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James E. Purcell
*Commissioner of
Higher Education*



BOARD OF REGENTS

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Albert D. Sam II
Victor T. Stelly
Harold M. Stokes
Joseph C. Wiley
Demetrius D. Sumner, Student*

April 5, 2011

The Honorable Joseph A. Harrison
5058 W. Main Street
Houma, Louisiana 70360

Dear Representative Harrison:

In response to HCR 197, the Board of Regents submits to you, on behalf of the public postsecondary education management boards, the public postsecondary education institutions' annual reports on the information requested. This data is also being submitted to the House and Senate Committees on Education.

Our Board fully supports your vision of creating a transparent system that makes information about the institution and its students readily available to citizens so that informed choices about postsecondary education are possible.

Please do not hesitate to contact me if you have any questions concerning these reports or any other matters relating to higher education. We certainly look forward to working with you this legislative session.

Sincerely,

Jim Purcell, Ed.D.
Commissioner of Higher Education

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April 5, 2011

The Honorable Austin J. Badon
Chair, House Committee on Education
5555 Bullard Ave. 101
New Orleans, Louisiana 70128

Dear Representative Badon:

In response to HCR 197, the Board of Regents submits to you, on behalf of the public postsecondary education management boards, the public postsecondary education institutions' annual reports on the information requested. This data is also being submitted to Representative Harrison, author of the resolution, as well as to the chair of the Senate Committee on Education.

Our Board fully supports your vision of creating a transparent system that makes information about the institution and its students readily available to citizens so that informed choices about postsecondary education are possible.

Please do not hesitate to contact me if you have any questions concerning these reports or any other matters relating to higher education. We certainly look forward to working with you this legislative session.

Sincerely,

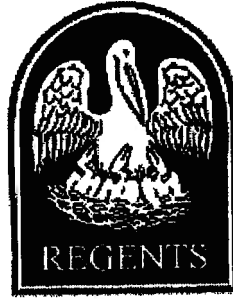
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Demetrius D. Sumner, Student

April 5, 2011

The Honorable Ben W. Nevers
Chair, Senate Committee on Education
724 Ave. F
Bogalusa, Louisiana 70427

Dear Senator Nevers:

In response to HCR 197, the Board of Regents submits to you, on behalf of the public postsecondary education management boards, the public postsecondary education institutions' annual reports on the information requested. This data is also being submitted to Representative Harrison, author of the resolution, as well as to the chair of the House Committee on Education.

Our Board fully supports your vision of creating a transparent system that makes information about the institution and its students readily available to citizens so that informed choices about postsecondary education are possible.

Please do not hesitate to contact me if you have any questions concerning these reports or any other matters relating to higher education. We certainly look forward to working with you this legislative session.

Sincerely,

Jim Purcell, Ed.D.
Commissioner of Higher Education

Regular Session, 2010

HOUSE CONCURRENT RESOLUTION NO. 197

BY REPRESENTATIVE HARRISON

A CONCURRENT RESOLUTION

To urge and request each public institution of postsecondary education to report annually certain information to the House Committee on Education and the Senate Committee on Education and on its website.

WHEREAS, Louisiana's public colleges and universities are charged with serving the state and its people through teaching, research, and service; and

WHEREAS, these colleges and universities should strive for greater accountability to the students and taxpayers they serve; and

WHEREAS, it is vital that each public institution of postsecondary education make certain key information more easily accessible so that citizens may review and analyze such information and make informed choices with respect to postsecondary education.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request each public institution of postsecondary education to report annually certain information to the House Committee on Education and the Senate Committee on Education and on its website.

BE IT FURTHER RESOLVED that such information shall include but not be limited to the following:

- (1) A profile of the institution and its students, including the following:
 - (a) The purpose and mission of the institution.
 - (b) The institution's admissions standards.
 - (c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score.
 - (d) Information regarding the institution's tuition, fees, and total cost of attendance.

(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded.

(f) The institution's statistics regarding on-campus crime.

(2) Indicators of student and faculty engagement, including the following:

(a) The percentage of lower-level classes taught by full-time faculty.

(b) The average teaching load by discipline, including the average number of credit hours taught per student.

(c) The number and type of general education courses required for each degree program.

(d) Criteria for transferring to the institution.

(e) The process for evaluating the effectiveness of each program.

(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured.

(g) A definition of what constitutes satisfactory academic progress for students.

(h) The percentage of faculty members who possess the highest degree possible in their given fields of study.

(3) Measurements of academic achievement, including the following:

(a) The freshman to sophomore student retention rates.

(b) The institution's four-year, five-year, and six-year graduation rates.

(c) The percentage of students enrolled in remedial courses.

(d) The average time it takes for a student to earn a degree.

(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable.

(f) Measurements of student satisfaction.

(g) Measurements of employee satisfaction.

(h) The average scores on graduate school admission tests and licensure exams.

(i) Admission rates of baccalaureate degree recipients into graduate programs.

(j) Job placement rates by discipline.

(4) Indicators of institutional efficiency and fiscal conditions, including the following:

(a) The percentage of the institution's educational and general budget spent on the following:

- (i) Instruction and academic support.
 - (ii) Research and public service.
 - (iii) Student services.
 - (iv) Administrative support.
 - (v) Operation and maintenance of facilities.
- (b) The ratio of administrative staff to total staff.
- (c) Measurements of classroom and laboratory space utilization.
- (d) General fund appropriations per in-state full-time equivalent student.
- (e) Total expenditures per full-time equivalent student.

BE IT FURTHER RESOLVED that copies of this Resolution be transmitted to each public postsecondary education management board, which shall be responsible for disseminating its contents to each institution under its jurisdiction.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

**Louisiana
Community
and
Technical
College
System**

Louisiana Community and Technical College System

Below is the link to LCTCS HCR 197 (Harrison website reporting). Please note that this is a work in progress. LCTCS will continue to update the website until every data element requested in HCR 197 that are relevant to 2-year and technical colleges in Louisiana are addressed.

<http://www.lctcs.edu/index.cfm?md=pagebuilder&tmp=home&pid=355>

**Louisiana
State
University
System**



House Concurrent Resolution No. 197 of 2010

HCR 197 of 2010 urges public institutions of higher education to report to the House Committee on Education and the Senate Committee on Education certain information regarding the institution's research, service and teaching.

This resolution calls for greater transparency and accountability by all public institutions of postsecondary education. The requested information to the legislative committees will make information more accessible so that citizens may review and analyze such information and make informed decisions concerning higher education in Louisiana.

Specifications requested by HCR 197:

Information will be posted as it becomes available.

| | 2010 | Source |
|--|-----------------------------|-------------------------|
| Institution Profile | | |
| Mission of the Institution | See Catalog | LSU Catalog |
| Institution's Admission Standards (Automatic Admissions Standard) | 22 ACT, 3.0 GPA on 18 units | LSU Admissions |
| Number and Percentage of Student Population | 28,643 | VSA College Portrait |
| Average Test Scores of Incoming Freshmen | 25.5 ACT | LSU Budget & Planning |
| Tuition & Fees for LA Resident (Fall 2010 and Spring 2011) | \$5,731.40 | LSU Budget & Planning |
| Tuition & Fees for a Non-LA Resident | \$16,514.40 | LSU Budget & Planning |
| Average Amount of Student Loans | | |
| Percentage of Students Receiving Aid | | |
| Average Amount of Federal Aid Awarded | | |
| On-Campus Crime Statistic | See LSU Police | LSU Police |
| Student & Faculty Engagement | | |
| Percentage of Lower-level Classes taught by Full-time Faculty | | |
| Average Teaching Load by Discipline | | |
| Average Number of Credit Hours per Student | | |
| Number of General Education Hours Required for each Degree | 39 hours | LSU Catalog |
| Criteria for Transferring to the Institution | 2.5 GPA on 30 hrs | LSU Admissions |
| Process of Evaluating Academic Programs' Effectiveness | | |
| Student Outcome expected for each Program and its Evaluation Process | | |
| Definition of Satisfactory Academic Progress for Students | See Enrollment Svcs | LSU Enrollment Services |
| Percentage of Faculty Members who possess Highest Degree possible in Field of Study | | |
| Measurements of Academic Achievement | | |
| Freshmen to Sophomore Student Retention Rates | 84% | LSU Budget & Planning |
| Institution's 4-Year Graduation Rates | 34% | LSU Budget & Planning |
| Institution's 5-Year Graduation Rates | 54% | LSU Budget & Planning |
| Institution's 6-Year Graduation Rates | 61% | LSU Budget & Planning |
| Percentage of Students enrolled in Remedial Courses | 0% | |
| Average Time for a Student to earn a Degree (baccalaureate) | 4.7 years | Board of Regents |
| Average Scores on Assessments related to Writing, Mathematics and General Education | | |
| Measurements of Student Satisfaction | | |
| Measurements of Employees Satisfaction | | |
| Average Scores on Graduate School Admission Tests and Licensure exams | | |

| | | |
|---|--------------------------|------------------|
| Admission Rates of Baccalaureate Degree Recipients into Graduate Programs | unknown | |
| Job Placement Rates by Discipline | unknown | |
| | | |
| Institutional Efficiency and Fiscal Conditions | | |
| Percentage of Institution's Educational and General Budget on the following: | | |
| Instruction and Academic Support | \$241,168,978 | BOR-I Form |
| Research and Public Service | \$60,882,751 | BOR-I Form |
| Student Services | \$12,396,982 | BOR-I Form |
| Administrative Support | \$25,839,023 | BOR-I Form |
| Operation and Maintenance of Facilities | \$50,987,676 | BOR-I Form |
| Ratio of Administrative Staff to Total Staff | | |
| Measurements of Classroom and Laboratory Space Utilization | By Building By Course | Board of Regents |
| General Fund Appropriations per In-state Full-time equivalent Student | | |
| Total Expenditures per Full-time equivalent Student | | |

The requested information of HCR 197 should be transmitted to each public postsecondary education management board, which will be responsible for relaying the contents to each respective institution in its jurisdiction.

2/18/11



LSU

EUNICE

2010 Fact Book

- Be age 25 or older and have entered college as a first time freshman before the 2007-08 academic year and have had a break in enrollment of at least two consecutive semesters, not including a summer semester or term, immediately preceding the period of enrollment for which the student is being considered for receipt of a grant.
 - Any student who was a first time freshman beginning with the 2007-08 academic year or later who was not initially Pell eligible, but subsequently becomes Pell eligible then also qualifies for a Go Grant award.
- c. Institutional: Scholarships (Administered through Student Affairs)

House Concurrent Resolution No. 197

1. Institutional profile

- a. The purpose of Louisiana State University Eunice is to serve the needs of its constituency in keeping with the mission of the overall Louisiana State University System. Specifically, LSU Eunice seeks to provide programs and services normally associated with a comprehensive two-year college. Accordingly, the role, scope, and mission statement for LSU Eunice, as promulgated in the "LSU Eunice Strategic Plan: Blueprint for the Future" and approved by the LSU Board of Supervisors is as follows:

Louisiana State University Eunice, a member of the Louisiana State University System, is a comprehensive, open admissions institution of higher education. The University is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University Eunice offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice.

In fulfillment of this mission, Louisiana State University Eunice strives to achieve the following:

- Encourage traditional and nontraditional populations to take advantage of educational opportunities.
- Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
- Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
- Provide programs which parallel four-year college and university courses, including special honors courses, which are directly transferable.
- Prepare students to meet employment opportunities as determined by regional needs.

- Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
- Provide the necessary support services to help students realize their maximum potential.
- Create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

LSU Eunice will continue to serve the educational and cultural needs of its service area by offering necessary certificate and associate degree programs. Since high quality technical programs are crucial to economic development, the institution will continue to expand its relationship with local business and industry to identify area workforce needs. The institution will also work closely with four-year colleges in the area to further increase matriculation opportunities for its students. Public service activities will be undertaken to meet the needs of the service area and to raise the level of education and improve the quality of life for area citizens.

b. Institution's admissions standards: LSU Eunice is an open admissions university.

c. Fall 2010 Student body profile

i. Enrollment by Residency:

| Residency | Headcount Enrollment | Percentage of Total Enrollment |
|-----------------------|----------------------|--------------------------------|
| Louisiana | 3,396 | 98.9799% |
| Arizona | 1 | |
| Arkansas | 2 | |
| California | 2 | |
| Florida | 1 | |
| Georgia | 2 | |
| Massachusetts | 1 | |
| Mississippi | 1 | |
| Missouri | 1 | |
| Pennsylvania | 1 | |
| Texas | 16 | |
| Virginia | 2 | |
| West Virginia | 1 | |
| Out of State | 31 | 0.9035% |
| Bahamas | 1 | |
| China | 1 | |
| India | 1 | |
| Taiwan | 1 | |
| Out of Country | 4 | 0.1166% |

ii. Average American College Testing score is 18.90.

d. LSU Eunice's tuition, fees, and total cost of attendance:

Tuition and fees: \$2276
 Books and supplies: \$1200
 Personal Expenses: \$1818
 Transportation: \$1578
 Room and Board: \$5583
 Total: \$12,455

e. Affordability:

i) Average amount of student loans: These figures represent the final amounts for the last completed academic year of 2009-2010:

- (1) Federal Subsidized Stafford Loan: \$3368
- (2) Federal Unsubsidized Stafford Loan: \$2727
- (3) Federal Unsubsidized Loan for Independent Students: \$3538
- (4) Federal Direct Subsidized Loan: \$1482
- (5) Federal Direct Unsubsidized Loan: \$1900
- (6) Federal Perkins Loan: \$2756

ii) Percentage of students receiving financial aid: 55.14%

iii) Average amount of financial aid dollars awarded: \$6452

f. On-campus crime statistics

Based on the criteria set by the U.S. Dept. of Education, LSU Eunice reported **ZERO** crimes on campus for 2009.

See copy of the annual 'Campus Crime Survey Report' sent to the U.S. Dept. of Education on 10/12/2010. This information is compiled using data included in a campus report submitted each month to the Louisiana Commission on Law Enforcement Uniform Crime Reporting Division. It is kept in the university's Campus Security office and made available to individuals on request.

