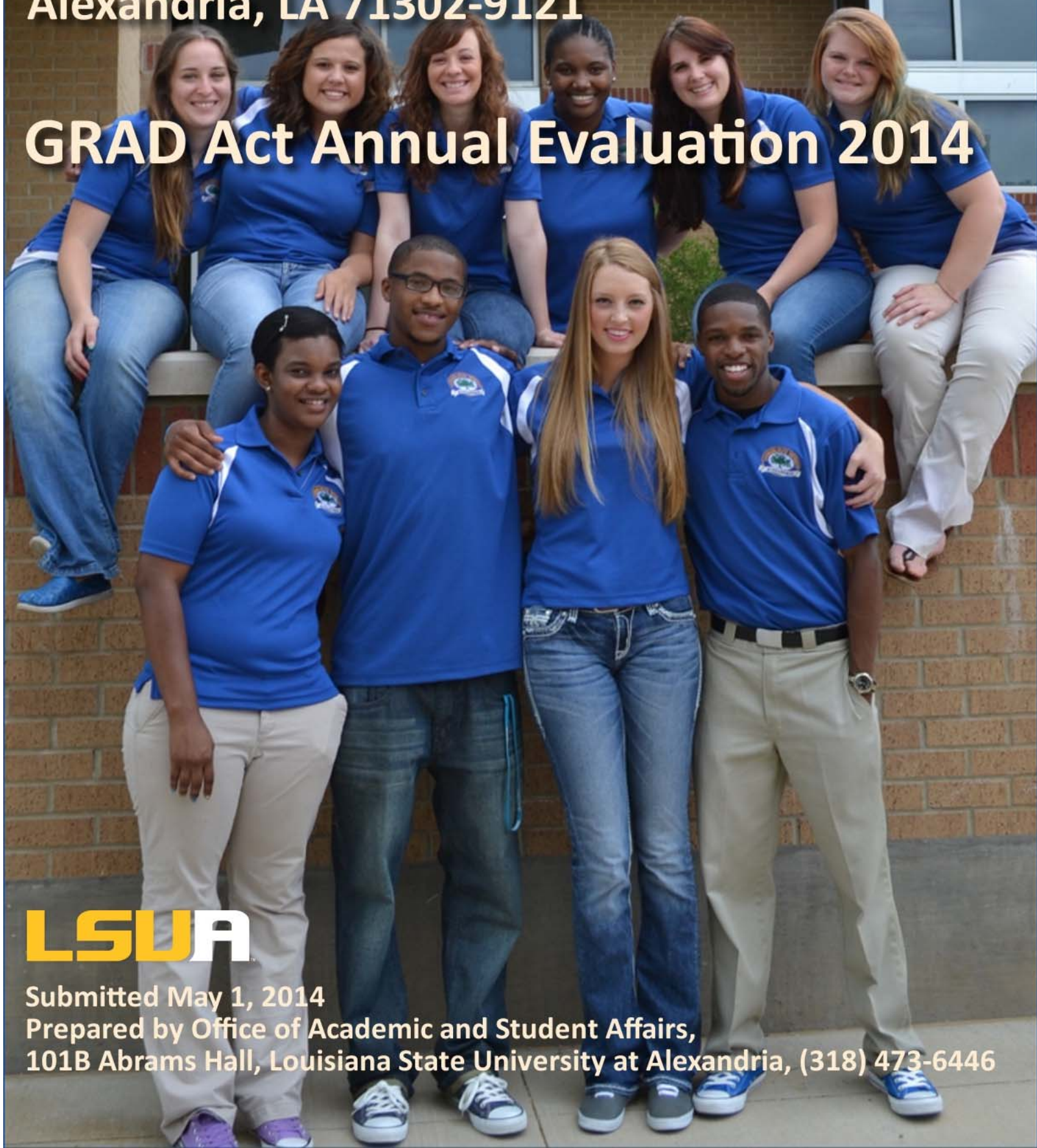


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GRAD Act Annual Evaluation 2014



LSUA

Submitted May 1, 2014

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- i. LSUA Data Discrepancies with Explanations
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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.

Even though Louisiana State University at Alexandria (LSUA) had a 1.4% increase in its 1st to 2nd year retention, the increase fell short of the GRAD Act Year Four targeted retention rate of 60%. A comparison of the prior two years (AY 2011/12 and 2012/13) to the previous three years (AY 2008/09, 2009/10, and 2010/11), shows a decrease in the average 1st to 2nd year Retention Rate, from 56.4% to 49.2%.

1 st to 2 nd Year Retention Rate		
AY 2008/09	54.2%	Three-Year Average
AY 2009/10	59.1%	56.4%
AY 2010/11	56.0%	
AY 2011/12	48.8%	Two-Year Average
AY 2012/13	49.5%	49.2%

In an effort to increase retention, LSUA has instituted a number of initiatives to combat the three main reasons that students give for not returning to school:

- Financial,
- Academic, and
- Personal.

