

**LOUISIANA STATE UNIVERSITY**

**GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS**

**GRAD ACT ANNUAL REPORT FOR 2010-2011**

**April 2011**

## **1. Student Success**

- a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

## 1. Student Success

**a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

The Board of Supervisors for Louisiana State University System and Louisiana State University (LSU) are committed to achieving graduation rates that are consistent with our institutional peers. **Two significant policies were established and implemented by the Board of Supervisors.** To establish specific performance standards for the system's higher education institutions, the Board created the LSU Performance Metrics Report. This policy mandated that the institutions track performance data that held the institutions accountable for performance efficiencies and effectiveness, including retention and graduation rates. These reports were first presented to the Board of Supervisors in June 2010 and a second year report was presented in March 2011. Similar to the GRAD Act Report, the metrics provide objective means for evaluating institutional effectiveness. Holding institutions accountable for their retention and graduation rates will encourage the institutions to develop focused strategies to improve performance on these measures.

The other policy approved by the Board of Supervisors was the policy for Standardizing Bachelor Degree Programs. This policy was in response to the Board of Regents mandate that bachelor degrees be limited to 120 semester credit hours. The purpose of the policy is to ensure that undergraduate degree programs are attainable within the 4-year (8 semester) time period while maintaining the academic standards of the disciplines. The policy as approved by the Board of Supervisors requires that academic programs can demonstrate that their programs are consistent with similar programs offered by their peer departments and continue to meet accreditation standards that might be required for the program. This approach maintains the academic standards for an LSU undergraduate degree but does so in as an efficient manner. A reduction in the total hours to degree completion and the ability to complete a degree within 4 years will improve retention and graduation rates.

**LSU has adopted several policies and initiatives to improve the retention and graduation rates.** The University Planning Committee updated the Flagship Agenda by proposing the *Flagship 2020: Transforming Lives* strategic plan. The plan includes the learning goal to enhance a faculty-led and student-centered learning environment that develops engaged citizens and enlightened leaders. The performance indicators for this goal include number of degrees awarded, graduation rates, retention rates (1<sup>st</sup> to 2<sup>nd</sup> year; 1<sup>st</sup> to 3<sup>rd</sup> year), and the number and retention rates for transfer students. All colleges and academic departments have aligned their strategic plans with the Flagship 2020 goals and will be held accountable for performance on these metrics. The college and departmental annual reports will be revised to focus on their strategic planning accomplishments, including improvements in retention and graduation rates. Additionally, the strategic plans for the colleges and departments include strategies to improve retention and graduation rates.

LSU has initiated a shift in responsibilities for recruitment, retention, and graduation. This shift is part of its enrollment management plan developed in 2010. The plan will provide financial incentives directly to the colleges for increases in incoming freshmen, in 1<sup>st</sup> to 2<sup>nd</sup> year retention,

and ultimately for increases in graduation rates. The first implementation of the incentive program in 2011-2012 will be based on increases in the number of incoming freshmen. The program will expand to include the other measures over the next few years. This is the first plan that links financial resources to the colleges' recruitment, retention, and graduation performance.

During the current academic year, LSU created a University-wide retention committee. The committee is charged with recommending policies and procedures to increase retention and graduation rates. Five subcommittees have been asked to review specific aspects of the university and the student experience at LSU. These subcommittees are to identify barriers and obstacles that LSU can address to facilitate the students' learning and to improve retention and graduation. The retention committee has already begun to increase awareness of the retention issue among the faculty and students. A student group has been assembled from among the student organizations that will develop programs for their peers to encourage the students' responsibility for learning and retention.

In fall 2010, the University fully implemented the Comprehensive Academic Tracking System (CATS) for all freshmen. Each major has a recommended path that is the optimal path for graduation in four years. This program will have a critical role in retention and graduation rates as students will be advised of progress toward their degrees on a semester basis.

**As noted above, all of the policies and programs for improving retention and graduation rates have been implemented to some degree.** The LSU Performance Metrics Report has now completed its second year. The standardization of the undergraduate degree programs requires that all programs, to the extent possible, be reduced to 120 hours by fall 2012. The Flagship 2020 and the corresponding college and department strategic plans were finalized in 2010-2011 and will be implemented in fall 2011. The full implementation of the enrollment plan, with its financial incentive program, will occur over the next two years. The retention committee will continue to work over the next year. Depending on the recommendations developed, the policies and programs to improve retention and graduation rates will be implemented as quickly as possible with the majority of those finalized by fall 2012.

LSU, as Louisiana's flagship institution, maintains the highest admission standards in the state. However, it also is aware that many high school students have apparent capacity to perform but have not achieved the admission standards. Under the Board of Regents Master Plan for Minimum Admission Criteria, the flagship is allowed 5% exceptions to its admission criteria. Beginning in fall 2012, this percentage will be reduced to 4%. **The table below compares performance for the 2005 freshman cohort to those freshmen admitted with exceptions which is the most recent year to allow computation of a five year graduation rate.**

2005 Freshmen	Number	ACT	1 <sup>st</sup> Year GPA	1 <sup>st</sup> -2 <sup>nd</sup> Year Retention	4 Year Grad Rate	5 Year Grad Rate
All Students	4,846	24.8	2.81	82.8%	29.3%	54.4%
Admitted with Exceptions	119	22.9	2.18	75.6%	16.8%	38.7%

These data indicate the importance of LSU's recent initiatives to improve retention and graduation rates with a specific focus on students who may be at risk.

**1. Student Success**

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

**i. 1st to 2nd year retention rate of first-time, full-time degree-seeking students**

**Baseline**

5,134 Enrolled in fall 2008  
4,292 Retained (enrolled) in fall 2009  
83.6% Retention rate

**2011 Annual Report**

4,779 Enrolled in fall 2009  
4,026 Retained (enrolled) in fall 2010  
84.2% Retention rate

**ii. 1st to 3rd year retention rate of first-time, full-time degree-seeking students**

**Baseline**

4,587 Enrolled in fall 2007  
3,509 Retained (enrolled) in fall 2009  
76.5% Retention rate

**2011 Annual Report**

5,134 Enrolled in fall 2008  
3,811 Retained (enrolled) in fall 2010  
74.2% Retention rate

**iii. Fall to spring retention rate**

Not applicable

**iv. Same institution graduation rate of first-time, full-time degree-seeking students**

**Baseline (2008 Graduation Rate Survey)**

5,170 Revised fall 2002 cohort  
3,138 Total completers  
60.7% Graduation rate

**2011 Annual Report (2009 Graduation Rate Survey)**

5,359 Revised fall 2003 cohort  
3,258 Total completers  
60.8% Graduation rate

**v. Graduation productivity**

Not applicable

**vi. Award productivity**

Not applicable

**vii. Statewide graduation rate**

Not applicable

**viii. Percent of freshmen admitted by exception**

**Baseline**

4,837 Enrolled summer 2009, fall 2009, spring 2010  
280 Enrolled admitted by exception in summer 2009, fall 2009, spring 2010  
5.8% Freshman exception rate

**2011 Annual Report**

5,544 Enrolled summer 2010, fall 2010, spring 2011  
409 Enrolled admitted by exception in summer 2010, fall 2010, spring 2011  
7.4% Freshman exception rate

**Median professional school entrance exam score**

Not applicable

**1. Student Success**

**b. Increase the percentage of program completers at all levels each year.**

**1. Student Success**

**b. Increase the percentage of program completers at all levels each year.**

Louisiana State University (LSU) has implemented initiatives to increase program completers (graduates) at all levels. These initiatives, described in Objective 1.a., include increasing deans' responsibility for student retention and graduation and providing financial incentives for exceeding target values; standardizing the undergraduate degree programs at 120 semester credit hours; and establishing a retention committee to develop strategies to improve retention and graduation rates for undergraduate students.

**The data presented in 1.b. show a decrease in the percentage of undergraduate completers from 2008-09 to 2009-10.** The decrease in percent completers from the 2008-09 baseline reflects a historic drop in the number of students admitted in previous years. On the other hand, the increase in percent completers for the master's and doctoral degree programs—7.9% and 25%, respectively—indicates the increased focus on graduate education at LSU, the state's flagship institution.

- 1. **Student Success**
  - b. **Increase the percentage of program completers at all levels each year.**
    - i. **Percent change in completers from baseline year, by award level**

<u>2008-09</u>	<u>2009-10</u>	<u>% Change</u>	<u>Level</u>
4,648	4,312	-7.2%	Bachelors
966	1,042	7.9%	Masters
19	18	-5.3%	Specialist
240	300	25.0%	Doctoral
81	81	0.0%	Professional



**1. Student Success**

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

## 1. Student Success

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

**Louisiana State University (LSU) participates in numerous partnerships with high schools to prepare students for postsecondary education.**

*In 2010, 142 College of Education student teachers provided educational programs for 6,490 PK-12 students at 30 schools and 8 school districts in Louisiana.*

The *Cain Center* provides leadership in interdisciplinary educational research and practices that support and enhance literacy in science, technology, engineering and mathematics (STEM). The Cain Center promotes the teaching profession and builds capacity for successful teaching and learning. Programs and services offer school systems and practitioners a variety of opportunities to participate in activities that strengthen content knowledge and pedagogical skills. The Cain Center currently manages projects supported by external grants that promote research and partnerships to improve teaching in the STEM disciplines. Included in these programs are GEAUX Teach and the Quality Science and Math Program.

*Other recent examples of partnerships include a program sponsored by the LSU Department of Math.* In this program, math instructors Phoebe Rouse and Gerry Fitch developed a teacher training program in which high school teachers learn to teach college-level math courses. The teachers then deliver college-level math courses for dual enrollment credit to the students at their high school. This program has shown steady growth as more and more high school teachers sign up for the training. Another example of a partnership to prepare students for postsecondary education is GEAR UP Baton Rouge. This program fosters college readiness and access for at-risk middle and high school students enrolled in 53 schools in 9 parishes: LSU College of Education faculty members work with students for instructional and counseling support and intervention. Eighty percent of the participants are currently on track for high school graduation, and 77% of those are on-track for TOPS scholarships.

