

# GRAD ACT ANNUAL REPORT



**PROGRESS TOWARDS  
MEETING LOUISIANA'S HIGHER  
EDUCATION GOALS**

**JULY 2015**  
LOUISIANA BOARD OF REGENTS

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## EXECUTIVE SUMMARY

In 2010, the Louisiana Legislature enacted Act 741, the Louisiana Granting Resources and Autonomy for Resources for Diplomas Act (GRAD Act). In 2011, the Legislature enacted Act 418 amending the GRAD Act. The GRAD Act provides for six-year performance agreements between the Louisiana Board of Regents and Louisiana public postsecondary education systems and institutions with the goal of increasing accountability and performance among the participating institutions in exchange for increased tuition authority and operational autonomies.

This document represents the fifth GRAD Act Annual Report. In the fifth year of GRAD Act, 32 institutions were successful in achieving a designation of GREEN, which allows them to retain tuition authority, performance funding and eligibility for autonomies\* for the next academic year. One institution, Southern University at Shreveport (SUSLA), was not successful in passing the Student Success objective and therefore attained an annual designation of RED, which results in the loss of tuition authority, performance funding and ineligibility for autonomies\* for the next academic year. SUSLA has the opportunity to continue participation in the GRAD Act and earn access to some portion of the lost performance funding by submitting a remediation plan and entering into a Performance Improvement Contract, as outlined in the Board of Regents GRAD Act Intervention Policy.

The fifth annual report provides institutional trend data for measures highlighted in the report and individual scores for the four Performance Objectives for each institution. This report and institutions' annual reports, including all reporting requirements, may be found on the Board of Regents' website on the GRAD Act page at:

<http://regents.louisiana.gov/>

*\*With the enactment of Act 359 of 2015, eligibility for operational autonomies became contingent upon clean financial audits rather than passage of performance measures in GRAD Act agreements.*

## GRAD ACT ANNUAL REVIEW PROCESS – YEAR 5

The GRAD Act requires the Board of Regents to annually review, monitor, and report to the legislature and governor each participating institution's progress in meeting the performance objectives of the GRAD Act: Student Success, Articulation and Transfer, Workforce and Economic Development, and Accountability and Efficiency. Progress towards each of the four objectives is determined by performance elements and measures, which are defined by the Board of Regents and are assigned by institution type.

The measures are further delineated into three categories:

*Targeted:* Measures for which institutions set annual benchmarks and six-year targets. Most of these measures are in the Student Success Performance Objective and, thus, carry extra weight in the review process.

*Tracked:* Measures requiring baseline and actual data to be reported annually.

*Descriptive:* Measures that do not require quantitative benchmarks/targets. Progress is assessed using information provided in annual report narratives.

Institutions were required to set annual benchmarks and six-year targets for their *Targeted* measures.

Institutions were required to submit to the Board of Regents by May 1, 2015, a system-certified annual report. To support GRAD Act reporting, the Board of Regents developed a web-based reporting system. Institutions enter all pertinent data in this system which serves as the data source for evaluating and reporting GRAD Act data. Information submitted in the annual report is evaluated to determine the institutions' progress toward meeting performance objectives.

To increase reliability of the data submitted by institutions, GRAD Act audits are performed by both the Louisiana Legislative Auditor and the Board of Regents. Auditors performed testing of the data integrity in the Statewide Student Profile System (SSPS) and the Statewide Completers System, the two data systems utilized in the collection and verification of much of the data in GRAD Act reporting.

In the review process, a score was given for each measure within each element. The scores were assigned as follows: 2 points for targeted measures if the institution met the target established by the institution within the allowable tolerance or has shown progress in the measure when comparing the most recent 2-year average to the prior 3-year average; 1 point for the reporting of tracked and descriptive measures; and up to 20% of total possible points for a narrative report. A score of 0 was assigned for targeted measures not met or tracked/descriptive measures not reported. The scores for each element within a performance objective were summed and divided by the total possible points for the objective, resulting in an overall percent score for the objective.

Passage of a performance objective requires a minimum overall score of 80%. An institution must pass the Student Success objective to retain tuition authority, performance funding and be eligible for autonomies\* for the next academic year.

As a result of the overall scores, institutions were given one of the following annual evaluation designations. The annual designation determines the institution’s status for tuition authority, performance funding and eligibility for autonomies\* for the next academic year.

<b>Year 5 Annual Designation:</b>	<b>Status for Year 6:</b>
<b>Green</b>	Retains tuition authority and eligible for autonomies*
<b>Yellow</b>	Retains tuition authority and eligible for autonomies*
<b>Orange</b>	Retains tuition authority, but not eligible for autonomies*
<b>Red</b>	Loses tuition authority and eligibility for autonomies*

*\*With the enactment of Act 359 of 2015, eligibility for operational autonomies became contingent upon clean financial audits rather than passage of performance measures in GRAD Act agreements.*

## Performance Objectives

The four performance objectives identified in the GRAD Act are Student Success, Articulation and Transfer, Workforce and Economic Development and Institutional Efficiency and Accountability. There are specific performance elements under each performance objective, and each element has specific measures. Measures are quantitative and, in conjunction with a narrative, are used to determine if an institution is demonstrating satisfactory progress toward meeting the performance objectives. There are also additional targeted measures institutions could choose as “Optional” targeted measures.

## 2014-15 Annual Designations

At its meeting on June 17, 2015, the Board of Regents approved the following annual designations for each institution, by system.

