

# **LOUISIANA STATE UNIVERSITY and A&M COLLEGE**

## **GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS**

### **GRAD ACT ANNUAL REPORT FOR 2013-2014**

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## Performance Objective 1: Student Success

Louisiana State University and A&M College (LSU), the state's Flagship University, is committed to offering a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly qualified undergraduate and graduate students; employing faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural, and economic enterprises; and using its extensive resources to solve economic, environmental, and social challenges (Mission Statement, approved October 2012). LSU is the state's leading institution in awarding baccalaureate, master's, and doctoral degrees. A total of 4,443 program completers received the baccalaureate degrees in Year 4 of the GRAD Act.<sup>1</sup> Although this is a slight decrease from the Year 3 (4,519), the number is above that target for program completers in Year 4 (4,248). Due to economic conditions and decreases in state funding, a negative trend for program completers for the past 4 years had been projected. Although these numbers reflect a decrease, the magnitude of the decrease (-4.4%) is considerably less than what was previously projected (-8.6%) over the same time period. The number of master's degree program completers (1,164) in Year 4 represented a 20.5% increase over the Baseline Year (966) and the doctoral degree completers (305) represented a 27.1% increase over the Baseline Year (240). For both the master's and doctoral degree completers, the number of completers was the second highest in the past 4 years.

The number of completers for the Doctor of Veterinary Medicine (DVM) in Year 4 was 82, which is the same as achieved in Year 3. This number of completers represents a ceiling because the cohort number of students that are admitted each year is fixed. In Year 2, the School of Veterinary Medicine experienced the lowest number of completers in recent years and at that time made a commitment to return to a consistent level. Now with 2 consecutive years of 82 program completers, it is evident that the School has reestablished an appropriate level of completers. DVM graduates who take the professional licensure exam remain successful as in previous years with a 97.6% success rate in Year 4. Another professional program with a high success rate is teacher certification. Of the 303 students who took the Praxis II exam for teacher certification in Year 4, 298 passed (98.3%) the exam.

The baccalaureate graduation rate for LSU reached an all-time high in Year 4. The IPEDS graduation rate for Year 4 was 66.7%, a 4.7 percentage point increase from the Year 3 rate of 62%, and a 6.0 percentage point increase from the Baseline Year 60.7%. In addition, the statewide graduation rate increased from 67.5% to 73.0%. LSU's Year 4 1<sup>st</sup> to 2<sup>nd</sup> year retention rate was 82.6%, a slight decrease from Year 3 retention rate of 83.3%, but still remains as the highest 1<sup>st</sup> to 2<sup>nd</sup> year retention rate among the state's 4-year institutions. The 1<sup>st</sup> to 3<sup>rd</sup> year retention rate for Year 4 was 73%, representing a 2.2 percentage point decrease from Year 3 (75.2%). The decrease in 1<sup>st</sup> to 3<sup>rd</sup> year retention rate corresponds with increasing student-faculty ratio from 20 to 1 in 2009 to 23 to 1 in 2013. Because these ratios are calculated across all undergraduate courses, they underrepresent the actual increasing student to faculty ratio that is occurring in the lower-level freshmen and sophomore courses. The changes in the student to faculty ratio are directly tied to decreases in state funding. LSU continues to track students' academic

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<sup>1</sup> Baseline Year, Year 1, Year 2, Year 3, and Year 4 used in the report refer to data presented in the GRAD Act Annual Report Transaction Summary.

performances and to provide support services to improve retention. Recent initiatives to address retention are discussed below.

LSU's College Readiness Program offers dual enrollment courses to high school students to prepare students for success in their post-secondary education. The dual enrollment courses are partnerships with high schools in which the high school teachers complete a summer workshop on teaching college-level courses and then work with LSU faculty during the year to ensure that the course materials truly require college-level mastery of the materials. The content, textbooks, and exams are the same as those used in the on-campus LSU courses. In Year 4, a total of 921 high school students were enrolled in 2,787 semester credit hours of college work, an increase from 523 students who were enrolled in 1,589 credit hours in Year 3. An evaluation of the high school students' performances in their Math 1021 dual enrollment course for fall semester 2013 demonstrated that 93% of these students earn grades of A, B, or C, indicating successful completion of the course. LSU continues to expand its partnerships with high schools through its course offerings and the number of students involved in its College Readiness Program.

LSU monitors its policies and procedures to ensure that unnecessary barriers to academic success are not created by those rules and regulations. Building on reviews started in 2010-2011, LSU has adopted or modified several policies. All such policy changes are reviewed and recommended by faculty committees prior to adoption ensuring that academic integrity and quality are maintained. In the Fall 2013 semester, the Grade Exclusion Policy was implemented. This policy allows students who were unsuccessful in a course (making a grade of D or F) to retake the course. The new grade is used to calculate the student's GPA and the original grade is excluded. The policy limits the total number of exclusions to 3 courses during the student's undergraduate career. The advantage of this approach is that students who perform poorly in adjusting to college can overcome early missteps faster with the exclusion of the D or F grades. In the new policy's initial semester, almost 900 requests were made to exclude grades. With additional semesters, LSU will be able to track the use of the grade exclusion policy and use that data to identify courses that consistently have students applying for grade exclusion.

In last year's report LSU described the implementation of the LSU CARES Network (CARES refers to "communicate, assess, refer, educate"). The network is composed of the C.A.R.E Team and the Academic Intervention Team (AIT) with both teams composed of faculty and staff. These teams focus on different student issues that relate to conditions negatively impacting student success. In Fall 2013, the C.A.R.E. Team and AIT reviewed 229 and 149 new individual cases respectively. In addition, a total of over 200 ongoing cases were being managed.

During this academic year (2013-2014), LSU has added an additional program to complement the work of the CARES Network. Beacon is a web-based solution for tracking alerts and collecting data campus-wide to aid in identifying students who are having difficulty. The program begins with students completing Beacon's Student Strengths Inventory (SSI). In Fall 2013, 4,400 first-year students completed the survey. Based on the results of the survey, 200 students who scored lowest on the probability for retention and academic success (the SSI scores) were assigned personal mentors to meet and work with each student. Currently, 60 staff mentors are serving these students. The success of this program's first year will be assessed as student performance and retention data become available.

LSU has numerous other programs to support academic progress of students. Supplemental instruction (SI) was provided to 32 course sections in the fall semester 2013 and continues this semester. SI had 4,425 unique visits during the fall semester. SI has been shown to be beneficial for students both at LSU and nationally, raising students' grades in difficult courses. The Center for Academic Success Tutorial Center was renovated and expanded to twice its original size in Middleton Library with funding from a gift by Shell Oil. Over 1,000 students participated in the IMPACT Workshop, offered by the Center for Academic Success, to improve study skills. Also, during the fall semester, First Year Experience (FYE) contacted all first-time freshmen who had not registered for the upcoming spring semester either electronically or by telephone. This approach resulted in the original list of non-registered freshmen from 650 students to 190 students.

