

# LSU at Alexandria

GRAD Act Annual Evaluation 2015

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Prepared by Office of Academic and Student Affairs  
101 Abrams Hall, Louisiana State University at Alexandria  
Telephone: (318) 473-6446



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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 it AY 2013/14 targets.

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

LSUA implemented and/or continued the following student success initiatives:

- A restructuring of the Enrollment Management Staff and implementation of a Student Recruitment/Enrollment/Retention Initiative based on consultant recommendations. The LSUA Foundation continues to support this project.
- Continued participation in the Performance Metric Data Report mandated by the LSU System that includes:
  - Degrees awarded,
  - Enrollment,
  - Student Success,
  - Restricted Revenue, and
  - Faculty Productivity.
- A strategic marketing/branding initiative for LSUA began academic year 2013/14 was continued. Through the assistance of a team of work-study students, a number of new videos were made to continue the marketing 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 to help each academic department specifically monitor these students' progress toward graduation.
- Systematic plan for program review continued with a review of the Radiologic Technology and English degree programs.
- Assessment plan designed to measure how well students are meeting the program's specific learning objectives and detailing 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 2014 LA GRAD Act Report, and Act 1464 of 1997 Strategic Plan Objectives.
- A Letter of Intent for a BS in Health Sciences with two Concentrations was sent to the LSU Board of Supervisors for approval prior to submission to the Board of Regents (BoR).
- New 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 were added to the BS Biology Degree.
- The BS Mathematics added Concentrations in Computer Science and Actuarial Science.
- The BS in Business Administration brought back Concentrations in Accounting, Computer Information Systems, Management, and Marketing and added a Concentration in Entrepreneurship.
- A Certificate in Applied Behavioral Analysis was added to the BS Psychology.
- The launching of 100% online programs scheduled to begin summer 2015.
- COPE, Inc. offered summer 2014 programs on campus.
- Five new sports began competition fall 2014 in the Red River Athletic Conference of the NAIA.

- Fall 2014 headcount increased 21% and SCH's increased 22%. Spring 2015 headcount increased 20% with SCH's increasing 18%.
- The highest occupancy in The Oaks student housing since it was built (100%) was reached fall 2014.
- The Rapides Foundation, Christus Cabrini Hospital, and Rapides Regional Health Center continued to provide support for nursing faculty and staff positions.
- An endowed donation of \$2.6 million to the LSUA Foundation received from the Rebecca and John McCain Family Trust in support of students and educational programs at LSUA. This is the second largest endowed donation ever received in support of LSU at Alexandria
- Continued to offer tours of the *Epps House: Solomon Northup's Gateway to Freedom* on the LSUA Campus. The box office success of the movie, *12 Years a Slave* (including Best Picture of the Year in its nine Academy Award nominations), continues to create a significant increase in national interest in LSUA's historical and academic connection to the Northup story. Solomon Northup's path to eventual freedom depicted in the movie is documented in the 1968 annotated version of the book [\*Twelve Years a Slave—And Plantation Life in the Antebellum South\*](#) written by the late, Dr. Sue Eakin, a former LSUA professor.
- Improved food services scheduled to begin spring 2015.
- ROTC and the Honors Program were reinstated.
- Opened a Student Health Center on campus in conjunction with Rapides Regional Medical Center.
- Rented space on campus to a private high school for an Early College Academy.
- Signed an MOU with Avoyelles Parish by which junior and senior high schools students who qualify for dual enrollment are bused to campus daily for classes between 8:00 am and 11:00 am. The parish pays for the transportation, books, and tuition for these students who can register for up to 15 hours each semester.

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

A review of the AY 2013/2014 LSUA Student Success data shows that departmental/institutional initiatives to increase completion continue to exhibit benefits. The AY 2013/14, 1<sup>st</sup> to 3<sup>rd</sup> year retention, same institution graduation rate, and statewide graduation rate all increased over the baseline data; and the 1<sup>st</sup> to 2<sup>nd</sup> year retention has increased over AY 2013/14. The following chart shows the retention at LSUA within each of the eight departments and the Advising Center.

