certification (NATABOC)		2010-2011	11	11	100.0%
Veterinary Medicine		Licensure: LA Board of Veterinary Medicine				
	North American Veterinary Licensure Examination (NAVLE)		2008-2009	81	78	96.3%
	North American Veterinary Licensure Examination (NAVLE)		2009-2010	79	77	97.5%
	North American Veterinary Licensure Examination (NAVLE)		2010-2011	75	72	96.0%

Note* NATABOC rates include students passing exam in first attempt.

3. Workforce and Economic Development

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

2011-2012 Note: Figures *exclude* summer term

9 Number of course sections offered during year with 50%-99% instruction through distance education

80 Number of course sections offered during year with 100% instruction through distance education

480 Number of students (duplicated) enrolled during the year with 50%-99% instruction through distance education

3,088 Number of students (duplicated) enrolled during the year with 100% instruction through distance education

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

i. Percent of research/instructional faculty (FTE) at the institution holding active research & development grants/contracts

2009-2010 (Baseline)

1089.82 Total Research/Instructional Faculty (FTE) in 2009-2010 (October 31, 2009).

562.57 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2009-10.

51.6% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2009-10.

2011-2012

998.09 Total Research/Instructional Faculty (FTE) in 2011-2012 (October 31, 2011).

474.84 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2011-12.

47.6% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2011-12.

ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries

2009-2010 (Baseline)

1089.82 Total Research/Instructional Faculty (FTE) in 2009-10 (October 31, 2009).

479.05 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2009-10.

44.0% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2009-10.

2011-2012

998.09 Total Research/Instructional Faculty (FTE) in 2011-12 (October 31, 2011).

435.06 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2011-12.

43.6% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2011-12.

iii.a. Dollar amount of research and development expenditures (in thousands)

Five-year average of FY 2005-06 through 2009-10 (Baseline):

	LSU						LSU, Ag Center, Law Center & PBRC (As reported to NSF)					
	Federal	State	Industry	Institution	Other	Total	Federal	State	Industry	Institution	Other	Total
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183	\$79,834	\$73,640	\$10,882	\$80,045	\$11,847	\$256,248
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773	\$81,072	\$78,354	\$10,087	\$84,732	\$12,650	\$266,895
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897	\$80,582	\$85,355	\$10,694	\$90,762	\$12,688	\$280,081
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604	\$89,593	\$80,035	\$11,046	\$96,497	\$17,609	\$294,780
2009-10*	\$60,569	\$13,124	\$8,542	\$72,286	\$667	\$155,188	\$97,407	\$75,500	\$20,507	\$95,424	\$1,034	\$289,872
5-year Avg.	\$51,431	\$12,960	\$4,036	\$70,073	\$6,829	\$145,329	\$85,698	\$78,577	\$12,643	\$89,492	\$11,166	\$277,575

Five-year average of FY 2007-08 through 2011-2012:

	LSU						LSU, Ag Center, Law Center & PBRC (As reported to NSF)					
	Federal	State	Industry	Institution	Other	Total	Federal	State	Industry	Institution	Other	Total
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897	\$80,582	\$85,355	\$10,694	\$90,762	\$12,688	\$280,081
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604	\$89,593	\$80,035	\$11,046	\$96,497	\$17,609	\$294,780
2009-10*	\$60,569	\$13,124	\$8,542	\$72,286	\$667	\$155,188	\$97,407	\$75,500	\$20,507	\$95,424	\$1,034	\$289,872
2010-11	\$59,515	\$14,808	\$10,991	\$66,093	\$637	\$152,044	\$97,517	\$72,484	\$22,730	\$93,953	\$1,157	\$287,841
2011-12	\$55,721	\$16,362	\$8,528	\$69,011	\$263	\$149,885	\$92,551	\$74,045	\$23,141	\$95,007	\$651	\$285,395
5-year Avg.	\$55,570	\$14,264	\$6,746	\$70,878	\$3,866	\$151,324	\$91,530	\$77,484	\$17,624	\$94,329	\$6,628	\$287,594

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (in thousands)

Five-year average of FY 2005-06 through 2009-10 (Baseline):

	LSU						LSU, Ag Center, Law Center & PBRC (As reported to NSF)					
	Federal	State	Industry	Institution	Other	Total	Federal	State	Industry	Institution	Other	Total
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060	\$78,608	\$73,033	\$10,882	\$77,313	\$11,289	\$251,125
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449	\$78,959	\$77,512	\$10,087	\$81,775	\$12,239	\$260,572
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928	\$78,208	\$84,792	\$10,694	\$88,113	\$12,305	\$274,112
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799	\$87,469	\$79,217	\$11,046	\$93,188	\$17,055	\$287,975
2009-10	\$57,783	\$12,248	\$8,145	\$69,256	\$641	\$148,073	\$94,621	\$74,624	\$20,110	\$92,394	\$1,008	\$282,757
5-year Avg.	\$49,306	\$12,219	\$3,956	\$67,138	\$6,443	\$139,062	\$83,573	\$77,836	\$12,564	\$86,557	\$10,779	\$271,308

Five-year average of FY 2007-08 through 2011-2012:

	LSU						LSU, Ag Center, Law Center & PBRC (As reported to NSF)					
	Federal	State	Industry	Institution	Other	Total	Federal	State	Industry	Institution	Other	Total
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928	\$78,208	\$84,792	\$10,694	\$88,113	\$12,305	\$274,112
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799	\$87,469	\$79,217	\$11,046	\$93,188	\$17,055	\$287,975
2009-10*	\$57,783	\$12,248	\$8,145	\$69,256	\$641	\$148,073	\$94,621	\$74,624	\$20,110	\$92,394	\$1,008	\$282,757
2010-11	\$57,165	\$14,071	\$10,393	\$63,393	\$581	\$145,603	\$95,167	\$71,747	\$22,132	\$91,253	\$1,101	\$281,400
2011-12	\$53,171	\$15,778	\$7,959	\$66,400	\$259	\$143,567	\$90,001	\$73,461	\$22,572	\$92,396	\$647	\$279,077
5-year Avg.	\$53,133	\$13,548	\$6,433	\$68,019	\$3,661	\$144,794	\$89,093	\$76,768	\$17,311	\$91,469	\$6,423	\$281,064

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

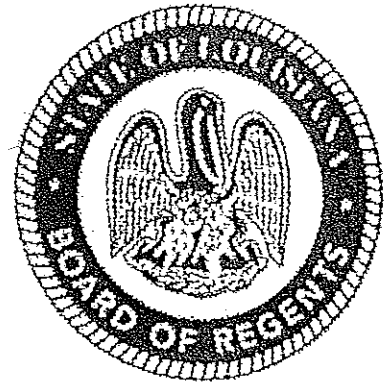
v. Number of intellectual property measures which are the result of research productivity and technology transfer

2008-2009 (Baseline)

- 40 Number of Disclosures
- 4 Licenses and Options Awarded
- 7 Number of Patents Awarded
- 2 Number of New Companies (Start-Ups) Formed
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups)

2011-2012

- 38 Number of Disclosures
- 5 Licenses and Options Awarded
- 4 Number of Patents Awarded
- 0 Number of New Companies (Start-Ups) Formed
- 9 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups)



LOUISIANA EMPLOYMENT OUTCOMES REPORT

Louisiana State University and A&M College

Louisiana Board of Regents
November 2011

BACKGROUND & METHODOLOGY

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

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



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

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

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

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

Any analysis utilizing UI wage records must recognize the following:

