

# **LSU EUNICE**

## **GRAD ACT REMEDIATION PLAN**

4<sup>th</sup> Quarter (4<sup>th</sup> Q)

Progress Report

### **ATTACHMENTS**

4<sup>th</sup> Q – 1 to 4<sup>th</sup> Q – 6

**Judy Daniels**

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**From:** Financial Aid Operator  
**Sent:** Thursday, May 09, 2013 10:13 AM  
**To:** blast@mail.lsu.edu  
**Subject:** Financial Aid Alert

**A reminder from the Financial Aid Office...**

The priority deadline for **Fall 2013** is **June 1, 2013**. This means in order for the Financial Aid Office to guarantee that your file will be reviewed and a decision made in regard to your eligibility for financial aid (grants and loans) in time for the Fall 2013 tuition payment deadline you must have all of the following completed by June 1<sup>st</sup>:

- Processed **2013-14** FAFSA received electronically by LSU Eunice Financial Aid
- All supporting documents requested by the Financial Aid Office after receipt of your FAFSA, if any

\*Please ensure that your file with the Admissions Office is in order as well.

[facebook.com/LSUEuniceFinancialAid](https://www.facebook.com/LSUEuniceFinancialAid)



OFFICE OF FINANCIAL AID

PO Box 1129 • Eunice, LA 70535 1129

Phone: 337.550.1282 • Fax: 337.550.1266

finaid@sue.edu • www.lsu.edu

**\*Please do not respond directly to this email as the originating account is not monitored on a regular basis. If you need assistance contact the Financial Aid Office at the number listed above.**

This message is intended only for the use of the Addressee(s) and may contain information that is **PRIVILEGED**, **CONFIDENTIAL**, and/or **EXEMPT FROM DISCLOSURE** under applicable law. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or use of the information contained herein is **STRICTLY PROHIBITED**. If you received this communication in error, please destroy all copies of the message, whether in electronic or hard copy format, as well as attachments and immediately contact the sender by replying to this email.

**Judy Daniels**

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**From:** Financial Aid Operator  
**Sent:** Tuesday, May 21, 2013 8:20 AM  
**To:** blast@mail.lsu.edu  
**Subject:** Financial Aid Alert

**Importance:** High

The Financial Aid Office has begun the process of evaluating for Standards of Academic Progress (SAP) applicable to Fall 2013 financial aid eligibility. Please disregard any notices of academic standing on your financial aid tab until further notice. We will send out another email notification once the process is completed and the information verified. Thank you.

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**Judy Daniels**

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**From:** Financial Aid Operator  
**Sent:** Friday, May 24, 2013 9:10 AM  
**To:** blast@mail.lsu.edu  
**Subject:** Financial Aid Alert

**Importance:** High

The Financial Aid Office has completed the process of evaluating for Standards of Academic Progress (SAP) applicable to Fall 2013 financial aid eligibility. Please check the Financial Aid tab of your MyLSUE while viewing Fall 2013 for further information regarding your academic standing for financial aid eligibility. If you have failed any of the three (3) levels of screening as outlined in the Standards of Academic Progress (SAP) policy you will see a notice identifying what level you have failed and what options you may have to regain your eligibility in the future. Thank you.

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**William Nunez**

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**From:** Jacqueline Lachapelle  
**Sent:** Monday, May 27, 2013 10:47 AM  
**To:** LSUE; lsue@campushousing.com  
**Subject:** FW: Financial Aid Alert

**Importance:** High

The following email was sent out to all students in the CX System.

facebook.com/LSUEuniceFinancialAid



JACQUELINE LACHAPELLE  
Director of Financial Aid  
PO Box 1129 • Eunice, LA 70535 1129  
Office of Financial Aid  
Phone: 337.550.1282 • Fax: 337.550.1266  
jlachape@lsue.edu • www.sue.edu

**From:** Financial Aid Operator  
**Sent:** Friday, May 24, 2013 9:10 AM  
**To:** blast@mail.lsue.edu  
**Subject:** Financial Aid Alert  
**Importance:** High

The Financial Aid Office has completed the process of evaluating for Standards of Academic Progress (SAP) applicable to Fall 2013 financial aid eligibility. Please check the Financial Aid tab of your MyLSUE while viewing Fall 2013 for further information regarding your academic standing for financial aid eligibility. If you have failed any of the three (3) levels of screening as outlined in the Standards of Academic Progress (SAP) policy you will see a notice identifying what level you have failed and what options you may have to regain your eligibility in the future. Thank you.

