

GRAD ACT ANNUAL REPORTING

Timeline

Institutions - Louisiana Public Postsecondary Systems and Institutions by Level

Operational Definitions and Reporting Specifications

The purpose of this document is to assist management boards and institutions in the preparation and submission of the GRAD Act annual reporting requirements necessary for continuation of the GRAD Act Performance Agreements.

Timeline:

May 1:	Certified Annual Report from institutions/management boards submitted to Regents
June Board of Regents' Meeting:	Regents' determination of institution annual evaluation and status for next academic year, including having met performance requirements for all levels of autonomies
July 15:	Regents' GRAD Act Annual Report to Legislature & posted on Regents' website

Institutions - Louisiana Public Postsecondary Systems and Institutions by Level
Louisiana State University System

Four-Year Universities:	L.S.U. and A&M College L.S.U. at Alexandria L.S.U. in Shreveport
Two-Year (Community) College:	L.S.U. at Eunice
Professional/Specialized:	L.S.U. Health Sciences Center – New Orleans L.S.U. Health Sciences Center – Shreveport L.S.U. Paul M. Hebert Law Center

Southern University System

Four-Year Universities:	Southern University and A&M College Southern University in New Orleans
Two-Year (Community) College:	Southern University in Shreveport
Professional/Specialized:	Southern University Law Center

University of Louisiana System

Four-Year Universities:	Grambling State University Louisiana Tech University McNeese State University Nicholls State University Northwestern State University Southeastern Louisiana University University of Louisiana at Lafayette University of Louisiana at Monroe University of New Orleans
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Louisiana Community and Technical College System

Two-Year (Community) Colleges:	Baton Rouge Community College Bossier Parish Community College Central Louisiana Technical Community College Delgado Community College Elaine P. Nunez Community College L.E. Fletcher Tech Community College Louisiana Delta Community College Northshore Technical Community College River Parishes Community College South Louisiana Community College Sowela Technical Community College
Technical Colleges:	Northwest Louisiana Technical College South Central Louisiana Technical College

Operational Definitions and Reporting Specifications:

The following definitions and specifications are to be used when preparing for and submitting the institution's annual report as required in the Performance Agreement. Institutions should refer to GRAD Act Performance Objectives/Elements/Measures (Attachment A of the Performance Agreement) to determine which measures are required reporting for their institution level.

***Performance Objective:** the four performance objectives identified in the GRAD Act – Student Success, Articulation and Transfer, Workforce and Economic Development, and Institutional Efficiency and Accountability and the Reporting Requirement in Section 5. The performance objectives are numbered 1-4 and the reporting requirement is number 5 in this document.

***Element:** the specific performance requirement under the performance objective as stated in the GRAD Act. Each element has specific measures, which the institution must submit to the Board of Regents GRAD Act Reporting System, unless otherwise noted.

***Measure:** a quantitative measure that will be used in conjunction with the narrative to determine if an institution is demonstrating satisfactory progress toward meeting the performance objective. Data reported for measures should be the most recent **verifiable** data. There are three categories of *Measures*:

Targeted: specific short term and long term measures that support the purpose of the GRAD Act – a plan to improve postsecondary education. The institution was required to establish baseline data, annual benchmarks (short term) and 6-year targets (long term) as part of the initial Performance Agreement. The institution will submit actual annual data for each targeted measure. Progress will be measured against the annual benchmarks and 6-year target.

Tracked: measures requiring baseline and actual data will be reported in the first two annual reports. Progress for year one and two will be measured against the baseline. After year two, applicable *Tracked* measures will be converted to *Targeted* measures for year three (requiring annual benchmarks and 6-year target) and progress thereafter will be measured against the annual benchmarks and 6-year target.

Descriptive: measures that do not require quantitative annual benchmarks and 6-year targets. The institution is required to submit baseline and actual data in the first annual report and actual data in subsequent annual reports. Progress will be assessed using these data in conjunction with the information provided in the narratives.

**see following diagram from Attachment A of the Performance Agreement*

Performance Objective (1) **Element a.** **Measures i.- ix.**

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.
		ii. 1st to 3rd year retention rate.
		iii. Fall to spring retention rate.
		iv. Same institution graduation rate.
		v. Graduation productivity.
		vi. Award productivity.
		vii. Statewide graduation rate.
		viii. Percent of freshmen admitted by exception.
		ix. Median professional school entrance exam score.

Narratives: a required written narrative for each **Performance Objective**; a total of four **narratives**. Some **Elements** may require additional information to be included in the narrative. The narratives are limited to a maximum number of pages and are noted.

Institutions are to include in the narratives activities/outcomes that occurred during the reporting year in support of the **Elements** in the **Performance Objective**. Required/suggested items to include are noted for each of the four **Performance Objectives** and applicable **Elements**.

