

2013

# LaGRAD Act Annual Report

## Louisiana State University Eunice

April 1, 2013



## Table of Contents

Student Success .....	1
Articulation and Transfer .....	5
Workforce and Economic Development .....	7
Institutional Efficiency and Accountability .....	10
Reporting Requirements .....	12
Louisiana Employment Outcomes Report .....	17

## Performance Objective (1): Student Success

### Element 1.a.i.a. 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate.

LSUE's GRAD Act Remediation Plan incorporated a series of strategies that were designed to positively influence the Fall to Fall retention measure for Associate Degree-seeking students. To date, they have included the following activities that were designed to enhance the retention of the Fall 2011 cohort to Fall 2012 and to positively influence their continued enrollment until successful completion of their program requirements for graduation in a 150% timespan:

**Activity 1** The contact of those students in the Fall 2011 cohort who had not registered for Fall 2012 and/or who had not been financially cleared.

**Activity 2** The introduction of computer-enhanced financial aid services.

**Activity 3** Improved orientation/advising programs.

**Activity 4** Lessen time to degree for math remediation students by the introduction of an almost college ready supplemental Algebra course offered in concert with the College Algebra course.

**Activity 5** Work to provide students who do not need College Algebra for their curriculum with an alternative general education math course (approved by LSUE Curriculum Committee; offered in Fall 2013).

**Activity 6** Identify and intervene with "at risk" student populations.

**Activity 7** Maintain the "Pathways to Success Program" at full personnel funding.

Notable progress was achieved in these activities as summarized in LSUE's 2nd Quarterly Progress Report. For example, of the Fall 2011 cohort of 303, 143 students were retained to Fall 2012, producing a retention rate of 47.2%. Through the application of the "Alternative Method" of scoring, improvement in this rate was demonstrated as follows: Average of the retention of the most recent two years as compared to the average of the prior three data years:

<u>Earlier 3 Yr</u>				<u>Most Recent Two Years</u>		
AY=	07-08	08-09	09-10	AY=	10-11	11-12
	(44.9%	+ 50.3%	+ 42.9%)÷3	vs.	(46.7%	+ 47.2%)÷2
	46.0%		<		46.95%	
	Result		=		Pass	

The campus' employment of the identified activities has improved upon LSUE's retention performance and the passage of this criterion by the campus through application of the alternate scoring method.

### Element 1.a.i.b. 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate (All Degree-Seeking).

LSUE appreciates being able to include this measure in future reporting. Year 3 numbers indicate a FTFT cohort of 615, with 305 being retained from Fall 2011 to Fall 2012. This produces a retention rate of 49.59%, which is 2.29% higher than the Year 3 Benchmark of 47.3%.

### Element 1.a.iv. Same Institution Graduation Rate.

In addition to several of the remediation activities identified previously under Performance Measure 1.a.i.a. such as: the lessening of the time to degree for math completion by the introduction of an almost college ready supplemental course; and, the introduction of an alternative general education math course that is more appropriate to different degree programs (offered Fall 2013), activities to improve graduation rates have also been initiated, such as: identifying those students who have successfully completed 45 hours or more and have their advisors to focus and work more closely with these advisees to complete their degree plans and the subsequent award of associate degrees to eligible students through a "reverse transfer" initiative. In this regard, good progress has been made with LSUA (with LSU, ULL, and McNeese to follow) with respect to the identification of students who qualify for "reverse transfer" and award of their LSUE Associate Degree.

Several of these “reverse transfers” are partially responsible for the increased graduation rate from the low of 4.7% in Year 2 to that of an improved rate of 6.8% for Year 3. Since graduation data for Year 4 was completed in 2012 and will be reported in 2014 at  $\geq 7.48\%$ , LSUE will, by use of the alternate method, show enough improvement to pass the “Same Institution Graduation Rate” in Year 4. However, since graduation rate data for Year 2 was finalized with the 2010 graduating class, and, since the graduation rate for Year 3 was finalized with the 2011 graduating class, it follows that neither Year 2 or Year 3 “Same Institution” graduation could be influenced during the campus’s remediation period for its Year 3 performance. In fact, Year 4 data was finalized with the completion of graduation in Summer 2012 before the onset of the campus GRAD Act Remediation Plan Year (FY 2012-13). Nonetheless, since strategies such as “reverse transfer” had already been put into effect by that time, improvement in graduation rates are projected as illustrated below:

Projected Year 4 Same Institution Graduation Rate (Alternate Method)			
<u>Baseline</u>	<u>Year 1</u>	<u>Year 2</u>	
$(7.8\%1 + 8.0\% + 4.7\%) \div 3$			vs.
6.8%			<
Projected Result Year 4			=
	<u>Year 3</u>	<u>Projected Year 4</u>	
	$(6.8\% + 7.5\%) \div 2$		
		7.2%	
		Pass	

**Element 1.a.vii. Statewide Graduation Rate.**

As communicated in LSUE’s 1st Quarter and 2nd Quarter GRAD Act Remediation Progress Reports, (Section IV, Activity 1), the LSUE Registrar and the Office of Student Affairs worked with transfer recruiters from both LSU, LSUA, and ULL (with an intent of developing additional partnerships), since Fall 2011, in order to provide contact information of graduates to four-year university recruiters who can speak individually about the merits of continuing towards a baccalaureate degree. Transfer recruiters also come to LSUE to meet and recruit upcoming graduates each fall and spring semester. For the academic year 2012-2013, “Transfer Day” was held on March 22, at which representatives from nine four-year universities were present.

At the end of the Fall 2012 semester, the LSUE Institutional Liaison Officer began to identify students who have 45+ hours. It was anticipated that these students will have accumulated 60+ hours and will be ready for transfer at the end of Spring 2013, so they were invited to attend the university’s “Transfer Day” program. Additionally, the Registrar personally signs each letter confirming students have met the requirements for graduation and encourages them, both in the letter and during graduation rehearsal, to “press-on” to even more weightier and valuable educational pursuits.

Although LSU Eunice continues to have the highest statewide graduation rate (1<sup>st</sup> award [all levels] 150% Time) among its peer institution group, (e.g., 2005 FTE cohort 20.23% [LSUE] vs. 13.23% [Two-year]) LSUE’s Statewide Graduation Rate has exhibited a downward trend ever since the on-set of a national/state economic recession in 2002.

<u>FTF Cohort</u>	<u>Statewide Graduation Rate</u>
2000	25.89
2001	26.88
2002	25.47 <sup>2</sup>
2003	23.70

<sup>1</sup>Attachment D lists 8.0% as the baseline percentage for Same Institution Graduation Rate, but the raw numbers (55 of 704) shows the actual number to be 7.8%.

<sup>2</sup>This percentage matches Board of Regents data and Attachment D, but it does not match what is locked in on the LSUE Transaction Summary Report. LSU System office confirms this is the correct number.

2004	21.03
2005	20.23

Unlike the “Same Institution” graduation rate measure, it is difficult to influence the many variables which transpire between a student’s initiation of their post-secondary work at a two-year campus, their subsequent transfer, and their successful graduation from a four-year campus within the context of a six year or less (150%) time-frame. Therefore, LSUE’s goal is to have two improved performance years (Year 4 and Year 5) through the exercise of the collective strategies established during this remediation Year 2012-13, i.e., an average Performance Rate for Years 4 and 5 that is greater than 21.65% (> 21.65%)—the average of the three earlier years (Year 1, 2, 3)—such that passage of this “Statewide Graduation” rate measure could be achieved by Year 5.

**Element 1.b.i. Increase Percentage of Program Completers (*Percent change in completers in the prior academic year from the baseline year, per award level, certificates and above*).**

LSUE awarded 275 associate degrees. This is an increase of 12.7% over baseline 2007-08 and an increase of 2.46% Year 2 associate degree completers. Therefore, LSUE passes this measure using the traditional method.