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

LSUA'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 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**

Module	Associate Degree Graduates					
	Standard		Actual Mean			
	Mean	SD	2010/11	2011/12	2012/13	2013/14
Reading	60.20	5.60	60.40	61.70	61.35	60.81
Writing	61.50	4.80	62.60	63.30	62.50	62.31
Math	56.00	3.50	55.30	55.50	56.00	56.05
Science	59.20	4.20	59.10	60.30	62.80	59.17
Critical Thinking	60.80	5.30	62.90	63.20	63.00	63.41

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

LSUA provides Supplemental Instruction in selected mathematics courses and operates a mathematics tutoring center that is available during the day that is staffed by both peer tutors and mathematics professors. The mathematics faculty have revamped the courses available for General Education credit. AY 2013/14 results show increases in CAAP math scores. It is believed that the curricula changes coupled with increased admission standards fall 2014, will continue to lead to an improvement in the CAAP mathematics scores.

In the fall semester of 2014, LSUA entered its third 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 the one hour co-requisite course MATH 1999 that offered in-time preparation. Students participated in the program on a voluntary basis and were encouraged to take their second credit bearing math course spring 2015. The co-requisite course MATH 1999 *Topics in Mathematics* was taught in two sections.

The MATH 1021 grade distribution for all MATH 1999 students was as follows:

MATH 1021 Grade	A	B	C	D	F	W
Number of Students	10	13	15	7	18	12
Proportion	13.3%	17.3%	20.0%	9.3%	24.0%	16.0%

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	16.7%	22.9%	19.6%	5.7%	19.6%	15.5%

The success rate (i.e. the proportion of those making an A, B, or C) was a bit lower for fall 2014 pilot students (50.6%) than it was for non-pilot students from the same fall semester (59.2%). Spring 2015, 60 of the 75 pilot students are registered for classes. Pilot students were required to take the COMPASS Algebra exam at the beginning and at the end of the semester. Of those who took it both times, the average for the pre-test was 30.2 and the post-test was 37.5.

**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 Four GRAD Act Report, the Act 1465 Strategic Plan, and LSUA’s response to House Concurrent Resolution 197. Both websites can be accessed at [www.lsu.edu](http://www.lsu.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* has ranked LSUA as 2<sup>nd</sup> among National Liberal Arts Colleges with the least student indebtedness at graduation, one of the ten least expensive schools for out-of-state students, 10<sup>th</sup> in the country in regard to enrolling students who have been accepted, and one of the least expensive schools for in-state students.

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 2015, the Department can document 65 undergraduate research projects. Most recently four LSUA Biology majors presented the results of their research projects at the 2015 Louisiana Academy of Sciences Annual Meeting through oral presentations and/or poster sessions. For the BS Mathematics which began in 2006, nine 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. The BA Communication Studies began in 2008. Through spring 2015, Communication Studies (CMST) can document at least 73 undergraduate research projects. CMST majors have submitted research papers to Southern States Communication Association and presented papers at Louisiana Communication Association Annual Convention. Recently LSUA had 17 CMST students complete projects for area nonprofit agencies including St. Mary’s Training and Development Center media plan, the *LSUA Experience* QEP marketing plan, LSUA Baseball Hixson Helmet promotion, and Manna House grand opening. Each group presented their research findings and public relations/communication plans to representatives from each agency/organization and those individuals were able to take the plans for use within their respective agency. The Manna House project was submitted to the Southern Public Relations Federation Lantern Awards where the group’s work was judged against professional entries from across the Gulf South. LSUA received an Award of Excellence during the annual conference.

In the area of service-learning, twelve faculty along with 158 LSUA students provided more than 1,633 hours of service to local non-profit agencies during 2014. Five BS Business Administration students participated in internships with Louisiana Businesses during AY 2013-2014. Three of the five interns have graduated and have full-time jobs with one working in central Louisiana, one working in south Louisiana, and one working in Houston, Texas. Two of the AY 2013-2014 interns will complete internships spring 2015. AY 2014-2015, seven new internships were developed in the following CENLA businesses: Security Sporting Goods, Rapides Women's and Children's Hospital, Walgreens, Red River Bank, State Farm Insurance Anytime Fitness, and Verizon Wireless.

