



Louisiana State University Shreveport

Year 5 GRAD Act Annual Report (2014-15)

Submitted to the
Board of Supervisors, LSU System

April 1, 2015

and to the
Louisiana Board of Regents,

May 1, 2015

Table of Contents

Performance Objective 1 – Student Success.....	3
Performance Objective 2 – Articulation and Transfer.....	7
Performance Objective 3 – Workforce and Economic Development.....	10
Performance Objective 4 – Institutional Efficiency and Accountability.....	14
Performance Objective 5 – Reporting Requirement.....	16
Appendix B – Licensure Certification.....	23

1. Performance Objective 1 – Student Success

Student Success Performance Targets

LSU Shreveport (LSUS) places a great emphasis on student academic success as it is an integral part of overall institutional performance. Several of the initiatives that have been conducted over the past four years remain in place, and other new programs have been added or modified to improve student performance. Overall, student retention at both the 1st to 2nd and 1st to 3rd year metrics, as well as award productivity has remained consistent with previous years; however, the same institution graduation rate metric has increased substantially.

Student Success Policies/Programs/Initiatives

Through a thorough examination of institutional effectiveness, LSUS evaluates their areas of strength and weakness related to student success with an annual evaluation of student learning outcomes at both the program level and in the general education program. These annual evaluations overwhelmingly demonstrate that teaching, in terms of the time and commitment that faculty take with students to ensure quality classroom and online learning, is a strength of the institution and has been paramount in the substantial increases seen in the same institution graduation rate. The faculty and staff have been engaged in several student success initiatives over the past four years; these initiatives continue to grow and evolve which has contributed to the institution's success. Below is a description of current practices that have been continued for the reporting year followed by new initiatives implemented in 2013-14.

The student success initiatives that have been successful and were therefore continued in the 2013-14 academic year were: 4-week grades for early alert for students, student development/academic skills sessions from the Student Development office, improved academic advising through the training of advisors and the increased information available about advising to students online, and the availability of more online and compressed semester courses which has helped students with certain time constraints or issues with access to the campus.

New initiatives for the 2013-14 academic year were designed to assist the student early in their academic career at LSUS. The Freshman Orientation session, organized by the Admissions Office, was modified to provide increased interaction between academic advisors and incoming students in order to establish a relationship prior to the student attending LSUS. Additionally, with the upcoming implementation of the SACSCOC Quality Enhancement Plan (QEP), various faculty members implemented metacognitive strategies into their teaching to examine student success. Data and verbal feedback from classes where these techniques were implemented showed positive student learning gains. Lastly, the institution implemented the Developmental Pilot Program that allowed for students who were not admissible to LSUS, but were within 2 points on the respective section of the ACT entrance exam, to enroll at LSUS provided they enrolled in a co-requisite course for either Math or English. LSUS had 62 students participate in

the math program, and 6 students in the English program. Data regarding the success of this program will be reported in the following year.

Data Based Evaluation

Data based evaluation continues to play an important role in LSU Shreveport's student success programs. Every semester grade distributions are reviewed to determine the courses in which students perform poorly. Data from this review showed that Math courses have continued to pose problems to the student body. Discussions in the General Education committee are ongoing on how to solve this issue through changes to pedagogy and examining additional preparation courses for students to give them the appropriate foundational skills.

Tracking/Monitoring/Reporting Mechanisms used for Student Success

In an ongoing annual basis, student learning is tracked and evaluated by each department. Any issues that hamper student success are rectified through new courses, change in pre-requisite, change in pedagogy, or other such activities. Several programs have utilized technology to assist students in their success by placing additional materials online, and by using interactive software to help in the learning process. Evaluation of the general education program follows the same protocols as the academic departments; the data presented from general education assessment identified a continuous problem with students meeting the expected level of success on math and critical thinking problems. After reviewing this data, and by obtaining feedback from faculty and staff the institution decided to implement a QEP based on metacognition. The QEP is designed to engage students in active learning, to teach them how they learn, and then to help them develop the skills required to learn and apply their learning across disciplines. It is expected that this program will increase student success in the classroom.

