



La GRAD Act: Granting Resources and Autonomy for Diplomas

University of Louisiana System
April 28, 2011



Act 741 – La GRAD Act

- Details the performance objectives and associated performance elements
- Outlines the responsibilities of the campuses, the Board of Regents, and the management boards
- Describes the tuition authority and the other autonomies that may be granted for institutions that participate
- Describes annual review, revocation, and extraordinary circumstances



Performance Agreement

- “Contract” between 3 participating parties
- Further explicates the responsibilities of each party
- Outlines the specifics of tuition authority
- Describes monitoring, revocation, and extraordinary circumstances
- Operationally defines how performance will be measured (Attachments A, B, D)



Responsibilities of the Management Board

- Establish policies to increase grad rates and grad productivity
- Establish nonresident tuition/fee schedules
- Set resident tuition policies in accordance with GRAD Act and BoR policies
- Approve hardship waiver plans
- Report carry forward of funds
- Report extraordinary circumstances



Responsibilities of the Management Board

- Certify initial baselines, annual targets and goals (“capable of meeting performance”)
- **Certify annual report (“progress and validity”)**
- Initially certify base level autonomies (“capable of successful management”)
- Annually certify operational autonomy (“continue to successfully manage”)



What Will Be Measured

- Four Performance Objectives (each with 4 elements)
 - Student Success
 - Articulation and Transfer
 - Workforce and Economic Development
 - Institutional Efficiency and Accountability
- “Section 5” Report



Performance Objectives and Elements

- Student Success
 - Graduation rate and productivity, retention
 - Degree program completers
 - Partnerships with high schools
 - Passage rates on certification exams/licensure
- Transfer & Articulation
 - Success of all transfer students
 - Provide feedback on associate degree transfers
 - Referral agreements
 - Collaboration on LTA degrees



Performance Objectives and Elements

- Workforce & Economic Development
 - Eliminate unneeded programs
 - Increase distance learning
 - Research productivity & technology transfer (La Tech and ULL only)
- Institutional Efficiency and Accountability
 - Eliminate remedial courses
 - Eliminate associate degrees
 - Nonresident tuition to SREB average



Required Response to Each Element

- Narrative – describe what was done to meet the intent of the element; required bullets (2 pages maximum)
- Measures –numerical progress on the specified required indicators
 - Targeted – 2 points each
 - Tracked – 1 point each
 - Descriptive – 1 point each



Student Success – Element 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.
 - Narrative (required description)
 - policy/policies adopted by the management board;
 - subsequent policy/policies adopted by the institution;
 - timeline for implementing the policy/policies; and
 - performance of entering freshmen students admitted by exception (4-year universities).



Student Success – Element A

Specified Measures

- 1st to 2nd year retention (Targeted)
- 1st to 3rd year retention (Targeted)
- IPEDS total graduation rate (Targeted)
- Award productivity (Targeted, optional)
- Statewide graduation rate (Targeted, optional)
- % of freshmen admitted on exception (Descriptive)



Scoring – Student Success Element A

- Narrative
 - 4 required bullets – 1 point each
- Quantitative Measures
 - 3 required, targeted measures – 2 points each
 - 1 optional, targeted measure – 2 points
 - 1 required, descriptive measure – 1 point
- Total of 13 points



Articulation and Transfer

- Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients ...
- Narrative report should include at a minimum:
 - examples of new/strengthened feedback reports
 - processes in place to identify and remedy student transfer issues
- Measures
 - 1st to 2nd year retention (Descriptive)
 - Number of graduates that began as transfers with associate degrees (Descriptive)



“Section 5” Report

- Number of students
- Number of faculty
- Student-to-instructor ratio in undergraduate classes
- FTE students per FTE faculty
- Number of non-instructional staff in academic units
- Number of non-instructional staff in support areas
- Organizational chart of senior administrators
- Salaries of senior administrators

Submitted to BoR with distribution to Legislative Auditor,
the Legislature, and the Governor’s Office



Evaluation Guidelines

- Score each element separately
- Add element scores to get a score for an objective
- 80% or more = Success in an objective
- **MUST** pass Student Success Objective
- Overall designation = Green, Yellow, Orange, or Red
- Must complete a Scoring Worksheet



Process

- Section 5 – submitted March 15
- Template for Annual Report sent to campuses – March 1
- Campuses submitted 1st drafts – April 1
- Drafts scored, conference calls to discuss – April 2 – 7
- Final drafts returned to ULS – April 15
- Final adjustments & scoring – April 15-19



Some Questions You Might Have

- How were the targets set?
- Were the targets too low? Too high?
- Why are only a few measures “targeted?”
- Why do the targeted measures have a range of + or – 2%?
- Will the institutions be able to change their targets?