



# LSU-Alexandria

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## GRAD Act Annual Evaluation 2012



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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.**

In settings its original GRAD Act Targets, Louisiana State University at Alexandria (LSUA) reviewed the data from similar Southern Regional Education Board (SREB) institutions. Using this information, in combination with historical institutional data, LSUA administration attempted to set goals that were aggressive and achievable. At the same time within the institution, all academic departments took steps to increase retention and completion rates.

AY 2010/11, LSUA saw a 19.7% increase in the number of completers (16.8% increase at the baccalaureate level, 22.6% increase at the associate level, and 25.0% increase at the certificate level) over AY 2009/10. As a four-year institution, LSUA is only graded by the GRAD Act on baccalaureate completers. To be within the 2% allowable margin AY 2010/11, LSUA only needed five additional Baccalaureate Level Completers.

Award Level	AY 2009/10 Completers	AY 2010/11 Completers	Percent Change from AY 2009/10
Certificate	12	15	25.0%
Associate	115	141	22.6%
Baccalaureate	137	160	16.8%
Total	264	316	19.7%

Normally, this small discrepancy could be accounted for by using the past two-year numbers (AY 2009/10 and AY 2010/11) compared to the previous three-year numbers (AY 2006/07, 2007/08, and 2008/09). However, two unusual circumstances occurred over this time frame that adversely affected this comparison.

1. Historically, LSUA's highest number of baccalaureate completers ever (AY 2008/09) occurred five years after LSUA began offering four-year degrees AY 2003/04.
2. LSUA experienced a decrease in enrollment due to the implementation of selective admissions in AY 2007/08 which translated into a lower than usual number of completers AY 2009/10.

	# Baccalaureate Completers	
AY 2006/07	154	Three-Year Average
AY 2007/08	131	150
AY 2008/09	166	
AY 2009/10	137	Two-Year Average
AY 2010/11	160	149

Preliminary data indicate that LSUA will meet its 2013 GRAD Act Baccalaureate Completion target.

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

- The AY 2011/12 LSUA catalog not only listed the 120 hours bachelor's degree requirements from the AY 2010/11 revisions, but also contained the recommended course sequencing for a student to complete the degree in four years. The psychology faculty, although not printed in the catalog, set up a three-year completion sequence, an idea that other departments are also considering. A problem in the latest version of PowerCampus, the LSUA data management system, created a delay in the unveiling of its automated Degree Plan for access to all students. The software problem is corrected and progress

continues on this project. At a minimum, it will be ready for implementation for all entering AY 2012/13 freshmen.

- All new, transfer, and continuing students are now sent to the Advising Center to meet with a professional advisor in Student Support for their first advising appointment. Undecided students and students who are not making Satisfactory Academic Progress (SAP) remain with the Student Support advisors until they declare a major and/or make the needed grade point average improvements. (See pages 54-55 of the *LSUA 2011-2012 Catalog* for SAP policies.)
- Student Support initiated a "New Directions" program for students who were not on track to meet entrance requirements to professional programs in allied health and nursing.
- Using student performance data collected since 2007, the Admissions Office revamped its system for admitting freshmen students "by exception" to include ACT Reading sub-scores and academic performance in the high school core curriculum courses. Preliminary data indicate that these changes are leading to a better success record for beginning students admitted by "exception."
- Students resigning from the university are required to meet with one of the professional advisors in Student Support before the resignation is accepted to see if there are other options available for the student to continue his/her education. This also provides a consistent method for collecting data on the reasons that students resign.
- The Education Department and Psychology Department joined the Biological Sciences Department in providing major-specific orientation courses in their degree requirements.
- Each academic department set retention and completion goals as part of their AY 2011/12 Institutional Effectiveness plan.
- A newly implemented policy required all students to select a major by the time they have completed thirty hours of LSUA coursework.
- LSUA successfully completed the nine outcomes of its Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) Quality Enhancement Plan (QEP), *LSUA Today: Curriculum for the Educated Student*:
  - Thoroughly reviewed existing literature and practices at other institutions to determine best curriculum development and assessment processes.
  - Reviewed basic bachelor degree requirements and definitions (e.g., major, concentration, and so forth) and revised as necessary.
  - Defined criteria for including classes in the general education core based on each class's contribution to the established general education learning outcomes.
  - Developed (or revised) learning outcomes and assessments for all bachelor degree programs.
  - Developed clear connections between courses contributing to the major and learning outcomes expected of program graduates.
  - Revised existing curricula as needed to incorporate changes in the general education core and ensured inclusion of major courses appropriate for established student learning outcomes, and modified learning outcomes assessment practice to reflect changes in curriculum.
  - Ensured that library resources are appropriate to support bachelor degree programs.
  - Defined criteria for a campus-wide Honors Program.
  - Exposed students in all curricula to the creative use of technology throughout the learning process.
- LSUA continued to participate in the Performance Metric Data Report mandated by the LSU System that includes:
  - Degrees awarded.
  - Enrollment.
  - Student Success.



