# 50 LSU Alexandria

8100 Highway 71 South
Alexandria, LA 71302-9121

# GRAD Act Annual Evaluation 2011

Prepared by Dr. Barbara Hatfield, Provost and Vice Chancellor for Academic and Student Affairs
101B Abrams Hall, Lousiana State University at Alexandria; telephone (318) 473-6446

## 1. Student Success

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

- policy/policies adopted by the management board

At its March 5, 2010 meeting, the LSU Board of Supervisors passed a two-part resolution:

1. For each campus offering bachelor degrees, to develop and implement a review process with the goal of **standardizing the number of credits at 120 hours** without compromising accreditation and certification requirements, and
2. To **implement a student tracking model and degree audit program** that will effectively monitor student progression and time to degree.

The LSU Board of Supervisors passed a resolution in June 2010 that established an annual **report of Campus Performance Metrics.** The policy calls for each campus to provide detailed information on specific performance indicators annually.

- subsequent policy/policies adopted by the institution

LSUA offers 12 bachelor's degrees and 7 associate degrees. On May 3, 2010, LSUA finalized the campus plan to standardize all bachelor's degrees to 120 hours. Three of the eight departments having specialized accreditation, Nursing, Education, and Allied Health, were instructed to work with their respective accrediting agencies so that any reduction in curriculum offerings would still satisfy all accreditation standards. **All but one of the bachelor's degrees have been reduced to 120 hours.** The remaining degree, the BS in Elementary Education, has been reduced to 122 hours. This reduction resulted from collaboration between the LSUA Department of Education and the Louisiana Department of Education in conjunction with the department's accrediting body, the National Council for Accreditation of Teacher Education (NCATE).

Fall 2010, LSUA also began the reduction of its associate degrees to 60 hours. **All associate degrees underwent a curriculum review.** The four programs not requiring program accreditation were reduced to 60 hours. It was determined that the number of required credit hours in the three associate degrees with specialized accreditation, Nursing, Radiologic Technology, and Clinical Laboratory Science, could not be reduced without compromising accreditation standards.

**Power-CAMPUS, the LSUA student information system, contains an Academic Plan as part of the Student Records Module.** The Academic Plan will be used to assist students and advisors in tracking academic progress and planning for completion. Prior to using the Academic Plan, each specific requirement for each LSUA degree program had to be setup within the PowerCAMPUS software. The initial data entries were completed during the 2009/2010 academic year. Spring semester 2011, a faculty representative from each department received training on the usage of the Academic Plan and a pilot of three degree programs, one associate and two baccalaureates, began.

**Beginning fall 2010, LSUA issued midterm grades.** Following the posting of midterm grades, students with grades of D or F are notified of their options and advised to meet with their advisor. At the same time, advisors are alerted if any of their advisees are deemed "at risk" based on the students' midterm grades.

LSUA began reporting Performance Metrics as directed by the LSU Board of Supervisors. For LSUA, there are **six Performance Metrics: Degrees Awarded, Enrollment, Student Success, Restricted Revenue,** and **Faculty Productivity.**

- timeline for implementing the policy/policies

**The revised standardized curricula go into effect fall 2011.** The 2011/2012 LSUA Catalog will reflect the changes.

Completion of the three-program pilot of the Academic Plan is scheduled for summer 2010. Assuming a successful pilot, **each entering freshman will have access to the degree planning software fall 2011.**

The LSUA Performance Indicators were included with those of the other institutions in the LSU System in a document "**Metrics at a Glance**" and presented to the Board of Supervisors on March 4, 2011.

- performance of entering freshmen students admitted by exception (4-year universities)

LSUA admitted 3 first-time, full-time students by exception summer 2010. These three returned and an additional 29 were added fall 2010. At the end of fall semester, one of the thirty-two students had a term GPA of 4.0 and four others had term GPA = 3.0 or better. The average **number of credit hours earned at the end of fall 2010 for the thirty-two freshmen students admitted by exception was 10.09.** Nineteen of the thirty-two first-time students admitted by exception summer 2010 and fall 2010 enrolled spring 2011.

**LSUA offers a Transitions Program designed to provide additional support and guidance to students who are required to take developmental English and math.** Students in the program take USTY 1003 (Academic Experience), a special course that helps them make a successful adjustment to college life and that prepares them for the challenges they'll face in their chosen degree programs; they also meet regularly with a program advisor, and their progress in their courses is closely monitored by their instructors.

Measures: Targeted

Data throughout this report are verifiable through the LSUA Department of Institutional Research. **Discrepancies between the Board of Regents (BoR) data and the LSUA data are footnoted. Most differences are due to an error made in the submission of LSUA's SSPS data for fall 2009. LSUA and BoR staff are working to reconcile the differences.**

Retention of first-time, full-time, degree-seeking students:

    i. 1st to 2nd year retention rate:

        o 308* enrolled in fall 2009
        o 182* retained (enrolled) in fall 2010
        o calculated percent = 59.1%

*Based on campus data for fall 2009, the cohort of 307 in SSPS is incorrect. Using 307 and the BoR report of 185 retained the calculated retention rate would be 60.3%.

    ii. 1st to 3rd year retention rate:

        o 306 enrolled in fall 2008
        o 113 retained (enrolled) in fall 2010
        o calculated percent = 36.9%

    iii. Fall to spring retention rate:

        n/a

    iv. Same institution graduation rate:

        o 389 revised cohort or entering first year, fulltime cohort, fall 2003
        o 42* total completers
        o calculated percent = 10.8%

*IPEDS data shows 47 completers of 389 for a 12% graduation rate. Both LSUA graduation records and BRGRATERPT for fall 2003 indicate that 42 is the correct number.

v. Graduation productivity (optional):

n/a

vi. Award productivity (optional):

n/a

vii. Statewide graduation rate:

LSUA selected statewide graduation rate as a targeted measure.

o 389 number of first-time, full-time, degree-seeking students enrolled fall 2003
o 69 number of the above students graduating from a public institution in the state in a given academic year within 150% time (6 years at a 4-year university or 3 years at a 2-year college)
o calculated percent = 17.7%

viii. Percent of freshmen admitted by exception:

Since 2007, **first time freshmen that do not meet admissions criteria receive extra review.** Those that may obtain admissions criteria by retaking the ACT test or participating in Summer Bridge are encouraged to do so. Students that ultimately do not meet admissions standards are submitted to the Director of Admissions and Recruiting for review. Recruiters make recommendations based on interactions with the students. The Director of Admissions and Executive Director of Enrollment Management make determinations based on performance.

Recent review of data revealed that students with low ACT Reading sub-scores are not likely to do well. These students are now being referred to LSU Eunice.

Another major indicator of success is whether or not the student successfully completed the Core curriculum in high school. LSUA has collected enough data to be able to begin using Core curriculum data to anticipate attrition rates of first-time students admitted by exception.

A newly enacted policy gives students two weeks to 'accept' the exception spot they are offered. If they do not return the signed acceptance letter by the deadline, they are referred to LSU Eunice. This new policy is designed to alleviate the problem of students being admitted by exception who do not register for classes, thus making it easier for admissions to reach their 10% target.

o 509 enrolled in summer 2010, fall 2010, spring 2011
o 40 of enrolled admitted by exception in summer 2010, fall 2010, spring 2011
o calculated percent = 7.9%

| Semester | FTF | Exceptions | Percent |
|----------|-----|------------|---------|
| Summer 2010 | 47 | 3 | 6.4 |
| Fall 2010 | 374 | 29 | 7.8% |
| Spring 2011 | 88 | 8 | 9.1% |

ix. Median professional school entrance exam* score:

n/a

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

Student Success is one of **the Strategic Objectives and Themes of the *LSUA 2009-2014 Strategic Plan: Launching the Next Fifty Years*.** The four Student Success objectives in the plan are:
  o Students' rates of progression toward degree and graduation will equal or exceed those of peer universities and the expectations of the Louisiana Board of Regents.
  o The Advising Center will work proactively with students, faculty advisers, and academic departments to improve the academic advising process for all LSUA students.
  o Articulation agreements with community and junior colleges will be improved and transfer of students into LSUA will be more easily facilitated; LSUA will pursue academic

relationships and collaborations that complement its mission and contribute to the improvement of access and higher education attainment in Central Louisiana.
- o The academic success rate of students in general education core courses will be improved.