LSUE awarded 14 below-associate degree awards (13 certificates, 1 diploma). When collapsing/combining these awards, there is an increase of 16.7% over baseline 2008-09 numbers but a decrease from Year 2 (from 18 to 14). However, by the alternate method, LSUE passes by averaging the previous three years compared to the last two years:

Percentage of Program Completers (Alternate Method)					
<u>2007-2008</u>	<u>Baseline</u>	<u>Year 1</u>	vs.	<u>Year 2</u>	<u>Year 3</u>
(16 +	12 +	19)÷3		(18 +	14)÷2
	15.67		<		16.00
	Result Year 3		=		Pass

**Element 1.c. Develop partnerships with high schools to prepare students for postsecondary education.**

Significant partnerships with high schools to prepare students for postsecondary education are evident in LSU Eunice’s participation in the Department of Education’s 2012-13 dual credit program and through third party arrangements with individual schools and school districts. LSUE has long recognized the potential for dual credit to enhance opportunities for high school faculty development and for high school student post-secondary access and achievement. As a result, LSUE joined in the Board of Regents’ programmatic effort during the pilot of the State’s dual credit program in 2006-07.

Total enrollment in the fall semester of the pilot year was 82 students from three high schools. Enrollment and geographical participation increased annually for four successive years, attaining a peak dual credit enrollment of 562 in the Spring 2011 semester. The diminution of State funding in the past two years accounts largely for a modest drop-off in numbers since Spring 2011, although the high enrollment counts for 2011-12 and 2012-13 exceeded 400 in both Spring semesters. The 11th-12th graders in the 2011-12 and 2012-13 were drawn from twelve face-to-face partnerships with high schools in contiguous or adjoining regions and through collaboration with the Louisiana Virtual School (LVS) statewide network.

Table 1: Year 3 Partnerships with High Schools

	Fall	Spring
Number of High School Students Enrolled	321 <sup>3</sup>	461
Number of Credit Hours Enrolled by High School Students	1112	2027
Number of Credit Hours Completed by High School Students	1085	2017
Percentage of Credit Hours Completed by High School Students	97.6%	99.5%

**Element 1.d.i.a. Passage rates on licensure/certification exams.**

LSUE has a history of high student success rates in the achievement of its students on national board exams that are higher than both the national and state averages for the nationally accredited Nursing, Radiologic Technology, and Respiratory Care programs. Data for this element is found in Appendix 2. The passage rate for the 15 students of the 2011-2012 Radiologic Technology class was 100%. Of the 10 students of the 2011-2012 Respiratory Care class, the passage rate was also 100%. Of the 4 students of the 2011-2012 Diagnostic Medical Sonography class who took enough exams to potentially be listed on the registry, the passage rate for the national registry was 25%.

According to the American Registry for Diagnostic Medical Sonography, only four states (Oregon, New Mexico, West Virginia and New Jersey) have either passed or proposed sonography licensure laws based upon passage of national registry exams ([http://ardms.org/news\\_multimedia/ardms\\_articles/sonography\\_state\\_licensure\\_update](http://ardms.org/news_multimedia/ardms_articles/sonography_state_licensure_update)). Currently, Louisiana does not mandate the passage of the national registry exam for employment as a sonographer. The successful completion of LSUE’s accredited DMS program qualifies graduates for employment as a sonographer in this state. Therefore, students do not necessarily take any or all component parts of the registry exam upon graduation. In this latter regard, it is of importance to note that all 5 graduates of the 2011-2012 class are currently employed.

**Element 1.d.i.d. Passage rate on licensure exam on Nursing (RN).**

The passage rate for January 1-December 31, 2011 for Nursing (RN) students on the NCLEX exam was 91.2% (57 students tested; 52 passed). As a GRAD Act targeted measure, the LSUE nursing faculty aid students towards successful passage of the NCLEX exam by assisting their student learning through the usage of the lecture capture software “Camtasia” and through the consistent updating of clinical nursing curriculum by means of the NLN NCLEX-RN DETAILED TEST PLAN. Additionally, nursing faculty also make use of a faculty-based “test development and review committee” to assist students with content mastery and through the usage of HESI TESTING ACROSS CURRICULUM, which serves both as a primer and a gauge to assess their NCLEX testing readiness.

Finally, it should be noted that both the applicability and the value of the Collegiate Assessment of Academic Proficiency (CAAP) testing for the assessment of Workforce Foundational Skills were addressed in LSU Eunice’s GRAD Act Report of 2011. The nationally-normed CAAP is still employed by LSUE as a campus assessment tool for the evaluation and enhancement of student learning outcomes and general education program outcomes.

**Element 1.d.i.i. Number of students receiving certifications.**

As referenced in Appendix 2, LSUE maintained a 100% passage rate in the National Restaurant Association (ServSafe) Industry-based certification. There were 33 persons who received this certification in 2011-2012.

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<sup>3</sup>LSUE, along with SPSCHFTE Report from the Board of Regents, identifies this number at 321. However, the Transaction Summary Report (also from the Board of Regents) claims the number to be 322.

## **Performance Objective (2): Articulation and Transfer**

### **Element c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**

LSUE has referral agreements with two of its sister four-year institutions in an effort to serve the needs of students wanting access to higher education at those LSU System institutions. In the summer of 2007, LSUE and LSUA entered into a collaborative agreement which established a student referral program. The collaborative agreement provides community college access, course work, and support services for student applicants who do not meet the admission requirements of LSUA. LSUE provides classes and support services for students in developmental education and offers an array of general education courses needed for students to meet LSUA's admission requirements for transfer students. These LSUE courses are taught on the LSUA campus. In March 2012, representatives from both universities met to revise the collaborative agreement to reflect changes in admission criteria in public, post-secondary education since 2007.

LSUE also has a referral agreement with LSU A&M, targeting students who do not meet their higher, selective admissions requirements. Rather than sending a simple denial letter to those student applicants, LSU sends a more comprehensive response that incorporates the denial, along with a recommendation (including a brochure), designed to encourage the students to consider enrolling at LSUE. The Bengal to Tiger Bridge Program is intended to appeal to a broad range of students who generally have higher than average ACT scores, but fall short of LSU entrance requirements. These students could enroll in any community college and some four-year institutions, but prefer to enter and remain in the LSU System. The program sets forth a course of study at LSUE that will enable the referred student to meet the requirements at LSU after one year.

LSUE and LSU continue to explore the possibility of a program whereby LSUE would offer first-year course work on the LSU campus for students who fail to meet their admission requirements. A meeting with representatives from both universities was held on the campus of LSUE in February 2013 to discuss ways of more effectively partnering to benefit students in their pursuit of higher education.

### **Element c.ii. Number of students enrolled.**

Number of referred students enrolled at LSUE in 2012-2013:

LSUA:	134 students
LSU:	16 students
Total:	150 students <sup>4</sup>

### **Element d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17: 3161 through 3169.**

LSUE continues to update the Louisiana Transfer degrees as the Statewide Articulation and Transfer Council adopts new concentrations. For example, the University included the approved concentrations in business and mass communication in the 2011-2012 LSUE Catalog.

To assist transfer students, LSUE maintains course equivalency agreements with McNeese State University and the ULL. These agreements are renegotiated annually to assure accuracy and to include courses not covered by the statewide articulation agreement. LSU Eunice continues to offer the following transfer agreements with four-year institutions:

LSUE and McNeese State University:	Criminal Justice
LSUE and the University of Louisiana Lafayette:	Elementary Education
LSUE and Northwestern State University:	Criminal Justice, Management, Nursing, Radiologic Technology, and Respiratory Care

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<sup>4</sup>This is substantially lower than last year's number (229). We believe last year we inadvertently recorded the total number of referred students who were enrolled, not the number of referred students in the last academic year who were enrolled.

LSU Eunice signed a letter of intent with LSUA in February 2013 to begin offering 2+2 and bridge partnerships in: Nursing, Business, and Elder Care Administration. These programs are anticipated to begin Fall 2013. Additional partnerships in the fields of Biology, Communications, English, History, Mathematics, and Psychology are scheduled to begin at a later date.