Financial: During fall 2013, 19.1% of LSUA’s students received TOPS scholarships while 42.6% received Pell Grants. This mismatch between state funding and financial need along with increases in tuition presents gaps between financial assistance available to LSUA students and their cost of attendance. To better assist students financially, the LSUA Foundation has established three annual fundraising events:

- LSUA Foundation Gala,
- Bass Fishing Tournament, and
- Golf Tournament.

These events add more than \$200,000 annually in income that may be used for additional scholarships.

In order to make college more affordable, recommendations from two private consultants were implemented in the distribution of financial aid. These include scholarship changes that provide monetary support for new students based on previous academic records, changes in the scholastic requirements to maintain scholarships, and changes in the distribution of federal work study and student labor monies.

Academic: In preparation for its Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 2015 Reaffirmation and with input from all stake holders, LSUA identified as its Quality Enhancement Plan (QEP), a SACSCOC requirement, the need to develop an Academic Success Experience. Spring 2014, the Department of Academic Success was established with a full-time director identified to oversee the implementation of the QEP and to subsume the Center for Teaching Excellence. Additionally, LSUA is working with a nationally recognized expert on first-year experiences to design *The Experience*, a program that is scheduled for piloting in fall 2014.

Personal: An analysis of recent retention numbers indicated a significant loss in the number of students successfully completing the Associate of Science in Nursing program. Since nursing is one of the largest LSUA programs, a loss of students in nursing has a significant impact on retention rates. With the assistance from the Board of Regents (BoR), a consultant was identified who conducted a thorough review of the nursing program.

Among the recommendations resulting from the program review was that LSUA nursing faculty need assistance to adequately advise nursing and pre-nursing students. Through a grant from the Rapides Foundation, LSUA was able to hire an additional professional advisor in the spring of 2014 for the specific purpose of advising and advocating for pre-nursing and nursing students. This addition in nursing support staff will make it possible for pre-nursing and nursing students to have more support to assist them not only with their academic challenges but also with any personal issues that arise while they are students.

Preliminary data show that LSUA retention initiatives are beginning to have positive effects. The fall to spring retention rate at LSUA for AY 2013/14 was 81.3% (270/332) as opposed to 78.5% AY 2012/13, an increase of almost 3%.

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

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

- A restructuring of the Enrollment Management Staff and implementation of a Student Recruitment/Enrollment/Retention Initiative based on consultant recommendations. This was accomplished by successfully obtaining \$175,000 from the LSUA Foundation and matching with \$175,000 from the University. Included in this initiative was the addition of a new Assistant Vice Chancellor for Enrollment Management and a new Registrar.
- Continued participation in the Performance Metric Data Report mandated by the LSU System that includes:
 - Degrees awarded,
 - Enrollment,
 - Student Success,
 - Restricted Revenue., and
 - Faculty Productivity.
- A strategic marketing/branding initiative for LSUA including the hiring of a University Relations Director (Included \$200,000 in private funds from the LSUA Foundation). New Brand, school colors, and major campaign to reawaken prospective students and the central LA community, the state, and the nation to LSUA and its academic excellence.
- Early identification of each year's fall, first-time, full-time, degree-seeking cohort of students (the cohort upon which the retention and graduation rates are based) and tracking mechanisms to help each academic department specifically monitor these students' progress toward graduation.
- Systematic plan for program review that began with nursing program review fall 2013.
- Assessment plan designed to measure how well students are meeting the program's specific learning objectives and detailing the steps that the program faculty are taking to improve the assessment results. These plans are annually reported internally through an Institutional Effectiveness website on MyLSUA and on a publically accessible compliance web site that also contains all of the information required by House Concurrent Resolutions 197 and 69, the LSUA 2013 LA GRAD Act Report, and Act 1464 of 1997 Strategic Plan Objectives.
- A new program, BS in Elder Care Administration, received final approval from the Board of Regents and new BGS Concentrations in Chemistry, Arts Management, and Disaster Science and Emergency Management were implemented. An Agriculture Concentration for the BS Biology in collaboration with LSU College of Agriculture and LSUE is under development as are Computer Science and Actuarial Science Concentrations in the BS in Mathematics.
- SACSCOC granted LSUA approval to offer programs 100% online and a new Director of Online Learning was appointed to increase focus on and implement online courses and degrees.