- Research Expenditures (not applicable at LSUA).
- Restricted Revenue.
- Faculty Productivity.
- Institutional Research began early identification of each year's fall, first-time, full-time, degree-seeking cohort of students (the cohort upon which the "graduation rate" is based) and tracking mechanisms to help each academic department specifically monitor these students' progress toward graduation.
- LSUA institutionalized the two major initiatives begun as a result of its 2004 Title III Strengthening Institutions Grant to Improve Academic Quality. These initiatives are the Eloise Ferris Mulder Center for Teaching Excellence and the Advising Center.
- Each LSUA program has an 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. This year, LSUA posted the results on a newly designed, publically accessible compliance web site that also contains all of the information required by House Concurrent Resolution 197, the LSUA 2010 LA GRAD Act Report, and Act 1464 of 1997 Strategic Plan Objectives.
- LSUA plans are to capitalize on its Central Louisiana Associations and Assets shown below to develop additional allied health, education, and interdisciplinary programs. The programs will provide new avenues for student success while retaining students as productive citizens in Central Louisiana.
  - Area Provider for Health-Related Professions and Clinical Sciences
    - Partnership with CHRISTUS St. Frances Cabrini Hospital, Rapides Regional Medical Center, Alexandria VA Health Care System, Huey P. Long Medical Center, and The Rapides Foundation.
    - Adapting to professional demands and regional needs via BS in Nursing, BS in Medical Laboratory Sciences, BA in Chemistry, and pre-professional preparation for all advanced healthcare professions; opportunities in these fields are anticipated with both traditional and online delivery systems.
    - Central Louisiana's Role in Growth and Advancement of Elder Care Professions
      - Partnering with major elder care professional providers in Louisiana, Arkansas, and Mississippi to expand existing concentration in General Studies into an interdisciplinary BS degree in Elder Care Administration.
  - Unique Assets to Address State Emergencies
    - Proximity to and working relationships with Critical Assets including Joint Readiness Training Center at Ft. Polk, Louisiana National Guard at Camp Beauregard, Region VI Office of Public Health, Central Louisiana Red Cross, England Air Park, and the Louisiana Emergency Evacuation Center.
    - Currently designing interdisciplinary Bachelor of General Studies Concentration in Disaster and Emergency Management.
  - Unique Location Proximate to Two Federal Correctional Facilities
    - Proximity to Federal Correctional Facilities in Pollock and Oakdale, Louisiana offers instructional, research, and internship opportunities.
    - Expanding opportunities for Criminal Justice concentration in Prison Management and interdisciplinary BS degree in Public Administration.
  - Concentration of Forestry, Natural Resources, and Emerging Industries
    - Pending construction of a new biofuels plant north of Alexandria, the concentration of timber-related companies, and the existence of the LSU AgCenter adjacent to LSU Alexandria offer opportunities for design of interdisciplinary BS degree in Natural Resources, Conservation or Environmental Science.
  - Central Louisiana's Primary Provider of Classroom Educators

- Building upon the success of the LSUA BS in Elementary Education; the success of alternative certifications that couple knowledge areas in Biology, Mathematics, History, English, and Health and Physical Education; and the success of the Central Louisiana Academic Residency for Teachers (CART Grant) with LSU A & M to offer more STEM-related teacher certifications, beginning with Chemistry.

LSUA began offering bachelor's degrees in 2003 and enacted admissions requirements in 2007. Since 2004, the institution has been working on the processes and procedures for program development outlined in the QEP. Now the focus has shifted to maintenance of existing programs and creation of new programs. This year a Faculty Committee is developing a process for systematic program review that will go into effect next academic year.