In March, the Vice Chancellor for Academic Affairs met with representatives from McNeese State University to explore further collaborations especially in the areas of agriculture, elementary education, care and development of the young child, engineering, and nursing.

Representatives from Admissions, Academic Affairs and Financial Aid met with representatives from ULL to discuss possible improvements to the 2+2 program in Elementary Education. Advising will be improved and a “map” will be designed to assist students with issues such as when to take the Praxis and at which school to apply for Financial Aid. One of the courses that does not transfer to ULL will be revised and serve as a gateway course for the ULL elementary education majors. This will eliminate the transfer issue with this course.

Representatives from LSUE have attended each of the articulation meetings held by the Board of Regents to assist in drafting the common course descriptors for general education courses. LSUE faculty continue to revise course syllabi to ensure that course content aligns with the common course content described in the Board of Regents Common Course Catalog. Common Course Numbers for designated courses are included in the 2012-13 LSUE Catalog.

In the spring semester, LSUE hosted “Transfer Day” which was attended by representatives from the area four-year campuses. Interested students met with the representatives and were given information to help make a smooth transition to the receiving campus.

ULL reported enrolling 15 LSUE students into their College of Education in Fall 2011. All 15 students successfully completed Block I and were permitted to continue to Block II. Additionally, the College of Education at ULL conferred degrees on 13 former LSUE students by the end of the academic year 2011-2012, with a cumulative GPA of 3.42 for the Spring 2012 graduates.

LSUA reported the admission of 3 LSUE graduates for the academic year 2011-2012. These three students have earned 81 hours with an average GPA of 2.85 while attending LSUA.

NSU reported that 2 LSUE graduates enrolled during the academic year 2011-2012. In the last three years, 34 students have transferred from LSUE to NSU. Of those 34, their average NSU GPA is 2.56.

Southeastern reported that the 1<sup>st</sup> to 2<sup>nd</sup> year retention rate (2010-2011) of LSUE transfer students was 58.3%. The average first semester SLU GPA was 2.46. They also reported one baccalaureate degree earned through Spring 2012, which was a Bachelor of General Studies.

McNeese reported admitting 50 LSUE transfer students in Fall 2012. Eleven of those students entered with an associate degree from LSUE and earned a GPA of over 3.00. Of the 50 students, 82% earned a GPA of 2.0 or higher and 27 of those students earned a GPA of 3.00 or higher.

**Element d.i. Number of students enrolled in a transfer degree program.**

In the academic year 2011-2012, there were 63 students enrolled in Louisiana Transfer degree programs. At each orientation session, the state-issued brochure (“Transfer Degree Guarantee”) is included in the orientation packets given to all students in attendance. During orientations, the university Registrar makes a presentation to the students and parents about the transfer degree program options. Academic division heads also present the transfer degree as an option during their meeting with the incoming students.

**Element d.ii. Number of students completing a transfer degree.**

In the academic year 2011-2012, there were 18 students who completed a Louisiana Transfer degree. The Vice Chancellor for Academic Affairs meets with the heads of the three academic divisions to discuss the proposed class schedules before they are finalized, specifically to address possible scheduling conflicts and add courses if necessary to meet the requirements for the transfer degrees.



### **Performance Objective (3): Workforce and Economic Development**

#### **Element a.i. Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review.**

During the 2011-2012 academic year, there were no programs eliminated from the LSUE's list of active degree programs. The Associate of Paralegal Studies program, which was identified by the Board of Regents as a low completer program in the previous year and subsequently eliminated, has completed its teach-out plan. The last students graduated from that program in Summer 2012.

#### **Element a.ii. Number of programs modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications.**

As approved by the Board of Regents in April 2011, the collaborative effort of program faculty in the Associate of Applied Science in Computer Information Technology and the Associate of Applied Science in Office Information Systems resulted in consolidation of the two degree programs. The consolidated program retained the title of Associate of Applied Science in Computer Information Technology. The new degree has a core of 36 general education hours and two fields of study with three concentrations. Under the field of Computer Information Technology, there is the concentration in Systems Analysis Programming and, under the field of Business Information Technology, concentrations in Administrative Technology Specialist and Medical Technology Specialist are offered. The new program was implemented Fall 2011. This program continues to be reviewed to ensure alignment with workforce needs as outlined in the Louisiana Workforce Commission projections for occupational needs through 2020.

#### **Element a.iii. Percent of programs aligned with workforce and economic development needs identified by Regents\* utilizing LWC or LED published forecast.**

As part of its FY 2011-2012 budget reduction plan, LSUE identified the Associate of Paralegal Studies for termination at the end of the AY 2010-2011. This elimination was due to low enrollment and low number of completers. This action received approval from the Board of Regents and was effective May 2011. During the 2011-2012 academic year, LSUE offered 26 separate programs according to the Inventory of Degree and Certificate Programs: LSU Eunice Active Degree Programs. Several of these programs are currently under review at the campus level with a decision for possible deletion or consolidation to be made during the current academic year. In Spring 2013, three additional programs were identified as low completers. The termination of these programs is pending Board approval. Of the currently active programs, two degrees (Associate of Arts Louisiana Transfer and Associate of Science Louisiana Transfer) are transfer degrees articulating to four-year institutions. One program (Associate of General Studies) is a terminal degree or transfer degree. These three degrees do not qualify to be aligned with workforce and economic development needs. Among the remaining 23 programs, all are aligned with the statewide workforce development needs as documented by review of the Louisiana Workforce Commission's Projections for All Occupations to 2020 and the LED's Blue Ocean initiative. Therefore, 100% of eligible programs are aligned.

Table 2: Number of Academic Programs

	11/12
Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review	0
Number of programs modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications	0
Number of program offerings, regardless of award level, in the reporting year	26 <sup>5</sup>
Number of programs aligned with workforce and economic development needs, as identified by Regents utilizing LWC or LED published forecasts	23

<sup>5</sup>Based on BoR CRIN Report of March 2013, which reflects the elimination of the Associate of Paralegal Studies and the merger of the Associate of Applied Science in Office Information Technology and the Associate of Applied Science in Business Information Technology, which occurred May 2011.

LSU Eunice participates in the WIA Eligible Training Provider program associated with the Louisiana Workforce Commission, offering 13 programs. Recent student participation is as follows:

- 2008-2009: 22 participants
- 2009-2010: 18 participants
- 2010-2011: 8 participants

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

LSUE offers distance learning in a variety of formats including online, web-based, and interactive compressed video. The University currently offers two degrees, Associate of Science in Criminal Justice and Associate of Applied Science in Fire and Emergency Services, which are 100% online through the CALL program. Additionally, sufficient coursework is available in online format for the completion of the Associate of General Studies. LSUE offers two certificates in 100% online format as well.

A large number of campus classrooms have been equipped with lecture capture facilities to allow instructors to record class meetings for later review by their students. This has also allowed instructors to time-shift courses for students who might not be able to routinely participate in traditional class schedules because of their varying schedules.

**Element b.i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.**

Number of course sections with 50-99% instruction through distance education in 2011-2012 was 16.  
 Number of course sections with 100% instruction through distance education in 2011-2012 was 109.

**Element b.ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.**

Number of students (duplicated) enrollment with the 50-99% instruction through distance education in 2011-2012 was 139.  
 Number of students (duplicated) enrollment with the 100% instruction through distance education in 2011-2012 was 2087.