*Numerous other partnerships with schools are coordinated by the colleges of Education, Science, and Humanities and Social Sciences.* Among these programs are the Coastal Roots Program, the French and Spanish Education Projects, the LA Systemic Initiatives Program (LaSIP), and the LSU Writing Project. Additionally, other LSU schools and colleges offer specialized programs for high school students. The Manship School of Mass Communication, for example, sponsors the Louisiana Scholastic Journalism Institute Summer Program and the Louisiana Scholastic Press Association.

**One example of feedback reports provided to the high schools is a 10-year profile, which provides entering credentials, demographics, majors, LSU grade-point averages, and retention and graduation rates for students from a particular high school.** At recruiting events the Office of Admissions and Student Aid distributes these reports to the guidance counselors from the respective schools, so that they can see how their students perform at LSU. These reports are extremely helpful to the high school counselors as they advise students interested in attending LSU. In addition, each spring LSU provides to the high schools lists of all students who have applied, been admitted, or been denied, which helps the high school guidance

counselors better advise those students who are not quite meeting the LSU admission requirements.

LSU routinely tracks the characteristics and progress of its entering freshman classes. **Examples of data demonstrating student readiness are shown below.**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Entering Profile</b>						
Mean ACT Composite Score	24.8	25.1	25.3	25.2	25.5	25.5
# Entering with Sophomore Standing or Higher	11	13	21	40	59	196
<b>End of Freshman Year Profile</b>						
Mean GPA	2.80	2.83	2.82	2.77	2.83	
Mean Hours Earned	36	36	37	37	38	
4-Year Graduation Rate	29.0	34.0				

*It is worth noting that the number of students entering with a sophomore standing or higher has increased dramatically.* In fall 2005 only 11 students entered LSU with an academic standing above freshman level. However, in fall 2010, 196 entering students were classified as sophomore or above. This increase reflects the state-wide efforts to enhance college readiness of our high schools students, and LSU contributes significantly to these efforts.

*LSU plans to implement new high school core courses required for admission to the University.* The proposed new LSU Core is a Core 4 format whereby students will be required to take the following courses: 4 in English, 4 in Math, 4 in Natural Science, 4 in Social Science and 1 in Arts. The number of core units has increased from 18 to 19. These changes are consistent with the changes adopted by the Board of Regents. LSU will continue to monitor the number of students taking the core as well as average GPA/ACT/SAT for the entering freshmen as shown above.

*LSU does not offer remediation in English or Math.* Students who meet all other requirements for admission, except for the Math/English sub-scores are encouraged to take the COMPASS test to determine their placement domain. LSU works closely with high schools as well as community colleges to provide information regarding testing and times for the COMPASS.

**Student Success**

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

**i. Number of high school students enrolled at the institution while still in high school**

**Baseline**

72 Enrolled summer 2008, fall 2008, spring 2009

**2011 Annual Report**

80 Enrolled summer 2009, fall 2009, spring 2010

171 Enrolled summer 2010, fall 2010

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

**Baseline**

267 Credit hours enrolled in summer 2008, fall 2008, spring 2009

**2011 Annual Report**

323 Credit hours enrolled in summer 2009, fall 2009, spring 2010

516 Credit hours enrolled in summer 2010, fall 2010

**iii. Number of semester credit hours completed by high school students with a grade of A, B, C, D, F, or P, by semester**

**Baseline**

261 Credit hours completed in summer 2008, fall 2008, spring 2009

**2011 Annual Report**

294 Credit hours completed in summer 2009, fall 2009, spring 2010

450 Credit hours completed in summer 2010, fall 2010

*Fall and spring enrollments verified with Statewide Student Profile System.*

## **1. Student Success**

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

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**Louisiana State University (LSU) graduates perform exceptionally well on licensure and certification exams.** Education students achieved a 100% passage rate on the Praxis II Exams content (253/253) and a 99.6% passage rate on pedagogy (252/253).

LSU veterinary students take the North American Veterinary Licensing Examination (NAVLE) during their senior year. The American Veterinary Medical Association expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation. LSU's most recent passage rate was 97% (class of 2010). The passage rate has been 96% or higher for the past 10 years.

1. Student Success  
 Increase passage rates on licensure and certification exams and workforce foundational skills.

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
Education		Licensure: LA Dept. of Education				
Total number of program completers.	Praxis II Exams	Source: ETS for Title II reporting	2008-2009	253 content	253 content	100%
			2008-2009	253 pedagogy	252 pedagogy	99.6%
Below is a breakdown of EDUCATION disciplines by certification area.						
Art Education, grades K-12	Art Content Knowledge (0133)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009			100%
Health & Physical Education, grades K-12	Physical Education Content Knowledge (0091)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009			100%
Instrumental Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	7	7	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009			100%
Vocal Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009			100%
Early Childhood Education, grades PK-3	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	16	16	100%
	Principles of Learning & Teaching, Early Childhood (0020 or 0521)		2008-2009	16	16	100%
Elementary Education, grades 1-5 (undergraduate and graduate)	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	120	120	100%
	Principles of Learning & Teaching, K-6 (0522)		2008-2009	120	120	100%
Biology Education, grades 6-12	Biology Content Knowledge (0235)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	8	7	88%
* Student chose to go to medical school and did not re-take exam.						
Chemistry Education, grades 6-12	Chemistry Content Knowledge (0245)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%

Student Success

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

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
English Education, grades 6-12	English, Language, Literature, Composition: Content Knowledge (0041)	Source: ETS for Title II reporting	2008-2009	22	22	100%
	English, Language, Literature, Composition: Pedagogy (0043)		2008-2009	22	22	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	22	22	100%
French Education, grades 6-12	French Content Knowledge (0173)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%
Mathematics Education, grades 6-12	Mathematics Content Knowledge (0061)	Source: ETS for Title II reporting	2008-2009	15	15	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%
Physics Education, grades 6-12	Physics Content Knowledge (0265)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Social Studies Education, grades 6-12	Social Studies: Content Knowledge (0081)	Source: ETS for Title II reporting	2008-2009	27	27	100%
	Social Studies: Interpretation of Materials (0083)		2008-2009	27	27	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	27	27	100%
Spanish Education, grades 6-12	Spanish Content Knowledge (0191)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%
Agricultural Education, grades 6-12	Agriculture Education (0700)	Source: ETS for Title II reporting	2008-2009	6	6	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	6	6	100%
Business Education, grades 6-12	Business Education (0100)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Family & Consumer	Family and Consumer Sciences (0120)		2008-2009	1	1	100%



**Student Success**

increase passage rates on licensure and certification exams and workforce foundational skills.

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASLINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Sciences Education, grades 6-12	Principles of Learning & Teaching, 7-12 (0524)	Source: ETS for Title II reporting	2008-2009	1	1	100%
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine	2009-2010	79	77	97.5%

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

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

**2. Articulation and Transfer**

- a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

## **2. Articulation and Transfer**

### **a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

As Louisiana's flagship institution, LSU has the highest admission standards in the state. At this time, there is no University plan to increase admission requirements for transfer students. Since 2005, LSU's transfer admission requirements exceeded the Board of Regents Minimum Admission Criteria for transfer students by requiring completion of a college-level English and Math course and 30 total hours. **Beginning in 2012, LSU's requirements will be in line with the new Transfer Admission Criteria.** However, the University continues to monitor the performance of transfer students and will propose increased admissions standards if doing so would predict improved retention and graduation rates for transfer students.

*Over the past several years, the LSU Office of Undergraduate Admissions and Student Aid has worked to increase the level of quality of service to transfer students. Transfer student transcripts are loaded earlier in the LSU system so that they can get advisement and pre-register for classes with their cohorts at LSU. Transfer students receive registration priority commensurate with the amount of hours they will transfer. This approach was approved three years ago and is a tremendous benefit for transfer students. Prior to that time, transfer students had the very last registration priority, a very unfriendly policy that reduced the options for courses for the transfer students: Additionally, LSU admissions has designated two transfer representatives to visit community colleges not only to recruit students, but to assist the students and inform the staff of any new initiatives for transfer students.*

*Transfer students admitted with fewer than 70 credit hours are now tracked utilizing the Comprehensive Academic Tracking System (CATS) beginning in their second semester on campus. This program, originally developed for new freshmen, advises students of progress toward their degrees on a semester basis.*

**LSU tracks performance of transfer students including those admitted by exception.** The first to second year retention rates for transfer students not admitted by exception was 80.9% in 2008-09 and 79.2 % in 2009-10. For the same two academic years, the retention rates for transfer students admitted by exception were 74.2% and 71.6%, respectively. The lower retention rates for those students admitted by exception indicate the need to focus retention efforts on these students in the same manner that the University focuses on new freshmen retention issues. The First Year Experience Department has implemented programs designed to assist transfer students in their transition to LSU. These include "Journeys," a non-credit transfer seminar that focuses on discussion and hands-on activities, and the Tau Sigma National Honor Society that recognizes and promotes the academic excellence and campus involvement of transfer students.

*LSU currently has a faculty admissions committee that oversees the admission of freshman and transfer exceptions. LSU will continue to monitor and track the performance of these students.*

**2. Articulation and Transfer**

**Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

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

**Baseline**

1,212 Enrolled in 2008-09 academic year  
968 Retained (enrolled) in fall 2009  
79.9% Retention rate

**2011 Annual Report**

1,346 Enrolled in 2009-10 academic year  
1,057 Retained (enrolled) in fall 2010  
78.5% Retention rate

**ii.**

**Number of baccalaureate completers that began as transfer students**

**Baseline**

1,034 Number of 2008-09 baccalaureate completers that began as transfer students

**2011 Annual Report**

980 Number of 2009-10 baccalaureate completers that began as transfer students

**iii.**

**Percent of transfer students admitted by exception**

**Baseline**

1,215 Enrolled summer 2009, fall 2009, spring 2010  
66 Enrolled admitted by exception in summer 2009, fall 2009, spring 2010  
5.4% Transfer exception rate

**2011 Annual Report**

1,348 Enrolled summer 2010, fall 2010, spring 2011  
81 Enrolled admitted by exception in summer 2010, fall 2010, spring 2011  
6.0% Transfer exception rate

**2. Articulation and Transfer**

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

## **2. Articulation and Transfer**

### **b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

**LSU communicates regularly with its community college partners.** The Office of Undergraduate Admissions and Student Aid has identified those community colleges that provide the most transfer students, including Baton Rouge Community College, LSU-Eunice, and Delgado Community College.

