



Louisiana State University Shreveport

Year 3 GRAD Act Annual Report (2012-13)

Submitted April 1, 2013

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A handwritten signature in black ink, appearing to read "Julie Lessiter".

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1. Performance Objective 1 – Student Success

Student Success Performance Targets

LSU Shreveport met the first to second and first to third year retention rate targets for the 2013 GRAD Act report. As indicated in the chart below, the first to second year retention rate for first-time full-time freshmen was slightly lower than the target but was within the allowed +/- two percentage points of the Year 3 goal. The first to third year retention rate of the 2010 first-time full-time freshmen cohort was significantly higher than the target and was higher than the last three-year average.

1st to 2nd Year Retention Rate Chart

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

1st to 3rd Year Retention Rate Chart

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

The same institution graduation rate increased from the baseline year of 20.1% to 27.1%, down slightly from Year 2, but three percentage points above the targeted rate. The award productivity ratio continues to fluctuate from year to year but is still above the target.

Same Institution Graduation Rate Chart

	Baseline	Year 1	Year 2	Year 3
IPEDS Graduation Rate total revised cohort	463	565	322	408
IPEDS Graduation Rate Total number of completers within 150% of time	93	113	90	109
IPEDS Graduation Rate Calculated Rate	20.1%	20.0%	28%	26.7%
Same Institution Grad. Rate Target	20.70%	20%	22%	24%
Target Met (+/- 2%)?	YES	YES	YES	YES

Award Productivity Chart

	Baseline	Year 1	Year 2	Year 3
Award productivity: number of <u>undergraduate awards</u> , certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level.	529	502	565	517
Award productivity: number of annual undergraduate full-time equivalent (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTEP2K) in the above academic year.	2,994.1	3,167.8	3,047.8	3,065.06
Award productivity calculated rate	17.7%	15.8%	18.5%	16.9%
Target Award productivity	17.70%	15.80%	16%	16.4%
Target met?	YES	YES	YES	YES

Percent of First-Time Freshmen Admitted by Exception

LSUS was below the 8% rate of allowable exceptions for the 2012-13 academic year. These students are monitored throughout the year at the four week, mid-term and final grade check.

Percent of First-Time Freshmen Admitted by Exception Chart

	Enrolled 2012-13	Admitted by Exception	% Admitted by Exception
Fall	376	18	4.8%
Spring	30	3	10%
Summer	0	0	0
Total	406	21	5.2%

Percent Change in Program Completers

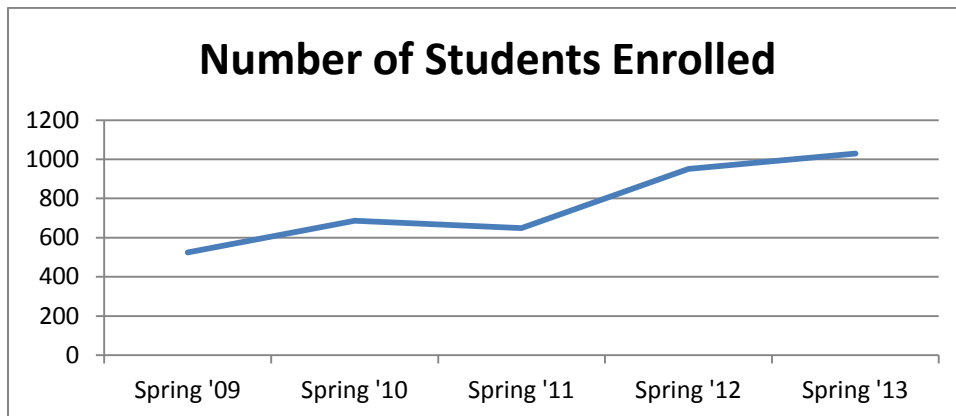
The number of completers at the undergraduate level missed the target for actual completers; however, 517 actual degrees were awarded during the 11-12 academic year as some students earned double-degrees. The number of completers at the graduate level remained consistent with the previous year and exceeded the Year 3 target.

	2008-09	2009-10	2010-11	2011-12	11-12 Target	Met?
Number of completers in the academic year –Undergraduate	527	501	560	512	516	YES*
Percent change in program completers over baseline year – UG	NA	-4.9%	6.3%	-2.8%	-2.0%	YES*
Number of completers in the academic year –Graduate	106	98	110	109	105	YES
Percent change in program completers over baseline year- Graduate	NA	-7.5%	3.8%	2.8%	-0.01	YES

* Met the target within the +/- 2% rule.

Develop Partnerships with High Schools to Prepare Students for Postsecondary Education

LSU Shreveport made the development of a high-quality dual enrollment program for regional high school students an institutional priority in the summer of 2008, and since then the expansion of opportunities that LSUS provides for high school students has been noteworthy. The dual enrollment program at LSUS increased the number of enrolled students for the reporting year by 74% over the previous year (total enrollment), and expanded its reach by adding six new schools, bringing the total number of high school partners in 2012-13 to nineteen schools over a three-parish region. The completion rate of courses taken by dual enrolled students remains consistent with previous years at 98%.



All high school students are monitored for academic progress similarly to the rest of campus with four-week and mid-term grades. Under-performing students are required to meet with a counselor to discuss academic success options.

All of our high school partners receive feedback on the performance of current dual-enrolled students and former dual-enrolled students who have entered LSUS. Further, the interactions between LSUS faculty and their high school counterparts allows for annual revision and updating of course content, texts, and instructor knowledge. Quality of instruction and the performance of students is closely monitored and has led, on occasion, to decisions to terminate agreements with individual instructors deemed to be performing unsatisfactorily.

Passage Rates on Licensure and Certification Exams

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

LSUS Teacher Preparation Completers and Licensure Exam Passage Rates 2010-11

Types of Program	Years	Number of Completers	Number of Completers Passing Licensure Exam	Percentage of Completers Passing Licensure Exams	Percentage of Completers in State Passing Licensure Exams	Target for 2010-11
Alternate	2010-11	71	71	100%	100%	100%
Undergraduate	2010-11	51	51	100%	100%	100%
Total		122	122	100%	100%	100%

Student Success Initiatives

Student success is an area upon which every faculty and staff member places a high level of emphasis. LSUS has maintained its existing academic success programs due to positive feedback from students and has implemented several initiatives to increase retention and further improve academic success. One initiative met with positive student feedback is the early alert program. Students are made aware of their academic performance in each 100 and 200 level class at the four-week point of the semester. Faculty are required to enter all grades into the Unix system and any grade of D, F, N, or W is reported through email to the students’ advisor and to the student. Communication between the student and advisor is required from which strategies for success are determined. Academic advising is another area upon which LSUS has focused in order to increase student success. The Academic Advising committee has worked hard to revamp the process of advising to make it more intrusive and useful to students.

New initiatives for this year have been focused on the retention of students. An online writing and math lab have been made accessible to all students. This is particularly important when considering the demographics of the LSUS student body: largely place-bound, non-

traditional, have jobs and children, and are unable to attend on-campus labs for additional assistance due to time-conflicts. Now the accessibility has increased substantially and students have responded favorably to these services. Another retention strategy implemented this year was to engage the faculty in calling students that had not returned/registered from the previous semester. A group of faculty from all departments across campus volunteered to call students in their respective degree programs to assist them in re-registering for classes or to discover why these students were not returning. An administrator in Academic Affairs coordinated the over 1800 calls to students and reported the results to faculty and staff. Another initiative involved surveying the students in order to get a better understanding of their perception of LSUS. To measure student satisfaction the institution administered the Noel Levitz Student Satisfaction survey during the fall semester. The results indicated that of the areas identified by the students as most important met with a high level of satisfaction. In addition, LSUS students were generally more satisfied in all categories than peer institutions. Lastly, approximately 80% of students said “Yes” when asked if “they could do it all over again would they choose LSUS?”