**Element b.iii. Number of programs offered during the reporting year through 100% distance education (as classified on the Board of Regents Curriculum Inventory [CRIN] as of February 14 of the reporting year), by award level.**

The number of programs offered through 100% distance education in 2011-2012, by award level:  
 Certificate: 2  
 Associate: 3

**Element d.i. Percent of completers found employed, per award level**

Relying on data from the Louisiana Employment Outcomes Report (November 2011) of the Louisiana Board of Regents, LSUE has the following employment data:

Table 3: Board of Regents data on employment 18 months after graduation for LSU Eunice

Areas of Study at LSU Eunice	% of Completers Employed in Louisiana	% of Completers Not Employed in Louisiana
Health Professionals	92%	8%
Business, Management, Marketing	75%	25%
Security & Protective Services	69%	31%
Liberal Arts & Science; General Studies	65%	35%
Education	45%	55%

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

#### **Performance Objective (4): Institutional Efficiency and Accountability**

##### **Element c.i. Total tuition and fees charged to non-resident students.**

The purpose of the GRAD Act is to support Louisiana’s public higher education institutions to be competitive and increase their efficiency. One way to accomplish this is to allow increases in tuition and fees including non-resident tuition and fees. Louisiana R.S. 17:3351 gave management boards the authorization to establish tuition and fees for non-resident students at their institutions. In July 2010, the LSU Board of Supervisors authorized the President to increase the non-resident tuition and mandatory fees of each campus by fifteen percent (15%) for the Fall 2010 semester and additional increases would be phased in no more than a five-year period, so that the non-resident fee charged to students is equal to or greater than the average tuition charged to non-resident students attending comparable institutions in other Southern Regional Education Board (SREB) states. LSUE decided to phase-in the increase over a three-year period. After this three-year period, to ensure that LSUE’s non-resident tuition amounts are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other SREB states, the nonresident fee should be adjusted annually if authorized by the Board.

Depending on how LSUE’s non-resident fees compare to other two-year institutions in Louisiana and in the SREB region, the increases in the non-resident fees can impact the enrollment and revenue of the institution. SREB data from 2011-2012 shows the median, annual tuition and fees for a full-time non-resident undergraduate student attending a two-year 2 public institution in Louisiana to be \$5,460, while that same student would have paid \$7,215 at LSU Eunice. The SREB two-year 2 average for that time period was \$7,920. Of the sixteen southern states represented in the SREB average, Louisiana ranked fourth to the lowest amount charged to a full-time non-resident student. The three states lower than Louisiana were the bordering states—Texas at \$4,332, Mississippi at \$4,272, and Arkansas at \$4,510. Kentucky had the highest median, non-resident tuition and fees at \$13,950.

Even though LSUE’s non-resident enrollment and revenue is not that significant, the numbers have been gradually increasing. For example, for the 2011-2012 fiscal year, LSUE had 26.51 FTE non-resident students with revenue of \$118,354. During the 2012-2013 fiscal year, which included the fifteen percent (15%) increase, there were 27.05 FTE non-resident students and revenue for the year of \$139,916. So, even though the increase in non-resident tuition and fees does not appear to have negatively impacted our non-resident enrollment and thus the revenue, an annual increase will have to be monitored to not “price” ourselves out of the “non-resident market.”

Currently, total annual tuition and fees charged to full-time non-resident students at LSUE is \$7,992. A 5.15% increase in non-resident tuition and fees in the 2013-2014 fiscal year would cost a full-time LSUE student \$8,404, the same as the proposed SREB average. This would bring LSUE’s non-resident tuition and fees equal to the SREB two-year 2 median, non-resident tuition (assuming an SREB annual increase of three percent) in 2013-2014. Below is a chart comparing the projected increase in non-resident tuition at LSU Eunice to the SREB two-year 2 average.

Table 4. Comparison of LSUE, SREB 2 YR2, \$ Difference, and % Difference

	2011-12	2012-13	2013-14
LSUE	7,215	7,992	8,404
SREB 2 YR 2*	7,920	8,158	8,404
\$ Difference	-705	-166	0
% Difference	-9.77	-2.08	0

\*Increased SREB median non-resident tuition and fees by 3% annually.

##### **Element d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited.**

LSUE has four programs (Associate of Science in Nursing, Associate of Science in Radiologic Technology, Associate of Science in Respiratory Care, and Certificate of Diagnostic Medical Sonography) that are discipline accredited. The remaining two programs (Associate of Applied Science in

Computer Information Technology and Associate of Applied Science in Management) are targeted to be discipline accredited by Fall 2017. Therefore, the percent of eligible programs that are currently discipline accredited at LSUE is 66.7%.

**Performance Objective (5): Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:**

**a. Number of Students by Classification**

Fall 2012 Headcount: 3,075  
 Annual FTE Estimate: 2,065.2

**b. Number of Instructional Staff Members Fall 2011**

Fall 2012 Instructional Staff (Headcount) = 123  
 Fall 2012 Instructional Staff FTE = 84.1

**c. Average class student to instructor ratio**

Fall 2012 student-to-instructor ratio = 22.9 to 1

**d. Average number of students per instructor**

AY 2011-12 average number of students/instructor = 24.6

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

None

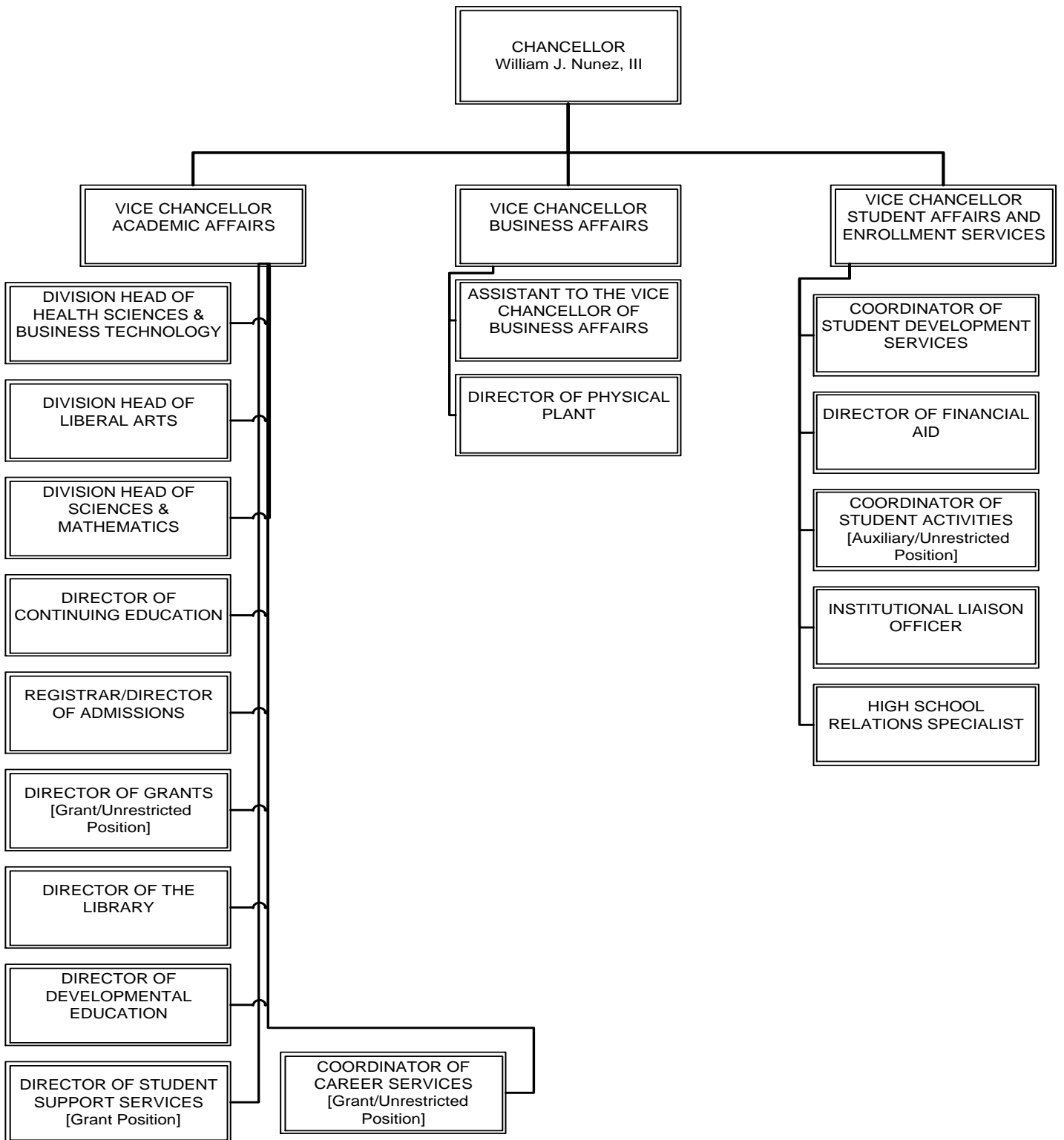
**f. Number of staff in administrative areas<sup>6</sup>**

Administrative Area	Headcount	FTE
Chancellor	1	1
Academic Affairs	1	1
Business Affairs	1	1
Student Affairs	1	1
Total	4	4

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<sup>6</sup>These numbers were taken from the EMPSAL Data System. Previous reporting on this element were obtained from a different source, explaining the substantial difference in numbers between this year's report and previous reports.