- Both COPE, Inc. and Lafayette GEAR UP offered summer 2013 programs on campus.
- Five new sports were added to begin competition fall 2014 in the Red River Athletic Conference of the NAIA.
- The highest first-time freshman enrollment at LSUA since the implementation of selective admissions in 2007.
- The highest occupancy in The Oaks student housing since it was built (96%).
- Received grant funding from the Rapides Foundation (\$277,000) and the Governor’s Office of Information Technology (\$87,000) to support nursing faculty and distance education technology advancements on and off campus, respectively.
- An endowed donation of \$6.2 million to the LSUA Foundation received from the Howard and Eloise Mulder Family Trust in support of students and educational programs at LSUA. This is the largest endowed donation ever received in support of LSU at Alexandria.
- Submission of co-location/concurrent use proposal to the LCTCS Facilities Corporation for the soon to be expanded Central Louisiana Technical Community College (CLTCC). The proposal highlighted significant educational benefits and expanded degree/training options for central LA students, 2+2 model program opportunities, and taxpayer savings through the economy of scales and shared use of faculty, staff, and facilities at LSUA in support of CLTCC.
- Officially opened the *Epps House: Solomon Northup’s Gateway to Freedom* on the LSUA Campus. The box office success of the movie, *12 Years a Slave* (including nine Academy Award nominations), has created a significant increase in national interest in LSUA’s historical and academic connection to the Northup story. The Travel Channel recently visited the campus to film an episode of the program “Mysteries at the Museum” highlighting the Epps House and Solomon Northup’s path to eventual freedom depicted in the movie and documented in the 1968 annotated version of the book [Twelve Years a Slave—And Plantation Life in the Antebellum South](#) written by the late, Dr. Sue Eakin, a former LSUA professor. The program will be aired nationally on cable television in the next few months.

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

A review of the AY 2012/2013 LSUA Student Success data shows that departmental/institutional initiatives to increase completion continue to exhibit benefits. The AY 2012/13, 1st to 3rd year retention, same institution graduation rate, and statewide graduation rate all increased over the baseline data; and the 1st to 2nd year retention has increased over AY 2011/12. The following chart shows the retention at LSUA within each of the eight departments and the Advising Center.

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

LSUA's Collegiate Assessment of Academic Proficiency (CAAP) scores are consistently near and frequently above the national norm on all five of the modules administered at both the associate and baccalaureate levels. However, unlike the other four scores, the mathematics scores have never exceeded the national average. A number of steps have been undertaken to improve achievement in mathematics.

ACT CAAP Scores for Graduates by Year

Exam Module	AY2010-11	AY2011-12	AY2012-13	National Norm
Writing	63.64	64.14	63.15	63.2
Math	55.33	55.62	55.10	57
Reading	60.24	62.67	62.79	62.3
Critical Thinking	63.75	63.46	63.06	63.2
Science	58.87	60.61	61.31	60.9

For the past two-years, Supplemental Instruction has been offered in selected mathematics courses, and a mathematics tutoring center that is available during the day continues to be staffed by both peer tutors and mathematics professors. The mathematics faculty are revamping the courses available for General Education credit. It is believed that having a broader selection of courses, coupled with increased admission standards fall 2014, will lead to an improvement in the CAAP mathematics scores.

In the fall semester of 2013, LSUA entered its second year of participation in the Board of Regents' developmental education pilot study. Students within two points of the math ACT cutoff score of 19 were allowed to take credit bearing MATH 1021 *College Algebra* if they also took the one hour co-requisite course MATH 1999 that offered in-time preparation. Students participated in the program on a voluntary basis and were encouraged to take their second credit bearing math course spring 2014. The co-requisite course MATH 1999 *Topics in Mathematics* was taught in two sections.

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

MATH 1021 Pilot Grade	A	B	C	D	F	W
Number of Students	4	7	4	1	8	2
Proportion	15.4%	26.9%	15.4%	3.8%	30.8%	7.7%

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

MATH 1021 Non-Pilot Grade	A	B	C	D	F	W
Number of Students	41	56	48	14	48	38
Proportion	16.7%	22.9%	19.6%	5.7%	19.6%	15.5%

As can be seen, the success rate (i.e. the proportion of those making an A, B, or C) was statistically the same for the two groups – 57.7% for the MATH 1999 students and 59.2% for the non-MATH 1999 students.

Twenty-three of the 26 MATH 1999 students (88%) enrolled in the spring 2014 semester. Eighteen students passed MATH 1999, and of that group 17 are enrolled for spring classes, 12 of whom are in their second credit-bearing math course and two of whom are in remedial math.

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

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

The Basic Carnegie Classification for LSUA is Baccalaureate Arts & Sciences and the *U.S. News & World Report* lists LSUA as a national liberal arts college. In its annual rankings of higher education institutions, *U.S. News & World Report* ranked LSUA as 2nd among National Liberal Arts Colleges with the least student indebtedness at graduation, one of the ten least expensive schools for out-of-state students, and 10th in the country in regard to enrolling students who have been accepted.

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

Several LSUA Departments support successful undergraduate research programs. Since the inception of the BS Biology in 2003 through spring 2014, the Department can document fifty-eight undergraduate research projects. Most recently two LSUA Biology majors presented the results of their research projects at the 2014 Louisiana Academy of Science Annual Meeting and two Arts, English, and Humanities (AEH) majors are scheduled to present papers at the Undergraduate Literary Conference. AEH students have participated in this conference, which accepts papers by blind review, every year since 2002. Additionally, several AEH graduates have published papers, and one has a two book deal with Minotaur Books.