**Each of the eight academic departments along with Library Services, Student Services, and the Eloise Ferris Mulder Center for Teaching Excellence implemented strategically designed plans to retain students and to move more students toward graduation.**

Some examples are:

- o **Department of Nursing**: Added four online "bridge courses." Associate degree students can take the "bridge courses" while completing their associate degree in nursing and the courses will count toward the BSN program.
- o **Department of Allied Health**: Required any student making a grade of D or below on an exam to meet with the instructor.
- o **Department of Biological Sciences**: Completed degree plans for 100% of the biology majors, included retention strategies in syllabi, provided peer tutoring, and designed a freshman orientation class specifically for biology majors.
- o **Department of Education**: Designed a new Freshman Connections class for education majors.
- o **Department of Student Services**: Designed a redirection program for pre-nursing students who do not meet admission requirements to the nursing program, a more systematic approach to helping undecided students determine a major by the time they have completed 30 credit hours, and a plan to become a more "veteran friendly" campus.
- o **Department of Arts, English, and Humanities**: Hired professional tutors for the Writing Center to augment the previously established peer tutors.
- o **Department of Mathematics and Physical Sciences**: Staffed a newly created math tutoring center with faculty, staff, and peer tutors.
- o **Department of Business Administration**: Increased efforts to connect students to local employers through internships and other experiential learning initiatives.
- o **Eloise Ferris Mulder Center for Teaching Excellence**: Held Faculty Collegial Conversations based on increasing student engagement and initiated Faculty Innovation Awards.
- o **Library Services**: Promoted information literacy instruction, provided interlibrary loan services, and enabled remote access to all online library resources.
- o All departments: Worked to increase participation in the student organizations.

The **Departments of Allied Health and Nursing** began a pilot of the Collegiate Health Sciences Corps (CHSC) in collaboration with **Central Louisiana Area Health Education Center (CLAHEC)**. The program allows participation for twenty-five LSUA students from the CLAHEC seventeen-parish area in a three-semester training program with service learning experiences.

Measures: Targeted

i. Percent change in completers:

| Award Level | AY 08-09 Completers | AY 09-10 Completers | Percent Change |
|---|---|---|---|
| Certificate | 11 | 12 | 9.1% |
| Associate | 151 | 116 | <23.2>% |
| Baccalaureate | 166 | 137 | <17.5>% |
| Total | 328 | 265 | <19.2>% |

LSUA is aware that the percent change for these measures does not reach the GRAD Act targeted measures at the associate or bachelor's levels for AY 09-10. **Two factors contributed to the 19% drop in the number of completers AY 09-10:**

- o **A higher than average failure rate in the second year of the associate degree nursing program.**
- o **The initiation of selective admissions in 2007 that produced an overall drop in enrollment.**

With LSUA enrollment back up to the previous levels, the LSUA administration decided to base projections for the six years of the GRAD Act on the AY 08-09 actual number of 328 completers.

Based on data from summer and fall 2010 graduations and projected numbers for spring 2011 graduation, LSUA expects to be back on track with more than 320 completers AY 10-11. The number of completers projected for Year 5 of the GRAD Act, 342, is consistent with the number projected in five years on LSUA's AY 10-11 Operation Plan.

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

- examples of newly created partnerships

Spring 2011, LSUA began working with **Challenging Opportunities for Post Secondary Education (COPE)**, a Federal TRIO Program. LSUA COPE students were identified and the LSUA Student Services' staff began working with them with the goal of integrating them into campus life. Collaborations with COPE personnel will provide ongoing assessment of the COPE students' academic progress at LSUA. There are currently 15 COPE students at LSUA representing 8 different high schools. COPE plans to bring 250 students for a campus visit in May 2011.

LSUA in partnership with the **Central Louisiana Community Foundation and United Way of Central Louisiana** hosted the inaugural A+ Alexandria Quiz Bowl. The competition, September 25, 2010, featured 20 four-member teams from seventeen Louisiana high schools.

LSUA's Department of Continuing Education offered **ACT Prep for math and English** during the fall 2010 semester. There were 55 participants from local high schools. In spring 2011, Continuing Education also offered **ACT Boot Camp**. There were 20 participants from 7 high schools.

- examples of strengthening existing partnerships

The **Central Louisiana Academic Residency for Teachers (CART)** program is in its second year. CART is funded through a grant provided by the U.S. Department of Education and matched by The Rapides Foundation, LSU, LSU at Alexandria, the Orchard Foundation, and nine Central Louisiana school districts. CART accepted its second cohort for training that begins fall 2011 as Science, Technology, Engineering, and Mathematics (STEM) secondary teachers for Central Louisiana school districts. LSUA STEM faculty not only participate in CART but also are working with the Rapides Foundation to improve STEM education in Central Louisiana. The Rapides Foundation hopes to build on the CART program by seeking additional funding to provide STEM coaches and STEM college faculty who will collaborate with STEM teachers in local school districts in an effort to increase the college attendance rate in Central Louisiana.

This year, **LSUA recruiters** along with the **Early Start Coordinator and financial aid staff:**

- o Visited the high schools to meet with both guidance counselors and students regularly.
- o Sponsored a Rapides Parish College Fair.
- o Attended Financial Aid Nights.
- o Evaluated the Early Start offerings and made recommendations.
- o Sought input from high school counselors on admissions by exception.
- o Hosted a Louisiana Office of Financial Assistance (LOFSA) Guidance Counselor Workshop.

LSUA hosted the **Louisiana Region IV Science and Engineering Fair**. The fair is dedicated to the promotion of science exploration and experimentation in students attending middle school and high school. The Region IV Science Fair is affiliated with the Louisiana Science and Engineering Fair (LSU-Baton Rouge) and the Intel International Science and Engineering Fair (ISEF). Winners from the regional fair progress on to state and international competition. Region IV serves public, private, and home schools in a 9-parish area: Rapides, Avoyelles, Grant, LaSalle, Natchitoches, Sabine, Vernon, Catahoula, and Concordia.

LSUA continued its partnership with **Central Louisiana AHEC** by hosting CI Healthcare spring 2011 at the A. C. Buchanan III Allied Health Education Building. Thirty-two high school students from seventeen high schools in eight parishes participated.

Summer 2010, the Department of Education began a summer program at Carter C. Raymond Elementary School in Rapides Parish. This summer enrichment program called **Camp Carter** provides supplemental reading instruction for students in Grades 2-5 as well as experiential learning experiences for LSUA Education majors enrolled in summer courses. LSUA plans to host a second year of Camp Carter, summer 2011.

- examples of feedback reports to high schools

At the end of fall semester 2010, the LSUA Chancellor sent each high school principal, along with his/her respective parish superintendent, whose high school had 5 or more first-time full time students enrolled at LSUA a letter with the students' average GPA. The letter offered additional information, if requested, with specific GPA's in critical first-year courses such as English and mathematics. LSUA will continue to track the progress of these students and keep the high schools informed of the results.

Next year, LSUA will include the students' performance in the first-year English and mathematics courses in the Chancellor's letter.

- examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness

In addition to feedback reports to high schools and school districts, post-secondary success will be analyzed in terms of secondary preparation. These analyses will include examinations of the effects of advanced placement coursework, secondary schools and school districts, secondary GPA, participation in partnership programs, as well as ACT scores.