Student Success for Targeted Measures

1. First to Second Year Retention of Freshmen Students

LSU Shreveport had an ambitious 1-2 year retention target of 69% for Year 5 of the GRAD Act. Of the 318 students enrolled in fall 2013, 211 students returned for the fall 2014 semester giving LSUS a retention rate of 66.4%. This rate was consistent with the previous year, and an improvement from Year 2 and 3. The targeted rate of 69% was missed by nine students. Multiple attempts were made by various groups on campus to encourage students who had not returned to LSUS to re-enroll. Primarily, after spring advising and prior to the fall semester academic advisors were given a list of students who were eligible to return but who had not yet registered and were asked to contact these students. This resulted in additional students returning to LSUS, but not enough to meet the targeted retention rate. In an effort to encourage more of this cohort to return, the Admission's Office called the group of non-returning students to encourage them to

enroll in courses during the 2nd compressed semester courses in order for them to continue with their studies. These calls netted four additional students enrolling in this session, but the institution remained nine students short in order to meet their retention goal. The chart below shows the historical enrollment and retention pattern for this metric:

1st to 2nd Year Retention Rate Chart

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
1 st to 2 nd year retention cohort	349	345	334	315	364	318
1 st to 2 nd year retention number retained same institution	226	237	217	207	241	211
1 st to 2 nd year retention calculated rate	64.8%	68.7%	65.0%	65.7%	66.2%	66.4%
Target 1 st to 2 nd year retention	64.8%	65.0%	66.0%	67.0%	68.0%	69.0%
Target met (+/- 2%)?	YES	YES	YES	YES	YES	NO

2. First to Third Year Retention of Freshmen Students

Of the 364 students in the 2012-13 cohort of freshman, 180 students returned for the third fall semester resulting in a retention rate of 49.5%. The targeted rate was 49.0% and therefore the institution met its 1-3 retention rate goal.

3. Same Institution Graduation Rate

LSUS has continued to improve its same institution graduation rate from the baseline year rate of 20.1% to Year 5's rate of 32.6%. This marked improvement has been in part because of a more selective admissions requirement and the efforts of the campus to increase retention of the student body.

4. Award Productivity

The award productivity is a useful metric for LSUS because it accounts for many of the transfer students that graduate on an annual basis that are excluded from the institution's Graduation Rate. The target for this metric was 16.9%, and the institution achieved a rate of 17.7%.

5. Percent Change in Program Completers

There has been an enrollment shift at LSUS that resulted in an increased number of graduate students, and a decrease in the number of degree-seeking undergraduate

students. This has resulted in a decrease in the number of completers at the undergraduate level and an increase at the graduate level. The institution did not meet its target for completers at the undergraduate level over the baseline year, but far exceeded its target at the graduate level. A campaign is underway to contact students who did not return to the institution and who are close to degree completion to encourage them to enroll and complete their degree. The chart on the following page shows the historical data for the number of completers at the undergraduate and graduate level.

Number of Completers at the Undergraduate and Graduate Level

	2008-09 Base.	13-14 Target	13-14 Actual	Target Met?
Number of completers in the academic year –Undergraduate	527	532	446	NO
Percent change in program completers over baseline year – UG	NA	1%	-15.4%	NO
Number of completers in the academic year –Graduate	106	109	131	YES
Percent change in program completers over baseline year- Graduate	NA	2.8%	23.6%	YES

6. Percent of Freshmen Admitted by Exception

For the 2014-15 academic year, LSUS allowed 5.3% of its freshman class to be admitted by exception. There were a total of 393 freshmen students for the year, with 21 students admitted through an exception.

7. Passage Rates on Licensure and Certification Exams

LSU Shreveport continues to perform at a high level in its Teacher Education program as evidenced by the exemplary passage rate of students taking the PRAXIS exam. The targeted passage rate of 100% was met for the 2012-13 year. There were 30 students in the alternative certification program, and 47 students in the traditional teaching degree for a total of 77 students that took the PRAXIS exam and passed.

Develop Partnerships with High Schools to Prepare Students for Postsecondary Education

LSU Shreveport has worked hard to develop and keep its partnerships with area high schools. With the cessation of financial support from the state for this program, the cost of these courses tripled for students and has resulted in a decrease in the total number of students enrolled. In the reporting year, 1,558 students were enrolled in the program, compared to 2,062 in the previous year. In the reporting year, high school students took 8,782 credit hours through the dual enrollment program and successfully completed 8,383 (95%) of these hours.

2. Performance Objective 2 – Articulation and Transfer

LSU Shreveport is in a unique position to serve transfer students as it has two community colleges within the Shreveport/Bossier metropolitan area. The institution has identified the need for a smooth transition from these two-year schools to the baccalaureate degree and is working on progress to facilitate this process. Over the past five years there have been increasing conversations, examination of current and best practices, and the implementation of new programs in order to assist the transfer students. The following narrative explains the programs and initiatives that have been implemented or continued during the 2013-14 academic year and in the fall of 2014.