*This past year, LSU's Office of Undergraduate Admissions and Student Aid hosted staff from the primary feeder community colleges to a luncheon where they had the opportunity to ask questions and see presentations from various areas on campus that are relevant to transfer students. This event was very successful, and LSU will continue to host these events.*

*Other forms of feedback include providing the community colleges with course transfer information to facilitate community college student advising and ultimately to have better prepared transfer students. For example, the Office of Undergraduate Admissions and Student Aid expanded the course transfer tables to include not just in-state institutions but also out-of-state institutions from which LSU attracts many transfer students. These online tables are state-of-the-art, allowing students and advisors to better understand which courses best prepare the student for successful transfer to LSU from a community college.*

As part of the approval process for the 2012-2013 Articulation Matrix, and also to provide feedback to the community colleges on the course content of College Algebra across the state, LSU asked its Department of Mathematics to review all college algebra syllabi from the 2-year Louisiana community colleges. The purpose of this review was to determine whether the community college course content covered the material necessary for successful completion of subsequent courses once students transfer to LSU. *When LSU completes this review, the performance of the community college students will be compared to students who complete MATH 1021 at LSU. The results of these analyses will be shared with the community colleges.*

**In addition, LSU is developing a feedback report to be sent to Louisiana community colleges.** The report will provide demographics, entry credentials, LSU grade-point averages, and retention and graduation rates. Data will be reported separately for those who transfer with an associate degree and those who transfer without an associate degree.

**Articulation and Transfer**

**Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients at the Institution.**

**i. 1st to 2nd year retention rate of those who transferred with an associate degree from a 2-year college**

**Baseline**

27 Enrolled in 2008-09

24 Retained (enrolled) in fall 2009

88.9% Retention Rate

**2011 Annual Report**

48 Enrolled in 2009-10

29 Retained (enrolled) in fall 2010

60.4% Retention Rate

**ii. Number of baccalaureate completers that began as transfer students with an associate degree from a 2-year college**

**Baseline**

11 Number of 2008-09 baccalaureate completers that began as transfers with associate degree from a 2-year college

**2011 Annual Report**

10 Number of 2009-10 baccalaureate completers that began as transfers with associate degree from a 2-year college

**2. Articulation and Transfer**

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



## 2. Articulation and Transfer

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

LSU currently has two agreements in place to redirect first-time freshman applicants not meeting admission requirements to community colleges. *The LSU-Eunice Bengal to Tigers Program* was established when LSU-E moved from a commuter campus to building residence halls, allowing students from throughout the state to study at LSU-E. The LSU Office of Undergraduate Admissions and Student Aid directs students who have been denied admission to LSU to LSU-E. These students complete 60 hours at LSU-E and then transfer to LSU to complete their bachelor's degrees. The initial pilot for this program was fall 2010. The Bengal to Tigers program will continue during the coming year.

*Students who are denied admission to LSU are sent a letter inviting them to participate in the LSU-E Bengal to LSU Tigers Program.* The Office of Undergraduate Admissions and Student Aid then utilizes a unique code to track these students and then securely sends the file of these students to LSU-E, which then can communicate directly with the students. Upon completion of the 60 hours with a 2.5 GPA, these students, already in LSU's database, will not have to re-apply to LSU. They will only need to submit official transcripts from LSU-E.

*The other partnership is with Baton Rouge Community College (BRCC). The BRCC Bears to LSU Tigers was negotiated by the chancellors of the two institutions.* This program creates a direct feed of students from BRCC to LSU. Through the agreement, students in the program will be allowed to have access to LSU advising and use of some facilities. *This program will be implemented in fall 2011.* This program encourages students not admitted to LSU to begin their postsecondary education at BRCC while still being able to benefit from programs and resources at LSU.

Students in the BRCC Bears to Tigers Program must sign an agreement to participate. Since the program is in its infancy, representatives from the admissions offices at LSU and BRCC are currently developing the admission process. At LSU, these students will have a special program code that will identify them in the LSU database.

*The performance of students participating in these new programs will be monitored and their performances will be provided back to the respective community colleges.* Because students are identified as future transfer students to LSU when they enter these programs, the opportunities for advising and career counseling for a degree from LSU can begin earlier in their postsecondary education.

**Articulation and Transfer**

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

- i. **Number of students referred at anytime during the academic year to 2 year college & technical school**

**Baseline**

0 2009-10

2011 Annual Report

539 2010-11

- ii. **Number of students enrolled that were referred by the 4 year university**

**Not Applicable**

## **2. Articulation and Transfer**

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

## **2. Articulation and Transfer**

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

**When the Louisiana Transfer Associate Degrees (AALT and ASLT) were approved by the Louisiana legislature, LSU immediately began to work with the staff from River Parishes Community College and the Board of Regents in the interpretation and development of templates to assist students interested in transferring with these degrees. The LSU Office of Undergraduate Admissions and Student Aid has hosted several meetings with its colleagues from across the state to develop templates for each of the majors possible in the AALT & ASLT programs. These templates have become the model for all other Louisiana 2- and 4-year institutions to follow. Faculty members from LSU and the community colleges have met to help implement the articulation and transfer requirements.**

Staff from the Office of Undergraduate Admissions and Student Aid participated in statewide workshops sponsored by the Board of Regents to explain the articulation and transfer requirements in the legislation. Also, LSU faculty from the colleges of Agriculture, Engineering, Science, and Humanities and Social Sciences are developing specific 2+2 programs that are not covered by the AALT or ASLT.

**LSU has further developed its transfer Web site to include several resources to assist transfer students. Specific information about the AALT and ASLT is included in the Web site as well as relevant links to assist students as they navigate the process. LSU is currently developing templates, by major, for these students to facilitate ease of transfer. A designated transfer representative at LSU is responsible for advising these students on the admission process, and advisors in University College also assist in the advising of these students.**

*LSU has worked closely with the Board of Regents for the past several years in the development and expansion of the Transfer Crosswalk/Articulation Matrix. Additionally, LSU developed an online application of its Transfer Tables, whereby students interested in transferring to LSU can look up coursework at their home institution to determine how it will transfer to LSU. LSU's online transfer tables place it at the forefront of the state as well as its national peers.*

**Articulation and Transfer**

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

**i. Number of students enrolled in a transfer degree program**  
Not Applicable

**ii. Number of students completing a transfer degree**  
Not Applicable

**iii. 1st to 2nd year retention rate of those who transferred with a transfer associate degree**  
Baseline

0 Enrolled in 2008-09

0 Retained (enrolled) in fall 2009

N/A Retention Rate

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0 Enrolled in 2009-10

0 Retained (enrolled) in fall 2010

N/A Retention Rate

**iv. Number of baccalaureate completers that began as transfer students with a transfer associate degree**  
Baseline

0 Number of 2008-09 baccalaureate completers that began as transfers with a transfer associate degree

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0 Number of 2009-10 baccalaureate completers that began as transfers with a transfer associate degree

### **3. Workforce and Economic Development**

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

### **3. Workforce and Economic Development**

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

LSU monitors the number of program completers for each degree program and level. *LSU's new Flagship 2020 incorporates the number of degrees awarded as one of the performance indicators.* These indicators will be reported by the academic departments and colleges on an annual basis. Programs not able to sustain acceptable completer rates over time will be merged with more productive degree programs or eliminated. During the most recent review of low completer programs, LSU proposed to eliminate 3 degree programs and to merge 5 other programs. When low completer programs are linked directly to strategic workforce needs, such as petroleum engineering, LSU requested the continuation of the degree programs.

**LSU has proposed new degree programs that will support workforce and scientific needs.** Specifically, the following degrees programs have submitted letters of intent and/or have proposals under review with the Board of Regents: M.S. and Ph.D. in Coastal and Ecological Engineering, Ph.D. in Environmental Science, M.S. and Ph.D. in Material Science and Engineering, and M.S. in Construction Management. Consolidated M.S. and Ph.D. programs in Renewable Natural Resources were approved by the Board of Regents in February 2011.

**LSU's College of Engineering has aligned various curricula with workforce development needs in each Blue Ocean area.** Four undergraduate minors were implemented in fall 2010: aerospace engineering, digital media – AVATAR technology, digital media – AVATAR arts, and nuclear power engineering. This alignment is discussed in more detail in element 3.c.

*As Louisiana's Flagship University, LSU also has an obligation to provide leadership in the basic research and science that serves as the foundation of new innovations and future technological applications.* This unique mission requires an investment in academic programs that are less tied to immediate needs but provide the foundation for future economic growth.

**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.**

**i. Number of programs eliminated**

Baseline

4 programs eliminated; 6 programs consolidated into 2 in 2009-10.

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2010-11 not available

**ii. Number of programs modified or added to meet workforce needs**

Baseline

0 modified or added in 2009-10

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4 undergraduate minors added in fall 2010

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

Not Applicable



**3. Workforce and Economic Development**

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

### **3. Workforce and Economic Development**

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

**LSU is expanding its capability to deliver distance learning.** *The LSU Plan for Greater Impact on Louisiana: Change, Focus, and Autonomy* (March 8, 2010) commits LSU to offering online degree programs as well as more online certificate and professional programs. A University committee completed an analysis of the steps necessary to implement two new online degree programs within the next 24 months. This renewed focus on delivering online degree programs will rapidly expand LSU's current online degree offerings.

**The adoption of new technology has enhanced the delivery of online courses and programs.** Courses and programs have shifted to the use of Moodle and Adobe Connect Pro to deliver course content at a distance. Programs such as those in Library and Information Science, Social Work, and Human Resource Education and Workforce Development are offering graduate courses using this technology. The Office of the Vice Chancellor for Information Technology and CIO prepared a detailed report on the IT infrastructure and services needed to expand online education initiatives (*Supporting Distance/Online Education Initiatives – Technology Perspectives*, December 2010). The report provides recommendations to facilitate LSU's distance/online initiatives. The report offers an encouraging conclusion: "technologies deployed in support of distance learners may also have serendipitous, synergistic value to on-campus students." Thus, LSU's commitment to expanding distance learning options may also improve the on-campus learning environment.

