



LSU-Alexandria

8100 Highway 71 South
Alexandria, LA 71302-9121

GRAD Act Annual Evaluation 2013

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

AY 2011/12, LSUA failed to meet its targeted 1st to 2nd year retention rate. A comparison of the prior two years (AY 2010/11 and 2011/12) to the previous three years (AY 2007/08, 2008/09, and 2009/10), shows a decrease in the average 1st to 2nd year Retention Cohort, from 53.3% to 52.4%, a percent decrease of 1.6%.

	1 st to 2 nd Year Retention Rate	
AY 2007/08	46.8%	Three-Year Average
AY 2008/09	54.2%	53.3%
AY 2009/10	59.1%	
AY 2010/11	56.0%	Two-Year Average
AY 2011/12	48.8%	52.4%

LSUA has put a number of initiatives in place to combat the first two of the three main reasons that students give for not returning to school:

- Financial,
- Academic, and
- Personal.

During fall 2012, 17.1% of LSUA’s students received TOPS scholarships while 43.7% received Pell Grants. This miss match between state funding and financial need along with increases in tuition presents a gap between financial assistance available to LSUA students and their cost of attendance. To better assist students financially, the LSUA Foundation has established three annual fundraising events:

- Scholarship Gala,
- Bass Fishing Tournament, and
- Golf Tournament.

These events add approximately \$152,500 annually in income for additional scholarships.

With the assistance of the Coughlin Saunders Foundation, LSUA contracted with Scannell Kurz to evaluate the LSUA Financial Aid processes. The recommendations from the Scannell Kurz report are currently being implemented and are expected to demonstrate results beginning fall 2013.

Four initiatives implemented fall 2012 were aimed directly at improving academic performance. These are:

- Supplemental Instruction for gateway courses in mathematics and science,
- Developmental workshops in English and Mathematics for students who were near the cut-off scores for math and science credit bearing courses,
- Learning Communities in the university housing facility (the Oaks) based on academic majors, and
- Strategic Enrollment Planning (SEP) Subcommittee on Retention.

A Strategic Enrollment Planning (SEP) initiative was begun summer 2012 and includes four important Subcommittees: Retention, Recruitment, Programs, and Marketing. Recommendations from the SEP Retention Subcommittee are in various stages of implementation. They include:

- Require enrollment in one-credit-hour first-year-experience course for all new freshmen.
- Have beginning-of-semester training sessions with all faculty members teaching gateway courses.
- Establish system for training faculty advisors using a “trickle-down” model that first trains the department chairs or representatives who in turn train their faculty.
- Update the advising handbook and make it available to all faculty and professional advisors in paper and electronic format.
- Develop a better system for assessing faculty advising and rewarding excellence in this area.
- Develop a pamphlet (paper and electronic) that provides basic information about the most important university processes/procedures and make it available to all faculty/staff.
- Institute training for staff members, so that they are in a better position to help students.
- Make sure that student workers are doing work appropriate to their pay grade and train them appropriately to help students.

Preliminary data show that LSUA retention initiatives are beginning to have positive effects on retention. The fall to spring retention rate at LSUA for AY 2012/13 was **78.5%** as opposed to 76.7% AY 2011/12, an increase of 2.3%.

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

In addition to the retention initiatives cited above, LSUA implemented and/or continued the following student success initiatives:

- LSUA developed a Strategic Enrollment Plan (SEP) for implementation beginning fall 2013. The plan which received input from the entire campus community has three parts in addition to Retention: Recruiting, New Program Development, and Marketing.
- LSUA continued to participate in the Performance Metric Data Report mandated by the LSU System that includes:
 - Degrees awarded.
 - Enrollment.
 - Student Success.
 - Restricted Revenue.
 - Faculty Productivity.
- Institutional Research continued the 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 to provide tracking mechanisms to help each academic department specifically monitor these students’ progress toward graduation.
- Faculty Senate approved a revised and systematic plan for program review that will be put into effect AY 2013/14.
- Each LSUA program continued to implement its 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. LSUA continued to post the results on a publically accessible compliance web site that also contains all of the information required by House Concurrent Resolution 197, the LSUA 2012 LA GRAD Act Report, and Act 1464 of 1997 Strategic Plan Objectives.
- LSUA added a BS in Medical Laboratory Science and applied for a BS in Elder Care Administration, a BA in Chemistry, and BS in Radiologic Technology to the LSU Board of Supervisors and Louisiana Board of Regents (LA BoR). The BS in Elder Care Administration is still in the approval process. The Letters of Intent for the BS in Radiologic Technology and BA in Chemistry were rejected at the LA BoR staff level;

however, positive guidance was provided on how to implement the original ideas into degrees that would be acceptable to the LA BoR.