Measures: Tracked for 4-year universities

**LSUA provides Early Start classes in English, Mathematics, History, Biology, and Health Sciences to eighteen high schools in six parishes.** To better facilitate Dual Enrollment spring 2011, LSUA appointed an Early Start Coordinator. The Early Start Coordinator will work directly with the high school guidance counselors, potential students and their families, Early Start Professors/Instructors, and LSUA Admissions staff to coordinate the Early Start Program.

  i. Number of high school students enrolled:

     o 674 enrolled summer 2009, fall 2009, spring 2010

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

     o 2,490 credit hours enrolled summer 2009, fall 2009, spring 2010

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

     o 2,332 credit hours completed summer 2009, fall 2009, spring 2010

| Semester | # High School Students Enrolled | SCH | SCH w/ Grade |
|---|---|---|---|
| Summer 2009 | 3 | 13 | 10 |
| Fall 2009 | 352* | 1299* | 1195* |
| Spring 2010 | 319 | 1178 | 1127 |

*LSUA and BoR staff are working to resolve the discrepancies between the LSUA verifiable data given in this chart and that reported in GRACTPRSCH AY 09-10.

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

LSUA seeks continuous improvement for all programs. This is especially evident in the nationally accredited programs that require licensure exams. Some efforts of the Accredited Departments to increase/maintain passage rates are:

- **Department of Nursing:**
  - Began a redesign of the curriculum for associate degree program.
  - Hosted its initial BSN National League for Nursing Accrediting Commission visit spring 2011 and is awaiting results from the League. The site visitors recommended five-year initial accreditation. The NLNAC Review Panel will deliver disposition at the end of May 2011.
- **Department of Allied Health:**
  - Developed a Clinical Laboratory Science Registry Review Seminar designed to prepare students to sit for national board examinations and to increase passage rates on board examinations.
- **Department of Education:**
  - Established a PRAXIS library of materials for students preparing for PRAXIS exams.
  - Offered PRAXIS I & II Workshops during the 2010-11 academic year.

Measures: Tracked for 4-year universities and 2-year colleges

i. Passages rates on licensure/certification exams:

| Discipline | Exam that must be passed upon graduation to obtain employment | Baseline Year | # Students who took exam | # Students who met standards from passage | Calculated Passage Rate |
|---|---|---|---|---|---|
| Clinical Laboratory Sciences | American Society for Clinical Pathology Board of Certification (ASCP BOC) | 2009-2010 | 10 | 7 | 70% |
| Education | All 3 PRAXIS exams | 2008-2009 | 21 | 21 | 100% |
| Education | All 3 PRAXIS exams— Alternate Certification | 2008-09 | 4 | 4 | 100% |
| Nursing (RN) | NCLEX-RN | 2010 | 102 | 97 | 95% |
| Pharmacy Technician | Pharmacy Technician Certification Board (PTCB) Exam | 2008-2009 | 7 | 6 | 86% |
| Radiologic Technology | American Registry of Radiological Technologists (AART) Exam in Radiation Therapy | 2009-2010 | 14 | 13 | 93% |

Measures: Targeted for Law Centers and Health Sciences Centers Law Centers and Schools within the Health Sciences Centers report on the respective licensure exams.

n/a

Measures: Tracked for 2-year colleges and technical colleges

> ii. Number of students receiving certification(s):
>
> > See 1.d.i.
>
> iii. The number of students assessed and earning WorkKeys® certificates:
>
> > n/a
>
> iv. Other assessments and outcome measures for workforce foundational skills to be determined:
>
> > n/a

## 2. Articulation and Transfer

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

- policy/policies adopted by the management board

On April 22, 2010, the **Louisiana Board of Regents adopted new admissions standards** for all public Louisiana colleges and universities effective 2012. The **LSU Board of Supervisors endorsed the Board of Regents' admissions standards to take effect 2012.**

- subsequent policy/policies adopted by the institution

Following the endorsement of the LSU Board of Supervisors, **LSUA began making plans for implementation of the new standards.**

- o The Admissions and Standards Committee of the Faculty Senate reviewed the new Board of Regents' policies. This Committee is concerned that the requirement of no developmental courses will have a significant impact on LSUA applicants. The Committee and subsequently Faculty Senate recommended the institution be prepared to offer the **COMPASS Exam** as a placement alternative for students not able to take the national ACT exams.
- o The Admissions and Standards Committee recommended that Continuing Education look into ways of offering remediation for high school students that cannot participate in Early Start classes. Faculty Senate approved this recommendation of the Admissions and Standards Committee.

- timeline for implementing the policy/policies

**LSUA will implement the Louisiana Board of Regents: Office of Academic & Student Affairs' Minimum Admission Standards for Transfer or Adult Students, 4-Year effective fall 2012.**

Implementation of the Louisiana Board of Regents: Office of Academic & Student Affairs' Minimum Admission Standards for First-Time Freshmen, 4-year applicable to regional universities will be implemented at LSUA fall 2012. **The additional requirement of "no developmental courses needed" will go into effect fall 2014.**

- o **LSUA recruiters are already working with high school counselors,** program directors, and special groups (such as COPE) to ensure students are aware of the admissions standards based on the year they plan to apply.
- o Starting last year, **each Open House, Preview Day, and Orientation included references to the changing admissions standards.**
- o The registration system is already set up with appropriate codes and letters to students indicating whether admissions standards have been met, what can be done if they can achieve admissibility (such as re-taking the ACT), or referring them to LSU Eunice for

developmental and transfer coursework until they meet admissions standards to return to LSUA as a transfer student.

- o **Students not able to meet admissions standards are referred to LSUE.**
- o **The Testing Center expects to be positioned to offer the COMPASS Exam by May 1, 2011.**
- o Continuing Education is offering ACT workshops and summer enrichment programs.

- performance of entering transfer students admitted by exception (4-year universities)

Fall 2007 was the first semester that LSU at Alexandria implemented selective admissions. Over the last three years, staff reviewed data and modified processes to improve decision making on exceptions and to ensure students admitted as exceptions have a great likelihood of being successful. Looking at transfer students that improved their overall GPA after the first term of enrollment, numbers have improved from 50% making improvement to over 80% making improvement. The greatest change occurred this past year when **a committee was formed to review applications and interview potential transfer students.** This process has allowed staff to counsel students based on their educational goals, set appropriate expectations, and make referrals to LSU Eunice when appropriate. Since 2007, LSUA has referred 292 transfer students to LSU Eunice, the only open admissions, accredited two-year college in Region 6.

Measures: Tracked

Retention of transfer students:

i. 1st to 2nd year retention rate of transfer students:

- o 170* enrolled in 2009-10 academic year
- o 80* retained (enrolled) in fall 2010
- o calculated percentage = 47.1%

*The BoR file GACRTNSMRY FL08-FL09 FL09-FL10 shows 117 transfer students enrolled in 2009-10 with 70 retained in fall 2010 for a percentage of 58.8%. This discrepancy is due to the error in the fall 09 SSPS report along with the fact that summer 2009 transfer students are included in the above number.

Measures: Descriptive

ii. Number of baccalaureate completers that began as a transfer student:

71 baccalaureate degree completers in AY 2009-2010 began (enrolled) initially as a transfer student.

| AY | Total # of bachelor degree completers | # of bachelor degree completed by transfer students | Percent |
|---|---|---|---|
| 2009-2010 | 137* | 71 | 51.8% |

*CRINGPROG and LSUA data show 137 baccalaureate completers for AY 09-10 whereas TTDRPTBOR AY 09-10 only shows 135. The programming for TTDRPTBOR AY 09-10 report must have failed to pick up two baccalaureate completers.

iii. Percent of transfer students admitted by exception:

Since 2007, transfer students who do not meet LSUA admissions criteria (have 12 hours of college level work with a 2.0 GPA) have been submitted to the registrar for an exception decision. Student transcripts were evaluated individually for performance in core courses, cumulative GPA, current educational goal, and patterns of grade performance over time. Beginning fall 2010, these students were actually interviewed in face-to-face meetings or via telephone for those living out of the Central Louisiana area by the Exceptions Committee consisting of the Transfer Coordinator, Director of the

Advising Center, Director of Financial Aid, and the Registrar. In addition to transcript review, interviews allow the committee to consider student motivation and reasons for past performance, and to identify changes that point to improved likelihood for student success. Of the 22 transfer students admitted as exceptions fall 2010, 82% improved their cumulative GPA.