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

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

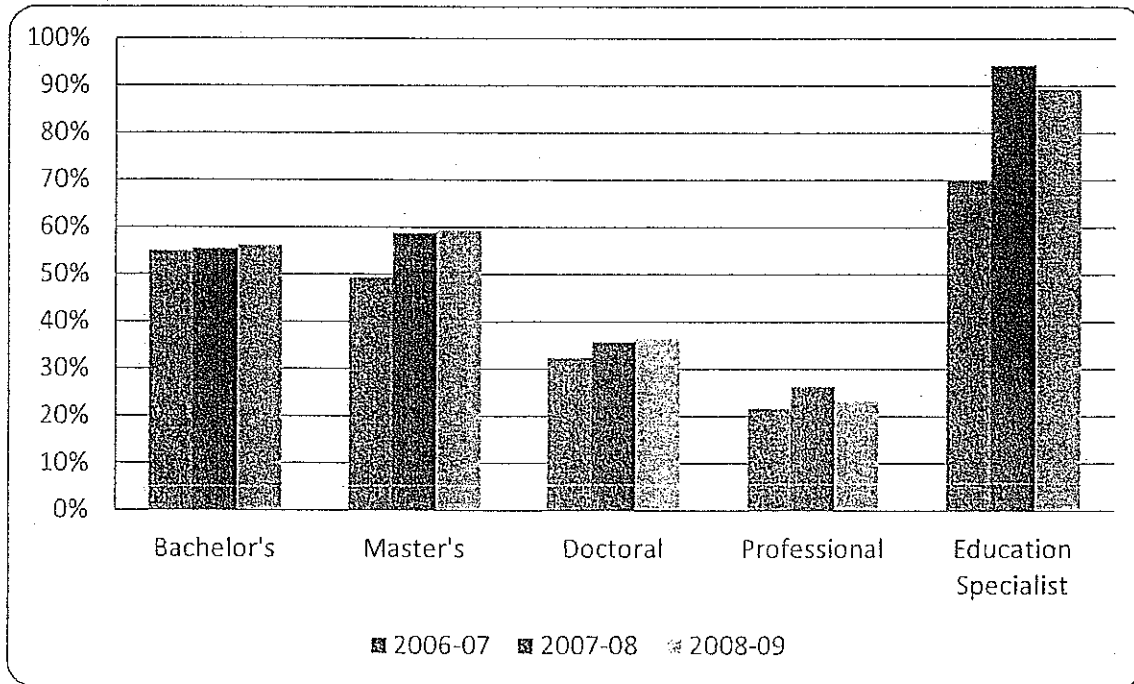
The populations were divided into two groups: (1) Louisiana residents and (2) non-Louisiana residents. Completors were considered Louisiana residents if the original state of residence when entering a Louisiana postsecondary education institution was Louisiana. If the original state of residence was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

It is Important to Note:

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

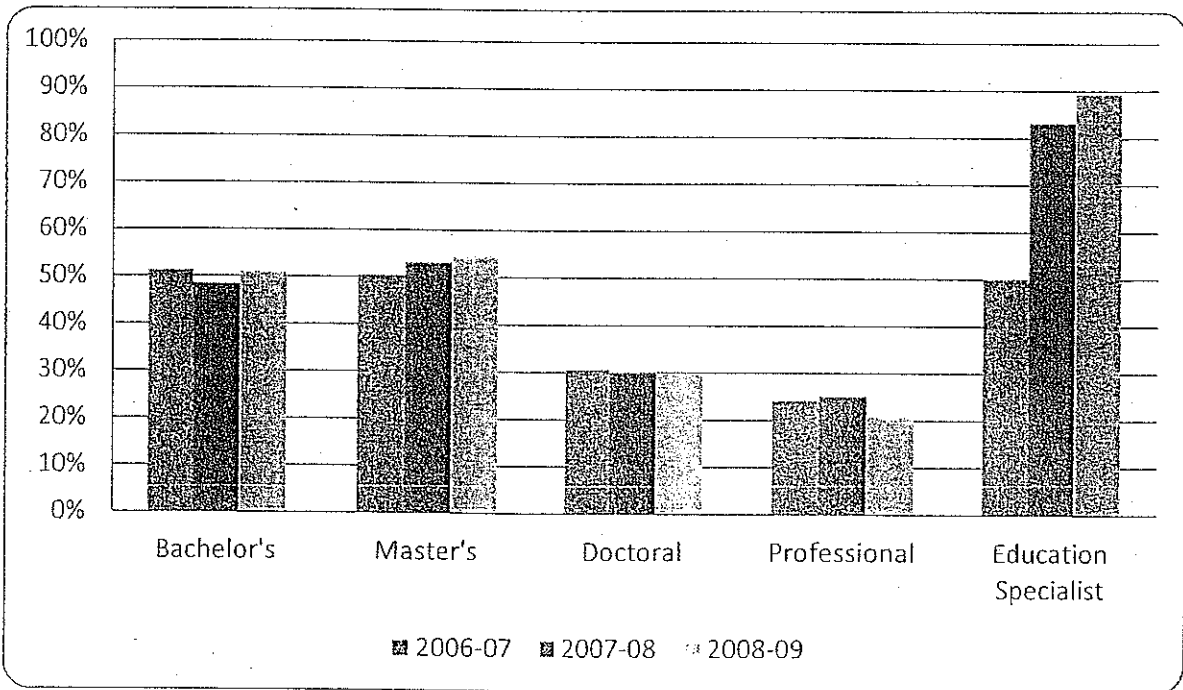
**Employment Rate by Degree Level
Six Months after Graduation
For All Completers**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	4,604	4,590	4,725	55.1%	55.6%	56.3%
Master's	988	965	968	49.5%	59.0%	59.5%
Doctoral	273	231	240	32.6%	35.9%	36.7%
Professional	82	83	81	22.0%	26.5%	23.5%
Education Specialist	10	36	19	70.0%	94.4%	89.5%

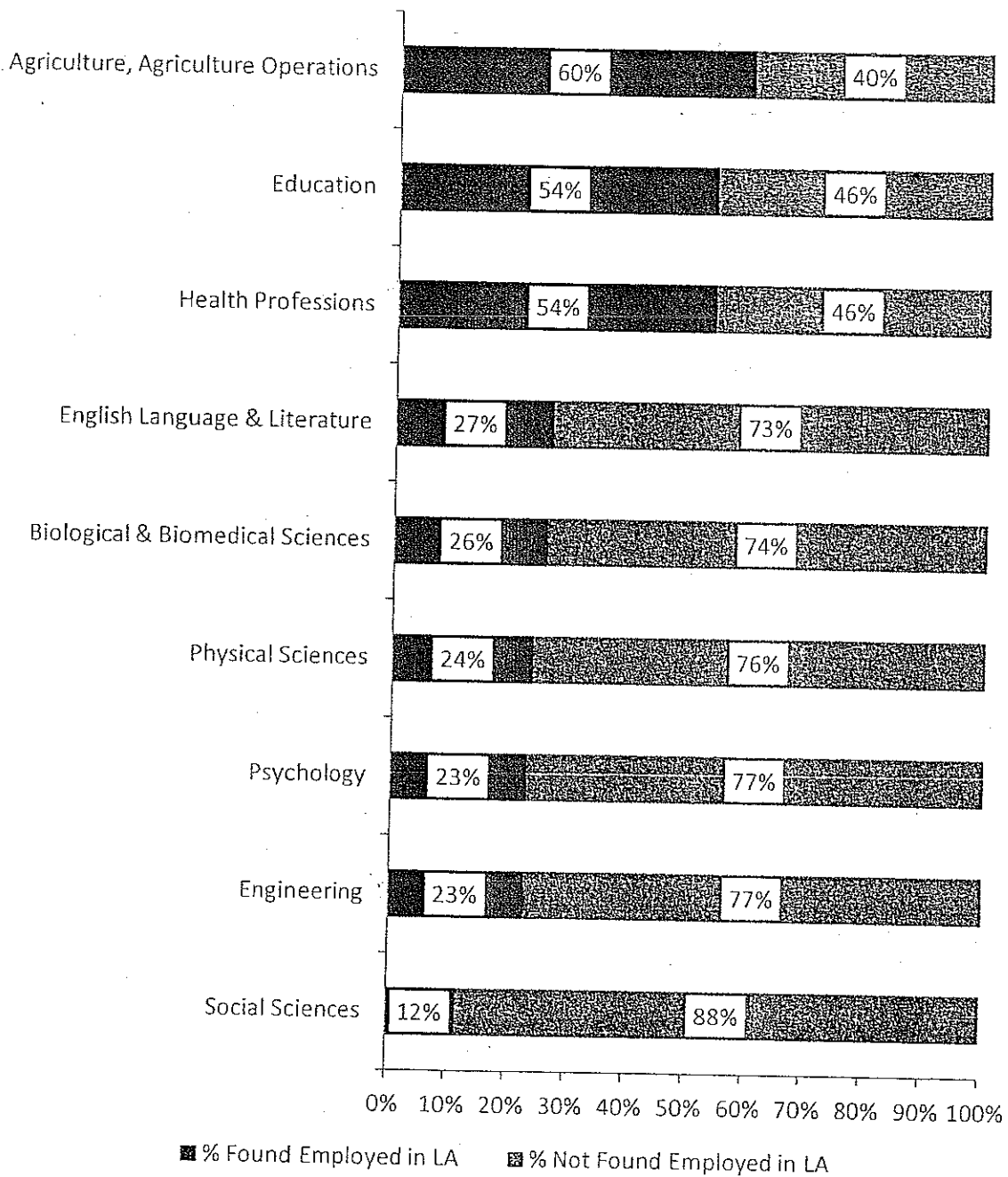


Employment Rate by Degree Level
Eighteen Months after Graduation
For All Completers