The Office of the University Registrar continues to manage the Comprehensive Academic Tracking System (CATS). The system was implemented by the University in Fall 2010 to monitor each student's progress through his or her chosen degree program. CATS tracks students in the middle of each semester and again at the end of the semester. The first assessment is checking that students are properly enrolled in courses they need to progress in their degree program. The second assessment looks at final grades, GPA, and other factors to determine if satisfactory progress is being made. When CATS was first implemented, the middle of semester assessment showed a percentage in the mid-teens of tracked students not enrolled in courses that would help them progress satisfactorily through their degree program. The most recent middle of semester assessment (Spring 2014) returned a single digit percentage of 8%, which falls well into the good range that the program expects for this type of assessment. There will always be extenuating circumstances that prevent this number from being zero, but CATS is well on its way to ensuring that students are taking the courses they need when they need them. Enrolling in the correct courses is obviously the first step toward making satisfactory progress toward graduation.

LSU continues to assess student learning outcomes for every degree program. Using TaskStream, academic departments report student achievement for each program's learning outcomes. The assessment process requires that departments are able to document the level of student achievement and to make improvements in courses and program curricula when expected outcomes are not attained. LSU is currently involved in its SACSCOC reaffirmation of accreditation. Results from the recent SACSCOC on-site visit demonstrated that LSU is successfully accomplishing the requirements, as stated in Comprehensive Standard 3.3.1.1, to assess learning outcomes and to use the results of these assessments to improve student learning. LSU is committed to ensuring that each student receives the best learning experiences and to supporting all students in their educational pursuits.

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

Louisiana State University and A&M College (LSU) works closely with Louisiana community colleges to recruit transfer students who will be successful at LSU. Of the 1,105 baccalaureate degree-seeking transfer students who entered LSU in the prior year, 917 students were retained in the second year, a retention rate of 83.0%. During the prior year, 85 of those transfer students had earned the associate degree from a 2-year college, an increase of 19 students over the 2012-2013 data. Sixty-four of these transfer students were retained representing a 75.3% retention rate for this group of students. Also, in the prior year, 996 baccalaureate degree-completers began at LSU as transfer students. In the most recent year, LSU enrolled 1,248 students as a cohort group, which was 52 students more than the prior year. Of this cohort group, 190 were admitted by exception, a 15.2% exception rate for admission of transfer students.<sup>2</sup> Since fall 2012, the Office of Undergraduate Admissions has assigned a Transfer Recruiter/Evaluator who is responsible for recruiting and advising transfer students. This individual works directly with transfer students who have specific needs when being recruited. These students need to know how their courses will transfer and how long it will take to graduate. The Transfer Recruiter/Evaluator is an expert on both the recruitment and evaluation aspects and can answer the questions more effectively. The Transfer Recruiter has established a rotation schedule for visiting with students at each of the following schools: Baton Rouge Community College (BRCC), South Louisiana Community College (SLCC), Delgado Community College, and River Parishes Community College (RPCC).

Every student who is denied admission to LSU is directed to the LSU transfer website which links to a Transfer Options webpage. This webpage lists all of the transfer options available to students and provides the admission standards required to transfer to LSU from a community college. In the Fall 2013 semester, LSU entered a new era for facilitating transfer of students from a community college to our campus. For the benefit of the students, LSU and BRCC established the Tiger Bridge Program, which is a distinctive academic transfer program available by invitation only. Students who initially applied to LSU as first-time freshmen for the fall semester after high school, but did not meet the university admission standards, are invited to participate in the Tiger Bridge Program. Students in the program attend BRCC, which has smaller class settings, while living on campus at LSU. Of the 1,516 students invited to participate in the LSU-BRCC Tiger Bridge Program, 165 were enrolled in the first year of the program. The program helps facilitate the students transfer to LSU by allowing them to live on campus and benefit from the university's academic support and social activities. Students participating in the program do not have to resubmit their application or pay additional fees for orientation when transferring to LSU. After successful transfer to LSU, the students will be allowed to transfer their course work to BRCC in order to complete the requirements for the Louisiana Transfer Degree. The student participation in this program is expected to increase as more students learn of the benefits associated with the program.

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

Recruitment of transfer students is also facilitated through formal transfer articulation agreements with Louisiana community colleges. The articulation agreements may be between the community college and the university or between associate and bachelor degree programs (e.g., discipline-specific program articulations). LSU continues to participate with the community colleges in the former type of articulation agreements with programs such as “Bears 2 Tigers” with BRCC and “Bengal to Tiger Bridge Program” with LSU-Eunice. These articulation agreements provide a seamless transition for students interested in transferring to LSU from community colleges. New articulation agreements are continually being developed. LSU is currently working on 2+2 agreements with LSU-E for students pursuing engineering degrees.

LSU is extremely proud to announce the Tiger Transfer Scholarship, a new merit-based scholarship for entering transfer students. Award amounts for the scholarship range from \$1,000 to \$5,000 per year for students who qualify. Award recipients must have a 3.5 GPA and at least 30 college-level transferable credit hours. Additionally, LSU has entered into a scholarship partnership with the transfer honor society, Phi Theta Kappa (PTK). This partnership includes a designated transfer scholarship to be awarded to a verified member of PTK who will market the scholarship to PTK members. LSU hopes to expand this scholarship program with PTK.

The Office of Undergraduate Admissions proposed that transfer students also have the opportunity to receive placement credit based on standardized test scores, provided the scores were no more than 2 years old. This proposal was approved and will be included in the 2014-2015 General Catalog. This student-friendly policy will help high achieving transfer students who scored high in the MACT or QSAT and wish to receive placement credit in math.

In October 2013, the transfer admissions staff in the Office of Undergraduate Admissions conducted a survey to assess the transfer admissions process at LSU. The survey was emailed to all prospective transfer students who were offered admission for the Fall 2013 semester. Separate versions of the brief survey were distributed to the admitted/enrolled population and the admitted/non-enrolled population. The survey elicited responses from 163 admitted transfer students (115 enrolled and 48 non-enrolled). The results of the institutional survey indicated several areas of unmet needs and expectations. These results included the following:

- 33% of admitted students (enrolled and non-enrolled combined) responded “did not use” or “not useful” when asked about using the Tiger Transfer Tables as resource when applying for transfer student admission to LSU.
- 28% of admitted and enrolled transfer students reported that the number of credits that LSU accepted for transfer from their previous institution/s was “less than you expected”.
- 33% of admitted students (enrolled and non-enrolled combined) expressed frustration with issues related to the transfer credit evaluation process when asked “please describe any challenges that you faced in the transfer admission process at LSU”.
- 20% of enrolled transfer students chose to write about transfer orientation or advising issues when asked “please describe any challenges that you faced in the transfer admission process at LSU”.
- Only 20% of admitted students (enrolled and non-enrolled combined) reported that they did not face any challenges in the transfer admission process at LSU.

