

**AMENDED*
AGENDA**

LSU BOARD OF SUPERVISORS MEETING

Board Room, LSU System Building
Baton Rouge, Louisiana

1:00 P.M., FRIDAY, APRIL 15, 2011

PUBLIC COMMENTS

Public Comments may be made only (1) when they relate to a matter on the agenda and (2) when individuals desiring to make public comments have registered at least one hour prior to the meeting. For additional information see:

www.lsusystem.edu/boardofsupervisors/publicComments.cfm

INTEGRATED COMMITTEE MEETINGS

**I. HEALTH CARE AND MEDICAL EDUCATION
COMMITTEE**

Dr. John F. George, Chairman

1. Approval of a cooperative endeavor agreement between the LSU Health Sciences Center in Shreveport and the Odyssey Foundation for the Arts, LLC
 2. Status report on activities at the LSU Health Sciences Centers and the Health Care Services Division
-

***Amended Items indicated in Bold**

**II. FINANCE, INFRASTRUCTURE, AND CORE
DEVELOPMENT COMMITTEE**

Mr. Alvin E. Kimble, Chairman

1. Recommendation to reauthorize increase to tuition and mandatory fees for the 2011-2012 Fiscal Year pursuant to Acts 2008 No. 915
2. Update on FY 2011-2012 Appropriation Bill
3. Recommendation to approve preliminary operating budget distribution methodology
4. **Recommendation to approve and certify reports pursuant to GRAD Act Agreement with Board of Regents (Out-of-time Submission)**

III. PROPERTY AND FACILITIES COMMITTEE

Mr. Benjamin W. Mount, Chairman

1. Recommendation to reallocate the excess Series 2010A bond proceeds at Louisiana State University to the planning, construction and equipping of the University's Annie Boyd Hall Renovation project and the New Residence Hall project
 2. Recommendation to approve Lease Agreement with the Tiger Athletic Foundation for Construction of Additional Suites in Alex Box Stadium
 3. **Resolution to approve Amended Ground Lease and Related Agreements to Provide for Constructions by the LSU System Research & Technology Foundation of the Digital Media Facility on the LSU A&M Campus (Out-of-time Submission)**
 4. **Recommendation to approve settlement with Johnson Controls, Inc. (Out of-time Submission)**
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**IV. LEGISLATIVE, PUBLIC POLICY, AND INFORMATION
COMMITTEE**

Mr. Anthony G. "Tony" Falterman, Chairman

1. Report on the 2011 Legislative Session
-

V. ATHLETIC COMMITTEE

Mr. Stanley J. Jacobs, Chairman

1. **Resolution to extend term (only) of the contract of Mr. Joe Alleva, Athletic Director at Louisiana State University, from June 30, 2013 to June 30, 2016 (Out-of-time Submission)**
-

VI. AUDIT COMMITTEE

Mr. Ronald R. Anderson, Chairman

The Audit Committee will meet in the President's Conference Room on Friday afternoon, following the Integrated Committee Meetings and the Board Meeting. The Committee may go into Executive Session in accordance with the provisions of LA. R.S. 42:6.1 A (4)

AGENDA

LSU BOARD OF SUPERVISORS MEETING

(Immediately following the Integrated Committee Meetings)

Friday, April 15, 2011

Mr. James W. Moore, Jr., Chairman

1. Call to Order and Roll Call
2. Invocation and Pledge of Allegiance
3. Introduction of Faculty and Staff Representatives
4. Approval of the Minutes of the Board Meeting held on March 4, 2011
5. Personnel Actions Requiring Board Approval and Staff Report
6. President's Report
7. Report on Activities of the Board of Regents
8. Reports to the Board
 - A. Health Plan Status Report (Written Report Only)
9. Approval of Consent Agenda Items
 - A. Request approval of degrees to be conferred at the Spring and Summer 2011 commencement exercises
 - B. Request approval to change the Marcia C. & Riemer Calhoun Endowed Scholarship for First-Generation College Students to the Riemer and Marcia Calhoun Endowed Professorship in Education at LSU in Shreveport
 - C. Request approval to award a Posthumous Degree at LSU A&M
 - D. Request approval to award a Posthumous Degree at LSU at Alexandria
 - E. Request approval of a Novated Patent and Know-How License between Mystic Tackleworks and LSU A&M, including Exception to Normal Practice against New Agreements with Companies in Default of Current Obligations to LSU

- F. Request approval of an Option Agreement with subsequent license terms and Sponsored Research Agreement with subsequent license terms between Vital Health Interventions, LLC, Wayne State University and the LSU Pennington Biomedical Research Center
- G. Request approval of a Non-Exclusive Patent and Know-How License between Mt. Pelia Innovative Solutions, LLC and the LSU Ag Center
- H. Request approval of an Exclusive Patent and Know-How License between Delta Land Services, LLC and LSU Ag Center
- I. Request approval of an Inter-Institutional Agreement between Wisconsin Alumni Research Foundation and LSU A&M

10. Committee Reports

**I. HEALTH CARE AND MEDICAL EDUCATION
COMMITTEE**

Dr. John F. George, Chairman

**II. FINANCE, INFRASTRUCTURE, AND CORE
DEVELOPMENT COMMITTEE**

Mr. Alvin E. Kimble, Chairman

III. PROPERTY AND FACILITIES COMMITTEE

Mr. Benjamin W. Mount, Chairman

**IV. LEGISLATIVE, PUBLIC POLICY, AND INFORMATION
COMMITTEE**

Mr. Anthony G. "Tony" Falterman, Chairman

V. ATHLETIC COMMITTEE

Mr. Stanley J. Jacobs, Chairman

- 11. Recommendations for Honorary Degrees
 - 12. Recommendation to approve the Board Meeting Schedule for the 2011-2012 Academic Year
 - 13. Chairman's Report
 - 14. Adjournment
-

If you plan to attend any meeting listed on this notice and need assistance because you are disabled, please notify the Office of the LSU Board of Supervisors at (225) 578-2154 at least 7 days in advance of the meeting.

Proposed 2011-2012
LSU BOARD OF SUPERVISORS MEETING SCHEDULE

Friday, October 21, 2011
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: September 21, 2011

Friday, December 9, 2011
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: November 9, 2011

Friday, February 3, 2012
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: January 3, 2012

Friday, March 16, 2012
9:00 a.m. Committee Meetings and Board Meeting
LSU at Eunice

Deadline for Submitting Agenda Items: February 14, 2012

Friday, April 27, 2012
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: March 27, 2012

Friday, June 8, 2012
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: May 8, 2012

Friday, July 27, 2012
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: June 26, 2012

Friday, September 7, 2012
9:30 a.m.-11:30 a.m. Optional Informational Session
1:00 p.m. Committee Meetings and Board Meeting
Baton Rouge, LSU System Building

Deadline for Submitting Agenda Items: August 7, 2012



REPORT OF SYSTEM STAFF ON A SIGNIFICANT BOARD MATTER

HSC-S – Cooperative Endeavor Agreement with Odyssey Foundation for the Arts

To: Members of the Board of Supervisors

Date: April 15, 2011

Pursuant to Article VII, Section 8.E of the Board Bylaws, the following is provided:

1. Significant Board Matter

This is a “significant board matter” pursuant to Art. VII, Section 8 of the Bylaws:

D.2.f Cooperative endeavor agreements

2. Summary of the Matter

Act 41 of the 2010 legislative session contained a line-item appropriation of \$300,000 to LSUHSC-S “for nutrition screenings, obesity education, and studying autism.” According to the HSC-S campus, it has previously had an association with the Odyssey Foundation, LLC, and the purpose of the line item appropriation is to: “1) continue to implement and supervise a nutrition and exercise program for 4th and 5th grade students at Oak Park Elementary School and Head Start Programs in Caddo Parish; 2) complete a needs assessment for parents, medical providers, educators and first responders for awareness of autism and autism spectrum disorders; 3) develop a compendium of available resources within the community for the diagnosis and management of autism and autism spectrum disorders, and 4) develop a resource and advocacy center for parents and families with children with autism.” (Letter from Chancellor Barish to President Lombardi dated Feb. 22, 2011). The funding will also allow LSUHSC-S and Odyssey to provide a nutrition education and exercise program at an elementary school in Caddo Parish and at Head Start Programs in that parish as a pilot to help reduce childhood obesity by improving nutrition and exercise habits.

Pursuant to Governor’s Executive Order BJ 2008-30, all line item appropriations to non-profits must be expended pursuant to a cooperative endeavor agreement between the recipient and a state agency. The Executive Order requires that such cooperative endeavor agreements contain provisions designed to insure that state money is not donated for private purposes in violation of Art. VII, § 14 of the state constitution.

3. Review of Business Plan

HSC-S represents that “This appropriation adequately funds LSUHSC-S for its role in the projects. Portions of salaries of faculty members, appropriate for time spent on these projects, are included in addition to funds to cover needed supplies and administrative requirements.” The budget for the project is \$202,584.00.

4. Review of Documents Related to Referenced Matter

The proposed cooperative endeavor agreement has been reviewed by the System Office of General Counsel.

5. Other

N/A

6. Certification of campus (or equivalent) re. Art. VII, § 8.E

The certification has been provided.

ATTACHMENTS:

1. Submission letter from Chancellor Barish to President Lombardi dated February 22, 2011
2. Proposed Cooperative Endeavor Agreement and supporting documents (to conserve paper, copies of the CEA and supporting documents provided by the campus are available upon request).

RECOMMENDATION

The LSUHSC-S Chancellor has recommended that the Board authorize the President to execute a proper cooperative endeavor agreement with the Odyssey Foundation, LLC to fulfill the line item appropriation made by the legislature, all in accordance with law.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College authorizes Dr. John V. Lombardi, LSU System President, or his designee, to execute a cooperative endeavor agreement with the Odyssey Foundation, LLC, and to include in the cooperative endeavor agreement any terms and conditions that he, in consultation with the System General Counsel, deems to be in the best interests of LSU and in accordance with law and executive orders.



School of Medicine in Shreveport
School of Allied Health Professions
School of Graduate Studies
LSU Hospital in Shreveport
E.A. Conway Medical Center in Monroe
Huey P. Long Medical Center in Pineville

February 22, 2011

John V. Lombardi, Ph.D.
President
LSU System
3810 West Lakeshore Drive, Room 107
Baton Rouge, LA 70808

Dear Dr. Lombardi:

Re: LSU Health Sciences Center at Shreveport (LSUHSC-S) and Odyssey Foundation for the Arts, LLC (Odyssey Foundation) Cooperative Endeavor

In accordance with Section 8 of the Bylaws of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the following is being submitted to comply with Section E regarding Cooperative Endeavor agreements and submissions to the Board.

1. A summary of the matter in reasonable detail: The 2010-11 budget for the LSUHSC-S had a line item appropriation to enable the Department of Pediatrics to continue the association with the Odyssey Foundation. The purpose of the line item appropriation was to: 1) continue to implement and supervise a nutrition and exercise program for 4th and 5th grade students at Oak Park Elementary School and Head Start Programs in Caddo Parish; 2) complete a needs assessment for parents, medical providers, educators and first responders for awareness of autism and autism spectrum disorders; 3) develop a compendium of available resources within the community for the diagnosis and management of autism and autism spectrum disorders, and 4) develop a resource and advocacy center for parents and families with children with autism.

Obesity is a serious emerging problem in Louisiana. A significant percentage of children are overweight or obese. Interventions are needed to educate families on proper nutrition and exercise to prevent obesity and to enable families to make the lifestyle changes required to improve nutrition and exercise habits. This appropriation provides funding to

enable Odyssey Foundation and the Department of Pediatrics at LSUHSC-S to provide a nutrition education and exercise program at an elementary school in Caddo Parish and at Head Start Program sites throughout Caddo Parish. The program has been designed to enable outcome determinations. If successful, the program may be suitable for replication at additional sites within the Parish and other Louisiana Parishes.

Autism and autism spectrum disorders are being diagnosed with increasing frequency in Louisiana and throughout the United States. Parents, medical providers, first responders and school systems need to be aware of the manifestations of autism and autism spectrum disorders, what is required for diagnosis and resources available for diagnosis and management. A portion of the appropriation will be utilized for Odyssey Foundation and the Department of Pediatrics at LSUHSC-S to establish a community based leadership steering committee to help develop needs assessment tools for each stakeholder group (parents, medical providers, first responders and special education personnel in the Caddo Parish School System). Educational resources and training modules will be developed for each stakeholder group based on the results of the individual needs assessment survey. An evaluation of resources available to families for diagnosis and management of children with autism or an autism spectrum disorder will be completed. A resource center will be developed for parents and families.

2. A full description of the business plan or equivalent, as applicable, including a clear statement of the fiscal impact upon the campus in question and the LSU System: This appropriation adequately funds LSUHSC-S for its role in the projects. Portions of salaries of faculty members, appropriate for time spent on these projects, are included in addition to funds to cover needed supplies and administrative requirements.
3. Where the success or fiscal feasibility of a proposal depends on estimates or predictions of future usage of a program, service, or facility, such as the number of persons expected to use a facility or the number of students expected to enroll in a program, a description of the data and other factors used to make the relevant estimates or predictions, and an analysis of the consequences should the actual usage be substantially higher or lower than predicted or estimated: Not applicable to these projects.
4. Where applicable, a description of the competitive process followed to set the price or amount of any lease, purchase, or sale, or, if no competitive process was followed, a description of the process followed to assure that the price or amount is consistent with, or more advantageous to LSU than, the fair market value of the property, goods, or services being leased, purchased, or sold: n/a

5. The legal documents proposed to be entered into by LSU: The proposed Cooperative Endeavor Agreement (CEA) is attached to this letter. The time period of the proposed CEA is from 7/1/10 through 6/30/11 and a late submittal explanation is also attached.

6. A list of all persons and legal entities with an interest in the proposal, including the names of the LSU employees responsible for supervising the proposal if it is approved and the precise legal name, as recorded with the Secretary of State, of any corporation, LLC, partnership, or other legal entity participating in the proposal: The entities involved are LSUHSC-S and Odyssey Foundation. Joseph A. Bocchini, Jr., M.D., Professor and Chairman, Department of Pediatrics will be the LSUHSC-S employee responsible for supervising the proposal.

7. A list of any related existing or contemplated future transactions, whether such future transactions will be legally required or are merely expected or desired to occur as a result of the submitted proposal: The appropriation will enable the parties to complete the listed projects. Future transactions would depend on additional funding.

8. A Disclosure of any known relationships between any LSU employee and any private contractor or other party to the matter and the steps taken to avoid any conflicts of interest; if no such contrary disclosure is made, the submission shall be deemed to constitute an express certification by the Chancellor or equivalent that a reasonable inquiry has been made and no such conflicts of interest exist: There are no known relationships between the involved LSU employees and the Odyssey Foundation.

9. Any other material the President, the Board, or the Executive Committee determines will assist in understanding the matter presented: Objectives and goals are provided in the attachments.

We respectfully request that this Cooperative Endeavor be placed on the agenda for the March, 2011 Board meeting. If further information is needed, please do not hesitate to call me.

Respectfully,



Robert A. Barish, MD, MBA
Chancellor

Attachment

II. FINANCE, INFRASTRUCTURE, AND CORE DEVELOPMENT
COMMITTEE

Mr. Alvin E. Kimble, Chair
Dr. John F. George, Vice Chair
Mr. Ronald R. Anderson
Mr. R. Blake Chatelain
Mr. Anthony G. "Tony" Falterman
Mr. Raymond J. Lasseigne
Mr. Roderick K. "Rod" West
Mr. Robert "Bobby" Yarborough

AGENDA

1. Recommendation to reauthorize increase to tuition and mandatory fees for the 2011-2012 Fiscal Year pursuant to Acts 2008 No. 915
2. Update on FY 2011-2012 Appropriation Bill
3. Recommendation to approve preliminary operating budget distribution methodology



Recommendation to reauthorize increase to tuition and mandatory fees for the 2011-2012 Fiscal Year pursuant to Acts 2008 No. 915

To: Members of the Board of Supervisors

Date: April 15, 2010

Pursuant to paragraph D. of Article VII, Section 8 of the Board Bylaws, the following is provided:

1. Significant Board Matter

This matter is a "significant board matter" pursuant to the following provisions of Article VII, section 8 of the Bylaws:

- D.1 Any matter having a significant fiscal (primary or secondary) or long term educational or policy impact on the System or any of its campuses or divisions.

2. Summary of the Matter

Act 915 of the 2008 Legislative Session authorized each Louisiana postsecondary education management board to adjust tuition and mandatory fee amounts at each of its institutions: (1) at a rate not to exceed three percent annually if the tuition and mandatory fee amount in effect for the institution is ten percent or less below the average or median tuition and mandatory fee amount of the institution's peers, (2) at a rate not to exceed four percent annually if the tuition and mandatory fee amount in effect for the institution is more than ten percent but less than twenty percent below the average or median tuition and mandatory fee amount of the institution's peers, or (3) at a rate not to exceed five percent annually if the tuition and mandatory fee amount in effect for the institution is twenty percent or more below the average or median tuition and mandatory fee amount of the institution's peers.

The Board of Regents was charged to establish guidelines on the use of data available from the Southern Regional Education Board or other national sources in determining appropriate institution peers and peer average or median tuition and mandatory fee rates. The authority to increase tuition and mandatory fee amounts granted by the provisions of Act 915 are applicable for the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 academic years and for the three years beginning with the 2009-2010 academic year, the increases must be approved by the Joint Legislative Committee on the Budget. The Board of Regents, pursuant to its charge, has determined that LSU A&M, LSU-Alexandria, LSU-Shreveport, the University of New Orleans, the LSU Health Science Center in New Orleans and the LSU Health Science Center in Shreveport are authorized to increase tuition and mandatory attendance fees at a rate not to exceed five percent, and that LSU-Eunice is authorized for an increase not to exceed four percent.

The Act also required that prior to imposing any increase or increases in tuition or mandatory attendance fee amounts each management board establish criteria for waivers of such increases in cases of financial hardship.

At its July 17, 2008 meeting, the Board of Supervisors authorized the 2008-2009 increases and ratified and readopted the Criteria for Financial Hardship Waiver of the tuition increases previously adopted by the Board. At its April 16, 2009 meeting, the Board of Supervisors readopted the original resolution and extended it to apply to the 2009-2010 academic year.

At its March 5, 2010 meeting, the Board of Supervisors readopted the original resolution and extended it to apply to the 2010-2011 academic year.

3. Fiscal Note

The campuses have estimated that the following revenues will be generated from a three four or five percent increase (as applicable) in tuition and mandatory attendance fees for fiscal year 2011-12.

Gross Revenue from FY 2011-12 Tuition Increase

Institution	3-4-5 Estimated Increase
LSU A&M	\$8,300,000
LSU Alexandria	\$303,391
LSU Eunice	\$266,566
LSU Shreveport	\$646,035
University of New Orleans	\$2,604,288
Health Science Center – NO	\$1,256,686
Health Science Center - S	\$442,063
Total LSU System	\$13,819,029

4. Review of Documents Related to Referenced Matter

N/A

ATTACHMENTS:

- (1) Act 915 of 2008

RECOMMENDATION(s)

It is recommended that the Board consider the resolution set forth below.

WHEREAS, Acts 2008 No. 915 authorizes this Board to increase tuition and mandatory fees, subject to certain conditions for fiscal years 2008-2009, 2009-2010, 2010-2011, and 2011-2012; and

WHEREAS, this Board on the 17th day of July, 2008, pursuant to this legislative authorization, adopted a Resolution authorizing increases to tuition and mandatory fees to take effect beginning with and during the 2008-2009 academic year, and provided for certain delegation of authority to the President; and

WHEREAS, this Board on the 16th day of April, 2009, pursuant to the same legislative authority, adopted a Resolution extending the authority granted by the 2008 Resolution for the 2009-2010 academic year; and

WHEREAS, this Board on the 5th day of March, 2010, pursuant to the same legislative authority, adopted a Resolution further extending the authority granted by the 2008 Resolution for the 2010-2011 academic year; and

WHEREAS, existing budget circumstances require such authority for such increases in tuition and mandatory fees to be extended to the 2011-2012 academic year.

NOW, THEREFORE, BE IT RESOLVED by the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College that the Resolution adopted on the 17th day of July, 2008 be and is hereby readopted and extended to apply to the 2011-2012 fiscal year to establish that tuition and mandatory fees for each campus in the LSU System shall be increased by the same percentage amount as such tuition and fees were increased by such prior Resolution or by the percentages otherwise determined as appropriate pursuant to guidelines of the Board of Regents and by the President of the LSU System, to take effect beginning the Fall 2011 semester, all subject to the other applicable terms, conditions and delegations of authority set forth in such resolution as if copied *in extenso*, with applicable adjustments for the 2011-2012 academic year.

Regular Session, 2008
HOUSE BILL NO. 734

ACT No. 915

BY REPRESENTATIVE TRAHAN

1 AN ACT

2 To enact R.S. 17:3351(A)(5)(e), relative to tuition and mandatory attendance fees; to
3 authorize each public postsecondary education management board to establish tuition
4 and mandatory fee amounts for resident students; to provide for adjustments to such
5 amounts; to provide relative to certain guidelines established by the Board of
6 Regents; to provide for waivers; to provide for effectiveness; and to provide for
7 related matters.

8 Be it enacted by the Legislature of Louisiana:

9 Section 1. R.S. 17:3351(A)(5)(e) is hereby enacted to read as follows:

10 §3351. General powers, duties, and functions of college and university boards

11 A. Subject only to the powers of the Board of Regents specifically
12 enumerated in Article VIII, Section 5 of the Constitution of Louisiana, and as
13 otherwise provided by law, each postsecondary system management board as a body
14 corporate shall have authority to exercise power necessary to supervise and manage
15 the institutions of postsecondary education under its control, including but not
16 limited to the following:

17 * * *

18 (5)

19 * * *

20 (e)(i) In accordance with Article VII, Section 2.1(A) of the Constitution of
21 Louisiana and in addition to any other authority provided by this Paragraph, each
22 management board may establish tuition and mandatory attendance fee amounts
23 applicable to resident students at an institution under its supervision and management
24 and, effective July 1, 2008, may adjust such tuition and mandatory fee amounts at

1 a rate not to exceed three percent annually if the tuition and mandatory fee amount
2 in effect for the institution is ten percent or less below the average or median tuition
3 and mandatory fee amount of the institution's peers, at a rate not to exceed four
4 percent annually if the tuition and mandatory fee amount in effect for the institution
5 is more than ten percent but less than twenty percent below the average or median
6 tuition and mandatory fee amount of the institution's peers, or at a rate not to exceed
7 five percent annually if the tuition and mandatory fee amount in effect for the
8 institution is twenty percent or more below the average or median tuition and
9 mandatory fee amount of the institution's peers. The Board of Regents shall
10 establish guidelines on the use of data available from the Southern Regional
11 Education Board and other national sources in determining appropriate institution
12 peers and peer average or median tuition and mandatory fee rates. Such guidelines
13 shall be adopted after consultation and coordination with the management boards.
14 The authority to increase tuition and mandatory fee amounts granted by the
15 provisions of this Subparagraph shall be applicable for the 2008-2009, 2009-2010,
16 2010-2011, and 2011-2012 academic years only and shall terminate June 30, 2012.
17 Beginning with the 2009-2010 academic year, the authority to increase tuition and
18 mandatory fee amounts granted by the provisions of this Subparagraph shall be
19 subject to the approval of the Joint Legislative Committee on the Budget.

20 (ii) The authority granted each management board by this Subparagraph to
21 establish tuition and mandatory fee amounts shall include the authority to establish
22 proportional amounts applicable to part-time students and to students enrolled for
23 summer and intersession terms.

24 (iii) Prior to imposing any increase or increases in tuition or mandatory
25 attendance fee amounts, or both, established pursuant to the provisions of this
26 Subparagraph, each management board shall establish criteria for waivers of such
27 increase or increases in cases of financial hardship. Information about such waivers
28 and the criteria and procedures for obtaining a waiver shall be made available to all
29 prospective students affected by the increase or increases in a timely manner such
30 that the prospective student can be aware of the increase or increases and the

1 availability of waivers prior to the student making any final decision concerning
2 attendance at the college or university.

3 * * *

4 Section 2. This Act shall become effective upon signature by the governor or, if not
5 signed by the governor, upon expiration of the time for bills to become law without signature
6 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
7 vetoed by the governor and subsequently approved by the legislature, this Act shall become
8 effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

**Louisiana Postsecondary Education
FY 2011-2012 Executive Budget Financial Picture**

	Gen Fund	IAT	SG	Stat Ded	Federal	Total
Existing at 12-1-10	1,074,268,076	705,891,773	866,755,029	145,977,508	166,264,157	2,792,892,386
Decrease unused IAT authority at Mgt. Boards & LOSFA		(9,398,775)				(9,398,775)
Adjust federal budget authority - LOSFA					2,221,573	2,221,573
Adjust budget authority to projected revenue - BOR			(573,956)	(6,270,000)		(6,843,956)
Adjust budgets for Shreveport hospitals operations and savings	(4,520,510)	23,526,704				19,006,194
Adjust LSU A&M IAT budget authority for MFP		(389,180)				(389,180)
Orleans Parish Excellence fund - Delgado				1,465,980		1,465,980
Calcasieu Parish HEIF - Sowela				150,000		150,000
Statutory dedicated fund shortages - (HSCs & A&M)				(336,054)		(336,054)
Transfer state funds for Retirement to LSU Ag from another budget section .	1,761,453					1,761,453
Non-recur carry forwards - BOR	(403,982)				(500,000)	(903,982)
Non-recur special legislative projects (Detailed Below)				(8,483,000)		(8,483,000)
Move Adult Ed program at LCTCS to restricted funds	375,000	(604,983)			(9,202,724)	(9,432,707)
MOF Swap SELF to GF	19,950			(19,950)		0
MOF GF to Tobacco Tax - LSU AG	(186,678)			186,678		0
MOF GF to TOPS Fund	(916,300)			916,300		0
Additional State Funding to TOPS	39,925,293					39,925,293
MOF TOPS Fund to GF ¹	(92,285,957)			92,285,957		0
Workload self generated budget adjustment			23,160,207			23,160,207
Annualize FY 10-11 GRAD Act tuition			46,649,399			46,649,399
Annualize mid-year reduction	(34,745,030)					(34,745,030)
MOF Swap ARRA to GF and HEIF	100,163,377	(289,592,480)		97,246,512		(92,182,591)
Non-recur one-time prior year funding				(586,400)		(586,400)
Gross revenue 3-4-5 and GRAD Act tuition increase ²		-	90,716,611			90,716,611
Gross revenue 13+ hours and operational fee ³			87,553,494			87,553,494
Gross revenue LCTCS tuition increase authority ³			10,693,507			10,693,507
Ending for 11-12	1,083,454,692	429,433,059	1,124,954,291	322,533,531	158,783,006	3,119,158,579
Difference	9,186,616	(276,458,714)	258,199,262	176,556,023	(7,481,151)	160,002,036

¹Contingent on constitutional amendment. Governor is committed to fund if amendment fails.

²3-4-5 tuition increase requires JLCB approval and GRAD ACT tuition increase requires BOR certification of progression.

³Legislation needs to be passed to recognize these revenues. HB 25 addresses the 13+hours, but the operational fee and LCTCS increase authority legislation have not been introduced.

"Non-recur Special Legislative Projects " Summary	
LSU HSC S - Nutrition Screenings, Obesity, Autism	(300,000)
LSU A&M - Truancy and Engineering Equipment	(1,383,000)
LSU HSC NO - Colorectal Cancer Program	(75,000)
LSU S - Practice Management Program	(500,000)
LSU Ag - 10-11 Reduction Restoration	(5,000,000)
SU S - Incubator and Community Development Center	(325,000)
Nicholls - Dyslexia & Women in Government & Facility upgrade	(500,000)
Grambling - GSU Lab School	(10,000)
ULM - Speech & Hearing;Multi-Purpose Training Ctr., Retired Volunteer Prog.	(90,000)
LCTCS Board - Vocational Training at Louisiana Methodist Home	(125,000)
Fletcher Technical CC - Welding Simulator	(25,000)
LTC - Off Campus welding program	(150,000)
Net Special Legislative Projects Reduction	(8,483,000)



Recommendation to approve preliminary operating budget distribution methodology

To: Members of the Board of Supervisors

Date: April 15, 2010

Pursuant to paragraph D. of Article VII, Section 8 of the Board Bylaws, the following is provided:

1. Significant Board Matter

This matter is a "significant board matter" pursuant to the following provisions of Article VII, section 8 of the Bylaws:

- D.1 Any matter having a significant fiscal (primary or secondary) or long term educational or policy impact on the System or any of its campuses or divisions.

2. Summary of the Matter

On March 11, 2011 the Governor presented the FY 2011-2012 Executive budget with various components to address the reported \$1.6 billion shortfall. Although there are uncertainties about the state budget at this time the Executive Budget proposes to eliminate a shortfall through savings mechanisms as well as proposed new revenue mechanisms in the following fashion:

Proposed Savings	Amount
Reductions in various government departments	\$410M
Annualize FY 2011 mid-year reductions	\$110M
Eliminate 4,000 positions	\$96M
Efficiency savings in base-line budget	\$225M
Absorb mandated and other costs	\$200M
Total Proposed Savings	\$1,041B

Proposed New Revenue	Amount
Sale of prisons	\$86M
From dedicated funds	\$341M
Increase retirement contributions 3%	\$25M
Transfer from Millennium Trust fund (TOPS)	\$92M
Total Proposed New Revenue	\$544M

It is from these general calculations that the funding for Postsecondary Education will be derived. It may be that through the legislative process some of these budgetary mechanisms may not survive as proposed

The FY 11-12 Executive Budget proposes \$3.1 billion total means of financing for Postsecondary Education. This amount includes approximately \$388 million of revenue contingent upon subsequent actions and legislation. The proposed State funding base of \$1,083 billion as well as \$97 million in one-time Higher Education Initiative funds were provided to the Board of Regents for subsequent distribution to the Systems. The Board of Regents used the following methodology to provide System distributions:

- Annualize the mid-year reductions to all higher education entities on a proportional basis
- Allocate the \$189 million loss of the stimulus funds (ARRA) to each institution that has stimulus in their budget on a proportional basis
- Allocate 85% of the remaining general fund base associated with formula institutions based on the Board of Regents funding formula that has been changed for the FY 2011-2012 distribution to account for (a) setting two-year and four-year funding equidistant from their respective peer groups, (b) aligning the performance funds with the GRAD Act student success targets, (c) using end of course estimates to drive cost calculations, and (d) providing a hold harmless metric to establish maximum loss.
- Allocate Higher Education Initiatives funding to those institutions who have ARRA funds in their budget on the basis of the amount requested for the FY 10-11 GRAD Act Budget adjustment at the Division of Administration and the remaining distributed proportionally based on the entities share of total FY 10-11 budgeted tuition and fee revenue.

This distribution methodology resulted in a total funds distribution to the LSU System as follows:

Means of Financing (Exclusive of HCSD)	Amount
State General Fund	\$465,260,255
Statutory Dedications	\$93,368,858
Interagency Transfers	\$415,426,370
Federal Funds	\$83,583,141
Self Generated funds	\$506,033,690
Total Means of Financing	\$1,563,672,314

The LSU System office distributed funding following many of the same principles as the Board of Regents, but took into consideration the characteristics of the institutions in the system, not the characteristics of all institutions in higher education. The System distribution reflects the different role scope and missions of the various institutions as approved by the Board of Regents.

The LSU System office used the following methodology to provide System distributions:

- Annualize the mid-year reductions to all higher education entities on a proportional basis
- Allocate the \$189 million loss of the stimulus funds (ARRA) to each institution that has stimulus in their budget on a proportional basis
- Allocate 85% of the remaining general fund base associated with System formula institutions based on the Board of Regents funding formula that has been changed for the FY 2011-2012 distribution to account for (a) setting two-year and four-year funding equidistant from their respective peer groups, (b) aligning the performance funds with the GRAD Act student success targets, (c) using end of course estimates to drive cost calculations, and (d) providing a hold harmless metric to establish maximum loss in relation to LSU institutions as opposed to all Louisiana institutions.
- Allocate Higher Education Initiatives funding to those institutions who have ARRA funds in their budget on the basis of the amount needed to reduce the institutions ARRA reduction to zero after taking into account the amount of tuition revenue estimated to be raised from the 3-4-5 and GRAD Act tuition authorities.

This distribution methodology resulted in a total funds preliminary distribution to the LSU System Institutions as follows:

Institution	General Fund	Statutory Dedications	Interagency Transfers	Federal Funds	Self Generated	Total
LSU A&M	\$153,908,309	\$22,877,056	\$6,715,292		\$283,177,200	\$466,677,857
LSU Law	\$6,568,602	\$469,732	\$0		\$15,770,267	\$22,808,601
Pennington	\$13,357,991	\$94,103	\$0		\$825,561	\$14,277,655
LSU Ag	\$67,418,376	\$5,317,988	\$0	\$13,018,275	\$6,807,967	\$92,562,606
LSUS	\$11,556,080	\$2,067,413	\$0		\$18,607,644	\$32,231,137
LSUA	\$7,857,619	\$1,579,952	\$0		\$10,342,386	\$19,779,957
LSUE	\$5,933,781	\$1,015,941	\$0		\$7,148,463	\$14,098,185
UNO	\$45,896,290	\$7,624,417	\$0		\$73,419,461	\$126,940,168
LSUHSCNO	\$76,676,712	\$35,599,768	\$38,169,464		\$29,227,900	\$179,673,844
LSUHSCS	\$48,259,588	\$16,722,488	\$230,014,865	\$58,724,160	\$55,989,418	\$409,710,519
EA Conway	\$10,513,905	\$0	\$102,187,007	\$8,058,474	\$2,799,145	\$123,558,531
Huey P. Long	\$11,392,296	\$0	\$38,339,742	\$3,782,232	\$1,918,278	\$55,432,548
LSU BOS	\$5,920,706	\$0	\$0	\$0	\$0	\$5,920,706
Total	\$465,260,255	\$93,368,858	\$415,426,370	\$83,583,141	\$506,033,690	\$1,563,672,314

3. Review of Documents Related to Referenced Matter

N/A

ATTACHMENTS:

- (1) Overview of proposed changes to operating budget from July 1, 2008 to proposed FY 2011-2012
- (2) Overview of proposed changes to operating budget from July 1, 2008 to proposed FY 2011-2012 before proposed tuition and fee revenue and ARRA replacement

RECOMMENDATION(s)

It is recommended that the Board consider the resolution set forth below.

WHEREAS, Article VII, Section 5 [D] [4] of the Louisiana Constitution requires the Board of Regents to develop a funding formula as a component of the Master Plan for Public Postsecondary Education for the equitable distribution of funds to the institutions of postsecondary education; and

WHEREAS, Article VIII, Section 12 of the Louisiana Constitution states that appropriations for the institutions of higher education shall be made to their managing boards and the funds appropriated shall be administered by the managing boards and used solely as provided by law.

NOW, THEREFORE, BE IT RESOLVED by the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College that the Board approves the LSU System preliminary distribution methodology as set forth above which takes into consideration the differing characteristics, role, scope and mission of the System institutions and further authorizes the President of the LSU System to act on behalf of the Board in representing the methodology and subsequent distribution to the Legislature or its committees if further action or allocation is required between regularly scheduled meetings of the Board of Supervisors.

BE IT FURTHER RESOLVED that the actions taken herein constitute preliminary approvals, not specific approval of the budgets of any budget entity of the LSU System, which approvals remain with the Board or President pursuant to the Bylaws of the Board of Supervisors, and as provided by law.

LSU System budget changes July 1, 2008 - July 1, 2011 Executive Budget

	General Fund Beg. General Fund 2008-2009	reductions through 2011-12	Proposed General Fund 2011-12	% GF Reduction	Total FY 2011-12 Tuition Adjustments ¹	Beg. Op Budget 2008-2009	Total Operating Budget FY 2011-12	% Op. Budget Change
LSU and A & M College	234,683,574	(80,775,265)	153,908,309	-34.4%	49,912,966	451,275,826	466,677,857	3.4%
LSU Paul M. Hebert Law Center	10,070,297	(3,501,695)	6,568,602	-34.8%	2,535,384	20,631,766	22,808,601	10.6%
Pennington Biomedical Research Center	16,208,781	(2,850,790)	13,357,991	-17.6%	0	17,150,614	14,277,655	-16.8%
LSU Agricultural Center	86,835,525	(19,417,149)	67,418,376	-22.4%	0	112,433,303	92,562,606	-17.7%
LSU Shreveport	18,074,889	(6,518,809)	11,556,080	-36.1%	2,592,374	32,331,513	32,231,137	-0.3%
LSU Alexandria	12,666,528	(4,808,909)	7,857,619	-38.0%	1,268,667	21,248,479	19,779,957	-6.9%
LSU Eunice	8,660,477	(2,726,696)	5,933,781	-31.5%	935,080	14,040,274	14,098,185	0.4%
University of New Orleans	70,884,436	(24,988,146)	45,896,290	-35.3%	12,123,450	124,719,036	126,940,168	1.8%
LSU Health Sciences Center-New Orleans	117,958,535	(41,281,823)	76,676,712	-35.0%	2,790,371	200,022,502	179,673,844	-10.2%
LSU Health Sciences Center-Shreveport	76,222,728	(27,963,141)	48,259,587	-36.7%	1,008,160	423,693,958	409,710,518	-3.3%
EA Conway	13,290,934	(2,777,028)	10,513,906	-20.9%	0	89,695,385	123,558,532	37.8%
Huey P. Long	14,404,067	(3,011,771)	11,392,296	-20.9%	0	60,619,144	55,432,548	-8.6%
Board and System Office	10,804,994	(4,884,288)	5,920,706	-45.2%	0	10,662,973	5,920,706	-44.5%
Total-LSU System Higher Education	690,765,765	(225,505,510)	465,260,255	-32.6%	73,166,452	1,578,524,773	1,563,672,314	-0.9%
LSU Health Care Services Division (Excluding Central Office)	89,938,199	(18,124,342)	64,261,831	-20.2%	0	970,442,142	809,140,588	-16.6%
Grand Total-LSU System	780,703,964	(243,629,852)	529,522,086	-31.2%	73,166,452	2,548,966,915	2,372,812,902	-6.9%

¹ Includes 3-4-5 Regents Tuition Plan, Grad Act, and supplementary tuition increases (raising tuition cap and operational fee)

LSU System budget changes July 1, 2008 - July 1, 2011 Executive Budget (before contingent revenue)

	Beg.General Fund 2008-2009	General Fund reductions through 2011-12	Proposed General Fund 2011-12 ¹	% GF Reduction	Total FY 2011-12 APPROVED Tuition Adjustments ²	Beg. Total Op Budget 2008-2009 ³	Total Operating Budget FY 2011-12	% Op. Budget Change
LSU and A & M College	234,683,574	(102,035,368)	132,648,206	-43.5%	25,900,000	451,275,826	410,947,536	-8.9%
LSU Paul M. Hebert Law Center	10,070,297	(4,448,225)	5,622,072	-44.2%	2,317,817	20,631,766	21,573,337	4.6%
Pennington Biomedical Research Center	16,208,781	(2,850,790)	13,357,991	-17.6%	0	17,150,614	14,277,655	-16.8%
LSU Agricultural Center	86,835,525	(19,417,149)	67,418,376	-22.4%	0	112,433,303	92,562,606	-17.7%
LSU Shreveport	18,074,889	(8,285,142)	9,789,747	-45.8%	1,292,070	32,331,513	27,728,088	-14.2%
LSU Alexandria	12,666,528	(6,341,554)	6,324,974	-50.1%	606,782	21,248,479	16,273,565	-23.4%
LSU Eunice	8,660,477	(3,326,843)	5,333,634	-38.4%	613,102	14,040,274	12,409,645	-11.6%
University of New Orleans	70,884,436	(31,323,252)	39,561,184	-44.2%	5,911,713	124,719,036	109,323,649	-12.3%
LSU Health Sciences Center-New Orleans	117,958,535	(52,412,682)	65,545,853	-44.4%	2,513,372	200,022,502	153,042,730	-23.5%
LSU Health Sciences Center-Shreveport	76,222,728	(38,080,643)	38,142,085	-50.0%	884,126	423,693,958	391,749,652	-7.5%
EA Conway	13,290,934	(2,777,028)	10,513,906	-20.9%	0	89,695,385	123,558,531	37.8%
Huey P. Long	14,404,067	(3,011,771)	11,392,296	-20.9%	0	60,619,144	55,432,548	-8.6%
Board and System Office	10,804,994	(4,884,288)	5,920,706	-45.2%	0	10,662,973	5,920,706	-44.5%
Total-LSU System Higher Education	690,765,765	(279,194,735)	411,571,030	-40.4%	40,038,982	1,578,524,773	1,434,800,248	-9.1%
LSU Health Care Services Division (Excluding Central Office)	89,938,199	(18,124,342)	64,261,831	-20.2%	0	970,442,142	809,140,588	-16.6%
Grand Total-LSU System	780,703,964	(297,319,077)	475,832,861	-38.1%	40,038,982	2,548,966,915	2,243,940,836	-12.0%

¹ Excludes ARRA swap

² Includes 3-4-5 Regents Tuition Plan and Grad Act. Excludes supplementary tuition increases (no cap and operational fee)

³ Excludes ARRA GF swap, supplementary tuition, and Higher Education Initiatives fund requiring legislative approval



**Recommendation to approve and certify reports pursuant to GRAD Act
Agreements with Board of Regents
OUT-OF-TIME SUBMISSION**

To: Members of the Board of Supervisors

Date: April 15, 2010

Pursuant to paragraph D. of Article VII, Section 8 of the Board Bylaws, the following is provided:

1. Significant Board Matter

This matter is a "significant board matter" pursuant to the following provisions of Article VII, section 8 of the Bylaws:

- D.1 Any matter having a significant fiscal (primary or secondary) or long term educational or policy impact on the System or any of its campuses or divisions.

2. Summary of the Matter

Act 741 of the 2010 Regular Session of the Louisiana Legislature, entitled the Louisiana Granting Resources and Autonomy for Diplomas Act (GRAD Act) was passed to support the state's public postsecondary education institutions in remaining competitive and increasing their overall effectiveness and efficiency by providing that the institutions achieve specific, measurable performance objectives aimed at improving college completion and at meeting the state's current and future workforce and economic development needs by granting the institutions limited operational autonomy and flexibility in exchange for achieving such objectives.

On October 29, 2010, the Board of Regents and Advisor to the Board Tom Layzell approved the LSU System institution Grad Act agreements (Health Science Centers in progress at that time), which purpose was to implement the GRAD Act and to solidify the requirements and/or performance targets in four areas (1) increase student success; (2) increase articulation and transfer; (3) enhance responsiveness to regional and statewide workforce and economic development needs; and (4) increase institutional efficiency and accountability.

Pursuant to the signed agreements, in relation to the annual GRAD Act reports, the management board agreed to certify annually, through formal Board action, the Institution's progress and the validity of information contained in the annual report, the operational autonomies the Institution is capable of continuing to successfully manage, and the recommendation of the Institution's continuation as a participating institution.

A draft of each institution's required annual report was submitted to the System staff on April 1, 2011 for review and consideration in anticipation of the final submission to the Board of Regents by its May 1, 2011 deadline. System staff have reviewed the draft documents, held conference calls with each of the institutions, and provided guidance and feedback in regards to strengthening the annual report. The System staff will continue to work with the institutions to verify data and refine the reports until the final submissions are provided to the Board of Regents.

3. Review of Documents Related to Referenced Matter

GRAD Act Agreement by and between the LSU Board of Supervisors for its institutions and the Louisiana Board of Regents (EXCERPT ONLY)
Annual GRAD Act report drafts

ATTACHMENTS:

1. Draft GRAD Act Annual Reports

RECOMMENDATION

It is recommended that the Board consider the resolution set forth below.

WHEREAS, in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature, entitled the Louisiana Granting Resources and Autonomy for Diplomas Act (GRAD Act), the LSU Board of Supervisors and its institutions entered into six-year agreements with the Board of Regents; and

WHEREAS, section III C (7) of the agreement pursuant to the GRAD Act by and between the LSU Board of Supervisors for its institutions and the Board of Regents provides that the Board of Supervisors shall certify annually, through formal Board action, the institution's *progress and the validity of* information contained in the annual report of each institution; and

WHEREAS, section III C (9) of the agreement by and between the LSU Board of Supervisors, for its institutions and the Board of Regents provides that the Board of Supervisors shall certify annually, through formal Board action, the *operational autonomies the institution is capable of continuing to successfully manage*; and

WHEREAS, section III C (10) of the agreement by and between the LSU Board of Supervisors, for its institutions and the Board of Regents provides that the Board of Supervisors shall recommend to Regents, through formal Board action, regarding the *institution's continued participation*;

WHEREAS, the referenced operational autonomies are still being negotiated at the Board of Regents and the annual GRAD Act report drafts continue to be reviewed and verified by the System staff. This review process may require further explanation or elaboration before the final submission to the Board of Regents

NOW, THEREFORE, BE IT RESOLVED by the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College that the Board (a) approves the LSU System institution's GRAD ACT annual reports which are to be submitted to the Board of Regents by May 1, 2011, and (b) recommends continued participation of the Institutions;

BE IT FURTHER RESOLVED that in light of the time frame and the meeting schedule of the Board, the President, upon recommendation of the institution and System staff, is authorized to clarify draft submissions to assure greater accuracy of reporting as needed; provided that a copy of such changes are provided to each Board member before transmission to the Board of Regents;

BE IT FURTHER RESOLVED that the Board of Supervisors for these and future reports and certifications which may be required before this Board can timely act, delegates to the President the authority of the Board to certify the validity of the information contained in the annual reports, and make recommendations regarding each institution's continuing participation, upon providing a copy of same to each Board member.

System: Louisiana State University System

Institution: LSU Law Center

Date:

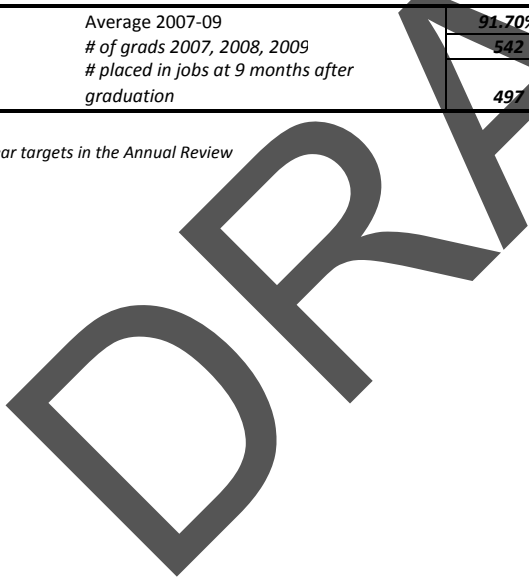
GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
1. Student Success										
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Average 2008-10	91.67%	92%	97%	92%	92%	92%	92%
		Actual Baseline Data: # Fall 2006, 2007, 2008 1st year	648		236					
		# retained to Fall 2007, 2008, 2009	594		228					
iv.	Targeted	Same Institution Grad Rate (+/-)**	Average 2007-09	83.68%	85%	88%	86%	86%	87%	88%
		Actual Baseline Data: # Fall 2004, 2005, 2006 1st year	631		200					
		# graduates <=3 years	528		175					
ix.	Targeted	Institutional Median LSAT Scores (+/-)**	Average Fall 2007, 2008, 2009 1st year	157	157	158	158	158	159	160
d. i.	Targeted	Institutional Passage Rate on Bar Exam (+/-)**	Average 2007, 2008, 2009 graduates	83.18%		77.30%				
		Actual Baseline Data: 2008, 2009	440		141					
		# of grads passing exam	366		109					
		State Passage Rate on Bar Exam ¹ (+/-)**	Average 2007, 2008, 2009 graduates	69.69%		69.93%				
		Institutional Rate/of State Rate (%) ² (+/-)**	Average 2007, 2008, 2009	119%	119%	111%	119%	119%	119%	119%
3. Workforce and Economic Development										
d. iii.	Targeted	Placement Rate of Graduates (+/-)**	Average 2007-09	91.70%	80%	91%	80%	82%	84%	87%
		# of grads 2007, 2008, 2009	542		174					
		# placed in jobs at 9 months after graduation	497		159					

* Report data in all cells highlighted in BLUE

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

Institution Notes:



GRAD Act Annual Report

LSU Paul M. Hebert Law Center

April 1, 2011

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Performance Objective (1)

Student Success

Element A

- a. *Implement policies established by the institution's management board to achieve cohort graduation rates and graduation productivity goals that are consistent with institutional peers.*
 - i. *1st to 2nd years retention rate*
 - iv. *Same institution graduation rate*
 - v. *Median professional school entrance exam score*

The LSU System has the mission of creating an environment of learning and exploration which will provide the people of Louisiana with the opportunities and benefits of a full-scale university endowed with special responsibilities of a land grant institution to effect improvement in the quality of life of the people in the state. This mission involves development of the highest levels of intellectual and professional endeavor in programs of instruction, research, and service. The System, therefore, serves the people as an instrument for discovery as well as transmission of knowledge. Each campus has a unique but complementary role in the overall mission of the System. This principle of geographic as well as academic differentiation allows the campuses to extend basic as well as unique programs to citizens throughout the state. The University System serves a multiracial and multi-cultural population and adheres to the principle of equal educational and employment opportunity to qualified persons without regard to race, creed, religion, color, national origin, handicap, marital status, veterans status, sex, or age.

Following the policy of the LSU System, the Law Center, in 2010, revised its mission to reflect its goals adopted by the LSU System to enhance the intellectual life of the campus through an admissions policy to achieve, among other objectives, an increased retention and graduation rate. The LSU Law Center policy was adopted by the faculty, approved by the LSU System, and forwarded to the Louisiana Board of Regents. The Law Center seeks to prepare, through a demanding and comprehensive program of legal education, a well-qualified and diverse group of men and women to be highly competent and ethical lawyers; to be leaders in private practice, public service, and commerce; and to be capable of serving the cause of justice and advancing the common good, consistent with the rule of law.

As a law school that strives to embody excellence in legal education, the Law Center seeks to create a vibrant, stimulating, diverse, and challenging educational environment through the admission of an exceptionally well-qualified and broadly diverse student body drawn from a rich cross section of backgrounds, talents, experiences, and perspectives from the State, the nation, and other jurisdictions, including those that share our Civilian heritage.

Through its admissions process, the Law Center seeks to admit, retain, and graduate students who are prepared to assume leadership roles in the State and the nation, and to make an outstanding contribution to the legal profession. To achieve these objectives, the admission process considers both "numerical factors" and "non-numerical factors."

This element considers three targeted measures, retention between the first and second year, graduation rate, and median LSAT score. In each case, the Law Center not only exceeded its baseline data, but also exceeded its target for year one. In particular, the LSAT median increased to 158, a measure that represents the 75th percentile of all LSAT test takers and increased from 153 in 2002 or the 56th percentile of LSAT test takers. The current 75th percentile of students that enrolled in the entering class in the fall of 2010 had an LSAT score of 160 that represents the 81st percentile of all LSAT test takers while the 25th percentile of the entering class had an LSAT score that is higher than the average LSAT score of all but one undergraduate institution in Louisiana and higher than all public schools. While its numerical factors increased, the diversity of the entering class of the Law Center increased to 21%, the highest in the history of the Law Center and represents a broader program of enhancing the diversity of the student body.

To increase its retention and graduation rates, the Law Center reviewed its curriculum to better position its students to be successful in meeting the demands of a changing legal environment and gauging how its curriculum impacted student opportunities and its competitiveness in the market of law school admissions. To ensure that student workloads are manageable and that students are appropriately focused and devoted to their studies, the Law Center allows students a maximum course load of fifteen hours per semester. With prior approval of the Vice Chancellor for Academic Affairs, a student can take up to sixteen hours in a single semester. Further, during semesters in which students are enrolled in the Law Center on a full-time basis, their employment is limited. First year students are not permitted to engage in outside work without prior written approval of the Vice Chancellor for Academic Affairs. Second and third year students enrolled full-time may not engage in outside work for more than twenty hours per week.

The Law Center provides academic support for selected students identified in the admissions process who may have difficulty transitioning into full-time law studies. Such students are contacted to enroll in a Legal Methods course offered in the summer before their first year of studies. This three-hour course is taught by two tenured members of the faculty and focuses on developing the skills students will need to succeed in law studies generally and in their substantive first-year courses. Case analysis and synthesis is emphasized, and students are advised on studying and exam-taking strategies. Through the Legal Methods program, students also are encouraged to build a network of peers on whom they can rely as their law studies progress.

The Legal Methods program does not end when the first year of law school begins. Students in the program to meet weekly in the first year of their law studies. A faculty member teaching each substantive course in the first year speaks to the students about study and exam-taking strategies geared toward that particular area of law. The students discuss outlining strategies, work practice exams, and serve as a support system for each other throughout the year. In 2010-11, the Chancellor appointed an Academic Support Review Committee consisting of faculty members, the Director of the Legal Research & Writing Program, the Director of Admissions, and its Institutional Research Analyst to study further ways to enhance support of students beyond the first year of law school and increase the graduation rate.

Applicable Measures

Measure Reference	Measure	Baseline	Baseline Data	AY 2010-2011	1 st Year Target
i. Targeted	1 st to 2 nd Year Retention	Avg. 2008-10	91.67%	96.61%	92%
iv. Targeted	Same Institution Graduation Rate	Avg. 2007-09	83.68%	87.50%*	85%
ix. Targeted	Median Professional School Entrance Exam Score	Avg. 2007-09	157	158	157

* For graduates of the 2009-10 academic year.

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Performance Objective (1)

Student Success

Element D

- d. *Increase passage rates on licensure and certification exams and workforce foundational skills.*
 - i. *Passage rates on licensure/certification exams*

The accrediting body for all law school, the American Bar Association, considers the bar passage rate of the graduates of a law school as a key measure of quality, and it requires accredited law schools to report their bar passage data for publication. Moreover, a standard for accreditation requires a law school to maintain an educational program that prepares its students for admission to the bar. For a student to be admitted to the bar, a student must pass the licensure examination in each state in which the student seeks to practice law. An objective measurement of the success of an institution is bar passage rate.

The measurement is not a simple percentage passage rate but is measured relatively, as a percentage, against the jurisdiction's overall bar passage rate. The state bar passage rates in Louisiana (and elsewhere) fluctuate from year to year and the use of a simple, single institutional pass rate would not account for the level of difficulty of the bar exam in a given year. For example, in Louisiana, the bar passage rate was 65.6% in July of 2007 and 74.2% in July of 2009. The LSU Law Center's bar passage rate was 79.85% in July of 2007 and 91.28% in July of 2009. Although the pass rate for the LSU Law Center, in raw numbers, varied significantly (79.85% versus 91.28%), the pass rate compared to the state average was small (122% compared to 124%).

Moreover, each state has its own bar examination with widely varying bar passage rates depending on the state. In the most recently reported data (2009 graduates), bar passage rates by state ranged from 66% in California to 93% in Iowa and Wisconsin. The singularly most effective method to compare law schools is not by raw bar passage rate numbers but to compare the bar passage rate of a law school to the jurisdiction's overall bar passage rate.

Using 2009 data, the Law Center placed 18th of 190 law schools nationally on bar passage rate as compared to the overall state average. In the July 2010 administration of the Louisiana Bar examination, the Law Center passage rate was 111% of the state average. Although this relative passage rate represents a decrease from its baseline data, of 119%, the Law Center believes that this result is a short term aberration based on a small sample size. In this case, the Law Center would have matched its target of 119% of the state average if an additional eight students passed the bar exam and would have reached the variance threshold of 117% if six additional students passed the bar exam. In the July administration of the Louisiana Bar examination, the Law Center had 109 first-time Louisiana test takers pass the bar examination of a total of 141 test takers for a total bar passage rate of 77.3%. For that same test administration, the overall bar passage rate in Louisiana was 69.93%, producing a comparative bar passage rate of 111%.

While data for all other ABA approved law schools for the 2010 administration of their respective bar exams is not yet available, the 111% comparative bar passage rate as compared to published 2009 data would place the LSU Law Center 51st of 190 ABA approved law schools. Finally, the raw bar passage rate number for the July 2010 administration of 77.3% still represents the highest bar passage rate number of any institution in Louisiana. This achievement is consistent with the performance of the LSU Law Center comparatively on the Louisiana Bar Examination. In nine of the past ten years, the LSU Law Center has achieved the highest bar passage of any Louisiana institution.

The Law Center attributes its success to a demanding curriculum. In contrast to most states, where only the Anglo-American common law prevails, Louisiana's legal system is based not only on the early Spanish and French law, but includes the most substantial elements of the common law as well. LSU law students are trained to master not one but two legal systems. This "crossroad curriculum" provides a unique and intense legal education that gives LSU Law graduates qualifications not developed by other American law schools. Its dual focus imparts an unusual degree of logical and analytical reasoning, and provides students with unique insights from applying social policy to the resolution of diverse legal problems in the context of both common law precedent and civilian legislation.

The Louisiana Bar Examination is grounded in a fundamental understanding of Louisiana law. The LSU Law Center plays a leadership role as curator of the Louisiana Civil Code and of the Civil Law generally and its students are required to take 94 hours of credit for graduation, one of the highest credit hour requirements in the nation and one of the most demanding curriculums, focusing on both the traditions of Louisiana Civil law combined with the common law. Finally, the LSU Law Center requires 78,960 minutes of instruction with its instructional minutes far in excess of the American Bar Association requirements and of the instructional minute requirements of the vast majority of other American law schools.

The Louisiana Supreme Court is considering a comprehensive revision of the content and scoring of the Louisiana Bar Exam. If those changes are implemented, the Law Center is uncertain how they will impact this objective.

Applicable Measures

Measure Reference	Measure	Baseline	Baseline Data	AY 2010-2011	1 st Year Target
i. Targeted	Passage Rate on Licensure Exam (1 st time July test-takers)	Avg. 2007-09	119% of State Average	111% of State Average	119% of State Average

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Performance Objective (3)

Workforce and Economic Development

Element C

- c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.*

The Law Center awards a juris doctor (J.D.) degree and a second degree in civil or comparative law (D.C.L.) to all students admitted to the Law Center. The J.D./D.C.L. program has a consistently high graduation rate, a high bar passage rate compared to the state average, and the employment rate of the Law Center's graduates has likewise been at consistently high levels. While the J.D./D.C.L. program is not designated as a center for excellence, the Law Center does engage in significant outreach efforts to the undergraduate students in Louisiana, the region, and the nation. Outreach efforts include --

- Participation in all National Law Forums including New York, Boston, Washington, DC, Atlanta, Miami, Los Angeles, San Francisco, Houston, Dallas and Chicago.
- Participation in law fairs and career days in Louisiana including Northwestern, McNeese, Grambling, Centenary, University of New Orleans, Southeastern, University of Louisiana at Lafayette, Tulane, Loyola, Xavier University, Dillard University, LSU Shreveport and Nicholls State.
- Participation in law fairs and career fairs in regional and neighboring states including Alabama, Texas, Georgia, Mississippi, Florida, North Carolina, South Carolina, Virginia, Tennessee, Utah, Arizona, and Illinois.
- Participation in the annual National Black Law Conference in Texas.
- Hosting several on campus events including: a Fall Open House; a Spring visitation for admitted students; a Scholarship Dinner for Scholarship Recipients; on-line chats for applicants and admitted students; letter writing campaigns from faculty and current students; letter writing campaigns from the Chancellor of the Law Center; phone banks from current students and alumni.
- Hosting dinners in key areas for admitted students including Atlanta, Washington, DC, New Orleans, Houston, Austin and Shreveport.
- Participation at law fairs specifically designed for students from underrepresented groups and visitation to Historically Black Colleges.
- Hosting an annual pipeline program in collaboration with Southern University for local high school students.
- Participation in an annual National Black Law Conference and current students from

underrepresented groups assist us in our efforts to recruit prospective students.

The Law Center is also involved in law revision and the education of the judiciary. The Louisiana State Law Institute is housed at the LSU Law Center and its Director is a faculty member. The Law Institute was chartered, created and organized as an official law revision commission, law reform agency and legal research agency of the State of Louisiana to promote and encourage the clarification and simplification of the law of Louisiana and its better adaptation to present social needs; to secure the better administration of justice; and to carry on scholarly legal research and scientific legal work.

The Law Institute is serves as advisor to the Legislature, considers needed improvements in the law, makes recommendations and conducts special research for the Legislature and its individual members, at their request, on matters of legislative interest, and studies the jurisprudence, along with the statutes, with a view to recommending needed reforms.

The Louisiana Judicial College is also housed in the Law Center is its Director is a faculty member. The Judicial College provides quality continuing legal education for Louisiana's judges with a law, ethics and emerging issues. As lawyers, judges are required to attend a minimum of 12.5 hours of continued legal education every year --- one hour of which must be on legal ethics, and one hour on professional responsibility.

Seminars during the Spring Judges' Conference, Fall Judges' Conference and the Summer School for Judges are augmented through the year with the Annual Torts Seminar, City and Juvenile Judges' Meeting and the Joint Louisiana/Mississippi Meeting.

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Performance Objective (3)

Workforce and Economic Development

Element D

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

iii. Placement rate of graduates

The Law Center provides significant workforce and economic development as well as engaging with a wide variety of other institutions that are vital to the progress and development of the State. Among other activities, Law Center graduates employ others in productive jobs that add to the economic development of the state as well as contributing to the tax base including the employment of professionals and staff; rent, purchase, and renovate real estate for office space; purchase vehicles, office equipment, and supplies; support the hotel and restaurant industries with business-related travel throughout the State; provide the expertise necessary to plan and complete complex developments and projects; and provide the expertise necessary to resolve the most disputes arising from the economic activities of the State.

Over the last twenty years, a consensus has been growing – both among the members of the bar and within the legal education community – that law schools can and should do more to instruct students in professional skills and in the values and responsibilities of the legal profession. There are a number of experiential opportunities at the Law Center that provide students with the opportunity to earn credit while learning through practice. Through the Law Clinic, the Law Center offers second and third-year students the opportunity to practice law and represent indigent clients in the community while numerous externship opportunities exist including the Judicial Externship Program that places students as judicial ‘law clerks’ in state and federal courts; the Governmental Externship that places students with the Attorney General’s Office and other state and local agencies; and the Public Interest/Non-Profit Externship which places students with local agencies serving marginalized populations and the legal interests of the poor.

Since its inception in 2008, the number of students participating in the LSU Law Clinic has grown to approximately 146 students while the number of students participating in externship programs is approximately 204 students. The LSU Law Center has developed partnerships with the following agencies for its clinical and externship program:

- Battered Women’s Program
- East Baton Rouge Juvenile Public Defender
- Catholic Charities
- Louisiana Department of Justice
- Louisiana Court of Appeals for the First Circuit
- Louisiana Supreme Court
- United States District Court for the Middle District of Louisiana

- United States District Court for the Eastern District of Louisiana
- United States Court of Appeals for the Fifth Circuit
- United States Bankruptcy Court
- New Orleans Bioinnovation Center
- AIDSLaw
- 19th Judicial District Court Public Defender Office
- East Baton Rouge District Attorney's Office
- United States Attorney Office
- Internal Revenue Service Office of Chief Counsel
- Louisiana Department of Revenue
- Baton Rouge Capital Conflict Office
- Louisiana Mental Health Advocacy Service
- Louisiana Public Defender Board
- Southeast Louisiana Legal Services
- Louisiana Office of Coastal Protection and Restoration
- The Innocence Project

Through its clinic and externship programs, the LSU Law Center and its students have served the State of Louisiana and its citizens including the following –

- Immigration Law Clinic: Presented immigration law orientation to approximately 740 immigration detainees and directly interviewed/screened approximately 300 for immigration relief and directly represented approximately 25 clients.
- Juvenile Defense Clinic: In the Fall of 2010, the Clinic represented twelve clients with eighteen petitions and two writs.
- Domestic Violence Clinic: In the Fall of 2010, the LSU Law Clinic represented 74 victims of domestic or dating violence and obtained 36 protective orders.
- Family Mediation Clinic: In the Fall of 2010 the Clinic mediated in fifteen domestic cases with each mediation taking, on average, four sessions each.

Live client clinical legal education and externships are costly. Because of the necessary supervision and oversight by clinical instructors, the student/faculty ratio is often 6:1 to 8:1. In contrast, law faculty members often teach classes with up to 75 students. While experiential learning helps to bridge the gap between law school and the practice of law, it is also up to ten times more expensive than traditional classroom instruction and a continued or expanded experiential learning experience is contingent on adequate funding.

The data below provides placement rates nine months after graduation, a time period used to measure all law schools because of the time delay necessary for students to take the bar examination in July following graduation, receive results of the bar examination, and begin employment. The LSU Law Center placement rates are consistent with reported data from other law schools and places the Law Center in the top half of all law schools in placement rate nine months after graduation, with placements above its first year benchmark because of the reputation of its curriculum and the expanding skills knowledge base of its students through clinical experiences and externship opportunities/

Applicable Measures

Measure Reference	Measure	Baseline	Baseline Data	AY 2010-2011	1 st Year Target
i. Targeted	Placement Rate for J.D./D.C.L. Graduations (9 months after graduation)	Avg. 2007-09	91.7%	91.3%	80%

* For graduates of the 2009-10 academic year.

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Performance Objective (4)

Institutional Efficiency and Accountability

Element C

- c. *Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.*

The LSU Law Center, as one of the flagship campuses of the LSU System, should be measured against a national base of peer institutions. The Law Center's peer institutions should not be limited to SREB schools. A broader peer institution comparison that takes into account the national law school market in which the Law Center competes, such as public law schools ranked 50 to 100 by the annual U.S. News and World Report rankings, would include, but not be limited to, SREB law schools. This list of peer institutions would provide a more accurate measurement baseline; just as a similar expanded list of peer institutions may apply to LSU A&M.

Appendix 1 contains a list of these institutions and their total resident and non-resident tuition rates for the 2009-2010 and 2010-2011 academic years. It is important to note that the most recent tuition data provided in these charts is for the 2010-2011 academic year and it is very likely that the law schools listed on these charts will increase their tuition for the 2011-2012 academic year. The American Bar Association notes that the average resident tuition increase for public law schools for the last academic year (2010-11) was 10% and the average non-resident increase was 7%.

Applicable Measures

Measure Reference	Measure	Baseline AY 2009-10 LSU	Baseline AY 2009-10 Peers	% Difference in Baseline	AY 2010-11 LSU	AY 2010-11 Peers*	% Difference AY 2010-11
i. Tracked	Total Tuition and Fees Charged to Non-Resident Students	\$25,446	\$31,161	22.46%	\$30,228	\$33,481	10.76%

* U.S. News Top 50-100 Public Law Schools for the 2009-10 Academic Year (Baseline Year) are included for comparison purposes. The above tuition and fee amounts do not take into account increases for the 2011-12 academic year. The American Bar Association notes that the average resident tuition increase for public law schools for the last academic year (2010-11) was 10% and the average non-resident increase was 7%.

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Performance Objective (4)

Institutional Efficiency and Accountability

Element D

d. *Designate centers for excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:*

- *Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.*
- *Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.*
- *Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.*
- *Having a high level of research productivity and technology transfer.*

Not applicable for 2010-2011 reporting.