2. Indicators of student and faculty engagement

- a. Percentage of lower-level classes taught by full-time faculty: 74.5%
- b. Average teaching load by discipline. Not currently available

c. Number and type of general education courses required for each degree program.

| Associate of Arts and Associate of Science Louisiana Transfer | |
|--|---|
| English Composition | 6 hours |
| Mathematics | 6 hours |
| Natural Sciences | 9 hours (3 courses: 2 courses in a biological/physical science area sequence plus one in the other area.) |
| Humanities | 9 hours (3 hours must be in Literature) |
| Social Sciences | 6 hours (3 hours must be at the sophomore level) |
| Fine Arts | 3 hours |
| Total | 39 hours |

| Associate of Science in Discipline | |
|---|---|
| English Composition | 6 hours |
| Mathematics | 6 hours |
| Natural Sciences | 6 hours (Biological or Physical Sciences) |
| Humanities | 3 hours |
| Social Sciences | 3 hours |
| Fine Arts | 3 hours |
| Total | 27 hours |

| Associate and Discipline | |
|---------------------------------|---|
| English Composition | 6 hours |
| Mathematics | 3 hours |
| Natural Sciences | 6 hours (Biological or Physical Sciences) |
| Humanities | 3 hours |
| Social Sciences | 6 hours |
| Fine Arts | 3 hours |
| Total | 27 hours |

| Associate of Applied Science and Discipline* | |
|---|--|
| English Composition | 6 hours |
| Mathematics | 3 hours |
| Natural Sciences | 3-6* hours (Biological or Physical Sciences) |
| Social Sciences | 3-6* hours |
| Humanities | 3-6* hours |
| Total | 21 hours |

*A minimum of 15 credit hours is required, excluding English Composition.

d. Criteria for transferring to the institution:

Applicants who have been enrolled in college work should submit applications and transcripts as early as possible preceding the date that admission is desired. Eligibility for admission cannot be determined until the application and complete, official transcripts from each college and university attended have been received. Applicants must list on their applications each college and university attended and have transcripts sent from each institution attended, regardless of whether credit was earned or is desired. Any student who fails to acknowledge attendance in any college or university in which he or she has been registered is subject to immediate dismissal from the University.

A student who is currently enrolled at another university when he or she applies for admission should request that the institution submit a current official transcript now and then submit a final official transcript at the conclusion of the term. Until the final official transcript is received and evaluated, the applicant is considered to be provisionally admitted. This provisional admission will be cancelled and registration terminated if required records are not filed within the first two weeks of the semester from the first day of classes (1 week in the summer) or if the records do not meet requirements for admission.

A student enrolled in another college or university who is eligible to continue in that institution in the fall may register as a summer term only student. Such enrollment will terminate at the end of the summer term and does not pre-suppose or constitute admission to the University in the regular session. A summer term only student may submit, in lieu of official college records, a statement of eligibility to continue in the fall semester or term from the dean or registrar of the last school attended. This statement must include the total number of semester or quarter hours of credit previously earned, current overall grade-point average, and statement of good standing.

Students admitted on a summer-term-only basis who wish to become regular students in the fall semester must complete a new application for admission and must supply official transcripts of all college-level work previously taken.

- e. The process for evaluating the effectiveness of each program.

LSU Eunice uses a multi-faceted approach to evaluate program effectiveness. As part of the University's comprehensive planning and assessment model, administrators and faculty use a standardized format for the presentation of expected outcomes in each academic program. This form describes not only the expected outcome, but the procedure for assessing the extent to which the outcome has been attained, who is responsible for carrying out the assessment, how the results of the assessment will be utilized, results of the assessment, and recommendation for actions. Some of the measures of program effectiveness include employment rates, employer satisfaction surveys, professional competency or licensure examinations, completion/graduation rates, and student satisfaction surveys.

In all degree programs, LSU Eunice provides components designed to insure competence in reading, writing, oral communication, and fundamental mathematics skills. These components are also part of the planning and assessment process.

Lastly, approximately every five years, faculty, administration, and the community advisory board participate in a program appraisal process that reviews all degree programs and individual academic disciplines using the criteria of centrality, demand and potential demand, quality, and cost.

- f. Student outcomes expected for each program and how such outcomes are measured:
LSU Eunice is currently revising program goals and learning outcomes for all of its academic programs and general education requirements. These will be available in the spring of 2011.
- g. What constitutes satisfactory academic progress for students? Good academic standing is defined as the typical status of a student who has an overall 2.0 ("C") grade-point average.

- h. Percentage of faculty members who possess the highest degree possible in their given fields of study.

Distribution of Faculty by Highest Earned Degree*

| | Liberal Arts | Sciences | Health Sciences and Business Technology | Library |
|-------------------|--------------|----------|--|---------|
| Doctoral Degree | 15 | 6 | 2 | 0 |
| Masters Degree | 15 | 11 | 20 | 2 |
| Bachelor's Degree | 0 | 0 | 3 | 0 |
| Associate Degree | 0 | 0 | 3 | 0 |
| | 30 | 17 | 28 | 2 |

*Includes all full-time employees with academic rank excluding the Chancellor.

3. Measurements of academic achievement

- a. Freshman to sophomore student retention rate for Fall 2008 – Fall 2009 is 69.8%.
- b. LSU Eunice's four-year, five-year, and six-year graduation rates. N/A
- c. Percentage of students enrolled in remedial courses for Fall 2010 is 33% (1132/3431).
- d. Average time to degree: (Full-Time: 4.2 Years) (Part-Time: 4.8 Years)
- e. Average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, for Fall 2010 students.
 - i. CAAP Critical Thinking Skills average: 59
 - ii. CAAP Mathematics Skills average: 56
 - iii. CAAP Writing Skills average: 61

f. Measurements of student satisfaction

The results from the Spring 2010 ACT Student Opinion Survey showed that LSU Eunice scored an overall average of 4.22 on a 5-point scale compared to the national norm of 4.08. The survey captured responses in the areas of student impressions, policies, procedures, academics and the social environment within the university.

See ACT Student Opinion Survey (2-year College Form) Summary and Graphics report for more detailed information. Results are kept in the Student Affairs office and made available on request.

g. Measurements of employee satisfaction

On the Spring Faculty Survey the item, "I am satisfied with my role at LSUE", received a score of 4.18 out of 5. The corresponding item on the staff survey received a score of 4.12 out of 5.

h. Average scores on licensure exams:

| | |
|---|------|
| Program: Associate of Science in Radiologic Technology - Class of 2010: | |
| Pass rate on licensure examination | 100% |
| Class mean score | 86.4 |
| National mean score* | NA* |
| State mean score | NA |
| National pass rate** | NA** |

| | |
|--------------------------------------|------|
| State pass rate | NA |
| * <i>National Mean score in 2009</i> | 84.8 |
| ** <i>National Pass Rate in 2009</i> | 91.4 |

Program: Associate of Science in Nursing - Class of 2010:

| | |
|------------------------------------|-----|
| Pass rate on licensure examination | 88% |
| National pass rate | 87% |
| State pass rate | 89% |
| Class mean score | NA |
| National mean score | NA |
| State mean score | NA |

Program: Associate of Science in Respiratory Care - 2008-2009 Cohort:

| | |
|------------------------------------|--|
| Pass rate on licensure examination | 100% |
| Class mean score | 85.30 |
| National mean score | 75.42 |
| National pass rate | 73.74% (New Candidates) 51.34% (All Candidates) |
| State pass rate | NA |

- i. Admission rates of baccalaureate degree recipients into graduate programs: LSU Eunice is a two-year university with open admissions.
- j. Job placement rates by discipline.

Associate of Science in Radiologic Technology

Class of 2010: Within six months of graduation, 100% of those students who sought employment were successful.

Associate of Science in Nursing

Class of 2010: Data not yet available
Class of 2009: 84.3%

Associate of Science in Respiratory Care

Class of 2009: 100% within three months of graduation.

4. Indicators of institutional efficiency and fiscal conditions, including the following:
 - a) The percentage of the institution's educational and general budget spent on the following:
 - i) Instruction and Academic Support: 55.87%
 - ii) Research and Public Service: 0%
 - iii) Student Services: 7.63%
 - iv) Administrative Support: 17.75%
 - v) Operation and Maintenance of Facilities: 16.17%
 - b) The ratio of administrative staff to total staff: 1 to 15
 - c) Measurements of classroom and laboratory space utilization:
 - d) General fund appropriations per in-state full-time equivalent student: \$2,712
 - e) Total expenditures per full-time equivalent student: \$6,359

LSU PAUL M. HEBERT LAW CENTER UPDATE

House Concurrent Resolution 197

JANUARY 22, 2011

1. Profile of the institutions and its students –

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.studentdemographics>

- a. Purpose and mission of the institution – Provided in catalog on our website

<http://www.law.lsu.edu/globals/sitelibraries/academics/lsulawcatalog/LSULawCatalog20102011.pdf>

- b. Institution admission standards

<http://www.law.lsu.edu/index.cfm?geaux=admissions.jdcl>

- c. Clear and accurate student body profile

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.studentdemographics>

- d. Tuition and fees – see below. Total cost of attendance is not provided on our website. Student living expenses excluding tuition and fees is reported to its accrediting agency for all law schools, the American Bar Association (ABA), through its annual ABA Questionnaire.

<http://www.law.lsu.edu/index.cfm?geaux=admissions.tuitionfeesexpenses>

- e. Information relating to affordability – Not provided on our website. Total amount of student loans, average amount borrowed, number of students borrowing, and grant amount of aid per recipient at 75th, 50th, and 25th percentile reported on the annual ABA Questionnaire

- f. Crime Statistics - Reported on LSU Police website

[http://appl003.lsu.edu/PubSafety/lsupolice.nsf/\\$Content/Crime+Statistics?OpenDocument](http://appl003.lsu.edu/PubSafety/lsupolice.nsf/$Content/Crime+Statistics?OpenDocument)

Crime prevention guide and crime statistic links referenced on our website below.

<http://www.law.lsu.edu/globals/sitelibraries/academics/courseschedules/11SpringRegistrationCalendarAndRegulations.pdf>

2. Student and Faculty Engagement

a. Percentage of lower-level classes taught by full-time faculty – n/a

b. Teaching load by discipline – n/a. The average faculty to student ratio is provided below.

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.lsulawfacts>

c. Number and type of general education courses required for each degree program – n/a

d. Criteria for transferring

<http://www.law.lsu.edu/index.cfm?geaux=admissions.transfer>

e. Process for evaluating effectiveness of each program – Consistent with other law schools, this information is not provided on our website. Documented in latest report to the regional accrediting agency for all schools, the Southern Association of Colleges and Schools (SACS) report submission.

f. Student outcomes - Consistent with other law schools, this information is not provided on our website. Documented in latest report to SACS.

g. Academic progress – Provided in catalog on our website (page 5)

<http://www.law.lsu.edu/globals/sitelibraries/academics/lsulawcatalog/LSULawCatalog20102011.pdf>

h. % of faculty and their degrees

The percentage of faculty members who possess the highest degree possible in their given fields of study is not provided on website, although all faculty members earned a juris doctor degree. Profiles on each faculty member are provided on our website.

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.facultybios>

3. Measurements of academic achievement

a. Freshman to sophomore - n/a

b. Graduation rates – n/a

c. Remedial course - n/a

d. Average time takes student to earn a degree, Three years, consistent will other ABA approved law schools. This information is provided in our catalog.

e. Average scores on externally validated nationally benchmarked outcomes assessments –

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.barpassagerate>

f. Student satisfaction – Not provided on website. Students submit faculty evaluations annually and evaluations available to all students. The Law Center is also a voluntary participant in the Law School Survey of Student Engagement (LSSSE), a national survey of students designed information about the quality of the law student experience and assists the Law Center is identifying aspects of the law school experience that can be improved and how those experiences compare with other law schools.

g. Employee satisfaction – Not provided on website. Employee comments are documented in annual personnel evaluations.

h. Average scores of graduate school admission tests and licensure exams

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.lsatgpa>

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.barpassagerate>

i. Admission rates of baccalaureate degree to graduate programs - n/a

j. Job placement rates by discipline

<http://www.law.lsu.edu/index.cfm?geaux=aboutlsulaw.employmentsalary>

4. Indicators of institutional efficiency

4 (i) – 4(v) - NACUBO function expenditures provided in annual operating budget (percentage of budget not specifically provided). Consistent with other law schools, this information is not provided on our website.

4(b) – Administrative staff provided in annual operating budget and reported in Board of Regents salary database (ratio of administrative staff to total staff not specifically provided). Consistent with other law schools, this information is not provided on our website.

4(c) – Classroom utilization reported on Board of Regents website (see link below). Not provided on our website.

<http://www.laregentsarchive.com/pdfs/facilities/2009/Class/clas2909.pdf>

4(d) – General fund expenditures per in-state full time equivalent (FTE) not provided on our website. Direct expenditures per FTE reported on annual ABA Questionnaire. Appropriations per

FTE calculated by Board of Regents for formula funding purposes. Consistent with other law schools, this information is not provided on our website.