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 Average (GPA). High schools seeking additional information are encouraged to contact the Academic Affairs Office.

## 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%. AY 2013/14, 78 of 190 (41%) 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 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 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 these students to ensure a seamless transfer into 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 a LSUA transfer student even while they are in the process of completing their LA Transfer Degree.

With new admissions requirements for transfer students in effect fall 2014, LSUA Admission Counselors continue 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 academic year 2013/14.

Some additional transfer initiatives started/continued this year include:

- Multiple personal contacts to all fall 2014 and spring 2015 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 and SACSCOC accreditation. These discussions focus primarily on creating seamless pathways for CLTC students to articulate into LSUA baccalaureate programs and clearly defined processes for referral of students between the two institutions.

November 2013, LSUA received approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer programs 100% online. Initially, LSUA planned to offer three 100% online programs during the academic year 2013/14. However, administrative delays caused the launch date for the three programs to be deferred. LSUA now plans to offer the RN-BSN (Bachelor of Science in Nursing) as its first 100% online program beginning in July 2015. Fall 2015, four additional Bachelor of Science (BS) degrees, the BS in Criminal Justice, BS in Business Administration, BS in Medical Laboratory Science, and BS in Elder Care Administration, will be offered with a 100% online option along with the Associate of Arts (AA) and Associate of Science (AS) degrees.

The articulation agreement in place since AY 2010/11 with the Louisiana School for Math, Science, and the Arts (LSMSA) is updated annually for fall transfer students. These students not only receive credit, but also retain their grades in the courses taken at LSMSA. Currently there are two LSMSA graduates enrolled at LSUA.

**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 (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 26 transfer students who were admitted by exception fall 2014 showed an average GPA of 2.454 for the first semester. Twenty of the transfer exception students returned for classes spring 2015.

**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 (390 AY 2014/15), but few of these students return to complete degrees at LSUA.

**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 that 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, and 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 LSUA students received LSUE associate degrees. AY 2012/13, LSUE awarded one additional degree by reverse transfer. Another reverse transfer degrees was awarded by LSUE during AY 2013/14.

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:

- 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.

### **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 has 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 has requested continuation of the degree. For the BS in Mathematics, LSUA added two new Concentrations in high demand employment areas 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. A number of new partnerships are in place for the AS in Care and Development of Young Children that support the State’s efforts to improve Early Childhood Education. Since the early childhood development courses in the AS must also still be offered for students in the Post Baccalaureate Certificate in Early Childhood, there would be no cost saving for the institution to close the program. It would, in fact, result in a loss of revenue for LSUA.

**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) and the BS in Elder Care Administration (March 2013) and new Concentrations in the Bachelor of General Studies--Art Management, Chemistry, and Disaster Science and Emergency Management. More recently, a Certificate in Applied Behavioral Analysis and a number of new Concentrations have been developed in other currently existing degree programs. These include six new Concentrations in the BS Biology—Agriculture, Field and Organismal Biology, General Biology, Pre-professional, Pre-Physical Therapy/Occupational Therapy, and Secondary Education; three new Concentrations in the BS Mathematics—Computer Science, Actuarial Science, and Secondary Education; and one new Concentration in the BS Business Administration--Entrepreneurship. Additionally, Concentrations in Accounting, Computer Information Systems, Marketing, and Management are once again available in the BS Business Administration. Three PBC’s, Secondary Education Grades 6-12, Multiple Levels Grades K-12, and Early Childhood Education Grades PK-3 were also approved by the Board of Regents in March 2014.

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. With assistance from the Louisiana Board of Regents, LSUA had its nursing program reviewed by an outside consultant who offered several suggestions for ways to increase the number of nursing graduates. The Nursing Department has implemented the consultant suggestions. As a result, their number of graduates has improved from 42 AY 2013/14 to 59 projected for AY 2014/15, a 40% increase.