**LSU currently offers several degree programs via distance learning.** For a decade it has been possible for students to complete the Master of Library Science (MLIS) degree without taking any classes on the LSU campus. New students must come to LSU for a full-day orientation and take their comprehensive examinations on campus in their final semester. The department has been using compressed video technology for about 12 years at seven sites in the state. *In recent years, an increasing number of entirely online courses have been offered. LSU's acquisition of Adobe Connect will make it easier for students to interact in their online courses.*

The Master of Social Work (MSW) may be completed via a distance education format. Compressed video is used to deliver social work courses to MSW students in Alexandria, Lake Charles, and Shreveport. These students can obtain their degrees without taking course work on the LSU campus. They do, however, have to come to campus for mandatory meetings including new student orientation and a final meeting of all graduating students that occurs during their last semester. Faculty members are responsible for evaluating whether or not courses are suited for distance delivery.

The master's and doctoral degree programs in Human Resource Education are offered in a distance learning format for four concentrations: Agricultural, Adult, Extension Leadership, and Career and Technical Education. The expansion of these programs delivered via distance learning addresses state needs for an increased workforce in the professions supported by these degree programs.

**3. Workforce and Economic Development**  
**Increase use of technology for distance learning to expand educational offerings.**

**i. Number of course sections with 50% and with 100% instruction through distance education**  
**Baseline**

10 50% to 99% Distance In 2008-09  
130 100% Distance In 2008-09

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10 50% to 99% Distance In 2009-10  
132 100% Distance In 2009-10

**ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education**  
**Baseline**

304 50% to 99% Distance in 2008-09  
1,306 100% Distance In 2008-09

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285 50% to 99% Distance In 2009-10  
1,814 100% Distance In 2009-10

**iii. Number of programs offered through 100% distance education**  
**Baseline**

0 Bachelors Level In 2008-09  
2 Masters Level in 2008-09  
0 Doctoral Level In 2008-09

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0 Bachelors Level In 2009-10  
2 Masters Level In 2009-10  
0 Doctoral Level in 2009-10

### **3. Workforce and Economic Development**

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

### **3. Workforce and Economic Development**

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

**A description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries.**

##### *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. The production of these figures for the purposes of the GRAD Act report involves a number of complex decisions pertaining to the scope conditions for reporting. Specifically, we caution that the figures provided in the main tables of the report will not exactly mirror data that are publicly available through other sources. Below we explicate why this is the case, and provide additional data which will more closely match figures available through other public sources such as the National Science Foundation.

First, LSU provides annual data to the National Science Foundation for the Higher Education Research and Development Survey. When this annual report is compiled, the research expenditures actually reflect the combined figures from LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center. This combined approach to reporting is standard operating procedure and has been in place for quite some time. Combining these units for national level reporting purposes is appropriate because it allows a more clean and direct set of comparisons to peer institutions. These peer institutions report figures that include their main campus, which includes agriculture centers, law centers, and so forth, which are part of the land-grant university structure. Thus, we emphasize that for comparisons with peer institutions outside of the state, a more comprehensive set of figures is the norm.

However, it is also the case that for the purpose of within state comparisons, these units are typically reviewed and classified separately, as is the case with the classification system utilized by the GRAD Act. Thus, it seems to us that the spirit of the GRAD Act reporting program is such that LSU should report only R&D figures for the LSU campus. This much more conservative portrait of research activity at LSU is the data that has been provided in the primary tables for this report. This allows for the direct comparison of data on faculty numbers, R&D expenditures, and the other metrics to other institutions in the state. In the remainder of this narrative, where appropriate, we discuss the more comprehensive multi-institutional data provided in the appendices to this narrative and discuss its relevance in the interest of remaining as transparent as possible.

##### *Definition of Key Economic Development Industries*

A second substantive consideration centers on the definition of Key Economic Development Industries. Consistent with the Operational Definitions and Reporting Specifications associated with the GRAD Act, LSU has drawn from both the FIRST Louisiana and Blue Ocean economic development initiatives to identify and define the "key economic development industries" for our state. In addition, the reporting guidelines specifically indicate that the key economic

development industries are not limited to those sectors defined in these documents. We have taken this into account, and below delineate more thoroughly how this impacts our reporting.

A critical challenge for LSU in providing data for this segment of the report is that measures of the percentage of faculty holding active R&D grants/contracts in the state's key economic development industries or the dollar amount of R&D expenditures in these industries are not available. Indeed, the industries themselves are subjectively defined in the guidelines, the lines of demarcation between areas are not always clear, and neither pre- nor post-award data/documentation pertaining to industry are routinely collected. To sort through the approximately 2,000 funded research projects currently active at LSU and classify each one as either fitting into a specific economic development industry or not is subjective and not feasible. The task therefore is to find an alternative means of estimating these impacts.

The key economic development industries found in FIRST Louisiana and the Blue Ocean initiative do not precisely match up with LSU's R&D reporting systems as they are currently organized. As noted above, LSU follows a standard reporting format utilized by the National Science Foundation, which breaks out reporting expenditures by scholarly discipline instead of economic development industry. Our approach has been to utilize this existing reporting structure, while making an effort to purge from the data figures those disciplines that do not have a clear connection to the key economic development industries.

There are many more disciplines than key economic development industries, and so the challenge for LSU was to identify those disciplines that unambiguously have an impact on one or more of our key economic development industries and eliminate from our reporting field those that do not. To accomplish this we examined a comprehensive listing of the departments and units at LSU and identified those most clearly tied to one or more of the focal economic development areas found in Appendix B – Operational Definitions and Reporting Specifications from the GRAD Act manual. To briefly summarize, the disciplines of engineering, the physical sciences, the environmental sciences, mathematical sciences, life sciences (with the exception of the natural science museum and the Department of Communication Disorders), a small number of social sciences, a small number of units labeled 'other sciences', and some non-science and engineering fields are aligned with the key economic development industries. Although we feel arguments could be made that some of the units excluded from this list actually do have an economic impact in the key industries, the case for these units on its face is substantially weaker. Additional details with the classification of all units considered are available upon request.

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

In terms of current and prospective research productivity, the percent of research/instructional faculty holding active R&D grants as of October 2009 is found in Element C, item i and is 51.6%. The percentage of instructional faculty holding R&D grants/contracts in Louisiana's key economic development industries as found in Element C, item ii is 44%.

These figures can be contextualized in two ways. First, the 51.6% percent holding active research grants may beg the question, 'why don't more faculty have active grants?' This is easily explained. First, not all research and instructional faculty require grant money to conduct their scholarly work, and this tends to vary dramatically by discipline. Grant activity is extremely high

in the science, technology, engineering, and math (STEM) based disciplines, and much lower in the humanities, arts, and business disciplines. The social sciences tend to fall somewhere in between. Second, the figures provided in the table capture only one fiscal year. A more useful method might be to look at the percentage of faculty having active R&D grants in the last three years for example. This figure would be higher and probably more accurately reflect the volume of R&D activity that is actually taking place. A second way to contextualize these data is to consider that while 51.6% of faculty have active grants, more than 44% of them are in the disciplines supporting Louisiana's key economic development industries. In other words, proportionally speaking, 85% 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 activity taking place at LSU is very closely aligned with current economic development emphases in the state of Louisiana.

Moving to the next indicator of research productivity found in Element C, item iii, the total dollar amount of R&D expenditures based on the five year average for FY 2005-06 to FY 2009-2010 is \$145,329,000. The average annual rate of increase with these data over the reporting period is 3.5% for total expenditures and 6% for federal expenditures. The total dollar amount of research and development expenditures in Louisiana's key economic development industries based on the five-year average for FY 2005-06 to FY 2009-2010 (Element C, item iv) is \$139,062,000. The average annual rate of increase with these data over the reporting period is 3.3% for total expenditures and 5.4% for federal expenditures. In substantive terms, this means that 95.7% of R&D expenditures at LSU in some way or another according to our methodology are tied to the broad economic development focal areas defined by FIRST Louisiana and the Blue Ocean Initiative. This very tight correspondence meshes well with the latent theme of this report: that LSU is both heavily invested in and strongly committed to promoting the focal economic development industries identified in the FIRST Louisiana and Blue Ocean initiatives.

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$79,834	\$73,640	\$10,882	\$80,045	\$11,847	\$256,248
2006-07	\$81,072	\$78,354	\$10,087	\$84,732	\$12,650	\$266,895
2007-08	\$80,582	\$85,355	\$10,694	\$90,762	\$12,688	\$280,081
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
5-year Avg.	\$85,698	\$78,577	\$12,643	\$89,492	\$11,166	\$277,575

To make comparisons with peer universities, it is appropriate to refer to data that are reported in a standardized format that other institutions use as a way of benchmarking. Using the combined data (LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center) that is supplied to the National Science Foundation for the Higher Education Research and Development Survey, the five-year average for research expenditures for FY 2005-06 to FY 2009-2010 is \$277,575,000 (Table 1). The average annual rate of increase over time during this period is 2.6% for total expenditures and 4.4% for federal expenditures. Focusing only on research expenditures in the Louisiana key economic development industries, the figure for the same time period is \$271,308,000, with an average annual rate of increase of 2.5% for total expenditures and 4.1% for federal expenditures (see Table 2). Again, based on our methodology there is a very close correspondence between the key economic development industries in Louisiana and the vast majority of funded R&D that takes place at LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center.

**Table 2: Dollar Amount of Research and Development Expenditures in Louisiana's Key Economic Development Industries (dollars in thousands)**  
2011 Annual Report: five-year average of FY 2005-06 through 2009-10

	Federal	State	Industry	Institution	Other	Total
2005-06	\$78,608	\$73,033	\$10,882	\$77,313	\$11,289	\$251,125
2006-07	\$78,959	\$77,512	\$10,087	\$81,775	\$12,239	\$260,572
2007-08	\$78,208	\$84,792	\$10,694	\$88,113	\$12,305	\$274,112
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
5-year Avg.	\$83,573	\$77,836	\$12,564	\$86,557	\$10,779	\$271,308

*Current and Prospective Technology Transfers in Key Economic Development Industries*  
Technology transfer describes the process that begins with the initial disclosure of new inventions arising from university research and proceeds to an evaluation of market potential and patentability, marketing, license and commercial development. The number, quality, and technology area for new invention disclosures is dependent on and a direct reflection of the amount and types of research being carried out at the university. Key metrics for monitoring activity in technology transfer and its effect on economic development include: number of invention disclosures, number of patents filed, number of patents issued, number of new licenses and options and number of start-ups. These metrics, based upon over a decade of National Association of University Technology Transfer Managers (AUTM) data collection, indicate certain expected outcomes for the technology transfer enterprise. For example, it can be expected that one invention disclosure should arise for roughly every \$2-2.5 million in research expenditures; about one half of these disclosures will be patented, and about half of these patents will be licensed. A start-up company is usually expected for every \$100 million in research expenditures and approximately ten percent of licenses typically go to start-up companies.