> o 467 enrolled in summer 2010, fall 2010, spring 2011
> o 45 of enrolled admitted by exception in summer 2010, fall 2010, spring 2011
> o calculated percent = 9.63%

| Semester | Total # Transfers | # of Exceptions | Percent |
|---|---|---|---|
| Summer 2010 | 82 | 5 | 6.1% |
| Fall 2010 | 232 | 22 | 9.5% |
| Spring 2011 | 153 | 18 | 11.8%* |

*LSUA Enrollment Management staff are working to monitor trends in yield to get a better estimate on the number of exceptions to offer applicants that do not meet admissions criteria. More exception spots were offered than actually attended for both summer and fall 2010. However spring 2011, a higher percentage of students offered an exception spot actually attended. A process has been put in place that requires students to "accept" the exception spot offered to them by a deadline. If they do not respond by the specified date, their application is referred to LSUE. This new process should allow the staff to keep the exception percentage nearer to the 10% level.

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

- examples of new or strengthened feedback reports to the college(s)
  - o LSUA's records management system shows that **relatively few transfer students have actually brought in a transfer associate degree**. The data show:
    - 144 students since 2003 have earned an associate degree from a two-year institution and completed at least one semester at LSUA, 38 of the 144 students were transfers from LSU Eunice, 2 of the 144 students were transfers from Delgado Community College.
    - 40 students entered AY 09-10 with an associate degree, 24 of the 40 students had an associate degree from a two-year institution, 13 of the 24 had associate degrees from LSU Eunice.
  - o Due to FERPA regulations, LSUA determined it best to only provide feedback reports to schools that have five or more students in an academic year. To date, LSUE is the only school that has had five or more students transfer an associate degree in any given year.
  - o LSUE has also been provided individual progress information on the students that transferred with an Associate Degree indicating entering GPA, retention, and graduation information.

**Efforts are being made to improve the transfer rate.** The Transfer Coordinator has attended transfer fairs at each of the community colleges and made special visits to LSU Eunice.

- processes in place to identify and remedy student transfer issues

**Each LSUA transfer student has an introductory meeting with one of the Advising Center's professional advisors.** Prior to the meeting, the advisor reviews the student's transcript and begins to develop academic recommendations. At the meeting, the advisor:

  - o **Assists the student in identifying the courses** that the student needs to take to meet the requirements of his/ her declared degree program.

- o **Works with the student to develop a schedule** of classes and provides the student a paper copy.
- o **Teaches the student how to use** *Self-Service*, the online portal through which students register for courses, and provides the student with a paper copy of the instructions for using *Self-Service*.
- o **Shows the student how to retrieve his/her LSUA username and password** and how to use them to access LSUA e-mail and other online resources.
- o **Provides the student with information about how to determine the status of his/her financial aid applications,** how to pay for courses, how to purchase textbooks, and how to obtain an LSUA ID card and parking decal.

After this initial meeting, transfer students who have declared a major and are making satisfactory academic progress (SAP) are referred to their academic departments for future advising. Transfer students who are undecided and/or who have been identified as "at risk" by their failure to make SAP continue to receive help and guidance from the Advising Center until they have both declared a major and satisfied the institutional guidelines for SAP.

Additional steps in process to identify and remedy student transfer issues include:

- o review/implementation of LA Transfer degrees.
- o review of Associate degree credit evaluation for students pursuing BSN 2+2 program.
- o recommendations to faculty senate committees regarding curriculum changes to provide more credit options for transfer students.

- examples of utilization of feedback reports (2-year colleges and technical colleges)

  n/a

Measures: Descriptive

Transfer (with associate degree) retention:

  i. 1st to 2nd year retention rate of those who transfer with associate degree:

  o 40* enrolled in 2009-10 academic year
  o 18 retained (enrolled) in fall 2010, plus 6 earned degrees = 24 total
  o calculated percent = 60%

*Any discrepancies in this data are due to the reporting error in the 2009 data.

  ii. Number of baccalaureate completers that began as a transfer student with an associate degree:

  6 baccalaureate degree completers in 2009-10 initially began (enrolled) at LSUA as a transfer student with an associate degree from a 2-year college.

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

- examples of the agreements with Louisiana institutions

**LSU at Alexandria has a Memorandum of Understanding with LSU Eunice** to refer students that do not meet LSUA admissions standards. The contract specifies that LSU Eunice offers classes on the LSUA campus and seeks to ensure student referrals are as seamless as possible. LSU Eunice waives the application fee for referred students, and LSUA waives the return application fee if the student transfers back to LSUA within one calendar year. LSUE students on the LSUA campus have access to all resources that LSUA students have including housing, meal plans, library services, computer access, tutoring, and counseling.

**Space is allocated on the LSUA campus for the LSU Eunice classes and office space is dedicated to this function for LSUE staff** that have office hours two – three times a week during the

semester. One of the LSU at Alexandria professional advisors (full-time employee) serves as the advisor for LSUE students on the LSUA campus. This ensures they have access to assistance when needed and facilitates required advisor sessions for students in the PATHWAYS program. This advisor is well versed in transfer requirements and can facilitate student transfer into their degree of choice at LSUA once eligible.

Students who cannot meet admissions standards are sent a referral letter that indicates why they were referred, how to complete their LSU Eunice application, how to add LSU Eunice to their Free Application for Federal Student Aid (FAFSA) for financial aid, and the number to contact if they have questions.

LSUE has been provided the following initial information on referrals. In addition to this data, the numbers have been broken out by First Time Freshmen and Transfer Students.

LSUE Referred Students Return Rate

| Year Term Referred | Total Referred | Spring 2008 | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Total Returns | Return Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fall 2007 | 140 | 3 | 3 | 7 | 5 | 1 | 2 | 2 | 1 | 2 | 3 | | | 29 | 20.71% |
| Spring 2008 | 75 | | 0 | 0 | 1 | 1 | 4 | 1 | 0 | 1 | 1 | | | 9 | 12.00% |
| Summer 2008 | 19 | | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | | 2 | 10.53% |
| Fall 2008 | 178 | | | | 12 | 1 | 6 | 8 | 0 | 5 | 0 | | | 32 | 17.98% |
| Spring 2009 | 85 | | | | | 0 | 0 | 13 | 1 | 2 | 0 | | | 16 | 18.82% |
| Summer 2009 | 13 | | | | | | 0 | 0 | 0 | 1 | 0 | | | 1 | 7.69% |
| Fall 2009 | 173 | | | | | | | 7 | 9 | 18 | 3 | | | 37 | 21.39% |
| Spring 2010 | 82 | | | | | | | | 0 | 0 | 4 | | | 4 | 4.88% |
| Summer 2010 | 27 | | | | | | | | | 0 | 0 | | | 0 | 0.00% |
| Fall 2010 | 264 | | | | | | | | | | 7 | 4 | 2 | 13 | 4.92% |
| Spring 2011 | 119 | | | | | | | | | | | | | 0 | 0.00% |
| | 1,175 | 3 | 3 | 7 | 18 | 3 | 13 | 31 | 11 | 29 | 18 | 5 | 2 | 143 | |

* Summer and Fall 2011 terms are in progress for admissions. Numbers here are not final

In addition to the formal agreement with LSU Eunice, recruiters and the transfer coordinator often counsel with students and make other referrals to technical colleges or other community colleges depending on the student's educational goals, academic progress, and location. Many times these referrals occur prior to an actual application being received. The goal is to connect the student to the institution that can best meet the student's educational goal based on career plans, evidence of success, financial circumstances, and location options.

- processes in place to identify and refer these students

Applications for students who fail to meet admissions standards are evaluated on a case-by-case basis. Students who can attain admissibility are encouraged to do so. Examples are those who need to retake the ACT or participate in the Summer Bridge Program. Summer 2009, 5 students participated in the Summer Bridge program; summer 2010, 17 students participated in Summer Bridge.

Students who are unable to meet admissions standards are carefully reviewed and may be admitted by exception. LSUA staff review exception students and their first semester performance each year. Since 2003, trends have revealed that students with low reading scores are not as likely to be successful. This type of information is allowing better decisions to be made when predicting student success.