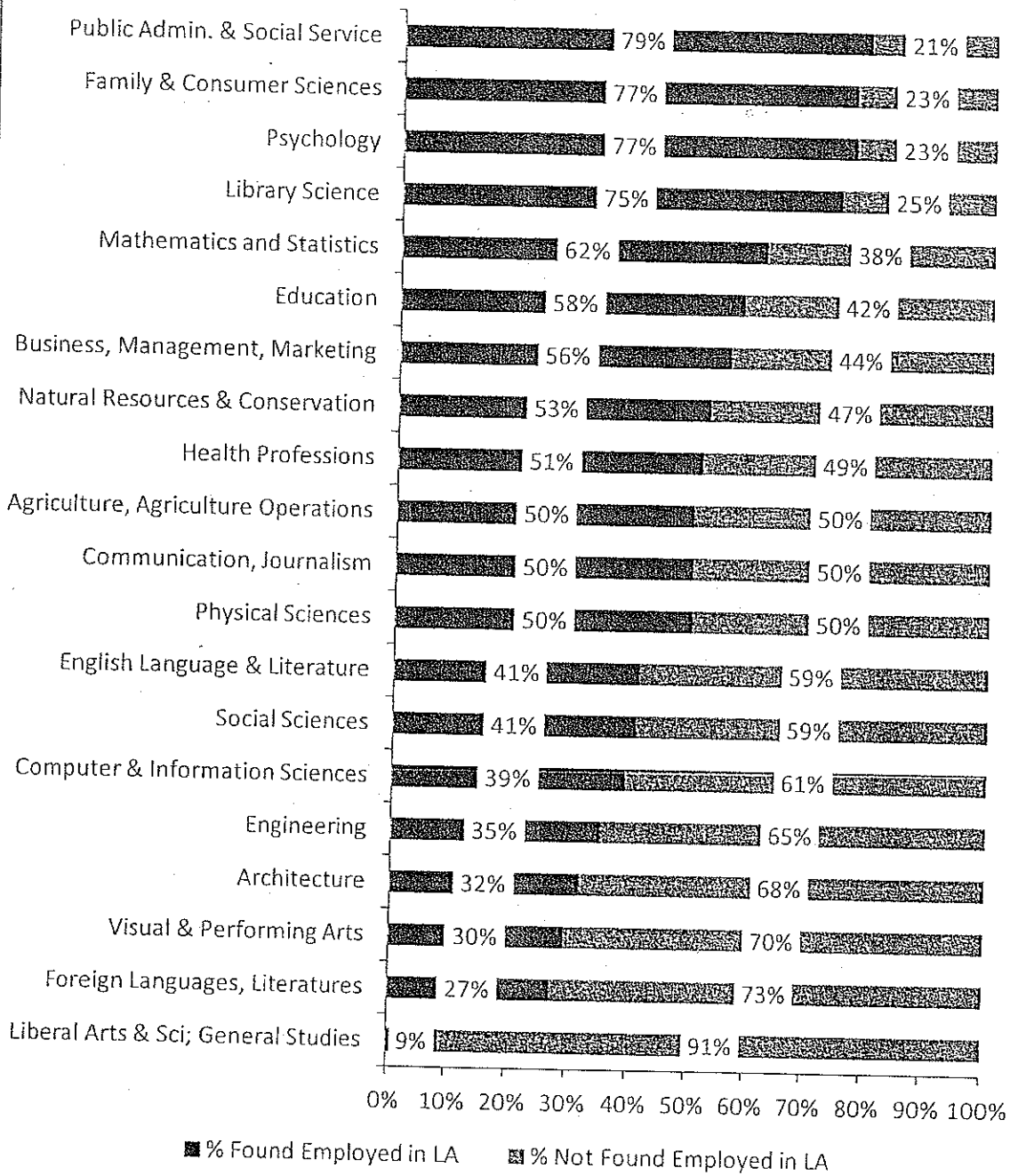
Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	4,604	4,590	4,725	51.4%	48.6%	51.0%
Master's	988	965	968	50.5%	53.3%	54.5%
Doctoral	273	231	240	30.8%	30.3%	30.0%
Professional	82	83	81	24.4%	25.3%	21.0%
Education Specialist	10	36	19	50.0%	83.3%	89.5%



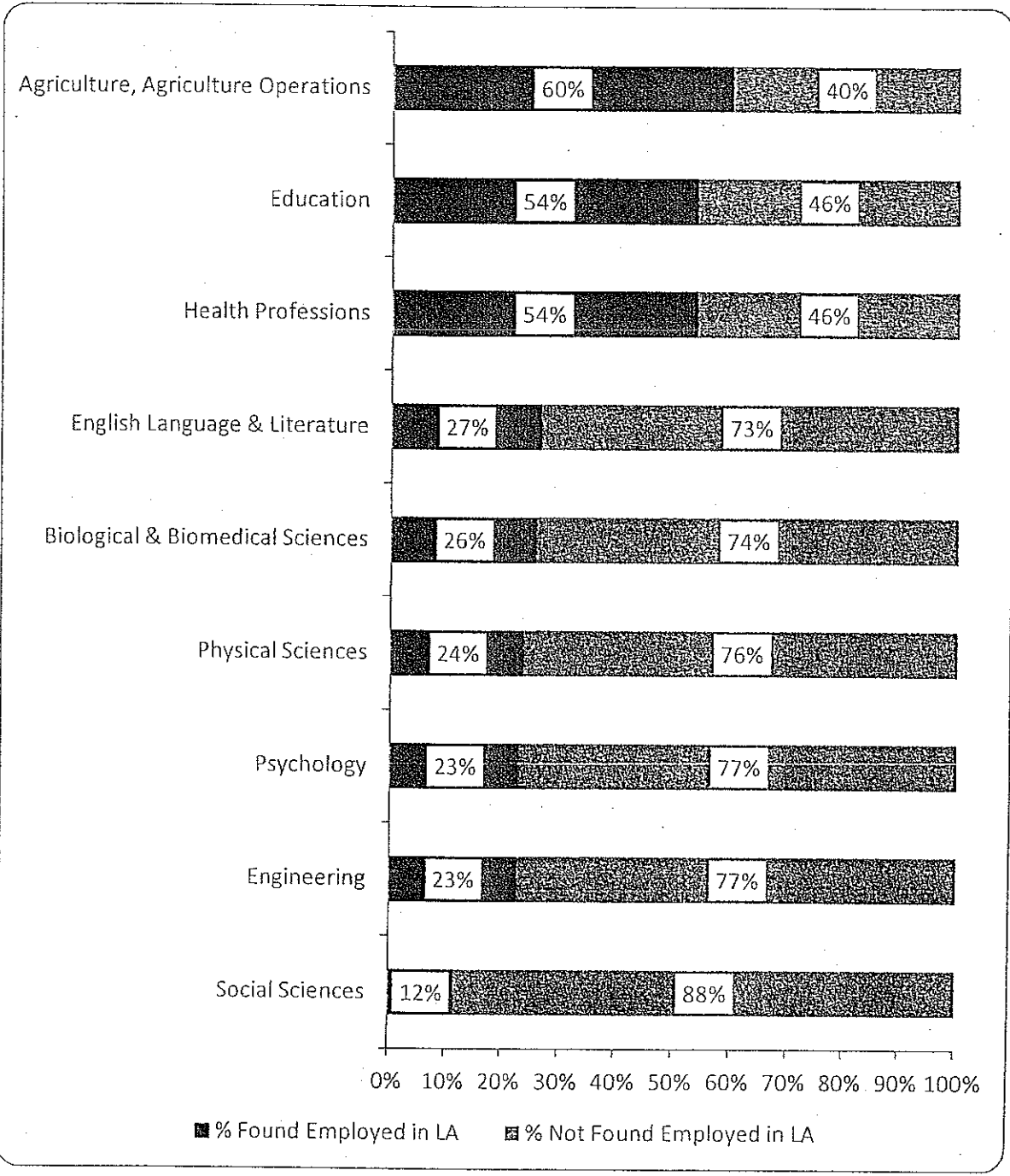
**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Bachelor's Degree Completers**