4(e) – Consistent with other law schools, total expenditures per full-time equivalent student (FTE) are not provided on our website. Direct expenditures per FTE reported on annual ABA Questionnaire. Appropriations per FTE calculated by Board of Regents for formula funding purposes but not specifically reflected on BOR website.

| Item | Response | Data Source |
|---|---|--|
| <p>The University of New Orleans HCR 197 Report, Spring 2011</p> | | |
| <p>(1) A profile of the institution and its students, including the following:</p> <p>(a) The purpose and mission of the institution:</p> | <p>Mission Statement The University of New Orleans, a major statewide research university, drives and supports the development of the educational, economic, and social well-being of the culturally rich New Orleans metropolitan area, the State of Louisiana, the nation, and the global community. Located in an international city, the university provides educational and workforce development opportunities to a highly diverse student population through its research and curricula, and through its Programs of Distinction and Centers of Excellence. The university's technological and cultural alliances connect the institution, its faculty, and its students to the community through joint projects with public schools, governments, foundations, businesses, and civic groups, enriching opportunities for learning and community growth.</p> <p>Vision Statement The Vision of the University of New Orleans is to be a major research university for the state of Louisiana and beyond. We will attract and graduate talented students from a wide-variety of ethnic, geographic, and socio-economic backgrounds through an accomplished, diverse and energetic faculty, a wide range of excellent programs, state-of-the-art facilities, engagement with the larger community, and effective communication with all stakeholders. To realize this vision, the university commits its resources—its location in the most culturally rich and interesting city in the U.S., its dedication to recruiting and retaining the best faculty and students, and its public and private finances—to sustain and grow its educational, research and affiliated enterprises.</p> <ol style="list-style-type: none"> 1. We will build on our legacy of academic achievement. Just as a determined UNO community led us to be the first two-year branch of the LSU system to move, first to a 4-year university, and then to an SREB Four Year-2 institution, so the current university community is determined to move us to an SREB Four Year-1 institution in the next 5 years. 2. We will build on our legacy of diversity. Just as a determined UNO community in 1958 was the first university in the South to open its doors as a racially integrated institution, so the current university community pledges to nurture its students, not just academically, but also in character, integrity, tolerance, and vision—committed to a life of learning, service and leadership, capable of making ethical decisions, and prepared to function successfully within a diverse, multicultural, and global society. 3. We will build on our legacy of innovation. Just as a committed UNO community was the first university in the Greater New Orleans area to open its doors after the devastation of Katrina by using a combination of new technologies, distance learning, and national and international partnerships, so our current UNO community will provide students, staff and faculty with state of the art technology, national and international learning and research opportunities, and new academic programming appropriate to the twenty-first century university. 4. We will build on our legacy of community involvement. Just as the UNO community has, since its inception, served the needs of the Greater New Orleans Community and the State of Louisiana and has further populated the region with over 70,000 graduates who contribute to the economic, cultural, and creative well-being of the region, so will the current university continue to serve as a leader in the area's rebuilding, restoration, and progress through offering expertise and community activities in programming, research, contracts, course offerings, and volunteerism. <p>In fulfilling this vision we will create new legacies by adapting to our constantly changing environment, and dedicate this university to apply its hallmark determination, its commitment to students, and its innovative spirit to recruit, retain, and graduate more students than our institutional peers.</p> | <p>http://www.uno.edu/About/MissionVision.aspx</p> |
| <p>(b) The institution's admission standards:</p> | <p>Freshmen Requirements Students who graduate from state-approved high schools must complete the Louisiana Board of Regents Core Curriculum and require no more than one developmental/remedial course (ACT of 19 or higher or equivalent SAT score of 460 or higher in Mathematics and ACT of 18 or higher or equivalent SAT score of 450 or higher in English is non-remedial) AND one of the following:</p> <ul style="list-style-type: none"> • ACT composite score of 23 or greater (SAT 1 Math + Critical Reading combined score of 1060 or greater) OR • High school cumulative GPA of 2.5 or greater and non-remedial in English and Math subscores OR • High school graduation rank top 25% of class <p>Out-of-State and Homeschool students who do not meet the core -curriculum must satisfy all items in #1-3 or have a composite ACT score of 26 or greater (SAT 1 Math + Critical Reading combined score of 1170 or greater) and require no more than one developmental/remedial course.</p> <p>Adult Freshmen age 25 and over who are graduates of state-approved high schools (or have received their GED) need not satisfy the test score, GPA and rank admission requirements.</p> <p>All prospective students should submit an application as early as possible during the year before you wish to enroll. If you are currently in high school you must attach a list of the 12th grade courses in which you are enrolled. Transcripts must be mailed directly from the high school to the UNO Office of Admissions in order to be considered official; ACT/SAT scores must be sent directly to UNO from the American College Testing Program/Educational Testing Services.</p> <p>See the online link for details about the Core Curriculum http://www.uno.edu/admissions/Admissions/Freshmen.aspx</p> | <p>http://www.uno.edu/admissions/Admissions/Freshmen.aspx</p> |

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| <p>(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score;</p> | <p>Fall 2010: From LA: 9833 (87.2%); From other US States & Territories: 697 (6.2%); From other countries: 746 (6.6%). Details by parish, state and nation are available through the online data source. Average ACT: 22</p> | <p>Enrollment by state & nation: http://dn.uno.edu/facts/docs/enrollmentsummary14cdial10.xls See worksheets 5, 5b, and 5c. Average ACT Scores: http://doe.louisiana.gov/OPB/pub/FY11/SupportingDocument/18A_Higher_Education.pdf see page 85</p> |
| <p>(d) Information regarding the institution's tuition, fees, and total cost of attendance;</p> | <p>2010-2011 Undergraduate Tuition & Fees for: Full-Time LA Resident: \$4,759 Full-Time Out-Of-State Resident: \$14,347</p> <p>2010-2011 Undergraduate Total Cost of Attendance for: Full-Time LA Resident On-Campus: \$17,378 Full-Time Out-Of-State Resident On-Campus: \$21,578 Data Source: IPEDS College Navigator (search on University of New Orleans)</p> | <p>http://nces.ed.gov/collegenavigator/?id=159939#fina http://nces.ed.gov/collegenavigator/?id=159939#expense</p> |
| <p>(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded;</p> | <p>2008-2009 Undergraduate Student Financial Aid for Full-Time Beginning Undergraduate Students: Average Amount of Student Loans: \$4,188 Percentage of students receiving Financial Aid: 88% Average Amount of Grant or Scholarship Aid Dollars Awarded: \$7,134 Data Source: IPEDS College Navigator</p> | <p>http://nces.ed.gov/collegenavigator/?id=159939#fina</p> |
| <p>(f) The institution's statistics regarding on-campus crime;</p> | <p>The University Police maintains Campus Crime Statistics Act (or Clery Act) with information on various offenses. The report is online at the data source below. Data Source: http://upd.uno.edu/CrimeStatistics/</p> | <p>http://upd.uno.edu/CrimeStatistics/</p> |
| <p>(2) Indicators of student and faculty engagement including the following:</p> | | |
| <p>(a) The percentage of lower-level classes taught by full-time faculty;</p> | <p>Fall 2010 Undergrad sections: 1284. Out of the 1284 undergrad sections, 995 were taught by full-time faculty. Percentage: 77%</p> | <p>IR, BST, BG, CLASS FILE and Status 4 with IU ETHNIC GROUP as of 03-22-2011.xls joined in access Provost, Academic Affairs, March 2011</p> |
| <p>(b) The average teaching load by discipline, including the average number of credit hours taught per student;</p> | <p>UNO's average teaching load is 3 courses per semester per faculty and 4 courses per semester for instructors.</p> | <p>http://register.uno.edu/catalog/1011catalog.pdf</p> |
| <p>(c) The number and type of general education course required for each degree program;</p> | <p>UNO's general education course requirements for each academic program are included in the University Catalog. Please see pages 50 to 111.</p> | |
| <p>(d) Criteria for transferring to the institution;</p> | <p>The Office of Admissions evaluates academic work taken at other institutions for general university purposes. Once all official transcripts are received and credits are evaluated, students may view their transfer credit summary in WebStar under Learner Services. The dean of their major college will determine which credits will be accepted towards the UNO degree.</p> <p>Other Requirements for Transfer Admission</p> <p>Effective Fall 2005, the minimum cumulative GPA required on 18 semester hours of non-remedial coursework is 2.25. Not more than one-half of the credit required for your degree may be accepted from community or junior colleges. Students may earn a maximum of one-fourth of their degree credit through a combination of CLEP, Advanced Placement Tests, Advanced Standing Exams, bypass credit, non-traditional credit or correspondence study.</p> | <p>http://www.uno.edu/admissions/Admissions/Transfer/Students/HowtoTransfer.asp</p> |
| <p>(e) The process for evaluating the effectiveness of each program;</p> | <p>Program effectiveness is evaluated through tracking the number of completers, number of majors and the number of SCH's generated. Some programs are evaluated through the accreditation process for their national accrediting agency. Also, the university conducts institutional effectiveness studies which requires input on programs from each department</p> | <p>Provost, Academic Affairs, March 2011</p> |

| <p>(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured;</p> | <p>Each department has developed its own learning outcome measurements to assess their degree programs.</p> | <p>Provost, Academic Affairs, March 2011</p> |
|--|---|--|
| <p>(g) A definition of what constitutes satisfactory academic progress for students:</p> | <p>Satisfactory academic progress is defined as passing a required number of hours, achieving a required grade point average (GPA) during any semester or academic year, and not exceeding 150% of the degree program in attempted hours. For any program, regulations require the maximum time frame to not exceed 150% of the published length of the program measured in the required academic credit hours.</p> <p>Students must be in enrolled in an eligible curriculum as a degree-seeking student. Students must also maintain a Cumulative and UNO GPA, as well as, total earned hours/attempted hours ratio in accordance within the Satisfactory Academic Progress Policy. In order to retain their financial aid eligibility.</p> <p>For example, at UNO the published length of most undergraduate academic programs is 120 credit hours required for degree completion and may not exceed 180 attempted credit hours (150% of 120 credit hours= 180 maximum attempted/pursued hours).</p> | <p>http://finaid.uno.edu/sapolicy.cfm</p> |
| <p>(h) The percentage of faculty members who possess the highest degree possible in their given fields of study;</p> | <p>Percent of Fall 2010 Full-Time Instructional faculty (as defined by Common Data Set) with a doctorate or other terminal degree: 70%</p> | <p>http://ir.uno.edu/cda/docs_cds/unocds_10.xls see worksheet "CDS-F". Divide 308 by 438.</p> |
| <p>(3) Measurements of academic achievement, including the following:</p> | | |
| <p>(a) The freshman to sophomore retention rate;</p> | <p>Fall 2009 to Fall 2010 First-Time, Full-Time, Degree-Seeking Freshmen retention rate: 64%</p> | <p>http://ir.uno.edu/cda/docs_cda/unocds_10.xls See worksheet "CDS-F", item "922"</p> |
| <p>(b) The institution's four-year, five-year, and six-year graduation rates;</p> | <p>Fall 2004 cohort of first-time, full-time, degree-seeking freshmen: Four-year: 6%, Five-year: 16%, Six-year: 22%.</p> | <p>IPEDS 2010-2011 Graduation Rate report</p> |
| <p>(c) The percentage of students enrolled in remedial courses;</p> | <p>Fall 2009 Percent of First-Time Freshmen Enrolled in remedial courses: 19%</p> | <p>http://se400.regents.state.la.us/polfile/sapae/falld09SSP SDEV208.PDF</p> |
| <p>(d) The average time it takes for a student to earn a degree;</p> | <p>Time to Degree for First Postsecondary Award: Baccalaureate Average Time to Degree for 2009 - 2010 Baccalaureate Recipients (full and part-time) starting as Full-time, First-time Freshmen: 6.6 Years Average Time to Degree for 2009 - 2010 Baccalaureate Recipients (full and part-time) starting as Transfer Students : 6.2 Years Average Time to Degree 2009-2010 Baccalaureate Recipients (full and part-time) Total Students: 6.3 Years</p> | <p>http://regents.louisiana.gov/assets/docs/Data/TTO/2009-2010/TTOB202.PDF</p> |
| <p>(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable;</p> | <p>N A</p> | |
| <p>(f) Measurements of student satisfaction:</p> | <p>In the NSSE 2010 Mean Comparisons, question 13 "How would you evaluate your entire educational experience at this institution?" On a scale of 1=Poor, 2=Fair, 3= Good, 4=Excellent UNO freshmen reported 3.01 and Seniors reported 2.94. NSSE question 14 "If you could start over again, would you go to the same institution you are now attending?" Scale 1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes. Freshmen reported 3.06 and Seniors reported 2.92. In UNO's annual (spring) Graduating Student Survey, 89% of the 275 students responding to the question would recommend UNO to a friend or relative considering college. UNO has implemented additional undergraduate surveys that will incorporate a measure of student satisfaction.</p> | <p>http://ir.uno.edu/surveys/</p> |
| <p>(g) Measurements of employee satisfaction:</p> | <p>N A</p> | |
| <p>(h) The average scores on graduate school admission tests and licensure exams:</p> | <p>For all graduate students admitted for Fall 2010 - GRE Verbal Average - 479 GRE Quantitative Average - 590 GMAT Total Average - 512</p> | <p>GRE's data from UNO Graduate School.</p> |
| <p>(i) Admission rates of baccalaureate degree recipients into graduate programs:</p> | <p>In Fall 2010, 301 students with UNO bachelor degrees applied for admission to a UNO graduate program. Out of the 301 students who applied, 216 (72%) were admitted. Out of the 216 who were admitted, 151 (70%) enrolled.</p> | <p>UNO data from queries IR_RST_HCR_187_3_J and IR_RST_PRODUCTION_DEGREES.</p> |

(i) Job placement rates by discipline: UNO surveys graduating baccalaureate students each spring. This is a voluntary, self-reported student survey and does not reflect the total number of students receiving baccalaureate degrees.

University of New Orleans
 Graduating Students Receiving Baccalaureate Degrees, Spring 2010
 What is most likely to be your FUTURE activity upon graduation?

| | Colleges | | | | | | Grand Total |
|--|----------|-----------|-------------|------------|--------------|----------|-------------|
| | Business | Education | Engineering | Humanities | Liberal Arts | Sciences | |
| Undergraduate Degree | 54 | 11 | 17 | 22 | 29 | 20 | 155 |
| Employment, Full-Time Paid | 1 | 1 | 1 | 1 | 6 | 2 | 11 |
| Employment, Part-Time Paid | 1 | 1 | 1 | 1 | 2 | 1 | 4 |
| Additional coursework | 12 | 1 | 1 | 2 | 25 | 26 | 66 |
| Graduate or professional school, Full-Time | 4 | 1 | 1 | 5 | 3 | 4 | 17 |
| Graduate or professional school, Part-Time | 7 | 1 | 1 | 1 | 2 | 2 | 13 |
| Military service | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Other | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Start rating a family | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Volunteer activity (e.g., Peace Corps) | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Grand Total | 81 | 13 | 19 | 31 | 73 | 58 | 274 |

(4) Indicators of institutional efficiency and fiscal conditions including the following:

(a) The percentage of the institution's educational and general budget spent on the following:

(i) Instruction and academic support:

FY 2010 Percent of Education and General Budget Spent on Instruction and Academic Support: 53%
 (64,574,400/122,669,203)
 Data Source: Form BOR-1 Budgeted 2010

(ii) Research and public service:

FY 2010 Percent of Education and General Budget Spent on Research and Public Services: 4%
 (4,365,745/122,669,203)
 Data Source: Form BOR-1 Budgeted 2010

(iii) Student services:

FY 2010 Percent of Education and General Budget Spent on Student Services: 6%
 (7,206,850/122,669,203)
 Data Source: Form BOR-1 Budgeted 2010

(iv) Administrative support:

FY 2010 Percent of Education and General Budget Spent on Institutional Services: 16%
 (19,609,547/122,669,203)
 Data Source: Form BOR-1 Budgeted 2010

(v) Operation and maintenance of facilities:

FY 2010 Percent of Education and General Budget Spent on Operation and Maintenance of Plant: 12%
 (15,062,140/122,669,203)
 Data Source: Form BOR-1 Budgeted 2010

(b) The ratio of administrative staff to total staff:

Fall 2010 ratio of administrative staff to total staff: 120/1866 (6%) or a 1:16 ratio.
 Data Source: <http://iradm.uno.edu/dashboard/#cap>

(c) Measurements of classroom and laboratory space utilization:

Fall 2010 Utilization of Teaching Facilities (Day and Night): 18.7%
 Data Source: SEE BOR WEBSITE, page 30

(d) General fund appropriations per in-state full-time equivalent student:

FY 2010 Formula Appropriation Per FTE: \$5029

(e) Total expenditures per full-time equivalent student:

In progress

Not available on the Board of Regents website at this time.
<http://regents.louisiana.gov/index.cfm?nid=pagebuild&rtmp=home&pid=86>

Not available on the Board of Regents website at this time.
<http://regents.louisiana.gov/index.cfm?nid=pagebuild&rtmp=home&pid=86>

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Not available on the Board of Regents website at this time.