Data-Based evaluation

Several different data-based evaluations were conducted throughout the year to increase student success. A 3 year average grade distribution in the general education courses was collected to ascertain which courses were deemed as “road-blocks” to students. The data showed that students struggled substantially in Math 121 (College Algebra) and English 105 (Introduction to Composition). This data emphasized the need for additional tutoring opportunities and accessibility for our non-traditional student base to access online assistance. Funding from a grant allowed the institution to purchase software that would enable on-line tutoring; this program went “live” in the spring semester. To date there has been an overwhelming response from the student body with emails thanking administrators to an increased amount of “traffic” for these services. In addition, data comparing the 4-week, mid-term, and final grades was analyzed and presented to all students in the Freshmen Connection course to emphasize the importance of starting well in a course.

Development/Use of External Feedback Reports

The university engaged the services of Mr. Walker Johansson, education consultant, to review the recruiting and retention strategies in place at LSUS and to recommend specific strategies for success on our campus. His thorough examination of our practices allowed for him to make the following retention strategies: implement learning communities, restrict first-time first semester students to 12 hours of enrollment, and add additional mandatory “lab” time to difficult general education courses. The institution has maintained this relationship and is working with the consultant on several action items.

2. Performance Objective 2 – Articulation and Transfer

Retention of transfer students continues to fluctuate from year to year. This group of students matriculates to LSU Shreveport from various different backgrounds and usually from more than one previous institution. As evidenced in the second chart (below) those that enroll at the level of sophomore or higher and are full-time students are retained at approximately 10 percentage points higher than general transfer students. The number of completers each year that initially began at the institution as transfer students also fluctuates in the same fashion as the enrollment numbers.

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

	Target	Actual	Met?
Number of full-time baccalaureate degree-seeking transfer students with a minimum level of sophomore entering in the prior year.	382	381	YES
Number of students retained at the same institution in the following second year fall semester.	254	254	YES
Calculated Rate of retention.	66.5%	66.7%	YES

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

Percent of Transfer Students Admitted by Exception

The percent of transfer students admitted by exception for the 2012-13 academic year was limited to eight percent. As shown below, the actual percent of transfer students admitted by exception was 7.8 percent.

	Enrolled 2012-13	Admitted by Exception	% Admitted by Exception
Fall	371	29	7.8%
Spring	213	18	8.5%
Summer	82	5	6.1%
Total	666	52	7.8%

Transfer Students with an Associate Degree

The number of students transferring to LSUS for the reporting year with an Associate Degree increased from the previous year. The retention rate did decrease from the previous two years, but with all transfer student metrics there is a strong pattern of fluctuation. The number of students that graduated in the 2011-12 class that entered LSUS with an Associate degree increased from the previous year and increased significantly from Year 1.

Chart showing transfer student variables

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

Referral Agreements with Community Colleges

LSU Shreveport has worked with its two local community colleges to increase its ties to and partnerships with these schools. The LSUS Director of Multicultural Affairs meets weekly with peers at Southern University, and BPCCC has graciously allowed LSUS to have a “Transfer Student Information Office” on their campus. The purpose of increasing our presence on these two campuses is to ensure that students are completing the correct courses that will transfer to LSUS prior to their enrollment at our institution. On the BPCCC campus, faculty from LSUS are available for consultation four days a week to help guide these students through the transfer process and to properly prepare them for transfer to a particular major.

The number of referrals for the 2011-12 report appears to have increased dramatically from the previous year, and it is unclear if there is a lack of academic preparation for high school students or if this year was an anomaly.

	Year 1	Year 2	Year 3
Number of students referred by 4-year universities to 2-year colleges and technical college, at anytime during the reporting year	119	95	220

Louisiana Transfer Degree Enrollment & Retention

There have been no students with a Louisiana Transfer degree enroll at LSUS in the past four years. It is therefore not possible to calculate the 1st to 2nd year retention rate of this cohort. There were also no baccalaureate completers for the 2011-12 year from this group of students.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year

In order to provide feedback to local community colleges on the performance of their students upon transferring to LSUS, the department of Institutional Research performed a grade analysis on courses taken by students from both Bossier Parish Community College, and by Southern University Shreveport. From this analysis, courses were identified that had a high failure or withdrawal rate. This information has been shared through conversations among the Provosts at each school.

In addition to the grade analysis, the general education assessment data is now disaggregated by native student and transfer student to show where the weaknesses lie of transfer students. Also, a self-evaluation through a graduation survey assesses students' opinions on whether their skills or behaviors improved in the core student learning outcomes. This information will also be used to improve academic support to all students, and address the specific needs of transfer students.

Tracking/Monitoring/reporting mechanisms implemented/continued during the reporting year specific to transfer student issues

Through the four-week and mid-term grading system, students that are not performing well in the classroom are required to meet with an advisor. These students are tracked by their respective academic advisor, and through the Steps to Success software both student and advisor have access to the individualized academic success plan. Transfer students that are admitted by exception are also tracked with the four-week and mid-term grading system. Data from these grades regarding student preparation is reported to the Advising Committee to increase the specific nature of support these students receive from advisors throughout the year. In the reporting year, the average number of transfer students admitted by exception was less than eight percent.

Development/use of agreements/external feedback reports during the reporting year.

Verbal feedback was given to each Provost of the local community colleges and a composite report is placed on the LSUS Institutional Effectiveness website.

3. Performance Objective 3 – Workforce and Economic Development

Programs eliminated, modified, or added

LSUS continually reviews its academic programs to ensure they are consistent with local, regional, and statewide needs. In addition to reviewing program alignment with these needs, department chairs are asked to complete a review of their programs for the number and predicted number of completers for the upcoming years. In 2012-13 four programs were identified as low-completer programs by the Board of Regents: Political Science, BS, Chemistry, BS, Curriculum & Instruction, M.Ed., Kinesiology and Wellness, MSKW. The institution has reviewed these programs and with the exception of Chemistry, which has already been consolidated with the Biochemistry B.S., has appealed to the Board of Regents for a grace period of continuation to grow enrollment and therefore completers.

Through program review, major modifications to three programs have been identified and will be implemented in fall 2013. All three have been targeted as being able to be offered online. These programs include one undergraduate and two graduate degrees. In the Spring 2013, LSUS received authority from the Board of Regents to add the BFA in Digital Arts degree.

Programs Aligned with Workforce and Economic Development

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

1. Digital Media/Software Development
 - a. Fine Arts, B.A. – with a concentration in Animation and Visual Effects
2. Specialty Healthcare
 - a. Biological Sciences, B.S., M.S.
 - b. Health Administration, M.H.A.
 - c. Public Health, M.P.H
 - d. Community Health, B.S.
3. Renewables and Energy Efficiency
 - a. Chemistry, B.S.
 - b. Math & Physics B.S.
4. Water Management – Biological Sciences, M.S.
5. Next Wave Oil & Gas – General Business Administration, Energy Management Concentration, B.S.

The following degree programs meet with regional needs as identified in the State of Louisiana Projections for All Occupations 2018 document. Programs that aligned with occupational codes that increased by 100 or more from the 2008 estimate to the 2018 projection are included in this list:

1. Medical and Health Services Managers
 - i. Management and Administration, B.S.
 - ii. Health Administration, M.H.A.
 - iii. Community Health, B.S
 - iv. Public Health, M.P.H
2. Managers - all other
 - i. Management and Administration, B.S.
 - ii. General Business Administration, B.S., M.B.A
3. Accountants and Auditors
 - i. Accounting, B.S.
4. Computer Software Specialists
 - i. Computer Science, B.S.,
 - ii. Computer Systems, M.S.
5. Education, Training, and Library Workers
 - i. All LSU Education programs at the B.A., B.S., and M.Ed. levels
6. Medical Assistants
 - i. Biological Sciences, B.S.
7. Correctional Officers and Jailers/Police and Sheriff Officers
 - i. Criminal Justice, B.C.J.
8. First-line Supervisors
 - i. Management and Administration, B.S.
 - ii. General Business Administration, B.S.
9. Social and Human Services Specialists
 - i. Sociology, B.A., Human Services, M.S

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

Use of Technology for Distance Education

From the chart below it may appear that the number of course sections taught via distance education has declined, however there are 29 courses and an additional 298 students that took a course supplemented via online teaching that is not accounted for in these categories. LSU currently offers two degree programs online and is looking to add more for the 2013-14 academic year. The use of technology in distance education has been embraced on our campus and every faculty member teaching an online course is required to take a Continuing Education course related to Best Practices in online teaching. Quality teaching through distance learning continues to be important at LSU. A new targeted measure was added for this report: number of online degree programs. LSU set its target at two programs and did meet that target.