Annual Reports

Annual reports must be submitted to the Board of Regents in both hard and electronic copy. Institutions will submit annual reports to their Management Boards. Management Boards will certify and submit the institutions' reports to the Board of Regents.

The report must be formatted and submitted in the following sections:

- (1) Cover letter from institution head, including identification of point of contact for the institution's report.
- (2) Narratives
 - a. Each narrative must be titled with the specific **Performance Objective** (or **Element** for those requiring additional information in the narrative).
 - b. Narratives may incorporate data, but this will not be considered the official submission of data that should be submitted via the GRAD Act Online Reporting System.
 - c. Maximum pages are noted.
- (3) Data
 - a. Data for the *Measures*, except where noted, will be submitted via the Board of Regents' GRAD Act Online Reporting System.
 - b. Where applicable, the Board of Regents will preload institutional data.
 - c. Section 5 data should be included as part of the annual report.
 - d. A printed copy of the institution's data submitted via the Board of Regents' GRAD Act Reporting System must be appended to the hard copy of the institutions annual report. It is not necessary to submit this data with the electronic copy of the annual report.
- (4) Appendices
 - Appendix #1 **Licensure/Certification Disciplines/Institutions**
 - Appendix #2 **Reporting Template for Licensure/Certification**

Performance Objectives, Narratives, Elements, Measures

Measures identified with an asterisk (*) indicate optional measures added for years 3-6.

1. Student Success

Narrative (3-5 pages)

Required to include:

- 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.

Suggested to include:

- Student success policies/programs/initiatives implemented/continued during the reporting year.
- Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.
- Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.
- Development/use of external feedback reports during the reporting year.

- 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.**

Retention of first-time, full-time, degree-seeking students, defined in Board of Regents' SSPS, admission status "1" for 4-year universities and community/technical colleges. 2-year colleges report on students in Associate Degree programs for 1.a.i. and *Associates and above for 1.a.i.b.* Law Centers and Health Sciences Centers report on entering first-year, fulltime students.

- i. 1st to 2nd year retention rate

- a. Number of first-time, full-time, degree-seeking students enrolled in the prior fall semester. **Baseline: Fall 2008 cohort (or 3-year average)**

Number of the above students retained (enrolled or completed) at the same institution in the following 2nd fall semester.

Calculated rate

- b. * *Number of first-time, full-time, degree-seeking students at 2 year colleges (Associate Degree programs and above) enrolled in the prior fall semester.*

Baseline: Fall 2008 cohort

Number of the above students retained (enrolled) at the same institution in the following 2nd fall semester.

Calculated rate

- ii. 1st to 3rd year retention rate:

Number of first-time, full-time, degree-seeking students enrolled in the fall semester, 2 years prior. Baseline: Fall 2007 cohort

Number of the above students retained (enrolled) at the same institution in the following 3rd fall semester.

Calculated rate

- iii. Fall to spring retention rate, technical colleges report on students in programs more than one semester in length (at least 15 hours).

Number of first-time, full-time, degree-seeking students enrolled in the prior fall semester.

Baseline: Fall 2008 cohort

Number of the above students retained (enrolled) at the same institution in the following spring semester.

Calculated rate

- iv. Same institution graduation rate from the most recently published Integrated Postsecondary Education Data System (IPEDS), as defined and reported in the *National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)* for 4-year universities and 2-year colleges. Law Centers will track an entering first year, fulltime fall cohort to three years for completion. Health Sciences Centers will track an entering first year, fulltime cohort to on-time completion.

Number of applicable total revised cohort as referenced in the IPEDS Data Center for 4-year universities and 2-year colleges; number of entering first year, fulltime fall cohort for Law Centers; number of entering first year, fulltime cohort for the Health Sciences Centers.

Baselines: Fall 2002 total cohort for 4-year universities (2008GRS), Fall 2005 total cohort for 2-year colleges (2008GRS), Fall 2006 for Law Centers (or 3 year average), appropriate baselines for Health Sciences Centers.

Total number of completers within 150% of time as referenced in the IPEDS Data Center for 4-year universities and 2-year colleges. Law Centers report total number of completers within three years. Health Sciences Centers report on completers within length of program.

Calculated rate

- v. Graduation productivity:

Number of undergraduate completers, certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level. Baseline: 2008-09 acad year (certificate, diploma, associate degree, post-associate certificate, bachelor degree, and post baccalaureate certificate)

Number of annual undergraduate full-time equivalent (FTE, SREB definition, reference Board of Regents Student Credit Hour/FTE Summary Report SCHFTERPT) in the above academic year.

