

May 1, 2016

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

Re: GRAD Act Annual Report

Dear Dr. Alexander:

The Louisiana State University at Alexandria 2015 GRAD Act Annual Report is enclosed. The report shows that LSUA met all of its performance goals during academic year 2014/15. The first four sections of the enclosed report address the performance objectives: Student Success, Articulation and Transfer, Workforce and Economic Development and Institutional Efficiency and Accountability. Section 5, included in the report, contains organizational data. Included in the Appendices you will find Appendix #2 to Attachment B.

I have reviewed and approved this report. If there are any questions or concerns, please direct communication to:

Dr. Barbara Hatfield,
Provost and Vice Chancellor for Academic and Student Affairs
E-mail: bhatfield@lsua.edu
Telephone: 318-473-6446

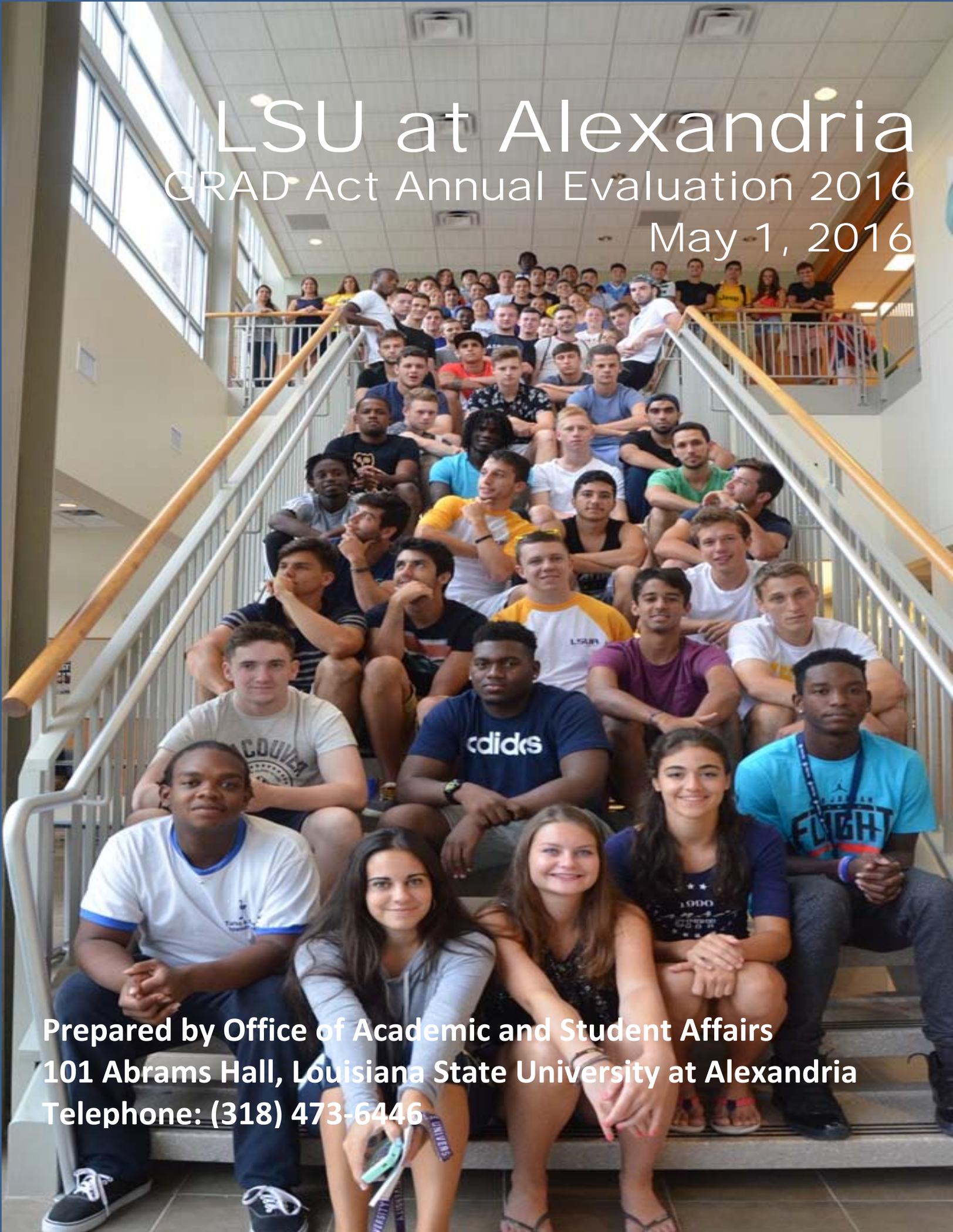
Sincerely,



G. Daniel Howard, Ph.D., CGFM, CFRE
Chancellor

LSU at Alexandria

GRAD Act Annual Evaluation 2016
May 1, 2016



Prepared by Office of Academic and Student Affairs
101 Abrams Hall, Louisiana State University at Alexandria
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1. Student Success

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

LSUA met all of its AY 2014/15 Student Success targets.

Student success policies/programs/initiatives implemented/continued during the reporting year.

Louisiana State University at Alexandria (LSUA) implemented and/or continued the following student success initiatives:

- After a restructuring of the Enrollment Management Staff, LSUA implemented a Student Recruitment/Enrollment/Retention Initiative similar to that of a private institution. The LSUA Foundation continues to provide some support for this project. As a result, LSUA's fall 2014 headcount increased by 21.17% and SCH's increased by 22.14%. Spring 2015 headcount increased by 20.06% with SCH's increasing by 18.87%. This growth continued in fall 2015 when LSUA achieved the highest enrollment in its history with a 14.88% increase in headcount and a 13.66% increase in SCH's and in spring 2016 when it achieved a headcount increase of 13.37% and SCH increase of 14.06%.
- LSUA continued its participation in the Performance Metric Data Report mandated by the University (formerly the LSU System). The report includes
 - Degrees awarded,
 - Enrollment,
 - Student Success,
 - Restricted Revenue, and
 - Faculty Productivity.
- The strategic marketing/branding initiative for LSUA that began in academic year 2013/14 was continued. Through the assistance of a team of work-study students, a number of new videos were made for this marketing initiative. LSUA continues to receive some support from the LSUA Foundation for this initiative.
- Early identification of each year's fall, first-time, full-time, degree-seeking cohort of students (the cohort upon which the retention and graduation rates are based) and tracking mechanisms continues to allow each academic department to specifically monitor these students' progress toward graduation.
- Budget constraints and a vacancy in Institutional Research & Effectiveness created a backlog of programs to be reviewed this year. The programs to be evaluated over the summer are as follows: Certificate in Pharmacy Technology, BS Mathematics, BA Communications Studies, BS Criminal Justice, AS in Clinical Laboratory Science, BS in Elementary Education, and Post Baccalaureate Certificates in Special Education Mild/Moderate for Grades 1-5 and for Grades 6-12.
- Each LSUA program has an assessment plan designed to measure how well students are meeting the program's student learning outcomes. The assessment plan includes the data collected to measure the outcomes and details the steps that the program faculty are taking to improve the assessment results. These plans are annually reported internally through an Institutional Effectiveness website on MyLSUA and on a publically accessible compliance web site that also contains all of the information required by House Concurrent Resolutions 197 and 69, the LSUA 2015 LA GRAD Act Report, and Act 1464 of 1997 Strategic Plan Objectives.
- The Board of Regents approved the Letter of Intent for a BS in Health Sciences with two Concentrations—Cardiovascular Technology and Cardiovascular Sales and Service on October 28, 2015. The Program Proposal for this new program has been submitted to the LSU Board of Supervisors.
- A Letter of Intent for a BS in Chemistry has been submitted to the LA Board of Regents. The Regents posed a number of questions that LSUA has answered. Now the Regents have requested some additional information along with support letters from local industries. LSUA is working with the Central Louisiana Economic Development Alliance (CLEDA) to collect the letters of support.