### Louisiana Community and Technical College System:

Institution	Board of Regents Determination				Annual Evaluation Designation
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	
Baton Rouge CC	89%	100%	79%	100%	GREEN
Bossier Parish CC	100%	100%	100%	100%	GREEN
Central Louisiana TCC	87%	100%	100%	100%	GREEN
Delgado CC	83%	100%	79%	100%	GREEN
Louisiana Delta CC	84%	100%	100%	100%	GREEN
Fletcher TCC	100%	100%	100%	100%	GREEN
Northshore TCC	100%	100%	100%	100%	GREEN
Nunez CC	100%	100%	90%	100%	GREEN
River Parishes CC	100%	100%	100%	44%	GREEN
South Louisiana CC	90%	100%	100%	100%	GREEN
Sowela TCC	100%	100%	100%	100%	GREEN
Northwest LA TC	100%	100%	79%	100%	GREEN
South Central LA TC	86%	100%	100%	100%	GREEN

*Passage of a performance objective requires a minimum overall score of 80%.  
Institutions must pass Student Success in order to pass GRAD Act.*

### Southern University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Southern Univ. A&M	91%	100%	100%	100%	GREEN
Southern Univ. Law Center	86%	N/A	100%	100%	GREEN
Southern Univ. New Orleans	100%	100%	100%	100%	GREEN
Southern Univ. Shreveport	78%	100%	100%	100%	RED

*Passage of a performance objective requires a minimum overall score of 80%.  
Institutions must pass Student Success in order to pass GRAD Act.*

### Louisiana State University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
LSU A&M	90%	100%	100%	100%	GREEN
LSU Alexandria	100%	100%	100%	100%	GREEN
LSU Eunice	91%	100%	100%	100%	GREEN
LSU Shreveport	82%	100%	100%	100%	GREEN
LSU HSC New Orleans	93%	N/A	87%	100%	GREEN
LSU HSC Shreveport	95%	N/A	93%	100%	GREEN
LSU Paul M. Hebert Law Center	83%	N/A	100%	100%	GREEN

### University of Louisiana System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Grambling State Univ.	100%	100%	100%	100%	GREEN
Louisiana Tech Univ.	100%	100%	100%	100%	GREEN
McNeese State Univ.	91%	100%	100%	100%	GREEN
Nicholls State Univ.	100%	100%	100%	100%	GREEN
Northwestern State Univ.	100%	100%	100%	100%	GREEN
Southeastern LA Univ.	82%	100%	100%	100%	GREEN
University of LA at Lafayette	92%	100%	100%	100%	GREEN
University of LA at Monroe	84%	100%	100%	100%	GREEN
University of New Orleans	100%	100%	100%	100%	GREEN

The following is a summary of the performance measures on which institutions were required to report. Text in italics indicates language taken from the GRAD Act law. Accompanying language is a synopsis of reporting done in response to that portion of the law.

### **Performance Objective 1**

Student Success:

*Implement policies to achieve graduation rate and graduation productivity goals that are consistent with institutional peers and phase in increased admission standards and other necessary policies in order to increase student retention and graduation rates.*

College and university administrators remain focused on strategic approaches to student success. Institutions acknowledge the necessity to continue implementation of innovative practices that improve retention and graduation rates. Policies range from remedial education reform, intrusive advising, and informative seminars about financial aid and career planning to enhanced communication with students that increases awareness of support services available. Many institutions have integrated a more student-centered, personal approach to promote student success. In addition to phone calls, emails and mail-outs to students who fail to re-register or complete the financial aid process, more institutions have begun to incorporate a variety of demographic, financial and non-cognitive information into their advising strategies, particularly with at-risk students.

The tables on the following pages provide institutional performance data in the main Student Success measures: retention rates, graduation rates and completion. Institutions are evaluated based upon their success in meeting established targets or growth from their baseline while accommodating for year-to-year variability inherent in institutional data.

**1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System</b>						
Baton Rouge Community College	47.8%	48.2%	47.5%	53.8%	44.4%	48.1%
Bossier Parish Community College	51.4%	47.8%	44.2%	51.3%	51.2%	53.7%
Delgado Community College	56.8%	56.4%	55.2%	52.4%	56.4%	48.8%
Nunez Community College	42.5%	59.6%	49.6%	50.0%	47.7%	47.1%
River Parishes Community College	44.9%	44.2%	52.9%	50.5%	45.5%	51.9%
South Louisiana Community College	57.2%	53.2%	44.2%	47.1%	50.9%	54.5%
Louisiana Delta Community College	46.1%	39.7%	44.2%	43.2%	42.9%	42.2%
L.E. Fletcher Technical Community College	53.3%	52.9%	52.3%	47.0%	58.5%	43.9%
Sowela Technical Community College	53.2%	50.2%	42.3%	35.8%	40.0%	50.7%
<b>Louisiana State University System</b>						
Louisiana State University Alexandria	54.2%	59.1%	55.0%	48.8%	49.5%	59.3%
Louisiana State University A&M	83.6%	84.2%	84.3%	83.3%	82.6%	84.6%
Louisiana State University Eunice	50.3%	42.9%	46.7%	47.2%	50.0%	51.6%
Louisiana State University Shreveport	64.8%	68.7%	65.0%	65.7%	66.2%	66.4%
Paul M. Hebert Law Center	91.67%	97.0%	96.0%	97.0%	93.0%	94.0%
<b>Southern University System</b>						
Southern University A&M	71.7%	72.2%	70.4%	68.7%	67.4%	69.8%
Southern University New Orleans	46.9%	48.1%	48.3%	59.2%	52.3%	55.6%
Southern University Shreveport	51.9%	46.1%	49.4%	50.6%	38.4%	42.6%
Southern University Law Center	81.7%	83.3%	78.4%	81.0%	81.0%	83.0%
<b>University of Louisiana System</b>						
Grambling State University	55.5%	65.4%	67.8%	68.6%	68.5%	67.3%
Louisiana Tech University	74.2%	74.3%	77.4%	76.1%	78.4%	79.7%
McNeese State University	67.5%	68.3%	67.3%	67.8%	68.9%	69.7%
Nicholls State University	67.6%	70.3%	71.2%	71.0%	67.8%	69.5%
University of Louisiana at Monroe	73.1%	72.5%	68.7%	69.4%	67.9%	69.9%
Northwestern State University	67.9%	70.2%	67.5%	67.1%	71.0%	68.2%
Southeastern Louisiana University	67.5%	67.0%	68.6%	66.4%	63.1%	62.1%
University of Louisiana at Lafayette	75.9%	73.3%	73.4%	74.3%	74.3%	76.3%
University of New Orleans	68.6%	63.4%	66.8%	64.5%	67.2%	69.1%