Calculated ratio
- vi. Award productivity:

Number of undergraduate awards, certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level. Baseline: 2008-09 academic year (certificate, diploma, associate degree, post-associate certificate, bachelor degree, and post baccalaureate certificate)

Number of annual undergraduate full-time equivalent (FTE, SREB definition, utilizing Board of Regents Student Credit Hour/FTE Summary Report SCHFTERPT) in the above academic year. Baseline: 2008-09 academic year

Calculated ratio
- vii. Statewide graduation rate, most recently published utilizing Board of Regents BRGRATERPT (column heading "1st Award (All Levels) 150% Time, Total, Pct). Baseline: Fall 2002 cohort
- Number of first-time, full-time, degree-seeking students enrolled in the respective fall semester.
- Number of the above students graduating from a public institution in the state within 150% time (6 years at a 4-year university or 3 years at a 2-year college).
- Calculated rate
- viii. Percent of 4-year university first time (freshmen) students admitted by exception:

Number of first-time (freshmen) students enrolled in the reporting year, reported for each summer, fall, winter, and spring semester/term. Baseline: 2009-10 academic year

Number of above students admitted by exception (not meeting *Board of Regents Minimum Admissions Standards for 4-Year Universities*) in the above year, reported for each summer, fall, winter, and spring semester/term.

Calculated percent
- ix. Median professional school entrance exam score of reporting year entering class, Law Centers and Health Sciences Centers report on respective exam. Baseline: 2009-10 academic year (or 3 year average)

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

- i. Percent change in completers in the prior academic year from the baseline year, per award level, certificate and above. 4-year universities report on award level baccalaureate and above. Students are to be counted only once per award level.

Number of completers in the prior academic year, per award level. Baseline: 2008-09 academic year

Calculated percent change, subtract the number of baseline unduplicated completers from the number in the current year and divide by number in the baseline year, calculated for each award level. Completers in any non-targeted awards may be addressed in the narrative.

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

- i. Number of high school students enrolled during the reporting year at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by each semester/term. Baseline: 2008-09 academic year
- ii. Number of semester credit hours in which the above high school students enroll by each semester/term. Baseline: 2008-09 academic year
- iii. Number of semester credit hours completed by the above high school students with a grade of A, B, C, D, F or P, by each semester/term. Baseline: 2008-09 academic year

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

- i. a. Passages rates on licensure/certification exams, applies to disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

For this measure, the Board of Regents and institutions have developed a list of disciplines (and identify the institutions responsible for reporting) for which these rates will be measured and the sources for the measures. The list appears as Appendix #1 to this document. The data will continue to be reported using the template that appears as Appendix #2 to this document.

Number of students who took the licensure exam in the most recent year that published data is available, reported by discipline.

Number of the above students who met the standards for passage, reported by discipline.

Calculated rate

Law Centers and Schools within the Health Sciences Centers report on the respective licensure exams for the most recent year. The data will be reported in the narrative for this Performance Objective. **Baseline: 2008-09 AY graduates (or 3 year avg)**

Number of graduates sitting for exam.

Number who met the standards for passage.

Calculated rate (institutional passage rate)

State or national passage rate (if applicable)

Institutional passage rate/state or national passage rate, calculated as a percent

- b. ** Passage rates on licensure exam in EDUCATION. Institutions should report on all individuals who have completed baccalaureate degrees in teacher education or alternate certification programs. The alternate certification programs include MAT (36 credit hours), Certification-Only Alternate Programs (33 credit hours), and Practitioner Teacher Programs (21-30 credit hours). **Baseline: 2007-08 Academic Year***
For this measure, it was acceptable for targets to be established in such a way as to maintain or not fall below an established minimum percentage.

Number of students who took the PRAXIS exam in the most recent year that published data is available

Number of the above students who met the standards for passage

Calculated rate

- c. ** Passage rates on licensure exam in NURSING (PN). Institutions should report on first time writers who sat for the National Council Licensure Examination for Practical Nurses (NCLEX PN), the licensing examination for practical nurses in Louisiana. **Baseline: 2008 Calendar Year***
For this measure, it was acceptable for targets to be established in such a way as to maintain or not fall below an established minimum percentage.

Number of first time writers who took the NCLEX PN exam in the most recent year that published data is available

Number of the above students who met the standards for passage

Calculated rate

d. * *Passage rates on licensure exam in NURSING (RN). Institutions should report on highest degree offered where students are required to sit for the National Council Licensure Examination (NCLEX), the licensing examination for nurses in Louisiana.*

Baseline: 2008 Calendar Year

For this measure, it was acceptable for targets to be established in such a way as to maintain or not fall below an established minimum percentage.

Number of first time candidates who took the NCLEX exam in the most recent year that published data is available

Number of the above candidates who met the standards for passage

Calculated rate

- ii. Number of students receiving certification(s), program and/or discipline related. Applies to programs in which students can obtain certifications as evidence of a student's knowledge and/or expertise in an area, which may or may not be required for employment. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

For this measure, the Board of Regents and the Louisiana Community and Technical College System have developed a list of disciplines for which these rates will be measured, the sources for the measures, and identified the institutions responsible for reporting. The list will appear as Appendix #1 to this document. The data will continue to be reported using the template that appears as Appendix #2 to this document.

