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AGENDA

PLANNING, RESEARCH AND PERFORMANCE COMMITTEE MEETING

Wednesday, January 23, 2013

9:45 a.m.

Louisiana Purchase Room • Claiborne Building • Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 1. Initial License
 - a. American Public University System
 - b. Arizona State University
 - c. Oregon State University
 - d. Spokane Falls Community College
 2. License Renewals
 - a. Delta College of Arts and Technology
 3. Program Approval
 - a. Compass Career College
 - B. Proprietary Schools Advisory Commission
 1. License Renewals
- IV. R.S. 17:1808 (Licensure)
 - A. Final adoption of Revision to Rules and Regulations for Administration of R.S.17:1808
 - B. Duplichain University
 - C. Delta International University
- V. GRAD Act
 - A. Intervention Policy (LSU Eunice 2nd Quarter Report)
 - B. New/Additional Targets (Attachment D)
 1. LSU System
 2. UL System
 3. SU System

- VI. Board of Regents' Response to HR 93 of the 2012 Regular Session of the Louisiana Legislature
- VII. Other Business
- VIII. Adjournment

Committee Members: Joe Wiley, Chair; Chris Gorman, Vice Chair; Mark Abraham, Maurice Durbin, Joe Farr, William Fenstermaker, Matthew L. Jewell, Roy Martin III, Harold Stokes

Agenda Item III.A.1.a.

American Public University System Charles Town, West Virginia

BACKGROUND

American Public University System (APUS) is not incorporated in the state of Louisiana. The institution is a private university in the state of West Virginia and is seeking its initial license. Founded in 1991 as American Military University, APUS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

ACADEMIC PROGRAM

APUS offers a wide variety of undergraduate and Master's programs online. Typically, the online nature of the delivery system would not require licensure. However, since some of the health- and education-related programs require clinical/internship experiences, licensure is necessary.

FACULTY

APUS employs 26 faculty to support its various online programs available in Louisiana. Of the 26 faculty, twelve are trained at the doctoral level and fourteen at the Master's level.

FACILITIES

Since APUS operates programs online with administrative and academic support in Charles Town, there are no out-of-state physical facilities. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to American Public University System, located in Charles Town, West Virginia. In the absence of NCATE or TEAC accreditation, the institution will not be allowed to offer either teacher education or education leadership courses/programs to Louisiana residents until appropriate accreditation is obtained.

Agenda Item III.A.1.b.

Arizona State University Scottsdale, Arizona

BACKGROUND

Arizona State University (ASU) is not incorporated in the state of Louisiana. The institution is a public comprehensive university in the state of Arizona and is seeking its initial license. ASU is a state-supported institution and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

ACADEMIC PROGRAM

ASU offers a wide variety of undergraduate and graduate programs online. Typically, the online nature of the delivery system would not require licensure. However, since some of the health- and education-related programs require clinical/internship experiences, licensure is necessary.

FACULTY

ASU employs 216 faculty to support its various online programs. Of the 216 faculty, 178 are trained at the doctoral level and 196 are employed on a full-time basis.

FACILITIES

Since ASU operates programs online with administrative and academic support in Scottsdale, there are no out-of-state physical facilities. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Arizona State University, located in Scottsdale, Arizona. In the absence of NCATE or TEAC accreditation, the institution will not be allowed to offer either teacher education or education leadership courses/programs to Louisiana residents until appropriate accreditation is obtained.

Agenda Item III.A.1.c.

Oregon State University Corvallis, Oregon

BACKGROUND

Oregon State University (OSU) is not incorporated in the state of Louisiana. The institution is a public comprehensive university in the state of Oregon and is seeking its initial license. OSU is a state-supported institution and is accredited by the Northwest Commission on Colleges and Universities.

ACADEMIC PROGRAM

OSU offers a wide variety of undergraduate and graduate programs online through its Ecampus. Typically, the online nature of the delivery system would not require licensure. However, since some of the health-related and education programs require clinical/internship experiences, licensure is necessary.

FACULTY

OSU employs 297 faculty to support its various online programs through the Ecampus. Of the 297 faculty, 142 are trained at the doctoral level and 119 are employed on a full-time basis.

FACILITIES

Since OSU operates programs online with administrative and academic support in Corvallis, there are no out-of-state physical facilities. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Oregon State University, located in Corvallis, Oregon.

Agenda Item III.A.1.d.

Spokane Falls Community College Spokane, Washington

BACKGROUND

Spokane Falls Community College (SFCC) is not incorporated in the state of Louisiana. The institution is a public comprehensive community college in the state of Washington and is seeking its initial license. SFCC is a state-supported institution and is accredited by the Northwest Commission on Colleges and Universities.

ACADEMIC PROGRAM

Spokane Falls Community College plans on offering online certificate and associate degree programs in Library and Information Services and Hearing Instrument Specialist to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. However, since both programs require clinical/internship experiences, licensure is necessary.

FACULTY

Spokane Falls Community College employs four faculty to support its two online programs, all employed on a full-time basis.

FACILITIES

Since OSU operates programs online with administrative and academic support in Spokane, there are no out-of-state physical facilities. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Spokane Falls Community College, located in Spokane, Washington.

Agenda Item III.A.2.a.

Delta College of Arts and Technology, Inc. Baton Rouge, LA

BACKGROUND

Delta College of Arts and Technology (Delta) first registered with the Board of Regents in 2006. The institution is headquartered in Baton Rouge, Louisiana. Delta has been licensed by the Board of Regents since 1992 as a proprietary school offering numerous occupational programs in business and related areas and is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

FACULTY AND STUDENTS

Currently, Delta has five faculty assigned to the Associate program and anticipates hiring two additional faculty as the associate program in Business Management and Ownership moves to full implementation. Two of the current faculty possess Master's degrees from recognized institutions. The institution had anticipated enrolling its first students in fall 2011 but has delayed full implementation.

FACILITIES

Delta's campus consists of six buildings with approximately 28,000 square feet of office, classroom, library and labs. In addition, the campus has six computer labs with over 160 student stations.