Students who are referred to LSU Eunice are provided with instructions for completing their application and changing their FAFSA.

Measures: Descriptive

i.      Number of students referred:

| Semester | # FTF students referred to LSUE | # Transfer Students referred to LSUE |
|---|---|---|
| Summer 2009 | 10 | 3 |
| Fall 2009 | 132 | 41 |
| Spring 2010 | 50 | 32 |
| Total AY 09-10 | 192 | 76 |

ii.     Number of students enrolled:

        n/a

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

- examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs

LSUA Records staff worked with Dr. Karen Denby and LSUA Department Chairs to correlate LSUA baccalaureate degrees with the LA Transfer Degrees. **The degree templates are posted on the LSUA Transfer website.** The Transfer Coordinator is working with contacts from each community college to be sure that the community college students have the information needed to make a seamless transfer to LSUA. Templates specific to each community college are under development and will be posted on the LSUA Transfer website as they become available.

- processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees

**Students with the LA Transfer degrees will be awarded credit as defined by R.S. 17:3161 through 3169.** The credit evaluation staff in the Records Office are receiving training on the posting of LA Transfer degree credit.

Measures: Descriptive

i.      Number of students enrolled in a transfer degree program:

        n/a

ii.     Number of students completing a transfer degree:

        n/a

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

        To date, there have not been any transfer students at LSUA with an AALT, ASLT, or AST degree.

iv. Number of baccalaureate completers that began as a transfer student with a transfer degree:

        Currently there are no baccalaureate completers that began with an AALT, ASLT, or AST degree.

**3. Workforce and Economic Development**

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

- a description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs;

LSUA had two degree programs on the low-completer list identified by the Louisiana Board of Regents. In each case, LSUA filed an appeal to continue the program. The associate degree serves a need in the area and the classes for the degree are essential for the bachelor's degree program. There is no significant savings from eliminating the degree. The other degree is the relatively new BS in Biology. When pre-professional students and general studies biology concentration majors are included in the count, the program meets the Regents' minimum of 8 graduates per year.

**LSUA monitors completion rates in all programs through its assessment process (Policy #225 Planning and Assessment).** Each program is assessed on an annual basis. Programs that fail to meet the minimum graduation rate of 8 per year over any three year period are examined using the following criteria: external and internal demands for the program, quality of the program, revenue and costs, impact on other programs, and opportunity for growth.

- With the mandate to modify bachelor's degrees to 120 hours when possible, **LSUA revamped its Bachelor of General Studies (BGS) degree.** In this process, the concentrations were revised to provide areas that coincide with the Workforce Development needs of the community. Six new concentrations were added: Elder Care Management, Health Sciences, Humanities, Pharmaceutical Marketing, Mathematics and Physical Sciences, and Visual and Performing Arts. Taking into account the areas where LSUA now has bachelor's degree along with the economic development needs, the following eight concentrations in the BGS were eliminated: Business, Communication Studies/Theatre, Criminal Justice, English, Fine Arts, History, Management Information Systems, and Mathematics. (See chart following 3.a.ii.)

- a description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs;

**LSUA has a partnership with the Louisiana Workforce Commission.** This year, LSUA worked to strengthen the relationship by:

- o Meeting regularly with Rapides Business & Career Solutions Center staff.
- o Providing the Rapides Business & Career Solutions Center with contact information for LSUA graduates and those students who applied for graduation.
- o Distributing Rapides Business & Career Solutions brochures to LSUA graduates.
- o Collaborating with Rapides Business & Career Solutions Center on departmental and institutional workshops on such topics as resumes, cover letters, and interview questions.

Although not a GRAD Act requirement of four-year institutions, most LSUA departments track employment of graduates. For example, LSUA Criminal Justice graduates are employed at local, state, and federal levels of the Criminal Justice System. They work in various aspects of law enforcement, in the court and correctional systems, and in private sector security. They perform duties from clerical, to officer, to investigative. Others are employed but outside of the field of Criminal Justice. Some are on active duty with the Louisiana National Guard. One graduate is employed for the United States Secret Service and is headquartered in Washington, DC. Another works for the United States Marshal's Office and is stationed in Arizona.

Of the six 2009-10 BA English graduates three are employed locally as a program director and DJ at a local radio station, for Metabolic Life, and as a teacher at Avoyelles Parish high school; two are applying to graduate school; one is unemployed.

Of the 9 BA Communication Studies graduates from 2008-2010, two work for Petrohawk Oil; one works for USDA/Natural Resources Conservation Service public affairs and coordinates Louisiana's Earth Team; one is in management at Target and attending graduate school in organizational communication at ULL; one is applying for graduate school; one is a language consultant with Chevron; one is deployed in Iraq/Afghanistan; one works for the Veterans Administration; and one is unknown.

All Nursing, Radiologic Technology, and Education completers who want to work are currently employed. As part of their program assessment process, some departments, especially those with specialized accreditation, do follow-up with employers who hire LSUA completers and some departments have advisory boards.

- a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents utilizing LWC and Louisiana Economic Development published forecasts.

The Rapides Parish Workforce Investment Board's Office of Economic & Workforce Development conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of Rapides Parish Economic Development Workforce in January 2009 and published the *Unified Plan of the Local Demand Driven PY10/PY11 Workforce Investment System for the Workforce Investment Act Title I, Wagner Peyser Act, Veterans Programs Trade Adjustment Act, STEP, and American Recovery and Reinvestment Act (ARRA) for LWIA 61 Rapides Parish.* Also in 2010, the Regional Plan for LWIA 50, 60, and 61 which include Vernon, Avoyelles, Catahoula, Concordia, Grant, LaSalle, Winn, and Rapides parishes was updated. In addition to having a representative at the meetings of the Executive Committee, LSUA annually reviews the documents provided by the Workforce Investment Board in an effort to identify and align programs with the strategic workforce needs in Central Louisiana.

- a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region.

**The Targeted Industries for High Demand Occupations In Central Louisiana according to the Rapides Parish Office of Economic and Workforce Development's SWOT analysis are the Medical Health Care Industry; Retail Trade; Food and Service Industry; Manufacturing; and Professional, Scientific, and Technical Services. Additionally, the SWOT identifies the film industry as an emerging industry in the Central Louisiana LWIA districts.**

The 2006-2016 Occupational Forecasts for Level 1 Demand Occupations for Region 6 includes correctional officers and jailers, customer service representatives, elementary teachers, registered nurses, and retail sales persons. From Occupational Projections 2004-2014, the top 10 jobs for Region 6 that have the highest demand, in descending order are: Registered Nurses; Nursing Aides, Orderlies, and Attendants; Secretaries, except Legal, Medical and Executive; Elementary School Teachers, except Special Education; Laborers and Freight, Stock, and Material Movers; Truck Drivers, Heavy and Tractor-Trailer; Office Clerks, General; Janitors and Cleaners, except Maids and Housekeeping Cleaners; Licensed Practical and Licensed Vocational Nurses; Bookkeeping, Accounting, and Auditing Clerks. To meet these demands LSUA offers bachelor's degrees in Communications Studies, English, Liberal Studies/Theater, Criminal Justice, History, Psychology, Biology, Mathematics, Business Administration, Elementary Education, and Nursing , associate degrees in Criminal Justice, Clinical Laboratory Science, Radiologic Technology, Care and Development of Young Children, and Nursing, and certificates in Pharmacy Technology.

With the current moratorium placed on new program development by the Board of Regents, many of **LSUA's initiatives have been focused on strengthening existing programs.** For example, the Department of Education received initial National Council for Accreditation of Teacher Education (NCATE) accreditation and the BSN program hosted a site visit as part of the process for initial National League for Nursing Accrediting Commission (NLNAC) accreditation. The Radiologic

Technology program received continued accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the Clinical Laboratory Sciences program is scheduled for a site visit from the National Accreditation Agency for Clinical Laboratory Science (NAACLS) fall 2011 to continue its accreditation.