### 1<sup>st</sup> to 3<sup>rd</sup> Year Retention Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana State University System</b>						
Louisiana State University Alexandria	31.3%	36.9%	40.7%	37.5%	38.2%	38.5%
Louisiana State University A&M	76.5%	74.2%	75.0%	75.2%	73.0%	73.1%
Louisiana State University Shreveport	46.3%	46.4%	56.8%	52.4%	47.3%	49.5%
<b>Southern University System</b>						
Southern University A&M	59.0%	59.4%	60.0%	55.9%	55.7%	58.7%
Southern University New Orleans	26.9%	33.3%	38.6%	32.6%	40.8%	37.8%
<b>University of Louisiana System</b>						
Grambling State University	45.3%	48.3%	53.6%	62.9%	55.0%	51.9%
Louisiana Tech University	61.6%	64.9%	64.9%	64.1%	66.2%	67.4%
McNeese State University	54.8%	56.0%	56.7%	57.5%	55.4%	57.9%
Nicholls State University	56.6%	53.9%	58.5%	57.9%	59.1%	54.6%
University of Louisiana at Monroe	55.1%	56.7%	54.6%	55.6%	53.8%	53.6%
Northwestern State University	52.8%	53.8%	55.3%	55.0%	51.7%	58.4%
Southeastern Louisiana University	51.2%	53.4%	52.5%	55.9%	54.2%	52.1%
University of Louisiana at Lafayette	62.4%	63.8%	61.8%	60.7%	61.3%	62.4%
University of New Orleans	52.4%	49.4%	50.2%	54.9%	48.0%	53.4%

### Fall to Spring Retention Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System</b>						
South Central LA Technical College	65.6%	76.9%	72.9%	79.0%	70.1%	69.8%
Central LA Tech Community College	77.5%	65.4%	62.2%	72.5%	72.5%	61.0%
Northwest LA Technical College	67.0%	58.8%	65.5%	72.6%	65.9%	69.0%
Northshore Technical Community College	68.2%	59.3%	65.8%	69.0%	64.5%	68.6%

## Same Institution Graduation Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System</b>						
Baton Rouge Community College	2.9%	3.3%	5.1%	4.6%	3.0%	5.0%
Bossier Parish Community College	8.3%	10.0%	11.8%	14.4%	12.9%	11.5%
Delgado Community College	2.1%	2.1%	2.4%	3.0%	10.0%	10.0%
Elaine P. Nunez Community College	8.0%	21.1%	12.8%	7.0%	13.5%	11.4%
River Parishes Community College	4.2%	5.7%	3.9%	10.3%	7.4%	7.2%
South Louisiana Community College	1.6%	7.4%	6.3%	5.2%	9.6%	6.3%
Louisiana Delta Community College	9.4%	10.0%	10.9%	10.1%	11.3%	6.0%
L.E. Fletcher Technical Community College	15.9%	9.0%	17.6%	17.1%	29.3%	15.0%
Sowela Technical Community College	34.9%	35.0%	41.9%	31.4%	40.0%	39.3%
<b>Louisiana State University System</b>						
Louisiana State University Alexandria	5.0%	10.8%	9.5%	10.0%	12.2%	14.0%
Louisiana State University A&M	60.7%	60.8%	60.6%	62.0%	66.7%	69.1%
Louisiana State University Eunice	8.0%	8.0%	4.7%	7.0%	7.5%	10.0%
Louisiana State University Shreveport	20.0%	20.0%	28.0%	26.5%	26.9%	33.0%
Paul M. Hebert Law Center	83.7%	88.0%	82.7%	86.7%	89.0%	89.4%
<b>Southern University System</b>						
Southern University A&M	28.3%	30.3%	29.3%	30.5%	29.4%	32.0%
Southern University New Orleans	5.0%	8.0%	4.0%	N/A*	17.5%	11.2%
Southern University Shreveport	22.0%	14.0%	13.7%	13.3%	12.0%	16.0%
Southern University Law Center	80.0%	85.5%	77.0%	79.9%	81.2%	81.5%
<b>University of Louisiana System</b>						
Grambling State University	36.3%	30.0%	28.0%	28.0%	31.0%	32.0%
Louisiana Tech University	47.3%	45.5%	47.4%	48.2%	47.0%	49.3%
McNeese State University	36.4%	35.1%	35.1%	37.3%	37.7%	38.2%
Nicholls State University	26.6%	29.2%	28.7%	38.4%	39.4%	41.3%
University of Louisiana at Monroe	30.9%	30.5%	34.1%	35.0%	37.3%	40.2%
Northwestern State University	28.1%	29.5%	27.1%	34.0%	35.0%	37.4%
Southeastern Louisiana University	28.5%	30.7%	33.4%	33.4%	34.3%	36.0%
University of Louisiana at Lafayette	40.2%	42.2%	39.6%	41.4%	43.9%	45.0%
University of New Orleans	22.1%	21.0%	20.0%	38.1%**	34.5%	32.1%

\* SUNO was closed due to impact of Hurricane Katrina and was exempt from IPEDS and BoR SSPS reporting

\*\* UNO was impacted by Hurricane Katrina and submitted adjusted data for this measure