ACADEMIC PROGRAM

Delta is renewing its license as a degree-granting institution in order to continue the development of its associate degree program in Business Management and Ownership. Admission to the program will be open to students who hold a valid high school diploma. The institution currently offers diploma programs in a variety of health and business-related areas. The Business Ownership and Management program is designed to give students a strong foundation in business and management skills preparing them to enter the workforce in a beginning managerial capacity.

STAFF RECOMMENDATION

Given the credentials of its faculty, the history of the institution in providing postsecondary education programs, and the oversight provided by both the main campus and the institution's accrediting agency, senior staff recommends that the Board of Regents approve Delta College of Arts and Technology's request for license renewal.

Agenda Item III.A.3.a.

Compass Career College Hammond, Louisiana

BACKGROUND

Compass Career College (Compass) is a private college in Hammond, Louisiana and is incorporated in the state of Louisiana. Compass has been licensed with the Board of Regents since 2004 as a proprietary school and since 2011 as an academic degree-granting institution. Compass is accredited by the Council on Occupational Education (COE).

ACADEMIC PROGRAM

Compass currently offers a number of programs under its proprietary school licence, including licensed practical nurse, nurse aid, phlebotomy, medical assistant, and medical billing /coding. It is licensed as an academic degree-granting institution to offer an associate of science degree in health information management. It originally was proposing to offer the associate degree in nursing (ADN) but was advised by Regents' staff to await further program development and completion of the processes required by the Louisiana State Board of Nursing (LSBN).

STAFF RECOMMENDATION

Under Board of Regents' procedures, institutions may add programs during the licensure period with notification to Regents. Those new programs become part of the institutional review process during the next renewal cycle. Compass had previously notified the Board of its intent to develop the ADN. However, to move forward with the LSBN, the college needs Regents approval of the program. Therefore, the senior staff recommends that the Board of Regents approve the development of the Associate Degree in Nursing program at Compass Career College. Full implementation of the program, enrollment of students and the graduates' ability to sit for the NCLEX are subject to the rules, regulations and approval of the Louisiana State Board of Nursing.

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Agenda Item III.B.1.

Minutes

Board of Regents' Proprietary Schools Advisory Commission

January 8, 2013

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, January 8, 2013, at 10:06 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge. Ms. Angelique Freel, Legal Counsel with the Louisiana Department of Justice, administered the oath of office to Mr. Richard D'Aquin who will serve as a representative of the Board of Regents to the Louisiana Proprietary Schools Advisory Commission. Chair Bender called the meeting to order and the roll was called.

Commission Members Present

Ralph Bender, Chair
Richard D'Aquin
James Dorris
Keith Jones, Vice-Chair
Raymond Lalonde
Gloria Simmons

Staff Members Present

Nancy Beall
Kristi Kron
Carol Marabella
Larry Tremblay

Commission Members Absent

Tina Begnaud
James Fontenot
Chris Gorman

Guests Present

(See Appendix A.)

The first item of business was the election of 2013 officers for the Commission. Chair Bender reminded the Commission that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Commission member Lalonde nominated the current set of officers, Mr. Bender as Chair and Mr. Jones as Vice-Chair. There being no other nominations,

On motion of Mr. Dorris, seconded by Ms. Simmons, the Proprietary Schools Advisory Commission unanimously elected Mr. Ralph Bender as Chair and Mr. Keith Jones as Vice-Chair for 2013.

The next item of business was approval of the minutes from its meeting of November 13, 2012.

On motion of Mr. D'Aquin, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 13, 2012 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission that there were eighteen (18) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Mr. Jones, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses):

Academy of Acadiana--Lake Charles (12/02/10)
Alexandria Dental Assistant School (12/08/11)
Baton Rouge College (12/04/08)
Becker Professional Education--Lafayette (12/09/04)
Galliano Training Center, LLC (12/08/05)
Gretna College, School of Allied Health (12/19/91)
Herzing University (12/07/95)
Infinity College, Inc. (12/02/10)
Kenner Health Careers Institute, LLC (12/11/03)
Learning Bridge Career Institute (12/02/10)
Legally Speaking (12/06/01)
Martin International, Inc., of Louisiana (12/16/82)
NASCAR Technical Institute (12/05/02)
National Driving Academy, Inc. (12/05/96)
Pelican Training Institution (12/08/11)
Tulsa Welding School (12/07/06)
Unitech Training Academy--Alexandria (12/04/08)
Unitech Training Academy--Metairie (12/08/11)

Ms. Marabella informed the Commission that after completing its license renewal application, American Commercial College (12/05/02), made the decision to close the school effective Monday, December 17, 2012.

The next item on the agenda was an update on program approvals. Chair Bender reminded the Commission that staff approved these updates administratively and course approvals were being shared with the Commission for information purposes only.

Under Report from Staff, Ms. Marabella explained to the Commission the time-line associated with the notification of the school closure and procedures taken to assist the students who were currently enrolled at American Commercial College. Ms. Marabella expressed an appreciation to the Shreveport area proprietary schools that volunteered to assist with the teach out of the affected students.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 12, 2013, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:30 a.m.

APPENDIX A
GUESTS

Angelique Duhon Freel

LA Department of Justice

Agenda Item IV.A.

Executive Summary

In 1975, the Louisiana Legislature enacted Act 225 which required all academic degree-granting institutions to register with the Board of Regents. In 1991, the Legislature enacted Act 129 (R.S.17:1808) which required academic degree-granting institutions operating in Louisiana to be licensed by the Board of Regents. From 1975 to 1991, there were no fees to register institutions. However, with the passage of licensure legislation, the workload increased and fees were established. Louisiana's fees have always lagged that of other states. From 1991 until 1997, the fee was \$500 annually. In 1997, the fee was increased to \$750 where it has remained.

The Board of Regents, in order to recoup some of the additional costs of licensing institutions, successfully sponsored legislation during the 2012 Regular Session of the Louisiana Legislature. Act 278 of 2012 authorizes the Board of Regents to increase license fees by up to seven hundred fifty dollars (\$750). Even with the fee increase, Louisiana remains one of the less expensive states to seek and gain licensure.

At its August meeting, the Board of Regents approved the fee increase. Since the Board's licensure authority is statutory, upon Board approval, the staff initiated the processes included in the Administrative Procedures Act prior to implementation of the fee increase. This process included publication of the proposed change in the Louisiana Register, review by legislative oversight committees, an invitation for public comment and final publication in the Louisiana Register.