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Performance Objective (5)

Reporting Requirements

Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

- a. Number of students by classification

# of students by classification	Baseline Fall 2009 Headcount	Fall 2010 Headcount
Headcount (Professional)	656	682
FTE	802.08	833.08

- b. Number of instructional staff members

Instructional Staff	Baseline Fall 2009	Fall 2010
Headcount	89	96
FTE	44.97	49.62

- c. Average Undergraduate Class Student-to-Instructor Ratio

Not applicable to the LSU Law Center

- d. Average number of students per instructor

Avg. # of students per instructor	Baseline Fall 2009	Fall 2010
Student-to-Instructor Ratio	17.84	16.79

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

Non-Instructional Academic Staff	Baseline Fall 2009	Fall 2010
Headcount	33.0	29.0
FTE	31.4	27.4

f. Number of staff in administrative areas

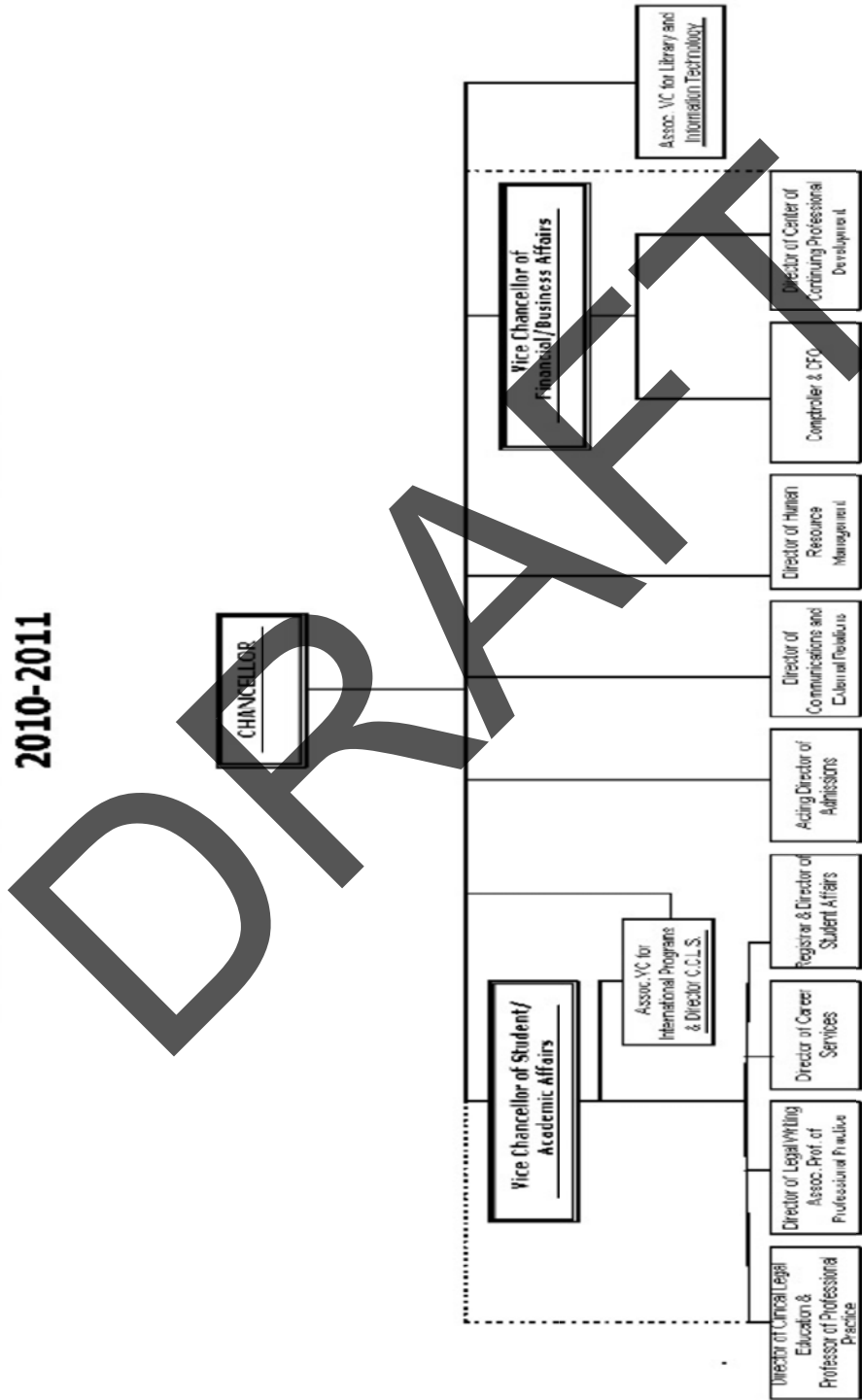
Administrative Staff	Baseline Fall 2009	Fall 2010
Headcount	31.0	29.0
FTE	30.15	28.4

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

LSU PAUL M. HEBERT LAW CENTER

2010-2011



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

LSU PAUL M. HEBERT LAW CENTER

POSITION	TOTAL BASE SALARY FALL	
	2011	SALARY CHANGES SINCE 06/30/2008
Chancellor	\$282,150	Change from \$270,000 based on General Merit Raise on 7/1/2008
Vice-Chancellor - Academic Affairs	\$223,497	Change from \$214,901 based on General Merit Raise on 7/1/2008
Vice-Chancellor - Business and Financial Affairs	\$162,339	Previous salary on 08/01/2008 was \$197,773. New VC hired at a salary of \$162,339
Associate VC - International Programs & Director C.C.L.S.	\$194,909	Change from \$188,318 based on General Merit Raise on 7/1/2008
Associate VC - Library and Information Technology	\$135,000	Interim Director hired on 6/1/2008 at salary of \$130,000. Director hired 2/1/2009 at a salary of \$135,000. Position became vacant. New Director hired to begin 6/2011 at a salary of \$135,000
Director of Admissions	\$115,000	Previous salary was \$125,000. Position became Vacant. Interim Director paid \$78,985 + \$1,500 per month in position. New Director hired 1/2011 at salary of \$115,000
Director of Communication and External Relations	\$88,350	Change from \$84,143 based on General Merit Raise on 7/1/2008
Director of Human Resource Management	\$78,801	Change from \$75,772 based on General Merit Raise on 7/1/2008
Director of Clinical Legal Education & Professor of Professional Practice	\$135,000	New Position. Director hired on 07/07/2008 at salary of \$135,000
Director of Legal Writing Assoc. Prof. of Professional Practice	\$81,260	Change from \$78,136 based on General Merit Raise on 7/1/2008
Director of Career Services		Position is currently vacant. Previous Director salary was \$70,810
Registrar & Director of Student Affairs	\$82,706	Change from \$79,525 based on General Merit Raise on 7/1/2008
Comptroller & CFO	\$115,000	Previous salary was \$111,448. New Comptroller/CFO hired on 10/27/2008 at salary of \$115,000
Director of Center of Continuing Professional Development	\$79,032	Change from \$75,993 based on General Merit Raise on 7/1/2008

**US NEWS TOP 50-100 PUBLIC LAW SCHOOLS TUITION AND FEE COMPARISON
2009-2010***

Institution	Total Res Cost	Total Non-Res Cost	2010 US News Ranking
U of Florida	\$14,228	\$33,593	51
Florida State	\$14,239	\$31,250	52
U of Cincinnati	\$19,942	\$34,776	52
U of Connecticut	\$20,374	\$42,094	52
Arizona State	\$19,225	\$32,619	55
Kentucky	\$16,020	\$27,758	55
Houston	\$21,029	\$28,439	59
Tennessee	\$13,118	\$31,862	59
Georgia State	\$11,838	\$32,862	65
Pennsylvania State	\$34,462	\$34,462	65
U of Kansas	\$11,478	\$25,375	65
U of Missouri	\$16,017	\$30,519	65
Oklahoma	\$16,976	\$26,904	71
Pitt	\$25,098	\$33,094	71
LSU	\$14,350	\$25,446	75
U of Nevada - Las Vegas	\$18,838	\$30,838	75
Rutgers - Camden	\$23,860	\$34,360	77
U of New Mexico	\$12,620	\$28,235	77
U of Oregon	\$22,328	\$27,818	77
SUNY - Buffalo	\$17,577	\$25,827	85
Indiana - Indianapolis	\$18,163	\$38,478	87
Rutgers - Newark	\$23,676	\$33,740	87
South Carolina	\$19,034	\$38,014	87
Arkansas - Fayetteville	\$10,772	\$21,439	94
Louisville	\$14,632	\$29,172	98
U of Maine	\$20,702	\$31,202	100
Average	\$18,100	\$31,161	
LSU	\$14,350	\$25,446	
\$ Difference from Top 50-100 Average	\$3,750	\$5,715	
% Difference from Top 50-100 Average	26.13%	22.46%	
* Source: 2011 ABA/LSAC Official Guide			

**US NEWS TOP 50-100 PUBLIC LAW SCHOOLS TUITION AND FEE COMPARISON
2010-2011 FOR 2009-2010 TOP 50-100 SCHOOLS (BASELINE)**

Institution	Total Res Cost	Total Non-Res Cost	2011 US News Ranking
U of Florida	\$16,387	\$35,752	47
Florida State	\$16,372	\$35,934	54
U of Cincinnati	\$20,946	\$36,526	56
U of Connecticut	\$21,588	\$44,508	54
Arizona State	\$21,598	\$35,147	38
Kentucky	\$16,982	\$29,424	64
Houston	\$26,741	\$36,913	60
Tennessee	\$14,462	\$33,206	60
Georgia State	\$13,310	\$34,334	60
Pennsylvania State	\$36,816	\$36,816	72
U of Kansas	\$15,561	\$27,038	67
U of Missouri	\$16,759	\$31,986	93
Oklahoma	\$18,106	\$28,034	72
Pitt	\$26,550	\$34,176	67
LSU	\$16,148	\$30,228	80
U of Nevada - Las Vegas	\$20,398	\$33,798	78
Rutgers - Camden	\$22,673	\$33,173	80
U of New Mexico	\$13,660	\$30,654	67
U of Oregon	\$24,078	\$30,000	80
SUNY - Buffalo	\$17,450	\$29,110	>100
Indiana - Indianapolis	\$19,241	\$43,016	86
Rutgers - Newark	\$24,977	\$35,897	80
South Carolina	\$20,236	\$40,494	>100
Arkansas - Fayetteville	\$10,772	\$21,439	86
Louisville	\$15,600	\$30,140	>100
U of Maine	\$21,940	\$32,770	>100
Average	\$19,590	\$33,481	
LSU	\$16,148	\$30,228	
\$ Difference from Top 50-100 Average	\$3,442	\$3,253	
% Difference from Top 50-100 Average	21.32%	10.76%	
* Source: Law School Websites			

GRAD Act Annual Report Scoring Worksheet – Year 1

Institution: Paul M. Hebert Law Center

Year: 2010-2011

1. Student Success

Score (sum of the TOTAL SCORE for each element) = 9.9

Score value (sum of the SCORE VALUE points for each element) = 11

Score/score value = 90.0 % (rounded to nearest whole percent at .5)

2. Articulation and Transfer

Score (sum of the TOTAL SCORE for each element) = 0

Score value (sum of the SCORE VALUE points for each element) = 0

Score/score value = 0.0 % (rounded to nearest whole percent at .5)

3. Workforce and Economic Development

Score (sum of the TOTAL SCORE for each element) = 3.3

Score value (sum of the SCORE VALUE points for each element) = 3

Score/score value = 100.0 % (rounded to nearest whole percent at .5)

4. Institutional Efficiency and Accountability

Score (sum of the TOTAL SCORE for each element) = 3

Score value (sum of the SCORE VALUE points for each element) = 3

Score/score value = 100.0 % (rounded to nearest whole percent at .5)

5. Section 5 Reporting Requirement submitted: Yes No

Year 1 Evaluation Designation: Green Yellow Red Revocation

Signature: _____ Date: 4/01/11
_____ System/Management Board _____ Board of Regents

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1a. Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institution	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering freshmen students admitted by exception (4-year universities)	2	-	x
	-	-	-
Measures – Targeted*	-	-	-
1 st to 2 nd year retention rate	2	2	
1 st to 3 rd year retention rate	2	-	x
Fall to spring retention rate	2	-	x
Same institution graduation rate	2	2	
Graduation productivity	2	-	O
Award productivity	2	-	O
Statewide graduation rate	2	-	x
	-	-	-
Measures – Descriptive	-	-	-
Percent of freshmen admitted by exception	1	-	x
	-	-	-
Measures – Targeted*	-	-	-
Median professional school entrance exam score	2	2	

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		9
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective</i>		.9
Total score for this element <i>(Score + Additional points)</i>		9.9
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	9	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1b. Increase the percentage of program completers at all levels each year.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> (optional)	-	-	-
	-	-	-
<i>Measures – Targeted*</i>	-	-	
Percent change in completers, per award level	-	-	-
Certificate	2	-	X
Diploma	2	-	X
Associate	2	-	X
Post-Associate	2	-	X
Bachelors	2	-	X
Post-Baccalaureate	2	-	X
Masters	2	-	X
Post-Masters	2	-	X
Specialist	2	-	X
Doctoral	2	-	X
Post-Doctoral	2	-	X
Professional	2	-	X
Post-Professional	2	-	X

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	-
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	-
<i>Total score for this element (Score + Additional points)</i>	-
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

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

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
examples of newly created partnerships	1	-	X
examples of strengthening existing partnerships	1	-	X
examples of feedback reports to high schools	1	-	X
examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate students readiness (e.g. increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)	1	-	X
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of high school students enrolled	1	-	X
Number of semester credit hours in which high school students enroll	1	-	X
Number of semester credit hours completed by high school students	1	-	X

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	-	-
<i>Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	-	-
<i>Total score for this element (Score + Additional points)</i>	-	-
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	-

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Passage rates on licensure/certification exams <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	-	x
	-	-	-
Measures – Targeted*	-	-	-
Passage rates on licensure exams (Law Centers & Health Sciences Centers)	2	0	
	-	-	-
Measures – Tracked	-	-	-
Number of students receiving certifications <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	-	x
Number of students assessed and earning WorkKeys® certificates, by award level	1	-	-
Other assessment and outcome measures for workforce foundational skills <i>Note: No report on this measure required for the 2010-11 annual report.</i>	-	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		0
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		-
Total score for this element <i>(Score + Additional points)</i>		0
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	2	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1		x
subsequent policy/policies adopted by the institutions	1		x
timeline for implementing the policy/policies	1		x
performance of entering transfer students admitted by exception (4-year universities)	1		x
Measures – Tracked	-	-	-
1 st to 2 nd year retention rate of transfer students	1		x
	-	-	-
Measures – Descriptive	-	-	-
Number of baccalaureate completers that began as a transfer student	1		x
Percent of transfer students admitted by exception	1		x

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		-
Additional score* <i>(up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		-
Total score for this element <i>(Score + Additional points)</i>		-
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of new or strengthened feedback reports to the colleges	1	-	x
processes in place to identify or remedy student transfer issues	1	-	x
examples of utilization of feedback reports (2-year colleges and technical colleges)	1	-	x
	-	-	-
Measures – Descriptive	-	-	-
1 st to 2 nd year retention rate of those who transfer with an associate degree	1	-	x
Number of baccalaureate completers that began as a transfer student with an associate degree	1	-	x

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	-
Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	-
Total score for this element (Score + Additional points)	-
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

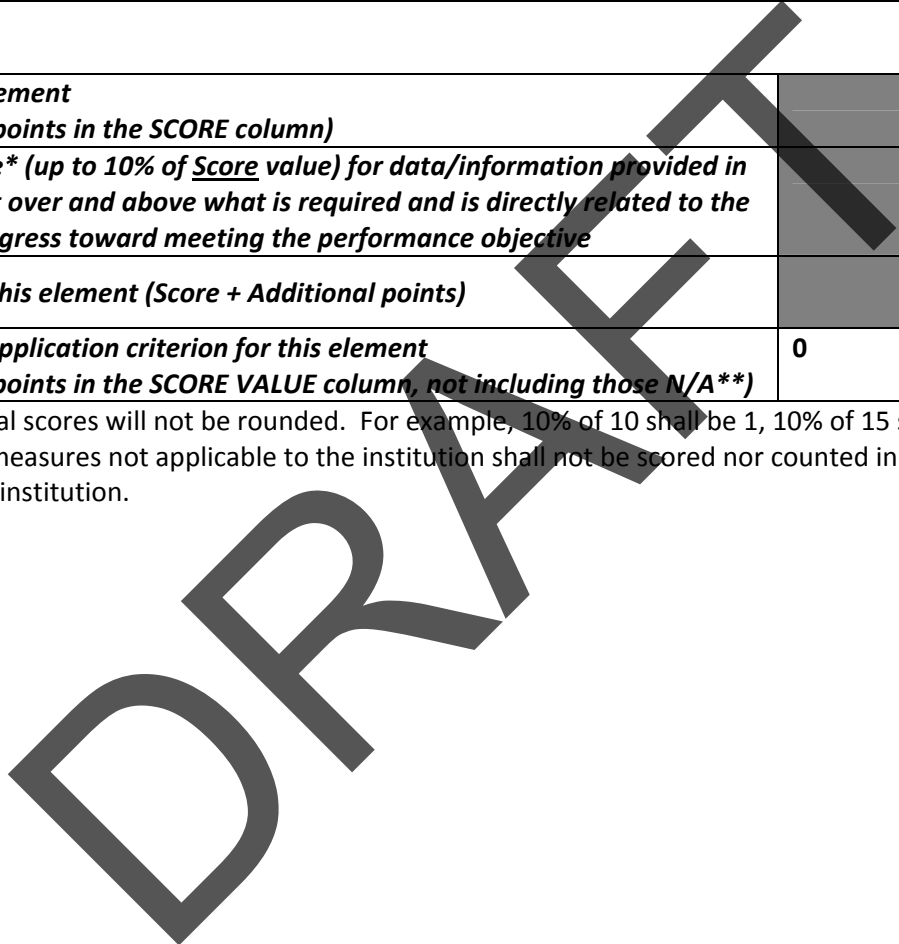
Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
examples of agreements with Louisiana institutions	1	-	x
processes in place to identify or refer these students	1	-	x
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of students referred	1	-	x
Number of students enrolled	1	-	x

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	-	-
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	-	-
<i>Total score for this element (Score + Additional points)</i>	-	-
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	-

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.



PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT) and Associate of Science in Teaching (AST) programs	1	-	x
processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees	1	-	x
	-	-	-
Measures – Descriptive	-	-	-
Number of students enrolled in a transfer degree program	1	-	x
Number of students completing a transfer degree	1	-	x
1 st to 2 nd year retention rate of those who transfer with transfer degree	1	-	x
Number of baccalaureate completers that began as a transfer student with a transfer degree	1	-	x

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	-	-
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	-	-
Total score for this element (Score + Additional points)	-	-
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	-

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs	1	-	X
a description of the institution's collaboration with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs	1	-	X
a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts	-	-	-
a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region	1	-	X
	-	-	-
Measures – Descriptive	-	-	-
Number of programs eliminated	1	-	X
Number of programs modified or added	1	-	X
Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts	-	-	-

*Note: No report on this item/measure required for the 2010-11 annual report.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		-
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		-
Total score for this element <i>(Score + Additional points)</i>		-
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3b. Increase use of technology for distance learning to expand educational offerings.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements: facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes	1	-	x
description of current initiatives to create and expand educational offerings by distance education	1	-	x
description of any efficiencies realized through distanced education	1		x
	-	-	-
Measures – Tracked	-	-	-
Number of course sections with 50% and with 100% instruction through distance education	1	-	x
Number of students enrolled in courses with 50% and with 100% instruction through distance education	1	-	x
Number of programs offered through 100% distance education, by award level	1	-	x

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		-
Additional score* <i>(up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		-
Total score for this element <i>(Score + Additional points)</i>		-
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution’s peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of current and prospective research productivity and technology transfers as it relates to <u>Louisiana’s key economic development industries</u>	1	-	x
a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana’s key economic development industries	1	1	
a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards	1	-	x
a description of how the institution’s research productivity and technology transfer efforts compare to peer institutions	1	-	x
	-	-	-
Measures – Tracked	-	-	-
Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	1	-	x
Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana’s key economic development industries	1	-	x
Dollar amount of research and development expenditures	1	-	x
Dollar amount of research and development expenditures in Louisiana’s key economic development industries	1	-	x
Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution’s research productivity and technology transfer efforts	1	-	x

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	1
Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective	.1
Total score for this element (Score + Additional points)	1.1
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	1

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Percent of completers found employed	-	-	x
<i>Note: No report on this measure required for the 2010-11 annual report.</i>			
Performance of associate degree recipients who transfer to 4-year universities <i>See Elements 2b. and 2.d.</i>	-	-	-
Measures – Targeted *(Law Centers and Health Sciences Centers)	-	-	-
Placement rates of graduates	2	2	
Placement of graduates in postgraduate training	2	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	2
Additional score* <i>(up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	.2
Total score for this element <i>(Score + Additional points)</i>	2.2
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	2

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1	-	x
timeline for elimination of developmental course offerings	1	-	x
<i>Measures – Tracked</i>	-	-	-
Number of developmental/remedial course sections offered	1	-	x
Number of students enrolled in developmental/remedial courses	1	-	x

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	-
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	-
<i>Total score for this element (Score + Additional points)</i>	-
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1	-	x
timeline for elimination of associate degree programs	1	-	x
<i>Measures – Tracked</i>	-	-	-
Number of active associate degree programs offered	1	-	x
Number of students enrolled in active associate degree programs offered	1	-	x

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	-
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	-
<i>Total score for this element (Score + Additional points)</i>	-
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
annual plan for increasing non-resident tuition amounts	1	1	
impact on enrollment and revenue	1	1	
<i>Measures – Tracked</i>	-	-	-
Total tuition and fees charged to non-resident students	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		3
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		-
<i>Total score for this element (Score + Additional points)</i>		-
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

Note: The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. No report on this element required for the 2010-11 annual report.

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1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
Education		Licensure: LA Dept. of Education				
Total number of program completers.	Praxis II Exams	Source: ETS for Title II reporting	2008-2009	253 content	253 content	100%
			2008-2009	253 pedagogy	252 pedagogy	99.6% *
Below is a breakdown of EDUCATION disciplines by certification area.						
Art Education, grades K-12	Art Content Knowledge (0133)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Health & Physical Education, grades K-12	Physical Education Content Knowledge (0091)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Instrumental Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	7	7	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	7	7	100%
Vocal Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Early Childhood Education, grades PK-3	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	16	16	100%
	Principles of Learning & Teaching, Early Childhood (0020 or 0521)		2008-2009	16	16	100%
Elementary Education, grades 1-5 (undergraduate and graduate)	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	120	120	100%
	Principles of Learning & Teaching, K-6 (0522)		2008-2009	120	120	100%
Biology Education, grades 6-12	Biology Content Knowledge (0235)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	8	7	88% *
* Student chose to go to medical school and did not re-take exam.						
Chemistry Education, grades 6-12	Chemistry Content Knowledge (0245)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
English Education, grades 6-12	English, Language, Literature, Composition: Content Knowledge (0041)	Source: ETS for Title II reporting	2008-2009	22	22	100%
	English, Language, Literature, Composition: Pedagogy (0043)		2008-2009	22	22	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	22	22	100%
French Education, grades 6-12	French Content Knowledge (0173)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Mathematics Education, grades 6-12	Mathematics Content Knowledge (0061)	Source: ETS for Title II reporting	2008-2009	15	15	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	15	15	100%
Physics Education, grades 6-12	Physics Content Knowledge (0265)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Social Studies Education, grades 6-12	Social Studies: Content Knowledge (0081)	Source: ETS for Title II reporting	2008-2009	27	27	100%
	Social Studies: Interpretation of Materials (0083)		2008-2009	27	27	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	27	27	100%
Spanish Education, grades 6-12	Spanish Content Knowledge (0191)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%
Agricultural Education, grades 6-12	Agriculture Education (0700)	Source: ETS for Title II reporting	2008-2009	6	6	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	6	6	100%
Business Education, grades 6-12	Business Education (0100)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Family & Consumer	Family and Consumer Sciences (0120)		2008-2009	1	1	100%

1. Student Success

- d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
Sciences Education, grades 6-12	Principles of Learning & Teaching, 7-12 (0524)	Source: ETS for Title II reporting	2008-2009	1	1	100%
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine	2009-2010	79	77	97.5%

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

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2. Articulation and Transfer

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

i. Number of students enrolled in a transfer degree program

Not Applicable

ii. Number of students completing a transfer degree

Not Applicable

iii. 1st to 2nd year retention rate of those who transferred with a transfer associate degree

Baseline

0 Enrolled in 2008-09

0 Retained (enrolled) in fall 2009

N/A Retention Rate

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0 Enrolled in 2009-10

0 Retained (enrolled) in fall 2010

N/A Retention Rate

iv. Number of baccalaureate completers that began as transfer students with a transfer associate degree

Baseline

0 Number of 2008-09 baccalaureate completers that began as transfers with a transfer associate degree

2011 Annual Report

0 Number of 2009-10 baccalaureate completers that began as transfers with a transfer associate degree

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3. Workforce and Economic Development**c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.****i. Percent of research/instructional faculty (FTE) at the institution holding active research & development grants/contracts**

Baseline

1089.82 Total Research/Instructional Faculty (FTE) in 2009-10 (October 31,2009)
 562.57 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2009-10
 51.6% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2009-10.

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1052.06 Total Research/Instructional Faculty (FTE) in 2010-11 (October 31, 2010)
 N/A Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2010-11
 N/A Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2010-11.

ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries

Baseline

1089.82 Total Research/Instructional Faculty (FTE) in 2009-10 (October 31, 2009)
 479.05 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2009-10
 44.0% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2009-10

2011 Annual Report

1052.06 Total Research/Instructional Faculty (FTE) in 2010-11 (October 31, 2010)
 N/A Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2010-11
 N/A Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2010-11

iii. Dollar amount of research and development expenditures (in thousands)

Baseline: five-year average of FY 2004-05 through 2008-09

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2004-05	\$34,765	\$20,392	\$2,242	\$55,747	\$12,256	\$125,402
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604
5-year Avg.	\$46,270	\$14,414	\$2,776	\$66,765	\$9,147	\$139,372

2011 Annual Report: five-year average of FY 2005-06 through 2009-2010

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604
2009-10*	\$60,569	\$13,124	\$8,542	\$72,286	\$667	\$155,188
5-year Avg.	\$51,431	\$12,960	\$4,036	\$70,073	\$6,829	\$145,329

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (in thousands)

Baseline: five-year average of FY 2004-05 through 2008-09

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2004-05	\$34,139	\$19,985	\$2,242	\$53,623	\$11,439	\$121,428
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799
5-year Avg.	\$44,578	\$13,766	\$2,776	\$64,011	\$8,602	\$133,733

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (in thousands)

2011 Annual Report: five-year average of FY 2005-06 through 2009-2010

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799
2009-10*	\$57,783	\$12,248	\$8,145	\$69,256	\$641	\$148,073
5-year Avg.	\$49,306	\$12,219	\$3,956	\$67,138	\$6,443	\$139,062

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

v. Number of intellectual property measures which are the result of research productivity and technology transfer

Baseline

- 46 Number of Disclosures in 2008-09
- 3 Licenses and Options Awarded in 2008-09
- 17 Number of Patents Awarded in 2008-09
- 2 Number of New Companies (Start-Ups) Formed in 2008-09
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups) in 2008-09

2011 Annual Report

- 40 Number of Disclosures in 2009-10
- 4 Licenses and Options Awarded in 2009-10
- 5 Number of Patents Awarded in 2009-10
- 2 Number of New Companies (Start-Ups) Formed in 2009-10
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups) in 2009-10

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4. Institutional Efficiency and Accountability

- d. Designate centers of excellence as defined by the Board of Regents which have received a favorable assessment from the Board of Regents and have demonstrated substantial progress towards meeting stated goals.**

Not Available

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5. Organizational Data

a. Number of students by classification.

	Fall 2010 Headcount		Total	2010-11 AY		Total FTE
	Undergraduate	Graduate		Undergrad FTE	Grad FTE	
LSU (incl Vet. Med)	23,686	5,085	28,771	23,982.0	4,751.9	28,733.9

b. Number of instructional staff members.

	Fall 2010	
	Instructional Faculty Headcount	Instructional Faculty FTE
LSU (incl Vet. Med)	1,268.0	1,157.2

c. Average class student-to-instructor ratio.

	2010-11 AY
LSU	33.6

d. Average number of students per instructor.

	2010-11 FTE enrollment per FTE instructor
LSU (incl Vet. Med)	24.8

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GRAD Act Annual Report Scoring Worksheet – Year 1

Institution: Louisiana State University Year: 2011

1. Student Success

Score (sum of the TOTAL SCORE for each element) = 29
Score value (sum of the SCORE VALUE points for each element) = 30
Score/score value = 97 % (rounded to nearest whole percent at .5)

2. Articulation and Transfer

Score (sum of the TOTAL SCORE for each element) = 15
Score value (sum of the SCORE VALUE points for each element) = 16
Score/score value = 94 % (rounded to nearest whole percent at .5)

3. Workforce and Economic Development

Score (sum of the TOTAL SCORE for each element) = 19
Score value (sum of the SCORE VALUE points for each element) = 20
Score/score value = 95 % (rounded to nearest whole percent at .5)

4. Institutional Efficiency and Accountability

Score (sum of the TOTAL SCORE for each element) = 3
Score value (sum of the SCORE VALUE points for each element) = 3
Score/score value = 100 % (rounded to nearest whole percent at .5)

5. Section 5 Reporting Requirement submitted: Yes No

Year 1 Evaluation Designation: Green Yellow Red Revocation

Signature: _____ Date: _____
 System/Management Board Board of Regents

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	/	
subsequent policy/policies adopted by the institution	1	/	
timeline for implementing the policy/policies	1	/	
performance of entering freshmen students admitted by exception (4-year universities)	1	/	
	-	-	-
Measures – Targeted*	-	-	-
1 st to 2 nd year retention rate	2	2	
1 st to 3 rd year retention rate	2	2	
Fall to spring retention rate	2		
Same institution graduation rate	2	2	
Graduation productivity	2		
Award productivity	2		
Statewide graduation rate	2		
	-	-	-
Measures – Descriptive	-	-	-
Percent of freshmen admitted by exception	1	0	
	-	-	-
Measures – Targeted*	-	-	-
Median professional school entrance exam score	2		

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		10
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
Total score for this element <i>(Score + Additional points)</i>		10
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	11	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1b. Increase the percentage of program completers at all levels each year.

Criterion	Score Value	Score	N/A
<i>Narrative report (optional)</i>	-	-	-
<i>Measures – Targeted*</i>	-	-	-
Percent change in completers, per award level	-	-	-
Certificate	2		
Diploma	2		
Associate	2		
Post-Associate	2		
Bachelors	2	2	
Post-Baccalaureate	2		
Masters	2	2	
Post-Masters	2		
Specialist	2	2	
Doctoral	2	2	
Post-Doctoral	2		
Professional	2	2	
Post-Professional	2		

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	10
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0
Total score for this element <i>(Score + Additional points)</i>	10
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	10

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

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

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of newly created partnerships	1	/	
examples of strengthening existing partnerships	1	/	
examples of feedback reports to high schools	1	/	
examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate students readiness (e.g. increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)	1	/	
	-	-	-
Measures – Descriptive	-	-	-
Number of high school students enrolled	1	/	
Number of semester credit hours in which high school students enroll	1	/	
Number of semester credit hours completed by high school students	1	/	

Summary:

Score for this element (total of the points in the SCORE column)		7
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		7
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	7	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> (optional)	-	-	-
Measures – Tracked	-	-	-
Passage rates on licensure/certification exams <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	/	
Measures – Targeted*	-	-	-
Passage rates on licensure exams (Law Centers & Health Sciences Centers)	2		
Measures – Tracked	-	-	-
Number of students receiving certifications <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	/	
Number of students assessed and earning WorkKeys [®] certificates, by award level	1	-	-
Other assessment and outcome measures for workforce foundational skills <i>Note: No report on this measure required for the 2010-11 annual report.</i>	-	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	2
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	2
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	2

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	/	
subsequent policy/policies adopted by the institutions	1	/	
timeline for implementing the policy/policies	1	/	
performance of entering transfer students admitted by exception (4-year universities)	1	/	
Measures – Tracked	-	-	-
1 st to 2 nd year retention rate of transfer students	1	/	
	-	-	-
Measures – Descriptive	-	-	-
Number of baccalaureate completers that began as a transfer student	1	/	
Percent of transfer students admitted by exception	1	0	

Summary:

Score for this element (total of the points in the SCORE column)	6
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	6
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	7

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of new or strengthened feedback reports to the colleges	1	1	
processes in place to identify or remedy student transfer issues	1	1	
examples of utilization of feedback reports (2-year colleges and technical colleges)	1		—
	-	-	-
Measures – Descriptive	-	-	-
1 st to 2 nd year retention rate of those who transfer with an associate degree	1	1	
Number of baccalaureate completers that began as a transfer student with an associate degree	1	1	

Summary:

Score for this element (total of the points in the SCORE column)		4
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		4
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	4	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of agreements with Louisiana institutions	1	/	
processes in place to identify or refer these students	1	/	
	-	-	-
Measures – Descriptive	-	-	-
Number of students referred	1	/	
Number of students enrolled	1	—	—

Summary:

Score for this element (total of the points in the SCORE column)		3
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		3
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT) and Associate of Science in Teaching (AST) programs	1	/	
processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees	1	/	
	-	-	-
Measures – Descriptive	-	-	-
Number of students enrolled in a transfer degree program	1		
Number of students completing a transfer degree	1		
1 st to 2 nd year retention rate of those who transfer with transfer degree *	1		
Number of baccalaureate completers that began as a transfer student with a transfer degree *	1		

Summary:

Score for this element (total of the points in the SCORE column)		2
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		2
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	2	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

* Transfer associate degree is new – too soon for graduates to transfer to LSU.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs	1	1	
a description of the institution's collaboration with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs	1	1	
a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts	-	-	-
a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of programs eliminated	1	1	
Number of programs modified or added	1	1	
Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts	-	-	-

**Note: No report on this item/measure required for the 2010-11 annual report.*

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	5
<i>Additional score*</i> <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0
<i>Total score for this element</i> <i>(Score + Additional points)</i>	5
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	5

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3b. Increase use of technology for distance learning to expand educational offerings.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes	1	1	
description of current initiatives to create and expand educational offerings by distance education	1	1	
description of any efficiencies realized through distanced education	1	0	
	-	-	-
Measures – Tracked	-	-	-
Number of course sections with 50% and with 100% instruction through distance education	1	1	
Number of students enrolled in courses with 50% and with 100% instruction through distance education	1	1	
Number of programs offered through 100% distance education, by award level	1	1	

Summary:

Score for this element (total of the points in the SCORE column)	5
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	5
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	6

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of current and prospective research productivity and technology transfers as it relates to <u>Louisiana's key economic development industries</u>	1	/	
a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries	1	/	
a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards	1	/	
a description of how the institution's research productivity and technology transfer efforts compare to peer institutions	1	/	
	-	-	-
Measures – Tracked	-	-	-
Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	1	/	
Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	1	/	
Dollar amount of research and development expenditures	1	/	
Dollar amount of research and development expenditures in Louisiana's key economic development industries	1	/	
Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts	1	/	

Summary:

Score for this element (total of the points in the SCORE column)	9	9
Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0	0
Total score for this element (Score + Additional points)	9	9
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	9	9

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Percent of completers found employed	-		
<i>Note: No report on this measure required for the 2010-11 annual report.</i>			
Performance of associate degree recipients who transfer to 4-year universities <i>See Elements 2b. and 2.d.</i>	-	-	-
Measures – Targeted *(Law Centers and Health Sciences Centers)	-	-	-
Placement rates of graduates	2		
Placement of graduates in postgraduate training	2	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	0	0
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0	0
Total score for this element <i>(Score + Additional points)</i>	0	0
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	0

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1		
timeline for elimination of developmental course offerings	1		
<i>Measures – Tracked</i>	-	-	-
Number of developmental/remedial course sections offered	1		
Number of students enrolled in developmental/remedial courses	1		

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		0
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		0
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1		—
timeline for elimination of associate degree programs	1		—
<i>Measures – Tracked</i>	-	-	-
Number of active associate degree programs offered	1		—
Number of students enrolled in active associate degree programs offered	1		—

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	0	
<i>Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0	
<i>Total score for this element (Score + Additional points)</i>	0	
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

DRAFT

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

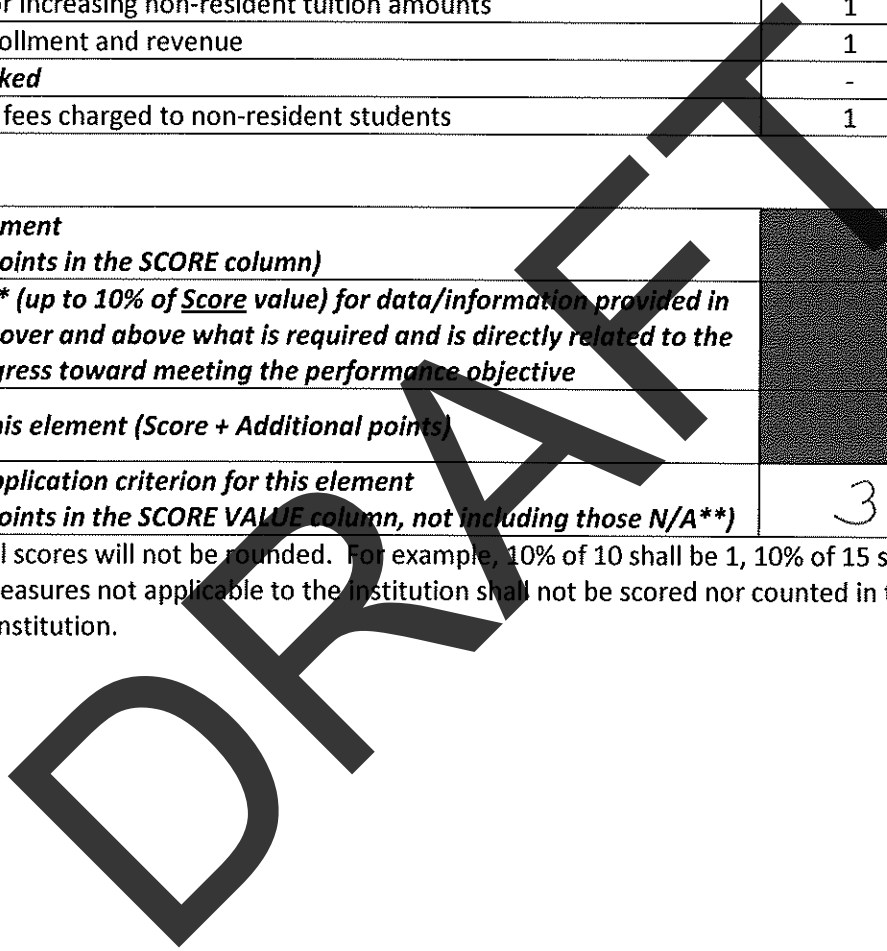
Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
annual plan for increasing non-resident tuition amounts	1	1	
impact on enrollment and revenue	1	1	
Measures – Tracked	-	-	-
Total tuition and fees charged to non-resident students	1	1	

Summary:

Score for this element (total of the points in the SCORE column)		3
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		3
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.



PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

Note: The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. No report on this element required for the 2010-11 annual report.

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System: Louisiana State University System

Institution: University of New Orleans

Date: 4/1/2011

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
1. Student Success											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	68.6%	63.6%	63.7%	69.5%	70.0%	70.5%	71.0%	73.0%
		Actual Baseline Data: # in Fall 08 Cohort	1203		1221						
		# retained to Fall 09	825		778						
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	52.4%	49.7%	49.7%	53.5%	54.0%	54.5%	55.0%	60.0%
	4-Yr only	Actual Baseline Data: # in Fall 07 Cohort	1030		1208						
		# retained to Fall 09	540		600						
iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
	Tech Coll Only	Actual Baseline Data: # in Fall 08 Cohort									
		# retained to Spring									
iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	22.0%	21.0%	20.9%	23.0%	23.5%	24.0%	27.0%	30.0%
		Actual Baseline Data: Fall revised cohort (total)	1685		1961						
		completers <=150% of time	372		409						
v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	0.171	0.17	0.170	0.177	0.18	0.183	0.187	0.19
	optional	Actual Baseline Data: 2008-09 undergrad FTE	7512.23		7617.83						
		completers (undergrad)	1286		1295						
vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na							
	optional	Actual Baseline Data: 2008-09 undergrad FTE									
		awards (duplicated)									
vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	27.6%	na	27.8%	28.6%	29.1%	29.6%	30.1%	31.1%
	optional	Actual Baseline Data: # of Fall 02 FTF (cohort)	1684		1961						
		completers <=150% of time	465		545						
b. i.	Targeted ***	Percent Change in program completers (+/-)**									
		Bachelor (Award level 1)		0.6%	0.7%	1.5%	-0.5%	0.0%	0.5%	1.0%	
		2008-09 AY	1286	1294	1295	1305	1280	1286	1292	1299	
		Masters (Award level 2)		6.6%	6.6%	5.5%	5.5%	6.0%	6.0%	6.0%	
		2008-09 AY	561	598	598	592	592	595	595	595	
		Doctorate (Award level 3)		33.3%	33.3%	5.5%	5.5%	6.0%	6.0%	6.0%	
		2008-09 AY	45	60	60	47	47	48	48	48	

* Report data in all cells highlighted in BLUE

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

Institution Notes:

University of New Orleans

GRAD Act

Year 1 Annual Report

FY 2010-2011

**Submitted to the Board of
Supervisors, the LSU System**

April 1, 2011

University of New Orleans

1. a. Student Success

Element a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.i. 1st to 2nd Year Retention Rate (first-time, full-time, degree-seeking students)
(Targeted)

	Baseline	Year 1
Term	Fall 08 to Fall 09	Fall 09 to Fall 10
# in Fall Cohort	1203	1221
# Retained to 2 nd Fall semester	825	778
Rate	68.6%	63.7%

1.a.ii. 1st to 3rd Year Retention Rate - first-time, full-time, degree-seeking students
(Targeted)

	Baseline	Year 1
Term	Fall 07 to Fall 09	Fall 08 to Fall 10
# in Fall Cohort	1030	1208
# Retained to 3 rd Fall semester	540	600
Rate	52.4%	49.7%

1.a.iv. Same Institution Graduation Rate - as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline
Term	Fall 2002 cohort through Fall 2008
# in Fall Cohort	1685
# Graduated within 150% of time	372
Rate	22%

1.a.v. Graduation Productivity - Optional (Targeted)

	Baseline	Year 1
Term	AY 2008-09	AY 2009-10
# UG completers	1286	1295
Annual FTE	7512.23	7617.83
Rate	0.171	0.170

1.a.vii. Statewide Graduation Rate (Targeted)

Term	Baseline	Year 1
	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009
# in Fall Cohort	1684	1961
# Graduated within 150% of time at any state public institution	465	545
Rate	27.6%	27.8%

1.a.viii. Percent of first-time freshmen admitted by exception by term (Descriptive)

1st-time Freshmen Exceptions	Baseline	Year 1
	AY 09-10	AY 10-11
Summer Admitted & Enrolled	33	27
Summer Admitted by Exception	2	2
Summer % Exception	6%	7%
Fall Admitted & Enrolled	1259	1066
Fall Admitted Exception	74	86
Fall % Exception	6%	8%
Spring Admitted & Enrolled	108	138
Spring Admitted Exception	12	16
Spring % Exception	11%	12%
Total Admitted & Enrolled	1,400	1,231
Total Admitted Exception	88	104
Total % Exception	6%	8%

(Source: Admissions Office)

University of New Orleans

1.a. Student Success – Narrative

Element a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

- **policy/policies adopted by the management board;**
- **subsequent policy/policies adopted by the institution;**
- **timeline for implementing the policy/policies; and**
- **performance of entering freshmen students admitted by exception (4-year universities)**

Policies/policies adopted by Management Board

Standardize bachelor degree programs to 120 credit hours. The Board of Regents' resolution for Excessive Hours for Degrees standardizes degree requirements at 120 credit hours for bachelor's degree so that students can complete their program in four years. The resolution notes that some programs require more hours to maintain accreditation.

Student Tracking and Degree Audit

Subsequent policy/policies adopted by the institution

New Admissions Standards: The university has adopted the New Admissions Standards (as approved by the Board of Regents for "statewide" institutions) which will be implemented Fall 2012. The new standards are:

Freshmen: 23 ACT/1050 SAT or 2.5 GPA, and require no remediation, and meet academic core requirements.

Transfer: 24 transferrable hours above remediation, English and Math credit earned, and at least a 2.25 GPA.

Excessive Hours for Degrees: The university completed its "*120 Credit Hour Programs of Study*" in February 2011 and has submitted it to the LSU System. UNO reviewed all programs and reduced the number of credit hours to the lowest possible to satisfy certification or accreditation requirements.

Student Tracking and Degree Audit: An *Early Alert* system for student tracking and degree audit will be implemented Fall 2011. This tool, to be used by both students and advisors, will ensure that students are on track for critical academic requirements and on track for graduation.

A Quality Enhancement Plan (QEP) was submitted to SACS to restructure courses in three areas: 1) University Success Course - to assist students as they transition from high school and adjust to college course expectations, 2) English Composition, and 3) College Algebra. The university is implementing its Student Success Program in Fall 2011.

Timeline for implementing the policy/policies

Student Tracking and Degree	- Fall 2011
New Admission Standards	- Fall 2012
Excessive Hours for Degrees	- completed Feb 2011

Performance of entering freshmen students admitted by exception

The LSU System has established limits for UNO students admitted by exception. At present this is 7%. In 2012, this limit will decrease to 6%.

The University of New Orleans shall have an administrative policy relative to admission of students who do not meet traditional requirements. Admission requirement exceptions are generated in the Office of Admissions and are handled administratively by the Director of Admissions or the appropriate senior-level administrative staff in Admissions. Students failing to meet admission requirements are considered for immediate exceptions (pending the proximity of their meeting the requirements) or are waitlisted for further consideration at a later date, but prior to the commencement of the semester in which they have applied. If an administrative decision cannot be made regarding these exceptions, the Director of Admissions should refer the student file for further academic consideration (either Academic Affairs or ad-hoc exception committee). It is the responsibility of the Admissions staff to notify students of the decision regarding potential exceptions.

As a statewide university, UNO shall seek to have the aggregate number of 7% admissions for classes of students enrolled during the academic year for both freshman and transfer students.

Each semester, the Office of Admissions (after the enrolled class has been confirmed) shall provide a list of all enrolled freshman and transfer students whose basis of admission was exception. The Office of the Registrar shall be the recipient of the list and distribute accordingly to appropriate senior college staff members who shall maintain appropriate levels of contact with these students who shall be identified as "at-risk" at their point of entry.

Data appended in spreadsheet.

University of New Orleans

1.b. Student Success

Element b. Increase the percentage of program completers at all levels each year.

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual
1. Student Success					
b. i.	Targeted ***	Percent Change in program completers (+/-)**			
		Bachelor (Award level 1)		0.6%	0.7%
		2008-09 AY	1286	1294	1295
		Masters (Award level 2)		6.6%	6.6%
		2008-09 AY	561	598	598
		Doctorate (Award level 3)		33.3%	33.3%
		2008-09 AY	45	60	60

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University of New Orleans

1.b. Student Success - Narrative

Element b. Increase the percentage of program completers at all levels each year

The institution may choose to submit a narrative report to discuss and describe aspects of their data.

UNO's completers increased at all award levels from the baseline year 2008-09:

Baccalaureate increased slightly by .7%.

Masters increased by 37 students (or 6.6%)

Doctoral by 15 (or 33.3%).

UNO's baseline 6-year graduations rates are based on a cohort of first-time, full-time, degree-seeking freshmen who entered Fall 2002 and graduated within 6 years (through 2008). It is worth noting that until the Fall 2006 cohort reaches the 6 year mark, UNO has a Katrina impact running throughout. In Fall 2005, students dispersed as a result of the hurricane and their return was delayed. Those who relied on local housing had no apartments to rent, no homes to return to. Some enrolled in another institution for a semester or two and others returned but rebuilding their homes was the priority. The impact was felt more by those students who were beginning their academic careers. Those who were further along in their academic careers tended to return and quickly finish their programs. We anticipate that this phenomenon will be seen in graduation rates until the Fall 2006 cohort, the first post-Katrina cohort, begins to graduate.

The increase in the numbers in this report may be attributed to this recovery period following Hurricane Katrina. The undergraduates at the beginning of their academic careers were less likely to return to continue their education in New Orleans than those upper level undergraduates who had more invested. At the masters and doctoral level, this increase is more pronounced. UNO anticipates that the doctoral completers will decrease somewhat in the next reporting period but then return in a steady climb.

The University of New Orleans Plan for Student Success 2009-2011 was completed during 2010. This was an outgrowth of the university's re-accreditation process in which the Task Force for Student Persistence and Retention Initiatives (SPRI) was created and charged with studying enrollment, retention, and completion and with making recommendations on ways to improve student persistence and six-year graduation rates. It focused on the following four areas: 1) Early Alert - identify students at risk and intervene in a timely fashion; 2) Student-Faculty Interaction - promote greater faculty awareness about faculty's vital role in student success and promote more active learning for students; 3) Academic and Career Advisement - formulate a more developmental approach to advising and a more integrated delivery system; and 4) Student Engagement - increase opportunities for students involvement in campus life and recommend improvements to the physical environment.

As mentioned in 1.a., an Early Alert student tracking and degree audit program will be implemented in Fall 2011. It will facilitate monitoring student progress toward graduation by alerting students to academic career issues and by allowing faculty and staff to identify students who are lagging in their academic progress and in need of academic support.

UNO's colleges have intensified the emphasis on faculty and staff involvement as key to improving retention and completion rates. In 2009, colleges reinforced and formalized their internal channels to communicate with their continuing students who were tardy registering for the next semester. Colleges receive student lists in phases and use a network of faculty and staff to contact students and encourage them to register.

UNO plans to implement its Student Success Program in Fall 2011.

Data appended in spreadsheet.

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University of New Orleans

1.c. Student Success

Element c. Develop partnerships with high schools to prepare students for postsecondary education **(Descriptive)**

	Baseline Academic Year 2008-09	Year 1: Academic Year 2009-2010
1.c.i. Number of high school students enrolled at postsecondary institution while still in high school	78	227
1.c.ii. Number of semester credit hours in which high school students enroll - by semester/term	309	750
1.c.iii. Number of semester credit hours completed by high school students with a grade of A, B, C, D, F or P, by semester/term	266	663

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University of New Orleans

1.c. Student Success - Narrative

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

The narrative report should include at a minimum:

- examples of newly created partnership;
- examples of strengthening existing partnerships;
- examples of feedback reports to high schools; and
- examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)

Program 1: The University of New Orleans has created a GNO First program for its recruitment effort in developing partnerships with schools and their students in our home area. This program provides for an increased number of visits from UNO representatives to high schools in the Greater New Orleans area. Following these visits, students are provided two opportunities in the Fall and two opportunities in the Spring to participate in the "Privateer for a Day" programs on the UNO campus.

The Privateer for a Day programs give these students, many of whom have never step foot on a college campus, the opportunity to get a first-hand knowledge of what it is like to be a college student – they go to class with a UNO student and experience everything they do in a normal day. Spring 2010 was the first engagement opportunity set for this program.

After the second program each semester, the UNO Office of Admissions will provide high school guidance personnel with participation reports for the students who progressed through these programs. The feedback reports will include participation information, student survey feedback, and intents provided by the students.

Program 2: The University of New Orleans has actively engaged in a Dual Enrollment program for qualified high school students in the Greater New Orleans area to pursue and complete college-level courses while they are in high school. Students that complete the courses earn UNO credit. No remediation courses are provided.

Over the course of the past few years, we have reached a period of highs and lows for participation in the program. Starting with the 2010-11 year, we have begun a program of outreach that provides for a more stable number of student participants and active engagement from UNO to the participating high schools in our area.

Each semester, school guidance personnel receive academic and participation feedback on each student from UNO. Each report contains student grades and reflective discussion from

Admissions personnel and the Guidance Counselor regarding further participation of the student.

In 2010-11 and beyond, the Office of Admissions will track the number of students participating in the program with the 2009-10 number being a baseline.

Summer Research Programs: UNO's colleges participate in summer outreach programs involving high school teachers and students. For example, Advanced Materials Research Institute (AMRI) and Department of Chemistry conduct summer research programs designed to increase the awareness and understanding of scientific research among high school teachers and students and to promote the Early Start Dual Enrollment Program. From 2002-2010, over 900 high school students have applied for a total of 93 positions. The program provides research opportunities in materials science (including chemistry and physics) for approximately 5 high school chemistry or physics teachers and 10 high school students. Through a collaboration with Communities in Schools, academic year programs at three high schools are offered. Cross-college initiatives have professional development projects funded by LaSIP which involve partnerships with local school systems to train their teachers in mathematics and teaching skills.

Charter Schools: UNO partners with the following local charter schools: Pierre A. Capdau, Gentilly Terrace, Medard H. Nelson, Thurgood Marshall Early College High School, Benjamin Franklin High School, and Edward Hynes Charter School.

Data appended in spreadsheet.

University of New Orleans

1.d Student Success

Element d. Increase passage rates on licensure and certification exams and workforce foundational skill

University of New Orleans - Education Baseline Year 2008-09

HEA Title II Regular Program Completers	44
HEA Title II Alternate Program Completers	60
Total Programs Completers, 2008-09	104

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University of New Orleans

1.d. Student Success - Narrative

Element d. Increase passage rates on licensure and certification exams and workforce foundational skill.

Narrative Report: optional (UNO reports only for Education)

In order to complete the Initial Teacher Preparation programs of study at the College of Education and Human Development, all students must pass three PRAXIS exams. The first of these, The PRAXIS I, is a basic skills test that must be passed before the student is formally admitted to the college. The state stipulates that this exam may be waived if the student already has a master's degree or a minimum ACT score of 22. The other two exams MUST be passed in order for the student to complete/graduate: The content area exam and the Principals of Learning and Teaching (PLT).

There are two categories of initial teacher certification completers in the state of Louisiana. "Regular" completers are those who graduate from a traditional, undergraduate program of study. The second category, "alternate certification" completers, includes those who have already attained a bachelor's degree (from an accredited institution, and with certain minimum requirements) and are in need of certification only.

The University of New Orleans has both of these categories. Beginning in the 2010-11 academic year, this "alternate" route can be achieved by completing a Master of Arts in Teaching (M.A.T.). In prior years, it was possible for students to complete a program of study via two routes: 1) the intense, one-year practitioner program or 2) the post-baccalaureate, non-degree program.

The practitioner program was akin to (though more rigorous than) programs offered by, e.g., Teach for America. This program was made possible by a federal grant known as the "Transition to Teaching" grant. In the practitioner program, students received intense training during the summer, then they were placed as teachers in the fall semester.

The post baccalaureate program was a multi-year program for those seeking certification. Some of the students were taking courses part-time while teaching in the classroom with a temporary certificate granted by the state. Others were course-only students preparing for certification. In either case, the students were required to take, on average, 25 hours or more at UNO. A maximum of six hours could be transferred from another (accredited) institution. There were other minimum requirements, such as a 2.5 GPA. Post-baccalaureate students were also required to spend their final semester as student teachers or capstone interns.

It should be noted that all alternate certification students must receive their primary certification preparation here at UNO. These initial teacher certification completers should not be confused with "add-on" completers, who have already been certified as teachers and who wish an additional certification to enhance their skills and options as a teacher. Across the state, these "add-on" students are allowed to take courses at different institutions and

may apply directly to the state for certification; therefore, UNO does NOT count these students as completers.

Due to the fact that all students – both regular and alternate – must pass the necessary PRAXIS tests before completing the program, UNO has a 100% passage rate.

See data in Appendix #2 Licensure/Certification

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University of New Orleans

2. a. Articulation and Transfer

Element 2.a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

2.a.i. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# enrolled	1218	1308
# retained to next Fall semester	778	827
Rate	63.9%	63.2%

2.a.ii Number of baccalaureate completers that began as transfer students (Descriptive)

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# of baccalaureate completers	1286	1295
# who began as transfers	720	842
Percentage who began as transfers	55.99%	65.02%

Performance of Transfer Students Admitted by Exception (4-year universities) (Admissions Office)

	Baseline
Term of Data	AY 09-10
# of Transfer Student Exceptions AY	128
# of Transfer Students Returning for Next Semester	85
Rate	66.4%

Percent of transfer students admitted by exception (Admissions Office)

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of Transfer Students Enrolled	1,867	1,998
# of Transfer Students on Exception	128	166
Rate	6.86%	8.31%

Summer 09 (11), Fall 09 (64), Spring 10 (53)

University of New Orleans

2.a. Articulation and Transfer - Narrative

Element 2.a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

The narrative report should include at a minimum:

- **policy/policies adopted by the management board;**
- **subsequent policy/policies adopted by the institution;**
- **timeline for implementing the policy/policies; and**
- **performance of entering transfer students admitted by exception (4-year universities).**

Policy/policies adopted by management board

Effective with the Fall 2012 class of students, the Board of Regents has adopted the following as new admission standards for UNO as a “statewide” institution:

Freshmen: 23 ACT/1050 SAT or 2.5 GPA, and require no remediation, and meet academic core requirements.

Transfer: 24 transferrable hours above remediation, English and Math credit earned, and at least a 2.25 GPA.

Subsequent policy/policies adopted by institution

The University of New Orleans has adopted the new admissions standards and they will be implemented in Fall 2012.

Since the initial announcement of new admissions requirements by the Board of Regents, the University of New Orleans leadership has been examining the impact of these requirements and the need to have requirements that may be a bit more challenging than the ones adopted by the Board of Regents. In 2010, then Chancellor Tim Ryan formed an Admissions Standards Task Force to study these requirements. The study is ongoing and the university’s final decision shall be implemented in the course of the next few months.

For transfer students, the University has already begun its recruitment engagement efforts to better inform transfer students of their enrollment opportunities at UNO. UNO’s policy regarding transfer student admissions is described earlier in 1.a.

Performance of Transfer Students Admitted by Exception (4-year universities)
(Admissions Office)

	Baseline
Term of Data	AY 09-10
# of Transfer Student Exceptions AY	128
# of Transfer Students Returning for Next Sem.	85
Rate	66.4%

Percent of transfer students admitted by exception (Admissions Office)

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of Transfer Students Enrolled	1,867	1,998
# of Transfer Students on Exception	128	166
Rate	6.86%	8.31%

Summer 09 (11), Fall 09 (64), Spring 10 (53)

As mentioned in 1.a Student Success, the *Early Alert* system for student tracking and degree audit is scheduled for implementation in Fall 2011. It will be used by both students and advisors to ensure that students are on track for critical academic requirements and on track for graduation.

Excessive Hours for Degrees: UNO reviewed all programs and reduced the number of credit hours to the lowest possible to satisfy certification or accreditation requirements. The university completed its report *120 Credit Hour Programs of Study* (February 2011).

Data appended in spreadsheet.

University of New Orleans

2. b. Articulation and Transfer

Element b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

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University of New Orleans

2. b. Articulation and Transfer - Narrative

Element b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

The narrative report should include at a minimum:

- examples of new or strengthened feedback reports to the college(s);
- processes in place to identify and remedy student transfer issues; and
- examples of utilization of feedback reports (2-year colleges and technical colleges).

Each May, the University of New Orleans provides community college representatives with reports of the number of students that have enrolled at UNO with associate degrees from their institution. The university provides these reports in an order to better track students that have enrolled at UNO as part of our College Connection programs with the community colleges and so that the Community College representatives will have the ability to account for student progression with those students who have graduated from the institutions with Associate Degrees. At present, the largest number of transfers that enter UNO with Associate Degrees come from Delgado Community College.

To review the efficiency of our transfer agreements and the facilitation of services to community college transfers and the students in particular, UNO representatives meet with our key feeder community colleges each semester to discuss progress in the program and to remedy any issues that may exist. We have found that face-to-face interaction and discussion are the best ways to build these programs and ensure their successes.

The following table shows the baseline number of students that enrolled at UNO who received Associate Degrees prior to their enrollment at UNO:

	Baseline
Term of Data	AY 09-10
# of Transfer Students Enrolled	1,867
# of Transfer Students with Associate Degrees	73
Rate	3.9%

Note that the vast majority of transfer students that enroll at UNO do not have Associate Degrees. The top institutions where students transfer from are Delgado Community College, Louisiana State University A&M, Southeastern Louisiana University, Xavier University of Louisiana, and University of Louisiana-Lafayette.

Data appended in spreadsheet.

University of New Orleans

2. c. Articulation and Transfer

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

DRAFT

University of New Orleans

2. c. Articulation and Transfer - Narrative

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

The narrative report should include at a minimum:

examples of the agreements with Louisiana institutions and processes in place to identify and refer these students.

The University of New Orleans, for several years, has facilitated a “College Connection Partnership” program with the two community colleges in the Greater New Orleans Area – Delgado Community College and Nunez Community College. Through the program, students who are deferred admission to UNO are provided with a contract between UNO and the selected community college to attend the community college and be welcomed to enroll at UNO once they have completed a minimum of 18 transferrable college hours above remediation with at least a 2.25 GPA. The student contracts also provide for shared information (academic and enrollment) between UNO and the community college and provide opportunities for tracking between UNO and the community colleges.

Students that progress through this program are tracked at the end of each semester by both institutions and are also targeted through direct outreach by UNO.

The table below reflects the number baseline figure of students referred through College Connection for the 2009-10 academic year as well as for year 1.

Students Referred through College Connection	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of College Connection Referrals	133	86

Data appended in spreadsheet.

University of New Orleans

2.d. Articulation and Transfer

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

DRAFT

University of New Orleans

2. d. Articulation and Transfer - Narrative

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

The narrative report should include at a minimum:

- examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs, and**
- processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.**

By December 2011, UNO intends to expand the articulation and transfer agreements with Delgado to include HRT, General Business, Computer Science, Applied Science and also to expand the Delgado model of collaboration to neighboring communities colleges.

The University of New Orleans has, and will continue to, actively engage in all aspects of the transfer degree programs in Louisiana (AALT, AAST, and AST). To date, the University has adopted transfer guidelines for our feeder community colleges (Delgado and Nunez) and generic guidelines as promoted by the Board of Regents. Furthermore, the University has identified four year degree tracks for our undergraduate majors in each of our senior colleges and provided the information on our website for easy access. In addition, we have completed the process of identifying a direct transfer program for students completing the AALT, AAST, and AST programs at the two-year schools – these are part of a newly designed Admissions micro-website that is expected to be complete in April 2011.

In an effort to remedy any articulation challenges and transfer issues, representatives from the Office of Admissions meets with our feeder transfer institutions in the area (Delgado and Nunez) each semester to address successes, challenges, and opportunities for further engagement. As indicated earlier, these evaluative opportunities are normally done in face-to-face meetings for better communication and discussion.

The AALT and ASLT programs are new. The University of New Orleans has no relevant data to report for these measures.

Due to the newness of the program, UNO has not tracked students separately who had different Associate Degrees. We have collected transfer data for those students enrolled during the academic year and those students who returned.

	Baseline
Term of Data	AY 09-10
# of Transfer Students Enrolled	1,867
# of Transfer Students Returning for next fall	1,159
Rate	72.4%

Data appended in spreadsheet.

DRAFT

University of New Orleans

3. a. Workforce and Economic Development

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

DRAFT

University of New Orleans

3. a. Workforce and Economic Development - Narrative

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

Narrative report: required

The narrative report should include at a minimum:

- a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs;
- a description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs;
- *Not Required in the Report:* a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts; and a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region.

UNO follows BOR guidelines for Academic Program/Low Completer Review. A program is targeted for examination as a Low Completer if it had, during AY 2007-08, 08-09, and 09-10, fewer than the following numbers of degrees conferred:

Degree Level	Productivity Level
Associate/Baccalaureate/Post-Bachelors	24 (avg. 8 per year)
Master/Post-Master/Specialist	15 (avg. 5 per year)
Professional/Doctoral/Post-Doctoral	6 (avg. 2 per year)

UNO terminated its Graduate Certificate in Gerontology and restructured FTCA in Aug 2010. The Regents' 2009 LOW-COMPLETER TERMINATIONS (2009-12-02) included:

B.A. - Women's Studies
M.A. - Communications
M.A. - English Teaching
M.A.S.T. - Science Teaching Non-thesis
M.A. - History Teaching
M.S. - Applied Physics Non-thesis (TC)
M.S. - Physics (TC)
M.A. - Geography

By 2011, UNO will finalize its internal analysis of low completer programs.

Data appended in spreadsheet.

University of New Orleans

3. b. Workforce and Economic Development

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

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# of course sections that are 50-99% distance delivered	0	0
# of course sections that are 100% distance delivered	492	401

3.b.ii Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# of students enrolled in courses that are 50-99% distance delivered	0	0
# of students enrolled in courses that are 100% distance delivered	11,634	10,287

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked)

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
Baccalaureate	0	0
Post-Baccalaureate	0	0
Masters	0	0
Doctoral	0	0
TOTAL	0	0

University of New Orleans

3. b. Workforce and Economic Development - Narrative

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

The narrative report should include at a minimum:

- description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes;
- description of current initiatives to create and expand educational offerings by distance education; and
- description of any efficiencies realized through distance education.

For the purposes of this element, distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed) activities. These would include but are not limited to the use of compressed video, cable television, broadcast television/radio, satellite, Internet, CD, videotape, and audio.

UNO's distance learning vision is to become the leading institution of higher education in Louisiana in the delivery of Internet-enhanced education in a way that is flexible, innovative, high quality, and takes full advantage of the promise of 21st Century technology. By continuously striving towards this vision, we will not only fulfill the needs of our contemporary students, but we will also benefit from increased efficiencies and retention rates.

Current initiatives to improve technology for distance learning include moving to the open-source learning management system, Moodle, and integrating campus-wide licensure for the web-conferencing platform, Adobe Connect. This LMS move will not only provide enhanced features and collaborative tools, it will also incorporate synchronous technologies into what was previously an asynchronous environment. This change will allow for increased student/teacher and student/student interaction, I, classroom collaboration, and active engagement. In addition, the Moodle synchronous learning environment for the virtual world, Second Life, has been integrated with Moodle. Other technology improvements include the installation of campus-wide Wi-Fi; adoption of synchronous online tutoring and virtual office hours through AskOnline; launch of the UNO app for iPhone/iPad and Android mobile devices; adoption of DotNetNuke for website content management, resulting in an upgraded website and greater technology efficiencies.

Distance learning has made tremendous strides in their program and course offerings by developing strategies to migrate existing program offerings into a distance format. The first of these programs, the Low-Res MEd, will launch in the Summer 2012 in Rome, Italy. Three other programs are in the development stages and will launch in 2012. We are working aggressively to move existing programs into an electronic format with partial international components. Other non-credit distance programs are being developed as well.

Distance learning has benefited from cost efficiencies produced by lower facilities-related costs such as building operational costs. Due to this, we have been able to increase the number of course sections and enrollment without bearing the cost of additional physical infrastructure. Other cost efficiencies have been gained by using distance technology to collaborate with other universities. One such program is the Louisiana Low Incidence Disabilities Consortium, which is funded by the Louisiana Department of Education. Other efficiencies realized include increased student accessibility, and increased student engagement, and collaboration.

Data appended in spreadsheet.

DRAFT

University of New Orleans

3. c. Workforce and Economic Development

Element c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

DRAFT

University of New Orleans

3. c. Workforce and Economic Development - Narrative

Element c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

The narrative report (which may exceed 2-page maximum) should include at a minimum:

- a description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries;
- a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries;
- a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards; and
- a description of how the institution's research productivity and technology transfer efforts compare to peer institutions

Description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries;

Energy and environmental key industry sector: UNO has been in discussions with Blade Dynamics which is setting up operations at the NASA-Michoud facility in New Orleans to make windmill blades. We have also had discussions with LED on how UNO and the UNO R&T Foundation can best work with LED to support Blade Dynamics (e.g., providing equipment). This is the first alternative energy business to be established at Michoud and UNO will continue to assist companies and LED to set up additional companies at Michoud or in the Greater New Orleans region.

Health Care: UNO is a member of the GNO BioInnovation Center initiative and through its Sr. Associate Vice Chancellor for Research and Economic Development is working with other universities in New Orleans (LSUHSC, Tulane, Xavier, Loyola) to evaluate life science technology transfer opportunities. A study by the student interns in the BioInnovation Center assisted in the development of a UNO start-up, Meta Logos (licensed UNO technology and now based in Louisiana).

Arts and Digital: UNO worked closely with representatives from Globalstar prior to moving their operation from California to Covington, LA. Globalstar had concerns regarding engineering and technology support. UNO provided resumes and information of recent graduates and available technical help. Contact has been made with their President regarding UNO providing research support for their operations.

Information Technology and Services: UNO continues to work with Navy SPAWAR SSC LANT operations in the UNO Research Technology Park to support their operations and help them maintain and grow jobs. UNO is working with numerous IT companies in the R&T Park and in the GNO area on projects with SPAWAR, NASA and other government agencies. UNO is a founding member of the Gulf Coast Government Contractors Association (GCGCA) which has brought together over 40 IT companies in the gulf region with UNO as an academic partner to help secure joint government contracts. This has helped these companies maintain and grow their business opportunities in the recent economic downturn.

Coastal Restoration and Protection: UNO is conducting key research in coastal restoration and protection so as to provide a safer environment for Louisiana in general and the Greater New Orleans area parishes in particular. UNO is a primary participating institution in the Coastal Sustainability Consortium (CSC, primary institutions are UNO, LSU, Tulane and ULL and affiliate members are LaTech, Loyola, McNeese, Nicholls, Southeastern, SUBR, ULM and Xavier). UNO is also a member of the Louisiana Universities Gulf Research Collaborative which will submit a strong, comprehensive proposal in response to the BP RFP. Working to maintain a safe environment is critical for companies located here now and companies that the state and region are trying to get to locate here for future economic development.

Other industries: UNO, through its National Center for Advance Manufacturing (NCAM, located at NASA-Michoud), is in discussions with various boat and yacht building companies about supporting their operations or even locating new operations at Michoud so as to utilize NASA and NCAM facilities and conduct research with UNO.

