

2015

LSUTM

EUNICE



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Performance Objective (1): Student Success

Element 1.a.i.a. 1st to 2nd year Retention Rate

LSUE continues to achieve progress towards GRAD Act Student Retention targets through its enactment and refinement of the many retention strategies which the campus established and reported on during its AY 2012-13 remediation year.

In this regard, for **Element 1.a.i.a**, the achievement of a **51.6% retention rate for Year 5 falls within the ± 2% deviation allowed for target measures which, for Year 5**, was benchmarked to be 53%! So, indeed, notable progress is being made by the campus.

Element 1.a.i.b. 1st to 2nd Year Retention Rate (All Degree-Seeking)

LSUE sincerely appreciated the Board of Regents' inclusion of this retention measure into its GRAD Act reporting, since the retention of all degree-seeking students is now being monitored.

Hence, for Year 5, the targeted goal of 47.7% for this measure was readily achieved by the campus through its successful retention of 280 students out of the "all degree-seeking" cohort of 503 students for a performance outcome of 55.7% which is 8.0 percentage points above the targeted goal and 4.6 percentage points above last year's overall retention rate of 51.1%!

Element 1.a.i.v. Same Institution Graduation Rate

As communicated in LSU Eunice's Year 3 GRAD Act Annual Report, LSU Eunice has instituted a host of strategies in order to improve both retention and graduation rates, in keeping with the GRAD Act Remediation Plan of AY 11-12. One of the most recent and most promising of strategies for improved graduation rates is the "Path 2 Math" modular Mathematics program which was developed by the campus in order to enhance both student learning and student completion of the college's remedial mathematics program. To this end, as part of LSUE's SACSCOC reaffirmation, modular mathematics was chosen as the campus' QEP (Quality Enhancement Plan) because, without a doubt, the ability to learn and successfully complete College Algebra is fundamental to a student's successful graduation—and, graduation "on-time" (i.e. 150%). (**NB.** The SACSCOC on-site visitation, with "Path 2 Math" QEP, was very successfully completed in the AY 13-14 **without any negative findings!**)

More importantly, in respect to the "fate analyses" of these "Path 2 Math" students, thus far 66% of the 18 modular mathematics students who have completed both developmental courses in one semester (12 students) have now also successfully completed the first general education college algebra course. Contrastingly, only 20% of the traditional developmental math cohort achieved this outcome in their 1st attempt in the college algebra course. Additionally, our students continue to respond very favorably to the new format; and, many are completing both of the remedial courses in one semester! Therefore, the "Path 2 Math" program currently appears to have the potential to become a very positive student retention/student success program for our campus' developmental students. Hopefully, the completion of the spring 2015 semester will provide the campus with the additional data needed to reinforce/confirm these preliminary outcomes for this important developmental education program.

The calculation for the Year 5 Graduation Rate (Alternate Method) is given below:

Year 5
Same Institution Graduation Rate
(Alternate Method)

$$\frac{\text{Year 1} \text{ Year 2} \text{ Year 3}}{(8.0\% + 4.7\% + 6.8\%)} = \text{vs.} \frac{\text{Year 4} \text{ Year 5}}{7.5\% + 10.0\%} =$$

3 2

Result: 6.5% < 8.8%
Pass

Element 1.a.vii. Statewide Graduation Rate

As communicated in the LSU Eunice 2014 GRAD Act Annual Report, strategies have been successfully implemented with area 4-year campuses which are designed to increase the number of students who continue on towards the completion of a baccalaureate degree upon the completion of their program of study at LSU Eunice. And, while LSU Eunice continues to have the highest statewide graduation rate (1st award [all levels] 150% Time) among all of Louisiana's 2-year, comprehensive campuses*, the campus has still been unable to achieve the high standards originally established with its initial baseline at the very outset of the GRAD Act program, which was 25.47%. Therefore, it would appear that the economic recession, with its subsequent effects of reduced academic workloads and/or stop-outs or dropouts, because of employment needs, impacted the 150% statewide graduation rates as follows: Year 1 = 23.7%; Year 2 = 21.0%; Year 3 = 20.2%; Year 4= 25.0%. For Year 5, the statewide graduation rate was 23.1%. Hence, this measure of statewide graduation rate was, nonetheless, still achieved by application of the alternate method for its calculation as shown below:

*Excludes "Technical Community Colleges" which produce few transfers for baccalaureate degrees.

$$\frac{\text{Earlier 3 years}}{\text{AY 9-10} \quad \text{10-11} \quad \text{11-12}} \quad \text{vs} \quad \frac{\text{Most Recent 2 years}}{\text{12-13} \quad \text{13-14}}$$

$\frac{23.7\% + 21.0\% + 20.2\%}{3} = 21.6\% < 24.1\% = \frac{25.0\% + 23.1\%}{2}$
Pass

NOTE: There is a discrepancy in the data for this element. The benchmark for statewide graduation should be 25.47% with a cohort of 585 and statewide completers of 149. This agrees with the BOR IPEDS BRGRRATERPT for 2002 cohort. The LSU Eunice attachment D has been corrected to reflect the same. The BOR Grad Act Annual Report Transaction Summary should be corrected to match this report and LSUE Attachment D.