Number of students who took the certification exam in the most recent year that published data is available, reported by certificate/discipline.

Number of the above students who met the standards for passage, reported by discipline.

Calculated rate

- iii. The number of students assessed and earning WorkKeys® certificates, in each of the award levels (Bronze, Silver, Gold, Platinum).

Number of students (duplicated) who took the WorkKeys® assessment in the reporting year. *Baseline: 2009-10 academic year*

Number of the above students who earned a certificate, reported for each certificate, at the highest level earned. *Baseline: 2009-10 academic year*

Calculated as percent

- iv. Other assessments and outcome measures for workforce foundational skills may be identified to report on workforce foundational skills. *Pending identification of other assessment and outcomes, institutions are not required to report on this measure.*

- v. Percentage of second and third year law students enrolled in live client clinical courses and externship courses. ***For law centers only.***

Number of 2L and 3L students enrolled in the prior academic year. **Baseline: 2008-09 acad year**

Number of above students enrolled in live client clinical & externship courses, unduplicated, in the above academic year.

Calculated rate

- vi. Percentage of second and third year law students participating in advocacy skills development programs and/or competitions. ***For law centers only.***

Number of 2L and 3L students enrolled in the prior academic year. **Baseline: 2008-09 acad year**

Number of above students, participating in advocacy skills development programs and/or competitions, unduplicated, in the above academic year.

Calculated rate

2. Articulation and Transfer

Narrative (2-3 pages)

Suggested to include:

- Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.
 - Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.
 - Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.
 - Development/use of agreements/external feedback reports during the reporting year.
- 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.**

Retention of transfer students, defined in Board of Regents' SSPS, admission status "4", at 4-year universities.

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

a. Number of degree-seeking transfer students entering (enrolled) in the prior year

** (excluding summer) Institutions will choose to report on either ALL degree seeking OR Baccalaureate degree seeking. Baseline: 2008-09 academic year (excluding summer)*

Number of the above students retained (enrolled or completed) at the same institution in the following 2nd year fall semester.

Calculated rate

b. ** Number of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore (as identified on SSPS report) entering (enrolled) in the prior year (excluding summer). Baseline: 2008-09 academic year (excluding summer)*

Number of the above students retained (enrolled or completed) at the same institution in the following 2nd year fall semester.

Calculated rate

ii. Number of most recent baccalaureate completers in the prior year that initially began (enrolled) as a transfer student. Baseline: 2008-09 academic year

- iii. Percent of transfer students admitted by exception:
Number of transfer students enrolled in the reporting year, reported for each summer, fall, winter, and spring semester/term. Baseline: 2009-10 academic year

Number of above students admitted by exception (not meeting *Board of Regents Minimum Admissions Standards for 4-Year Universities*) in the reporting year, for each summer, fall, winter, and spring semester/term.

Calculated percent

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

Transfer (with associate degree) retention:

- i. 1st to 2nd year retention rate of those who transfer with associate degree:
Number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college transferring (enrolling) at any point during the prior academic year. Baseline: 2008-09 academic year

Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.

Calculated rate
- ii. Number of baccalaureate completers in the most recent academic year that initially began (enrolled) as a transfer student with an associate degree from a 2-year college. Baseline: 2008-09 academic year

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

- i. Number of students referred by 4-year universities to 2-year colleges and technical college, at any time during the reporting year. Baseline: 2009-10 academic year
- ii. Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year. Baseline: 2009-10 academic year

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

- i. Number of students enrolled in one of the following transfer degree programs: AALT, ASLT, or AST, at any time during the reporting year. Baseline: 2008-09 academic year (excluding summer)

- ii. Number of students completing one of the following transfer degrees: AALT, ASLT, or AST, at any time during the most recent academic year. Baseline: 2008-09 academic year

Transfer (with transfer associate degree) retention rate:

- iii. 1st to 2nd year retention rate of those who transfer with transfer degree:
Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, or AST degree from a 2-year college transferring (enrolling) at any point during the most recent academic year. Baseline: 2008-09 academic year

Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.

Calculated rate

- iv. Number of baccalaureate completers in the most recent academic year that began as a transfer student with a transfer degree (AALT, ASLT, or AST) from a 2-year college. Baseline: 2008-09 academic year

3. Workforce and Economic Development

Narrative (2-4 pages)

Required to include:

- 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.

Suggested to include:

- 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.
- 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.
- Activities conducted during the reporting year with local Workforce Investment Board.
- Other means of tracking students into the workforce outside of the Employment Outcomes Report.
- Improved technology/expanded distance learning offerings during the reporting year.

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.

- Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review. Baseline: 2009-10
- Number of programs modified or added during the most recent academic year to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications. Baseline: 2009-10
- Percent of programs aligned with workforce and economic development needs as identified by Regents** utilizing LWC or LED published forecasts.