	Baseline	Year 1	Year 2	Year 3
Number of course sections offered during the reporting year with 50% to 99% instruction through distance education	7	16	13	3
Number of course sections offered during the reporting year with 100% instruction through distance education	69	99	148	124
Number of unduplicated students enrolled during the reporting year with 50% to 99% instruction through distance education	103	198	115	56
Number of unduplicated students enrolled during the reporting year with 100% instruction through distance education	1,375	1,897	2,675	2,535
Number of programs offered during the reporting year through 100% distance education: by award level.	1	1	2	2*

*Both degrees are offered at the Master's level

Progress in the Number of Students placed in Jobs

LSUS takes pride in assisting students find employment after degree completion through its active Career Services Office. Based on the Louisiana Employment Outcomes Report, LSUS fared favorably to its peers within the state. It should be noted that there are several limitations identified by this report inclusive of:

- 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, or employees of the federal government;
- Degree levels and fields of study with fewer than ten completers in all academic years studied are not shown;
- Data was not reported for fewer than ten employed completers in an academic year for information related to wages.

Employment Rate Six Months and Eighteen Months after Graduation

It appears that the employment of LSUS graduate students has stayed relatively consistent over the three year reporting period, but for undergraduates has fluctuated from one year to another. Specifically, the percent of graduates finding employment in the six months after graduation increased by 1.7%, (75.3% to 77%) from 2006-07 to 2008-09. However, for undergraduate students six months after graduation the percent that had found employment dropped 5.6 percent, from 72.9% in 2006-07 to 67.3% in 2008-09

The data regarding the employment rate eighteen months after graduation is somewhat different, as both the undergraduate and graduate student placement dropped in 2007-08, but rebounded back in 2008-09 to numbers close to the 2006-07 year.

Data presented for Louisiana residents indicates that at the undergraduate level there has been a steady decline in those finding employment six months after graduation (75.6% to 70% from 2006-07 to 2008-09), but a steady percentage of approximately 70% finding employment eighteen months after graduation. For Louisiana residents at the graduate level for the three year reporting period, the percent finding employment six months after graduation averaged 82%, and an average of 77% of students were employed eighteen months after graduation.

Employment Rate by Field of Study

The academic field where there appears to be the highest job placement in Louisiana for undergraduate completers is in Education where eighteen months after graduation 87% of completers had found employment, followed closely with health professions (80% of completers found employment), and the Computer Sciences with 77% of completers finding employment. For graduate completers employed in Louisiana, students in the field of Psychology had the highest employment rate eighteen months after graduation at 92%, followed closely by Education at 91%. From the data it seemed apparent that non-resident completers found employment at a much lower rate than Louisiana residents (37.5% for Bachelor’s degree students and 19.2% for Master’s students), but this may be due to the limitations as mentioned in the first paragraph.

Average Salary by Degree Level

Average salaries for completers at the Bachelor’s degree level seemed to decrease over the 3 year reporting period, but increased for Master’s students. This would be consistent with economic trends in the current recession, in which multiple reports identify that college graduates struggle to find employment in the field from which they graduate and are more likely to take a lower paying job outside their area.

Degree Level	Wages 6 Months After Graduation			Wages 18 months after graduation		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	\$ 26,339.00	\$ 26,626.00	\$ 24,665.00	\$ 33,906.00	\$ 33,653.00	\$ 31,909.00
Master's	\$ 43,661.00	\$ 48,448.00	\$ 46,677.00	\$ 46,992.00	\$ 53,683.00	\$ 51,406.00

Those graduating in the field of Education at the Bachelor’s degree level appear to be making the highest salary at both the six and eighteen month mark after graduation (\$35,401 and \$48,481 respectively). For Graduate completers, those working in the Health Professions are by far exceeding the salary level of all other graduates at both the six and eighteen month mark after graduation (\$70,984 and \$71,321 respectively).

4. Performance Objective 4 – Institutional Efficiency and Accountability

Eliminate Remedial Education Course Offerings and Developmental Study Programs

These limited developmental course offerings will continue until the new admissions standards are required in Fall 2014.

Number of Developmental Courses and Students Enrolled

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

In Year 3 students were enrolled in developmental English, 2 sections, and developmental Math, 5 sections. Plans are also being developed to offer summer “bridge” classes in English and Math through the LSUS Division of Continuing Education, with the goal of helping students meet the LSUS admissions criteria.

Associate Degrees

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

Non-Resident Student Tuition

LSUS did not raise its out-of-state tuition and fees by the required 15% for the fall 2012 semester because of wanting to use a waiver of non-resident fees as a recruitment tool to help us attract and retain out of state students (primarily East Texas and South Arkansas). However, in order to comply with the GRAD Act goal of meeting the SREB average, LSUS will increase out-of-state tuition and fees in the Summer and fall 2013 in order to realign with the projected 2015-16 cost.

Projected Non-Resident Tuition and Fees

Year	UG O/S Tuition
2009-10	\$ 8,502.76
2010-11	\$ 9,605.00
2011-12	\$ 11,410.00
2012-13	\$ 11,859.00

2013-14	\$ 13,638.00
2014-15	\$ 15,684.00
2015-16	\$ 18,037.00

LSUS vs SREB Average Non-Resident Tuition and Fees

	2009-10	2010-11	2011-12	2012-13
Total tuition and fees charged to non-resident students in the reporting year	\$8,503	\$9,605	\$11,230	\$11,679
Actual peer non-resident tuition/fee amount	\$13,736	\$14,539	\$15,052	\$15,969*
Calculated difference of the above institution's tuition/fee amount from the peer amount	(\$5,233)	(\$4,934)	(\$3,822)	(\$4,290)

*SREB Average estimated tuition for 2012-13

Impact on Enrollment and Revenue

It appears that higher out-of-state tuition has deterred non-resident students from enrolling at LSUS. There was a substantial decrease in the number of non-resident part-time students enrolling at LSUS and a small decline in the number of full-time students.

Fall 2011	UG	GRAD	Total
Full Time	257	41	298
Part Time	99	30	129
Total	356	71	427

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

Percent of eligible programs with either mandatory or recommended accreditation status

