LSUS

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

April 5, 2016

Dear Dr. Alexander,

Please find enclosed a copy of the GRAD Act report 2015 for LSU Shreveport. If there are any questions please contact:

Julie Lessiter
Associate Vice Chancellor, Academic Services
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(318) 795-4238

Sincerely,

Larry Clark
Chancellor

Louisiana State University Shreveport

Year 6 GRAD Act Annual Report 2015-16

Submitted to the

Board of Supervisors, LSU System

April 1, 2016

and to the

Louisiana Board of Regents,

May 1, 2016

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1. Performance Objective 1 – Student Success

Student Success Performance Targets

Tracking the student success performance metrics over the past six years has shown some unique traits of the students enrolling at Louisiana State University Shreveport (LSUS). When examining the 1st to 2nd year retention rate, one cohort performed considerably better than other cohorts; this was the group who enrolled at the start of the 2009 economic recession. It is unclear why this cohort had the best retention rate as they did not have the highest high school gpa and overall average ACT score. The same trend can be seen in the 1st to 3rd year retention rates; the 2009 class' retention far exceeded any other year. Overall, retention for 1st to 2nd year students has remained consistent, but 1st to 3rd year retention has increased over the baseline year.

Large gains, an increase of 10 percentage points, have been seen in the graduation rate metric. This increase has gained attention from researchers nationwide requesting information on policy changes and student success practices that have helped realize this significant increase. LSUS has attributed this increase to higher admissions standards and a greater focus on student success programming.

Lastly, due to the changing enrollment trends of the LSUS student body, the number of completers at both the undergraduate and graduate level has shifted. With the growth in graduate students, the number of completers at this level has increased, and similarly with the decrease in students at the undergraduate level, the number of these completers has decreased.

The following sections will highlight the activities that LSUS has engaged in over the previous year to help facilitate student success.

Student Success Policies/Programs/Initiatives

Through annual assessment analysis by the Office of Institutional Effectiveness & Planning, it has been determined that the most important aspects of student success on the LSUS campus are the advising process and the commitment of faculty to students in terms of the time they spend outside of the classroom helping students. Students also stated that the quality of classroom and online learning in addition to faculty support outside of the classroom is a strength of the institution and has been paramount in the substantial increases seen in the institution's graduation rate. The faculty and staff have been engaged in several student success initiatives over the past five 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 2014-15.

The student success initiatives that have been successful and were therefore continued in the 2014-15 academic year were: student development/academic skills sessions from the Student Development office including offering this information in an online format; 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 2014-15 academic year were designed to assist the students early in their academic career at LSUS. Faculty reported at the annual assessment meetings that students were not using information learned in one class and applying basic concepts to other courses. In turn, students became frustrated and underperformed in the classroom leading to poor grades and retention issues. Out of this problem, the faculty developed a Quality Enhancement Plan (QEP) to improve metacognition (learning how to learn) across disciplines. In the 2014-15 year test groups of students took the Learning and Study Strategies (LASSI) exam to help them understand how they best learned and how areas of weakness in their learning strategies could be improved. The QEP has strategically placed learning modules throughout the first- and second-year courses in order to help students through the transition of learning how to learn and being able to apply their knowledge across courses for increased academic success. Lastly, student support services moved their academic referral system online to aid in the response time for providing support to students struggling in the classroom. Lastly, discussions across campus, inclusive of faculty, staff, and students, led to a vote to approve a student fee for a "Success Center." This center will be operational in the spring of 2016.

Data-Based Evaluation

Data-based evaluation continues to play an important role in LSUS' student success programs. Every semester grade distributions are reviewed to determine the courses in which students perform poorly. Support services have been developed based on the data collected from these reports and with the addition of the Student Success Center in 2016, support services such as supplemental instruction (SI) will be implemented based on this information. Additionally, a committee of faculty and staff has been examining the retention of specific cohorts at all points of enrollment, not just fall to fall semesters to try to extrapolate the point at which students are exiting. Some interesting information has been identified and has been used to determine the type of student who is successful at LSUS. Ongoing examination of the data has shown the need for a centralized student success center, which will be operational in Spring 2016.