**\*Please do not respond directly to this email as the originating account is not monitored on a regular basis. If you need assistance contact the Financial Aid Office at the number listed above.**

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**Noel-Levitz**

**Student Satisfaction Inventory**

**Survey Results**

**April 2013**

### Demographics

<b>Gender</b>		<b>N</b>	<b>%</b>	<b>Current Class Load</b>		<b>N</b>	<b>%</b>
Female		309	72.37%	Full-time		296	69.32%
Male		118	27.63%	Part-time		131	30.68%
Total		427	100.00%	Total		427	100.00%
No Response		9		No Response		9	

  

<b>Age</b>		<b>N</b>	<b>%</b>	<b>Class Level</b>		<b>N</b>	<b>%</b>
18 and under		100	23.20%	1 year or less		329	76.69%
19 to 24		248	57.54%	2 years		84	19.58%
25 to 34		54	12.53%	3 years		11	2.56%
35 to 44		20	4.64%	4 or more years		5	1.17%
45 and over		9	2.09%	Total		429	100.00%
Total		431	100.00%	No Response		7	
No Response		5					

  

<b>Ethnicity/Race</b>		<b>N</b>	<b>%</b>	<b>Current GPA</b>		<b>N</b>	<b>%</b>
Alaskan Native		1	0.23%	No credits earned		16	3.78%
American Indian		0	0.00%	1.99 or below		19	4.49%
Asian		2	0.47%	2.0 - 2.49		88	20.80%
Black/African-American		104	24.30%	2.5 - 2.99		124	29.31%
Hispanic or Latino (and Puerto Rican)		5	1.17%	3.0 - 3.49		113	26.71%
Native Hawaiian or Pacific Islander		0	0.00%	3.5 or above		63	14.89%
White/Caucasian		301	70.33%	Total		423	100.00%
Multi-racial		8	1.87%	No Response		13	
Other race		7	1.64%				
Total		428	100.00%				
No Response		8					

  

<b>Current Enrollment Status</b>		<b>N</b>	<b>%</b>	<b>Educational Goal</b>		<b>N</b>	<b>%</b>
Day		410	96.02%	Associate degree		243	56.78%
Evening		15	3.51%	Vocational/technical program		3	0.70%
Weekend		2	0.47%	Transfer to another institution		142	33.18%
Total		427	100.00%	Certification (initial/renewal)		9	2.10%
No Response		9		Self-improvement/pleasure		1	0.23%
				Job-related training		5	1.17%
				Other educational goal		25	5.84%
				Total		428	100.00%
				No Response		8	

### Demographics

<b>Employment</b>	<b>N</b>	<b>%</b>	<b>Organization Memberships</b>	<b>N</b>	<b>%</b>
Full-time off campus	66	15.38%	No organization memberships	358	84.24%
Part-time off campus	187	43.59%	One or two organization memberships	64	15.06%
Full-time on campus	13	3.03%	Three or four organization memberships	2	0.47%
Part-time on campus	22	5.13%	Five or more organization memberships	1	0.24%
Not employed	141	32.87%	<b>Total</b>	<b>425</b>	<b>100.00%</b>
<b>Total</b>	<b>429</b>	<b>100.00%</b>	No Response	11	
No Response	7				

  