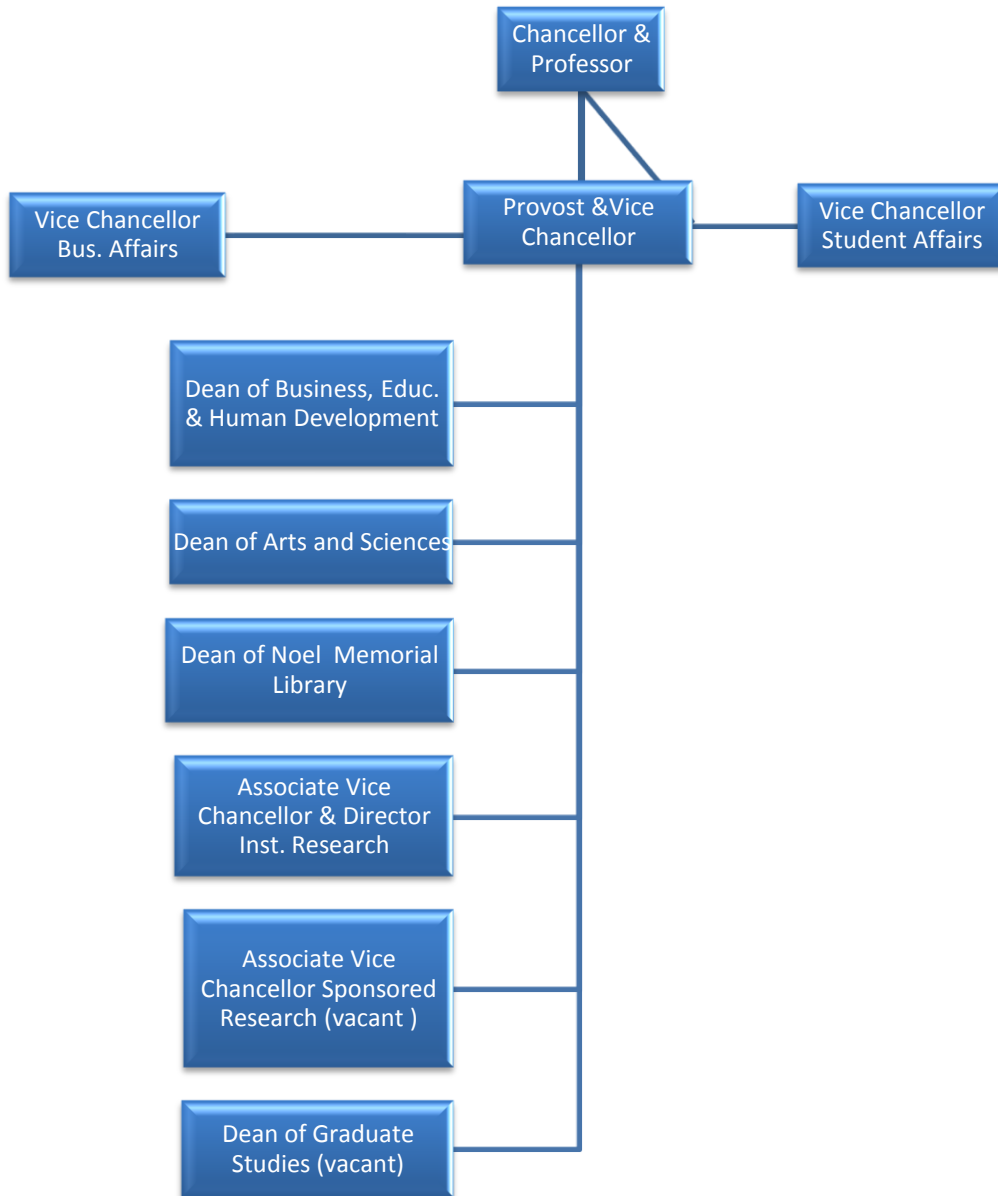
Number of programs with mandatory or recommend accreditation codes	Actual number accredited	Percentage	Target	Target Met?
30	24	80%	76%	Yes

Reporting Requirement
LSU Shreveport 2013 Report

Section 5

Item	Explanation	fall 2009	2010	2011	2012
a.	Number of students by classification - Undergrad	4,189	4,058	4,134	4124
	Number of students by classification - Grad	446	446	428	411
	Number of students - Total	4635	4504	4562	4535
	FTE by classification - Undergrad	3,081.6	3,113.5	3,047.8	2971.4
	FTE by classification - Grad	266.8	281.1	279.9	261.9
	FTE - Total	3,348.4	3,394.6	3,327.7	3233.3
	b.	Number of instructional staff members	190	193	186
FTE of instructional staff		151.7	148.5	141.5	143.2
Undergrad Headcount Enrolled		15,458	14,617	14,874	14576
Undergrad Section Count		600	587	612	660
c.	Average class student-to-instructor ratio	25.8	24.9	24.3	22.1
d.	Average number of students per instructor	22.1	22.9	23.5	22.6
e.	Number of non-instructional staff members in academic colleges and departments	NA*	NA*	6	Headcount & FTE = 1
	College of Arts and Sciences				Headcount = 0, FTE = 0
	College of Business, Education, and Human Development				Headcount = 1, FTE = 1
f.	Number of staff in administrative areas by division	NA*	NA*	50	Headcount = 53, FTE = 52.13
	Academic Affairs				Headcount = 2, FTE=2
	Administration and Finance				Headcount = 11, FTE = 11
	Chancellor's Office				Headcount = 1, FTE = 1
	Noel Memorial Library				Headcount = 5, FTE = 4.75
	Development				Headcount = 1, FTE = 1
	Student Affairs				Headcount = 33, FTE = 52.13
g.	Organizational Chart			Attached	See page 18
h.	Salaries of those in the above chart			Attached	See page 19

LSU Shreveport (09/01/2012)
GRAD Act: Annual Report
Organizational Chart



LSU Shreveport
 GRAD Act: 2012 Annual Reporting
 Salary increases since July 1, 2008

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES Since 6/30/2010 Reported for Fall 2011	SALARY CHANGES Since 6/30/2011 Reported for Fall 2012
Chancellor & Professor	\$184,720	\$184,720	\$184,720	\$173,000 Salary decrease explanation: Salary was \$184,720 in Fall 2011. Chancellor retired May 2012. Interim Chancellor appointed at a lower salary of \$173,000 as of June 1, 2012. Decrease of \$11,720 due to Interim Chancellor appointment.
Vice Chancellor, Business Affairs	106,300	106,300	106,300	106,300
Provost and Vice Chancellor	130,000	130,000 Salary increase explanation: Salary was \$120,000 as of 06/30/2008. Salary change to \$130,000 effective 11/01/2008. Increase of \$10,000 when there was a change from "Interim Provost and VC for Academic Affairs" to "Provost and VC for Academic Affairs."	130,000	Vacant position as of fall 2012. Explanation of change: Provost was holding position of "Interim Chancellor and Provost and VC for Academic Affairs." Salary reported as Chancellor for Fall 2012.

LSU Shreveport
 GRAD Act: 2012 Annual Reporting
 Salary increases since July 1, 2008

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

LSU Shreveport
 GRAD Act: 2012 Annual Reporting
 Salary increases since July 1, 2008

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

Reporting Requirement
LSU Shreveport 2013 Report

Cost Performance Analysis		2012	Notes
i.	Total operating budget by function, amount, and percent of total budget	See Page 23	
ii	Average yearly cost of attendance as reported to the US DOE	See Page 23	
iii.	Average time to degree for completion of academic programs, all levels	5.8 years	
iv.	Average cost per degree awarded by degree level	\$3,422	* 2011-12 Actual and Statutory Dedication
v.	Average cost per non-completer by degree program entered	\$3,422	* 2011-12 Actual and Statutory Dedication
vi.	All expenditures for the institution for that year	\$48,915,245	* Data provided by BOR

COST PERFORMANCE ANALYSIS

Louisiana State University
Shreveport

i. Total Operating Budget by function

Expenditures by Function:	Amount	% of Total
Instruction	\$ 13,190,587	49.7%
Research	\$ 37,698	0.1%
Public Service	\$ -	0.0%
Academic Support	\$ 3,171,524	11.9%
Student Services	\$ 2,011,987	7.6%
Institutional Services	\$ 4,699,941	17.7%
Scholarships/Fellowships	\$ 853,902	3.2%
Plant Operations/Maintenance	\$ 2,906,641	10.9%
Total E&G Expenditures	\$ 26,559,190	100.0%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 26,559,190	100.0%

ii. Average Yearly Cost of Attendance - 2012-13

OFF-CAMPUS

Tuition and Fees	\$4,943.28
Books and Supplies	\$1,200.00
Room and Board	\$8,642.00
Transportation	\$1,657.00
Personal Expenses	\$1,909.00
Total	\$18,351.28

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

Institution: _____

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education		122	122	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				

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

Institution: _____

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

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

Baseline Year = most recent year data published by entity that grants licensure/certification

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

March 1, 2013



LOUISIANA EMPLOYMENT OUTCOMES REPORT

Louisiana State University in Shreveport

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).