- BS Biology Concentrations in Agriculture, General Biology, Pre-professional (for medicine, pharmacy, veterinary medicine, dentistry, and physician's assistant), Pre-PT/OT (for applied professional degrees such as physical therapy and occupational therapy), Organismal & Field Biology (for botany, zoology, entomology, or wildlife biology professions), and Biology Secondary Education began in fall 2015.
- BS Mathematics Concentrations in Mathematics, Computer Science, Actuarial Science, and Secondary Education beginning began in fall 2015.
- The BS in Business Administration brought back Concentrations in Accounting, Computer Information Systems, Management, and Marketing fall 2014, added a Concentration in Entrepreneurship fall 2015, and plans to add a Concentration in Finance for fall 2016.
- A Certificate in Applied Behavioral Analysis was added to the BS Psychology.
- LSUA launched its first 100% online program, the RN to BSN, summer 2015. Fall 2015, four additional baccalaureate programs, the BS in Criminal Justice, BS in Business Administration, the BS in Elder Care Administration, the BS in Medical Laboratory Science, and two associate degrees, the AA and AS, were added to the 100% online portfolio. Plans are underway to add the BS in Psychology, BA in English, and BGS with Concentrations in Disaster Science and Emergency Management, Humanities, and Psychology to the university's 100% online program offerings.
- COPE, Inc. once again offered its summer 2015 programs on campus.
- In addition to its very successful NAIA sports programs in baseball, softball, men's and women's basketball, men's and women's soccer, and women's tennis, LSUA now has club sports in golf and pomline. Two additional club sports, rugby and rodeo, were added in fall 2015.
- From fall 2007-2013, the number of beds at The Oaks student housing was 252. This number was increased to 304 in fall 2014 and then to 324 in fall 2015. In both fall 2014 and fall 2015, the occupancy rate at The Oaks was 100%.
- The Rapides Foundation, Christus Cabrini Hospital, and Rapides Regional Health Center continued to provide support for nursing faculty and staff positions.
- The LSUA Foundation continued to support LSUA through funding for three Eminent Scholar Chairs, 93 endowed scholarships, 17 non-endowed scholarships, and 15 scholarships for first generation students along with 26 endowed professorships.
- Chartwell's completed the renovations to the Student Center dining facilities over summer 2015. They also extended service hours to include nights and weekends fall 2015. New meal plans for commuting students were introduced spring 2016.
- The Honors Program, which was reinstated in fall 2015, has grown to its highest enrollment ever with a spring 2016 membership of 31 students.
- A new ROTC recruiter arrived on campus in spring 2016. Although currently small in number, the number of students participating in ROTC is expected to increase over the coming year.
- The Student Health Center on campus, which operates in conjunction with Rapides Regional Medical Center, increased its coverage from two days to three each week.
- All University Academy (UA) students had the opportunity to enroll in at least one LSUA course for dual enrollment credit in fall 2015. Qualified freshmen students who took a fine arts class in the fall semester then took an introduction to computers class in the spring. Those who took the computer class in the fall then took the fine arts class in the spring. Qualified sophomore students had the option to take French I in the fall semester followed by French II in the spring. All students could enroll in a Kinesiology activity course. Freshmen and sophomore students enrolled in dual credit courses are taught by LSUA instructors in the high school setting. Junior and senior UA dual enrolled high school students are integrated into the courses on campus. UA is a private, Early College Academy that rents space on the LSUA campus.

- Avoyelles Parish continued to provide a daily bus service for qualified junior and senior high school students, so that students could take dual credit classes between 8:00 am and 11:00 am on the LSU campus. The parish pays for the transportation, books, and tuition for these students, all of whom can register for up to 15 hours each semester.
- As part of its Southern Association of Colleges and School Commission on Colleges (SACSCOC) Reaffirmation, LSU began “The LSU Experience”. This program, which was first piloted AY 2014/15 and expanded AY 2015/16, consists of a course for first-time students, LSU 1001 Seminar for Academic Success, and concurrent peer mentoring courses, LSU 3001 & 4001 Academic Leadership I & II.
- Construction is scheduled to begin this summer on a renovation of the Coughlin Hall Auditorium. This project is funded through the LSU Foundation and private donations. Coughlin Hall Auditorium is the primary location for nursing students’ didactic courses.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

A review of the AY 2014/2015 LSU Student Success data shows that departmental/institutional initiatives to increase completion continue to exhibit benefits. The AY 2014/2015 1st to 2nd year retention increased from a GRAD Act Year 3 low of 48.8% to 61.3% for GRAD Act Year 6, 1st to 3rd year retention increased from a baseline of 31.0% to 41.3%, same institution graduation rate increased from a baseline of 5% to 21%, and statewide graduation rate increased over the baseline data from 15% to 33.7%. The 2015 Integrated Postsecondary Education Data System (IPEDS) scheduled for fall 2016 publication will show an even higher graduation rate of 26%.

The following chart shows the retention at LSU within each of the eight departments and the Advising Center.

Department	1 st to 2 nd Year Retention					
	AY2009/10	AY2010/11	AY2011/12	AY2012/13	AY2013/14	AY2014/15
Arts, English, & Humanities	38.5%	50.0%	38.5%	44.4%	78.6%	54.5%
Allied Health	62.5%	60.0%	47.1%	42.1%	63.2%	54.8%
Business Administration	57.5%	63.2%	25.0%	50.0%	55.0%	69.4%
Biology	59.3%	70.3%	55.9%	52.4%	60.0%	61.9%
Behavioral & Social Sciences	68.0%	53.1%	38.2%	51.2%	63.4%	62.0%
Education	76.0%	62.5%	30.0%	75.0%	63.4%	55.2%
Mathematics & Physical Sciences	14.3%	28.6%	50.0%	50.0%	40.0%	57.9%
Nursing	63.3%	57.0%	58.5%	44.6%	59.3%	61.0%
Advising Center	52.9%	49.2%	52.5%	47.8%	55.0%	60.2%
Institutional Totals	59.1%	56.0%	48.8%	49.5%	59.3%	60.8%

LSU’s Collegiate Assessment of Academic Proficiency (CAAP) scores are consistently near and frequently above the national norm on all five of the modules administered at both the associate and baccalaureate levels. However, unlike the other four scores, the mathematics scores, until this year, have only exceeded the national average at the associate degree level. A number of steps have been undertaken to improve achievement in mathematics.

**Collegiate Assessment of Academic Proficiency (CAAP) Scores
 Associate Degree Graduates**

Module	Standard		Actual Mean				
	Mean	SD	2010/11	2011/12	2012/13	2013/14	2014/15
Reading	60.20	5.60	60.40	61.70	61.35	60.81	60.8
Writing	61.50	4.80	62.60	63.30	62.50	62.31	63.9
Math	56.00	3.50	55.30	55.50	56.00	56.05	56.10

Science	59.20	4.20	59.10	60.30	62.80	59.17	59.50
Critical Thinking	60.80	5.30	62.90	63.20	63.00	63.41	61.6

Bachelor Degree Graduates

Module	Standard		Actual Mean				
	Mean	SD	2010/11	2011/12	2012/13	2013/14	2014/15
Reading	61.20	5.80	60.00	63.50	63.50	60.68	60.2
Writing	62.70	5.10	64.80	64.90	63.60	64.52	63.8
Math	56.30	4.00	55.40	55.80	54.90	55.90	58.60
Science	60.30	4.80	58.30	61.00	60.50	60.42	61.10
Critical Thinking	62.60	5.60	65.30	63.60	63.50	62.52	61.5

LSUA operates a mathematics tutoring center open during the day and on some evenings. The tutoring center is staffed by both peer tutors and mathematics professors. The mathematics faculty have revamped the courses available for General Education credit, providing tracks for both STEM and non-STEM students. AY 2014/15 results show increases in CAAP math scores. It is believed that the curricula changes will continue to lead to an improvement in the CAAP mathematics scores.

In fall semester 2015, LSUA entered its fourth year of participation in the Board of Regents’ developmental education pilot study. Students within two points of the math ACT cutoff score of 19 were allowed to take credit-bearing MATH 1021 College Algebra if they also took a one hour co-requisite course, MATH 1999 Topics in Mathematics, that offered in-time preparation. Student participating in the program were encouraged to take their second credit-bearing math course in spring 2016. Three sections of co-requisite course MATH 1999 were offered. The grade distribution for the students in the math pilot was as follows:

MATH 1021 Grade	A	B	C	D	F	W
Number of Students	8	14	23	7	18	7
Proportion	10.4%	18.2%	29.8%	9.1%	23.4%	9.1%

The MATH 1021 grade distribution for all students not taking MATH 1999 was as follows:

MATH 1021 Grade	A	B	C	D	F	W
Number of Students	41	56	48	14	48	38
Proportion	13.0%	21.9%	24.0%	13.7%	17.8%	9.6%

The success rate (i.e. the proportion of those making an A , B, or C) was a little lower for fall 2015 pilot students (58.4%) than it was for non-pilot students from the same fall semester (58.9%). In spring 2016, 60 of the 77 students enrolled in MATH 1999 are registered for classes, and 37 of these students are enrolled in their second credit-bearing mathematics class. Mathematic pilot students were required to take the COMPASS Algebra exam at the beginning of the semester. The average was 33.2. The readers might note that ACT’s Minimum “College Readiness Benchmark” COMPASS Algebra score “required for students to have a high probability of success in credit-bearing College Algebra” is 52.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

LSUA tracks enrollment demographics, retention rates, crime statistics, average cost of attendance, financial aid distributional patterns, course completion rates, graduation rates, and numbers of completers both at the associate and baccalaureate levels as well as at the program level. Much of this information is posted on the “Statistics and Figures” or the “Compliance Reporting” website. The “Compliance Reporting” site contains the Year Five GRAD Act Report, the Act 1465 Strategic Plan, and LSUA’s response to House Concurrent Resolution 197. Both websites can be accessed at www.lsua.edu by clicking the “About” tab at the top of the page.

