



April 4, 2016

Dr. F. King Alexander, President
Louisiana State University
3810 West Lakeshore Drive
Baton Rouge, LA 70808

Dear Dr. Alexander,

I have enclosed copies of the 2016 GRAD Act report for LSU Eunice in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. These documents include the following reports for LSUE:

- Student Success
- Articulation and Transfer
- Workforce and Economic Development
- Institutional Efficiency and Accountability
- Reporting Requirements
- Licensure and Certification Reporting

The point of contact for the 2016 GRAD Act report is Vice Chancellor for Academic Affairs, Dr. Renee Robichaux, rrobich@lsue.edu or 337-550-1301.

Sincerely,

A handwritten signature in black ink that reads "Kimberly A. Russell".

Kimberly A. Russell, Ed.D.
Chancellor

2016

LSU E TM
EUNICE



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Performance Objective (1): Student Success

Element 1.a.i.a. 1st to 2nd Year Retention Rate for first-time, full-time, associate degree-seeking students.

Louisiana State University at Eunice's (LSUE) retention rate for first-time/full-time associate degree seeking students for the Year 6 GRAD Act is 47.8% and when combined with Year 5 is almost 2% greater than Years 1-3. LSUE must implement a more robust system of academic support services to its students. Over the last 5 years, many cost saving strategies have included the reduction and/or elimination of advising, tutoring, and supplemental instruction services.

Year 6 1st to 2nd Year Retention Rate (Alternate Method)

$$\frac{\text{Year 2} \quad \text{Year 3} \quad \text{Year 4}}{(46.7\% + 47.2\% + 50.0\%)}{3} \quad \text{vs.} \quad \frac{\text{Year 5} \quad \text{Year 6}}{(51.6\% + 47.8\%)}{2}$$

Result: PASS

$$47.9\% \quad < \quad 49.7\%$$

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

The Year 6 targeted goal of 47.9% for this measure was readily achieved by the campus through its successful retention of 282 students out of the "all degree-seeking" cohort of 579 students for a performance outcome of 48.7% which is 0.8 percentage points above the targeted goal of 47.9%.

Element 1.a.iv. Same Institution Graduation Rate

LSUE continues to implement strategies to identify students with 45 or more hours and direct them to complete a degree audit. This strategy allows advisors to identify those students who need redirection in course selection to remain on track to graduate resulting in an increase in same institution graduation over the last five years.

Year 6 Same Institution Graduation Rate (Alternate Method)

$$\frac{\text{Year 2} \quad \text{Year 3} \quad \text{Year 4}}{(4.7\% + 6.8\% + 7.5\%)}{3} = \quad \text{vs.} \quad \frac{\text{Year 5} \quad \text{Year 6}}{(10.0\% + 11.2\%)}{2} =$$

Result: PASS

$$6.3\% \quad < \quad 10.6\%$$

Element 1.a.vii. Statewide Graduation Rate

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 LSUE. Progress has been made in this performance measure with statewide graduation rate increasing 2.7 percentage points in comparison to last year.

Year 6			Statewide Graduation Rate (Alternate Method)			
Year 2 (21.0%)	Year 3 (20.2%)	Year 4 (25.0%)	vs	Year 5 (23.1%)	Year 6 (25.8%)	=
$\frac{\quad}{3}$				$\frac{\quad}{2}$		
Result: PASS						
22.1%			<	24.5%		

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 LSUE 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*).

LSUE awarded 295 associate degrees in Year 6; exceeding the targeted value of 268. This achievement is a 21.3% increase over the baseline 2008-09 of 244. LSUE passes this measure at the level of associate degree completers.

In Year 6, there were 26 “below-associate” completers (i.e., 26 certificates, + 0 diplomas). When collapsing/combining the numbers of completers at each level, LSUE passes this measure (18 < 26); 1.9% increase over the baseline level of 12 completers.