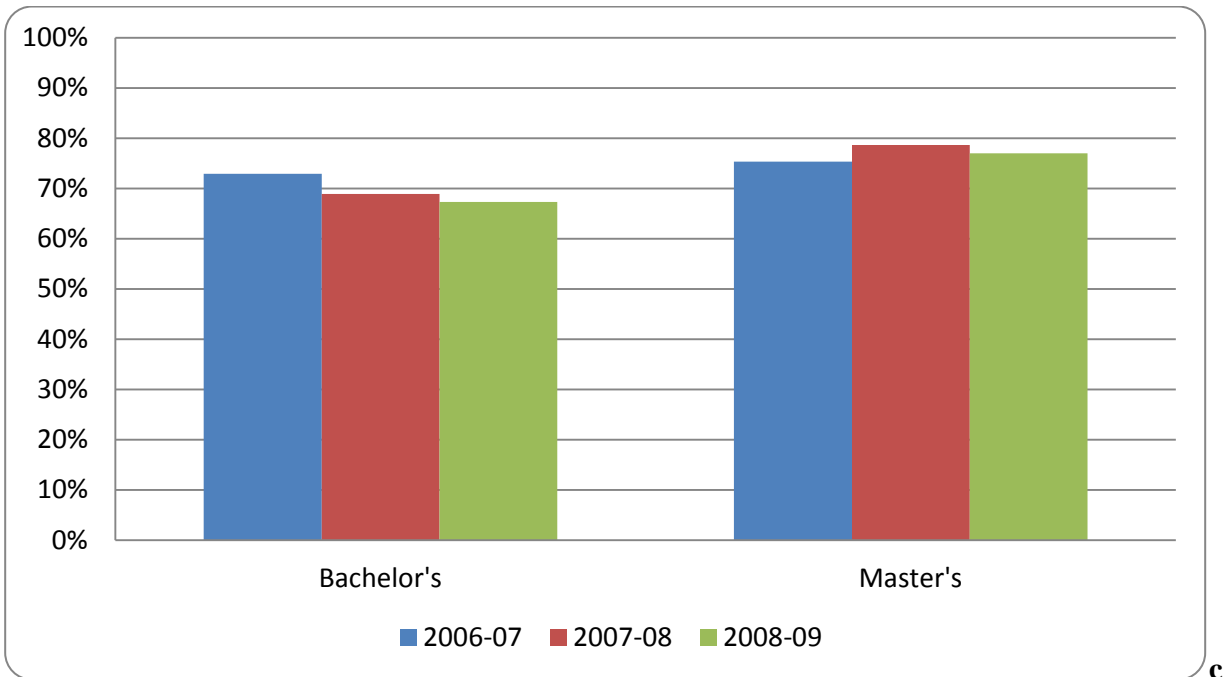
The populations were divided into two groups: (1) Louisiana residents and (2) non-Louisiana residents. Completers were considered Louisiana residents if the original state of residence when entering a Louisiana postsecondary education institution was Louisiana. If the original state of residence was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

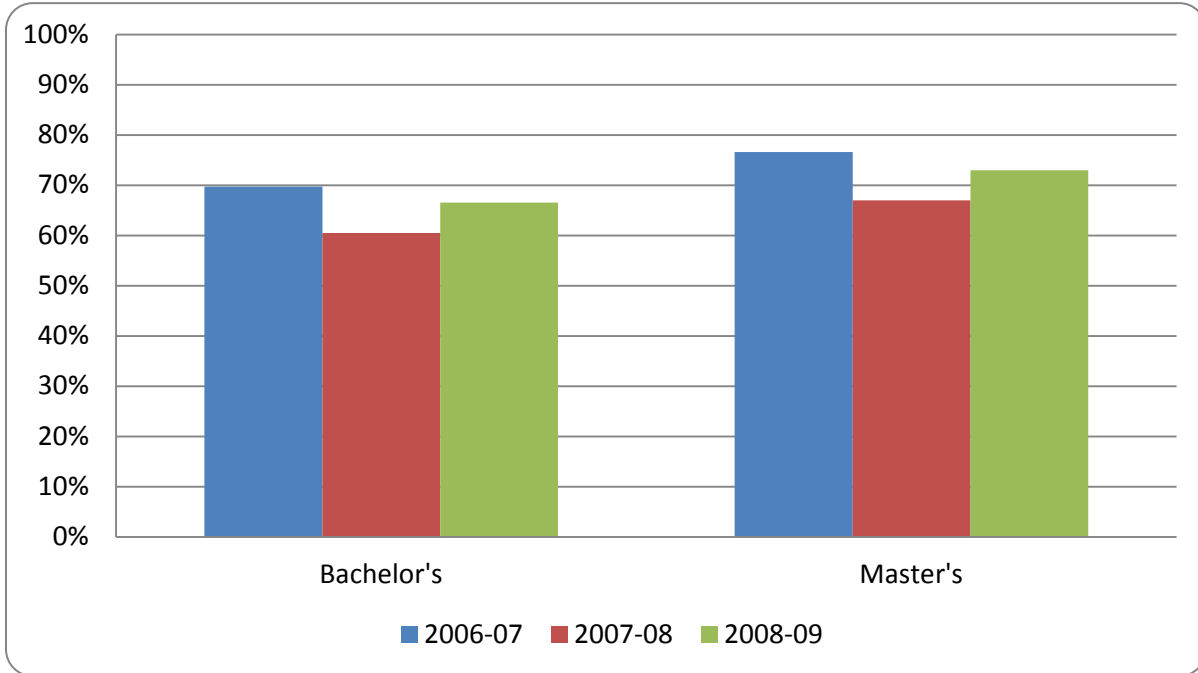
Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	462	521	529	72.9%	68.9%	67.3%
Master's	77	103	100	75.3%	78.6%	77.0%



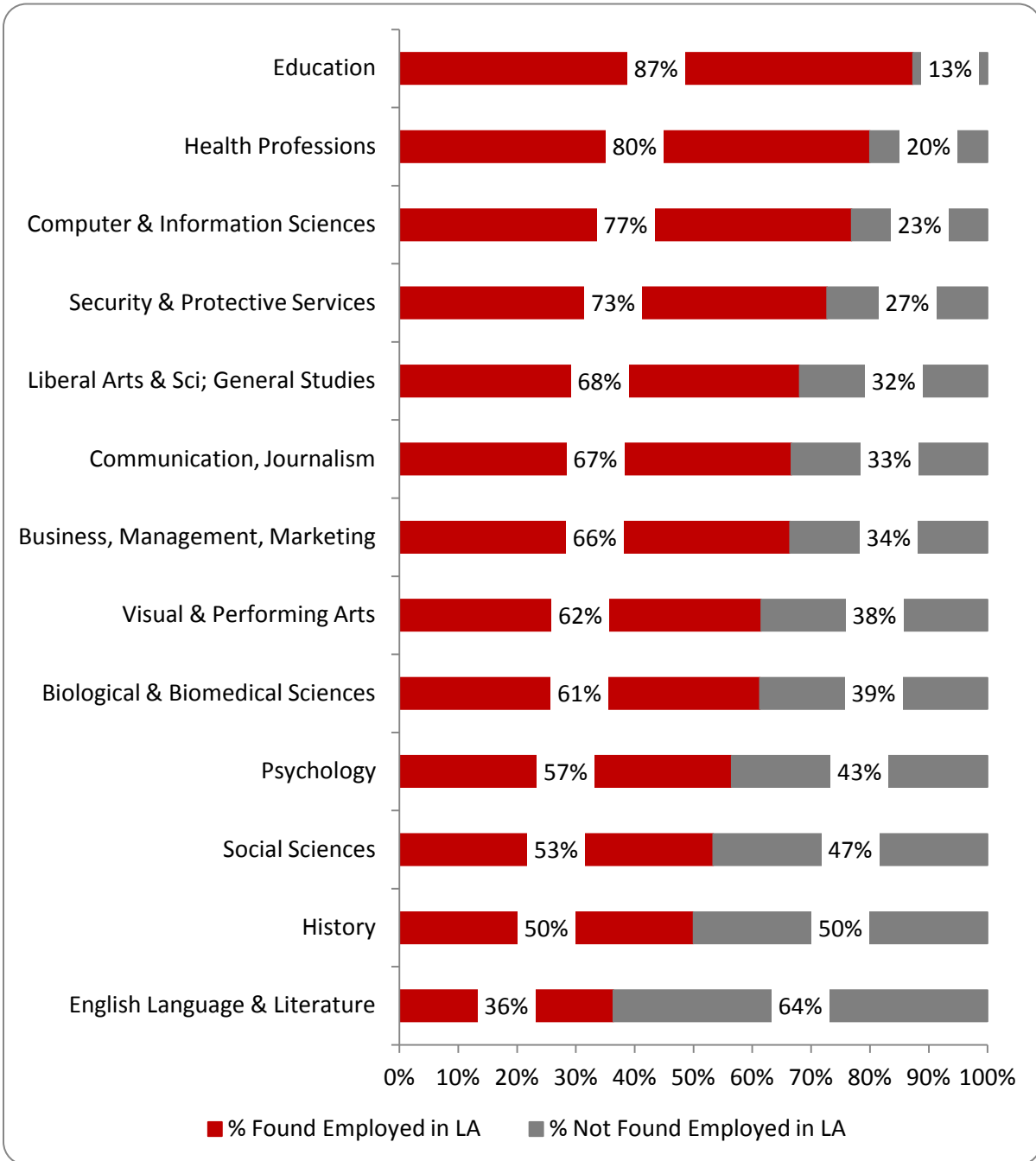
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Employment Rate by Degree Level Eighteen Months after Graduation For All Completers