Element 1.b.i. Percentage of Program Completers (*Percent change in completers*).

LSU Eunice awarded 320 associate degrees in Year 5. This identifies as a 31.1% increase over the baseline 2008-09 of 244; and, is 4.9% over Year 4 associate degree completers (305). Therefore, LSUE passes this measure.

In Year 5, there were 11 “below-associate” completers (i.e., 11 certificates, + 0 diplomas). When collapsing/combining the numbers of completers at each level for each of the five past years and applying the “alternate method” for the two recent years (Year 4 and Year 5) as compared to the three prior years (Year 1, Year 2 and Year 3), the following results are obtained:

<u>Prior 3 Years</u>		<u>Most Recent 2 Years</u>
2009-10 2010-11 2011-12		2012-13 2013-14
$\frac{19 + 18 + 14}{3} =$		$\frac{27 + 11}{2} =$
17 completers	<	19 completers
		Pass

Therefore, by application of the alternative method, LSUE passes this student success measurement, i.e., program completers—“below-associate” awards.

Note: The Year 1 certificate completers should be 17. The BOR Transaction Summary and Attachment D indicate 18. This is a result of one student being awarded two certificates and this is a non-duplicate count. The BOR Transaction Summary and BOR Attachment D requires correcting.

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

Partnerships with local and regional schools to provide quality and comprehensive dual credit articulations were expanded in AY14-15. As shown in Table 1, the dual credit program continued to have a significant effect on LSU Eunice’s enrollment and SCH production in both the Fall and Spring semesters.

Table 1	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Number of High School Students Enrolled	2	229	333
Number of Credit Hours Enrolled by High School Students	18	788	1401
Number of Credit Hours Completed by High School Students	9	779	1386

Participation was enabled in five local parishes—including Acadia, Allen, Evangeline, St. Landry, and Vermilion—through State financial support provided by the Louisiana Department of Education’s (LDOE) Supplemental Course Academy (SCA) district allocations. In addition to collaborating with the districts and with LDOE to procure SCA funding, LSU Eunice continued providing tuition discounts to encourage participation. The discounted tuition charge for dual credit students was \$50 per credit hour—less than half the rate of regular tuition.

In addition to the parishes noted above that executed dual credit Memoranda of Understanding, LSU Eunice also provided dual credit opportunities at the Lake Charles Boston Career Academy in Calcasieu Parish and the University High School on the LSU A&M campus in Baton Rouge.

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

LSU Eunice has a history of high student success rates in the achievement of its students on national board exams that are ordinarily higher than both the national and state averages for the nationally-accredited Nursing, Radiologic Technology, and Respiratory Care Programs.

For Radiologic Technology, there were 20 graduates in 2013-14. All 20 took and passed the national board exam on their first attempt; and, out of the 20, 18 sought and obtained employment, with all 18 being employed within 6 months post-graduation.

For Respiratory Therapy, there were 10 graduates in 2013-14. All 10 took and passed their national board exams on the first attempt; all 10 are employed.

For the 2014 graduating class of Diagnostic Medical Sonography (DMS), of the 8 graduates, each of the eight are employed as a sonographer. Moreover, all of the eight passed two of the registry exams and are ARDMS registered.

NB. According to the American Registry for Diagnostic Medical Sonography (ARDMS), only four states (Oregon, New Mexico, West Virginia and New Jersey) have either passed or proposed sonography licensure laws based upon passage of national registry exams (http://ardms.org/new_multimedia/ardms_articles/sonography_state_licensure_update). Currently, Louisiana does not mandate the passage of the national registry exam for employment as a sonographer. The successful completion of LSUE's accredited DMS program qualifies graduates for employment as a sonographer in this state. Therefore, students do not necessarily take any or all component parts of the registry exam upon graduation. Hence, in order to insure that more, if not all, DMS students take the ARDMS credentialing exams and, in doing so, enhance passage rates, an additional summer semester was added with a registry review course. In this latter regard, one of the requirements recently added to the DMS program for the successful completion of the review course is that each DMS student must show proof (receipt) for their registration of at least one of the two ARDMS exams. The cost for the ARDMS Sono Principles and Instrumentation (SPI) exam is \$200.00, and the cost for the ARDMS Abdomen exam is \$250.00. These changes have helped to ensure that students will take at least one of the two exams offered for their area of study.