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



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

POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2008 Reported for Fall 2010	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012
Chancellor	\$150,097			
Vice Chancellor for Academic Affairs	\$108,036			July 16, 2012 \$87,000 Previous VC retired; new VC hired at lesser salary
Vice Chancellor for Business Affairs	\$104,751			
Vice Chancellor for Student Affairs	\$86,520			
Division Head of Health Sciences & Business Technology	\$70,000			
Division Head of Liberal Arts	\$73,000			
Division Head of Sciences & Mathematics	\$75,348		July 1, 2011 \$79,348 Promoted from Associate Professor to Professor	August 1, 2012 \$60,000 Previous Division Head promoted to Vice Chancellor for Academic Affairs; Interim Division Head appointed at lesser salary
Director of Continuing Education	\$55,860			
Registrar/Director of Admissions	\$49,780		July 11, 2011 \$50,000 Previous Registrar retired; new Registrar hired	
Director of Grants [Grant/Unrestricted Position]	\$42,632			
Director of the Library	\$58,500			
Director of Developmental Education	\$51,784			



POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2008 Reported for Fall 2010	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012
Director of Student Support Services [Grant Position]	\$73,076			November 1, 2012 \$55,000 Previous Director retired; new Director hired at lesser salary with reduction in duties
Coordinator of Career Services [Grant/Unrestricted Position]	\$38,535			
Assistant to the Vice Chancellor of Business Affairs	\$51,100			
Director of Physical Plant	\$71,156			
Coordinator of Student Development Services	\$45,424			January 2, 2013 \$45,000 Previous Coordinator resigned; new coordinator hired at a lesser salary
Director of Financial Aid	\$56,495			
Coordinator of Student Activities [Auxiliary/Unrestricted Position]	\$41,664			
Institutional Liaison Officer	\$46,222			
High School Relations Specialist	\$41,607			

**i. Cost performance analysis**

*Note: The Board of Regents will provide the data items i. and iii. – vi. As referenced below. Item ii. Will be reported by the institution.*

**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.**

As reported on Form BOR-1 during the Operational Budget Process.

<b>Louisiana State University Eunice</b>		
<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$6,624,119	51.0%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	\$657,543	5.1%
Student Services	\$1,083,004	8.3%
Institutional Services	\$2,199,405	16.9%
Scholarships/Fellowships	\$451,338	3.5%
Plant Operations/Maintenance	\$2,112,408	16.3%
<b>Total E&amp;G Expenditures</b>	<b>\$13,127,817</b>	<b>101.0%</b>
Hospital	-	0.0%
Transfers out of agency	\$(130,000)	-1.0%
Athletics	-	0.0%
Other	-	0.0%
<b>Total Expenditures</b>	<b>\$12,997,817</b>	<b>100.0%</b>

**ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.**

As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.”

Institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average Yearly Cost of Attendance: \$16,226.00

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

Utilizing Board of Regents’ Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is >= 10 for the following levels:

Baccalaureate degree for 4-year universities

Associate degree for 2-year colleges

Certificate for technical colleges

Average Time to Associate Degree: 4.3

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

State Dollars Per FTE: \$2,875.00

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

Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State Dollars Per FTE: \$2,875.00

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

As reported on Form BOR-3 during the Operational Budget Process.

Total Expenditures: \$22,660,92.



# **LOUISIANA EMPLOYMENT OUTCOMES REPORT**

**Louisiana State University Eunice**

**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.

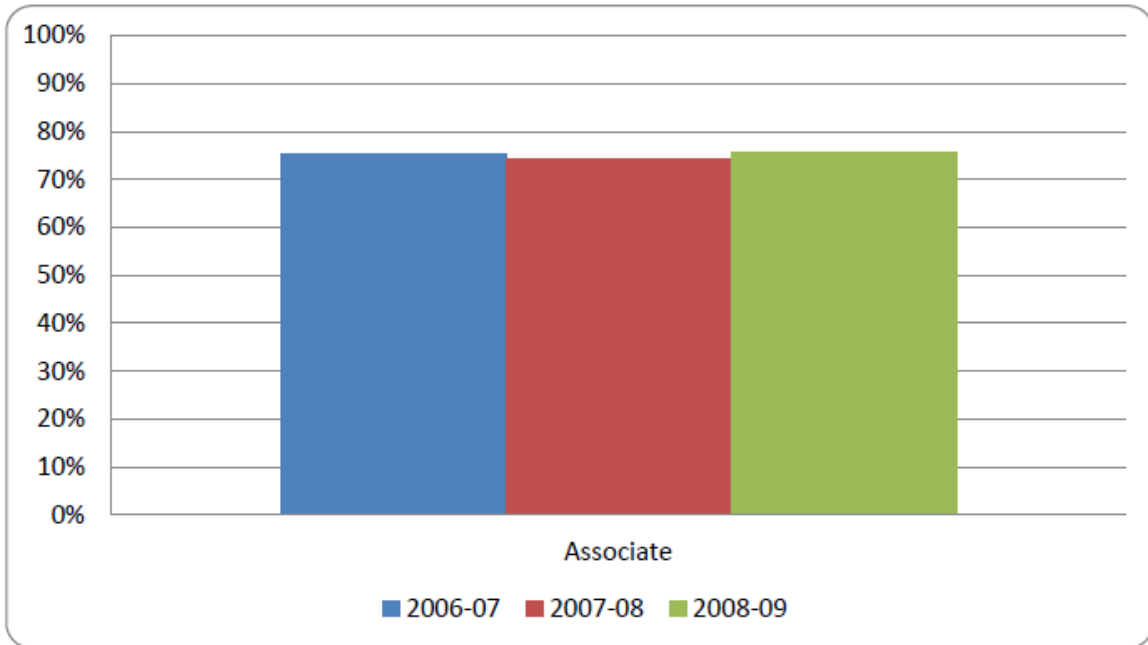
Louisiana public institution completers were identified using the Regents' Statewide Completer's System. The following types of credentials are awarded by Louisiana public postsecondary institutions: certificate, diploma, associate, post-associate, bachelors, post-bachelor's, master's, post-master's, 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.