Tracking/Monitoring/Reporting Mechanisms used for Student Success

On an annual basis, student learning is tracked and evaluated at both the department and institutional levels. Student success issues identified at the department level 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 using interactive software to help in the learning process. Evaluation of the general education program follows the same protocols as the academic departments; improvements to student learning occur from the results of our annual assessment. At the institutional level, global issues identified through assessment or data collection from the Office of Institutional Effectiveness & Planning are discussed at the Leadership Planning Council and at the annual assessment meetings. Changes to institutional policies are based on the data collected and are made to improve student success.

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 70% for Year 6 of the GRAD Act. Of the 330 students enrolled in fall 2014, 211 students returned for the Fall 2014 semester giving LSUS a retention rate of 63.9%, the lowest rate in the past six years. Interestingly, the 2014 cohort had the highest average ACT score and high school gpa over the past six years, yet had the lowest retention rate. The Office of Institutional Effectiveness & Planning used the National Student Clearinghouse (NSC) to determine whether these students had transferred to other institutions or merely dropped out of school. Data from the NSC indicated that many students had transferred, but a large section were also unaccounted for. Multiple attempts were made by various groups on campus to encourage students who had not returned to LSUS to re-enroll. Text messages and phone calls were made to all non-returners to encourage them to register for classes. 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	Year 6
1st to 2nd year retention cohort	349	345	334	315	364	318	330
1st to 2nd year retention number retained same institution	226	237	217	207	241	211	211
1st to 2nd year retention calculated rate	64.8%	68.7%	65.0%	65.7%	66.2%	66.4%	63.9%
Target 1st to 2nd year retention	64.8%	65.0%	66.0%	67.0%	68.0%	69.0%	70.0%
Target met (+/- 2%)?	YES	YES	YES	YES	YES	NO	NO

2. First- to Third-Year Retention of Freshmen Students

   Of the 318 students in the 2013-14 cohort of freshman, 153 students returned for the third fall semester resulting in a retention rate of 48.1%. The targeted rate was 50.0% and therefore the institution met, within the permitted two percentage points, its 1-3% retention rate goal. This metric (along with the 1-2% retention) was tracked daily for students adding and dropping out of classes. Data from the report were used to generate text messages to communicate with students as well as phone calls from the admissions staff to encourage students to re-enroll.

3. Same Institution Graduation Rate

   LSUS has improved its same institution graduation rate from the baseline year rate of 20.1% to 30.7% in Year 6. This 10% increase has been in part because of a more selective admissions requirement and the efforts of the campus to student success opportunities for 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 17%, and the institution achieved a rate of 19.7%, which is the highest rate achieved for this metric in the six-year reporting schedule. This rate shows the increase in the overall population completing degree programs, not just first-time freshmen graduating within six years.

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. Subsequently, this shift 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. The chart below shows the historical data for the number of completers over the baseline year at the undergraduate and graduate level.

Number of Completers at the Undergraduate and Graduate Level

	2008-09 Base.	14-15 Target	14-15 Actual	Target Met?
Number of completers in the academic year –Undergraduate	527	538	452	NO
Percent change in program completers over baseline year – UG	NA	2.1%	-14.2%	NO
Number of completers in the academic year –Graduate	106	110	170	YES
Percent change in program completers over baseline year- Graduate	NA	3.8%	60.4%	YES

6. Percent of Freshmen Admitted by Exception

   For the 2015-16 academic year, LSUS allowed 4.9% of its freshman class to be admitted by exception. There were a total of 385 freshmen students for the year, with 19 students enrolled through an exception.

7. Passage Rates on Licensure and Certification Exams

   LSUS 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 2014-15 year. There were 23 students in the alternative certification program, and 35 students in the traditional teaching degree for a total of 58 students who took the PRAXIS exam and passed.