- LSUA received approval from both the LSU System and LA BoR to offer the BS in Business Administration and the BS in Criminal Justice online and to offer the Bachelor of Science in Nursing with more than 50% online. This is a Substantive Change for LSUA so these programs cannot begin without approval of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Prospectus for SACSCOC approval was submitted April 2013 for possible implementation fall 2013.
- In preparation for its 2015 SACSCOC Reaffirmation, LSUA initiated the development of its next Quality Enhancement Plan (QEP), March 8, 2013.
- LSUA faculty added Concentrations to the Bachelor of General Studies AY 2012/13 to include Art Management and Chemistry. In progress is the development of a Concentration in Disaster and Emergency Management.
- LSUA partnered with COPE, Inc. to provide space on campus for 120 high school students from four Rapides Parish high schools to participate in two TRIO programs --Classic Upward Bound and Upward Bound Math and Science. This program will potentially attract up to 500 students who will spend summers on the LSUA campus.
- LSUA plans to host the Lafayette GEAR UP Ambassadors Invitational Summer College Transition Training Program, summer 2013. This workshop will bring seventy-two rising juniors and seniors from Lafayette Parish to campus for a week of leadership and academic enrichment activities.

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

A review of the AY 2011/2012 LSUA Student Success data shows that departmental/institutional initiatives to increase completion continue to exhibit benefits. The AY 2011/12, 1st to 3rd year retention, same institution graduation rate, and statewide graduation rate have all increased over the baseline data.

Although targets were not set by LSUA for graduation productivity or award productivity, these two measures have improved from .14 and .14, respectively, in AY 2009/2010 to .17 and .17 in AY 2011/2012.

AY 2012/13 Dual Enrollment/Early Start enrollment declined 11.51% in headcount and 8.82% in credit hours as compared with AY 2011/12. To offset the decrease in state funding this year, LSUA contributed \$76,000 for scholarships, but does not anticipate that any institutional scholarships will be available next year.

To further promote retention and student success, the Nursing Department implemented its new entrance requirements and redesigned curriculum for its associate degree that aligns with the Quality and Safety Education for Nurses (QSEN) performance-based curriculum. The thirteen hours of "bridge courses" introduced to associate degree students who wish to pursue the LSUA RN-BSN have resulted in an increase in completers from five AY 2011/12 to a projected fourteen AY 2012/13. These changes are aligned with the Institute of Medicine's (IOM) 2010 Report, Recommendation Number 4, to have 80% of nurses practicing with a BSN by 2020. As a result, the Department has a 100% pass rate for first-time NCLEX scores by both the fall and spring 2012 graduating classes.

During February 2013, the Department of Nursing hosted a successful site visit of both its Associate of Science in Nursing and Bachelor of Science in Nursing programs by the National League for Nursing Accrediting Commission (NLNAC) and the Louisiana Board of Nursing. The Nursing Self-Study and Site Visitors' Reports must still undergo two additional reviews before the final results are reported in July 2013.

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

LSUA routinely tracks enrollment demographics, retention rates, crime statistics, average cost of attendance, financial aid distributional patterns, and completion rates. Much of this information is posted on the "Statistics and Figures" or the "Compliance Reporting" website. The "Compliance Reporting" site contains the AY 2011/12 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* ranked LSUA as 7th 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.

One of the best examples of successful undergraduate research at LSUA is in the Department of Biological Sciences. Since the inception of the BS Biology, 2003, the Department can document fifty-six undergraduate research projects. Two of three LSUA students competing in projects at the 2013 Louisiana Academy of Science Annual Meeting received the top in their class award, and three LSUA Biology professors made conference presentations.

In the area of service-learning, 10 faculty and 1 staff member, along with 96 LSUA students, worked with 4 Community Agencies to provide 2044 hours of service. Seven BS Business Administration students participated in internships with local businesses. All 7 have full-time jobs with 5 working in Central Louisiana.

LSUA continues to track not only the retention but also the migration of first-time, full-time, degree-seeking students in and out of academic departments. Newly developed programming for academic advisors gives the advisors access to much more information about their advisees, including where applicable the students' cohort year.