The Basic Carnegie Classification for LSUA is Baccalaureate Arts & Sciences and the *U.S. News & World Report* lists LSUA as a national liberal arts college. In its annual rankings of higher education institutions, *U.S. News & World Report* continues to rank LSUA in the top ten among National Liberal Arts Colleges with the least student indebtedness at graduation.

At LSUA, students have opportunities to participate in hands-on, real-world educational experiences appropriate to their chosen major. These include internships, clinicals, service-learning, and undergraduate research. All of the activities mentioned are tracked annually and are evaluated as part of each academic program's Institutional Effectiveness Assessment Plan.

Several LSUA Departments support successful undergraduate research programs. Since the inception of the BS Biology in 2003 through spring 2016, the Department can document 74 undergraduate research projects. For the BS Mathematics which began in 2006, 22 graduates have presented their research in the LSUA Senior Seminar. The research has explored topics in differential equations, graph theory, topology, probability, history of mathematics, and calculus.

Six BS Business Administration students participated in internships with Louisiana businesses during AY 2014-2015. The businesses offering internships were State Farm Insurance, J.V. Industries, Pearson Medical, Pig Stand Foods, and Red River Bank.

LSUA not only tracks the retention of full-time, degree-seeking students but also tracks the migration of these students in and out of the academic departments. Further tracking and advising capabilities will result with the use of new degree audit software once the software is fully functional and faculty/students are trained in its use.

LSUA is still operating its call center and monitoring both the calls made from the center as well as those made by the admissions counselors. Admissions counselors contact all inquiries and newly admitted students to schedule campus visits and advising sessions. They also follow-up with students to be sure that all admissions paperwork is complete and that the students have filed their application for Federal financial aid. Financial aid packaging for new and continuing students is also monitored through weekly reports.

Development/use of external feedback reports during the reporting year.

For those high schools with more than five graduates enrolled as freshmen at LSUA, the LSUA Chancellor sends feedback reports to the high school principals and district superintendents at the end of fall semester. These reports show their graduates' academic progress in some of the core academic courses and the students' average Grade Point Averages (GPA). High schools seeking additional information are encouraged to contact the Academic Affairs Office.

In AY 2014/2015, LSUA participated in the National Survey of Student Engagement (NSSE) for the first time. The AY 2014/2015 results provide a benchmark for subsequent administrations of the NSSE and serve as part of the evaluation of the institution's Quality Enhancement Plan (QEP).

LSUA faculty are evaluated each semester by their students using the Individual Development & Educational Assessment Student Ratings of Instruction (IDEA). Department Chairs are provided feedback that allows them to compare each faculty member's individual results with those of the other faculty in the department, with those of all LSUA faculty, and with those of all faculty using IDEA across the country. Faculty use the results of these evaluations to inform their teaching. Quite often, they include their IDEA results, along with changes they are planning to make based on the results, in their annual Faculty Plans and their Year-End Reports.

2. Articulation and Transfer

LSUA works to continuously improve support services for transfer students. The number of LSUA's bachelor degree graduates who are transfer students from other institutions usually ranges somewhere between 38% and 51%. In AY 2014/15, 105 of 218 (48%) of the bachelor degree recipients began as transfer students.

Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.

LSUA continues its work to make transfer as seamless as possible. The first point of contact for transfer students is an Admissions Counselor. Admissions, Records, Financial Aid, and Student Support staff are trained to work with transfer students to ensure a smooth transition to LSUA. Following an initial meeting with one of the Student Support academic advisors, transfer students who have declared a major and are making satisfactory academic progress (SAP) are referred to their academic departments for future advising. Transfer students who are undecided and/or who have been identified as "at risk" by their failure to make SAP continue to receive help and guidance from the Student Support advisor until they have declared a major and/or satisfied the institutional guidelines for SAP.

LSUA Admission Counselors attend Louisiana Association of Collegiate Registrars and Admission Counselors (LACRAO) transfer fairs each semester. The counselors collect inquiry information and work with transfer students to ensure a seamless transfer to LSUA.

Though LSUA has yet to enroll its first student with the LA Transfer Degree, all staff who work with transfer students are trained to facilitate the transfer process for LA Transfer Degree students. In fact, Admission Counselors plan to begin working with these students as soon as they are identified as LSUA transfer students even while they are in the process of completing their LA Transfer Degree.

LSUA Admission Counselors work to educate prospective students, as well as community college staff, to make sure that potential transfer students meet the new academic requirements. This includes the addition of 100% online degree programs that may be easier for the transfer student to complete.

LSUA works to ensure transfer students are granted every possible credit that they have earned through approved means. This includes following the BoR Master Course Articulation Matrix for awarding transfer credit and also utilizing the more than 20,000 entries for direct course equivalency credit in the LSUA transfer policy.

The 20,000⁺ entries are continuously updated since they are based on course credit requests of LSUA transfer students. Courses that do not have direct equivalent LSUA courses are also transferred and may be used as electives. Courses in disciplines not offered at LSUA cannot be directly transferred.

LSUA continues to participate in the Board of Regents' statewide initiative to develop common learning outcomes and common course numbers for courses in the Master Course Articulation Matrix. The LSUA English, Biology, Physical Sciences, Mathematics, Biology, Humanities, Social Sciences, and Business faculty have made adjustments to course content so that their courses are aligned with the approved learning outcomes. The common course numbers were first added to the *LSUA Catalog* course descriptions in academic year 2013/14.

Some additional transfer initiatives started/continued this year include the following:

- Multiple personal contacts since fall 2014 to graduates from LSU Eunice, Baton Rouge Community College, and Nunez Community College.
- Reaching out to the registrars at the other two-year community colleges to get lists of spring 2015 graduates.

- New scholarships awarded to transfer students.
- Attendance at all recruiting and transfer fairs in the state of Louisiana where the LA Transfer Degree Templates are showcased along with the “Cost of Attendance.”

LSUA administrative staff continues to work with Central Louisiana Technical Community College administrative staff to prepare for its new mission as a technical community college with SACSCOC accreditation. These discussions focus primarily on creating seamless pathways for CLTCC students to articulate into LSUA baccalaureate programs and clearly defined processes for referral of students between the two institutions. In the summer of 2015, LSUA entered into a formal articulation agreement with CLTCC to accept 21 hours of general education courses taken by CLTCC students who transfer to LSUA to pursue a higher-level degree.

LSUA now offers the following programs 100% online: Associate of Arts, Associate of Science, Bachelor of Science in Business Administration, Bachelor of Science in Criminal Justice, Bachelor of Science in Elder Care Administration, Bachelor of Science in Medical Laboratory Science, and Bachelor of Science in Nursing (RN to BSN). In fall 2016 LSUA plans to add the following programs to its 100% online offerings: Bachelor of Science in Psychology, Bachelor of Arts in English, and Bachelor of General Studies with Concentrations in Psychology, Disaster Science & Emergency Management, and Humanities. LSUA believes these programs will attract more transfer students to the university.

To assist with the growing 100% online population, a new position was created in the spring 2016 to assist students with admissions and transcript evaluations. This position will help ensure that admissions and transcript evaluations are completed in a timely manner so that students can plan their course selections and map the quickest route to degree completion.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

The records of students who do not meet admissions requirements are carefully reviewed for admission by exception. Beginning summer 2012, transfer students who did not meet LSUA Admission Requirements were automatically referred to LSUE (no interview option granted) if they

- did not meet first time freshmen criteria upon completion of high school,
- still required remedial courses, or
- had not shown a pattern of academic success (passing 50% of work attempted with a ‘C’ or better).