**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. Through this program, RBCSC provides job seeking skills workshops for students on the LSUA campus, and LSUA provides RBCSC the contact information of all graduating students each semester. Periodic meetings continue to evaluate the effectiveness and make improvements in the program. Spring 2015, LSUA opened the Office of Career Planning and Placement and established an Advisory Board to direct activities of the Office.

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

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

<b>Exhibit 3.1 Health Professions Graduates Job Placement Rates</b>						
	<b>AY 2008/09</b>	<b>AY 2009/10</b>	<b>AY 2010/11</b>	<b>AY 2011/12</b>	<b>AY 2012/13</b>	<b>AY 2013/14</b>
Nursing (Baccalaureate)	N/A	N/A	100%	88%	100%	80% *
Nursing (Associate)	100%	100%	100%	100%	98%	100%
Clinical Laboratory Science (Associate)	100%	100%	75%	100%	50%	80%
Radiologic Technology (Associate)	100%	100%	90%	100%	100%	100%
Pharmacy Technology (Certificate)	88%	87%	90%	40%	100%	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, the Rapides Foundation, and local businesses. There are also English majors teaching at eight area high schools. Two English graduates obtained their Master’s degrees and now work for LSUA as Adjunct Instructors. Other AEH majors are in graduate/professional school at five different universities. Graduates from the 2013-2014 academic year serve as English teachers at Block High School in Deville, LA, Rapides High School in Lecompte, LA, and Alexandria Senior High. Another entered graduate school at the University of Mississippi and yet another joined the U.S. Army. Other graduates from the 2013-2014 academic year work at First Choice Marketing, the Paragon Casino, and Flowertown Players (stage manager) in South Carolina.

The Education Department has employment information for all but 2 of its 287 completers since fall 2003. The records indicate that 253 (88%) of the 287 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 2013-2014 academic year, one is an accountant at Industrial Service and Supply in Ville Platte, one is a marketing analyst for Scott Environmental Services in Longview, TX, one manages an Exxon station in Alexandria, one

works at Guarantee Bank and Trust in New Roads, and one is a seventh grade math teacher at Lafargue Middle School in Effie.

Behavioral and Social Science graduates for AY 2013/14 include students who earned the BA in History, the BS in Criminal Justice, and the BS in Psychology.

BA History graduates work in a variety of jobs. One is an executive director for a media company. One is the sports editor for the *Beaumont Enterprise* newspaper. Others are currently enrolled in the Alternative Certification Program for Secondary Education Certification in Social Studies at LSUA in preparation for teaching in area high schools. Other graduates work as an elementary education teacher at Northwood Elementary School, an administrative specialist at Boise Cascade in Many, a science and social studies teacher at Plaucheville Elementary School in Avoyelles Parish, a civics and English teacher at Glenmora High School, a teacher at Pine Prairie High School, and a social studies teacher at Rapides High School. Two recent graduates are enrolled in graduate programs. One is pursuing the MA in history at Southeastern Louisiana University and the other is pursuing a Ph.D. in history at LSU. A recent graduate will enter his officer training candidacy in the US Marine Corps in June. One graduate is a business instructor at Centura Virginia Beach and is an online adjunct for LSUA. He is also pursuing his Ph.D. in Policy and Administration at Walden University.

BS Criminal Justice graduates from AY 2013/14 work in law enforcement, the military, in other occupations that are often connected to social services, or are continuing their education. One works at the Rapides Parish Sheriff's Department, another for the Louisiana Department of Wildlife and Fisheries, while others work for the Rapides Children's Advocacy Center and the United States Penitentiary at Oakdale. Another CJUS graduate works as a school secretary. Others in the military include one attending Officer Candidate School with the Louisiana National Guard, while one received a promotion to captain in the United States Army in part because of his degree. Private business employees include one graduate who works in an attorney's office. Three graduates are studying for advanced degrees in Criminal Justice, one is enrolled in Southern University Law Center, and one has applied for entry to law school. One graduate currently works as an insurance fraud investigator.