As seen in the Element C, item v, the LSU technology transfer numbers are in line with these norms. In FY 2008-2009 for example, there were 46 disclosures, 3 licenses and options awarded, 17 patents awarded, 2 start-ups formed, and 16 surviving start-ups of which are documented. LSU was also able to indirectly document that this activity is closely aligned with the key economic development industries by collecting additional data for disclosures. The disclosure data, available upon request, indicates that LSU has received invention disclosures in engineering, chemistry and materials sciences, biomedicine and biotechnology, and computer science and information technology.

**A description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries.**

LSU maintains a strong relationship and a high level of interaction with Louisiana Economic Development in particular, and has several initiatives in place to align R&D activities at LSU with Louisiana's key economic development industries. Much of this activity is described below, but it should be noted that at an institution the size of LSU, it is nearly impossible to comprehensively catalogue all such activity. This descriptive approach therefore focuses on providing depth instead of breadth.

The College of Engineering has been at the forefront at LSU in ascertaining its alignment with the targeted economic development industries. The evidence for this can be found in their document entitled "Blue Ocean Target Industries – LSU Engineering Alignment," which is available upon request. This document details how the curriculum available in the various departments in the College of Engineering meshes with the workforce development needs in each Blue Ocean area. In addition, the document spells out in detail both the existing research facilities and faculty expertise available in each target industry. This template has been widely discussed on campus and with LED. Now that it has been forged, other LSU colleges most closely linked to the key economic development areas will begin this process as well. The anticipated result over the medium and long range is a clear strategy for aligning LSU R&D activity and curricular development with the targeted economic development industries.

In addition, the College of Engineering has worked closely with LED to develop an informational matrix cross-tabulating various assets in the College of Engineering with the Blue Ocean focal areas. This extremely useful matrix is also available upon request. The matrix goes into specifics by identifying particular faculty members with expertise relevant to each Blue Ocean area, and by tabulating extant commercialization successes. This type of informational matrix will serve as a mechanism by which to facilitate ties between prospective entrants into the target industries and the vast reservoir of expertise and facilities already in place at LSU. It should simultaneously allow potential partners to identify current strengths and to discern potential growth opportunities. Similar matrices are currently being developed by other Colleges on the LSU campus.

As yet a further indicator of LSU's commitment to working closely with LED and the industries they seek to expand, a template has recently been developed to expedite the formation of contractual relationships with industrial sponsors that seek to do business with LSU entities. This template provides a graded set of contractual relationships that potential industrial sponsors can evaluate in their efforts to do business with LSU, and is available for inspection upon request. The rationale behind this template is that case by case negotiations of every single industrial contract are extremely time consuming and drastically slow down the process of getting R&D projects started. By making a standardized menu available to potential sponsors, they can easily select how restrictive they would like the contract to be at the outset. It is anticipated that this template will be a welcome addition to our R&D protocols and both expand and expedite the formation of important relationships with industrial sponsors.

Beyond these efforts, the Arts, Visualization, Advanced Technologies & Research (AVATAR) Program at LSU's Center for Computation & Technology (CCT) has been in partnership with various levels of state and local government, as well as several industrial partners since the inception of the AVATAR predecessor, the Laboratory for Creative Arts & Technologies (LCAT) in 2003. Through the Red Stick International Animation Festival (created by LSU's LCAT in 2004), the LSU CCT has enjoyed relationships spanning the highest realms of digital media. These relationships include not only traditional entertainment companies like Disney, Dreamworks, Sony Imageworks, but also include new media and game companies like Electronic Arts, THQ, Volition, Eutronix, Sony Online, and Ubisoft.

In 2007 CCT expanded this role into a regional economic development organization, the Baton Rouge Area Digital Industries Consortium, (BRADIC) which included a partnership between LSU, the City-Parish of East Baton Rouge, the Baton Rouge Area Chamber, and the Baton Rouge Area Foundation. These diverse organizations came together to create an organization whose sole purpose is business development in the digital media realm. In 2007, CCT held a meeting entitled the "Digital Media Education Forum," where industry executives visited LSU and educated LSU faculty on the particular needs of the various digital media industries, including games, animation, visual effects, scientific animation, and high performance graphics. The unambiguous recommendation was for rigorous, discipline-specific training in computer engineering, computer science and the arts. Out of this initial meeting, LSU began a long-term relationship with EA Studios: Tiburon, which eventually led to the development of the EA North American Test Center on the LSU South Campus.

In addition, the state's recent commitment to its Blue Ocean Industries, including Digital Media and Nuclear Engineering has particular relevance to AVATAR and to CCT. Nuclear engineering is particularly dependent on computer simulation for testing and development of tools and systems. Digital media is entirely reliant on high performance computing, computer engineering, object oriented programming, applications development, and digital art, in order to remain competitive, all of which are addressed by AVATAR and/or CCT.

In addition to these initiatives, LSU has a large number of other critical research centers and institutes that are relevant to Louisiana's key economic development industries. For example, the Turbine Innovation and Energy Research (TIER) center focuses on improving the performance and reliability of gas turbine engines and developing clean energy solutions for transportation

and power generation. Likewise, the Energy Frontier Research Center (EFRC) focuses on developing new materials to provide clean energy. Other units similarly aligned with the key economic development industries include the National Center for Biomedical Research and Training, the Wetlands Biogeochemistry Institute, the Coastal Studies Institute, and a host of others.

**A description of business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.**

Through the Office of Intellectual Property, Commercialization and Development, and the Louisiana Business Technology Center (LBTC), LSU retains an active and expanding portfolio of business innovations and startups. Element C, item v documents the establishment of two start-ups in each of the 2008-09 and 2009-10 fiscal years. The number of surviving companies is 16.

LSU also has data on SBIR/STTR awards made to Louisiana companies in 2009-2010, and SBIR/STTR Phasezero grants awarded through the LBTC. According to LSU data there were 20 in the 2009-2010 year alone. Additional details on these awards are available upon request.

**A description of how the institution's research productivity and technology transfer efforts compare to peer institutions.**

Two data sources are used to compare LSU's research productivity to its peers: the National Science Foundation for federal expenditures and the National Center of Education Statistics IPEDS Data Center for total expenditures. Using these two sources, LSU can be compared to the set of peer institutions identified in Flagship 2020. These institutions are classified by the Carnegie Foundation as Research Universities - Very High, that are also land-grant universities with no medical school located in the south and midwest. Among these peers (Colorado State, Univ. of Georgia, Iowa State, Univ. of Illinois - Urbana Champaign, Purdue Univ., Kansas State, Univ. of Maryland at College Park, North Carolina State, Univ. of Nebraska - Lincoln, Univ. of Tennessee, Texas A&M, and Virginia Polytechnic Institute), LSU ranked 6<sup>th</sup> out of 13, with \$150,298,000 in federal research expenditures, and 5<sup>th</sup> out of 13 with \$269,360,045 in total research expenditures (Table 3). In short, these data indicate we compare very favorably to our peers in research expenditures, and thus research productivity.

**Table 3**  
**TOTAL AND FEDERAL RESEARCH EXPENDITURES**  
**LSU vs. PEER INSTITUTIONS**

Institution Name	Total Research Expenditures 2008-2009	Federal Research Expenditures 2007-2008
Colorado State University	\$173,974,741	\$208,925,000
Iowa State University	\$159,741,670	\$102,771,000
Kansas State University	\$119,446,799	\$52,984,000
Louisiana State University	\$269,360,045 (5/13)	\$150,298,000 * (6/13)
North Carolina State University at Raleigh	\$218,978,214	\$131,412,000
Purdue University-Main Campus	\$223,052,463	\$176,592,000 *
Texas A & M University	\$423,595,202	\$245,607,000
The University of Tennessee	\$197,648,735	\$120,289,000 *
University of Georgia	\$285,418,449	\$102,817,000
University of Illinois at Urbana-Champaign	\$380,192,567	\$266,912,000
University of Maryland-College Park	\$353,402,042	\$236,417,000
University of Nebraska-Lincoln	\$147,860,983	\$136,317,000 *
Virginia Polytechnic Institute and State University	\$231,211,724	\$135,578,000

**Source & Notes:**

Total: Source=IPEDS Data Center

Note: LSU includes LSU Agricultural Center, Law Center, and Pennington

Federal: Source=National Science Foundation

Note: Amounts followed by "\*" are for all campuses within the system of the institution

The technology transfer activity at LSU compared to its peer institutions is provided in Table 4. These data were secured from the AUTM U.S. Licensing Survey: FY 2009. These data may be different from NSF reported data for a number of reasons. For example, some universities have reported as a system or a research foundation rather than an individual campus. LSU provides data for the entire system. Nevertheless the data are useful as a comparison. Here the raw number of inventions disclosed, patents filed, patents issued, licenses and options issued, and startups are provided. In addition, columns 1 through 5 contextualize these figures relative to research expenditures as was discussed earlier in this report. Column 1 provides the number of disclosures per \$2 million in expenditures, as the expectation is that on average there will be 1 disclosure for every \$2 – \$2.5 million in expenditures. Eight institutions fall above the LSU figure. When considering patents filed, only 6 institutions rank higher than LSU, and when considering licenses and options, 7 institutions rank higher. Notably, with startups, 6 institutions rank higher, but statistically speaking these are very small numbers to begin with. Even the addition of 1 start-up to the LSU figure would double it. There is substantial variability across institutions when comparing number of patents, number of licenses/options and particularly the number of startups. Several factors should be taken into consideration when examining the variability across institutions and indicators, such as the unique strengths or productivity in specific areas by an individual university, or budgetary differences of different technology transfer offices. With respect to the number of licenses/options and start-ups the variability can result from a university's proximity to technology intensive companies, active entrepreneurial community and investment dollars.