To be successful in college, students must follow through with their applications and actually attend college. With assistance from the LA BoR, LSUA tracked 470 admitted students (at least 105 of whom worked with an advisor to make a schedule for fall 2012) who did not attend to attempt to identify the reasons that these students decided not to come to LSUA. The results showed that 69% (323 of 470) qualified students primarily in Central Louisiana did not enroll in any Louisiana College.

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.

All Targeted and Tracked Measures for Student Success are found in the Board of Regents' Annual GRAD Act Data Submission Form in Appendix i.

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 was averaging nearly 50% for the past three years, but this year declined to 37.8%, as the number of bachelor awards earned at LSUA has increased.

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 the designated Transfer Coordinator. 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.

Even 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, the Transfer Coordinator's plans are 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 2012, LSUA recruiters continue to educate prospective students, as well as community college staff, to make sure that potential transfer students meet the new academic requirements.

LSUA works to ensure transfer students are granted every possible credit that they have earned through approved means. This includes both following the LA 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.

A new process that allows the Department Chair of Nursing to evaluate General Education course credits for associate degree nursing students pursuing the BSN program has expedited the BSN admission process. The BSN program has grown from 1 graduate in AY 2010/11 to 14 projected graduates in AY 2012/13 and is fully accredited by the National League for Nursing Accrediting Commission.

LSUA is participating in the Board of Regents' statewide initiative to develop common learning outcomes for all General Education courses. The LSUA English, Biology, Physical Sciences, Mathematics, Biology, Humanities, Social Sciences, and Business faculty have made the necessary adjustments to course content so that their courses are aligned with the approved learning outcomes. These efforts resulted from the recommendations of the BoR's Common Numbering Workgroup, a committee with LSUA representation, and serve as a precursor to the legislature's common course numbering initiative.

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 CLTCC students to articulate into LSUA baccalaureate programs and clearly defined processes for referral of students between the two institutions.

Spring 2012, LSUA administered the Adult Learning Focused Institution Assessment (ALFI) to all 880 enrolled students over 25 years of age. ALFI, a Project CALLBack initiative supported by the LA BoR, was created by the Council for Adult and Experiential Learning (CAEL) and administered by Noel-Levitz. It assessed the institution's strengths and challenges in serving adult learners.

The response rate was 32% (280 completed surveys). The survey results identified the following three challenges:

- My program allows me to pace my studies to fit my life and work schedules.
- Sufficient course offerings within my program of study are available each term.
- I am able to choose course delivery that fits my life circumstances.

LSUA's SACSCOC request for permission to offer online degrees is partly in response to the ALFI Assessment.

Another attempt to address challenges identified by the adult students in ALFI is more online delivery of General Education courses and more coordinated delivery of courses at night on the main campus and at the Learning Center of Rapides Parish (LCRP).

The articulation agreement in place since AY 2010/11 with the Louisiana School for Math, Science, and the Arts (LSMSA) is updated for fall 2013 transfer students. These students not only receive credit, but also retain their grades in the courses taken at LSMSA. Currently there are 2 LSMSA students enrolled at LSUA.

Spring 2013, LSUA signed a Memorandum of Understanding (MOU) with LSUE to provide baccalaureate degrees on the LSUE campus. The first degree program (pending SACSCOC Substantive Change approval) will be the Bachelor of Science in Nursing, followed by BS in Business Administration, BS in Elementary Education, BS in Criminal Justice, and BS in Elder Care Administration (once fully approved by the BoR). The MOU further emphasizes the ease of transfer of LSUE students to LSUA by using the LA AA and AS Transfer degrees. The Transfer Module Pathways for Biology, Communication Studies, English, History, Mathematics, and Psychology for LSUE to LSUA students are posted on the LSUA Transfer website.

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 require remedial courses, or
- Have not shown a pattern of academic success (passing 50% of work attempted with a 'C' or better).

A review of the 14 transfer students who were admitted by exception fall 2012 showed an average GPA of 2.807 for the first semester. Thirteen of the transfer exception students returned for classes spring 2013.

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 (545 AY 2012/13), but few of these students return to complete degrees at LSUA.

Data analysis shows that of graduates in AY 2011/12, 120 did not start as a new student and 194 had transfer credits.

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 5 of 7 LSUA students received LSUE associate degrees.