In the area of service-learning, 12 faculty and one staff member, along with 130 LSUA students, worked with 7 Community Agencies to provide 1877 hours of services. Seven BS Business Administration students participated in internships with local businesses during AY 2012/13. All seven have full-time jobs with five working in central Louisiana. AY 2013/14, five new internships were developed in CENLA businesses such as Red River Bank, Dillard's, and Freedman Clinic.

LSUA not only tracks the retention of full-time, degree-seeking students but also tracks the migration of these students in and out of the academic departments. Further tracking and advising capabilities will result in the use of recently purchased degree audit software that is expected to be available for fall 2014 advising.

In an expanded student recruitment effort, LSUA installed a call center and began tracking all calls made from the center along with tracking by admissions counselors of all inquiries, admissions, campus visits, and enrollments of new students and tracking by financial aid staff of the packaging of financial aid.

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

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

2. Articulation and Transfer

LSUA works to continuously improve support services for transfer students. The number of LSUA's bachelor degree graduates who are transfer students from other institutions was averaging nearly 50%, but declined to 37.8% last year. Once again AY 2012/13, 93 of 182 (51%) of the bachelor degree recipients began as transfer students.

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

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

LSUA's Transfer Coordinator is the Louisiana Association of Collegiate Registrars and Admissions Officers (LACRAO) Recruiting Services Transfer Zone Coordinator. She works with all of the Louisiana Community Colleges to coordinate fall and spring transfer fairs. She has used this opportunity to form relationships with the admissions offices and advisors at the community colleges. As a result, there is an increased awareness of LSUA with community college students.

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 plan is to begin working with these students as soon as they are identified as a LSUA transfer student even while they are in the process of completing their LA Transfer Degree.

With new admissions requirements for transfer students in effect fall 2014, LSUA 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 following the BoR Master Course Articulation Matrix for awarding transfer credit and also utilizing the more than 20,000 entries for direct course equivalency credit in the LSUA transfer policy. The 20,000+ entries are continuously updated since they are based on course credit requests of LSUA transfer students. Courses that do not have direct equivalent LSUA courses are also transferred and may be used as electives. Courses in disciplines not offered at LSUA cannot be directly transferred.

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

Some additional transfer initiatives started/continued this year include:

- Multiple personal contacts to all spring 2014 graduates from LSUE and Nunez Community College.

- Reaching out to the registrars at the other two-year community colleges to get lists of spring 2014 graduates.
- New scholarships awarded to transfer students.
- Transfer Open House held annually in May.
- Attendance at all recruiting and transfer fairs in the state of Louisiana where the LA Transfer Degree Templates are showcased along with the “Cost of Attendance.”

LSUA administrative staff continues to work with Central Louisiana Technical Community College administrative staff to prepare for its new mission as a technical community college and SACSCOC accreditation. These discussions focus primarily on creating seamless pathways for CLTCC students to articulate into LSUA baccalaureate programs and clearly defined processes for referral of students between the two institutions.

November 2013, LSUA received approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer programs 100% online. Spring 2014, the Bachelor of Science in Nursing was offered with more than 50% online, next year it will be 75% online with a move to 100% online by fall 2015. Fall 2014, the BS in Criminal Justice and the BS in Business Administration will be offered with a 100% online option along with the BS in Medical Laboratory Science for those students with an Associate Degree who have completed the required Chemistry and Biology courses. Plans are underway, pending approval of the LSU System and LA Board of Regents, to offer the BS in Elder Care Administration and both the AA and AS degrees fully online.

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

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

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

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

A review of the 12 transfer students who were admitted by exception fall 2013 showed an average GPA of 2.177 for the first semester. Ten of the transfer exception students returned for classes spring 2014.

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

The Office of Institutional Research continued its reports of transfer students. The reports focus on referrals to LSU Eunice (transfer-out) and students transferring credits from other institutions to LSUA (transfer-in). In particular, preliminary queries have been developed to assess the symbiosis between LSUA and LSUE. Trends continue to show that a large number of students are referred to LSUE (481 AY 2013/14), but few of these students return to complete degrees at LSUA.

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

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

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

AY 2011/12, LSUA began sending reverse transfer information to LSUE. The first year five of seven LSUA students received LSUE associate degrees. AY 2012/13, LSUE awarded one additional degree by reverse transfer.

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

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

Additional efforts to identify and remedy student transfer issues include:

- Maintaining the LA Transfer degree templates.
- Adding credit options for transfer students following the American Council on Education (ACE) transfer credit recommendations. This is particularly important with LSUA's continued designation as a Military Friendly School.
- Establishing articulation agreements with LSUE in nursing, criminal justice, and business administration.

3. Workforce and Economic Development

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

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

The Academic Council chaired by the Vice Chancellor for Academic and Student Affairs reviews programs annually for retention and completion rates. Based on this internal review, LSUA terminated the BS in Liberal Studies. Once final approval was received from SACSCOC, the LSU System, and the BoR, all students were allowed to complete the degree, but no new students have been admitted to the program since March 20, 2013.