As an indication of Chancellor Clark's focus on improving collaborative opportunities with the two year schools, his first day as LSUS Chancellor was spent on the campuses of Southern University of Shreveport and Bossier Parish Community College. On July 1, 2014 all campus Vice-Chancellors from LSUS met on the SUSLA campus in the morning and that afternoon LSUS leadership team met on the BPCC campus. In each case the LSUS leadership renewed their commitment under Chancellor Clark's direction to strengthen and streamline opportunities for transfer from each two year campus to LSUS.

Additionally, in the fall of 2014, faculty from all academic schools at LSUS met on the BPCC campus with their counterparts. These meetings generated articulation agreements for all programs at LSU Shreveport. To communicate these agreements to students, LSUS is building a website entitled a "Bridge to LSUS" that will include the following information:

- a. Transfer/course matrix that will provide a field in which students can enter in their course offerings and determine course equivalency
- b. Information about SUSLA articulation agreements in all programs
- c. Information about BPCC articulation agreements in all programs
- d. Information about BPCC@LSUS program
- e. Financial aid information (including targeted transfer scholarships)
- f. General admissions information (including information about the application process)
- g. Information and times when LSU Shreveport faculty and staff will be available on the BPCC and SUSLA campuses

In December, the design of the web site was developed and the site will be launched in Spring 2015. Meetings with faculty from SUSLA are scheduled for Spring 2015.

Initiatives Continued in 2013-14

1. BPCC@LSUS

The BPCC@LSUS program has been in existence since the fall 2013 and continues to grow in terms of enrollment. This program allows students who do not meet the LSUS admission requirements, but want to attend the institution in order to earn a four-year degree, the

opportunity to take courses on LSU's campus and gain experience and college credits at the collegiate level. Beginning in the Fall 2013 semester there were 61 students enrolled in the program. Spring 2014 saw enrollment growth to 73 students, and as of Fall 2014 there were 126 students enrolled in the program. The number of referrals to the BPCC@LSUS program decreased slightly from the previous year (195 to 185); however the number of students enrolled in the program grew as students became more aware of the opportunity and benefits of transitioning to LSU through this initiative.

Referral Agreements with Community Colleges

LSU has a referral agreement with Bossier Parish Community College for students that applied to the institution, but did not meet the admission requirements. Through this system, 185 students were referred to this community college.

2. Articulation Agreements

LSU currently has 8 articulation agreements with Bossier Parish Community College. These agreements are in the area of Computer Science and Community Health. As of March 2014, there are over 20 agreements in the review stages with BPCC that will be implemented for the 2015-16 academic year.

Data-Based Evaluation

Data based evaluation of student performance is extremely important when assessing transfer students. The Office of Institutional Research performs a grade analysis each semester to assess areas of academic weakness of students who transferred from respective local institutions. Any issues are communicated between the Provosts at the respective institutions. Additionally, general education assessment is disaggregated by native LSU students and transfer students to assess any differences between those who took all general education courses at LSU and those who transferred these credits from another institution(s). Again, areas of weakness are shared between institutions.

Recently, the Office of Institutional Research at LSU has worked with the BPCC campus to identify the top 10 majors that their students transfer into at LSU in order to ensure there are alignments of curricula. Additionally, the students that transfer from the BPCC@LSU program are tracked in terms of academic progress, any recurring academic weaknesses will be communicated with the Director of the BPCC@LSU program to improve these students' academic preparation.

Tracking/Monitoring Mechanisms

Students that transfer from the BPCC@LSU program are tracked from their point of transfer through to graduation. Fall 2014 was the first semester that students who completed the

BPCC@LSUS program were eligible to enroll at LSUS; there were four students that completed the transfer. These students' academic performance was reviewed at the end of the fall semester by the LSUS Office of Institutional Research and discussed with the Director of the BPCC@LSUS program. Once a similar program is established with the Southern two-year campus in Shreveport a similar report will be generated to enable both schools to work together on student academic preparation.

The total number of baccalaureate degree-seeking transfer students entering from the prior year was 525, and the retention rate from fall to spring of these students was 61.9%. This was consistent with the 2012-13 academic year, and above the 2011-12 retention rate of 57.4%.

For the targeted measure of transfer students at the level of sophomore or higher, the number of students transferring at this level was higher, and the retention rate, 66.6%, exceeded the target of 64.5%.