A review of the 31 transfer students who were admitted by exception in fall 2015 showed an average GPA of 1.84 for the first semester. Twenty-two of the transfer exception students returned for classes in spring 2016.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues

The Office of Institutional Research continued its reports of transfer students. The reports focus on referrals to LSU Eunice (transfer-out) and students transferring credits from other institutions to LSUA (transfer-in). In particular, preliminary queries have been developed to assess the symbiosis between LSUA and LSUE. Trends continue to show that a large number of students are referred to LSUE (174 AY 2015/16). The number of these students transferring into LSUA has increased from a low of 41 in fall 2012 to a high of 76 in fall 2015. From AY 2009/10, the number of LSUE transfer students receiving a credential, certificate, associate degree, or bachelor’s degree, from LSUA has risen from 22 to 50 AY 2014/2015.

Development/use of agreements/external feedback reports during the reporting year.

LSUA has a Memorandum of Understanding (MOU) with LSU Eunice (LSUE), the only SACSCOC accredited, two-year College in Region 6, to refer students who do not meet LSUA admissions standards. LSUE provides developmental and General Education courses for these students on the LSUA campus.

LSUA tracks the academic progress of these referrals and shares the information with LSUE. One of the full-time LSUA Student Support advisors is designated as the advisor for LSUE students on the LSUA campus. This advisor is well-versed in transfer requirements and can ease students' transfer into the degree of their choice at LSUA, once eligible. LSUE students at LSUA have access to campus facilities including housing, meal plans, library services, computer access, tutoring, counseling, and membership in LSUA student organizations. They also receive e-mail announcements from LSUA. Administrative staffs of LSUE and LSUA meet regularly to evaluate the effectiveness of the MOU.

AY 2011/12, LSUA began sending reverse transfer information to LSUE. The first year five of seven eligible LSUA students received LSUE associate degrees. In AY 2012/13 and AY 2013/14, two LSUE associate degrees were awarded through reverse transfer, but in AY 2014/2015 no LSUE reverse transfer degrees were awarded to LSUA students.

In addition to the formal agreements with LSUE, students with the LA Transfer degrees are awarded credit as defined by R.S. 17:3161 through 3169. LSUA degree templates for all regionally accredited two-year state colleges in Louisiana are posted on the LSUA Transfer website.

LSUA provides feedback reports to Louisiana public two-year schools that have five or more transfer students with an associate degree during an academic year. Currently LSUE remains the only school that meets these criteria. The LSUE feedback report provides entering GPA, retention, and graduation information.

Additional efforts to identify and remedy student transfer issues include the following:

- Maintaining the LA Transfer degree templates.
- Adding credit options for transfer students following the American Council on Education (ACE) transfer credit recommendations. This is particularly important with LSUA's continued designation as a Military Friendly School.
- Establishing articulation agreements with LSUE in nursing, criminal justice, and business administration.
- Hiring an additional admissions counselor to be located on the LSUE campus for the specific purpose of recruiting LSUE associate degree completers into LSUA baccalaureate programs.

3. Workforce and Economic Development

All targeted measures in this objective were met or improved for this reporting year.

Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.

Each LSUA degree is aligned with one or more of the state-wide and/or regional “2008-2018 Occupational Projections—Statewide and Regions” identified by the Louisiana Workforce Commission, revised 2011.

LSUA had two degree programs on the Low Completer list provided by the Board of Regents during Academic Year 2014/2015, the BS in Mathematics and the Associate of Science in the Care and Development of Young Children. In both cases LSUA requested continuation of the degree; however, only the BS in Mathematics was retained.

To increase enrollment in the BS in Mathematics, LSUA added two new Concentrations in high demand employment areas, computer science and actuarial science, and continued its exiting Concentrations, mathematics and secondary education. The new Concentrations were designed to increase enrollment and further develop Science, Technology, Engineering, and Mathematics (STEM) graduates. The degree is also essential to Central Louisiana as it prepares students to become junior high and high school mathematics teachers. In AY 2014/2015 there were three BS Mathematics graduates. Nine to ten are on track to graduate this year, AY 2015-2016.

Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.

LSUA works closely with the Region VI Louisiana Workforce Commission, Central Louisiana Economic Development Alliance (CLEDA), and the Central Louisiana Chamber of Commerce to determine the workforce needs in the area. Based on their input, LSUA added the BS in Medical Laboratory Science (August 2012), the BS in Elder Care Administration (March 2013), and developed or revamped a number of Concentrations in existing degree programs. These Concentrations include six in the BS Biology—Agriculture, Field and Organismal Biology, General Biology, Pre-professional, Pre-Physical Therapy/Occupational Therapy, and Secondary Education; four in the BS Mathematics—Actuarial Science, Computer Science, Mathematics, and Secondary Education; six in BS Business Administration—Accounting, Computer Information Systems, Entrepreneurship, Finance, Marketing, and Management, and ten in the Bachelor of General Studies--Art Management, Chemistry, Criminal Justice, Disaster Science and Emergency Management, Health Sciences, Humanities, Kinesiology, Political Science, Psychology, and Visual and Performing Arts, and a Certificate in Applied Behavioral Analysis. Three new Post Baccalaureate Certificates, (PBC's)—Elementary Education Grades 1-5, Secondary Education Grades 6-12, and Multiple Levels Grades K-12 were also approved by the Board of Regents in March 2014. In summer 2016, LSUA will, for the first time, offer two PBC's in Special Education Mild Moderate for Elementary Education Grades 1-5 and for Secondary Education Grades 6-12 in the 100% online format.

Beginning fall 2016, LSUA students interested in becoming engineers can complete a four-year degree by spending the first two years at LSUA and then transferring to the LSU Baton Rouge campus for the last two years. In a partnership with the LSU College of Engineering, engineering majors on the LSUA campus will participate in engineering classes directly from LSU via synchronous distance learning technology.

Two new baccalaureate degrees, the BS in Chemistry and the BA in Religious Studies, are at various stages in the approval processes through the LSUA Faculty Senate, LSU Board of Supervisors, and the Louisiana Board of Regents.

Additionally, LSUA works with the local health care providers to provide staffing to meet their needs. A critical health care need in the area is for nurses. LSUA has strong local support for its nursing program especially from Rapides Regional Medical Center, Christus St. Francis Cabrini Hospital, and the Rapides

Foundation. Based on the November 2013 recommendations of a consultant provided to LSUA by the Board of Regents, the Nursing Department has made changes that have resulted in an increase in the number of AS in Nursing graduates from 42 AY 2013/14 to 54 predicted AY 2015/16 while still maintaining a quality program. LSUA's NCLEX pass rate for AY 2014/2015 was 89.8%, which is well above the national average.

Activities conducted during the reporting year with local Workforce Investment Board.

LSUA has a faculty member/department chair that serves on the Workforce Investment Board and the Central Louisiana Chamber of Commerce's Education/Workforce Development Committee. LSUA's Vice Chancellor for Academic and Student Affairs is a member of the State Council for Workforce and Economic Development Officers.

LSUA and the Rapides Business and Career Solutions Center (RBCSC) continue the work begun in January 2011 to provide additional job placement assistance to LSUA graduates. The LSUA Office of Career Planning and Placement in collaboration with RBCSC now holds two job fairs annually along with training sessions for LSUA students prior to the Job fairs.

LSUA Continuing Education partnered with Louisiana Eye and Laser Center to train Ophthalmic Technicians for employment by local and regional ophthalmologists. Over 100 applicants were screened for the program with the assistance of the RBCSC with 28 applicants accepted for training. Of the 28 students accepted for training, 19 completed the program prepared to enter the workforce. The program consisted of didactic and clinical hours and was funded through a workforce grant from the Rapides Foundation.

In AY 2014/15, the LSUA Office of Continuing Education established new and increased its existing partnership activities with local businesses. Seminars were offered to employees of Roy O. Martin, a group of non-profit agencies, Union Tank Car (UTLX), and Central Louisiana Electric Company (CLECO). Students in the Entrepreneurship course helped create business and/or marketing plans for Hazel Pitts to create a pulsing rear windshield light, Opal Johnson of Bayou Chicot Sausage Company, and The Pig Stands' barbecue sauce.

Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.

Each LSUA academic department tracks its graduates. Those with or seeking specialized accreditation, Allied Health, Education, and Nursing, have formalized processes firmly established as part of their Assessment Plans. For example the job placement information for the Allied Health and Nursing Departments is provided in Exhibit 3.1.