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

A review of the AY 2010/2011 LSUA Student Success data shows that departmental/institutional initiatives to increase retention and completion are beginning to exhibit benefits. AY 2010/11, the 1<sup>st</sup> to 2<sup>nd</sup> year retention of 56% is a 3.7 percent increase over the 54% reported the AY 2008/09 baseline year. The AY 2010/11, 1<sup>st</sup> to 3<sup>rd</sup> year retention is a 28.7 percent increase (from 31.0% to 39.9%), same institution graduation rate is a 90 percent increase (from 5.0% to 9.5%), and statewide graduation rate is a 10.7 percent increase (from 15.0% to 16.6%) 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 2010/2011.

LSUA showed a 1.8 percent increase in the total credit hours taken by dual enrollment students from AY 2009/10 to AY 2010/11 in spite of a 3.1 percent decrease in the number of dual enrollment students. Fall 2011 data show a 20 percent increase over fall 2010 in the number of dual enrollment students. Two contributing factors for this increase were adding one new high school, Alexandria Senior High School, for a total of twenty-two, and adding two new course pairings, General Biology I and II and College Algebra with General Statistics.

The Department of Nursing reported an increase in first-time NCLEX scores from 94% to 95%. To further promote retention and student success, the Department has revised entrance requirements and completely redesigned its associate degree curriculum to align with the Quality and Safety Education for Nurses (QSEN) performance-based curriculum. They have also introduced nine hours of "bridge courses" that associate degree students can take while pursuing their ASN-RN that will count toward the BSN. These changes are aligned with the Louisiana Board of Nursing's ambitious plan to have 80% BSN nurses by 2020.

The Department of Allied Health hosted a very successful site visit of its AS in Clinical Laboratory Science by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Although the formal accreditation award result will not be known until the Board of Directors Meeting in April 2012, the Review Committee for Accredited Programs recommendation to the Board is for continuing accreditation through October 31, 2018 with no suggestions for improvement.

**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 2010/11



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](http://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. 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. LSUA has worked closely with the Louisiana Campus Compact (LACC) to develop and support service learning activities. Even though the LACC suspended operation, LSUA is committed to the continuation of its service-learning activities. All of the activities mentioned are tracked annually and are evaluated as part of each academic program's Institutional Effectiveness Assessment Plan.

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.

**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.

**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.**

**i. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate.**

Comparing the prior two years (AY 2009/10 and AY 2010/11) to the previous three years (AY 2006/07, 2007/08, and 2008/09), shows an increase in the average 1<sup>st</sup> to 2<sup>nd</sup> year Retention Cohort, from 49.5% to 57.5%, a percent increase of 16.1%. By the GRAD Act grading process, this improvement converts to a passing grade.

	1 <sup>st</sup> to 2 <sup>nd</sup> Year Retention Rate	
AY 2006/07	47.6%	Three-Year Average
AY 2007/08	46.8%	
AY 2008/09	54.2%	
AY 2009/10	59.1%	Two-Year Average
AY 2010/11	56.0%	

It should be noted that LSUA retention rates include students who are seeking certificate, associate, and baccalaureate degrees. The 1<sup>st</sup> to 2<sup>nd</sup> Year Retention rate for baccalaureate degree seeking students for AY 2010/11 was 62%. This number exceeds the projected GRAD Act Target of 59%. As a four-year institution, LSUA would like to report only on baccalaureate degree seeking students for future GRAD Act reports.

All remaining Targeted 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 has averaged nearly fifty percent over the past two years.

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

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 both 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 an LSUA transfer student even while they are in the process of completing their LA Transfer Degree.

With new admissions requirements for transfer students going into 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 one graduate in AY 2010/11 to nine graduates in AY 2011/12 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, and Mathematics faculty are making any necessary adjustments to course content so that their courses will be aligned with the approved learning outcomes fall 2012. 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 College administrative staff to prepare for its new mission as a technical community college, Central Louisiana Technical and Community College (CLTCC). These discussions focus primarily on creating a seamless pathway for CLTCC students to



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

LSUA's participation in Operation CALLBack resulted in locating 2,168 former students with some LSUA credits, but no degree. Almost 800 of these students, who left in good academic standing and had completed more than thirty hours, were sent letters inviting them to attend LSUA's March Back to College event, March 29, 2012. In addition to the invitation, the students also received unofficial degree audits identifying the courses needed to complete either their prior degree or degrees they may not have considered in the past. To date this has resulted in twenty-two readmissions.