<b>Current Residence</b>	<b>N</b>	<b>%</b>	<b>Tuition Source</b>	<b>N</b>	<b>%</b>
Residence hall	42	9.84%	Scholarships	44	10.40%
Own house	94	22.01%	Financial aid	269	63.59%
Rent room or apt off campus	48	11.24%	Family contributions	54	12.77%
Parent's home	213	49.88%	Self support	44	10.40%
Other residence	30	7.03%	Other tuition source	12	2.84%
<b>Total</b>	<b>427</b>	<b>100.00%</b>	<b>Total</b>	<b>423</b>	<b>100.00%</b>
No Response	9		No Response	13	

  

<b>Residence Classification</b>	<b>N</b>	<b>%</b>	<b>Institution Question</b>	<b>N</b>	<b>%</b>
In-state	411	96.48%	Campus item - Answer 1	24	6.80%
Out-of-state	9	2.11%	Campus item - Answer 2	36	10.20%
International (not U.S. citizen)	6	1.41%	Campus item - Answer 3	173	49.01%
<b>Total</b>	<b>426</b>	<b>100.00%</b>	Campus item - Answer 4	1	0.28%
No Response	10		Campus item - Answer 5	0	0.00%
			Campus item - Answer 6	119	33.71%
			<b>Total</b>	<b>353</b>	<b>100.00%</b>
			No Response	83	

  

<b>Institution Was My</b>	<b>N</b>	<b>%</b>	<b>Group Code</b>	<b>N</b>	<b>%</b>
1st choice	277	64.87%	0003	1	50.00%
2nd choice	111	26.00%	0122	1	50.00%
3rd choice or lower	39	9.13%	<b>Total</b>	<b>2</b>	<b>100.00%</b>
<b>Total</b>	<b>427</b>	<b>100.00%</b>	No Response	434	
No Response	9				

  

<b>Plan to Transfer</b>	<b>N</b>	<b>%</b>
Yes I plan to transfer	279	65.34%
No I do not plan to transfer	148	34.66%
<b>Total</b>	<b>427</b>	<b>100.00%</b>
No Response	9	

## Outstanding Academic Advisor Report

April 18, 2013

### Survey Demographics:

**2,897** Student enrollment for Spring 2013

**703** Students who logged onto 'Survey Monkey' (*approx. 24%; duplicates and those who did not complete the survey were eliminated*)

**587** Students completed the survey (*approx. 20%*)

**54** Advisors were identified/surveyed by students

\*\*\*\*\*

### Selection Process:

1. After approval of criteria for the advisor selection process, the Student Affairs representative and Academic Council representative collaborated to develop and set up the 'Survey Monkey' instrument for student access to online voting for a two week period. Following the close of voting, Student Affairs staff reviewed and compiled the voting results.
2. 116 surveys were removed because of duplication and/or incomplete responses.
3. 587 students completed the survey and identified 54 advisors.
4. To narrow the pool for top advisors, Student Affairs staff reviewed the student ratings for '*overall advising experience*' and calculated an average score of **6.17** on the 7.0 scale.
5. All advisors who scored below the average were eliminated. Of the original 54 advisors, **23** scored 6.17 or higher. To further reduce the pool, the Student Affairs staff eliminated advisors who had less than 5 student survey responses.
6. That elimination process resulted in **10 advisors** with a 6.17 or higher rating and 5 or more student survey responses. Student Affairs staff then added the five additional rating criteria from the survey and calculated an overall average score for each of the Top 10 advisors. Average scores ranged from **4.83 to 5.28** out of a possible score of 5.33.
7. Those Top 10 advisors from the survey data were forwarded to the Academic Council for their review and recommendations. Academic Council submitted their ranking of the **Top 5** advisors, along with recommendations. Student Affairs staff conducted a final review of the recommendations from Academic Council and gave point values (5 - 1) to each of the advisors depending on their rank order. Those points were added to the overall average from the student voting which resulted in a final total score for each of the finalists. (See **TABLE** provided). All results will be forwarded to the Chancellor's Cabinet for final review and approval before submission of the two finalists names to the LSUE Foundation office.