- A majority (52%) of enrolled students and 79% of non-enrolled students report that they “did not use” a transfer tour on the LSU campus as a resource when applying for transfer student admission to LSU.

These results provide significant information that will guide the Office of Undergraduate Admissions in better addressing the needs of those interested in transferring into LSU, and those who have already transferred to LSU. The results of the survey will impact decision making and help shape programs to benefit transfer students.

LSU continues to support the Board of Regents’ efforts in the expansion of the Statewide Master Course Articulation Matrix. LSU faculty members regularly participate in statewide departmental meetings to identify commonalities and learning outcomes for general education courses. The purpose of these meetings is to ensure that all general education courses offered by Louisiana public institutions would be vetted by faculty from each department for inclusion in the matrix.

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

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

LSU is committed to the recruitment of well-qualified community college students to provide opportunities for them to continue their education, to prepare for careers in their chosen disciplines, and to earn their baccalaureate degrees. For the current reporting year, 996 baccalaureate completers began at LSU as transfer students. The number of transfer students who complete baccalaureate programs at LSU has increased over the past two years from 922 to 935 and now to 996. This increase in completers is due in part to additional student support services available to transfer students, including advising and academic support programs targeted to transfer students.



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

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

Louisiana State University and A&M College's (LSU) role, scope and mission focus on a broad spectrum of programs that promote research and teaching across a comprehensive array of disciplines that collectively contribute to the quality of life, the advancement of knowledge, and the development of new applications and technology critical to economic development in Louisiana.

LSU monitors the viability and alignment of its degree programs with the workforce needs of the state and region. During the past year, the Graduate Certificate in Materials Science and Engineering has been implemented. This certificate program addresses an important need in the state for education and research focused on materials science. As a certificate program it will be available to graduate students in various disciplines such as chemistry, physics, and engineering, allowing for cross-disciplinary uses for the certificate. Other certificate programs that will address workforce needs, such as the recently approved Post-Baccalaureate Certificate in Construction Management, are being evaluated by faculty at a number of other colleges.

During the 2012-2013 academic year, the Bachelor of Science in Forestry was eliminated because of low completer rates. However, to preserve the program forestry content with its important relevance to state economic and workforce development, a specialization in forestry management was created in the Bachelor of Science in Natural Resource Ecology and Management offered in the Department of Renewable Natural Resources in the College of Agriculture.

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

LSU continues to expand its distance education programs using current technology and employing best practices for eLearning. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines distance education as "a formal educational process in which the majority of the instruction in a course occurs when the students and instructors are not in the same place." The GRAD Act distinguishes between courses that are 50–99% delivered at a distance (hybrid courses) and those delivered 100% at a distance. Six hundred and nine (609) LSU students were enrolled in hybrid distance learning classes and 3,587 students were enrolled in 100% distance learning classes during the past year. These numbers represent enrollment increases of 26.8% for the hybrid courses and 16.2% for the 100% courses over the previous year.

For Year 4 Grad Act reporting purposes, LSU counts the following master's degree programs as those being offered through distance education:

- Master of Business Administration
- Master of Library and Information Science
- Master of Science in Construction Management

- Master of Science in Human Resource Education
- Master of Science in Social Work

In addition to these programs, LSU has recently introduced the Post-Baccalaureate Certificate in Construction Management. This is the first post-baccalaureate certificate offered by LSU. Also, two other master's degree programs are being added to the distance education inventory: Master of Arts in Education (Higher Education Administration specialization) and Master of Education in Educational Leadership. The certificate program and these two master's degree programs will be offered 100% online and counted in LSU's Year 5 GRAD Act report.

To provide oversight and support for these programs, LSU has created the Office of LSU Online. The office is staffed with a Director who works with college and department faculty and administrators to ensure quality control, and to identify additional opportunities for expanding online education through additional courses and programs; an instructional designer who provides the pedagogical and technical support to prepare online course materials; and a business manager who is responsible for the financial administration of the online programs. The Office of LSU Online will become the overall coordination center for all online education offerings including on-campus and off-campus courses and programs. This will ensure that the highest quality of instruction is maintained and that there are consistent policies and procedures used in delivering online (distance) learning experiences.

In addition to the rapidly developing online programs, Independent and Continuing Education Programs bases most of its programs on distance learning technology. These programs include both for-credit and non-credit educational opportunities.

LSU has made a commitment to the use of online learning to increase access to our programs and to grow the national reputation of our institution through our online degree programs.

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

*Scope Conditions for Reporting*

Items i-v in Element C require data on research and instructional faculty holding active research and development grants or contracts, the dollar amounts for research and development expenditures, and a variety of intellectual property items. In the 2011 report, we explicated at length the methods to produce the following data. Due to space limitations we refer the reader back to that report for methodological details, but note that the exact same method is used here for a fourth year in a row, ensuring consistency over time.

*Current and Prospective Research Productivity in Key Economic Development Industries*

The percent of research/instructional faculty holding active R&D grants as of October 2012 is found in Element C, item i and is 47.3%. The percentage of instructional faculty holding R&D grants/contracts in Louisiana's key economic development industries as found in Element C, item ii is 41.8%. Proportionally speaking, 88.4% of faculty who have R&D funding at LSU are in disciplines closely associated with the targeted economic development industries. This indicates that the R&D activities taking place at LSU are closely aligned with current economic development emphases in the state of Louisiana.

Element C, item iii provides the total dollar amount of R&D expenditures based on the five year average for FY 2008-09 to FY 2012-2013, which is \$151,745,000. This is a change over the baseline 5 year average (FY2005-06 to 2009-10) of 4.4%. The total dollar amount of R&D expenditures in Louisiana's key economic development industries based on the five-year average for FY 2008-09 to FY 2012-2013 (Element C, item iv) is \$145,364,000, a change over the baseline 5 year average (FY2005-06 to 2009-10) of 4.5%, indicating no slippage in the proportional allotment of funding to the focal economic development areas in the LSU funding portfolio. Proportionately, 95.8% of R&D expenditures at LSU correspond to the broad economic development focal areas defined by FIRST Louisiana and the Blue Ocean Initiative.

In keeping with our GRAD Act agreement we also report a targeted measure developed and reported for the first time last year, which is a 5 year average of research expenditures per FTE for FY09 to FY13. The value for this new measure is \$139,606 per FTE (data not reported in tabular form), compared to \$138,392 for FY08 to FY12.

To make comparisons with peer universities, it is appropriate to refer to data that are reported in a standardized format other institutions use as a way of benchmarking. Using the combined data (LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center) that is supplied to the National Science Foundation for the Higher Education Research and Development Survey, the five-year average for research expenditures for FY 2008-09 to FY 2012-2013 is \$288,258,000 (Table 1). This represents a 3.8% increase over the baseline average (FY2005-06 to 2009-10). Focusing only on research expenditures in the Louisiana key economic development industries, the figure for the same time period is \$281,877,000 (Table 2), a 3.9% increase over the baseline average (FY2005-06 to 2009-10).