**Table 4: Data from the AUTM U.S. Licensing Survey; FY 2009**

	<u>Research Expenditures</u>	<u>Invention Disclosures</u>	<u>Patents Filed</u>	<u>Patents Issued</u>	<u>Licenses Options</u>	<u>Start-ups</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Colorado State University	\$311,720,381	104	65	5	22	1	0.7	0.4	0	0.1	0.3
Iowa State Univ.	\$253,323,000	95	32	24	82	1	0.8	0.3	0.2	0.6	0.4
Kansas State University Research Foundation	\$105,116,954	24	17	4	6	NA	0.5	0.3	0.1	0.1	NA
Louisiana State University System	\$401,306,000	118	65	14	17	6	0.6	0.3	0.1	0.1	1.5
Mississippi State University	\$216,936,000	51	10	5	4	NA	0.5	0.1	0	0	NA
North Carolina State University	\$380,600,000	130	118	41	91	4	0.7	0.6	0.2	0.5	1.1
Purdue Research Foundation	\$524,117,000	247	137	48	85	10	0.9	0.5	0.2	0.3	1.9
Texas A&M University System	\$630,655,000	196	63	20	63	6	0.6	0.2	0.1	0.2	1
University of Arkansas – Fayetteville	\$113,924,245	40	8	8	61	1	0.7	0.1	0.1	1.1	0.9
Univ. of Georgia	\$349,730,000	139	71	20	124	6	0.8	0.4	0.1	0.7	1.7
University of Illinois, Chicago, Urbana	\$905,365,000	333	132	57	49	8	0.7	0.3	0.1	0.1	0.9
University of Nebraska	\$37,4822,789	147	139	13	32	6	0.8	0.7	0.1	0.2	1.6
University of Tennessee	\$284,211,680	84	146	16	16	2	0.6	1	0.1	0.1	0.7
Average	\$373,217,542	131	77	21	50	5	0.7	0.4	0.1	0.3	1.1
Louisiana State University	\$145,399,000	43	20	5	4	1	0.6	0.3	0.1	0.1	0.7

- 1 Number of Invention Disclosures per \$2 million in Research Expenditures
- 2 Number of Patents filed per \$2 million in Research Expenditures
- 3 Number of Patents issued per \$2 million in Research Expenditures
- 4 Number of Licenses/Options per \$2 million in Research Expenditures
- 5 Number of Start-ups per \$100 million in Research Expenditures

**Workforce and Economic Development**

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

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

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

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

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

**2011 Annual Report**

1052.06 Total Research/Instructional Faculty (FTE) in 2010-11 (October 31, 2010)

N/A Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2010-11

N/A Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2010-11.

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

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

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

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

**2011 Annual Report**

1052.06 Total Research/Instructional Faculty (FTE) in 2010-11 (October 31, 2010)

N/A Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts In Louisiana Key Economic Development Industries in 2010-11

N/A Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts In Louisiana Key Economic Development industries in 2010-11

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

Baseline: five-year average of FY 2004-05 through 2008-09

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2004-05	\$34,765	\$20,392	\$2,242	\$55,747	\$12,256	\$125,402
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604
5-year Avg.	\$46,270	\$14,414	\$2,776	\$66,765	\$9,147	\$139,372

2011 Annual Report: five-year average of FY 2005-06 through 2009-2010

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604
2009-10*	\$60,569	\$13,124	\$8,542	\$72,286	\$667	\$155,188
5-year Avg.	\$51,431	\$12,960	\$4,036	\$70,073	\$6,829	\$145,329

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

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

Baseline: five-year average of FY 2004-05 through 2008-09

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2004-05	\$34,139	\$19,985	\$2,242	\$53,623	\$11,439	\$121,428
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799
5-year Avg.	\$44,578	\$13,766	\$2,776	\$64,011	\$8,602	\$133,733

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (in thousands)  
2011 Annual Report: five-year average of FY 2005-06 through 2009-2010

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799
2009-10*	\$57,783	\$12,248	\$8,145	\$69,256	\$641	\$148,073
5-year Avg.	\$49,306	\$12,219	\$3,956	\$67,138	\$6,443	\$139,062

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

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

- 46 Number of Disclosures in 2008-09
- 3 Licenses and Options Awarded in 2008-09
- 17 Number of Patents Awarded in 2008-09
- 2 Number of New Companies (Start-Ups) Formed in 2008-09
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups) In 2008-09

2011 Annual Report

- 40 Number of Disclosures in 2009-10
- 4 Licenses and Options Awarded In 2009-10
- 5 Number of Patents Awarded in 2009-10
- 2 Number of New Companies (Start-Ups) Formed in 2009-10
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups) in 2009-10

### **3. Workforce and Economic Development**

- 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.**



**3. Workforce and Economic Development**

**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.**

A narrative is optional for Element 3.d. Performance measures i, iii, and iv for this element do not apply to Louisiana State University. Performance measure ii: Performance of associate degree recipients who transfer to 4-year universities – is presented in Elements 2.b. and 2.d.

**Workforce and Economic Development**

- 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 of higher.**
  - i. **Percent of completers found employed**  
Not Applicable
  - ii. **Performance of associate degree recipients who transfer to 4-year universities**  
See Elements 2.b. and 2.d.
  - iii. **Placement rates of graduates**  
Not Applicable
  - iv. **Placement of graduates in postgraduate training**  
Not Applicable

#### **4. Institutional Efficiency and Accountability**

- a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

**4. Institutional Efficiency and Accountability**

**a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

**Louisiana State University does not offer remedial education courses or developmental study programs.**

- . **Institutional Efficiency and Accountability**
  - a. **Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**
    - i. **Number of developmental/remedial course sections offered, by subject area**  
  
Not applicable
    - ii. **Number of students enrolled in developmental/remedial courses (duplicated)**  
  
Not applicable

**4. Institutional Efficiency and Accountability**

**b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

Louisiana State University

**4. Institutional Efficiency and Accountability**

**b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

LSU does not offer the associate degree in any academic program.

**Institutional Efficiency and Accountability**

**b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

**i. Number of active associate degree programs offered**

Not Applicable

**ii. Number of students enrolled in active associate degree programs**

Not Applicable



#### **4. Institutional Efficiency and Accountability**

**c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.**

#### 4. Institutional Efficiency and Accountability

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

Beginning with House Concurrent Resolution (HCR) Number 97 in the 1996 Regular Session of the Louisiana Legislature, management boards of higher education have been encouraged to establish out-of-state tuition and mandatory fees at the median charged at comparable institutions in the Southern Regional Education Board (SREB) states. Act 1458 of the 1997 Regular Session of the Louisiana Legislature gave the management board's authority to establish tuition and attendance fees applicable to non-resident students at least equal to the median amount charged non-resident students at comparable institutions in the SREB states. Subsequently, Act 4 of the Second Extraordinary Session of 2000 restated each management board's authority to establish tuition and mandatory fees for non-resident students. However, rather than using the median tuition and mandatory fee amount, this act directed management boards to charge the average tuition and fee amount charged at comparable SREB institutions, excluding the Louisiana institution(s).

*In July 2010, the LSU Board of Supervisors authorized the LSU President to increase total nonresident tuition and mandatory fees of each campus up to 15% per year beginning with the 2010 fall semester 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, this plan should accomplish the objective of LSU charging nonresident students at or above the average charged at peer institutions.

For 2010-2011, based on the July 2010 Board action, LSU increased the total nonresident tuition and fees by 15% resulting in a total charge of \$16,549 for LSU nonresident undergraduates. *Continued 15% increases to the nonresident total are shown in the table below.* Comparisons have been made to two different peer groups to determine how LSU compares to the nonresident undergraduate tuition and fees charged currently and five years in the future.

**SREB Four-Year 1 institutions:** As directed by the LSU Board and the GRAD Act, LSU was compared to SREB Four-Year 1 institutions. The latest published SREB data (2009-2010) for LSU (\$14,383) and the average for this group (\$19,791) showed LSU was \$5,408 (38%) below the SREB average. The average rate of increase over the past four reported periods for this SREB group was 6.13%. Increasing the 2009-2010 SREB Four Year 1 average by this rate would place the peer average at \$25,108 for the 2013-2014 data year (released in 2014-2015). Implementing the 15% increase plan would place LSU \$61 above the SREB projection for charges to nonresident undergraduate students in the 2013-2014 academic year.

**12 Peer Institutions:** LSU has identified 12 peer institutions using institutional characteristics specifically related to role, scope, and mission rather than traditional input/output factors. The latest available data (2010-2011) for LSU (\$16,549) and the average for this group (\$22,612) showed LSU was \$6,063 (36.6%) below the average. The four-year average rate of increase for these 12 institutions was 5.96%. Increasing the average of these peers at that rate would move their average to \$28,504 in 2014-2015, at which time LSU, under the 15% plan, would be \$440 above the average.

Using each of these peer groups and continuing their average rate of increase, it appears that LSU's plan to annually increase nonresident tuition and fees by 15% would result in LSU reaching the peer average in five years as directed by the LSU Board of Supervisors and the LA GRAD Act.

Academic Year	LSU	SREB 4-Yr. 1 Peers		12 Institutional Peers	
		Amount	Difference from LSU	Amount	Difference from LSU
<u>Actual</u>					
2009-2010	\$14,383	\$19,791	-\$5,408	--	--
2010-2011	\$16,549	\$21,004	-\$4,455	\$22,612	-\$6,063
<u>Projected:</u>					
2011-2012	\$19,031	\$22,292	-\$3,260	\$23,960	-\$4,928
2012-2013	\$21,886	\$23,658	-\$1,772	\$25,388	-\$3,502
2013-2014	\$25,169	<del>\$25,108</del>	\$60	\$26,901	-\$1,732
2014-2015	\$28,944	\$26,648	\$2,297	<del>\$28,504</del>	\$440
2015-2016	\$33,286	\$28,281	\$5,005	\$30,203	\$3,083

**Impact on Enrollment and Revenue:** Price is one of the top factors used by students to select an institution. Historically at LSU changes in admission criteria appear to have had a greater impact on the number of new freshmen enrolled at LSU than have increases in tuition and fees. The fact that LSU's tuition and fees have been low when compared to peer institutions has been a significant factor. For example, in fall 2009, LSU enrolled 3,791 nonresident undergraduate students (16.5% of the total undergraduates). While increasing nonresident tuition and fees by 15% for fall 2010, LSU enrolled 4,432 nonresident students (18.7% of the total undergraduates).