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:

- Completion of the LA Transfer degree templates.
- Addition of 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.
- Establishment of articulation agreements with LSUE in nursing, criminal justice, and business administration.

All Targeted and Tracked Measures for Articulation and Transfer are found in the Board of Regents' Annual GRAD Act Data Submission Form in Appendix i.

3. Workforce and Economic Development

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.

The Academic Council chaired by the Vice Chancellor for Academic and Student Affairs reviews programs annually for retention and completion rates. Based on this internal review, LSUA requested from SACSCOC, the LSU System, and the BoR that the Bachelor of Liberal Arts degree be terminated.

In its most recent review of Low Completer programs, BoR identified four LSUA programs that failed to meet the required eight graduates per year for the past three years, the BA in English, BS in Mathematics, AS in Clinical Laboratory Services, and the AS in the Care and Development of Young Children. LSUA has requested continuation for all four degrees based on area workforce demands and current student enrollments.

Spring 2012, the Academic Council aligned each of the degrees offered by LSUA with one or more of the state-wide and/or regional "Long Term Annual Demand for Top Occupations to 2018" identified by the Louisiana Workforce Commission, revised 2011.

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. Based on their input along with that of the Central Louisiana Chamber of Commerce and the local business community, LSUA has added the BS in Medical Laboratory Science and has applied for and is awaiting BoR approval for the BS in Elder Care Administration. New programs currently in the campus approval process are a Certificate in Applied Behavioral Analysis and three new Concentrations in the Bachelor of General Studies--Art Management, Chemistry, and Disaster and Emergency Management.

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 also chairs 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 began 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.

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 Institutional Effectiveness Assessment Plan. For example the job placement information for the Allied Health and Nursing Departments follows:

Employment Rate of Graduates by Academic Year	Clinical Laboratory Science (Associate of Science)	Nursing (Associate of Science)	Nursing (Bachelor of Science in Nursing)	Pharmacy Technology (Certificate)	Radiology Technology (Associate of Science)
AY 2008/09	100% (15 of 15)	100% (97 of 97)		88% * (8 of 9)	100% (10 of 10)
AY 2009/10	100% (7 of 7)	100% (70 of 70)		87%* (13 of 15)	100% (14 of 14)
AY 2010/11	75% * (3 of 4)	100% (86 of 86)	100%** (1/1)	90%* (11 of 12)	90%*** (11 of 12)
AY 2011/12	100% (3 of 3)	100% (50 of 50)	100% (8 of 8)	40% *(2 of 5)	100% (11 of 11)

*Remaining graduates are continuing their education

**First year with program completers in a new program

***1 of 10 graduates moved out of state and employment status is not known at this time

The Education Department has employment information for all but 18 of its 240 completers since fall 2003. The records indicate that 90% of the graduates work in Louisiana school districts.

The Mathematics and Physical Science (MAPS) and the Biological Sciences (BIOL) Departments report that to date 9 of the 38 participants in the Central Louisiana Academic Residency for Teachers (CART) \$16 million GRANT Program, a joint initiative among LSUA, LSU, and the Rapides and Orchard Foundations are LSUA Mathematics or Biology graduates. It should also be noted that 11 of the 15 LSUA BS Mathematics majors since the inception of the degree June 2006 are teaching high school math in area high schools.

Behavioral and Social Sciences' Criminal Justice graduates work at local, state, and federal levels including but not limited to the US Secret Service, US Marshall Service, LA State Police, Lafayette and Baton Rouge Police Departments. Some are also on active duty with the Louisiana National Guard. Psychology graduates are employed by St. Mary's Residential Training School, Crossroads Regional Hospital, Ruth Melers Adolescent Center, Eckerd Youth Alternatives, Avoyelles Parish School Board, Rapides Parish School Board, and Haverty's Furniture. Psychology graduates also attend Northwestern State University, Nicholls State University, Cameron University, and Louisiana College.

Art, English, and Humanities' graduates work for such companies as Apple Pie Computers, 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, local school districts, and local businesses. Graduates also attend graduate school at schools such as DePaul University, Northwestern University, and the University of New Orleans.

Business Administration graduates are employed in businesses, many of which are local, including Roy O. Martin, DIS-TRAN Steel, California Department of Revenue and Taxation, Chick-fil-A, Christus Cabrini Hospital, Louisiana Department of Health and Human Services, Best Buy, Berach Healthcare, City of Alexandria Utilities Division, Harbor Freight Tools, Red River Bank, Buffalo Wild Wings' Management Training, Fastenal, Inc., an independent insurance provider, and Pinecrest Developmental Center.