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

The passage rate for January 1-December 31, 2013 Nursing (RN) students on the NCLEX exam was 87.5% (64 students tested; 56 passed). As a GRAD Act targeted measure, the LSUE nursing faculty aid students to prepare for successful passage of the NCLEX exam by assisting their student learning through the use of the lecture capture software "Camtasia" and through the consistent updating of clinical nursing curriculum by means of the NLN NCLEX-RN DETAILED TEST PLAN. Additionally, nursing faculty also make use of faculty-based "test development and review committee" to assist students with content mastery and through the usage of HESI TESTING ACROSS CURRICULUM, which serves both as a primer and a gauge to assess their NCLEX testing readiness.

NB. Although the passage rate of 87.5% was 2.04 percentile points above the average for all 12 Associate Degree (RN) programs in Louisiana for AY 2013-14, this performance level is below the Year 3 Index chosen by the Regents as the basis for the "Assessment of Passing" in the GRAD Act for the LSUE Nursing Program, since 91.2% was the score achieved by the program in Year 3 (AY 2011-12). In this latter regard, given the

variation in the NCLEX exam emphasis from year to year, the use of a single cohort's performance on the NCLEX-RN exam as the evaluative reference, when the program's cohort achieved its highest passage rate, is a poor benchmark upon which to base the performance of any subsequent cohorts as acceptable (i.e., that it has passed because it is as high as or higher than that one passage rate in time); or, that it is unacceptable (i.e., that it has failed because it fell below that referenced index). The benchmark is flawed because it presumes that the exam is a constant and, hence, the only variable is the changing nursing student cohort and their comparative ability to perform on the NCLEX-RN exam. Obviously, since this is not the case; and, since the exam's content-focus and, hence, degree of difficulty, will vary from year to year, the only true measure would be to compare the performance of a campus' graduating nursing cohort to that of another comparable (peer group) sample. For example, as reported here, i.e., the average performance of one program's performance to that of all other Louisiana, Associate- level-RN-program-graduates on the NCLEX-RN exam; or, on the basis of how they compared to the nationally-normed performance—although Louisiana has had a consistent record of outperforming the national NCLEX-RN exam average. In short, the current assessment method is flawed as an accurate method for accessing the quality of a nursing program over time as the only variable; and, therefore, LSUE feels that it should not be used as if it is a fair, comparable basis to evaluate the performance outcome of Associate-degree, RN Nursing Programs of study!

Performance Objective (2): Articulation and Transfer

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

LSU Eunice has referral agreements with two of its sister 4-year institutions in an effort to serve the needs of students wanting access to higher education at those LSU System institutions. In the summer of 2007, LSU Eunice and LSU Alexandria entered into a collaborative agreement which established a student referral program. The collaborative agreement provides community college access, course work, and support services for student applicants who do not meet the admission requirements of LSU Alexandria. LSU Eunice provides classes and support services for students in developmental education and offers an array of general education courses needed for students to meet LSU Alexandria's admission requirements for transfer students. These LSU Eunice courses are taught on the LSU Alexandria campus. Current efforts are focusing on establishing better communication to serve the needs of students especially those students requiring accommodated services.

In 2010, LSU admissions and enrollment services personnel were invited to the LSUE campus to discuss a plan to refer LSU students who were denied admission. LSUE's public relations office provided brochures to LSU admissions which were to be included with a letter to those denied students. In 2012, the LSUE Office of Student Affairs and Enrollment Services was informed that our brochures were no longer needed and that LSU would begin to provide an email notice with a link to the LSUE website as part of their referral process. A written request was sent to LSU's Dr. David Kurpius, Office of Enrollment Management in 2013 asking for referrals from 14 parishes in the LACRAO Zone 4 region that LSUE could serve. He indicated that he could easily respond to our request. Later that year, LSU entered into a collaboration with BRCC which targeted many of the students that LSUE could have served. No student referrals have been forwarded prior to or during this period. LSUE continues to communicate with LSU personnel in enrollment services, admissions, information technology and with Dr. Stuart Bell, LSU Provost who also indicated a willingness to help reignite the referral process.