The number of completers that began as transfer students decreased in the 2013-14 academic year to 256 from 312 the previous year, but the overall number of undergraduate completers also decreased so this number was expected to be lower than in previous years. Of these transfer completers, 42 had earned an Associate degree prior to transfer.

Percent of Transfer Students Admitted by Exception (limit 8 percent)

For the 2014-15 academic year, 42 transfer students attend LSUS on an exception. This was a calculated rate of 7.1% from the previous year's enrollment of 592 total transfer students.

Transfer Students with an Associate Degree

The number of students transferring to LSUS with an Associate degree increased to the highest level in five years with 102 students. The retention of this population from year 1 to year 2 was 58.8%. This decreased slightly from the previous year, but is consistent with retention rates from Year 1 through 3 of the GRAD Act.

Louisiana Transfer Degree Enrollment & Retention

There have been no students with a Louisiana Transfer degree enroll at LSUS in the past five years. It is therefore not possible to calculate the 1st to 2nd year retention rate of this cohort. There were also no baccalaureate completers for the 2013-14 academic year from this group of students.

3. Performance Objective 3 – Workforce and Economic Development

Programs eliminated, modified, or added

LSUS continually reviews its academic programs to ensure they are consistent with local, regional, and statewide needs. In addition to reviewing program alignment with these needs, department chairs are asked to complete a review of their programs for current enrollment numbers and the predicted number of completers for the upcoming years. In the 2013-14 academic year, no programs were eliminated or modified. One program, the Doctorate degree in Leadership Studies was officially approved by the Board of Regents in January, 2014. This degree is closely aligned with workforce needs in local schools, businesses, and non-profit organizations. So far, three cohorts of students have been admitted for a total of 37 students currently enrolled as of Spring 2015. The first graduates are expected in the December, 2017.

Programs Aligned with Workforce and Economic Development

All programs at LSUS support the local, regional, or statewide workforce and economic development needs. Specifically, the programs at LSUS aligned with the reported state key industries as identified in the “Blue Ocean” initiative are as follows:

1. Digital Media/Software Development
 - a. Fine Arts, B.A. – with a concentration in Animation and Visual Effects
 - b. Digital Arts, B.F.A
 - c. Computer Science, B.S.
 - d. Computer Systems Technology, M.S.
2. Specialty Healthcare
 - a. Biology, B.S.
 - b. Biology, MS.
 - c. Healthcare Administration, M.H.A
 - d. Public Health, MPH
 - e. Chemistry, B.S.
 - f. Math & Physics, Physics Concentration B.S.
3. Renewables and Energy Efficiency
 - a. Biological Sciences, B.S.
 - b. Biological Sciences, M.S.
 - c. Chemistry, B.S.
 - d. Math & Physics, B.S.
4. Water Management
 - a. Biological Sciences, B.S.
 - b. Biological Sciences, M.S.
5. Next Wave Oil and Gas

- a. General Business Administration, Energy Management Concentration, B.S.
- b. Petroleum Engineering (program with LSU)

The following degree programs meet with regional needs as identified in the State of Louisiana Occupations in Demand 2020 document. Additionally there are also programs at LSUS that aligned with the Louisiana Economic Development program (www.ledlouisiana.com). Programs that aligned with these projects that require a bachelor's degree are as follows:

1. Medical and Health Services Managers
 - i. Management and Administration, B.S.
 - ii. Community Health, B.S
2. Managers - all other
 - i. Management and Administration, B.S.
3. Financial Managers
 - i. Finance, B.S.
4. Market Research and Marketing Specialists
 - i. Marketing, B.S.
5. Accountants and Auditors
 - i. Accounting, B.S.
6. Computer Software Specialists/Computer Programmers
 - i. Computer Science, B.S.,
7. Education, Training, and Library Workers
 - i. All LSUS Education programs, B.A., B.S.
8. Medical Assistants
 - i. Biological Sciences, B.S.
9. Probation Officers and Correctional Treatment Specialists
 - i. Criminal Justice, B.C.J.
10. First-line Supervisors
 - i. Management and Administration, B.S.
 - ii. General Business Administration, B.S.
11. Social and Human Services Specialists
 - i. Sociology, B.A., Human Services, M.S
12. Health Educators
 - i. Community Health, B.S.

Professions requiring a Graduate Degree:

1. Education Administrators
 - i. Curriculum and Instruction, M.Ed.
 - ii. Educational Leadership, M.Ed.
 - iii. Leadership Studies, Ed.D.