Note: The Year 1 certificate completers should be 17. The BOR Transaction Summary indicates 18. This is a result of one student being awarded two certificates and this is a non-duplicate count. The BOR Transaction Summary 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 AY15-16. 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	6	308	320
Number of Credit Hours Enrolled by High School Students	27	1123	1284
Number of Credit Hours Completed by High School Students	24	1102	1261

In AY 2014-15, participation increased from five parishes to seven local parishes—including Acadia, Allen, Calcasieu, East Baton Rouge, Evangeline, St. Landry, and Vermilion. In addition, LSUE collaborated with the school districts and with LDOE to procure SCA funding.

In addition to the parishes noted above that executed a dual credit Memoranda of Understanding (MOU), LSUE also provided dual credit opportunities at the University High School on the LSU A&M campus in Baton Rouge.

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

LSUE has a history of high student success rates on national board exams. Our students routinely score higher than both the national and state averages for the nationally-accredited Nursing, Radiologic Technology, and Respiratory Care Programs.

For Radiologic Technology, there were 19 graduates in 2014-15 as reflected on the LSUE Radiologic Technology website. Although the 2015 data has not been called for by the Joint Review Committee on Education in Radiologic Technology (JRCERT), the website must be updated prior to reporting per the JRCERT accreditation standards. All 19 took the National Board Exam with 18 passing on the first attempt. Of the 18 students passing the licensure exam, 17 sought employment and all were successfully employed within six months of graduation.

For Respiratory Therapy, there were 10 graduates in 2014-15. All 10 passed their National Board Exam on the first attempt as reported in the outcomes data from the 2015 Commission on Accreditation for Respiratory Care; all 10 are employed.

For Diagnostic Medical Sonography, there were 10 graduates in the spring of 2015. Based on the registry status reported by the American Registry for Diagnostic Medical Sonography (ARDMS), all 10 students passed the Sonography Principles and Instrumentation (SPI) exam. In addition, four students passed the Obstetrics and Gynecology Specialty exam and five passed the Abdomen Specialty exam. Seven students passed at least two of the ARDMS exams. Of the eight students we contacted, seven are employed.

NB. Only three states (Oregon, New Mexico, and North Dakota) have passed licensure laws based upon passage of national registry exams (<http://www.ardms.org/Discover-ARDMS/about-us/Pages/Legislation.aspx>). 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 Sonography 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 pass rate for January 1-December 31, 2014 Nursing (RN) students on the NCLEX exam is 88.1% (42 students tested; 37 passed) as reported in the Louisiana State Board of Nursing Annual Report- Appendix B1. LSUE nursing faculty members assist students in preparing for the NCLEX exam through the use of the lecture capture software “Camtasia” and through the consistent updating of clinical nursing curriculum, the NLN NCLEX-RN DETAILED TEST PLAN. Additionally, nursing faculty also utilize faculty-based “test development and review committee” to assist students with content mastery and through the use of HESI TESTING ACROSS CURRICULUM, which serves both as a primer and a gauge to assess their NCLEX testing readiness.

NB. Although the pass rate of 88.1% was 2.64 percentile points above the average (85.46%) for all 12 associate degree (RN) programs in Louisiana for AY 2014-15, 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). Unfortunately, the benchmark was set using the performance of one cohort of students Class without regard to the change in standards and test content in future years.

LSUE offers one industry-based certification. It is a ServeSafe certificate granted through the National Restaurant Association. According to our Department of Continuing Education, 59 students took the exam and 49 passed (75%).

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.

Louisiana State University at Eunice (LSUE) 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 Louisiana State University institutions. In the summer of 2007, LSUE and LSU Alexandria (LSUA) entered into a collaborative agreement that established a student referral program. The collaborative agreement provides community college access, course work, and support services for student applicants who do not meet the admission requirements of LSUA. LSUE provides classes and support services for students in developmental education and offers an array of general education courses needed for students to meet LSUA’s admission requirements for transfer students. These LSUE courses are taught on the LSUA campus. Current efforts are focusing on establishing better communication to serve the needs of students, especially those students requiring accommodated services.