The Department of Biological Sciences continues to track the employment records of its graduates. There have been eleven BS Biology majors since May 2011. One is teaching high school, four are pursuing additional degrees, two are working in industry, two are employed in wildlife positions, and two are working outside of their field—one in insurance and one in corrections.

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

A project that will have manifold impacts on learning and administrative processes is the Network and Telephone Cabling Infrastructure Project. When completed, this project will cost \$2.6 million and all campus

networks, routers, switches and fiber optic cabling will have been replaced. The initial phase of the project has been completed. This first phase 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 the new Multipurpose Academic Building. For the final phase, LSUA needs approval of \$1.5 Million to complete the project. Teaching, research, and learning at LSUA will be enhanced with new network components and greater information bandwidth.

LSUA Response to Board of Regents: 2011 Louisiana Employment Outcomes Report

The *2011 Louisiana Employment Outcomes Report* data includes completer information six months and eighteen months after graduation for AY 2006/07, AY 2007/08, and AY 2008/09 graduates. The data available from the Louisiana UI Wage System is used to compile the report. LSUA completers' data was compared to that of LSU System completers and completers of all Louisiana public colleges and universities over the same time periods. Below are some of the key findings in each area of the report:

Employment Rate Comparison (All Completers, Louisiana and Non-Louisiana Residents)

- Both six-months and eighteen months after graduation, the percent of LSUA certificate degree graduates are employed at a higher rate for all three years than those of all Louisiana public colleges and universities.
- LSUA associate degree completers AY 2006/07 and AY 2007/08 are employed at a higher rate than those statewide eighteen months after graduation.
- The percent of LSUA bachelor's degree completers found employed exceeds that of the LSU System completers at both the six-month and eighteen-month intervals.
- Six months after graduation the percent of LSUA bachelor's degree graduates employed exceeds the statewide average for all three years.

Employment by Field of Study (All Completers, Louisiana and Non-Louisiana Residents)

Only fields of study that had at least 10 completers are included in the report. LSUA began offering bachelor's degrees in 2003, so LSUA's data in this category is limited to Healthcare Professions, Liberal Arts & Sciences/General Studies, Education, and Psychology.

- Eighteen months after graduation AY 2008-09, LSUA completers in the Healthcare Professions at the associate degree level are employed at a 75% level as compared to a statewide level of 72.5%.
- Of the 2008-09 bachelor's degree completers, the LSUA completers in Education had the highest employment rate (67%) according to the Louisiana UI Wage System employment rate after eighteen months.

Employment by Residency Status for Louisiana Resident Completers Only

- Six months after graduation, 69.9% of the LSUA AY 2008/09 Louisiana Resident Bachelor's Completers were found working in the state as compared to 63.8% for the LSU System and 67.4% statewide.
- After eighteen months, LSUA AY 2008/09 certificate (72.7%) Louisiana Resident Completers were found in the state at higher percentages than those statewide (56.9%).

Average Salary Comparison (All Completers, Louisiana and Non-Louisiana Residents)

- Six months after graduation, the average of the three year average salaries of LSUA associate degree graduates of \$39,006 exceeds that of the statewide average of \$32,957. This trend continues after eighteen months with the average LSUA three-year average salary \$41,626 and statewide \$36,923.

- LSUA bachelor degree graduates' average salaries over the three-year period six months after graduation show that they begin at a lower salary than that of associate degree graduates and have not caught up eighteen months after graduation. However, the percent increase in salary for the graduates each year from six months to eighteen months averages 7-8% for the bachelor degree graduates as compared to an average increase of 5% for the associate degree graduates.
- In Field of Study comparisons, LSUA Healthcare Professionals with associate degrees earned higher salaries each of the three years at both the six-month and eighteen-month intervals than baccalaureate degree completers in General Studies/Liberal Arts, Education, and Psychology.

Conclusions

LSUA follows the state-wide trend of associate degree recipients earning more than baccalaureate recipients in the first eighteen months after graduation. An influencing factor at LSUA is that 78.4% of the associate degree graduates from AY 2006/07 to AY 2008/09 were in the healthcare professions. This also accounts for their higher than average employment rates. It is believed that Louisiana will follow the trend of other states and that the salaries of the LSUA baccalaureate degree recipients will surpass that of the associate degree recipients after five years of employment.