In spring 2014, LSUE signed a Memorandum of Understanding (MOU) with UL Lafayette to participate in the Ragin Cajun Bridge Program. Students living in the LSUE service area that applied to UL Lafayette but were not eligible for admission will be referred to LSUE. The program is designed to help students gain admission to UL Lafayette by beginning their study at Louisiana State University Eunice and ultimately transferring to UL

Lafayette. Students will have the opportunity to earn an Associate’s Degree in General Studies from LSUE. The program began in fall 2014 with limited recruiting in the summer of 2014.

Element c.ii. Number of students enrolled.

The Office of Student Affairs and Enrollment Services was provided information on LSUA student referrals by the admissions office and Dr. Kenneth Elliott, LSUE Registrar and Director of Admissions. As a result, recruitment counselors began to include automated phone messages, email reminders, and in some cases, personal phone calls to the LSUA referred students encouraging them to enroll, schedule orientation, and pay fees by the deadline. In addition, students were given instructions on how to redirect their financial aid application information to LSUE.

Table. 1 Number of referred students enrolled at LSU Eunice

Campus	2014-2015
LSU Alexandria	251
LSU	0
Total	251

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

LSU Eunice continues to participate in meetings concerning statewide articulation and to update the Louisiana Transfer (LT) degrees as the Statewide Articulation and Transfer Council adopts new concentrations.

To assist transfer students, LSU Eunice maintains course equivalency agreements with McNeese State University (MSU) and the University of Louisiana at Lafayette (ULL). These agreements are renegotiated annually to assure accuracy and to include courses not covered by the statewide articulation agreement. LSU Eunice continues to offer the following transfer agreements with 4-year institutions:

- LSU Eunice and MSU: Criminal Justice
- LSU Eunice and ULL: Elementary Education
- LSU Eunice and Northwestern State University: Criminal Justice, Management, Nursing, Radiologic Technology, Respiratory Care, and Business
- LSU Eunice and LSU Alexandria: Nursing (ASN to BSN), Business, Criminal Justice, Elder Care Management
- LSU Eunice and LSU: Business

Discussions on possible ways to improve collaboration with ULL in the 2+2 program in Elementary Education continue.

Several articulation agreements with McNeese State University in the area of education have been negotiated and the MOU is ready to be signed.

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

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

ULL reported enrolling 39 LSU Eunice students into their College of Education in fall 2013. Eighteen students successfully completed Block I and were permitted to continue to Block II. Additionally, the College of Education at ULL conferred degrees on 21 former LSU Eunice students by the conclusion of AY 2013-2014, with a cumulative GPA of 3.36 for the spring 2014 graduates.

According to LSU Alexandria, since the time of the Year 4 GRAD Act report, three new students have transferred from LSU Eunice. Of the 26 former LSUE students reported as enrolled last year by LSUA, two additional students have obtained a LSUA degree, bringing the total degrees awarded to LSUE students transferring to LSUA to 11, or 42.3%.

Northwestern State University (NSU) reported three LSU Eunice graduates enrolled during AY 2013-2014. During that same time period 24 students transferred to NSU from LSUE without earning an associate first. The average NSU GPA of those students at the end of the spring 2014 semester was 2.564.

Southeastern Louisiana University (SLU) reported no LSUE students transferred during the reporting period.

In the fall 2014 semester, MSU admitted and enrolled 53 transfer students who had previously attended LSU Eunice. Fourteen of these students had earned a credential (two Associate of Applied Science, 11 Associate of General Studies, and one Associate of Arts LT degrees) from LSU Eunice prior to transferring. Of the 53 transfer students, four resigned; nine earned a GPA of less than 2.00; and 40 earned a GPA of 2.00 or higher, 19 of whom earned a GPA of 3.00 or higher.

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

In AY 2013-2014, there were 110 students enrolled in LT degree programs. At each orientation session, the state-issued brochure (“Transfer Degree Guarantee”) is included in the orientation packets given to all students in attendance. During orientations, the university Registrar makes a presentation to the students and parents about the transfer degree program options. Academic division heads also present the transfer degree as an option during their meeting with the incoming students. Division Heads and faculty have also started recruiting students at high school and career fairs.

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

In AY 2013-2014, there were 19 students who completed a LT degree. The Vice Chancellor for Academic Affairs continues to meet with the heads of the three academic divisions to discuss the proposed class schedules before they are finalized, specifically to address possible scheduling conflicts and add courses if necessary to meet the requirements for the transfer degrees.

Performance Objective (3): Workforce and Economic Development

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

The LSUE Academic Council, which includes administrative heads of all academic divisions, the Vice Chancellor for Academic Affairs, and the Registrar/Director of Admissions, meet regularly during the year to track and discuss the quality and viability of all academic program offerings. Programs with consistently low completion rates or those not aligned with Louisiana workforce needs are reviewed and may be recommended for modification or elimination as needed.