In spring 2014, LSUE signed a MOU with University of Louisiana at Lafayette (ULL) to participate in the Ragin Cajun Bridge Program. Students living in the LSUE service area that applied to ULL, but were not eligible for admission, will be referred to LSUE. The program is designed to help students gain admission to ULL by beginning their study at LSUE and ultimately transferring to ULL. Students will have the opportunity to earn an Associate’s Degree in General Studies from LSUE. The program began in fall 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 LSUE Registrar/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 advised about the transfer of financial aid applications to LSUE.

Table. 1 Number of referred students enrolled at LSU Eunice

Campus	2015-2016
LSU Alexandria*	191
Total	191

*The decline in the referred enrollment number from 251 in AY2014-2015 to 191 in AY 2015-2016 is attributable to the Louisiana Board of Regents’ new admissions standards that went into effect for Fall 2015. Regional universities may now admit traditional and adult students who require one developmental education course to be placed into college-level math and English. Additionally, those colleges may teach college-level “co-requisite” courses, obviating the need for those courses to be taught by two-year schools. The result has been a decline in the number of referrals from LSUA to LSUE. For example, LSUA referred to LSUE 320 students planning to enroll in the Fall 2014 semester. For the Fall 2015 semester, that number has dropped to 148, a 54% decline. Fewer referrals lead to lower enrollment numbers.

**Louisiana State University Agricultural & Mechanical College (LSU A&M) and LSUE have entered into a pilot program wherein all students who were not admitted to LSU A&M for academic reasons are granted automatic admission to LSUE. Since the program began in early spring, LSU A&M has referred 1,506 students to LSUE. Seventy students have expressed a desire to move forward in the matriculation process. Five students have had their data entered for admission to LSUE; and by April 1, we expect to have at least 33 additional students entered. One student already has been admitted, oriented, and registered, and now has a schedule of classes for the fall.

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

LSUE continues to participate in statewide articulation agreements and update the Louisiana Transfer (LT) degrees as the Statewide Articulation and Transfer Council adopts new concentrations.

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

- LSUE and MSU: Criminal Justice
- LSUE and ULL: Elementary Education
- LSUE and Northwestern State University: Criminal Justice, Management, Nursing, Radiologic Technology, Respiratory Care, and Business
- LSUE and LSUA: Nursing (ASN to BSN), Business, Criminal Justice, Elder Care Management
- LSUE and LSU A&M: Business

Representatives from LSUE have attended each of the articulation meetings held by the Board of Regents to assist in drafting the common course descriptors for general education courses. LSUE faculty continue to revise course syllabi to ensure that course content aligns with the common course content described in the Board of Regents Common Course Catalog. Common Course Numbers for designated courses are included in the LSUE Catalog. In the spring semester, LSUE hosted “Transfer Day” which was attended by representatives from the area four-year campuses. Nineteen schools participated. Fifty-three interested students met with the representatives and were given information to help make a smooth transition to the receiving campus.

ULL reported enrolling 42 LSUE students into their College of Education in Fall 2014. Sixteen students successfully completed Block I and were permitted to continue to Block II. Additionally, the College of Education at ULL conferred degrees on 15 former LSUE students by the conclusion of AY 2014-2015, with a cumulative GPA of 3.351 for the spring 2015 graduates.

According to LSUA, for AY 2014-2015, there were 65 transfers from LSUE. The average GPA was 2.74. The attempted credits were 5,054 with 4,026 earned in Fall 2015. In 2015, 50 LSUE transfer students earned degrees from LSUA; the highest number awarded over the last 5 years this measure has been tracked.

Northwestern State University (NSU) reported 35 LSUE graduates enrolled during AY 2014-2015. During that same time period, 36 students transferred to NSU from LSUE without earning an associate first. The average NSU GPA of those students at the end of the spring 2015 semester was 2.90.