**Percent Change in Program Completers from Baseline**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System</b>						
Baton Rouge Community College						
Certificate	9	1566.7%	1988.9%	2111.1%	3711.1%	17255.6%
Associates	288	10.4%	25.0%	32.6%	30.6%	39.9%
Bossier Parish Community College						
Certificate	88	185.2%	237.5%	253.4%	247.7%	317.0%
Diploma	21	14.3%	66.7%	33.3%	28.6%	81.0%
Associate	456	2.6%	20.8%	37.5%	42.8%	57.2%
Delgado Community College						
Certificate	228	28.5%	4.8%	226.3%	179.4%	521.5%
Diploma	60	30.0%	18.3%	78.3%	28.3%	66.7%
Associate	874	15.0%	25.7%	41.3%	40.6%	55.3%
Elaine P. Nunez Community College						
Certificate	49	63.3%	93.9%	144.9%	126.5%	144.9%
Diploma	36	16.7%	25.0%	0.0%	-13.9%	11.1%
Associates	123	5.7%	-3.3%	28.5%	23.6%	56.1%
River Parishes Community College						
Certificate	33	342.4%	403.0%	575.8%	124.2%	563.6%
Associate	40	87.5%	157.5%	222.5%	257.5%	305.0%
South Louisiana Community College						
Certificate	640	19.8%	37.3%	38.3%	-5.3%	30.9%
Diploma	511	1.0%	23.3%	38.7%	17.6%	-2.3%
Associate	219	8.7%	26.0%	68.5%	62.1%	95.0%
Louisiana Delta Community College						
Certificate	189	-7.4%	15.9%	43.9%	27.0%	58.7%
Diploma	262	4.2%	53.4%	27.1%	-14.5%	-10.3%
Associate	111	13.5%	33.3%	40.5%	58.6%	99.1%
L.E. Fletcher Technical Community College						
Certificate	34	273.5%	467.6%	311.8%	594.1%	697.1%
Diploma	48	0.0%	25.0%	-22.9%	-18.8%	-2.1%
Associate	38	26.3%	128.9%	226.3%	268.4%	263.2%
Sowela Technical Community College						
Certificate	40	370.0%	852.5%	795.0%	862.5%	1027.5%
Diploma	139	-9.4%	152.5%	202.9%	117.3%	161.2%
Associates	203	27.1%	16.7%	53.2%	50.2%	51.7%
South Central LA Technical College						
Certificate	131	56.5%	71.0%	91.6%	52.7%	14.5%
Diploma	135	0.7%	17.0%	36.3%	7.4%	-7.4%
Associate	95	18.9%	25.3%	44.2%	6.3%	35.8%

**Percent Change in Program Completers from Baseline**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System (continued)</b>						
Central LA Tech Community College						
Certificate	144	61.8%	140.3%	137.5%	131.9%	55.6%
Diploma	365	9.3%	8.8%	29.3%	-2.2%	3.0%
Associate	14	50.0%	-7.1%	135.7%	64.3%	14.3%
Northwest LA Technical College						
Certificate	220	12.7%	44.5%	17.3%	15.9%	73.6%
Diploma	406	8.6%	10.6%	8.6%	-6.7%	-10.3%
Associate	32	18.8%	25.0%	12.5%	15.6%	15.6%
Northshore Technical Community College						
Certificate	139	27.3%	61.9%	110.1%	6.5%	94.2%
Diploma	175	46.9%	13.7%	94.9%	30.9%	65.7%
Associate	7	542.9%	114.3%	528.6%	400.0%	914.3%

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana State University System</b>						
Louisiana State University Alexandria						
Bachelors	166	-17.5%	-3.6%	8.4%	9.6%	14.5%
Louisiana State University A&M						
Bachelors	4648	-7.2%	-6.5%	-2.8%	-4.4%	-1.2%
Masters	966	7.9%	13.0%	27.5%	20.5%	15.1%
Doctoral	240	25.0%	6.3%	34.2%	27.1%	43.8%
Professional	81	0.0%	-7.4%	1.2%	1.2%	-3.7%
Specialist	19	-5.3%	10.5%	-36.8%	-47.4%	5.3%
Louisiana State University Eunice						
Certificate	9	100.0%	88.9%	44.4%	200.0%	22.2%
Diploma	3	-33.3%	-66.7%	-66.7%	-100.0%	-100.0%
Associate	244	5.3%	10.2%	12.7%	25.0%	31.1%
Louisiana State University Shreveport						
Bachelors	527	-4.9%	6.3%	-2.8%	-3.0%	-15.4%
Masters	100	-10.0%	9.0%	3.0%	20.0%	27.0%
Specialist	6	33.3%	-83.3%	0.0%	-50.0%	-33.3%
L.S.U. HSC - NO - Allied Health						
Bachelors	30	13.3%	26.7%	36.7%	33.3%	60%
Masters	47	31.9%	42.6%	83.0%	63.8%	42.6%
Professional	23	52.2%	104.3%	126.1%	73.9%	104.3%

## Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Louisiana State University System (continued)</b>						
L.S.U. HSC - NO - Allied Health						
Bachelors	30	13.3%	26.7%	36.7%	33.3%	60%
Masters	47	31.9%	42.6%	83.0%	63.8%	42.6%
Professional	23	52.2%	104.3%	126.1%	73.9%	104.3%
L.S.U. HSC - NO - Dentistry						
Professional	59	2.0%	-10.2%	-1.7%	15.3%	10.2%
L.S.U. HSC - NO - Graduate Studies						
Masters	2	0.0%	-100.0%	-50.0%	100.0%	50%
Doctoral	31	-22.6%	-38.7%	-51.6%	-32.3%	-61.3%
L.S.U. HSC - NO - Dental Hygiene						
Bachelors	41	4.9%	-2.4%	-17.1%	-2.4%	-7.3%
L.S.U. HSC - NO - Dental Lab Technology						
Associate	4	0.0%	175.0%	25.0%	0.0%	100.0%
L.S.U. HSC - NO - Medicine						
Professional	187	2.0%	-1.6%	-4.3%	0.53%	-3.7%
L.S.U. HSC - NO - Nursing						
Bachelors	176	0.0%	11.4%	26.1%	46.0%	49.4%
Masters	51	0.0%	45.1%	86.2%	61.0%	70.6%
Doctoral	2	0.0%	0.0%	0.0%	-100.0%	450%
L.S.U. HSC - NO - Public Health						
Masters	29	-3.4%	-10.3%	-10.3%	31.0%	37.9%
Doctoral	3	0.0%	-100.0%	-67.0%	-100.0%	-100%
L.S.U. HSC - Shrv - Allied Health						
Bachelors	62	-23.0%	-16.1%	-9.8%	-55.0%	-48.4%
Masters	27	-30.0%	14.8%	14.8%	196.3%	177.8%
Professional	62	-32.0%	-40.3%	-43.5%	-50.0%	-50.0%
L.S.U. HSC - Shrv - Graduate Studies						
Masters	1	0.0%	0.0%	400.0%	0.0%	100%
Doctoral	8	88.0%	25.0%	100.0%	38.0%	12.5%
L.S.U. HSC - Shrv - Medicine						
Professional	110	2.0%	1.8%	-0.9%	6.4%	-0.9%

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Southern University System</b>						
Southern University A&M						
Bachelors	895	-2.9%	-7.8%	-10.9%	-4.6%	-14.6%
Masters	312	-9.3%	-6.4%	-5.8%	0.6%	-10.6%
Doctoral	18	11.1%	27.8%	138.9%	50.0%	-44.4%
Southern University in New Orleans						
Bachelors	227	-2.2%	19.4%	30.8%	39.2%	31.3%
Masters	148	-10.8%	6.1%	3.4%	24.3%	23.6%
Southern University in Shreveport						
Certificate	71	2.8%	-1.4%	5.6%	40.8%	29.6%
Associate	224	-12.9%	17.0%	41.5%	15.2%	19.2%

## Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>University of Louisiana System</b>						
<b>Grambling State University</b>						
Bachelors	541	28.3%	25.0%	25.0%	29.9%	24.2%
Masters	115	15.7%	48.7%	71.3%	96.5%	117.4%
Doctoral	9	-55.6%	-77.8%	-33.3%	-33.3%	-55.6%
<b>Louisiana Tech University</b>						
Bachelors	1306	-3.4%	-6.9%	-7.4%	-8.3%	0.0%
Post-Baccalaureate	19	31.6%	115.8%	-10.5%	-36.8%	-57.9%
Masters	352	16.8%	27.8%	31.5%	34.9%	29.0%
Doctoral	37	-2.7%	-10.8%	29.7%	45.9%	16.2%
<b>McNeese State University</b>						
Bachelors	1035	-7.1%	-6.9%	5.2%	12.1%	9.28%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	294	-9.2%	8.2%	-5.4%	-11.2%	-7.5%
Specialist	0	N/A*	N/A*	N/A*	N/A*	N/A*
<b>Nicholls State University</b>						
Bachelors	855	8.8%	10.9%	5.4%	5.0%	11.9%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	109	32.1%	9.2%	73.4%	46.8%	49.5%
Specialist	3	66.7%	100.0%	133.3%	300.0%	100.0%
<b>University of Louisiana at Monroe</b>						
Bachelors	878	16.4%	24.8%	26.2%	16.3%	7.1%
Post-Baccalaureate	1	-100.0%	-100.0%	-100.0%	-100.0%	-100.0%
Masters	234	2.6%	-8.1%	26.5%	23.9%	26.5%
Doctoral	10	150.0%	80.0%	0.0%	100.0%	160.0%
Professional	91	-24.2%	0.0%	2.2%	-53.8%	-22.0%
<b>Northwestern State University</b>						
Bachelors	1052	2.3%	2.4%	1.0%	4.9%	-1.7%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	230	-2.6%	8.3%	11.3%	21.7%	20.4%
Post-Masters	0	N/A*	N/A*	N/A*	N/A*	N/A*
Specialist	20	-25.0%	-35.0%	-60.0%	-30.0%	-35.0%
<b>Southeastern Louisiana University</b>						
Bachelors	1872	4.0%	2.5%	4.1%	4.4%	4.6%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	351	-4.0%	23.6%	5.7%	18.5%	11.7%
Doctoral	3	-33.3%	233.3%	433.3%	300.0%	200.0%

*\*Percent change from baseline cannot be calculated from baseline of 0; year 5 completer totals can be found on the institution's Attachment D and in their annual report, both located on the BoR website.*

## Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>University of Louisiana System</b>						
University of Louisiana at Lafayette						
Bachelors	2117	0.7%	7.1%	7.8%	10.3%	17.3%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	378	3.7%	2.9%	-9.0%	12.2%	7.1%
Doctoral	32	21.9%	-6.3%	53.1%	62.5%	59.4%
University of New Orleans						
Bachelors	1286	0.7%	5.8%	3.3%	3.1%	7.8%
Masters	561	6.6%	24.6%	26.2%	25.7%	5.5%
Doctoral	45	33.3%	-2.2%	40.0%	22.2%	26.7%

*\*Percent change from baseline cannot be calculated from baseline of 0; year 5 completer totals can be found on the institution's Attachment D and in their annual report, both located on the BoR website.*

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

According to data submitted to the Board of Regents in the Student Profile System, 22,875 high school students enrolled in public postsecondary institutions in the Fall semester, 2014, generating 97,187 student credit hours of enrollment, averaging a little over 4 credit hours per student. This was almost a 12 percent increase over the preparatory student enrollment headcount in Fall 2013. The high level of participation in dual enrollment-related activities is primarily the result of partnerships between postsecondary campuses and their local school districts to maintain access for qualified high school students.