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

During the 2013-2014 academic year, following a thorough review by the Academic Council, no programs were eliminated. But, the university is currently reviewing ten programs which may be recommended for inactive status due to the low number of program completers in recent years as reflected on the Board of Regents list of Active Degree Programs.

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

During the 2013-2014, no existing programs were modified, but four Certificate of Technical Studies programs were added to the LSUE inventory of active courses. These four CTS programs include:

- Fire Service Technology (CIP 430201)
- Medical Coding and Billing (CIP 510713)
- Accounting Technology: Account Clerk (CIP 520302)
- Administrative Technology Specialist (CIP 520407)

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

During the 2013-2014 academic year, LSUE offered 27 degree programs which are listed on the Inventory of Degree and Certification Programs: LSUE Active Degree Programs (Run Date: 03/27/15). Of the currently active LSUE programs, two degrees (Associate of Arts Louisiana Transfer and Associate of Science Louisiana Transfer) are transfer degrees articulating to four-year institutions. One program (Associate of General Studies, can be used as a terminal degree or transfer degree. These three degrees do not qualify to be aligned with workforce and economic development needs.

The remaining 24 academic programs are all aligned with the workforce and economic development needs of the state, several serving as entry level certificate programs related to associate level programs. Alignment is documented by review of the Louisiana Workforce Commission Projections for All Occupations to 2020 and the Louisiana Economic Development's Blue Ocean initiative. 100% of eligible programs are aligned.

Table 2: Number of Academic Programs, 2013-2014	
Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review	0
Number of program modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications	4
Number of program offerings, regardless of award level, in the reporting year	27
Number of programs aligned with workforce and economic development needs, as identified by Regents utilizing LWC or LED published forecasts (excludes the two Louisiana Transfer degrees and the General Studies degree)	24

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

LSUE offers distance learning in a variety of formats including online, web-based, and interactive compressed video. The University currently offers two degrees, Associate of Science in Criminal Justice and Associate of Applied Science in Fire and Emergency Services, which are 100% online through the CALL program. Additionally, sufficient coursework is available in online format for the completion of the Associate of General Studies and one concentration (Social Sciences) within the Associate of Arts Louisiana Transfer degree.

Although LSU Eunice currently expects to graduate two students in the 2014-2015 academic year in the currently-offered online Certificate of Technical Studies in Environmental Health and Safety Technology, it is a low-enrollment, low completer program, and it will be reviewed by the University in the upcoming year for possible elimination.

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

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

Number of course sections with 50-99% instruction through distance education in 2013-2014=**11**

Number of course sections with 100% instruction through distance education in 2013-2014=**136**

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

Number of students (duplicated) enrolled with the 50-99% instruction through distance education in 2013-2014 was **118**

Number of students (duplicated) enrolled with 100% instruction through distance education in 2013-2014 was **3,062**

Element b.iii. Number of programs offered during the reporting year through 100% distance education (as classified on the Board of Regents Curriculum Inventory, CRIN Report, as of March 27 of the reporting year, by award level).

The number of programs offered through 100% distance education in 2013-2014, by award level:

Certificate: **1**

Associate: **4**

Element 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.

For graduates wanting immediate access into the job market, LSUE’s Career Services office hosts two annual career fairs during the fall semester each year. Potential employers from around Louisiana and East Texas who express an interest in hiring graduates through the College Central Network are invited to participate. Employers of Nursing and Allied Health graduates attend one career fair designed for health care professionals, and employers of Liberal Arts, Business Technology and Science graduates participate in another fair. The Career Services Coordinator invites students to attend the fairs and collaborates with the various departments to get information to students about resume preparation and job interview skills prior to the events. Career Services also provides internship opportunities to students entering the final year of their program. Such opportunities are offered through collaboration with businesses including State Farm, Tower Loan, and Walmart Distribution. In addition, Career Services contacts graduates six months after graduation to receive an update on their employment status.

The Vice Chancellor for Academic Affairs receives reports from several of the more popular transfer institutions (MSU, LSUA, SLU and ULL). These reports include the ongoing performance (measured by GPA) of former LSU Eunice students. Areas of concern are discussed with the respective academic division. In addition, when certificates and associate degrees are developed or revised, the division head is often in contact with the transfer institution to discuss specific course needs. Based on this input, students transferring to an institution can be directed to courses specifically desired by that transfer institution. Different transfer institutions often prefer different courses when students have a choice in the degree plan. By communicating with the transfer institutions, LSUE is better able to assist students in planning for transfer to the 4-year institution.