**The new concentrations in the Bachelor in General Studies** mentioned previously, Health Sciences, Pharmaceutical Marketing, Mathematics and Physical Sciences, Visual and Performing Arts, and Elder Care Management, are **targeted directly toward the Economic and Workforce Development needs.**

Measures: Descriptive

> i. Number of programs eliminated: as a result of institutional or Board of Regents review.

> The following eight concentrations in the Bachelor of General Studies were eliminated: Business, Communication Studies/Theatre, Criminal Justice, English, Fine Arts, History, Management Information Systems, and Mathematics.

> ii. Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

> The BS in General Studies added six new concentrations aligned with strategic workforce development needs: Elder Care Management, Health Sciences, Humanities, Mathematics and Physical Sciences, Pharmaceutical Marketing, and Visual and Performing Arts.

| BGS Concentrations 2010-2011 Catalog | BGS Concentrations 2011-2012 Catalog | | |
|---|---|---|---|
| | **Continuations** | **Deletions** | **Additions** |
| Biology | Biology | Business | Eldercare Management* |
| Business | Kinesiology | Communication Studies/Theatre | Health Sciences |
| Communication Studies/Theatre | Political Science | Criminal Justice | Humanities |
| Criminal Justice | Psychology | English | Mathematics & Physical Sciences |
| English | | Fine Arts | Pharmaceutical Marketing |
| Fine Arts | | History | Visual & Performing Arts |
| History | | Management Information Systems | |
| Kinesiology | | Mathematics | |
| Management Information Systems | | | |
| Mathematics | | | |
| Political Science | | | |
| Psychology | | | |

*Under consideration by Faculty Senate

iii. Percent of programs aligned with workforce and economic development needs: as identified by Regents* utilizing LWC or LED published forecasts.

n/a

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

- description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes

**LSUA plans to replace its network and telephone cabling infrastructure.** The Office of Facilities, Planning, and Control approved and located funding for the $2.5 million project. Construction is set to begin as soon as the Louisiana Legislature approves the project.

Fall 2011, **LSUA plans to open the new Multipurpose Academic Center (MPAC)**, a $10.9 million three-story, 70,000 square feet facility. The four academic departmental office suites and the 58 faculty offices provide faculty with new technological equipment to use in updating and expanding distance learning educational offerings. Another feature of the building will be two rooms with compressed video capability.

Recipient of a $1.8 million **Title III Strengthening Institutions Grant to Improve Academic Quality** that ended fall 2010, LSUA faculty not only participated in professional development activities but also purchased a wide assortment of electronic hardware and software for use in the classroom, for cooperative research with students, and for improvement of distance education courses.

- description of current initiatives to create and expand educational offerings by distance education

The Eloise Ferris Mulder Center for Teaching Excellence initiated **Techno Tuesdays** during spring 2011. Faculty who wish to use new equipment purchased for the Center through a Title III grant learn how to use the equipment during the Techno Tuesday events.

LSUA faculty who wish to teach online are required to take a **six-week summer training course.** In order to expand the educational offerings by distance education, Information and Educational Technology staff provided an additional section of the course spring 2011.

Objective 9 of the **LSUA Quality Enhancement Plan**, a Southern Association of Colleges and Schools (SACS) accreditation requirement, is to "expose students in all curricula to the creative use of technology throughout the learning process." After an initial review of the status and use of technology on campus and research into best practices in the use of technology, LSUA defined and initiated steps to reach "desired status." This is an ongoing project scheduled to be completed by September 2011.

LSUA is in the early stages of negotiations with **Academic Partnerships**, a Texas-based firm, that provides assistance in both marketing and packaging distance education programs. Academic Partnerships has worked with a number of schools in other states to significantly increase the number of programs offered online.

- description of any efficiencies realized through distance education.

As a cost containment measure, LSUA switched its course management system from Desire to Learn to Moodle, an open source product. **Moodle** is in use for both face-to-face, blended (hybrid), and fully online courses. The switch to Moodle is anticipated to save $23,500 per year over the previous contract. Additional efficiencies are realized through live integration with the campus registration system.

Measures: Tracked

i. Number of course sections with 50% and with 100% instruction through distance education:

- o  81 course sections with 50% to 99% instruction through distance education
- o  52 course sections with 100% instruction through distance education

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education:

- o  1608 students enrolled in courses with 50% to 99% instruction through distance education
- o  899 students enrolled in courses with 100% instruction through distance education

iii. Number of programs offered through 100% distance education:

- o  0 programs offered through 100% distance education

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

Students at LSUA have opportunities to participate in both service learning and undergraduate research.  AY 09-10, 13 faculty members offered service-learning components in 19 courses, thus impacting 14 Central Louisiana agencies, and 270 LSUA students.  Students working on undergraduate research projects often present at conferences.  For example, fifty-five percent of the BS Biology graduates participate in undergraduate research with a faculty member and 35% of the graduates have presented the results of their research at a professional meeting.  Spring 2010, four LSUA English students were featured on the program at the 2nd Annual MAD-Rush Research Conference at James Madison University in Harrisonburg, Virginia.  A total of 80 students from 19 colleges and 5 states were chosen to participate in this conference.  At the 2010 Phi Beta Lambda statewide competition for business students, LSU at Alexandria students captured 19 first or second place awards – more than any institution.

LSUA received a BoR Value-Added Teacher Preparation Action Research Study Subgrant (in the amount of $25,000.00).  The study is to identify effective levers for change that can be used to improve teacher preparation programs that utilize value-added measures based upon growth in student achievement and other measures to assess the effectiveness of new teachers who complete their programs.  The overall goal of the sub-grant is to provide effective teacher preparation programs that produce new teachers whose students demonstrate growth in student achievement.

The Department of Education also has received notice of approval of full funding ($104,081.00) for a BoR Support Fund competitive grant.  The grant titled *Preparing 21st Century Teachers for 21st Century Classrooms: Acquisition and Use of New Technologies* is based on three years of data which indicate that completers of LSUA's teacher education program require more access to and experiences with new technologies.  The grant will provide for purchase and installation of new technologies and training for university instructors and teacher candidates in the use of the technologies to positively impact the learning of students in K-12 classrooms.

i. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts.

n/a

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

n/a

iii. Dollar amount of research and development expenditures: reported annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all expenditures from S&E and non-S&E R&D grants/contracts as reported annually to the NSF.

n/a

iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries. These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries.

n/a

v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts reported by: total count of the number of disclosures, licenses and options awarded; the number of patents awarded; the number of new companies (start-ups) formed; and the number of companies formed during previous years and continuing (surviving start-ups).

n/a

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

Measures:  Tracked

i.  Percent of completers found employed.

n/a

ii. Performance of associate degree recipients who transfer to 4-year universities.

See Elements 2.b. and 2.d.

iii. Placement rates of graduates.

n/a

iv. Placement of graduates in postgraduate training.

n/a

### 4. Institutional Efficiency and Accountability

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

- demonstration of collaboration efforts with the 2-year college(s) in the region

**LSUA has partnership arrangements including cooperative curriculum transfers and program articulation agreements with LSU-Eunice, Bossier Parish Community College, and Southern University at Shreveport.** Additionally, LSUA accepts the Louisiana Transfer degree from any accredited institution in Louisiana to ensure the quickest path to graduation.

The MOU with LSUE is described in the narrative portion of 2. c.

**LSU at Alexandria maintains a Transfer Policy Table.** The table includes regionally accredited institutions from which LSUA students have transferred. Each entry indicates that at least one student has transferred a specific course from that institution. There are over 675 institutions and testing

agencies listed in the table with over 33,000 specific course entries. When a transcript is submitted, it is reviewed to see if the courses are in the Transfer Policy Table for the period of time they were taken. If so, credit is awarded according to previous transfer policy rulings. If not currently in the Transfer Policy Table, the course is sent to the appropriate LSUA department chair for a ruling, then entered into the Transfer Policy Table policy so the transcript evaluation can be completed.