Each LSUA degree is aligned 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, Central Louisiana Economic Development Alliance (CLEDA), and the Central Louisiana Chamber of Commerce to determine the workforce needs in the area. Based on their input, LSUA added the BS in Medical Laboratory Science, BS in Elder Care Administration, a Certificate in Applied Behavioral Analysis, and new Concentrations in the Bachelor of General Studies--Art Management, Chemistry, and Disaster Science and Emergency Management. Additionally, a number of new Concentrations are under development and several are scheduled to begin fall 2014 in currently existing degree programs. These include six new Concentrations in the BS Biology—Agriculture, Field and Organismal Biology, General Biology, Pre-professional, Pre-Physical Therapy/Occupational Therapy, and Secondary Education; three in the BS Mathematics—Computer Science, Actuarial Science, and Secondary Education; and two in the BS Business Administration—Accounting and Entrepreneurship.

Additionally, LSUA works with the local health care providers to provide staffing to meet their needs. A critical health care need in the area is for nurses. LSUA has strong local support for its nursing program especially from Rapides Regional Medical Center, Christus St. Francis Cabrini Hospital, and the Rapides Foundation. With assistance from the Louisiana Board of Regents, LSUA had its nursing program reviewed by an outside consultant who offered several suggestions for ways to increase the number of nursing graduates. The Nursing Department is implementing the suggestions from the consultant.

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

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

LSUA and the Rapides Business and Career Solutions Center (RBCSC) continue the work begun in January 2011 to provide additional job placement assistance to LSUA graduates. Through this program, RBCSC provides job seeking skills workshops for students on the LSUA campus, and LSUA provides RBCSC the contact information of all graduating students each semester. Periodic meetings continue to evaluate the effectiveness and make improvements in the program.

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

Each LSUA academic department tracks its graduates. Those with specialized accreditation, Allied Health,

Education, and Nursing, have formalized processes firmly established as part of their Assessment Plan. For example the job placement information for the Allied Health and Nursing Departments is provided in Exhibit 3.1.

Exhibit 3.1 Health Professions Graduates Job Placement Rates					
	AY 2008/09	AY 2009/10	AY 2010/11	AY 2011/12	AY 2012/13
Nursing (Baccalaureate)	N/A	N/A	100%	88%	100%
Nursing (Associate)	100%	100%	100%	100%	98%
Clinical Laboratory Science (Associate)	100%	100%	75%	100%	50%
Radiologic Technology (Associate)	100%	100%	90%	100%	100%
Pharmacy Technology (Certificate)	88%	87%	90%	40%	100%

The Education Department has employment information for all but 24 of its 257 completers since fall 2003. The records indicate that 230 (89.5%) of the 257 graduates work in Louisiana school districts.

The Mathematics and Physical Science (MAPS) Department reports that nine of the 13 LSUA BS Mathematics majors since AY 2008/09 are teaching high school math in Louisiana high schools. Of the other four, two are operating family businesses, one is a CAD Operator/Data Analyst for Distran Steel, and the other one is a stay-at-home mom.

Behavioral and Social Science graduates for AY 2012-13 include students who earned the BA in History, the BS in Criminal Justice, and the BS in Psychology.

BA History graduates work in a variety of jobs. One is the sports editor for the *Beaumont Enterprise* newspaper. Others are currently enrolled in the Alternative Certification Program for Secondary Education Certification in Social Studies at LSUA in preparation for teaching in area high schools. Other graduates work as a physical therapy technician at LeGlue Physical Medicine in Alexandria, an administrative specialist at Boise Cascade in Many, a science and social studies teacher at Plaucheville Elementary School in Avoyelles Parish, a civics and English teacher at Glenmora High School, and a social studies teacher at Rapides High School, both in Rapides Parish.

BS Criminal Justice graduates from AY 2012-13 work in law enforcement, the military, in other occupations that are often connected to social services, or are continuing their education. One works at the Rapides Parish Sheriff's Department, another for the Louisiana Department of Wildlife and Fisheries, while others work for the Rapides Children's Advocacy Center, and the United States Penitentiary at Oakdale. Another CJUS graduate works as a school secretary. Others in the military include one attending Officer Candidate School with the Louisiana National Guard, while one received a promotion to captain in the United States Army in part because of his degree. Private business employees include one graduate who works in an attorney's office. Three graduates are studying for advanced degrees in Criminal Justice, one is enrolled in Southern University Law Center, and one has applied for entry to law school.

BS Psychology graduates from AY 2012-13 work in a variety of jobs including Eckerd Youth Alternatives, the Avoyelles District Attorney's Office, as an administrative assistant in the LSUA Office of Student Support Services, and assisting a psychologist in private practice. In addition, two graduates are currently enrolled in programs to earn Nursing degrees, one at LSUA and one at Louisiana College.