BS Psychology graduates from AY 2013/14 work in a variety of jobs including Eckerd Youth Alternatives, the Avoyelles District Attorney's Office, as an administrative assistant in the LSUA Office of Student Support Services, and assisting a psychologist in private practice. In addition, two graduates are currently enrolled in programs to earn Nursing degrees, one at LSUA and one at Louisiana College. One graduate recently became a real estate agent after a short career on a network reality show. One graduate is currently working at the Office of Juvenile Justice.

A survey of area businesses shows that LSUA Business Administration graduates continue to be employed by local and regional firms. Of the thirty-three (33) 2014 business graduates, current data reveals that 32 of 33 (97%) are employed within the LSUA service area with such firms as Knight-Masden Accounting, J. V. Industrial, and Crest Industries, Roy O. Martin, DIS-TRAN Steel, Chick-fil-A, Christus St. Frances Cabrini Hospital, Red River Bank, State Farm Insurance, Wendy's Corp., AmeriSafe Insurance, and the Alexandria VA Medical Center. One (3%) 2014 business graduate now works for NASA in Houston Texas.

The Department of Biological Sciences continues to track the employment records of its 57 BS Biology and 19 BGS Biology Concentration graduates. Seven BS Biology majors graduated academic year 2013/14. Five of the seven BS Biology graduates are working in their field or are in professional school in Louisiana or Texas. The four AY 2013/14 BGS Biology graduates are all working in Central Louisiana.

**Improved technology/expanded distance learning offerings during the reporting year.**

LSUA is still waiting for legislative approval for the remaining \$1.5 Million to complete Phase 2 of its Network and Telephone Cable Infrastructure Project. The first phase of the project replaced all underground fiber optic cabling as well as a portion of the core network equipment for Abrams Hall, the primary administration building; Bolton Library; the Technology Center; and Mulder Hall. Teaching, research, and learning will be enhanced with new network components and greater information bandwidth.

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. Beginning with the Bachelor of Science in Nursing RN to BSN program summer 2015, six additional programs are scheduled for 100% online offerings fall 2015.

**LSUA Response to Board of Regents: 2013 Louisiana Employment Outcomes Report**

The *2013 Louisiana Employment Outcomes Report* data includes completer information six months and eighteen months after graduation for AY 2009/10, AY 2010/11, and AY 2011/12 graduates. The data provided from the Louisiana UI Wage System were used to compile the chart below.

**LSUA 2013 Louisiana Employment Outcomes Data**

Graduation Year	# students	% Employed		Wages		
		Q2	Q6	Q2	Q6	
<b>2009-2010</b>						
Associate	113	77.0%	89.4%	\$ 43,955.00	\$ 51,125.00	
Baccalaureate	137	65.7%	74.5%	\$ 22,505.00	\$ 27,715.00	
Certificate (One Year)	12	83.3%	75.0%	\$ 21,904.00	\$ 21,183.00	
<b>All Degrees</b>	<b>262</b>	<b>71.4%</b>	<b>80.9%</b>	<b>\$ 32,452.00</b>	<b>\$ 38,591.00</b>	
<b>2010-2011</b>						
Associate	141	72.3%	0.0%	\$ 39,493.00	n/a	
Baccalaureate	161	69.6%	0.0%	\$ 23,012.00	n/a	
Certificate (One Year)	15	73.3%	0.0%	\$ 21,326.00	n/a	
<b>All Degrees</b>	<b>317</b>	<b>71.0%</b>	<b>0.0%</b>	<b>\$ 30,368.00</b>	<b>n/a</b>	
<b>2011-2012</b>						
Associate	115	81.7%	0.0%	\$ 63,544.00	n/a	
Baccalaureate	180	73.9%	0.0%	\$ 25,334.00	n/a	
Certificate (One Year)	5	100.0%	0.0%	\$ 21,875.00	n/a	
<b>All Degrees</b>	<b>300</b>	<b>77.3%</b>	<b>0.0%</b>	<b>\$ 40,741.00</b>	<b>n/a</b>	

#### 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.**

Fall 2014, LSUA offered thirteen sections of developmental courses.\* Fall 2015, LSUA has scheduled two sections of developmental mathematics and one section of developmental English. Plans are to encourage new students to participate in the Board of Regents' pilot program, however, there are still some previously admitted students along with students admitted by exception who have not completed their developmental requirements.