<http://regents.louisiana.gov/assets/pdfs/facilities/2010/CLAS2710.PDF>

<http://www.laregentsarchive.com/pdfs/Finance/FY%2009-10%20Formula%20Appropriation%20per%20FTE.pdf>

LSU Shreveport

HCR 197, Annual Report 2010-11

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| <p>1. Profile of the institution and its students:</p> | |
| <p>(a) The purpose and mission of the University.</p> | <p>The mission of Louisiana State University in Shreveport is to:</p> <ul style="list-style-type: none">• Provide a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the creation, acquisition, and dissemination of knowledge;• Encourage an atmosphere of intellectual excitement;• Foster the academic and personal growth of students;• Produce graduates who possess the intellectual resources and professional and personal skills that will enable them to be effective and productive members of an ever-changing global community; and• Enhance the cultural, technological, social, and economic development of the region through outstanding teaching, research, and public service <p>Data Source: http://www.lsus.edu/offices-and-services/institutional-effectiveness-and-planning/vision-and-mission</p> |
| <p>(b) The institution's admissions standards.</p> | <p>For in-state first-time freshmen (less than age 21) admissibility is based on high school curriculum, high school GPA, high school class rank, ACT scores, and the need, if any, for developmental course work.</p> <p>Complete details of these requirements, and requirements for other types of students can be found on the LSU Shreveport website, http://www.lsus.edu/admissions-and-financial-aid/undergraduate-admissions</p> |

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| <p>(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score of Scholastic Aptitude Test score.</p> | <p>Fall 2010 Degree-Seeking Undergraduate Geographic Distribution:</p> <ul style="list-style-type: none"> • Louisiana – 2831 – 89% • Other US States/Territories – 278 – 9% • Other Countries – 65 – 2% <p>Fall 2010 Average Entering Freshman ACT Composite: 22.1</p> <p>For more data please refer to the current Data Profiles at this link: http://www.lsus.edu/offices-and-services/institutional-effectiveness-and-planning/lsus-data-profile</p> |
| <p>(d) Information regarding the institution's tuition, fees, and cost of attendance.</p> | <p>2010-11 – undergraduate, in-state tuition, full-time tuition (\$3015.60) 2010-11 – undergraduate, in-state fees, 12 hrs (\$1108.80) 2010-11 – undergraduate, in-state, full-time, living off-campus cost of attendance (\$16,487)</p> <p>Data Source: Tuition & Fees - http://www.lsus.edu/offices-and-services/accounting-services/tuition-and-fee-schedule Cost of Attendance - http://www.lsus.edu/admissions-and-financial-aid/policies</p> |
| <p>(e) Information relating to the affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded.</p> | <p>For all undergraduate students who attended fall 2009:</p> <ul style="list-style-type: none"> • 1,651 student borrowers/total student loan funds \$13,444,192 = \$8,143.06 average amount borrowed • 4,220 total students enrolled fall 2009/2,898 students receiving some type of financial aid = 68.67% • 2,898 students/\$25,350,280 total financial aid received = \$8,747.51 <p>Data Source – IPEDS 2010 Finance Report</p> |
| <p>(f) The institution's statistics regarding on-campus crime</p> | <p>The University Police prepare an annual security report. Results are listed on page 10 of the document.</p> |

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| | <p>Data Source - http://www.lsus.edu/Documents/Offices%20and%20Services/Police/UniversityPolice-AnnualSecurityReport2010.pdf</p> |
| <p>2. Indicators of Student and Faculty Engagement:</p> | |
| <p>(a) The percentage of lower-level classes taught by full-time faculty.</p> | <p>In Fall 2010, 83% of lower-level classes were taught by full-time faculty.</p> <p>Data can be found at this link: Percentage of Lower-Level Classes Taught by Full-Time Faculty.</p> <p>Data Source: Office of Academic Services</p> |
| <p>(b) The average teaching load by discipline, including the average number of credit hours taught per student</p> | <p>The average teaching load by discipline including average SCH's can be found at this link: Average Teaching Load per Department.</p> <p>Data Source – Office of Academic Services</p> |
| <p>(c) The number and type of general education courses required for each degree.</p> | <p>The General Education program is listed in the University Catalog. Please refer to pages 32-33 of this document.</p> <p>Data Source - http://www.lsus.edu/Documents/Academics/2010-2011_LSUSCatalog.pdf</p> |
| <p>(d) Criteria for transferring to the institution.</p> | <p>For a transfer student to be admitted to LSU Shreveport they must meet the following criteria: have earned at least 12 hours of college credit in non-developmental course work; be eligible to return to the institution from which they are transferring; have earned at least a 2.0 GPA on all non-developmental college work attempted; and have no need for more than one developmental course.</p> <p>Data Source - http://www.lsus.edu/admissions-and-financial-aid/undergraduate-admissions/transfer-students/admission-requirements</p> |

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| <p>(e) The process for evaluating the effectiveness of each program</p> | <p>Program effectiveness is measured in several different ways. Programs with national accrediting agencies are assessed through external sources, and internal assessments are performed within programs without a national accrediting agency.</p> <p>Data Source – Office of Academic Services</p> |
| <p>(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured.</p> | <p>Each program develops specific student learning outcomes and the measures to assess these outcomes.</p> <p>Data Source – Office of Academic Services</p> |
| <p>(g) A definition of what constitutes satisfactory academic progress.</p> | <p>To be eligible for any federally funded financial assistance, including loans, all students must initially and continually meet qualitative and quantitative requirements for satisfactory academic progress. Specific details can be found on the LSU Shreveport financial aid webpage.</p> <p>Data Source - http://www.lsus.edu/admissions-and-financial-aid/financial-aid/satisfactory-academic-progress</p> |
| <p>(h) The percentage of faculty members who possess the highest degree possible in their given fields of study.</p> | <p>79% (122/154) of the faculty members hold a Ph.D. in their academic field.</p> <p>Data Source – Office of Academic Services</p> |
| <p>3. Measurements of academic achievement:</p> | |
| <p>(a) The freshman to sophomore student retention rates</p> | <p>Fall 2009-Fall 2010 First-Time, Full-Time retention rate – 64.8%</p> <p>Data Source - http://as400.regents.state.la.us/pdfs/ssps/fall09/spsretn209.pdf</p> |
| <p>(b) The institution's four-year, five-year, and six-year graduation rate</p> | <p>IPEDS Fall 2003 4 year graduation rate – 5%</p> <p>IPEDS Fall 2003 5 year graduation rate – 12%</p> <p>IPEDS Fall 2003 6 year graduation rate – 20%</p> |

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| | <p>Data Source: IPEDS 4 and 6 Year Graduation Rate - http://nces.ed.gov/collegenavigator/?q=lsu+shreveport&s=all&id=159416#retgrad</p> |
| (c) The percentage of students enrolled in remedial classes. | <p>The percentage of Fall 2009 first-time freshmen enrolled in remedial classes: 29%</p> <p>Data Source - http://as400.regents.state.la.us/pdfs/ssps/fall09/SSPSDEV209.PDF</p> |
| (d) The average time it takes for a student to earn a degree. | <p>Average Time to Degree, 2009-10: First-time Freshmen, Full-Time – 6.1 years Transfer, Full-Time – 6.4 years</p> <p>Data Source - http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT20.PDF</p> |
| (e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable. | <p>LSU Shreveport does not participate in any nationally benchmarked tests in the core areas of writing, math, or general education.</p> |
| (f) Measurements of student satisfaction. | <p>Data measuring student satisfaction can be found by clicking the link - Student Satisfaction</p> <p>Data Source – Student Affairs</p> |
| (g) Measurements of employee satisfaction. | <p>Data measuring employee satisfaction can be found by clicking the link: Employee Satisfaction.</p> <p>Data Source – Business Affairs</p> |

| | |
|--|--|
| <p>(h) The average scores on graduate school admission tests and licensure exams.</p> | <p>Licensure/Certifications: Education – Licensure Rate of 100% (2008-09) Nursing – Certification Rate of 96% (2009-10)</p> <p>Graduate school admission test scores are not tracked at this time.</p> <p>Click to view data: Licensure and Certifications</p> <p>Data Source – Office of Academic Services</p> |
| <p>(i) Admission rates of baccalaureate degree recipients into graduate programs</p> <p>(j) Job placement rates by discipline.</p> | <p>Admission rates of baccalaureate degree recipients into graduate programs are not tracked at this time.</p> <p>Data for May 2010 Graduates: 332 graduates 240 Surveyed (72%) Total Employed – 169 (70%) Total Employed – Yes to Graduate School – 59 (35% of employed) Total Unemployed – 71 (30%) Total Unemployed – Yes to Graduate School – 30 (42% of unemployed)</p> <p>For data by discipline click link: Graduate Survey by Major</p> <p>Data Source – Career Services</p> |
| <p>4. Indicators of Institutional Efficiency and Fiscal Conditions.</p> <p>(a) The percentage of the institution's education and general budget spent on:</p> <ul style="list-style-type: none"> i. Instruction and Academic Support ii. Research and Public Service iii. Student Services iv. Administrative Support | <p>The following percentage of LSU Shreveport's general budget is spent on:</p> <ul style="list-style-type: none"> i. Instruction and Academic Support – 55% ii. Research and Public Service – 1% iii. Student Services – 7% iv. Administrative Support – 14% |

| | |
|--|--|
| | Data Source – LSU Shreveport Operating Budget Report 2010-11 |
| (b) The ratio of administrative staff to total staff. | Data currently being collected |
| (c) Measurements of classroom and laboratory space utilization. | Fall 2009 utilization of teaching facilities (day and night): 8.4% Data Source - http://www.laregentsarchive.com/pdfs/facilities/2009/Class/class2409.pdf |
| (d) General fund appropriations per in-state full-time equivalent student. | 2009-10 State Appropriate per In-State FTE: \$3780 State Funds Appropriation = \$11,854,466 In-State FTE = 3136 Data Source – Office of Academic Services |
| (e) Total expenditures per full-time equivalent student. | FY 2010 Formula Appropriation per FTE: \$3439 Data Source - http://www.laregentsarchive.com/pdfs/Finance/FY%2009-10%20Formula%20appropriation%20per%20FTE.pdf |

The following LSU campuses have indicated they are working on compliance with HCR 197:

LSU A
HSC Shreveport

LSUA

House Concurrent Resolution 197

| House Concurrent Resolution NO 197 | | | | | |
|--|----------------------------------|---|-----------|---|-------------|
| Description of Required Information | Responsible | Action | Due Date | Location on Web page | Status |
| 1) Profile of Institution and students | | | | | |
| a) Purpose and mission of institution | Tseymour | none | complete | About Page | complete |
| b) Institution's admissions standards | Tseymour | add link to statistics page | 1/31/2011 | Admissions page | partial |
| c) Clear, accurate, and comprehensive description of student | Tseymour | add link to brochure | 1/31/2011 | Statistics Page | in progress |
| d) Information regarding the institution's tuition, fees, and total cost of attendance. | PHoyt/ Tseymour/ Dwilliams | consider simple cost chart as well as cost calculator | 3/1/2011 | Tuition and Fees | partial |
| e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded. | PMontealeone/ Tseymour | develop query to pull by year - post annually | 2/15/2011 | Admissions page (put link on statistics page) | in progress |
| i) Foundation Scholarship Availability | Manderson/ Tseymour | link to Foundation page with descriptions of scholarships | 3/1/2011 | Foundation Page | in progress |
| f) The institution's statistics regarding on-campus crime | BAaron | (work with Daniel to put in link to table instead of displaying table directly on page) | 2/15/2011 | Statistics Page | partial |
| 2) Indicators of student and faculty engagement, including the following: | | | | | |
| a) The percentage of lower-level classes taught by full-time faculty. | Dwilliams/ RBlalock | develop query to pull by year - post annually | 2/15/2011 | Add a tab called Why LSUA? | in progress |
| b) The average teaching load by discipline, including the average number of credit hours taught per student. | Dwilliams/ RBlalock | develop query to pull by year - post annually | 2/15/2011 | Why LSUA? | in progress |
| c) The number and type of general education courses required | Tseymour | link to page in catalog | 2/15/2011 | General Catalog | in progress |
| d) Criteria for transferring to the institution | Tseymour | done | complete | Admissions Page | complete |
| e) The process for evaluating the effectiveness of each program. | Tseymour | link to Policy Statement on IE | 2/15/2011 | post link on Stats page | in progress |
| f) A clear explanation of student outcomes expected for each program | Tseymour | link to page in catalog | 2/15/2011 | General Catalog | in progress |