Art, English, and Humanities' (AEH) graduates work for such companies as Apple Pie Computers, Red River Music, Petrohawk Oil, USDA/Natural Resources Conservation Service, Chevron, the Veteran's Administration, Daigre Automotive (a family business), Enterprise Car Rental, KALB-TV, Allen Parish Library System, the Rapides Foundation, and local businesses. There are also English majors teaching at Marksville High School, Bolton High School, Rapides High School, Country Day School, Cottonport Elementary School, and Career Technical College in Monroe. Two English graduates obtained their Master's degrees and now work for LSUA as Adjunct Instructors. Other AEH majors are in graduate/professional school at Southern Law School, DePaul University, Northwestern State University, and the University of New Orleans.

A survey of area businesses continues to show that LSUA Business Administration graduates are employed by local and regional firms. Of the fifteen 2013 business graduates, current data reveals that nine are employed within the LSUA service area at such firms as Knight-Masden Accounting, J. V. Industrial, and Crest Industries. Other recent Business Administration graduates continue their employment with such local firms as Roy O. Martin, DIS-TRAN Steel, Chick-fil-A, Christus Cabrini Hospital, Louisiana Department of Health and Human Services, Best Buy, Berach Healthcare, City of Alexandria Utilities Division, Red River Bank, Fastenal, Inc., and Pinecrest Developmental Center. One 2013 business graduate has opened his own business and one has relocated to Canada.

The Department of Biological Sciences continues to track the employment records of its graduates. Eight BS Biology majors graduated academic year 2012/13. One works out of state, one recently left California Game and Fish to return to Louisiana for a work with LA Wildlife and Fisheries, and one is at an animal shelter in Alexandria, VA, three are further pursuing their education--one in pharmacy at ULM, one is in graduate school in Texas, and one pursuing a second bachelor's degree at LSUA, two work locally--one is a chemist, one is at a veterinary clinic, and one is a stay-at-home mom.

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

Through a Division of Administration Grant from the Governor's Office of Information Technology, LSUA installed a High Definition Polycom Video conferencing unit with 4 large LCD screens and 2 cameras into an existing classroom in the Multipurpose Academic Center. The new equipment can be used for courses that are taught on campus and viewed at another similar off-site location such as the Learning Center for Rapides Parish. It can also receive other courses taught off-site and viewed in the classroom on the LSUA campus. The grant was specifically for rural areas and designed to promote broadband. LSUA's Department of Continuing Education is partnering with the Department of Social Services to use the technology and to provide educational support in rural areas within Region 6.

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

Fall 2013, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved a substantive change allowing LSUA to offer degree programs 100% online. A hybrid version of the Bachelor of Science in Nursing RN to BSN program began spring 2014. Two additional programs, BS Criminal Justice and BS Business Administration, are scheduled for 100% online and the BS in Medical Laboratory Science is scheduled for more than 50% online launching fall 2014.

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

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

LSUA 2013 Louisiana Employment Outcomes Data

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

4. Institutional Efficiency and Accountability

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

Fall 2014, LSUA has only scheduled one section each of developmental English and developmental mathematics. Plans are to encourage new students to participate in the Board of Regents' pilot program, however, there are still some previously admitted students who have not completed their developmental requirements.

LSUA collaborates with LSUE to offer developmental and General Education courses on the LSUA campus for students who are not admissible to LSUA. LSUA provides LSUE with classroom, laboratory, and office space for LSUE staff in Chambers Hall. Discussions are underway to develop a similar arrangement with Central Louisiana Technical Community College (CLTCC).

LSUA works with the area high schools to ensure that their students are aware of LSUA admissions requirements. To prepare students for the fall 2014 requirement of no remedial courses needed, LSUA made 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, LSUA's admission requirements no longer allow admission to anyone who needs remedial coursework unless they qualify for the BoR's Developmental Pilot Program. Faculty formerly teaching developmental courses have been reassigned and vacant developmental positions have either been eliminated or reassigned to other departments.

LSUA offers six associate degrees. At this time, CLTCC does not offer either the AA or AS degree so LSUA will continue to offer these degrees for students who wish to transfer to other four-year institutions. Three of LSUA's associate degrees are in healthcare areas: AS in Clinical Laboratory Science, AS in Radiologic Science, and AS in Nursing. These coincide with the Special Program/Features section of the Board of Regents' Role, Scope, and Mission statement for LSUA that identifies as the "Area provider for health-related professions and clinical services ..."

Because of advancements in technology, hospitals and other healthcare providers in the LSUA service area are beginning to require the bachelor's degree as the minimum degree requirement for entry-level employment. The Louisiana Board of Nursing supports the Institute of Medicine (IOM) goal of 80% BSN educated nurses by 2020. To this end, LSUA now has a BSN, accredited by the Accreditation Commission for Education in Nursing (ACEN). Students in the ASN program can begin working toward the BSN through bridge courses. Two local hospitals only hire bachelor's degree trained laboratory technicians. Course work began in a new BS in Medical Laboratory Science degree spring 2013. Since CLTCC has neither the capacity nor regional accreditation, LSUA plans to continue offering its AA, AS, and its two-year healthcare programs. Not only do they align with the LSUA Role, Scope, and Mission, but also provide for efficiency by:

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

The Associate of Science in the Care and Development of Young Children is closely aligned with the Bachelor of Science in Elementary Education. Courses in the associate degree are used for both an add-on certification in Early Childhood for BS Elementary Education majors and also in the post-baccalaureate certificate in Early Childhood Education. At this time, there would be no efficiencies gained by moving the program to an area two-year college.