Description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries;

UNO has worked with Louisiana Economic Development to explore appropriate ways to support providing state funded manufacturing equipment for the new Blade Dynamics start-up operations at the NASA-Michoud facility in New Orleans. (Energy and Environment key industry sector)

UNO, through its National Center for Advanced Manufacturing (NCAM) located at the NASA -Michoud facility, has worked with NASA and their site operator, Jacobs Engineering, and LED to maintain jobs at the NASA facility and bring in new tenants, some of which could be in one of the key industries. The specialized NCAM equipment available for use has supported and can support some manufacturing needs of a variety of companies (Energy and Environment key industry sector; Transport, Construction & Manufacturing key industry sector). UNO's College of Engineering has been providing Research and Development support.

UNO has worked closely with LED to grow and further increase capabilities at the NIMS Film Studio operation in Jefferson Parish, expanding operations further this past year. Several movie television and movie production operations are ongoing there and many more are planned. LED has provided funding to UNO to insure continued growth. UNO Film students participate in support of the activities while earning their degrees. (Arts and Media key industry sector)

UNO has been involved with and supported GNO Inc.'s digital media and GreenNO initiatives to promote job growth and sustainability in these areas. (Arts and Media and Energy and Environmental key industry sectors)

UNO is participating in the planning of the New Orleans Medical District initiative which will include over \$2 billion in new hospitals (VA and LSU hospital facilities). Information on UNO's research and academic programs have been and continue to be provided with the purpose, as with other universities in the New Orleans area, to support these operations, and support companies that will be around them with research capabilities needed and a trained workforce. (Health Care key industry sector)

Description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards; and

Meta Logos, a biotech and software company based on nanopore analytical technologies was started up in 2010 on a variety of technologies developed through UNO research. The company is based in Louisiana and will soon move into the New Orleans BioInnovation Center once it is completed this year. The company has already been awarded a Louisiana state grant for research and is seeking additional federal funding (several grants applied for). The company is also talking to venture capital companies in order to obtain investment funding. NOTE: This was the first UNO start-up in which UNO/LSU BOS has acquired an equity position.

UNO in 2010 partnered with DQSI, a tenant in the UNO Research and Technology Park, on a NASA SBIR proposal submission titled, "Distributed GIS Computing for High Performance Simulation and Visualization". In February 2011, this proposal was awarded a Phase 1 SBIR grant. DQSI and UNO (under a subcontract to DQSI) will be researching and developing high performance computing which will address NASA's mission for Earth Science Applied Research and Decision Support.

UNO continues to partner with its Research and Technology Park tenants on joint research projects, funding proposals, technical and business consulting, in addition to providing them with UNO student interns and graduates to meet their workforce needs. During the past year the Park has been filling up with the addition of new companies and other entities, bringing more job opportunities for the area and collaboration opportunities for UNO.

Description of how the institution's research productivity and technology transfer efforts compare to peer institutions

UNO's research productivity compares well with other state public institutions and our peer institutions. Our last comparison with state peers was using data from the 2005-2007 NSF Expenditure Surveys which was the only data available where the LSU main campus federal research expenditures were identified separately because it was used in the 2010-2011 BoR formula funding calculation (2010-2011_BREQ_Formula_110509). According to that data and IPEDs figures for faculty FTE, UNO had a higher research productivity than LSU, ULL or LaTech. Our research productivity has grown since then because our amount of federal research expenditures is improved while the number of faculty has continued to decline.

However, the research productivity will most likely decline in future years. Our research efforts have been negatively impacted by the 20%+ budget cuts UNO has had to absorb through early 2011, with more expected. With hiring freezes and support staff cuts, UNO faculty researchers have to do more non-research tasks (higher teaching loads, more administrative tasks) which have hurt their research efforts. Also, some state research grant cuts and increasingly more competition for federal research funding (and now slower growth expected for both due to budget deficits) has made it more difficult, and more time consuming, to win research awards.

UNO's technology transfer operations were negatively affected by Katrina. Some key faculty researchers who had developed some interesting and licensable technologies left the university. This made it more difficult to license their inventions since follow-up with them, or with any company interested, was difficult. Interruption of their research and funding also hurt the development on new technologies to license by the remaining faculty researchers. Technology transfer opportunities are highly correlated to the amount of a university's research base and this was reduced immediately after Katrina.

UNO's peer universities, as are most state research universities, are struggling now to maintain and grow their research, and thus their technology transfer base. Since these other universities were not weakened, as UNO was, due to Katrina, they have been and are taking such budget and research funding cuts from a stronger position than UNO.

Much of the UNO technology transfer operation had to be rebuilt after Katrina, just to get the files and processes back on line. Progress has been made and continues to be made during this past year. Metrics are improving, in spite of the issues mentioned above. The major constraint now is funding for the technology transfer effort. With budget cuts, hiring freezes and staff reductions, it has been difficult to devote adequate human and financial resources to UNO technology transfer efforts. UNO, however, continues to look for innovative, low cost methods and support opportunities, along with collaboration with other Louisiana universities, to be efficient and effective in utilizing the very limited resources available. Examples of this are UNO's participation in meetings with other universities' technology transfer personnel around the state in 2010 to share ideas, and the

ongoing collaboration in New Orleans of the technology transfer leaders at Tulane, LSUHSC, Xavier and UNO.

Data appended in spreadsheet.

DRAFT

University of New Orleans

3. d. Workforce and Economic Development

Element d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

UNO does not report this:

The Board of Regents will coordinate with the institutions' management boards in accessing and analyzing the data through the Memorandum of Understanding between the Board of Regents and the Louisiana Workforce Commission. Institutional data files, in addition to those already reported in the Board of Regents Completer Data System may be required from the management board

DRAFT

University of New Orleans

3. d. Workforce and Economic Development

Element d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Narrative report: optional

The institution may choose to submit a narrative report to discuss and describe aspects of their data.

UNO does not report this:

The Board of Regents will coordinate with the institutions' management boards in accessing and analyzing the data through the Memorandum of Understanding between the Board of Regents and the Louisiana Workforce Commission. Institutional data files, in addition to those already reported in the Board of Regents Completer Data System may be required from the management board

DRAFT

University of New Orleans

4. a. Institutional Efficiency and Accountability

Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.1 Number of developmental/ remedial course sections offered at the institution (Tracked)	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
Course sections in mathematics	16	7
Course sections in English	2	0
Other developmental course sections	0	0
TOTAL	18	7

Note: AY 10-11 includes only Fall semester, per GRAD Act Attachment A

4.1.ii. . Number of students enrolled in developmental/ remedial courses, duplicated headcount (Tracked)	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
Enrollment in dev mathematics	660	398
Enrollment in dev English	15	0
Enrollment in other developmental courses	0	0
TOTAL	675	398

Note: AY 10-11 only includes Fall semester, per GRAD Act Attachment A

University of New Orleans

4. a. Institutional Efficiency and Accountability - Narrative

Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Narrative report: required

The narrative report should include at a minimum:

- demonstration of collaboration efforts with the 2-year college(s) in the region and
- timeline for elimination of developmental course offerings.

The University of New Orleans does not offer double remediation in English and Math. As described in 2.c, the College Connection students who are deferred admission to UNO are provided with a contract between UNO and the selected community college to attend the community college. They are welcomed to enroll at UNO once they have completed a minimum of 18 transferrable college hours above remediation with at least a 2.25 GPA.

Data appended in spreadsheet.

DRAFT

University of New Orleans

4. b. Institutional Efficiency and Accountability

Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

DRAFT

University of New Orleans

4. b. Institutional Efficiency and Accountability - Narrative

Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Narrative report: required

The narrative report should include at a minimum:

- demonstration of collaboration with 2-year college(s) in the region and
- timeline for elimination of associate degree programs.

UNO has phased out all associate degree programs.

Data appended in spreadsheet.

DRAFT

University of New Orleans

4. c. Institutional Efficiency and Accountability

Element c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

4.c.i. Total tuition and fees charged to non-resident students (as reported to SREB)

	Baseline	Year 1
Term of Data	AY 2009-10	AY 2010-11
UNO non-resident tuition/fees (full-time)	\$12,528	\$14,347
Peer non-resident tuition/fees (full-time)	\$16,731	not available from SREB
Difference	-4,203	
Percentage difference	-33.50%	

Note that the Baseline AY 2009-10 UNO non-resident tuition/fees, full-time, (above) are from the SREB reports.

University of New Orleans

4. c. Institutional Efficiency and Accountability - Narrative

Element c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount . . .

Narrative report: required

The narrative report should include at a minimum:

- annual plan for increasing non-resident tuition amounts and
- impact on enrollment and revenue.

Pursuant to the provisions of Act 741 of the 2010 Legislative Session, the LSU Board of Supervisors at its meeting of July 16, 2010 authorized campuses to increase nonresident tuition and mandatory fees up to 15% for the 2010-2011 academic year, the initial year, and in subsequent years (with no more than a five year period). The purpose of this Board action allowed the University of New Orleans campus, subject to the requirements of Act 741, better known as the GRAD Act (Louisiana Granting Resources and Autonomy for Diplomas Act), to move its nonresident tuition and fees closer to the average total tuition and mandatory fees charged to Louisiana residents (as nonresidents) attending peer institutions in other SREB states.

The SREB average for academic year 2009-2010 applicable to UNO's peer institutions was \$16,731. UNO's average for nonresident tuition/fees for academic year 2009-2010 was \$12,474, or 34.1% lower than the other 15 institutions in its peer group. UNO designated is categorized as an SREB 4-Level 2 institution.

Because the UNO campus became a participating institution during the first year of the state's initiative, it was authorized by the Board to adjust its fees for 2010-2011, and did so, effective with the Fall Semester, 2010 up to the maximum allowable 15% for nonresidents. The 15% increase allowed UNO to collect an additional \$940 per semester per full-time nonresident student. While this adjustment presumably brought UNO's average closer to its peer institutions (the data from SREB for 2010-2011 is not yet available), the change could not possibly have made up the 34% difference between the two averages.

Accordingly, the University's plan going forward is to implement another 15% increase in its nonresident tuition for academic year 2011-2012, or \$1,081 per semester per full-time student. It would be premature to plan for another 15% adjustment in 2012-2013 without benefit of more concrete data regarding enrollment projections.

The University experienced a decline in student enrollment in the Fall Semester, 2010. This loss of students will result in a shortfall of realized tuition and fee revenues through June

30, 2011 in the amount of \$2,000,000, of which \$800,000 to \$850,000 may be attributed to nonresident students.

Data appended in spreadsheet.

DRAFT

University of New Orleans

4. d. Institutional Efficiency and Accountability

Element d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

UNO does not report on this section. The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

DRAFT

Louisiana State University System Office

5. a

Number of students by classification

Institution Names	Fall 2009 Headcount		Total	2009-10 AY		Total FTE
	Undergraduate	Graduate		Undergrad FTE	Grad FTE	
L.S.U. and A&M College	23,017	4,975	27,992	23,741.2	3,938.8	27,680.0
University of New Orleans	8,746	2,978	11,724	7,617.8	1,988.8	9,606.7
L.S.U. in Shreveport	4,189	446	4,635	3,167.8	279.3	3,447.1
L.S.U. at Alexandria	2,424	32	2,456	1,853.6	-	1,853.6
L.S.U. at Eunice	3,332		3,332	2,231.3	-	2,231.3
L.S.U. Health Sciences Center - N.O.	836	1,808	2,644			
L.S.U. Health Sciences Center - Shrv	102	721	823			
Paul M. Hebert Law Center		656	656		802.1	802.1
L.S.U. School of Veterinary Medicine			0	6.2	710.1	716.3
System Total	42,646	11,616	54,262	38,617.9	7,719.1	46,337.1

5. b

Number of Instructional Staff Fall 2009

Institution Names	Instnctional Faculty Headcount	Instructional Faculty FTE	Average number of students per instructor	
			2009-10 FTE enrollment per FTE instructor	
L.S.U. and A&M College	1,256	1,152.4	24.0	
University of New Orleans	532	460.7	20.9	do not match
L.S.U. in Shreveport	190	151.7	22.7	
L.S.U. at Alexandria	167	124.3	14.9	
L.S.U. at Eunice	131	89.2	25.0	
L.S.U. Health Sciences Center - N.O.	673	518.8	N/A	
L.S.U. Health Sciences Center - Shrv	382	340.6	N/A	
Paul M. Hebert Law Center	87	43.0	18.7	
L.S.U. School of Veterinary Medicine	74	70.5	10.2	
System Total	3,492	2,951.2		

5. c

Average class student-to-instructor ratio (average undergraduate class size)

Institution Names	2009-10 AY
L.S.U. and A&M College	32.5
University of New Orleans	25.9
L.S.U. in Shreveport	23.2
L.S.U. at Alexandria	16.1
L.S.U. at Eunice	23.3
L.S.U. Health Sciences Center - N.O.	N/A
L.S.U. Health Sciences Center - Shrv	N/A
Paul M. Hebert Law Center	N/A
L.S.U. School of Veterinary Medicine	N/A

These match our numbers

The University of New Orleans

1 Student Success

1.a.i. 1st to 2nd Year Retention Rate - first-time, full-time, degree-seeking students (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1203	1221					
# Retained to 2 nd Fall semester	825	778					
Rate	68.6%	63.7%					
Target		63.6%	69.5%	70.0%	70.5%	71.0%	73.0%
Target Met?		Yes					

1.a.ii. 1st to 3rd Year Retention Rate - first-time, full-time, degree-seeking students (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1030	1208					
# Retained to 3 rd Fall semester	540	600					
Rate	52.4%	49.7%					
Target		49.7%	53.5%	54.0%	54.5%	55.0%	60.0%
Target Met?		Yes					

1.a.iii. Not applicable

1.a.iv. Same Institution Graduation Rate - as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1685	1961					
# Graduated within 150% of time	372	409					
Rate	22%	21%					
Target		21%	23%	23.5%	24.0%	27.0%	30.0%
Target Met?		Yes					

1.a.v. Graduation Productivity (Optional) - (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15
# UG completers	1286	1295					
Annual FTE	7512.2	7617.83					
Rate	0.171	0.170					
Target		0.17	0.177	0.180	0.183	0.187	0.190
Target Met?		Yes					

1.a.vi. Award Productivity - Optional (Targeted)

1.a.vii. Statewide Graduation Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1684	1961					
# Graduated within 150% of time at any state public institution	465	545					
Rate	27.61%	27.8%					
Target		NA	28.6%	29.1%	29.6%	30.1%	31.1%
Target Met?							

1.a.viii. Percent of first-time freshmen admitted by exception by term (Descriptive) (Numbers from Admissions)

1st-time freshmen exceptions	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Summer Admitted & Enrolled	33	27					
Summer Admitted by Exception	2	2					
Summer % Exception	6%	7%					
Fall Admitted & Enrolled	1259	1066					
Fall Admitted Exception	74	86					
Fall % Exception	6%	8%					
Spring Admitted & Enrolled	108	138					
Spring Admitted Exception	12	16					
Spring % Exception	11%	12%					
Total Admitted & Enrolled	1,400	1,231					
Total Admitted Exception	88	104					
Total % Exception	6%	8%					

1.a.ix. Not applicable - Median professional school entrance exam score -

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate (Award Level 1)	1286	1295					
% Change		0.7%					
Target #		1294	1305	1280	1286	1292	1299
Target %		0.6%	1.5%	-0.5%	0.0%	0.5%	1.0%
Target Met?		Yes					

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	1	0					
% Change		-100.00%					
Target							
Target Met?							

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters (Award Level 2)	561	598					
% Change		6.6%					
Target #		598	592	592	595	595	595
Target %		6.6%	5.5%	5.5%	6.0%	6.0%	6.0%
Target Met?		Yes					

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Doctoral (Award Level 3)	45	60					
% Change		0.33%					
Target #		60	47	47	48	48	48
Target %		33.3%	5.5%	5.5%	6.0%	6.0%	6.0%
Target Met?		Yes					

All Level of Completers	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All	1893	1953					
% Change		3.2%					

1.c.i. Number of high school students enrolled at postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR") - by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	9	11					
Fall	22	118					
Winter							
Spring	47	98					
TOTAL	78	227					

1.c.ii Number of semester credit hours in which high school students enroll - by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	32	36					
Fall	87	394					
Winter							
Spring	190	320					
TOTAL	309	750					

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term(Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	28	36					
Fall	87	355					
Winter							
Spring	151	272					
TOTAL	266	663					

1.d. Increase passage rates on licensure and certification exams and workforce foundational skills.

1.d.i. Passage rates on licensure/certification exams (Tracked)

See UNO Appendix #2 to Attachment B Reporting Template for Licensure Certification March 1 2011.xlsx

1.d.ii. Number of students receiving certifications (Tracked).

See UNO Appendix #2 to Attachment B Reporting Template for Licensure Certification March 1 2011.xlsx

1.d.iii. Not Applicable - Number of students assessed and receiving WorkKeys certificates.

1.d.iv. Not Applicable - Other assessment and outcomes measures for workforce foundational skills to be determined.

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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: The University of New Orleans

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2008-2009			
	HEA Title II 2008-2009 Regular Program Completers		2008-09	44	44	100%
	HEA Title II 2009-2009 Alternate Program Completers		2008-09	60	60	100%
	Total Number of 2008-2009 Program Completers		2008-09	104	104	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				

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: The University of New Orleans

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 (LSBRNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTA)				
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 passge/# students who took exam
 March 1, 2011

GRAD Act Annual Report Scoring Worksheet – Year 1

Institution: University of New Orleans

Year: 2010-2011

1. Student Success

Score (sum of the TOTAL SCORE for each element) = 33

Score value (sum of the SCORE VALUE points for each element) = 30

Score/score value = 1 % (rounded to nearest whole percent at .5)

2. Articulation and Transfer

Score (sum of the TOTAL SCORE for each element) = 18.7

Score value (sum of the SCORE VALUE points for each element) = 17

Score/score value = 1 % (rounded to nearest whole percent at .5)

3. Workforce and Economic Development

Score (sum of the TOTAL SCORE for each element) = 22

Score value (sum of the SCORE VALUE points for each element) = 20

Score/score value = 1 % (rounded to nearest whole percent at .5)

4. Institutional Efficiency and Accountability

Score (sum of the TOTAL SCORE for each element) = 7.7

Score value (sum of the SCORE VALUE points for each element) = 7

Score/score value = 1 % (rounded to nearest whole percent at .5)

5. Section 5 Reporting Requirement submitted: Yes No

Year 1 Evaluation Designation: Green Yellow Red Revocation

Signature: _____ Date: _____
_____ System/Management Board _____ Board of Regents

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1a. Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institution	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering freshmen students admitted by exception (4-year universities)	1	1	
	-	-	-
Measures – Targeted*	-	-	-
1 st to 2 nd year retention rate	2	2	
1 st to 3 rd year retention rate	2	2	
Fall to spring retention rate	2	N/A	N/A
Same institution graduation rate	2	2	
Graduation productivity	2	2	
Award productivity**	2	OPTIONAL	OPTIONAL
Statewide graduation rate	2	2	
	-	-	-
Measures – Descriptive	-	-	-
Percent of freshmen admitted by exception	1	1	
	-	-	-
Measures – Targeted*	-	-	-
Median professional school entrance exam score	2	N/A	N/A

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element (total of the points in the SCORE column)		15
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective		1.5
Total score for this element (Score + Additional points)		16.5
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	15	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1b. Increase the percentage of program completers at all levels each year.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Targeted*	-	-	
Percent change in completers, per award level	-	-	-
Certificate	2	N/A	N/A
Diploma	2	N/A	N/A
Associate	2	N/A	N/A
Post-Associate	2	N/A	N/A
Bachelors	2	2	
Post-Baccalaureate***	2	N/A	N/A
Masters	2	2	
Post-Masters	2	N/A	N/A
Specialist	2	N/A	N/A
Doctoral	2	2	
Post-Doctoral	2	N/A	N/A
Professional	2	N/A	N/A
Post-Professional	2	N/A	N/A

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		6
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0.6
Total score for this element <i>(Score + Additional points)</i>		6.6
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	6	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

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

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of newly created partnerships	1	1	
examples of strengthening existing partnerships	1	1	
examples of feedback reports to high schools	1	1	
examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate students readiness (e.g. increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of high school students enrolled	1	1	
Number of semester credit hours in which high school students enroll	1	1	
Number of semester credit hours completed by high school students	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		7
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0.7
Total score for this element <i>(Score + Additional points)</i>		7.7
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	7	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Passage rates on licensure/certification exams <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	1	
	-	-	-
Measures – Targeted*	-	-	-
Passage rates on licensure exams (Law Centers & Health Sciences Centers)	2	N/A	N/A
	-	-	-
Measures – Tracked	-	-	-
Number of students receiving certifications <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	1	
Number of students assessed and earning WorkKeys [®] certificates, by award level	1	N/A	N/A
Other assessment and outcome measures for workforce foundational skills <i>Note: No report on this measure required for the 2010-11 annual report.</i>	-	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		2
Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0.2
Total score for this element (Score + Additional points)		2.2
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	2	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institutions	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering transfer students admitted by exception (4-year universities)	1	1	
Measures – Tracked	-	-	-
1 st to 2 nd year retention rate of transfer students	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of baccalaureate completers that began as a transfer student	1	1	
Percent of transfer students admitted by exception	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		7
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0.7
Total score for this element <i>(Score + Additional points)</i>		7.7
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	7	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
examples of new or strengthened feedback reports to the colleges	1	1	
processes in place to identify or remedy student transfer issues	1	1	
examples of utilization of feedback reports (2-year colleges and technical colleges)	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
1 st to 2 nd year retention rate of those who transfer with an associate degree	1	1	
Number of baccalaureate completers that began as a transfer student with an associate degree	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		5
<i>Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0.5
<i>Total score for this element (Score + Additional points)</i>		5.5
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	5	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of agreements with Louisiana institutions	1	1	
processes in place to identify or refer these students	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of students referred	1	1	
Number of students enrolled	1	N/A	N/A

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		3
Additional score* <i>(up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective</i>		0.3
Total score for this element <i>(Score + Additional points)</i>		3.3
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT) and Associate of Science in Teaching (AST) programs	1	1	
processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of students enrolled in a transfer degree program	1	N/A	N/A
Number of students completing a transfer degree	1	N/A	N/A
1 st to 2 nd year retention rate of those who transfer with transfer degree***	1	N/A	N/A
Number of baccalaureate completers that began as a transfer student with a transfer degree***	1	N/A	N/A

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		2
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0.2
Total score for this element <i>(Score + Additional points)</i>		2.2
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	2	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

*****NOTE FROM UNO: LAST TWO ITEMS ARE CONSIDERED "N/A" SINCE NO DATA ARE CURRENTLY AVAILABLE**

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of the institution’s current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs	1	1	
a description of the institution’s collaboration with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs	1	1	
a description of the institution’s current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts	-	-	-
a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of programs eliminated	1	1	
Number of programs modified or added	1	1	
Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts	-	-	-

***Note: No report on this item/measure required for the 2010-11 annual report.**

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		5
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective		0.5
Total score for this element (Score + Additional points)		5.5
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	5	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3b. Increase use of technology for distance learning to expand educational offerings.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements: facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes	1	1	
description of current initiatives to create and expand educational offerings by distance education	1	1	
description of any efficiencies realized through distanced education	1	1	
	-	-	-
Measures – Tracked	-	-	-
Number of course sections with 50% and with 100% instruction through distance education	1	1	
Number of students enrolled in courses with 50% and with 100% instruction through distance education	1	1	
Number of programs offered through 100% distance education, by award level	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		6
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0.6
Total score for this element (Score + Additional points)		6.6
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	6	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution’s peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of current and prospective research productivity and technology transfers as it relates to <u>Louisiana’s key economic development industries</u>	1	1	
a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana’s key economic development industries	1	1	
a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards	1	1	
a description of how the institution’s research productivity and technology transfer efforts compare to peer institutions	1	1	
	-	-	-
Measures – Tracked	-	-	-
Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	1	1	
Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana’s key economic development industries	1	1	
Dollar amount of research and development expenditures	1	1	
Dollar amount of research and development expenditures in Louisiana’s key economic development industries	1	1	
Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution’s research productivity and technology transfer efforts	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		9
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective		0.9
Total score for this element (Score + Additional points)		9.9
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	9	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Percent of completers found employed	-		
Note: No report on this measure required for the 2010-11 annual report.			
Performance of associate degree recipients who transfer to 4-year universities <i>See Elements 2b. and 2.d.</i>	-	-	-
Measures – Targeted *(Law Centers and Health Sciences Centers)	-	-	-
Placement rates of graduates	2	N/A	N/A
Placement of graduates in postgraduate training	2	N/A	N/A

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		0
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
Total score for this element <i>(Score + Additional points)</i>		0
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1	1	
timeline for elimination of developmental course offerings	1	1	
<i>Measures – Tracked</i>	-	-	-
Number of developmental/remedial course sections offered	1	1	
Number of students enrolled in developmental/remedial courses	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		4
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0.4
<i>Total score for this element (Score + Additional points)</i>		4.4
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	4	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region***	1	N/A	N/A
timeline for elimination of associate degree programs***	1	N/A	N/A
Measures – Tracked			
Number of active associate degree programs offered***	1	N/A	N/A
Number of students enrolled in active associate degree programs offered***	1	N/A	N/A

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		0
Additional score* <i>(up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective</i>		0
Total score for this element <i>(Score + Additional points)</i>		0
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

*****NOTE FROM UNO: NO ASSOCIATE DEGREES ARE AWARDED BY UNO, SO ALL ARE “N/A”.**

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
annual plan for increasing non-resident tuition amounts	1	1	
impact on enrollment and revenue	1	1	
Measures – Tracked	-	-	-
Total tuition and fees charged to non-resident students	1	1	

Summary:

Score for this element (total of the points in the SCORE column)		3
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0.3
Total score for this element (Score + Additional points)		3.3
Score value of application criterion for this element (total of the points in the SCORE VALUE column, not including those N/A**)	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

Note: The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. No report on this element required for the 2010-11 annual report.

DRAFT

System: Louisiana State University System

Institution: Louisiana State University Eunice

Date:

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

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
1. Student Success											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	50.3%	50.3%	42.9%	50.3%	51.0%	52.0%	53.0%	54.0%
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>				364					
		<i># retained to Fall 09</i>				156					
a. ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	na							
		<i>Actual Baseline Data: # in Fall 07 Cohort</i>									
		<i># retained to Fall 09</i>									
a. iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>									
		<i># retained to Spring</i>									
a. iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	8.0%	9.4%	8.0%	10.8%	12.2%	13.6%	15.0%	17.0%
		<i>Actual Baseline Data: Fall revised cohort (total)</i>				660					
		<i>completers <=150% of time</i>				53					
a. v.	Targeted optional	Graduation Productivity (+/-)**	2008-09 AY	na							
		<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>completers (undergrad)</i>									
a. vi.	Targeted optional	Award Productivity (+/-)**	2008-09 AY	na							
		<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>awards (duplicated)</i>									
a. vii.	Targeted optional	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	26.3%	27.0%	23.7%	28.0%	29.0%	30.0%	32.0%	32.0%
		<i>Actual Baseline Data: # of Fall 02 FTF (cohort)</i>				772					
		<i>completers <=150% of time</i>				183					
b. i.	Targeted ***	Percent Change in program completers (+/-)**									
		Diploma (Award level 1)		0.0%	-33.3%	33.0%	0.0%	66.0%	0.0%	100.0%	
			2008-09 AY	3	3	2	4	3	5	3	6
		Certificate (Award level 2)		18.0%	63.7%	36.0%	54.0%	72.0%	90.0%	100.0%	
			2008-09 AY	9	11	18	12	14	15	17	18
		Associate (Award level 3)		0.0%	5.3%	2.0%	4.0%	6.0%	8.0%	9.8%	
			2008-09 AY	244	244	257	249	254	259	264	268

* Report data in all cells highlighted in BLUE

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

Institution Notes:

LaGRAD Act 2011 Annual Report

Submitted April 1, 2011

DRAFT





LaGRAD Act Reporting 2011

Performance Objective: 1. Student Success

Element: a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

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Performance Objective (1) Overview

At the March 5, 2010, LSU Board of Supervisors' Meeting, the LSU System adopted a "recommendation to standardized Bachelor degree credits and to establish a student tracking model," in keeping with the Post-secondary Education Review Commission report and ACT 359 (2009), seeking a reduction in time to 120 credits for all Bachelor degree programs. Moreover, while not explicitly addressed in the resolution, in comparable fashion, the Chancellor of LSU Eunice was also directed by the LSU System leadership to work with faculty committees, academic administrators, and, as necessary, external accreditation and certification bodies, in order to standardize the number of Associate Degree credits at 60 hours "without compromising accreditation and certification requirements." To this end, of its thirteen Associate Degree Programs, LSU Eunice has been successful in bringing nine of these programs down to 60 credit hour programs; and, a tenth program has been reduced down to 61 credit hours; but, because of the required pre-requisites and required program hours---all mandated by external accrediting agencies---the campus was unable to bring the credit hours required for an Associate Degree in Nursing, Respiratory Care, and Radiologic Technology down to the requested 60 credit hour level. In this latter regard, however, it should be noted that each of these health technology degree programs are viewed as "terminal degrees" for entering and working in each of these professions; and, each of these health science programs at LSUE has consistently accrued high student pass rates on their licensure exams.

Performance Objective (1) Element a. Measure i.

While the Fall '09 to Fall '10 First-Time, Full-Time (FTFT) Associate, degree-seeking retention rate was 42.9%, the over-all FTFT Fall '09 to Fall '10 retention rate was 44.1%. Additionally, it also needs to be noted that, since LSUE had a higher percentage of transfer-oriented students than all other Louisiana two-year campuses, LSUE has a higher percentage (23% for Fall 2010) of entering FTFT Freshman cohort who successfully transfer out to other post-secondary Louisiana institutions after their first academic year, making LSUE's FTFT retention rate in higher education as high as, for example, 69.8% (Fall 08-09).

Enrolled in Fall 2009: 364 Enrolled in Fall 2010: 156 Calculated Rate: 42.9%

Performance Objective (1) Element a. Measure iv.

For AY 2009-10, LSUE's graduation rate was calculated to be 8.0% comparable to the AY 2008-09 graduation rate which was also 8.0%; and, as previously reported (1ai), 48% or 319 students successfully transferred out into other, Louisiana, post-secondary institutions.

Revised Cohort: 660 Completers in 150% of time: 53 Transfer Out: 319
Graduation Rate: 8% Transfer out Rate: 48%

Performance Objective (1) Element a. Measure vii.

Statewide Graduation Rate.

Baseline: Fall 2002 Cohort – 26.32%

2003 – Enrolled in Fall Semester: 772

2003 – Graduates in 150% of time: 183

Rate: 23.7%

Performance Objective (1) Element a. Measure viii.

While LSU Eunice is, by virtue of its Role, Scope and Mission, an open-access, comprehensive two-year college, over six years ago it developed and instituted, as part of its Southern Association of Colleges and Schools-Commission on Colleges (SACS-COE) re-accreditation requirements, a Quality-Enhancement Plan (QEP), the Pathways to Success Program, which mandated that students, who were underprepared in all subjects (i.e., 1-15 ACT composite), successfully complete the campus' developmental education program, expressly focused in the basic skills areas of English writing, mathematics, and reading competency, before they were permitted to actively pursue their major academic program. In this regard, the data, to date, derived from the Pathways program have demonstrated a successful enhancement in the preparation of participating students, over the past six years of the program's operation, particularly when compared to peer data from the National Benchmark Report with respect to student success rates in the developmental course areas of English, mathematics, and reading, as well as their success rates in their first general education course, after the completion of their developmental course in the discipline.

The enactment of this important program by the LSU Eunice campus, using its own academic and fiscal resources in order to achieve the above-described value-added outcomes, represents a policy decision of the campus in order to improve student success for the larger numbers of underprepared students who were coming to LSUE as a result of the enactment of higher admissions' standards at Louisiana's four-year campuses. NB. Most importantly, to date, the LSU Eunice Pathways program has won two national awards for its successes with underprepared students. In 2008, the program was identified as one of three Outstanding Institutional Advising Programs in the nation by the National Academic Advising Association (NACADA); and, in 2009, Pathways was awarded the John Champaign Memorial Award for excellence in developmental education by the National Association Development Education (NADE).



LaGRAD Act Reporting 2011

Performance Objective: 1. Student Success

Element: b. Increase the percentage of program completers at all levels each year.

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Performance Objective (1) Element b.

LSU Eunice has been committed to the goal of increasing completion rates in its certificate, diploma, and associate degree programs. This is evident in the 5.3% increase in associate degree graduates from 2008-2009 to 2009-2010. This increase is related to the University's participation in the Board of Regents capitation program. It has used capitation funding to increase clinical class sizes in the associate degree programs in nursing and respiratory care. Recently, in response to an LSU System initiative, LSU Eunice has lowered associate degree program credit hours to 60 in nine associate degrees and one with 61 credit hours. The goal is to encourage students to complete the associate degree before transferring to a four-year institution or seeking employment. In addition, the University anticipates that the new Associate of Arts and Associate of Science Louisiana Transfer degree programs will increase associate degree completion rates. The associate degrees in nursing, respiratory care, and radiologic technology exceed 60 credit hours due to their respective accreditation requirements. These three programs are terminal degree programs, preparing students for immediate employment in a health care profession.

At the certificate level, there was a 63.67% increase in completers from 2008-2009 to 2009-2010. This increase is due largely to the inclusion of the six graduates of the Certificate of Applied Science in Diagnostic Medical Sonography in the data on completers of certificates. When this certificate program was initially approved by the Board of Regents, it was classified as a post-associate degree certificate. Recently, the post-associate certificate has been changed and DMS graduates are included in the data on completers of certificate programs.

LSU Eunice has only three technical diploma programs. As the data shows, there was one less completer in 2009-2010 from 2008-2009, representing a 33% decline in the completion rate. The University plans to have faculty advisors encourage those students completing Technical Competency Areas and Certificates of Technical Studies to complete an appropriate technical diploma.

Number of Completers per Award Level			
	08/09	09/10	% Change
Diploma	3	2	-33.3%
Certificate	11	18	+63.67%
Associate	244	257	+5.3%



LaGRAD Act Reporting 2011

Performance Objective: 1. Student Success

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

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Performance Objective (1) Element c. Measures i – iii.

LSU Eunice has been actively engaged in dual credit for twelve years. In 1998, the University implemented the Advanced College Program (ACP), a cooperative program between the University and area high schools. The program gave high school seniors the opportunity to receive dual high school and college credit for courses taken in their own high school. Courses were taught by carefully selected and specifically trained secondary teachers who met SACS-COC requirements. ACP teachers attended summer workshops which prepared them for teaching their college level courses. Additionally, the University assigned LSU Eunice faculty members to mentor the secondary teachers throughout the semester/year.

In 2006, LSU Eunice entered into a contract with the Louisiana Board of Regents to participate in the Dual Enrollment Pilot Program, eventually replacing LSU Eunice's ACP program. Since the fall of 2006, the University has aggressively promoted the Early Start program. Measures i and ii confirm this commitment and illustrate growth in the program with an 18.7% increase in student enrollment and an 11% increase in SCH production from 2008-2009 to 2009-2010. Equally impressive is the number of semester credit hours completed by high school students reported in Measure iii. In 2008-2009, the completion percentage was 97.3% and it was 98.8% in 2009-2010.

LSU Eunice began offering dual enrollment courses in central Louisiana in 2007 as part of its authorization to provide community college services at the Learning Center for Rapides Parish through a contract with the Louisiana Board of Regents. The University has offered dual credit courses at Bolton High School, Buckeye High School, and Alexandria Senior High School.

LSU Eunice has also developed partnerships with specific high schools to increase high school student participation in the Early Start program. For the past three years, the University has partnered with University High School on the LSU campus to provide students there with dual credit opportunities. Beginning in the Fall of 2011, with the endorsement of the LSU System, LSU Eunice will provide tuition waivers under certain circumstances for University High students who enroll in six credit hours.

LSU Eunice has partnered with the Fire and Emergency Training Institute and Lake Charles-Boston High School to pilot a dual enrollment program that will enable high school students to earn twelve hours of college credit and complete four of the mandatory fire service certificates required for employment in the state. This project is funded through a Workforce Training Rapid Response Grant. The University was awarded \$230,000 to implement this project. One of the goals is to promote the development of the fire and emergency services workforce throughout the state of Louisiana through the promotion of dual enrollment and course content aligned with the model fire science curriculum of the U.S. Fire Administration.

LSU Eunice, in conjunction with Kuder, offers Kuder Navigator free of charge to twenty-one high schools in the following parishes: Acadia, Allen, Evangeline, Rapides, and St. Landry. In addition, LSU Eunice offers Kuder Navigator training and assistance with administering career assessments to guidance counselors and faculty at each high school bi-annually (September and May). The Kuder Navigator is a comprehensive, developmentally-appropriate, and internet-

based system that helps middle school and high school students learn about themselves, build an education plan, and explore and prepare for various career options after high school. The Navigator also provides resources for parents and educators in order to support career guidance, track progress, and ease career decision making.

1. c.i. Number of High School Students Enrolled:

2008-09: SU08 - 4, FA08 - 374, SP09 - 406 >total 784

2009-10: SU09, FA09 - 455, SP10 - 475 >total 930

1. c.ii. Number of semester credit hours in which high school students enroll.

2008-09: SU08 - 21, FA08 - 1381, SP09 - 1697 >total 3099(SCH)

2009-10: SU09, FA09 1679, SP10 - 1760 >total 3439(SCH)

1. c.iii. Number of semester credit hours completed by high school students.

2008-09: SU08 - 21, FA08 - 1309, SP09 - 1685 >total 3014(SCH)

2009-10: SU09, FA09 - 1647, SP10 - 1748 >total 3395(SCH)

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LaGRAD Act Reporting 2011

Performance Objective: 1. Student Success

Element: d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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Performance Objective (1) Element d. Measures i – ii.

Graduates receiving the Associate of Science in Radiologic Technology and the Associate of Science in Respiratory Care have impressive pass rates on their respective licensure examinations. In radiologic technology, 100% of the 2010 graduating class passed the American Registry of Radiologic Technologists examination, exceeding the national pass rate of 92.4%. Since 1993, 302 graduates have taken the examination with 299 successfully passing it for an overall pass rate of 99%.

In respiratory care, graduates of the associate degree program have an equally impressive pass rate on the Certified Respiratory Therapist (CRT) test. From 2003 to 2009, 100% of the graduates have passed the examination. In 2010, twelve of twelve graduates have passed the CRT.

LSU Eunice also offers the Certificate of Applied Science in Diagnostic Medical Sonography, one of only two accredited programs in Louisiana. In 2010, three of three graduates have earned the American Registry of Diagnostic Medical Sonography credential.

The University does not offer program/discipline related certifications (Measure ii) or Work Keys certificates (Measure iii). Pending identification of other assessment and outcomes, the University is not required to report on Measure iv.

Discipline	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Diagnostic Medical Sonography	3	3	100
Nursing (RN)	80	70	87.5
Radiologic Technology	20	20	100
Respiratory Therapy	12	12	100



LaGRAD Act Reporting 2011

Performance Objective: 2. Articulation and Transfer

Element: a. Phase in increased admission standards and other necessary policies by the end of the 2012 fiscal Year in order to increase student retention and graduation rates.

DRAFT

Performance Objective (2) Element a.

As noted previously (1a.viii), in 2004, in response to the new Southern Association of Colleges and Schools accreditation requirements, LSU Eunice developed a Quality Enhancement Plan (QEP), entitled the Pathways to Success—a very structured and supportive developmental education program—which all entering students, who were underprepared in all subjects and with ACT composites of 1-15, had to successfully complete before they could enroll in General Education/Major Program courses which required writing, reading, and mathematical skills that they had not yet mastered. In this latter regard, not only has the program improved the mean GPA from 1.43, just prior to the program being implemented, to 2.29, currently, for its participating student cohort, but it has also improved the success rate of these LSUE developmental students when compared to their national peers—especially in respect to their ultimate performance and, subsequent success rates, in their first General Education course after their developmental course(s) when compared to the national average for their peer group, as shown below:

LSU Eunice National Benchmark Report Success Rates in First General Education Course			
	English	Math	Reading/Social Sciences
LSU Eunice	81%	69%	73%
National Average	64%	58%	69%

In addition to the establishment of a more demanding policy for a large developmental education portion of LSUE’s entering freshman cohort (i.e., the Pathways Program), the campus also completely restructured the student orientation program to better prepare students for the new, collegiate-level expectations which they were going to encounter, while also providing them with a thorough review of campus rules and policies.

An orientation program for parents was also established to familiarize them with campus regulations and to better prepare in providing the support and assistance their student(s) will need at this transitional time in their academic lives, along with discussion of the need for their students to focus upon their academic demands, as opposed to any, possible work demands.

Finally, LSUE’s academic advisors were provided with the training necessary in order to better equip them in the counseling of their student advisees, regarding the value and importance of their completion of the new, 60 SCH, transfer Associate Degree, in an effort to not only better streamline the student’s transfer to Louisiana four-year campuses, but, in the process to, also enhance our campus’ graduation rates!



LaGRAD Act Reporting 2011

Performance Objective: 2. Articulation and Transfer

Element: b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

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Performance Objective (2) Element b.

To date, LSU Eunice has not received any feedback on the performance of any of our transfer students, much less those that “began as a transfer student with an associate degree,” from any four-year Louisiana public university.

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LaGRAD Act Reporting 2011

Performance Objective: 2. Articulation and Transfer

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

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Performance Objective (2) Element c.

LSU Eunice initiated partnerships with two of its sister institutions in an effort to serve the needs of students wanting access to higher education at those LSU system institutions. The first partnership with LSU Alexandria provides community college access, coursework and support services for student applicants who do not meet their general admission requirements. LSU Eunice provides classes and support services for students in developmental education (the Pathways Program) through freshmen level courses (i.e. University Studies, English, Math, Reading, History, Computer Literacy and Communications) to these students on the LSU Alexandria campus.

LSU Eunice also established an agreement with LSU Baton Rouge to target students who do not meet their higher, selective, admissions requirements. Rather than sending a simple denial letter to those student applicants, LSU A & M sends a more comprehensive response which incorporates the denial, along with a recommendation (including a brochure), designed to encourage the students to consider enrolling at LSU Eunice. The program, better known as the Bengal to Tiger Bridge Program, is intended to appeal to a broad range of students who generally have higher than average ACT scores, but fall short of the “flagship” entrance requirements. These students could enroll in any community college and some 4-year institutions, but prefer to enter and remain in the LSU system. Unlike our LSU Eunice students at LSU Alexandria, these students attend classes on the LSU Eunice campus.

For the 2010 – 2011 academic year, LSU Eunice enrolled referred students from:

LSU Alexandria:	199
LSU Baton Rouge:	15
TOTAL Referrals:	214



LaGRAD Act Reporting 2011

Performance Objective: 2. Articulation and Transfer

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

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Performance Objective (2) Element d. Measures i – ii.

LSU Eunice implemented the Associate of Arts Louisiana Transfer (AALT) and the Associate of Science Louisiana Transfer (ASLT) in the fall semester of 2010. As part of the implementation process, the University created a link on its web page as a source of information for students and faculty on the new transfer degrees. It includes a description of the transfer degree guarantee, general education requirements, curricular requirements, an advisor's guide, a section on frequently asked questions, and University contact information. As Measure i reports, there are 18 students currently enrolled in the ASLT degree program and 15 students in the AALT degree program. The University will not have any graduates in the new transfer degree programs in Academic Year 2010-2011 (Measure ii). For many years, LSU Eunice has offered two transfer degrees: the Associate of Arts (AA) and the Associate of Science (AS). Through the spring of 2011, transfer students will have the opportunity to complete one of these two degree programs. In the fall of 2010, 14 students completed the AA degree and 13 students the AS degree. In the spring of 2011 there are 6 degree candidates for the AA degree and 12 for the AS degree. LSU Eunice does not offer the Associate of Science in Teaching degree.

LSU Eunice has a long-standing process for resolving articulation and transfer issues. When the University becomes aware of an articulation or transfer issue, the appropriate LSU Eunice academic division head will work with the appropriate department head at the other college or university to discuss and usually resolve issues in a mutually agreeable fashion. If the issue is not resolved, the division head may ask for assistance from the chief academic officer.

To identify course equivalencies and to enhance transfer, LSU Eunice has course equivalency agreements with McNeese State University and the University of Louisiana Lafayette. These agreements are renegotiated annually to keep them current and accurate. For general education courses, LSU Eunice has a chief articulation officer on the Board of Regents Statewide Articulation Council. This council manages the statewide master course articulation matrix for general education courses.

LSU Eunice has developed transfer agreements with other four-year institutions that focus upon specific disciplines. For example, as part of the CALL project, LSU Eunice and McNeese State University have partnered together to create a seamless transfer agreement for students majoring in criminal justice. This agreement enables CALL students to complete the Associate of Science in Criminal Justice at LSU Eunice online and in an accelerated format and transfer the degree into the online and accelerated baccalaureate program at McNeese. LSU Eunice also has a written transfer agreement with Northwestern State University in criminal justice.

In the fall of 1999, LSU Eunice and the University of Louisiana Lafayette entered into a cooperative agreement whereby LSU Eunice students majoring in elementary education earn a baccalaureate degree on the LSU Eunice campus. ULL programs in education are accredited by the National Council for Accreditation of Teacher Education, including the cooperative program with LSU Eunice. Under this cooperative program, LSU Eunice offers freshmen and sophomore courses and ULL provides junior and senior courses in elementary education on the LSU Eunice campus. In order to enroll in upper-level courses, LSU Eunice students must be admitted into the ULL College of Education. Since implementation of the program, over 230 students have

completed the baccalaureate degree in elementary education, providing area elementary schools with qualified teachers.

2. d.ii. Number of students enrolled in transfer degree program.

ASLT: 18

AALT: 15

2. d.iii. Number of students completing a transfer degree.

None

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LaGRAD Act Reporting 2011

Performance Objective: 3. Workforce and Economic Development

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

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Performance Objective (3) Element a. Measures i – iii.

In January of 2011, the Louisiana Board of Regents identified two associate degree programs at LSU Eunice as low completer programs: the Associate in Paralegal Studies and the Associate of Applied Science in Computer Information Technology. As part of its Fiscal Year 2011-2012 budget reduction plan, LSU Eunice identified the Associate in Paralegal Studies for termination at the end of Academic Year 2010-2011. In the spring of 2010, paralegal students were informed that the program would be terminated at the end of the 2011 spring semester and were encouraged to meet with the Division Head to work out a plan to complete their degrees or change majors. Additionally, effective in the fall of 2010, new students were not permitted to enroll in the program. With the retirement of the full-time faculty member at the end of the spring 2010 semester, a temporary, full-time paralegal studies instructor was hired for Academic Year 2010-2011 in order for students who were currently enrolled in the program to complete their course work. To avoid course conflicts and to enable students to schedule required program courses, most of the paralegal studies courses were taught online. This also enabled program students to schedule general education courses if needed. On February 24, 2011, LSU Eunice submitted electronically to the LSU System and the Board of Regents the required form to terminate the program.

In a collaborative effort, program faculty in the Associate of Applied Science in Computer Information Technology and the Associate of Applied Science in Office Information Systems proposed a consolidation of their two degree programs. The consolidated program will retain the title of Associate of Applied Science in Computer Information Technology. The program will have a core curriculum of 36 credit hours and three concentrations, each requiring 24 credit hours. As part of the merger process, the Office Information Systems rubric will be changed to Business Information Technology. LSU Eunice submitted this proposal to the LSU System and Board of Regents on February 24, 2011.

The consolidated program realigns the concentrations to meet the projected annual demand in Business, Management, and Administration and Information Technology occupation categories in the Regional Labor Market Area 4 (Louisiana Workforce Commission). For example, in information technology, the demand forecast is 30 positions annually with an associate degree. To align with this projected need, faculty members created a concentration in Systems and Programming, replacing the five concentrations under the old Associate of Applied Science in Computer Information Technology. Students completing this concentration will be able to write and manage programs and to solve problems of efficiency and overall performance applications from a machine perspective and from a complete technical orientation to problem solving; the Computer Information Technology professional will be able to develop codes for business transactions, processing systems, client/server systems, or end-user support systems; they will be able to develop algorithms and data structures that will work within the constraints of available hardware and software; and they will be able to implement systems in C++, Visual Basic, or JAVA.

Students who are interested in business technology applications can choose the Administrative Technology Specialist concentration or the Medical Information Specialist concentration which were part of the Associate of Applied Science in Office Information Systems. According to

Regional Labor Market Area 4 projections, there is a combined annual demand of 560 in the following categories that align with the Business Information Technology concentrations: General Office Clerks, Receptionists and Information Clerks, Secretaries, Front-Line Supervisors/Managers of Office and Administrative Support Workers, Executive Secretaries and Administrative Assistants, and Payroll and Transcribing Clerks. Additionally, the consolidated program will move the old Office Information Systems degree away from the image of a secretarial science to a business professional with expertise in business information technology and computer business applications.

In 2007, LSU Eunice became a member of the Center for Adult Learning in Louisiana (CALL). The CALL program seeks to provide opportunities for adult learners to complete online degrees in an accelerated format. The program is sponsored by the Louisiana Board of Regents. As a member of CALL, the University began offering courses leading to the Associate of Science in Criminal Justice online and in an accelerated format. The intent of the online program is to provide nearly 3,000 individuals who work in public safety and security an opportunity to earn an associate degree without interruption in their employment. The online program will also help increase the number of adults with college degrees in Louisiana.

The University added the Associate of Applied Science in Fire and Emergency Services to the CALL inventory of degree programs in the Fall of 2010. Given the needs expressed by members of the fire services for courses that accommodate their erratic schedules, the University's statewide mandate to provide associate degree-level courses for fire science professionals with the exception of the New Orleans area, and the Louisiana Workforce Commission's projection of 410 employed in fire service, this was a perfect CALL program addition.

LSU Eunice participates in the WIA Eligible Training Provider program associated with the Louisiana Workforce Commission. The University has thirteen eligible programs.



LaGRAD Act Reporting 2011

Performance Objective: 3. Workforce and Economic Development

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

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Performance Objective (3) Element b.

LSU Eunice offers distance learning in a variety of formats including online, web-based as well as through interactive compressed video. The university currently offers two degree programs 100% online; criminal justice and fire and emergency services. Both programs also participate in the CALL program sponsored by the Board of Regents.

As part of the CALL initiative, students have the opportunity to complete their degree at an accelerated pace by taking online courses delivered in an 8-week format. The use of compressed video courses allows the campus to effectively extend course programming to our external locations located at LSU Alexandria and the Learning Center for Rapides Parish while controlling costs in low enrollment courses.

Online courses are hosted locally on campus using the Moodle Learning Management System (LMS) known at LSUE as myCourses. Moodle was adopted more than 5 years ago in an effort to reduce costs and provide a more flexible learning environment for both faculty and students. To further extend access to the campus major services are integrated within the LMS including google apps for email and collaboration, Smarthinking for tutoring, library database searches, iTunesU integration for lecture capture access, as well as a locally hosted collection of discipline specific training videos.

Many of the above resources are now also available to users via their mobile devices. Online course content along with access to administrative tasks such as course registration, financial aid and fee payment information, course rosters, and advising information are all made available for access while on the go. These applications were developed in-house at no additional cost to the university.

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

3.b.i. Number of course sections with 50% and 100% instruction through distance education.

Number of sections with at least 50%:	16
Number of sections with 100%:	97

3.b.ii. Number of students enrolled in courses with 50% and 100% instruction through distance education.

Number of students registered in sections of at least 50% (duplicated):	196
Number of students registered in sections of 100% (duplicated):	1654

3.b.iii. Number of programs offered through 100% distance education.

Two: Criminal Justice and Fire and Emergency Services.



LaGRAD Act Reporting 2011

Performance Objective: 4. Institutional Efficiency and Accountability

Element: c. Upon entering into the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in the other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

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Performance Objective (4) Element c. Measure i.

The purpose of the GRAD Act is to support Louisiana's public higher education institutions to be competitive and increase their efficiency. One way to accomplish this is to allow increases in tuition and fees including nonresident tuition and fees. Louisiana R.S. 17:3351 gave management boards the authorization to establish tuition and fees for nonresident students at their institutions. In July 2010, the LSU Board of Supervisors authorized the President to increase the nonresident tuition and mandatory fees of each campus by fifteen percent (15%) for the fall 2010 semester and additional increases would be phased in over a three-year period, so that the nonresident fee charged to students is equal to or greater than the average tuition charged to nonresident students attending comparable institutions in other Southern Regional Education Board (SREB) states. After this three-year period, to ensure that LSU Eunice's nonresident tuition amounts are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other SREB states, the nonresident fee should annually be adjusted if authorized by the Board.

Depending on how LSU Eunice's nonresident fees compare to other two-year institutions in Louisiana and in the SREB region, the increases in the nonresident fees can impact the enrollment and revenue of the institution. SREB data from 2007-08 (the latest data available) shows the median annual tuition and fees for a full-time nonresident undergraduate student attending a two-year public institution in Louisiana to be \$4,451, while that same student would have paid \$5,215.50 at LSU Eunice. The SREB average for that time period was \$7,010.00. Of the sixteen southern states represented in the SREB average, Louisiana ranked fourth to the lowest amount charged to a full-time nonresident student. The three states lower than Louisiana were the bordering states—Texas at \$2,337, Mississippi at \$3,652, and Arkansas at \$3,930. Kentucky had the highest median nonresident tuition and fees at \$10,350.

LSU Eunice's nonresident enrollment and revenue has not been that significant in the past. However, with the recent CALL program initiative, nonresident enrollment and revenue have been increasing. For example, for the 2009-10 fiscal year, LSU Eunice had 13.34 FTE nonresident students with revenue of \$48,760. During the 2010-11 fiscal year, which included the fifteen percent (15%) increase, there were 23.62 FTE nonresident students and revenue for the year of \$86,299. So, even though the increase in nonresident tuition and fees does not appear to have negatively impacted our nonresident enrollment and thus the revenue, an annual increase will have to be monitored to not "price" ourselves out of the "nonresident market."

Currently, total annual tuition and fees charged to full-time nonresident students at LSU Eunice is \$6,142.



LaGRAD Act Reporting 2011

Performance Objective: 5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data.

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Performance Objective (5)

a. Number of Students by Classification

Fall 2010 Headcount: 3,431
Annual FTE Estimate: 2,245
The Fall 2010 Headcount represents a 3.0% increase over Fall 2009.

b. Number of Instructional Staff Members Fall 2010

Fall 2010 Instructional Staff (Headcount) = 146
Fall 2010 Instructional Staff FTE = 91.9

c. Average class student to instructor ratio

Fall 2010 student-to-instructor ratio = 22.9 to 1

d. Average number of students per instructor

AY 2010-11 average number of students/instructor = 24.4 (estimated)

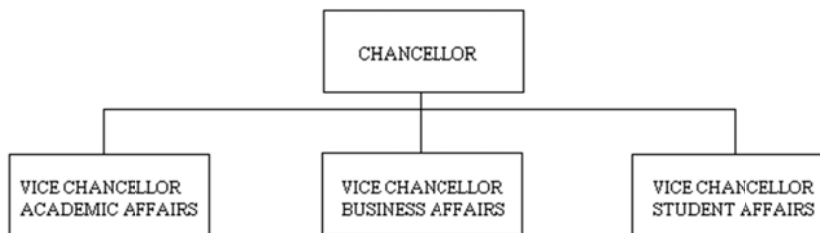
e. Number of non-instructional staff members in academic colleges and departments

None to report for Fall 2011.

f. Number of staff in administrative areas

Administrative Area	Headcount	FTE	Restricted
Chancellor	16	15.25	4
Academic Affairs	12	12	9
Business Affairs	7	7	1
Student Affairs	5	5	1
Total	40	39.25	15

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



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

POSITION	TOTAL BASE SALARY AS OF FALL 2010	SALARY CHANGES SINCE JUNE 30, 2008
Chancellor	\$150,097	July 1, 2008 Merit and equity increase of 12%
Vice Chancellor for Academic Affairs	\$108,036	July 1, 2008 Merit increase of 3%
Vice Chancellor for Business Affairs	\$104,751	July 1, 2008 Merit increase of 3%
Vice Chancellor for Student Affairs	\$86,520	July 1, 2008 Merit increase of 3%

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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: _____

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
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)		3	3	100
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing		80	70	87.5
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners		20	20	100
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)		12	12	100

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

DRAFT

System: Louisiana State University System

Institution: Louisiana State University

Date: March 2011

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark ¹	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
1. Student Success										
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	83.6%	83.6%	84.1%	81.8%	84.0%	84.3%	85.0%
		Actual Baseline Data: # in Fall 08 Cohort	5134		4779					
		# retained to Fall 09	4292		4019					
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	76.5%	73.3%	74.3%	71.5%	74.0%	75.3%	77.0%
	4-Yr only	Actual Baseline Data: # in Fall 07 Cohort	4587		5134					
		# retained to Fall 09	3509		3815					
iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na						
	Tech Coll Only	Actual Baseline Data: # in Fall 08 Cohort								
		# retained to Spring								
iv.	Targeted	Same Institution Graduation Rate (+/-)** ²	2008 Grad Rate Survey	60.7%	60.7%	60.7%	60.7%	61.0%	61.3%	64.0%
		Actual Baseline Data: Fall revised cohort (total)	5170		5362					
		completers <=150% of time	3138		3257					
v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na						
	optional	Actual Baseline Data: 2008-09 undergrad FTE								
		completers (undergrad)								
vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na						
	optional	Actual Baseline Data: 2008-09 undergrad FTE								
		awards (duplicated)								
vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na						
	optional	Actual Baseline Data: # of Fall 02 FTE (cohort)								
		completers <=150% of time								
b. i.	Targeted	Percent Change in program completers (+/-)**								
		Bachelors (Award level 1) ³		-7.2%	-7.2%	-9.6%	-9.6%	-8.6%	-8.0%	-5.3%
		2008-09 AY	4648	4313	4312	4202	4202	4248	4276	4402
		Masters (Award level 2)		7.9%	7.9%	0.9%	0.9%	0.9%	0.9%	0.9%
		2008-09 AY	966	1042	1042	975	975	975	975	975
		Specialist (Award level 3)		-5.3%	-5.3%	-47.4%	-47.4%	-47.4%	-47.4%	-47.4%
		2008-09 AY	19	18	18	10	10	10	10	10
		Doctoral (Award level 4)		25.0%	25.0%	4.2%	4.2%	4.2%	4.2%	4.2%
		2008-09 AY	240	300	300	250	250	250	250	250
		Professional (Award level 5)		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		2008-09 AY	81	81	81	81	81	81	81	81

* Report data in all cells highlighted in BLUE

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

Institution Notes:

¹ At the time benchmarks were set, there was an anticipated 23% (approximately \$46 million) reduction in state appropriations.

² Same institution graduation rate includes completers of transfer preparatory curricula.

³ Percent decline is a function of declining undergraduate enrollment from 2003-2009.

LOUISIANA STATE UNIVERSITY

GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS

GRAD ACT ANNUAL REPORT FOR 2010-2011

DRAFT

March 2011

System: Louisiana State University System
 Institution: Louisiana State University
 Date: March 2011

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1* Actual	Year 2 Benchmark ¹	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
I. Student Success										
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)** Actual Baseline Data: # in Fall 08 Cohort # retained to Fall 09 Fall 07 cohort	83.6% 5134 4292	83.6%	84.1% 4779 4019	81.8%	84.0%	84.3%	84.6%	85.0%
ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate (+/-)** Actual Baseline Data: # in Fall 07 Cohort # retained to Fall 09	76.5% 4587 3509	73.3%	74.3% 5134 3815	71.5%	74.0%	75.3%	76.6%	77.0%
iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate (+/-)** Actual Baseline Data: # in Fall 08 Cohort # retained to Spring 2008 Grad Rate Survey	na							
iv.	Targeted	Same Institution Graduation Rate (+/-)** Actual Baseline Data: Fall revised cohort (total completers <=150% of time 2008-09 AY)	60.7% 5170 3138	60.7%	60.7% 5362 3257	60.7%	61.0%	61.3%	61.6%	64.0%
v.	Targeted optional	Graduation Productivity (+/-)** Actual Baseline Data: 2008-09 undergrad FTE completers (undergrad)	na							
vi.	Targeted optional	Award Productivity (+/-)** Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)	na							
vii.	Targeted optional	Statewide Graduation Rate (+/-)** Actual Baseline Data: # of Fall 02 FTE cohort completers <=150% of time	na							
b. i.	Targeted	Percent Change in program completers (+/-)** Bachelors (Award level 1) ³	-7.3% 4648	-7.3%	-7.2% 4312	-9.6%	-9.6%	-8.6%	-8.0%	-5.3%
		Masters (Award level 2)	7.9% 966	7.9%	7.9% 942	0.9%	0.9%	0.9%	0.9%	0.9%
		Specialist (Award level 3)	-5.3% 19	-5.3%	-5.3% 18	-47.4%	-47.4%	-47.4%	-47.4%	-47.4%
		Doctoral (Award level 4)	25.0% 240	25.0%	25.0% 300	4.2%	4.2%	4.2%	4.2%	4.2%
		Professional (Award level 5)	0.0% 81	0.0%	0.0% 81	0.0%	0.0%	0.0%	0.0%	0.0%

* Report data in all cells highlighted in BLUE
 ** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

Institution Notes:

- At the time benchmarks were set, there was an anticipated 23% (approximately \$46 million) reduction in state appropriations.
- Same institution graduation rate includes completers of transfer preparatory curricula.
- Percent decline is a function of declining undergraduate enrollment from 2003-2009.

1. Student Success

- a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

DRAFT

1. Student Success

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

The Board of Supervisors for Louisiana State University System and Louisiana State University (LSU) are committed to achieving graduation rates that are consistent with our institutional peers. Two significant policies were established and implemented by the Board of Supervisors. To establish specific performance standards for the system's higher education institutions, the Board created the LSU Performance Metrics Report. This policy mandated that the institutions track performance data that held the institutions accountable for performance efficiencies and effectiveness, including retention and graduation rates. These reports were first presented to the Board of Supervisors in June 2010 and a second year report was presented in March 2011. Similar to the GRAD Act Report, the metrics provide objective means for evaluating institutional effectiveness. Holding institutions accountable for their retention and graduation rates will encourage the institutions to develop focused strategies to improve performance on these measures.

The other policy approved by the Board of Supervisors was the policy for Standardizing Bachelor Degree Programs. This policy was in response to the Board of Regents mandate that bachelor degrees be limited to 120 semester credit hours. The purpose of the policy is to ensure that undergraduate degree programs are attainable within the 4-year (8 semester) time period while maintaining the academic standards of the disciplines. The policy as approved by the Board of Supervisors requires that academic programs can demonstrate that their programs are consistent with similar programs offered by their peer departments and continue to meet accreditation standards that might be required for the program. This approach maintains the academic standards for an LSU undergraduate degree but does so in as an efficient manner. A reduction in the total hours to degree completion and the ability to complete a degree within 4 years will improve retention and graduation rates.

LSU has adopted several policies and initiatives to improve the retention and graduation rates. The University Planning Committee updated the Flagship Agenda by proposing the Flagship 2020: Transforming Lives strategic plan. The plan includes the learning goal to enhance a faculty-led and student-centered learning environment that develops engaged citizens and enlightened leaders. The performance indicators for this goal include number of degrees awarded, graduation rates, retention rates (1st to 2nd year; 1st to 3rd year), and the number and retention rates for transfer students. All colleges and academic departments have aligned their strategic plans with the Flagship 2020 goals and will be held accountable for performance on these metrics. The college and departmental annual reports will be revised to focus on their strategic planning accomplishments, including improvements in retention and graduation rates. Additionally, the strategic plans for the colleges and departments include strategies to improve retention and graduation rates.

LSU has initiated a shift in responsibilities for recruitment, retention, and graduation. This shift is part of its enrollment management plan developed in 2010. The plan will provide financial incentives directly to the colleges for increases in incoming freshmen, in 1st to 2nd year retention,

and ultimately for increases in graduation rates. The first implementation of the incentive program in 2011-2012 will be based on increases in the number of incoming freshmen. The program will expand to include the other measures over the next few years. This is the first plan that links financial resources to the colleges' recruitment, retention, and graduation performance.

During the current academic year, LSU created a university-wide Retention Committee. The committee is charged with recommending policies and procedures to increase retention and graduation rates. There are five subcommittees that have been asked to review specific aspects of the university and the student experience at LSU. These subcommittees are to identify barriers and obstacles which LSU can address to facilitate the students learning and to improve retention and graduation. The Retention Committee has already begun to increase awareness of the retention issue among the faculty and students. A student group has been assembled from among the student organizations that will develop programs for their peers to encourage the students' responsibility for learning and retention.

In fall 2010, the University fully implemented the Comprehensive Academic Tracking System (CATS) for all freshmen. Each major has a recommended path that is the optimal path for graduation in four years. This program will have a critical role in retention and graduation rates as students will be advised of progress toward their degrees on a semester basis.

As noted above, all of the policies and programs for improving retention and graduation rates have been implemented to some degree. The LSU Performance Metrics Report has now completed its second year. The standardization of the undergraduate degree programs requires that all programs, to the extent possible, be reduced to 120 hours by fall 2012. The Flagship 2020 and the corresponding college and department strategic plans were finalized in 2010-2011 and will be implemented in fall 2011. The full implementation of the enrollment plan, with its financial incentive program, will occur over the next two years. The Retention Committee will continue to work over the next year. Depending on the recommendations developed, the policies and programs to improve retention and graduation rates will be implemented as quickly as possible with the majority of those finalized by fall 2012.

LSU, as Louisiana's flagship institution, maintains the highest admission standards in the state. But it also is aware that many high school students have apparent capacity to perform but have not achieved the admission standards. Under the Board of Regents Master Plan for Minimum Admission Criteria, the Flagship is allowed 5% exceptions to our admission criteria. Beginning, fall 2012, this percentage will be reduced to 4%. The table below compares performance for the 2005 freshman cohort which is the most recent year to allow computation of a five year graduation rate.

2005 Freshmen	Number	ACT	1 ST Year GPA	1 st -2 nd Year Retention	4 Year Grad Rate	5 Year Grad Rate
All Students	4,846	24.8	2.81	82.8%	29.3%	54.4%
Admitted with Exceptions	119	22.9	2.18	75.6%	16.8%	38.7%

These data indicate the importance of LSU's recent initiatives to improve retention and graduation rates with a specific focus on students who may be at risk.

1. Student Success

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

i. 1st to 2nd year retention rate of first-time, full-time degree-seeking students

Baseline

5,134 Enrolled in fall 2008
4,292 Retained (enrolled) in fall 2009
83.6% Retention rate

2011 Annual Report

4,779 Enrolled in fall 2009
4,019 Retained (enrolled) in fall 2010
84.1% Retention rate

ii. 1st to 3rd year retention rate of first-time, full-time degree-seeking students

Baseline

4,587 Enrolled in fall 2007
3,509 Retained (enrolled) in fall 2009
76.5% Retention rate

2011 Annual Report

5,134 Enrolled in fall 2008
3,815 Retained (enrolled) in fall 2010
74.3% Retention rate

iii. Fall to spring retention rate

Not applicable

iv. Same institution graduation rate of first-time, full-time degree-seeking students

Baseline (2008 Graduation Rate Survey)

5,170 Revised fall 2002 cohort
3,138 Total completers
60.7% Graduation rate

2011 Annual Report (2009 Graduation Rate Survey)

5,362 Revised fall 2003 cohort
3,257 Total completers
60.7% Graduation rate

v. Graduation productivity

Not applicable

vi. Award productivity

Not applicable

vii. Statewide graduation rate

Not applicable

viii. Percent of freshmen admitted by exception

Baseline

4,837 Enrolled summer 2009, fall 2009, spring 2010
280 Enrolled admitted by exception in summer 2009, fall 2009, spring 2010
5.8% Freshman exception rate

2011 Annual Report

5,544 Enrolled summer 2010, fall 2010, spring 2011
409 Enrolled admitted by exception in summer 2010, fall 2010, spring 2011
7.4% Freshman exception rate

ix. Median professional school entrance exam score

Not applicable

DRAFT

1. Student Success

- b. Increase the percentage of program completers at all levels each year.**

DRAFT

1. Student Success

b. Increase the percentage of program completers at all levels each year.

Louisiana State University (LSU) has implemented initiatives to increase program completers (graduates) at all levels. These initiatives, described in Objective 1.a, include increasing deans' responsibility for student retention and graduation and providing financial incentives for exceeding target values, standardizing the undergraduate degree programs at 120 semester credit hours, and establishing a Retention Committee to develop strategies to improve retention and graduation rates for undergraduate students.

The data presented in 1.b. show a decrease in the percent of undergraduate completers from 2008-08 to 2009-10. The decrease in percent completers from the 2008-09 baseline reflects a historic drop in the number of students admitted in previous years. On the other hand, the increase in percent completers for the master's and doctoral degree programs, 7.9% and 25% respectively, indicates the increased focus on graduate education at LSU, the state's flagship institution.