Develop Partnerships with High Schools to Prepare Students for Postsecondary Education

LSUS has worked hard to develop and keep its partnerships with area high schools. Enrollment in the dual enrollment courses decreased in 2014-15, which was attributed to a change in the method Caddo Parish public schools were allowed to use the dollars allotted to students participating in AP and/or dual enrollment. The total number of students enrolled in the program for the year was 1,047. These students took 5,113 credit hours of dual enrollment, of which 5,047 credit hours were completed. Although the number of enrolled students decreased, the quality of the program was fully examined and some slight changes were made. Faculty at LSUS were asked to serve as mentors to the high school faculty, inclusive of review of student work, attending the class in the high school, and guest lecturing in some courses. It is paramount to ensure a quality dual enrollment program, so that students earning credit while in high school are given the foundational skills for similar courses in college.

2. Performance Objective 2 – Articulation and Transfer

LSUS 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 multiple programs 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 2014-15 academic year and in the fall of 2015.

Understanding the need for smooth transitions between community colleges and four-year institutions, LSUS has been working to make the transfer process more seamless for students. Articulation agreements have been signed with Bossier Parish Community College (BPCC) and most recently with Southern University Shreveport (SUSLA) in the fields of Allied Health and Psychology. To communicate these agreements to students, LSUS has a website that contains 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

LSUS admissions staff made weekly visits to both BPCC and SUSLA to help answer questions from students and help facilitate a smooth transfer between the institutions.

Initiatives Continued in 2014-15

1. BPCC@LSUS

The BPCC@LSUS program has been in existence since Fall 2013 and continues to help students who do not meet the LSUS admission requirements but want to attend the institution to earn a four-year degree. This program gives students the opportunity to take courses on LSUS' campus and gain experience and college credits at the collegiate level. Beginning in the Fall 2013 semester 61 students were enrolled in the program. Spring 2014 saw enrollment growth to 73 students, and as of Fall 2014, 126 were students enrolled in the program. The number of students referred to and enrolling in this program slightly decreased (from 185 to 126) due to the change in admission requirements as allowed by the Board of Regents. Students who qualified

for the pilot program were admissible to LSUS and no longer needed to begin their collegiate career at the two-year institution.

Referral Agreements with Community Colleges

LSUS has a referral agreement with BPCC for students who applied to the institution, but did not meet the admission requirements. A similar agreement is being developed with Southern University Shreveport (SUSLA).

2. Articulation Agreements

LSUS currently has eight articulation agreements with BPCC. These agreements are in the area of Computer Science and Community Health. As of March 2014, there were over 20 agreements in the review stages with BPCC that will be implemented in the near future. Additionally, LSUS has two agreements with SUSLA: one in Psychology and the other in Allied Health. SUSLA has a robust Allied Health program and students will now be able to seamlessly transition into the Community Health, BS degree at LSUS.

In addition to these traditional articulation agreements, LSUS and LSU Health Science Shreveport have completed a reverse-transfer agreement that will permit students to complete a BS in Biology from LSUS and a BS in Cardio-Pulmonary or BS in Clinical Laboratory Science in five years.

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 LSUS students and transfer students to assess any differences between those who took all general education courses at LSUS and those who transferred these credits from another institution(s). Again, areas of weakness are shared between institutions. At the department level, student assessment is also being disaggregated to help determine if and where additional courses are needed for transfer students and where to place courses in the curriculum so that these students have the opportunity for greatest academic success.

Tracking/Monitoring Mechanisms

Students who transfer from the BPCC@LSUS 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; four students 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 SUSLA two-year campus 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 484, and the retention rate from fall to spring of these students was 59.7%, which was slightly lower than the previous two years.

For the targeted measure of transfer students at the level of sophomore or higher, 215 out of the 334 students returned, resulting in a 64.4% retention rate within the parameters of the target of 65%.

The number of completers who began as transfer students increased year from 256 in the 2013-14 academic year to 278 in the following year. Of these transfer completers, 37 had earned an Associate degree prior to transfer.

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

For the 2015-16 academic year, 48 transfer students attend LSUS on an exception. This was a calculated rate of 8.6% from the previous year's enrollment of 556 total transfer students. Although this percentage was slightly over the permissible 8%, the institution did not utilize all freshmen exceptions so the overall institutional exception rate was below 8%.