Additionally, if the institution from which a course is taken is not regionally accredited, but the instructor holds SACS recognized credentials, the student can request review. The Transfer Coordinator obtains the course description, syllabus, and vita for the instructor. All information is sent to the appropriate department chair for review. If approved, degree credit is awarded. If denied, no credit is awarded.

- timeline for elimination of developmental course offerings

The Minimum Admission Standards of the Louisiana Board of Regents effective fall 2012 for regional four-year institutions state:

> Students meeting minimum admission standards except for the need for developmental courses may enroll in the summer and upon successful completion of the developmental course be admitted for the fall.

Following this directive, **LSUA plans are to continue offering developmental mathematics and English courses during summer terms.**

Measures: Tracked

i. Number of developmental/remedial course sections offered:

2009-10 AY

| Remedial Courses | Sections |
|------------------|----------|
| English          | 7        |
| Math             | 26*      |
| Reading          | 1        |
| Study Skills     | 3*       |

ii. Number of students enrolled in developmental/remedial courses:

2009-10 AY

| Remedial Courses | Headcount |
|------------------|-----------|
| English          | 168*      |
| Math             | 522*      |
| Reading          | 10        |
| Study Skills     | 29*       |

*The discrepancies between these numbers and those of GRACTCVCRS AY 09-10 result from flaws in the LSUA SSPS data for fall 2009 and the inclusion of summer 2009 data.

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

- demonstration of collaboration with 2-year college(s) in the region

The challenge of improving educational attainment in Central Louisiana is borne out by startling evidence -- fewer than twenty percent of those between the ages of 25 to 64 have earned a bachelor's degree or higher and fewer than eight percent of individuals in the same groups have earned an associate degree. Raising this level of educational attainment is paramount if Central Louisiana citizens are to advance and if the economic base of the region is to grow stronger and more

diverse. The university's pledge to Central Louisiana and the State is that LSUA will be the platform for this attainment and a catalyst for this growth.  Since there is no community college in the same geographic area, **LSUA would like to expand rather than eliminate its associate degree program offerings**.

LSUA has an articulation agreement with LSUE for the Associate of Science in Respiratory Care and accepts the LA Transfer degrees from all LA state two-year colleges.

- timeline for elimination of associate degree programs

Since there is no community college in the same geographic area, the **mission of LSUA** remains the same:

> Louisiana State University at Alexandria offers Central Louisiana access to affordable baccalaureate and associate degrees in a caring environment that challenges students to seek excellence in and bring excellence to their studies and their lives. LSUA is committed to a reciprocal relationship of enrichment with the diverse community it serves.

Consequently, there is no timeline for elimination of associate degree programs.
Measures: Tracked

- i. 7 active associate degree programs offered AY 09-10
- ii. 1,154* students enrolled in active associate degree programs in fall 2009

*GACTASSCEN shows associate degree enrollment of 1,009 for fall 2009.  LSUA is working with BoR to reconcile the discrepancies in the fall 2009 SSPS data.  LSUA can verify fall 2009 associate degree enrollment of 1,154 students.

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

- annual plan for increasing non-resident tuition amounts

The LSU Board of Supervisors passed a resolution July 16, 2010 allowing an increase in total non-resident tuition and mandatory fees of each campus up to fifteen percent (15%) effective with the 2010 fall semester.  This resolution was to assure that within no more than a five year period the total non-resident tuition and mandatory fees are not less than the average total tuition and mandatory fee amounts charged to Louisiana residents attending peer institutions.

The plan for non-resident tuition at LSUA is to increase it 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 | | | |
|---|---|---|---|
| | **Actual**<br>**AY10-11** | **Projected**<br>**AY11-12** | **Projected**<br>**AY12-13** |
| Non-Resident Tuition | $7,210 | $8,292 | $9,535 |
| Revenue – Based on Non-Resident Tuition and all Fees | $182,460 | $222,585 | $ 246,236 |

- impact on enrollment and revenue.

The impact on revenue for FY10-11 is a decrease in self-generated funds of an estimated $61,424.15. This decrease is attributable to an initial decline in the number of non-resident student credit hours and students paying non-resident tuition and fees. LSU Alexandria's Office of Enrollment Services does not project an additional decrease in non-resident enrollment.

Measures: Tracked

i. Total tuition and fees charged to non-resident students: 2009-10 academic year

o $6,270 non-resident tuition/fee amounts for 2009-10 academic year

o $12,016 median SREB 4-year level 6 tuition/fee amounts for 2009-10

o calculated percent difference from peer amounts = 91.6%

**d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**
- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

**The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined.**

n/a

## 5. Organizational Data
## Attachment B, Section 5 Initial Six Year Agreement

A. Number of students by classification
    a)  Headcount and FTE, undergraduate and graduate/professional school students

| Headcount Fall 2010 | FTE 2009/2010 |
|---|---|
| 2,667 | 1,886.3* |

B. Number of instructional staff members
    a)  FTE instructional faculty utilizing IPEDS definition
        Number of instructional staff as of July 1, 2010:  111.1

C. Average class student to instructor ratio
    a)  Average undergraduate class size at the institution
        Average Undergraduate Class Size=17.0
D. Average number of students per instructor
    a)  Ratio of FTE students to instructors= 17.0:1

*The numbers used this section are from the LSU System Office Total FTE Estimate for AY10-11.

E. Number of non instructional staff members in academic colleges and departments
    a)  List by college

| College of Arts and Sciences | | |
|---|---|---|
| Departments | Number | FTE |
| Arts, English, & Humanities | 1 | 1 |
| Biology | 1 | 1 |
| Behavioral & Social Sciences | 1 | 1 |
| Mathematics & Physical Sciences | 1 | 1 |
| Subtotal | 4 | 4 |
| **College of Professional Studies** | | |
| Allied Health | 1 | 1 |
| Business Administration | 1 | 1 |
| Education | 4 | 4 |
| Nursing | 2 | 2 |
| Subtotal | 8 | 8 |
| Total | 12 | 12 |

F. Number of staff in administrative positions
    a) Executive/managerial as reported in the employee Salary Data System (EMSAL)
       Data System (EMSAL) = 3

| Department | EEO Code = 1 | FTE | EEO Code = 3 | FTE | EEO 1 and 3 | FTE |
|---|---|---|---|---|---|---|
| Academic Affairs | 1 | 1 | | | 1 | 1 |
| Accounting Services | 1 | 1 | 1 | 1 | 2 | 2 |
| Advising Center | | | 3 | 3 | 3 | 3 |
| Athletics | 1 | 1 | 1 | 1 | 2 | 2 |
| Chancellors Office | 1 | 1 | 1 | 1 | 2 | 2 |
| Enrollment Management | 3 | 3 | 7 | 7 | 10 | 10 |
| Facility Services | 1 | 1 | | | 1 | 1 |
| Finance and Administrative Services | 2 | 2 | 1 | 1 | 3 | 3 |
| HRM | 1 | 1 | 2 | 2 | 3 | 3 |
| IET Services | 1 | 1 | 1 | 1 | 2 | 2 |
| Institutional Advancement | 1 | 1 | 1 | 1 | 2 | 2 |
| LSUA Downtown | 1 | 1 | 2 | 2 | 3 | 3 |
| Media Relations | | | 1 | 0.33 | 1 | 0.33 |
| Procurement & Property Management | 1 | 1 | 2 | 2 | 3 | 3 |
| Student Services | 1 | 1 | 4 | 3.33 | 5 | 4.33 |
| Total | 16 | 16 | 27 | 25.66 | 43 | 41.66 |

G. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the President, chancellor or equivalent position
   a)  To the level of Dean or equivalent