Number of program offerings, regardless of award level, in the reporting year. Baseline: 2009-10

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

Calculated percent

***Institutions should utilize most recent LWC*

(http://www.laworks.net/LaborMarketInfo/LMI_OccDemandList_Revised.asp?years=20102020)

(http://www.laworks.net/LaborMarketInfo/LMI_OccTopDemand_Revised.asp?years=20102020) and LED (at <http://www.ledlouisiana.com/index/key-industries>) published data available.

In addition, campuses should report on current economic and workforce activities that have taken place at their institutions which would enhance their reporting for this measure.

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

For the purposes of this element, distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed) activities. These would include but are not limited to the use of compressed video, cable television, broadcast television/radio, satellite, Internet, CD, videotape, and audio.

- i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%. **Baseline: 2008-09**
- ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%. **Baseline: 2008-09 (excluding summer)**
- iii. Number of programs offered during the reporting year through 100% distance education: by award level. **Baseline: January 1, 2013 (reported in Year 3)**

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

(3.c. is applicable to flagship & research institutions and HSCs only)

*Note: Separate narrative required for this element – **only for flagship/research & HSCs***

The narrative (up to 7 pages) should include at a minimum descriptions of:

- Context for research reporting for the current year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.
- Research productivity and technology transfer activities related to Louisiana's key economic development industries that have taken place during the reporting year; provide any relevant metrics to demonstrate impact.

- Collaborations during the reporting year with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries, discuss any changes from previous year.
- Business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.
- Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions; provide any relevant metrics to demonstrate comparisons.

Note: Louisiana's key economic development industries are identified on the LED website at <http://www.ledlouisiana.com/index/key-industries>.

Faculty holding (serving as principal and/or co-principal investigators) active research and development grants/contracts.

Total number of research/instructional faculty (FTE) at the institution during the reporting year. Include all FTE faculty, tenure and non-tenure track including physicians whose job responsibilities include expectations for scholarly productivity. Baseline: 2009-10

- i. Number of above research/instructional faculty (FTE) at the institution holding active research and development grants/contracts. Baseline: 2009-10

** Institutions reporting on this measure as a Targeted measure will be required to submit a separate file with their annual report that includes the following information related to the measure. Information provided in the file must match source information records at the institution.*

- 1. Names of individuals serving as principal and/or co-principal investigators for active grants/contracts during the reporting year*
- 2. Name of the funding agency supporting each grant/contract*
- 3. Contract or institutional identification number (if applicable)*
- 4. Name of the project/grant associated with each individual*

- ii. Number of above research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries. Baseline: 2009-10

- iii. a. Dollar amount of research and development expenditures, reporting annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all

expenditures from Science and Engineering and non-Science and Engineering R&D grants/contracts as reported annually to the National Science Foundation.

Baseline: five year-average of FY 2004-05 through FY 2008-09.

b. Dollar amount of research and development expenditures reporting annually, based on a five-year rolling average (federal, industry, institution, other) per instructional/research faculty member (FTE). Include all expenditures from Science and Engineering and non-Science and Engineering R&D grants/contracts as reported annually to the National Science Foundation.*

FTE based on either a 5 yr rolling avg or the most recent year included in the 5 year avg. Employee levels 01, 02 & 03 (professor, Associate Professor & Asst. Professor), EEO category 2 (Faculty) and Primary Function = IN or RS (Instruction or Research).

Calculated rate.

Baseline: five-year average of FY 2006-07 through FY 2010-11/FTE FY 2010-11 or five-year average of FTE FY 2006-07 through FY 2010-11.

- iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries, reported annually, based on a five-year average. These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries. Baseline: five year-average of FY 2004-05 through FY 2008-09
- v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts reported by: total count of the number of disclosures, licenses and options awarded; the number of patents awarded; the number of new companies (start-ups) formed; and the number of companies formed during previous years and continuing (surviving start-ups). Baseline: 2008-09
- vi. ** Direct federal research grants and contracts recorded. Data reported will be a percentile ranking within identified peer group. The following formula is used to determine percentile rank for this measure: $[(B + 0.5E)/n] * 100 = \text{percentile rank}$. Where $x = \text{LSU HSC NO or LSU HSC Sport}$, $B = \text{number of peers below } x$, $E = \text{number of peers equal to } x$ and $n = \text{number of peers}$. Baseline: 2010-11*

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.**

i. Percent of completers found employed***.

Number of students completing an undergraduate award identified in Board of Regents CRINPROG, by award level.

Number of above students found employed.

Calculated percent, per award level

****The Board of Regents provided each system with a summary of institutional data during year 4 reporting from which institutions prepared their narrative. Campuses can utilize that data for reporting, as it remains the most recent data available. In addition, campuses should also report on any new workforce and economic development activities that have taken place at their institutions which would enhance their reporting for this measure.*

ii. Performance of associate degree recipients who transfer to 4-year universities. May be described in the narrative report. See Elements 2.b. and 2.d.

iii. Placement rates of graduates.