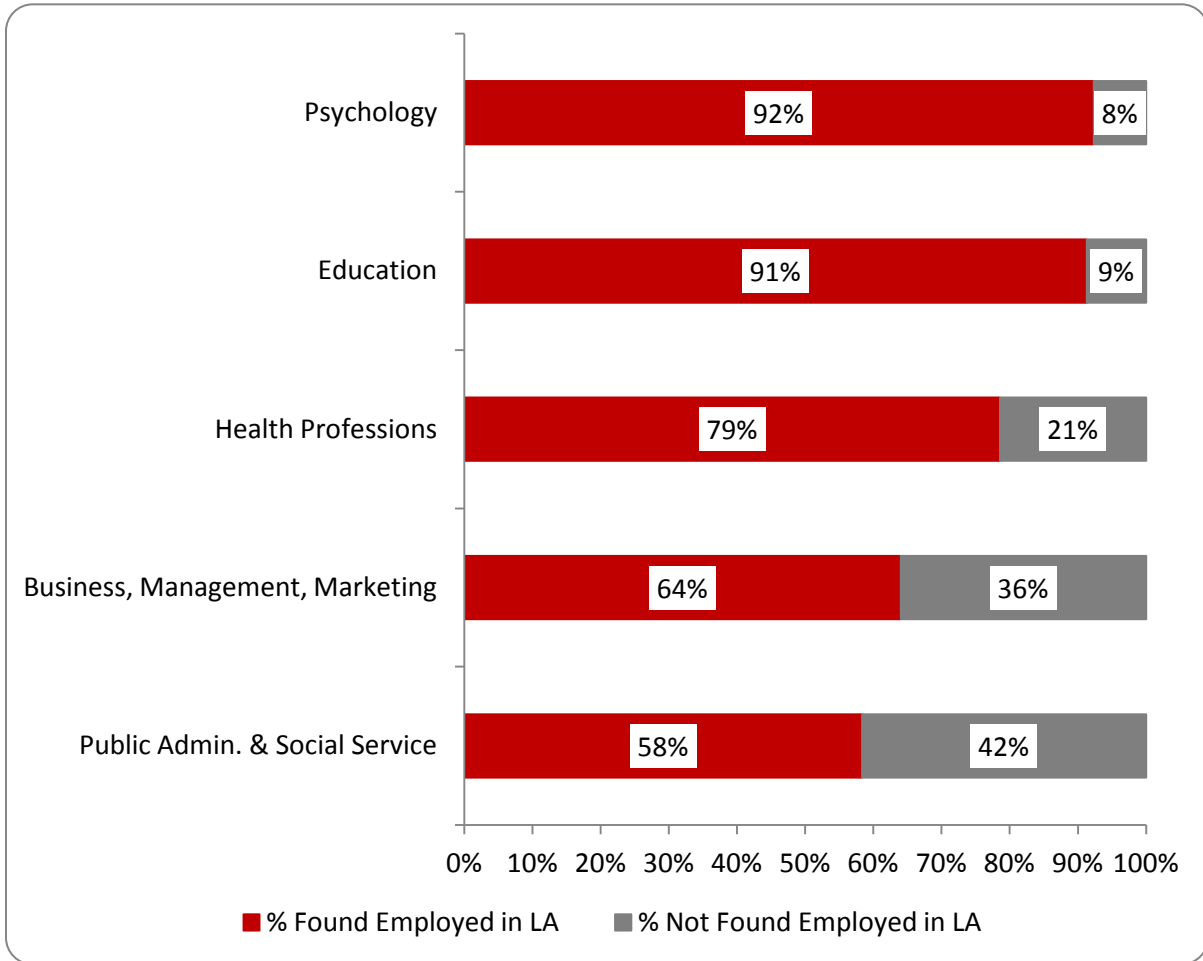
Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	462	521	529	69.7%	60.5%	66.5%
Master's	77	103	100	76.6%	67.0%	73.0%



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

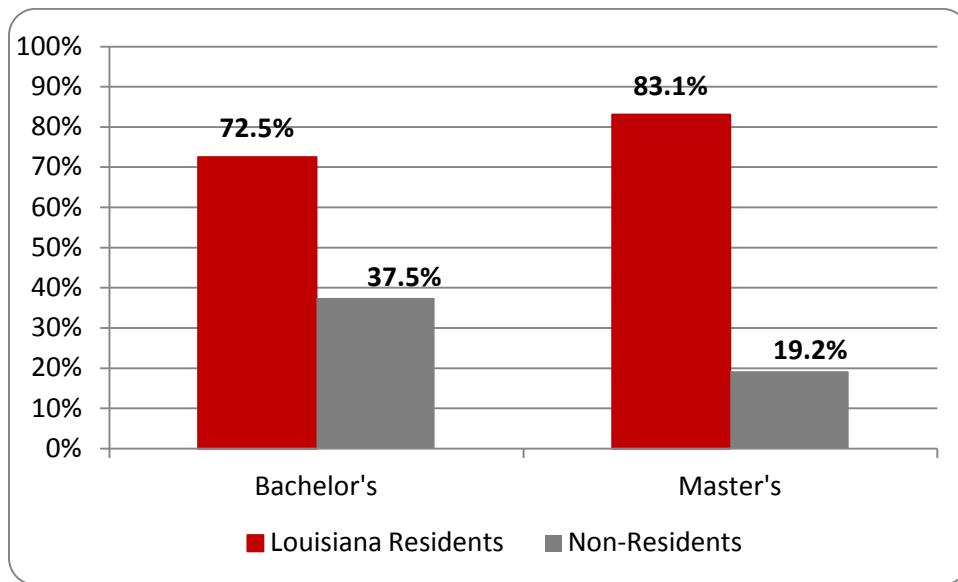


**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Master's Degree Completers**



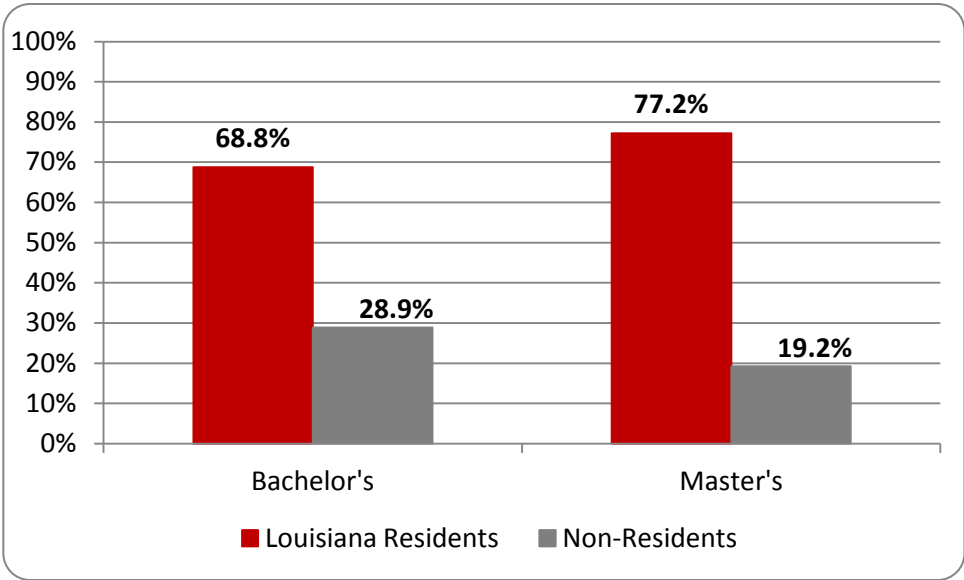
**Employment by Residency Status – Six Months after Graduation
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**

Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Bachelor's	1,384	72.5%	128	37.5%
Master's	254	83.1%	26	19.2%



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

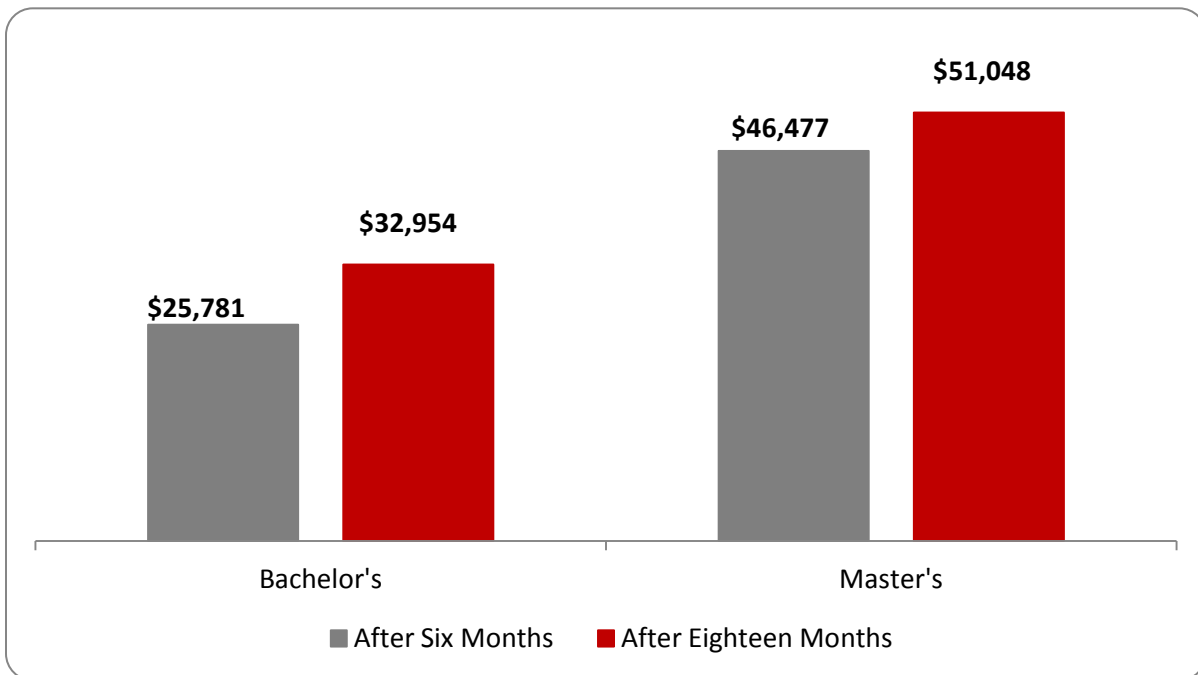
Degree Level	LA Residents		Non-Residents	
	Completers	Percent Found Employed	Completers	Percent Found Employed
Bachelor's	1,384	68.8%	128	28.9%
Master's	254	77.2%	26	19.2%



**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	\$26,092	\$26,635	\$24,626	\$33,890	\$33,601	\$31,518
Master's	\$43,014	\$48,448	\$47,013	\$46,981	\$53,683	\$51,844

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



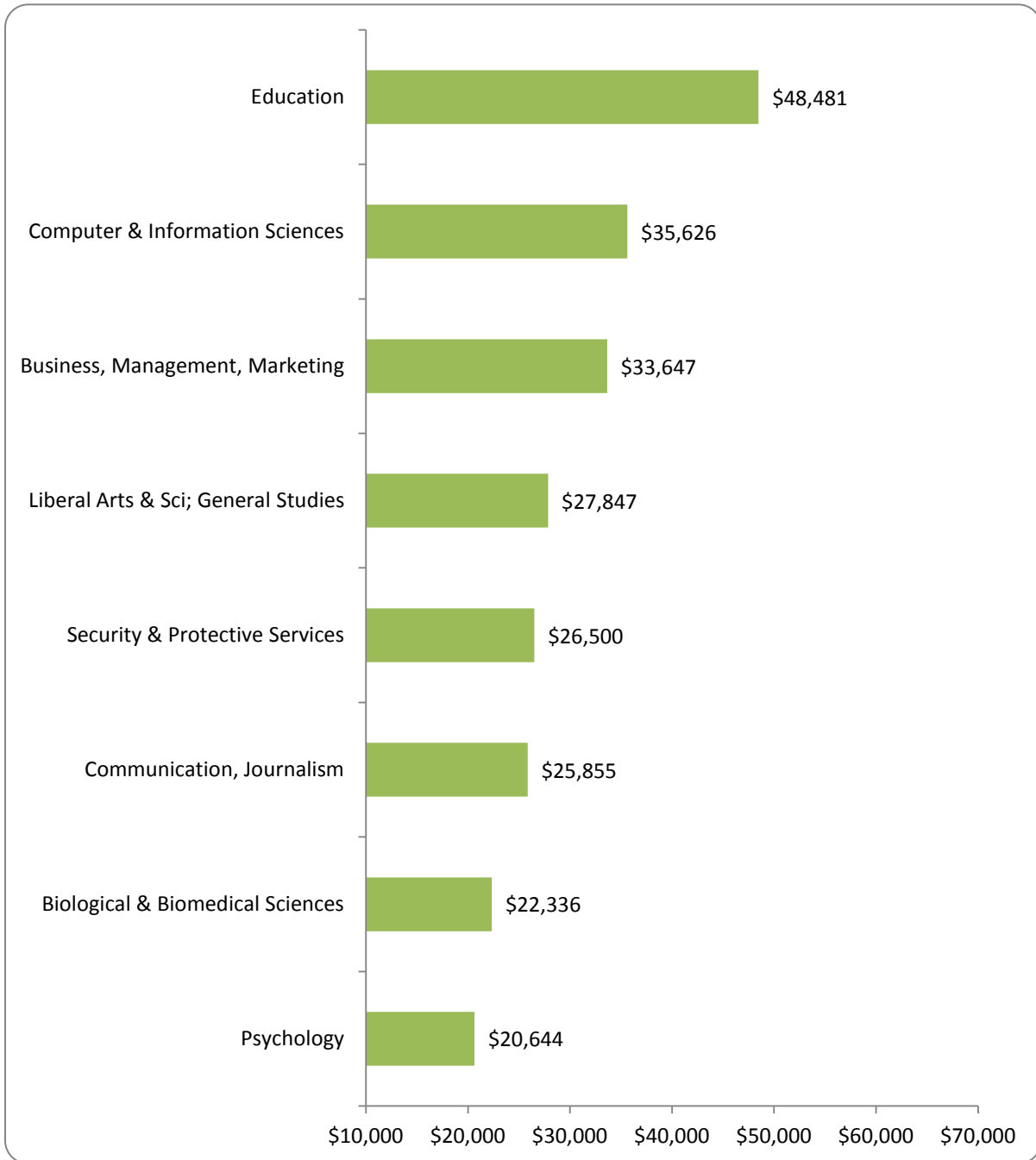
**Average Calculated Salary by Field of Study
For All Bachelor's Degree Completers**