Having completed all the steps as outlined in the Administrative Procedures Act, the senior staff recommends that the Board of Regents give final approval to the revision of its Rules and Regulations for the Administration of R.S. 17:1808, authorizing the licensure fee increase, effective February 1, 2013.

Agenda Item IV.B.

Duplichain University Lake Charles, LA 70605

Background

Duplichain University was first licensed by the Board of Regents in 2008, concluding a two-year process of planning and review, both by Regents' staff and outside consultants. At the time of initial Board consideration, staff concluded that Duplichain University merited a period of state licensure to allow it sufficient time to seek Southern Association for Colleges and Schools Commission on Colleges (SACS/COC) candidacy and membership.

At its meeting in May, 2008 The Board of Regents approved a three-year license for Duplichain. This initial period of licensure was subject to the fulfillment of several stipulations, requiring step-by-step continuous evidence of progress toward accreditation. An important stipulation was met in April, 2011 when the university submitted its application for accreditation candidacy to SACS/COC. In May, 2011, having fulfilled all the obligations set forth in the Board's original recommendation in 2008, the Board of Regents renewed the license of Duplichain University for a period of eighteen months in order to allow the university time to gain candidacy for accreditation with SACS/COC.

At the invitation of SACS/COC, Duplichain met with the accrediting agency staff in August 2011 to review the application. SACS/COC expressed its concerns with Duplicahian regarding its application, especially in the areas of financial sustainability and institutional assessment. In order to build its financial base, in Fall 2011, Duplichain discontinued a doctoral program and established two additional undergraduate programs. Other initiatives implemented to build financial sustainability included additional partnerships with other entities and more targeted recruiting strategies to enhance enrollment. To respond to concerns in the area of institutional assessment, Duplichain employed a consultant with extensive experience with institutional assessment at other SACS/COC accredited institutions to assist the university in preparing its new application.

SACS/COC informed Duplichain that the changes described above in response to the review of the initial application constituted a substantive change and required submission of a new application for candidacy. Duplichain has nearly completed the new application but is awaiting a financial audit for 2012. The audit is scheduled for completion in time to submit the application for candidacy in mid-February, 2013.

Recommendation

Regents' staff has been in communications with SACS/COC staff regarding Duplichain's application. SACS/COC staff has informed Regents' staff that if the application is submitted by mid-February 2013, accreditation staff will have an informed idea on the status of the

institution's application within six months of the submission. SACS/CoC would not act on the application until its June meeting at the earliest and most probably not until its December meeting. Therefore, the senior staff recommends that the Board of Regents extend the license of Duplichain University through August 2013. At its August meeting, staff will inform the Board on the status of Duplichain's application with SACS/COC and offer a recommendation for further license extension or denial, based in part on the response from SACS/COC.

Agenda Item IV.C.

Delta International University Executive Summary

History and Background of Delta International University.

The Board of Regents received the initial license application from Delta International University (DIU) in May, 2007. The next two years were spent assessing and strengthening the application. Following an evaluation from outside consultants and further work by DIU, staff concluded that DIU merited a period of state licensure to allow it sufficient time to seek Distance Education and Training Council (DETC) candidacy and membership.

At its meeting in May, 2009, the Board of Regents approved a three-year license for DIU with a series of stipulations. This initial period of licensure would be subject to the fulfillment of several stipulations, requiring step-by-step evidence of continuous progress toward accreditation.

Activities Since Initial Licensure

As required, DIU submitted annual reports to the Regents' staff outlining its efforts to gain accreditation with DETC. The institution experienced considerable staff upheaval in academic affairs in its early years causing disruption in the orderly process of seeking accreditation with DETC.

The process to apply for DETC accreditation involves numerous steps, including a Readiness Assessment. First time applicants for accreditation are required to undergo a Readiness Assessment by an independent DETC-appointed evaluator to assist the applicant in preparing for a full on-site examination. The primary purpose of the assessment is to provide a mechanism for DETC to determine whether the applicant's Self-Evaluation Report provides sufficient evidence and information for a successful on-site committee review.

A Readiness Assessment review of DIU was conducted in February 2012. The DETC appointed evaluator identified numerous shortcomings in the Self-Evaluation Report and concluded that DIU was not reasonably prepared to undergo a full on-site examination in 2012 and that prior to any on-site visit, DIU must address the findings, suggestions and recommendations cited in the report and resubmit.

At its meeting in May, based on the efforts of DIU to obtain accreditation with DETC and DETC's commitment and schedule for moving forward with the process, the Board of Regents approved an extension of the operating license for DIU until January 31, 2013. DIU submitted its second Self-Evaluation Report in November addressing all the issues identified in the previous Readiness Assessment report. The report was reviewed by a DETC-appointed evaluator who concluded that DIU had addressed the shortcomings identified in the previous report and recommended that the institution be allowed to move forward with the final submission of the accreditation application, including all curricula materials. A site visit by DETC will be

scheduled for spring or summer 2013, with final accreditation determinations made by the Council at its annual meeting in January, 2014.

Senior Staff Recommendation

With the favorable review of Delta International University's Self-Evaluation Report, the recommendation for an accreditation site visit by Distance Education and Training Council in spring or summer and final accreditation determination scheduled for January, 2014, the senior staff recommends that the Planning, Research and Performance Committee approve an extension of the operating licence for Delta International University until January 31, 2014. At that time, based largely on the accreditation determination of the Distance Education and Training Council, the Board of Regents will determine whether to issue a new operating license.

Agenda Item V.A.

Executive Summary

Under the GRAD Act, failure to meet the GRAD Act requirements results in an institution's loss of GRAD Act benefits, including losing the authority to increase tuition, 15% performance funding, and eligibility for autonomies for the next academic year. The Board of Regents GRAD Act Intervention Policy allows the 15% performance funding to be retained by the institution's respective management board and held in a GRAD Act Remediation and Performance Improvement Fund Escrow Account.