House Concurrent Resolution 197

| Description of Required Information | Responsible | Action | Due Date | Location on Web page | Status |
|--|------------------------|---|-----------|----------------------|-------------|
| f.1) and how such outcomes are measured | DWilliams/ RBlalock | develop a way to pull a static page from IE Outcomes, link on statistics page | 2/28/2011 | Statistics Page | in progress |
| g) A definition of what constitutes satisfactory academic progress for students | TSeymour | link to page in catalog on probation/suspension (consider also adding FA satisfactory progress) | 2/28/2011 | Statistics Page | in progress |
| h) The percentage of faculty members who possess the highest degree possible in their given fields of study. | JGuillory | develop way to pull and post annually | 2/28/2011 | Statistics Page | in progress |
| 3) Measurements of academic achievement, including the following: | | | | | |
| a) The freshman to sophomore student retention rates | RBlalock | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| b) The institution's four-year, five-year, and six-year graduation rates. | RBlalock | develop way to pull and post annually | 3/1/2011 | Statistics Page | complete |
| c) The percentage of students enrolled in remedial courses. | RBlalock | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| d) The average time it takes for a student to earn a degree | RBlalock | develop way to pull and post annually | complete | Statistics Page | complete |
| e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable. | RBlalock | develop way to pull and post annually | 3/1/2011 | Why LSUA? | in progress |
| f) Measurements of student satisfaction. | RBlalock | develop way to pull and post annually | 3/1/2011 | Why LSUA? | in progress |
| i) Review Student Satisfaction Survey, develop for online | RBlalock | Revise survey and distribute online. Prepare report for posting results | 3/1/2011 | Statistics Page | in progress |
| g) Measurements of employee satisfaction. | RBlalock | develop way to pull and post annually | 3/1/2011 | Why LSUA? | in progress |
| i) Review Faculty and Staff Satisfaction Survey, develop for online | RBlalock | Revise survey and distribute online. Prepare report for posting results | 3/1/2011 | Statistics Page | in progress |
| h) The average scores on graduate school admission tests and licensure exams | Departments | develop way to pull and post annually | 5/1/2011 | Why LSUA? | in progress |

House Concurrent Resolution 197

| Description of Required Information | | Responsible | Action | Due Date | Location on Web page | Status |
|---|---|-------------|---------------------------------------|----------|----------------------|-------------|
| | | | | | | |
| | i) Admission rates of baccalaureate degree recipients into graduate programs. | Departments | develop way to pull and post annually | 5/1/2011 | Why LSUA? | in progress |
| | j) Job placement rates by discipline | Departments | develop way to pull and post annually | 5/1/2011 | Statistics Page | in progress |
| 4) Indicators of institutional efficiency and fiscal conditions, including the percentage of the institution's educational and general budget spent on the following: | | | | | | |
| | i) Instruction and academic support | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | ii) Research and public service | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | iii) Student services | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | iv) Administrative Support | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | v) Operation and maintenance of facilities | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | b) The ratio of administrative staff to total staff | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | c) Measurements of classroom and laboratory space utilization | RBlalock | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | d) General fund appropriations per in-state full-time equivalent student | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |
| | e) Total expenditures per full-time student | DWesse | develop way to pull and post annually | 3/1/2011 | Statistics Page | in progress |

The following LSU campus has indicated they are working toward compliance with HCR 197:

HSC Shreveport

As of April 5, 2011, HSC New Orleans has not submitted a response to HCR 197.

Southern University System

The Southern University System has indicated their campuses are working toward compliance with HCR 197.

**University
of
Louisiana
System**

HOUSE CONCURRENT RESOLUTION NO. 197

**Summary Submitted by
Grambling State University**

(1) A profile of the institution and its students, including the following:

(a) The purpose and mission of the institution.— www.colleportraits.org/LA/GRAM

(b) The institution's admissions standards. — www.gram.edu/admissions

(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score.

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(d) Information regarding the institution's tuition, fees, and total cost of attendance.

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded. www.collegeportraits.org/LA/GRAM/costs

(f) The institution's statistics regarding on-campus crime

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(2) Indicators of student and faculty engagement, including the following:

(a) The percentage of lower-level classes taught by full-time faculty – Will be placed in academic section of web page at www.gram.edu/academics

(b) The average teaching load by discipline, including the average number of credit hours taught per student . Will be placed in academic section of web page at www.gram.edu/academics/

(c) The number and type of general education courses required for each degree program - www.gram.edu/academics/catalog/GSU%20General%20catalog%202009-11.pdf

(d) Criteria for transferring to the institution – www.gram.edu/admissions/specific%20info/transfer

(e) The process for evaluating the effectiveness of each program. Being added to academic section of web page at www.gram.edu/academics/

(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured. –Being added to academic section of web page at www.gram.edu/academics/

(g) A definition of what constitutes satisfactory academic progress for students. www.gram.edu/financial%20aid/docs/SAP%20Brochure.pdf

(h) The percentage of faculty members who possess the highest degree possible in their given fields of study. www.collegeportraits.org/LA/GRAM

(3) Measurements of academic achievement, including the following:

(a) The freshman to sophomore student retention rates

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(b) The institution's four-year, five-year, and six-year graduation rates.

www.collegeportraits.org/LA/GRAM

(c) The percentage of students enrolled in remedial courses. – will be added to fact book information at www.gram.edu/about/facts

(d) The average time it takes for a student to earn a degree. – will add a link to Board of Regents web information (will be found in fact book)

(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable.

(f) Measurements of student satisfaction- will add in fact book information located at www.gram.edu/about/facts.

(g) Measurements of employee satisfaction.

(h) The average scores on graduate school admission tests and licensure exams. – will add to academic link on web page at www.gram.edu/academics

(i) Admission rates of baccalaureate degree recipients into graduate programs. Will be added to information found on the web page for each academic program

(j) Job placement rates by discipline- will be added to information found on the web page for each academic program

(4) Indicators of institutional efficiency and fiscal conditions, including the following:

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(a) The percentage of the institution's educational and general budget spent on the following:

(i) Instruction and academic support.

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(ii) Research and public service

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(iii) Student services. <http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(iv) Administrative support.

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(v) Operation and maintenance of facilities.

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(b) The ratio of administrative staff to total staff. www.gram.edu/about/facts

(c) Measurements of classroom and laboratory space utilization.

<http://www.gram.edu/offices/administration/provost/pair/fact%20book/2010-11%20Fact%20Book.pdf>

(d) General fund appropriations per in-state full-time equivalent student. Will be added to finance web link at www.gram.edu/offices/administration/finance

(e) Total expenditures per full-time equivalent student. Will be added to finance web link at www.gram.edu/offices/administration/finance

NOTE: Currently some of the required information is located on web sites that are password protected. We are in the process of moving this information to locations that are accessible to the general public. This relocation of information is expected to be complete within the next couple of weeks.

Louisiana Tech University
Response to Resolution 197
2/14/11

1a. The purpose and mission of the institution: <http://www.latech.edu/administration/> AND <http://www.latech.edu/administration/policies-and-procedures/1103.shtml>

1b. The institution's admissions standards:
<http://www.latech.edu/admissions/requirements.shtml>

1c. Clear, accurate, and comprehensive description...students enrolled by state and nation...and average ACT score:
<http://www.latech.edu/ir/assets/fact-book-2005-2009.pdf> (refer to pages 23 – 25) OR
<http://www.collegeportraits.org/LA/LATech/characteristics>

<http://latech.edu/ir/assets/fact-book-2004-2008.pdf#page=31> OR
http://www.collegeportraits.org/LA/LATech/undergrad_admissions

1d. Information regarding Institution's tuition, fees, and total cost of attendance:
<http://www.collegeportraits.org/LA/LATech/costs>

1e. Information relating to affordability, including but not limited to average of student loans:
<http://www.collegeportraits.org/LA/LATech/costs>

1f. The institution's statistics regarding on-campus crime:
http://www.collegeportraits.org/LA/LATech/campus_life

2a. Percentage of lower-level classes taught by full-time faculty:
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

2b. The average teaching load by discipline, including average number of credit hours taught per student:
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

2c. The number and type of general education courses required for each degree program:
http://www.latech.edu/registrar/bulletin/University_Catalog_2010_Web_Version.pdf (refer to page 15)

2d. Criteria for transferring to the institution:
http://www.latech.edu/registrar/bulletin/University_Catalog_2010_Web_Version.pdf (refer to page 6)

2e. The process for evaluating effectiveness of each program:
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

2f. A clear explanation of student outcomes expected for each program and how outcomes are measured:
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

2g. A definition of what constitutes satisfactory academic progress for students.
http://www.latech.edu/registrar/bulletin/University_Catalog_2010_Web_Version.pdf (refer to page 28)

2h. The percentage of faculty members who possess the highest degree possible in their given fields of study. http://www.collegeportraits.org/LA/LATech/campus_life

3a. The freshmen to sophomore retention rates:
http://www.collegeportraits.org/LA/LATech/undergrad_success

3b. The institution's four-year, five-year, and six-year graduation rates.
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

3c. The percentage of students enrolled in remedial courses.
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

3d. The average time it takes for a student to earn a degree.
<http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT20.PDF>

3e. The average scores on externally validated, nationally benchmarked outcome assessments.
(Complete information is not available)

3f. Measurements of student satisfaction.
http://www.collegeportraits.org/LA/LATech/student_experiences

3g. Measurements of employee satisfaction. **(Complete information is not available as the data are not collected.)**

3h. The average scores on graduate school admissions tests and licensure exams. **(Complete information is not available as the data are not collected.)**

3i. Admissions rates of baccalaureate degree recipients into graduate programs **(Complete information is not available as the data are not collected.)**

3j. Job placement rates by discipline. <http://www.collegeportraits.org/LA/LATech/degrees>

4ai-v. Percentage of the institution's educational and general budget spent on the following:
<http://www.latech.edu/ir/assets/fact-book-2005-2009.pdf> (refer to page 35)

4b. The ratio of administrative staff to total staff.
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

4c. Measurements of classroom and laboratory space utilization.
<http://www.laregentsarchive.com/Reports/facilities/2009/ltu.aspx>
<http://www.laregentsarchive.com/Reports/facilities/2009/2009year-end.aspx>

4d. General fund appropriations per in-state full-time equivalent student.
http://www.latech.edu/ir/assets/res197/other_institutional_data.pdf

4e. Total expenditures per full-time equivalent student.
<http://www.laregentsarchive.com/pdfs/Finance/FY%2009-10%20Formula%20appropriation%20per%20FTE.pdf>

McNeese State University

Response to HCR 197 2/14/11

| Information | URL | PDF page # |
|--|--|-----------------|
| (1) A profile of the institution and its students, including the following: | | |
| (a) The purpose and mission of the institution. | http://catalog.mcneese.edu/content.php?catoid=4&navoid=105#purp_miss | |
| (b) The institution's admissions standards. | http://www.mcneese.edu/admissions/default.asp | |
| (c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | all, 20, 21, 36 |
| (d) Information regarding the institution's tuition, fees, and total cost of attendance. | http://catalog.mcneese.edu/content.php?catoid=4&navoid=107 http://www.mcneese.edu/finaid/cost.asp | |
| (e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 89 |
| (f) The institution's statistics regarding on-campus crime. | http://www.mcneese.edu/police/crime.asp#chart | |
| (2) Indicators of student and faculty engagement, including the following: | | |
| (a) The percentage of lower-level classes taught by full-time faculty. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 92 |
| (b) The average teaching load by discipline, including the average number of credit hours taught per student. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 88 |
| (c) The number and type of general education courses required for each degree program. | http://catalog.mcneese.edu/preview_program.php?catoid=4&pid=419 | |
| (d) Criteria for transferring to the institution. | http://catalog.mcneese.edu/content.php?catoid=3&navoid=71#adml_tran_stud | |
| (e) The process for evaluating the effectiveness of each program. | http://www.mcneese.edu/ie/evaluation.html | |
| (f) A clear explanation of student outcomes expected for each program and how such outcomes are measured. | http://www.mcneese.edu/ie/evaluation.html | |
| (g) A definition of what constitutes satisfactory academic progress for students. | http://catalog.mcneese.edu/content.php?catoid=4&navoid=108#acad_prob_susp | |
| (h) The percentage of faculty members who possess the highest degree possible in their given fields of study. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 91 |
| (3) Measurements of academic achievement, including the following: | | |
| (a) The freshman to sophomore student retention rates. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 73 |
| (b) The institution's four-year, five-year, and six-year graduation rates. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 73 |
| (c) The percentage of students enrolled in remedial courses. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 33 |
| (d) The average time it takes for a student to earn a degree. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 73 |
| (e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable. | McNeese does not have this information. It is not systematically collected. | |

McNeese State University
Response to HCR 197 2/14/11

| Information | URL | PDF page # |
|--|--|--------------------------------|
| (f) Measurements of student satisfaction. | http://www.mcneese.edu/ir/ | Student Opinion Survey Results |
| (g) Measurements of employee satisfaction. | http://www.mcneese.edu/ir/faculty-staff-service-surveys2009.html | |
| (h) The average scores on graduate school admission tests and licensure exams. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf http://www.mcneese.edu/ir/pdf/2008-09%20Passage%20and%20Acceptance%20Rates%20for%20McNeese%20Completers.pdf | 17 |
| (i) Admission rates of baccalaureate degree recipients into graduate programs. | McNeese does not have this information. It is not systematically collected. | |
| (j) Job placement rates by discipline. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 79 |
| (4) Indicators of institutional efficiency and fiscal conditions, including the following: | | |
| (a) The percentage of the institution's educational and general budget spent on the following: | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 90 |
| (i) Instruction and academic support. | | |
| (ii) Research and public service. | | |
| (iii) Student services. | | |
| (iv) Administrative support. | | |
| (v) Operation and maintenance of facilities. | | |
| (b) The ratio of administrative staff to total staff. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 92 |
| (c) Measurements of classroom and laboratory space utilization. | http://www.mcneese.edu/ir/pdf/Fall%202009%20Fact%20Book.pdf | 93 |
| (d) General fund appropriations per in-state full-time equivalent student. | http://www.mcneese.edu/ir/pdf/FY10%20State%20Dollars%20per%20FTE.pdf | |
| (e) Total expenditures per full-time equivalent student. | http://www.mcneese.edu/ir/pdf/FY10%20State%20Dollars%20per%20FTE.pdf | |

1. A profile of the institution and its student, including the following:
 - a. The purpose and mission of the institution
 - b. The institution's admissions standards
 - c. A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholarstic Aptitude Test score.
 - d. Information regarding the institution's tuition, fees and total cost of attendance.
 - e. Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded.
 - f. The institution's statistics regarding on-campus crimes.
2. Indicators of student and faculty engagement, including the following:
 - a. The percentage of lower-level classes taught by full-time faculty
 - b. The average teaching load by discipline, including the average number of credit hours taught per student [Bea: Average SCH taught by each academic department]
 - c. The number and type of general education courses required for each degree program.
 - d. Criteria for transferring to the institution
 - e. The process for evaluating the effectiveness of each program.
 - f. A clear explanation of student outcomes expected for each program and how such outcomes are measured.

- g. A definition of what constitutes satisfactory academic progress for students.
- h. The percentage of faculty members who possess the highest degree possible in their given fields of study.