Transfer Students with an Associate Degree

The number of students transferring to LSUS with an associate degree increased to the highest level in the six years of reporting with 118 students. The retention of this population from year 1 to year 2 was 50.8%, a decrease from 58.8% in the previous year (2013-14); LSUS is examining the reason for this drop.

Louisiana Transfer Degree Enrollment & Retention

For the first time in the six years of reporting for the GRAD Act, LSUS had one student transfer with an AALT degree. This student transferred to LSUS in the spring of 2015 and was retained to the fall of 2015.

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 2014-15 academic year one program was added and three programs were eliminated. In January of 2014, the Louisiana Board of Regents approved LSUS' first doctoral degree, an Ed.D in Leadership Studies. This degree is closely aligned with workforce needs in local schools, businesses, and non-profit organizations. As of Fall 2015, 47 students were enrolled in this program. The first graduates are expected in December 2017. Three programs were eliminated due to lack of enrollment: a certificate program in School Turnaround Specialist, the Master of Education in School Counseling, and the Bachelor of Arts in Art Education.

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, M.S.
   c. Healthcare Administration, M.H.A.
   d. Public Health, M.P.H.
   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.

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 300% 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 Online Programs

Enrollment in online programs and courses has increased substantially at LSUS. In the courses offered at 50% online there was an increase from 29 the previous year to 37 courses in 2014-15 and an increase of student enrollment from 467 to 730, respectively. Likewise, at the 100% online level there was an increase from 209 courses last year to 250 courses in 2014-15 and an increase of students from 4,525 to 7,383, respectively. Although the number of courses offered online does not appear to be great, the enrollment in these courses has almost doubled over the previous year.

Technology Use

In addition to switching to MoodleRooms from the basic Moodle LMS (which has helped with student learning), a new Director of Online Learning was named and she has implemented more online training sessions in best practices for faculty teaching in online programs.

Number of Programs Offered Online

LSUS had a "Targeted" number of online degree programs of 3 for Year 5, and has exceeded that by 2 programs 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. Each semester students are required to complete the "Employment Outcomes" survey prior to graduating. Although this survey does not break down salary per academic degree program, it did show that students reported their average starting salary at the undergraduate level was $40,000 per year, and increased to $41,000 for graduate students. More detailed information has been provided by the Louisiana Employment Outcomes Report regarding specific LSUS' student employment rates and is discussed below.

i. Percent of completers found employed

As noted in the chart below, the percentage of undergraduate completers who found employment at least six months after graduation dropped in the 2013-14 academic year from an average of 67% to 61%. At the graduate level the number of completers finding employment at least six months after graduation was higher than at the undergraduate level and remained consistent at 69%. Overall, the three-year average of employment at six months after graduation was 65% from undergraduates and 69% for graduates.

	Found Employment after 6 months			
Max Degree Level	2011-12	2012-13	2013-14	3-Year Average
Baccalaureate	66%	67%	61%	65%
Masters	69%	69%	69%	69%

The percent of completers who were employed in their field 18 months after graduation was quite similar to the number at six months. For the baccalaureate students, 61% found employment 18 months after graduation. At the graduate level 62% had found employment 18 months after graduation, which was a decrease from the 69% at six months.

When looking at employment rates per academic discipline, at the undergraduate level students graduating in math, history, business, and computer science had the strongest six-month post-graduation employment rate. At the graduate level students in the business field followed by health professions, and humanities that had the highest six- month post-graduation employment rate.

4.   Performance Objective 4 – Institutional Efficiency and Accountability

Eliminate Remedial Education Course Offerings and Developmental Study Programs

As of Fall 2014, LSUS offered no developmental courses. Students who did not meet the admission requirements, and therefore required some form of remedial education, were referred to the BPCC@LSUS program, which acts as a bridge between the two institutions. The bridge program allows students to complete their remediation courses from BPCC, as well as all other transfer requirements, on the campus of LSUS. Students admitted under the Pilot Program (who traditionally would have required a developmental course) were allowed to enroll in the first-level college math or English with a co-requisite course.

Associate Degrees

LSUS does not offer any associate degree programs and therefore has no students pursuing an Associate degree.