**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.

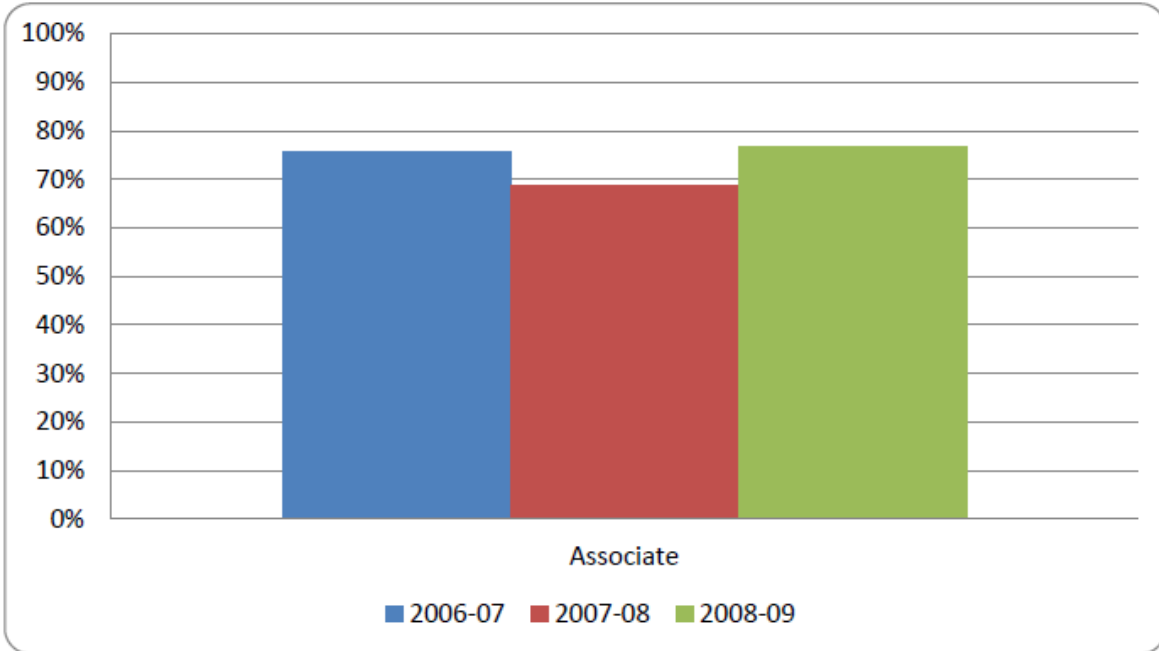
**Employment Rate by Degree Level  
Six Months after Graduation  
For All Completers**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	271	249	244	75.3%	74.3%	75.8%

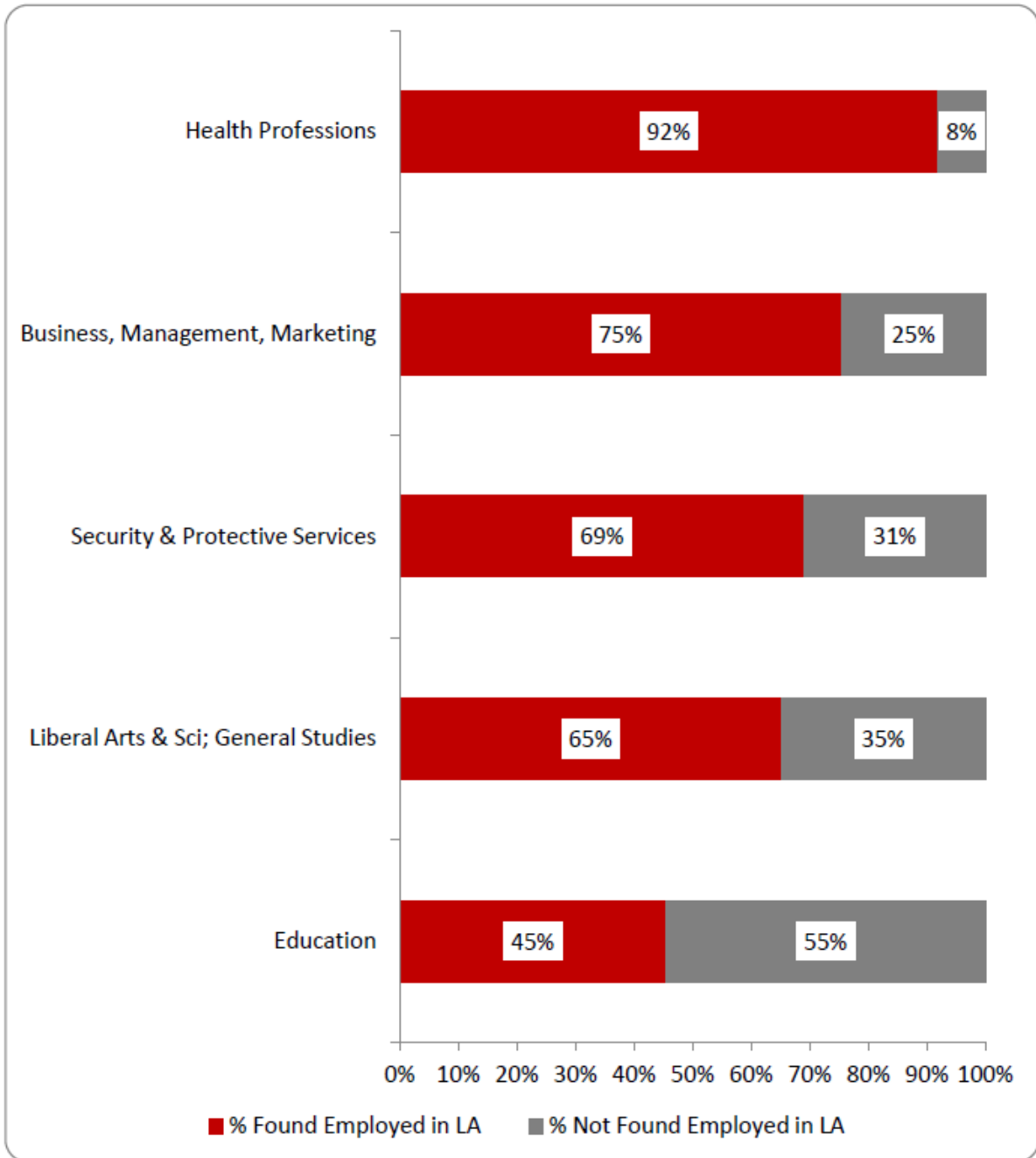


**Employment Rate by Degree Level  
Eighteen Months after Graduation  
For All Completers**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	271	249	244	75.6%	68.7%	76.6%



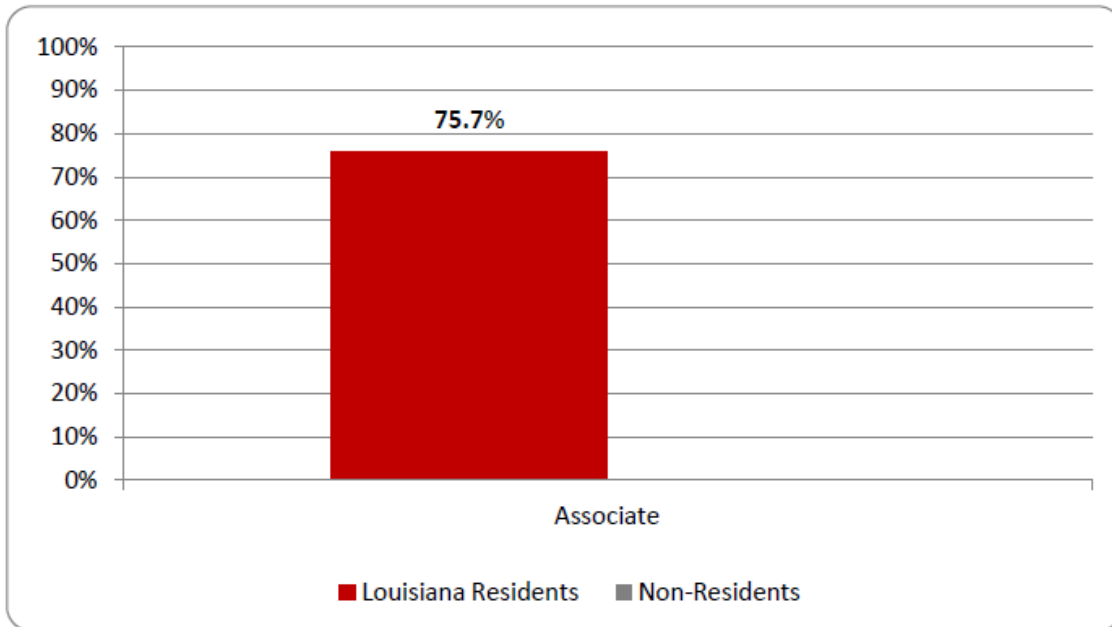
**Employment Rate by Field of Study  
Eighteen Months after Graduation  
For 2008-09 Associate Degree Completers**