*As LSU implements the plan to increase nonresident tuition and fees to no less than the average of its peers, price will have a negative impact on nonresident enrollment.* Traditionally, including FY 2010-11, LSU has had fairly generous number of nonresident fee exemption policies (i.e. student does not pay all or some of the fee). Due to the anticipated financial climate for FY 2011-12, LSU has announced and implemented dramatic eliminations and reductions in fee exemptions available to nonresident students. The impact of these changes is not known at this time. There is no doubt that the financial aid programs available to nonresident students must be annually evaluated and adjusted to ensure LSU has a diverse geographic population and scholarship programs competitive with peers. Institutional capacity should also be considered in this issue. With available capacity, the marginal revenue generated from enrolling a nonresident student is great. At full capacity, the marginal cost of enrolling any more students (resident or nonresident) is large.

*Tuition revenue available to an institution is dependent on enrollment and the amount of tuition and fees exempted.* For next fiscal year (FY 2011-12) based on existing enrollment, LSU projects a 15% increase in nonresident tuition and fees would generate an additional \$9 million in assessed (gross) revenue and with a net revenue increase (after exemptions) of \$5 million. The projection may be overly optimistic since LSU cannot yet determine the impact of the reductions in the nonresident exemptions or the impact of announcing a plan to increase the nonresident charges by 15% each of the next five years. LSU expects the planned 15% increases in nonresident tuition and fees to generate additional net revenue but at a diminishing rate as fewer nonresident students' enrollment and adjustments are made to the financial aid / scholarship / exemption programs.

**Institutional Efficiency and Accountability**

- c. Upon entering the initial performance agreement, adhere to a schedule established by the Institutions' management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the Institution.

**i. Total tuition and fees charged to non-resident students: SREB 4-Yr. 1 Peers**

**Baseline**

\$14,383 Undergraduate Non-Resident Tuition/Fee Amounts (2009-10 Academic Year)  
\$19,791 SREB Four-Year 1 Average Non-Resident Tuition/Fee Amounts (2009-10 Academic Year)  
37.6% Percent Difference from Peer Amounts

**2011 Annual Report**

\$16,549 Undergraduate Non-Resident Tuition/Fee Amounts (2010-11 Academic Year)  
N/A SREB Four-Year 1 Average Non-Resident Tuition/Fee Amounts (2010-11 Academic Year)  
N/A Percent Difference from Peer Amounts

**Total tuition and fees charged to non-resident students: 12 Institutional Peers**

**Baseline**

\$14,383 Undergraduate Non-Resident Tuition/Fee Amounts (2009-10 Academic Year)  
\$21,502 Peer Average Non-Resident Tuition/Fee Amounts (2009-10 Academic Year)  
49.5% Percent Difference from Peer Amounts

**2011 Annual Report**

\$16,549 Undergraduate Non-Resident Tuition/Fee Amounts (2010-11 Academic Year)  
\$22,612 Peer Average Non-Resident Tuition/Fee Amounts (2010-11 Academic Year)  
36.6% Percent Difference from Peer Amounts

#### **4. Institutional Efficiency and Accountability**

**d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**

**\_ Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**

**\_ Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**

**\_ Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**

**\_ Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**

**\_ Having a high level of research productivity and technology transfer.**

**4. Institutional Efficiency and Accountability**

**d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**

- \_ Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- \_ Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- \_ Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- \_ Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- \_ Having a high level of research productivity and technology transfer.**

*The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.*

- . **Institutional Efficiency and Accountability**
- d. **Designate centers of excellence as defined by the Board of Regents which have received a favorable assessment from the Board of Regents and have demonstrated substantial progress towards meeting stated goals.**

Not Available

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

- a. Number of students by classification.**
- b. Number of instructional staff members.**
- c. Average class student-to-instructor ratio.**
- d. Average number of students per instructor.**
- e. Number of non-instructional staff members in academic colleges and departments.**
- f. Number of staff in administrative areas.**
- 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.**
- h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008.**



**Organizational Data**

**a. Number of students by classification.**

	Fall 2010 Headcount		Total	2010-11 AY		Total FTE
	Undergraduate	Graduate		Undergrad FTE	Grad FTE	
LSU (incl Vet. Med)	23,686	5,085	28,771	23,982.0	4,751.9	28,733.9

**b. Number of Instructional staff members.**

	Fall 2010	
	Instructional Faculty Headcount	Instructional Faculty FTE
LSU (incl Vet. Med)	1,268.0	1,157.2

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

	2010-11 AY
LSU	36.9

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

	2010-11 FTE enrollment per FTE Instructor
LSU (incl Vet. Med)	24.8

## Louisiana State University

## 5. Organizational Data

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

FALL 2010

<b>College of Agriculture</b>		
Headcount		2
FTE		1.51
<b>College of Art &amp; Design</b>		
Headcount		2
FTE		2.00
<b>College of Arts &amp; Sciences</b>		
Headcount		3
FTE		3.00
<b>College of Basic Sciences</b>		
Headcount		1
FTE		1.00
<b>Ourso College of Business</b>		
Headcount		3
FTE		3.00
<b>School of Coast &amp; the Environment</b>		
Headcount		1
FTE		1.00
<b>College of Education</b>		
Headcount		2
FTE		2.00
<b>College of Engineering</b>		
Headcount		1
FTE		1.00
<b>Honors College</b>		
Headcount		2
FTE		2.00
<b>School of Library &amp; Info Science</b>		
Headcount		1
FTE		1.00
<b>Manship School of Mass Communication</b>		
Headcount		1
FTE		1.00
<b>College of Music &amp; Dramatic Arts</b>		
Headcount		1
FTE		1.00
<b>School of Social Work</b>		
Headcount		1
FTE		1.00
<b>School of Veterinary Medicine</b>		
Headcount		4
FTE		4.00
<b>TOTAL</b>		
HEADCOUNT		25
FTE		24.51

## Louisiana State University

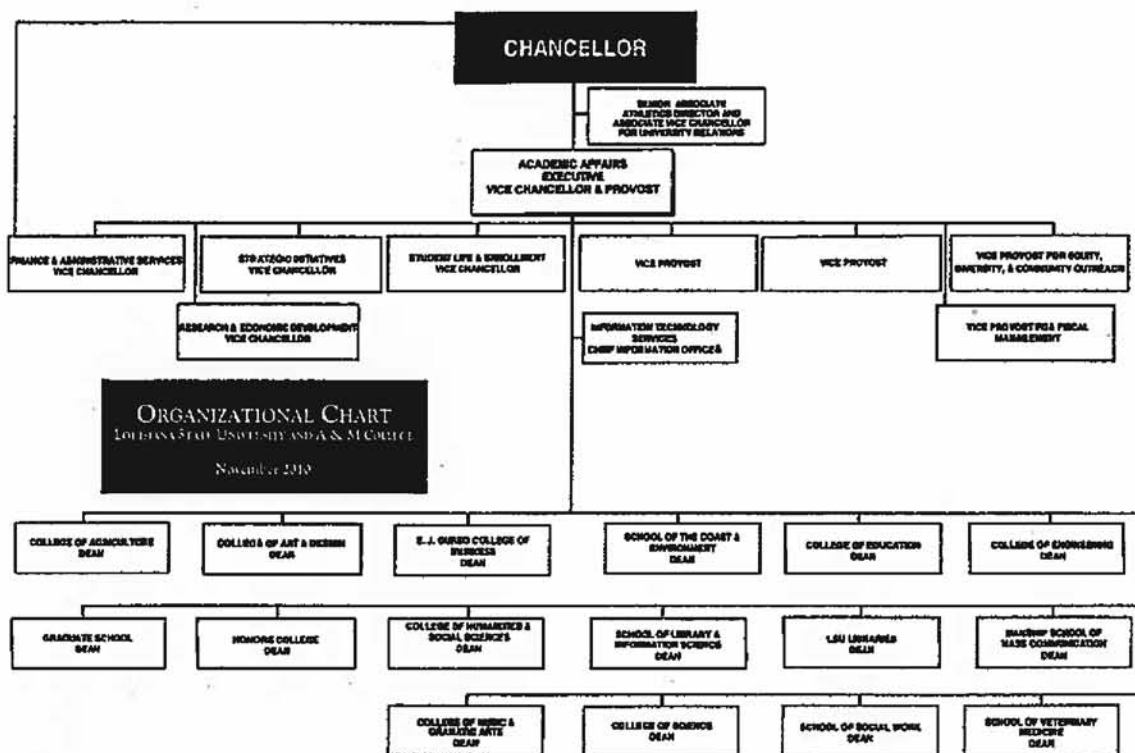
## 5. Organizational Data

## f. Number of staff in administrative areas.

<b>Chancellor</b>		
Headcount		5
FTE		5.00
<b>Exec Vice Chancellor &amp; Provost</b>		
<b>Academic Affairs</b>		
Headcount		11
FTE		11.00
<b>Vice Chancellor &amp; Director, Athletic Department</b>		
Headcount		2
FTE		2.00
<b>Vice Chancellor &amp; Chief Information Officer, Information Technology</b>		
Headcount		6
FTE		6.00
<b>Vice Chancellor, Finance &amp; Administrative Services</b>		
Headcount		9
FTE		9.00
<b>Vice Chancellor, Research &amp; Econ Development</b>		
Headcount		9
FTE		8.54
<b>Vice Chancellor, Strategic Initiatives</b>		
Headcount		1
FTE		1
<b>Vice Chancellor, Student Life</b>		
Headcount		5
FTE		4.75
<b>TOTAL</b>		
HEADCOUNT		48
FTE		47.29