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

Licensure/certification exams essentially identify students who have met a recognized standard or proficiency in a certain area. These exams attest that an individual has attained the minimum knowledge, skills and abilities needed to perform tasks competently. At the institution level, faculty and staff use licensure and certification exam data to monitor how well candidates demonstrate content knowledge measured in the exam. At the start of the current GRAD Act agreements, the BoR developed an extensive list of disciplines for which passage rates would be assessed and reported as tracked measures. Institutions provide passage rates for disciplines tied to their role, scope and mission. A summary of campus specific passage rate data is included in the institution's annual GRAD Act report.

Following Year 2, some additional optional *Targeted* measures were approved for inclusion in GRAD Act, including passage rates on licensure exams in high demand disciplines, such as nursing. Acknowledging this, several institutions elected to report Passage Rates on Licensure Exam in Nursing as a targeted measure for the balance of their six-year GRAD

Act agreement. The tables below display institutional passage rate data for first time candidates taking the National Council Licensure Exam (NCLEX), which is the examination for the licensing of nurses in the U.S and Canada. A candidate for licensure must pass the appropriate exam, NCLEX-RN for registered nurses and the NCLEX-PN for practical nurses. NCLEX exams are designed to test the proficiency, skills and competencies essential for the safe and effective practice of nursing at the entry-level.

**Passage Rates on Licensure Exam in Nursing (RN)**

	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System</b>			
Baton Rouge Community College	96.9%	100.0%	90.7%
Delgado Community College	89.0%	96.9%	92.9%
<b>Louisiana State University System</b>			
Louisiana State University Eunice	91.2%	92.1%	87.5%
<b>Southern University System</b>			
Southern University A&M	86.5%	93.2%	81.3%
Southern University Shreveport	96.1%	78.3%	86.8%
<b>University of Louisiana System</b>			
Nicholls State University	93.2%	97.8%	85.7%
University of Louisiana at Monroe	90.6%	97.4%	94.1%
Northwestern State University	96.8%	94.5%	90.1%
University of Louisiana at Lafayette	95.0%	100.0%	96.9%

**Passage Rates on Licensure Exam in Nursing (PN)**

	Year 3	Year 4	Year 5
<b>Louisiana Community and Technical College System</b>			
Delgado Community College	83.0%	90.0%	79.0%
Elaine P. Nunez Community College	97.0%	100.0%	98.0%
Louisiana Delta Community College	80.0%	89.0%	93.2%
L.E. Fletcher Technical Community College	83.3%	100.0%	100.0%
Sowela Technical Community College	85.0%	90.3%	92.9%
South Central LA Technical College	80.5%	92.9%	95.7%
Central LA Tech Community College	92.0%	91.0%	91.9%
Northwest LA Technical College	73.0%	84.0%	85.1%

## **Performance Objective 2**

### Articulation and Transfer:

[Four-year institutions] *Provide feedback to community and technical colleges on the performance of associate degree recipients enrolled at the institution.*

[Four-year institutions] *Develop referral agreements with community colleges and technical colleges to redirect students who fail to qualify for admission into the institution.*

Admission standards have led to stronger collaboration between universities and colleges. Because most universities no longer offer developmental support in English or mathematics, universities work with their local community college to develop freshman bridge programs, whereby students participate in classes on the university campus and engage in student activities, access the library and recreation facilities, but are actually enrolled in the 2-year college and taking the college's courses. Thus, such programs as "BPCC at..." (BPCC at LA Tech, GSU, and Northwestern), "Connect to Success" (Northshore TCC at Southeastern), and "Southern Connect" (SUSLA at SUBR and SUNO), are expanding because they provide students with both an extended orientation to the university campus life and access to community college instruction and tuition.

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

Interest in the Louisiana Transfer (LT) degrees continues to grow; in Fall 2013, there were 3,059 LT majors and 129 LT graduates in academic year 2013-14. (And while 32% of the total 2012-13 graduates with transfer associate degree subsequently enrolled in a university, 70% of the graduates with the Louisiana Transfer degree moved on to a university.) In addition to the LT degrees, which offer several valuable guarantees to students who follow one of the eight statewide curriculum paths, 2+2 agreements between 2- and 4-year campuses for specific majors offer students optional paths to the baccalaureate. The number of 2+2 program agreements has grown over the last year as faculty and campuses find new ways to work together for the students' benefit.

The Master Course Articulation Matrix continues to expand as disciplinary faculty meet to discuss course content and expectations. In addition to the statewide common course numbering in the matrix, LCTCS has made strong progress in implementing system-wide common course numbering for every course offered and listed in the shared Banner student record system. This will streamline articulation and facilitate transcript evaluation for students transferring within LCTCS institutions, but also to any institution in Louisiana.

### **Performance Objective 3**

#### **Workforce and Economic Development:**

*Eliminate academic programs that have low student completion rates or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.*

Institutions routinely review program offerings to ensure that the curricula are relevant to the current needs of graduates moving into the workforce. The Board of Regents conducted a review of 179 academic programs in 2014-15, identified according to enrollments and average annual productivity. For each program, the campus prepared a proposition and justification to continue, consolidate, or terminate the program. Decisions were made in light of duplication and access issues from both a statewide and regional perspective, depending on the program and its relationship to other majors. At the conclusion of the review: 112 programs were continued; 9 were consolidated into other programs; and 58 were terminated. The majority of the terminated program recommendations had little or no enrollment and limited completer history, though some terminations were driven by loss of faculty, budgetary concerns, and campus priorities in allocating limited resources.