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
09	Communication, Journalism	\$35,022	\$24,174	-	\$23,221	-	\$25,855
11	Computer & Information Sciences	-	-	\$35,209	-	-	\$35,626
13	Education	\$32,865	\$34,559	\$35,401	\$45,218	\$49,848	\$48,481
24	Liberal Arts & Sci; General Studies	\$26,339	\$25,833	\$22,258	\$34,730	\$34,409	\$27,847
26	Biological & Biomedical Sciences	\$18,620	\$18,996	\$15,764	\$28,303	\$23,446	\$22,336
42	Psychology	\$16,715	\$19,528	\$17,692	\$24,251	\$23,433	\$20,644
43	Security & Protective Services	-	\$29,851	\$15,310	-	\$40,646	\$26,500
45	Social Sciences	\$18,972	\$18,611	-	\$20,255	\$18,470	-
50	Visual & Performing Arts	-	\$19,541	-	-	\$25,408	-
52	Business, Management, Marketing	\$27,943	\$28,979	\$26,899	\$34,293	\$33,860	\$33,647

**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		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
13	Education	\$51,133	\$58,398	\$58,762	\$57,086	\$62,302	\$57,429
42	Psychology	\$21,885	-	\$32,268	\$27,592	-	\$37,813
51	Health Professions	-	-	\$70,984	-	-	\$71,321
52	Business, Management, Marketing	\$54,421	\$53,625	\$48,049	\$53,882	\$60,935	\$51,481

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



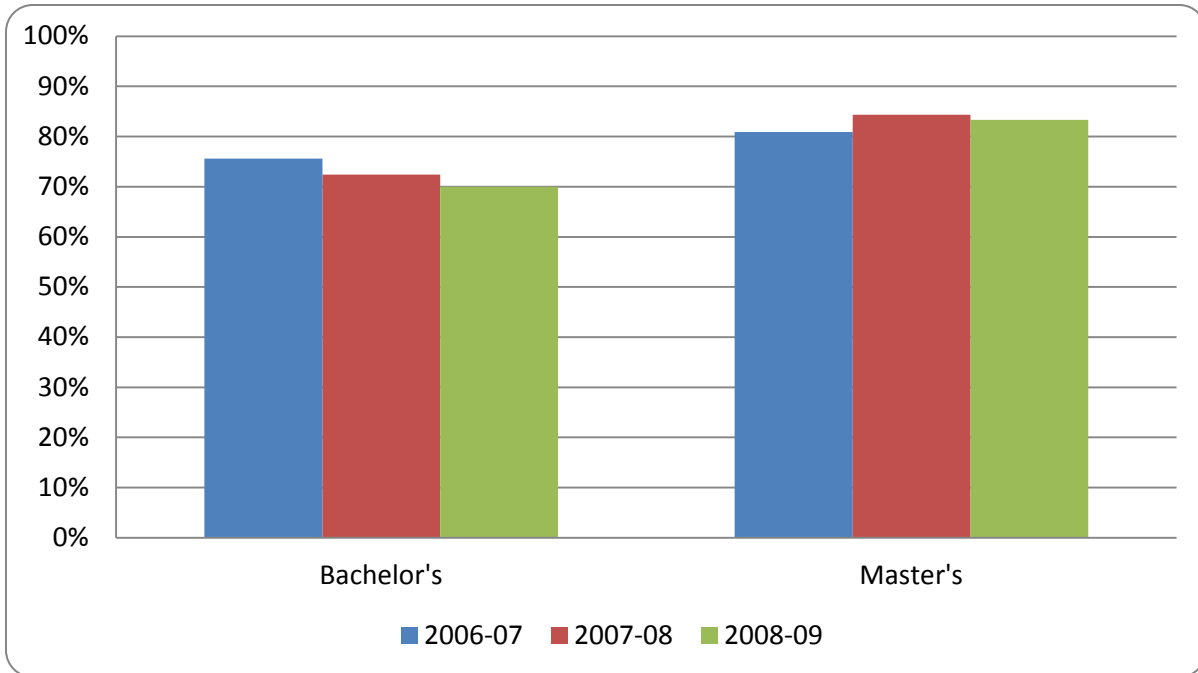
**Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Master's Completers**



* Note: This figure contains a different axis scale than other similar figures

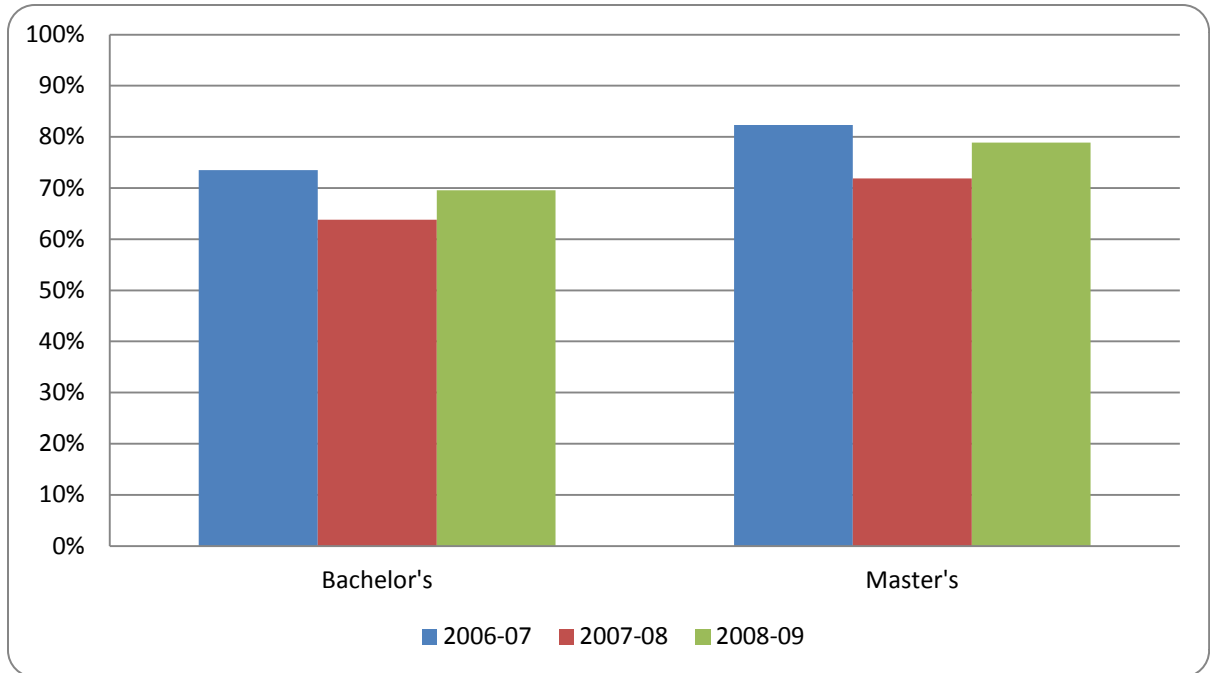
**Employment Rate by Degree Level
Six Months after Graduation
For Louisiana Resident Completers Only**

Max Degree Level	Number of Completers			Percent Found Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	430	478	476	75.6%	72.4%	70.0%
Master's	68	96	90	80.9%	84.4%	83.3%



**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	430	478	476	73.5%	63.8%	69.5%
Master's	68	96	90	82.4%	71.9%	78.9%



**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	\$26,339	\$26,626	\$24,665	\$33,906	\$33,653	\$31,909
Master's	\$43,661	\$48,448	\$46,677	\$46,992	\$53,683	\$51,406

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

Max Degree Level	<i>Number of Completers</i>			<i>Percent Found Employed</i>		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	32	43	53	37.5%	30.2%	43.4%
Master's	9	7	10	-	-	20.0%

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

Max Degree Level	<i>Number of Completers</i>			<i>Percent Found Employed</i>		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Bachelor's	32	43	53	18.8%	23.3%	39.6%
Master's	9	7	10	-	-	20.0%

**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	\$19,385	\$26,870	\$24,066	\$33,047	\$32,021	\$25,365