DRAFT

- 1. **Student Success**
- b. **Increase the percentage of program completers at all levels each year.**
- i. **Percent change in completers from baseline year, by award level**

<u>2008-09</u>	<u>2009-10</u>	<u>% Change</u>	<u>Level</u>
4,648	4,312	-7.2%	Bachelors
966	1,042	7.9%	Masters
19	18	-5.3%	Specialist
240	300	25.0%	Doctoral
81	81	0.0%	Professional

DRAFT

1. Student Success

c. Develop partnerships with high schools to prepare students for postsecondary education.

DRAFT

1. Student Success

c. Develop partnerships with high schools to prepare students for postsecondary education.

Louisiana State University (LSU) participates in numerous partnerships with high schools to prepare students for postsecondary education.

The Cain Center provides leadership in interdisciplinary educational research and practices that support and enhance literacy in science, technology, engineering and mathematics (STEM). The Cain Center promotes the teaching profession and builds capacity for successful teaching and learning. Programs and services offer school systems and practitioners a variety of opportunities to participate in activities that strengthen content knowledge and pedagogical skills. The Cain Center currently manages projects supported by external grants that promote research and partnerships to improve teaching in the STEM disciplines. Included in these programs are GEAUX Teach, and the Quality Science and Math Program.

Other recent examples of partnerships include a program sponsored by the LSU Department of Math. In this program, math instructors Phoebe Rouse and Gerry Fitch developed a teacher training program in which high school teachers learn to teach college-level math courses. The teachers then deliver college-level math courses for dual enrollment credit to the students at their high school. This program has shown steady growth as more and more high school teachers sign up for the training. Another example of a partnership to prepare students for postsecondary education is GEAR UP Baton Rouge. This program fosters college readiness and access for at-risk middle and high school students enrolled in 53 schools in 9 parishes. LSU College of Education faculty members work with students for instructional and counseling support and intervention. Eighty percent of the participants are currently on track for high school graduation and 77% of those are on-track for TOPS scholarships.

Numerous other partnerships with schools are coordinated by the Colleges of Education, Science, and Humanities and Social Sciences. Among these programs are the Coastal Roots Program, the French and Spanish Education Projects, the LA Systemic Initiatives Program (LaSIP), and the LSU Writing Project. Additionally, other LSU schools and colleges offer specialized programs for high school students. The Manship School of Mass Communication sponsors the Louisiana Scholastic Journalism Institute Summer Program and the Louisiana Scholastic Press Association.

One example of feedback reports provided to the high schools is a 10-year profile which provides entering credentials, demographics, majors, LSU grade point averages, and retention and graduation rates for students from a particular high school. At recruiting events, the Office of Admissions distributes these reports to the guidance counselors from the respective schools, so that they can see how their students perform at LSU. These reports are extremely helpful to the high school counselors as they advise students interested in attending LSU. In addition, each spring LSU provides to the high schools lists of all students who have applied, been admitted, or been denied. This helps the high school guidance counselors better advise those students who are not quite meeting the LSU admission requirements.

LSU routinely tracks the characteristics and progress of its entering freshman classes. Examples of data demonstrating student readiness are shown below.

Louisiana State University

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Entering Profile						
Mean ACT Composite Score	24.8	25.1	25.3	25.2	25.5	25.5
# Entering with Sophomore Standing or Higher	11	13	21	40	59	196
End of Freshman Year Profile						
Mean GPA	2.80	2.83	2.82	2.77	2.83	
Mean Hours Earned	36	36	37	37	38	
4-Year Graduation Rate	29.0	34.0				

It is worth noting that the number of students entering with a sophomore standing or higher has increased dramatically. In fall 2005 only 11 students entered LSU with an academic standing above freshman level. However, in fall 2010, 196 entering students were classified as sophomore or above. This increase reflects the state-wide efforts to enhance college readiness of our high schools students, and LSU contributes significantly to these efforts.

LSU plans to implement new high school core courses required for admission to the university. The proposed new LSU Core is a Core 4 format whereby students will be required to take 4 English, 4 Math, 4 Natural Science, 4 Social Science & 1 arts course. The number of core units has increased from 18 to 19. These changes are consistent with the changes adopted by the Board of Regents. LSU will continue to monitor the number of students taking the core as well as average GPA/ACT/SAT for the entering freshmen as shown above.

LSU does not offer remediation in English or Math. Students who meet all other requirements for admission, except for the Math/English sub-scores are encouraged to take the COMPASS test to determine their placement domain. LSU works closely with high schools as well as our community colleges to provide information regarding testing and times for the COMPASS.

1. Student Success

c. Develop partnerships with high schools to prepare students for postsecondary education.

i. Number of high school students enrolled at the institution while still in high school

Baseline

72 Enrolled summer 2008, fall 2008, spring 2009

2011 Annual Report

80 Enrolled summer 2009, fall 2009, spring 2010

171 Enrolled summer 2010, fall 2010

ii. Number of semester credit hours in which high school students enroll by semester

Baseline

267 Credit hours enrolled in summer 2008, fall 2008, spring 2009

2011 Annual Report

323 Credit hours enrolled in summer 2009, fall 2009, spring 2010

516 Credit hours enrolled in summer 2010, fall 2010

iii. Number of semester credit hours completed by high school students with a grade of A, B, C, D, F, or P, by semester

Baseline

261 Credit hours completed in summer 2008, fall 2008, spring 2009

2011 Annual Report

294 Credit hours completed in summer 2009, fall 2009, spring 2010

450 Credit hours completed in summer 2010, fall 2010

DRAFT

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

DRAFT

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Louisiana State University (LSU) graduates perform exceptionally well on licensure and certification exams. Education students achieved 100% pass rate on the Praxis II Exams content (253/253) and 99.6% pass rate on pedagogy (252/253).

LSU veterinary students take the North American Veterinary Licensing Examination (NAVLE) during their senior year. The American Veterinary Medical Association expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation. LSU's most recent pass rate was 97% (Class of 2010). The pass rate has been 96% or higher for the past 10 years.

DRAFT

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
Education		Licensure: LA Dept. of Education				
Total number of program completers.	Praxis II Exams	Source: ETS for Title II reporting	2008-2009	253 content	253 content	100%
			2008-2009	253 pedagogy	252 pedagogy	99.6% *
Below is a breakdown of EDUCATION disciplines by certification area.						
Art Education, grades K-12	Art Content Knowledge (0133)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Health & Physical Education, grades K-12	Physical Education Content Knowledge (0091)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Instrumental Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	7	7	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	7	7	100%
Vocal Music Education, grades K-12	Music Education Content Knowledge (0113)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Choice of Principles of Learning & Teaching (0522, 0523, 0524)		2008-2009	8	8	100%
Early Childhood Education, grades PK-3	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	16	16	100%
	Principles of Learning & Teaching, Early Childhood (0020 or 0521)		2008-2009	16	16	100%
Elementary Education, grades 1-5 (undergraduate and graduate)	Elementary Education Content Knowledge (0014)	Source: ETS for Title II reporting	2008-2009	120	120	100%
	Principles of Learning & Teaching, K-6 (0522)		2008-2009	120	120	100%
Biology Education, grades 6-12	Biology Content Knowledge (0235)	Source: ETS for Title II reporting	2008-2009	8	8	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	8	7	88% *
* Student chose to go to medical school and did not re-take exam.						
Chemistry Education, grades 6-12	Chemistry Content Knowledge (0245)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
English Education, grades 6-12	English, Language, Literature, Composition: Content Knowledge (0041)	Source: ETS for Title II reporting	2008-2009	22	22	100%
	English, Language, Literature, Composition: Pedagogy (0043)		2008-2009	22	22	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	22	22	100%
French Education, grades 6-12	French Content Knowledge (0173)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Mathematics Education, grades 6-12	Mathematics Content Knowledge (0061)	Source: ETS for Title II reporting	2008-2009	15	15	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	15	15	100%
Physics Education, grades 6-12	Physics Content Knowledge (0265)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Social Studies Education, grades 6-12	Social Studies: Content Knowledge (0081)	Source: ETS for Title II reporting	2008-2009	27	27	100%
	Social Studies: Interpretation of Materials (0083)		2008-2009	27	27	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	27	27	100%
Spanish Education, grades 6-12	Spanish Content Knowledge (0191)	Source: ETS for Title II reporting	2008-2009	2	2	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	2	2	100%
Agricultural Education, grades 6-12	Agriculture Education (0700)	Source: ETS for Title II reporting	2008-2009	6	6	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	6	6	100%
Business Education, grades 6-12	Business Education (0100)	Source: ETS for Title II reporting	2008-2009	1	1	100%
	Principles of Learning & Teaching, 7-12 (0524)		2008-2009	1	1	100%
Family & Consumer	Family and Consumer Sciences (0120)		2008-2009	1	1	100%

1. Student Success

- d. Increase passage rates on licensure and certification exams and workforce foundational skills.

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
Sciences Education, grades 6-12	Principles of Learning & Teaching, 7-12 (0524)	Source: ETS for Title II reporting	2008-2009	1	1	100%
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine	2009-2010	79	77	97.5%

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

DRAFT

2. Articulation and Transfer

- a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

DRAFT

2. Articulation and Transfer

a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

As Louisiana's flagship institution, Louisiana State University (LSU) has the highest admission standards in the state. At this time, there is no university plan to increase admission requirements for transfer students. Since 2005, LSU's transfer admission requirements exceeded the Board of Regents Minimum Admission Criteria for transfer students by requiring completion of a college level English and Math course and 30 total hours. Beginning in 2012, LSU's requirements will be in line with the new Transfer Admission Criteria. However, the university continues to monitor the performance of transfer students and will propose increased admission standards if doing so would predict improved retention and graduation rates for transfer students.

Over the past several years, the LSU Office of Undergraduate Admissions has worked to increase the level of quality of service to transfer students. Transfer student transcripts are loaded earlier in the LSU system so that they can get advisement and pre-register for classes with their cohorts at LSU. Transfer students receive registration priority commensurate with the amount of hours that they will transfer. This approach was approved 3 years ago and is a tremendous benefit for transfer students. Prior to that time, transfer students had the very last registration priority, a very unfriendly policy which reduced the options for courses for the transfer students. Additionally, LSU Admissions has designated two transfer representatives to visit community colleges to not only recruit students, but assist the students and inform the staff of any new initiatives for transfer students.

Transfer students admitted with fewer than 70 credit hours are now tracked utilizing the Comprehensive Academic Tracking System (CATS) beginning in their second semester on campus. This program, originally developed for new freshmen, advises students of progress toward their degrees on a semester basis.

LSU tracks performance of transfer students including those admitted by exception. The first to second year retention rates for transfer students not admitted by exception was 80.9% in 2008-09 and 79.2 % in 2009-10. For the same two academic years, the retention rates for transfer students admitted by exception were 74.2% and 71.6%, respectively. The lower retention rates for those students admitted by exception indicate the need to focus retention efforts on these students in the same manner that the university focuses on new freshmen retention issues. The First Year Experience Department has implemented programs designed to assist transfer students in their transition to LSU. These include "Journeys," a non-credit transfer seminar that focuses on discussion and hands-on activities, and Tau Sigma National Honor Society that recognizes and promotes the academic excellence and campus involvement of transfer students.

We currently have a faculty admissions committee who oversees the admission of our freshman and transfer exceptions. LSU will continue to monitor and track these students' performances.

2. Articulation and Transfer

a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

i. 1st to 2nd year retention rate of transfer students

Baseline

1,215 Enrolled in 2008-09 academic year

979 Retained (enrolled) in fall 2009

80.6% Retention rate

2011 Annual Report

1,348 Enrolled in 2009-10 academic year

1,061 Retained (enrolled) in fall 2010

78.7% Retention rate

ii. Number of baccalaureate completers that began as transfer students

Baseline

1,034 Number of 2008-09 baccalaureate completers that began as transfer students

2011 Annual Report

980 Number of 2009-10 baccalaureate completers that began as transfer students

iii. Percent of transfer students admitted by exception

Baseline

1,215 Enrolled summer 2009, fall 2009, spring 2010

66 Enrolled admitted by exception in summer 2009, fall 2009, spring 2010

5.4% Transfer exception rate

2011 Annual Report

1,348 Enrolled summer 2010, fall 2010, spring 2011

81 Enrolled admitted by exception in summer 2010, fall 2010, spring 2011

6.0% Transfer exception rate

DRAFT

2. Articulation and Transfer

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

DRAFT

2. Articulation and Transfer

b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Louisiana State University (LSU) communicates regularly with our community college partners. The Office of Undergraduate Admissions has identified those community colleges which provide the most transfer students, including Baton Rouge Community College, LSU-Eunice, and Delgado Community College.

This past year, LSU's Office of Undergraduate Admissions hosted staff from our major feeder community colleges to a luncheon where they had the opportunity to ask questions and see presentations from various areas on campus that are relevant to transfer students. This event was judged very successful. LSU will continue to host these events.

Other forms of feedback include providing the community colleges with course transfer information to facilitate community college student advising and ultimately to have better prepared transfer students. For example, the Office of Undergraduate Admissions expanded the course transfer tables to include not just in-state institutions but also out-of-state institutions from which LSU attracts many transfers. These online tables are state of the art, allowing students and advisors to better understand which courses best prepare the student for successful transfer to LSU from community college.

As part of the approval process for the 2012-2013 Articulation Matrix, and also to provide feedback to the community colleges on the course content of College Algebra across the state, LSU asked our Department of Mathematics to review all college algebra syllabi from the 2-year Louisiana community colleges. The purpose of this review was to determine whether the community college course content covered the material necessary for successful completion of subsequent courses once student transferred to LSU. When LSU completes this review, the performance of the community college students will be compared to students who complete MATH 1021 at LSU. The results of these analyses will be shared with the community colleges.

In addition, LSU is developing a feedback report to be sent to Louisiana community colleges. The report will provide demographics, entry credentials, LSU grade point averages, and retention and graduation rates. Data will be reported separately for those who transfer with an associate degree and those who transfer without an associate degree.

2. Articulation and Transfer

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients at the institution.**

i. 1st to 2nd year retention rate of those who transferred with an associate degree from a 2-year college

Baseline

27 Enrolled in 2008-09

24 Retained (enrolled) in fall 2009

88.9% Retention Rate

2011 Annual Report

48 Enrolled in 2009-10

29 Retained (enrolled) in fall 2010

60.4% Retention Rate

ii. Number of baccalaureate completers that began as transfer students with an associate degree from a 2-year college

Baseline

11 Number of 2008-09 baccalaureate completers that began as transfers with associate degree from a 2-year college

2011 Annual Report

10 Number of 2009-10 baccalaureate completers that began as transfers with associate degree from a 2-year college

DRAFT

2. Articulation and Transfer

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

DRAFT

2. Articulation and Transfer

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

Louisiana State University (LSU) currently has two agreements in place to redirect first-time freshman applicants not meeting admission requirements to community colleges. The LSU-Eunice Bengal to Tigers Program was established when LSU-E moved from a commuter campus to building residence halls, allowing students from throughout the state to study at LSU-E. The LSU Office of Undergraduate Admissions directs students who have been denied admission to LSU to LSU-E. These students complete 60 hours at LSU-E and then transfer to LSU to complete their bachelor's degrees. The initial pilot for this program was fall 2010. The Bengal to Tigers program will continue during the coming year.

Students who are denied admission to LSU are sent a letter inviting them to participate in the LSU-E Bengal to LSU Tigers Program. The Office of Undergraduate Admissions then utilizes a unique code to track these students and then securely sends the file of these students to LSU-E which then can communicate directly with the students. Upon completion of the 60 hours with a 2.5 GPA, these students, already in LSU's database, will not have to re-apply to LSU. They will only need to submit official transcripts from LSU-E.

The other partnership is with Baton Rouge Community College (BRCC). The BRCC Bears to LSU Tigers was negotiated by the Chancellors of the two institutions. This program creates a direct feed of students from BRCC to LSU. Through the agreement, students in the program will be allowed to have access to LSU advising and use of some facilities. This program will be implemented in fall 2011. This program encourages students not admitted to LSU to begin their postsecondary education at BRCC while still being able to benefit from programs and resources at LSU.

Students in the BRCC Bears to Tigers Program must sign an agreement to participate in this program. Since the program is in its infancy, representatives from the Offices of Admission at LSU and BRCC are currently developing the admission process. At LSU, these students will have a special program code which will identify them in the LSU database.

The performance of students participating in these new programs will be monitored and their performances will be provided back to the respective community colleges. Because students are identified as future transfer students to LSU when they enter these programs, the opportunities for advising and career counseling for a degree from LSU can begin earlier in their postsecondary education.

- 2. **Articulation and Transfer**
- c. **Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**

- i. **Number of students referred at anytime during the academic year to 2 year college & technical school**
Baseline
0 2009-10

2011 Annual Report
539 2010-11

- ii. **Number of students enrolled that were referred by the 4 year university**
Not Applicable

DRAFT

2. Articulation and Transfer

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

DRAFT

2. Articulation and Transfer

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

When the Louisiana Transfer Associate Degree (AALT and ASLT) were approved in the Louisiana Legislature, Louisiana State University (LSU) immediately began to work with the staff from River Parishes Community College and the Board of Regents in the interpretation and development of templates to assist students interested in transferring with these degrees. The LSU Office of Undergraduate Admissions has hosted several meetings with our colleagues from across the state to develop templates for each of the majors possible in the AALT & ASLT programs. These templates have become the model for all other Louisiana 2 and 4 year institutions to follow. Faculty members from LSU and the community colleges have met to help implement the articulation and transfer requirements.

Staff from the Office of Undergraduate Admissions participated in statewide workshops sponsored by the Board of Regents to explain the articulation and transfer requirements in the legislation.

Also, LSU faculty from the College of Agriculture, Engineering, Science, and Humanities and Social Sciences are developing specific 2+2 programs that are not covered by the AALT or ASLT.

LSU has further developed its transfer website to include several resources to assist transfer students. Specific information about the AALT & ASLT is included in the website as well as relevant links to assist students as they navigate the process. We are currently developing templates for these students by major, to facilitate ease of transfer. There is a designated transfer representative at LSU who is responsible for advising these students on the admission process as well as advisors in place in University College to assist in the advising of these students.

LSU has worked closely with the Board of Regents for the past several years in the development and expansion of the Transfer Crosswalk/Articulation Matrix. Additionally, LSU developed an online application of our Transfer Tables, whereby students interested in transferring to LSU can look up coursework at their home institution to determine how it will transfer to LSU. LSU's online transfer tables place us at the forefront of the state as well as national peers.

2. Articulation and Transfer

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

i. Number of students enrolled in a transfer degree program

Not Applicable

ii. Number of students completing a transfer degree

Not Applicable

iii. 1st to 2nd year retention rate of those who transferred with a transfer associate degree

Baseline

0 Enrolled in 2008-09

0 Retained (enrolled) in fall 2009

N/A Retention Rate

2011 Annual Report

0 Enrolled in 2009-10

0 Retained (enrolled) in fall 2010

N/A Retention Rate

iv. Number of baccalaureate completers that began as transfer students with a transfer associate degree

Baseline

0 Number of 2008-09 baccalaureate completers that began as transfers with a transfer associate degree

2011 Annual Report

0 Number of 2009-10 baccalaureate completers that began as transfers with a transfer associate degree

DRAFT

3. Workforce and Economic Development

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

DRAFT

3. Workforce and Economic Development

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

Louisiana State University (LSU) monitors the number of program completers for each degree program and level. LSU's new Flagship 2020 incorporates the number of degrees awarded as one of the performance indicators. These indicators will be reported by the academic departments and colleges on an annual basis. Programs not able to sustain acceptable completer rates over time will be merged with more productive degree programs or eliminated. During the most recent review of low completer programs, LSU proposed to eliminate 3 degree programs and to merge 5 other programs. When low completer programs are linked directly to strategic workforce needs, such as petroleum engineering, LSU requested the continuation of the degree programs.

LSU has proposed new degree programs that will support workforce and scientific needs. Specifically, the following degrees programs have submitted letters of intent and/or have proposals under review with the Board of Regents: M.S. and Ph.D. in Coastal and Ecological Engineering, Ph.D. in Environmental Science, M.S. and Ph.D. in Material Science and Engineering, and M.S. in Construction Management. Consolidated M.S. and Ph.D. programs in Renewable Natural Resources were approved by the Board of Regents in February 2011.

LSU's College of Engineering has aligned various curricula with workforce development needs in each Blue Ocean area. Four undergraduate minors were implemented in fall 2010: aerospace engineering, digital media – AVATAR technology, digital media – AVATAR arts, and nuclear power engineering. This alignment is discussed in more detail in element 3.c.

As Louisiana's Flagship University, LSU also has an obligation to provide leadership in the basic research and science that serves as the foundation of new innovations and future technological applications. This unique mission requires an investment in academic programs that are less tied to immediate needs but provide the foundation for future economic growth.

3. Workforce and Economic Development

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

i. Number of programs eliminated

Baseline

4 programs eliminated; 6 programs consolidated into 2 in 2009-10.

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2010-11 not available

ii. Number of programs modified or added to meet workforce needs

Baseline

0 modified or added in 2009-10

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4 undergraduate minors added in fall 2010

iii. Percent of programs aligned with workforce and economic development needs

Not Applicable

DRAFT

3. Workforce and Economic Development

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

DRAFT

3. Workforce and Economic Development

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

Louisiana State University (LSU) is expanding its capability to deliver distance learning. *The LSU Plan for Greater Impact on Louisiana: Change, Focus, and Autonomy* (March 8, 2010) commits LSU to offering online degree programs as well as more online certificate and professional programs. A university committee completed an analysis of the steps necessary to implement two new online degree programs within the next 24 months. This renewed focus on delivering online degree programs will rapidly expand LSU's current online degree offerings.

The adoption of new technology has enhanced the delivery of online courses and programs. Courses and programs have shifted to the use of Moodle and Adobe Connect Pro to deliver course content at a distance. Programs such as those in Library and Information Science, Social Work, and Human Resource Education and Workforce Development are offering graduate courses using this technology. The Office of the Vice Chancellor for Information Technology and CIO prepared a detailed report on the IT infrastructure and services needed to expand online education initiatives (*Supporting Distance/Online Education Initiatives – Technology Perspectives*, December 2010). The report provides recommendations to facilitate LSU's distance/online initiatives. The report offers an encouraging conclusion: "technologies deployed in support of distance learners may also have serendipitous, synergistic value to on-campus students." Thus, LSU's commitment to expanding distance learning options may also improve the on-campus learning environment.

LSU currently offers several degree programs via distance learning. For a decade it has been possible for students to complete the Master of Library Science (MLIS) degree without taking any classes on the LSU campus. New students must come to LSU for a full-day orientation and must take their comprehensive examinations on campus in their final semester. The department has been using compressed video technology for about 12 years at seven sites in the state. In recent years, an increasing number of entirely online courses have been offered. LSU's acquisition of Adobe Connect will make it easier for students to interact in their online courses.

The Master of Social Work (MSW) may be completed via a distance education format. Compressed video is used to deliver social work courses to MSW students in Alexandria, Lake Charles, and Shreveport. These students can obtain their degrees without taking course work on the LSU campus. They do, however, have to come to campus for mandatory meetings including new student orientation and a final meeting of all graduating students that occurs during their last semester. Faculty members are responsible for evaluating whether or not courses are suited for distance delivery.

The master's and doctoral degree programs in Human Resource Education are offered in a distance learning format for four concentrations: Agricultural, Adult, Extension Leadership, and Career and Technical Education. The expansion of these programs delivered via distance learning addresses state needs for an increased workforce in the professions supported by these degree programs.

3. Workforce and Economic Development

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

i. Number of course sections with 50% and with 100% instruction through distance education

Baseline

10 50% to 99% Distance in 2008-09
130 100% Distance in 2008-09

2011 Annual Report

10 50% to 99% Distance in 2009-10
132 100% Distance in 2009-10

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education

Baseline

304 50% to 99% Distance in 2008-09
1,306 100% Distance in 2008-09

2011 Annual Report

285 50% to 99% Distance in 2009-10
1,814 100% Distance in 2009-10

iii. Number of programs offered through 100% distance education

Baseline

0 Bachelors Level in 2008-09
2 Masters Level in 2008-09
0 Doctoral Level in 2008-09

2011 Annual Report

0 Bachelors Level in 2009-10
2 Masters Level in 2009-10
0 Doctoral Level in 2009-10

DRAFT

3. Workforce and Economic Development

- c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.**

DRAFT

3. Workforce and Economic Development

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

A description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries.

Scope Conditions for Reporting

Items i-v in Element C require data on research and instructional faculty holding active research and development grants or contracts, the dollar amounts for research and development expenditures, and a variety of intellectual property items. The production of these figures for the purposes of the GRAD Act report involves a number of complex decisions pertaining to the scope conditions for reporting. Specifically, we caution that the figures provided in the main tables of the report will not exactly mirror data that are publicly available through other sources. Below we explicate why this is the case, and provide additional data which will more closely match figures available through other public sources such as the National Science Foundation.

First, LSU provides annual data to the National Science Foundation for the Higher Education Research and Development Survey. When this annual report is compiled, the research expenditures actually reflect the combined figures from LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center. This combined approach to reporting is standard operating procedure and has been in place for quite some time. Combining these units for national level reporting purposes is appropriate because it allows a more clean and direct set of comparisons to our peer institutions. These peer institutions report figures that include their main campus, which includes agriculture centers, law centers, and so forth which are part of the land grant university structure. Thus, we emphasize that for comparisons with peer institutions outside of the state, a more comprehensive set of figures is the norm.

However, it is also the case that for the purpose of within state comparisons, these units are typically reviewed and classified separately, as is the case with the classification system utilized by the GRAD Act. Thus, it seems to us that the spirit of the GRAD Act reporting program is such that LSU should report only R&D figures for the LSU campus. This much more conservative portrait of research activity at LSU is the data that has been provided in the primary tables for this report. This allows for the direct comparison of data on faculty numbers, R&D expenditures, and the other metrics to other institutions in the state. In the remainder of this narrative, where appropriate, we discuss the more comprehensive multi-institutional data provided in the appendices to this narrative and discuss its relevance in the interest of remaining as transparent as possible.

Definition of Key Economic Development Industries

A second substantive consideration centers on the definition of Key Economic Development Industries. Consistent with the Operational Definitions and Reporting Specifications associated with the GRAD Act, LSU has drawn from both the FIRST Louisiana and Blue Ocean economic development initiatives to identify and define the "key economic development industries" for our state. In addition, the reporting guidelines specifically indicate that the key economic

development industries are not limited to those sectors defined in these documents. We have taken this into account, and below delineate more thoroughly how this impacts our reporting.

A critical challenge for LSU in providing data for this segment of the report is that measures of the percentage of faculty holding active R&D grants /contracts in the state's key economic development industries or the dollar amount of R&D expenditures in these industries are not available. Indeed, the industries themselves are subjectively defined in the guidelines, the lines of demarcation between areas are not always clear, and neither pre- nor post- award data documentation pertaining to industry are routinely collected. To sort through the approximately 2,000 funded research projects currently active at LSU and classify each one as either fitting into a specific economic development industry or not is subjective and not feasible. The task therefore is to find an alternative means of estimating these impacts.

The key economic development industries found in FIRST Louisiana and the Blue Ocean initiative do not precisely match up with LSU's R&D reporting systems as they are currently organized. As noted above, LSU follows a standard reporting format utilized by the National Science Foundation, which breaks out reporting expenditures by scholarly discipline instead of economic development industry. Our approach has been to utilize this existing reporting structure, while making an effort to purge from the data figures those disciplines that do not have a clear connection to the key economic development industries.

There are many more disciplines than key economic development industries, and so the challenge for LSU was to identify those disciplines that unambiguously have an impact on one or more of our key economic development industries, and eliminate from our reporting field those that do not. To accomplish this we examined a comprehensive listing of the departments and units at LSU, and identified those most clearly tied to one or more of the focal economic development areas found in Appendix B – Operational Definitions and Reporting Specifications from the GRAD Act manual. To briefly summarize, the disciplines of engineering, the physical sciences, the environmental sciences, mathematical sciences, life sciences (with the exception of the natural science museum and the Department of Communication Disorders), a small number of social sciences, a small number of units labeled 'other sciences', and some non-science and engineering fields are aligned with the key economic development industries. Although we feel arguments could be made that some of the units excluded from this list actually do have an economic impact in the key industries, the case for these units on its face is substantially weaker. Additional details with the classification of all units considered are available upon request.

Current and Prospective Research Productivity in Key Economic Development Industries

In terms of current and prospective research productivity, the percent of research/instructional faculty holding active R&D grants as of October 2009 is found in Element C, item i and is 51.6%. The percentage of instructional faculty holding R&D grants/contracts in Louisiana's key economic development industries as found in Element C, item ii is 44%.

These figures can be contextualized in two ways. First, the 51.6% percent holding active research grants may beg the question, 'why don't more faculty have active grants?' This is easily explained. First, not all research and instructional faculty require grant money to conduct their scholarly work, and this tends to vary dramatically by discipline. Grant activity is extremely high

in the science, technology, engineering, and math (STEM) based disciplines, and much lower in the humanities, arts, and business disciplines. The social sciences tend to fall somewhere in between. Second, the figures provided in the table capture only one fiscal year. A more useful method might be to look at the percentage of faculty having active R&D grants in the last 3 years for example. This figure would be higher, and probably more accurately reflect the volume of R&D activity that is actually taking place. A second way to contextualize these data is to consider that while 51.6% of faculty have active grants, more than 44% of them are in the disciplines supporting Louisiana’s key economic development industries. In other words, proportionally speaking, 85% of faculty who have R&D funding at LSU are in disciplines closely associated with the targeted economic development industries. This indicates that the R&D activity taking place at LSU is very closely aligned with current economic development emphases in the state of Louisiana.

Moving to the next indicator of research productivity found in Element C, item iii, the total dollar amount of R&D expenditures based on the five year average for FY 2005-06 to FY 2009-2010 is \$145,329,000. The average annual rate of increase with these data over the reporting period is 3.5% for total expenditures and 6% for federal expenditures. The total dollar amount of research and development expenditures in Louisiana’s key economic development industries based on the five year average for FY 2005-06 to FY 2009-2010 (Element C, item iv) is \$139,062,000. The average annual rate of increase with these data over the reporting period is 3.3% for total expenditures and 5.4% for federal expenditures. In substantive terms, this means that 95.7% of R&D expenditures at LSU in some way or another according to our methodology are tied to the broad economic development focal areas defined by FIRST Louisiana and the Blue Ocean Initiative. This very tight correspondence meshes well with the latent theme of this report: that LSU is both heavily invested in and strongly committed to promoting the focal economic development industries indentified in the FIRST Louisiana and Blue Ocean initiatives.

**Table 1: Dollar Amount of R&D Expenditures
(dollars in thousands)**

2011 Annual Report: five-year average of FY 2005-06 through 2009-10

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$79,834	\$73,640	\$10,882	\$80,045	\$11,847	\$256,248
2006-07	\$81,072	\$78,354	\$10,087	\$84,732	\$12,650	\$266,895
2007-08	\$80,582	\$85,355	\$10,694	\$90,762	\$12,688	\$280,081
2008-09	\$89,593	\$80,035	\$11,046	\$96,497	\$17,609	\$294,780
2009-10*	\$97,407	\$75,500	\$20,507	\$95,424	\$1,034	\$289,872
5-year Avg.	\$85,698	\$78,577	\$12,643	\$89,492	\$11,166	\$277,575

To make comparisons with peer universities, it is appropriate to refer to data that are reported in a standardized format that other institutions use as a way of benchmarking. Using the combined data (LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center) that is supplied to the National Science Foundation for the Higher Education Research and Development Survey, the five year average for research expenditures for FY 2005-06 to FY 2009-2010 is \$277,575,000 (Table 1). The average annual rate of increase over time during this period is 2.6% for total expenditures and 4.4% for federal expenditures. Focusing only on research expenditures in the Louisiana key economic development industries, the figure for the same time period is \$271,308,000, with an average annual rate of increase of 2.5% for total expenditures and 4.1% for federal expenditures (see Table 2). Again, based on our methodology there is a very close correspondence between the key economic development industries in Louisiana and the vast majority of funded R&D that takes place at LSU, LSU Law Center, LSU Agriculture Center, and Pennington Biomedical Research Center.

Table 2: Dollar Amount of Research and Development Expenditures in Louisiana's Key Economic Development Industries (dollars in thousands)

2011 Annual Report: five-year average of FY 2005-06 through 2009-10

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$78,608	\$73,033	\$10,882	\$77,313	\$11,289	\$251,125
2006-07	\$78,959	\$77,512	\$10,087	\$81,775	\$12,239	\$260,572
2007-08	\$78,208	\$84,792	\$10,694	\$88,113	\$12,305	\$274,112
2008-09	\$87,469	\$79,217	\$11,046	\$93,188	\$17,055	\$287,975
2009-10*	\$94,621	\$74,624	\$20,110	\$92,394	\$1,008	\$282,757
5-year Avg.	\$88,573	\$77,836	\$12,564	\$86,557	\$10,779	\$271,308

Current and Prospective Technology Transfers in Key Economic Development Industries

Technology transfer describes the process which begins with the initial disclosure of new inventions arising from university research and proceeds to an evaluation of market potential and patentability, marketing, license and commercial development. The number, quality and technology area for new invention disclosures is dependent on and a direct reflection of the amount and types of research being carried out at the university. Key metrics for monitoring activity in technology transfer and its effect on economic development include: number of invention disclosures, number of patents filed, number of patents issued, number of new licenses and options and number of start-ups. These metrics, based upon over a decade of National Association of University Technology Transfer Managers (AUTM) data collection, indicate certain expected outcomes for the technology transfer enterprise. For example, it can be expected that one invention disclosure should arise for roughly every \$2-2.5 million in research expenditures; about one half of these disclosures will be patented, and about half of these patents will be licensed. A start-up company is usually expected for every \$100 million in research expenditures and approximately ten percent of licenses typically go to start-up companies.

As seen in the Element C, item v, the LSU technology transfer numbers are in line with these norms. In FY 2008-2009 for example, there were 46 disclosures, 3 licenses and options awarded, 17 patents awarded, 2 start-ups formed, and 16 surviving start-ups of which are documented. LSU was also able to indirectly document that this activity is closely aligned with the key economic development industries by collecting additional data for disclosures. The disclosure data, available upon request, indicates that LSU has received invention disclosures in engineering, chemistry and materials sciences, biomedicine and biotechnology, and computer science and information technology.

A description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries.

LSU maintains a strong relationship and a high level of interaction with Louisiana Economic Development in particular, and has several initiatives in place to align R&D activities at LSU with Louisiana's key economic development industries. Much of this activity is described below, but it should be noted that at an institution the size of LSU, it is nearly impossible to comprehensively catalogue all such activity. This descriptive approach therefore focuses on providing depth instead of breadth.

The College of Engineering has been at the forefront at LSU in ascertaining its alignment with the targeted economic development industries. The evidence for this can be found in their document entitled "Blue Ocean Target Industries – LSU Engineering Alignment", which is available upon request. This document details how the curriculum available in the various departments in the College of Engineering meshes with the workforce development needs in each Blue Ocean area. In addition, the document spells out in detail both the existing research facilities and faculty expertise available in each target industry. This template has been widely discussed on campus and with LED. Now that it has been forged, other LSU colleges most closely linked to the key economic development areas will begin this process as well. The anticipated result over the medium and long range is a clear strategy for aligning LSU R&D activity and curricular development with the targeted economic development industries.

In addition, the College of Engineering has worked closely with LED to develop an informational matrix cross-tabulating various assets in the College of Engineering with the Blue Ocean focal areas. This extremely useful matrix is also available upon request. The matrix goes into specifics by identifying particular faculty members with expertise relevant to each Blue Ocean area, and by tabulating extant commercialization successes. This type of informational matrix will serve as a mechanism by which to facilitate ties between prospective entrants into the target industries and the vast reservoir of expertise and facilities already in place at LSU. It should simultaneously allow potential partners to identify current strengths and to discern potential growth opportunities. Similar matrices are currently being developed by other Colleges on the LSU campus.

As yet a further indicator of LSU's commitment to working closely with LED and the industries they seek to expand, a template has recently been developed to expedite the formation of contractual relationships with industrial sponsors that seek to do business with LSU entities. This template provides a graded set of contractual relationships that potential industrial sponsors can evaluate in their efforts to do business with LSU, and is available for inspection upon request. The rationale behind this template is that case by case negotiations of every single industrial contract are extremely time consuming and drastically slow down the process of getting R&D projects started. By making a standardized menu available to potential sponsors, they can easily select how restrictive they would like the contract to be at the outset. It is anticipated that this template will be a welcome addition to our R&D protocols and both expand and expedite the formation of important relationships with industrial sponsors.

Beyond these efforts, the Arts, Visualization, Advanced Technologies & Research (AVATAR) Program at LSU's Center for Computation & Technology (CCT) has been in partnership with various levels of state and local government, as well as several industrial partners since the inception of the AVATAR predecessor, the Laboratory for Creative Arts & Technologies (LCAT) in 2003. Through the Red Stick International Animation Festival (created by LSU's LCAT in 2004), the LSU CCT has enjoyed relationships spanning the highest realms of digital media. These relationships include not only traditional entertainment companies like Disney, Dreamworks, Sony Imageworks, but also include new media and game companies like Electronic Arts, THQ, Volition, Eutronix, Sony Online, and Ubisoft.

In 2007 CCT expanded this role into a regional economic development organization, the Baton Rouge Area Digital Industries Consortium, (BRADIC) which included a partnership between LSU, the City-Parish of East Baton Rouge, the Baton Rouge Area Chamber, and the Baton Rouge Area Foundation. These diverse organizations came together to create an organization whose sole purpose is business development in the digital media realm. In 2007, CCT held a meeting entitled the "Digital Media Education Forum," where industry executives visited LSU and educated LSU faculty on the particular needs of the various digital media industries, including games, animation, visual effects, scientific animation, and high performance graphics. The unambiguous recommendation was for rigorous, discipline-specific training in computer engineering, computer science and the arts. Out of this initial meeting, LSU began a long-term relationship with EA Studios: Tiburon, which eventually led to the development of the EA North American Test Center on the LSU South Campus.

In addition, the state's recent commitment to its Blue Ocean Industries, including Digital Media and Nuclear Engineering has particular relevance to AVATAR and to CCT. Nuclear engineering is particularly dependent on computer simulation for testing and development of tools and systems. Digital media is entirely reliant on high performance computing, computer engineering, object oriented programming, applications development, and digital art, in order to remain competitive, all of which are addressed by AVATAR and/or CCT.

In addition to these initiatives, LSU has a large number of other critical research centers and institutes that are relevant to Louisiana's key economic development industries. For example, the Turbine Innovation and Energy Research (TIER) center focuses on improving the performance and reliability of gas turbine engines and developing clean energy solutions for transportation

and power generation. Likewise, the Energy Frontier Research Center (EFRC) focuses on developing new materials to provide clean energy. Other units similarly aligned with the key economic development industries include the National Center for Biomedical Research and Training, the Wetlands Biogeochemistry Institute, the Coastal Studies Institute, and a host of others.

A description of business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.

Through the Office of Intellectual Property, Commercialization and Development, and the Louisiana Business Technology Center (LBTC), LSU retains an active and expanding portfolio of business innovations and startups. Element C, item v documents the establishment of 2 startups in each of the 2008-09 and 2009-10 fiscal years. The number of surviving companies is 16.

LSU also has data on SBIR/STTR awards made to Louisiana companies in 2009-2010, and SBIR/STTR Phasezero grants awarded through the LBTC. According to LSU data there were 20 in the 2009-2010 year alone. Additional details on these awards are available upon request.

A description of how the institution's research productivity and technology transfer efforts compare to peer institutions.

Two data sources are used to compare LSU's research productivity to its peers: the National Science Foundation for federal expenditures and the National Center of Education Statistics IPEDS Data Center for total expenditures. Using these two sources, LSU can be compared to the set of peer institutions identified in Flagship 2020. These institutions are classified by the Carnegie Foundation as Research Universities - Very High, that are also land grant universities with no medical school located in the south and midwest. Among these peers (Colorado State, Univ. of Georgia, Iowa State, Univ. of Illinois – Urbana Champaign, Purdue Univ., Kansas State, Univ. of Maryland at College Park, North Carolina State, Univ. of Nebraska – Lincoln, Univ. of Tennessee, Texas A&M, and Virginia Polytechnic Institute), LSU ranked 6th out of 13, with \$150,298,000 in federal research expenditures, and 5th out of 13 with \$269,360,045 in total research expenditures (Table 3). In short, these data indicate we compare very favorably to our peers in research expenditures, and thus research productivity.

Table 3
TOTAL AND FEDERAL RESEARCH EXPENDITURES
LSU vs. PEER INSTITUTIONS

Institution Name	Total Research Expenditures 2008-2009	Federal Research Expenditures 2007-2008
Colorado State University	\$173,974,741	\$208,925,000
Iowa State University	\$159,741,670	\$102,771,000
Kansas State University	\$119,446,799	\$52,984,000
Louisiana State University	\$269,360,045 (5/13)	\$150,298,000 * (6/13)
North Carolina State University at Raleigh	\$218,978,214	\$131,412,000
Purdue University-Main Campus	\$223,052,463	\$176,592,000 *
Texas A & M University	\$423,595,202	\$245,607,000
The University of Tennessee	\$197,648,735	\$120,289,000 *
University of Georgia	\$285,418,449	\$102,817,000
University of Illinois at Urbana-Champaign	\$380,192,567	\$268,912,000
University of Maryland-College Park	\$353,402,042	\$236,417,000
University of Nebraska-Lincoln	\$147,860,983	\$136,317,000 *
Virginia Polytechnic Institute and State University	\$231,211,724	\$135,578,000

Source & Notes:

Total: Source=IPEDS Data Center

Note: LSU includes LSU Agricultural Center, Law Center, and Pennington

Federal: Source=National Science Foundation

Note: Amounts followed by "*" are for all campuses within the system of the institution

The technology transfer activity at LSU compared to its peer institutions is provided in Table 4. These data were secured from the AUTM U.S. Licensing Survey: FY 2009. This data may be different from NSF reported data for a number of reasons. For example, some universities have reported as a system or a research foundation rather than an individual campus. LSU provides data for the entire system. Nevertheless the data is useful as a comparison. Here the raw number of inventions disclosed, patents filed, patents issued, licenses and options issued, and startups are provided. In addition, columns 1 through 5 contextualize these figures relative to research expenditures as was discussed earlier in this report. Column 1 provides the number of disclosures per \$2 million in expenditures, as the expectation is that on average there will be 1 disclosure for every \$2 – \$2.5 million in expenditures. Eight institutions fall above the LSU figure. When considering patents filed, only 6 institutions rank higher than LSU, and when considering licenses and options, 7 institutions rank higher. Notably, with startups, 6 institutions rank higher, but statistically speaking these are very small numbers to begin with. Even the addition of 1 start-up to the LSU figure would double it. There is substantial variability across institutions when comparing number of patents, number of licenses/options and particularly the number of startups. Several factors should be taken into consideration when examining the variability across institutions and indicators, such as the unique strengths or productivity in specific areas by an individual university, or budgetary differences of different technology transfer offices. With respect to the number of licenses/options and start-ups the variability can result from a university's proximity to technology intensive companies, active entrepreneurial community and investment dollars.

Table 4: Data from the AUTM U.S. Licensing Survey; FY 2009

	Research Expenditures	Invention Disclosures	Patents Filed	Patents Issued	Licenses Options	Start-ups	1	2	3	4	5
Colorado State University	\$311,720,381	104	65	5	22	1	0.7	0.4	0	0.1	0.3
Iowa State Univ.	\$252,322,000	95	32	24	82	1	0.8	0.3	0.2	0.6	0.4
Kansas State University Research Foundation	\$705,116,354	24	17	4	6	NA	0.5	0.3	0.1	0.1	NA
Louisiana State University System	\$401,306,000	118	65	14	17	6	0.6	0.3	0.1	0.1	1.5
Mississippi State University	\$216,936,000	51	10	5	4	NA	0.5	0.1	0	0	NA
North Carolina State University	\$380,600,000	130	118	41	91	4	0.7	0.6	0.2	0.5	1.1
Purdue Research Foundation	\$524,117,000	247	137	48	85	10	0.9	0.5	0.2	0.3	1.9
Texas A&M University System	\$630,635,000	196	63	20	63	6	0.6	0.2	0.1	0.2	1
University of Arkansas – Fayetteville	\$113,924,245	40	8	8	61	1	0.7	0.1	0.1	1.1	0.9
Univ. of Georgia	\$349,730,000	139	71	20	124	6	0.8	0.4	0.1	0.7	1.7
University of Illinois, Chicago, Urbana	\$905,365,000	333	132	57	49	8	0.7	0.3	0.1	0.1	0.9
University of Nebraska	\$37,4822,789	147	139	13	32	6	0.8	0.7	0.1	0.2	1.6
University of Tennessee	\$284,211,680	84	146	16	16	2	0.6	1	0.1	0.1	0.7
Average	\$373,217,542	131	77	21	50	5	0.7	0.4	0.1	0.3	1.1
Louisiana State University	\$145,399,000	43	20	5	4	1	0.6	0.3	0.1	0.1	0.7

- 1 Number of Invention Disclosures per \$2 million in Research Expenditures
- 2 Number of Patents filed per \$2 million in Research Expenditures
- 3 Number of Patents issued per \$2 million in Research Expenditures
- 4 Number of Licenses/Options per \$2 million in Research Expenditures
- 5 Number of Start-ups per \$100 million in Research Expenditures

3. Workforce and Economic Development

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

i. Percent of research/instructional faculty (FTE) at the institution holding active research & development grants/contracts

Baseline

1089.82 Total Research/Instructional Faculty (FTE) in 2009-10 (October 31,2009)
 562.57 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2009-10
 51.6% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2009-10.

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1052.06 Total Research/Instructional Faculty (FTE) in 2010-11 (October 31, 2010)
 N/A Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2010-11
 N/A Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in 2010-11.

ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries

Baseline

1089.82 Total Research/Instructional Faculty (FTE) in 2009-10 (October 31, 2009)
 479.05 Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2009-10
 44.0% Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2009-10

2011 Annual Report

1052.06 Total Research/Instructional Faculty (FTE) in 2010-11 (October 31, 2010)
 N/A Number of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2010-11
 N/A Percent of Faculty (FTE) Holding Active Research & Development Grants/Contracts in Louisiana Key Economic Development Industries in 2010-11

iii. Dollar amount of research and development expenditures (in thousands)

Baseline: five-year average of FY 2004-05 through 2008-09

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2004-05	\$34,765	\$20,392	\$2,242	\$55,747	\$12,256	\$125,402
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604
5-year Avg.	\$46,270	\$14,414	\$2,776	\$66,765	\$9,147	\$139,372

2011 Annual Report: five-year average of FY 2005-06 through 2009-2010

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$46,650	\$11,679	\$2,948	\$63,726	\$7,180	\$132,183
2006-07	\$47,891	\$12,973	\$3,020	\$67,351	\$8,538	\$139,773
2007-08	\$48,644	\$13,621	\$2,527	\$70,689	\$7,416	\$142,897
2008-09	\$53,401	\$13,403	\$3,142	\$76,313	\$10,345	\$156,604
2009-10*	\$60,569	\$13,124	\$8,542	\$72,286	\$667	\$155,188
5-year Avg.	\$51,431	\$12,960	\$4,036	\$70,073	\$6,829	\$145,329

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (in thousands)

Baseline: five-year average of FY 2004-05 through 2008-09

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2004-05	\$34,139	\$19,985	\$2,242	\$53,623	\$11,439	\$121,428
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799
5-year Avg.	\$44,578	\$13,766	\$2,776	\$64,011	\$8,602	\$133,733

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (in thousands)

2011 Annual Report: five-year average of FY 2005-06 through 2009-2010

	<u>Federal</u>	<u>State</u>	<u>Industry</u>	<u>Institution</u>	<u>Other</u>	<u>Total</u>
2005-06	\$45,424	\$11,072	\$2,948	\$60,994	\$6,622	\$127,060
2006-07	\$45,778	\$12,131	\$3,020	\$64,394	\$8,126	\$133,449
2007-08	\$46,270	\$13,058	\$2,527	\$68,040	\$7,033	\$136,928
2008-09	\$51,277	\$12,585	\$3,142	\$73,004	\$9,791	\$149,799
2009-10*	\$57,783	\$12,248	\$8,145	\$69,256	\$641	\$148,073
5-year Avg.	\$49,306	\$12,219	\$3,956	\$67,138	\$6,443	\$139,062

*NSF modified its survey fields beginning FY 09-10; LSU reclassified R&D funding sources to appropriately reflect these changes

v. Number of intellectual property measures which are the result of research productivity and technology transfer

Baseline

- 46 Number of Disclosures in 2008-09
- 3 Licenses and Options Awarded in 2008-09
- 17 Number of Patents Awarded in 2008-09
- 2 Number of New Companies (Start-Ups) Formed in 2008-09
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups) in 2008-09

2011 Annual Report

- 40 Number of Disclosures in 2009-10
- 4 Licenses and Options Awarded in 2009-10
- 5 Number of Patents Awarded in 2009-10
- 2 Number of New Companies (Start-Ups) Formed in 2009-10
- 16 Number of Companies Formed During Previous Years and Continuing (Surviving Start-Ups) in 2009-10

DRAFT

3. Workforce and Economic Development

- d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

DRAFT

3. Workforce and Economic Development

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

A narrative is optional for Element 3.d. Performance measures i, iii, and iv for this element do not apply to Louisiana State University. Performance measure ii: Performance of associate degree recipients who transfer to 4-year universities – is presented in Elements 2.b. and 2.d.

DRAFT

3. Workforce and Economic Development

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level of higher.

i. Percent of completers found employed

Not Applicable

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

See Elements 2.b. and 2.d.

iii. Placement rates of graduates

Not Applicable

iv. Placement of graduates in postgraduate training

Not Applicable

DRAFT

4. Institutional Efficiency and Accountability

- a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

DRAFT

Louisiana State University

4. Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Louisiana State University does not offer remedial education courses or developmental study programs.

DRAFT

4. Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

i. Number of developmental/remedial course sections offered, by subject area

Not applicable

ii. Number of students enrolled in developmental/remedial courses (duplicated)

Not applicable

DRAFT

4. Institutional Efficiency and Accountability

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

DRAFT

Louisiana State University

4. Institutional Efficiency and Accountability

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Louisiana State University does not offer the associate degree in any academic program.

DRAFT

4. Institutional Efficiency and Accountability

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

i. Number of active associate degree programs offered

Not Applicable

ii. Number of students enrolled in active associate degree programs

Not Applicable

DRAFT

4. Institutional Efficiency and Accountability

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

DRAFT

4. Institutional Efficiency and Accountability

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

Beginning with House Concurrent Resolution (HCR) Number 97 in the 1996 regular session of the Louisiana Legislature, management boards of higher education have been encouraged to establish out-of-state tuition and mandatory fees at the median charged at comparable institutions in the Southern Regional Education Board (SREB) states. Act 1458 of the 1997 Legislative session gave the management board's authority to establish tuition and attendance fees applicable to non-resident students at least equal to the median amount charged non-resident students at comparable institutions in the SREB states. Subsequently, Act 4 of the Second Extraordinary Session of 2000 restated each management board's authority to establish tuition and mandatory fees for non-resident students. However, rather than using the median tuition and mandatory fee amount, this Act directed management boards to charge the average tuition and fee amount charged at comparable SREB institutions, excluding the Louisiana institution(s).

In July 2010, the LSU Board of Supervisors authorized the LSU President to increase total nonresident tuition and mandatory fees of each campus up to 15% per year beginning with the 2010 fall semester to assure that within no more than a five year period, the total nonresident tuition and mandatory fees are not less than the average total tuition and mandatory fee amount charged to Louisiana residents (as non residents) attending peer institutions in other Southern Regional Education Board states. This policy mirrors the language of Objective 4 (c) of the Grad Act. As described below, this plan should accomplish the objective of LSU charging nonresident students at or above the average charged at peer institutions.

For 2010-2011, based on the July 2010 Board action, LSU increased the total nonresident tuition and fees by 15% resulting in a total charge of \$16,549 for LSU nonresident undergraduates. Continued 15% increases to the nonresident total would result in the following projected academic year charges at LSU: 2011-2012 - \$19,031; 2012-2013 - \$21,886; 2013-2014 - \$25,169; 2014-2015 - \$28,944; 2015-2016 - \$33,286

Comparisons have been made to three different peer groups to determine how LSU compares to the nonresident undergraduate tuition and fees charged currently and five years in the future.

SREB 4-yr 1 institutions: As directed by the LSU Board and the GRAD Act, LSU was compared to SREB Four-Year 1 institutions. The latest published SREB data (2009-2010) for LSU (\$14,383) and the average for this group (\$19,791) showed LSU was \$5,408 (38%) below the SREB average. The average rate of increase over the past four reported periods for this SREB group was 6.13%. Increasing the 2009-2010 SREB Four Year 1 average by this rate would place the peer average at \$25,108 for the 2013-2014 data year (released in 2014-2015). Implementing the 15% increase plan would place LSU \$61 above the SREB projection for charges to nonresident undergraduate students in the 2013-2014 academic year.

49 flagship institutions: In previous tuition and fee comparisons, the Board of Regents has used these flagship institutions identified by the Washington Higher Education Coordinating Board as LSU peers. The latest available data (2010-2011) for LSU (\$16,549) and the average for this group (\$22,797) showed LSU was \$6,248 (37.8%) below the average. The four year

average increase in nonresident tuition and fees at these 49 Flagship Institutions was 6.22%. Increasing the average of these peers at that rate would move the peer average to \$29,020 in 2014-2015, at which time LSU would be only \$76 below the projected average. If the LSU plan and the Flagship peer group continued at the same rate of increase to the 2015-2016 year, LSU would be \$2,461 (8%) above the average of the 49 Flagship institutions.

12 peer institutions: LSU has identified 12 peer institutions using institutional characteristics specifically related to role, scope and mission rather than traditional input/output factors. The latest available data (2010-2011) for LSU (\$16,549) and the average for this group (\$22,612) showed LSU was \$6,063 (36.6%) below the average. The four year average rate of increase for these 12 institutions was 5.96%. Increasing the average of these peers at that rate would move their average to \$28,504 in 2014-2015, at which time LSU, under the 15% plan, would be \$440 above the average.

Using each of these three peer groups and continuing their average rate of increase, it appears that LSU's plan to annually increase nonresident tuition and fees by 15% would result in LSU reaching the peer average in 5 years as directed by the LSU Board of Supervisors and the LA GRAD Act.

Impact on enrollment and revenue: Price is one of the top factors used by students to select an institution. Historically at LSU, changes in admission criteria appear to have had a greater impact on the number of new freshmen enrolled at LSU than have increases in tuition and fees. The fact that LSU's tuition and fees have been low when compared to peer institutions has been a significant factor. For example, in fall 2009, LSU enrolled 3,791 nonresident undergraduate students (16.5% of the total undergraduates). While increasing nonresident tuition and fees by 15% for fall, 2010, LSU enrolled 4,432 nonresident students (18.7% of the total undergraduates).

As LSU implements the plan to increase nonresident tuition and fees to no less than the average of its peers, price will have a negative impact on nonresident enrollment. Traditionally, including FY 2010-11, LSU has had fairly generous number of nonresident fee exemption policies (i.e. student does not pay all or some of the fee). Due to the anticipated financial climate for FY 11-12, LSU has announced and implemented dramatic eliminations and reductions in fee exemptions available to nonresident students. The impact of these changes is not known at this time. There is no doubt that the financial aid programs available to nonresident students must be annually evaluated and adjusted to ensure LSU has a diverse geographic population and scholarship programs competitive with peers. Institutional capacity should also be considered in this issue. With available capacity, the marginal revenue generated from enrolling a nonresident student is great. At full capacity, the marginal cost of enrolling any more students (resident or nonresident) is large.

Tuition revenue available to an institution is dependent on enrollment and the amount of tuition and fees exempted. For next fiscal year (FY 2011-12) based on existing enrollment, LSU projects a 15% increase in nonresident tuition and fees would generate an additional \$9 million in assessed (gross) revenue and with a net revenue increase (after exemptions) of \$5 million. The projection may be overly optimistic since LSU cannot yet determine the impact of the reductions in the nonresident exemptions or the impact of announcing a plan to increase the nonresident charges by 15% each of the next five years. LSU expects the planned 15% increases in nonresident tuition and fees to generate additional net revenue but at a diminishing rate as fewer nonresident students enrollment and adjustments are made to the financial aid / scholarship / exemption programs.

4. Institutional Efficiency and Accountability

c. Upon entering the initial performance agreement, adhere to a schedule established by the institutions' management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

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

Baseline

- \$14,383 Undergraduate Non-Resident Tuition/Fee Amounts (2009-10 Academic Year)
- \$19,791 SREB Four-Year 1 Average Non-Resident Tuition/Fee Amounts (2009-10 Academic Year)
- 37.6% Percent Difference from Peer Amounts

2011 Annual Report

- \$16,549 Undergraduate Non-Resident Tuition/Fee Amounts (2010-11 Academic Year)
- N/A SREB Four-Year 1 Average Non-Resident Tuition/Fee Amounts (2010-11 Academic Year)
- N/A Percent Difference from Peer Amounts

DRAFT

4. Institutional Efficiency and Accountability

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

_ Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.

_ Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.

_ Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.

_ Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.

_ Having a high level of research productivity and technology transfer.

4. Institutional Efficiency and Accountability

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- _ Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- _ Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- _ Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- _ Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- _ Having a high level of research productivity and technology transfer.**

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

DRAFT

4. Institutional Efficiency and Accountability

- d. Designate centers of excellence as defined by the Board of Regents which have received a favorable assessment from the Board of Regents and have demonstrated substantial progress towards meeting stated goals.**

Not Available

DRAFT

5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

- a. Number of students by classification.**
- b. Number of instructional staff members.**
- c. Average class student-to-instructor ratio.**
- d. Average number of students per instructor.**
- e. Number of non-instructional staff members in academic colleges and departments.**
- f. Number of staff in administrative areas.**
- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.**
- h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008.**

5. Organizational Data

a. Number of students by classification.

	Fall 2010 Headcount		Total	2010-11 AY		Total FTE
	Undergraduate	Graduate		Undergrad FTE	Grad FTE	
LSU (incl Vet. Med)	23,686	5,085	28,771	23,982.0	4,751.9	28,733.9

b. Number of instructional staff members.

	Fall 2010	
	Instructional Faculty Headcount	Instructional Faculty FTE
LSU (incl Vet. Med)	1,268.0	1,157.2

c. Average class student-to-instructor ratio.

LSU	<u>2010-11 AY</u> 33.6
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d. Average number of students per instructor.

LSU (incl Vet. Med)	<u>2010-11 FTE enrollment per FTE instructor</u> 24.8
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DRAFT

5. Organizational Data

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

FALL 2010

College of Agriculture		
Headcount		2
FTE		1.51
College of Art & Design		
Headcount		2
FTE		2.00
College of Arts & Sciences		
Headcount		3
FTE		3.00
College of Basic Sciences		
Headcount		1
FTE		1.00
Ourso College of Business		
Headcount		3
FTE		3.00
School of Coast & the Environment		
Headcount		1
FTE		1.00
College of Education		
Headcount		2
FTE		2.00
College of Engineering		
Headcount		1
FTE		1.00
Honors College		
Headcount		2
FTE		2.00
School of Library & Info Science		
Headcount		1
FTE		1.00
Manship School of Mass Communication		
Headcount		1
FTE		1.00
College of Music & Dramatic Arts		
Headcount		1
FTE		1.00
School of Social Work		
Headcount		1
FTE		1.00
School of Veterinary Medicine		
Headcount		4
FTE		4.00
TOTAL		
HEADCOUNT		25
FTE		24.51

5. Organizational Data

f. Number of staff in administrative areas.

Chancellor

Headcount	5
FTE	5.00

Exec Vice Chancellor & Provost

Academic Affairs

Headcount	11
FTE	11.00

**Vice Chancellor & Director,
Athletic Department**

Headcount	2
FTE	2.00

**Vice Chancellor &
Chief Information Officer,
Information Technology**

Headcount	6
FTE	6.00

**Vice Chancellor,
Finance & Administrative Services**

Headcount	9
FTE	9.00

**Vice Chancellor,
Research & Econ Development**

Headcount	9
FTE	8.54

**Vice Chancellor,
Strategic Initiatives**

Headcount	1
FTE	1

**Vice Chancellor,
Student Life**

Headcount	5
FTE	4.75

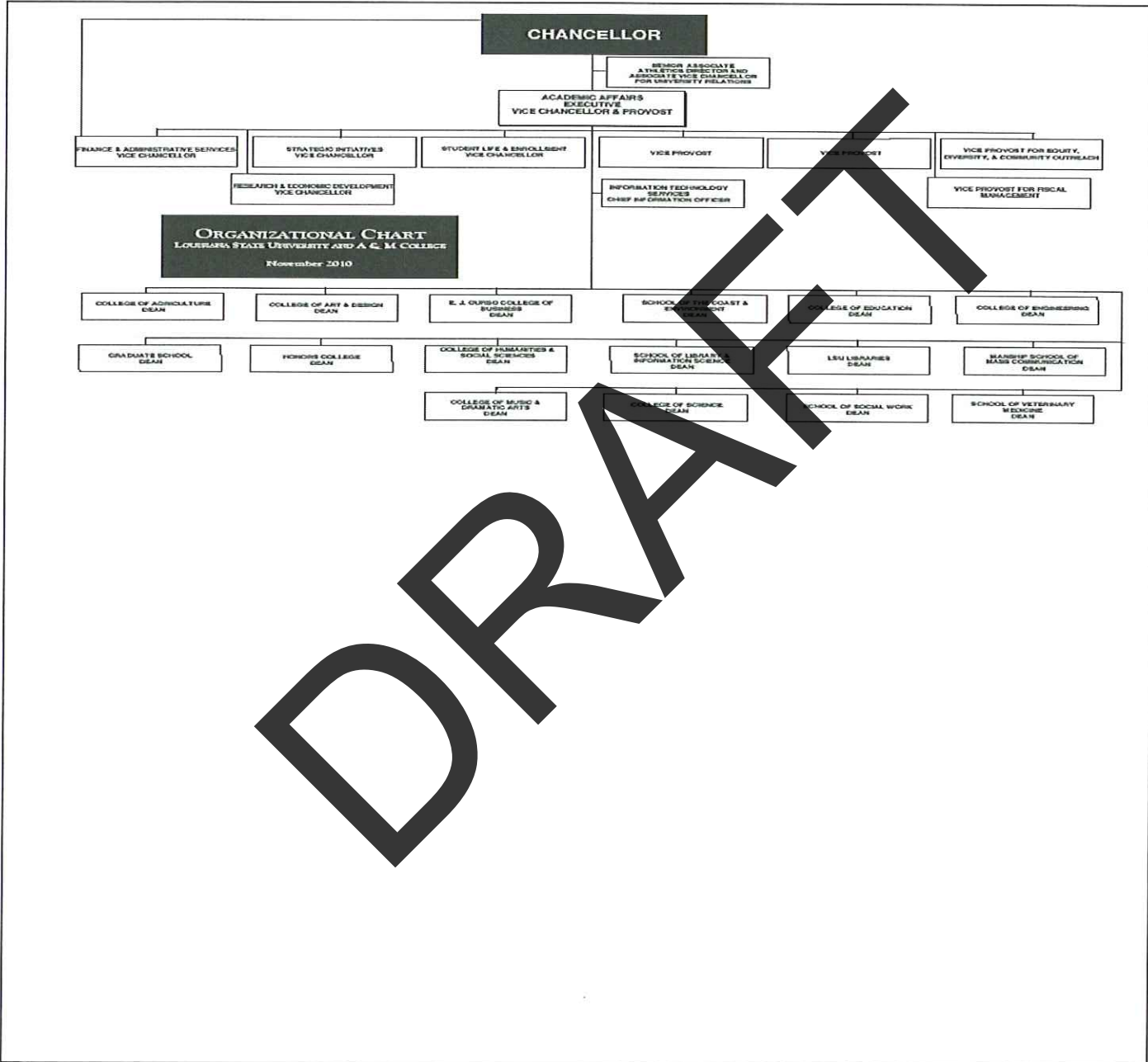
TOTAL

HEADCOUNT	48
FTE	47.29



5. Organizational Data

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



Louisiana State University

5. Organizational Data

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

Position	Salary as of Nov. 1, 2010	Increase Date	Increase Amount	Reason	Increase Date	Increase Amount	Reason
Chancellor	\$400,000						
Executive Vice Chancellor and Provost	\$280,000	(New to position as of 7/1/2010. Salary of previous incumbent was \$260,000.)					
Vice Chancellor and Director, Athletic Department	\$350,000						
Senior Associate Athletics Director and Associate Vice Chancellor for University Relations	\$172,000	7/30/2009	\$23,000	Expansion of Position	7/1/2010	\$12,000	Equity
Vice Chancellor/Chief Information Officer	\$233,999						
Vice Chancellor, Finance and Administrative Services	\$220,000	(New to position as of 8/1/2010. Salary of previous incumbent was \$205,005.)					
Vice Chancellor, Research and Economic Development	Vacant	(Salary of previous incumbent was \$231,535.)					
Vice Chancellor, Strategic Initiatives	\$239,068						
Vice Chancellor, Student Life	\$240,000	(New VC hired 4/13/2010. Salary of previous incumbent was \$192,605.)					
Vice Provost for Equity, Diversity, and Community Outreach	\$166,000	10/1/2009	\$25,590	Equity			
Vice Provost	\$197,932						
Vice Provost	\$140,000	(New to position as of 8/16/2010. Salary of previous incumbent was \$250,983.)					
Vice Provost for Fiscal Management	\$194,655						
Dean, College of Agriculture	\$121,103						
Dean, College of Art and Design	Vacant	(Salary of previous incumbent was \$185,191.)					
Dean, Ourso College of Business	\$299,999						
Dean, School of the Coast and Environment	\$200,000						
Dean, College of Education	Vacant	(Salary of previous incumbent was \$168,145.)					
Dean, College of Engineering	\$275,000						
Dean, Graduate School	\$177,959	(New to position as of 6/1/2010. Salary of previous incumbent was \$190,000.)					
Dean, Honors College	\$150,451						
Dean, College of Humanities & Social Sciences	Vacant	(Salary of previous incumbent was \$176,363.)					
Dean, LSU Libraries	\$169,823						
Dean, School of Library and Information Science	\$116,049						
Dean, Manship School of Mass Communication	Vacant	(Salary of previous incumbent was \$225,876.)					
Dean, College of Music and Dramatic Arts	\$200,000						
Dean, College of Science	\$207,735						
Dean, School of Social Work	\$159,640						
Dean, School of Veterinary Medicine	\$235,560						

System: Louisiana State University System

Institution: Louisiana State University at Alexandria

Date: April 1, 2011

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
1. Student Success										
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Fall 09</i>	Fall 08 to Fall 09 306 166	54.0%	59.0%	59.1%	59.0%	60.0%	60.0%	61.0%
ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 07 Cohort # retained to Fall 09</i>	Fall 07 cohort 297 93	31.0%	36.0%	36.9%	36.0%	37.0%	37.0%	38.0%
iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Spring</i>	Fall 08 to Spring 09 na							
iv.	Targeted	Same Institution Graduation Rate (+/-)** <i>Actual Baseline Data: Fall revised cohort (total) completers <=150% of time</i>	2008 Grad Rate Survey ¹ 455 24	5.0%	10.0%	10.8%	9.0%	9.0%	11.0%	13.0%
v.	Targeted optional	Graduation Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE completers (undergrad)</i>	2008-09 AY na							
vi.	Targeted optional	Award Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)</i>	2008-09 AY na							
vii.	Targeted optional	Statewide Graduation Rate (+/-)** <i>Actual Baseline Data: # of Fall 02 FTE (cohort) completers <=150% of time</i>	Fall 2002 Cohort 455 69	15.0%	17.0%	17.7%	16.0%	16.0%	17.0%	18.0%
b. i.	Targeted ***	Percent Change in program completers (+/-)**								
		Certificate (Award level 1) 2008-09 AY	11	0.0%	9.1%	0.0%	9.0%	9.0%	18.0%	18.0%
		Associate (Award level 2) 2008-09 AY	151	0.0%	-23.2%	0.7%	1.3%	2.0%	2.7%	3.3%
		Baccalaureate (Award level 3) 2008-09 AY	166	0.0%	-17.5%	1.2%	2.4%	3.6%	4.8%	6.6%

* Report data in all cells highlighted in BLUE

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

Institution Notes: LSUA recognized anomalies in the 2009-2010 completer data and used 2008-09 data to establish attainable six-year targets. Preliminary 2010-11 completer data resembles 2008-09.