Non-Resident Student Tuition

LSUS continued to increase its out-of-state tuition and fee rate and has now exceeded the projected out-of-state rate at its peer SREB Category 4 institutions.

LSUS vs SREB Average Non-Resident Tuition and Fees

	Baseline	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
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	$19,865
Actual peer non-resident tuition/fee amount	$13,736	$14,539	$15,362	$15,969	$16,904	$17,714	$18,363*
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)	$1502

*SREB Estimated average tuition based on an increase of 4.79% from 2014-15

Impact on Enrollment and Revenue

An increase in out-of-state tuition and fees has impacted the number of students enrolling from out-of-state at the undergraduate level. Due to the growth in online programs there has actually been a growth in the number of students enrolled that are not Louisiana residents at the graduate level. 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.

Number of Out-of-State Students

Fall 2015	UG	GRAD	Total
Full Time	181	162	343
Part Time	52	535	587
Total	233	700	933

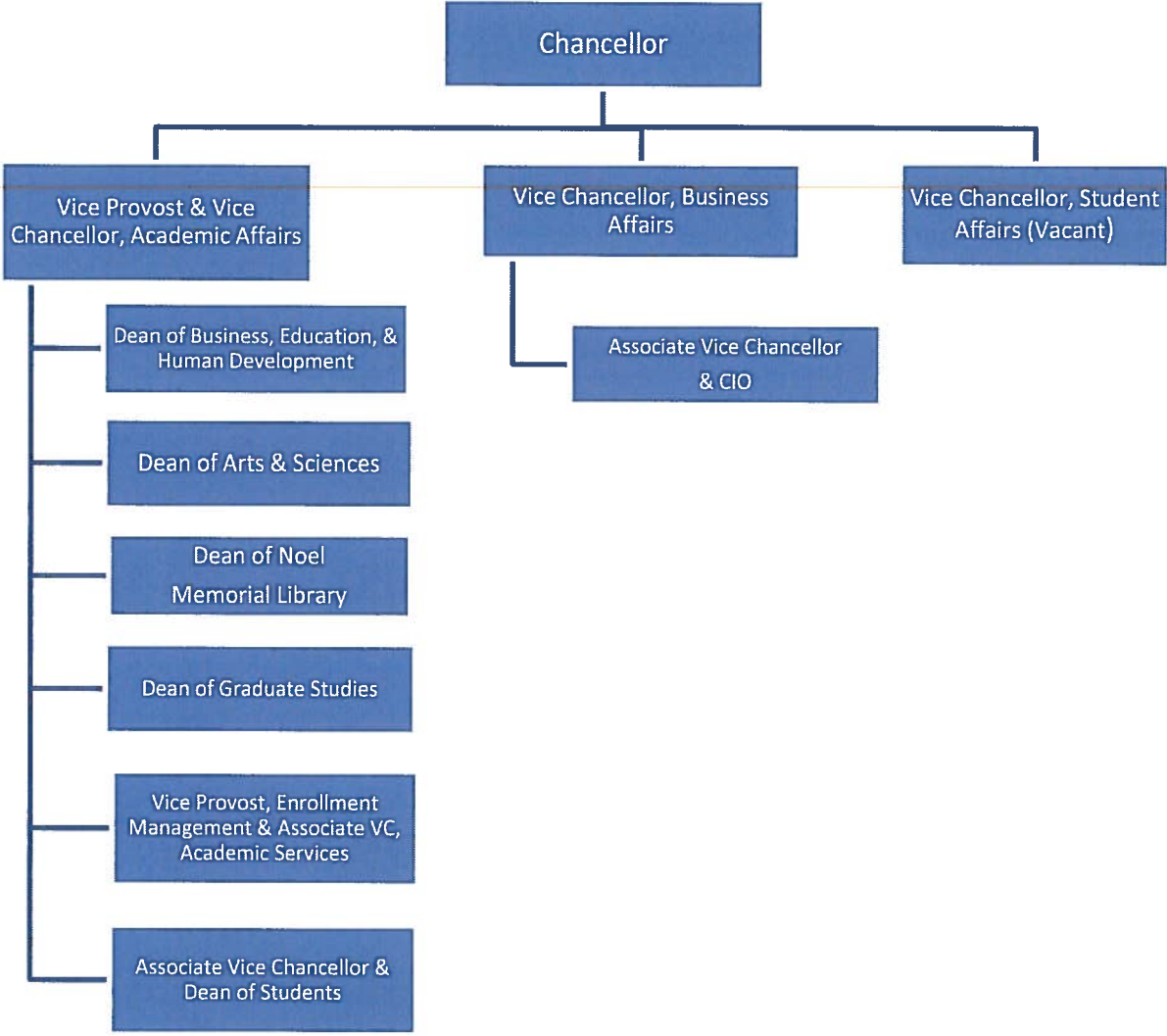## Percent of eligible programs with either mandatory or recommended accreditation status