Over this last year, Regents has worked very closely with the Louisiana Workforce Commission to promote and enhance the commission's new STAR Rating System. Louisiana Star Jobs is a user-friendly, interactive search tool that ranks the best occupations in Louisiana according to salary, the number of openings and the prospects for each career. The system filters the ranking to suit the individual job seeker based on specific occupation or career choices, educational background and income requirements, then links the user to the job listings and/or links to specific institutions in the user's area that offer the credentials needed to qualify for those jobs. Louisiana Star Jobs is designed to help a broad array of people – students in school considering which career to pursue, people who are working but are interested in new or better jobs, individuals actively seeking employment and people living in other states considering locating to Louisiana.

Louisiana Star Jobs identifies and ranks jobs based on four criteria: projected demand, projected percentage job growth, the number of advertised job openings in the past year and wages. The stronger the demand and growth of a particular job in the short and long term and the higher the pay, the more stars it gets. Overall, highly valued occupations receive five stars. Occupations that pay well but have few job openings and poor prospects for the future are awarded fewer stars, just as those that may have many openings but pay poorly.

The Board of Regents is working closely with the Workforce Investment Council and LWC to explore the viability of utilizing the STAR system in conjunction with some of its other initiatives (e.g. Master Plan, Formula Funding, and the Workforce and Innovation for a

Stronger Economy [WISE] Fund). It is anticipated that as the funding formula for higher education is reviewed in the coming months, it will be adjusted and attention will continue to be paid to aligning programs with workforce opportunities in high demand and high wage fields.

In 2014, Governor Jindal signed into law the WISE Fund and allocated \$40 million to higher education institutions for the purpose of strategically aligning new investments in higher education with the workforce needs and emerging growth sectors in the economy. Monies in the fund were appropriated to the Board of Regents to be distributed to and used by postsecondary education institutions in agreement with a statewide workforce demand and gap analysis. During the 2015 Legislative Session, the WISE fund experienced a dramatic cut. This year, institutions will share a portion of \$12.1 million in Community Development Block Grant (CDBG) funds, which carry with it certain restrictions for use.

The WISE Council was

created to oversee the fund, represented by the following entities: the Louisiana Board of Regents, the Office of Louisiana Economic Development, the Louisiana Workforce Commission, the Workforce Investment Council, the University of Louisiana System, the Louisiana State University System, the Southern University System, and the Louisiana Community and Technical College System, will continue to manage the activities of WISE Fund usage and allocation.

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

Louisiana colleges and universities are expanding distance learning courses, programs, and related services for students. Campus administrators expect the number of students taking online courses will continue to grow and that a majority of all higher education students will be taking at least one online course over the next five years. Distance learning, or eLearning, allows a student the opportunity to continue their education while maintaining their career, raising a family or when they may not have access to a campus nearby.

Institutions acknowledge the need to provide student support services to the online learner just as for the on-campus population. Campuses reported on the implementation of online libraries and textbook services and provisions for online exams and electronic tutoring options. Some institutions have developed their own professional development programs for faculty and staff that provide in-depth preparation in distance learning instructional design, online pedagogy and online course development.

### 2015 Program Delivery Method by Institution Type

<b>Institution Type</b>	<b>Data</b>	<b>Onsite</b>	<b>Hybrid*</b>	<b>Online**</b>	<b>Total</b>
4-Year	# of Programs	830	53	200	1083
	% of Programs	76.64%	4.89%	18.47%	100%
2-Year	# of Programs	590	76	41	707
	% of Programs	83.45%	10.75%	5.80%	100%
Technical	# of Programs	177	11	1	189
	% of Programs	93.65%	5.82%	0.53%	100%
Specialized	# of Programs	51	0	0	51
	% of Programs	100%	-	-	100%
<b>Total</b>	# of Programs	1648	140	242	2030
	% of Programs	81.18%	6.90%	11.92%	100%

\*Hybrid: 50-99% of content is delivered online

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

Each campus with a major research mission (Louisiana State University and A&M College, Louisiana Tech University, the University of Louisiana at Lafayette, the University of New Orleans, and the Louisiana State University Health Sciences Centers in Shreveport and New Orleans) was required to develop annual performance measures related to research productivity, especially in key economic development industries as defined in the FIRST Louisiana statewide science and technology plan and Louisiana Economic Development's Blue Ocean initiative. The continued lack of standardized national metrics and regular reporting mechanisms, as well as the challenges of aligning research expenditures and outcomes with specific economic development industries, makes tracking and interpretation of research productivity complicated. The long timeframe often necessary to produce significant outcomes in science and technology research can be challenging. However, over five years of implementation, the comparison and annual and baseline GRAD Act data yield meaningful insights into progress in research and technology transfer.

In the context of these challenges, research productivity reporting focuses on a narrative report which provides essential context for five metrics:

- percentage of full-time equivalent (FTE) faculty holding active research and development grants/contracts;
- the percentage of FTE faculty holding active research and development grants/contracts in Louisiana's key economic development industries;
- the dollar amount of Research and Development (R&D) expenditures

- the dollar amount of R&D expenditures in Louisiana’s key economic development industries; and
- the number of intellectual property measures (e.g., patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.).

The narrative provides a methodology for data reporting, descriptions of research productivity, collaborations with economic development entities, business innovations and new companies related to faculty research, and comparisons to peer institutions.

Baseline data indicated that Louisiana research institutions were significantly invested in research related to economic development and already showing some results in commercialization and technology transfer. Year 2 data reflected some progress in research competitiveness and commercialization, despite budget reductions that limited campuses’ discretionary funds to support research activity. Year 3 and Year 4 reports showed either growth or steady productivity across GRAD Act reporting categories. Year 5 reports showed similar results, indicating the following:

- The number of research-active faculty holding research grants and contracts in priority economic development areas has remained steady at most campuses reporting;
- The five-year average of research expenditures from all sources has maintained a healthy increase (9.5%) from the baseline year among the five campuses reporting this information;
- Expenditures from industry funding sources showed dramatic growth over baselines during the first three years of GRAD Act reporting (though this is due in part to changes in the National Science Foundation’s data collection methodologies), and continue to grow at a rate of approximately 5% per year; and
- Research commercialization activities, including patents, licenses, start-up companies, and surviving start-ups, remain largely steady, with increases in invention disclosures reported by several campuses.