1. Student Success

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

- policy/policies adopted by the management board

At its March 5, 2010 meeting, the LSU Board of Supervisors passed a two-part resolution:

1. For each campus offering bachelor degrees, to develop and implement a review process with the goal of standardizing the number of credits at 120 hours without compromising accreditation and certification requirements, and
2. To implement a student tracking model and degree audit program that will effectively monitor student progression and time to degree.

- subsequent policy/policies adopted by the institution

LSUA offers 12 bachelor's degrees and 7 associate degrees. On May 3, 2010, LSUA finalized the campus plan to standardize all bachelor's degrees to 120 hours. Three of the eight departments having specialized accreditation, Nursing, Education, and Allied Health, were instructed to work with their respective accrediting agencies so that any reduction in curriculum offerings would still satisfy all accreditation standards. All but one of the bachelor's degrees have been reduced to 120 hours. The remaining degree, the BS in Elementary Education, has been reduced to 122 hours. This reduction resulted from collaboration between the LSUA Department of Education and the Louisiana Department of Education in conjunction with the department's accrediting body, the National Council for Accreditation of Teacher Education (NCATE).

Fall 2010, LSUA also began the reduction of its associate degrees to 60 hours. All associate degrees underwent a curriculum review. The four programs not requiring program accreditation were reduced to 60 hours. It was determined that the number of required credit hours in the three associate degrees with specialized accreditation, Nursing, Radiologic Technology, and Clinical Laboratory Science, could not be reduced without compromising accreditation standards.

Power-CAMPUS, the LSUA student information system, contains an Academic Plan as part of the Student Records Module. The Academic Plan will be used to assist students and advisors in tracking academic progress and planning for completion. Prior to using the Academic Plan, each specific requirement for each LSUA degree program had to be setup within the PowerCAMPUS software. The initial data entries were completed during the 2009/2010 academic year. Spring semester 2011, a faculty representative from each department received training on the usage of the Academic Plan and a pilot of three degree programs, one associate and two baccalaureates, began.

Beginning fall 2010, LSUA issued midterm grades. Following the posting of midterm grades, students with grades of D or F are notified of their options and advised to meet with their advisor. At the same time, advisors are alerted if any of their advisees are deemed "at risk" based on the students' midterm grades.

- timeline for implementing the policy/policies

The revised standardized curricula go into effect fall 2011. The 2011/2012 LSUA Catalog will reflect the changes.

Completion of the three-program pilot of the Academic Plan is scheduled for summer 2010. Assuming a successful pilot, each entering freshman will have access to the degree planning software fall 2011.

- performance of entering freshmen students admitted by exception (4-year universities)

LSUA admitted 3 first-time, full-time students by exception summer 2010. These three returned and an additional 29 were added fall 2010. At the end of fall semester, one of the thirty-two students had a term GPA of 4.0 and four others had term GPA = 3.0 or better. The average number of credit hours earned at the end of fall 2010 for the thirty-two students was 10.09. Nineteen of the thirty-two first-time students admitted by exception summer 2010 and fall 2010 enrolled spring 2011.

LSUA offers a Transitions Program designed to provide additional support and guidance to students who are required to take developmental English and Math. Students in the program take USTY 1003 (Academic Experience), a special course that helps them make a successful adjustment to college life and that prepares them for the challenges they'll face in their chosen degree programs; they also meet regularly with a program advisor, and their progress in their courses is closely monitored by their instructors.

Measures: Targeted

Retention of first-time, full-time, degree-seeking students:

i. 1st to 2nd year retention rate:

- o 308 enrolled in fall 2009
- o 182 retained (enrolled) in fall 2010
- o calculated percent = 59.1%

ii. 1st to 3rd year retention rate:

- o 306 enrolled in fall 2008
- o 113 retained (enrolled) in fall 2010
- o calculated percent = 36.9%

iii. Fall to spring retention rate:

n/a

iv. Same institution graduation rate:

- o 389 revised cohort or entering first year, fulltime cohort, fall 2003
- o 42 total completers
- o calculated percent = 10.8%

v. Graduation productivity (optional):

LSUA did not choose graduation productivity as a targeted measure, however, this number will be tracked.

- o 262 total completers (in award levels recognized in Board of Regents CRINPROG) in 2009-10 academic year
- o 1853.6 total number of annual full-time equivalent* (FTE, SREB definition, reference Board of Regents Summary Report SCHFTERP2K) in the 2009-10 academic year
- o calculated percent = 14.1%

vi. Award productivity (optional):

LSUA did not choose award productivity as a targeted measure, however, this number will be tracked.

- o 265 total number of awards (utilizing Board of Regents CRINTCMP) in 2009-10 academic year
- o 1853.60 total number of annual full-time equivalent (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTERP2K) in the 2009-10 academic year
- o calculated percent = 14.3%

vii. Statewide graduation rate (optional):

LSUA selected statewide graduation rate as a targeted measure.

- o 389 number of first-time, full-time, degree-seeking students enrolled fall 2003
- o 69 number of the above students graduating from a public institution in the state in a given academic year within 150% time (6 years at a 4-year university or 3 years at a 2-year college)
- o calculated percent = 17.7%

viii. Percent of freshmen admitted by exception:

- o 509 enrolled in summer 2010, fall 2010, spring 2011
- o 40 of enrolled admitted by exception in summer 2010, fall 2010, spring 2011
- o calculated percent = 7.9%

Semester	FTF	Exceptions	Percent
Summer 2010	47	3	6.4
Fall 2010	374	29	7.8%
Spring 2011	88	8	9.1%

ix. Median professional school entrance exam* score:

n/a

b. Increase the percentage of program completers at all levels each year.

Student Success is one of the Strategic Objectives and Themes of the *LSUA 2009-2014 Strategic Plan: Launching the Next Fifty Years*. The four Student Success objectives in the plan are:

- o Students' rates of progression toward degree and graduation will equal or exceed those of peer universities and the expectations of the Louisiana Board of Regents.
- o The Advising Center will work proactively with students, faculty advisers, and academic departments to improve the academic advising process for all LSUA students.
- o Articulation agreements with community and junior colleges will be improved and transfer of students into LSUA will be more easily facilitated; LSUA will pursue academic relationships and collaborations that complement its mission and contribute to the improvement of access and higher education attainment in Central Louisiana.
- o The academic success rate of students in general education core courses will be improved.

Each of the eight academic departments along with Library Services, Student Services, and the Eloise Ferris Mulder Center for Teaching Excellence implemented strategically designed plans to retain students and to move more students toward graduation.

Some examples are:

- Department of Nursing: Added four online “bridge courses.” Associate degree students can take the “bridge courses” while completing their associate degree in nursing and the courses will count toward the BSN program.
- Department of Allied Health: Required any student making a grade of D or below on an exam to meet with the instructor.
- Department of Biological Sciences: Completed degree plans for 100% of the biology majors, included retention strategies in syllabi, provided peer tutoring, and designed a freshman orientation class specifically for biology majors.
- Department of Education: Designed a new Freshman Connections class for education majors.
- Department of Student Services: Designed a redirection program for pre-nursing students who do not meet admission requirements to the nursing program, a more systematic approach to helping undecided students determine a major by the time they have completed 30 credit hours, and a plan to become a more “veteran friendly” campus.
- Department of Arts, English, and Humanities: Hired professional tutors for the Writing Center to augment the previously established peer tutors.
- Department of Mathematics and Physical Sciences: Staffed a newly created math tutoring center with faculty, staff, and peer tutors.
- Department of Business Administration: Increased efforts to connect students to local employers through internships and other experiential learning initiatives.
- Eloise Ferris Mulder Center for Teaching Excellence: Held Faculty Collegial Conversations based on increasing student engagement and initiated Faculty Innovation Awards.
- Library Services: Promoted information literacy instruction, provided interlibrary loan services, and enabled remote access to all online library resources.
- All departments: Worked to increase participation in the student organizations.

The Departments of Allied Health and Nursing began a pilot of the Collegiate Health Sciences Corps (CHSC) in collaboration with Central Louisiana Area Health Education Center (CLAHEC). The program allows participation for twenty-five LSUA students from the CLAHEC seventeen-county area in a three-semester training program with service learning experiences.

Measures: Targeted

i. Percent change in completers:

Award Level	AY 08-09 Completers	AY 09-10 Completers	Percent Change
Certificate	11	12	9.1%
Associate	151	116	<23.2>%
Baccalaureate	166	137	<17.5>%
Total	328	265	<19.2>%

LSUA is aware that the percent change for these measures does not reach the GRAD Act targeted measures at the associate or bachelor’s levels for AY 09-10. AY 09-10, LSUA had a 19% drop in the number of completers. LSUA administration felt that this was an anomaly in the data and decided to base projections for the six years of the GRAD Act on the AY 08-09 actual

number of 328 completers. Based on actual data from summer and fall 2010 graduations and projected numbers for spring 2011 graduation, LSUA expects to be back on track with more than 320 completers AY 10-11. The number of completers projected for Year 5 of the GRAD Act, 342, is consistent with the number projected in five years on LSUA's AY 10-11 Operation Plan.

c. Develop partnerships with high schools to prepare students for postsecondary education.

- examples of newly created partnerships

SPRING 2011, LSUA began working with Challenging Opportunities for Post Secondary Education (COPE), a Federal TRIO Program. LSUA COPE students were identified and the LSUA Student Services' staff began working with them with the goal of integrating them into campus life. Collaborations with COPE personnel will provide ongoing assessment of the COPE students' academic progress at LSUA. There are currently 15 COPE students at LSUA representing 8 different high schools. COPE plans to bring 250 students for a campus visit in May 2011.

LSUA in partnership with the Central Louisiana Community Foundation and United Way of Central Louisiana hosted the inaugural A+ Alexandria Quiz Bowl. The competition, September 25, 2010, featured 20 four-member teams from seventeen Louisiana high schools.

LSUA's Department of Continuing Education offered ACT Prep for math and English during the fall 2010 semester. There were 55 participants from local high schools. In spring 2011, Continuing Education also offered ACT Boot Camp. There were 20 participants from 7 high schools.

- examples of strengthening existing partnerships

The Central Louisiana Academic Residency for Teachers (CART) program is in its second year. CART is funded through a grant provided by the U.S. Department of Education and matched by The Rapides Foundation, LSU, LSU-Alexandria, the Orchard Foundation, and nine Central Louisiana school districts. CART accepted its second cohort for training that begins fall 2011 as Science, Technology, Engineering, and Mathematics (STEM) secondary teachers for Central Louisiana school districts. LSUA STEM faculty not only participate in CART but also are working with the Rapides Foundation to improve STEM education in Central Louisiana. The Rapides Foundation hopes to build on the CART program by seeking additional funding to provide STEM coaches and STEM college faculty who will collaborate with STEM teachers in local school districts in an effort to increase the college attendance rate in Central Louisiana.

This year, LSUA recruiters along with the Early Start Coordinator and financial aid staff:

- Visited the high schools to meet with both guidance counselors and students regularly.
- Sponsored a Rapides Parish College Fair.
- Attended Financial Aid Nights.
- Evaluated the Early Start offerings and made recommendations.
- Sought input from high school counselors on admissions by exception.
- Hosted a Louisiana Office of Financial Assistance (LOFSA) Guidance Counselor Workshop.

LSUA hosted the Louisiana Region IV Science and Engineering Fair. The fair is dedicated to the promotion of science exploration and experimentation in students attending middle school and high school. The Region IV Science Fair is affiliated with the Louisiana Science and Engineering Fair (LSU-Baton Rouge) and the Intel International Science and Engineering Fair

(ISEF). Winners from the regional fair progress on to state and international competition. Region IV serves public, private, and home schools in a 9-parish area: Rapides, Avoyelles, Grant, LaSalle, Natchitoches, Sabine, Vernon, Catahoula, and Concordia.

LSUA continued its partnership with Central Louisiana AHEC by hosting CI Healthcare spring 2011 at the A. C. Buchanan III Allied Health Education Building. Thirty-two high school students from seventeen high schools in eight parishes participated.

Summer 2010, the Department of Education began a summer program at Carter C. Raymond Elementary School in Rapides Parish. This summer enrichment program called Camp Carter provides supplemental reading instruction for students in Grades 2-5 as well as experiential learning experiences for LSUA Education majors enrolled in summer courses. LSUA plans to host a second year of Camp Carter, summer 2011.

- examples of feedback reports to high schools

At the end of fall semester 2010, the LSUA Chancellor sent each high school principal, along with his/her respective parish superintendent, whose high school had 5 or more first-time full time students enrolled at LSUA a letter with the students' average GPA. The letter offered additional information, if requested, with specific GPA's in critical first-year courses such as English and mathematics. LSUA will continue to track the progress of these students and keep the high schools informed of the results.

- examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness

LSUA tracks a number of indicators of success for first-time full-time students through its annual Operation Plan. These include ACT scores of entering freshmen. In 2006, the average ACT of new freshmen students was 19.3. This has increased to 20.7 in both 2009 and 2010.

Measures: Tracked for 4-year universities

LSUA provides Early Start classes in English, Mathematics, History, Biology, and Health Sciences to eighteen high schools in six parishes. To better facilitate Dual Enrollment spring 2011, LSUA appointed an Early Start Coordinator. The Early Start Coordinator will work directly with the high school guidance counselors, potential students and their families, Early Start Professors/Instructors, and LSUA Admissions staff to coordinate the Early Start Program.

- i. Number of high school students enrolled:
 - o 674 enrolled summer 2009, fall 2009, spring 2010
- ii. Number of semester credit hours in which high school students enroll:
 - o 2490 credit hours enrolled summer 2009, fall 2009, spring 2010
- iii. Number of semester credit hours completed by high school students: with a grade of A, B, C, D, F or P, by semester/term.
 - o 2332 credit hours completed summer 2009, fall 2009, spring 2010

Semester	# High School Students Enrolled	SCH	SCH w/ Grade
Summer 2009	3	13	10
Fall 2009	352	1299	1195
Spring 2010	319	1178	1127

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

LSUA seeks continuous improvement for all programs. This is especially evident in the nationally accredited programs that require licensure exams. Some efforts of the Accredited Departments to increase/maintain passage rates are:

- Department of Nursing:
 - Began a redesign of the curriculum for associate degree program.
 - Hosted its initial BSN National League for Nursing Accrediting Commission visit spring 2011 and is awaiting results from the League. The site visitors recommended five-year initial accreditation. The NLNAC Review Panel will deliver disposition at the end of May 2011.
- Department of Allied Health:
 - Developed a Clinical Laboratory Science Registry Review Seminar designed to prepare students to sit for national board examinations and to increase passage rates on board examinations.
- Department of Education:
 - Established a PRAXIS library of materials for students preparing for PRAXIS exams.
 - Offered PRAXIS I & II Workshops during the 2010-11 academic year.

Measures: Tracked for 4-year universities and 2-year colleges

i. Passages rates on licensure/certification exams:

Discipline	Exam that must be passed upon graduation to obtain employment	Baseline Year	# Students who took exam	# Students who met standards from passage	Calculated Passage Rate
Clinical Laboratory Sciences	American Society for Clinical Pathology Board of Certification (ASCP BOC)	2009-2010	10	7	70%
Education	All 3 PRAXIS exams	2009-2010	20	20	100%
Nursing (RN)	NCLEX-RN	2010	102	97	95%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	2008-2009	7	6	86%
Radiologic Technology	American Registry of Radiological Technologists (AART) Exam in Radiation Therapy	2009-2010	14	13	93%

Measures: Targeted for Law Centers and Health Sciences Centers Law Centers and Schools within the Health Sciences Centers report on the respective licensure exams.

n/a

Measures: Tracked for 2-year colleges and technical colleges

ii. Number of students receiving certification(s):

See 1.a.i.

iii. The number of students assessed and earning WorkKeys® certificates:

n/a

iv. Other assessments and outcome measures for workforce foundational skills to be determined:

n/a

2. Articulation and Transfer

a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

- policy/policies adopted by the management board

On April 22, 2010, the Louisiana Board of Regents adopted new admissions standards for all public Louisiana colleges and universities effective 2012. The LSU Board of Supervisors endorsed the Board of Regents' admissions standards to take effect 2012.

- subsequent policy/policies adopted by the institution

Following the endorsement of the LSU Board of Supervisors, LSUA began making plans for implementation of the new standards.

- The Admissions and Standards Committee of the Faculty Senate reviewed the new Board of Regents' policies. This Committee is concerned that the requirement of no developmental courses will have a significant impact on LSUA applicants. The Committee and subsequently Faculty Senate recommended the institution be prepared to offer the COMPASS Exam as a placement alternative for students not able to take the national ACT exams.
- The Admissions and Standards Committee recommended that Continuing Education look into ways of offering remediation for high school students that cannot participate in Early Start classes. Faculty Senate approved this recommendation of the Admissions and Standards Committee.
- timeline for implementing the policy/policies

LSUA will implement the Louisiana Board of Regents: Office of Academic & Student Affairs' Minimum Admission Standards for Transfer or Adult Students, 4-Year effective fall 2012.

Implementation of the Louisiana Board of Regents: Office of Academic & Student Affairs' Minimum Admission Standards for First-Time Freshmen, 4-year applicable to regional universities will be implemented at LSUA fall 2012. The additional requirement of "no developmental courses needed" will go into effect fall 2014.

- LSUA recruiters are already working with high school counselors, program directors, and special groups (such as COPE) to ensure students are aware of the admissions standards based on the year they plan to apply.
- Starting last year, each Open House, Preview Day, and Orientation included references to the changing admissions standards.
- The registration system is already set up with appropriate codes and letters to students indicating whether admissions standards have been met, what can be done if they can achieve admissibility (such as re-taking the ACT), or referring them to LSU Eunice for developmental and transfer coursework until they meet admissions standards to return to LSUA as a transfer student.
- Students not able to meet admissions standards are referred to LSUE.

- o The Testing Center expects to be positioned to offer the COMPASS Exam by May 1, 2011.
- o Continuing Education is offering ACT workshops and summer enrichment programs.
- performance of entering transfer students admitted by exception (4-year universities)

Fall 2007 was the first semester that LSU at Alexandria implemented selective admissions. Over the last three years, staff reviewed data and modified processes to improve decision making on exceptions and to ensure students admitted as exceptions have a great likelihood of being successful. Looking at transfer students that improved their overall GPA after the first term of enrollment, numbers have improved from 50% making improvement to over 80% making improvement. The greatest change occurred this past year when a committee was formed to review applications and interview potential transfer students. This process has allowed staff to counsel students based on their educational goals, set appropriate expectations, and make referrals to LSU Eunice when appropriate. Since 2007, LSUA has referred 292 transfer students to LSU Eunice, the only open admissions, accredited two-year college in Region 6.

Measures: Tracked

Retention of transfer students:

- i. 1st to 2nd year retention rate of transfer students:
 - o 170 enrolled in 2009-10 academic year
 - o 80 retained (enrolled) in fall 2010
 - o calculated percentage = 47.1%

Measures: Descriptive

- ii. Number of baccalaureate completers that began as a transfer student:
 71 baccalaureate degree completers in AY 2009-2010 began (enrolled) initially as a transfer student.

AY	Total # of bachelor degree completers	# of bachelor degree completed by transfer students	Percent
2009-2010	137	71	51.8%

- iii. Percent of transfer students admitted by exception:
 - o 467 enrolled in summer 2010, fall 2010, spring 2011
 - o 45 of enrolled admitted by exception in summer 2010, fall 2010, spring 2011
 - o calculated percent = 9.63%

Semester	Total # Transfers	# of Exceptions	Percent
Summer 2010	82	5	6.1%
Fall 2010	232	22	9.5%
Spring 2011	153	18	11.8%

b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

- examples of new or strengthened feedback reports to the college(s)
 - LSUA's records management system shows that relatively few transfer students have actually brought in a transfer associate degree. The data show:
 - 144 students who earned an associate degree from a two-year institution and completed at least one semester at LSUA.
 - 38 of these students with an associate degree that completed one semester at LSUA were transfers from LSU Eunice.
 - 2 of these students with an associate degree that completed one semester at LSUA were transfers from Delgado Community College.
 - Due to FERPA regulations, LSUA determined it best to only provide feedback reports to schools that have five or more students in an academic year. To date, LSUE is the only school that has had five or more students transfer an associate degree in any given year.

Efforts are being made to improve the transfer rate. The Transfer Coordinator has attended transfer fairs at each of the community colleges and made special visits to LSU Eunice.

- processes in place to identify and remedy student transfer issues

Each LSUA transfer student has an introductory meeting with one of the Advising Center's professional advisors. Prior to the meeting, the advisor reviews the student's transcript and begins to develop academic recommendations. At the meeting, the advisor:

- Assists the student in identifying the courses that the student needs to take to meet the requirements of his/ her declared degree program.
- Works with the student to develop a schedule of classes and provides the student a paper copy.
- Teaches the student how to use *Self-Service*, the online portal through which students register for courses, and provides the student with a paper copy of the instructions for using *Self-Service*.
- Shows the student how to retrieve his/her LSUA username and password and how to use them to access LSUA e-mail and other online resources.
- Provides the student with information about how to determine the status of his/her financial aid applications, how to pay for courses, how to purchase textbooks, and how to obtain an LSUA ID card and parking decal.

After this initial meeting, transfer students who have declared a major and are making satisfactory academic progress (SAP) are referred to their academic departments for future advising. Transfer students who are undecided and/or who have been identified as "at risk" by their failure to make SAP continue to receive help and guidance from the Advising Center until they have both declared a major and satisfied the institutional guidelines for SAP.

- examples of utilization of feedback reports (2-year colleges and technical colleges)

n/a

Measures: Descriptive

Transfer (with associate degree) retention:

- i. 1st to 2nd year retention rate of those who transfer with associate degree:
 - o 40 enrolled in 2009-10 academic year
 - o 18 retained (enrolled) in fall 2010, plus 6 earned degrees = 24 total
 - o calculated percent = 60%
- ii. Number of baccalaureate completers that began as a transfer student with an associate degree:

6 baccalaureate degree completers in 2009-10 initially began (enrolled) at LSUA as a transfer student with an associate degree from a 2-year college.

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

- examples of the agreements with Louisiana institutions

LSU Alexandria has a Memorandum of Understanding with LSU Eunice to refer students that do not meet LSUA admissions standards. The contract specifies that LSU Eunice offers classes on the LSUA campus and seeks to ensure student referrals are as seamless as possible. LSU Eunice waives the application fee for referred students, and LSUA waives the return application fee if the student transfers back to LSUA within one calendar year. LSUE students on the LSUA campus have access to all resources that LSUA students have including housing, meal plans, library services, computer access, tutoring, and counseling.

Space is allocated for the LSU Eunice classes and office space is dedicated to this function for LSUE staff that have office hours two – three times a week during the semester. One of the LSU Alexandria professional advisors (full-time employee) serves as the advisor for LSUE students on the LSUA campus. This ensures they have access to assistance when needed and facilitates required advisor sessions for students in the PATHWAYS program. This advisor is well versed in transfer requirements and can facilitate student transfer into their degree of choice at LSUA once eligible.

Students who cannot meet admissions standards are sent a referral letter that indicates why they were referred, how to complete their LSU Eunice application, how to add LSU Eunice to their Free Application for Federal Student Aid (FAFSA) for financial aid, and the number to contact if they have questions.

In addition to the formal agreement with LSU Eunice, recruiters and the transfer coordinator often counsel with students and make other referrals to technical colleges or other community colleges depending on the student's educational goals, academic progress, and location. Many times these referrals occur prior to an actual application being received. The goal is to connect the student to the institution that can best meet the student's educational goal based on career plans, evidence of success, financial circumstances, and location options.

- processes in place to identify and refer these students

Applications for students who fail to meet admissions standards are evaluated on a case-by-case basis. Students who can attain admissibility are encouraged to do so. Examples are those who need to retake the ACT or participate in the Summer Bridge Program. Students who are unable to meet admissions standards are carefully reviewed and may be admitted by exception. All exceptions are reviewed by a campus committee. Students who are referred to LSU Eunice are provided with instructions for completing their application and changing their FAFSA.

Measures: Descriptive

i. Number of students referred:

Semester	# FTF students referred to LSUE	# Transfer Students referred to LSUE
Summer 2009	10	3
Fall 2009	132	41
Spring 2010	50	32
Total AY 09-10	192	76

ii. Number of students enrolled:

n/a

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

- examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs

LSUA Records staff worked Dr. Karen Denby and LSUA Department Chairs to correlate LSUA baccalaureate degrees with the LA Transfer Degrees. The degree templates are posted on the LSUA Transfer website. The Transfer Coordinator is working with contacts from each community college to be sure that the community college students have the information needed to make a seamless transfer to LSUA. Templates specific to each community college are under development and will be posted on the LSUA Transfer website as they become available.

- processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees

Students with the LA Transfer degrees will be awarded credit as defined by R.S. 17:3161 through 3169. The credit evaluation staff in the Records Office are receiving training on the posting of LA Transfer degree credit.

Measures: Descriptive

i. Number of students enrolled in a transfer degree program:

n/a

ii. Number of students completing a transfer degree:

n/a

iii. 1st to 2nd year retention rate of those who transfer with transfer degree:

To date, there have not been any transfer students at LSUA with an AALT, ASLT, or AST degree.

iv. Number of baccalaureate completers that began as a transfer student with a transfer degree:

Currently there are no baccalaureate completers that began with an AALT, ASLT, or AST degree.

3. Workforce and Economic Development

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

- a description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs;

LSUA had two degree programs on the low-completer list identified by the Louisiana Board of Regents. In each case, LSUA filed an appeal to continue the program. The associate degree serves a need in the area and the classes for the degree are essential for the bachelor's degree program. There is no significant savings from eliminating the degree. The other degree is the relatively new BS in Biology. When pre-professional students and general studies biology concentration majors are included in the count, the program meets the Regents' minimum of 8 graduates per year.

LSUA monitors completion rates in all programs through its assessment process (Policy #225 Planning and Assessment). Each program is assessed on an annual basis. Programs that fail to meet the minimum graduation rate of 8 per year over any three year period are examined using the following criteria: external and internal demands for the program, quality of the program, revenue and costs, impact on other programs, and opportunity for growth.

With the mandate to modify bachelor's degrees to 120 hours when possible, LSUA revamped its Bachelor of General Studies (BGS) degree. In this process, the concentrations were revised to provide areas that coincide with the Workforce Development needs of the community. Five new concentrations were added: Health Sciences, Pharmaceutical Marketing, Mathematics and Physical Sciences, Visual and Performing Arts, and Elder Care Management. Taking into account the areas where LSUA now has bachelor's degree along with the economic development needs, the following eight concentrations in the BGS were eliminated: Business, Communication Studies/Theatre, Criminal Justice, English, Fine Arts, History, Management Information Systems, and Mathematics.

- a description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs;

LSUA has a partnership with the Louisiana Workforce Commission. This year, LSUA worked to strengthen the relationship by:

- Meeting regularly with Rapides Business & Career Solutions Center staff.
 - Providing the Rapides Business & Career Solutions Center with contact information for LSUA graduates.
 - Distributing Rapides Business & Career Solutions brochures to LSUA graduates.
 - Collaborating with Rapides Business & Career Solutions Center on departmental and institutional workshops on such topics as resumes, cover letters, and interview questions.
- a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents utilizing LWC and Louisiana Economic Development published forecasts.

The Rapides Parish Workforce Investment Board's Office of Economic & Workforce Development conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of Rapides Parish Economic Development Workforce in January 2009 and published

the *Unified Plan of the Local Demand Driven PY10/PY11 Workforce Investment System for the Workforce Investment Act Title I, Wagner Peyser Act, Veterans Programs Trade Adjustment Act, STEP, and American Recovery and Reinvestment Act (ARRA) for LWIA 61 Rapides Parish*. Also in 2010, the Regional Plan for LWIA 50, 60, and 61 which include Vernon, Avoyelles, Catahoula, Concordia, Grant, LaSalle, Winn, and Rapides parishes was updated. In addition to having a representative at the meetings of the Executive Committee, LSUA annually reviews the documents provided by the Workforce Investment Board in an effort to identify and align programs with the strategic workforce needs in Central Louisiana.

- a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region.

The Targeted Industries for High Demand Occupations in Central Louisiana according to the Rapides Parish Office of Economic and Workforce Development's SWOT analysis are the Medical Health Care Industry; Retail Trade; Food and Service Industry; Manufacturing; and Professional, Scientific and Technical Services. Additionally, the SWOT identifies the film industry as an emerging industry in the Central Louisiana LWIA districts.

The 2006-2016 Occupational Forecasts for Level 1 Demand Occupations for Region 6 includes correctional officers and jailers, customer service representatives, elementary teachers, registered nurses, and retail sales persons. From Occupational Projections 2004-2014, the top 10 jobs for Region 6 that have the highest demand, in descending order are: Registered Nurses; Nursing Aides, Orderlies, and Attendants; Secretaries, except Legal, Medical and Executive; Elementary School Teachers, except Special Education; Laborers and Freight, Stock, and Material Movers; Truck Drivers, Heavy and Tractor-Trailer; Office Clerks, General; Janitors and Cleaners, except Maids and Housekeeping Cleaners; Licensed Practical and Licensed Vocational Nurses; Bookkeeping, Accounting, and Auditing Clerks. To meet these demands LSUA offers bachelor's degrees in Communications Studies, English, Liberal Studies/Theater, Criminal Justice, History, Psychology, Biology, Mathematics, Business Administration, Elementary Education, and Nursing, associate degrees in Criminal Justice, Clinical Laboratory Science, Radiologic Technology, Care and Development of Young Children, and Nursing, and certificates in Pharmacy Technology.

With the current moratorium placed on new program development by the Board of Regents, many of LSUA's initiatives have been focused on strengthening existing programs. For example, the Department of Education received initial National Council for Accreditation of Teacher Education (NCATE) accreditation and the BSN program hosted a site visit as part of the process for initial National League for Nursing Accrediting Commission (NLNAC) accreditation. The Radiologic Technology program received continued accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the Clinical Laboratory Sciences program is scheduled for a site visit from the National Accreditation Agency for Clinical Laboratory Science (NAACLS) fall 2011 to continue its accreditation.

The new concentrations in the Bachelor in General Studies mentioned previously, Health Sciences, Pharmaceutical Marketing, Mathematics and Physical Sciences, Visual and Performing Arts, and Elder Care Management, are targeted directly toward the Economic and Workforce Development needs.

Measures: Descriptive

i. Number of programs eliminated: as a result of institutional or Board of Regents review.

The following eight concentrations in the Bachelor of General Studies were eliminated: Business, Communication Studies/Theatre, Criminal Justice, English, Fine Arts, History, Management Information Systems, and Mathematics.

ii. Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

The BS in General Studies added five new concentrations aligned with strategic workforce development needs: Allied Health Sciences, Mathematics and Physical Sciences, Pharmaceutical Marketing, Visual and Performing Arts, and Elder Care Management.

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

n/a

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

- description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes

LSUA plans to replace its network and telephone cabling infrastructure. The Office of Facilities, Planning, and Control approved and located funding for the \$2.5 million project. Construction is set to begin as soon as the Louisiana Legislature approves the project.

Fall 2011, LSUA plans to open the new Multipurpose Academic Center (MPAC). This \$10.9 million three-story, 70,000 square feet facility with all new technology equipment contains 12 classrooms seating 30, two classrooms seating 48, two classrooms seating 85, and a "methods" classroom seating 30. It also features a computer/writing lab for 20 students with a separate study room for six, a painting/drawing room for 30, a photography suite and darkroom with lecture/work area for 20, and a ceramics studio for 24, including a kiln room and outdoor ceramics yard. MPAC includes a black box theatre seating 175, chorale and theatre rehearsal room, archival storage for the LSUA permanent art collection, and three office/studios for arts instructors. Four academic department office suites and 58 faculty offices are in the building. Two rooms will have compressed video capability.

Recipient of a \$1.8 million Title III Strengthening Institutions Grant to Improve Academic Quality that ended fall 2010, LSUA faculty not only participated in professional development activities but also purchased a wide assortment of electronic hardware and software for use in the classroom, for cooperative research with students, and for improvement of distance education courses.

- description of current initiatives to create and expand educational offerings by distance education

The Eloise Ferris Mulder Center for Teaching Excellence initiated Tecno Tuesdays during spring 2011. Faculty who wish to use new equipment purchased for the Center through a Title III grant learn how to use the equipment during the Tecno Tuesday events.

LSUA faculty who wish to teach online are required to take a six-week summer training course. In order to expand the educational offerings by distance education, Information and Educational Technology staff provided an additional section of the course spring 2011.

Objective 9 of the LSUA Quality Enhancement Plan, a Southern Association of Colleges and Schools (SACS) accreditation requirement, is to “expose students in all curricula to the creative use of technology throughout the learning process.” After an initial review of the status and use of technology on campus and research into best practices in the use of technology, LSUA defined and initiated steps to reach “desired status.” This is an ongoing project scheduled to be completed by September 2011.

- description of any efficiencies realized through distance education.

As a cost containment measure, LSUA switched its course management system from Desire to Learn to Moodle, an open source product. Moodle is in use for both face-to-face, blended (hybrid), and fully online courses. The switch to Moodle saved \$22,000.

Measures: Tracked

i. Number of course sections with 50% and with 100% instruction through distance education:

- 81 course sections with 50% to 99% instruction through distance education
- 52 course sections with 100% instruction through distance education

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education:

- 1608 students enrolled in courses with 50% to 99% instruction through distance education
- 899 students enrolled in courses with 100% instruction through distance education

iii. Number of programs offered through 100% distance education:

- 0 programs offered through 100% distance education

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

i. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts.

n/a

ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries.

n/a

iii. Dollar amount of research and development expenditures: reported annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all expenditures from S&E and non-S&E R&D grants/contracts as reported annually to the NSF.

n/a

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries. These data will be supplemented with the narrative

report demonstrating how research activities align with Louisiana's key economic development industries.

n/a

v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts reported by: total count of the number of disclosures, licenses and options awarded; the number of patents awarded; the number of new companies (start-ups) formed; and the number of companies formed during previous years and continuing (surviving start-ups).

n/a

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Although not a GRAD Act requirement of four-year institutions, most LSUA departments track employment of graduates. This is especially true for the programs with specialized accreditation. For example, all Nursing, Radiologic Technology, and Education completers who want to work are currently employed. As part of their program assessment process, some departments do follow-up with employers who hire LSUA completers and some departments have advisory boards.

Measures: Tracked

i. Percent of completers found employed.

n/a

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

See Elements 2.b. and 2.d.

iii. Placement rates of graduates.

n/a

iv. Placement of graduates in postgraduate training.

n/a

4. Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

- demonstration of collaboration efforts with the 2-year college(s) in the region

LSUA has partnership arrangements including cooperative curriculum transfers and program articulation agreements with LSU-Eunice, Bossier Parish Community College, and Southern University at Shreveport. Additionally, LSUA accepts the Louisiana Transfer degree from any accredited institution in Louisiana to ensure the quickest path to graduation.

The MOU with LSUE is described in the narrative portion of 2. c.

LSU Alexandria maintains a Transfer Policy Table. The table includes regionally accredited institutions from which LSUA students have transferred. Each entry indicates that at least one

student has transferred a specific course from that institution. There are over 675 institutions and testing agencies listed in the table with over 33,000 specific course entries. When a transcript is submitted, it is reviewed to see if the courses are in the Transfer Policy Table for the period of time they were taken. If so, credit is awarded according to previous transfer policy rulings. If not currently in the Transfer Policy Table, the course is sent to the appropriate LSUA department chair for a ruling, then entered into the Transfer Policy Table policy so the transcript evaluation can be completed.

Additionally, if the institution from which a course is taken is not regionally accredited, but the instructor holds SACS recognized credentials, the student can request review. The Transfer Coordinator obtains the course description, syllabus, and vita for the instructor. All information is sent to the appropriate department chair for review. If approved, degree credit is awarded. If denied, no credit is awarded.

- timeline for elimination of developmental course offerings

The Minimum Admission Standards of the Louisiana Board of Regents effective fall 2012 for regional four-year institutions state:

Students meeting minimum admission standards except for the need for developmental courses may enroll in the summer and upon successful completion of the developmental course be admitted for the fall.

Following this directive, LSUA plans are to continue offering developmental mathematics and English courses during summer terms.

Measures: Tracked

- Number of developmental/remedial course sections offered:

2009-10 AY

Remedial Courses	Sections
English	7
Math	26
Study Skills	3
Reading	1

- Number of students enrolled in developmental/remedial courses:

2009-10 AY

Remedial Courses	Headcount
English	168
Math	522
Study Skills	29
Reading	10

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

- demonstration of collaboration with 2-year college(s) in the region

There is no community college in the same geographic area as LSUA so there are no plans to eliminate associate degree program offerings.

LSUA has an articulation agreement with LSUE for the Associate of Science in Respiratory Care and accepts the LA Transfer degrees from all LA state two-year colleges.

- timeline for elimination of associate degree programs

Since there is no community college in the same geographic area, the mission of LSUA remains the same:

Louisiana State University at Alexandria offers Central Louisiana access to affordable baccalaureate and associate degrees in a caring environment that challenges students to seek excellence in and bring excellence to their studies and their lives. LSUA is committed to a reciprocal relationship of enrichment with the diverse community it serves.

Consequently, there is no timeline for elimination of associate degree programs.

Measures: Tracked

- i. 7 active associate degree programs offered 2009-10 AY
- ii. 1172 students enrolled in active associate degree programs in fall 2009

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

- annual plan for increasing non-resident tuition amounts

The annual plan for increasing non-resident tuition amounts is to increase 15% annually until the SREB average is reached.

- impact on enrollment and revenue.

The impact on revenue for FY10-11 is an increase in self-generated funds of an estimated \$295,000.

Enrollment did not increase or decrease significantly.

Measures: Tracked

- i. Total tuition and fees charged to non-resident students: 2009-10 academic year
 - o \$6270 non-resident tuition/fee amounts for 2009-10 academic year
 - o \$10,186 average peer non-resident tuition/fee amounts for 2009-10
 - o calculated percent difference from peer amounts = 62.5%

Peer Institution	Tuition & Fees 2009-10	Tuition & Fees 2010-11
LSU at Alexandria	\$6270	\$6928
Chipola College (FL)	\$7414	\$8,035
Dalton State University (GA)	\$10,382	\$8,386
Glennville State College (WV)	\$11,702	\$12,000
Oklahoma Panhandle State University (OK)	\$9,541	\$10,453
Rogers State University (OK)	\$9,734	\$10,270
University of SC--Beaufort (SC)	\$15,180	\$16,602
WVU-Parkersburg (WV)	\$7,346	\$7,346
Peer Non-Resident Tuition/Fee Average	\$10,186	\$10,442

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined.

n/a

5. Organizational Data
Attachment B, Section 5 Initial Six Year Agreement

A*. Number of students by classification

a) Headcount and FTE, undergraduate and graduate/professional school students

Headcount Fall 2010	FTE 2009/2010
2667	1899.30

B*. Number of instructional staff members

a) FTE instructional faculty utilizing IPEDS definition
 Number of instructional staff as of July 1, 2010: 113

C*. Average class student to instructor ratio

Average Class Size=16.8

a) Average undergraduate class size at the institution
 Average Class Size=16.8

D*. Average number of students per instructor

a) Ratio of FTE students to instructors= 16.8:1

*LSUA found an error in the fall 2009 SSPS submission and is working with BoR to submit a corrected file.

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

a) List by college

College of Arts and Sciences		
Departments	Number	FTE
Arts, English, & Humanities	1	1
Biology	2	2
Behavioral & Social Sciences	1	1
Mathematics & Physical Sciences	1	1
Subtotal	5	5
College of Professional Studies		
Allied Health	2	2
Business Administration	1	1
Education	4	4
Nursing	2	2
Subtotal	9	9
Total	14	14

F. Number of staff in administrative positions

- a) Executive/managerial as reported in the employee Salary Data System (EMSAL)
 Data System (EMSAL) = 3

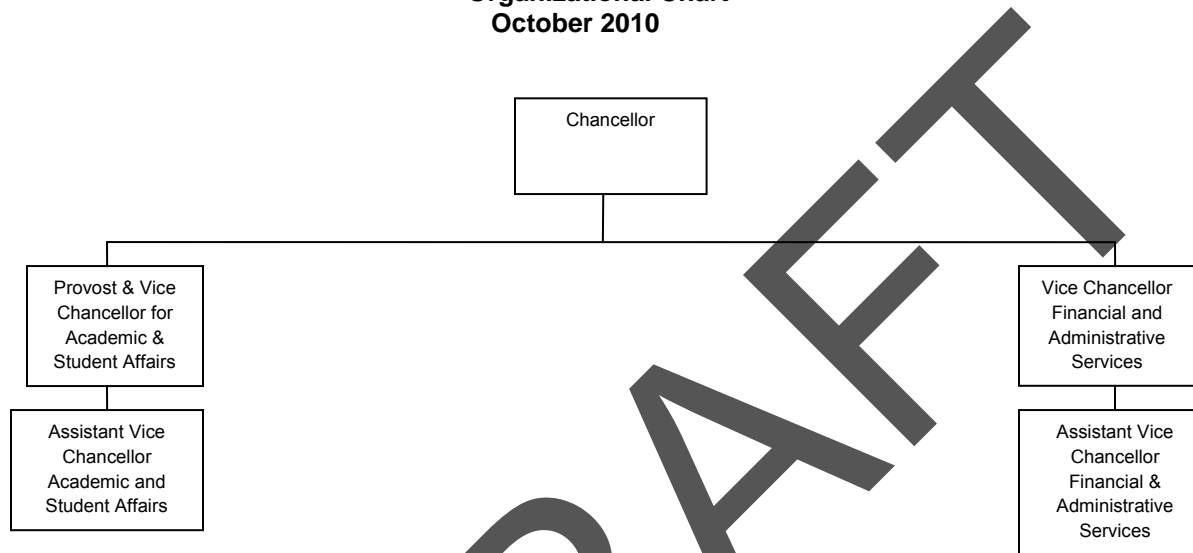
Department	EEO Code = 1	FTE	EEO Code = 3	FTE	EEO 1 and 3	FTE
Academic Affairs	1	1			1	1
Accounting Services	1	1	1	1	2	2
Advising Center			3	3	3	3
Athletics	1	1	1	1	2	2
Chancellors Office	1	1	1	1	2	2
Enrollment Management	3	3	7	7	10	10
Facility Services	1	1			1	1
Finance and Administrative Services	2	2	1	1	3	3
HRM	1	1	2	2	3	3
IET Services	1	1	1	1	2	2
Institutional Advancement	1	1	1	1	2	2
LSUA Downtown	1	1	2	2	3	3
Media Relations			1	0.33	1	0.33
Procurement & Property Management	1	1	2	2	3	3
Student Services	1	1	4	3.33	5	4.33
Total	16	16	27	25.66	43	41.66

DRAFT

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

a) To the level of Dean or equivalent

**Louisiana State University at Alexandria
 Organizational Chart
 October 2010**



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

Position	Salary	Salary Increases since June 30, 2008		
		Date	Amount	Type
Chancellor	\$215,000		0	
Provost & Vice Chancellor for Academic and Student Affairs	\$140,000		0	
Vice Chancellor for Financial & Administrative Svc's	\$100,848		0	
Assistant Vice Chancellor for Academic & Student Affairs & Director of Advising Center	\$69,500		0	
Assistant Vice Chancellor for Financial & Administrative Svc's	\$56,000		0	

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 at Alexandria

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)	2009-2010	10	7	70%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2009-2010	20	20	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), 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	2010	102	97	95%

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 at Alexandria

Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2008-2009	7	6	86%
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	2009-2010	14	13	93%
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 passge/# students who took exam
 March 1, 2011

GRAD Act Annual Report Scoring Worksheet – Year 1

Institution: LSU at Alexandria Year: 2011

1. Student Success

Score (sum of the TOTAL SCORE for each element) = 25

Score value (sum of the SCORE VALUE points for each element) = 27

Score/score value = 93 % (rounded to nearest whole percent at .5)

2. Articulation and Transfer

Score (sum of the TOTAL SCORE for each element) = 18

Score value (sum of the SCORE VALUE points for each element) = 18

Score/score value = 100 % (rounded to nearest whole percent at .5)

3. Workforce and Economic Development

Score (sum of the TOTAL SCORE for each element) = 11

Score value (sum of the SCORE VALUE points for each element) = 11

Score/score value = 100 % (rounded to nearest whole percent at .5)

4. Institutional Efficiency and Accountability

Score (sum of the TOTAL SCORE for each element) = 11

Score value (sum of the SCORE VALUE points for each element) = 11

Score/score value = 100 % (rounded to nearest whole percent at .5)

5. Section 5 Reporting Requirement submitted: Yes No

Year 1 Evaluation Designation: Green Yellow Red Revocation

Signature: _____ Date: _____
_____ System/Management Board _____ Board of Regents

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1a. Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institution	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering freshmen students admitted by exception (4-year universities)	1	1	
	-	-	-
Measures – Targeted*	-	-	-
1 st to 2 nd year retention rate	2	2	
1 st to 3 rd year retention rate	2	2	
Fall to spring retention rate	2	-	N/A
Same institution graduation rate	2	2	
Graduation productivity— Provided narrative (1 point)	2	-	N/A
Award productivity— Provided narrative (1 point)	2	-	N/A
Statewide graduation rate	2	2	
	-	-	-
Measures – Descriptive	-	-	-
Percent of freshmen admitted by exception	1	1	
	-	-	-
Measures – Targeted*	-	-	-
Median professional school entrance exam score	2	-	N/A

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		13
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective</i>		1.3***
Total score for this element <i>(Score + Additional points)</i>		14.3
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	13	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

***2 extra points, but can only receive 10% of 13 = 1.3.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1b. Increase the percentage of program completers at all levels each year.

Criterion	Score Value	Score	N/A
Narrative report (optional) Provided narrative (1 point)	-	-	-
	-	-	-
Measures – Targeted*	-	-	
Percent change in completers, per award level	-	-	-
Certificate	2	2	
Diploma	2		N/A
Associate Provided narrative for Associate and Bachelor's (1 point)	2	0	
Post-Associate	2		N/A
Bachelors	2	0	
Post-Baccalaureate	2		N/A
Masters	2		N/A
Post-Masters	2		N/A
Specialist	2		N/A
Doctoral	2		N/A
Post-Doctoral	2		N/A
Professional	2		N/A
Post-Professional	2		N/A

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		2
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		.6***
Total score for this element <i>(Score + Additional points)</i>		2.6
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	6	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

***2 extra points, but can only receive 10% of 6 = .6

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

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

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
examples of newly created partnerships	1	1	
examples of strengthening existing partnerships	1	1	
examples of feedback reports to high schools	1	1	
examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate students readiness (e.g. increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of high school students enrolled	1	1	
Number of semester credit hours in which high school students enroll	1	1	
Number of semester credit hours completed by high school students	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	7
<i>Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0
<i>Total score for this element (Score + Additional points)</i>	7
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	7

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Criterion	Score Value	Score	N/A
Narrative report (optional) Narrative provided (1 point)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Passage rates on licensure/certification exams <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	1	
	-	-	-
Measures – Targeted*	-	-	-
Passage rates on licensure exams (Law Centers & Health Sciences Centers)	2	-	N/A
	-	-	-
Measures – Tracked	-	-	-
Number of students receiving certifications <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	-	N/A
Number of students assessed and earning WorkKeys® certificates, by award level	1	-	-
Other assessment and outcome measures for workforce foundational skills <i>Note: No report on this measure required for the 2010-11 annual report.</i>	-	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		1
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		.1***
Total score for this element <i>(Score + Additional points)</i>		1.1
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	1	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

***1 extra point, but can only receive 10% of 1 = .1

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institutions	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering transfer students admitted by exception (4-year universities)	1	1	
Measures – Tracked	-	-	-
1 st to 2 nd year retention rate of transfer students	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of baccalaureate completers that began as a transfer student	1	1	
Percent of transfer students admitted by exception	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	7
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0
Total score for this element <i>(Score + Additional points)</i>	7
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	7

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of new or strengthened feedback reports to the colleges	1	1	
processes in place to identify or remedy student transfer issues	1	1	
examples of utilization of feedback reports (2-year colleges and technical colleges)	1	-	N/A
	-	-	-
Measures – Descriptive	-	-	-
1 st to 2 nd year retention rate of those who transfer with an associate degree	1	1	
Number of baccalaureate completers that began as a transfer student with an associate degree	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	4
Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	4
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	4

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
examples of agreements with Louisiana institutions	1	1	
processes in place to identify or refer these students	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of students referred	1	1	
Number of students enrolled	1		N/A

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		3
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		3
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT) and Associate of Science in Teaching (AST) programs	1	1	
processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of students enrolled in a transfer degree program	1	-	N/A
Number of students completing a transfer degree	1	-	N/A
1 st to 2 nd year retention rate of those who transfer with transfer degree	1	1	
Number of baccalaureate completers that began as a transfer student with a transfer degree	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	4
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	4
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	4

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs	1	1	N/A
a description of the institution's collaboration with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs	1	1	N/A
a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts	-	-	-
a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region	1	1	N/A
	-	-	-
Measures – Descriptive	-	-	-
Number of programs eliminated	1	1	N/A
Number of programs modified or added	1	1	N/A
Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts	-	-	-

**Note: No report on this item/measure required for the 2010-11 annual report.*

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		5
Additional score* <i>(up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
Total score for this element <i>(Score + Additional points)</i>		5
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	5	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3b. Increase use of technology for distance learning to expand educational offerings.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements: facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes	1	1	
description of current initiatives to create and expand educational offerings by distance education	1	1	
description of any efficiencies realized through distanced education	1	1	
	-	-	-
<i>Measures – Tracked</i>	-	-	-
Number of course sections with 50% and with 100% instruction through distance education	1	1	
Number of students enrolled in courses with 50% and with 100% instruction through distance education	1	1	
Number of programs offered through 100% distance education, by award level	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		6
<i>Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		6
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	6	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of current and prospective research productivity and technology transfers as it relates to <u>Louisiana's key economic development industries</u>	1	-	N/A
a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries	1	-	N/A
a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards	1	-	N/A
a description of how the institution's research productivity and technology transfer efforts compare to peer institutions	1	-	N/A
	-	-	-
Measures – Tracked	-	-	-
Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	1	-	N/A
Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	1	-	N/A
Dollar amount of research and development expenditures	1	-	N/A
Dollar amount of research and development expenditures in Louisiana's key economic development industries	1	-	N/A
Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts	1	-	N/A

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		0
Additional score* (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		0
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Percent of completers found employed	-	-	N/A
<i>Note: No report on this measure required for the 2010-11 annual report.</i>		-	N/A
Performance of associate degree recipients who transfer to 4-year universities <i>See Elements 2b. and 2.d.</i>	-	-	-
Measures – Targeted *(Law Centers and Health Sciences Centers)	-	-	-
Placement rates of graduates	2	-	N/A
Placement of graduates in postgraduate training	2	-	-

*Note: A 2% level of tolerance will be allowed for these Targeted Measures. An institution will receive a score (scored as having met the measure) if they are not more than 2% below their target.

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	0
Additional score* (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	0
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	0

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1	1	
timeline for elimination of developmental course offerings	1	1	
<i>Measures – Tracked</i>	-	-	-
Number of developmental/remedial course sections offered	1	1	
Number of students enrolled in developmental/remedial courses	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	4	
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0	
<i>Total score for this element (Score + Additional points)</i>	4	
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	4	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1	1	
timeline for elimination of associate degree programs	1	1	
<i>Measures – Tracked</i>	-	-	-
Number of active associate degree programs offered	1	1	
Number of students enrolled in active associate degree programs offered	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>	4
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>	0
<i>Total score for this element (Score + Additional points)</i>	0
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	4

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

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PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
annual plan for increasing non-resident tuition amounts	1	1	
impact on enrollment and revenue	1	1	
<i>Measures – Tracked</i>	-	-	-
Total tuition and fees charged to non-resident students	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		3
<i>Additional score* (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		3
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A**)</i>	3	

*Note: Additional scores will not be rounded. For example, 10% of 10 shall be 1, 10% of 15 shall be 1.5, etc.

**Note: Those measures not applicable to the institution shall not be scored nor counted in the Score value for this element for the institution.

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

Note: The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. No report on this element required for the 2010-11 annual report.

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System: Louisiana State University System

Institution: Louisiana State University Shreveport

Date:

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
1. Student Success											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	64.8%	65.0%	68.7%	66.0%	67.0%	68.0%	69.0%	70.0%
		Actual Baseline Data: # in Fall 08 Cohort	349		345						
		# retained to Fall 09	226		237						
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	46.3%	45.0%	46.4%	46.0%	47.0%	48.0%	49.0%	50.0%
	4-Yr only	Actual Baseline Data: # in Fall 07 Cohort	341		349						
		# retained to Fall 09	158		162						
iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
	Tech Coll Only	Actual Baseline Data: # in Fall 08 Cohort									
		# retained to Spring									
iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey ¹	20.0%	20.7%	20.7%	22.0%	24.0%	26.0%	28.0%	30.0%
		Actual Baseline Data: Fall revised cohort (total)	463		565						
		completers <=150% of time	93		117						
v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na							
	optional	Actual Baseline Data: 2008-09 undergrad FTE									
		completers (undergrad)									
vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	17.70%	15.85%	15.85%	16.00%	16.40%	16.70%	16.90%	17.00%
	optional	Actual Baseline Data: 2008-09 undergrad FTE	2994		3168						
		awards (duplicated)	529		502						
vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
	optional	Actual Baseline Data: # of Fall 02 FTF (cohort)									
		completers <=150% of time									
b. i.	Targeted ***	Percent Change in program completers (+/-)**									
		Bachelors (Award level 1)		-5.0%	-5.0%	-4.0%	-2.0%	0.0%	1.0%	2.0%	
		2008-09 AY	527	501	501	506	516	527	532	538	
		Masters (Award level 2)		-10.0%	-10.0%	-6.0%	-3.0%	0.0%	1.0%	2.0%	
		2008-09 AY	100	90	90	94	97	100	101	102	
		Specialist (Award level 3)		33.0%	33.0%	33.0%	33.0%	33.0%	33.0%	33.0%	
		2008-09 AY	6	8	8	8	8	8	8	8	

* Report data in all cells highlighted in BLUE

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

Institution Notes:

Louisiana State University Shreveport

Year 1 GRAD Act Annual Report (2010-2011)

Submitted April 1, 2011

Dr. Vincent J. Marsala
Chancellor



Dr. Paul Sisson
Provost and VC Academic Affairs



Ms. Julie Lessiter
Assoc. VC Academic Services



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Performance Objective:	(1) Student Success
Element:	a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

The faculty, staff, and administration of LSU Shreveport have fully embraced the challenge of increasing both the production of graduates and the graduation rate of first-time, full-time, fall-entering freshmen (the cohort upon which the “graduation rate” is based). We have fully implemented the LSU System’s and Board of Regent’s policies regarding increased admissions standards and limited admission by exception. We have also greatly reduced the number of developmental classes and have a timeline to eliminate completely the two remaining developmental classes prior to the spring 2012 semester. The campus leadership and faculty have jointly developed and implemented new policies and practices to achieve improvements in these metrics. These new policies and practices include:

- The implementation in fall 2010 of 4-week grade reporting for 100/200-level classes. Faculty teaching classes at the freshman and sophomore level now formally give feedback to students at the 4-week point in the semester to alert them to potential academic trouble. This 4-week grade reporting joins the mid-semester grade reporting that LSUS implemented several years ago.
- Mid-semester faculty-driven midterm exam assistance clinics.
- Improved advising procedures devised by a campus-wide committee of faculty recognized for their advising effectiveness. These new procedures are under review and are scheduled to be implemented fall 2011.
- New specialized math tutorial software adopted for all College Algebra and Precalculus sections, implemented in fall 2010.
- Ongoing revision of the Freshman Seminar classes. The 1-credit University 100 class that LSU Shreveport once offered to all incoming freshmen, regardless of major, has been replaced by four 3-credit Freshman Seminar classes (FS 101, 102, 103, and 104) which are tailored to the specific needs of entering Business, Education, Humanities, and Science majors.

Our fall 2009 to fall 2010 retention of first-time, full-time students increased to 68.7% from our baseline retention rate of 64.8%. We attribute this increase to the above policies and expect continued improvement in this rate as the policies are refined and their impact felt by more students.

Similarly, our 1st to 3rd year retention rate increased to 46.4% from the baseline rate of 46.3%. We expect this percentage to continue to improve as newly-implemented policies take effect.

The LSUS IPEDS graduation rate of the first-time, full-time fall 2003 cohort was 20.7%, up from the baseline rate of 20% for the corresponding 2002 cohort. Again, we expect this rate to continue to improve as new policies have an impact.

The LSUS award productivity rate of 15.85% is exactly as projected, and the slight decline from the baseline year is due to the 2009-2010 LSUS enrollment reaching an all-time high. We expect our award productivity to show a slight increase over six years to the target rate of 17.0%. This reflects our projected growth in graduates and our anticipated FTE enrollment.

LSUS is permitted to admit up to 10% of its class by exception, a limit that we conservatively undershoot. The table on the following page shows that recent percentages admitted by exception each semester have ranged from 0% to 8%. The performance of those students admitted by exception is comparable to the performance of the larger student population, given the wider variance expected with small datasets:

Freshmen admitted by exception	
Retention from fall 2009 to spring 2009	93%
Retention from fall 2009 to fall 2010	54%
Retention from spring 2010 to fall 2010	100%
Retention for all 2009-2010 special admits	58%

Retention of freshmen admitted by exception

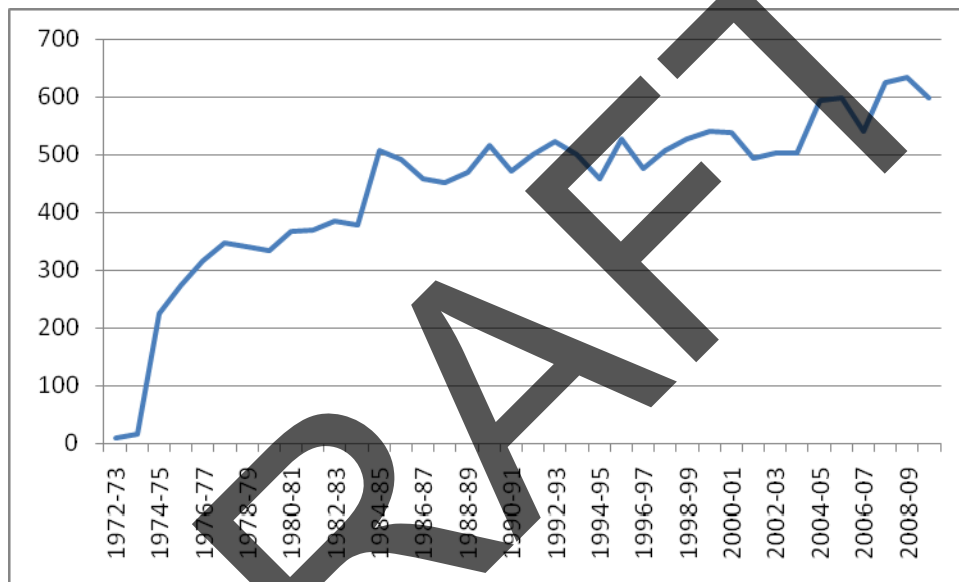
a. - Policies to achieve cohort graduation rate and graduation productivity

Source

	Fall 2009	Fall 2010	% retained	
a.i. - 1st to 2nd year retention rate	345	237	68.70%	LSUS Cohort Report
	Fall 2008	Fall 2010	% retained	
a. ii. - 1st to 3rd year retention rate	349	162	46.42%	LSUS Cohort Report
	Fall 2003 FTFT	Grad. 150%	Grad. Rate	
a.iv. - Same institution graduation rate	565	117	20.71%	BOR BRGRATERPT Report
	2009-10	FTE 09-10	Award %	
a.vi. - Award Productivity (2009-10)	502	3168	15.85%	BOR CRINTCMP & SCHFTERP2K Report
	Fall 2003 FTFT	1st Award 150%	Grad Rate	
a.vii. Statewide graduation rate - Baseline	565	160	28.32%	BOR Report IPEDS BRGRATERPT
	Exception	Total	%	
a.viii. Percent of freshmen admitted by exception (su'10 - sp'11)				LSUS Cohort Report
Summer '10	0	6	0%	
Fall 2010	29	345	8%	
Spring 2011	2	31	6%	

Performance Objective: (1) Student Success
Element: b. Increase the percentage of program completers at all levels each year.

The 2008-09 year saw the record highest number of graduates in LSU Shreveport history, and given the normal fluctuations in graduates per year it is not surprising to see a decrease in 2009-2010. The chart below shows the magnitude of typical year-to-year fluctuations and the general positive trend in LSUS graduates.



Annual Production of Graduates at LSU Shreveport

Success in introductory general education math classes is a highly critical factor in the ultimate success of all students, and the LSUS math faculty have implemented new math tutorial software that enhances student learning for all students in College Algebra and Precalculus.

Further, since roughly a quarter of LSUS students are enrolled in STEM programs, all faculty in the College of Arts and Sciences have been engaged in monitoring the success of incoming students in problematic introductory science and mathematics courses for two years. In doing so, it has become obvious that significant knowledge deficiencies, technical skills deficiencies, and critical thinking skills deficiencies are becoming more prevalent among incoming freshmen. For example, based on answers to ten general (high school-level) science education questions administered to Biology Principles I and II (BIOS 110/120) students, fewer than 25% of the students can answer half of the questions correctly. Similar incoming freshman deficiencies have also been observed and/or documented in General Chemistry I and II (CHEM 121/ 124),

Introductory Computer Science classes (CSC 115/135), College Algebra (MATH 121), and Introductory Physics (PHYS 251/252 for non-majors and 262/262 for majors)

Enrollment in STEM degree programs is on the rise, and all departments within the School of Math and Sciences have recently updated their curricula to increase flexibility, concentration options, inquiry-based learning, and scientific problem solving. Nevertheless, the fact remains that failures in the problematic science courses contribute to our high attrition rate, and students with low ACT/SAT scores and weak science grades in high school are increasingly choosing to pursue science-related degrees is creating further challenges in science education. These students not only have to overcome the knowledge deficiencies but also must enhance their studying/learning habits to an appropriate baccalaureate level. To fully reap the benefits of a modernized and elective-rich college curriculum, incoming students must have a quality freshman experience and the necessary skills to achieve success in the introductory science courses. Thus, we are aiming to decrease the attrition rate in the freshman and sophomore-level problematic science courses by developing and using course specific learning modules (i.e. modules that focus directly on what is taught in the STEM courses taught at LSUS) that create interactive environments which reinforce critical knowledge components and improve problem-solving skills through guided inquiry.

Creating interactive, interdisciplinary learning modules that guide students to a deeper understanding and/or application of essential knowledge will improve student experience in the freshman/sophomore problematic science courses at LSUS, where there is currently a lack of practical application for much of the course content. Helping students understand how to use guided inquiry to deepen their understanding will transfer into their learning approaches in other science courses. The development of learning modules in the life sciences was one of the activity components of a Post Katrina Support Fund Initiative (PKSFI) grant awarded to LSUS by the Louisiana Board of Regents Support Fund (BORSF) in 2007. Twelve of these modules have been completed and used in the classroom, and we are beginning to see significant improvement in the test scores of students enrolled in these classes. Hence, we believe that this will increase the retention rate in the life sciences. LSUS is actively seeking external grant funds to develop modules in all problematic freshman and sophomore STEM classes.

b.-Increase the % of program completers at all levels each year

Source

b.i. - Percent change in program completers from baseline year	Comp. 2008-09	Comp. 2009-10	% increase over baseline
Baccalaureate	527	501	-5%
Masters	100	90	-10%
Specialist	6	8	33%

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Performance Objective:	(1) Student Success
Element:	c. Develop partnerships with high schools to prepare students for postsecondary education.

LSU Shreveport made the development of a high-quality dual enrollment program for regional high school students an institutional priority in the summer of 2008, and the growth in the number of students earning credit for college courses since that time is noteworthy. Although we are likely reaching a saturation point, we have still seen growth from 591 students in fall 2009 to 686 students in spring 2010. The corresponding number of credit hours increased from 2,577 to 3,334, with a near-identical match in the number of student credit hours successfully completed. LSUS carefully tracks the growth of both these measures in annual evaluations of the partnerships.

Within the last two years, LSUS has created new partnerships with seven high schools, adding to two existing partnerships. We are currently in negotiations with one additional high school and anticipate a dual enrollment agreement effective in fall 2011.

To strengthen existing partnerships, and in order to assist regional high school science teachers partnering with LSUS, the School of Math and Sciences has provided learning modules developed for those classes by LSUS faculty and conducted workshops in the use of the modules. This is a component of our research-rich undergraduate environment centered on an inquiry-based, active-learner approach and lab-intensive, interdisciplinary classrooms and curricula. Through partnerships with area high school science teachers, students are given exposure to this inquiry-based style of learning and are better prepared for success at LSUS.

In the past four years, faculty working on life science related research projects have directed 15 high school research projects. Further, a strong mentoring relationship between LSUS life science faculty and five high school teachers has led to the joint writing of grants to update and equip high school classrooms.

All of our high school partners receive feedback on the performance of current dual-enrolled students and former dual-enrolled students who have entered LSUS. Further, the interactions between LSUS faculty and their high school counterparts allows for annual revision and updating of course content, texts, and instructor knowledge. Quality of instruction and the performance of students is closely monitored and has led, on occasion, to decisions to terminate agreements with individual instructors deemed to be performing unsatisfactorily.

Another collaboration focuses on high school students from two area high schools who are deemed at risk. This program brings them on campus for Saturday workshops to teach them Graphic Design and prepare them for Fine Arts careers.

LSUS also hosts a Collegiate Weightlifting Championship to expand competition opportunities for area high school athletes. This has led to the recruitment not only of regional weightlifting student/athletes, but also draws students from New York, Florida, Texas, and California.

One final general partnership deserves mention because of its exceptional success. The LSUS Louisiana Preparatory Program (LaPREP) is an award-winning summer enrichment program held on the campus of LSU Shreveport. LaPREP began in 1992 with the goal of instructing and encouraging high ability middle and early high school students to pursue a college education, preferably in math, science, or engineering. Over the past 19 years, it has served over 500 participants, mostly from Caddo and Bossier Parish public schools. It has won several national honors including awards by the Mathematical Association of America, the Department of Education, the Department of Energy, the National Science Foundation and the Jacquelyn Kennedy Onassis Foundation. It has been featured on C-SPAN and has been the subject of a documentary film that aired nationally on the ABC network. Tracking records of LaPREP graduates indicate a 100% high school retention rate and high school graduation rate. Furthermore, all LaPREP graduates who have reached the appropriate age have enrolled in college, with more than 80% majoring in math or science.

The overwhelming success of LaPREP has resulted in the development of both a pre-LaPREP program (GetSet) and a post-LaPREP program (AVEA) to increase the number of students served. GetSet recruits 5th and 6th grade students to sharpen their math/problem solving skills and reading/writing skills. GetSet has operated in both Mansfield and Keithville, LA. AVEA (Animation and Visual Effects Academy) recruits LaPREP graduates and other high school students, instructing them in the use of cutting-edge technology of the kind utilized in computer gaming, bioinformatics, medical research, film making, and intelligence operations such as cyber security. AVEA is held on the campus of LSU Shreveport as a collaborative effort between LaPREP and the LSUS Animation and Visual Effects Program.

In addition, LaPREP co-sponsors and directs Financial Independence for Life (FIFL), a program that targets high school teachers and mostly minority high school students from the community, as well as second year LaPREP participants, offering them topics of financial literacy such as budgeting, savings, investment options, insurance, and the time value of money. FIFL has been highly successful, with pre- and post-test scores showing an increase of more than 70%. Both student and teacher participants have given FIFL high evaluations, as have school superintendents and business leaders who have observed the program. This past summer marked the 9th summer session of FIFL

c. - Develop partnerships with high schools to prepare students for post secondary education

	Sum '09	Fall '09	Sp'10	Source
c.i. - Number of high school students enrolled (su'09-sp'10)	6	591	686	LSUS Student Master
c.ii. - Number of semester credit hours in which high school students enrolled	24	2577	3334	LSUS Student Master
c.iii. - Number of semester credit hours completed by high school students	24	2568	3334	

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Performance Objective:	(1) Student Success
Element:	d. Increase passage rates on licensure and certification exams and workforce foundational skills.

The only licensure exams that apply to credit degree programs at LSU are the Praxis exams administered to Education majors. In each of the three areas of this exam, LSU students achieve a 100% passage rate.

Another very notable measure of the exceedingly high quality of our Education program is the Board of Regents' 2009-2010 Value-Added Teacher Preparation Assessment, which indicates that teachers prepared by LSU Shreveport who were included in the research study performed as well as or better than other comparable teachers across the state.

This study examined the performances of students in grades 4 through 9 who were taught by first-year teachers, comparing those performance to other new teachers (with a rating of 3) and to experienced teachers (with a rating of 2 indicating performance equal to that of an experienced teacher and a rating of 1 indicating performance greater than that of an experienced teacher).