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

In the Fall 2014 semester, MSU admitted and enrolled 54 transfer students who had previously attended LSUE. Six of these students had earned a credential (two Associate of Applied Science degrees and four Associate of General Studies degrees from LSUE prior to transferring. Of the 54 transfer students, 2 resigned; 8 earned a GPA of less than 2.00; and 44 earned a GPA of 2.00 or higher, 30 of whom earned a GPA of 3.00 or higher.

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

In AY 2014-2015, there were 166 students enrolled in LT degree programs. At each orientation session, the state-issued brochure (“Transfer Degree Guarantee”) was included in the orientation packets given to all students in attendance. During orientations, the university Registrar made 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 2014-2015, there were 34 students who completed a LT degree (79% increase over AY 2013-14). 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 Louisiana State University at Eunice (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 2014-2015 academic year, following a thorough review by the Academic Council, the following 10 programs were eliminated due to the low number of program completers in recent years as reflected on the Board of Regents list of Active Degree Programs:

- Certificates of Technical Studies
 - Accounting and Financial Management Certificate of Technical Studies (CIP 52.0399)
 - Environmental Health and Safety Technology Certificate of Technical Studies (CIP 15.0799)
 - Evidence Recovery Technology Certificate of Technical Studies (CIP 43.0106)
 - Homeland Security and Emergency Management Certificate of Technical Studies (CIP 43.0202)
 - Hospitality and Tourism Management Certificate of Technical Studies (CIP 52.0901)
 - Medical Records and Health Information Technology Certificate of Technical Studies (CIP 51.0707)
 - Total Quality Management Certificate of Technical Studies (15.0799)
- Technical Diplomas
 - Crime Scene Management Technical Diploma (CIP 43.0106)
 - Medical and Health Services Leadership Technical Diploma (CIP 51.0706)
 - Quality Environmental Health and Safety Leadership Technical Diploma (15.0799)

These 10 programs were eliminated April 2015 and entered inactive status for the AY 2015-16. Students enrolled in these programs were allowed to complete the degree, but no new students were registered into these 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 2014-2015 academic year, no new program was added. One new program was added beginning AY 2015-16:

- Chemical Technology Certificate of Technical Studies (CIP 41.0301)

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

During the 2014-2015 academic year, LSUE offered 27 degree programs (10 programs were not eliminated until April 2015) which were listed on the Inventory of Degree and Certification Programs: LSUE Active Degree Programs for the 2014-2015 academic year. Ten of these programs have become inactive during the 2014-2015 academic year, and are currently in “teach out” mode through summer 2016. 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, 2014-2015	
Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review *	10
Number of program modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications	0
Number of program offerings, regardless of award level, in the reporting year	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

Note: *These 10 programs were eliminated at the end of the 2014-15 Academic Year.

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 one certificate and four degrees, Associate of Science in Criminal Justice, Associate of General Studies, Associate of Arts Louisiana Transfer (Social Sciences), and Associate of Applied Science in Fire and Emergency Services, which are 100% online.

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 2014-2015=**18**.

Number of course sections with 100% instruction through distance education in 2014-2015=**167**.

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 2014-2015 was **230**.

Number of students (duplicated) enrolled with 100% instruction through distance education in 2014-2015 was **3579**.

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 21 of the reporting year, by award level).

The number of programs offered through 100% distance education in 2014-2015, 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 LSUE 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.

The table below contains the most recent employment data, by award level, provided by the Louisiana Board of Regents including the percentage of completers employed 6 months and 18 months (excluding the 13-14 cohort) after graduating.