3. Measurements of academic achievement, including the following:
 - a. The freshman to sophomore student retention rates

- b. The institution's four-year, five-year, and six-year graduation rates.
- c. The percentage of students enrolled in remedial courses
- d. The average time it takes for a student to earn a degree

Web sources

- <http://www.collegeportraits.org/LA/Nicholls>
<http://www.nicholls.edu/admission/admissions-requirements/>

<http://www.collegeportraits.org/LA/Nicholls/characteristics>
<http://www.nicholls.edu/ir/fastfacts/Fast%20Facts%20Fall%202010.pdf>

<http://www.collegeportraits.org/LA/Nicholls/costs>

<http://www.collegeportraits.org/LA/Nicholls/costs>
http://www.collegeportraits.org/LA/Nicholls/campus_life

<http://www.nicholls.edu/ir/Publications/Factbook/Fall%202010%20Course%20Level%20Analysis.pdf>
<http://www.nicholls.edu/ir/Publications/Factbook/Fall%202010%20Course%20Level%20Analysis.pdf>

http://www.nicholls.edu/catalog/2010-2011/html/degrees_and_requirements/
<http://www.nicholls.edu/transfer/>
<http://www.nicholls.edu/ir/Assessment/PIE/Planning%20and%20Evaluation.pdf>

http://www.nicholls.edu/general_education/general-education-goals-and-objectives/

The above link is to our general education outcomes. At this time, outcomes for each program is not available on our website. We are currently implementing a new software to make that information more readily available.

<http://www.nicholls.edu/financial/policies/satisfactory-academic-progress-standards>
http://www.nicholls.edu/ir/Publications/CDS2009_2010.pdf
Page 27

http://www.collegeportraits.org/LA/Nicholls/undergrad_success

<http://www.nicholls.edu/ir/Publications/GraduationRates.xls>
<http://as400.regents.state.la.us/pdfs/ssps/fall09/SSPSDEV209.PDF>
<http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT20.PDF>

- e. The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable.
- f. Measurements of student satisfaction.
- g. Measurements of employee satisfaction.

http://www.collegeportraits.org/LA/Nicholls/learning_outcomes
<http://www.nicholls.edu/ir/Assessment/ACT%20SOS%202008-2009.pdf>
<http://www.nicholls.edu/ir/Assessment/Faculty%20Trend%20S09.pdf>
<http://www.nicholls.edu/ir/Assessment/Staff%20Trend%20S09.pdf>

- h. The average scores on graduate school admission tests and licensure exams.
- i. Admission rates of baccalaureate degree recipients into graduate programs.
- j. Job placement rates by discipline

Not available on our website at this time.

Not available on our website at this time.

<http://www.nicholls.edu/ir/Assessment/Employment%20of%20NSU%20Graduates%20Fall%20-%20Summary.pdf>

4. Indicators of institutional efficiency and fiscal conditions, including the

following:

- a. The percentage of the institution's educational and general budget spent on the following:

http://www.nicholls.edu/budget_office/wp-content/uploads/2009/05/1011_EGFunc.pdf
http://www.nicholls.edu/budget_office/wp-content/uploads/2009/05/1011_EGFunc.pdf
http://www.nicholls.edu/budget_office/wp-content/uploads/2009/05/1011_EGFunc.pdf
http://www.nicholls.edu/budget_office/wp-content/uploads/2009/05/1011_EGFunc.pdf
http://www.nicholls.edu/budget_office/wp-content/uploads/2009/05/1011_EGFunc.pdf
<http://www.nicholls.edu/ir/Publications/Factbook/BOR%20ESDS%20Summary%20November%202010.pdf>
<http://www.laregentsarchive.com/Reports/facilities/2009/contents.aspx>

- i. Instruction and academic support

- ii. Research and public service

- iii. Student services

- iv. Administrative support

- v. Operation and maintenance of facilities

- b. The ratio of administrative staff to total staff

- c. Measurements of classroom and laboratory space utilization

- d. General fund appropriations per in-state full-time equivalent students

- e. Total expenditures per full-time equivalent student

<http://www.nicholls.edu/ir/Publications/Factbook/General%20Funds%20Appropriations%20per%20in-state%20FTE.pdf>
<http://www.laregentsarchive.com/pdfs/Finance/FY%2009-10%20Formula%20appropriation%20per%20FTE.pdf>

Northwestern State University
HCR197
Annual Report

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| <p>(a) The purpose and mission of the institution:</p> | <p>Answer: Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs.</p> <p>Northwestern State University will prepare its students to become productive members of society and will promote economic development and improvements in the quality of life of the citizens in its region.</p> <p>Data Source: http://oir.nsula.edu/assets/Mission.pdf</p> |
| <p>(b) The institution's admission standards:</p> | <p>Answer: For in-state first-time freshmen (up to the age of 21) to be admitted they must have the Regents' Core Curriculum, a Cumulative 2.0 GPA, need no more than one developmental course, and have one of the following: Cumulative 2.35 GPA, 21+ Composite ACT Score, or HS Percentile Rank in the Top 50% of the Graduating Class.</p> <p>Other groups of incoming students have various admission standards. Please click on the data source below to go to a website detailing the various admission standards.</p> <p>Data Source: http://admissions.nsula.edu/freshman-admission-fall-201/</p> |

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| <p>(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score:</p> | <p>Answer: Fall 2010 Degree-Seeking Undergraduate Geographic Distribution: Louisiana – 91% Other US States & Territories – 9% Other Countries - < 1% Residency Unknown – 1%</p> <p>Fall 2010 Average Entering Freshmen ACT Composite Score: 21.2</p> <p>Data Sources: http://www.collegeportraits.org/LA/NSUL/characteristics http://oir.nsula.edu/assets/1011Factbook/2010EnrollmentEFAverageACT.pdf http://oir.nsula.edu/fact-book/</p> |
| <p>(d) Information regarding the institution's tuition, fees, and total cost of attendance:</p> | <p>Answer: 2010 – 2011 Full-Time, In-State Undergraduate Tuition: \$3,002 2010 – 2011 Full-Time, In-State Undergraduate Required Fees: \$1,382 2010 – 2011 Full-Time, In-State Undergraduate Total Cost of Attendance: \$15,522</p> <p>Data Sources: http://www.collegeportraits.org/LA/NSUL/costs http://registrar.nsula.edu/tuition-and-fees/</p> |
| <p>(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded:</p> | <p>Answer: Percent of 2008 – 2009 Full-Time Beginning Students Receiving Financial Aid: 94% Average Need-Based Loan for 2009 – 2010 Full-Time Undergraduates: \$3,929 Average Need-Based Scholarship/Grant for 2009 – 2010 Full-Time Undergraduates: \$5,050</p> <p>Data Source: http://www.collegeportraits.org/LA/NSUL/costs</p> |
| <p>(f) The institution's statistics regarding on-campus crime:</p> | <p>Answer: The University Police prepare an annual security report each year with various types of information. The report is provided at the data source below. Statistics are provided on page 11 of the report.</p> <p>Data Source: http://universitypolice.nsula.edu/assets/Uploads/2010ASR.pdf</p> |

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| <p>(2) Indicators of student and faculty engagement including the following:</p> | |
| <p>(a) The percentage of lower-level classes taught by full-time faculty:</p> | <p>Answer: Percentage of Fall 2010 undergraduate classes taught by full-time faculty: 75.1%</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/TeachingLoad2010.pdf</p> |
| <p>(b) The average teaching load by discipline, including the average number of credit hours taught per student:</p> | <p>Answer: Fall 2010 average teaching load by discipline including average SCHs:</p> <p>Department – Avg. Teaching Load – Avg. SCHs</p> <p>Biology – 16.7 – 463</p> <p>Creative and Performing Arts – 17.5 – 177</p> <p>Criminal Justice, History, and Social Sciences – 14.1 – 334</p> <p>Engineering Technology and Computer Information Systems – 14.3 – 281</p> <p>Educational Leadership and Technology – 14.7 – 228</p> <p>Family and Consumer Sciences – 14.7 – 290</p> <p>Health and Human Performance – 15.9 – 314</p> <p>Language and Communication – 14.9 – 318</p> <p>Mathematics and Physical Sciences – 14.8 – 397</p> <p>Nursing – 16.7 – 149</p> <p>Psychology – 14.8 – 474</p> <p>Radiologic Sciences – 23.0 – 172</p> <p>Business – 12.6 – 289</p> <p>Scholars – 16.7 – 208</p> <p>Social Work – 13.3 – 270</p> <p>Teaching and Learning – 16.4 – 276</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/TeachingLoad2010.pdf</p> |
| <p>(c) The number and type of general education course required for each degree program:</p> | <p>Answer: The University Core is published each year in the University Catalog. Please see pages 21 and 22 in the data source below for the university core for each type of degree program:</p> <p>Data Source: http://registrar.nsula.edu/assets/Uploads/2010-11-University-Catalog-for-Web.pdf</p> |

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| <p>(d) Criteria for transferring to the institution:</p> | <p>Answer: For a transfer student to be admitted, they must have earned 12 or more college level hours, need no developmental courses, and have a college level GPA of 2.0 or greater. Students with less than 12 college level hours earned must meet freshman admission requirements.</p> <p>Data Source: http://admissions.nsula.edu/transfer-admission/</p> |
| <p>(e) The process for evaluating the effectiveness of each program:</p> | <p>Answer: Program effectiveness is evaluated via systematic reviews – the accreditation process for those degree-programs with a national accrediting agency and an internal self-study for those programs without a national accrediting agency. In both situations, the Offices of University Planning and Assessment (UPA) and Institutional Research assist in academic program review activities and institutional reporting obligations. The internal self-study does include a campus visit by an external consultant to validate the process.</p> <p>Data Source: NSU Office of University Planning and Assessment</p> |
| <p>(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured:</p> | <p>Each degree program develops its own learning outcomes and the measurements to assess them. These learning outcomes and measurements can be found at the data source below.</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/LearningOutcomes2010.pdf</p> |
| <p>(g) A definition of what constitutes satisfactory academic progress for students:</p> | <p>Answer: Satisfactory academic progress is defined as passing a required number of hours, achieving a required grade point average (GPA) during any semester or academic year, and not exceeding 150% of the degree program in attempted hours. The table provided in the data source below shows the minimum progress standards.</p> <p>Data Source: http://financialaid.nsula.edu/satisfactory-academic-progress/</p> |
| <p>(h) The percentage of faculty members who possess the highest degree possible in their given fields of study:</p> | <p>Answer: Percent of Fall 2010 Full-time Instructional Faculty with a Doctorate or Other Terminal Degree: 60% (174 / 291)</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/HighestDegree2010.pdf</p> |

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| <p>(3) Measurements of academic achievement, including the following:</p> | |
| <p>(a) The freshman to sophomore retention rate:</p> | <p>Answer: Fall 2009 to Fall 2010 First-time, Full-time Retention Rate: 71%</p> <p>Data Source: http://www.collegeportraits.org/LA/NSUL/undergrad_success</p> |
| <p>(b) The institution's four-year, five-year, and six-year graduation rates:</p> | <p>Answer: Fall 2004 First-time, Full-time Degree-seeking Four-Year Graduation Rate: 12%</p> <p>Fall 2004 First-time, Full-time Degree-seeking Five-Year Graduation Rate: 23%</p> <p>Fall 2004 First-time, Full-time Degree-seeking Six-Year Graduation Rate: 27%</p> <p>Data Sources: http://www.collegeportraits.org/LA/NSUL/undergrad_success Office of Institutional Research - Federal IPEDs Report</p> |
| <p>(c) The percentage of students enrolled in remedial courses:</p> | <p>Answer: Percent of Fall 2009 First-Time Freshmen Enrolled in Developmental Education: 35%</p> <p>Data Source: http://as400.regents.state.la.us/pdfs/ssps/fall09/SSPSDEV209.PDF</p> |
| <p>(d) The average time it takes for a student to earn a degree:</p> | <p>Answer: Average Time to Degree for 2009 – 2010 First Baccalaureate Recipients Starting as Full-time, First-time Freshmen: 5.4 Years</p> <p>Average Time to Degree for 2009 – 2010 First Associate Recipients Starting as Full-time, First-time Freshmen: 6.5 Years</p> <p>Data Sources: http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT20.PDF http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT10.PDF</p> |
| <p>(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable:</p> | <p>Answer: As an early adopter of the Voluntary System of Accountability, NSULA chose to measure its core learning outcomes by its participation in the Collegiate Learning Assessment (CLA). During the fall 2010 semester, a sample of the freshman cohort was assessed. A sample of the graduating senior cohort will be assessed during the spring 2011 semester. This assessment will measure improvements in the students' abilities to think, reason and write and demonstrate the institution's contribution to these changes. The report will be available during summer 2011.</p> <p>Data Source: NSU Office of University Planning and Assessment</p> |

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| <p>(f) Measurements of student satisfaction:</p> | <p>3(f) Answer: NSULA employs two measurements of student satisfaction – the National Survey of Student Engagement (NSSE) and the ACT Student Opinion Survey (SOS).</p> <p><u>NSSE Items</u></p> <p>13. How would you evaluate your entire educational experience at this institution? Freshmen = 3.20 Seniors = 3.26 (1=poor; 2=fair; 3=good; 4-excellent)</p> <p>14. If you could start over again, would you go to the same institution you are now attending? Freshmen = 3.22 Seniors = 3.25 (1=definitely no; 2=probably no; 3=probably yes; 4=definitely yes)</p> <p>Data Source (NSSE): http://universityplanning.nsula.edu/assets/Uploads/NSSE10-Mean-and-Frequency-Reports-NSU.pdf</p> <p><u>SOS Item</u></p> <p>42. Level of satisfaction with this college in general = 3.92 (1=very dissatisfied; 2=dissatisfied; 3=neutral; 4=satisfied; 5=very satisfied)</p> <p>Data Source (SOS): http://universityplanning.nsula.edu/assets/Uploads/ACT-SOS-Composite.pdf</p> |
| <p>(g) Measurements of employee satisfaction:</p> | <p>Answer: Data collection in progress</p> <p>Data Source: NSU Office of University Planning and Assessment</p> |