Exhibit 3.1 Health Professions Graduates Job Placement Rates							
	AY 2008/09	AY 2009/10	AY 2010/11	AY 2011/12	AY 2012/13	AY 2013/14	AY 2014/15
Nursing (Baccalaureate)	N/A	N/A	100%	88%	100%	80% *	100%
Nursing (Associate)	100%	100%	100%	100%	98%	100%	100%
Clinical Laboratory Science (Associate)	100%	100%	75%	100%	50%	80%	100%
Medical Laboratory Science							100%
Radiologic Technology	100%	100%	90%	100%	100%	100%	100%
Pharmacy Technology	88%	87%	90%	40%	100%	100%	100%
Elder Care Administration							100%

*This does not include one graduate who is in professional school and one international student who is pursuing employment in the Middle East.

Arts, English, and Humanities' (AEH) graduates work for such companies as Apple Pie Computers, Red River Music, Petrohawk Oil, USDA/Natural Resources Conservation Service, Chevron, the Veteran's Administration, Daigre Automotive (a family business), Enterprise Car Rental, KALB-TV, Allen Parish

Library System, Rapides Parish Library Association, the Rapides Foundation, First Choice Marketing, the Paragon Casino, Blue Cross/Blue Shield, Habitat for Humanity, Calvary Baptist Church, LSUA (admissions counselors), T & D Power Skills, Firefly Digital (Lafayette), YWCA, Kent House, Texas State Technical College (assistant professor of English), Gannett, and Flowertown Players (in South Carolina). There are also English majors teaching at area junior and senior high schools. Two English graduates recently obtained their master's degrees are now working for LSUA as adjunct instructors. Other AEH majors are in graduate/professional school at various universities.

The Education Department has employment information for all but 5 of its 320 completers since fall 2003. The records indicate that 288 (90%) of the 320 graduates work in Louisiana school districts.

The Mathematics and Physical Science (MAPS) Department reports that 10 of its BS in Mathematics majors since AY 2008/09 are teaching secondary mathematics in Louisiana high schools. Of the graduates from the 2014-2015 academic year, one is in a PhD program in Computational Analysis and Modeling at Louisiana Tech University, one is in a master's program in mathematics, and the third is a high school teacher in Pine Prairie, LA.

A survey of area businesses shows that LSUA Business Administration graduates continue to be employed by local and regional firms. Of the twenty-two (22) spring 2015 business graduates, current data reveals that 20 of 22 (91%) are employed in the LSUA service area with such firms as State Farm Insurance, Citizens Bank, Dillard's, Chase Bank, Sears, Red River Bank, and in real estate. The remaining two graduates (9%) plan to continue their education. One has applied for law school and the other plans to pursue an MBA.

The Department of Biological Sciences continues to track the employment records of its 66 BS Biology and 20 BGS Biology Concentration graduates. Fourteen BS Biology majors graduated in academic year 2014/15. One of these BS Biology graduates is teaching locally, ten are either in or in the process of applying for professional or graduate programs, and three have had the opportunity to work locally in their field at Fort Polk and the LSU Dean Lee Center.

Improved technology/expanded distance learning offerings during the reporting year

LSUA was awarded just under \$600,000 for the second phase of its Network and Telephone Infrastructure Project. Purchase and procurement is currently underway for Phase 2 of the project. This Phase will replace all of the network "edge" switches as well as the wireless network. Wi-Fi coverage will be expanded and bandwidth will be greatly increased. A datacenter UPS system will be installed to provide battery backup protection to all equipment in the main datacenter. The funding will also allow LSUA to replace and virtualize several servers that are out of date and no longer supported.

In fall 2013, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved a substantive change allowing LSUA to offer degree programs 100% online. The Bachelor of Science in Nursing (RN to BSN) was added in summer 2015; six additional programs were added to in fall 2015, and plans are underway to launch three additional programs in fall 2016.

LSUA Response to Board of Regents: 2014 Louisiana Employment Outcomes Report

The 2014 Louisiana Employment Outcomes Report data includes completer information six months and eighteen months after graduation for AY 2009/10, AY 2010/11, AY 2011/12, and AY 2012/13 graduates. The data provided from the Louisiana UI Wage System were used to compile the chart below.

LSUA 2014 Louisiana Employment Outcomes Data								
Graduation Year		# LSUA Students	% Employed				Wages LSUA	
			Q2 LSUA %	Q2 LA %	Q6 LSUA %	Q6 LA %	Q2	Q6
2009-2010	Associate	110	79.09%	72.80%	91.82%	72.10%	\$43,955.13	\$51,125.27
	Baccalaureate	122	73.77%	63.90%	83.61%	60.50%	\$22,504.62	\$27,714.82
	Certificate (One Year)	12	83.33%	62.60%	75.00%	64.30%	\$21,904.00	\$21,183.11
2010-2011	Associate	135	85.93%	61.40%	88.89%	71.80%	\$41,292.72	\$44,442.33
	Baccalaureate	141	73.05%	56.10%	80.14%	61.60%	\$23,385.44	\$29,588.60
	Certificate (One Year)	15	73.33%	53.80%	80.00%	66.70%	\$21,326.18	\$20,000.67
2011-2012	Associate	111	85.59%	71.40%	82.88%	71.20%	\$63,001.47	\$40,801.91
	Baccalaureate	175	76.00%	63.90%	76.00%	60.80%	\$25,427.19	\$31,055.97
	Certificate (One Year)	5	100.00%	53.80%	80.00%	69.10%	\$21,875.20	\$25,312.00
2012-2013	Associate	102	87.25%	72.90%	87.25%	71.70%	\$39,162.43	\$41,812.09
	Baccalaureate	162	78.40%	63.40%	79.01%	60.10%	\$27,620.03	\$37,152.19
	Certificate (One Year)	11	90.91%	64.50%	81.82%	66.30%	\$20,381.60	\$21,100.00
2013-2014	Associate	91	94.51%	72.70%	-	-	\$38,807.86	-
	Baccalaureate	165	84.24%	62.20%	-	-	\$33,693.90	-
	Certificate (Post Baccalaureate)	9	100.00%	-	-	-	\$42,767.11	-
	Certificate (One Year)	7	85.71%	67.10%	-	-	\$23,266.00	-

The data show that the percentage of LSUA students at all levels are employed at a higher rate than the state-wide rate. LSUA associate degree students start at a higher pay rate than baccalaureate degree students. This is because most of the associate degrees are in Allied Health or Nursing. Comparisons between the Q2 to Q6 wages data show greater gains for the baccalaureate students.

4. Institutional Efficiency and Accountability

Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.

In fall 2015, LSUA reduced the number of developmental mathematics and English sections by one. However, summer 2015 changes to admissions requirements and an increased number of international students in fall 2015 resulted in an increase in the number of students actually taking developmental sections over the previous fall when more stringent admissions standards were in place.

LSUA collaborates with LSUE to offer developmental and General Education courses on the LSUA campus for students who are not admissible to LSUA. LSUA provides LSUE with classroom, laboratory, and office space for LSUE staff in Chambers Hall.

LSUA works with the area high schools to ensure that their students are aware of LSUA admissions requirements. As part of its dual enrollment program, LSUA provides developmental math and English courses to high school seniors

LSUA offers six associate degrees. At this time CLTCC offers neither the AA or AS degree, so LSUA will continue to offer these degrees to students who wish to transfer to other four-year institutions. Three of LSUA's associate degrees are in healthcare areas: AS in Clinical Laboratory Science, AS in Radiologic Science, and AS in Nursing. These align with the Special Program/Features section of the Board of Regents' Role, Scope, and Mission statement for LSUA that identifies it as the "Area provider for health-related professions and clinical services ..."

Because of advancements in technology, hospitals and other healthcare providers in the LSUA service area are beginning to require the bachelor's degree as the minimum degree requirement for entry-level employment. The Louisiana Board of Nursing supports the Institute of Medicine (IOM) goal of 80% BSN educated nurses by 2020. Two local hospitals hire only bachelor's degree-trained laboratory technicians. The Board of Regents has approved a Letter of Intent to develop a BS in Health Sciences beginning with two concentrations. However, LSUA plans to continue offering its AA, AS, and its two-year healthcare programs. Not only do they align with the LSUA Role, Scope, and Mission, but they also provide for efficiency by

- avoiding duplication of the expensive teaching equipment,
- better utilizing hard-to-find faculty,
- avoiding competition between institutions for scarce clinical slots, and
- providing seamless transfer between the associate and baccalaureate programs.