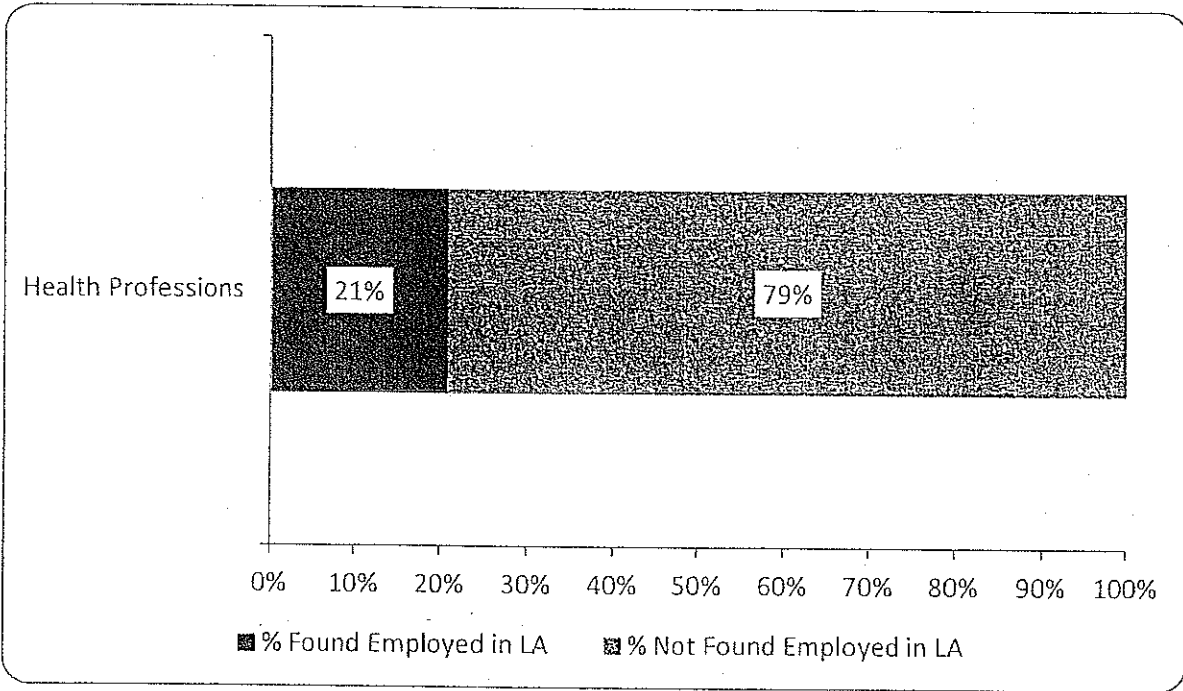
**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Master's Degree Completers**



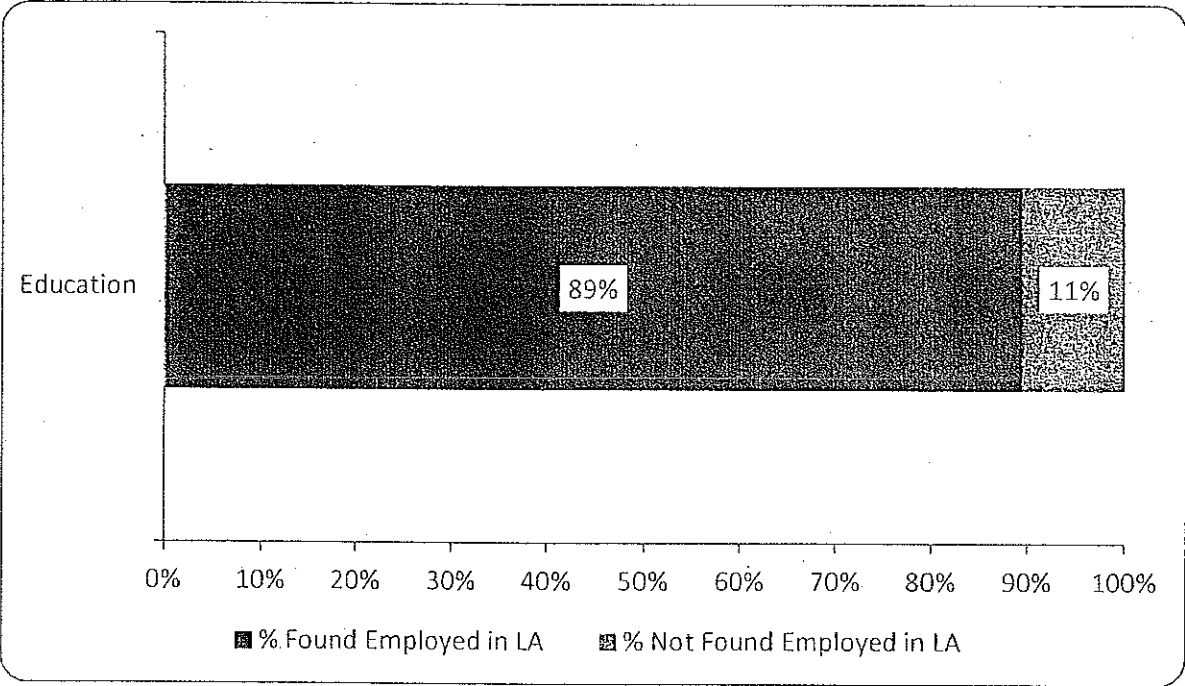
**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Doctoral Degree Completers**



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

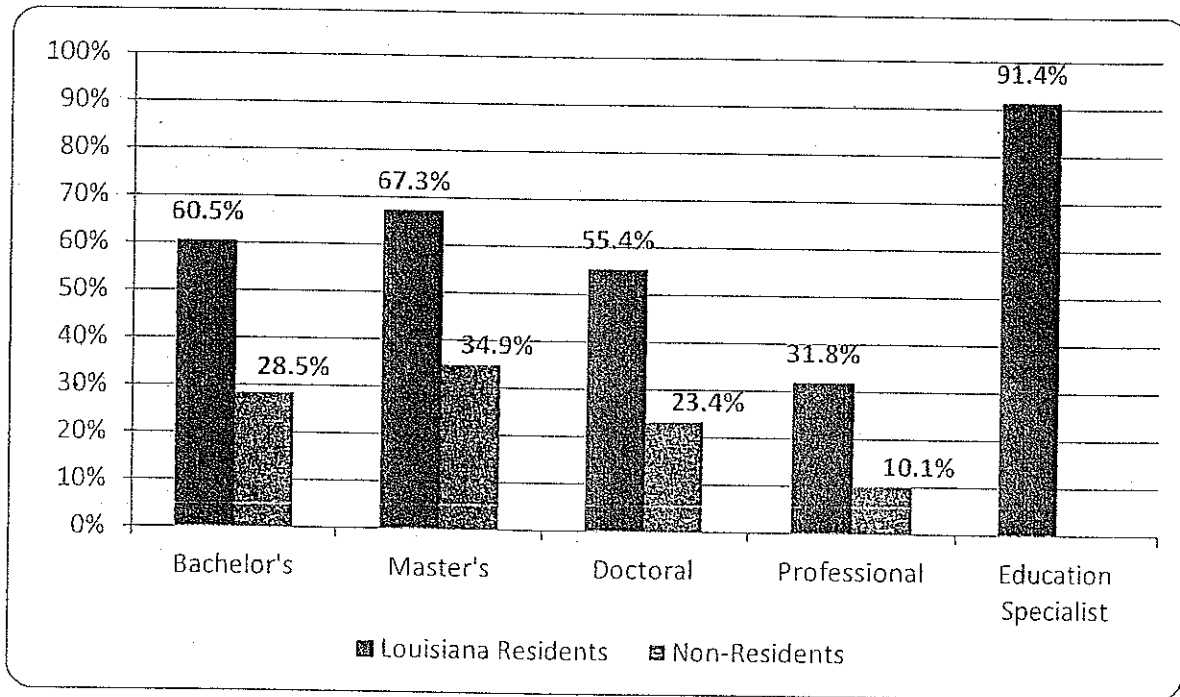


Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Education Specialist Completers