Table 3: LSUE Completers Employed at 2nd Quarter and 6th Quarter

Degree Level	2011-2012	Employed		2012-2013	Employed		2013-2014	Employed	
	Numbers	Q2	Q6	Numbers	Q2	Q6	Numbers	Q2	Q6
Associate	275	73.5	76.4	309	74.8	75.4	323	69.3	0.0%
Certificate (one year)	11	90.9	81.8	9	77.8	66.7	11	100.0	0.0%
Diploma	1	100.0	100.0	0	0	0.0%	0	0	0.0%
Grand Total	287	74.2	76.7	318	74.8	75.2	334	70.4	0.0%

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 2014-15 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 \$6,717, while that same student would have paid \$8,886 at LSU Eunice. The SREB two-year 2 average for that time period was \$8,524. 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 \$5,120, Mississippi at \$4,572, and Arkansas at \$4,925. Tennessee had the highest median, non-resident tuition and fees at \$19,306.

Even though LSUE's non-resident enrollment and revenue is not that significant, the numbers had been gradually increasing. For example, for the 2014-15 fiscal year, LSUE had 14.11 FTE non-resident students with revenue of \$77,029 (exclusive of exemptions). During the 2014-15 fiscal year, which included no increase, there were 16.63 FTE non-resident students and revenue for the year of \$89,190 (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 \$9,235. Based on HB 152 (Act 377) and the LSU Board of Supervisors, in 2016-17 fiscal year LSU Eunice will be allowed to increase the mandatory fees by 10 percent for a dollar increase of \$100, representing an increase in the resident portion of tuition and fees by 2.57 percent. Even though the additional non-resident fees will not be increased for FY 2016-17, the total amount paid by a full-time non-resident student will increase by \$100 due to the increase in the resident portion of tuition and fees. A 1.08 percent increase in non-resident tuition and fees in 2016-17 fiscal year would cost a full-time LSUE student \$9,335.

Performance Objective (5)

a. Number of Students by Classification

Fall 2015 Headcount: 2,524
Annual FTE Estimate: 1,729

b. Number of Instructional Staff Members Fall 2015

Fall 2015 Instructional Staff (Headcount) = 105
Fall 2015 Instructional Staff FTE = 78.2