New teachers who completed LSU Shreveport's undergraduate teacher education program scored as follows: Language Arts, 3; Math, 3; Reading, 3; and Social Studies, 3.

New teachers who completed LSU Shreveport alternate teacher certification program scored as follows: Language Arts, 2; Math, 1; Reading, 2; Science, 2; and Social Studies, 1.

Overall, LSU Shreveport program completers' performance was the second highest in the state, falling slightly lower than LSU Baton Rouge.

Our LPN non-credit program, administered through the Division of Continuing Education, also achieves consistently high licensure passage rates, with 96% passing in the last administration.

d. - Increase passage rates on licensure and certification exams	Took Exam	Passed Exam	%	Source
d.i. - Passage rates on licensure/certification exams				ETS 2008-09 report from Ed. Dept.
d.i. - Aggregate Basic Skills	59	59	100%	
d.i. - Aggregate Professional Knowledge	72	72	100%	
d.i. - Aggregate Academic Content	74	74	100%	
	Took Exam	Passed Exam	%	
d.ii. - Number of students receiving certifications (Nursing)	25	24	96%	Internal Documents

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Performance Objective:	(2) Articulation and Transfer
Element:	a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

By a significant margin, most LSUS graduates are not counted in the so-called “graduation rate” because they do not begin as first-time, full-time freshmen in a fall semester; each year 70 to 80 percent of LSUS graduates are not counted in the graduation rate for this reason. In turn, the majority of those students are transfer students. In the 2009-2010 year, 802 students entered LSUS as a transfer student, with 459 (57%) retained to fall 2010. And in 2009-2010, 338 graduates began at LSUS as a transfer student.

LSUS has a well-established relationship with both of the regional two-year colleges that serve as feeder schools, Southern University Shreveport (SUSLA) and Bossier Parish Community College (BPCC). In addition to frequent ad-hoc meetings between respective faculty and administrators, an annual large meeting between LSUS and SUSLA and between LSUS and BPCC serves as a forum for upper administration, Deans, Department Chairs, and selected program Directors to meet and refine existing articulation agreements and forge new agreements.

LSUS maintains 2+2 articulation agreements in specific degree programs in the disciplines of Business, Communications, Computer Science, Community Health, and Education. These are reviewed annually and updated as needed. LSUS has also fully implemented the LSU System’s and Board of Regent’s policies regarding transfer arrangements to admit students possessing the Louisiana Transfer Associates of Arts and Associates of Science degrees. Finally, LSUS will fully implement new transfer student admissions policies in accordance with the Board of Regents and LSU System timelines.

For the 2009-2010 academic year, 7% of the transfer cohort were admitted by exception. Of this cohort, 49% were retained to the fall of 2010.

Because a significant number of LSUS transfer students enroll in STEM degree programs, recent meetings between LSUS science faculty and two-year campus science faculty have focused on the use of the learning modules that LSUS has developed as part of its Post-Katrina Support Fund Initiative project. Use of the course-specific learning modules in the community college classes will not only increase the success of the students enrolled in those courses, but also give the students a better preparation for the 300/400 level courses at LSUS.

An articulation agreement for Physical Therapy Assistant Program completers at BPCC that feeds into the LSUS Community Health degree program was updated this past year and used as

the model for an agreement with BPCC's Occupational Therapy Assistant Program (OTAP).
OTAP.

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a. - Phase in admission standards to increase student retention and grad. Rates	2009-10 Year	Fall 2010	Retention Rate	Source
a.i. - 1st to 2nd year retention rate of transfer students	802	459	57%	LSUS Cohort report
a.ii. - Number of baccalaureate graduates that began as a transfer student (2009-10)	338			BOR TTDRPTBOR
	Exception	Total	%	
a.iii. - Percent of transfers admitted by exception				LSUS Cohort report
Fall 2010	28	404	7%	
Spring 2011	15	222	7%	

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Performance Objective: (2) Articulation and Transfer
Element: b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

LSU Shreveport has developed a transfer report that it shares with local community colleges regarding the academic performance, retention, and graduation of all transfers inclusive of those with or without an Associate Degree. This report specifically addresses subject areas where transfer students do not have a high pass rate (ABC), yearly cohort retention rates for both types of transfers, and graduation rates/time to degree for transfers with or without an AA degree.

Through this information, LSU Shreveport has been able to identify areas in which transfer students struggle academically at our 4-year institution. In attempt to remediate these students, LSU Shreveport has integrated new software programs into Math classes, provided additional out-of-class support programs, and begun an early alert program utilizing four week grades.

Discussions between the Provost of LSU Shreveport, BPCC, and SUSLA have focused on these identified areas of weakness, and plans to ensure better preparation are being implemented.

The retention rate for the 2009-10 transfer students that began with an Associate degree is slightly higher than those without an AA degree, 62% vs. 57%. Of the 2009-10 baccalaureate completers, five students began as transfer students with an AA degree.

b.- provide feedback to community colleges

	2009-10	Fall 2010	%	Source
b.i. - 1st to 2nd year retention of those who transfer with an associate degree (2009-10)	89	55	62%	LSUS Cohort Report
	2009-10 Grads.			
b.ii. - Number of baccalaureate graduates that began as transfer students with an associate degree	5			

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Performance Objective: (2) Articulation and Transfer
Element: c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

LSUS and Bossier Parish Community College are soon to implement an agreement that will be called BPCC@LSUS. When instituted in fall 2011, students who wish to attend classes on the LSUS campus, but who are not admissible to LSUS, will be able to earn BPCC credit through BPCC@LSUS.

The Admissions and Records Office has excellent relationships with Southern University at Shreveport and Bossier Parish Community College. Our office routinely refers students who are not eligible for admission at LSUS to these institutions so that they can become eligible for transfer into LSUS in a future semester. In 2009-2010, 119 students were inadmissible to LSUS and referred to a community college. At this time, LSUS is not able to track students inadmissible to LSUS who subsequently enroll at a Louisiana community college.

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**c. - Develop referral agreements with
CC**

c.i. - Number of community college referrals	119
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Performance Objective:	(2) Articulation and Transfer
Element:	d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

The Admissions and Records Office honors the Louisiana Transfer Associate Degrees (AALT/ASLT) granted by two-year or community colleges. Our recruiters discuss these degrees with prospective transfer students during various recruiting activities and programs. Information regarding this policy is also prominently displayed on our transfer student website at <http://www.lsus.edu/admissions-and-financial-aid/undergraduate-admissions/transfer-students/louisiana-transfer-associate-degrees>. The LSUS Admissions and Records office and College Deans monitor the admittance of transfer students and revise AALT/ASLT policies as appropriate to resolve issues.

The Dean of Enrollment Services and Registrar serves on the statewide Common Course Numbering Committee. This committee will work to establish a common course numbering system as a means to facilitate the transfer of students and course credits among secondary and postsecondary institutions. The committee will also work to establish a common college transcript.

Over the past two years, the curricula in speech and mass communication have been revised several times to create a small core of fundamental courses covering history, philosophy, and higher order thinking skills in each of the majors that allows for significant flexibility when choosing or adding electives. As an example, a student transferring to LSUS from BPCCC may bring a large number of credit hours in TLCM – telecommunications. We use these as electives in the major as well as electives toward the total 120 hour degree program. The idea behind the flexible curriculum is that all students must complete a “gateway” course at the 100-level and a capstone course at the 400-level thus creating built-in starting and ending points for assessment. While the gateway course may be completed prior to transferring to LSUS, the capstone must be completed here. And for the student to complete successfully the capstone course, that student must take the required core courses. Beyond those bookend requirements, each student has tremendous flexibility to make choices based on their particular career path in communication under the guidance of their academic advisor.

A very similar articulation agreement in Fine Arts is nearly complete.

Finally, the School of Business actively participated in the state wide Business Deans group to develop a statewide AST Business degree for community colleges to allow ease of transfer for business students from all community colleges to four year college programs. The proposal has been forwarded to the Statewide Articulation Council for review.

d. - Demonstrate collaboration in articulation and transfer requirements

d.iii. - 1st to 2nd year retention rate of those who transfer with a transfer degree	NA
d.iv - Number of degree graduates that began as a transfer student with a transfer associate degree	NA

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- Performance Objective: (3) Workforce and Economic Development
- Element: a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.
-

Through the annual LSUS review of degree programs in 2010-2011, we determined that the baccalaureate degree in Geography was no longer needed and began the process of teaching out the students remaining in the program and removing the degree from our offerings.

In response to the Board of Regents low-completer review, LSUS has also proposed the elimination of our baccalaureate degrees in Speech and Elementary and Secondary Education in Health and Physical Education.

As part of the annual review of degree programs, 35 programs were modified in some way. These modifications include reduction in total number of hours, elimination or replacement of required courses, and revision of the curricula in order to maintain currency with “best practice” model curricula. As always, LSUS undertakes such review and revision with an eye toward maximizing efficiency; in particular, most classes taught at LSUS serve multiple degree programs. An example of this is the proposed Master of Science in Biology degree program, which has gone through the complete state review process and received unanimous praise by external reviewers, and has been awaiting final Board of Regents approval since 2009.

a - Eliminate academic programs offerings that have low students completion rates as identified by the BOR

2010-11

a.i. - Number of programs eliminated	3
a.ii. - Number of programs modified	35

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Performance Objective:	(3) Workforce and Economic Development
Element:	b. Increase use of technology for distance learning to expand educational offerings.

In recognition of the importance of improving and expanding online learning opportunities, LSUS created the Center for Online Learning & Faculty Development. Formerly the Teaching, Learning, & Technology Center, the Center for Online Learning & Faculty Development (COLFD) was officially instituted in January 2011 to provide support services for both on-campus and online students and faculty—thus supporting the academic mission of the University. The Center also provides campus-wide administrative support for regulations associated with distance learning at the state and national levels.

On-campus distance learning policies and procedures are created through the Center's partnership with the LSUS Distance Learning Council (DLC). The DLC, a committee of 6 full-time faculty and 6 staff, is responsible for the creation and application of all academic policies related to distance learning on campus. Other activities in cooperation with the COLFD include the oversight of course reviews, the mentoring of current online faculty, coordination with academic departments for the development of online courses and degree programs as well as the development of online course templates. Future endeavors for the COLFD and the DLC include joining Quality Matters, a nationally recognized, peer review process designed to certify the quality of online courses and online components.

For online and on-campus students, the COLFD serves as a helpdesk for common technical issues related to the MOODLE Course Management System as well other software-specific matters (i.e. Microsoft Office, video, podcasting, etc.). The Center is also a part of the LSUS Division of Continuing Education & Public Service which provides testing/proctoring facilities for distance learners. In the very near future, the COLFD will seek to provide additional services through its website, such as access to online tutoring and a writing center, that will provide online students with further academic support.

For faculty, the COLFD provides training and support to new and current online educators. More specifically, the Center provides training for new online instructors (both full-time and adjunct faculty) through the Online Instruction Program, a six-week intensive training program for those seeking to teach online. During this 100% online training course, instructors gain experience as distance learners while studying the pedagogy fundamental to becoming effective online teachers.

Along with offering training to faculty in online teaching methods, the Center also provides training on MOODLE as well as assistance with course development, software-specific and

educational technology-related issues in its state-of-the-art on-campus facility. The efforts of the COLFD are also combined with those of Information Technology Services, which provides MOODLE technical and registration support. With regards to educational technology, the Center is currently in the process of acquiring the software and hardware needed to support LSUS's current partnership with Apple Inc. through iTunes U, thus making podcasting available to faculty (and students) campus-wide.

LSUS expanded its catalog of 100% online degree programs by one, adding the Masters in Health Administration to the Masters in Human Services Administration to the list of fully accredited online programs.

LSUS is currently in negotiations to expand the reach of its online programs through partnering with Academic Partnerships, a Dallas-based company that provides support in online marketing and student assistance. When enacted, this partnership will entail efficiencies in marketing and technical support savings for LSUS.

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b - Increase use of technology for distance learning to expand educational offerings.	2008-09	2009-10	% increase from baseline
b.i. - Number of course sections with 50% -99% instruction through distance education	8	17	113%
b.i. - Number of course sections with 100% instruction through distance education	76	103	36%
b.ii. - Number of students enrolled in courses with 50% and 100% instruction through distance education	1705	2095	23%
b.iii. - Number of programs offered through 100% distance education	1	1	0%

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Performance Objective: (3) Workforce and Economic Development
Element: c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Although this element is not applicable to LSUS, several items are worth noting. First, in 2009-2010, 13% of LSUS FTE faculty held research grants, bring an average of \$7,554 in research dollars per total FTE faculty. As part of the LSUS Post Katrina Support Fund Initiative, faculty within the School of Mathematics and Science have recently directed 43 undergraduate and 13 high school student research projects. Of these undergraduates who have graduated, all but one continued to pursue a career in science, either by joining the workforce or continuing their science education in a graduate, profession, or allied health school. Of the undergraduates who have not graduated, all of them are still pursuing degrees in the sciences. We have not tracked the high school students, but at the completion of project, all of the participants indicated that they planned to major in science in college. Faculty research productivity has also increased from an average of 7 faculty-directed undergraduate research projects per year to an average of 14/year.

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Performance Objective: (3) Workforce and Economic Development
Element: d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

For the 2009-10 academic year, of the students surveyed (75% of all graduates), 68% were employed, 14% were unemployed but going to graduate school, and 18% were unemployed and no plans for graduate school.

DRAFT

- Performance Objective: (4) Institutional Efficiency and Accountability
- Element: a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.
-

LSUS has reduced the number of developmental courses offered to two: English 005 and Math 007. These two remaining courses are scheduled to be eliminated by spring 2012.

The complete elimination of developmental courses is part of a new partnership between LSUS and Bossier Parish Community College that will be called BPC@LSUS. When implemented, students who wish to attend classes on the LSUS campus, but who are not admissible to LSUS, will be able to earn BPC credit through BPC@LSUS.

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a - Eliminate remedial education course offerings and developmental study programs	Math	English	Source
a.i. - Number of developmental/remedial course sections offered (2009-10)	11	2	LSUS Class master
a.ii. - Number of students enrolled in developmental/remedial courses (2009-10)	264	42	

DRAFT

Performance Objective: (4) Institutional Efficiency and Accountability
Element: b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

LSU Shreveport has not offered any associate degree programs for many years.

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b. Eliminate associate degree program offerings

b.i. - Number of active associate degree programs offered	0
b.ii. Number of students enrolled in active associate degree programs	0

DRAFT

Performance Objective:

(4) Institutional Efficiency and Accountability

Element:

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

LSU Shreveport is following the Board of Regents plan to increase non-resident tuition. Each semester, a report will be developed to track the enrollment numbers of non-resident students, and the impact on revenue.

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c - Tuition and Fees**Source**

c.i. - Total tuition and fees charged to non-residents (UG, 09-10)	9610
Actual Peer non-resident tuition/fee amt	13736
% difference from Peer amount	-30%

IpedS College Navigator Site

SREB website - Comparison 4-Year 4 institutions

[SREB Data Source](#)**DRAFT**

Performance Objective: (4) Institutional Efficiency and Accountability
Element: d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

TBD, awaiting Board of Regents instructions.

DRAFT

Performance Objective: (5) Organizational Data
 Element: a. Number of students by classification.

	UG	G	Total	Source
a. Number of students by classification (Headcount) Fall '09	4189	446	4635	BOR Report FPENLRPT
a. Number of students by classification (Headcount) Fall '10	4058	446	4504	BOR Report FPENLRPT
	UG	G	Total	
a. Number of students by classification (FTE) 2009-10	3167.8	279.3	3447.1	BOR report SCHBCRPT
a. Number of students by classification (FTE) 2010-11	3113.5	281.1	3394.6	BOR report SCHBCRPT

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Performance Objective: (5) Organizational Data
Element: b. Number of instructional staff members.

	Headcount	FTE	Source
b. Number of instructional staff members - Fall 2009	190	151.7	BOR info
b. Number of instructional staff members - Fall 2010	193	148.5	

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Performance Objective: (5) Organizational Data
Element: c. Average class student-to-instructor ratio.

	Fall 2009	Fall 2010	Source
c. Average class student-to-instructor ratio	23.2	24.9	BOR info

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Performance Objective: (5) Organizational Data
Element: d. Average number of students per instructor.

	Fall 2009	Fall 2010	Source
d. Average number of students per instructor	22.7	22.9	BOR info

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Performance Objective: (5) Organizational Data

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

	Fall 2009	Fall 2010	Source
e. Number (headcount) of non-instructional staff members in academic colleges			HR - from EMPSAL file
College of Business, Education, Human Development	21	19	sent to BOR
College of Arts and Sciences	14	13	
FTE non-instructional staff members in academic colleges			
College of Business, Education, Human Development	20.3	18.3	
College of Arts and Sciences	13.6	12.6	

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Performance Objective: (5) Organizational Data
Element: f. Number of staff in administrative areas.

	Fall 2009	Fall 2010
f. Number (Headcount) of staff in administrative areas		
Executive, Managerial	59	58
Other	93	86
FTE number of staff in administrative areas		
Executive, Managerial	59	58
Other	90.2	86

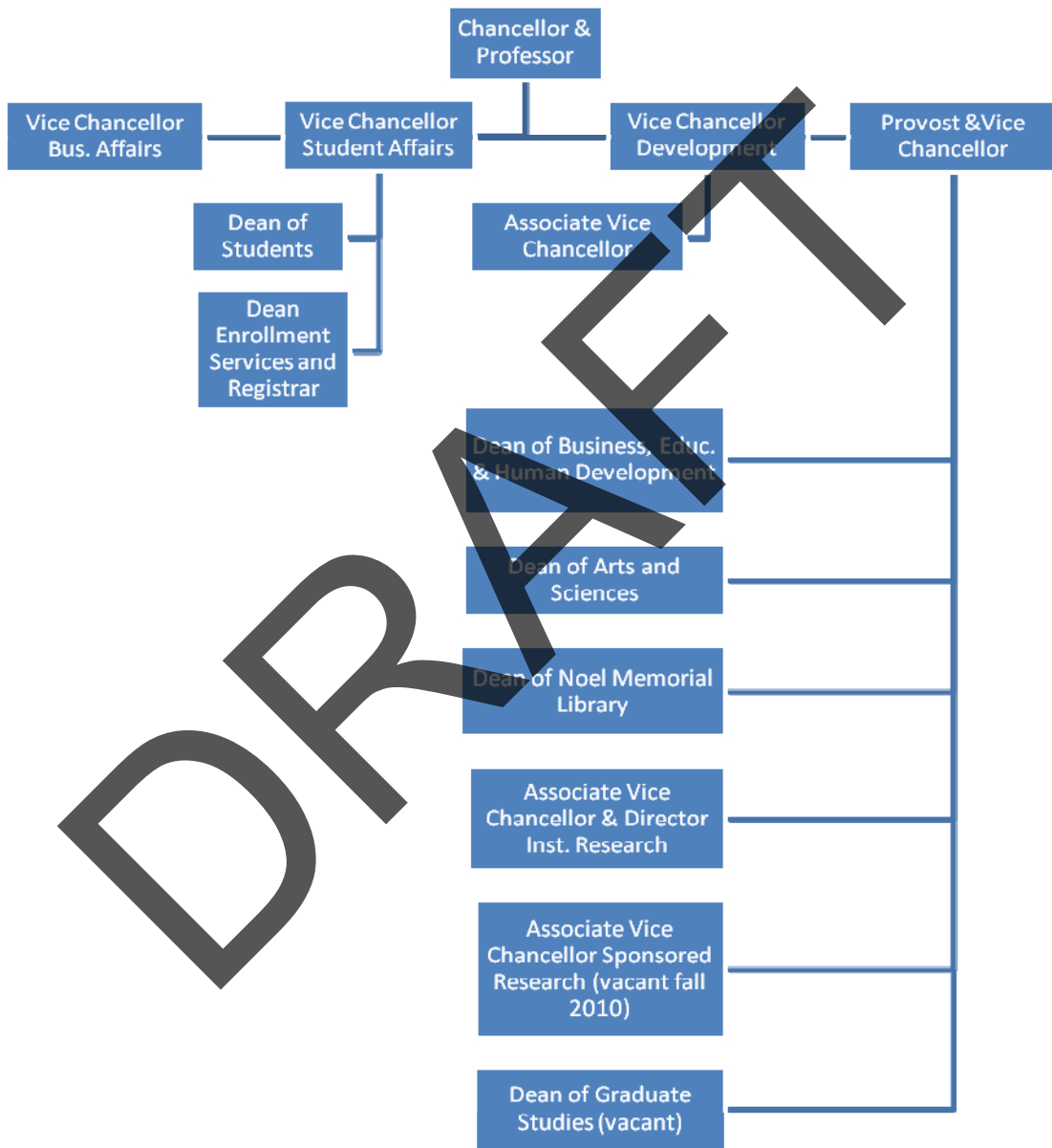
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Performance Objective:

(5) Organizational Data

Element:

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



Performance Objective: (5) Organizational Data

Element: h. Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.

POSITION	TOTAL BASE SALARY, FALL 2010	SALARY CHANGES SINCE 06/30/2008
Chancellor	\$184,720 salary as of 07/01/2008 \$25,000 housing as of 07/01/2008	\$167,927 salary as of 06/30/2008 \$25,000 housing as of 06/30/2008 \$16,793 merit increase effective 07/01/08. Increase approved from the LSU Board of Supervisors in August 2008.
Interim Provost and Vice Chancellor for Academic Affairs	\$120,000 as of 07/01/2008	\$101,950 as of 06/30/2008 \$18,050 increase effective 07/01/08. Promoted from Dean of College of Sciences to Interim Provost and Vice Chancellor for Academic Affairs.
Provost and Vice Chancellor for Academic Affairs	\$130,000 as of 11/01/2008	\$120,000 as of 07/01/2008 \$10,000 increase effective 11/01/08. Appointment change from "Interim Provost and VC for Academic Affairs" to "Provost and VC for Academic Affairs."
Dean, College of Business, Education and Human Development	\$110,000 as of 08/19/2009	\$96,500 as of 06/30/2008 \$13,500 increase effective 08/19/09. Dean Retired in College of Business. College of Business & College of Education merged. Increase for additional duties.
Dean, College of Arts & Sciences	\$110,000 as of 08/19/2009	\$96,400 as of 06/30/2008 \$13,600 increase effective 08/19/09. Dean in College of Sciences position was vacant. The College of Liberal Arts & College of Sciences merged. Increase for additional duties.
Vice Chancellor, Business Affairs	\$106,300	None
Vice Chancellor, Students Affairs	\$101,650	None
Vice Chancellor, Development	\$80,000	None
Dean of Students	\$83,475	None
Dean, Enrollment Services	\$69,800	None
Associate Vice Chancellor, Development	\$52,500	None
Dean, Noel Library	\$90,000	None
Associate Vice Chancellor, Inst. Research	\$70,000	None

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Element

a. - Phase in admission standards to increase student retention and grad. Rates	2009-10 Year	Fall 2010	Retention Rate	
a.i. - 1st to 2nd year retention rate of transfer students	802	459	57%	LSUS Cohort report
a.ii. - Number of baccalaureate graduates that began as a transfer student (2009-10)	338			BOR TTDRPTBOR
	Exception	Total	%	
a.iii. - Percent of transfers admitted by exception				LSUS Cohort report
Fall 2010	28	404	7%	
Spring 2011	15	222	7%	

b.- provide feedback to community colleges	2009-10	Fall 2010	%	
b.i. - 1st to 2nd year retention of those who transfer with an associate degree (2009-10)	89	55	62%	LSUS Cohort Report
	2009-10 Grads.			
b.ii. - Number of baccalaureate graduates that began as transfer students with an associate degree	5			

c. - Develop referral agreements with CC	
c.i. - Number of community college referrals	119

d. - Demonstrate collaboration in articulation and transfer requirements	
d.iii. - 1st to 2nd year retention rate of those who transfer with a transfer degree	NA
d.iv - Number of degree graduates that began as a transfer student with a transfer associate degree	NA

GRAD Act Annual Report Scoring Worksheet – Year 1

Institution: LSU Shreveport Year: 2011

1. Student Success

Score (sum of the TOTAL SCORE for each element) = 36.5
Score value (sum of the SCORE VALUE points for each element) = 29
Score/score value = 120 %

2. Articulation and Transfer

Score (sum of the TOTAL SCORE for each element) = 19
Score value (sum of the SCORE VALUE points for each element) = 18
Score/score value = 105 %

3. Workforce and Economic Development

Score (sum of the TOTAL SCORE for each element) = 12
Score value (sum of the SCORE VALUE points for each element) = 10
Score/score value = 120 %

4. Institutional Efficiency and Accountability

Score (sum of the TOTAL SCORE for each element) = 7
Score value (sum of the SCORE VALUE points for each element) = 7
Score/score value = 100 %

5. Section 5 Reporting Requirement submitted: Yes No

Year 1 Evaluation Designation: Green Yellow Red Revocation

Signature: _____ Date: _____
_____ System Management Board _____ Board of Regents

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1a. Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institution	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering freshmen students admitted by exception (4-year universities)	1	1	
	-	-	-
Measures – Targeted	-	-	-
1 st to 2 nd year retention rate – within 2% of annual target	2	2	
1 st to 3 rd year retention rate – within 2% of annual target	2	2	
Fall to spring retention rate – within 2% of annual target	2		na
Same institution graduation rate – within 2% of annual target	2	2	
Graduation productivity – within 2% of annual target	2		na
Award productivity – within 2% of annual target	2	2	
Statewide graduation rate – within 2% of annual target	2	2	
	-	-	-
Measures – Descriptive	-	-	-
Percent of freshmen admitted by exception	1	1	
	-	-	-
Measures – Targeted	-	-	-
Median professional school entrance exam score – within 2% of annual target	2		na

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		15
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution’s progress toward meeting the performance objective		1.5
Total score for this element (Score + Additional points)		16.5
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	13	

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1b. Increase the percentage of program completers at all levels each year.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Targeted	-	-	
Percent change in completers, per award level	-	-	-
Certificate – within 2% of annual target	2		na
Diploma – within 2% of annual target	2		na
Associate – within 2% of annual target	2		na
Bachelors – within 2% of annual target	2	2	
Masters – within 2% of annual target	2	2	
Specialist – within 2% of annual target	2	2	
Doctoral – within 2% of annual target	2		
Professional – within 2% of annual target	2		

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		6
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		1
Total score for this element (Score + Additional points)		7
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	6	

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

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

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of newly created partnerships	1	1	
examples of strengthening existing partnerships	1	1	
examples of feedback reports to high schools	1	1	
examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate students readiness (e.g. increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of high school students enrolled	1	1	
Number of semester credit hours in which high school students enroll	1	1	
Number of semester credit hours completed by high school students	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		7
Additional score (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		1
Total score for this element (Score + Additional points)		8
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	7	

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element: 1d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked	-	-	-
Passage rates on licensure exams <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	1	
	-	-	-
Measures – Targeted	-	-	-
Passage rates on licensure exams	2	2	
	-	-	-
Measures – Tracked	-	-	-
Number of students receiving certifications <i>Note: For the 2010-11 annual report, institutions shall report on this measure using the list of disciplines and reporting template appended to the Operational Definitions and Reporting Requirements (Attachment B of the GRAD Act Agreement)</i>	1	1	na
Number of students assessed and earning WorkKeys [®] certificates, by award level	1	-	-
Other assessment and outcome measures for workforce foundational skills <i>Note: No report on this measure required for the 2010-11 annual report.</i>	-	-	-

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		4
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		1
Total score for this element (Score + Additional points)		5
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	3	

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
policy/policies adopted by the management board	1	1	
subsequent policy/policies adopted by the institutions	1	1	
timeline for implementing the policy/policies	1	1	
performance of entering transfer students admitted by exception (4-year universities)			
<i>Measures – Tracked</i>	-	-	-
1 st to 2 nd year retention rate of transfer students	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of baccalaureate completers that began as a transfer student	1	1	
Percent of transfer students admitted by exception	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		6
<i>Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		1
<i>Total score for this element (Score + Additional points)</i>		7
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	6	

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of new or strengthened feedback reports to the colleges	1	1	
processes in place to identify or remedy student transfer issues	1	1	
examples of utilization of feedback reports (2-year colleges and technical colleges)	1	1	
	-	-	-
Measures – Descriptive	-	-	-
1 st to 2 nd year retention rate of those who transfer with an associate degree	1	1	
Number of baccalaureate completers that began as a transfer student with an associate degree	1	1	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>	5
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective	0
Total score for this element (Score + Additional points)	5
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	5

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
examples of agreements with Louisiana institutions	1	1	
processes in place to identify or refer these students	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of students referred	1	1	
Number of students enrolled	1	0	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		3
<i>Additional score (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		3
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	4	

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PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element: 2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT) and Associate of Science in Teaching (AST) programs	1	1	
processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of students enrolled in a transfer degree program	±	NA	
Number of students completing a transfer degree	±	NA	
1 st to 2 nd year retention rate of those who transfer with transfer degree	±	NA	
Number of baccalaureate completers that began as a transfer student with a transfer degree	±	NA	

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		2
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		1
Total score for this element (Score + Additional points)		3
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	2	

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs	1	1	
a description of the institution's collaboration with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs	±	NA	
a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts	±	NA	
a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region	1	1	
	-	-	-
Measures – Descriptive	-	-	-
Number of programs eliminated	1	1	
Number of programs modified or added	1	1	
Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts	±	NA	
<i>*Note: No report on this item/measure required for the 2010-11 annual report.</i>			

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		4
Additional score (up to 10% of <u>Score value</u>) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		4
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	4	

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3b. Increase use of technology for distance learning to expand educational offerings.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements: facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes	1	1	
description of current initiatives to create and expand educational offerings by distance education	1	1	
description of any efficiencies realized through distanced education	1	1	
	-	-	-
<i>Measures – Descriptive</i>	-	-	-
Number of course sections with 50% and with 100% instruction through distance education	1	1	
Number of students enrolled in courses with 50% and with 100% instruction through distance education	1	1	
Number of programs offered through 100% distance education, by award level	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		6
<i>Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		6
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	6	

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Criterion	Score Value	Score	N/A
Narrative report includes:	-	-	-
a description of current and prospective research productivity and technology transfers as it relates to <u>Louisiana's key economic development industries</u>	±	1	NA
a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries	±		NA
a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards	±		NA
	-	-	-
Measures – Tracked	-	-	-
Faculty holding (serving as principal and/or co-principal investigators) active research and development grants/contracts	±		NA
Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	±		NA
Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	±		NA
Dollar amount of research and development expenditures	±		NA
Dollar amount of research and development expenditures in Louisiana's key economic development industries	±		NA
Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts	±		NA

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		1
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		1
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	0	

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element: 3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Criterion	Score Value	Score	N/A
Narrative report (optional)	-	-	-
	-	-	-
Measures – Tracked		-	-
Percent of completers found employed	1	1	NA
<i>Note: No report on this measure required for the 2010-11 annual report.</i>			
Performance of associate degree recipients who transfer to 4-year universities <i>See Elements 2b. and 2.d.</i>	-	-	-
Measures – Targeted		-	-
Placement rates of graduates	1		NA
Placement of graduates in postgraduate training	1	-	-

Summary:

Score for this element <i>(total of the points in the SCORE column)</i>		1
Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective		0
Total score for this element (Score + Additional points)		1
Score value of application criterion for this element <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	0	

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	1	1	
timeline for elimination of developmental course offerings	1	1	
<i>Measures – Tracked</i>	-	-	-
Number of developmental/remedial course sections offered	1	1	
Number of students enrolled in developmental/remedial courses	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		4
<i>Additional score (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i><u>Total score</u> for this element (Score + Additional points)</i>		4
<i><u>Score value</u> of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	4	

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PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
demonstration of collaboration efforts with the 2-year college(s) in the region	±		NA
timeline for elimination of associate degree programs	±		NA
<i>Measures – Tracked</i>	-	-	-
Number of active associate degree programs offered	±		NA
Number of students enrolled in active associate degree programs offered	±		NA

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		0
<i>Additional score (up to 10% of <u>Score</u> value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		0
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	0	

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PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Criterion	Score Value	Score	N/A
<i>Narrative report</i> includes:	-	-	-
annual plan for increasing non-resident tuition amounts	1	1	
Impact on enrollment and revenue	1	1	
<i>Measures – Tracked</i>	-	-	-
Total tuition and fees charged to non-resident students	1	1	

Summary:

<i>Score for this element</i> <i>(total of the points in the SCORE column)</i>		3
<i>Additional score (up to 10% of Score value) for data/information provided in narrative report over and above what is required and is directly related to the institution's progress toward meeting the performance objective</i>		0
<i>Total score for this element (Score + Additional points)</i>		3
<i>Score value of application criterion for this element</i> <i>(total of the points in the SCORE VALUE column, not including those N/A)</i>	3	

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element: 4d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

Note: The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. No report on this element required for the 2010-11 annual report.

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III. PROPERTY AND FACILITIES COMMITTEE

Mr. Benjamin W. Mount, Chair

Dr. John F. George, Vice Chair

Mr. R. Blake Chatelain

Mr. Garret "Hank" Danos

Mr. Stanley J. Jacobs

Mr. Raymond J. Lasseigne

Mr. Roderick K. "Rod" West

Mr. Robert "Bobby" Yarborough

AGENDA

1. Recommendation to reallocate the excess Series 2010A bond proceeds at Louisiana State University to the planning, construction and equipping of the University's Annie Boyd Hall Renovation project and the New Residence Hall project
2. Recommendation to approve Lease Agreement with the Tiger Athletic Foundation for Construction of Additional Suites in Alex Box Stadium



**RECOMMENDATION TO REALLOCATE THE
EXCESS SERIES 2010A BOND PROCEEDS AT
LOUISIANA STATE UNIVERSITY TO THE
PLANNING, CONSTRUCTION AND EQUIPPING OF
THE UNIVERSITY'S ANNIE BOYD HALL RENOVATION PROJECT
AND THE NEW RESIDENCE HALL PROJECT**

To: Members of the Board of Supervisors

Date: April 15, 2011

This matter is a "Significant Board Matter" pursuant to the following provisions of Article VII, Section 8 of the Bylaws:

D.5(c) Such other matters are not expressly delegated herein or hereafter by the Board to the President or a chancellor or equivalent and which reasonably should be considered to require Board approval as generally defined above and as construed in light of the illustrative listings.

1. Summary of the Matter

On June 24, 2010, the LSU Board of Supervisors issued \$87,625,000 principal amount of its Auxiliary Revenue Bonds, Series 2010A (the "Series 2010A Bonds"). The amount of \$41,830,000 of the Series 2010A Bonds was issued for the purpose of constructing the Residential College One, Phase II (the "Residential College Project") and \$34,785,000 was issued for the purpose of constructing the East Laville Honors College, Phase II (the "Laville Project"). Of the principal amount of \$41,830,000, \$35,889,790 is available for the Residential College Project. Of the principal amount of \$34,785,000, \$29,838,928 is available for the Laville Project.

On behalf of Louisiana State University and Agricultural and Mechanical College (the "University"), the Office of Facility Planning and Control, Division of Administration, State of Louisiana issued an advertisement for bids for the Residential College Project and the Laville Project. The advertisement for bids yielded 10 competitive bids to construct the Residential College Project with a low bid of \$15,400,000. The total new estimated project cost for the Residential College Project (including planning, design, bid amount for construction, contingency, equipment and arts) is \$20,389,790. Based on this estimate, there is an excess of \$15,500,000 in the Series 2010A Bond proceeds for the Residential College Project.

The advertisement for bids yielded 8 bids to construct the Laville Project with a low bid of \$12,535,000. The total new estimated project cost for the Laville Project (including planning, design, abatement, demolition, bid amount for construction, contingency, equipment and arts) is \$17,220,850. Based on this estimate, there is an excess of \$12,618,078 in the Series 2010A Bond proceeds for the Laville Project. Of this amount, \$7,618,078 would be reallocated. The remaining \$5,000,000 would be available for paying additional project costs to the extent necessary.

The University believes that the cost of construction has decreased dramatically due to the recession. In addition, the inflation in construction costs that was seen in Louisiana after Hurricane Katrina has significantly declined. Therefore, the University desires that the excess Series 2010A Bond proceeds from the Residential College Project be allocated to the planning and construction of the Annie Boyd Hall Renovation (the "Annie Boyd Project"). In addition, the University desires the excess Series 2010A Bond proceeds from the Laville Project to be allocated to the planning, design, and construction of the New Residence Hall (the "New Residence Hall Project").

The 2010 Capital Outlay Act includes \$15,500,000 for the Annie Boyd Project and \$63,000,000 for the New Residence Hall Project payable from revenue bonds. Upon a reallocation of the Series 2010A Bond proceeds, a total of \$15,500,000 would be allocated from the Residential College Project to the

Annie Boyd project and a total of \$7,618,078 would be allocated from the Laville project to the New Residence Hall Project.

The University is requesting the Board to grant approval and authorization to reallocate the excess Series 2010A Bond proceeds for the Residential College Project in the amount of \$15,500,000 to the Annie Boyd Project and the excess proceeds for the Laville Project in the amount of \$7,618,078 to the New Residence Hall Project.

2. Review of Business Plan

Business plan will strengthen from this reallocation.

3. Fiscal Impact

None

4. Description of Competitive Process

None

5. Review of Related Documents

None

6. Parties of Interest

None

7. Related Transactions

None

8. Conflicts of Interest

None

ATTACHMENTS:

- Letter from Chancellor Martin
- Summary of Residential College One, Phase II Costs
- Summary of East Laville Honors College, Phase II Costs

RECOMMENDATION

It is recommended that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College adopt the following resolution:

“NOW, THEREFORE, BE IT RESOLVED by the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College (the “LSU Board”) that:

The LSU Board hereby grants approval and authorization to Louisiana State University and Agricultural and Mechanical College (the “University”) to reallocate the excess proceeds of the Series 2010A Bonds originally to be used for the Residential College One, Phase II Project in the amount of \$15,500,000 to the planning, construction and equipping of the Annie Boyd Hall Renovation Project and to reallocate the excess proceeds of the Series 2010A Bonds originally to be used for the East Laville Honors College, Phase II Project in the amount of \$7,618,078 to be used for planning, construction and equipping of the New Residence Hall Project.

BE IT FURTHER RESOLVED that the Chairman, Vice Chairman and Secretary of the LSU Board, the President, the Executive Vice President and the Assistant Vice President and University Architect of the LSU System and the Vice Chancellor for Finance and Administrative Services and CFO of the University or any one of them and their designees are hereby authorized to execute all documents and do all things necessary, on the advice of counsel to the LSU Board of Supervisors, to effectuate and implement this resolution.”



LOUISIANA STATE UNIVERSITY

Office of the Chancellor

OFFICE OF THE
PRESIDENT

MAR 16 2011

LSU SYSTEM
March 16, 2011

TO: John V. Lombardi
President
LSU System

DATE:

FROM: 
Michael Martin
Chancellor

RE: Recommendation to Reallocate the Excess Series 2010A Bond Proceeds

Attached for your review is a resolution requesting approval to reallocate the excess proceeds of the Series 2010A Bonds originally to be used for the Residential College One, Phase II project in the amount of \$15,500,000 to the planning and construction of the Annie Boyd Hall Renovation Project and to reallocate the excess proceeds of the Series 2010A Bonds originally to be used for the East Laville Honors College, Phase II project in the amount of \$7,618,078 to be used for planning, design, and construction of the New Residence Hall project.

It is requested that the resolution be forwarded to the Board of Supervisors for placement on the April 2011 meeting agenda.

Please let me know if you need additional information.

SUMMARY OF RESIDENTIAL COLLEGE ONE, PHASE II COSTS

Series 2010A Project Fund	\$35,889,790.00
Project Costs for Residential College One, Phase II	
Construction - Lincoln Builders of Baton Rouge, Inc.	15,400,000.00
Planning & Development (10% of construction)	1,540,000.00
Contingency (10% of construction)	1,540,000.00
Equipment (10% of construction + additional excess)	1,755,790.00
Arts (1% of construction)	154,000.00
Total Project Costs	\$20,389,790.00
Estimated Excess Proceeds	\$15,500,000.00
Annie Boyd Hall Renovation Project	(\$15,500,000.00)
Balance	<u><u>-</u></u>

Prepared to document 4/15/11 Board Resolution for Annie Boyd

SUMMARY OF EAST LAVILLE HONORS COLLEGE, PHASE II COSTS

Series 2010A Project Fund	\$29,838,928.00
Project Costs for East Laville Honors College, Phase II	
Construction - Frank A. Anzelone General Contractors, Inc.	12,535,000.00
Abatement & Demolition - ARC Abatement I, Ltd.	800,000.00
Planning & Development (10% of construction)	1,253,500.00
Contingency (10% of construction)	1,253,500.00
Equipment (10% of construction + additional excess)	1,253,500.00
Arts (1% of construction)	125,350.00
Total Project Costs	\$17,220,850.00
Estimated Excess Proceeds	\$12,618,078.00
New Residence Hall Project	(\$7,618,078.00)
Balance	<u>5,000,000.00</u>

Prepared to document 4/15/11 Board Resolution for East Laville Honors College



RECOMMENDATION TO APPROVE LEASE AGREEMENT WITH THE TIGER ATHLETIC FOUNDATION FOR CONSTRUCTION OF ADDITIONAL SUITES IN ALEX BOX STADIUM

To: Members of the Board of Supervisors

Date: April 15, 2011

Pursuant to Article VII, Section 8. D.2.a. and b. of the Bylaws of the Louisiana State University Board of Supervisors, this matter is a "significant board matter".

D.2(a) The assignment, lease, transfer, encumbrance or sale of land, mineral rights, rights-of-way, servitudes, or other immovable property owned or controlled by LSU.

D.2(b) Any contract or series of related contracts for the design, construction, repair, or renovation of any building or other structures involving a total of \$500,000 or more.

1. Summary of Matter

The Tiger Athletic Foundation (TAF) request approval to enter into a Lease Agreement for construction of additional suites in Alex Box Stadium. TAF will design and construct a total of twelve (12) additional suites, featuring approximately 192 additional seats on the existing third suite level of the new Alex Box Stadium (Exhibit A). Six suites will be located on the first base side and six suites will be located on the third base side. The superstructure or "framing" required to construct the additional suites already exists. In addition, TAF will install a new double sided service elevator, reconfigure existing stairways and build-out one additional office and storage space.

All construction will be in accordance with design standards established by the Board of Supervisors and/or LSU and the plans and specifications are to be approved by the President of the LSU System or his designee. It is estimated that the cost of the improvements, including design and construction, will be approximately three million and 00/100 Dollars (\$3,000,000.00) at the sole expense of TAF.

The lease proposes that the work shall commence on or before July 15, 2011, or within 30 days after the LSU Representative has given written consent to commence, and will make best reasonable efforts for completion on or before January 31, 2012, unless delayed by Force Majeure. In such event, all work is to be completed on or before August 31, 2012.

2. Review of Business Plan

The construction of the additional suites will be pursuant to the terms and conditions of the proposed Lease Agreement. The Tiger Athletic Foundation will donate all improvements to the LSU Board of Supervisors upon completion of construction and acceptance by LSU. LSU will grant to TAF and its contractors the right of access and use of the property in order to facilitate the construction.

Pursuant to La. R.S. 17:3390E, and within the proposed Lease Agreement, specifically Section 8., TAF is proposing that LSU shall grant to TAF the right of first refusal to purchase season tickets to the Additional Suites (approximately 192 seats) on game days and special days at the full price of admission for which such tickets generally are sold to member of the public. Should TAF exercise its right to purchase tickets in the additional suites, TAF will be responsible for and pay all costs associated with the operation and management of the additional suites. The rights granted will continue in full force and effect for a period of twenty-five (25) years following substantial completion and are subject to any renewals or extensions that may be granted by the LSU Board. LSU shall honor agreements executed by Foundation which confirm donor rights of use in and to the additional suites, provided that such agreements are not for a term in excess of seven (7) years. Consumption of alcoholic beverages in the additional suites will be governed by the provisions of the University's Policy Statement 78 as amended.

3. Fiscal Impact

The Tiger Athletic Foundation shall pay to LSU the sum of \$100 for use and access to lease premises in order to perform said construction.

The estimated cost of design and construction is estimated to be \$3,000,000. All costs incurred for the design and construction shall be paid by TAF with funds on hand.

TAF will donate said improvements to the LSU Board of Supervisors upon completion of the construction.

4. Description of Competitive Process

TAF will utilize the LSU competitive bid process for the selection of the architect and contractor for the project.

5. Review of Legal Documents

The proposed Lease Agreement has been reviewed and is in order.

6. Parties of Interest

None.

7. Related Transactions

TAF shall enter into written contract(s) between TAF and architect and contractor(s). TAF shall not enter into any contract without the written approval of LSU Representative or his designee.

8. Conflicts of Interest

None.

Attachments

- Letter from Chancellor Martin
- Proposed Lease Agreement with Tiger Athletic Foundation for Construction of Additional Suites in Alex Box Stadium

RECOMMENDATION

It is recommended that the LSU Board of Supervisors adopt the following resolution:

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College does hereby authorize John V. Lombardi, President of the Louisiana State University System, or his designee, to execute a Lease Agreement with the Tiger Athletic Foundation for Construction of Additional Suites in Alex Box Stadium.

BE IT FURTHER RESOLVED that John V. Lombardi, President of the LSU System, or his designee, is hereby authorized by and empowered for and on behalf of and in the name of the Board of Supervisors to include in the Lease Agreement any and all provisions and stipulations that he deems in the best interest of the Board of Supervisors.”

MAR 16 2011

LSU SYSTEM

TO: John V. Lombardi
President
LSU System

DATE: March 16, 2011

FROM: 
Michael Martin
Chancellor

RE: Lease Agreement between the Tiger Athletic Foundation and the Board of Supervisors – Construction of Additional Suites in Alex Box Stadium

Attached for your review is a resolution requesting approval of a proposed lease agreement between the Tiger Athletic Foundation and the Board of Supervisors for construction of additional suites to the third level of Alex Box Stadium. The lease provides for the design and construction of 12 additional suites, featuring approximately 192 additional seats, a new double sided service elevator, reconfiguration of existing stairways, one office, and storage space. The estimated cost of the construction is approximately \$3,000,000 and will be solely funded by the Tiger Athletic Foundation.

It is requested that the resolution and the proposed lease agreement be forwarded to the Board of Supervisors for placement on the April 2011 meeting agenda.

Please let me know if you need additional information.

**LEASE AGREEMENT FOR CONSTRUCTION OF
ADDITIONAL SUITES IN ALEX BOX STADIUM**

**THIS LEASE AGREEMENT FOR CONSTRUCTION OF ADDITIONAL SUITES
IN ALEX BOX STADIUM** (herein "Lease") is entered into as of the dates indicated on the
attached Acknowledgments, by and between,

**BOARD OF SUPERVISORS OF LOUISIANA STATE UNIVERSITY AND
AGRICULTURAL AND MECHANICAL COLLEGE**, a public constitutional
corporation organized and existing under the Constitution and laws of the State of
Louisiana, domiciled in the Parish of East Baton Rouge, said State, appearing
herein through John V. Lombardi, President of the Louisiana State University
System, duly authorized and empowered by resolution of said Board of
Supervisors (hereinafter referred to as "Board"),

and

TIGER ATHLETIC FOUNDATION, a Louisiana non-profit corporation
organized and existing under the laws of the State of Louisiana, domiciled in the
Parish of East Baton Rouge, herein appearing through and represented by Ronald
G. Richard, its duly authorized President and Chief Executive Officer (hereinafter
referred to as "Foundation"),

provides as follows:

WITNESSETH

WHEREAS, Foundation is a private non-profit Louisiana corporation described in
Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, whose tax exempt purpose
is to support the mission and programs of Louisiana State University and Agricultural and
Mechanical College ("LSU"), a higher education institution under the management and
supervision of Board;

WHEREAS, Louisiana Revised Statutes 17:3361, et seq., expressly authorizes Board to
lease property to a nonprofit corporation such as Foundation for the purpose of constructing and
renovating buildings, other structures and improvements;

WHEREAS, Board is the owner of a certain lands located on the LSU campus in the Parish of East Baton Rouge, State of Louisiana, on which it has constructed certain buildings, improvements and other structures known as (and hereinafter referred to collectively as) “Alex Box Stadium”;

WHEREAS, Foundation desires to lease certain lands in addition to portions of Alex Box Stadium, for the purpose of constructing improvements in Alex Box Stadium, all at Foundation’s expense and in accordance with design standards established by the Board and/or LSU, and Board desires to grant Foundation such a lease and limited rights of use and access in order to facilitate construction of such improvements; and,

WHEREAS, the improvements to be constructed by Foundation pursuant to the terms of this Lease will be donated by Foundation to Board upon completion of construction and acceptance by Board in accordance with the terms of this Lease;

NOW THEREFORE, in consideration of the mutual covenants, conditions and agreements which follow, the parties hereby agree as follows:

CERTAIN TERMS DEFINED

“Additional Suites,” refers to the seats and seating areas to be constructed by Foundation on the third level of Alex Box Stadium, which are more particularly described on the drawing by Grace & Hebert Architects, dated February 28, 2011, which is attached hereto as Exhibit “A”.

“Applicable Laws,” refers to all laws, statutes, rules, regulations, ordinances, resolutions and orders of any Governmental Authority applicable to the parties and substantially affecting the ability of the parties to meet their obligations hereunder; provided, however, that this definition shall not be interpreted as waiving protections granted to any party against future laws impairing the obligations of contracts between the parties and/or any third parties;

“Architect,” refers to any architect or other design professional, including their permitted successors and assigns, engaged by Foundation to perform architectural or design services with respect to any phase of the design and/or construction renovation of the Improvements or any substitute or successor architect or other design professional engaged by Foundation.

“Construction Contract,” refers to one or more agreements for the construction of the Improvements entered into by and between the Foundation and the Contractor, including all

amendments, modifications, exhibits, schedules, supplements and change orders to all such agreements.

“Contractor,” refers to the contractor or contractors selected by Foundation to construct the Improvements and their permitted successors and assigns.

“Force Majeure,” refers to any (a) act of God, lightning, hurricane, tornado, and other extraordinarily adverse and inclement weather, fire, explosion, flood, act of a public enemy, war, insurrection, riot or civil disturbance; (b) labor dispute, strike, work slow down or work stopped; and, (c) any other similar cause or similar event beyond the reasonable control of the Foundation.

“Game Days” refers to calendar days on which LSU plays varsity baseball games in Alex Box Stadium, including pre-season and post-season events which the general public may attend, or calendar days on which LSU holds events in Alex Box Stadium related to or promoting its varsity baseball program.

“Improvements,” refers to the Additional Suites and all related improvements required to be constructed by Foundation in accordance with the Plans and Specifications and the terms of this Lease including, but not limited to, the following: approximately 6,340 square feet of additional space for suites providing approximately 192 additional seats; a new, double sided service elevator serving current plaza and suite levels; reconfiguration of two stairways; and building out new office and new storage space.

“Land” refers to those five certain parcels of land, together with those portions of Alex Box Stadium located thereon, and all rights (including air rights), ways and privileges thereunto appertaining, said parcels of land being more particularly described as Parcels “1” through “5” on the drawing by Grace & Hebert Architects, dated January 31, 2011, which is attached hereto as Exhibit “B,”

“LSU Representative,” refers to the President of the LSU System or his designees.

“Plans and Specifications,” refers to one or more sets of final plans and specifications, including any amendments thereto, for design of the Improvements, materials selection and method of construction for the construction of the Improvements and for all Work related thereto, which have been approved, in writing, by the LSU Representative.

“Punch List,” refers to a list prepared by the Architect and approved by LSU, which sets forth those items of Work to be completed following Substantial Completion, prior to Final Acceptance.

“Special Events Days” refers to calendar days on which events requiring a ticket for admission are held in Alex Box Stadium other than on Game Days.

“Substantial Completion,” refers to the date or dates on which (a) the Architect has certified to Foundation that the Work (or, if approved by the LSU Representative, any portion of the Work) has been completed substantially in accordance with the Plans and Specifications, subject to customary punch list items remaining to be completed, and (b) the LSU Representative

has given written approval of the Architect's certificate.

“Work,” refers to all work and activities required to be undertaken by Foundation in order to design and construct the Improvements including, without limitation, the transportation and storage of materials, the securing of work sites and staging areas, the design, planning and construction of Facilities and all necessary utility placements, relocations, tie-ins and upgrades.

1.

AGREEMENT TO LEASE

For and in consideration of One Hundred (\$100) Dollars and other good and valuable consideration, Board hereby leases the Land to Foundation, and hereby grants to Foundation such rights of use and access as are necessary for Foundation to perform the Work. Unless otherwise agreed to in writing by Foundation and Board, this Lease, including all rights of use and access for construction purposes, shall terminate upon the earlier of; (a) termination of this Lease; or, (b) donation of the Improvements to Board as provided herein.

2.

AGREEMENT TO CONSTRUCT AND DONATE IMPROVEMENTS

Foundation agrees to construct the Improvements in accordance with the Plans and Specifications and to donate the Improvements to Board after completion of the Work. It is estimated that the total cost of the Improvements, including both construction and design, will be approximately Three Million and 00/100 Dollars (\$3,000,000.00), all of which cost and expense shall be paid by Foundation from private contributions donated for the purpose of supporting the design, construction and related expenditures associated with the Improvements. Said amount may be increased with the written consent of Foundation and the LSU Representative, subject to the requirements of Subsections 4A and 4J hereof.

3.

USE OF PREMISES

Foundation may use the Land only for construction of the Improvements. Foundation shall not use the Land for the sale, distribution, storage, transportation or handling of petroleum or other similar synthetic products. Foundation shall not make any use of the Land in violation of any Applicable Laws, and shall not permit any contamination or pollution on or about the Land or increase the fire or insurance hazard by any use thereof. Before beginning any Work on the Land, Foundation shall obtain any permits required by the State of Louisiana, the Parish of East Baton Rouge and the United States of America or any of their subdivisions or departments. Foundation shall not install or otherwise place storage tanks in or on the Land without the LSU Representative's prior written consent which, in addition to any other conditions required by the LSU Representative, shall be subject to the condition that any such tanks shall be located on a concrete slab and shall be surrounded by a retaining wall that will retain the products stored in the tanks in the event of any spill, discharge, leak, overflow, or other release.

4.

CONSTRUCTION

4.1 At its sole cost and expense, Foundation shall construct the Improvements in a good and workmanlike manner, in accordance with the following provisions:

A. Plans and Specifications/Change Orders

At least thirty (30) days prior to commencement of any construction, proposed final plans and specifications shall be delivered to the LSU Representative for his review. The LSU Representative shall approve or disapprove such proposed final plans and specifications in writing within thirty (30) days of receipt thereof. Any request for change orders to the Plans and Specifications or to the Construction Contract shall be made to the LSU Representative, who

shall approve or disapprove such request in writing within ten (10) working days of having received such request from the Foundation. No change order to the Construction Contract or to the Plans and Specifications which substantially deviates from the Plans and Specifications, shall be implemented without the prior written consent of the LSU Representative.

B. Commencement and Completion of Work

Unless delayed by Force Majeure, at its own expense, Foundation agrees to: (1) commence the Work on or before, July 15, 2011, or within thirty (30) days after the LSU Representative has given written consent to the notice to commence, whichever is later; and, (2) make best reasonable efforts to achieve Substantial Completion of the Work on or before January 31, 2012, but in any event to complete all Work on or before August 31, 2012. No work shall commence until the LSU Representative has given his written consent to the notice to proceed and his written approval to the final proposed plans and specifications. The commencement and completion dates set forth herein may be extended by a written request issued by the Foundation and approved in writing by the LSU Representative.

C. Construction Contract

The Work shall be performed on behalf of Foundation pursuant to the terms of the Construction Contract. Foundation shall not enter into a proposed construction contract without the prior written approval of the LSU Representative. The LSU Representative shall approve or disapprove the proposed final contract within ten (10) days of receipt from Foundation. Where appropriate, the Construction Contract and bond(s) shall be recorded properly with the Clerk of Court of East Baton Rouge Parish prior to commencement of the Work. Foundation shall include a liquidated damages clause acceptable to the LSU Representative in the proposed construction contract. Board and Foundation hereby acknowledge the following, and, to the extent practically and legally possible, the Construction Contract and all subcontracts entered

into by the Contractor shall acknowledge expressly that they have been informed of the following:

(i) The Work will be performed solely and exclusively for Foundation.

(ii) Foundation is a separate legal entity from LSU and Board. It is not acting as agent for LSU or Board, and Foundation has no authority to obligate LSU or Board to any extent whatsoever.

(iii) Neither Board nor the State of Louisiana shall be liable, directly or indirectly, for the payment of any sums whatsoever or for the performance of any other obligation whatsoever arising out of the Work performed pursuant to this Lease.

(iv) Foundation has no ownership interest in the Land on which the Work will be performed. Any improvements placed on the Land shall become property of Board upon completion of the Work. The Work shall not give rise to any rights against the Land or Board.

D. Performance Bond

Foundation shall require that the Contractor provide a performance and labor and materials payment bond with a corporate surety authorized to do business in the State of Louisiana. Said bond(s) shall be for the greater of the full amount of the Construction Contract price or the amount of the guaranteed maximum price of the Work. Both Foundation and Board shall be obligees under the bond(s).

E. Rights Concerning the Land During Construction

To the extent necessary, Foundation and the Contractor shall have the right to occupy and use the Land, with reasonable ingress to and egress from the Land, during the term

of this Lease and, with the prior written consent of the LSU Representative, shall fence or block off that area of the Land necessary to perform the Work in a safe and secure manner. Except for unknown or unforeseen and unforeseeable defects, Foundation assumes all responsibility for the condition of the Land during the term of this Lease. Foundation and the Contractor shall maintain Land and any improvement or construction thereon in a reasonably prudent manner at all times until the Work is accepted by the LSU Representative. Board shall not be responsible for any maintenance or repairs to the Land during the term of this Lease. The LSU Representative and any other individuals authorized by him shall at all times have access to the Land and the exercise of all rights as owner except as otherwise provided herein, even those not specifically acknowledged herein, and at all times shall have the right but not the obligation to enter the Land and review the Work to determine that it is being performed in compliance with the Plans and Specifications and in a good and workmanlike manner. Foundation accepts the Land for the purposes herein outlined without any warranty of title or recourse whatsoever against Board.

F. Access over Adjoining Property during Construction

Board hereby grants to Foundation a servitude of access over and across such other property owned by Board only in so far as such is absolutely necessary in order for the Foundation to fulfill its obligations hereunder, provided, however, Foundation shall not interfere with Board's use of such other property.

G. LSU Rules and Regulations; Access During Construction

Foundation agrees that it will comply with all Board and LSU regulations, policies and mandates with regard to all contractors and personnel entering the Land for purposes of construction, which rules and regulations will be addressed at the pre-construction conference, and that it will secure, at its own expense, all necessary permits and licenses from all regulatory

agencies or bodies. Foundation shall make these same requirements of the Contractor. The Work shall be subject to inspection by the LSU Representative and any individuals authorized by the LSU Representative to perform such inspections, who shall have access at all reasonable times during construction.

H. Signage

Before erecting or placing any sign upon the Land or the Improvements, Foundation shall submit the design specifications of such sign to the LSU Representative for approval. Foundation may only erect or place signage hereunder if it has obtained the prior written approval of the LSU Representative.

I. Acceptance of Construction

Foundation and Board agree to work together to identify and facilitate completion of all warranty and punch list items within the first year following acceptance of the Work. Foundation will not accept the Work without the written approval of the LSU Representative. Board reserves the right to refuse to approve the acceptance of the Work unless monies equal to the value of the punch list deficiencies are withheld by the Foundation and designated for payment to the Contractor only upon completion of the punch list items. Upon donation of the Work by Foundation to Board, Foundation hereby agrees that, to the extent allowed by law, Foundation will assign or transfer to Board its right to enforce actions against the Contractor and/or the Architect arising out of the Work; provided, however, Foundation shall continue to be obligated to complete the Punch List items. Final payment shall not be made to the Contractor until the LSU Representative agrees in writing that the Punch List items have been completed.

J. Funds for Construction

At the LSU Representative's request, prior to the commencement of Work, Foundation shall satisfy the LSU Representative that the total amount of money needed to

complete the Work has been collected or acquired by the Foundation and is dedicated to that use. At the LSU Representative's sole option, Foundation may be required to provide a letter of credit, a performance bond, or a dedicated escrow account to guarantee its performance.

K. On Site Construction Inspector

If in the LSU Representative's sole discretion it becomes necessary, Foundation at Foundation's expense shall hire an on-site construction inspector or clerk of the works for full time supervision of the Work.

L. Inspection and Survey

Foundation shall inspect the Land, and arrange for any necessary boundary surveys, topographical surveys, soil borings and other site investigations at its expense. Foundation accepts the Land in its present condition.

M. No Liens; Release of Recorded Liens

Foundation shall not suffer or permit any liens to be enforced against the Land or Board by reason of a failure to pay for any work, labor, services or materials supplied or claimed to have been supplied to Foundation or to anyone through or under the Foundation. If any such liens shall be recorded against the Land, Foundation shall cause the same to be released of record, or in the alternative, if the Foundation in good faith desires to contest the same, Foundation shall be privileged to do so, but in such case, Foundation shall promptly deposit with the Recorder of Mortgages of East Baton Rouge Parish a bond guaranteeing payment of any such liens and hereby agrees to indemnify, defend with an attorney of the LSU Representative's choice, and save Board harmless from all liability for damages occasioned thereby and shall, in the event of a judgment of foreclosure on said lien, cause the same to be discharged and released prior to the execution of such judgment.

5.

INSURANCE

5.1 Unless otherwise approved in writing by the LSU Representative, during the Work and prior to the donation of the Improvements to Board, Foundation shall maintain or require the Contractor to maintain the following:

A. Builder's Risk Insurance

Contractor shall provide an "All Risk" builder's risk insurance policy, including but not limited to fire and extended coverage insurance, vandalism and malicious mischief, for not less than one hundred (100%) percent of the full replacement value of the Work or property destroyed to protect against any damage or loss during the Work and until final donation of the Improvements to Board and acceptance thereof. This policy shall be taken out prior to commencement of construction and discontinue upon final acceptance by Board of the donation. It shall run in favor of contractor, Foundation and Board, as their interests may appear. The coverage shall include the architect's fee for work required and reconstruction following a loss during construction. Written evidence of such insurance shall be provided to the LSU Representative prior to commencement of the Work.

B. General Liability and Property Damage Insurance

Foundation and its contractors, before commencing any construction, shall procure such comprehensive liability and property damage insurance, including insurance for the operation of motor vehicles, which will cover Foundation's, Board's and the architect's legal liability arising out of the construction performed by Foundation or any of its contractors or subcontractors and by anyone directly or indirectly employed by either of them, for claims for damages for personal injury, including accidental death, as well as claims for property damage,

including but not limited to damage to surrounding buildings, which may arise from operations for the construction of the Work, with minimum limits of liability of Two Million (\$2,000,000.00) dollars per occurrence and Five Million (\$5,000,000.00) dollars general aggregate. Foundation shall also require its contractors and subcontractors to have in full force and effect a policy of workmen's compensation and employer's liability insurance before proceeding with the construction under this Lease. Written evidence of such insurance shall be provided to the LSU Representative prior to commencement of the Work.

C. Architect's Design, Errors and Omissions

Upon execution of this Lease, Foundation shall provide to Board evidence that the architect for the work has procured architect's design, errors and omissions insurance coverage for the Work in an amount acceptable to the LSU Representative, and Board shall be named as an additional insured on said policy.

5.2 Board shall be named as an additional insured on all policies required hereby. Certificates of all policies of insurance shall be delivered to the LSU Representative upon written request, and said policies shall provide a thirty (30) day written notification to Board prior to the cancellation thereof. All insurance shall be obtained through insurance companies duly licensed to do business in the State of Louisiana and bearing a rating of A+:XV in the latest A. M. Best Co., ratings guide.

6.

DONATION OF IMPROVEMENTS AND TITLE TO IMPROVEMENTS

6.1 Foundation agrees to donate the Improvements to Board after (a) final acceptance of the Work by Foundation and written approval by the LSU Representative of said final acceptance, and (b) the delivery to the LSU Representative of either (i) a clear lien certificate as to the Work which certificate has been obtained from the proper parish clerk's office or (ii)

evidence that any liens against the Improvements have been adequately bonded. Unless otherwise agreed to in writing by Board and Foundation, the Work shall not be donated to Board until the events in both (a) and (b) of this paragraph have occurred. If the architect for the Work recommends final acceptance of the Work by Foundation, the LSU Representative shall not unreasonably refuse to approve final acceptance by Foundation. Unless otherwise agreed to in writing by the LSU Representative and Foundation, use and/or occupancy of the Improvements shall be prohibited until the Improvements have been donated by Foundation to Board.

6.2 Upon fulfillment of the conditions set forth in paragraph 6.1 (a) and 6.1 (b) hereof, the Improvements shall be donated to and title and ownership to said Improvements shall be transferred to and shall become owned by Board. Said donation shall occur concurrently with final fulfillment of the conditions set forth in paragraph 6.1 (a) and 6.1 (b), and, upon said donation, Foundation shall have no further responsibilities, obligations or liabilities with regard to the Improvements, Land or the Work except as otherwise specifically set forth herein. Foundation shall bear the risk of loss with respect to the Improvements until acceptance of the donation by the LSU Representative; provided, however, Foundation's risk shall be limited to available insurance proceeds. Furthermore, prior to such donation, Foundation shall obtain guarantees and warranties from the contractor or contractors and suppliers of equipment, which guarantees and warranties shall be assigned to and shall run in favor of Board upon the donation of the Improvements, provided, however, Foundation itself shall make no warranty as to the condition of the Work. To the extent that such terms are available on commercially reasonable terms, guarantees and warranties for the construction and completion of the Improvements shall run from the later of (1) the fulfillment of the conditions set forth in paragraph 6.1 or (2) the full execution of the donation of the Improvements from the Foundation to Board or (3) occupancy for the purposes set forth herein (the "Warranty Commencement Date"), which warranties shall

include but not be limited to the following items and periods if available:

(a) For one year following the Warranty Commencement Date, all defects in materials and workmanship;

(b) For ten years following the Warranty Commencement Date, all plumbing, electrical, heating, cooling and ventilating systems; and

(c) For the length of manufacturers' warranties, all appliances and equipment.

6.3 Upon fulfillment of the conditions set forth in Paragraph 6.1 hereof the parties agree to execute any and all documents necessary to effectuate the donation and the acceptance thereof on behalf of Board. The parties will record the donation and acceptance in the records of the parish in which Land is located.

6.4 Notwithstanding anything contained in this Lease, at all times Board shall have the absolute right to terminate this Lease on thirty (30) days' written notice to Foundation. Upon such termination either Board shall take title to the Improvements, or Board, at its option, may require Foundation to transfer all of its right, title and interest in this Lease, in any funds dedicated to complete the construction of the Improvements, and in the Improvements already constructed to another non-profit corporation or entity which meets the requirements of La. R.S. 17:3390, which is acceptable to Board, and which accepts the obligations of the Foundation hereunder.

7.

INDEMNIFICATION

7.1 Foundation, for itself and for its successors, assigns, agents, contractors, employees, invitees, customers and licensees, agrees to indemnify, defend and to hold Board harmless against any loss for damages or injuries that may be suffered by Board or by any person, including but not limited to Foundation's agents, contractors, employees, invitees and

licensees, to the extent such loss arises out of or is related to the Work, except with respect to acts or omissions by LSU Board members, officers and employees unless said Board members, officers and employees are acting at the direction or request of the Foundation, and Foundation agrees to defend Board with an attorney of Board's choice in any legal action against it and pay in full and satisfy any claims, demands or judgments made or rendered against Board, and to reimburse Board for any legal expenses, including attorney's fees and court costs, which may be incurred by it in defense of any claim or legal action arising thereunder, but Foundation's costs and expenses incurred in fulfilling this indemnity and defense shall be limited to insurance proceeds which are available for this purpose.

7.2 To the extent allowed by law, Board, agrees to indemnify, defend and hold Foundation harmless against any loss for damages or injuries that may be suffered by Foundation or by any person including but not limited to Board's agents, contractors, employees, invitees, and licensees, except if any of such persons are acting at the direction or request of the Foundation, to the extent that such loss, damage or injuries arise out of or are related to the fault or negligence of Board, its members, employees, or officers, and Board agrees to defend Foundation in any legal actions against it and, to the extent allowed by law, pay in full and satisfy any claims, demands or judgments made or rendered against Foundation, and to reimburse Foundation for any legal expenses, including attorneys fees and court costs, which may be incurred by it in defense of any claim or legal action arising thereunder; provided, however, that Board's costs and expenses incurred in fulfilling this indemnity and defense shall be limited to proceeds from the Office of Risk Management which are available for this purpose.

8.