**Table 1: Dollar Amount of Research and Development Expenditures**

LSU, Ag Center, Law Center & PBRC (As reported to NSF)						
	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2008-09	\$89,593	\$80,035	\$11,046	\$96,497	\$17,609	\$294,780
2009-10*	\$97,407	\$75,500	\$20,507	\$95,424	\$1,034	\$289,872
2010-11	\$97,517	\$72,484	\$22,730	\$93,953	\$1,157	\$287,841
2011-12	\$92,551	\$74,045	\$23,141	\$95,007	\$651	\$285,395
2012-13	\$94,563	\$71,886	\$22,340	\$93,317	\$1,294	\$283,400
5-year Avg.	\$94,326	\$74,790	\$19,953	\$94,840	\$4,349	\$288,258

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

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

LSU, Ag Center, Law Center & PBRC (As reported to NSF)						
	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2008-09	\$87,469	\$79,217	\$11,046	\$93,188	\$17,055	\$287,975
2009-10*	\$94,621	\$74,624	\$20,110	\$92,394	\$1,008	\$282,757
2010-11	\$95,167	\$71,747	\$22,132	\$91,253	\$1,101	\$281,400
2011-12	\$90,001	\$73,461	\$22,572	\$92,396	\$647	\$279,077
2012-13	\$92,547	\$71,551	\$22,057	\$90,726	\$1,293	\$278,174
5-year Avg.	\$91,961	\$74,120	\$19,583	\$91,991	\$4,221	\$281,877

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

*Current and Prospective Technology Transfers in Key Economic Development Industries*

Element C, item v, provides the LSU technology transfer numbers. In FY 2012-2013 for example, there were 31 disclosures, 2 licenses and options awarded, 11 patents awarded, 1 start-up formed, and 10 surviving start-ups which are documented.

*Collaborations*

The Louisiana Business & Technology Center (LBTC) and LSU Innovation Park, under the Office of Research & Economic Development, operates as the economic development arm of the university and is active with Louisiana Economic Development, Louisiana Industrial Development Executives Association (LIDEA) and other state, local and regional economic development groups. LED funds the LBTC to operate the Louisiana Technology Transfer Office at the NASA Stennis Space Center and the Michoud Assembly Facility and promote the Small Business Innovation Research (SBIR) program statewide. The LBTC is also represented on the Legislative Small Business & Entrepreneurship Council and works with over 300 businesses annually through its incubator program and management assistance office. The LBTC has assisted Louisiana companies compete for, write and win SBIR grants from federal agencies to provide a concept and determine feasibility, which leads to technology commercialization. The LBTC has assisted 30 companies win in excess of \$10 million in awards over the last two years, much of which is spent in Louisiana on goods and services. These companies are employing over 150 people in the LSU area, at the LSU Innovation Park, and statewide. The LBTC has also assisted the 34 incubator companies in raising over \$12,000,000 in angel and venture investment in 2013.

The LSU/LBTC Student Incubator has 31 companies in the program owned by LSU students. These student companies are positioned so that the student owners stay in Louisiana, create their own jobs after graduation, and employ other students and graduates. Over the last two years, 19 student companies have become “real” businesses on graduation day and have over 100 employees working with those businesses in the Baton Rouge area.

LED authorized and funded the LBTC to establish the LBTC Business Disaster Recovery Center after hurricanes Katrina, Rita, Gustav and Ike and again after the Deep Water Horizon Oil Spill. The LBTC is deploying its Mobile Classroom to disaster impacted and rural communities statewide to provide business counseling and support services. This Business Disaster Recovery Center is still active and is

available to activate quickly on an as-needed basis. Finally, LED and other agencies are providing funding to the LBTC to develop an international trade and export assistance office to assist Louisiana businesses develop export programs and to stimulate direct foreign investment in Louisiana.

The LBTC's Louisiana Technology Transfer Office (LTTO) facilitated important new collaborations between various research faculty in the LSU system and government labs, enhanced by leveraging the resources of a full-time office at the NASA John C. Stennis Space Center, MS. LTTO has also expanded initiatives at the NASA Michoud Assembly Facility (MAF) in New Orleans working through the Marshall Space Flight Center, Huntsville, which manages the MAF.

In technology transfer, the LTTO has continued to strengthen partnerships with stakeholders such as the New Orleans Bio Innovation Center, the LSU Health Sciences Center (Children's Hospital), the LSU Health Sciences Center, Shreveport, federal labs such as NASA, the Naval Research Lab (NRL), and industry partners such as Boeing, Lockheed Martin, and Jacobs Technologies. During 2013, LTTO was asked by NASA to do an extensive inventory of nuclear engineering resources at LSU, which was completed and submitted to the NASA Office of the Chief Technologist. A major statewide SBIR Program workshop was held on the Main Campus of LSU in early 2014 with many faculty members in attendance. A second SBIR workshop is planned during the Spring of 2014 in conjunction with the LSU AgCenter, LBTC, and the US Department of Agriculture. This workshop is designed to explore R&D opportunities for LSU faculty with the goal of commercializing those technologies. In short, the LBTC at LSU and its affiliated branches have a significant and wide reaching effect on economic development activity in the state of Louisiana.

In 2012-2013, the College of Engineering continued to make excellent progress in aligning academic and research programs with the state's focal economic development areas, including attending and participating in client recruitment efforts with LED, BRAC, and GNO Inc. As a result, the College received a \$9 million dollar investment from LED to grow Louisiana's IT workforce in response to IBM's economic development announcement in Louisiana. This project, being touted as one of the top eight business deals in the nation by *Business Facilities* magazine, sets an example of how industry and academia can work together to align curriculum with workforce needs. IBM experts from around the world have worked closely with CSC faculty to revise and develop new curriculum tracks in data analytics and cloud computing. In six months, the College introduced and received approval for two new concentrations, hired a part time instructor to teach the first data analytics class in Spring 2014, experienced a 55 percent enrollment growth in entering freshman, and admitted 20 percent more students. Louisiana Economic Development has since adopted the IBM/LSU partnership as a national model of how the state's four-year institutions can work together to solve the workforce needs of the state.

In addition, the LSU College of Engineering industry sponsored research revenues netted \$2,384,767 in 2012-13, accounting for eight percent of its total research funding. Partnerships included companies such as ExxonMobil, Shell, Phillips66, Schlumberger, Timken, Cameron and more. The College is also involved in projects with NASA, Sandia National Laboratories, Oakridge National Laboratories, DARPA, Air Force, and NATO.

The College of Engineering is in active partnerships with the Greater Baton Rouge Industry Alliance (GBRIA), New Orleans Regional Innovation Alliance (NORIA), the Louisiana Chemical Association

(LCA), Louisiana Innovation Council (LIC), Louisiana Association of Business and Industry, (LABI), the Baton Rouge Area Digital Industries Consortium (BRADIC) and the Louisiana Technology Council (LTC). Over the past year, faculty and staff either participated on the governing boards of these organizations or have given presentations to their respective groups to further develop relationships and align the College with needs of industry.