Of Louisiana AY 2008/09 bachelor's degree recipients, the top three fields of study that had the highest employment rates after eighteen months were healthcare professions (70%), education (69%), and engineering technologies (68%). AY 2008/09, the only bachelor's degree offered at LSUA (with more than ten completers) that fit into one of the three top categories was the BS in Elementary Education. AY 2010/11, LSUA awarded its first Bachelor of Science in Nursing (BSN) and began offering the Bachelor of Science in Medical Laboratory Science spring 2013. Secondary Education in English, Biology, Social Studies, and Mathematics along with Multi-Age Health and Physical Education pre-service teachers at LSUA obtain alternative certification by obtaining a Minor in Education and a Major in their teaching field. Therefore, these students, most of whom are employed in Louisiana, are not counted as Education completers in this report.

LSUA, classified by the Carnegie Foundation as an Arts & Sciences Baccalaureate College, offers the majority of its bachelor's degree in Liberal Arts & Sciences. Eighteen months after graduation, the highest paying jobs in Louisiana were found to be in engineering (\$56,853), health professions (\$46,537), engineering technologies (\$43,787), education (\$37,639), natural resources and conservation (\$34,605), and computer and information sciences (\$34,328). As mentioned previously, the BS in Elementary Education and the BSN are the only LSUA degrees that fit into one of the highest paying categories.

Many LSUA completers at all levels stay in the state. AY 2008/09 data show that six months after graduation, 69.9% of the bachelor's degree graduates, 65.6% of the associate degree graduates, and 72.7% of the certificate graduates are employed in the state. After eighteen months, the percent increases to 70.2% for the associate degree graduates, drops to 56.4% for the bachelor's degree graduates, and remains the same for certificate recipients. The percent of bachelor's degrees staying in the state after eighteen months increased from 68.6% to 79.5% AY 2006/07 and remained flat at 65.4% AY 2007/08. LSUA is monitoring this trend and attempting to determine any contributing factors.

All Tracked Measures for Workforce and Economic Development are found in the Board of Regents' Annual GRAD Act Data Submission Form in Appendix i.

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.

LSUA offers developmental course work to admissible students. In addition, LSUA collaborates with LSUE to offer developmental and General Education courses for students who are not admissible to LSUA. In addition to offering courses on the LSUE campus, LSUE makes these courses available on the LSUA campus. LSUA provides LSUE with classroom, laboratory, and office space for LSUE staff in Chambers Hall. Plans are to continue this relationship with LSUE through fall 2014 with the possibility of entering into a consortium agreement that allows LSUE students to complete some of the courses needed in order to be able to transfer to a four-year institution through LSUA. The expectation is that Central Louisiana Technical Community College (CLTCC) will at some point take over the developmental course offerings in the region.

LSUA works with the area high schools to ascertain that their students are aware of LSUA admissions requirements. To prepare students for the fall 2014 requirement of no remedial courses needed, LSUA is making developmental math and English courses available to high school seniors both as part of the Early Start course offerings and during its Summer Bridge Program. Beginning fall 2014, no one will be admitted to LSUA who needs any remedial coursework. Full-time faculty who are now teaching developmental English and mathematics will be reassigned. Vacant positions in mathematics and English may be reassigned to other departments.

LSUA offers six associate degrees. At this time, CLTCC does not plan to offer either the AA or AS degrees so LSUA will continue to offer these degrees for students who wish to transfer to other four-year institutions.

The Special Program/Features section of the Board of Regents' Role, Scope, and Mission statement identifies LSUA as the "Area provider for health-related professions and clinical services, ..." Three of LSUA's associate degrees are in healthcare areas: AS in Clinical Laboratory Science, AS in Radiologic Science, and AS in Nursing.