OPERATION AND MANAGEMENT OF ADDITIONAL SUITES

8.1 Subject to the applicable terms and conditions of this Lease, in consideration for Foundation's agreement to construct and donate the Improvements to Board, and in accordance with the authority granted to Board and LSU pursuant to La. R.S. 17:3390E, LSU shall grant Foundation a right of first refusal to purchase season tickets to the Additional Suites (equaling approximately one hundred ninety-two (192) seats) on Game Days and Special Events Days at the full price of admission for which such tickets generally are sold to members of the public. Notwithstanding anything to the contrary contained herein, Foundation and its members, officers, and directors shall not utilize any seats in the Additional Suites unless they have purchased tickets for such seats from LSU in accordance with the terms of this Section 8.1 (unless the event is one for which admission is free to the general public).

Rights granted pursuant to this paragraph 8.1, shall continue in full force and effect for a period of twenty-five (25) years following Substantial Completion subject to any renewals or extensions that may be granted by Board and/or LSU. Upon termination of the rights granted pursuant to this paragraph 8.1, whether such termination results from a default by Foundation or otherwise, and provided that Substantial Completion of the Improvements has been achieved by Foundation, LSU shall honor agreements executed by Foundation which confirm donor rights of use in and to the Additional Suites, provided that such agreements are not for a term in excess of seven (7) years. In such event, any revenues associated with the Additional Suites following termination of Foundation's right to purchase tickets to the Additional Suites shall belong to LSU unless Board and/or LSU has renewed Foundation's right to purchase Additional Suite

tickets in accordance with La. R.S. 17:3390E.

8.2 During any year in which Foundation exercises its option to purchase tickets to the Additional Suites, Foundation shall operate and manage the Additional Suites on Game Days and on Special Event Days at Foundation's sole cost and expense.

8.3 Foundation acknowledges that except as specifically provided herein, all revenues from the sale of concessions and the granting of catering rights in Alex Box Stadium, including but not limited to the Additional Suites, shall be owned by Board, and Board shall have the exclusive right to sell concessions and grant catering rights in all such areas. Foundation shall have the exclusive right to grant catering rights only in the Additional Suites and only on Game Days and selected Special Events Days.

8.4 Consumption of alcoholic beverages in the Additional Suites will be governed by the provisions of University's Policy Statement Number 78 ("PS 78"), as amended. During the term of this Lease Agreement, LSU hereby covenants not to take action that would contradict or invalidate PS 78 as it applies to rights granted pursuant to this Lease Agreement and LSU agrees not to make changes to PS 78 that would be materially detrimental to the rights granted to Foundation with respect to the service of food and beverages in the Additional Suites. Specific provisions governing the delivery of food and beverages to the Facilities, the behavior of individuals utilizing the Facilities or holding tickets in the Facilities and other similar matters not specifically addressed herein shall be mutually agreed upon by Foundation and University's Chancellor or his designee.

9.

TERMINATION

This Lease shall terminate upon donation of the Improvements to Board and acceptance

by Board of said donation as set forth in paragraph 6.1(a) and 6.1(b) and paragraph 6.2 hereof or at the latest on August 31, 2012. This Lease may be extended by written consent of both parties, which consent may be granted by the President of the LSU System.

10.

NOTICES

All notices, demands and correspondence made necessary by the provisions of this Lease shall be deemed to be properly given, served and addressed, if and when sent by certified mail, return receipt requested, directed as follows:

Board: Board of Supervisors of
Louisiana State University and
Agricultural and Mechanical College
Attention: John V. Lombardi
President LSU System
3810 West Lakeshore Drive
Baton Rouge, LA 70808

Foundation: Tiger Athletic Foundation
Attention: R.G. Richard, President and CEO
Pete Maravich Assembly Center
North Stadium Drive
P.O. Box 711
Baton Rouge, LA 70821

11.

FOUNDATION DEFAULT

11.1 Board may declare Foundation in default upon one or more of the following events:

A. Failure to Timely Commence or Complete.

Failure of Foundation to commence and/or complete the Work as set forth in this Lease, within the time frame allowed, unless such time period has been mutually extended in

writing by the LSU Representative and Foundation unless such failure was caused by a Force Majeure, and which failure has continued for a period of thirty (30) days after receipt of written notice from the LSU Representative specifying such failure and requesting that it be remedied; or

B. Deviation From Approved Plans and Specifications. A substantial deviation, unauthorized in writing by the LSU Representative, from the plans and specifications for the Work approved by the LSU Representative, which deviation has continued for a period of thirty (30) days after receipt of written notice from the LSU Representative specifying such failure and requesting that it be remedied; or

C. Breach of Lease Covenants.

Failure of Foundation to observe or perform any other covenant, condition or obligation upon its part to be observed or performed under this Lease for a period of thirty (30) days after receipt of written notice specifying such failure and requesting that it be remedied; or

D. Taking of Improvements.

The taking by execution of the Improvements for the benefit of any person or entity other than Board; or

E. Involuntary Bankruptcy.

A court having jurisdiction shall enter an order for relief in any involuntary case commenced against Foundation, as debtor, under the Federal Bankruptcy Code, as now or hereafter constituted, or the entry of a decree or order by a court having jurisdiction in the premises appointing a custodian, receiver, liquidator, assignee, trustee, sequestration, or other similar official of or for Foundation or any substantial part of the properties of Foundation or ordering the winding up or liquidation of the affairs of Foundation, and the continuance of any such decree or order unstayed and in effect for a period of 90 consecutive days; or

F. Voluntary Bankruptcy.

The commencement by Foundation of a voluntary case under the Federal Bankruptcy Code, as now or hereafter constituted, or the consent or acquiescence by Foundation to the commencement of a case under such Code or to the appointment of or taking possession by a custodian, receiver, liquidator, assignee, trustee, sequestration, or other similar official of or for Foundation or any substantial part of the properties of the Foundation; or

G. Abandonment of Project.

Foundation, after commencement of construction but prior to substantially completing construction of the Improvements, abandons (with no intent to continue) construction for a period of ninety (90) consecutive days, excluding delays caused by Force Majeure.

11.2 Whenever any event of default referred to in this section shall have occurred and be continuing and Foundation refuses or fails to take the reasonable and necessary remedial action to cure such default in the time period specified therefor, in addition to any other remedies herein or by law provided, Board shall have the right, without any further demand or notice, to declare this Lease terminated. In the event of the termination of this Lease, Foundation expressly waives any notice to vacate. Furthermore, in the event of the termination of this Lease during the Work, Board shall be the owner of all improvements made on or to the Land, provided, however, at Board's sole option and direction, in the event of the termination of this Lease during the Work, Foundation shall transfer any Improvements constructed pursuant to the Lease, its rights and obligations under this Lease and any funds Foundation has dedicated to complete the construction of the Improvements to another non-profit corporation or entity which meets the requirements of La. R.S. 17:3390 and which is acceptable to Board.

12.

BOARD DEFAULT

Foundation may declare Board in default upon the failure of Board to observe or perform any covenant, condition or agreement upon its part to be observed or performed under this Lease for a period of thirty (30) days after receipt of written notice specifying such failure and requesting that it be remedied. If the default be continuing and Board has not taken any action reasonably anticipated to cure such default, in addition to any other remedies herein or by law provided, Foundation shall have the right, without any further demand or notice to declare this Lease terminated and shall have no further obligation to perform any of the obligations of Foundation under this Lease.

13.

MISCELLANEOUS

13.1 Relationship of Parties.

Nothing contained herein shall be deemed or construed by the parties hereto, or by any third party, as creating the relationship of principal and agent, partners, joint venturers, or any other similar such relationship, between the parties hereto.

13.2 Attorneys Fees.

The prevailing party to the extent allowed by law shall be entitled to receive reimbursement for its reasonable attorneys' fees and costs of suit.

13.3 Louisiana Law to Apply.

This Lease shall be construed under and in accordance with the laws of the State of Louisiana, and all obligations of the parties created hereunder are performable in East Baton Rouge Parish, Louisiana.

13.4 Nonwaiver.

No waiver by Board or Foundation of a breach of any of the covenants, conditions, or restrictions of this Lease shall constitute a waiver of any subsequent breach of any of the covenants, conditions, or restrictions of this Lease. The failure of Board or Foundation to insist in any one or more cases upon the strict performance of any of the covenants of the Lease, or to exercise any option herein contained, shall not be construed as a waiver or relinquishment for the future of such covenant or option. No waiver, change, modification or discharge by Board or Foundation of any provision of this Lease shall be deemed to have been made or shall be effective unless expressed in writing and signed by the parties hereto.

13.5 Severability.

If any clause or provision of this Lease is illegal, invalid or unenforceable under Applicable Laws effective during the term of this Lease, then and in that event, it is the intention of the parties hereto that the remainder of this Lease shall not be affected thereby.

13.6 Authorization.

By execution of this Lease, Foundation and Board each represent to the other that they are entities validly existing, duly constituted and in good standing under the laws of the jurisdiction in which they were formed and in which they presently conduct business; that all acts necessary to permit them to enter into and be bound by this Lease have been taken and performed; and that the persons signing this Lease on their behalf have due authorization to do so.

13.7 Use of Name, Logos or Marks.

Neither party shall make use of the other party's name, logo or marks without its prior written consent.

13.8 Amendment.

No amendment, modification, or alteration of the terms of this Lease shall be binding unless made in writing, dated on or subsequent to the date hereof and duly executed by the parties hereto.

13.9 Assignment and Mortgage.

Foundation shall not assign this Lease or any part hereof without the prior written consent of the President of the Louisiana State University System, and any attempt of assignment without the prior written consent of the President of the Louisiana State University System shall be null and void as to Board. Furthermore, Foundation may not mortgage or encumber its rights in or arising out of this Lease or any rights it has or might have in the Land, the Improvements or the Work without the prior written consent of the President of the Louisiana State University System, and any attempt to mortgage or encumber without the prior written consent of the President of the Louisiana State University System shall be null and void as to Board.

13.10 Books, Records and Audit.

The books, accounts and records of Foundation which pertain directly to the Work and construction of the Improvements shall be maintained at the principal office of Foundation. Board may at its option and at its own expense during customary business hours, conduct internal audits of the books, bank accounts, records and accounts of Foundation and its contractor(s) to the extent necessary to verify compliance with this Lease or insofar as said books, bank accounts, records and accounts directly relate to Foundation's performance of its obligations under this Lease. Audits may be made on either a continuous or periodic basis or both and may be conducted by employees of Board, by independent auditors retained by Board

to conduct such audit, or by the Louisiana Legislative Auditor, but any and all such audits shall be conducted without materially or unreasonably or unnecessarily interrupting or interfering with the normal conduct of business affairs of the Foundation.

13.11 Successors and Assigns.

All of the covenants, agreements, terms and conditions to be observed and performed by the parties hereto shall be applicable to and binding upon their respective successors and assigns including any successor by merger or consolidation of LSU or Board into another educational institution or governing body.

13.12 Notice of Lease.

Foundation agrees not to record this Lease. At the Foundation's request, the parties will execute a Notice of Lease for recording in the records of East Baton Rouge Parish, and the cost of recording will be borne by Foundation.

13.13 LSU Representative.

In addition to any other individuals specifically authorized in writing by the President of the LSU System to act as the LSU Representative, the General Counsel to the President and Board of Supervisors and/or the Assistant Vice President and University Architect are hereby authorized to act as the LSU Representative.

13.14 Entire Agreement

This Lease, together with the exhibits attached hereto, contain the final and entire agreement between the parties hereto with respect to the Land and contain all of the terms and conditions agreed upon with respect to the Land, and no other agreements, oral or otherwise, regarding the subject matter of this Lease shall be deemed to exist or to bind the parties hereto; it

being the intent of the parties that neither shall be bound by any term, condition, or representations not herein written.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the dates indicated on the attached Acknowledgments.

WITNESSES:

**BOARD OF SUPERVISORS OF LOUISIANA
STATE UNIVERSITY AND AGRICULTURAL
AND MECHANICAL COLLEGE**

By: _____
John V. Lombardi, President
Louisiana State University System

TIGER ATHLETIC FOUNDATION

By: _____
Ronald G. Richard, President and CEO

STATE OF LOUISIANA

PARISH OF EAST BATON ROUGE

ACKNOWLEDGMENT

BE IT KNOWN that on this _____ day of _____, 2011, before me, the undersigned Notary Public, duly commissioned and qualified in and for the above Parish and State, and in the presence of the undersigned competent witnesses, personally came and appeared John V. Lombardi, appearing herein in his capacity as the President of the Louisiana State University System, and appearing on behalf of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, a public constitutional corporation organized and existing under the laws of the State of Louisiana, who, being by me first duly sworn, declared and acknowledged to me, Notary, that he executed the above and foregoing instrument on behalf of said corporation with full authority of its Board of Supervisors and that said instrument is the free act and deed of said corporation and was executed for the uses, purposes and benefits therein expressed.

IN TESTIMONY WHEREOF, Appearer has executed this acknowledgment in the presence of the undersigned competent witnesses and me, Notary, after due reading of the whole.

WITNESSES:

John V. Lombardi, President
LSU System

NOTARY PUBLIC

STATE OF LOUISIANA

PARISH OF EAST BATON ROUGE

ACKNOWLEDGMENT

BE IT KNOWN that on this _____ day of _____, 2011_, before me, the undersigned Notary Public, duly commissioned and qualified in and for the above Parish and State, and in the presence of the undersigned competent witnesses, personally came and appeared Ronald G. Richard, appearing herein in his capacity as President and Chief Executive Officer of Tiger Athletic Foundation, a charitable organization, who, being by me and first duly sworn, declared and acknowledged to me, Notary, that he executed the above and foregoing instrument on behalf of said corporation with full authority of its Board of Directors and that said instrument is the free act and deed of said Foundation and was executed for the uses, purposes and benefits therein expressed.

IN TESTIMONY WHEREOF, Appearer has executed this acknowledgment in the presence of the undersigned competent witnesses and me, Notary, after due reading of the whole.

WITNESSES:

Ronald G. Richard, President and CEO

NOTARY PUBLIC

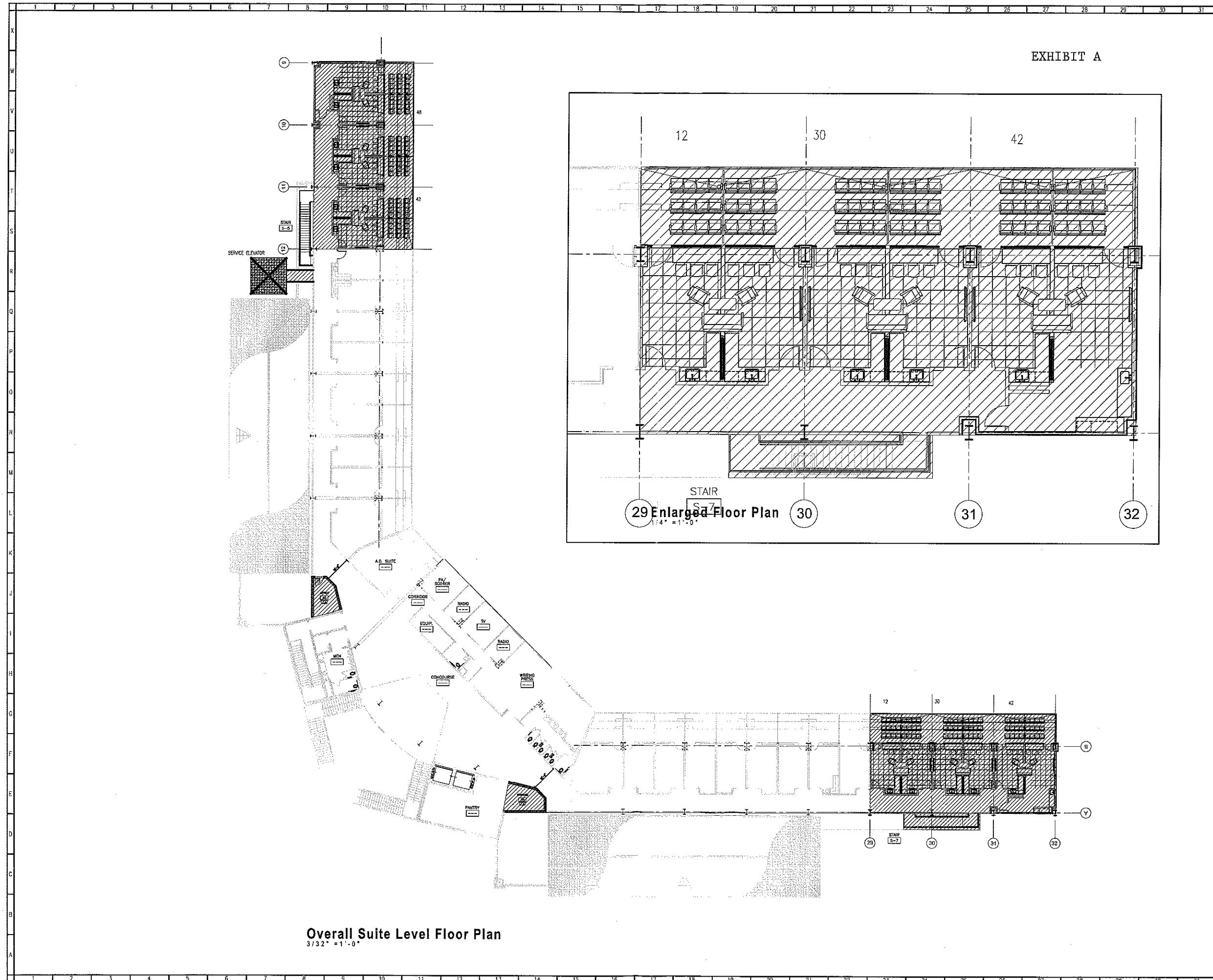
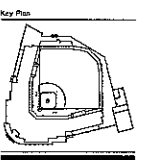


EXHIBIT A



Scale: _____
 Sheet Notes: _____



Louisiana State University
 Baton Rouge, Louisiana
 SUITE ADDITIONS TO
 ALEX BOX STADIUM
 State Project No: 19-001-00-12, Part
 Site Code: 02-13-014
 State DC: New
 GHA Project No: 310511.00
 © 2019 GHA. ALL RIGHTS RESERVED. NO PART OF THIS DOCUMENT MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, WITHOUT PERMISSION IN WRITING FROM GRACE & HERBERT ARCHITECTS, INC.
 Revision: _____
 Date: _____
 Drawn: _____
 Checked: _____
 Date: FEB. 28, 2019
 Scale: _____
 SHEMATIC DESIGN

EXHIBIT B



141 Southwood Street, Suite 108
Baton Rouge, Louisiana 70802
Phone: 504.388.2222
Fax: 504.388.2222

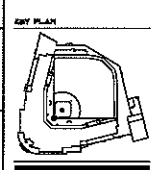
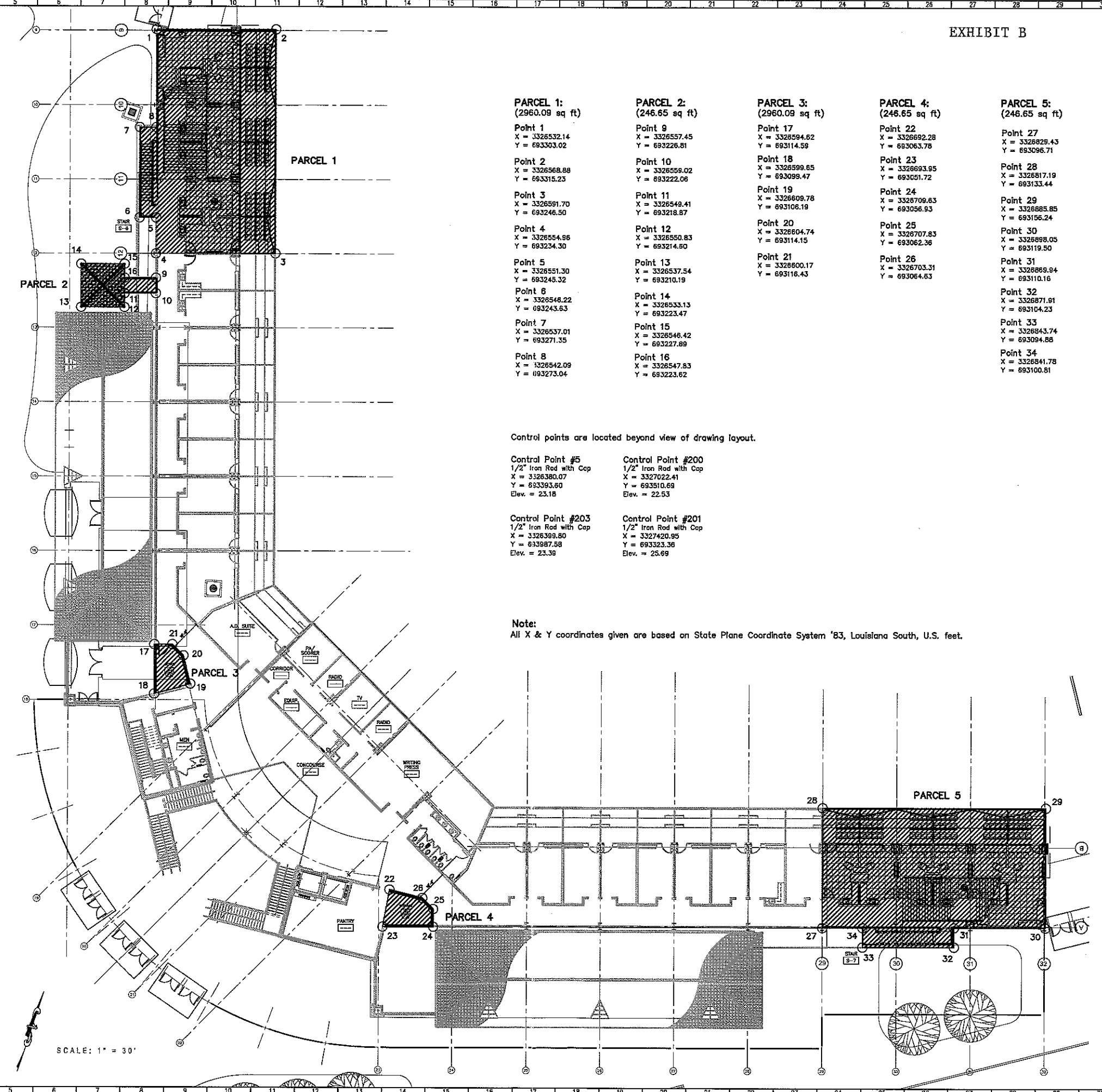
PROJECT NOTES

PARCEL 1: (2960.09 sq ft)	PARCEL 2: (246.65 sq ft)	PARCEL 3: (2960.09 sq ft)	PARCEL 4: (246.65 sq ft)	PARCEL 5: (246.65 sq ft)
Point 1 X = 3326532.14 Y = 693303.02	Point 9 X = 3326557.45 Y = 693226.81	Point 17 X = 3326594.62 Y = 693114.59	Point 22 X = 3326692.28 Y = 693063.78	Point 27 X = 3326826.43 Y = 693096.71
Point 2 X = 3326568.88 Y = 693315.23	Point 10 X = 3326559.02 Y = 693222.06	Point 18 X = 3326599.65 Y = 693099.47	Point 23 X = 3326693.95 Y = 693051.72	Point 28 X = 3326817.19 Y = 693133.44
Point 3 X = 3326591.70 Y = 693246.50	Point 11 X = 3326549.41 Y = 693218.87	Point 19 X = 3326609.78 Y = 693106.19	Point 24 X = 3326709.63 Y = 693056.93	Point 29 X = 3326885.85 Y = 693156.24
Point 4 X = 3326554.96 Y = 693234.30	Point 12 X = 3326550.83 Y = 693214.60	Point 20 X = 3326604.74 Y = 693114.15	Point 25 X = 3326707.83 Y = 693062.36	Point 30 X = 3326898.05 Y = 693119.50
Point 5 X = 3326551.30 Y = 693245.32	Point 13 X = 3326537.54 Y = 693210.19	Point 21 X = 3326600.17 Y = 693116.43	Point 26 X = 3326703.31 Y = 693064.63	Point 31 X = 3326869.94 Y = 693110.16
Point 6 X = 3326548.22 Y = 693243.63	Point 14 X = 3326533.13 Y = 693223.47			Point 32 X = 3326871.91 Y = 693104.23
Point 7 X = 3326537.01 Y = 693271.55	Point 15 X = 3326546.42 Y = 693227.89			Point 33 X = 3326843.74 Y = 693094.88
Point 8 X = 3326542.09 Y = 693273.04	Point 16 X = 3326547.83 Y = 693223.62			Point 34 X = 3326841.78 Y = 693100.81

Control points are located beyond view of drawing layout.

Control Point #5 1/2" Iron Rod with Cap X = 3326380.07 Y = 693393.60 Elev. = 23.18	Control Point #200 1/2" Iron Rod with Cap X = 3327022.41 Y = 693510.69 Elev. = 22.53
Control Point #203 1/2" Iron Rod with Cap X = 3326399.80 Y = 693987.58 Elev. = 23.39	Control Point #201 1/2" Iron Rod with Cap X = 3327420.95 Y = 693323.36 Elev. = 25.69

Note:
All X & Y coordinates given are based on State Plane Coordinate System '83, Louisiana South, U.S. feet.



Louisiana State University
Baton Rouge, Louisiana

SUITE ADDITIONS TO
NEW ALEX BOX STADIUM

Drawn Project No: 15-08-05-12 Parcel 1
Date: 08-11-11
Scale: As Shown

GHA Project No: 310811.00

EXHIBIT TITLE:
EXHIBIT -- 1

DATE: 08-11-11
DRAWN BY: JH
CHECKED BY: JH
SCALE: AS SHOWN
PROJECT NO: 15-08-05-12
SHEET NO: 1 OF 1
SCHEMATIC DESIGN



REPORT OF SYSTEM STAFF ON A SIGNIFICANT BOARD MATTER

OUT OF TIME SUBMISSION:

Recommendation to Approve Amended Ground Lease and Related Agreements to Provide for Construction by the LSU System Research & Technology Foundation of the Digital Media Facility on the LSU A&M Campus

To: Members of the Board of Supervisors

Date: April 15, 2011

Pursuant to Article VII, Section 8.E of the Board Bylaws, the following is provided:

1. Significant Board Matter

This matter is a “significant board matter” pursuant to Art. VII, § 8 of the Bylaws:

- D.1 Any matter having a significant fiscal (primary or secondary) or long-term educational or policy impact on the System or any of its campuses
- D.2.a The lease of land owned by LSU
- D.2.b Any contract for construction of any building involving \$350,000 or more
Approval is also required pursuant to the Uniform Affiliation Agreement

2. Summary of the Matter

This project will result in the construction of the LSU Digital Media Facility (LDMF) on the LSU A&M campus, next to the existing Louisiana Emerging Technology Center (LETC). The LDMF will be 94,000 sq. ft. with 80,000 sq. ft. of leasable space, of which 50,000 sq. ft. will be occupied by the campus’ existing Center for Computation and Technology and the remaining 30,000 sq. ft. by an anchor tenant identified by Louisiana Economic Development (LED), which is expected to be EA Sports. LED and the campus anticipate that EA Sports will move its quality and assurance (Q&A) operations, currently located on the LSU South Campus, to the new facility.

Funding will be provided primarily by state capital outlay appropriations, LED, and a federal grant flowing through the LSU System Research & Technology Foundation (RTF). RTF currently leases the ground on which the current LETC building is located from LSU, and that lease will be amended to provide for the construction of the new LDMF building. In accordance with the normal LSU practice for buildings and improvements constructed on LSU property by affiliated foundations without need for bonds or other financing, title to the new building will be transferred to LSU by the Foundation once construction is complete, unless LSU requests otherwise. This will not interfere with any lease

entered into by RTF with EA Sports or any other Anchor Tenant mutually agreed upon by LSU and LED. The lease or other use agreement with the Anchor Tenant may be directly with LSU rather than through RTF, as originally contemplated, since this is primarily an LSU building, which will house an LED-supported Anchor Tenant, initially.

The new facility requires an increase in a nearby campus mechanical plant to provide sufficient chilled water and other utilities. In order to provide adequate parking space for the facility to meet LED’s commitment to EA Sports, the LSU Ag Center’s Sheep and Swine Exhibit Building must be demolished and relocated elsewhere on campus. These are expected to be funded with capital outlay appropriations made directly to LSU (through the A&M Campus or the Ag Center, as appropriate).

While the LDMF will be physically adjacent to the existing LETC building, to which title is in RTF, the two buildings have separate and distinct purposes and operations. The LDMF building is not an extension of the LETC facility. Precise operating details have not yet been established; in the interests of operational efficiency, LSU and RTF may agree to some joint management of operations or joint procurement of services (janitorial, etc.), but that would not alter the separate status of the two facilities.

3. Review of Business Plan

Funding for this project comes from the following sources:

\$13,300,000	Priority 1 from capital outlay for digital media
6,000,000	Priority 5 from capital outlay for digital media
1,000,000	LED funding from HB1
<u>3,000,000</u>	<u>Federal EDA Grant</u>
\$23,300,000	<i>Total cash currently available or firmly committed upon bidding</i>
\$1,750,000	Anticipated Priority 2 addition to capital outlay for mechanical plant upgrades
720,000	Anticipated Priority 2 addition to capital outlay for demolition of the Sheep & Swine building and construction of parking
2,380,000	Anticipated Priority 2 addition to capital outlay for construction of replacement for the Sheep & Swine building
<u>4,850,000</u>	<u>Total anticipated capital outlay appropriations</u>

In accordance with law and usual practices, the Division of Administration has assured LSU that the Priority 5 funds will be committed for this project when a construction contract is awarded. To remove any risk of funding, the Administration has identified an existing appropriation which can be repurposed to supply the necessary Priority 2 funds. The Administration and LED have also represented that this is a high priority project, and it does not anticipate any

obstacles to obtaining the required funds. According to the Division of Administration, the Priority 2 funding will be obtained as follows:

“2. There will need to be a capital outlay request filed by LSU [Ag Center] and late approval granted by LED for the proposed new AG Barn in the amount necessary to design and build the barn.

“3. There will need to be a capital outlay request filed by LSU and late approval granted by LED for the proposed enhancements to a Highland Central Plant to serve the Wet Labs and Digital Media Buildings.

“4. There will need to be a Priority 2 supplemental appropriation to the Digital Media project for the amount necessary to accommodate the demolition of the old AG Barn and construction of the new parking area, which by the way needs to be redesigned to create a more efficient layout.”

The LDMF facility plans include an extensive, highly specialized computer audio-visual auditorium (A/V Auditorium), which is expected to cost about \$1,700,000. No independent source of funds has been identified for this cost at this time. If the construction of the LDMF comes in under budget, or without using the contingency reserve, those funds may be used for construction of the A/V Auditorium. If those funds are not available, RTF or the campus will have to identify an additional source of funds prior to build-out of the A/V Auditorium. This build-out can be accomplished separately at a later date, without delaying the remainder of the project. The proposed resolution authorizes construction of the A/V Auditorium only if and when RTF and the Chancellor of LSU A&M certify to the President in writing that funds are available for that purpose, and the President approves the use of such funds for the specified-in-detail proposal.

LSU A&M will be responsible for operating expenses related to the 50,000 sq. ft. which will be occupied by its existing Center for Computation and Technology (CCT), which is currently located at a number of different locations across the university. The campus has represented that it has available funds, including from the receipt of rent on the Anchor Tenant space, to pay for those operating costs. The RTF's (or LSU's) costs of operating the other 30,000 sq. ft. will be covered by the “participation fee” (rent) paid by or for the Anchor Tenant. LED, through a cooperative endeavor agreement with LSU, will assure that the payments will be made even if there is no Anchor Tenant. While Board approval will be required for all RTF tenants (and uses) pursuant to the amended ground lease, LSU and LED will agree to work cooperatively to identify a new Anchor Tenant in the event of such vacancy.

If EA Sports does, as expected, move its QA program from its current location on the LSU A&M South Campus, the fee or rent it has been paying to LSU A&M will shift to support the operations of the LDMF. LED currently guarantees that LSU will receive a “Participation Fee” in the amounts shown on Attachment 5,

until the year 2018 for EA Sports' use of LSU facilities. LED will continue to assure that LSU will receive at least those amounts for the new facility. The campus has represented that this shift in payments, and the loss of EA Sports as a tenant on the South Campus, will not have a detrimental impact on its operating budget.

4. Review of Documents Related to Referenced Matter

The various legal documents required for this project are still being prepared. They will be reviewed by the System Office of General Counsel prior to being presented to the President for execution. Thus, an exception to the Bylaws requirement that the documents be presented is implicit in the approval by the Board.

5. Other

The original submission of this matter by the campus was received by the System Office on Friday, April 1, 2011 at 5:35pm. As submitted, the proposal raised several substantial legal issues. The System Office has worked since then with officials from the campus, RTF, LED, and the Division of Administration to make the necessary changes to the project to allow it to proceed in accordance with the goals of LED regarding EA Sports.

Because of the late submission of this matter by the campus, there has been insufficient time for the campus to resubmit its formal request for approval of this project. Accordingly, the attached submission from the campus does not reflect the necessary changes made since it was submitted. This Staff Report contains the most recent primary requirements of the proposal, as informally agreed by LSU , RTF, LED, and the Division of Administration. Because of the absence of primary documents, the resolution must be and is conditional relating to those documents.

6. Certification of campus (or equivalent) re. Art. VII, § 8.E

This certification has been provided (but see Paragraph 5, above).

ATTACHMENTS:

1. Recommendation for project from Chancellor of LSU A&M
Note: This campus recommendation does not reflect the necessary changes which have been made to the project proposal since it was submitted.
2. Draft CEA between LSU and LED (and RTF, if necessary)
No draft of this document is available at this time. But see, Attachment 5 related to the existing relationship with EA Sports. Resolution conditional on such CEA being satisfactory.

3. Draft Amendment to Ground Lease between LSU and RTF
No draft of this document is available at this time. Resolution conditional on such lease being satisfactory.
4. Draft Lease between LSU and RTF for demolition of Ag Center's Sheep and Swine Exhibit Building and construction of related parking spaces
No draft of this document is available at this time. Resolution conditional on such lease being satisfactory.
5. Excerpt from existing CEA with LED and others regarding EA Sports, showing Participation Fee amounts guaranteed by LED.
6. Artist renderings and draft floor plans of LDMF.

RECOMMENDATION

The Chancellor of the LSU A&M campus has, in general terms, recommended that the Board approve this project, and stated that the campus is able to meet the costs of operation and maintenance without prejudice to other campus responsibilities. (no independent staff review of campus finances)

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College supports the construction of a Digital Media Facility building on the LSU A&M campus with grateful support and cooperation of the Louisiana Department of Economic Development, and in accordance with the staff report issued this day authorizes its President, Dr. John V. Lombardi, or his designee, to execute the following agreements relating to the construction and operation of the Digital Media Facility, subject to the listed terms and conditions and any other terms and condition which the President, in consultation with the system general counsel, deems to be in the best interests of LSU:

1. Amendment to Ground Lease between LSU and RTF for construction of the LDMF facility and related parking, provided that it shall include:
 - a. A provision, consistent with normal practice for buildings and improvements constructed on LSU land by affiliated foundations without related debt through bonds or other financing, that title to the LDMF building shall be transferred by RTF to LSU upon completion of construction, unless otherwise requested by LSU, and subject to and without prejudice to any lease or other use rights granted by RTF or LSU to EA Sports, or such other Anchor Tenant as has been mutually agreed upon by LED and this Board pursuant to agreement;
 - b. All non-LSU tenants and uses by those tenants (except those described herein which are expressly approved) shall be subject to approval by this Board;

- c. An agreement that, in the interests of efficiency and accountability, the lease, use, or participation agreement contemplated in the existing CEA between RTF and EA Sports will for the new facility either be directly with LSU or be assigned to LSU by RTF, in accordance with an assignment provision in the agreement.
2. Cooperative Endeavor Agreement (CEA) between LSU and the Louisiana Department of Economic Development (LED) (and RTF, if necessary) to guarantee rental payments for the operation of the LDMF space reserved for LED's Anchor Tenant, provided that it shall include:
 - a. A provision that LED will continue to make payment of rent owed to LSU and/or RTF by the Anchor Tenant, even should there be no Anchor Tenant at any time until June 30, 2018; and
 - b. A provision that LSU and LED will cooperate reasonably to identify an appropriate and suitable replacement Anchor Tenant in the event of such a vacancy, or such other reasonable mechanisms necessary to continue rental payments in the event of the absence of an Anchor Tenant during the term LED is committed to pay rental for the first designated Anchor Tenant through June 30, 2018, and which LSU and/or RTF will be relying upon for maintenance and utility payments for the building;
3. Lease between LSU and RTF for the demolition of the Sheep and Swine Exhibit Building for the LSU Ag Center and construction of related parking space for the LDMF, provided that the President shall not execute such lease unless and until the funds required for such purpose are demonstrated in writing to be available, as expected;
4. Contract for construction of the required mechanical upgrades to the Highland Road Mechanical Plant, provided that the President shall not execute such contract unless and until funds necessary for such are demonstrated in writing to be available, as expected;
5. Contract for construction of a replacement for the Ag Center's Sheep and Swine Exhibit building, provided that the President shall not execute such contract unless and until funds necessary for such are demonstrated in writing to be available, as expected; and
6. Any related documents or agreements deemed by the President to be necessary and appropriate for the construction and operation of the LDMF facility and that assure no adverse affects to the primary missions of the LSU A&M campus.

BE IT FURTHER RESOLVED that the Board finds that the following series of related contracts and agreements proposed to be entered by the LSU System Research and Technology Foundation (RTF) are for an **acceptable university purpose** as provided for in section 6.3 of the *Uniform Affiliation Agreement*, subject to the listed terms and conditions:

1. A contract for the construction of the LDMF, provided that:
 - a. The contract shall not be let until the plans for the build-out of the CCT portion of the space have been reviewed by LSU A&M in accordance with its normal process for review of new construction plans to ensure that such plans are consistent with normal LSU practices and design requirements, while minimizing costs, and the President or his designee has approved the plans in writing, upon the written recommendation of the Chancellor of LSU A&M; and
 - b. No binding commitment for the demolition of the Sheep and Swine Exhibit Building and construction of parking on that land shall be made by RTF unless and until funds required for such purpose are determined by the President to be available, as expected;
2. A contract for the construction of the Audio Visual Auditorium within the LDMF building, provided that no binding commitment shall be made by RTF for such construction unless and until RTF and the Chancellor of LSU A&M have certified in writing to the President that (a) funds are available for such construction in light of then current budgetary circumstances, (b) that they have independently reviewed and determined that the scope of the work is appropriate and necessary in light of the anticipated life (or obsolescence) of equipment, and (c) the ability of the LSU A&M campus to cover maintenance costs of any equipment proposed to be installed, and the President has approved such in writing;
3. A lease, use, participation, or similar agreement with EA Sports to relocate its Quality Assurance program currently located at the LSU South Campus to occupy approximately 30,000 sq. ft. of space in the LDMF building, provided that any such lease or similar agreement shall be subject to approval by the LSU System President to ensure compliance with law and applicable agreements relating to this project; and
4. Any related contracts or other documents necessary or appropriate for the accomplishment of the LDMF project, upon a written finding by the President that such contract is for an acceptable university purpose related to the LDMF project.

BE IT FURTHER RESOLVED that RTF and LSU may agree to the joint management or joint procurement of operating services for the LETC and LDMF buildings if appropriate to minimize costs and maximize operational efficiency, but the activities and operations of the two buildings are separate and distinct, and the LDMF building shall not be considered or represented to be an extension of the LETC building or activities therein;

BE IT FURTHER RESOLVED that that the Board does hereby acknowledge that the Digital Media Facility, to be constructed on the LSU A&M campus, is in general compliance with the Campus Design Guidelines and hereby delegates the approval of the detailed plans and specifications to the President, or his designee, Assistant Vice President and University Architect; and

BE IT FURTHER RESOLVED that it shall be the responsibility of the LSU A&M campus and the LSU Ag Center, as applicable, and RTF to timely initiate the transactions authorized in this Resolution, and to timely present such transactions and related contracts and other documents to the President for review and approval in accordance herewith and in accordance with the Bylaws.



LOUISIANA STATE UNIVERSITY

Office of the Chancellor

ORIGINAL SUBMISSION FROM CAMPUS

Note: This campus recommendation does not reflect the necessary changes which have been made to the project proposal since it was submitted.

To: John V. Lombardi
President
LSU System

Date: April 1, 2011

From: Michael Martin
Chancellor

Subject: April Board Submission - Construction of the Louisiana Digital Media Facility (LETC2)

Attached for your review is a resolution requesting approval for the construction of the Louisiana Digital Media Facility (LETC2). The facility will allow for multiple LSU programs to be located in the same building. It will be a unique resource for both private sector companies involved in digital media and LSU research and curriculum aspects featuring electronics, digital media, and computation. There are three documents that need to be approved in order for the construction to begin. These documents include the temporary lease of Highland Road Mechanical Plant, Amendment of existing lease between the RTF and LSU, and the temporary lease of existing Sheep and Swine Parking Lot and Gourrier Property. These documents are attached for review and consideration.

The LSU System Research and Technology Foundation (RTF) has secured the necessary funding to construct the building. Documents detailing such funding are attached for review. It is my understanding from yesterday's meeting regarding this matter that System General Counsel Lamonica will be working with RTF and LED on any additional assurances that are necessary concerning the funding.

Although the original deadline for submission has passed, it is requested that the resolution be forwarded to the Board of Supervisors for placement on the April 2011 meeting agenda. This is an exceptional circumstance and all information required by Section 8.E. of Article VII has been provided to the best of our knowledge.

Please let me know if you need additional information.

Attachments

**RECOMMENDATION TO APPROVE THE CONSTRUCTION OF THE LOUISIANA
DIGITAL MEDIA FACILITY (LETC2)**

TO: Members of the Board of Supervisors

Date: April 1, 2011

ORIGINAL SUBMISSION FROM CAMPUS

Note: This campus recommendation does not reflect the necessary changes which have been made to the project proposal since it was submitted.

Pursuant to Article VII, Section 8. D.1, D.2.a. and b. of the Bylaws of the Louisiana State University Board of Supervisors, this matter is a significant board matter.

D.1. Any matter having a significant fiscal (primary or secondary) or long-term educational or policy impact on the System or any of its campuses or divisions.

D.2.a The assignment, lease, transfer, encumbrance or sale of land, mineral rights, rights-of-way, servitudes, or other immovable property owned or controlled by LSU. Provided however, a lease (or guarantee of a lease) wherein an LSU System entity is a lessee or lessor of building space not exceeding 5,000 gross square feet, upon recommendation of a chancellor or equivalent with full particulars presented as provided in subsection E may be approved by the President. Reasonably related leases may not be structured to avoid Board approval requirements. All such transactions shall contain the maximum protections reasonably afforded by law in favor of LSU.

D.2.b. Any contract or series of related contracts for the design, construction, repair, or renovation of any building or other structure involving a total of \$500,000 or more. The authority of the President to approve any such contracts involving a total of less than \$500,000 submitted in substantial compliance with the requirements of subsection E is recognized. The President may delegate to chancellors or equivalents the authority to approve any such contracts involving a total of less than \$125,000, as well as establish any procedures appropriate for such approvals.

1. Summary of Matter

The Louisiana Digital Media Facility (Facility) will provide space to allow LSU's Center for Computation and Technology (CCT), the Arts, Visualization, Advanced Technologies and Research (AVATAR) program, and Electronic Arts (EA) to be located in the same building. A Cooperative Endeavor Agreement (CEA) between the State of Louisiana, Louisiana Department of Economic Development (LED), City of Baton Rouge, and the Board of Supervisors of LSU and A&M College was executed in December 2008 (Attachment A). The CEA called for the Facility to be home to LSU's programs associated with digital interactive media and private companies in the digital media area. The CEA anticipated that EA would be the anchor tenant in the building. In 2008, a Memorandum of Understanding (MOU) and a Participation and Use Agreement were also executed to document the preliminary elements of this transaction (Attachments B & C).

The proposed Facility will be a unique resource for both private sector companies involved in digital media (with EA Sports as the anchor private tenant) and LSU research and curriculum aspects featuring electronics, digital media, and computation. This integration of public and private activities will provide a mutual benefit to both areas of workforce and resources and

will foster increased awareness of capabilities and assets. Additional data concerning the cohabitation of LSU Computational Sciences and EA in the Louisiana Digital Media Facility is provided in Attachment D.

Located at the southeast “gates of LSU”, the Facility will be an anchor building of the campus’ newly developing, master-planned, research quadrant. It will be a sister facility to the Louisiana Emerging Technology Center (LETC) directly to its east. The façade of both facilities are complementary with arches dominating the first floor, stucco and glass for the second and third floors and the LSU signature Italian renaissance tile roofing. The Louisiana Digital Media Facility is designed as a 94,000 sq. ft. facility with 80,000 sq. ft. of leasable space. Current plans allocate 30,000 sq. ft. of that space to private digital media companies with EA taking up this space and 50,000 sq. ft. structured for LSU curriculum and research space, such as computation, media arts, etc.

LSU will monitor the design and construction of the Facility and intends to locate CCT and AVATAR in the Facility. The space will be provided to LSU and will require LSU to pay the cost of operating the building less the rent paid by LED on behalf of EA.

2. Review of Business Plan

LSU will not have any capital cost for the Facility and the LSU System Research and Technology Foundation (RTF) will be responsible for obtaining the funding.

The current estimate of cost for the Facility is:

Construction Phase	
Shell & Central Plant	\$ 15,335,000
EA Tenant	\$ 2,125,000
LSU CCT	\$ 3,695,000
Road relocation and Barn demo	\$ 655,000
New Small animal education bldg.	\$ 2,350,000
subtotal	\$ 24,160,000
Project Soft Costs	
Design Cost	\$ 1,650,000
Contingency (remaining unused funds for A/V)	\$ 1,990,000
FF&E	\$ 1,500,000
A/V (\$1,700,000 future funding TBD)	\$ 0
subtotal	\$ 5,140,000
Total estimated project cost	\$ 29,300,000

The funding will be provided by the LSU System Research and Technology Foundation as follows:

Cash & Priority 1 (Attachment E)	\$ 13,300,000
Priority 5 (Attachment F)	\$ 6,000,000
LED/CEA (for EA Sports – Attachment G)	\$ 1,000,000
LED/CEA (mech. plant/parking – Attachment H)	\$ 6,000,000
EDA Grant (Attachment I)	\$ 3,000,000
Total	\$ 29,300,000

The operation of the building will be of no cost to LSU at least through FY 2018. The CEA (Attachment A) provides that LED will pay \$465,000 per year for the space provided to EA. In addition, the Facility will have a coffee shop that will generate revenue. The RTF currently operates a building next to the Facility and only expects to have incremental increases in cost (i.e., utilities, insurance). The RTF will have to add additional staff for maintenance and janitorial services. The RTF does not expect to have any maintenance and repair in the first six months of operation and the maintenance will increase slowly over the first five years. The difference between rent collected and cost will be placed in a maintenance reserve account. The current estimate of operational expenses for the next five years is as follows:

Revenue	FY12	FY 13	FY 14	FY 15	FY16
LED Rent payment	\$ 232,500	\$ 465,000	\$ 465,000	\$ 465,000	\$ 465,000
Coffee Shop Income	\$ 12,000	\$ 12,600	\$ 13,230	\$ 13,892	\$ 14,586
Total Revenue	\$ 244,500	\$ 477,600	\$ 478,230	\$ 478,892	\$ 479,586
Expenses					
Utilities	\$ 74,958	\$ 149,915	\$ 157,411	\$ 165,281	\$ 173,546
Operations	\$ 76,855	\$ 153,710	\$ 161,396	\$ 169,466	\$ 177,939
Insurance	\$ 20,000	\$ 40,000	\$ 42,000	\$ 44,100	\$ 46,305
Total Expenses	\$ 171,813	\$ 343,625	\$ 360,807	\$ 378,847	\$ 397,790
Maintenance Reserve Account	\$ 72,687	\$ 133,974	\$ 117,423	\$ 100,045	\$ 81,796

LSU has also reviewed the security and parking considerations of the Facility (Attachments J and K).

3. Fiscal Impact

The Facility is not expected to have any fiscal impact to LSU during the years of operation through June 30, 2018.

4. Description of Competitive Process

The RTF will be responsible for the construction process with oversight from LSU. The RTF will follow a process that is approved by LED. The process will include the qualification of potential contractors and a competitive bid process. This process will be approved by LSU.

5. Review of Legal Documents

There are three legal documents that need to be approved at this time:

- **Temporary lease of Highland Road Mechanical Plant:** The RTF will temporarily lease the Highland Road Mechanical Plant to make improvements to the Plant. The RTF will donate said improvements to LSU upon completion of improvements and LSU has accepted same. The RTF will only have right of access to the Plant during the construction of the improvements and will have no right to occupy or operate the Plant after said construction is completed (Attachment L).
- **Amendment of existing lease between the RTF and LSU:** The RTF currently has a lease of property that authorized the construction and operation of the LETC. The amendment will authorize the construction of the Facility. The remaining terms of the existing lease will remain in effect. LSU will grant a large land lease to the RTF for the construction, use, and occupancy of the Facility to house new and emerging companies dependent upon university research and/or university technologies and LSU's CCT (Attachment M).
- **Temporary lease of existing Sheep and Swine, Parking Lot, and Gourrier Property:** The RTF will temporarily lease the existing Sheep and Swine Barn and the surrounding parking lot to allow the RTF to demolish the Barn and replace it with surface parking. Also, the RTF will temporarily lease property on Gourrier to build a replacement for the Sheep and Swine barn (Attachment N).

6. Parties of Interest

All parties relevant to the approval of this Facility do not have any related interest in the approval of said Facility nor will they receive financial gain from this approval.

7. Related Transactions

Not Applicable

8. Conflicts of Interest

None

ATTACHMENTS:

- A. Cooperative Endeavor Agreement (December 30, 2008)
- B. Memorandum of Understanding (August 2008)
- C. Participation and Use Agreement (September 12, 2008)
- D. Cohabitation of LSU Computational Sciences/EA in the LDMF
- E. 2007 Capital Outlay Act/2008 Capital Outlay Bill
- F. 2010 Capital Outlay Bill
- G. Cooperative Endeavor Agreement (December 29, 2008)
- H. Cooperative Endeavor Agreement between the RTF and LED (mechanical plant/parking)

- I. EDA Grant Approval (August 2010)
- J. Security for the Louisiana Digital Media Facility (LDMF)
- K. LETC II Parking (December 2010)
- L. Temporary Lease of Highland Road Mechanical Plant
- M. Amendment of Existing Lease between the RTF and LSU
- N. Temporary Lease of Existing Sheep and Swine, Parking Lot, and Gourrier Property

RECOMMENDATION

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College that John V. Lombardi, President of the Louisiana State University System, or his designee, is authorized on behalf of and in the name of the Board of Supervisors to execute the temporary lease of the Highland Road Mechanical Plant, the temporary lease of the existing Sheep and Swine, Parking Lot, and Gourrier Property, and the amendment of the existing lease dated August 21, 2003 between the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College and the LSU System Research and Technology Foundation .

BE IT FURTHER RESOLVED that John V. Lombardi, President of the LSU System, or his designee, is hereby authorized by and empowered for and on behalf of and in the name of the Board of Supervisors, in consultation with General Counsel, to execute any and all additional documents that may be necessary for the construction of the Louisiana Digital Media Facility including any and all provisions and stipulations that he deems in the best interest of the Board of Supervisors.”

Attachments 2, 3, and 4 are not yet available.

2. Draft CEA between LSU and LED (and RTF, if necessary)
No draft of this document is available at this time. But see, Attachment 5 related to the existing relationship with EA Sports. Resolution conditional on such CEA being satisfactory.
3. Draft Amendment to Ground Lease between LSU and RTF
No draft of this document is available at this time. Resolution conditional on such lease being satisfactory.
4. Draft Lease between LSU and RTF for demolition of AgCenter's Sheep and Swine Exhibit Building and construction of related parking spaces
No draft of this document is available at this time. Resolution conditional on such lease being satisfactory.

discretion of LSU in accordance with LSU's normal procurement processes and any applicable public bid laws.

- (B) Pending availability of the proposed LDMF, and conditioned on receiving from LED or Anchor Tenant an amount equal to the Participation Fee described in the Participation and Use Agreement, LSU will provide the Interim Facilities for the use of Electronic Arts, Inc. at a location acceptable to both LSU and Electronic Arts, Inc.. In the event that either LED or Electronic Arts, Inc. fails to pay to LSU the Participation Fee for a period of thirty days after LSU has given written notice to LED and Electronic Arts, Inc. that payment was not made in accordance with the requirements of the Participation and Use Agreement, LSU may evict Electronic Arts, Inc. from the Interim Facilities and LSU shall have no further obligation to provide the use of the Interim Facilities to Electronic Arts, Inc.
- (C) LSU agrees to continue to work collaboratively and negotiate in good faith with EA and LED regarding the location, design, funding and construction of a facility or other space to house the proposed LDMF and the Anchor Tenant, subject to the approval of the LSU Board of Supervisors.

Section 3.02 Obligations of LED.

- (A) LED agrees to provide funds to LSU for lease or use support for the Anchor Tenant at the Interim Facilities in an amount equal to the lesser of the actual amount of the Participation Fee provided for in Section 2.a)i. of the Participation and Use Agreement, or the following annual payment amount:

Fiscal Year Ending June 30, 2009	\$ 113,000
Fiscal Year Ending June 30, 2010	\$ 113,000
Fiscal Year Ending June 30, 2011	\$ 114,000
Fiscal Year Ending June 30, 2012	\$ 465,000*
Fiscal Year Ending June 30, 2013	\$ 465,000
Fiscal Year Ending June 30, 2014	\$ 465,000
Fiscal Year Ending June 30, 2015	\$ 465,000
Fiscal Year Ending June 30, 2016	\$ 465,000
Fiscal Year Ending June 30, 2017	\$ 465,000
Fiscal Year Ending June 30, 2018	\$ 465,000

The payments shall be made by LED in accordance with the terms and dates provided for in Section 2.a)ii. of the Participation and Use Agreement. (*Subject to LSU Board of Supervisor approval, the parties intend to provide the Anchor Tenant with up to 30,000 sq. ft. of space in the Facilities by FY2012, and contemplate entering into a second Cooperative Endeavor Agreement for lease support at the Facilities in lieu of lease support at the Interim Facilities.)

- (B) The State and/or LED shall provide funds to LSU, to be used for the renovation, furnishing and equipping of the Interim Facilities in accordance with the Plans and Specifications in an amount not to exceed Five Hundred Five Thousand and No/100 Dollars (\$505,000.00), to be paid on a reimbursement basis, based upon invoices submitted from LSU to LED and sufficient documentation of expenses incurred. After final approval by the Division of

Digital Media Facility

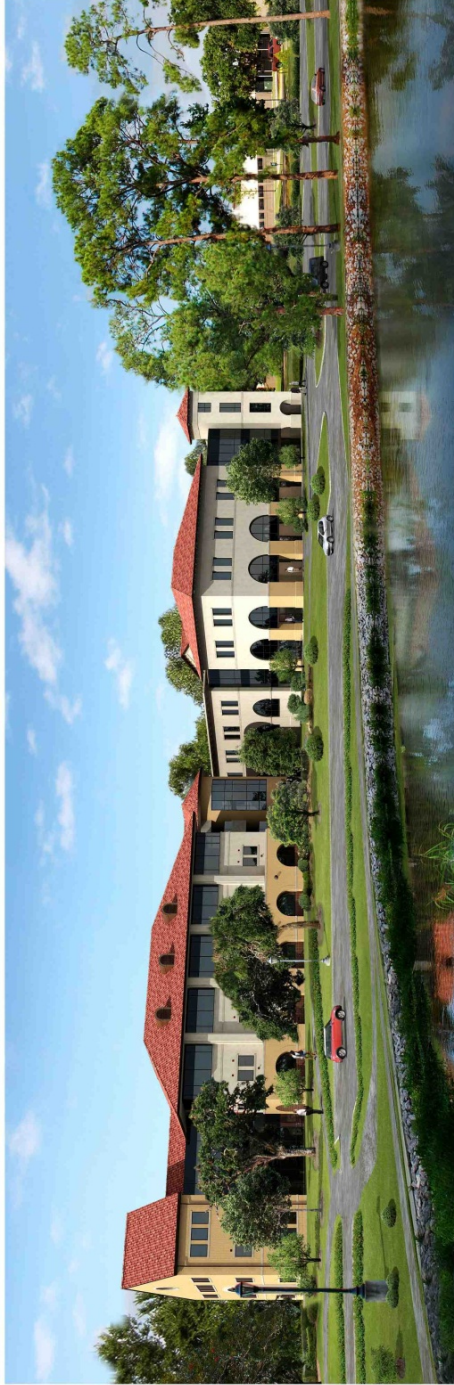


OVERALL SITE PLAN



CAMPUS MASTER PLAN

Digital Media Facility



VIEW FROM CAMPUS LAKE & WEST LAKESHORE DRIVE WITH EXISTING LETICIA BUILDING AT LEFT



VIEW FROM WEST (PARKER COLISEUM) WITH FUTURE BUILDING AT RIGHT PER MASTERPLAN

Digital Media Facility



MAIN ENTRY LOBBY ON FIRST FLOOR



TENANT LOBBY/LOUNGE ON SECOND FLOOR

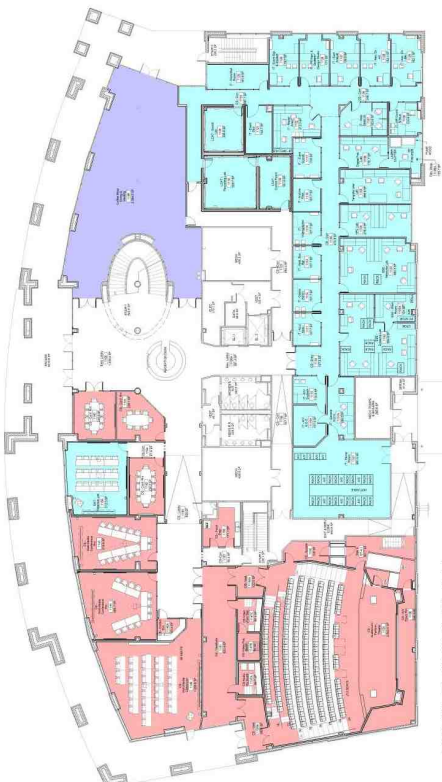


TENANT – TESTING BAYS 1&2 ON THIRD FLOOR



TENANT – TESTING BAYS 5&6 ON THIRD FLOOR

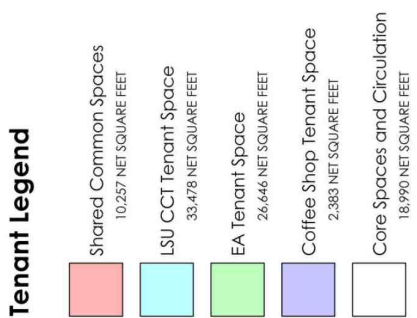
Digital Media Facility



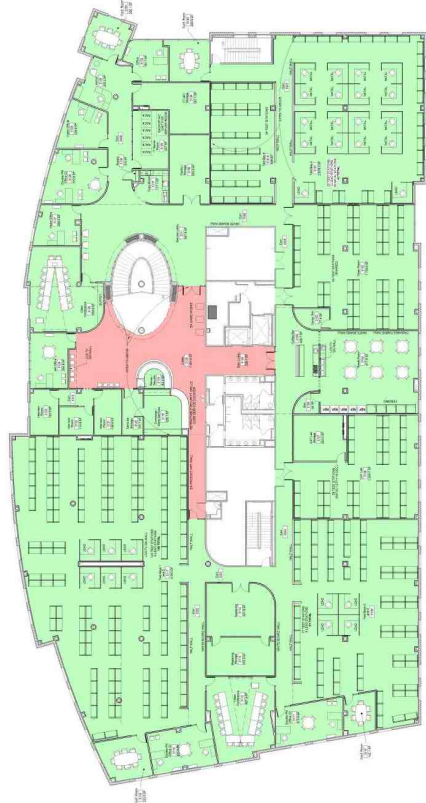
FIRST FLOOR PLAN



SECOND FLOOR PLAN



TOTAL: 91,734 NET SQUARE FEET



THIRD FLOOR PLAN



REPORT OF SYSTEM STAFF ON A SIGNIFICANT BOARD MATTER

Recommendation to Approve Settlement with Johnson Controls, Inc.

Out-of-time submission

To: Members of the Board of Supervisors

Date: April 15, 2011

Pursuant to Article VII, Section 8.E of the Board Bylaws, the following is provided:

1. Significant Board Matter

This is a “significant board matter” pursuant to Article VII, § 8 of the Bylaws:

- D.1 Any matter having a significant fiscal (primary or secondary) or long-term educational or policy impact on the System or any of its campuses or divisions

2. Summary of the Matter

Between 1998 and 2003, LSU entered into several performance-based energy efficiency contracts with Johnson Controls, Inc. (JCI) for construction, maintenance, and related services for a variety of energy-related mechanical plant issues for several LSU campuses and institutions, pursuant to the provisions of La. R.S. 19:1496.1. During 2008 and 2009, the LSU System Office learned of significant issues relating to these contracts, both with the original terms and with JCI’s subsequent performance.

The most significant legal issue with the agreements was that they contained “stipulated savings” clauses which contractually guaranteed that JCI would make money on the contracts regardless of LSU’s actual savings (or increases) in energy costs. Because of this, the contracts did not comply with state law, which requires that payment obligations under performance-based energy efficiency contracts be guaranteed to be *actually* less than the annual savings attributable to the services or equipment under the contract. Beginning in 2008, the Legislative Auditor reported findings on this issue for the five LSU System facilities involved with such contracts: UNO, LSU A&M for the Student Union, LSU Health Sciences Center in Shreveport), University Medical Center in Lafayette and Lallie Kemp Medical Center (as well as other entities). The General Counsel Office’s review also discovered issues with JCI’s performance under the maintenance service provisions of the contracts with all five campuses.

The System engaged outside counsel and an independent expert to investigate these issues. Because at the time these contracts were entered no one at the facilities had the expertise to effectively and independently evaluate the economics and all underlying assumptions in the contracts’ savings formulas, and **the various campuses did not obtain expert outside evaluation of the contract**

terms, it was difficult to determine how the “stipulated savings” were actually calculated, or whether such calculations were even performed by LSU personnel prior to execution of the contracts to determine whether the terms proposed by JCI were reasonable.

LSU began discussions with JCI in 2009 to resolve both the legal and factual disputes involving these contracts and their performance, in an effort to protect LSU’s interests and resolve the disputes. JCI participated in a series of fact-finding sessions to narrow the factual issues. JCI and general counsel have reached an agreement on a recommended settlement, subject to the preparation of agreeable documents and approval by this Board. Under the recommended settlement, JCI will make a one-time payment to LSU of **\$3,040,806.10**, and all five existing service maintenance contracts between LSU and JCI will be terminated with no further payments owed by LSU, other than contractually required lease payments to a third party lender for capital equipment installed under each agreement.

This settlement is recommended by general counsel.

3. Review of Business Plan

The process by which these contracts were drafted, reviewed, and implemented by each of the respective campuses and the System had significant flaws. In addition to the problems with the “stipulated savings” contained in the contracts, issues also arose between the various campuses and JCI regarding JCI’s performance of on-going maintenance and other contractual obligations. All of the outstanding issues have been resolved on the basis of the most accurate factual information LSU was able to obtain, with the able assistance of contract counsel and a retained expert in the field.

4. Review of Documents Related to Referenced Matter

The Settlement Agreement will be reviewed and approved as to form and legal sufficiency by the System General Counsel prior to execution by the President.

5. Other

The PM-72 Guidelines require that, when settlement of litigation or potential litigation reveals **circumstances suggesting the need for remedial action to remove or reduce the risk of future liability or risk to LSU**, a memorandum describing such remedial action should be prepared. The Board should consider adopting an amendment to its Bylaws to ensure that it receives better and more thorough advice from outside expert consultants prior to executing future similarly complex contracts, as suggested on the attached.

6. Certification of campus (or equivalent) re. Art. VII, § 8.E

N/A

ATTACHMENTS:

1. A draft of the final settlement agreement has not yet been prepared
2. Potential Amendment to Bylaws for Consideration

RECOMMENDATION

System General Counsel recommends that the Board authorizes the President to execute a settlement with Johnson Controls, Inc in the amount of **\$3,040,806.10** and termination of all 5 remaining service maintenance contracts.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED by the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College that it authorizes LSU System President, Dr. John V. Lombardi, or his designee, to execute a settlement of all outstanding disputes with Johnson Controls, Inc. (JCI) relating to the five performance-based energy efficiency contracts between LSU and JCI for an amount to be paid to LSU of not less than **\$3,040,806.10**, and termination of the five existing contracts between LSU and Johnson Controls, Inc.;

BE IT FURTHER RESOLVED that the formal settlement agreement shall contain such other terms and conditions as the President, in consultation with the System General Counsel, deems to be in the best interests of LSU; and

Notice of Possible FUTURE Amendment to Article VII, Section 8.E of the Bylaws

Article VII of the Bylaws of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College is hereby amended to insert the following new subsection after section 8.E.4, and to renumber each subsequent subsection accordingly:

- 5.a When the opinion of a consultant or expert is to be relied upon by the Board or the President, or by a campus or institution for any submission being made to the Board or the President, the consultant or expert shall provide such opinion in a written report which shall be distributed to the members of the Board.
- b. The report shall contain, at a minimum, the following: (i) a description of the relevant facts (or hypothetical facts) on which the opinion relies, (ii) the source(s) which provided those facts (or hypothetical facts), and (iii) any material assumptions on which the opinion relies.
- c. The report shall be signed by the consultant or expert and shall expressly certify: (i) that the opinion reflects all the factors which should be considered by the Board in determining the risks and merits of the transaction (if the opinion does not analyze all such factors, it must clearly and plainly identify each factor not analyzed with an appropriate and prominent disclaimer), (ii) that the expert or consultant has not been instructed by anyone to limit his analysis of any material issue, and (iii) that there have been no extraneous influences on the opinion.

IV. LEGISLATIVE, PUBLIC POLICY, AND INFORMATION COMMITTEE

Mr. Anthony G. "Tony" Falterman, Chair

Mr. Benjamin W. Mount, Vice Chair

Mr. Ronald R. Anderson

Mrs. Ann D. Duplessis

AGENDA

1. Report on the 2011 Legislative Session



REPORT OF SYSTEM STAFF ON A SIGNIFICANT BOARD MATTER

OUT OF TIME SUBMISSION:

LSU A&M Recommendation to Extend Term of Athletic Director Joe Alleva to 2016

To: Members of the Board of Supervisors

Date: April 15, 2011

Pursuant to Article VII, Section 8.E of the Board Bylaws, the following is provided:

1. Significant Board Matter

This is a “significant board matter” pursuant to Art. VII, § 8 of the Bylaws:

D.4.c Athletic Director contracts and amendments

2. Summary of the Matter

Joe Alleva’s current contract as Athletic Director for LSU A&M expires on June 30, 2013. The Chancellor of LSU A&M has recommended that the term of his contract be extended for an additional three years, through June 30, 2016, making no changes to any other provision of the current contract.

3. Review of Business Plan

N/A

4. Review of Documents Related to Referenced Matter

The proposed amendment has been reviewed by the Office of General Counsel.

5. Other

6. Certification of campus (or equivalent) re. Art. VII, § 8.E

This has been provided.

ATTACHMENTS:

1. Campus recommendation and contract amendment

RECOMMENDATION

The campus recommends that the contract be extended by adopting the following.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College authorizes LSU System President Dr. John V. Lombardi, or his designee, to execute an amendment to the contract with Athletic Director Joe Alleva to extend its term through June 30, 2016.



RECEIVED

APR 17 2011

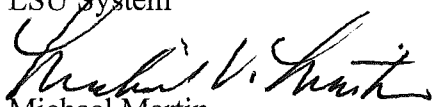
LSU SYSTEM
ROOM 124OFFICE OF THE
PRESIDENT

APR 08 2011

LSU SYSTEM

TO: John V. Lombardi
President
LSU System

DATE: April 8, 2011

FROM: 
Michael Martin
Chancellor

This is to strongly recommend an extension of Vice Chancellor and Athletic Director Joe Alleva's employment agreement with LSU, making the new end date June 30, 2016.

Mr. Alleva has performed effectively in his role over the past two and a half years. Extending his agreement will ensure continued, stable and engaged leadership in the Athletic Department.

Seventeen of LSU's 20 sports programs participated in NCAA post-season competition in 2009-10, and seven of the 10 sports that have concluded their schedules in 2010-11 have reached NCAA post-season competition. The LSU football team played in its 11th straight post-season bowl game in January and finished No. 8 in the country. Six LSU teams posted Top 10 national finishes last season in 2009-10, and 12 were ranked among the Top 25. LSU finished in the Top 20 of the Learfield Director's Cup rankings, which measure overall athletic success for institutions across the country.