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

Based on the data from the Louisiana Employment Outcomes Report (http://regents.louisiana.gov/wpcontent/uploads/2013/03/2011_BOR_Employment_Outcomes.pdf) see employment data for LSUE relayed by degree level on the table below:

Table 3: LSUE Completers Employed at 2nd Quarter						
Degree Level	2009-2010	Employed	2010-2011	Employed	2011-2012	Employed
	Numbers	Percent	Numbers	Percent	Numbers	Percent
Associate	256	72.3%	270	77.0%	275	73.5%
Certificate (one year)	4	50.0%	8	87.5%	11	90.9%
Diploma	2	50.0%	1	100.0%	1	100.0%
Grand Total	262	71.8%	279	77.4%	287	74.2%

***Table data is taken from latest report available since no current data is available at this time.**

Element d.ii. Performance of associate degree recipients who transfer to 4-year universities.

The performance of associate degree recipients who transfer to 4-year colleges is described in the narrative of Performance Objective (2): Articulation and Transfer, Element 2.d.

Performance Objective (4): Institutional Efficiency and Accountability

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

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

Depending on how LSUE's non-resident fees compared to other two-year institutions in Louisiana and in the SREB region, the increases in the non-resident fees can impact the enrollment and revenue of the institution. SREB data from 2013-14 shows the median annual tuition and fees for a full-time non-resident undergraduate student attending a two-year 2 public institution in Louisiana to be \$6,144, while that same student would have paid \$8,490 at LSU Eunice. The SREB two-year 2 average for that time period was \$8,446. Of the sixteen southern states represented in the SREB average, Louisiana ranked fourth to the lowest amount charged to a full-time non-resident student. Three states lower than Louisiana were the bordering states—Texas at \$4,920, Mississippi at \$4,572, and Arkansas at \$4,765. Tennessee had the highest median, non-resident tuition and fees at \$18,248.

Even though LSUE's non-resident enrollment and revenue is not that significant, the numbers had been gradually increasing. For example, for the 2013-14 fiscal year, LSUE had 18.52 FTE non-resident students with revenue of \$98,015 (exclusive of exemptions). During the 2014-15 fiscal year, which included a 4.63 percent increase, there were 14.33 FTE non-resident students and revenue for the year of \$76,861 (exclusive of exemptions). It appears the increase in non-resident tuition and fees is beginning to negatively impact our non-resident enrollment and thus the revenue. LSU Eunice is "pricing" itself out of the "non-resident market" and should not increase the additional non-resident fee.

Currently, total annual tuition and fees charged to full-time non-resident students at LSUE is \$8,886. Based on the updated GRAD Act tuition schedule for FY 2015-16 provided by the Louisiana Board of Regents, LSU Eunice will be allowed to increase the resident portion of tuition and fees by 2.21 percent. This represents an increase of \$78 for FY 2015-16. Even though the additional non-resident fees will not be increased for FY 2015-16, the total amount paid by a full-time non-resident student will increase by \$78 due to the increase in the resident portion of tuition and fees. A 0.88 percent increase in non-resident tuition and fees in 2015-16 fiscal

year would cost a full-time LSUE student \$8,964, the same as the proposed SREB average. This would bring LSUE’s non-resident tuition and fees equal to the SREB two-year 2 median non-resident tuition (assuming an SREB annual increase of three percent) in 2015-16. Below is a chart comparing the projected increase in non-resident tuition at LSU Eunice to the SREB two-year 2 average.

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

	2014-15	2015-16
LSUE	8,886	8,964
SREB 2 YR 2*	8,701	8,964
\$ Difference	185	0
% Difference	2.08	0

*Increased FY 2013-14 SREB median non-resident tuition and fees of \$8,446 by 3.02% annually to estimate FY 15 and FY 16.

Performance Objective (5)

a. Number of Students by Classification

Fall 2014 Headcount: 2,738
Annual FTE Estimate: 1,819

b. Number of Instructional Staff Members Fall 2014

Fall 2014 Instructional Staff (Headcount) = 115
Fall 2014 Instructional Staff FTE = 81.9