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

LSUA plans continue to increase non-resident tuition 15% annually until the SREB average is reached. The AY 2012/13 SREB average of Non-Resident Tuition & Fees was \$13,824. The impact of the increased non-resident tuition, based on stand-still enrollment, is projected in the table below:

LSUA Non-Resident Tuition & Fees				
			Projected	Projected
	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16
Non-Resident Tuition	\$9,399	\$11,068	\$12,729	\$14,638
Estimated Revenue-Based on Non-Resident Tuition and All Fees	\$171,341	\$128,302	\$176,196	\$202,625

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

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

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

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

Developmental Students	AY 2009/10	AY 2010/11	AY 2011/12	AY 2012/13	AY 2013/14
English	168	179	135	109	94
Math	522	538	539	468	332
Reading	10	0	0	0	0
Study Skills	29	11	0	0	0

Based on the success of students participating in the BoR pilot to offer students within two ACT points from the cut-off to take credit bearing courses in mathematics and English, LSUA plans to continue the program AY 2014/15. In addition, the Mathematics Department is working to:

- Eliminate the university-wide College Algebra requirement for all degrees.
- Create the Finite Math class in the BoR's common course catalog - basic matrix algebra applied to solving systems of linear equations, applications of linear inequalities, interest and consumer finance, introduction to probability and statistics.
- Modify the Contemporary Math class so that its topics do not overlap with those in Finite Math - this class would be what most universities call a liberal arts math class.
- Change the prerequisite on MATH 2011 Statistics from College Algebra to College Algebra or Finite Math.

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

Measures: Descriptive

a. Number of students by classification.

- o 2,211 undergraduate students and 18 graduate/professional school students enrolled totaling 2229 in fall 2013
- o 1634.63 total annual budgeted FTE undergraduate students, AY 2012/13

b. Number of instructional staff members.

Number and FTE instructional faculty fall 2013

- o 133 instructional staff
- o 95.7 FTE instructional staff

c. Average class student-to-instructor ratio.

- o 18.4 average undergraduate class size at the institution fall 2013

d. Average number of students per instructor.

- o 17.1 ratio of FTE students to FTE instructional faculty fall 2013

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

Number and FTE non-instructional staff members in the fall 2013

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.

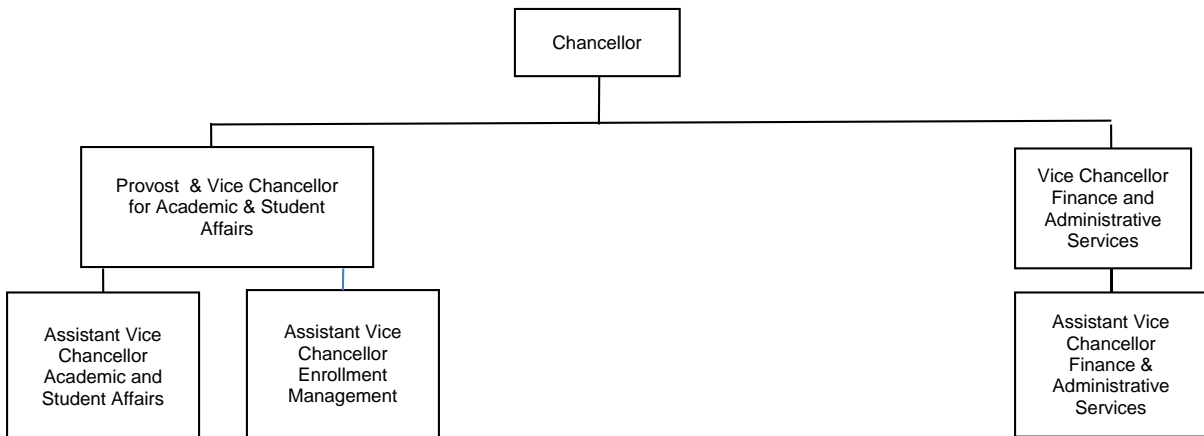
Number and FTE executive/managerial staff in the fall 2013, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division

Department	EEO Code = 1	FTE
Academic Affairs	2	2
Accounting Services	1	1
AMoA	1	1
Athletics	1	1

Chancellor's Office	2	2
Continuing Education	1	1
Enrollment Management	2	2
Facility Services	1	1
Finance and Administrative Services	3	3
HRM	1	1
IET Services	2	2
Institutional Advancement	1	1
Institutional Research	1	1
Procurement & Property Management	1	1
Total	20	20

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

**Louisiana State University at Alexandria
 Organizational Chart**



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

POSITION	TOTAL BASE SALARY Reported for fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for fall 2010	SALARY CHANGES Since 6/30 2010 Reported for fall 2011	SALARY CHANGES Since 6/30/2011 Reported for fall 2012	SALARY CHANGES Since 6/30/2012 Reported for fall 2013
Chancellor	\$215,000	0	0	0	0

