

Attachment A

	GRAD Act Performance Objectives/Elements/Measures	Measure Category*	Institution Level					
			4-Year University	2-Year College	Technical College	Law Center	Health Sciences Center	
Student Success (1)	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.	1st to 2nd year retention rate.	Targeted	√	√	n/a	√	√
	ii.	1st to 3rd year retention rate.	Targeted	√	n/a	n/a	n/a	n/a
	iii.	Fall to spring retention rate.	Targeted	n/a	n/a	√	n/a	n/a
	iv.	Same institution graduation rate.	Targeted	√	√	n/a	√	√
	v.	Graduation productivity.	Targeted	optional	optional	optional	optional	optional
	vi.	Award productivity.	Targeted	optional	optional	optional	optional	optional
	vii.	Statewide graduation rate.	Targeted	optional	optional	n/a	n/a	n/a
	viii.	Percent of freshmen admitted by exception.	Descriptive	√	n/a	n/a	n/a	n/a
	ix.	Median professional school entrance exam score.	Targeted	n/a	n/a	n/a	√	√
	b	Increase the percentage of program completers at all levels each year.		√	√	√	n/a	√
	i.	Percent change in program completers.	Targeted	√	√	√	n/a	√
	c	Develop partnerships with high schools to prepare students for postsecondary education.		√	√	√	n/a	n/a
	i.	Number of high school students enrolled.	Descriptive	√	√	√	n/a	n/a
	ii.	Number of semester credit hours in which high school students enroll.	Descriptive	√	√	√	n/a	n/a
	iii.	Number of semester credit hours completed by high school students.	Descriptive	√	√	√	n/a	n/a
	d	Increase passage rates on licensure and certification exams and workforce foundational skills.		√	√	√	√	√
	i.	Passage rates on licensure/certification exams.	Tracked	√	√	√	√ Targeted	√ Targeted
	ii.	Number of students receiving certifications.	Tracked	√	√	√	n/a	n/a
	iii.	Number of students assessed and receiving WorkKeys certificates.	Tracked	n/a	√	√	n/a	n/a
iv.	Other assessments and outcome measures for workforce foundational skills to be determined.	Tracked	n/a	√	√	n/a	n/a	

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	GRAD Act Performance Objectives/Elements/Measures	Measure Category*	Institution Level					
			4-Year University	2-Year College	Technical College	Law Center	Health Sciences Center	
Articulation and Transfer (2)	a	Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.		√	√	√	n/a	n/a
		i. 1st to 2nd year retention rate of transfer students.	Tracked	√	n/a	n/a	n/a	n/a
		ii. Number of baccalaureate completers that began as a transfer student.	Descriptive	√	n/a	n/a	n/a	n/a
		iii. Percent of transfer students admitted by exception.	Descriptive	√	n/a	n/a	n/a	n/a
	b	Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.		√	√	√	n/a	n/a
		i. 1st to 2nd year retention rate of those who transfer with associate degree.	Descriptive	√	n/a	n/a	n/a	n/a
		ii. Number of baccalaureate completers that began as a transfer student with an associate degree.	Descriptive	√	n/a	n/a	n/a	n/a
	c	Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.		√	√	√	n/a	n/a
		i. Number of students referred.	Descriptive	√	n/a	n/a	n/a	n/a
		ii. Number of students enrolled.	Descriptive	n/a	√	√	n/a	n/a
	d	Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.		√	√	n/a	n/a	n/a
		i. Number of students enrolled in a transfer degree program.	Descriptive	n/a	√	n/a	n/a	n/a
		ii. Number of students completing a transfer degree.	Descriptive	n/a	√	n/a	n/a	n/a
		iii. 1st to 2nd year retention rate of those who transfer with transfer degree.	Descriptive	√	n/a	n/a	n/a	n/a
		iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree.	Descriptive	√	n/a	n/a	n/a	n/a