If the institution which failed the GRAD Act desires to earn access to some portion of the performance funding from the GRAD Act Remediation and Performance Improvement Fund, it must have a remediation plan approved by the Commissioner of Higher Education. Once approved, the Commissioner of Higher Education and the institution's management board enter into a one-year GRAD Act Performance Improvement Contract, allowing the institution over the period of the one-year contract to earn up to a maximum of 75% of the funds being held by the management board on its behalf in the GRAD Act Remediation and Performance Improvement Fund Escrow Account.

In compliance with the Intervention Policy, LSU Eunice had its plan approved by its management board and the Commissioner of Higher Education and thus entered into a GRAD Act Performance Improvement Contract. According to the schedule in the GRAD Act Performance Improvement Contract, LSU Eunice submitted and had its first quarterly report approved by the Board of Regents in October 2012. The campus submitted its 2nd quarterly report in January 2013 (attached). (Note: The 2nd quarter responses are included with the 1st quarter report. Second quarter responses are clearly marked and appear in larger font. Also, the attachments are in excess of 100 pages and will, therefore, be available at the Planning, Research and Performance Committee meeting.)

The senior staff has reviewed LSU Eunice's 2nd quarterly report and determined that it meets the requirements of the GRAD Act Performance Improvement Contract. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 2nd quarterly report from LSU Eunice, authorizing the LSU Board of Supervisors to release a portion of the funds to LSU Eunice on the predetermined schedule included in its GRAD Act Performance Improvement Contract.

LOUISIANA STATE UNIVERSITY EUNICE
GRAD ACT REMEDIATION PLAN
QUARTERLY PROGRESS REPORT
JANUARY 15, 2013

8/20/2012 to 10/15/2012 (1st Quarter)
10/15/2012 to 1/15/2013 (2nd Quarter)

In keeping with LSU Eunice's GRAD Act Remediation Plan, approved on August 24, 2012, the campus has, to date, achieved progress in the following areas:

II. Fall to Fall Retention Rate

II A. Current Initiatives

1st Quarter - II A. Activity 1. Contact those students in the Fall 2011 cohort who have either not registered for Fall 2012 and/or who have not been financially cleared

As communicated in our remediation plan, LSU Eunice had identified students who were in the 2011 first-time/full-time associate degree seeking (FTFT-AD) cohort who had registered, but had not paid; and, those not registered who qualified for financial aid.

This effort was coordinated by the Student Affairs' Office, as outlined in **Attachment 1stQ-1**. These student groups received both phone calls and emails in order to encourage them to schedule their fall classes and/or to arrange fee payment options; and, as an end-result, on the first day of class (8/20/12) the campus had 144 who had enrolled and paid; two with a schedule, but who had not made any financial arrangements; and 156 who had not registered. From the first class day until "census day" and, to date, the students of the Fall 2011 cohort have been actively monitored for their retention, along with their need for support services (see **Attachment 1stQ-2**).

In this latter regard, Student Affairs and Tutoring Services staff collaborated to target the cohort of 144 students from the Fall 2011 cohort who had enrolled for Fall 2012. Prior to, and during the first week of classes, all of the cohort students received email notices encouraging them to seek academic support, financial aid, campus involvement opportunities and counseling services that were available to them. (**Note:** Additionally, the Chancellor also sent a personal email to each of these students—see **Attachment 1stQ-3**—welcoming them back to LSU Eunice and encouraging them to do the things necessary for their academic success). Moreover, in an effort to reduce the number of students dropping out, without any discussion of their reason(s)/problem(s), the Registrar's office began initially referring all resignation requests to Student Affairs staff before being processed. This intervention has allowed for more personal attention to be given to each students' needs and concerns before they make the final choice to withdraw from the university; and, even more extensive interventions are now being planned for the cohort after mid-term grades are posted; (**NB.** Data obtained regarding the results of these efforts will be provided in the 2nd quarterly report). However, as an end-result of the aforementioned collective efforts, **all 144 of these FTFT students out of a cohort of 305, were retained from Fall 2011 to Fall 2012 for a retention rate of 47.21%**. (**NB.** A retention rate of 45.29% was determined to be minimally needed in order to effect passage for Year 3 as measured by the alternate method).

2nd Quarter – II A. Activity 1. (continued)

The Office of Student Affairs identified 11 students from the Fall 2011 cohort group who were on academic probation and, therefore, at a higher risk of dropping out of the university. Multiple contacts with those students resulted in all eleven returning to the university for Spring 2013. Regular class attendance, consultation with their instructors, assessment of each student's tutorial, counseling, and other support services needs were also discussed. Email reminders were sent to each student before and after appointments. After mid-term grades were posted, another email was sent to all cohort students urging them to contact Mr. John Guillory at the

Tutorial Center, if they had less than a 2.0 GPA at that point-in-time. In addition, the Student Affairs Office worked closely with the Registrar's office to monitor and refer ALL students who submitted resignation requests through the Registrar's Office. Of the 174 total number of students who resigned from the university in Fall 2012, only 4 students (not included in the 11 probationary students) were from the Fall 2011 cohort. Each of those students resigned due to circumstances related to health, family, and/or financial issues which were beyond the campus' ability to control. Our current monitoring and intervention, for all students deemed 'at risk' and/or seeking resignation, will continue throughout the Spring 2013 semester.

II A. Activity 2. Provide computer-enhanced financial aid services

In an effort to increase student access to financial aid (FA) in a timely manner, the Financial Aid and Information Technology Offices began working in Fall 2011 to revamp the way financial aid was awarded at LSU Eunice. Before this academic year, students applying for financial aid waited 6-8 weeks to receive notification of their awards. By automating the process, students are now awarded aid in as little as one week. Hence, now, most students who are not awarded FA by the time the fall semester begins are frequently students who are not financially capable of paying tuition before their award is received. Previously, the campus unnecessarily suffered first to second fall retention decline, because financial aid was not awarded before the deadline. However, we do not feel that this will be the case in the future, as seen by the chart below:

| | By June 1 | By July 1 | By August 1 | By October |
|-------------------------------------|--------------|--------------|--------------|---------------|
| Old System (2010 FTFT-AD Cohort) | 0 (0) | 480 (13) | 1023 (51) | 1683 (92) |
| New System (2011 FTFT-AD Cohort) | 1711 (57) | 2542 (79) | 3073 (98) | 3845 (143) |