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 IOM goal of 80% BSN educated nurses by 2020. Two local hospitals only hire bachelor's degree trained laboratory technicians. To this end, LSUA now has a BSN, accredited by the National League for Nursing Accrediting Commission. Students in the ASN program can begin working toward the BSN through bridge courses. Course work began in a new BS in Medical Laboratory Science degree spring 2013. Since CLTCC has neither the capacity nor regional accreditation, 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 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 to increase non-resident tuition 15% annually until the SREB average is reached. 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
Non-Resident Tuition	\$9,399	\$10,809	\$12,430
Estimated Revenue-Based on Non-Resident Tuition and All Fees	\$171,341	\$197,042	\$226,599

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
English	7	8	7	5
Math	26	27	25	22
Reading	1	0	0	0
Study Skills	3	1	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
English	168	179	135	109
Math	522	538	539	468
Reading	10	0	0	0
Study Skills	29	11	0	0

Fall 2012, LSUA participated in the BoR pilot to offer students within two ACT points from the cut-off for credit bearing courses in English and mathematics the opportunity to take Composition I and College Algebra provided they took an additional one-hour workshop in the subject area. Five students signed up for the workshop in English and 29 in mathematics. The success rate (earned C or better) for English was 80% (4 of 5) and for mathematics was 59% (17 of 29). LSUA plans to participate in the BoR pilot fall 2013 with some modifications to the workshops suggested by the students and faculty teaching the courses.

All remaining Targeted and Tracked Measures for Institutional Efficiency and Accountability are found in the Board of Regents' Annual GRAD Act Data Submission Form in Appendix i.

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.

- o 2,403 undergraduate students and 23 graduate/professional school students enrolled totaling 2426 in fall 2012
- o 1,726.73 total annual budgeted FTE undergraduate students, AY 2012/13

b. Number of instructional staff members.

Number and FTE instructional faculty fall 2012

- o 137 instructional staff
- o 101.1 FTE instructional staff

c. Average class student-to-instructor ratio.

- o 17.6 average undergraduate class size at the institution fall 2012

d. Average number of students per instructor.

- o 17.1 ratio of FTE students to FTE instructional faculty fall 2012

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

Number and FTE non-instructional staff members in the fall 2012

College of Arts and Sciences		
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
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.

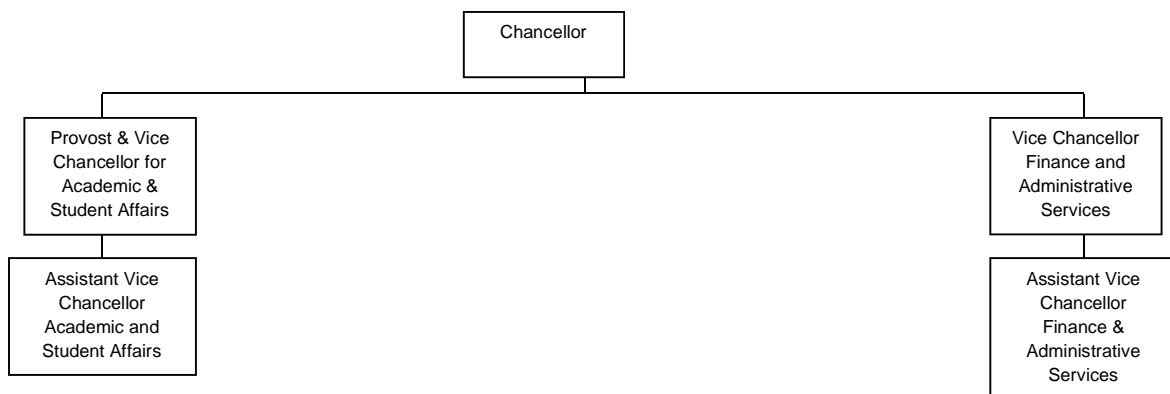
Number and FTE executive/managerial staff in the fall 2012, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division

Department	EEO Code = 1	FTE
Academic Affairs	3	3
Accounting Services	1	1
AMoA	1	1

Athletics	1	1
Chancellor's Office	1	1
Continuing Education	1	1
Enrollment Management	3	3
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	1	1
Total	20	20

- 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
Chancellor	\$215,000	0	0	n/a
Provost & Vice Chancellor for Academic & Student Affairs	0	\$140,000 New hire	0	n/a
Vice Chancellor for Finance & Administrative Services	\$100,848	0	0	n/a
Assistant Vice Chancellor for Academic & Student Affairs and Director of the Advising Center	\$69,500	0	0	\$74,500 Additional responsibilities due to consolidation of positions
Assistant Vice Chancellor for Finance & Administrative Services	\$56,000	0	0	\$61,000 Additional responsibilities due to consolidation of positions

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 2011/12		
	Actual	Percent of Budget
	2011-2012	
Instruction	8,125,580	47.2
Research	0	
Public Service	0	
Academic Support	1,089,821	6.3
Student Services	1,479,426	8.6
Institutional Services	2,434,017	14.1
Scholarships/Fellowships	490,894	2.9
Plant Operations/Maintenance	3,267,481	19.0
Total E&G Expenditures	16,887,219	98.1
Hospital		
Transfers out of agency	332,826	1.9
Athletics		
Other		
Total Expenditures	\$17,220,044	100%

*Source: Louisiana Board of Regents

- ii. Average yearly cost of attendance AY 2011/12 year as reported to the United States Department of Education.