Spring 2012, LSUA is one of six Louisiana state institutions selected by the Board of Regents for participation in the Adult Learning Focused Institution (ALFI) Assessment, another Project CALLBack initiative. ALFI, created by the Council for Adult and Experiential Learning (CAEL) and administered by Noel-Levitz, assesses the institution's strengths and challenges in serving adult learners.

LSUA entered into a 2 + 2 articulation agreement with Northwestern State University for the BS in Social Work, AY 2010/11. Northwestern offers this program at the Learning Center for Rapides Parish (LCRP). To date, eleven students are participating in this program.

The articulation agreement in place since AY 2010/11 with the Louisiana School for Math, Science, and the Arts (LSMSA) is updated for fall 2012 transfer students. These students not only receive credit, but also retain their grades in the courses taken at LSMSA. To date, this has resulted in the admission of four LSMSA students.

**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. Tracking their academic progress showed that sixty-six percent of students admitted as transfer exceptions during fall 2011 improved their GPA with fifty-five percent of them making significant improvements. In order to continue to improve the success rates of students admitted by exception, a review of their data indicated that an additional change was needed in the referral process. Beginning summer 2012, transfer students who do not meet LSUA Admission Requirements will be 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).

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

The Office of Institutional Research has initiated the development of reports of transfer students during the past year. 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. It has been discovered that while a large number of students are referred to LSUE, few of those students return to complete degrees at LSUA. Analyses have also been conducted that have determined about half of LSUA graduates have transfer credits (transfer-in) as opposed to starting as new students. The importance of transfer students to the Institution will continue to be assessed throughout the coming year.

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

LSUA has a Memorandum of Understanding (MOU) with LSU Eunice (LSUE), the only SACS 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 both on the LSUA campus and at LCRP. 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.

This year, LSUA began sending reverse transfer information to LSUE. Of fourteen LSUA students whose records were shared with LSUE, six students were found to be eligible for an LSUE associate degree. These students are being properly advised to seek these intermediate degrees.

In addition to the formal agreement with LSU Eunice, students with the LA Transfer degrees are awarded credit as defined by R.S. 17:3161 through 3169. The LSUA degree templates are posted on the LSUA Transfer website. The Transfer Coordinator has worked closely to align all of the LA Transfer Degrees with LSUA degree programs. Templates for Biology, Communications Studies, Criminal Justice, English, History, and Psychology are complete and posted on the LSUA Transfer website for the following two-year institutions:

- Baton Rouge Community College,
- Bossier Parish Community College,
- Delgado Community College, and
- LSU Eunice.

The Mathematics Template is also complete for both Baton Rouge Community College and LSU Eunice. All remaining templates are near completion.

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 new designation as a Military Friendly School.
- Establishment of articulation agreements with LSUE in nursing, criminal justice, and business administration.

**All 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. Additionally, the Improvement of Instruction Committee, a standing subcommittee of the LSUA Faculty Senate, is developing a systematic plan for program review. According to this plan, each program will undergo a review every five years by a campus committee and, when possible, two outside evaluators. This program review, scheduled to begin AY 2012/13, will include a review of the historical development of the program; both external and internal demands for the program; quality of the program faculty, staff, equipment, and facilities; quality of the graduates; size, scope, and productivity of the program; and revenue from and expenses of the program. The result of the review will be a recommendation to continue, modify, or eliminate the program. Having this systematic review should alert the administration to any problems associated with a program well before it gets to the point of having a low number of completers.

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 the following new baccalaureate degree programs at various stages of development: BS in Medical Laboratory Science, BS in Elder Care Administration, BS in Radiologic Technology, BA in Chemistry, Certificate in Applied Behavioral Analysis, Bachelor of General Studies Concentration in Disaster and Emergency Management, and BS in Accounting.

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

LSUA has a faculty member/department chair who 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.

Beginning January 2011, LSUA and the Rapides Business and Career Solutions Center (RBCSC) began a pilot program aimed at providing 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.**

LSUA has eight academic departments consisting of: 1) Arts, English, and Humanities; 2) Allied Health; 3) Behavioral and Social Sciences; 4) Biological Sciences; 5) Business Administration; 6) Education; 7) Mathematics and Physical Sciences; and 8) Nursing.