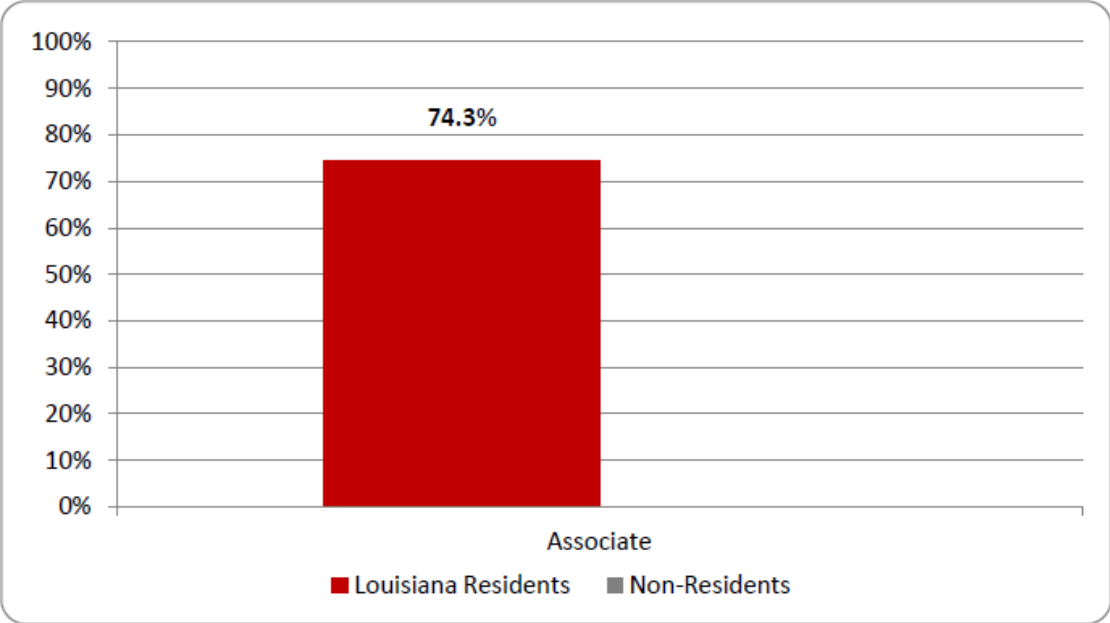
**Employment by Residency Status – Six Months after Graduation  
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**

Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Associate	758	75.7%	6	-



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

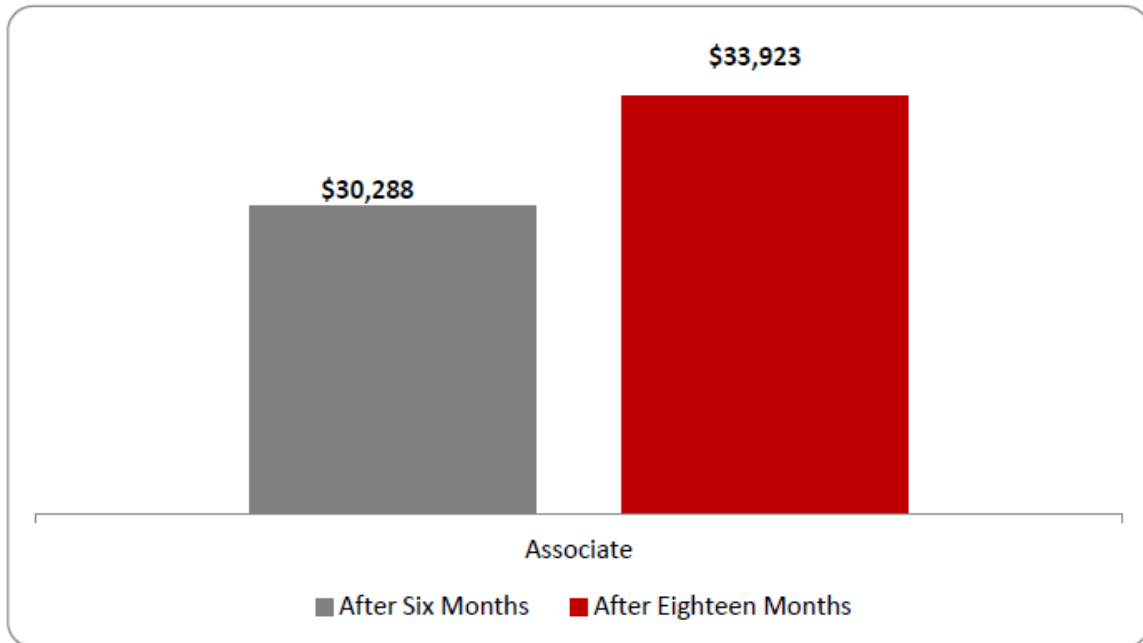
Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Associate	758	74.3%	6	-



**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
Associate	\$29,353	\$29,318	\$32,289	\$34,306	\$33,867	\$33,552

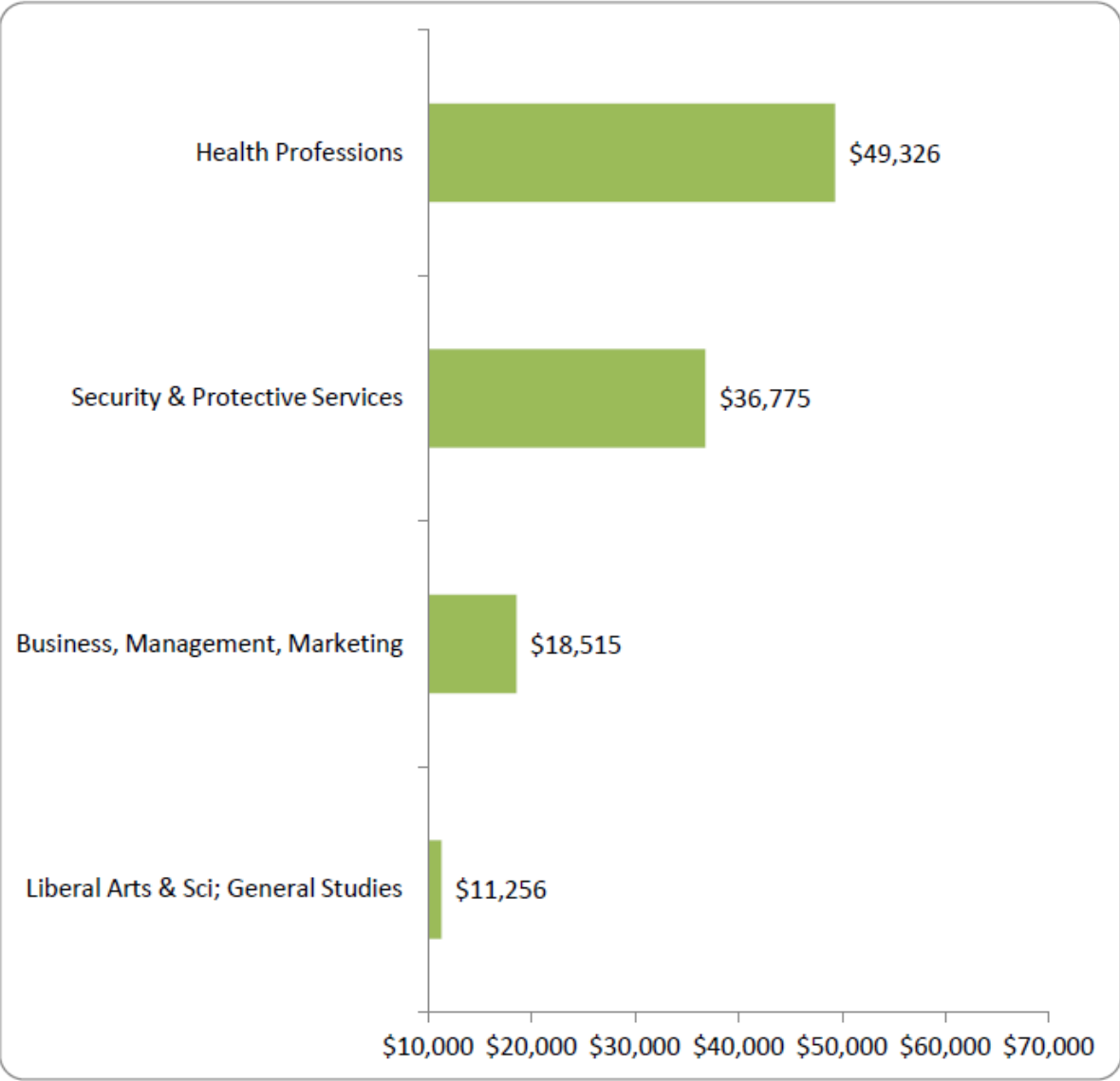
**Average Calculated Salary by Degree Level  
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**