The College, its departments, and diversity programs host nine different industrial advisory boards with semi-annual meetings consisting of corporate partners in each group that assist in guiding programmatic, research, academic, and philanthropic efforts. Since July 2012, the College hosted 20 introductory meetings with corporations to build connections through research and recruitment with the faculty and students within the College of Engineering. Here are a few 2012-2013 highlights for the College of Engineering:

- Industry sponsored research funding was \$2,384,677
- There were 24 Economic Development Organization assists
- 147 Companies engaged in recruitment
- 22 Companies engaged in research
- 4 patents were awarded

The LSU Division of Economic Development in the Ourso College of Business worked on a number of research projects related to economic development in Louisiana. In particular, the Division:

- Provided economic impact studies to Louisiana Economic Development on the jobs, earnings, and tax revenues that can be expected from major economic development initiatives.
- Worked with the Louisiana Workforce Commission on forecasts of demand for employees by industry and occupation. The forecasts are designed to better align education and training in Louisiana with the needs of Louisiana's employers.
- Worked with the Louisiana Workforce Commission on creating and updating the star rating system providing a concise measure of employment opportunities and wages for each occupation in Louisiana.
- Partnered with the Louisiana Workforce Commission to create the Workforce Longitudinal Database. The reports created from this database provide the tools for a market-based evaluation of a broad array of training and education programs.
- Consulted with the Louisiana Department of Revenue on how to capture information needed to compute measures of return on investment required by Act 191 of the Legislature.
- Is working to quantify the economic impact of coastal erosion for the Coastal Protection and Restoration Authority of Louisiana.

Fostering a vibrant economic climate also requires cultivating socio-environmental factors that encourage economic development and growth. One such factor is low rates of serious crime. The Baton Rouge Area Violence Elimination program (BRAVE) is a collaboration between LSU research faculty and the Baton Rouge Mayor's office, District Attorney's office, Baton Rouge Police and EBRP Sheriff's office as well as a large number of social service organizations. Since the implementation of this program in mid-2012, murder rates in Baton Rouge have declined more than 20%, and much of this decline has taken place in the most economically distressed communities, positioning them for new and high impact economic development efforts.

A second important consideration for strategic economic development and business growth is public safety. Safety of interstate and intra-state traffic are part of the overall attractiveness of a state for potential new businesses because road safety affects transportation and healthcare costs and road congestion associated with traffic crashes leads to lost work hours. The Highway Safety Research Group (HSRG), a division of the Information Systems and Decision Sciences Department within the College of Business, works with over 180 law enforcement agencies in the state concerning traffic safety. The HSRG supports the collection of crash data and provides crash statistics to many local, state, and federal agencies. The HSRG assists the Motor Carrier Safety Assistance Program Division of Louisiana State Police with reporting Commercial Motor Vehicle Crash data to the Federal Motor Carrier Safety Administration. Also, working with the Department of Transportation and Development, the HSRG provides data for the Louisiana Strategic Highway Safety Plan which focuses on identifying problem areas. Utilizing Business Intelligence systems developed at LSU, the HSRG analyzes crash-related data at the request of the Louisiana Highway Safety Commission, Louisiana Department of Transportation and Development, Louisiana Division of the Federal Highway Safety Administration, Louisiana State Police, sheriffs' offices, and police departments. By performing safety studies and supplying crash data, the HSRG has contributed to passing new laws, increasing the effectiveness of enforcement and decreasing the number and severity of crashes occurring on Louisiana's roadways making Louisiana a safer place to conduct business.

LSU also maintains an extensive set of research collaborations with a large variety of Louisiana businesses and industries, far too many to include in this limited report. Thus, the narrative above should be interpreted as a diverse sampling of the kinds of economic engagement and impact that the University community engages in, but should not be considered a comprehensive accounting.

#### *Business Innovations and Startups*

LSU retains an active and expanding portfolio of business innovations and startups. Element C, item v documents the establishment of one new start-up in the 2012-2013 fiscal year. The number of surviving companies is 10.

#### *Peer Comparisons*

National Science Foundation data for total and federal research expenditures are used to compare LSU to the SREB 4 Year 1 Peer Institutions. In this context, LSU ranked 19<sup>th</sup> out of 39 with \$92,551,000 in federal research expenditures, and 13<sup>th</sup> out of 39 with \$ 285,395,000 in total research expenditures (Table 3). In short, these data indicate LSU compares very favorably to its peers in research expenditures, and thus research productivity.

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

<b>Institution</b>	<b>2011-2012 Research Expenditures</b>	
	<b>Total</b>	<b>Federal</b>
Auburn University	\$133,013,000	\$55,557,000
Clemson University	\$142,096,000	\$51,764,000
Florida International University	\$118,058,000	\$69,402,000
Florida State University	\$225,378,000	\$140,419,000
George Mason University	\$90,198,000	\$63,786,000
Georgia State University	\$91,148,000	\$34,075,000
<b>Louisiana State University</b>	<b>\$285,395,000 (13/39)</b>	<b>\$92,551,000 (19/39)</b>
Mississippi State University	\$233,197,000	\$96,689,000
North Carolina State University at Raleigh	\$404,225,000	\$174,758,000
Oklahoma State University	\$166,523,000	\$85,876,000
Old Dominion University	\$104,579,000	\$38,555,000
Texas A & M University-College Station	\$693,421,000	\$269,460,000
Texas Tech University	\$138,026,000	\$29,969,000
The University of Alabama	\$55,885,000	\$33,023,000
The University of Tennessee	\$179,252,000	\$112,471,000
The University of Texas at Arlington	\$78,556,000	\$33,150,000
The University of Texas at Austin	\$621,538,000	\$354,873,000
The University of Texas at Dallas	\$90,700,000	\$35,297,000
University of Alabama at Birmingham	\$453,779,000	\$306,210,000
University of Arkansas	\$123,199,000	\$34,189,000
University of Central Florida	\$121,653,000	\$78,411,000
University of Delaware	\$170,174,000	\$117,072,000
University of Florida	\$696,985,000	\$305,067,000
University of Georgia	\$351,395,000	\$137,710,000
University of Houston	\$116,288,000	\$55,812,000
University of Kentucky	\$360,776,000	\$159,678,000
University of Louisville	\$196,842,000	\$89,976,000
University of Maryland-College Park	\$502,406,000	\$340,180,000
University of Memphis	\$51,194,000	\$22,142,000
University of North Carolina at Chapel Hill	\$884,791,000	\$606,348,000
University of North Carolina at Greensboro	\$19,080,000	\$16,530,000
University of North Texas	\$46,943,000	\$18,043,000
University of Oklahoma Norman Campus	\$240,974,000	\$133,841,000
University of South Carolina-Columbia	\$214,901,000	\$98,836,000
University of South Florida	\$443,206,000	\$236,148,000
University of Southern Mississippi	\$60,079,000	\$37,524,000
University of Virginia	\$383,359,000	\$240,254,000
Virginia Polytechnic Institute and State University	\$454,417,000	\$184,175,000
West Virginia University	\$163,503,000	\$82,149,000
<b>Average</b>	<b>\$254,029,000</b>	<b>\$130,051,000</b>

Source & Notes:

Federal Source: National Science Foundation

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



- d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

The Board of Regents provided each institution with summary data from the most recent Employment Outcomes Report so that the institution would have these data for this measure and for use in the narrative report. The data provided in the tables below are from the Employment Outcomes Report. One limitation of the data is that only graduates who are employed in the State of Louisiana are included in any of these analyses. As the state’s nationally recognized flagship university, Louisiana State University and A&M College (LSU) recruits and enrolls students from throughout the United States, and employers from other states actively recruit our graduates to work for their companies. The employment success of our undergraduate and graduate program completers is understated when only data from within Louisiana are available.