LSUS has 27 academic programs that have either mandatory or recommended accreditation status. Of the 27 programs, 23 are accredited. The percentage of eligible programs targeted to be accredited was 76%, currently the percent of accredited programs is 85.2%.

Section 5 Data

Item	Explanation	2010	2011	2012	2013	2014	2015
a.	Number of students by classification - Undergrad	4,058	4,134	4,124.0	3,669.0	3,202.0	2776
	Number of students by classification - Grad	446	428	411.0	440.0	984.0	1652
	Number of students - Total	4,504	4,562	4,535.0	4,109.0	4,186.0	4428
	FTE by classification - Undergrad	3,113.5	3,047.8	2,971.4	2,662.4	2,419.4	2218.3
	FTE by classification - Grad	281.1	279.9	261.9	266.4	434.0	976.5
	FTE - Total	3,394.6	3,327.7	3,233.3	2,928.8	2,853.4	3194.8
b.	Number of instructional staff members	193	186	191	180	183	178
	FTE of instructional staff	148.5	141.5	143	141	136.5	133
	Undergrad Headcount Enrolled	14,617	14,874	14,576	12,554	11,519	10995
	Undergrad Section Count	587	612	660	594	564	549
c.	Average class student-to-instructor ratio	24.9	24.3	22.1	21.1	20.4	20.0
d.	Average number of students per instructor	22.9	23.5	22.6	20.8	20.9	24.0
e.	Number of non-instructional staff members in academic colleges and departments	NA*	6	Headcount & FTE = 1	0	0	0
	College of Arts and Sciences			Headcount = 0, FTE = 0	0	0	0
	College of Business, Education, and Human Development			Headcount = 1, FTE = 1	0	0	0
f.	Number of staff in administrative areas by division	NA*	50	Headcount = 53, FTE = 52.13	Headcount = 30, FTE = 30	Headcount = 48, FTE = 48	Headcount = 42, FTE = 42
	Academic Affairs			Headcount = 2, FTE=2	Headcount = 2, FTE = 2	Headcount = 5, FTE = 5	Headcount = 18, FTE = 18
	Administration and Finance			Headcount = 11, FTE = 11	Headcount = 10, FTE = 10	Headcount = 22, FTE = 22	Headcount = 16, FTE = 16
	Chancellor's Office			Headcount = 1, FTE = 1	Headcount = 1, FTE = 1	Headcount = 1, FTE = 1	Headcount = 6, FTE = 6
	Development			Headcount = 1, FTE = 1	Headcount = 2, FTE = 2	Headcount = 2, FTE = 2	Headcount = 2, FTE = 2
	Student Affairs			Headcount = 33, FTE = 52.13	Headcount = 16, FTE = 15	Headcount = 18, FTE = 18	0 *positions realigned
g.	Organizational Chart		Attached	See page 18	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	See page 19

A Cost Performance Analysis	2015
i. Total operating budget by function, amount, and percent of total budget	See page 22
ii. Average yearly cost of attendance as reported to the US DOE	See page 22
iii. Average time to degree for completion of academic programs, all levels	6.0
iv. Average cost per degree awarded by degree level	$2,619
v. Average cost per non-completer by degree program entered	$2,619
vi. All expenditures for the institution for current year	$47,967,174