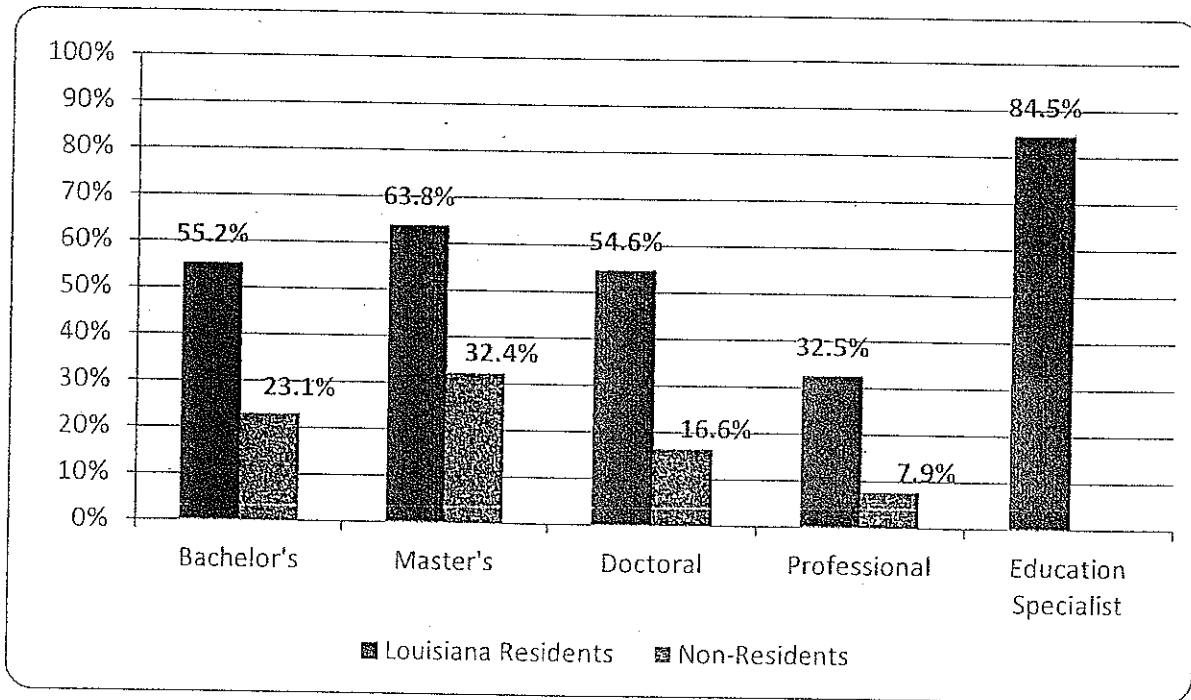
**Employment by Residency Status – Six Months after Graduation
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**

Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Bachelor's	11,824	60.5%	2,095	28.5%
Master's	1,896	67.3%	1,025	34.9%
Doctoral	269	55.4%	475	23.4%
Professional	157	31.8%	89	10.1%
Education Specialist	58	91.4%	7	-



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

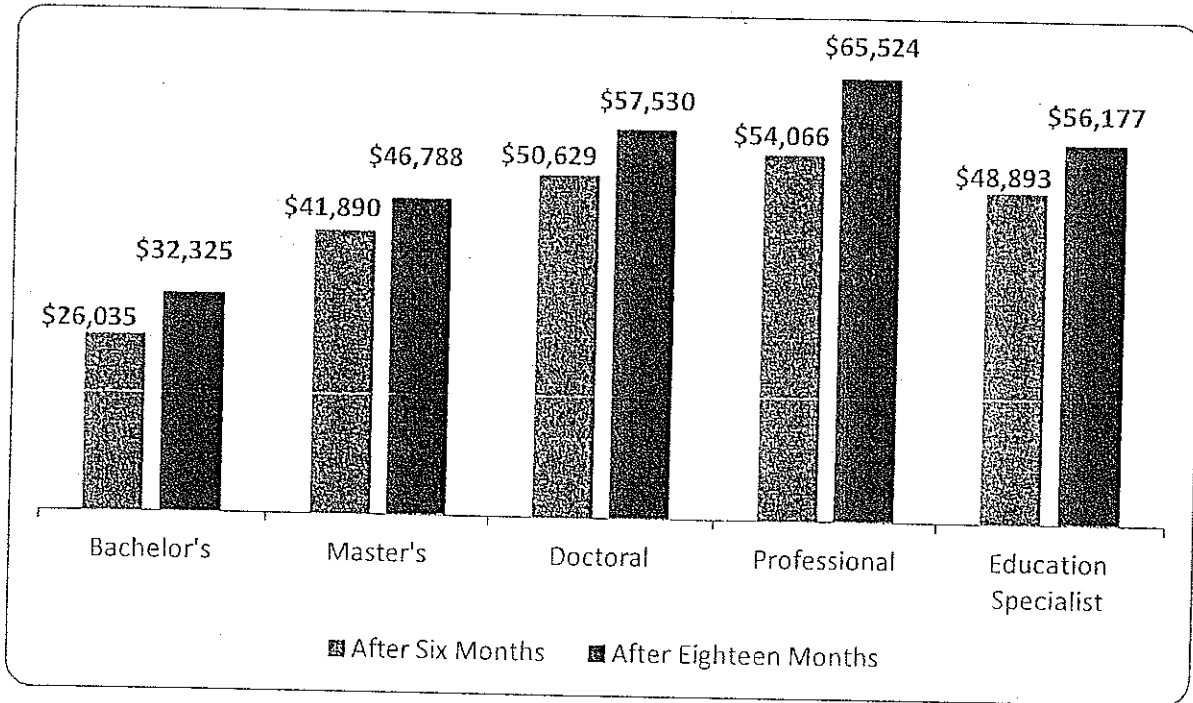
Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Bachelor's	11,824	55.2%	2,095	23.1%
Master's	1,896	63.8%	1,025	32.4%
Doctoral	269	54.6%	475	16.6%
Professional	157	32.5%	89	7.9%
Education Specialist	58	84.5%	7	-



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

Max Degree Level	Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	\$25,967	\$27,723	\$24,480	\$33,175	\$32,778	\$31,070
Master's	\$42,819	\$41,431	\$41,554	\$48,055	\$48,010	\$44,400
Doctoral	\$52,296	\$51,864	\$47,779	\$61,566	\$60,603	\$49,835
Professional	\$53,037	\$60,472	\$47,622	\$63,197	\$72,575	\$59,552
Education Specialist	\$30,939	\$49,721	\$54,632	\$52,992	\$58,698	\$52,665

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



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

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
01	Agriculture, Agriculture Operations	\$23,016	\$23,412	\$22,848	\$29,370	\$30,556	\$28,655
03	Natural Resources & Conservation	\$22,757	\$30,353	\$30,106	\$28,644	\$36,400	\$35,112
04	Architecture	\$31,476	\$35,924	\$26,684	\$38,054	\$36,890	\$34,653
09	Communication, Journalism	\$22,109	\$23,632	\$20,397	\$28,856	\$28,858	\$26,078
11	Computer & Information Sciences	\$34,989	\$37,809	\$35,186	\$40,386	\$35,536	\$43,088
13	Education	\$24,338	\$27,973	\$24,646	\$31,295	\$32,173	\$31,610
14	Engineering	\$50,435	\$57,750	\$48,449	\$63,914	\$60,783	\$55,661
16	Foreign Languages, Literatures	\$19,848	\$20,058	\$19,716	\$23,456	\$18,643	\$25,079
19	Family & Consumer Sciences	\$22,963	\$18,050	\$19,941	\$27,748	\$23,113	\$23,208
23	English Language & Literature	\$22,560	\$24,628	\$18,659	\$26,905	\$25,681	\$25,325
24	Liberal Arts & Sci; General Studies	\$23,034	\$24,628	\$24,408	\$30,504	\$29,617	\$30,847
26	Biological & Biomedical Sciences	\$16,769	\$18,659	\$17,311	\$20,413	\$21,616	\$21,165
27	Mathematics and Statistics	\$32,075	\$27,266	\$33,546	\$42,192	\$31,505	\$35,310
30	Multi/Interdisciplinary Studies	\$21,626	\$20,865	\$18,021	\$29,175	\$25,951	\$27,053
38	Philosophy & Religious Studies	\$17,101	\$24,688	\$18,804	\$17,671	\$22,576	-
40	Physical Sciences	\$35,392	\$32,423	\$24,864	\$44,170	\$36,710	\$25,766
42	Psychology	\$17,354	\$19,351	\$17,497	\$18,555	\$24,832	\$21,211
45	Social Sciences	\$22,522	\$21,581	\$19,688	\$28,469	\$25,962	\$24,802
50	Visual & Performing Arts	\$21,794	\$18,272	\$20,476	\$25,166	\$24,459	\$26,175
51	Health Professions	\$12,952	\$13,438	\$16,637	\$20,544	\$17,423	\$21,843
52	Business, Management, Marketing	\$30,924	\$30,793	\$27,677	\$39,663	\$38,131	\$35,653
54	History	\$23,573	\$24,059	\$21,791	\$25,774	\$29,354	\$25,846