Each department tracks 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 150)	100% (97 of 97)		88% * (8 of 9)	100% (10 of 10)
AY 2009/10	100% (70 of 70)	100% (70 of 70)		87%* (13 of 15)	100% (14 of 14)
AY 2010/11	75% * (3 of 4)	100% (86 of 860)	100%** (1/1)	90%* (11 of 12)	90%*** (11 of 12)

\*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 know at this time

The Education Department has employment information for all but sixteen of its two hundred nineteen completers (188 BS Elementary Education, Grades 1-5; 18 Alternative Certification Elementary Education; 13 Alternative Certification in some area of Secondary Education or Health and Physical Education) since fall 2003. The records indicate that 91.3% of the graduates work in Louisiana school districts. The Mathematics and Physical Science (MAPS) and the Biological Sciences (BIOL) Departments report that to date eight of the twenty-five 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 majors. CART prepares participants to teach AP courses in local high schools through an alternative certification program while completing a Masters in Natural Sciences from LSU.

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.

Art, English and Humanities' graduates work for such companies as Petrohawk Oil, USDA/Natural Resources Conservation Service, Chevron, the Veteran's Administration, KALB-TV, Allen Parish Library System, the Rapides Foundation, and local school districts.

Business Administration graduates are employed in many area businesses including Roy O. Martin, Harbor Freight Tools, Red River Bank, Buffalo Wild Wings' Management Training, Fastenal, Inc., an independent insurance provider, and Pinecrest Developmental Center.

Biological Sciences can still boast that they have a 100% (9 of 9) success rate into professional school admission for their graduates who apply. Of the forty-three bachelor's degrees awarded (thirteen Bachelor of General Studies with Concentration in Biology and thirty BS Biology) since 2004, the current employment status is documented for all but seven students. There are three, a dentist, medical doctor, and physician's assistant, who have begun their professional practice. Six students continued their education in graduate school. Other graduates are teaching or working actively in research. Some of their employers are USFS, NRCS, Dean Lee Research Station, Boise Cascade, and Plastipak.

#### **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 have cost \$2.6 million and all networks, routers, switches and fiber optic cabling will have been replaced. The initial phases of the project

have begun with the replacement of the fiber optic network on campus. 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 percent 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 baccalaureate degree 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 is applying to the Board of Regents for permission to develop a Bachelor of Science in Medical Laboratory Science. 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 and Workforce Data for Workforce and Economic Development are found in the Board of Regents' Annual GRAD Act Data Submission Form, Appendix i; the LSUA Employment Outcomes Report, Appendix iv; and the Selected Employment Outcomes Comparisons among LSUA, LSU System, and Statewide, Appendix v.**

#### **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.**

Currently, 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 and at the Learning Center for Rapides Parish. In addition to classroom and laboratory space, LSUA makes office space available for LSUE staff in Chambers Hall where all of the LSUE classes are scheduled. 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 has a goal of 80% BSN trained 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. This program is designed as a 2 + 2 with the LSUA ASN. Students in the ASN program can begin working toward the BSN through nine hours of bridge courses. Both Medical Laboratory Science and Radiologic Technology are a various stages of development of their 2 + 2 programs. Based on communication with CLTCC leadership, the CLTCC has no plans to offer healthcare related associate degrees; thus LSUA plans to keep 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 even if there was one in the geographic area.

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

The LSU Board of Supervisors passed a resolution July 16, 2010 allowing a 15% increase in total non-resident tuition and mandatory fees on each campus beginning fall 2010. This resolution was to assure that within a five-year period LSU System institutions' non-resident tuition and mandatory fees are not less than the average total tuition and mandatory fee amounts charged by peer institutions in other states.

Nonresident tuition at LSUA was 55.4% of the SREB 4-year Level 6 AY 2010/11 median for a calculated difference of 80.4%. This comparison of the calculated difference was 91.6% AY 2009/10 and 62.8% AY 2011/12. The difference reflects significant improvement and progress towards the SREB average.