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. LSUA provides developmental math and English courses to high school seniors as part of its dual enrollment course offerings. Since fall 2014, LSUA's admission requirements no longer allow admission to anyone who needs remedial coursework unless he/she qualifies for the BoR's Developmental Pilot Program. Faculty formerly teaching developmental courses have been reassigned and vacant developmental positions have either been eliminated or reassigned to other departments.

LSUA offers six associate degrees. At this time, CLTCC does not offer either the AA or AS degree so LSUA will continue to offer these degrees for 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 coincide with the Special Program/Features section of the Board of Regents' Role, Scope, and Mission statement for LSUA that identifies 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 only hire bachelor's degree trained laboratory technicians. LSUA has initiated a letter of intent to offer 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 is closely aligned with the Bachelor of Science in Elementary Education. Courses in the associate degree are used for both an add-on certification in Early Childhood for BS Elementary Education majors and also in the post-baccalaureate certificate in Early Childhood Education. At this time, there would be no efficiencies gained by moving the program to an area two-year college.

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

LSUA plans continue to increase non-resident tuition 15% annually until the SREB average is reached. The AY 2013/14 SREB average of Non-Resident Tuition & Fees was \$14,115. 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	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	\$14,798	\$17,018
Estimated Revenue-Based on Non-Resident Tuition and All Fees	\$171,341	\$128,302	\$331,454	\$902,678	\$1,140,206

**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*
English	7	8	7	5	4	2
Math	26	27	25	22	14	11
Reading	1	0	0	0	0	0
Study Skills	3	1	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
English	168	179	135	109	94	22
Math	522	538	539	468	332	287
Reading	10	0	0	0	0	0
Study Skills	29	11	0	0	0	0

Based on the success of students participating in the BoR pilot to offer students within two ACT points from the cut-off to take credit bearing courses in mathematics and English, LSUA plans to continue the program AY 2015/16. In addition, the Mathematics Department has:

- 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 on 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.**
  - 2,702 undergraduate students enrolled fall 2014
  - 1845.50 total annual budgeted FTE undergraduate students, AY 2013/14
- b. Number of instructional staff members.**  
 Number and FTE instructional faculty fall 2014
  - 164 instructional staff
  - 106.41 FTE instructional staff
- c. Average class student-to-instructor ratio.**
  - 20.0 average undergraduate class size at the institution fall 2014
- d. Average number of students per instructor.**
  - 17.3 ratio of FTE students to FTE instructional faculty fall 2014
- e. Number of non-instructional staff members in academic colleges and departments.**  
 Number and FTE non-instructional staff members in the fall 2014

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

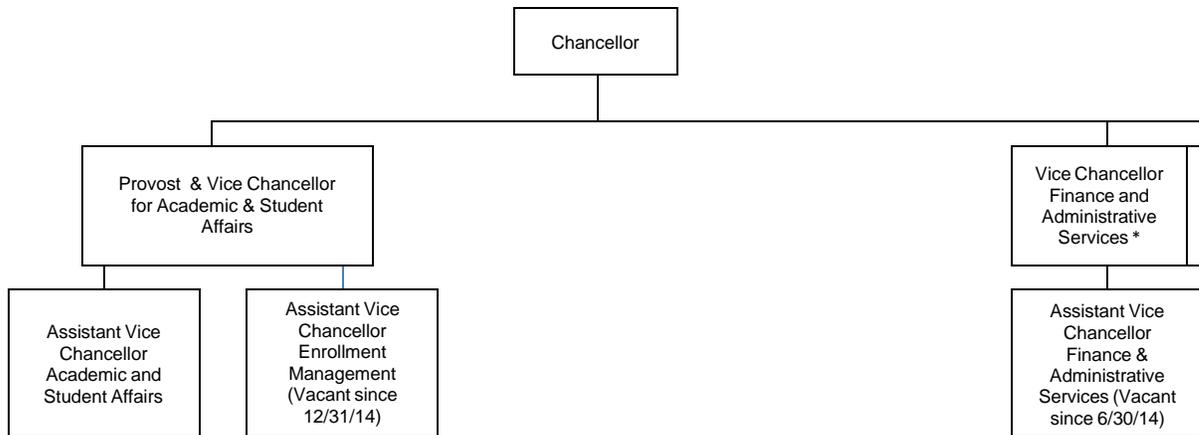
- f. Number of staff in administrative areas.**  
 Number and FTE executive/managerial staff in the fall 2014, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division