Number of graduates in the most recent academic year. **Baseline: 2008-09 academic year (or 3 year average)**

Number of above graduates placed in jobs.

Calculated percent

iv. Placement rates of graduates in postgraduate training.

Number of graduates in the most recent academic year. **Baseline: 2008-09 academic year**

Number of above graduates placed in postgraduate training during the next academic year.

Calculated percent

4. **Institutional Efficiency and Accountability**

Narrative (1-2 pages)

Suggested items include:

- Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.
 - Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.
- 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 in the reporting year. **Baseline:** 2009-10 academic year
 - ii. Number of students enrolled in developmental/remedial courses at the 4-year university in the reporting year, duplicated, by subject area (Math, English, etc.). **Baseline:** 2009-10 academic year
 - 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.**
 - i. Number of active associate degree programs offered at the 4-year university in the reporting year. **Baseline:** 2009-10 academic year
 - ii. Number of students enrolled in active associate degree programs in the reporting year. **Baseline:** 2009-10 academic year
 - 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 in the reporting year. **Baseline:** 2009-10 academic year
 Actual peer non-resident tuition/fee amount.
 Calculated difference of the above institution's tuition/fee amount from the peer amount

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.
- Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.
- Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.
- Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.
- Having a high level of research productivity and technology transfer.

The Board of Regents shall continue to develop policy for this element. Upon approval of the policy, additional measures and reporting requirements will be defined. Pending development of these items, institutions are only required to report on the following measure:

- i. * Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. (currently = as of February 14th of reporting year) **Baseline: January 1, 2013 (reported in Year 3)**

Number of programs with mandatory or recommended policy codes

Number of above programs that are currently discipline accredited

Calculated rate

Section 5 data

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:

Baselines: fall 2009 for headcount enrollment and staff information, and 2009-10 academic year for full-time equivalent (FTE) student enrollment.

a. Number of students by classification

Headcount, undergraduate students and graduate/professional school students enrolled in fall of the reporting year.

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS).

Reference Board of Regents summary report SSPSLOAD.

Report undergraduate and graduate headcount separately as well as the total.

Budgeted FTE (full-time equivalent) undergraduate and graduate/professional school students, annual using reporting year fall and prior year spring.

Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

Reference Board of Regents summary report SCHBRCRPT, clock hour data as well as semester/quarter calculations have been addressed in the conversion to an FTE utilizing standard SREB definitions.

Report undergraduate and graduate FTE separately as well as the total.

b. Number of instructional staff members

Number and FTE instructional faculty for fall of the reporting year.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

Reference the file submitted to Board of Regents in fall. Instructional faculty is

determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty).

Report both the total headcount and the calculated FTE. FTE is determined utilizing the Campus Percent Effort (CPE) field. Since this is as a three character numeric field reported as an implied percentage, be sure to convert the sum to number of FTEs, e.g. if total of CPE column is 2550, then report 25.50 FTE.

c. Average class student-to-instructor ratio

Average undergraduate class size at the institution in the fall of the reporting year

Source: Fall credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

Total the number of sections in which the course number is less than or equal to a senior undergraduate level. Divide the associated total headcount enrollment by the total number of sections.

d. Average number of students per instructor

Ratio of FTE students to FTE instructional faculty in the fall of the reporting year.

Source: Data submitted by the institutions to the Student Credit Hour (SCH).

Reporting System and Employee Salary (EMPSAL) Data System.

Divide the total number of FTE enrollment (section a) by the instructional faculty FTE (section b) above.

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

Number and FTE non-instructional staff members in the fall of the reporting year, by academic college (or school, if that is the highest level of academic organization for some units).

Report only on non-instructional staffs in academic colleges or schools that offer instruction. This includes non-instructional staff at the academic department level, aggregated to the college/school level. Do not report academic-related staff or academic support staff who are not an integral part of an academic college or department, e.g., enrollment management, sponsored research, technology support, academic advising (reported in section f).

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

Reference the file submitted to Board of Regents in fall, staff should be reported with an EEO category = "1" (Executive/Administrative/Managerial) and a Primary Function not equal to "IN" (Instruction). You will have to manually select and report staff by each academic college as applicable for the level of the institution.

Report both the total headcount and calculated FTE (see section b).

f. Number of staff in administrative areas

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

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

Reference the EMPSAL file submitted to Board of Regents in fall. Administrative staff should be reported by the campuses with an EEO category = "1" (Executive/Administrative/Managerial) and Primary Function not equal to "IN" (Instruction). You will have to manually select staff that is NOT a part of an academic college. Staff who are in the Academic Affairs division but not an integral part of an academic college/school should be reported here. Examples might include enrollment management, sponsored research, technology support, academic advising, and library.

The Division should be highest level of organization below the level of President or Chancellor, e.g., Academic Affairs, Student Affairs, Administration & Finance, Development, etc.