LSUA 2011-2012 Cost of Attendance	
	LA Resident
Tuition & Fees	\$4,402.00
Books & Supplies	\$1,200.00
Living Allowance (Off Campus - Not with Parent)	\$8,326.00
Transportation	\$1,596.00
Miscellaneous	\$1,838.00
Total	\$17,362.00

- 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 2011/12, the average time to degree for fulltime, first-time freshmen (FTF) at the baccalaureate degree level for LSUA is 6.9 years.

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

State Dollars per FTE = \$4,400*

*Source: Louisiana Board of Regents

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

State Dollars per FTE = \$4,400*

*Source: Louisiana Board of Regents

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

The total expenditures for LSUA, FY 2011/12 were \$25,162,963.*

*Source: Louisiana Board of Regents

Appendix i

LSUA Data Discrepancies with Explanations

1.a.i.

	Baseline	Year 1	Year 2
1st to 2nd year retention cohort	306	307	302
1st to 2nd year retention number retained same institution	159	185	169

Item (i) cohort size differences for the GRAD year 1 probably result from an incorrect file from Fall 2009.
 Item (i) cohort size difference for Year 2 reflects exclusions due to military service (3) and deaths (2).
 Item (i) cohort retained differences for the baseline year probably result from an incorrect SSPS file from Fall 2009.
 Item (i) cohort retained differences for the GRAD Year 1 are unknown and cannot be explained based on LSUA data files only.
 A corrected version of the Fall 2009 data has been sent to Regents.

1.a.ii

	Baseline	Year 1	Year 2	Year 3
1st to 3rd year retention cohort	296	306	307	302
1st to 3rd year retention number retained same institution	87	93	113	114

Item (ii) baseline year cohort size was reported and agreed to last year. Again, the explanation cannot be determined from LSUA files only.
 Item (ii) cohort size differences for the GRAD year 2 probably result from an incorrect file from Fall 2009.
 A corrected version of the Fall 2009 data has been sent to Regents.
 Item (ii) cohort retained differences in the baseline year probably result from an incorrect SSPS file from Fall 2009.
 A corrected version of the Fall 2009 data has been sent to Regents.
 Item (ii) cohort retained differences in Year 2 cannot be explained from LSUA data only.
 Item (ii) cohort size difference for Year 3 reflects exclusions due to military service (3) and deaths (2).

1.a.iv and vii
 There is a difference in the size of the 2004 cohort. LSUA Data System identifies 421 students in this cohort. This number was reported to IPEDS and is used in the IPEDS GRS. Prepopulated data in 1.a.vii indicates that this cohort numbers 415.

1.a.vii
 Item (vii) appears to have been inaccurately prepopulated based on the Fall 2002 cohort IPEDS BRGRATERPT prepared by Regents. According to the report, 62 students graduated statewide not 69 as stated in the report.

The 76 transfer students earning a bachelor degree last year included 4 students with multiple transfer records. This resulted in a duplicate count. The actual count last year should be 72, not 76.

	Baseline	Year 1	Year 2
Section 5			
	Prepopulated Data System	Prepopulated Data System	Prepopulated Data System

Number of students by classification- undergraduate	2424	2638	
Number of students by classification-graduate	32	37	
Number of students-total	2456	2675	

Section 5 prepopulated data of baseline year headcount reflect data contained in an incorrect SSPS file from Fall 2009. A corrected version of the Fall 2009 data has been sent to Regents.

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:

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSE/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)	70%	1	1	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				
Dietitian	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	100%	13	13	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: NCKETMB (NH Cert Exam for Therapeutic Mass & Bodywork), NCKETM (NH Cert Exam for Therapeutic Mass) or MBLEX (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				

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:

Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	95.00%	86	82	95.30%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	86%	13	13	100%
Physical Therapy Assistant	National Physical Therapy Exam (NPTA)	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	93%	12	12	100%
Respiratory Therapy	National Board for Respiratory Care (NBRCC) 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 a v on Appendix #1

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

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

March 1, 2013