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	GRAD Act Performance Objectives/Elements/Measures	Measure Category*	Institution Level					
			4-Year University	2-Year College	Technical College	Law Center	Health Sciences Center	
Workforce and Economic Development (3)	a	Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development .		√	√	√	n/a	√
	i.	Number of programs eliminated.	Descriptive	√	√	√	n/a	√
	ii.	Number of programs modified or added.	Descriptive	√	√	√	n/a	√
	iii.	Percent of programs aligned with workforce and economic development needs.	Descriptive	√	√	√	n/a	√
	b	Increase use of technology for distance learning to expand educational offerings.		√	√	√	n/a	√
	i.	Number of course sections with 50% and with 100% instruction through distance education.	Tracked	√	√	√	n/a	√
	ii.	Number of students enrolled in courses with 50% and with 100% instruction through distance education.	Tracked	√	√	√	n/a	√
	iii.	Number of programs offered through 100% distance education.	Tracked	√	√	√	n/a	√
	c	Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.		flagship and research	n/a	n/a	n/a	√
	i.	Percent of research/instructional faculty holding active research and development grants/contracts.	Tracked	flagship and research	n/a	n/a	n/a	√
	ii.	Percent of research/instructional faculty holding active research and development grants/contracts in Louisiana's key economic development industries.	Tracked	flagship and research	n/a	n/a	n/a	√
	iii.	Dollar amount of research and development expenditures.	Tracked	flagship and research	n/a	n/a	n/a	√
	iv.	Dollar amount of research and development expenditures in Louisiana's key economic development industries.	Tracked	flagship and research	n/a	n/a	n/a	√
	v.	Number of intellectual property measures which are the result of research productivity and technology transfer efforts.	Tracked	flagship and research	n/a	n/a	n/a	√
	d	To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.		√	√	√	n/a	√
	i.	Percent of completers found employed.	Tracked	√	√	√	n/a	n/a
	ii.	Increasing the performance of associate degree recipients who transfer.	see elements 2.b. and 2.d.	see elements 2.b. and 2.d.	see elements 2.b. and 2.d.	see elements 2.b. and 2.d.	n/a	n/a
	iii.	Placement rate of graduates.	Targeted	n/a	n/a	n/a	√	√
	iv.	Placement of graduates in postgraduate training.	Targeted	n/a	n/a	n/a	n/a	√

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	GRAD Act Performance Objectives/Elements/Measures	Measure Category*	Institution Level					
			4-Year University	2-Year College	Technical College	Law Center	Health Sciences Center	
Institutional Efficiency and Accountability (4)	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.		√	n/a	n/a	n/a	n/a
		i. Number of developmental/remedial course sections offered.	Tracked	√	n/a	n/a	n/a	n/a
		ii. Number of students enrolled in developmental/remedial courses.	Tracked	√	n/a	n/a	n/a	n/a
	b	Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.		√	n/a	n/a	n/a	n/a
		i. Number of active associate degree programs offered.	Tracked	√	n/a	n/a	n/a	n/a
		ii. Number of students enrolled in active associate degree programs.	Tracked	√	n/a	n/a	n/a	n/a
	c	Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.		√	√	√	√	√
		i. Total tuition and fees charged to non-resident students.	Tracked	√	√	√	√	√
	d	Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment form the Board of Regents and have demonstrated substantial progress toward meeting the following goals:		√	√	√	√	√
		Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.	TBD	√	√	√	√	√
		Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.	TBD	√	√	√	√	√
		Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.	TBD	√	√	√	√	√
		Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.	TBD	√	√	√	√	√
		Having a high level of research productivity and technology transfer.	TBD	√	√	√	√	√

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	GRAD Act Performance Objectives/Elements/Measures	Measure Category*	Institution Level				
			4-Year University	2-Year College	Technical College	Law Center	Health Sciences Center
Reporting Requirement (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:		√	√	√	√	√
	a. Number of students by classification.	Descriptive	√	√	√	√	√
	b. Number of instructional staff members.	Descriptive	√	√	√	√	√
	c. Average class student-to-instructor ratio.	Descriptive	√	√	√	√	√
	d. Average number of students per instructor.	Descriptive	√	√	√	√	√
	e. Number of non-instructional staff members in academic colleges and departments.	Descriptive	√	√	√	√	√
	f. Number of staff in administrative areas.	Descriptive	√	√	√	√	√
	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.	Descriptive	√	√	√	√	√
	h. Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.	Descriptive	√	√	√	√	√
	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.	Descriptive	√	√	√	√	√
	ii. Average yearly cost of attendance as reported to the United States Department of Education.	Descriptive	√	√	√	√	√
	iii. Average time to degree for completion of academic programs at all levels.	Descriptive	√	√	√	n/a	n/a
	iv. Average cost per degree awarded by degree level.	Descriptive	√	√	√	n/a	n/a
	v. Average cost per non-completer by degree program entered.	Descriptive	√	√	√	n/a	n/a
	vi. All expenditures of the institution for that year.	Descriptive	√	√	√	√	√