In the two tables below, the number and percent of program completers found employed in Louisiana six months after graduation are presented. Table 4 presents these results for graduates who were enrolled as Louisiana residents, and therefore are the students who stayed in their home state after graduation. The percent of Louisiana completers employed ranged from 40.4% for completers of professional programs to 72.5% for completers of Master’s programs. Nearly two-thirds of the baccalaureate completers (61.6%) were employed in state. Table 5 presents the results for all completers (resident and non-resident completers) with the percent completers employed in state ranging from 32.9% for professionals to 60.4% for Master’s programs. For all baccalaureate completers, the percent employed in the state was 55.2%. The decrease in completers when resident and non-resident completers are combined (Table 4 compared to Table 5) reflects the combined effects of non-residents returning to their home states for employment and Louisiana residents being recruited by out-of-state employers. Overall, LSU program completers are successful in gaining employment. The most recent results (2011-2012) reflect a consistent pattern for employment for completers across the years.

**Table 4. Employment Rate by Degree Level  
Six Months After Graduation For Louisiana Resident Completers Only**

Degree Level	Number of Completers			Percent Found Employed		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Baccalaureate	3,716	3,724	3,721	62.1%	60.6%	61.6%
Masters	686	689	817	71.9%	70.4%	72.5%
Doctorate	111	85	106	55.9%	48.2%	57.5%
Professional	54	50	52	38.9%	46.0%	40.4%
Ed. Specialist	18	20	11	94.4%	95.0%	63.6%

**Table 5. Employment Rate by Degree Level  
Six Months After Graduation For All Completers**

Degree Level	Number of Completers			Percent Found Employed		
	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Baccalaureate	4,378	4,425	4,583	57.5%	55.7%	55.2%
Masters	1,042	1,089	1,233	59.7%	57.3%	60.4%
Doctorate	300	255	322	34.0%	32.9%	36.6%
Professional	81	75	82	27.2%	33.3%	32.9%
Ed. Specialist	18	21	12	94.4%	90.5%	58.3%

In Table 6, the average salaries for all program completers employed in the state within 6 months and after 18 months are presented. With the exception of the Educational Specialist completers, all other program completers show a higher average salary after six months in the most recent analysis (2011-2012) compared to the previous two years. Again, these results don't reflect the average salary comparisons across years for those completers who are employed out of state.

**Table 6. Average Calculated Salary by Degree Level  
For All Employed Completers**

Degree Level	Wages 6 Months after graduation			Wages 18 months after graduation
	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2009-2010</u>
Baccalaureate	\$23,976	\$24,166	\$26,277	\$31,039
Masters	\$41,299	\$43,133	\$44,279	\$47,026
Doctorate	\$49,235	\$44,684	\$45,817	\$54,146
Professional	\$55,398	\$51,327	\$62,355	\$58,997
Educational Specialist	\$49,443	\$44,369	\$42,833	\$52,532

## Performance Objective 4: Institutional Efficiency and Accountability

In July 2010, the LSU Board of Supervisors authorized the LSU System President to increase the total nonresident tuition and mandatory fees of each campus up to 15% per year beginning with the 2010 Fall semester. These increases were implemented to assure that within no more than a five year period, the total nonresident tuition and mandatory fees are not less than the average total tuition and mandatory fee amount charged to Louisiana residents (as nonresidents) attending peer institutions in other Southern Regional Education Board states. This policy mirrors the language of Objective 4 (c) of the GRAD Act. As described below, Louisiana State University and A&M College (LSU) is accomplishing the objective of charging nonresident students the rates charged at peer institutions.

In Fall 2011, correspondence between the LSU campus, the LSU System, and the Board of Regents clarified that Southern Regional Education Board (SREB) Four-Year 1 institutions are to be used as the LSU peer group for Grad Act tuition comparison purposes. The latest published SREB data (2012-2013) for LSU (\$22,265) and the average of the peer group, excluding LSU (\$23,551) showed LSU was \$1,286 (5.8%) below its SREB peers. For 2013-2014, in addition to implementing the Legislative established Building Use Fee, LSU increased the total nonresident tuition and fees by 15% resulting in a total charge of \$25,790 for nonresident undergraduates. The average rate of increase over the past four reported periods for SREB Four-Year 1 institutions is 5.83%. Increasing the reported 2012-2013 SREB Four-Year 1 median by this average rate would place the peer average at \$24,924 for the 2013-2014 data year (released in 2014-2015). This peer rate would result in LSU nonresident tuition and fees being more than \$800 above the SREB median. At this time, LSU is projecting increasing 2014-2015 full-time (15 hours/semester) undergraduate nonresident tuition and fees by a total of \$294 per semester to keep LSU at the projected SREB median. For the 2015-2016 year, it is estimated LSU would charge nonresident undergraduates 5.83% (\$769/semester) more than 2014-2015 to remain at the projected SREB average amount. It is anticipated LSU will continue to adjust the nonresident charges in future years, as appropriate, to not exceed the SREB average.

**Table 7. Tuition Comparisons with SREB 4-Year 1 Peer Institutions**

Academic Year	LSU	SREB 4-Yr. 1 Peers	
		Amount	Difference from LSU
<u>Actual</u>			
2011-2012	\$19,362	\$22,355	-\$2,993
2012-2013	\$22,265	\$23,551	-\$1,286
2013-2014	\$25,790	\$24,924	\$866
<u>Projected:</u>			
2014-2015	\$26,377	\$26,377	\$0
2015-2016	\$27,915	\$27,915	\$0

Price is one of the top factors used by students to select an institution. Historically at LSU, changes in admission criteria appear to have had a greater impact on the number of new freshmen enrolled at LSU than have increases in tuition and fees. In the past, LSU's lower than average tuition and fees compared to peer institutions has been a significant factor in maintaining nonresident enrollment. However, as

LSU increases nonresident tuition and fees to no less than the average of its peers, the price has had a negative impact on nonresident enrollment. For example, in Fall 2010 the new freshman class consisted of over 25% nonresident students, while in Fall 2013, the percentage had dropped to 17%.