5. Organizational Data

- 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. Organizational Data

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

Position	Salary as of Nov. 1, 2010	Increase Date	Increase Amount	Reason	Increase Date	Increase Amount	Reason
Chancellor	\$400,000						
Executive Vice Chancellor and Provost	\$280,000 (New to position as of 7/1/2010. Salary of previous incumbent was \$260,000.)						
Vice Chancellor and Director, Athletic Department	\$350,000						
Senior Associate Athletics Director and Associate Vice Chancellor for University Relations	\$172,000	7/30/2009	\$23,000	Expansion of Position	7/1/2010	\$12,000	Equity
Vice Chancellor/Chief Information Officer	\$233,999						
Vice Chancellor, Finance and Administrative Services	\$220,000 (New to position as of 8/1/2010. Salary of previous incumbent was \$205,005.)						
Vice Chancellor, Research and Economic Development	Vacant (Salary of previous incumbent was \$231,535.)						
Vice Chancellor, Strategic Initiatives	\$239,068						
Vice Chancellor, Student Life	\$200,000 (New VC hired 4/13/2010. Salary of previous Incumbent was \$192,605.)						
Vice Provost for Equity, Diversity, and Community Outreach	\$166,000	10/1/2009	\$25,590	Equity			
Vice Provost	\$192,932						
Vice Provost	\$140,000 (New to position as of 8/16/2010. Salary of previous Incumbent was \$250,983.)						
Vice Provost for Fiscal Management	\$194,655						
Dean, College of Agriculture	\$121,103						
Dean, College of Art and Design	Vacant (Salary of previous Incumbent was \$185,191.)						
Dean, Ourso College of Business	\$299,999						
Dean, School of the Coast and Environment	\$200,000						
Dean, College of Education	Vacant (Salary of previous incumbent was \$168,145.)						
Dean, College of Engineering	\$275,000						
Dean, Graduate School	\$177,959 (New to position as of 6/1/2010. Salary of previous Incumbent was \$190,000.)						
Dean, Honors College	\$150,451						
Dean, College of Humanities & Social Sciences	Vacant (Salary of previous Incumbent was \$176,363.)						
Dean, LSU Libraries	\$169,823						
Dean, School of Library and Information Science	\$116,049						
Dean, Manship School of Mass Communication	Vacant (Salary of previous Incumbent was \$225,876.)						
Dean, College of Music and Dramatic Arts	\$200,000						
Dean, College of Science	\$207,735						
Dean, School of Social Work	\$159,640						
Dean, School of Veterinary Medicine	\$235,560						

**1. Student Success**

- a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

**i. 1st to 2nd year retention rate of first-time, full-time degree-seeking students**

**Baseline**

5,134 Enrolled in fall 2008  
4,292 Retained (enrolled) in fall 2009  
83.6% Retention rate

**2011 Annual Report**

4,779 Enrolled in fall 2009  
4,026 Retained (enrolled) in fall 2010  
84.2% Retention rate

**ii. 1st to 3rd year retention rate of first-time, full-time degree-seeking students**

**Baseline**

4,587 Enrolled in fall 2007  
3,509 Retained (enrolled) in fall 2009  
76.5% Retention rate

**2011 Annual Report**

5,134 Enrolled in fall 2008  
3,811 Retained (enrolled) in fall 2010  
74.2% Retention rate

**iii. Fall to spring retention rate**

Not applicable

**iv. Same Institution graduation rate of first-time, full-time degree-seeking students**

**Baseline (2008 Graduation Rate Survey)**

5,170 Revised fall 2002 cohort  
3,138 Total completers  
60.7% Graduation rate

**2011 Annual Report (2009 Graduation Rate Survey)**

5,359 Revised fall 2003 cohort  
3,258 Total completers  
60.8% Graduation rate

**v. Graduation productivity**

Not applicable

**vi. Award productivity**

Not applicable

**vii. Statewide graduation rate**

Not applicable

**viii. Percent of freshmen admitted by exception**

**Baseline**

4,837 Enrolled summer 2009, fall 2009, spring 2010  
280 Enrolled admitted by exception in summer 2009, fall 2009, spring 2010  
5.8% Freshman exception rate

**2011 Annual Report**

5,544 Enrolled summer 2010, fall 2010, spring 2011  
409 Enrolled admitted by exception in summer 2010, fall 2010, spring 2011  
7.4% Freshman exception rate

**ix. Median professional school entrance exam score**

Not applicable

- 1. **Student Success**
- b. **Increase the percentage of program completers at all levels each year.**
- i. **Percent change in completers from baseline year, by award level**

<u>2008-09</u>	<u>2009-10</u>	<u>% Change</u>	<u>Level</u>
4,648	4,312	-7.2%	Bachelors
966	1,042	7.9%	Masters
19	18	-5.3%	Specialist
240	300	25.0%	Doctoral
81	81	0.0%	Professional

**1. Student Success**

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

**i. Number of high school students enrolled at the institution while still in high school**

**Baseline**

72 Enrolled summer 2008, fall 2008, spring 2009

**2011 Annual Report**

80 Enrolled summer 2009, fall 2009, spring 2010

171 Enrolled summer 2010, fall 2010

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

**Baseline**

267 Credit hours enrolled in summer 2008, fall 2008, spring 2009

**2011 Annual Report**

323 Credit hours enrolled in summer 2009, fall 2009, spring 2010

516 Credit hours enrolled in summer 2010, fall 2010

**iii. Number of semester credit hours completed by high school students with a grade of A, B, C, D, F, or P, by semester**

**Baseline**

261 Credit hours completed in summer 2008, fall 2008, spring 2009

**2011 Annual Report**

294 Credit hours completed in summer 2009, fall 2009, spring 2010

450 Credit hours completed in summer 2010, fall 2010

*Fall and spring enrollments verified with Statewide Student Profile System.*



## 1. Student Success

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

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
Education		Licensure: LA Dept. of Education				
Total number of program completers.	Praxis II Exams	Source: ETS for Title II reporting	2008-2009	253 content	253 content	100%
			2008-2009	253 pedagogy	252 pedagogy	99.6% *
<b>Below is a breakdown of EDUCATION disciplines by certification area.</b>						
Art Education, grades K-12	Art Content Knowledge (0133)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Health & Physical Education, grades K-12	Physical Education Content Knowledge (0091)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Instrumental Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	7	7	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	7	7	100%
Vocal Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Early Childhood Education, grades PK-3	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	16	16	100%
	Principles of Learning & Teaching, Early Childhood (0020 or 0521)		2008-2009	16	16	100%
Elementary Education, grades 1-5 (undergraduate and graduate)	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	120	120	100%
	Principles of Learning & Teaching, K-6 (0522)		2008-2009	120	120	100%
Biology Education, grades 6-12	Biology Content Knowledge (0235)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	8	7	88% *
* Student chose to go to medical school and did not re-take exam.						
Chemistry Education, grades 6-12	Chemistry Content Knowledge (0245)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%

- 1. Student Success
- d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
English Education, grades 6-12	English, Language, Literature, Composition: Content Knowledge (0041)	Source: ETS for Title II reporting	2008-2009	22	22	100%
	English, Language, Literature, Composition: Pedagogy (0043)		2008-2009	22	22	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	22	22	100%
French Education, grades 6-12	French Content Knowledge (0173)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Mathematics Education, grades 6-12	Mathematics Content Knowledge (0061)	Source: ETS for Title II reporting	2008-2009	15	15	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	15	15	100%
Physics Education, grades 6-12	Physics Content Knowledge (0265)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Social Studies Education, grades 6-12	Social Studies: Content Knowledge (0081)	Source: ETS for Title II reporting	2008-2009	27	27	100%
	Social Studies: Interpretation of Materials (0083)		2008-2009	27	27	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	27	27	100%
Spanish Education, grades 6-12	Spanish Content Knowledge (0191)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%
Agricultural Education, grades 6-12	Agriculture Education (0700)	Source: ETS for Title II reporting	2008-2009	6	6	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	6	6	100%
Business Education, grades 6-12	Business Education (0100)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Family & Consumer	Family and Consumer Sciences (0120)		2008-2009	1	1	100%

## 1. Student Success

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

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
Sciences Education, grades 6-12	Principles of Learning & Teaching, 7-12 (0524)	Source: ETS for Title II reporting	2008-2009	1	1	100%
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine	2009-2010	79	77	97.5%

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

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

**2. Articulation and Transfer**

**a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

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

**Baseline**

1,212 Enrolled in 2008-09 academic year

968 Retained (enrolled) in fall 2009

79.9% Retention rate

**2011 Annual Report**

1,346 Enrolled in 2009-10 academic year

1,057 Retained (enrolled) in fall 2010

78.5% Retention rate

**ii.**

**Number of baccalaureate completers that began as transfer students**

**Baseline**

1,034 Number of 2008-09 baccalaureate completers that began as transfer students

**2011 Annual Report**

980 Number of 2009-10 baccalaureate completers that began as transfer students

**iii.**

**Percent of transfer students admitted by exception**

**Baseline**

1,215 Enrolled summer 2009, fall 2009, spring 2010

66 Enrolled admitted by exception in summer 2009, fall 2009, spring 2010

5.4% Transfer exception rate

**2011 Annual Report**

1,348 Enrolled summer 2010, fall 2010, spring 2011

81 Enrolled admitted by exception in summer 2010, fall 2010, spring 2011

6.0% Transfer exception rate

**2. Articulation and Transfer**

**b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients at the institution.**

**i. 1st to 2nd year retention rate of those who transferred with an associate degree from a 2-year college**

**Baseline**

27 Enrolled in 2008-09

24 Retained (enrolled) in fall 2009

88.9% Retention Rate

**2011 Annual Report**

48 Enrolled in 2009-10

29 Retained (enrolled) in fall 2010

60.4% Retention Rate

**ii. Number of baccalaureate completers that began as transfer students with an associate degree from a 2-year college**

**Baseline**

11 Number of 2008-09 baccalaureate completers that began as transfers with associate degree from a 2-year college

**2011 Annual Report**

10 Number of 2009-10 baccalaureate completers that began as transfers with associate degree from a 2-year college

**2. Articulation and Transfer**

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

**i. Number of students referred at anytime during the academic year to 2 year college & technical school**

Baseline

0 2009-10

2011 Annual Report

539 2010-11

**ii. Number of students enrolled that were referred by the 4 year university**

Not Applicable

**2. Articulation and Transfer**

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

**i. Number of students enrolled in a transfer degree program**  
Not Applicable

**ii. Number of students completing a transfer degree**  
Not Applicable

**iii. 1st to 2nd year retention rate of those who transferred with a transfer associate degree**

Baseline

0 Enrolled in 2008-09

0 Retained (enrolled) in fall 2009

N/A Retention Rate

2011 Annual Report

0 Enrolled in 2009-10

0 Retained (enrolled) in fall 2010

N/A Retention Rate

**iv. Number of baccalaureate completers that began as transfer students with a transfer associate degree**

Baseline

0 Number of 2008-09 baccalaureate completers that began as transfers with a transfer associate degree

2011 Annual Report

0 Number of 2009-10 baccalaureate completers that began as transfers with a transfer associate degree