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

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
01	Agriculture, Agriculture Operations	\$30,193	\$27,754	\$32,847	\$29,697	\$31,141	\$36,937
03	Natural Resources & Conservation	\$41,886	\$31,954	\$28,277	\$56,120	\$37,478	\$35,133
04	Architecture	-	\$33,305	-	-	-	-
13	Education	\$41,902	\$43,322	\$41,520	\$45,705	\$50,543	\$42,227
14	Engineering	\$51,712	\$39,281	\$57,713	\$58,136	\$47,683	\$58,517
16	Foreign Languages, Literatures	\$25,446	-	-	\$33,152	-	-
19	Family & Consumer Sciences	-	-	-	-	-	\$23,392
25	Library Science	\$36,475	\$35,785	\$34,712	\$39,610	\$39,319	\$38,799
27	Mathematics and Statistics	-	\$32,745	\$24,115	\$29,674	\$37,836	\$26,758
30	Multi/Interdisciplinary Studies	-	\$53,346	-	-	\$61,423	-
40	Physical Sciences	-	\$32,876	-	-	-	-
42	Psychology	-	\$18,211	\$20,358	-	-	\$19,010
44	Public Admin. & Social Service	\$35,847	\$38,529	\$40,132	\$41,639	\$42,201	\$41,100
45	Social Sciences	-	\$28,787	\$21,942	\$25,896	\$30,384	\$27,131
50	Visual & Performing Arts	\$25,847	\$33,319	\$20,758	\$24,719	\$35,822	\$21,442
51	Health Professions	-	\$41,583	\$54,116	-	\$40,690	\$48,737
52	Business, Management, Marketing	\$67,462	\$60,615	\$57,750	\$75,263	\$73,249	\$63,382

**Average Calculated Salary by Field of Study
For All Doctoral Completers**

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
13	Education	\$60,465	\$66,107	\$63,038	\$65,420	\$75,419	\$63,203
14	Engineering	-	\$48,625	\$63,296	-	\$47,295	-
26	Biological & Biomedical Sciences	-	-	\$33,124	-	-	-
40	Physical Sciences	\$42,074	-	\$32,491	\$51,316	-	\$48,525

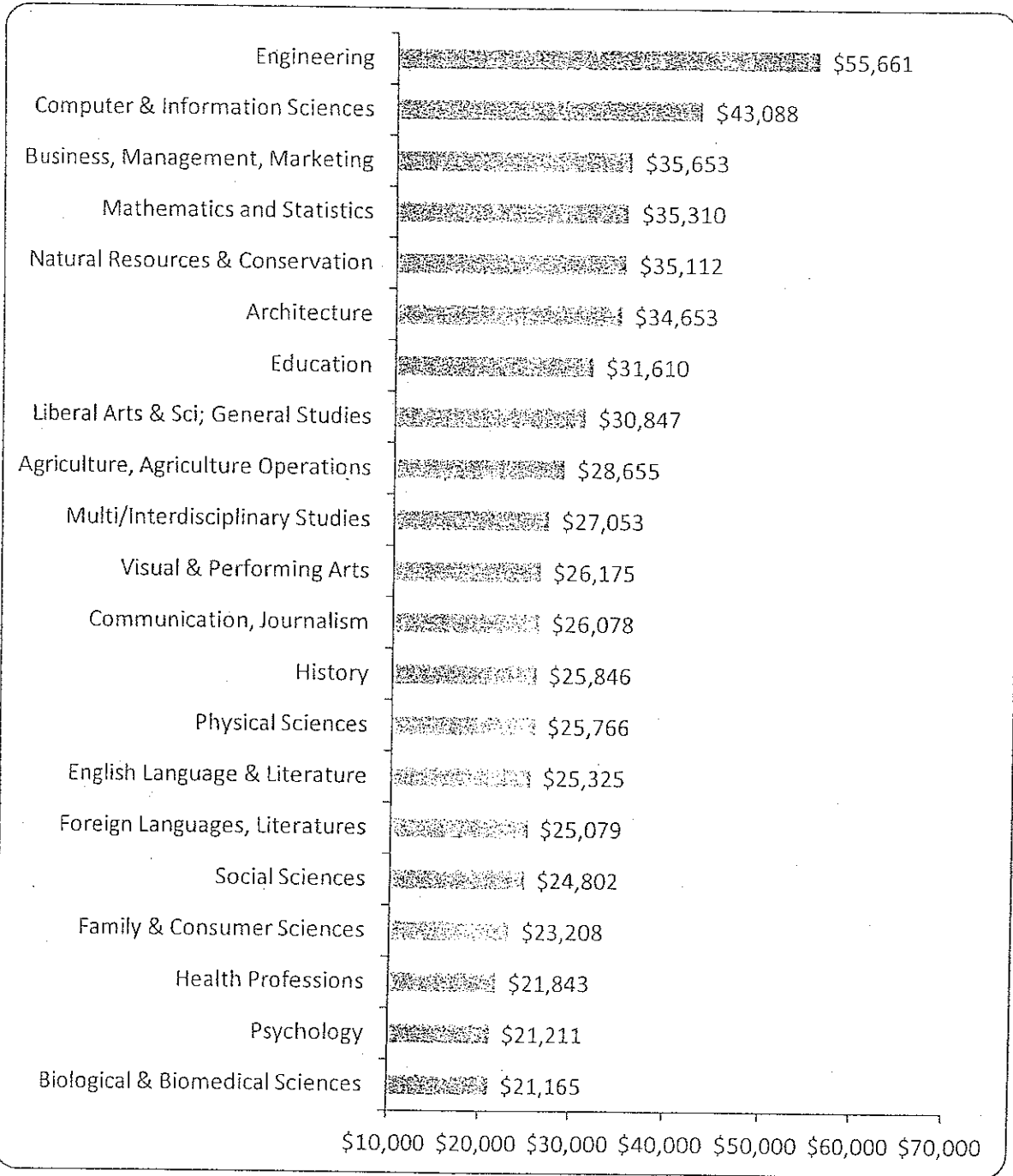
**Average Calculated Salary by Field of Study
For All Professional Completers**

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
51	Health Professions	\$53,037	\$60,472	\$47,622	\$63,197	\$72,575	\$59,552

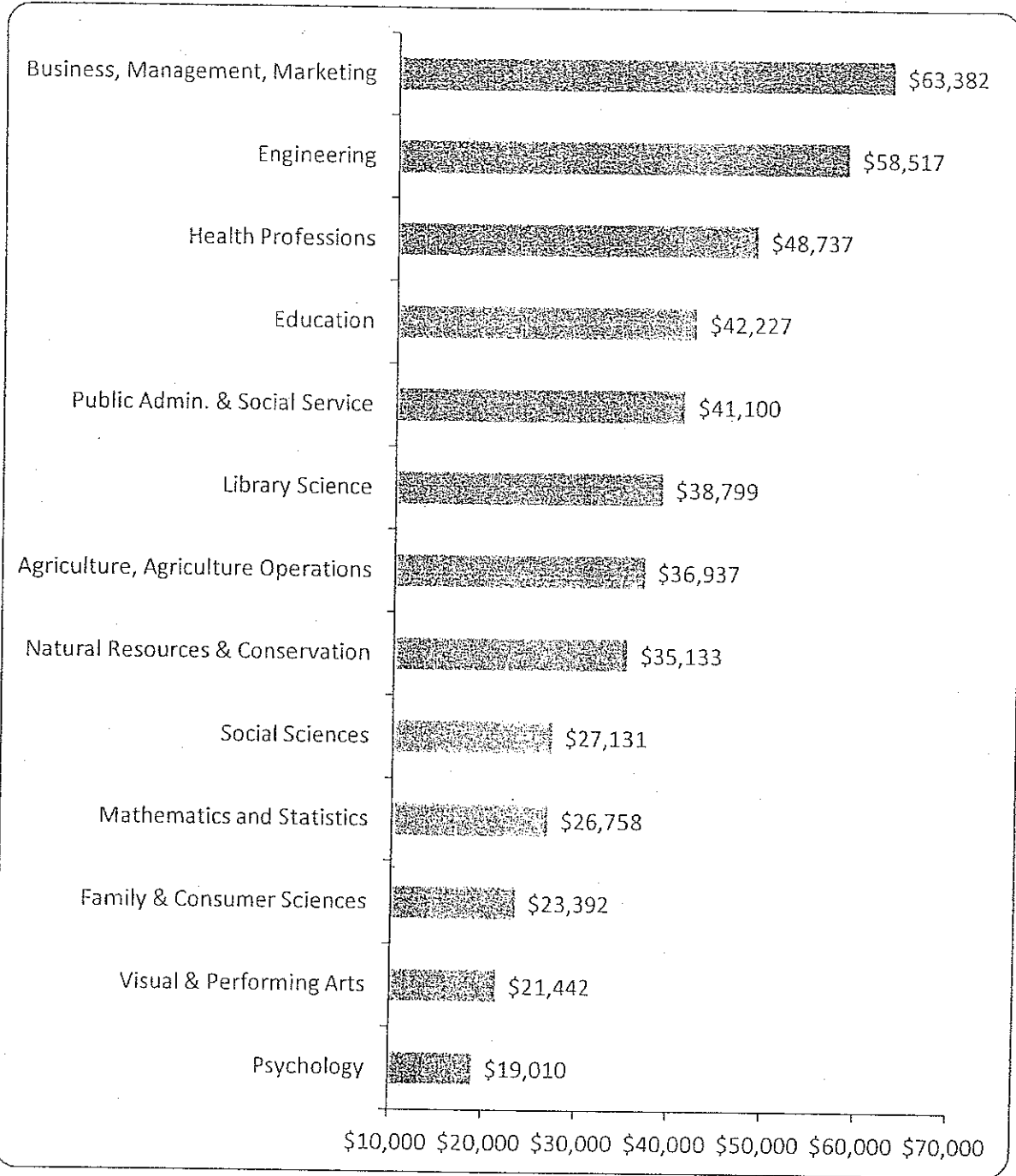
**Average Calculated Salary by Field of Study
For All Education Specialist Completers**