c. Average class student to instructor ratio

Fall 2015 student-to-instructor ratio = 20.7 to 1

d. Average number of students per instructor

AY 2014-15 average number of students/instructor = 22.1

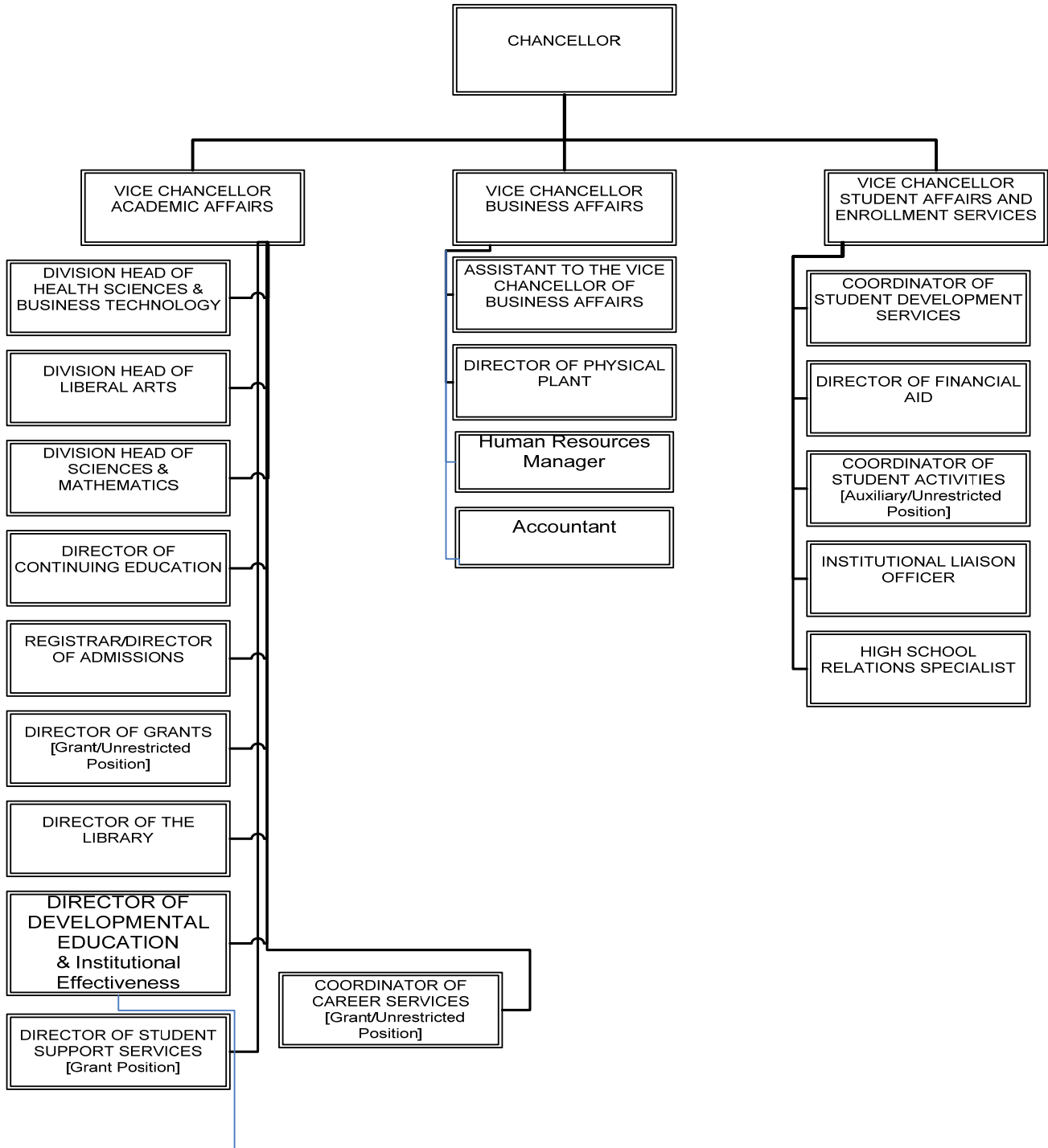
e. Number of non-instructional staff members in academic colleges and departments

None

f. Number of staff in administrative areas 15-16

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.



POSITION	TOTAL BASE SALARY AS OF FALL 2009	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	Salary Changes since June 30, 2014 Report Fall 2015
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		July 1, 2014 \$72,000 Permanent Division Head Appointed
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			

Position	Total Base Salary as of Fall 2009	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	Salary Changes since June 30, 2014 Report Fall 2015
Director of Grants [Grant/Unrestricted Position]	\$42,632				
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.	

POSITION	TOTAL BASE SALARY AS OF FALL 2009	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	Salary Changes since June 30, 2014 Report Fall 2015
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				
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	\$ 6,035,159	51.0%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 608,602	5.1%
Student Services	\$ 999,657	8.4%
Institutional Services	\$ 2,046,569	17.3%
Scholarships/Fellowships	\$ 407,578	3.4%
Plant Operations/Maintenance	\$ 1,740,615	14.7%
Total E&G Expenditures	\$ 11,838,180	100.0%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 0	0.0%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 11,838,180	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*: \$16,862.00 (\$3872 + \$12990)

*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: \$2,702

- 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: \$2,702

- 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: \$20,631,529.

Appendices

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	7	88%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	42	37	88%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2012-2013	19	18	95%
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 met 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	59	44	75%
<i>Institutions are to provide institution name and report data for those IBCs marked with N 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 passge/# students who took exam</i> March 16, 2012						

System: Louisiana State University System
 Institution: Louisiana State University Eunice
 April 18 2016

GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Target	Year 6 Actual	
1. Student Success																
a. i. a.	Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	50.3%	50.3%	42.9%	50.3%	46.7%	51.0%	47.2%	52.0%	50.0%	53.0%	51.60%	54.0%	47.8%
			Actual Baseline Data: # in Fall 08 Cohort	352		364		291		303		284		250		316
			# retained to Fall 09	177		156		136		143		142		129		151
i. b.	Targeted	1st to 2nd Year Retention Rate (all degree seeking)	Fall 08 to Fall 09					47.3%	49.6%	47.5%	51.1%	47.7%	55.7%	47.9%	48.7%	
			Actual Baseline Data: # in Fall 08 Cohort						615		552		503		579	
			# retained to Fall 09						305		282		280		282	
iv.	Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey	7.8%	9.4%	8.0%	10.8%	4.7%	12.2%	6.8%	13.6%	7.5%	15.0%	10.0%	17.0%	11.2%
			Actual Baseline Data: Fall revised cohort (total)	704		659		699		710		802		677		626
			completers <=150% of time	55		53		33		48		60		68		70
vii.	Targeted	Statewide Graduation Rate	Fall 2002 Cohort	25.47%	27.0%	23.70%	28.0%	21.03%	29.0%	20.23%	30.0%	25.0%	32.0%	23.1%	32.0%	25.8%
			Actual Baseline Data: # of Fall 02 FTF (cohort)	585		772		794		702		659		697		706
			completers <=150% of time	149		183		167		142		165		161		182
b. i.	Targeted	Percent Change in program completers														
		Diploma			0.0%	-33.3%	33.0%	-66.7%	0.0%	-66.7%	66.0%	-100.0%	0.0%	-100.0%	100.0%	-100.0%
			2008-09 AY	3	3	2	4	1	3	1	5	0	3	0	6	0
		Certificate			18.0%	63.7%	36.0%	88.9%	54.0%	44.4%	72.0%	200.0%	90.0%	22.2%	100.0%	188.9%
			2008-09 AY	9	11	17	12	17	14	13	15	27	17	11	18	26
		Associate			0.0%	5.3%	2.0%	10.2%	4.0%	12.7%	6.0%	25.0%	8.0%	31.1%	9.8%	20.9%
			2008-09 AY	244	244	257	249	269	254	275	259	305	264	320	268	295
d. i. d.	Targeted	Passage rate on licensure exam in Nursing (RN)	2008 Calendar YR					91.2%	91.2%	91.2%	92.1%	91.2%	87.5%	91.2%	88.1%	
			Actual Baseline Data: # of students taking NCLEX						57		63		64		42	
			# who met standards for passage						52		58		56		37	
2. Articulation & Transfer																
d. i.	Targeted	Number of students enrolled in a transfer degree program	2008-09 AY					48	63	50	115	52	110	54	166	
3. Workforce & Economic Development																
b. ii.	Targeted	Number of students enrolled in distance education courses						0	139	0	137	0	118	0	230	
		# enrolled in courses w/ 50% -99% distance ed	2008-09 AY													
		# enrolled in courses w/ 100% distance ed	2008-09 AY					2,087	2,087	2,100	3,599	2,125	3,062	2,150	3579	
4. Institutional Efficiency & Accountability																
d. i.	Targeted	Percent of eligible programs that are discipline accredited	January 1, 2013					57.0%	66.7%	57.0%	66.7%	57.0%	66.7%	57.0%	66.7%	
			Actual Baseline Data: # programs						6		6		6		6	
			# discipline accredited						4		4		4		4	

** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

NOTE: There is a discrepancy in the data for the benchmark for statewide graduation. The benchmark should be 25.47% with a cohort of 585 and statewide completers of 149. This agrees with the BOR IPEDS BRGRATERPT for 2002 cohort. The BOR Grad Act Annual Report Transaction Summary should be corrected to match this report and LSUE Attachment D. Certificate completers also have a discrepancy in the date for year 1 actual. The completers per award level should be 17 and the percentage change should be 63.7%. Although there were 18 certificates awarded, one completer earned two and only one should have been reported. The BOR Grad Act Annual Report Transaction summary should be corrected to match LSU E Attachment D.