Narrative reports describe numerous and broadly drawn productive partnerships with the private sector and State and Federal governmental agencies, as well as increased attention to entrepreneurship among researchers and institutions and regular collaboration with local and regional economic development organizations. Several reports also cite significant ongoing higher education engagement with the Louisiana Department of Economic Development and Louisiana Innovation Council, particularly through the Board of Regents’ Master Plan Research Advisory Committee (MPRAC), in continuing to define and refine statewide research and science, technology, engineering, and mathematics (STEM) workforce targets and pursue opportunities for investment.

## **Performance Objective 4**

Institutional Efficiency and Accountability:

*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.*

*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.*

The Statewide Minimum Standards for Admission in 2014-15 directed that students requiring developmental coursework (English or Mathematics) could not be admitted to a university, unless by exception. Regional universities were eligible for an exception to the minimum standards for students with scores up to 2 points below the placement policy requirements and who are enrolled in a BoR-sponsored pilot study entailing co-requisite delivery of developmental and entry-level college coursework. In the fall semester, all ten regional universities participated in the co-requisite delivery pilot, reaching almost 1400 students with scores up to 2 points below the placement policy requirements who were enrolled in pilot college-level math and English courses. In February, the Board voted to continue the pilot one more year, opening participation to all institutions.

Outside of the pilot study, developmental education is primarily delivered by two-year colleges except in those limited cases wherein continuing students or the relatively few entering freshmen admitted by exception are completing their developmental education needs at the universities.

Act 100 of 2015 exempted Grambling State University, Southern University A&M and Southern University New Orleans from the requirement to adopt admissions standards that would prevent them from admitting students who require a single remedial course.

Board of Regents staff are working on a process for institutions to petition to maintain associate degree programs that have specific educational or workforce value which would be curtailed if the program were to be either transferred or abandoned. This process will be implemented in the 2015-16 AY for final disposition of associate level programs at four-year institutions.

*Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts...and monitor the impact of such increases on the institution.*

Systems and institutions provided, as part of their initial GRAD Act agreement, their policies and timelines for increasing nonresident tuition amounts as required by GRAD Act. However, Act 98 of 2015 makes an exception to this requirement for Louisiana's public historically black colleges and universities, providing instead that nonresident tuition and fee amounts at these institutions are not less than the average tuition and fee amounts to undergraduate resident students at the same institution.

*Designate centers of excellence as defined by the Board of Regents.*

A *Center of Excellence* is uniquely focused and specific in its designation. It may consist of a unit, program, or functional area that is accountable to higher expectations of performance and productivity, including contributions to economic development, placement of graduates, and generation of external interest and partnerships.

Board of Regents Academic Affairs Policy 2.05A, Centers of Excellence, is a policy to govern the criteria and process for the establishment of Centers of Excellence pursuant to both R.S. 17:3139.2 (GRAD Act) and R.S. 17:1875. It provides for three categories of statewide Centers of Excellence to emphasize different characteristics of strength: workforce training; education and community outreach; and research and innovation. Though the policy identifies focal areas, any designated Center would likely exhibit attributes of all three categories but would have a clear record of performance excellence in the designated topic.

**Centers of Excellence Recognized by the Board of Regents since 2013**

<b>INSTITUTION</b>	<b>CATEGORY</b>	<b>TITLE</b>
Baton Rouge Community College (2013)	Workforce	Center for Workforce Excellence in Transportation Technology
Fletcher Technical Community College (2014)	Workforce	Deepwater Center for Workforce Excellence
Delgado Community College (2014)	Workforce	Culinary Center for Workforce Excellence
LSU HSC Shreveport (2014)	Academic	Center of Excellence for Arthritis & Rheumatology
McNeese State University (2014)	Workforce	Southwest Economic Entrepreneurial Development (SEED) Center for Workforce
LSU A&M (2014)	Research	Center of Research Excellence in Plant Biotechnology & Crop Develop.
LSU HSC Shreveport (2014)	Research	Feist-Weiller Cancer Center of Excellence
Sowela Technical Community College (2014)	Workforce	Industrial and Process Technology Center for Workforce Excellence
LSU HSC New Orleans (2015)	Research	Stanley S. Scott Cancer Research Center
LSU HSC New Orleans (2015)	Research	Neuroscience Center of Excellence

(As of April 22, 2015)

## LOUISIANA PUBLIC POSTSECONDARY SYSTEMS AND INSTITUTIONS

### Louisiana State University System

Four-Year Universities: Louisiana State University and A&M College  
Louisiana State University Alexandria  
Louisiana State University Shreveport  
Two-Year (Community) College: Louisiana State University Eunice  
Professional/Specialized: Louisiana State University Health Sciences Center  
New Orleans  
Louisiana State University Health Sciences Center  
Shreveport  
Louisiana State University Paul M. Hebert Law Center\*

### Southern University System

Four-Year Universities: Southern University and A&M College  
Southern University New Orleans  
Two-Year (Community) College: Southern University 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 Lafayette  
University of Louisiana Monroe  
University of New Orleans

### 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 Technical 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

*\*On March 21, 2014, the LSU Board of Supervisors approved the realignment of the LSU Paul M. Hebert Law Center as an academic unit within LSU A&M. On March 27, 2015, LSU received approval from the Southern Association of Colleges and Schools (SACS) on the aforementioned realignment, effective April 1, 2015. Therefore, the heretofore LSU Law Center is no longer subject to participation in an individual GRAD Act agreement and will not be scored during Year 6 of the GRAD Act.*