In addition, LSU has traditionally maintained a fairly generous number of nonresident fee exemption policies (i.e. student does not pay all or some of the fee). Recent reductions in nonresident fee exemptions and the annual 15% increases in the nonresident tuition and fees have resulted in a smaller incoming class of nonresident students. In order to alleviate the declining nonresident student population, the LSU Board of Supervisors approved nonresident fee exemption adjustments beginning in FY 2014-2015 that will make LSU more competitive for high-quality nonresident students. There is no doubt that the financial aid programs available to nonresident students will need to be continuously evaluated and adjusted to ensure LSU has a diverse geographic population and scholarship programs that are competitive with peers. Institutional capacity should be taken into consideration as well. With available capacity, the marginal revenue generated from enrolling a nonresident student is great. At full capacity, the marginal cost of enrolling more students, whether resident or nonresident, is large.

Tuition revenue available to an institution is dependent on enrollment and the amount of tuition and fees exempted. For next fiscal year (FY 2014-2015), LSU projects that a \$294/semester increase in nonresident tuition and fees would generate an additional \$3.1 million in assessed (gross) revenue and a net revenue increase (after exemptions) of \$2.2 million. LSU expects any planned increases in nonresident tuition and fees will generate additional net revenue, but at a diminishing rate as fewer nonresident students enroll and adjustments are made to the financial aid, scholarship, and exemption programs.

## Section 5: Institutional Data

### Louisiana State University

#### 5.a. Number of students by classification

	Baseline	Year 1	Year 2	Year 3	Year 4
Headcount by classification					
Undergraduate	23,017	23,686	23,980	24,631	24,931
Graduate	4,975	5,085	5,005	4,918	4,976
Total	27,992	28,771	28,985	29,549	29,907
Budgeted FTE by classification					
Undergraduate	23,768.8	23,982.0	24,249.2	24,172.4	23,863.0
Graduate	3,866.5	4,029.8	4,075.3	4,741.9	4,672.8
Total	27,635.3	28,011.8	28,324.5	28,914.3	28,535.8

#### 5.b. Instructional Staff Members

	Baseline	Year 1	Year 2	Year 3	Year 4
Headcount	1,256	1,200	1,170	1,300	1,305
FTE	1,152.3	1,092.7	1,056.6	1,175.7	1,170.5

#### 5.c. Average class student-to-instructor ratio

	Baseline	Year 1	Year 2	Year 3	Year 4
Undergraduate Headcount	123,129	125,489	125,330	125,129	124,992
Undergraduate level sections	3,454	3,404	3,428	3,478	3,546
Ratio	35.6	36.9	36.6	36.0	35.2

#### 5.d. Average number of students per instructor

	Baseline	Year 1	Year 2	Year 3	Year 4
	24.0	25.6	26.8	24.6	24.4

## Louisiana State University

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

College of Agriculture	
Headcount	2
FTE	1.75
College of Art & Design	
Headcount	3
FTE	3.00
Ourso College of Business	
Headcount	0
FTE	0.00
School of Coast & the Environment	
Headcount	1
FTE	1.00
College of Human Sciences & Education	
Headcount	2
FTE	2.00
College of Engineering	
Headcount	2
FTE	2.00
Honors College	
Headcount	1
FTE	1.00
College of Humanities & Social Sciences	
Headcount	3
FTE	3.00
Manship School of Mass Communication	
Headcount	1
FTE	1.00
College of Music & Dramatic Arts	
Headcount	1
FTE	1.00
College of Science	
Headcount	2
FTE	1.43
School of Veterinary Medicine	
Headcount	5
FTE	4.91
TOTAL	
HEADCOUNT	23
FTE	22.09

**Louisiana State University**

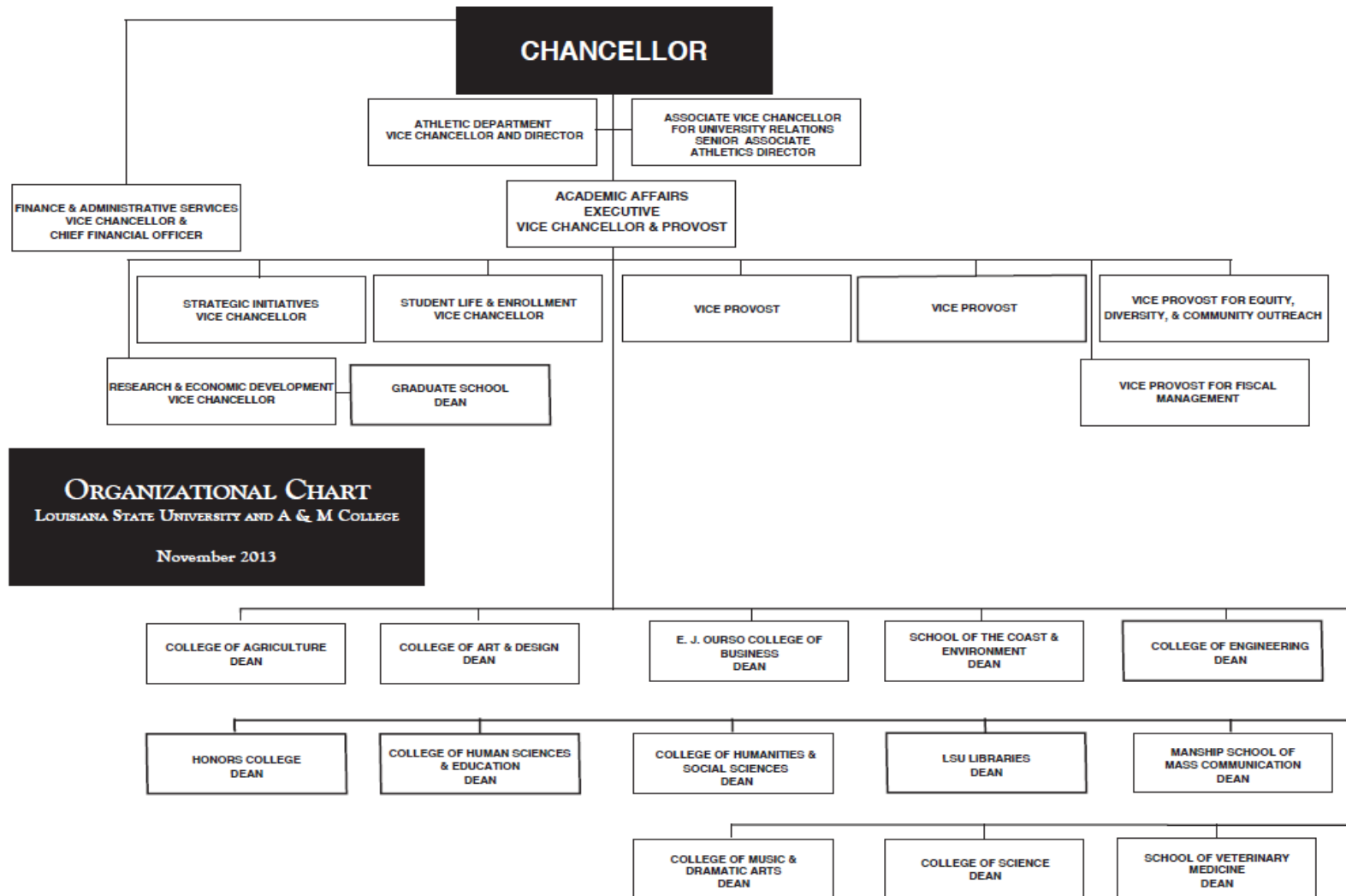
**5. f. Number of staff in administrative areas**