Section g
Organizational Chart

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                                    │    Chancellor    │
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│ Vice Provost & Vice  │          │ Vice Chancellor,     │          │ Vice Chancellor,     │
│ Chancellor, Academic │          │ Business Affairs     │          │ Student Affairs      │
│ Affairs              │          │                      │          │ (Vacant)             │
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- Dean of Business, Education, & Human Development
- Dean of Arts & Sciences
- Dean of Noel Memorial Library
- Dean of Graduate Studies
- Vice Provost, Enrollment Management & Associate VC, Academic Services
- Associate Vice Chancellor & Dean of Students

Vice Chancellor, Business Affairs
- Associate Vice Chancellor & CIO

Section h – Salaries for personnel in organizational chart

Position	Base Reported for Fall 2015 Salary changes since 06/30/2014
Chancellor and Professor	240,000 No change
Vice Chancellor for Business Affairs	121,600 Salary increase explanation: Expansion of duties. Vice Chancellor of Student Affairs retired 06/30/2015. The responsibility for the Financial Aid division was assigned to the VC for Business Affairs. Salary increase is effective 07/01/2015.
Provost and Vice Chancellor	140,000 Salary increase explanation: Incumbent was promoted from Interim Provost to the full-time position. Salary increase was effective 01/01/2015.
Vice Chancellor for Student Affairs	Vacant Note: incumbent retired suddenly on 06/30/2015. The position was not filled but the duties were distributed to different positions: Dean of Students, Vice Provost of Enrollment Management and Vice Chancellor for Business Affairs.
Dean of Students	85,000 Change: A Dean of Students was promoted upon the retirement of the Vice Chancellor for Student Affairs. The effective was 07/01/2015 with a salary of $85,000. The Dean of Students assumed some of the duties from the former Vice Chancellor.
Dean of Business, Education and Human Development	115,000 No change
Dean of Arts and Sciences	110,000 No change

Dean of Noel Memorial Library	70,000 Salary decrease explanation: The Dean retired on 06/30/2015. An Interim Dean was hired on 07/01/2015 at the lower salary while a search is being conducted for the full-time replacement.
Associate Vice Chancellor & Director of Institutional Research	70,000 Note: The current incumbent for this position has also assumed additional duties as the Vice Provost of Enrollment Management.
Vice Provost of Enrollment Management	35,000 Notice of change: The Vice Chancellor for Student Affairs retired on 06/30/2015. Enrollment management duties were shifted from the Vice Chancellor for Student Affairs to a new position of Vice Provost for Enrollment Management. Please note that the incumbent for the Associate Vice Chancellor and Director of Institutional Research has assumed the additional duties of Vice Provost of Enrollment Management effective 06/29/2015.
Dean of Graduate Studies	111,973 Explanation of decrease: The former incumbent stepped down. A new incumbent was hired on 07/01/2015 at the lower salary.
Associate Vice Chancellor, Chief Information Officer	105,000 Explanation of increase: Expansion of duties – Workday Project Management. Salary increase to $105,000 effective 07/01/2015.

Cost Performance Analysis

i. Total Operating Budget by function	Louisiana State University Shreveport	
Expenditures by Function:	Amount	% of Total
Instruction	$ 12,599,676	44.0%
Research	$ 8,894	0.0%
Public Service	$ -	0.0%
Academic Support	$ 2,919,048	10.2%
Student Services	$ 1,896,501	6.6%
Institutional Services	$ 4,623,868	16.1%
Scholarships/Fellowships	$ 4,026,073	14.1%
Plant Operations/Maintenance	$ 2,565,929	9.0%
Total E&G Expenditures	$ 28,639,989	
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ -	0.0%
Other	$ -	0.0%
Total Expenditures	$ 28,639,989	100.0%

ii. Average Yearly Cost of Attendance - 2014-15	
	OFF-CAMPUS
Tuition and Fees	$6,784.00
Books and Supplies	$1,220.00
Room and Board	$9,073.00
Transportation	$1,916.00
Personal Expenses	$2,003.00
Total	$20,996.00

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 Techicians	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	Lousiana State Department of Education	2013-14	58	58	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 Managament Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (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 both 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 √ 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