Report both the total headcount and calculated FTE for each administrative area as applicable for the institution (see section b).

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

An organizational chart showing the President/Chancellor and all primary reporting relationships down to the second level of organization for the fall of the reporting year. See following example of organizational chart.

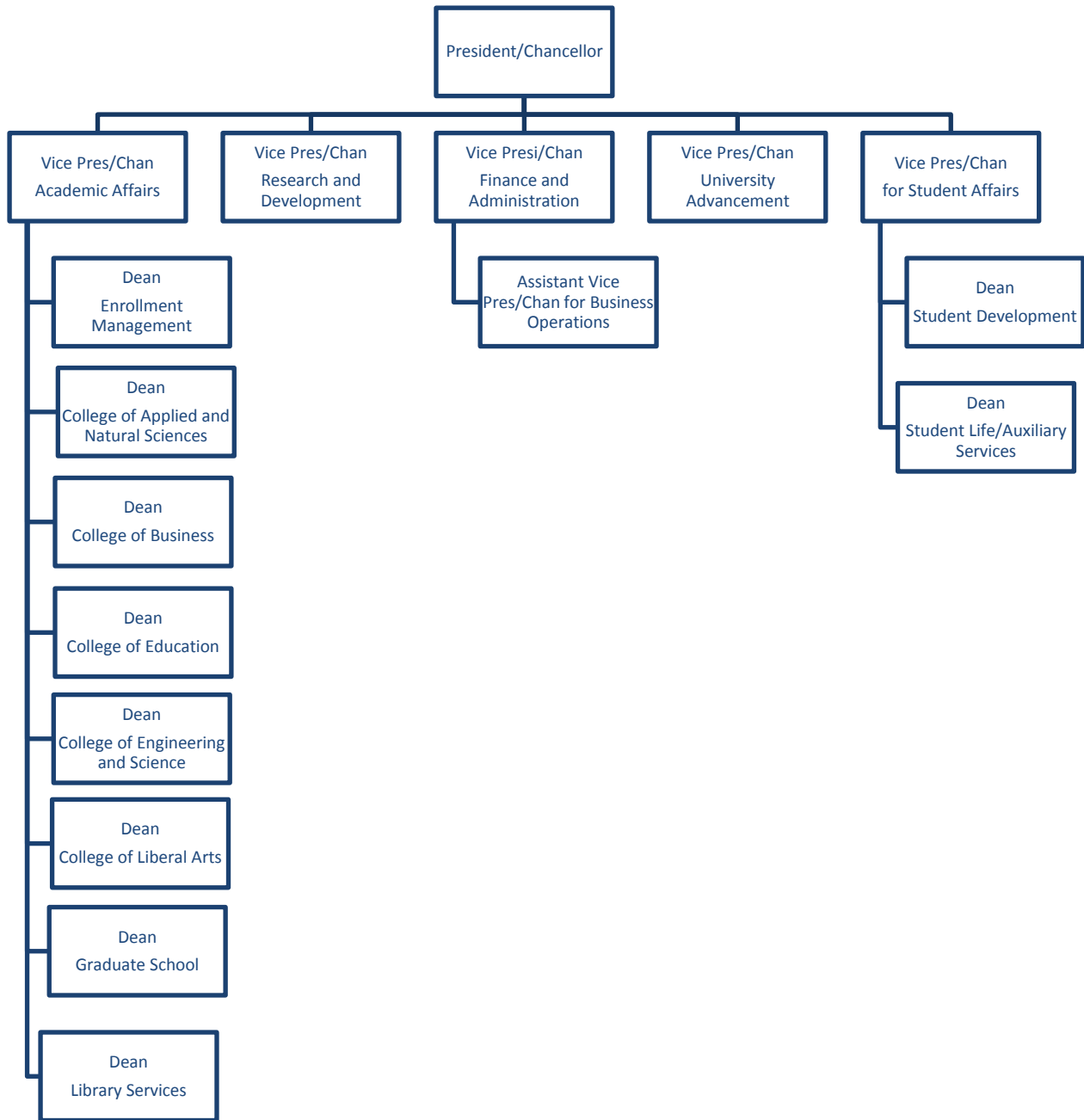
For the Academic Affairs division, the org chart should include all persons at the level of Dean or above. That includes the CAO/Provost and persons with Vice President/Chancellor or Asst. Vice President/Chancellor in their titles.

For other divisions, only include the Chief Officer reporting to the President/Chancellor and any and persons with Vice President/Chancellor, Asst. Vice President/Chancellor, or Dean in their titles.