The Associate of Science in the Care and Development of Young Children was closed as part of the last Board of Regents low completer review. The courses in this program, however, are still offered as they are required for the add-on certification in Early Childhood for BS Elementary Education majors and in the post-baccalaureate certificate in Early Childhood Education. No efficiencies have been noted since the elimination of the program.

Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.

The AY 2014/2015 SREB average of Non-Resident Tuition & Fees was \$15,034. The impact of the increased non-resident tuition, based on stand-still enrollment, is projected in the table below:

LSUA Non-Resident Tuition & Fees					
					Projected
	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16	AY 2016/17
Non-Resident Tuition	\$9,399	\$11,068	\$12,868	\$13,115	\$17,018
Estimated Revenue-Based on Non-Resident Tuition and All Fees	\$171,341	\$128,302	\$331,454	\$233,000	\$300,000

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

i. Number of developmental/remedial course sections offered at the 4-year university.

Developmental Course Sections	AY 2009/10	AY 2010/11	AY 2011/12	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16
English	7	8	7	5	4	3	3
Math	26	27	25	22	14	13	12
Reading	1	0	0	0	0	0	0
Study Skills	3	1	0	0	0	0	0

ii. Number of students enrolled in developmental/remedial courses at the 4-year university, duplicated, by subject area (Math, English, etc.).

Developmental Students	AY 2009/10	AY 2010/11	AY 2011/12	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16*
English	168	179	135	109	94	23	52
Math	522	538	539	468	332	289	294
Reading	10	0	0	0	0	0	0
Study Skills	29	11	0	0	0	0	0

*The increases in the numbers for both mathematics and English developmental students over AY 2014/15 resulted from a) changes in admissions standards during summer 2015 that allowed admission of students in need of one remedial course and 2) an increase in the number of international students on campus.

LSUA plans to continue the program in AY 2016/17. In addition, the Mathematics Department has continued with the following initiatives:

- Eliminated the university-wide College Algebra requirement, allowing students in some non-STEM degree programs more flexibility in choosing their general education mathematics courses.
- Created the Finite Math class in the BoR's common course catalog - basic matrix algebra applied to solving systems of linear equations, applications of linear inequalities, interest and consumer finance, introduction to probability and statistics.
- Modified the Contemporary Math class so that its topics do not overlap with those in Finite Math - this class would be what most universities call a liberal arts math class.
- Changed the prerequisite for MATH 2011 Statistics from College Algebra to College Algebra or Finite Math.

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

Measures: Descriptive

a. Number of students by classification.

3081* undergraduate students enrolled fall 2015

2408* total annual budgeted FTE undergraduate students, AY 2014/15

*Source: Louisiana Board of Regents, SPSCHFTE

b. Number of instructional staff members. Number and FTE instructional faculty fall 2015

199 instructional staff

109 FTE instructional staff

c. Average class student-to-instructor ratio.

20.0 average undergraduate class size at the institution fall 2015

d. Average number of students per instructor.

20.0 ratio of FTE students to FTE instructional faculty fall 2015

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

Number and FTE non-instructional staff members in the fall 2014

College of Arts and Sciences		
Department	Number	FTE
Arts, English, & Humanities	0	0
Biological Sciences	0	0
Behavioral & Social Sciences	0	0
Mathematics & Physical Sciences	0	0
Subtotal	0	0
College of Professional Studies		
Allied Health	0	0
Business Administration	0	0
Education	0	0
Nursing	0	0
Subtotal	0	0
Total	0	0

f. Number of staff in administrative areas.

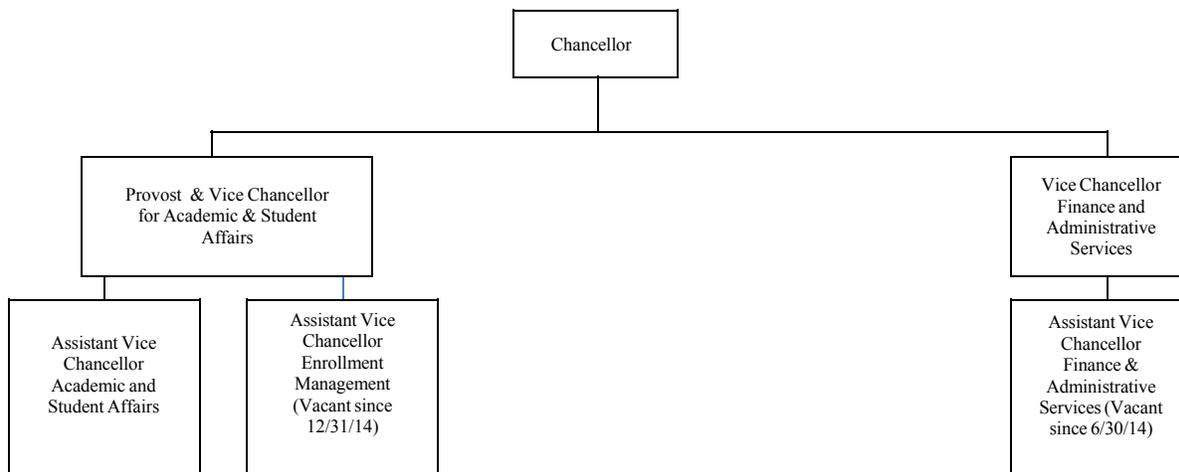
Number and FTE executive/managerial staff in the fall 2015, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division

Department	EEO Code = 1	FTE
Academic Affairs	4	4
Accounting Services	1	1
AMoA	1	1
Athletics	1	1

Chancellor's Office	2	2
Continuing Education	0	0
Enrollment Management	1	1
Facility Services	1	1
Finance and Administrative Services	3	3
HRM	1	1
IET Services	1	1
Institutional Advancement	1	1
Institutional Research	1	1
Procurement & Property Management	0	0
Total	18	18

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

**Louisiana State University at Alexandria
 Organizational Chart**



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

POSITION	TOTAL BASE SALARY Reported for fall 2009	SALARY CHANGES Since 6/30/2008 Reported for fall 2010	SALARY CHANGES Since 6/30/2010 Reported for fall 2011	SALARY CHANGES Since 6/30/2011 Reported for fall 2012	SALARY CHANGES Since 6/30/2012 Reported for fall 2013	SALARY CHANGES Since 6/30/2013 Reported for fall 2014	SALARY CHANGES Since 6/30/2014 Reported for fall 2015
Chancellor	\$215,000	0	0	0	0	\$225,000 New Hire	0
Provost & Vice Chancellor for Academic & Student Affairs	0	\$140,000 New hire	0	0	0	0	0
Vice Chancellor for Finance & Administrative Services	\$100,848	0	0	0	0	Vacant	\$104,910
Assistant Vice Chancellor for Academic & Student Affairs, Director of the Student Support, and Ombudsman	\$69,500	0	0	\$74,500 Additional responsibilities due to consolidation of positions	\$79,500 Additional responsibilities added	0	0
Assistance Vice Chancellor for Enrollment Management*	N/A	0	0		\$86,000 for Interim filled 8/20/2013 \$90,000 when position filled December 1, 2013	0	Vacant
Assistant Vice Chancellor for Finance & Administrative Services	\$56,000	0	0	\$61,000 Additional responsibilities due to consolidation of positions	0	Vacant	Vacant

*Prior to August 2013, this position was called Executive Director of Enrollment Management.

i. A cost performance analysis.

- i. Total operating budget by function, amount, and percent of total, reported in a Manner consistent with the National Association of College and University Business Officers' guidelines.

Louisiana State University at Alexandria		
Actual Expenditures by Function*		
FY 2014/15		
	Actual	Percent of Budget
	2014-2015	
Instruction	\$7,868,559	46.8%
Research	\$0	0.0%
Public Service	\$0	0.0%
Academic Support	\$1,403,527	8.3%
Student Services	\$1,321,049	7.9%
Institutional Services	\$2,476,062	14.7%
Scholarships/Fellowships	\$1,040,903	6.2%
Plant Operations/Maintenance	\$2,346,627	14.0%
Total E&G Expenditures	\$16,456,727	97.8%
Hospital	\$0	0.0%
Transfers out of agency	\$0	0.0%
Athletics	\$0	0.0%
Other	\$361,950	2.2%
Total Expenditures	\$16,818,678	100.0% %

*BoR -1 Actual 2014-2015

- ii. Average yearly cost of attendance AY 2014/15 year as reported to the United States Department of Education.