Department	EEO Code = 1	FTE
Academic Affairs	6	6
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	0	0
Finance and Administrative Services	2	2
HRM	1	1
IET Services	1	1
Institutional Advancement	1	1
Institutional Research	1	1
Procurement & Property Management	1	1
Total	19	19

- 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**



\*This position is vacant, but the Chief Information Officer is also serving as the Interim Vice Chancellor for Finance and Administrative Services.

**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
Chancellor	\$215,000	0	0	0	0	\$225,000 New Hire
Provost & Vice Chancellor for Academic & Student Affairs	0	\$140,000 New hire	0	0	0	0
Vice Chancellor for Finance & Administrative Services	\$100,848	0	0	0	0	Vacant
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
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
Assistant Vice Chancellor for Finance & Administrative Services	\$56,000	0	0	\$61,000 Additional responsibilities due to consolidation of positions	0	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.

<b>Louisiana State University at Alexandria</b>		
<b>Actual Expenditures by Function*</b>		
<b>FY 2013/14</b>		
	Actual	Percent of Budget
	2013-2014	
Instruction	\$ 7,742,276	52.4%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support	\$ 1,177,885	8.0%
Student Services	\$ 1,280,336	8.7%
Institutional Services	\$ 1,024,804	6.9%
Scholarships/Fellowships	\$ 457,441	3.1%
Plant Operations/Maintenance	\$ 3,088,464	20.9%
Total E&G Expenditures	\$ 14,771,207	100.0%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 138	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 14,771,345	100.0%
*Source: Louisiana Board of Regents		

- ii. Average yearly cost of attendance AY 2013/14 year as reported to the United States Department of Education.

LSUA 2013-14 Cost of Attendance	
	LA Resident
Tuition & Fees	\$5,392
Books & Supplies	\$1,200
Living Allowance (Off Campus - Not with Parent)	\$8,788
Transportation	\$1,684
Miscellaneous	\$1,940
Total	\$19,004

- 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, AY 2012/13, the average time to degree for fulltime, first-time freshmen (FTF) at the baccalaureate degree level for LSUA is 5.7 years.

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

State Dollars per FTE = \$3,333\*

\*Source: Louisiana Board of Regents

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

State Dollars per FTE = \$3,333\*

\*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 revenue for FY13/14 from BOR-3 = \$23,855,073.

The total unrestricted expenditures for FY13/14 from BOR-1 = \$14,771,345.

\*Source: Louisiana Board of Regents

Appendix i.

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 Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2009/10	5	5	100%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2008/09	22	22	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				

**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**

<b>Nursing (APRN) (include all specializations)</b>	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				
<b>Nursing (PN)</b>	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
<b>Nursing (RN)</b>	NCLEX-RN	Louisiana State Board of Nursing	2010	49	48	97.96%
<b>Occupational Therapy</b>	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
<b>Occupational Therapy Assisting</b>	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
<b>Pharmacy</b>	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
<b>Pharmacy Technician</b>	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2008/09	11	11	100%
<b>Physical Therapy Assistant</b>	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
<b>Radiation Therapy</b>	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
<b>Radiologic Technology</b>	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2009/10	16	13	81%
<b>Respiratory Therapy</b>	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)				
<b>Surgical Technology</b>	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
<b>Veterinary Assistant</b>	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
<b>Veterinary Medicine</b>	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