2. Mental Health Counselors
 - i. Counseling Psychology, M.S.
3. Counseling and School Psychologists
 - i. School Psychology, S.S.P

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

It is also important to note that with the availability of the Workforce and Innovation for a Stronger Economy fund (WISE funding), LSUS has designated the following degree programs in high-demand fields to receive additional resource support: graduate Education degrees, undergraduate Accounting degree, Computer Science programs, and programs in the Healthcare fields at both the undergraduate, graduates, and certificate levels. Resources include new faculty positions to cover the growth in enrollment in these programs, as well as technology and equipment enhancements for improved student learning.

Use of Technology for Distance Education

Distance education, particularly at the graduate level has seen aggressive growth over the past two years. Enrollment in the graduate programs has increased over 200% for both the Master of Education in Curriculum & Instruction and the Master of Business Administration since the programs have been offered through distance learning. Growth was also seen in the Master of Health Administration program which was already offered online but has benefitted from the increased web-based marketing of other LSUS' online graduate programs.

Enrollment in Graduate Online Programs

Degree Program	# students fall 2012	# students fall 2013	# students fall 2014
Curriculum & Instruction, M.Ed.	33	99	141
Business Administration, MBA	54	39	360
Health Administration, MHA	28	29	141
Non-Profit Administration, MS	28	20	12

To support the growth in online programs, LSUS has upgraded their LMS system from MOODLE to MOODLErooms. This upgrade increases the bandwidth so that students have increased access. Additionally, this platform allows for an improved ability to track and provide feedback to students, allows for easier access to electronic media placed on the LMS, and has shown to provide increased satisfaction and student engagement.

LSUS had a "Targeted" number of online degree programs of 3 for Year 5, and has

exceeded that by 2 program as it offers 5 total degrees online. There are 4 programs at the graduate level – Business Administration, MBA, Curriculum and Instruction, M.Ed., Health Administration, MHA, and Human Services Administration, M.S. Additionally one undergraduate program, the Bachelor of Arts in Mass Communication is available online.

Progress in the Number of Students placed in Jobs

LSU Shreveport takes pride in assisting students find employment after degree completion through its active Career Services Office. Based on the latest available Louisiana Employment Outcomes Report the following information reflects LSU Shreveport’s student employment rates.

i. Percent of completers found employed

As noted in the chart, the percentage of undergraduate completers that found employment at least 6 months after graduation was consistently around 65% for the 2009-2010 to 2011-12 academic years. At the graduate level the number of completers finding employment at least six months after graduation was higher than at the undergraduate level, but did decline 20% from 2009-10 to 2011-12. This could be attributed to the national economic downturn which had a negative effect on employment rates across the country.

Max Degree Level	Found Employment after 6 months			3 Year Average
	2009-2010	2010-2011	2011-2012	
Baccalaureate	66%	65%	62%	64%
Masters	82%	74%	62%	73%

The degree programs at the baccalaureate level at LSU Shreveport where students had the highest earning 18 months after graduation are listed in the chart below and focus heavily on the sciences, education, and business.

Degree	18 months after grad.
Computer and Information Sciences and Support Services	\$ 46,548.80
Education	\$ 37,525.05
Physical Sciences	\$ 35,192.00
Business, Management, Marketing, and Related Support Services	\$ 35,181.80
Biological and Biomedical Sciences	\$ 29,794.14

In 2013, the institution began collecting employment data through “The Outcomes Survey” software which requires students to complete an employment survey prior to graduation as well as data points of three months, six months, and a year after graduation. The report indicates that the majority (98%) of undergraduate completers stay in Louisiana for employment post-graduation, and that 62% of graduate completers remain in Louisiana after completing their degree.

4. Performance Objective 4 – Institutional Efficiency and Accountability

Eliminate Remedial Education Course Offerings and Developmental Study Programs

As of the Fall 2014 LSU Shreveport no longer offered any developmental coursework. Since the baseline year of 2009-10, LSUS has scaled back on the number of remedial courses offered and the number of students enrolled in those courses. In 2009-10, there were 12 courses offered, and 285 students enrolled. In Year 4, 2013-14 there were 5 courses offered and 168 students enrolled. As of Year 5, there were 0 courses offered and 0 students enrolled. Students that did not meet the increased admission requirements, and therefore required some form of remedial education, were referred to the BPCC@LSUS program that acts as a bridge between the two institutions. The bridge program allows students to complete their remediation courses from Bossier Parish Community College, as well as all other transfer requirements, on the campus of LSUS. Conversations regarding similar bridge programs with Southern University's two-year campus in Shreveport have taken place, but there is currently no formal agreement between the two institutions for a similar bridge program.