**Average Calculated Salary by Field of Study  
For All Associate Degree Completers**

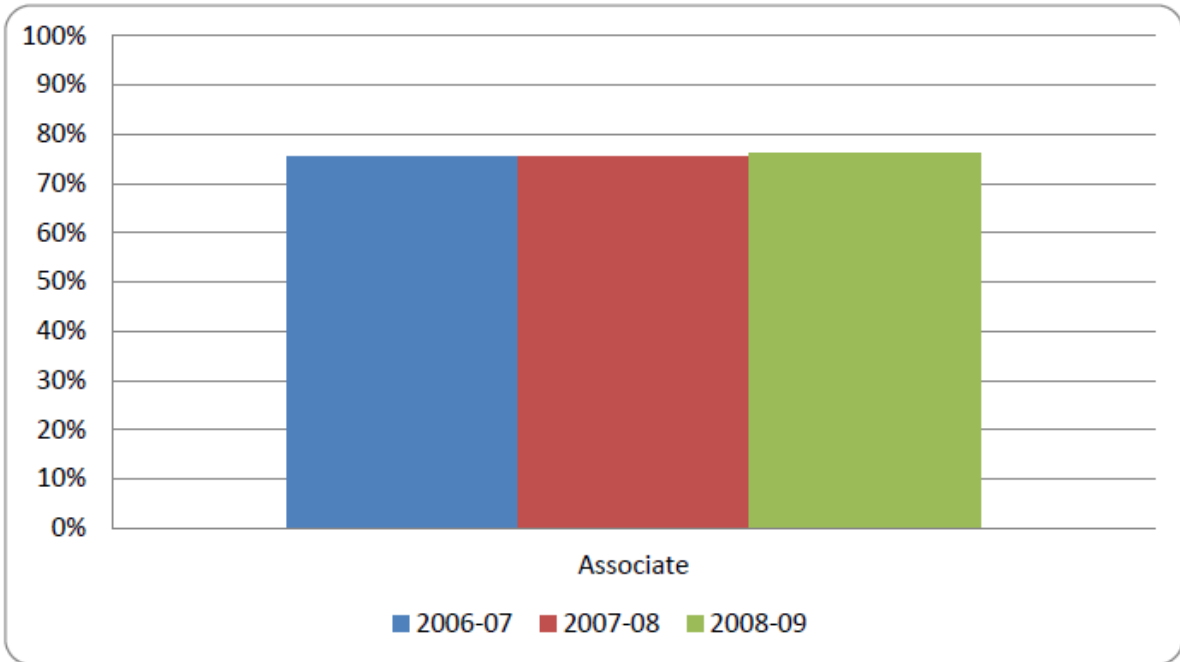
Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
13	Education	\$15,363	-	-	\$17,913	-	-
24	Liberal Arts & Sci; General Studies	\$11,248	\$14,798	\$14,252	\$15,489	\$16,729	\$11,256
43	Security & Protective Services	\$33,350	\$30,838	\$36,868	\$40,049	\$35,769	\$36,775
51	Health Professions	\$46,090	\$41,944	\$45,542	\$52,350	\$47,820	\$49,326

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



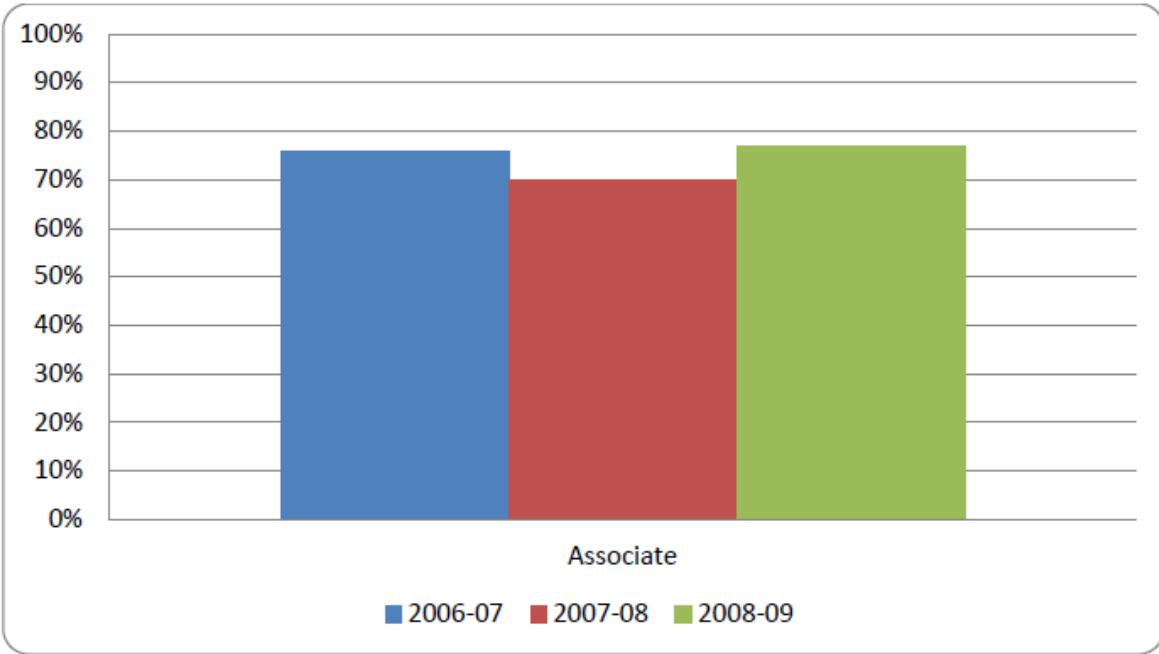
**Employment Rate by Degree Level  
Six Months after Graduation  
For Louisiana Resident Completers Only**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	270	245	243	75.6%	75.5%	76.1%



**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
Associate	270	245	243	75.9%	69.8%	77.0%



**Appendix #2 to Attachment B**

**Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.**

**4-year Universities and 2-year Colleges**

				Most Recent Year Data		
Institution: Louisiana State University Eunice						
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)		4	1	25%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing		57	52	91%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners		15	15	100%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)		10	10	100%

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

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

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

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

March 16, 2012



Appendix #2 to Attachment B						
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.						
2-year Colleges and Technical Colleges						
Institution:				Most Recent Year Data		
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
National Restaurant Association	ServSafe	National Restaurant Association	100%	33	33	100%
<i>Institutions are to provide institution name and report data for those IBCs marked with ✓ on Appendix #1</i>						
<i>* Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)</i>						
<i>Most Recent Year Data = most recent year data published by entity that grants licensure/certification</i>						
<i>Calculated Passage Rate = # students to met standards for passge/# students who took exam</i>						
March 16, 2012						