c. Average class student to instructor ratio

Fall 2014 student-to-instructor ratio = 21.0 to 1

d. Average number of students per instructor

AY 2013-14 average number of students/instructor = 22.2

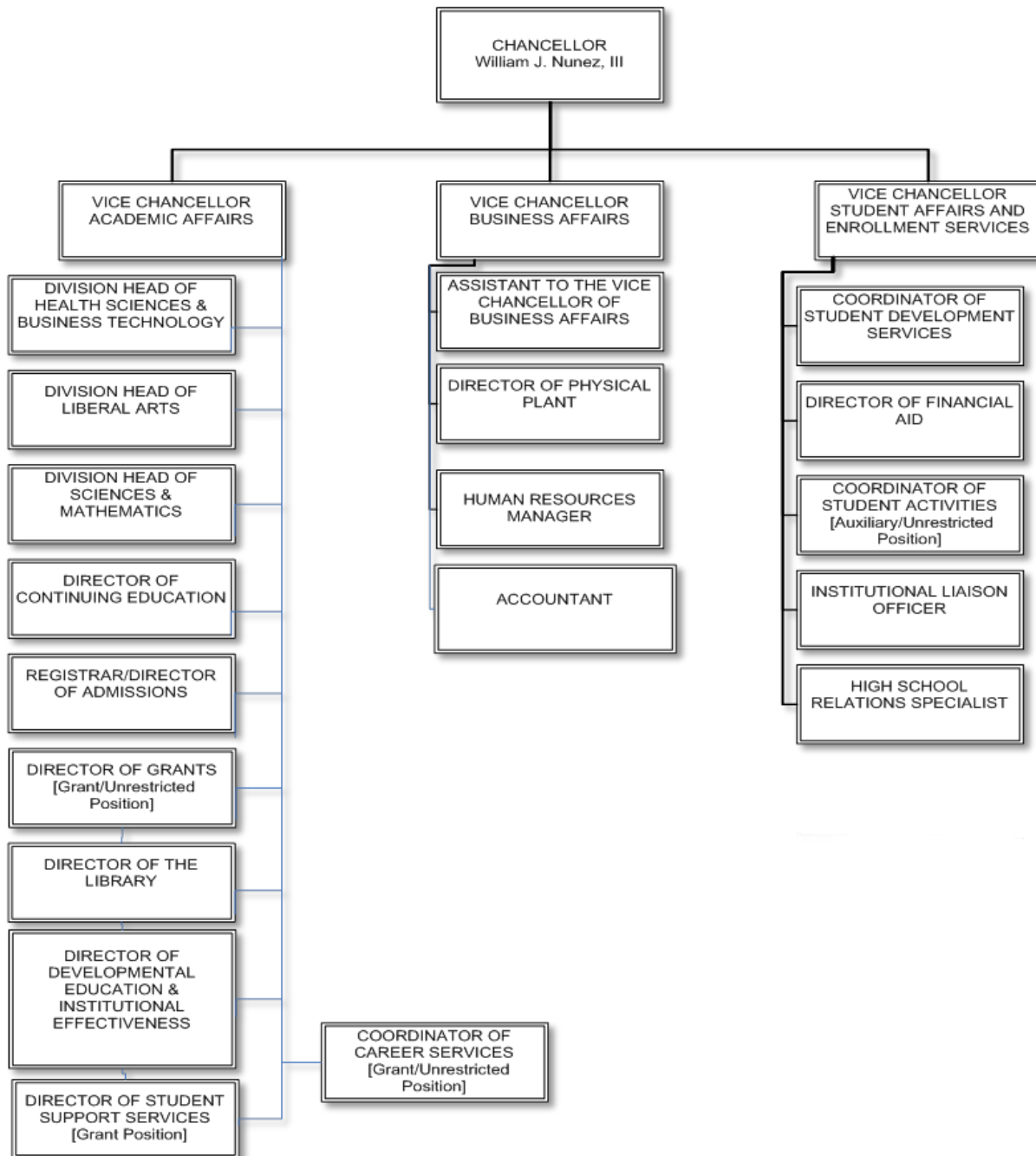
e. Number of non-instructional staff members in academic colleges and departments

None

f. Number of staff in administrative areas

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

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



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

POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012	Salary Changes since June 30, 2012 Reported for Fall 2013	Salary Changes since June 30, 2013 Reported for Fall 2014
Chancellor	\$150,097				
Vice Chancellor for Academic Affairs	\$108,036		July, 16 2012 \$87,000 Previous VC retired new VC hired at lesser salary		
Vice Chancellor for Business Affairs	\$104,751				
Vice Chancellor for Student Affairs	\$86,520				
Division Head of Health Sciences & Business Technology	\$70,000				
Division Head of Liberal Arts	\$73,000			June 13, 2013 \$60,000 Previous Division Head resigned; Interim Division Head appointed at lesser salary	
Division Head of Sciences & Mathematics	\$75,348	July 1, 2011 \$79,348 Promoted from Associate Professor to Professor	August 1, 2012 \$60,000- Previous Division Head promoted to VC for Academic Affairs Interim Division Head appointed at lesser salary	July 1, 2013 \$70,000 Permanent Division head appointed	
Director of Continuing Education	\$55,860				
Registrar/Director of Admissions	\$49,780	July 11, 2011 \$50,000 Previous Registrar retired, and new Registrar hired.			
Director of Grants [Grant/Unrestricted Position]	\$42,632				