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			
	Actual AY 2011/12	Projected AY 2012/13	Projected AY 2013/14
Non-Resident Tuition	\$8,164	\$9,389	\$10,795
Revenue-Based on Non-Resident Tuition and all Fees	\$ 181,789	\$ 218,147	\$ 261,776

The impact on revenue for FY 2011/12 is a decrease in self-generated revenue of an estimated \$671.00, attributable to a small decline in the number of non-resident students. LSUA's Office of Enrollment Management does not project an additional decrease in non-resident enrollment.

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

**All remaining 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.**

- 2,584 undergraduate students and 28 graduate/professional school) students enrolled totaling 2612 in fall 2011
- 1,865.5 total budgeted FTE undergraduate students enrolled in fall 2011

**b. Number of instructional staff members.**

Number and FTE instructional faculty fall 2011

- 146 instructional staff
- 110.8 FTE instructional staff

**c. Average class student-to-instructor ratio.**

- 17.8 average undergraduate class size at the institution fall 2011

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

- 16.83 ratio of FTE students to FTE instructional faculty fall 2011

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

Number and FTE non-instructional staff members in the fall 2011

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.**

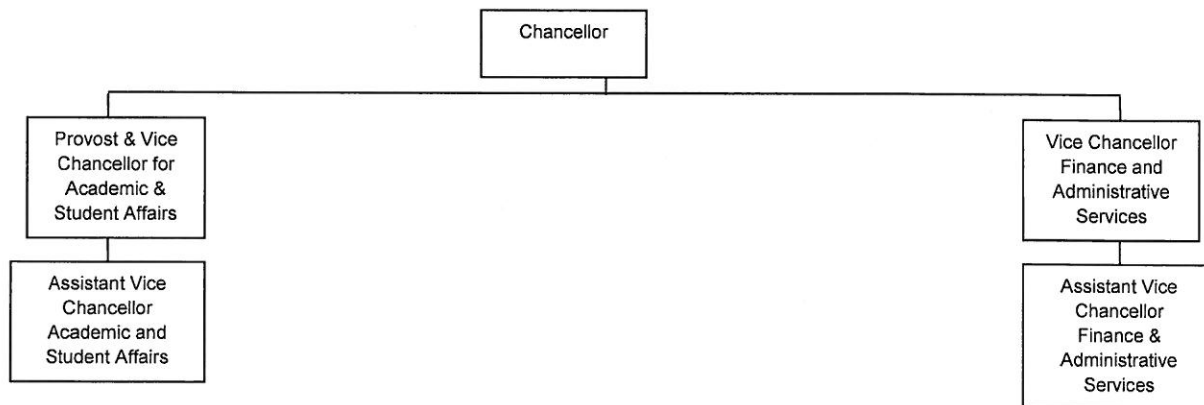
Number and FTE executive/managerial staff in the fall 2011, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division

Department	EEO Code = 1	FTE
Academic Affairs	1	1
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	18	18

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

**Louisiana State University at Alexandria  
Organizational Chart**



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

POSITION	TOTAL BASE SALARY Reported for fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for fall 2010	SALARY CHANGES Since 6/30 2010 Reported for fall 2011	SALARY CHANGES Since 6/30/2011 Reported for fall 2012
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	n/a
Assistant Vice Chancellor for Finance & Administrative Services	\$56,000	0 16	0	n/a

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		
	Budgeted	Percent of Budget
	2011-2012	
Instruction	\$7,987,227	44.5%
Research	-	
Public Service	-	
Academic Support	\$1,439,208	8.0%
Student Services	\$1,611,582	9.0%
Institutional Services	\$2,709,453	15.1%
Scholarships/Fellowships	\$382,680	2.1%
Plant Operations/Maintenance	\$3,229,700	18.0%
Total E&G Expenditures	\$17,359,850	
Hospital	-	
Transfers out of agency	\$578,662	3.2%
Athletics	-	
Other	-	
Total Expenditures	\$17,938,512	100%

\*Source: As reported on Form BoR-1 during the Operational Budget Process

- 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 2010/11, the average time to degree for fulltime, first-time freshmen (FTF) at the baccalaureate degree level for LSUA is 7.4 years.

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

State Dollars per FTE = \$4,438\*

\*Source: Data provided by the Louisiana Board of Regents.

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

State Dollars per FTE = \$4,438\*

\*Source: Data provided by the 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 2010/11 were \$28,247,231.\*

\*Source: As reported on Form BoR-3 (Revenue) during the Operational Budget Process.