<b>Chancellor</b>		
Headcount		4
FTE		3.50
<b>Exec Vice Chancellor &amp; Provost</b>		
<b>Academic Affairs</b>		
Headcount		10
FTE		10.00
<b>Vice Chancellor &amp; Director, Athletic Department</b>		
Headcount		1
FTE		1.00
<b>Vice Chancellor, Finance &amp; Administrative Services</b>		
Headcount		16
FTE		16.00
<b>Vice Chancellor, Research &amp; Econ Development</b>		
Headcount		6
FTE		5.97
<b>Vice Chancellor, Strategic Initiatives*</b>		
Headcount		1
FTE		1.00
<b>Vice Chancellor, Student Life</b>		
Headcount		5
FTE		5.00
<b>TOTAL</b>		
<b>HEADCOUNT</b>		43
<b>FTE</b>		42.47

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

**Louisiana State University**

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





Louisiana State University

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

Position	Total Base Salary Reported for Fall 2009	Salary Changes Since 6/30/2008 Reported for Fall 2010	Salary Changes Since 10/31/2010 Reported for Fall 2011	Salary Changes Since 10/31/2011 Reported for Fall 2012	Salary Changes Since 10/31/2012 Reported for Fall 2013
LSU President and Chancellor*	\$400,000	----	----	----	\$600,000 New to position as of 6/24/2013
Executive Vice Chancellor and Provost	\$260,000	\$280,000 New to position as of 7/1/2010	----	\$340,000 New to position as of 8/1/2012	\$353,600 Merit Increase
Vice Chancellor and Director, Athletic Department	\$350,000	----	\$525,000 Salary increase per terms of employment agreement	----	----
Senior Associate Athletics Director and Assoc. Vice Chancellor for University Relations	\$160,000	\$172,000 6/30/2008 salary was \$137,000 7/30/2009 salary increased to \$160,000 - Expansion of position 7/1/2010 Equity inc. to \$172,000	----	----	vacant
Vice Chancellor, Finance & Administrative Services	\$205,005	\$220,000 New to position as of 1/1/2010	----	----	vacant
Vice Chancellor, Research & Economic Development	\$231,535	vacant	vacant	vacant	\$260,000 New to position as of 7/1/2013
Vice Chancellor, Strategic Initiatives	\$239,068	----	----	----	\$248,668 Merit Increase
Vice Chancellor, Student Life and Enrollment	vacant	\$200,000 New to position as of 4/13/2010 Salary of previous incumbent was \$192,605	----	----	\$209,000 Merit Increase
Vice Provost for Equity, Diversity, and Community Outreach	\$166,000	6/30/2008 salary was \$140,410 10/1/2009 salary increased to \$166,000 - Equity increase	----	----	vacant
Vice Provost	\$192,932	----	\$167,500 New to position as of 12/13/2010	----	\$175,000 Merit Increase
Vice Provost	\$250,983	\$140,000 New to position as of 8/16/2010	\$155,106 Equity increase	----	\$163,606 Merit Increase
Vice Provost for Fiscal Management	\$194,655	----	----	\$230,000 Retention Increase (per PM-69) as of 10/1/2012	\$250,000 Temporary additional duties VC of FAS and CFO
Dean, College of Agriculture	\$121,103	----	----	----	\$169,124 Merit Increase
Dean, College of Art and Design	\$185,191	----	vacant	vacant	\$185,000 New to position as of 1/1/2013
Dean, Ourso College of Business	\$299,999	----	----	vacant	vacant

Dean, School of the Coast and Environment	\$200,000	New to position as of 7/1/2009 Salary of previous incumbent was \$194,280	----	----	\$208,800
Dean, College of Human Sciences & Education	\$172,145	vacant	vacant	\$180,000	\$210,000
Dean, College of Engineering	\$275,000	New to position as of 6/1/2009 Salary of previous incumbent was \$244,969	----	----	\$290,500
Dean, Graduate School	vacant	\$177,959 New to position as of 6/1/2010 Salary of previous incumbent was \$190,000	----	\$187,000	\$194,232
Dean, Honors College	\$150,451	----	----	----	\$156,451
Dean, College of Humanities & Social Sciences	vacant	vacant	\$174,772	\$184,772	\$193,172
Dean, LSU Libraries	\$169,823	----	----	----	vacant
Dean, Manship School of Mass Communication	\$225,876	vacant	\$225,000	----	\$233,900
Dean, College of Music and Dramatic Arts	\$200,000	New to position as of 7/1/2009 Salary of previous incumbent was \$169,123	----	----	vacant
Dean, College of Science	\$207,735	----	\$232,000	----	vacant
Dean, School of Veterinary Medicine	\$235,560	----	----	----	\$245,960
					Merit Increase

**Louisiana State University**

**5.i. Cost performance analysis (FY 2012-13)**

**i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.**

*Actual expenditures by function, amount, and percent of total as reported on Form BOR-1.*

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$ 176,552,956	40.7%
Research	\$ 52,088,575	12.0%
Public Service	\$ 4,745,642	1.1%
Academic Support	\$ 60,655,802	14.0%
Student Services	\$ 14,271,388	3.3%
Institutional Services	\$ 20,175,994	4.7%
Scholarships/Fellowships	\$ 55,391,106	12.8%
Plant Operations/Maintenance	\$ 53,416,566	12.3%
<b>Total E&amp;G Expenditures</b>	<b>\$437,298,029</b>	<b>100.8%</b>
Hospital	---	0.0%
Transfers out of agency	\$ (3,500,151)	-0.8%
Athletics	---	0.0%
Other	---	0.0%
<b>Total Expenditures</b>	<b>\$433,797,878</b>	<b>100.0%</b>

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

*Cost of attendance for a Louisiana resident, living off campus, not with parents.*

Tuition & fees (In-state)	\$6,989
Books and Supplies	\$1,500
Off Campus Room & Board	\$15,020
Off Campus Other	\$3,568
<b>Total</b>	<b>\$27,077</b>

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

4.5 years

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

\$5,067 (Includes general fund direct and statutory dedicated funds.)

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

\$5,067 (Includes general fund direct and statutory dedicated funds.)

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

\$ 880,094,145 (Actual revenues as reported on Form BOR-3.)