Position	Total Base Salary as of Fall 2009	Salary Changes Since June 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012	Salary Changes since June 30, 2012 Reported for Fall 2013	
Director of the Library	\$58,500				
Director of Developmental Education	\$51,784			July 1, 2013 \$68,000 Assumed additional duties as Director of Development Education and Institutional Effectiveness	
Director of Student Support Services [Grant Position]	\$73,076		November 1, 2012 \$55,000 Previous Director retired and new director hired at lesser salary with reduction in duties		
Coordinator of Career Services [Grant/Unrestricted Position]	\$38,535				
Assistant to the Vice Chancellor of Business Affairs	\$51,100				
Director of Physical Plant	\$71,156				
Human Resources Manager	\$50,843		August 17, 2011 \$55,983 Civil Service Reallocation		June 1, 2014 - \$36,000 Previous HR Manager retired and new HR manager hired.
Accountant	\$45,423				
Coordinator of Student Development Services	\$45,424		January 2, 2013 \$45,000 Previous Coordinator resigned and new coordinator hired at lesser salary		
Director of Financial Aid	\$56,495				

POSITION	TOTAL BASE SALARY AS OF FALL 2009	SALARY CHANGES SINCE JUNE 30, 2010 Reported for Fall 2011	SALARY CHANGES SINCE JUNE 30, 2011 Reported for Fall 2012	Salary Changes since June 30, 2012 Reported for Fall 2013	
Coordinator of Student Activities [Auxiliary/Unrestricted]	\$41,664				
Institutional Liaison Officer	\$46,222				
High School Relations Specialist	\$41,607				

i. Cost performance analysis

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

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

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

Louisiana State University Eunice		
Expenditures by Function:	Amount	% of Total
Instruction	\$ 6,201,396	54.1%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 604,770	5.3%
Student Services	\$ 1,020,739	8.9%
Institutional Services	\$ 2,226,775	19.4%
Scholarships/Fellowships	\$ 405,983	3.5%
Plant Operations/Maintenance	\$ 1,715,345	15.0%
Total E&G Expenditures	\$ 12,175,008	106.2%
Hospital	\$ -	0.0%
Transfers out of agency	\$ (710,975)	-6.2%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 11,464,033	100.0%

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

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

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

Average Yearly Cost of Attendance*: \$16,122.00 (\$3,552 + \$12,600)

*IPEDS data excludes cost of books = \$1,200/year

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

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

Baccalaureate degree for 4-year universities
Associate degree for 2-year colleges
Certificate for technical colleges

Average Time to Associate Degree: 4.2

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

State Dollars Per FTE: \$2,731

v. Average cost per non-completer in the most recent academic year.
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State Dollars Per FTE: \$2,731

vi. All expenditures of the institution for that year most recent academic year.
As reported on Form BOR-3 during the Operational Budget Process.

Total Expenditures: \$20,021,862

APPENDIX

Appendix #2 to Attachment B						
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.						
4-year Universities and 2-year Colleges						
Institution: Louisiana State University Eunice				Most Recent Year Data		
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2012-2013	8	8	100%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	64	56	88%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2012-2013	20	20	100%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2012-2013	10	10	100%
<i>Institutions are to provide institution name and report data in shaded cells for those disciplines marked with ✓ on Appendix #1</i>						
<i>* Baseline Year = most recent year data published by entity that grants licensure/certification</i>						
<i>Most Recent Year Data = most recent year data published by entity that grants licensure/certification</i>						
<i>Calculated Passage Rate = # students to meet standards for passage/# students who took exam</i>						

Appendix #2 to Attachment B						
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.						
2-year Colleges and Technical Colleges						
Institution:				Most Recent Year Data		
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
National Restaurant Association	ServSafe	National Restaurant Association	2011-2012	67	51	76%
<i>Institutions are to provide institution name and report data for those IBCs marked with ✓ on Appendix #1</i>						
<i>* Baseline Year Passage Rate = most recent year published by entity that grants licensure/certification</i>						
<i>Most Recent Year Data = most recent year data published by entity that grants licensure/certification</i>						
<i>Calculated Passage Rate = # students to met standards for passage/# students who took exam</i>						
March 16, 2012						