Alleva has a long-term vision for continued improvements to LSU's athletic facilities in order to ensure that the Tigers are among the best in the country well into the 21st Century. One of his top priorities is the enhancement of Tiger Stadium and making Tiger Stadium and the North Stadium Drive corridor a showplace for the university.

Alleva has continued to operate an athletic department that is financially stable as well as provides contributions back to the University. In addition, the LSU Athletic Department continues to successfully operate on a funding model that makes no use of student fees or state funds.

Joe Alleva's leadership of the LSU Athletic Department is laudable and in my opinion, worthy of an extension of his employment agreement. If you concur, please share this letter of support and the attached proposed Amendment to Employment Agreement with the Board of Supervisors for their consideration.

Please let me know if you need additional information.

STATE OF LOUISIANA

PARISH OF EAST BATON ROUGE

AMENDMENT TO EMPLOYMENT AGREEMENT

THIS AMENDMENT TO EMPLOYMENT AGREEMENT ("Agreement") made and entered into this _____ of April, 2011, by and between **BOARD OF SUPERVISORS OF LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE (herein "LSU")**, a body corporate existing under the Constitution and laws of the State of Louisiana, herein represented by John V. Lombardi, its duly authorized President, and **Joe Alleva (herein "ALLEVA")**:

WITNESSETH

LSU and ALLEVA previously entered into an employment agreement dated April 28, 2008 ("Employment Agreement"). LSU and ALLEVA do hereby agree to amend Section 3 of that Employment Agreement to read as follows:

- 3. **The term of this AGREEMENT shall be for a definite term, commencing July 1, 2008 and ending on June 30, 2016 unless terminated sooner in accordance with Section 9 of this Agreement or extended by mutual written agreement of the parties.**

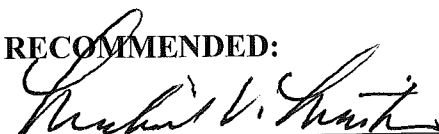
All other provisions of the previously entered Employment Agreement are continued without amendment and restated and incorporated herein as if copied in their entirety.

**BOARD OF SUPERVISORS OF LOUISIANA
STATE UNIVERSITY AND AGRICULTURAL
AND MECHANICAL COLLEGE**

By: _____
John V. Lombardi, President
Louisiana State University System

Joe Alleva, Director of Athletics
Louisiana State University and
Agricultural and Mechanical College

RECOMMENDED:



Michael Martin, Chancellor
Louisiana State University and
Agricultural and Mechanical College

**PERSONNEL ACTIONS REQUIRING
BOARD APPROVAL**

April 15, 2011

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Personnel Actions Requiring Board Approval

April 15, 2011

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Personnel Actions Requiring Board Approval
April 15, 2011

FILL A VACANCY

Campus	Name	Effective Date	Title	Salary	Proposed Source
1 LAW	Williams, Elizabeth	06/15/11	Director of Library and Information Services Associate Librarian	\$135,000	State
2 HCSD	Cardwell, Kathryn	03/14/11	Pharmacy Services Clinical Coordinator - Interim LSU Hospital	\$136,387	State
3 LSU-S	Aguilar, Michael	03/14/11	Head Soccer Coach	\$35,000	State

Personnel Actions Requiring Board Approval
April 15, 2011

FILL A VACANCY - APPOINTMENT WITH TENURE

Campus	Name	Effective Date	Title	Salary	Proposed Source
1 HSC-NO	Fos, Peter	04/01/11	Program Director of Health Policy/Systems Management and Professor with Tenure	\$190,000	State
2 LSU A&M	Ceppos, Jerry	07/01/11	Dean of the Manship School of Mass Communication and Professor with Tenure	\$225,000	State

Personnel Actions Requiring Board Approval
April 15, 2011

RAISES

Campus	Name	Effective	Title	Old Salary	New Salary	Source	Pct Chg.
1 HCSD	Bellocq, Gerard	4/1/2011	Chief Financial Officer - Interim LSU Hospital	\$120,000	\$155,000	State	29%

Personnel Actions Requiring Board Approval
April 15, 2011

FACULTY PROMOTIONS

Campus	Name	Effective	Old Title	New Title	Department
---------------	-------------	------------------	------------------	------------------	-------------------

1 See attached list showing proposed Faculty promotions from each Campus

Approved
Promotion and Tenure 2011

4/11/2011

Campus	Last Name	First Name	Current Rank	Recommended Rank	Department	College	Effective Date
LSU	MCCarter	Kevin S.	Assistant Professor	Associate Professor with Tenure	Experimental Statistics	Agriculture	8/15/2011
LSU	Liu	Chuanlan	Assistant Professor	Associate Professor with Tenure	Human Ecology	Agriculture	8/15/2011
LSU	Baggett	Lynne	Associate Professor	Professor	Art	Art & Design	8/15/2011
LSU	Schwerd	Loren G.	Assistant Professor	Associate Professor with Tenure	Art	Art & Design	8/15/2011
LSU	Reichelt	Kenneth J.	Assistant Professor	Associate Professor with Tenure	Accounting	Business	8/15/2011
LSU	Slawson	V. Carlos Jr.	Associate Professor	Professor	Finance	Business	8/15/2011
LSU	Song	Wei-Ling	Assistant Professor	Associate Professor with Tenure	Finance	Business	8/15/2011
LSU	Greckhamer	Thomas	Assistant Professor	Associate Professor with Tenure	Management	Business	8/15/2011
LSU	Hou	Aixin	Assistant Professor	Associate Professor with Tenure	Environmental Sciences	Coast and Environment	8/15/2011
LSU	Benfield	Mark	Associate Professor	Professor	Oceanography and Coastal Sciences	Coast and Environment	8/15/2011
LSU	Rivera-Monroy	Victor H.	Assistant Professor	Associate Professor - Research	Oceanography and Coastal Sciences	Coast and Environment	7/1/2011
LSU	Li	Li	Associate Professor	Professor	Kinesiology	Education	8/15/2011
LSU	Welsch	Michael A.	Associate Professor	Professor	Kinesiology	Education	8/15/2011
LSU	Zhang	Guoping	Assistant Professor	Associate Professor with Tenure	Civil & Environmental Engineering	Engineering	8/15/2011
LSU	Peng	Lu	Assistant Professor	Associate Professor with Tenure	Electrical & Computer Engineering	Engineering	8/15/2011
LSU	Crick	Nathan	Assistant Professor	Associate Professor with Tenure	Communication Studies	Humanities & Social Sciences	8/15/2011
LSU	Grey	Stephanie	Assistant Professor	Associate Professor with Tenure	Communication Studies	Humanities & Social Sciences	8/15/2011
LSU	Shaffer	Tracy Stephenson	Assistant Professor	Associate Professor with Tenure	Communication Studies	Humanities & Social Sciences	8/15/2011
LSU	Osbey	Brenda Marie	Professor in Resid.	Assistant Professor	English	Humanities & Social Sciences	8/15/2011

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Promotion and Tenure 2011

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LSU	Otero	Solimar	Assistant Professor	Associate Professor with Tenure	English	Humanities & Social Sciences	8/15/2011
LSU	Peckham	Irvin	Associate Professor	Professor	English	Humanities & Social Sciences	8/15/2011
LSU	Jensen	Katharine Ann	Associate Professor	Professor	French Studies	Humanities & Social Sciences	8/15/2011
LSU	Rohli	Robert V.	Associate Professor	Professor	Geography and Anthropology	Humanities & Social Sciences	8/15/2011
LSU	Long	Alecia	Assistant Professor	Associate Professor with Tenure	History	Humanities & Social Sciences	8/15/2011
LSU	Pirbhai	Reza	Assistant Professor	Associate Professor with Tenure	History	Humanities & Social Sciences	8/15/2011
LSU	Shindo	Charles J.	Associate Professor	Professor	History	Humanities & Social Sciences	8/15/2011
LSU	Davis	Thompson E III	Assistant Professor	Associate Professor with Tenure	Psychology	Humanities & Social Sciences	8/15/2011
LSU	Hicks	Jason	Associate Professor	Professor	Psychology	Humanities & Social Sciences	8/15/2011
LSU	Dow	Elizabeth	Associate Professor	Professor	Library & Information Science	Library Science	8/15/2011
LSU	Kuyper-Rushing	Lois	Associate Librarian	Librarian	Music Resources	LSU Libraries	7/1/2011
LSU	Giger	Andreas	Associate Professor	Professor	Music	Music & Dramatic Art	8/15/2011
LSU	Orman	Evelyn	Associate Professor	Professor	Music	Music & Dramatic Art	8/15/2011
LSU	Judy	George E.	Associate Professor	Professor with Tenure	Theatre	Music & Dramatic Art	8/15/2011
LSU	Christner	Brent C.	Assistant Professor	Associate Professor with Tenure	Biological Sciences	Science	8/15/2011
LSU	Grove	Anne	Associate Professor	Professor	Biological Sciences	Science	8/15/2011
LSU	Kim	Joomyeong	Associate Professor	Professor	Biological Sciences	Science	8/15/2011
LSU	LiCata	Vince J.	Associate Professor	Professor	Biological Sciences	Science	8/15/2011
LSU	Whitehead	J. Andrew	Assistant Professor	Associate Professor with Tenure	Biological Sciences	Science	8/15/2011
LSU	Baumgartner	Gerald	Assistant Professor	Associate Professor with Tenure	Computer Science	Science	8/15/2011

Approved
Promotion and Tenure 2011

4/11/2011

LSU	He	Hongyu	Assistant Professor	Associate Professor with Tenure	Mathematics	Science	8/15/2011
LSU	Blackmon	Jeffery C. Jr.	Associate Professor	Professor with Tenure	Physics and Astronomy	Science	8/15/2011
LSU	Lim	Younghee	Assistant Professor	Associate Professor with Tenure	Social Work	Social Work	8/15/2011
LSU	Yoshimura	Masami	Assistant Professor	Associate Professor with Tenure	Comparative Biomedical Sciences	Veterinary Medicine	7/1/2011
LSU	Mitchell	Colin F.	Assistant Professor - Clinical	Associate Professor - Clinical	Veterinary Clinical Sciences	Veterinary Medicine	7/1/2011
Ag Center	Barbosa	Roberto N.	Assistant Professor	Associate Professor with Tenure	Biological & Agricultural Engineering	Ag Center	7/1/2011
Ag Center	Bingham	Bobby	Assistant Agent	Associate Agent	Southeast	Ag Center	7/1/2011
Ag Center Joint w/ LSU	Boldor	Dorin	Assistant Professor	Associate Professor with Tenure	Biological & Agricultural Engineering	Ag Center	7/1/2011
Ag Center Joint w/ LSU	Bondioli	Kenneth R.	Associate Professor	Professor	School of Animal Science	Ag Center	7/1/2011
Ag Center	Campbell	Julia	Assistant Agent	Associate Agent	Northwest Region/Sabine	Ag Center	7/1/2011
Ag Center	Castro	Margo Lynn	Assistant Agent	Associate Agent	Southwest Region	Ag Center	7/1/2011
Ag Center	Cecil	Silas	Assistant Agent	Associate Agent	Southwest Region	Ag Center	7/1/2011
Ag Center	Fontenot	James Todd	Assistant Agent	Associate Agent	LCES/Central/Evangeline	Ag Center	7/1/2011
Ag Center	Harrell	Dustin L.	Assistant Professor	Associate Professor with Tenure	Southwest Region	Ag Center	7/1/2011
Ag Center	Hawkins	Keith Edwin	Assistant Agent	Associate Agent	Central Region	Ag Center	7/1/2011
Ag Center	Hummel	Natalie Anne	Assistant Professor	Associate Professor with Tenure	Entomology	Ag Center	7/1/2011
Ag Center	Haydel	Kayla Lynn	Assistant Agent	Associate Agent	Southwest Region	Ag Center	7/1/2011
Ag Center	Keating	Lacey U.	Assistant Agent	Associate Agent	4-H/ANR, Southwest Region	Ag Center	7/1/2011
Ag Center	Johnson	Jennifer H.	Assistant Agent	Associate Agent	4-H/SW/St. Mary	Ag Center	7/1/2011

Approved
Promotion and Tenure 2011

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Ag Center	Landry	Robin B.	Assistant Agent	Associate Agent	Southwest Region	Ag Center	7/1/2011
Ag Center	Lavergne	Theresia	Associate Professor	Professor	Animal Sciences	Ag Center	7/1/2011
Ag Center Joint w/ LSU	Losso	Jack N.	Associate Professor	Professor	Food Science	Ag Center	7/1/2011
Ag Center	Morgan	Donna Sue	Assistant Agent	Associate Agent	Central Region	Ag Center	7/1/2011
Ag Center	Pace	Katherine Butts	Associate Agent	Agent	Northwest Region	Ag Center	7/1/2011
Ag Center	Pittman	Natasha	Assistant Agent	Associate Agent	Southeast Region	Ag Center	7/1/2011
Ag Center	Roger	Cherie	Assistant Agent	Associate Agent	LSU Ag Center/Southwest Region/Terrebonne	Ag Center	7/1/2011
Ag Center	Russell	Markeye Hernandez	Associate Agent	Agent	Northeast Region	Ag Center	7/1/2011
Ag Center	Smith	Tara P.	Assistant Professor	Associate Professor with Tenure	Sweet Potato Research Station / Northeast Region	Ag Center	7/1/2011
Ag Center Joint w/ LSU	Stouffer	Philip C.	Associate Professor	Professor	School of Renewable Natural Resources	Ag Center	7/1/2011
Ag Center	Tassin	Mark G.	Associate Professor	Professor with Tenure	4-H Department	Ag Center	7/1/2011
Ag Center	Uzzle	Linda Diane	Associate Agent	Agent	Northwest Region	Ag Center	7/1/2011
Ag Center	Villordon	Arthur	Associate Professor	Professor	Sweet Potato Research Station / Northeast Region	Ag Center	7/1/2011
Ag Center joint w/ LSU	Wang	Jim J.	Associate Professor	Professor	School of Plant, Environmental & Soil Sciences (SPESS)	Ag Center	7/1/2011
LSU-A	Blackwell	Alice	Assistant Professor	Associate Professor with Tenure	Arts, English, and Humanities	LSUA	8/16/2011
LSU-A	Kneipp	Lee B.	Assistant Professor	Associate Professor with Tenure	Behavioral and Social Sciences	LSUA	8/16/2011
LSU-A	LeJeune	Adena	Assistant Professor	Associate Professor	Business Administration	LSUA	8/16/2011
LSU-A	Norris	Diann	Assistant Professor	Associate Professor with Tenure	Education	LSUA	8/16/2011
LSU-A	Spurlin	Warren Stuart	Instructor	Assistant Professor	Allied Health	LSUA	8/16/2011

Approved
Promotion and Tenure 2011

4/11/2011

LSU-A	Stacey	Christopher L.	Assistant Professor	Associate Professor with Tenure	Behavioral and Social Sciences	LSUA	8/16/2011
LSU-A	Yates	Donald W.	Assistant Professor	Associate Professor	Business Administration	LSUA	8/16/2011
LSU-E	Jariel, Jr.	Domingo M.	Associate Professor	Professor	Sciences and Mathematics	LSUE	8/15/11
LSU-E	Robichaux	Sheilea Renee	Associate Professor	Professor	Sciences and Mathematics	LSUE	8/15/2011
LSU-E	Dunbar	Suzanne	Assistant Professor	Associate Professor with Tenure	Nursing	LSUE	7/1/2011
LSU-E	Gervais	Steven E.	Assistant Professor	Associate Professor with Tenure	Health Sciences & Business Technology	LSUE	7/1/2011
LSU-E	Greaud	Angela Lee	Assisant & Coordinator	Associate Professor with Tenure	Liberal Arts	LSUE	8/15/2011
LSU-E	Dupre	Bonnie Jane	Instructor	Assistant Professor	Nursing	LSUE	8/15/2011
Law Center	Lockridge	Lee Ann W.	Associate Professor	Professor with Tenure	Law School	Law Center	8/11/2011
Law Center	Lonegrass	Melissa Thornton	Assistant Professor	Associate Professor	Law School	Law Center	8/11/2011
Law Center	Sautter	Christina M.	Assistant Professor	Associate Professor	Law School	Law Center	8/11/2011
CORRECTED Pennington	Gao	Zhanguo	Assistant Professor- Research	Assistant Professor - Tenure Track (Rolling Term)	Antioxidant and Gene Regulation Laboratory	Pennington	7/1/2011
Pennington	Gupta	Alok K.	Assistant Professor- Research	Associate Professor- Research	Outpatient Clinical Unit	Pennington	7/1/2011
Pennington	Martin	Corby K.	Assistant Professor-Tenure Track	Associate Professor - Rolling Term	Health Behavior	Pennington	7/1/2011
Pennington	Morrison	Christopher D.	Assistant Professor-Tenure Track	Associate Professor - Rolling Term	Neurosignaling Laboratory	Pennington	7/1/2011
Pennington	Stewart	Tiffany M.	Instructor	Assistant Professor- Research	Health Psychology	Pennington	7/1/2011
UNO	Ehrenfeucht	Renia	Assistant Professor	Associate Professor with Tenure	Planning and Urban Science	Liberal Arts	8/15/2011

Approved
Promotion and Tenure 2011

4/11/2011

LSU-A	Stacey	Christopher L.	Assistant Professor	Associate Professor with Tenure	Behavioral and Social Sciences	LSUA	8/16/2011
LSU-A	Yates	Donald W.	Assistant Professor	Associate Professor	Business Administration	LSUA	8/16/2011
LSU-E	Jariel, Jr.	Domingo M.	Associate Professor	Professor	Sciences and Mathematics	LSUE	8/15/11
LSU-E	Robichaux	Sheilea Renee	Associate Professor	Professor	Sciences and Mathematics	LSUE	8/15/2011
LSU-E	Dunbar	Suzanne	Assistant Professor	Associate Professor with Tenure	Nursing	LSUE	7/1/2011
LSU-E	Gervais	Steven E.	Assistant Professor	Associate Professor with Tenure	Health Sciences & Business Technology	LSUE	7/1/2011
LSU-E	Greaud	Angela Lee	Assisant & Coordinator	Associate Professor with Tenure	Liberal Arts	LSUE	8/15/2011
LSU-E	Dupre	Bonnie Jane	Instructor	Assistant Professor	Nursing	LSUE	8/15/2011
Law Center	Lockridge	Lee Ann W.	Associate Professor	Professor with Tenure	Law School	Law Center	8/11/2011
Law Center	Lonegrass	Melissa Thornton	Assistant Professor	Associate Professor	Law School	Law Center	8/11/2011
Law Center	Sautter	Christina M.	Assistant Professor	Associate Professor	Law School	Law Center	8/11/2011
Pennington	Gao	Zhanguo	Assistant Professor- Research	Assistant Professor - Rolling Term	Antioxidant and Gene Regulation Laboratory	Pennington	7/1/2011
Pennington	Gupta	Alok K.	Assistant Professor- Research	Associate Professor- Research	Outpatient Clinical Unit	Pennington	7/1/2011
Pennington	Martin	Corby K.	Assistant Professor-Tenure Track	Associate Professor - Rolling Term	Health Behavior	Pennington	7/1/2011
Pennington	Morrison	Christopher D.	Assistant Professor-Tenure Track	Associate Professor - Rolling Term	Neurosignaling Laboratory	Pennington	7/1/2011
Pennington	Stewart	Tiffany M.	Instructor	Assistant Professor- Research	Health Psychology	Pennington	7/1/2011
UNO	Ehrenfeucht	Renia	Assistant Professor	Associate Professor with Tenure	Planning and Urban Science	Liberal Arts	8/15/2011

Approved
Promotion and Tenure 2011

4/11/2011

UNO	Luft	Rachel	Assistant Professor	Associate Professor with Tenure	Sociology	Liberal Arts	8/15/2011
UNO	Goss	Andrew	Assistant Professor	Associate Professor with Tenure	History	Liberal Arts	8/15/2011
UNO	Mizell-Nelson	Michael	Assistant Professor	Associate Professor with Tenure	History	Liberal Arts	8/15/2011
UNO	Penz	Carla Maria	Assistant Professor	Associate Professor with Tenure	Biological Sciences	Sciences	8/15/2011
UNO	Piano	Doreen	Assistant Professor	Associate Professor with Tenure	English	Liberal Arts	8/15/2011
UNO	Renne	John	Assistant Professor	Associate Professor with Tenure	Planning and Urban Science	Liberal Arts	8/15/2011
UNO	Starr	Juliana	Assistant Professor	Associate Professor with Tenure	Foreign Languages	Liberal Arts	8/15/2011
UNO	Zhou	Weilie	Assistant Professor	Associate Professor with Tenure	AMRI	Sciences	8/15/2011
UNO	DeVries	Philip	Associate Professor	Professor	Biological Sciences	Sciences	8/15/2011
UNO	Rees	Bernard	Associate Professor	Professor	Biological Sciences	Sciences	8/15/2011
UNO	Rioux	Anne Boyd	Associate Professor	Professor	English	Liberal Arts	8/15/2011
UNO	Weems	Carl	Associate Professor	Professor	Psychology	Sciences	8/15/2011
UNO	Yaukey	Peter	Associate Professor	Professor	Geography	Liberal Arts	8/15/2011
HSC-Shreveport	Sapp	Martin	Associate Professor	Professor	Microbiology and Immunology		7/1/11
HSC-Shreveport	Walter	Robert	Assistant Professor	Associate Professor with Tenure	Internal Medicine	Medicine	7/1/11
HSC-Shreveport	Wells	Wanda	Assistant Professor - Clinical	Associate Professor - Clinical	Pediatrics	Medicine	7/1/11
HSC-Shreveport	Zhiyun	Yang	Assistant Professor	Associate Professor - Clinical	Radiology	Medicine	7/1/11

Approved
Promotion and Tenure 2011

4/11/2011

HSC-Shreveport	Zhao	Li-Ru	Assistant Professor	Associate Professor - Research	Neurology/Cellular Biology and Anatomy	Medicine	7/1/11
HSC-Shreveport	Blackburn	Stephanie	Instructor	Assistant Professor - Clinical	Clinical Laboratory Sciences	Allied Health	7/1/11
HSC-Shreveport	Sachdera	Bharat Bir Singh	Assistant Professor	Associate Professor - Clinical	Clinical Medicine	Medicine	7/1/11
HSC-Shreveport	Patterson	James	Associate Professor	Professor	Psychiatry	Medicine	7/1/11
HSC-Shreveport	Minagar	Alireza	Associate Professor	Professor	Neurology	Medicine	7/1/11
HSC-Shreveport	Clary	Lynn	Associate Professor	Professor	Molecular and Cellular Physiology	Medicine	7/1/11
HSC-Shreveport	Green	Rebecca	Assistant Professor	Associate Professor - Clinical	Pediatrics	Medicine	7/1/11
HSC-Shreveport	Elmajian	Donald	Associate Professor	Professor - Clinical	Urology	Medicine	7/1/11
HSC-Shreveport	Chung	Jun	Assistant Professor	Associate Professor with Tenure	Biochemistry and Molecular Biology	Medicine	7/1/11
HSC-Shreveport	Alexander	Jonathan	Associate Professor	Professor	Molecular and Cellular Physiology	Medicine	7/1/11
HSC-Shreveport	Frilot	Clifton	Assistant Professor	Associate Professor with Tenure	Rehabilitation Sciences	Allied Health	7/1/11
HSC-Shreveport	Bienvenu	Diana	Clinical Associate Professor	Professor - Clinical	Pediatrics	Medicine	7/1/11
LSUHSC New Orleans	Gallo III	John R.	Associate Professor	Professor	Comprehensive Dentistry & Biomateri	Dentistry	7/1/2011
HSC-New Orleans	Hamdan	Suleiman	Instructor - Clinical	Assistant Professor - Clinical	Prosthodontics	Dentistry	7/1/2011
LSUHSC New Orleans	Parker	Susan S.	Assistant Professor - Clinical	Associate Professor - Clinical	Periodontics	Dentistry	7/1/2011
LSUHSC New Orleans	Ritwik	Pyiyanshi	Assistant Professor	Associate Professor with Tenure	Pediatric Dentistry	Dentistry	7/1/2011
LSUHSC New Orleans	Strother	Elizabeth A.	Associate Librarian	Librarian	Medical Bibliography	Dentistry	7/1/2011
LSUHSC New Orleans	Tran	David	Instructor - Clinical	Assistant Professor - Clinical	Prosthodontics	Dentistry	7/1/2011

Approved
Promotion and Tenure 2011

4/11/2011

LSUHSC New Orleans	Worthylake	Rebecca	Assistant Professor	Associate Professor - Research	Oral and Craniofacial Biology	Dentistry	7/1/2011
LSUHSC New Orleans	Xu	Xiaoming	Associate Professor	Professor	Comprehensive Dentistry & Biomaterials	Dentistry	7/1/2011
LSUHSC New Orleans	Barbeau	James M.	Assistant Professor - Clinical	Associate Professor - Clinical	Pathology	Medicine	7/1/2011
LSUHSC New Orleans	Barootes	Bryan G.	Assistant Professor - Clinical	Associate Professor - Clinical	Family Medicine	Medicine	7/1/2011
LSUHSC New Orleans	Hagensee	Michael	Associate Professor	Professor	Medicine and Microbiology	Medicine and Dentistry	7/1/2011
LSUHSC New Orleans	Hebert	Catherine	Assistant Professor - Clinical	Associate Professor - Clinical	Medicine	Medicine	7/1/2011
LSUHSC New Orleans	Koochekpour	Shahriar	Assistant Professor - Research	Associate Professor	Urology/Biochemistry	Medicine	7/1/2011
LSUHSC New Orleans	Krause	Peter	Assistant Professor - Clinical	Associate Professor - Clinical	Orthopaedic Surgery	Medicine	7/1/2011
LSUHSC New Orleans	Maupin, Jr.	Robert T.	Associate Professor - Clinical	Professor - Clinical	Obstetrics and Gynecology	Medicine	7/1/2011
LSUHSC New Orleans	McGoey	Robin R.	Assistant Professor - Clinical	Associate Professor - Clinical	Pathology	Medicine	7/1/2011
LSUHSC New Orleans	McWhorter	Andrew J.	Assistant Professor - Clinical	Associate Professor - Clinical	Otolaryngology	Medicine	7/1/2011
LSUHSC New Orleans	Nguyen	Lan	Instructor - Clinical	Assistant Professor - Clinical	Obstetrics and Gynecology	Medicine	7/1/2011
LSUHSC New Orleans	Nsuami	M. Jacque	Assistant Professor - Research	Associate Professor - Research	Medicine	Medicine	7/1/2011
LSUHSC New Orleans	Taylor	Stephanie N.	Associate Professor	Professor	Medicine and Microbiology	Medicine	7/1/2011
LSUHSC New Orleans	Tender	Gabriel C.	Assistant Professor - Clinical	Associate Professor - Clinical	Neurosurgery/Family Nursing	Medicine	7/1/2011
LSUHSC New Orleans	Vargas	Juan C.	Instructor - Clinical	Assistant Professor - Clinical	Obstetrics and Gynecology	Medicine	7/1/2011
LSUHSC New Orleans	Weimer	Maria B.	Assistant Professor - Clinical	Associate Professor - Clinical	Neurology	Medicine	7/1/2011
LSUHSC New Orleans	Barker	Tricia	Instructor - Clinical	Assistant Professor - Clinical	Comprehensive Dentistry & Biomaterials	Dentistry	7/1/2011
LSUHSC New Orleans	Brown	Chris	Assistant Professor - Clinical	Associate Professor - Clinical	Prosthodontics	Dentistry	7/1/2011

Approved
Promotion and Tenure 2011

4/11/2011

LSUHSC New Orleans	Haro	Heather B.	Instructor - Clinical	Assistant Professor - Clinical	Comprehensive Dentistry & Biomateri	Dentistry	7/1/2011
LSUHSC New Orleans	Martello	Francis G.	Assistant Professor - Clinical	Associate Professor - Clinical	Comprehensive Dentistry & Biomateri	Dentistry	7/1/2011
LSUHSC New Orleans	Necaise	Danna G.	Assistant Professor - Clinical	Associate Professor - Clinical	Comprehensive Dentistry & Biomateri	Dentistry	7/1/2011
LSUHSC New Orleans	Lazartiques	Eric	Assistant Professor	Associate Professor with Tenure	Pharmacology & Experimental Thera	Medicine	7/1/2011
LSUHSC New Orleans	Worthylake	David	Assistant Professor	Associate Professor with Tenure	Biochemistry and Molecular Biology	Medicine	7/1/2011
LSUHSC New Orleans	Danna	Denise	Assistant Professor	Associate Professor with Tenure	Nursing Administration	Nursing	7/1/2011
LSUHSC New Orleans	James	Jerald	Instructor - Clinical	Assistant Professor - Clinical	Communication Disorders	Allied Health	7/1/2011
LSUHSC New Orleans	Rusnak	Vadym	Instructor - Research	Assistant Professor - Clinical	Interdisciplinary Human Studies	Allied Health	7/1/2011
LSUHSC New Orleans	Hu	Chih-yang	Assistant Professor	Associate Professor with Tenure	Environmental and Occupational Hea	Public Health	7/1/2011
LSUHSC New Orleans	Gruber	DeAnn	Assistant Professor	Associate Professor	Behavioral and Community health Sci	Public Health	7/1/2011
LSUHSC New Orleans	Butts	Christine	Instructor - Clinical	Assistant Professor - Clinical	Medicine	Medicine	7/1/2011
LSUHSC New Orleans	Hansel	Tonya	Instructor - Clinical	Assistant Professor - Clinical	Psychiatry	Medicine	7/1/2011
LSUHSC New Orleans	Lavie	Carl	Assistant Professor - Clinical (Gra	Associate Professor - Clinical (Gra	Medicine	Medicine	7/1/2011
LSUHSC New Orleans	LeGros	Tracy	Assistant Professor - Clinical (Gra	Associate Professor - Clinical (Gra	Medicine	Medicine	7/1/2011
LSUHSC New Orleans	McKey	Melissa	Instructor - Clinical	Assistant Professor - Clinical	medicine	Medicine	7/1/2011
LSUHSC New Orleans	Murphy-Lavoie	Heather	Assistant Professor - Clinical (Gra	Associate Professor - Clinical (Gra	medicine	Medicine	7/1/2011
LSUHSC New Orleans	Rhynes	Vernon	Assistant Professor - Clinical (Gra	Associate Professor - Clinical (Gra	Surgery	Medicine	7/1/2011
LSUHSC New Orleans	Townsend	Roxane	Assistant Professor - Clinical (Gra	Associate Professor - Clinical (Gra	Medicine	Medicine	7/1/2011
LSUHSC New Orleans	Youmans	Cassandra	Assistant Professor - Clinical (Gra	Associate Professor - Clinical (Gra	Medicine and Pediatrics	Medicine	7/1/2011

Approved
Promotion and Tenure 2011

4/11/2011

LSUHSC New Orleans	Dalal	Geeta	Assistant Professor - Clinical	Associate Professor - Clinical	Pediatrics	Medicine	7/1/2011
LSU-S	Celebi	M. Emre	Assistant Professor	Associate Professor with Tenure	Computer Science	Arts & Sciences	8/1/2011
LSU-S	Bergeron	Julie L.	Assistant Professor	Associate Professor with Tenure	Education	Business, Education & Human Dev.	8/1/2011

Personnel Actions Requiring Board Approval
DATE

REQUESTS FOR TENURE

Campus	Name	Effective	Title
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1 See attached list showing those proposed for tenure from each Campus

Tenure Only
2011

Campus	Last Name	First Name	Current Rank	Recommended Rank	Department	College	Effective Date
LSU	Douglas	William Lake	Associate Professor	Tenure Only	Landscape Architecture	Art & Design	8/15/2011
LSU	Arai	Paula K.	Associate Professor	Tenure Only	Phil & Religious Studies	Humanities & Social Sciences	8/15/2011
LSU	White	Kenneth Donald	Associate Professor	Tenure Only	Theatre	Music & Dramatic Art	8/15/2011
LSU	Feng	Ji-Ming	Associate Professor	Tenure Only	Comparative Biomedical Sciences	Veterinary Medicine	7/1/2011
LSU-A	Bordelon	Angela M.	Assistant Professor	Tenure Only	Nursing	LSUA	8/11
LSU-A	Myrick	Susan	Associate Professor	Tenure Only	Education	LSUA	8/11
LSU-A	Smith	Debra	Assistant Professor	Tenure Only	Nursing	LSUA	8/11
LSU-E	Patout Jr.	Gerald F.	Associate Librarian	Tenure Only	LeDoux Library	LSUE	7/1/2011
Pennington	Hermann	Gerlinda E.	Associate Professor-Tenure Track	Rolling Term		Pennington	7/1/11
Pennington	Salbaum	Johannes Michael	Associate Professor-Tenure Track	Rolling Term	Regulation of Gene Expression Laboratory	Pennington	7/1/11
UNO	Causey-Konate	Tammie Maria	Associate Professor	Tenure Only	Educational Leadership, Counseling and Foundations	Education	8/15/11
HSC-Shreveport	Jaiyeola	Thomas - Ogunniyi	Associate Professor	Tenure Only	Pathology	Medicine	7/1/11
LSUHSC New Orleans	Liu	Wanguo	Associate Professor	Tenure Only	Genetics/Cancer Center	Medicine	7/1/2011
LSUHSC New Orleans	Reiss	Krzysztof	Professor	Tenure Only	Medicine/ Stanely S. Scott Cancer Ce	Medicine	7/1/2011
LSU-S	Fife	Leslie David	Associate Professor	Tenure Only	Computer Science	Arts & Sciences	8/1/2011

Personnel Actions Requiring Board Approval
April 15, 2011

APPOINTMENT/CONTINUATION OF DESIGNATED CHAIR OR PROFESSOR SHIP

Campus	Name	Effective Date	Title
1 LSU A&M	Kim, Joomyeong	04/01/11	George C. Kent Professorship in Life Sciences

Personnel Actions Requiring Board Approval
April 15, 2011

SABBATICAL LEAVE

Campus	Name	Title	School/College	Effective Date	Pay Status
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1	Please See Attached List				
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2011 Sabbatical Request
Approved

Campus	Last Name	First Name	Title	Department	College	Start Date	End Date	Pay Status
LSU HSC- New Orleans	LaMotte	Lynn	Professor	Biostatistics	Public Health	1/1/2012	6/30/2012	Full
Joint Ag Center & LSU	Tiersch	Terrence	Professor	Aquaculture Research Station	Agriculture and La. Ag Exp. Station	9/1/2011	3/31/2012	Full
LSU	Lam	Nina S.	Professor	Environmental Sciences	Coast & Environment	8/15/2011	12/16/2011	Full
LSU	Liu	Kam-biu	Professor	Oceanography & Coastal Sciences	Coast & Environment	8/15/2011	12/16/2011	Full
LSU	Bongiorni	Kevin	Associate Professor	French Studies	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	Bridwell- Bowles	Lillian	Professor	English	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Demastes	William	Professor	English	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	Edwards	Jean Renee	Professor	Communication Studies	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Gasiorowski	Mark J.	Professor	Political Science	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	Gourdine	Angeletta	Associate Professor	English	Humanities and Social Sciences	8/15/2011	5/18/2012	Half
LSU	Jackson	Joyce M	Associate Professor	Geography & Anthropology	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Leupin	Alexandre	Professor	French Studies	Humanities and Social Sciences	1/10/2012	5/18/2012	Full

2011 Sabbatical Request
Approved

LSU	Martins	Laura	Associate Professor	Foreign Language & Literature	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	Masse	Michelle	Professor	English	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	Michie	Elsie	Associate Professor	English	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Oliver	Elisabeth	Professor	English	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Pecchioni	Loretta	Associate Professor	Communication Studies	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	Rizzuto	Tracey Ellen	Associate Professor	Psychology	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Sarkar	Husain	Professor	Philosophy & Religious Studies	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Schufreider	Gregory	Professor	Philosophy & Religious Studies	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Slack	Timothy	Associate Professor	Sociology	Humanities and Social Sciences	1/10/2012	5/18/2012	Full
LSU	Stone	Gregory	Professor	French Studies	Humanities and Social Sciences	8/15/2011	12/16/2011	Full
LSU	McClay	Malcolm	Associate Professor	Art	Art and Design	8/15/2011	12/16/2011	Full
LSU	Achar	Pramod	Associate Professor	Mathematics	Science	8/15/2011	12/16/2011	Full
LSU	Bricker	Terry	Professor	Biological Sciences	Science	8/15/2011	5/18/2012	Half

2011 Sabbatical Request
Approved

LSU	Engel	Annette	Associate Professor	Geology and Geophysics	Science	8/15/2011	5/18/2012	Half
LSU	Foltz	David	Professor	Biological Sciences	Science	8/15/2011	12/16/2011	Full
LSU	Garno	Jayne	Associate Professor	Chemistry	Science	8/15/2011	12/16/2011	Full
LSU	Hynes	Robert	Associate Professor	Physics and Astronomy	Science	8/15/2011	12/16/2011	Full
LSU	Kim	Joomyeong	Associate Professor	Biological Sciences	Science	8/15/2011	12/16/2011	Full
LSU	Kuo	Hui	Professor	Mathematics	Science	1/10/2012	5/18/2012	Full
LSU	Malisoff	Michael	Associate Professor	Mathematics	Science	8/15/2011	12/16/2011	Full
LSU	Newcomer	Marcia	Professor	Biological Sciences	Science	8/15/2011	12/16/2011	Full
LSU	Platt	William	Professor	Biological Sciences	Science	8/15/2011	12/16/2011	Full
LSU	Pullin	Jorge	Professor	Physics and Astronomy	Science	8/15/2011	12/16/2011	Full
LSU	Smolinsky	Lawrence	Professor	Mathematics	Science	1/10/2012	5/18/2012	Full
LSU	Wolenski	Peter Robert	Professor	Mathematics	Science	8/15/2011	12/16/2011	Full
LSU	Hendry	Petra	Professor	ETPP	Education	8/15/2011	12/16/2011	Full

2011 Sabbatical Request
Approved

LSU	Choi	Jin-Woo	Associate Professor	Electrical and Computer Engineering	Engineering	8/15/2011	12/16/2011	Full
LSU	Gunturk	Bahadir	Associate Professor	Electrical and Computer Engineering	Engineering	8/15/2011	12/16/2011	Full
LSU	Monroe	Todd	Associate Professor	Biological and Agricultural Engineering	Engineering	8/15/2011	12/16/2011	Full
LSU	Park	Sunggook	Associate Professor	Mechanical Engineering	Engineering	8/15/2011	5/18/2012	Half
LSU	Tsai	Frank	Associate Professor	Civil and Environmental Engineering	Engineering	8/15/2011	12/16/2011	Full
LSU	Wang	Wanjun	Professor	Mechanical Engineering	Engineering	1/10/2012	12/15/2012	Half
LSU	McKnight	Michelynn	Associate Professor	Library and Information Science	Library and Information Science	1/10/2012	5/18/2012	Full
UNO	Mitchell	Mary Niall	Associate Professor	History	Liberal Arts	8/15/2011	5/19/2012	Half
UNO	Luft	Rachel	Assistant Professor	Sociology	Liberal Arts	8/15/2011	5/19/2012	Half

Personnel Actions Requiring Board Approval
April 15, 2011

SUPPLEMENTAL COMPENSATION

Campus	Name	Effective	Title	Salary	Supplement	Foundation
1 LSU A&M	See Attached Awards Report from the LSU A&M Campus					LSU A&M

LOUISIANA STATE UNIVERSITY BOARD OF SUPERVISORS AWARDS REPORT

Meeting Date: April 2011

Name	Title	Award	Regular Salary	Date	Award Amount
Wanda Hargroder	Assistant Professor	Service-Learning Faculty Scholars Award	\$53,502	1/18/2011	\$1,000
Jose Ramagnoli	Designated Professor	Book Award	\$160,650	1/18/2011	\$1,000
Marybeth Lima	Director	LSU Sesquicentennial Service Award	\$123,852	1/18/2011	\$152
Sara Becker	Assistant Professor	Service-Learning Faculty Scholars Award	\$61,000	1/18/2011	\$1,000
Janna Oetting	Professor	Engraved clock for Graduate Council President	\$83,305	2/22/2011	\$66
Dana Hollie	Assistant Professor	Service-Learning Faculty Scholars Award	\$175,000	2/22/2011	\$1,000
Timothy Chandler	Department Head/Chairman	E.J. Ourso College of Business Faculty Award	\$136,030	3/28/2011	\$1,000
Kerry Sauley	Designated Professor	E.J. Ourso College of Business Faculty Award	\$103,226	3/28/2011	\$500
Thomas Greckhamer	Designated Professor	E.J. Ourso College of Business Faculty Award	\$120,074	3/28/2011	\$500
Jeffrey Nunn	Designated Professor	Service-Learning Faculty Scholars Award	\$109,467	1/18/2011	\$1,000

Personnel Actions Requiring Board Approval

April 15, 2011

<u>CAMPUS</u>	<u>NAME</u>	<u>TITLE</u>	<u>ACTION</u>	
System	Cerise, Fred	Vice President - Health Affairs and Medical Education	Extension of appointment by four years	(No change in compensation)
System	Townsend,Roxane	Assistant Vice President - Health Affairs and Medical Education	Extension of appointment by four years	(No change in compensation)

**LSU System Benefits Report
February 28, 2011**

Table 1 provides a summary of revenue and expenses for the LSU System Health Plan (Plan) for Plan Year 2009-2010 and year to date results for Plan Year 2010-2011.

Table 1: Plan Revenues and Expenses, as of February 28, 2011

Month/Year	Revenues (Actual)	Expenses Paid*
Plan Year 2009 – 2010	124,048,888.66	117,257,970.61
July 2010	11,421,823.97	11,270,891.92
August 2010	10,110,184.23	10,053,804.31
September 2010	10,650,194.98	10,324,433.80
October 2010	10,421,810.86	9,586,708.78
November 2010	11,248,883.67	10,187,975.76
December 2010	10,160,173.06	10,450,531.80
January 2011	10,483,563.31	10,726,047.88
February 2011	10,775,010.84	10,153,873.75

*includes medical claims (subject to stop loss reimbursement), prescription drug claims and administrative fees

Table 2 below provides a summary of the Total Plan Reserves as of February 28, 2011, net of any outstanding checks. The Total Net Cash and Receivables include the cash available in the bank, as of February 28, 2011 plus receivables due.

Table 2: Plan Reserves, as of February 28, 2011

Cash Balance	\$ 59,369,421.83	
Less: Outstanding Checks	2,624,804.50	
Net Cash on Hand		\$56,744,617.33
**Stop Loss Receivable		197,097.04
Pharmacy Receivable		226,369.48
Less: Reserve for IBNR *		9,041,000.00
Total Net Cash and Receivables (Contingency Reserve)		\$48,127,083.85

*As of 7/1/2010, actuarial estimate of reserve necessary to fully fund "Incurred but Not Reported" liability of the Plan.

**Receivable amount provided is a best estimate generated from information provided by vendors.

GASB 45, as issued by the Governmental Accounting Standards Board (GASB) and the Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA), requires continued accumulation of Plan Reserves to provide a contingency fund for future Plan liabilities.

Update Regarding LSU System Benefit Plans

The State of Louisiana Office of Group Benefits (OGB) is changing the Plan Year for its health programs from a fiscal to a calendar year basis effective January 1, 2012. In order to maintain coordinated enrollment periods with OGB, the LSU First Health Plan will also move to a calendar Plan Year. To make this transition, LSU First will have a short six-month Plan Year for the remainder of 2011 (July 1 through December 31, 2011) to coincide with OGB's transition schedule. In addition to the LSU First Health Plan, all Voluntary Benefits offered through LSU will follow the six-month Plan Year and subsequently move to a calendar-based Plan Year.

Open Enrollment for all benefits is currently underway during the month of April for the six-month Plan year. Another open enrollment period is planned for the month of October for the January through December 2012 Plan Year.

CONSENT AGENDA

1. Request approval of degrees to be conferred at the Spring and Summer 2011 commencement exercises
2. Request approval to change the Marcia C. & Riemer Calhoun Endowed Scholarship for First-Generation College Students to the Riemer and Marcia Calhoun Endowed Professorship in Education at LSU in Shreveport
3. Request approval to award a Posthumous Degree at LSU A&M
4. Request approval to award a Posthumous Degree at LSU at Alexandria
5. Request approval of a Novated Patent and Know-How License between Mystic Tackleworks and LSU A&M, including Exception to Normal Practice against New Agreements with Companies in Default of Current Obligations to LSU
6. Request approval of an Option Agreement with subsequent license terms and Sponsored Research Agreement with subsequent license terms between Vital Health Interventions, LLC, Wayne State University and the LSU Pennington Biomedical Research Center
7. Request approval of a Non-Exclusive Patent and Know-How License between Mt. Pelia Innovative Solutions, LLC and the LSU Ag Center
8. Request approval of an Exclusive Patent and Know-How License between Delta Land Services, LLC and LSU Ag Center
9. Request approval of an Inter-Institutional Agreement between Wisconsin Alumni Research Foundation and LSU A&M



Office of Academic Affairs Consent Agenda
APPROVAL OF DEGREES TO BE CONFERRED
AT THE SPRING, 2011 COMMENCEMENT EXERCISES

1. Resolution for approval of degrees to be conferred on candidates meeting degree requirements for graduation at commencement exercises on campuses of the LSU System (May 16, 19, 20, 21, 22, 27, 28, 2011).

LSU.....	May 20, 2011 9:00 a.m. Pete Maravich Assembly Center
LSU at Alexandria.....	May 19, 2011 10:00 a.m. Alexandria Riverfront Center
LSU at Eunice.....	May 21, 2011 10:00 a.m. HPE Gymnasium
LSU Health Sciences Center in New Orleans.....	May 19, 2011 10:00 a.m. Keifer Lakefront Arena UNO
LSU Health Sciences Center in Shreveport.....	May 28, 2011 10:00 a.m. Centenary Gold Dome
LSU in Shreveport.....	May 22, 2011 2:00 p.m. CenturyTel Center Bossier City
LSU School of Veterinary Medicine.....	May 16, 2011 2:00 p.m. LSU Union Theatre
Paul M. Hebert Law Center.....	May 27, 2011 9:30 a.m. Pete Maravich Assembly Center
University of New Orleans.....	May 20, 2011 7:00 p.m. Lakefront Arena

NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College does hereby approve the degrees to be conferred on candidates meeting degree requirements for graduation at commencement exercises on campuses of the LSU System (May, 16, 19, 20, 21, 22, 27, 28, 2011).



Office of Academic Affairs Consent Agenda Item
APPROVAL OF DEGREES TO BE CONFERRED
AT THE SUMMER, 2011 COMMENCEMENT EXERCISES

1. Resolution for approval of degrees to be conferred on candidates meeting degree requirements for graduation at commencement exercises on campuses of the LSU System (August 5, 13, 2011).

LSU.....August 5, 2011
9:00 a.m.
Pete Maravich Assembly Center

LSU at Alexandria.....No Commencement

LSU at Eunice.....No Commencement

LSU Health Sciences Center in New Orleans.....No Commencement

LSU Health Sciences Center in Shreveport.....August 13, 2011
10:00 a.m.
Shreveport Convention Center

LSU in Shreveport.....No Commencement

LSU School of Veterinary Medicine.....No Commencement

Paul M. Hebert Law Center.....No Commencement

University of New Orleans.....No Commencement

NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College does hereby approve the degrees to be conferred on candidates meeting degree requirements for graduation at commencement exercises on campuses of the LSU System (August 5, 13, 2011).



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL TO CHANGE THE MARCIA C. & RIEMER CALHOUN ENDOWED SCHOLARSHIP FOR FIRST-GENERATION COLLEGE STUDENTS TO THE RIEMER AND MARCIA CALHOUN ENDOWED PROFESSORSHIP IN EDUCATION AT LSU IN SHREVEPORT

To: Members of the Board of Supervisors

Date: April 15, 2011

1. Significant Board Matter

This matter is a significant board matter pursuant to the following provisions of Article VII, section 8 of the Bylaws:

D.1 Any matter having a significant fiscal (primary or secondary) or long term educational or policy impact on the System or any of its campuses or divisions.

2. Summary of the Matter

Significant donations have been made to the LSU in Shreveport Foundation for the establishment of an Endowed Scholarship for first generation college students. The Board of Supervisors approved the scholarship on August 27, 2010. Since the monies in the Endowed Fund have not yet been matched by the Board of Regents, the Calhouns wish to change the purpose and name of the Endowed Fund to the Riemer and Marcia Calhoun Endowed Professorship in Education in the College of Business, Education & Human Development.

The Board of Regents Support Fund was created by the Legislature of Louisiana in 1989 as Act 647 providing therein for multiple \$40,000 challenge grants to be awarded on a one to one and one-half matching basis, and these donations qualify for inclusion in the Board of Regents Support Fund matching grants program.

The following Endowed Professorship is proposed based on donations of \$60,000:

- Riemer & Marcia Calhoun Endowed Professorship in Education in the College of Business, Education & Human Development

3. Review of Documents Related to Referenced Matter

Supporting materials for the proposed Professorship are in order.

4. Certification of campus (or equivalent) re. paragraph C, Article VII, Section 8.

Certification was provided in the resolution to create the Professorship.

RECOMMENDATION

The LSU System Office of Academic Affairs recommends approval of the following resolution:

NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College hereby rescinds its August 27, 2010 approval of the Marcia C. & Riemer Calhoun Endowed Scholarship for First-Generation College Students

and

BE IT FURTHER RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College hereby approves the establishment of the Riemer & Marcia Calhoun Endowed Professorship in Education at LSU in Shreveport listed above

and

BE IT FURTHER RESOLVED that the Chairman of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College and/or the President of the Louisiana State University System, as may be appropriate, are hereby authorized and directed to execute any documents required to obtain the matching gift and otherwise complete the establishment of the Riemer & Marcia Calhoun Endowed Professorship in Education at LSU in Shreveport.



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL TO AWARD A POSTHUMOUS DEGREE AT LOUISIANA STATE UNIVERSITY A&M

To: Members of the Board of Supervisors

Date: April 15, 2011

1. Significant Board Matter

This matter is a significant board matter pursuant to the following provisions of Article VII, section 8 of the Bylaws:

D.1 Matter having a significant fiscal (primary or secondary) or long term educational or policy impact on the System or any of its campuses or divisions.

2. Summary of the Matter

Nassim Kashani, a student in the LSU Master of Library & Information Science degree program, had earned 36 of the required 40 hours at the time of her death in January 2011. She had pre-registered for Spring, 2011 classes to take the last three-credit required course. The remaining one-credit course is a pass-fail seminar which she would have completed in Summer, 2011, when she would also have taken her comprehensive examination. Nassim was in good academic standing with the School of Library and Information Science Master's program, the Graduate School and the University.

The Dean and Faculty of the School of Library & Information Science, the Graduate Council, and the administration of Louisiana State University recommend that Nassim Kashani be awarded the Master of Library & Information Science, posthumously, having no doubt that she would have completed all program requirements in good standing.

3. Review of Documents Related to Referenced Matter

This request has been reviewed and approved by the appropriate LSU faculty and administrators and by the LSU System Office of Academic Affairs.

RECOMMENDATION

It is recommended that the Board of Supervisors adopt the following recommendation:

NOW, THEREFORE BE IT RESOLVED that the Board of Supervisors of Louisiana State University does hereby authorize Louisiana State University to award the Master of Library & Information Science degree to Nassim Kashani, posthumously.



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL TO AWARD A POSTHUMOUS DEGREE AT LSU AT ALEXANDRIA

To: Members of the Board of Supervisors

Date: April 15, 2011

1. Significant Board Matter

This matter is a significant Board matter pursuant to the following provisions of Article VII, Section 8 of the Bylaws:

D. 1. Matter having a significant fiscal (primary or secondary) or long term educational or policy impact on the System or any of its campuses or divisions.

2. Summary of the Request

Matthew Signater, III enrolled at Louisiana State University at Alexandria (LSUA) in the Fall 2005 semester as a transfer student from San Jacinto College Central while in the United States Navy. He had earned a total of 91 credit hours, with 63 of those credit hours at LSUA. He was in good standing with the University and was enrolled in the twelve hours needed for completion of his degree upon his untimely death in January 2010.

In addition to maintaining a good grade point average, Mr. Signater provided leadership to the Criminal Justice student organization and was serving as vice president of the organization at the time of his death.

The Faculty and Interim Chair of the Department of Behavioral and Social Sciences, the Provost and Vice Chancellor for Academic and Student Affairs, and the Chancellor of Louisiana State University at Alexandria recommend that Matthew Signater, III be awarded the Associate in Criminal Justice, posthumously, at the Spring 2011 commencement ceremony, having no doubt that he would have completed all degree requirements in good standing.

3. Review of Any Documentation Related to Referenced Matter

This proposal has been reviewed and approved by the appropriate LSU at Alexandria faculty and administrative officials and the LSU System Office of Academic Affairs.

RECOMMENDATION

It is recommended that the Board of Supervisors adopt the following resolution:

“NOW, THEREFORE BE IT RESOLVED that the Board of Supervisors of Louisiana State University does hereby authorize Louisiana State University at Alexandria to award the Associate in Criminal Justice to Matthew Signater, III, posthumously, at the May 19, 2011 commencement ceremonies.”



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL OF A NOVATED PATENT AND KNOW-HOW LICENSE BETWEEN MYSTIC TACKLEWORKS AND LSU A&M, INCLUDING EXCEPTION TO NORMAL PRACTICE AGAINST NEW AGREEMENTS WITH COMPANIES IN DEFAULT OF CURRENT OBLIGATIONS TO LSU

To: Members of the Board of Supervisors

Date: April 15, 2011

Re: Novated Patent and Know-How Exclusive License Agreement, including exception to normal practice against new agreements with companies in default of current obligations to LSU, with Mystic Tackleworks, Inc. and LSU A&M

1. Significant Board Matter

Pursuant to Article VII, Section 8, D.3 (a) and (b), this matter is a Significant Board Matter.

D.3 (a) Final agreements relating to the purchase, sale, assignment, or licensing of any intellectual property rights, including patents, copyrights, and trademarks.

D.3 (b) Final agreements relating to the joint venture, use, purchase, sale, assignment or licensing of any invention, device, formula, system, process or such similar things, as well as any agreements relating to the granting of royalties or profit participation to any current or past employee.

2. Summary of Matter

LSU previously licensed certain patents, know-how and trade secrets to Mystic Tackleworks, Inc. to develop and commercialize fishing lures for sport fishing that utilize / incorporate LSU's amino acid attractant technology. Mystic launched its first product, the BioPulse™ lure. However, sales on the lure did not meet expectations for a number of reasons and Mystic has since reorganized its management team and changed its direction. As a result, it has successfully developed a new product, Attraxx soft bait lures, which utilizes the LSU technology. Early market analysis indicates that this product line will be well received. As a result of this reorganization and new business direction Mystic has requested modifications of the license.

Mystic Tackleworks is currently in arrears on several financial payments due LSU. While it is not our practice to enter into a new agreement with a licensee which is not current in its obligations, the campus has provided a detailed memorandum outlining the current deficiencies, explaining the proposal to address such deficiencies and justifying the decision to re-negotiate the agreement. According to that memorandum, an exception to the normal practice of not entering into new agreements with companies that are not current on their existing obligations to LSU is justified for several reasons. First, the failure of Mystic Tackleworks to meet the existing license requirements was due to a number of product design errors which are not uncommon in the development of new products, and was not due to any bad faith by the company or any

business disputes between LSU and Mystic. The company appears to have addressed those design flaws and is optimistic that the new product design will succeed in the marketplace.

Second, in return for forgiving certain past-due payments and agreeing to extension of time to make other payments, Mystic is providing LSU with equity in the company as alternative compensation and as consideration for the licensing of new technology from LSU. By resolving the outstanding debt and simultaneously issuing a new license to related technology, the campus expects that the likelihood of Mystic's financial success will be increased, and the ultimate financial benefit to LSU will exceed the amounts it would receive if it merely pursued Mystic for the past-due amounts under the existing license. The Executive Staff defer to the recommendation of the campus on the revised business terms.

The novated license is exclusive and contains all the customary terms for a patent and know-how license agreement. It includes additional new LSU patent applications related to the soft bait matrix formulations which will extend the period of patent protection and the royalty payment period (two of the earlier licensed patents have now expired). It contains as consideration of the license, a one-time up-front licensing fee, royalties on net sales, Mystic stock, and reimbursement of past and future patent and legal expenses.

3. Review of Business Plan

Business plan has been reviewed and is on file in the Office of Academic Affairs.

4. Review of Related Documents

Complete license agreement is on file in the Office of Academic Affairs.

5. Certification of campus (or equivalent) re: Article VII, Section 8, paragraph E.8

The campus has certified it is not aware of any potential conflicts of interest pertaining to this transaction. PM-11 and PM-67 are required and have been submitted.

RECOMMENDATION OF THE EXECUTIVE STAFF & DRAFT RESOLUTION:

The LSU A&M campus recommends that the Board authorize the President to enter into the novated license agreement with Mystic Tackleworks, Inc. If the Board wishes to accept the campus recommendation, it should adopt the following resolution:

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College authorizes President John V. Lombardi, or his designee, to execute all documents necessary to perfect a license agreement with Mystic Tackleworks, Inc. granting Mystic Tackleworks, Inc. an exclusive license to use the patents and know-how, the license agreement to contain such terms and conditions as the President deems to be in the best interests of the University, in a form approved by the Board's General Counsel.

BE IT FURTHER RESOLVED that the President of the LSU System is authorized by the Board to enter into any related or ancillary agreements, contemporaneously or subsequently, that the President deems to be in the best interests of the University after review by appropriate System staff. This approval is made contingent upon submission and approval of PM-11 and PM-67 documents.



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL OF AN OPTION AGREEMENT WITH SUBSEQUENT LICENSE TERMS AND SPONSORED RESEARCH AGREEMENT WITH SUBSEQUENT LICENSE TERMS BETWEEN VITAL HEALTH INTERVENTIONS, LLC, WAYNE STATE UNIVERSITY AND THE LSU PENNINGTON BIOMEDICAL RESEARCH CENTER

To: Members of the Board of Supervisors

Date: April 15, 2011

Re: Exclusive Option Agreement with License Terms among Vital Health Interventions, LLC (VHI), Wayne State University, and Pennington Biomedical Research Center and Sponsored Research Agreement with License Terms Patent between VHI and Pennington Biomedical Research Center

1. Significant Board Matter

Pursuant to Article VII, Section 8, D.3 (a) and (b), this matter is a Significant Board Matter.

D.3 (a) Final agreements relating to the purchase, sale, assignment, or licensing of any intellectual property rights, including patents, copyrights, and trademarks.

D.3 (b) Final agreements relating to the joint venture, use, purchase, sale, assignment or licensing of any invention, device, formula, system, process or such similar things, as well as any agreements relating to the granting of royalties or profit participation to any current or past employee.

2. Summary of Matter

Dr. Nihkil Dhurandhar of the Pennington Biomedical Research Center conducted certain research in conjunction with collaborators at Wayne State University. This research resulted in patented technology believed to be useful in the treatment of obesity and diabetes. Under an Inter-institutional agreement, Pennington has the right to lead commercialization efforts.

Vital Health Interventions, LLC, a Delaware limited liability company, wishes to acquire an exclusive option to the existing technology. In addition, VHI will sponsor research at Pennington under a Sponsored Research Agreement (SRA) which will give VHI the right to acquire an exclusive license to any innovations resulting from the research. Because the subsequent license terms are defined under the option and the SRA, this is a Significant Board Matter.

Both license agreements include an upfront licensing fee, royalties payable on net sales, a percentage of sublicensing income, annual maintenance fees, and milestone payments.

The license provides for reimbursement of patent expenses and requires commercial liability insurance and indemnification of LSU.

3. Review of Business Plan

No business plan was provided.

4. Review of Related Documents

A complete copy of the Option, Sponsored Research Agreement and license agreements are on file in the Office of Academic Affairs.

5. Certification of campus (or equivalent) re: Article VII, Section 8, paragraph E.8

The campus has certified it is not aware of any potential conflicts of interest pertaining to this transaction.

RECOMMENDATION OF THE EXECUTIVE STAFF & DRAFT RESOLUTION:

The Executive Staff recommends that the exclusive option and license agreement and the sponsored research agreement and license be placed on the consent agenda of the next meeting of the LSU Board of Supervisors. The Staff further recommends approval of the following resolution:

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College authorizes President John V. Lombardi, or his designee, to execute all documents necessary to perfect the agreements with Vital Health Interventions, LLC granting Vital Health Interventions, LLC an exclusive option and rights under a sponsored research agreement, including the subsequent license terms, the license agreement to contain such terms and conditions as the President deems to be in the best interests of the University, in a form approved by the Board’s General Counsel.

BE IT FURTHER RESOLVED that the President of the LSU System is authorized by the Board to enter into any related or ancillary agreements, contemporaneously or subsequently, that the President deems to be in the best interests of the University after review by appropriate System staff.



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL OF A NON-EXCLUSIVE PATENT AND KNOW-HOW LICENSE BETWEEN MT. PELIA INNOVATIVE SOLUTIONS, LLC AND THE LSU AGRICULTURAL CENTER

To: Members of the Board of Supervisors

Date: April 15, 2011

Re: Non-Exclusive License Agreement between Mt. Pelia Innovative Solutions, LLC and LSU Agricultural Center

1. Significant Board Matter

Pursuant to Article VII, Section 8, D.3 (a) and (b), this matter is a Significant Board Matter.

D.3 (a) Final agreements relating to the purchase, sale, assignment, or licensing of any intellectual property rights, including patents, copyrights, and trademarks.

D.3 (b) Final agreements relating to the joint venture, use, purchase, sale, assignment or licensing of any invention, device, formula, system, process or such similar things, as well as any agreements relating to the granting of royalties or profit participation to any current or past employee.

2. Summary of Matter

Mt. Pelia Innovative Solutions is established as a limited liability company under the laws of Tennessee. Dr. Randy Price, a former Ag Center researcher, is the founder. Mt. Pelia Innovative Solutions, LLC, desires a non exclusive license to commercialize technology related to detection and deterrence of birds from aquaculture ponds. This technology was developed at the LSU Agricultural Center by Drs Steven Hall and Randy Price.

The license includes an initial payment, running royalties and annual minimum royalties. It utilizes an LSU approved template and provides indemnification and insurance.

3. Review of Business Plan

No business plan was provided.

4. Review of Related Documents

Complete license agreement is on file in the Office of Academic Affairs.

5. Certification of campus (or equivalent) re: Article VII, Section 8, paragraph E.8

The campus has certified it is not aware of any potential conflicts of interest pertaining to this transaction.

RECOMMENDATION OF THE EXECUTIVE STAFF & DRAFT RESOLUTION:

The Executive Staff recommends that the license agreement with Mt. Pelia Innovative Solutions be placed on the consent agenda of the next meeting of the LSU Board of Supervisors. The Staff further recommends approval of the following resolution:

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College authorizes President John V. Lombardi, or his designee, to execute all documents necessary to perfect a license agreement with Mt. Pelia Innovative Solutions granting to Mt. Pelia Innovative Solutions a non-exclusive license to the subject technology, the license agreement to contain such terms and conditions as the President deems to be in the best interests of the University, in a form approved by the Board’s General Counsel.

BE IT FURTHER RESOLVED that the President of the LSU System is authorized by the Board to enter into any related or ancillary agreements, contemporaneously or subsequently, that the President deems to be in the best interests of the University after review by appropriate System staff.



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL OF AN EXCLUSIVE PATENT AND KNOW-HOW LICENSE BETWEEN DELTA LAND SERVICES, LLC AND LSU AGRICULTURAL CENTER

To: Members of the Board of Supervisors

Date: April 15, 2011

Re: Exclusive License Agreement between Delta Land Services, LLC and LSU Agricultural Center

1. Significant Board Matter

Pursuant to Article VII, Section 8, D.3 (a) and (b), this matter is a Significant Board Matter.

D.3 (a) Final agreements relating to the purchase, sale, assignment, or licensing of any intellectual property rights, including patents, copyrights, and trademarks.

D.3 (b) Final agreements relating to the joint venture, use, purchase, sale, assignment or licensing of any invention, device, formula, system, process or such similar things, as well as any agreements relating to the granting of royalties or profit participation to any current or past employee.

2. Summary of Matter

Delta Land Services, LLC is a Louisiana limited liability company domiciled in Port Allen, Louisiana. Delta has sponsored research in Dr. Gary Breitenbeck's laboratory for applications of products produced by Delta. The research has resulted in technology related to uses of manufactured aggregate and Delta desires an exclusive license.

The license includes an initial payment, running royalties, annual minimum royalties, a percentage of sublicensing income and reimbursement of patent expenses. It utilizes an LSU approved template and provides indemnification and insurance.

3. Review of Business Plan

No business plan was provided.

4. Review of Related Documents

Complete license agreement is on file in the Office of Academic Affairs.

5. Certification of campus (or equivalent) re: Article VII, Section 8, paragraph E.8

The campus has certified it is not aware of any potential conflicts of interest pertaining to this transaction.

RECOMMENDATION OF THE EXECUTIVE STAFF & DRAFT RESOLUTION:

The Executive Staff recommends that the license agreement with Delta Land Services, LLC be placed on the consent agenda of the next meeting of the LSU Board of Supervisors. The Staff further recommends approval of the following resolution:

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College authorizes President John V. Lombardi, or his designee, to execute all documents necessary to perfect a license agreement with Delta Land Services, LLC granting to Delta Land Services, LLC an exclusive license to the subject technology, the license agreement to contain such terms and conditions as the President deems to be in the best interests of the University, in a form approved by the Board’s General Counsel.

BE IT FURTHER RESOLVED that the President of the LSU System is authorized by the Board to enter into any related or ancillary agreements, contemporaneously or subsequently, that the President deems to be in the best interests of the University after review by appropriate System staff.



Office of Academic Affairs Consent Agenda

REQUEST APPROVAL OF AN INTER-INSTITUTIONAL AGREEMENT BETWEEN THE WISCONSIN ALUMNI RESEARCH FOUNDATION AND THE LOUISIANA STATE UNIVERSITY A&M COLLEGE

To: Members of the Board of Supervisors

Date: April 15, 2011

Re: Inter-Institutional Agreement between the Wisconsin Alumni Research Foundation and Louisiana State University Agricultural and Mechanical College

1. Significant Board Matter

Pursuant to Article VII, Section 8, D.3 (a) and (b), this matter is a Significant Board Matter.

D.3 (a) Final agreements relating to the purchase, sale, assignment, or licensing of any intellectual property rights, including patents, copyrights, and trademarks.

D.3 (b) Final agreements relating to the joint venture, use, purchase, sale, assignment or licensing of any invention, device, formula, system, process or such similar things, as well as any agreements relating to the granting of royalties or profit participation to any current or past employee.

2. Summary of Matter

The subject of the proposed Inter-Institutional Agreement (IIA) is a joint invention created by researchers at LSU A&M and the University of Wisconsin. The invention encompasses a method and kit for repairing DNA, and its applications in forensic DNA analysis. The Wisconsin Alumni Research Foundation (WARF) is the technology transfer organization for the University of Wisconsin. The IIA will allow WARF to take the lead on marketing, negotiating and licensing the jointly owned patent. LSU will receive 25% of any net revenues received by WARF pursuant to the licensed intellectual property.

3. Review of Business Plan

N/A

4. Review of Related Documents

LSU, in consultation with the System General Counsel, is still negotiating the specific terms and conditions of the agreement with WARF.

ATTACHMENTS:

Complete Draft of the Proposed Inter-Institutional Agreement is on file in the Office of Academic Affairs.

5. Certification of campus (or equivalent) re: paragraph C, Section 8, Article VII

The campus has certified it knows of no conflict of interest pertaining to this transaction.

RECOMMENDATION OF THE EXECUTIVE STAFF & DRAFT RESOLUTION:

The Executive Staff recommends that the Inter-Institutional Agreement be placed on the agenda of the next meeting of the LSU Board of Supervisors. The Staff further recommends approval of the following resolution:

“NOW, THEREFORE, BE IT RESOLVED that the Board of Supervisors of Louisiana State University and Agricultural & Mechanical College authorizes President John V. Lombardi, or his designee, to execute all documents necessary to perfect an Inter-Institutional Agreement with the Wisconsin Alumni Research Foundation, granting to the Wisconsin Alumni Research Foundation certain rights to market and license certain intellectual property jointly developed and owned by LSU, such agreement and any related documents to contain such terms and conditions as the President deems to be in the best interests of the University, in a form approved by the Board’s General Counsel.

BE IT FURTHER RESOLVED that the President of the LSU System is authorized by the Board to enter into any related or ancillary agreements, contemporaneously or subsequently, that the President deems to be in the best interests of the University after review by appropriate System staff.