In summary, the computer-enhanced-automated-packaging significantly increased the number of students awarded earlier so that more students could financially-clear their tuition and fees by the payment deadline. Additionally, more students were also able to use their awards to purchase/charge books and supplies prior to the start of classes; and, finally, the amount of refund money made available to our students after tuition/book payment, to assist with their other educational related expenses (i.e. housing, food, transportation, child care, personal, etc.) during the same refund period last year, was also significantly increased as a result of the new automated process. See refund chart (below) for a September 2011 and 2012 comparison.

| | Pell | Direct Loans |
|--|----------------------------------|------------------------------------|
| Refunds made available to students from first Fall 2011 payroll as of September 2011. (old system) | \$833,234.95 | \$765,774 |
| Refunds made available to students from first Fall 2012 payroll as of September 2012. (new system) | \$2,153,058 (258.4% increase) | \$1,987,733 (\$259.5% increase) |

2nd Quarter - II A. Activity 2. (continued)

With on-going support from Office of Information Technology (OIT), the Financial Aid (FA) Office continues to provide expedited processing of FAFSA applications for students. Final figures on FA awards for Spring 2013 will be available in LSUE's 3rd Quarter report.

II B. New Initiatives: Effective with the Fall 2012 class, LSU Eunice will implement an intrusive, persistent, and practical approach to reach students before they experience academic difficulties.

1st Quarter - II B. Activity 1. Improve orientation based upon feedback from participants

Studies have shown that institutions which provide extensive orientation and advising programs have higher retention/graduation rates and affect better social integration of students into the campus community. To this end, LSU Eunice has always worked to improve the format of our mandatory Orientation Program so that it welcomes

and informs both students and parents through their separate and respective programs. Ultimately, the program concludes with the students receiving advising for the semester and finalization of the registration process. Since several parts of the program have been altered and/or changed, the goal was to see if these changes enhanced student and parent satisfaction and student retention as compared to prior evaluations of the former format in addition to improved participant retention data.

Results from this year's orientation surveys show an overall satisfaction rate 4.24/5.0 on the Likert scale compared to 4.19/5.0 during the same period last year. One of the changes made this year included: students identified as 'undecided' were assigned to academic advisors within the Office of Student Affairs to assure that these students received more personal attention and information about Kuder assessment (career placement) services which would help them to identify possible career/major areas as soon as possible. These undecided students also attended the Liberal Arts Division presentation to get an overview of that broad academic area and were then escorted by orientation student leaders to experienced advisors in Student affairs who met with each of them individually. Additionally, more time was allocated to these students for the discussion of their interests/goals and academic strengths so that each of these students would have useful information which could assist them in their selection of an appropriate major.

2nd Quarter – II B. Activity 1 (continued)

Students classified as undecided continue to be referred to Student Affairs academic advisors for more intrusive advising and referral to Career Services. The Coordinator of Career Services is, now, also present at orientation sessions to meet, personally, with these students to make them aware of the many services which are available to assist them with their choice of major, along with other, career, decision-making options. Representatives from the Office of Student Support Services are also present to inform students of services available through their office. An update on the number of students, who followed-up to access those services, will be available in the next quarterly report. With the discontinuance of the ACT Student Satisfaction Survey, the university will also begin to disseminate a new Student Satisfaction Inventory (SSI) instrument provided by Noel-Levitz beginning this spring (See Attachment 2ndQ-1). Through the use of the SSI, LSUE will have the opportunity to evaluate our students' knowledge of and satisfaction with the various support services. The campus will also be able, by using the SSI, to continue the internal tracking of our student usage of tutoring and counseling services each semester.

1st Quarter - II B. Activity 2. Improve academic advising by providing faculty and staff professional development opportunities which target "best practices"

As stated in our GRAD Act Remediation Plan, "Quality academic advising is one of the most powerful predictors of a student's satisfaction with the campus environment" (NSSE, 2005). For faculty, academic advising is second only to quality teaching in respect to its importance and value in both a student's success as well as in the success of an institution.

Hence, the campus was very appreciative of the fact that the Board of Regents recently sponsored a Noel-Levitz professional development workshop entitled: "Increase Student Completers through Strong Campus Engagement"; and, to which LSU Eunice sent a team of six of its professional staff including the Chancellor, Dr. Bill Nunez; the Vice Chancellor for Academic Affairs, Dr. Renee Robichaux; the Vice Chancellor for Student Affairs, Ms. Judy Daniels; Director of Financial Aid, Ms. Jacqueline Lachapelle; Pathways Program Advisor, Mr. Damien Papillion; and, Institutional Liaison Officer, Mr. Chad Jones.

Based upon this experience, the team plans to schedule focus group sessions and training sessions for faculty/staff/advisors before the end of October, in order to discuss the need for academic advising to go beyond the process of scheduling, in order to engage the student and, in doing so, better assist them to "... achieve their full potential—technically, professionally and personally" (II B Activity 2a).

Additionally, in keeping with II B Activity 2c, the campus has recently received approval of its request for support from the Campus Federal Credit Union, to fund two, annual, Academic Advising awards (\$500 each - \$1,000 total) in order to incentivize and reinforce the campus' commitment to excellence in Academic Advising.

NB. The criteria and procedures for the selection process for these awards are currently being formulated by the Office of Student Affairs in cooperation with Academic Affairs.