Associate Degrees

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

Non-Resident Student Tuition

LSU Shreveport continued to increase its out-of-state tuition and fee rate and is now within \$500 of the SREB projected average for 2014-15 for SREB Category 4 institutions.

LSUS vs SREB Average Non-Resident Tuition and Fees

	Baseline	2010-11	2011-12	2012-13	2013-14	2014-15
Total tuition and fees charged to non-resident students in the reporting year	\$8,503	\$9,605	\$11,230	\$11,679	\$15,021	\$17,274
Actual peer non-resident tuition/fee amount	\$13,736	\$14,539	\$15,362	\$15,969	\$16,904	\$17,714*
Calculated difference of the above institution's tuition/fee amount from the peer amount	(\$5,233)	(\$4,934)	(\$4,132)	(\$4,290)	(\$1,883)	(\$440)

*SREB Estimated average tuition based on an increase of 4.79% from 2013-14

Impact on Enrollment and Revenue

An increase in out-of-state tuition and fees has not had an impact on the number of students enrolling from out-of-state. Due to the growth in online programs there has actually been a growth in the number of students enrolled that are not Louisiana residents. However,

these increases have mostly been seen in the online graduate programs that are offered through the collaboration with Academic Partnerships and the tuition and fees are the same regardless of location.

Fall 2014	UG	GRAD	Total
Full Time	220	73	293
Part Time	73	173	246
Total	293	246	539

Percent of eligible programs with either mandatory or recommended accreditation status

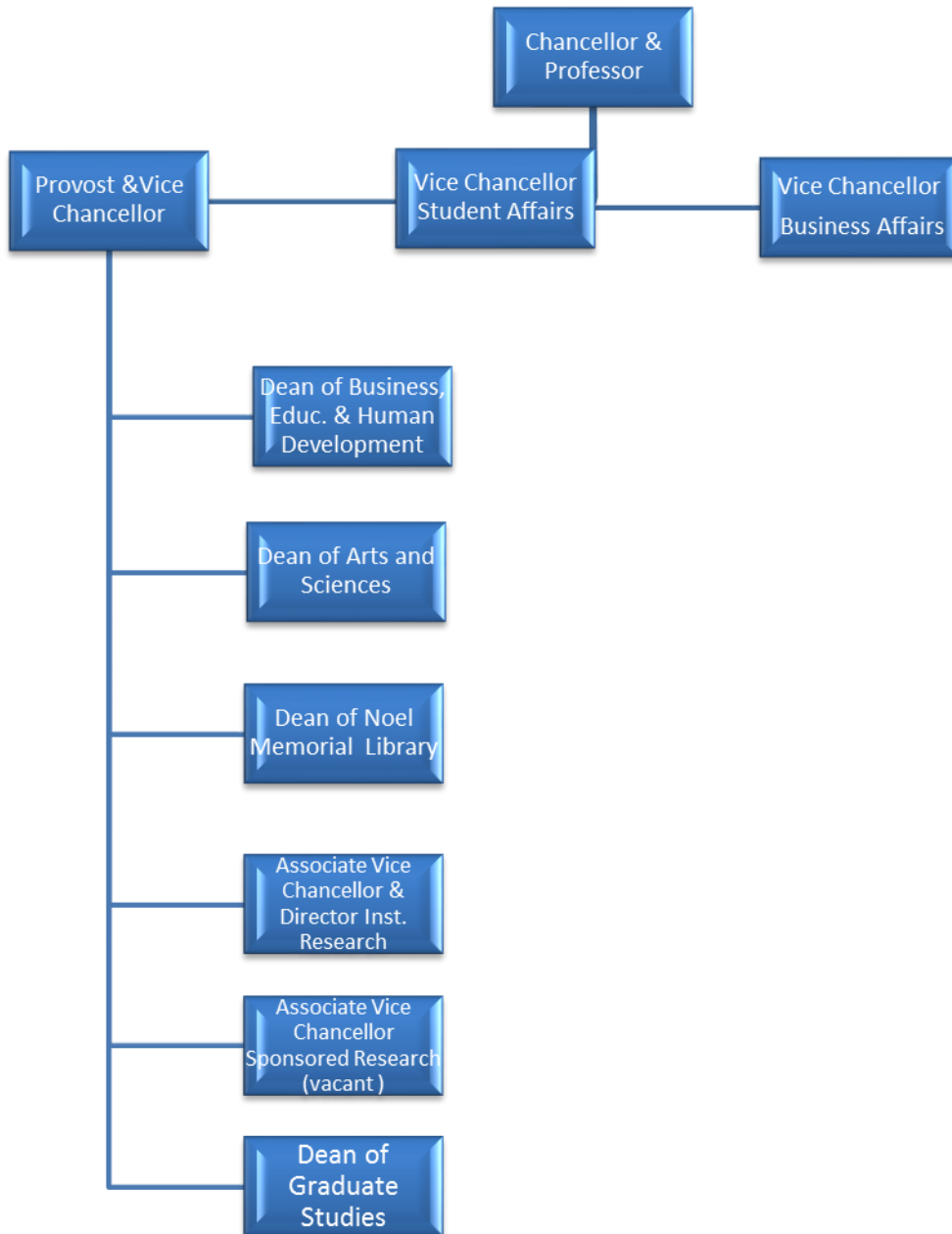
LSU Shreveport has 27 academic programs that have either mandatory or recommended accreditation status. Of the 27 programs, 22 are accredited. The MPH program went through the CEPH accreditation process for new programs in the fall 2014, and had their on-site visit during the spring 2015. The final outcome of this program accreditation will be announced in fall, 2015.