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| <p>(h) The average scores on graduate school admission tests and licensure exams:</p> | <p>Answer: <u>Licensure/Certification Exams:</u> Education – Licensure Rate of 100% Associate of Nursing (CY 2010) – Passage Rate of 96.55% on NCLEX-RN Baccalaureate of Nursing (CY 2010) – Passage Rate of 95.33% on NCLEX-RN Baccalaureate of Radiologic Sciences (2010) – Passage Rate of 96% with Average Scaled Score of 87 (out of 100)</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/LicensureCertification2010.pdf</p> <p><u>Graduate School Admission Tests:</u> Fall 2010 Applicants to NSU Graduate School with NSU Undergraduate Degree Average GRE Quantitative: 482 Average GRE Verbal: 451 Average GRE Writing: 3.5</p> <p>Fall 2010 Applicants to Other Graduates Schools with NSU Undergraduate Degree Not Collected</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/GREScores2010.pdf</p> |
| <p>(i) Admission rates of baccalaureate degree recipients into graduate programs:</p> | <p>Answer: In Fall 2010, 100% of NSU baccalaureate degree recipients who submitted all needed materials (application fee, GRE scores, transcripts, letters of recommendation, etc.) were admitted into a NSU graduate program.</p> <p>Admission rates by NSU baccalaureate degree recipients into other non-NSU graduate programs are not collected.</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/AdmissionRates2010.pdf</p> |

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| <p>(j) Job placement rates by discipline:</p> | <p>Answer: Data for spring 2010 bachelor's degree recipients (total)</p> <p>Employment=69%</p> <p>Starting/Raising Family=1%</p> <p>Military=2%</p> <p>Volunteer Service=0%</p> <p>Undergraduate Study=2%</p> <p>Graduate Study=26%</p> <p>Other=0%</p> <p>For data by discipline, please select the following link:</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/FuturePlans2010.pdf</p> |
| <p>(4) Indicators of institutional efficiency and fiscal conditions, including the following:</p> | |
| <p>(a) The percentage of the institution's educational and general budget spent on the following:</p> | <p>(i) Instruction and academic support:</p> <p>Answer: FY 2009 Percent of Education and General Budget Spent on Instruction and Academic Support: 49% (55,271,140 / 113,131,933)</p> <p>Data Source: Office of Institutional Research – Federal IPEDs Report</p> |
| <p>(ii) Research and public service:</p> | <p>Answer: FY 2009 Percent of Education and General Budget Spent on Research and Public Service: 3% (3,941,716 / 113,131,933)</p> <p>Data Source: Office of Institutional Research – Federal IPEDs Report</p> |
| <p>(iii) Student services:</p> | <p>Answer: FY 2009 Percent of Education and General Budget Spent on Student Services: 6% (6,851,891 / 113,131,933)</p> <p>Data Source: Office of Institutional Research – Federal IPEDs Report</p> |

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| <p>(iv) Administrative support:</p> | <p>Answer: FY 2009 Percent of Education and General Budget Spent on Institutional Support: 10% (11,603,432 / 113,131,933)</p> <p>Data Source: Office of Institutional Research – Federal IPEDs Report</p> |
| <p>(v) Operation and maintenance of facilities:</p> | <p>Answer: FY 2009 Percent of Education and General Budget Spent on Operation and Maintenance of Plant: 10% (10,798,455 / 113,131,933)</p> <p>Data Source: Office of Institutional Research – Federal IPEDs Report</p> |
| <p>(b) The ratio of administrative staff to total staff:</p> | <p>Answer: Fall 2010 ratio of administrative staff to total staff: 48:767 (6.3%)</p> <p>Data Source: http://oir.nsula.edu/assets/HCR197/StaffRatio2010.pdf</p> |
| <p>(c) Measurements of classroom and laboratory space utilization:</p> | <p>Answer: Fall 2009 Utilization of Teaching Facilities (Day and Night): 11.0%</p> <p>Data Source: http://www.laregentsarchive.com/pdfs/facilities/2009/Class/class1709.pdf (Page 32)</p> |
| <p>(d) General fund appropriations per in-state full-time equivalent student:</p> | <p>Answer: FY 2010 State Appropriation per In-State FTE (Summer 2009 to Spring 2010): \$4935</p> <p>Data Sources: Northwestern State University Operating and Other Funds Budgets and Personnel Schedules – http://businessaffairs.nsula.edu/assets/Uploads/Budget-Forms-2010-2011.xlsx (1st Tab)</p> <p>Office of Institutional Research</p> |
| <p>(e) Total expenditures per full-time equivalent student:</p> | <p>Answer: FY 2010 Formula Appropriation Per FTE: \$4175</p> <p>Data Source: http://www.laregentsarchive.com/pdfs/Finance/FY%2009-10%20Formula%20appropriation%20per%20FTE.pdf</p> |

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| 1 | SOUTHEASTERN LOUISIANA UNIVERSITY | | |
| 2 | Response to HCR 197 2/14/11 | | |
| 3 | | | |
| 4 | | Section of Website | URL |
| 5 | (1) A Profile of the institution and its students | About Southeastern/Overview of Southeastern | http://www.selu.edu/about/overview/index.html |
| 6 | (a.) The purpose and mission of the institution | Current Students/Office of Admissions/Undergraduate Admissions Criteria | http://www.selu.edu/admin/admissions/undergrad_adm/index.html |
| 7 | (b.) The institution's admissions standards | Administration/Office of Institutional Research & Assessment/Southeastern Profiles, Electronic Factbook, Semester Registration Report | http://www.selu.edu/admin/ir/profile/index.html http://www.selu.edu/admin/ir/factbook/index.html http://www.selu.edu/admin/ir/srr/index.html |
| 8 | (c.) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation or residency and the average American College Test score or Scholastic Aptitude Test score. | Future Students/Apply for Admission/Scholarship & Financial Aid/Tuition & Fees | http://www.selu.edu/admin/ir/cds/2010/expense.html |
| 9 | (d.) Information regarding the institution's tuition, fees, and total cost of attendance. | Administration/University Police /Crime Log Archives | http://www.selu.edu/admin/police/blotter/index.html |
| 10 | (e.) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded. | Administration/Office of Institutional Research & Assessment/Southeastern Profiles (for 2009, Students section, pp 34 & 35) | http://www.selu.edu/admin/ir/cds/2009/financial.html |
| 11 | (f.) The institution's statistics regarding on-campus crime. | | |
| 12 | (2) Indicators of student and faculty engagement, including the following | Administration/Office of Institutional Research & Assessment/ Semester Registration Report | http://www.selu.edu/admin/ir/srr/index.html |
| 13 | (a.) The percentage of lower-level classes taught by full-time faculty. | Administration/Office of Institutional Research & Assessment/ Semester Registration Report | Not currently on web |
| 14 | (b.) The average teaching load by discipline, including the average number of credit hours taught per student. | Current Students/University General Catalogues/Curricula/ (Choose college link preceding list of departments) | http://www.selu.edu/admin/rec_reg/university_catalogue/current/curriculum/index.html |
| 15 | (c.) The number and type of general education courses required for each degree program. | For Transfer Students | https://www.selu.edu/future_students/transfer_students/criteria/index.html |
| 16 | (d.) Criteria for transferring into the institution. | Administration / Office of Institutional Research and Assessment/Institutional Effectiveness/Guidelines for the Evaluation of Institutional Effectiveness | http://www.selu.edu/admin/ir/inst_eff/files/insteffguide.pdf |
| 17 | (e.) The process for evaluating the effectiveness of each program. | Administration / Office of Institutional Research and Assessment/Institutional Effectiveness Reports | http://www.selu.edu/admin/ir/inst_eff/ie_reports.html |
| 18 | (f.) A clear explanation of student outcomes expected for each program and how such outcomes are measured. | | |

| | B | C | D |
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| 19 | (g.) A definition of what constitutes satisfactory academic progress for students. | Current Students/University General Catalogues/General Information/Admission Criteria and Academic Regulations (p. 15) | http://www.selu.edu/admin/rec_reg/university_catalogue/index.html |
| 20 | (h.) The percentage of faculty members who possess the highest degree possible in their given fields of study. | Administration/Office of Institutional Research & Assessment/Southeastern Profiles (2009, Faculty & Staff Section, p. 64) | Not currently on web |
| 21 | (3) Measurements of academic achievement, including the following | | |
| 22 | (a.) The freshman to sophomore student retention rates. | Administration/Office of Institutional Research & Assessment/Retention, Progression, and Graduation [First two categories: 1) Interactive tool based on college, department, major, gender and/or ethnicity and 2) by Freshman Cohorts] | http://www.selu.edu/admin/ir/rpg/index.html |
| 23 | (b.) The institution's four-year, five-year, and six-year graduation rates. | Administration/Office of Institutional Research & Assessment/Retention, Progression, and Graduation | http://www.selu.edu/admin/ir/factbook/files/grad_rate.pdf |
| 24 | (c.) The percentage of students enrolled in remedial courses. | Administration/Office of Institutional Research & Assessment/ Electronic Factbook | http://www.selu.edu/admin/ir/factbook/files/dev_enroll.pdf |
| 25 | (d.) The average time it takes for a student to earn a degree. | | http://www.selu.edu/admin/ir/rpg/grad_rate_by_major/2003_cohort.pdf |
| 26 | (e.) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable. | | Not currently on web. We have collected and submitted the CAAP data to ACT. We are awaiting the results of the analyses. |
| 27 | (f.) Measurements of student satisfaction. | Administration/Office of Institutional Research & Assessment/Current Student Survey, ACT Student Opinion Survey | http://www.selu.edu/admin/ir/surveys/current_student/index.html http://www.selu.edu/admin/ir/surveys/act/index.html |
| 28 | (g.) Measurements of employee satisfaction. | Administration/Office of Institutional Research & Assessment/Surveys/Faculty & Staff Surveys | http://www.selu.edu/admin/ir/surveys/faculty_staff/index.html |
| 29 | (h.) The average scores on graduate school admission tests and licensure exams. | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009—Passage Rates, PRAXIS 2007-2008, p. 17 | http://www.selu.edu/admin/ir/profile/2009/p17.pdf |
| 30 | | Passage Rates, State Board of Nursing Examination, 2007 and 2008 | http://www.selu.edu/admin/ir/profile/2009/p18.pdf |
| 31 | (i.) Admission rates of baccalaureate degree recipients into graduate programs. | | http://www.selu.edu/admin/ir/surveys/exit/files/2009_2010.pdf |
| 32 | (j.) Job placement rates by discipline. | | http://www.selu.edu/admin/ir/surveys/exit/files/2009_2010.pdf |

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| (4) Indicators of institutional efficiency and fiscal conditions, including the following, | | | |
| 33 | (a.) The percentage of the institutions educational and general budget spent on the following: | | |
| 34 | | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009--p. 83. | http://www.seiu.edu/admin/ir/profile/2009/p83.pdf |
| 35 | (i) Instruction and academic support. | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009--p. 83. | http://www.seiu.edu/admin/ir/profile/2009/p83.pdf |
| 36 | (ii) Research and public service | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009--p. 83. | http://www.seiu.edu/admin/ir/profile/2009/p83.pdf |
| 37 | (iii) Student services. | | Not currently on web |
| 38 | (iv) Administrative support | | Not currently on web |
| 39 | (v) Operation and maintenance of facilities. | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009--p. 83. | http://www.seiu.edu/admin/ir/profile/2009/p83.pdf |
| 40 | (b.) The ratio of administrative staff to total staff. | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009--p. 59. | No currently on web |
| 41 | c.) Measurements of classroom and laboratory space utilization. | Administration/Office of Institutional Research & Assessment/Southeastern Profile/Profile 2009--p. 80. | http://www.seiu.edu/admin/ir/profile/2009/p80.pdf |
| 42 | d.) General fund appropriations per in-state full-time equivalent student. | | Not currently on web |
| 43 | e.) Total expenditures per full-time equivalent student. | Administration/Office of Institutional Research & Assessment/ Electronic Factbook | http://www.seiu.edu/admin/ir/factbook/files/budget.pdf |



University of Louisiana at Lafayette

Required Data Element

Evidence and Information

(1) A profile of the institution and its students, including the following:

(a) The purpose and mission of the institution.

Please click here for requested information
<http://www.louisiana.edu/AboutUs/Mission.shtml>

(b) The institution's admissions standards.

Please click here for requested information
<http://admissions.louisiana.edu/basics/requirements.shtml>

(c) A clear, accurate, and comprehensive description of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score.

Please click here to go to the UL Lafayette College Portrait
<http://www.collegeportraits.org/LA/UL-Lafayette>

(d) Information regarding the institution's tuition, fees, and total cost of attendance.

Please click here for requested information
<http://bursar.louisiana.edu/>

(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded.

Please click here to go to the UL Lafayette College Portrait/Cost of Attendance tab <http://www.collegeportraits.org/LA/UL-Lafayette>

(f) The institution's statistics regarding on-campus crime.

Please click here for requested information
<http://police.louisiana.edu/clery-act/index.shtml>

(2) Indicators of student and faculty engagement, including the following:

The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document in Table 2.8-4
<http://louisiana.edu/SACS/compliance-cert-report/2.8.html>available
here

(a) The percentage of lower-level classes taught by full-time faculty.

Faculty teach an average of 150 students per academic year. This teaching load only reflects enrollment in organized class sections and does not reflect other required work duties such as direction of theses, dissertations, independent studies or internships; course grading; curriculum development; accreditation; advising; research; public service and university service.

(b) The average teaching load by discipline.

(c) The number and type of general education courses required for each degree program.

Please click here and go to page 30 of the Undergraduate Bulletin
<http://bulletin.louisiana.edu/UN/84/Bulletin2009.pdf>

(d) Criteria for transferring to the institution.

Please click here for requested information
<http://studentsuccess.louisiana.edu/?q=node/49>

(e) The process for evaluating the effectiveness of each program.

The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document
<http://louisiana.edu/SACS/compliance-cert-report/3.5.1.html>

(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured.

The requested information is available in the [UL Lafayette 2010 SACS Compliance Certification Document](#) <http://louisiana.edu/SACS/compliance-cert-report/3.3.1.1.html>

(g) A definition of what constitutes satisfactory academic progress for students.

Please click here and go to page 405 of the [Undergraduate Bulletin](#) <http://bulletin.louisiana.edu/UN/84/Bulletin2009.pdf>

(h) The percentage of faculty members who possess the highest degree possible in their given fields of study.

75%. For additional details, please click here.
<http://louisiana.edu/SACS/compliance-cert-report/3.7.1.html>

(3) Measurements of academic achievement, including the following:

(a) The freshman to sophomore student retention rates.

Fall 2009 to Fall 2010 retention rate is 73.2%

(b) The institution's four-year, five-year, and six-year graduation rates.