LSUA 2014-15 Cost of Attendance	
	LA Resident
Tuition & Fees	\$6009
Books & Supplies	\$1,200
Living Allowance (Off Campus - Not with Parent)	\$8,788
Transportation	\$1,916
Miscellaneous	\$2,004
Total	\$19,917

- iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

According to the Louisiana Board of Regents' Time to Degree Report, the average time to degree for fulltime, first-time freshmen (FTF) at the baccalaureate degree level for LSUA is 5.8 years.

- iv. Average cost per degree awarded in the most recent academic year.

State Dollars per FTE = \$2743*

*Source: Louisiana Board of Regents

- v. Average cost per non-completer in the most recent academic year.

State Dollars per FTE = \$2,743*

*Source: Louisiana Board of Regents

- vi. All expenditures of the institution for the year most recent academic year. As reported on Form BOR- 3 during the Operational Budget Process.

The total unrestricted and restricted expenditures for FY14/15 from BOR-3 = \$27,162,446.

The total unrestricted expenditures for FY14/15 from BOR-1 = \$16,818,678

*Source: Louisiana Board of Regents

Appendix i.

Louisiana Board of Regents GRAD Act Transaction Summary for LSUA



**Board of Regents' GRAD Act Annual Report
 Transaction Summary**

**Institution: L.S.U. at Alexandria
 Year: 2016**

The following changes have been posted:

Institution

Profile:

Name Barbara Hatfield
 Title Provost and Vice Chancellor for Academic and Student Affairs
 E-mail bhatfield@lsua.edu
 Phone (318)473-6446
 Submission Year 2016

Data:	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Current Year 6
Student Success							
a. Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.							
i. 1st to 2nd year retention							
a. Cohort	306	308	307	283	317	332	424
Retained	166	182	169	138	157	197	260
Rate	54.2%	59.1%	55.0%	48.8%	49.5%	59.3%	61.3%
B. Cohort (All Degree-seeking)							
Retained							
Rate							
ii. 1st to 3rd year retention							
Cohort	297	306	307	307	283	317	332
Retained	93	113	125	115	108	122	137
Rate	31.3%	36.9%	40.7%	37.5%	38.2%	38.5%	41.3%
iii. Fall to spring retention							
Cohort							
Retained							
Rate							

iv.	Same institution graduation rate							
	Total revised cohort	455	389	421	388	328	297	309
	Completers	24	42	40	37	40	41	79
	Rate	5.3%	10.8%	9.5%	9.5%	12.2%	13.8%	25.6%
v.	Graduation Productivity							
	Undergraduate completers							
	Annual undergraduate FTE							
	Rate							
vi.	Award productivity							
	Undergraduate awards							
	Annual undergraduate FTE							
	Rate							
vii.	Statewide graduation rate							
	Total cohort	455	389	415	388	323	296	306
	Statewide completers	69	69	69	68	67	69	103
	Rate	15.2%	17.7%	16.6%	17.5%	20.7%	23.3%	33.7%
viii.	Percent of freshmen admitted by exception							
	Total cohort by semester							
	Fall			336	371	393	456	508
	Winter							
	Spring			62	60	57	44	100
	Summer			53	58	27	46	28
	Admitted by exception							
	Fall			30	16	19	36	33
	Winter							
	Spring			4	3	2	8	8
	Summer			4	5	1	4	4
	Rate							
	Fall			8.9%	4.3%	4.8%	7.9%	6.5%
	Winter							
	Spring			6.5%	5.0%	3.5%	18.2%	8.0%
	Summer			7.5%	8.6%	3.7%	8.7%	14.3%
ix.	Median professional entrance exam score							

b. Increase percentage of program completers at all levels

i. Number of completers by level							
Certificates							
% Change							
Diplomas							
% Change							
Associates							
% Change							
Post-associates							
% Change							
Bachelors	166	137	160	180	182	190	214
% Change		17.5%	-3.6%	8.4%	9.6%	14.5%	28.9%
Post-bachelors							
% Change							
Master							
% Change							
Post-masters							
% Change							
Doctoral							
% Change							
Post-doctoral							
% Change							
Professional							
% Change							
Post-professional							
% Change							
Specialist							
% Change							
Graduate certificate							
% Change							

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

i. Number of high school students enrolled by semester						
Fall		328	401	346	189	418
Winter						
Spring		323	361	323	181	407
Summer		2	4	6	5	19
ii. Number of semester credit hours in which high school students enroll						
Fall		1318.0	1726.0	1421.0	902.0	2581.0
Winter						
Spring		1211.0	1448.0	1452.0	859.0	2368.0
Summer		6.0	13.0	21.0	21.0	84.0
iii. Number of semester credit hours completed by high school students enrolled						
Fall		1257.0	1560.0	1358.0	884.0	2415.0
Winter						
Spring		1166.0	1418.0	1425.0	844.0	2271.0
Summer		6.0	13.0	21.0	15.0	84.0

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

i. Passage rates on licensure exams

a. Passage rates on licensure/certification exams

Report using Attachment B, Appendix 2.

b. Passage rate on licensure exam in Education

Number of students who took the PRAXIS exam	13	25	22	30
Number of students who passed the PRAXIS exam	13	25	22	30
PRAXIS passage rate	100.0%	100.0%	100.0%	100.0%

c. Passage rate on licensure exam in Nursing(PN)

Number of students who took the NCLEX exam

Number of students who passed the NCLEX exam

NCLEX passage rate

d. Passage rate on licensure exam in Nursing(RN)

Number of students who took the NCLEX exam 42

Number of students who passed the NCLEX exam 39

NCLEX passage rate 92.9%

ii. Number of students receiving certifications

Report using Attachment B, Appendix 2.

iii. Number of students receiving WorkKeys Certificates

Number of students who took WorkKeys assessment

Number of students who earned Bronze certificate

Number of students who earned Silver certificate

Number of students who earned Gold certificate

Number of students who earned Platinum certificate

Total Number of students who earned WorkKeys certificate
 WorkKeys certificate passage rate

Articulation and Transfer

a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.

i.	1st to 2nd year retention rate of transfer students					
a.	Transfer student cohort(Baccalaureate-seeking)	147	149	154	209	
	Transfer students retained	72	85	105	159	
	Transfer student retention rate	49.0%	57.0%	68.2%	76.1%	
	Transfer student cohort(ALL degree-seeking)	351	267	297	353	
	Transfer students retained	196	157	198	251	
	Transfer student retention rate	55.8%	58.8%	66.7%	71.1%	
b.	Transfer student cohort(Full-time, Baccalaureate-seeking, Sophomore or above)					
	Transfer students retained					
	Transfer student retention rate					
ii.	Baccalaureate completers who began as transfer students	76	68	93	78	103
iii.	Percent of transfer students admitted by exception					
	Total transfer cohort by semester					
	Summer	95	109	84	108	96
	Fall	227	184	181	239	337
	Winter					
	Spring	147	125	134	124	183
	Admitted by Exception					
	Summer	4	4	3	4	5
	Fall	29	14	12	26	31
	Winter					
	Spring	7	8	11	12	10
	Percentage					
	Summer	4.2%	3.7%	3.6%	3.7%	5.2%
	Fall	12.8%	7.6%	6.6%	10.9%	9.2%
	Winter					
	Spring	4.8%	6.4%	8.2%	9.7%	5.5%

b. Provide feedback on performance of associate degree recipients.

i. 1st to 2nd year retention rate of transfer students with an associate degree					
Number of enrolled students with an associate degree	8	13	8	29	6
Number retained	3	8	5	18	5
Retention rate	37.5%	61.5%	62.5%	62.1%	83.3%
ii. Baccalaureate completers who began as transfer students with an associate Degree					
	3	5	5	4	6

c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.

i. Number of students referred	389	545	481	390	390
ii. Number of referred students enrolled					

d. Collaboration in implementing articulation and transfer requirements.

i. Number of students enrolled in a transfer degree program	0	0		0	0
ii. Number of students completing a transfer degree	0	0		0	0
iii. 1st to 2nd year retention rate of transfer students with a transfer degree					
Number of enrolled students with a transfer degree	0	0	0	0	0
Number retained	0	0	0	0	0
Retention rate					
iv. Baccalaureate completers who began as transfer students with a transfer Degree					
	0	0	0	0	0

Workforce and Economic Development

a. Eliminate academic programs with low student completion rates.

i. Number of programs eliminated	1	1	0	0	1
ii. Number of programs modified or added	0	1	3	0	0
iii. Percent of programs aligned with workforce and economic development needs					
Number of program offerings	22	22	23	26	25
Number of programs aligned with workforce	22	22	23	26	25
Percentage	100.0%	100.0%	100.0%	100.0%	100.0%

b. Increase use of technology for distance learning.

i. Number of course sections with instruction through distance education					
50%	98	66	80	89	51
100%	79	59	77	102	165

ii. Number of students enrolled in sections with instruction through distance education					
50%	988	1093	1251	1270	895
100%	877	1201	1418	2008	3841
iii. Number of programs offered through 100% distance education by level					
Certificates	0	0			
Diplomas	0	0			
Associates	0	0			2
Post-Associates	0	0			
Bachelors	0	0	3	1	7
Post-Bachelors	0	0			3
Masters	0	0			
Post-Masters	0	0			
Doctoral	0	0			
Post-Doctoral	0	0			
Professional	0	0			
Post-Professional	0	0			
Specialist	0	0			
Graduate Certificate	0	0			
Total	0	0	3	1	12

c. Increase research productivity consistent with peers.