Section 5

Item	Explanation	fall 2009	2010	2011	2012	2013	2014
a.	Number of students by classification - Undergrad	4,189	4,058	4,134	4,124.0	3,669.0	3,202.0
	Number of students by classification - Grad	446	446	428	411.0	440.0	984.0
	Number of students - Total	4,635	4,504	4,562	4,535.0	4,109.0	4,186.0
	FTE by classification - Undergrad	3,081.6	3,113.5	3,047.8	2,971.4	2,662.4	2,419.4
	FTE by classification - Grad	266.8	281.1	279.9	261.9	266.4	434.0
	FTE - Total	3,348.4	3,394.6	3,327.7	3,233.3	2,928.8	2,853.4
b.	Number of instructional staff members	190	193	186	191	180	183
	FTE of instructional staff	151.7	148.5	141.5	143	141	136.5
	Undergrad Headcount Enrolled	15,458	14,617	14,874	14,576	12,554	11,519
	Undergrad Section Count	600	587	612	660	594	564
c.	Average class student-to-instructor ratio	25.8	24.9	24.3	22.1	21.1	20.4
d.	Average number of students per instructor	22.1	22.9	23.5	22.6	20.8	20.9
e.	Number of non-instructional staff members in academic colleges and departments	NA*	NA*	6	Headcount & FTE = 1	0	0
	College of Arts and Sciences				Headcount = 0, FTE = 0	0	0
	College of Business, Education, and Human Development				Headcount = 1, FTE = 1	0	0
f.	Number of staff in administrative areas by division	NA*	NA*	50	Headcount = 53, FTE = 52.13	Headcount = 30, FTE = 30	Headcount = 48, FTE = 48
	Academic Affairs				Headcount = 2, FTE = 2	Headcount = 2, FTE = 2	Headcount = 5, FTE = 5
	Administration and Finance				Headcount = 11, FTE = 11	Headcount = 10, FTE = 10	Headcount = 22, FTE = 22
	Chancellor's Office				Headcount = 1, FTE = 1	Headcount = 1, FTE = 1	Headcount = 1, FTE = 1
	Development				Headcount = 1, FTE = 1	Headcount = 2, FTE = 2	Headcount = 2, FTE = 2
	Student Affairs				Headcount = 33, FTE = 52.13	Headcount = 16, FTE = 15	Headcount = 18, FTE = 18
g.	Organizational Chart			Attached	See page 18	See page 18	See page 18
h.	Salaries of those in the above chart			Attached	See page 19	See page 19	See page 19

Cost Performance Analysis		2014	Notes	
i.	Total operating budget by function, amount, and percent of total budget	See Page 24		
ii.	Average yearly cost of attendance as reported to the US DOE	See Page 24		
iii.	Average time to degree for completion of academic programs, all levels	5.3		
iv.	Average cost per degree awarded by degree level	\$2,790	* 2013-14 State app.	
v.	Average cost per non-completer by degree program entered	\$2,790	* 2013-14 State app.	
vi.	All expenditures for the institution for that year	\$45,397,531		