IPEDS 2004 Cohort 4 year = 12.9%, 5 year = 32.4%, 6 year = 39.8%

(c) The percentage of students enrolled in remedial courses.

Remedial courses being phased out

(d) The average time it takes for a student to earn a degree.

5.3 years

(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable.

Please click here to go to the [UL Lafayette College Portrait/Undergraduate Success and Progress tab](#) <http://www.collegeportraits.org/LA/UL-Lafayette>

(f) Measurements of student satisfaction.

Please click here to go to the [UL Lafayette College Portrait/Campus Life tab](#) <http://www.collegeportraits.org/LA/UL-Lafayette>

(g) Measurements of employee satisfaction.

The institution does not yet have this information available.

(h) The average scores on graduate school admission tests and licensure exams.

Please click here for requested information
<http://louisiana.edu/SACS/compliance-cert-report/4.1.html>

(i) Admission rates of baccalaureate degree recipients into graduate programs.

Please click here to go to the UL Lafayette College Portrait/Future Plans tab <http://www.collegeportraits.org/LA/UL-Lafayette>

(j) Job placement rates by discipline.

Please see next worksheet tab for information

(4) Indicators of institutional efficiency and fiscal conditions, including the following:

(a) The percentage of the institution's educational and general budget spent on the following:

- (i) Instruction and academic support. 56%
- (ii) Research and public service. 15%
- (iii) Student services. 15%
- (iv) Administrative support. 4%
- (v) Operation and maintenance of facilities. 10%

Information forthcoming

(b) The ratio of administrative staff to total staff.

The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document
<http://louisiana.edu/SACS/compliance-cert-report/2.11.2.html>

(c) Measurements of classroom and laboratory space utilization.

(d) General fund appropriations per in-state full-time equivalent student. \$5,898.19

\$5,334.43

(e) Total expenditures per full-time equivalent student.

Our 2009-2010 UG Graduates: What are they doing and where are they going?

During their last semester, graduating seniors are asked to participate in an exit survey administered through ULink. The survey is intended to ascertain a range of information about their specific and collective experiences here at UL, and because of careful administration protocol, we are able to achieve very high response rates. While questions change each semester, there is a common set of inquiries we repeat to begin to accumulate longitudinal data. Two such questions inquire about students' post-graduation plans and places of residency. Results from those two inquiries are presented below.

Post-graduation plans for our students most commonly include work (47%) or graduate school (19%). For those entering or remaining in the labor force, our graduates received an average of 2.6 job offers and the median annual starting salary offered to them was \$40,000. Near the end of the semester in which they were graduating, 22% of our students were still seeking employment that they believed was commensurate with their education and experiences.

| | Family | Full-time Employment | Full-time Grad School | Military | Additional UG Education | Other | Part-time Employment | Part-time Grad School | Seeking Paid Employment | Volunteer Work | Total |
|------------------------------------|------------|----------------------|-----------------------|------------|-------------------------|------------|----------------------|-----------------------|-------------------------|----------------|----------------|
| Number and Percentage of Graduates | 55 3.2% | 683 39.8% | 269 15.7% | 23 1.3% | 54 3.1% | 58 3.4% | 128 7.5% | 52 3.0% | 384 22.4% | 11 .6% | 1717 100.0% |

Much attention has been recently afforded to the geographic place of residency of our graduates. And indeed, many of those reporting to still seek employment were limited in their ability or willingness to relocate outside of the region. The data presented in the table below shows, regardless of future plans, 83% of our graduates plan to reside in Louisiana, and only 2% plan to live outside of the country.

| | In Acadiana | In Louisiana but Outside of Acadiana | In United States but Outside of Louisiana | Outside of the United States | Total |
|------------------------------------|---------------|--------------------------------------|---|------------------------------|----------------|
| Number and Percentage of Graduates | 1095 63.8% | 327 19.0% | 266 15.5% | 29 1.7% | 1717 100.0% |

UNIVERSITY OF LOUISIANA AT MONROE
HCR 197
Annual Report-2011

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| <p>1. A profile of the institution and its students, including the following:</p> <p>(a) The purpose and mission of the institution:</p> | <p>The University of Louisiana at Monroe (UL-Monroe) is committed to serving as a gateway to diverse academic studies for citizens living in the urban and rural regions of the Lower Mississippi Delta. The University offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the state's only public Pharm.D. program. Complemented by research and service, these programs address the postsecondary educational needs of the area's citizens, businesses, and industries.</p> <p>The University ensures student learning by promoting a comprehensive context for the intellectual, scientific, cultural, technological, and economic development of a diverse student and faculty population. UL-Monroe values the continued development of mutually beneficial partnerships involving schools, government, businesses, and a variety of community-based agencies.</p> <p>UL-Monroe is categorized as an SREB Four-Year 3 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level VI institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The University will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. UL-Monroe is located in Region VIII.</p> |
| <p>(b) The institution's admission standards:</p> | <p>Source: http://www.ulm.edu/academics/catalogs/1011ungradcat.pdf#page=12</p> <p>Students under age 25 must complete the Regents High School Core Curriculum, require no more than one remedial course, have a 2.0 cumulative high school GPA, and meet one of the following requirements</p> <ul style="list-style-type: none"> • 2.3 cumulative high school GPA • ACT composite score of 20 • Rank in upper 50% of high school class <p>Other students have different admission criteria that can be found using the link below.</p> <p>Source: http://www.ulm.edu/prospectivestudents/admissionsreg/</p> |

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| <p>(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score:</p> | <p>Fall 2010 Degree-Seeking Undergraduate Geographic Distribution:</p> <ul style="list-style-type: none"> • Louisiana – 91% • Other US States & Territories – 8% • Other Countries - 2% <p>Fall 2010 Average Entering Freshmen ACT Composite Score: 21.8</p> <p>Source: http://www.ulm.edu/upa/HCR197.pdf</p> |
| <p>(d) Information regarding the institution's tuition, fees, and total cost of attendance:</p> | <p>2010 – 2011 Full-Time, In-State Undergraduate Tuition: \$3,012 2010 – 2011 Full-Time, In-State Undergraduate Required Fees: \$1,623 2010 – 2011 Full-Time, In-State Undergraduate Total Cost of Attendance: \$14,595</p> <p>Sources: http://www.ulm.edu/11budget/ and http://financial.ulm.edu/costofattend.html</p> |
| <p>(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded:</p> | <p>Data collection in progress</p> |
| <p>(f) The institution's statistics regarding on-campus crime:</p> | <p>Source: ULM – Academic Affairs</p> <p>The University Police Department provides daily and annual summaries of crime statistics on its web site. The link below provides this information.</p> <p>Source: http://www.ulm.edu/police/crimestats/crime.html</p> |
| <p>2. Indicators of student and faculty engagement including the following:</p> | |
| <p>(a) The percentage of lower-level classes taught by full-time faculty:</p> | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| <p>(b) The average teaching load by discipline, including the average number of credit hours taught per student:</p> | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| <p>(c) The number and type of general education course required for each degree program:</p> | <p>The University publishes its common core curriculum of 42 semester hours in its undergraduate catalog each year. The link below provides this information for the 2010-2011 Undergraduate Catalog.</p> <p>Source: http://www.ulm.edu/academics/catalogs/1011ungradcat.pdf#page=85</p> |

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| | <p>(d) Criteria for transferring to the institution:</p> <p>For general admission, a transfer student under age 25 who has earned a minimum overall grade point average of 2.00 from a regionally accredited institution must have completed (a) at least 12 semester hours of college-level credit with no more than one remedial course requirement or (b) have completed fewer than 12 semester hours of college-level credit but meet ULM freshman admission requirements. Admission to specific/professional degree programs will be determined at the college level.</p> <p>Source: http://www.ulm.edu/academics/catalogs/1011ungradcat.pdf#page=26</p> |
| <p>(e) The process for evaluating the effectiveness of each program:</p> | <p>Program effectiveness is evaluated by a systematic process that includes reviews as part of the university's accreditation reaffirmation by the Southern Association of Colleges and Schools, as part of the accreditation reaffirmation by discipline-specific accrediting bodies, and by internal reviews overseen by the Provost and Vice President for Academic Affairs.</p> <p>Source: ULM Office of the Provost and Vice President for Academic Affairs</p> |
| <p>(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured:</p> | <p>Each academic program and administrative unit at ULM conducts closed-loop annual assessment of outcome achievement designed for continuous improvement. The Office of Assessment and Evaluation (OAE) assists ULM personnel involved in the assessments and monitors annual reports. Information about the process can be found at the OAE web site linked below.</p> <p>Source: http://www.ulm.edu/assessment/</p> |
| <p>(g) A definition of what constitutes satisfactory academic progress for students:</p> | <p>Satisfactory academic progress is defined as passing a required number of hours and achieving a required grade point average during a reasonable period of time. A student's entire academic history is considered in these measures. Specific information about this definition can be found at the link below.</p> <p>Source: http://www.ulm.edu/academics/catalogs/1011ungradcat.pdf#page=31</p> |
| <p>(h) The percentage of faculty members who possess the highest degree possible in their given fields of study:</p> | <p>For Fall 2010, the percent of full-time faculty members with the terminal degree is 72% (262/366).</p> <p>Source: Office of the Provost and Vice President for Academic Affairs</p> |
| <p>3. Measurements of academic achievement, including the following:</p> <p>(a) The freshman to sophomore retention rate:</p> <p>Fall 2009 to Fall 2010 First-Time, Full-Time Retention Rate: 72.2%</p> <p>Source: http://www.ulm.edu/upa/HCR197.pdf</p> | |

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| <p>(b) The institution's four-year, five-year, and six-year graduation rates:</p> | <p>Fall 2003 First-time, Full-time Degree-Seeking Four-Year Graduation Rate: 9% Fall 2003 First-Time, Full-Time Degree seeking Five-Year Graduation Rate: 23% Fall 2003 First-Time, Full-Time Degree seeking Six-Year Graduation Rate: 27%</p> |
| <p>(c) The percentage of students enrolled in remedial courses:</p> | <p>Source: University Planning & Analysis – Federal IPEDs Report Percent of Fall 2009 First-Time Freshmen Enrolled in Developmental Education: 31%</p> |
| <p>(d) The average time it takes for a student to earn a degree:</p> | <p>Source: http://as400.regents.state.la.us/pdfs/ssps/fall09/SSPSDEV209.PDF Average Time to Degree for 2009 – 2010 First Baccalaureate Recipients Starting as Full-time, First-time Freshmen: 5.6 Years Average Time to Degree for 2009 – 2010 First Associate Recipients Starting as Full-time, First-time Freshmen: 7.0 Years</p> |
| <p>(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable:</p> | <p>Sources: http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT20.PDF and http://regents.louisiana.gov/assets/docs/Data/TTD/2009-2010/TTDRPT10.PDF Data collection in progress Source: ULM – Academic Affairs</p> |

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| <p>(f) Measurements of student satisfaction:</p> | <p>ULM employs two measurements of student satisfaction: the National Survey of Student Engagement (NSSE) and the ACT Student Opinion Survey (SOS).</p> <p>NSSE Items</p> <p>13. How would you evaluate your entire educational experience at this institution?</p> <ul style="list-style-type: none"> • Freshmen = 3.24 • Seniors = 3.31 • (1=poor; 2=fair; 3=good; 4=excellent) <p>14. If you could start over again, would you go to the same institution you are now attending?</p> <ul style="list-style-type: none"> • Freshmen = 3.28 • Seniors = 3.13 • (1=definitely no; 2=probably no; 3=probably yes; 4=definitely yes) <p>Source (NSSE): http://www.ulm.edu/upa/NSSE2010.pdf</p> <p>SOS Item</p> <p>42. Level of satisfaction with this college in general = 3.95 (1=very dissatisfied; 2=dissatisfied; 3=neutral; 4=satisfied; 5=very satisfied)</p> <p>Source (SOS): http://www.ulm.edu/upa/ACTSOS.pdf</p> |
| <p>(g) Measurements of employee satisfaction:</p> | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| <p>(h) The average scores on graduate school admission tests and licensure exams:</p> | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| <p>(i) Admission rates of baccalaureate degree recipients into graduate programs:</p> | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| <p>(j) Job placement rates by discipline:</p> | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| <p>4. Indicators of institutional efficiency and fiscal conditions, including the following:</p> <p>(a) The percentage of the institution's educational and general budget spent on the following:</p> | |

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| (i) Instruction and academic support: | <p>For FY 2009, the percentage of ULM's E&G budget spent on instruction and academic support was 37% (\$53,165,430/\$ 145,489,973)</p> <p>Source: National Center for Educational Statistics-IPEDS Report</p> |
| (ii) Research and public service: | <p>For FY 2009, the percentage of ULM's E&G budget spent on research and public support was 14% (\$20,835,871/\$ /\$ 145,489,973)</p> <p>Source: National Center for Educational Statistics-IPEDS Report</p> |
| (iii) Student services: | <p>For FY 2009, the percentage of ULM's E&G budget spent on student services was 6% (\$8,890,540/\$ /\$ 145,489,973)</p> <p>Source: National Center for Educational Statistics-IPEDS Report</p> |
| (iv) Administrative support: | <p>For FY 2009, the percentage of ULM's E&G budget spent on instruction and academic support was 10% (\$15,240,611/\$ 145,489,973)</p> <p>Source: National Center for Educational Statistics-IPEDS Report</p> |
| (v) Operation and maintenance of facilities: | <p>For FY 2009, the percentage of ULM's E&G budget spent on instruction and academic support was 8% (\$11,549,414/\$ 145,489,973)</p> <p>Source: National Center for Educational Statistics-IPEDS Report</p> |
| (b) The ratio of administrative staff to total staff: | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| (c) Measurements of classroom and laboratory space utilization: | <p>Fall 2009 Utilization of Teaching Facilities (Day and Night): 11.6%</p> <p>Source: http://www.laregentsarchive.com/pdfs/facilities/2009/Class/class1609.pdf#page=29</p> |
| (d) General fund appropriations per in-state full-time equivalent student: | <p>Data collection in progress</p> <p>Source: ULM – Academic Affairs</p> |
| (e) Total expenditures per full-time equivalent student: | <p>FY 2010 Formula Appropriation Per FTE: \$4,831</p> <p>Source: http://www.laregentsarchive.com/pdfs/Finance/FY%2009-10%20Formula%20appropriation%20per%20FTE.pdf</p> |