2nd Quarter – II B. Activity 2. Improve academic advising by providing faculty and staff professional development opportunities which target “best practices”

As part of the campus’ efforts to enhance the retention of its Fall 2011 student cohort (II A. Activity 1), LSU Eunice’s “Strong Campus Engagement” initiative actually began in June 2012 with both phone and email contacts of its 2011 FTFT Associate Degree-seeking (FTFT-AD) cohort students who had registered but had not paid, along with the contact of those students who had not yet registered, but who qualified for financial aid. And, as communicated in the 1st Quarterly Report, not only was this intrusive advising effort very successful in the retention of a larger number of students—enough from the Fall 2011 cohort to pass this GRAD Act criterion for Year 3—but also, through the Board of Regents’ sponsored Noel-Levitz (9/28/12) training entitled: “Increase Student Completers through Strong Campus Engagement,” the campus was able to maintain 97.2% of the returning 2011 cohort through the Fall 2012 semester. Comparable strategies will be employed this Spring (2013) with all members of the Fall 2012 cohort (both Associate Degree-seeking and Bachelor’s Degree-seeking) in order to intervene, engage, and encourage an even larger percentage of these new student cohorts to successfully complete the Spring 2013 semester and, ultimately, return to LSU Eunice for Fall 2013. To this end, the Vice Chancellor for Academic Affairs met with her Division Heads on October 26, 2012, and covered the following agenda topics for each Division Head to discuss with their respective faculties:

1. Distributed copies of two Noel-Levitz presentations; “Using Engagement to Drive Stronger Student Competition” and “High Impact-Low Cost initiatives that Improve Student Success.”
2. Discussed the need to update the Faculty Advising Handbook and charged the Division Heads with updating the manual and deciding who has responsibility for continual updates.
3. The Registrar distributed the report, “Analysis of 2012 FTFTAD 16’s,” and discussed the midterm grades for this cohort along with reasons for their possible future inclusion into the “Pathways” Program.
4. Suggestion was made to include ACT prerequisites for certain courses that “at risk” students should not be allowed to register for before completing prior, prerequisite, college work.
5. The Division Heads were asked to identify advisors from their division who could be responsible for advising students with composite ACTs of 16.
6. Division Heads are working to communicate the following to advisors of students with an ACT of 16 for Spring 2013 advising:
 - Students in the at-risk cohort “ACT composite of 16 will be advised to register a part-time rather than a full-time schedule so as not to overload their time at the beginning and possibly set themselves up to fail.
 - Register UNIV 0008 (reading) and UNIV 1005 (university studies) as two of the courses suggested for the schedule for the at-risk cohort to build their reading skills.
 - Avoid courses that require “heavy reading comprehension” during the first semester, such as: Psychology, Sociology, History, BADM 1001, and BIOL 1001.

Additionally, in keeping with proposed Activity II A.2b of LSU Eunice’s GRAD Act Remediation Plan on Advising, an academic advising workshop was recently entertained on

January 7, 2013, for all faculty and for all staff who also serve as academic advisors.

Attachment 2ndQ-2 identifies the workshop that was held and **Attachment 2ndQ-3** provides a copy of the Power Point used in the presentation provided by Chancellor Nunez with discussion coordinated by both Dr. Nunez and Dr. Robichaux.

In addition to the academic advising workshop presentation and discussion that was entertained, each of the faculty and advising staff participants received a copy of the NACADA (National Academic Advising Association) Pocket Guide Series entitled: “What is Academic Advising?” (**Attachment 2ndQ-4**), along with on-line access to the Noel-Levitz video series entitled “Academic-Advising for Student Success and Retention” (**See Attachment 2ndQ-5**) in order to better illustrate both the process and the content of academic advising which is necessary to meet the needs of the student while developing a strong relationship with the student and enhancing both the student’s persistence and success. Moreover, as noted in IIB Activity 2c, and as previously communicated in our 1st Quarter Report, LSU Eunice has received approval from CFCU of an annual grant of \$1,000 to the LSUE Foundation to be used to fund two academic advising awards (\$500 each) in order to both incentivize as well as reinforce the campus’ commitment to academic advising! (**See Attachment 2ndQ-6**). The first awards are planned to be made at the Spring Honors Convocation.

1st Quarter - II B. Activity 3. Lessen time to degree for those students requiring remediation.

To date, the following progress has been achieved on this activity (II B. 3):

A supplemental, two-credit mathematics pilot program (MATH 1020) was approved by the LSU Eunice course and curriculum committee and is currently being offered this fall (2012) as a “companion course” to the three-credit College Algebra class (MATH 1021). The goal of this strategy is to help students who are almost “college ready” in Math (ACT Math sub-score of 17 or 18), by allowing them to enroll in College Algebra while incorporating “just-in-time” tutoring for specific developmental topics—all in an attempt to improve success rates in College Algebra within a lesser time-frame.

NB. Dr. Paul Fowler, Director of LSU Eunice’s Developmental Education and Ms. Jamie Thibodeaux, Instructor of Mathematics will be visiting Northwest-Shoals Community College on October 18th and 19th to monitor the operation of the modular developmental Mathematics “Math Choices: Just Learn It” program, which the campus is planning to pilot in Fall 2012, if the enhancement grant, “LSU Eunice Assessment Center” is approved by the Board of Regents.

2nd Quarter – II B. Activity 3 (continued)

The data from the supplemental, MATH 1020 two-credit, pilot course is provided in **Attachment 2ndQ-7**. Interestingly enough, the course “success rate” (i.e., A, B or C only) for the pilot Math section was 76% with one student (4%) withdrawal; and, the overall success rate for the “fact-to-face” sections was 53% with 66 students withdrawing for a withdrawal rate of 14%. Therefore, in keeping with CCA (Complete College America) philosophy, the resulting recommendation is that the pilot be continued and, perhaps, increased to a 3-credit course; and, also that the pilot course be entertained, as a valuable precursor course for the revised MATH 1021.

Additionally, under the II B. Activity 3 initiative as discussed in the 1st Quarter, Dr. Paul Fowler, Director of LSU Eunice’s Developmental Education, and Professor Jamie Thibodeaux, Instructor of Mathematics, visited Northwest-Schools Community College and their development modular Mathematics program called “Math Choices: Just Learn It” program. Their report is found in **Attachment 2ndQ-8**. And, as a result of subsequent discussions with the Mathematics’ Faculty, the Department is interested in adopting this approach if the enhancement grant entitled, “LSU Eunice Assessment Center,” is approved by the Board of Regents.

2nd Quarter – Activity 4.

As proposed, the alternate course for college algebra for non-STEM field students – an Applied Algebra Course – was submitted by the Division of Sciences and Mathematics to the LSUE Courses and Curriculum Committee for its review and consideration for inclusion in the Fall 2013 catalog and course schedule (See Attachment 2ndQ-9).