**Spring 2013 – Outstanding Advisor Voting Results**  
**TOP 10 Advisors**

	<b>Student Vote Average</b>	<b>Acad. Council Rank</b>	<b>Total Score</b>
Gervais, Steve	4.96	5	9.96
Guillory, Stephanie	4.98	.5 (tie)	5.48
Joubert, Lorrie	5.20	3	8.20
Lavigne, Camille	4.83	NR	4.83
Martel, Gloria	5.27	.5 (tie)	5.77
McLaughlin, Rob	4.93	2	6.93
Nemetz, Lois	5.28	4	9.28
Sonnier, Angela	5.00	NR	5.00
Thibodeaux, Anita	5.24	NR	5.24
Wamer, Kathleen	4.88	NR	4.88

Student Affairs & Enrollment Services

**ABSENT PROFESSOR – STUDENT SURVEY**

**\*Rating Scale:** 4-Excellent 3-Good 2-Fair 1-Poor

1. Circle ONE response for each item below.					Comments
Admissions Information	4	3	2	1	_____
Orientation	4	3	2	1	_____
Financial Aid	4	3	2	1	_____
Academic Advising	4	3	2	1	_____
Course Availability	4	3	2	1	_____
Student Activities/Programs	4	3	2	1	_____
Other:_____	4	3	2	1	_____

**2. List any specific needs, interests or activities you'd like to see on campus.**

\_\_\_\_\_

\_\_\_\_\_

**3. Tell us about your LSUE experience so far.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***Thank you!***

\*\*\*\*\*

**Optional:** If you would like to have a Student Affairs staff person contact you about any needs or concerns **OR** if you have an interest in **Student Leader** activities, please provide your contact information:

Print name: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Institutional Summary**  
**Items: In Sequential Order**

Item	Louisiana State University at Eunice - SSI			National Community Colleges Form B			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
38. Most classes deal with practical experiences and applications.	6.18	5.58 / 1.35	0.60	6.32	5.68 / 1.28	0.64	-0.10
39. On the whole, the campus is well-maintained.	6.40	6.26 / 1.06	0.14	6.33	5.98 / 1.23	0.35	0.28 ***
40. There are sufficient courses within my program of study available each term.	6.51	5.77 / 1.43	0.74	6.51	5.45 / 1.57	1.06	0.32 ***
41. Campus item 1	6.29	5.85 / 1.34	0.44				
42. Campus item 2 (Orientation)	6.33	6.06 / 1.18	0.27				
43. Campus item 3	6.21	5.98 / 1.23	0.23				
44. Campus item 4	6.53	6.18 / 1.05	0.35				
45. Campus item 5	6.26	5.63 / 1.44	0.63				
46. Campus item 6	5.61	4.90 / 1.84	0.71				
47. Campus item 7	6.01	5.80 / 1.40	0.21				
48. Campus item 8	5.88	5.54 / 1.39	0.34				
49. Campus item 9	5.76	5.51 / 1.44	0.25				
50. Campus item 10	5.94	5.31 / 1.68	0.63				
51. Cost as factor in decision to enroll.	6.44			6.47			
52. Financial assistance as factor in decision to enroll.	6.38			6.24			
53. Academic reputation as factor in decision to enroll.	6.27			6.07			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

Report on MATH 1020: College Algebra Supplement Pilot  
from SPRING 2013  
June 3, 2013

Course Title: MATH 1020

Title: College Algebra Supplement

Section: 01

Description:

Intensive treatment of concepts, mathematical operations, and problem-solving techniques commonly encountered in MATH 1021, with emphasis on concept application.

*Co-requisite: Registration in MATH 1021*

Instructor: Mr. Paul Elliott, M.S.

Roster:

Name	ID #	ACT SUBSCORE MATH	COMPASS Pretest (Algebra Domain)	COMPASS Post Test (Algebra Domain)
Bordelon, Jordan David	88235	18	25	28
Cortez, Nicholas Ty	88259	18	21	36
Guillory, Joseph Brandon	87852	18	30	36

Notes on Roster:

Three students were enrolled at the beginning of the semester, all three completed the course. Each student had an ACT math subscore of 18. It is important to note that approximately 10 additional students who met the qualifications for the co-requisite course chose not to participate in the pilot and instead registered for a developmental course. These students were contacted by the Division of Science prior to the spring 2013 semester beginning to advise them of the co-requisite math option.