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
13	Education	\$30,939	\$49,721	\$54,632	\$52,992	\$58,698	\$52,665

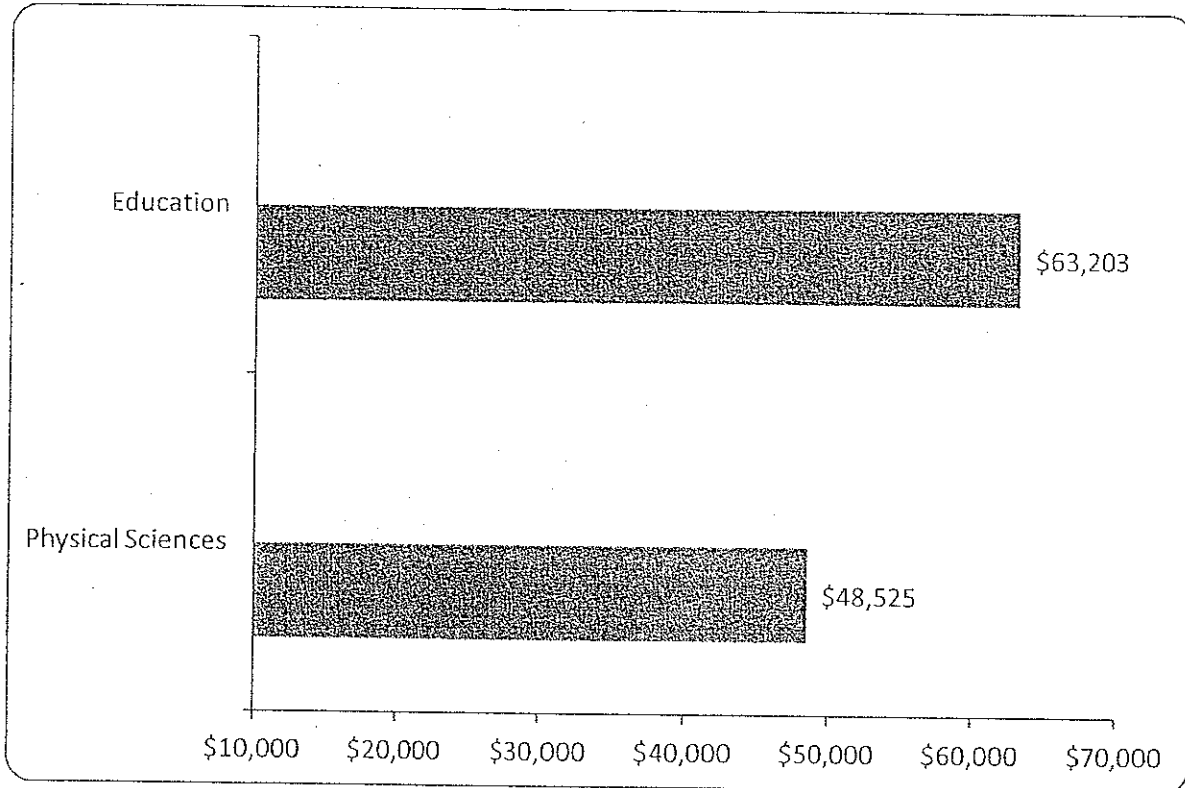
Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Bachelor's Completers



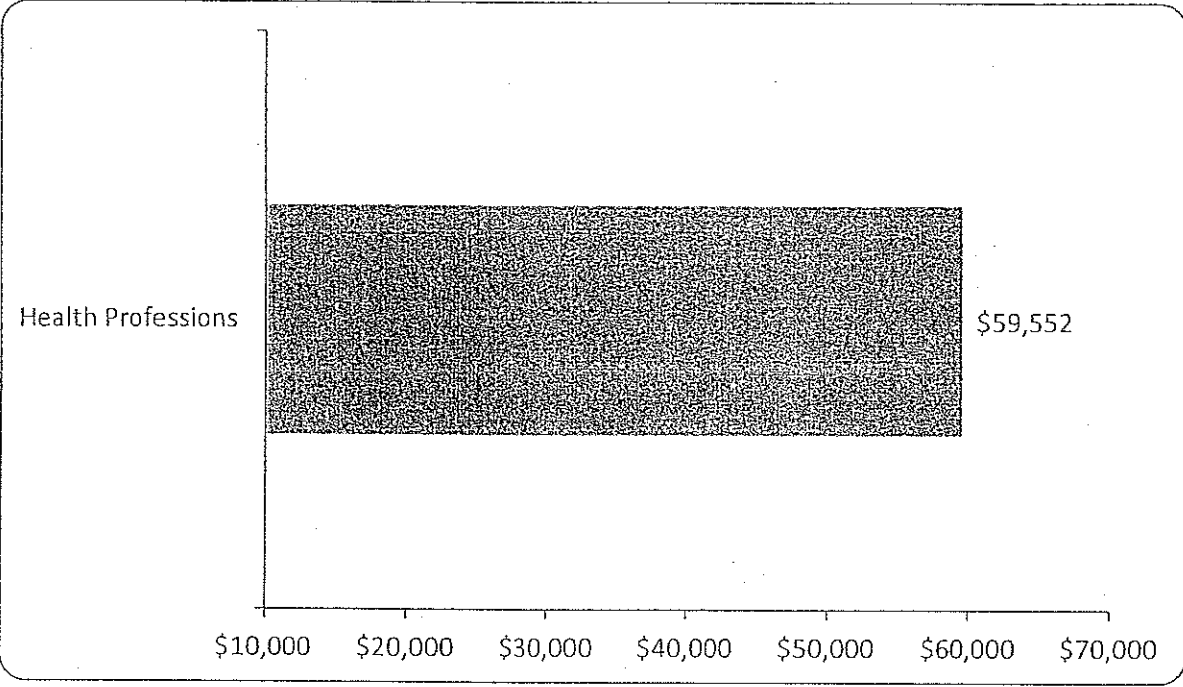
Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Master's Completers



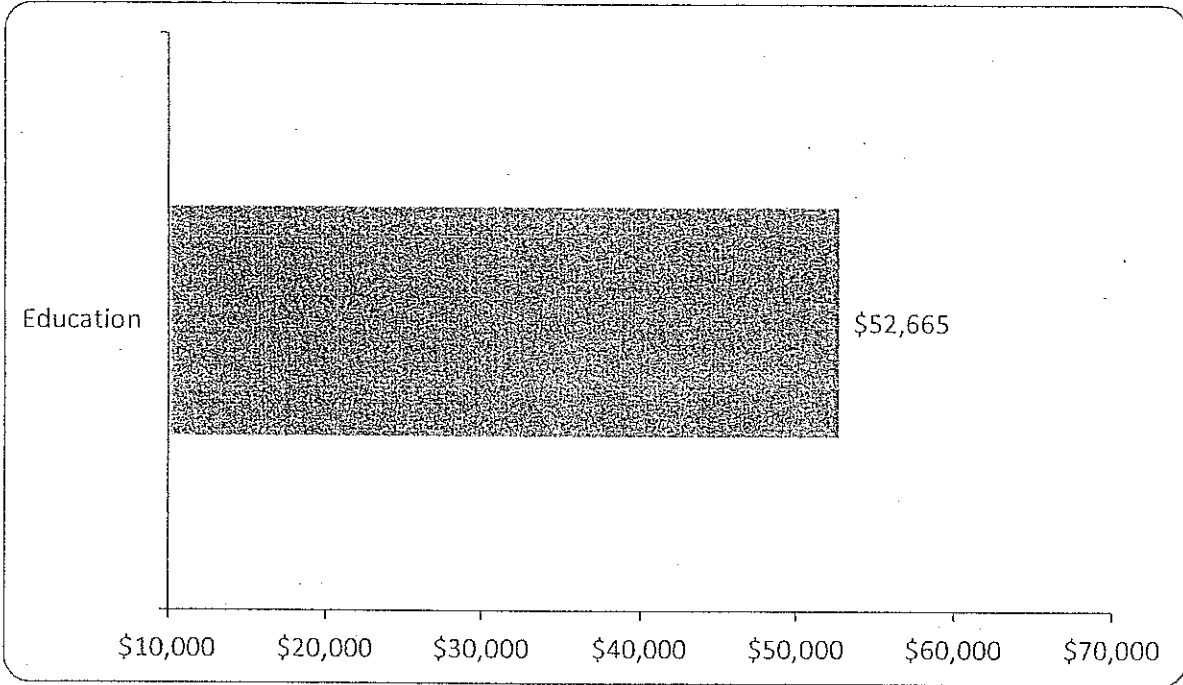
Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Doctoral Completers