1st Quarter - II B. Activity 5. Identify and intervene with student populations “at risk” of not being retained.

a. The ‘16s’ – As noted in the data provided in Attachment 1stQ-4, as part of LSU Eunice’s reaffirmation process, a SACS QEP (Quality Enhancement Plan) Sub-committee was charged, by the campus’ SACS-COC Leadership Committee, to entertain whether or not students with composite ACT’s of 16 should also be included into the Pathways Program. The data collected, to date, on these students indicate that the 16s’ are performing less well than the Pathways Program students, as a collective group; and, more importantly the 16s’ are not being retained. Therefore, the following actions have been taken, to date, in keeping with the proposals offered in the campus’ II B Activity 5 – actions 1, 2, 3:

Action 1. We are identifying our most competent advisors and redirecting those with 16s’ to these advisors, who will receive additional advisor training;

NOTE: The Vice Chancellor for Academic affairs is currently working with Division Heads to identify those faculty members who are best able to advise this group.

Action 2. All ‘16s’ will be tracked for their mid-term grades in their first semester to locate students demonstrating potential to be at-risk of not being retained the following fall;

NB. Mid-term grades will not be submitted by the reporting deadline of this report; therefore, these data will be reported on in the Second Quarter.

2nd Quarter – II. B. Activity 5. Action 2.

As had been proposed, the ‘16s’ (i.e., students with ACT composites of 16’s) were traced for their mid-term grade performance which was determined to be less than a “C” (2.00 GPA) at 1.85. Therefore, the LSUE Academic Council is currently entertaining a proposal to expand the Pathways Program to include all students with ACT composites equal to or less than sixteen (16).

1st Quarter - Action 3. We identified courses that have proven to be detrimental to academic success for ‘16s’: BIOL1001, HIST1001, HIST2055, PSYC2000, and PSYC2070. In a study of the “fate-analysis” of this at-risk population, i.e., the ‘16s’, over the time-frame of 2006-2010, demonstrated an inability to pass the aforementioned courses, primarily due to their poor reading skills and to an over-ambitious academic schedule. As a result of this experience, advisors are now being directed to steer ‘16s’ away from these courses in their first semester; and by encouraging these same students to register for a more realistic (e.g., < 12 hrs.) schedule.

We started identifying these “at risk” students in August 2012. In this regard, for example, the VCAA addressed the non-Pathways students at the last two regular orientations and she met with Division Heads during the summer in order to discuss the advising of this population. Division Heads subsequently discussed advising “at risk” students at their divisional meetings at the beginning of the fall semester; and, Division Heads met again with the VCAA on September 28, 2012 in order to discuss advising strategies for these students in the upcoming registration for the Spring 2013 semester.

2nd Quarter – II B. Activity 5. Action 3.

As an end-result of the meeting of the Division Heads with the Vice Chancellor for Academic Affairs on the advising of at-risk ‘16s’ (i.e., students with ACT composites of 16), each division will selected one advisor to be responsible for the advising and scheduling of these students. This action should eliminate problems with the misplacement of these students into classes for which they are underprepared.

II B. Activity 5. (continued)

b. Health Sciences – As communicated in our remediation plan, Health Sciences students comprised 49.8% (152 of 305) of the 2011 FTFT-AD cohort. Of the 152, only 6 were accepted into clinical programs for the Fall 2012 semester. Historically, students not selected into a clinical program receive a letter of denial. The Division of Health Sciences and Business Technology will revise all letters, in order to encourage the students of this cohort (who were not selected into allied health associate degree programs), to meet with their advisor to investigate how the courses they have already taken might count towards a different certification (i.e., Medical Billing and Coding certificate or an Associate of General Studies degree). It is believed that this form of intrusive and proactive advising will increase first to second fall retention of students from this “at risk” population—particularly those who may be inclined to leave LSU Eunice because they are angry or hurt by virtue of having been “rejected” from acceptance into their health science program of choice.

Hence, in summary, the following steps are being taken in order to more proactively and intrusively advise these students: the revised, “not selected” letter, which will encourage these students to meet with their advisor in order to consider alternative options, will be sent to these students who were not selected. Next, notified students will be counseled (in July/August). Finally, in the Fall of next year, we expect to be able to identify the “fate analysis” of several of these students in terms of which ones matriculate in Fall 2013; and, of this group, which ones are now pursuing some alternative degree tract as opposed, ultimately, to the number who drop-out.

2nd Quarter – B. Allied Health

NB. In an attempt to develop alternative careers for students who are not successful in gaining entrance into the clinical phase of one of our campus’ nursing and health sciences programs, LSUE has recently submitted a “Rapid Response” grant proposal for Emergency Medical Technology training which should appeal to many pre-nursing students. Applicants not selected for Nursing and Allied Health clinical study will be encouraged to consider this alternative, among the others currently being offered and entertained, as positive alternatives for their future careers.

1st Quarter - II B. Activity 6. Maintain the “Pathways to Success” program at full personnel.

All Pathways Program positions were filled for Fall 2012. So, the program is now, once again, “fully-staffed”.

III. Same Institution Graduation Rate

In the last three years, while our FTFT enrollment has grown 14.74% (699 to 802), the number of Associate Degree graduates have grown 81.82% (from 33 to 60). And, although we have not yet met our GRAD Act target numbers for graduation, the data demonstrates consistent improvement in the 150% time “same institution graduation rates” for Year 3 and Year 4. Note: We feel that it is particularly important to note that, with the finalization of the “same institution” graduation data for both Year 3 and Year 4, the alternative scoring method identifies LSU Eunice as passing the GRAD Act (the average of the last three year graduation rates of 6.9% versus the average of the most recent two graduation rates of 7.12%). **NB.** Since graduation rate data for Year 2 was finalized with the 2010 graduating class; and, the graduation rate for Year 3 finalized with the 2011 graduating class, it obviously follows that neither Year 2 or Year 3 “same institution” graduation data could be influenced during this remediation period. In fact, Year 4 (shown in the chart below) data was finalized with the completion of graduation Spring 2012 before the on-set of the campus GRAD Act Remediation Plan Year (i.e., FY 2012-13).