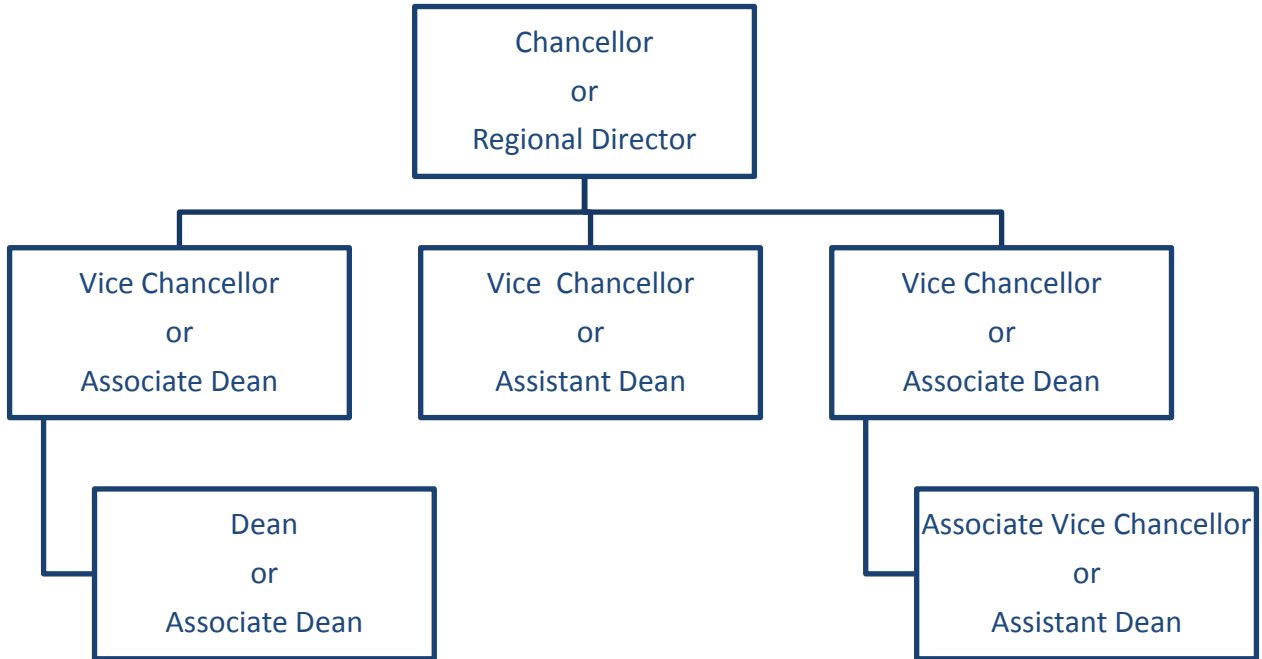
Do not report or show persons who report directly to the President/Chancellor whose job responsibility is not considered to be at the level of Vice President/Chancellor.

Do not indicate names of persons occupying those positions, only position titles. If any position is vacant, show it as vacant in the box.

Example – 4-year university/Law Center/Health Sciences Center



Example – 2-year college/technical college



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

A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.

Construct a table (see following example of reporting table) for every position listed in the organizational chart in Section g. For this report, track the position, regardless of who was in the position.

First column – position title. Indicate in parentheses if the position was created after June 30, 2008. Do not include employee names.

Second column – Total Base Salary for that position as reported in the Fall 2009 EMPSAL. Do not report any supplemental salaries.

Third column - Any salary changes (increase or decreases) for that position since June 30, 2008 that occurred as of Fall 2010. Use multiple lines if needed. Include date of salary change, new salary, and reason for salary change.

Fourth column, fifth column, etc. – Any salary changes (increases or decreases) for that position that occurred between Fall 2010 and Fall 2011, adding a new column for each reporting year.

Example –

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
Assistant Vice President for Academic Affairs	\$122,000			
Assistant Vice President for Enrollment Management (created July 1, 2009)	\$108,000	January 1, 2010 \$112,000 Additional responsibilities due to consolidation of Financial Aid into Enrollment Management area		
Dean, Academic Services (created July 1, 2011)			\$89,000	
Dean, Student Services	\$87,500	July 1, 2009 \$83,000 Previous Dean retired, and new Dean hired at lesser salary.		

i. A cost performance analysis

Note: The Board of Regents will provide data for institutions to use when reporting on items i. and iii. – vi. as referenced below. Institutions will use their own data to report on Item ii.

Institutions should include a response for each item below in their annual report unless labeled as n/a.

- 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.

As reported on Form BOR-1 during the Operational Budget Process.

- ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. *(n/a for Law & Health Sciences Centers)*

As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.”

Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

- iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. *(n/a for Law & Health Sciences Centers)*

Utilizing Board of Regents’ Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is ≥ 10 for the following levels:

- Baccalaureate degree for 4-year universities
- Associate degree for 2-year colleges
- Certificate for technical colleges

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

(n/a for Law & Health Sciences Centers)

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

Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges. *(n/a for Law & Health Sciences Centers)*

- vi. All expenditures of the institution for that year most recent academic year.

As reported on Form BOR-3 during the Operational Budget Process.