Provost & Vice Chancellor for Academic & Student Affairs	0	\$140,000 New hire	0	0	0
Vice Chancellor for Finance & Administrative Services	\$100,848	0	0	0	0
Assistant Vice Chancellor for Academic & Student Affairs, Director of the Student Support, and Ombudsman	\$69,500	0	0	\$74,500 Additional responsibilities due to consolidation of positions	\$79,500 Additional responsibilities added
Assistance Vice Chancellor for Enrollment Management*	N/A	0	0		\$86,000 for Interim filled 8/20/2013 \$90,000 when position filled December 1, 2013
Assistant Vice Chancellor for Finance & Administrative Services	\$56,000	0	0	\$61,000 Additional responsibilities due to consolidation of positions	0

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

i. A cost performance analysis.

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

Louisiana State University at Alexandria		
Actual Expenditures by Function*		
FY 2012/13		
	Actual	Percent of Budget
	2012-2013	
Instruction	7,448,766	50.1
Research	0	
Public Service	0	
Academic Support	1,024,142	6.9
Student Services	1,033,214	7.0
Institutional Services	1,834,235	12.3
Scholarships/Fellowships	541,648	3.6
Plant Operations/Maintenance	2,967,078	20.0

Total E&G Expenditures	14,849,077	99.9
Hospital		
Transfers out of agency	16,976	.1
Athletics		
Other		
Total Expenditures	\$14,866,059	100%

*Source: Louisiana Board of Regents

- ii. Average yearly cost of attendance AY 2012/13 year as reported to the United States Department of Education.

LSUA 2012-2013 Cost of Attendance	
	LA Resident
Tuition & Fees	\$4,617.00
Books & Supplies	\$1,200.00
Living Allowance (Off Campus - Not with Parent)	\$8,642.00
Transportation	\$1,656.00
Miscellaneous	\$1,908.00
Total	\$18,023.00

- 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's of Regents Time to Degree Report, AY 2011/12, the average time to degree for fulltime, first-time freshmen (FTF) at the baccalaureate degree level for LSUA is 5.8 years.

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

State Dollars per FTE = \$3,968.60*

*Source: Louisiana Board of Regents

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

State Dollars per FTE = \$3,968.60*

*Source: Louisiana Board of Regents

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

The total unrestricted and restricted revenue for FY12/13 from BOR-3 = \$23,020,539.

The total unrestricted expenditures for FY12/13 from BOR-1 = \$14,866,059.

*Source: Louisiana Board of Regents

Appendix i

LSUA Data Discrepancies with Explanations

		Year 2	
		Prepopulated	LSUA
1.a.i.	<i>Data Source</i>	Data	Data System
	1st to 2nd year retention cohort	307	302
	1st to 2nd year retention number retained same institution	169	169

Item (i) cohort size difference for Year 2 reflects exclusions due to military service (3) and deaths (2).

		Year 3	
		Prepopulated	LSUA
1.a.ii	<i>Data Source</i>	Data	Data System
	1st to 3rd year retention cohort	307	302
	1st to 3rd year retention number retained same institution	115	114

Item (ii) cohort size and retained difference for Year 3 reflects exclusions due to military service (3) and deaths (2).

1.a.vii

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

There is a difference in the size of the 2006 cohort. LSU Data System identifies 328 students in this cohort. This number was reported to IPEDS and is used in the IPEDS GRS. Prepopulated data in 1.a.vii indicates that this cohort numbers 323.

Item (vii) appears to have been inaccurately prepopulated based on the Fall 2002 cohort IPEDS BRGRATERPT prepared by Regents.

According to the report, 62 students graduated statewide not 69 as stated in the report.

2.a.ii

The 76 transfer students earning a bachelor degree GRAD YR 2 included 4 students with multiple transfer records. This resulted in a duplicate count. The actual count should be 72, not 76, for GRAD YR2.

Section 5	<i>Data Source</i>	Baseline	
		Prepopulated Data	LSUA Data System
	Number of students by classification-undergraduate	2424	2638
	Number of students by classification-graduate	32	37
	Number of students-total	2456	2675

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

Appendix ii

Appendix #2 to Attachment B

Appendix #2 to Attachment B						
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.						
4-year Universities and 2-year Colleges						
Institution:						
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED 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)	Jan.1 - Dec. 31, 2013	4	5	80%
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	Louisiana State Department of Education	Academic Year 2011/12	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 Managment 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	Jan.1 - Dec. 31, 2012	49	47	95.92%
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 <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	Jan.1 - Dec. 31, 2013	5	5	100%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				

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Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	Jan.1 - Dec. 31, 2013	7	7	100%
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				
<i>Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1</i>						
<i>Baseline Year = most recent year data published by entity that grants licensure/certification</i>						
<i>Calculated Passage Rate = # students to met standards for passage/# students who took exam</i>						
March 1, 2011						