Section g
Organizational Chart



Section h – Salaries for personnel in organizational chart

POSITION	BASE SALARY REPORTED FOR FALL 2009	BASE SALARY REPORTED FOR FALL 2010 <i>Salary changes since 06/30/2008</i>	BASE SALARY REPORTED FOR FALL 2011 <i>Salary changes since 06/30/2010</i>	BASE SALARY REPORTED FOR FALL 2012 <i>Salary changes since 06/30/2011</i>	BASE SALARY REPORTED FOR FALL 2013 <i>Salary changes since 06/30/2012</i>	BASE SALARY REPORTED FOR FALL 2014 <i>Salary changes since 06/30/2013</i>
Chancellor & Professor	184,720	184,720	184,720	173,000 <u>Salary decrease explanation:</u> Salary was \$184,720 in Fall 2011. Chancellor retired May 2012. Interim Chancellor appointed at lower salary of \$173,000 as of June 1, 2012. Decrease of \$11,720 due to Interim Chancellor appointment.	173,000	240,000 <u>Salary increase explanation:</u> New chancellor was hired on 07/01/2014 at the higher salary.
Vice Chancellor, Business Affairs	106,300	106,300	106,300	106,300	106,300	106,300

Provost and Vice Chancellor	130,000	130,000 <u>Salary increase explanation:</u> Salary was \$120,000 as of 06/30/2008. Salary change to \$130,000 effective 11/01/2008. Increase of \$10,000 when there was a change from "Interim Provost and VC for Academic Affairs" to "Provost and VC for Academic Affairs."	130,000	0 <u>Explanation of change:</u> Position was vacant in Fall 2012.	110,000 <u>Explanation of change:</u> Hired an Interim Provost and Vice Chancellor on 01/01/2013 at a lower salary.	110,000

Vice Chancellor for Student Affairs	101,650	101,650	101,650	102,000 <u>\$350 salary increase explanation:</u> Salary was \$101,650. VC for Student Affairs retired 07/31/2012. New VC for Student Affairs was hired on 09/16/2012 at \$102,000.	102,000	102,000
Dean of Business, Education, and Human Development	110,000 <u>Salary increase explanation:</u> Salary was \$96,500 as of 06/30/2008. College of Business and College of Education and Human Development merged. Salary change to \$110,000 effective 08/19/2009. Increase of \$13,500 for additional duties.	110,000	110,000	Vacant position	Vacant position	115,000 <u>Explanation of change:</u> Interim Dean was appointed at \$115,000.
Dean of Arts and Sciences	110,000 <u>Salary increase explanation:</u>	110,000	110,000	110,000	110,000	110,000

	Salary was \$96,400 as of 06/30/2008. College of Liberal Arts and College of Sciences merged. Salary change to \$110,000 effective 08/19/2009. Increase of \$13,600 for additional duties.					
Dean of Noel Memorial Library	90,000	90,000	90,000	90,000	90,000	90,000
Associate Vice Chancellor & Director of Institutional Research	70,000	70,000	70,000	70,000	70,000	70,000
Associate Vice Chancellor of Sponsored Research	72,700	Vacant Position	Vacant Position	Vacant Position	Vacant Position	Vacant Position
Dean of Graduate Studies	Vacant position	Vacant Position	Vacant Position	Vacant Position	Vacant Position	130,000 <u>Explanation of change:</u> Hired a Dean of Graduate Studies due to increased growth in graduate programs.

Cost Performance Analysis

i. Total Operating Budget by function		Louisiana State University Shreveport	
Expenditures by Function:	Amount	% of Total	
Instruction	\$ 13,053,150	49.1%	
Research	\$ 3,025	0.0%	
Public Service	\$ -	0.0%	
Academic Support	\$ 2,608,117	9.8%	
Student Services	\$ 1,901,627	7.2%	
Institutional Services	\$ 3,832,208	14.4%	
Scholarships/Fellowships	\$ 4,097,594	15.4%	
Plant Operations/Maintenance	\$ 2,648,306	10.0%	
Total E&G Expenditures	\$ 28,144,027		
Hospital	\$ -	0.0%	
Transfers out of agency	\$ -	0.0%	
Athletics	\$ -	0.0%	
Other	\$ (1,553,542)	-5.8%	
Total Expenditures	\$ 26,590,485	105.8%	

ii. Average Yearly Cost of Attendance - 2014-15	
	OFF-CAMPUS
Tuition and Fees	\$6,168.00
Books and Supplies	\$1,200.00
Room and Board	\$8,921.00
Transportation	\$1,710.00
Personal Expenses	\$1,970.00
Total	\$19,969.00

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: LSU Shreveport						
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2012-13	77	77	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCEM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				
Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with V on Appendix #1						
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						
March 1, 2011						