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

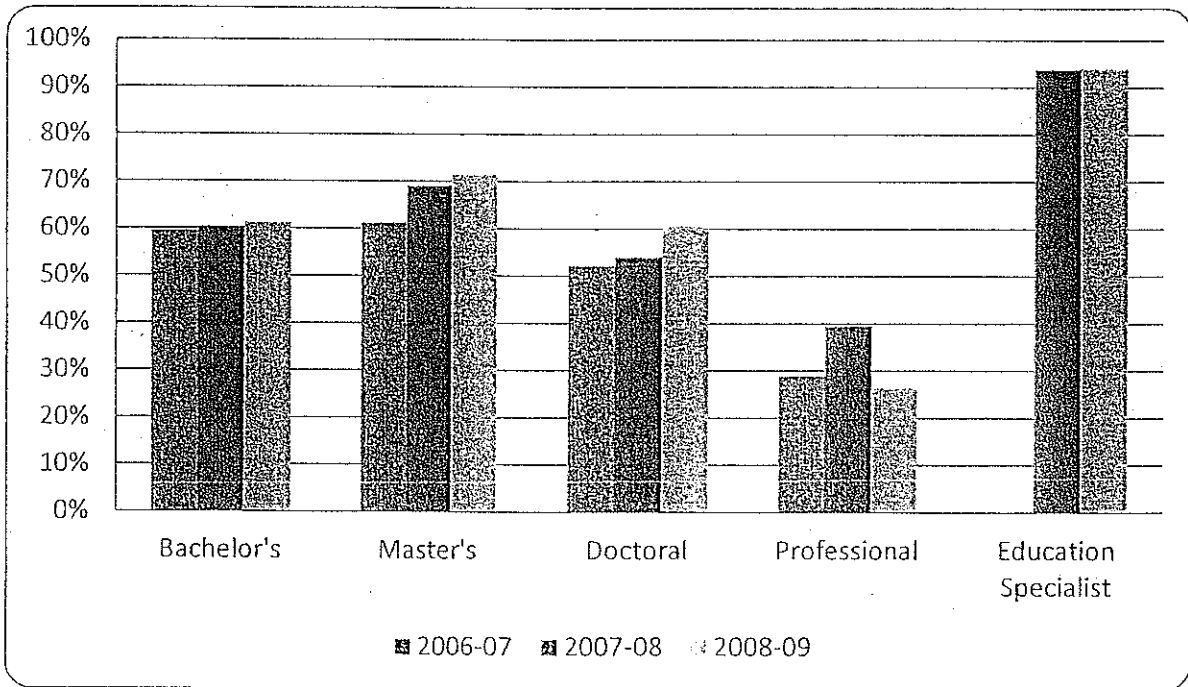


Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Professional Completers



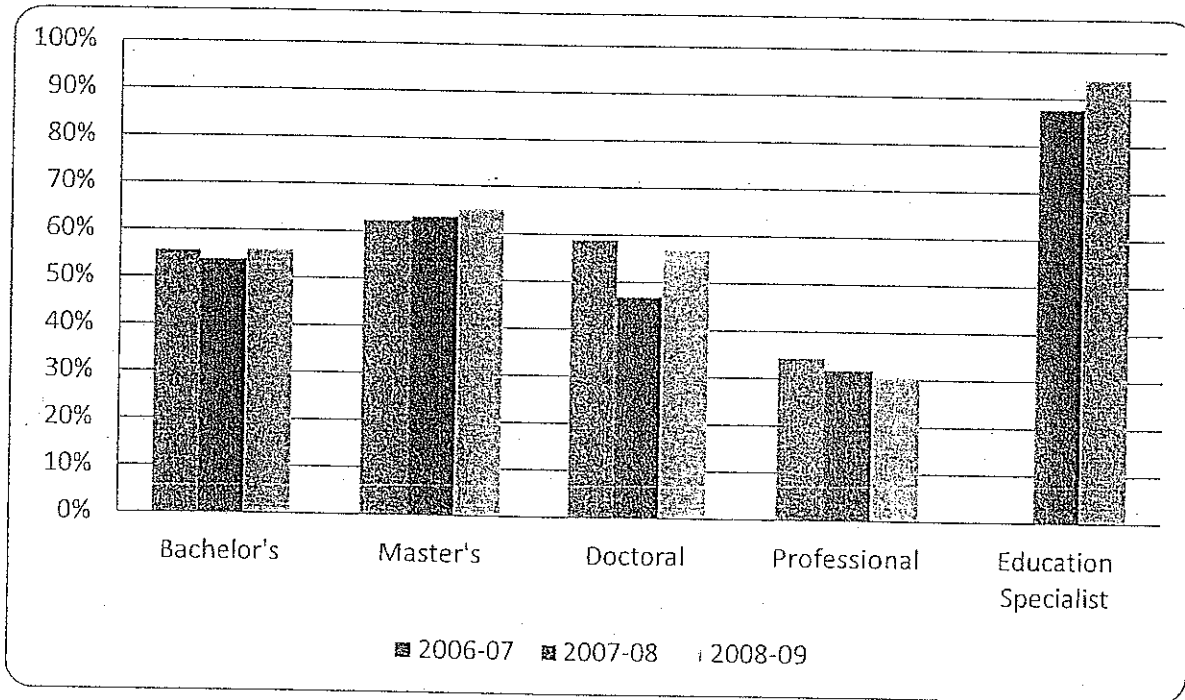
**Employment Rate by Degree Level
Six Months after Graduation
For Louisiana Resident Completers Only**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	3,960	3,882	3,982	59.6%	60.5%	61.4%
Master's	641	630	625	61.3%	69.2%	71.5%
Doctoral	105	85	79	52.4%	54.1%	60.8%
Professional	55	53	49	29.1%	39.6%	26.5%
Education Specialist	8	33	17	-	93.9%	94.1%



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

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	3,960	3,882	3,982	55.7%	53.8%	55.9%
Master's	641	630	625	62.6%	63.5%	65.3%
Doctoral	105	85	79	59.0%	47.1%	57.0%
Professional	55	53	49	34.5%	32.1%	30.6%
Education Specialist	8	33	17	-	87.9%	94.1%



Average Calculated Salary by Degree Level
For Louisiana Resident Completers Only

Max Degree Level	Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	\$26,007	\$28,018	\$24,588	\$33,330	\$32,947	\$31,215
Master's	\$45,245	\$45,406	\$45,275	\$50,977	\$51,763	\$48,050
Doctoral	\$59,791	\$57,451	\$53,320	\$66,773	\$64,742	\$51,230
Professional	\$51,843	\$60,450	\$50,616	\$62,373	\$74,922	\$58,281
Education Specialist	-	\$52,489	\$54,160	-	\$59,109	\$51,958

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

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	644	708	743	27.3%	28.7%	29.3%
Master's	347	335	343	27.7%	39.7%	37.6%
Doctoral	168	146	161	20.2%	25.3%	24.8%
Professional	27	30	32	7.4%	3.3%	18.8%

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

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	644	708	743	24.7%	19.9%	24.8%
Master's	347	335	343	28.2%	34.0%	35.0%
Doctoral	168	146	161	13.1%	20.5%	16.8%
Professional	27	30	32	3.7%	13.3%	6.3%

**Average Calculated Salary by Degree Level
For Non-Resident Completers Only**

Max Degree Level	Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	\$24,770	\$24,944	\$24,268	\$31,020	\$30,282	\$29,322
Master's	\$33,756	\$29,772	\$31,983	\$36,099	\$34,842	\$31,987
Doctoral	\$40,091	\$45,460	\$39,529	\$46,890	\$55,086	\$47,510
Professional	-	-	-	-	-	-