- i. Percent of research/instructional faculty holding active research/development grants
 - Submit supplemental breakdown as an addendum to the GRAD Act Report.
 - Number (FTE) of research/instructional faculty
 - Number (FTE) of research/instructional faculty holding active research/development grants/contracts
 - Percent
- ii. Percent of research/instructional faculty holding active research/development grants in Louisiana's key economic development industries
 - Submit as an addendum to the GRAD Act Report.
- iii. Research and development expenditures, reporting annually, based on a five-year rolling average
 - a. Dollar amount of research/development expenditures
 - Submit as an addendum to the GRAD Act Report.
 - b. Dollar amount of research/development expenditures per instructional faculty member
 - Dollar amount of research/development expenditures
 - Number (FTE) of research/instructional faculty (including Professor, Assistant Professor, and Associate Professor)
 - Dollar amount per FTE

- iv. Dollar amount of research/development expenditures in Louisiana's key economic development industries
 Submit as an addendum to the GRAD Act Report.
- v. Total number of intellectual property measures
 Submit supplemental breakdown as an addendum to the GRAD Act Report.
- vi. Direct federal research grants and contracts (%peer ranking)

d. Increase the number of students placed in jobs and success of associate degree recipients at higher award levels.

Employment Outcomes Report will serve as response.

Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings.

i. Number of remedial course sections offered	32	27	18	13	10
ii. Number of students enrolled in remedial courses	674	577	426	309	324

b. Eliminate associate degree programs offered.

i. Number of associate degree programs offered	7	6	6	6	6
ii. Number of students enrolled in associate degree programs	1239	1360	878	874	947

c. Increase nonresident tuition amounts.

i. Tuition and fees charged to non-resident students compared to peers					
Total tuition and fees charged to non-resident students	8164	9399	11068	12868	13114
Actual peer non-resident tuition/fee amount	13292	13140	13824	14115	15034
Calculated difference	(5128)	(3741)	(2756)	(1247)	(1920)

d. Designate centers of excellence as defined by the Board of Regents.

i. Percent of eligible programs that are currently discipline accredited.					
Number of programs with mandatory or recommended accreditation		12	14	15	14
Number of programs that are discipline accredited		8	9	11	11
Percent		66.7%	64.3%	73.3%	78.6%

Reporting Requirements

a. Number of students by classification

Headcount by
 classification

Undergraduate	2424	2625	2584	2403	2211	2702	3081
Graduate	32	42	28	23	18	0	0
Total	2456	2667	2612	2426	2229	2702	3081

Budgeted FTE by
 classification

Undergraduate	1899.3	1886.3	1865.5	1726.7	1634.6	1845.5	2026.6
Graduate							
Total	1899.3	1886.3	1865.5	1726.7	1634.6	1845.5	2026.6

b. Instructional Staff Members

Headcount	167	152	146	137	133	164	172
FTE	124.3	111.0	110.8	101.1	95.7	106.4	109.9

c. Average class student-to-instructor ratio

Undergraduate Headcount	9068	9135	8554	7927	7684	9996	10232
Undergraduate level sections	544	502	481	450	418	500	498
Ratio	16.7	18.2	17.8	17.6	18.4	20.0	20.5

**d. Average number of
 students per instructor**

	15.3	17.0	16.8	17.1	17.1	17.3	18.4
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**e. Number of non-instructional staff members in academic colleges and
 departments**

Submit as an addendum to the GRAD Act Report.

f. Number of staff members in administrative areas

Submit as an addendum to the GRAD Act Report.

Appendix ii.

Appendix #2 to Attachment B

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Louisiana State University at Alexandria*

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2009/10	6	5	83%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetic Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetic Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2008/09	26	26	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				

*LSUA Campus Based Metrics 2014/15 submitted to LSU 12/15/15

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Louisiana State University at Alexandria*

Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2010	59	53	90%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assistant	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2008/09	10	10	100%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2009/10	9	8	89%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst. (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to meet standards for passage/# students who took exam

March 1, 2011

System: Louisiana State University System
 Institution: Louisiana State University Alexandria
 April 2016

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

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Benchmark	Year 6 Actual
1. Student Success															
a. i.	Targeted 1st to 2nd Year Retention Rate	Fall 08 to Fall 09	54.0%	59.0%	59.1%	59.0%	55.0%	60.0%	48.8%	60.0%	49.5%	61.0%	59.3%	61.0%	61.3%
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>	306		308		307		283		317		332		424
		<i># retained to Fall 09</i>	166		182		169		138		157		197		260
ii.	Targeted 1st to 3rd Year Retention Rate 4-Yr only	Fall 07 cohort	31.0%	36.0%	36.9%	36.0%	40.7%	37.0%	37.5%	37.0%	38.2%	38.0%	38.5%	38.0%	41.3%
		<i>Actual Baseline Data: # in Fall 07 Cohort</i>	297		306		307		307		283		317		332
		<i># retained to Fall 09</i>	93		113		125		115		108		122		137
iv.	Targeted Same Institution Graduation Rate	2008 Grad Rate Survey	5.0%	10.0%	10.8%	9.0%	9.5%	9.0%	9.5%	11.0%	12.2%	13.0%	13.8%	15.0%	20.6%
		<i>Actual Baseline Data: Fall revised cohort (total)</i>	455		389		421		388		328		297		306
		<i>completers <=150% of time</i>	24		42		40		37		40		41		63
vii.	Targeted Statewide Graduation Rate optional	Fall 2002 Cohort	15.0%	17.0%	17.7%	16.0%	16.6%	16.0%	17.5%	17.0%	20.7%	18.0%	23.3%	19.0%	33.7%
		<i>Actual Baseline Data: # of Fall 02 FTF (cohort)</i>	455		389		415		388		323		296		306
		<i>completers <=150% of time</i>	69		69		69		68		67		69		103
b. i.	Targeted Percent Change in program completers Baccalaureate	2008-09 AY		0.0%	-17.5%	1.2%	-3.6%	2.4%	8.4%	3.6%	9.6%	4.8%	14.5%	6.6%	28.9%
			166	166	137	168	160	170	180	172	182	174	190	177	214
d. i. d.	Targeted Passage rate on licensure exam in Education	2008 Calendar YR						100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		<i>Actual Baseline Data: # of students taking PRAXIS II</i>						13	13	20	25	20	22	20	30
		<i># who met standards for passage</i>						13	13	20	25	20	22	20	30
2. Articulation & Transfer															
a. i.a.	Targeted 1st to 2nd Year Retention Rate of Transfer Students	2008-09 AY to Fall 09						55.6%	55.8%	55.6%	58.8%	55.8%	66.7%	56.0%	71.1%
		<i>Actual Baseline Data: # in AY 08-09 Cohort</i>						354	351	354	267	354	297	354	353
		<i># retained to Fall 09</i>						197	196	197	157	198	198	198	251
3. Workforce & Economic Development															
b. ii.	Targeted # of students enrolled in courses w/ 50% -99% distance ed	2008-09 AY						1,080	1,093	1,100	1,251	1,115	1,270	1,130	895
	Targeted # of students enrolled in courses w/ 100% distance ed	2008-09 AY						1,180	1,201	1,210	1,418	1,225	2,008	1,240	3,841
4. Institutional Efficiency & Accountability															
d. i.	Targeted Percent of eligible programs that are discipline accredited	January 1, 2013						60.0%	69.2%	60.0%	64.3%	70.0%	64.7%	80.0%	78.6%
		<i>Actual Baseline Data: # programs</i>						13	13	13	14	13	17	13	14
		<i># discipline accredited</i>						9	9	9	9	10	11	11	11

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