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|----------|--------|--------|--------|--------|
| Benchmark | 8.0% | 9.4% | 10.8% | 12.2% | 13.6% |
| Actual | | 8.0% | 4.7% | 6.76% | 7.48% |

Nonetheless, in an attempt to better achieve improved graduation rates for subsequent years, the following activities have been proposed and are being pursued; namely:

Activity 1. Increase awareness of transfer degrees.

In the months of August and September (2012) the VCAA met with the campus’ Division Heads to stress the importance of informing students of the benefits of graduating with the transfer degrees; and, for the future, the plan

for upcoming orientations, is to have the Registrar discuss the importance of transfer degrees with students, especially in terms of the ability of these transfer degrees to enhance the transfer and articulation process for the student. (see **Attachment 1stQ-5** for charts which chronicle the current numbers of LSU Eunice students pursuing the completion of either an AALT or ASLT degree.)

2nd Quarter –Update:

At each orientation session, we now include the state-issued brochure (“Transfer Degree Guarantee”) in the orientation information packets given to all students in attendance. During orientation, the university Registrar also makes a presentation to students and parents about the transfer degree program options so that students can correctly identify themselves as either Associate Degree seeking or Bachelor’s Degree seeking students.

NB. To date, LSU Eunice has awarded 24 Louisiana Transfer Degrees!

Activity 2. Award associate degree to eligible students through a “reverse transfer” initiative.

To date, LSU Eunice is working with LSUA in order to identify LSU Eunice students who both qualify for “reverse transfer” and who are interested in having their LSU Eunice Associate Degree awarded to them through the reverse transfer process.

In AY 2011-12, seven former LSU Eunice students currently attending LSUA were identified as eligible to receive an associate degree through reverse transfer. Five of these students applied and were awarded associate degrees from LSU Eunice; the other two students did not apply.

Discussions are also now being entertained by the LSU Eunice Registrar, with his counterparts at LSU A&M, ULL and McNeese, about participation in the “reverse transfer” process and in assisting LSU Eunice in the locating of eligible former LSU Eunice students who might qualify for a “reverse transfer” award of an Associate Degree from the LSU Eunice campus.

2nd Quarter – Update:

Reverse Transfers – LSU Eunice is continuing to develop partnerships with ULL and LSU A&M for the identification of former LSUE students who fit the parameters for the award of a “reverse transfer” Associate Degree from LSU Eunice. Both universities indicate that they have located students who fulfill the “reverse transfer” criteria, but, to date, have not communicated the information necessary for contact of any of these eligible candidates. Our Registrar will be speaking with his counterparts in the near future about the need to acquire this information for the benefit of these students.

Our partnership with LSUA, however, continues to blossom. Of the 54 students LSUA identified in Fall 2012 as meeting Reverse Transfer criteria, 13 students responded by requesting that their LSUA transcript be sent to LSUE. Of those, 3 students already had met our graduation requirements and 6 were extremely close to graduating from LSUE, depending on what courses they will take Spring 2013. Realistically, therefore, we could award reverse transfers to anywhere between 3-9 students from LSUA in our Spring commencement service.

Activity 3. Identify those students who have successfully completed 45 hours or more in their respective academic divisions and focus on their degree plans.

Progress to date: The work on this same campus graduation rate activity is “on-going”. Both Liberal Arts and Science division advisors are intrusively working with their respective pools of advisees in order to identify their respective majors who have completed 45 SCH and, in doing so, making certain that these students are “on track” for graduation.

IV. Statewide Graduation Rate

| | Baseline | Year 1 | Year 2 | Year 3 |
|-----------|----------|--------|--------|--------|
| Benchmark | 26.3% | 27.0% | 28.0% | 29.0% |
| Actual | | 23.7% | 21.0% | 20.23% |

Activity 1. Work with recruiters to link LSU Eunice graduates with four-year universities

As previously communicated, the LSU Eunice Registrar and Student Affairs have worked with transfer recruiters from both LSU and LSU Alexandria (with an intent of developing additional partnerships), since Fall 2011, in order to provide graduate contact information to four-year university recruiters who can speak individually about the merits of continuing towards a baccalaureate degree. Transfer recruiters also come to LSU Eunice at least once per semester to meet and recruit potential graduates. Additionally, the Registrar personally signs each letter confirming students have met the requirements for graduation and encourages them, both in the letter and during graduation rehearsal, to “press-on” to even more weightier and valuable educational pursuits. To this end, by October 15th, the Registrar’s Office will provide the list of Fall 2012 graduates to Student Affairs which will be shared with LSU A&M and LSUA in order to encourage the recruitment of these students by each of these campuses.

Additionally, at the end of the Fall 2012 semester, the LSU Eunice Institutional Liaison officer will begin to identify students who have 45 hours or more. It is anticipated that these students will have accumulated 60+ hours and will be ready for transfer at the end of Spring 2013, so they will be invited to attend the university’s “Transfer Day” program. Our liaison officer has, to date, begun contacting 4-year universities to negotiate a date for them to participate in our transfer day program.

NB. Although LSU Eunice continues to have the highest graduation rate (i.e., 1st award (all levels) 150% Time) among its peer institution group, (e.g., 2005 FTF cohort 20.23% (LSUE) vs. 13.23% (Two-year) the campus’ (LSU Eunice’s) Statewide Graduation Rate has exhibited a downward trend ever since the on-set of the national/state economic recession (see data below)

| | <u>FTF Cohort)</u> | <u>Statewide Graduation Rate</u> |
|-----------------------|--------------------|----------------------------------|
| | 2000 | 25.89 |
| | 2001 | 26.88 |
| on-set of recession-- | 2002 | 25.47 |
| | 2003 | 23.70 |
| | 2004 | 21.03 |
| | 2005 | 20.23 |

2nd Quarter Update:

After the 14th class day of this semester, the Institutional Liaison Officer will have a final report from OIT confirming the names and contact information of all students who have achieved at least 45 hours of academic credit and are in good standing as of the end of Fall 2012. He will use that information to contact these students who are expected to reach the 60+ credit hour benchmark. These students may be eligible to either graduate with an Associate Degree or transfer to a 4-year institution at the end of the semester. Qualified students will be invited to attend the university’s Transfer Day program in March which will allow them to speak with admissions representatives from 4-year institutions. More details on our Transfer Day program will be outlined in the next quarterly report.