**Louisiana State University at Alexandria**
**Organizational Chart**
**October 2010**
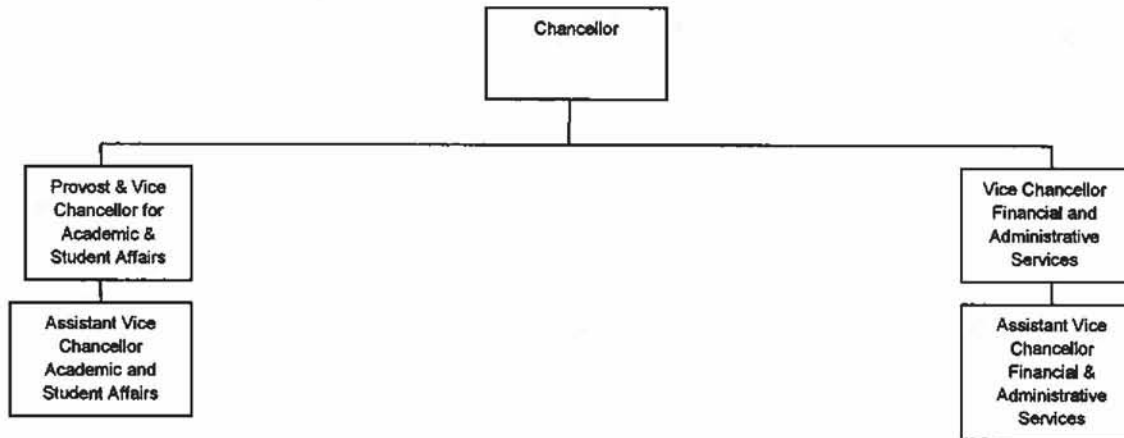


H. Salaries of all personnel identified in subparagraph (G) above and the date, amount, and type of all increases in salary received since June 30, 2008.

| Position | Salary | Salary Increases since June 30, 2008 | | |
|---|---|---|---|---|
| | | Date | Amount | Type |
| Chancellor | $215,000 | | 0 | |
| Provost & Vice Chancellor for Academic and Student Affairs | $140,000 | | 0 | |
| Vice Chancellor for Financial & Administrative Svc's | $100,848 | | 0 | |
| Assistant Vice Chancellor for Academic & Student Affairs & Director of Advising Center | $69,500 | | 0 | |
| Assistant Vice Chancellor for Financial & Administrative Svc's | $56,000 | | 0 | |

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

Institution: LSU at Alexandria

| DISCIPLINE | EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT | ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting) | BASELINE YEAR | # Students who took exam | # Students who met standards for passage | Calculated Passage Rate |
|---|---|---|---|---|---|---|
| Athletic Training | Board of Certification Exam (BOC) | Board of Certification (BOC) | | | | |
| Clinical Laboratory Sciences/Medical Laboratory Technology | American Society for Clinical Pathology Board of Certification (ASCP BOC) | Louisiana State Board of Medical Examiners (LSBME) | 2009-2010 | 10 | 7 | 70% |
| Dental Hygiene | Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX | Louisiana State Board of Dentistry | | | | |
| Diagnostic Medical Sonography | Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN | American Registry of Diagnostic Medical Sonography (ARDMS) | | | | |
| Dietetics Technician | National Registration Exam for Techicians | 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 | Lousiana State Department of Education | 2008-2009 | 25 | 25 | 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 Managament Association | | | | |
| Massage Therapy | Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam. | Louisiana Board of Massage Therapy (LABMT) | | | | |
| Nuclear Medical Technology | Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam | Louisiana State Radiologic Technology Board of Examiners | | | | |
| Nursing (APRN) (Include all specializations) | Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA) | Louisiana State Board of Nursing | | | | |
| Nursing (PN) | NCLEX-PN | Louisiana State Board of Practical Nursing Examiners (LSBPNE) | | | | |
| Nursing (RN) | NCLEX-RN | Louisiana State Board of Nursing | 2010 | 102 | 97 | 95% |

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

**Institution: LSU at Alexandria**

| Occupational Therapy | National Board for Certification in Occupational Therapy (NBCOT) Exam | Louisiana State Board of Medical Examiners | | | | |
|---|---|---|---|---|---|---|
| Occupational Therapy Assisting | National Board for Certification of Occupational Therapy (NBCOT) Exam | Louisiana State Board of Medical Examiners | | | | |
| Pharmacy | Must pass 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 | 2008-2009 | | 7 | 6 | 86% |
| Physical Therapy Assistant | National Physical Therapy Exam (NPTE) | Louisiana Physical Therapy Board (LPTB) | | | | |
| Radiation Therapy | American Registry of Radiologic Technologists (AART) Certification Exam | Louisiana State Radiologic Technology Board of Examiners | | | | |
| Radiologic Technology | American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy | Louisiana State Radiologic Technology Board of Examiners | 2009-2010 | | 14 | 13 | 93% |
| Respiratory Therapy | National Board for Respiratory Care (NBRC) CRT Exam | Louisiana State Board of Medical Examiners (LSBME) | | | | |
| Surgical Technology | National Certifying Examination for Surgical Technologists | National Board of Surgical Tech & Surgical Asst (NBSTSA) | | | | |
| Veterinary Assistant | Vet Tech National Exam (VTNE) | Louisiana Board of Veterinary Medicine | | | | |
| Veterinary Medicine | North American Veterinary Licensure Examination (NAVLE) | Louisiana Board of Veterinary Medicine | | | | |

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

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

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

May 1, 2011

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

**Institution: LSU at Alexandria**

| DISCIPLINE | EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT | ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting) | BASELINE YEAR | # Students who took exam | # Students who met standards for passage | Calculated Passage Rate |
|---|---|---|---|---|---|---|
| Athletic Training | Board of Certification Exam (BOC) | Board of Certification (BOC) | | | | |
| Clinical Laboratory Sciences/Medical Laboratory Technology | American Society for Clinical Pathology Board of Certification (ASCP BOC) | Louisiana State Board of Medical Examiners (LSBME) | 2009-2010 | 10 | 7 | 70% |
| Dental Hygiene | Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX | Louisiana State Board of Dentistry | | | | |
| Diagnostic Medical Sonography | Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN | American Registry of Diagnostic Medical Sonography (ARDMS) | | | | |
| Dietetics Technician | National Registration Exam for Techicians | 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 | Lousiana State Department of Education | 2008-2009 | 25 | 25 | 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 Managament Association | | | | |
| Massage Therapy | Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam. | Louisiana Board of Massage Therapy (LABMT) | | | | |
| Nuclear Medical Technology | Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam | Louisiana State Radiologic Technology Board of Examiners | | | | |
| Nursing (APRN) (include all specializations) | Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA) | Louisiana State Board of Nursing | | | | |
| Nursing (PN) | NCLEX-PN | Louisiana State Board of Practical Nursing Examiners (LSBPNE) | | | | |
| Nursing (RN) | NCLEX-RN | Louisiana State Board of Nursing | 2010 | 102 | 97 | 95% |

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

**Institution: LSU at Alexandria**

| Discipline | Exam | Board | Baseline Year | | # took | # passed | % |
|---|---|---|---|---|---|---|---|
| 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 | 2008-2009 | | 7 | 6 | 86% |
| Physical Therapy Assistant | National Physical Therapy Exam (NPTE) | Louisiana Physical Therapy Board (LPTB) | | | | | |
| Radiation Therapy | American Registry of Radiologic Technologists (AART)Certification Exam | Louisiana State Radiologic Technology Board of Examiners | | | | | |
| Radiologic Technology | American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy | Louisiana State Radiologic Technology Board of Examiners | 2009-2010 | | 14 | 13 | 93% |
| Respiratory Therapy | National Board for Respiratory Care (NBRC) CRT Exam | Louisiana State Board of Medical Examiners (LSBME) | | | | | |
| Surgical Technology | National Certifying Examination for Surgical Technologists | National Board of Surgical Tech & Surgical Asst (NBSTSA) | | | | | |
| Veterinary Assistant | Vet Tech National Exam (VTN E) | Louisiana Board of Veterinary Medicine | | | | | |
| Veterinary Medicine | North American Veterinary Licensure Examination (NAVLE) | Louisiana Board of Veterinary Medicine | | | | | |

*Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1*
*Baseline Year = most recent year data published by entity that grants licensure/certification*
*Calculated Passage Rate = # students to met standards for passge/# students who took exam*
May 1, 2011