### Delivery Methods:

The MATH 1020 course was designed to supplement instruction for the MATH 1021 College Algebra course. As with fall 2012, the course took place entirely in a computer lab where students completed assignments using the MyMathLab software, the same that is used for all other sections of MATH 1021. The topics covered in the developmental portion were completely student driven meaning that the instructor relied on the students to ask questions on material not understood.

The class met on Tuesdays and Thursdays, while the MATH 1021 course met on Mondays, Wednesdays, and Fridays. The students would complete assignments in MATH 1020 that corresponded to the section covered at the time in MATH 1021. For example, if Section 1.1 was completed on Monday in MATH 1021, then the Section 1.1 homework would be assigned in MATH 1020 on Tuesday. The instructor would walk around and answer questions as they came up, and students would also help each other. If one particular problem gave a number of students difficulty, the instructor would stop and present a mini lesson about the problem in question.

Along with sections covered in the textbook for MATH 1021, the instructor would also review certain topics potentially covered in a remedial class that would be pertinent to an upcoming section. For example, before the section covering solving quadratic equations, the instructor spent a day reviewing factoring of polynomials, and gave an assignment over the topic as well.

### Observations

First, students needed the most help with topics such as factoring polynomials, solving rational and radical equations, and similar topics covered in a developmental course. However, these same topics cause problems for students in regular sections of MATH 1021 as well.

Next, some statistics were calculated at the end of the semester in order to further compare the MATH 1020 pilot to the other face-to-face course sections. The face-to-face population had an overall success rate (A, B, or C only) of 55% with 15% of the students in the general population withdrawing from MATH 1021 (see Table 1). This suggests that at least one of the pilot students should have either received a D or an F or withdrew from the course. Regardless, it is difficult to extend any results to or from a sample of three.

Table 1. Results based on student grades.

	A, B, or C	D	F	W	Total
Pilot section	3	0	0	0	3
All face to face sections	134	27	45	37	243

Next, since grades are an indirect measure of student learning, student learning outcomes (SLOs) were generated for the course. According to the MATH 1021 syllabus, the student, upon the successful completion of MATH 1021, will

- A. manipulate equations and graphs of lines and circles
- B. shift, stretch, and reflect graphs of functions.

The outcomes are assessed using a departmental multiple choice final exam (i.e. all students enrolled in MATH 1021 take the same final). SLO data is then generated using specialized software that can be programmed to attach certain questions from the exam to specific student learning outcomes.

As Table 2 shows, improvement is needed; however, the SLO results indicate that the students in the pilot section performed at a rate higher than those in the face-to-face sections on the LSU Eunice campus.

Table 2. Fall 2012 SLO data for face to face instruction at LSU Eunice.

	Overall	SLO A	SLO B	N
Pilot Section	74	71	89	3
All face to face sections	66	63	81	197

Lastly, a spring 2013 fate analysis was conducted on the 25 students enrolled in the pilot during fall 2012. In all, 25 students were enrolled in the class on the 14<sup>th</sup> day. For the 19 students who were successful (A, B, or C only)

- 11 registered for the next course (either MATH 1022 or MATH 1425) in spring 2013; however, only 2 of them were successful at completing those courses.
- 7 attended LSU Eunice, but did not register for a math course.
- 1 student did not attend at all.

For the six students who did not successfully complete the pilot course (D, F, or W) in fall 2012

- 1 registered for MATH 0002 and received an F due to nonattendance.
- 2 attended LSU Eunice, but did not register for a math course.

- 3 did not attend.

**Recommendations:**

(Repeated from fall 2012) The attendance policy for the semester stated that if a student missed more than 5 total class periods between both courses, 1020 and 1021, they would fail the course. While the policy was not needed, one recommendation would be that the policy change to if the student misses either 3 MATH 1021 meetings or 2 MATH 1020 meetings, they would fail the course.

(Repeated from fall 2012) One aspect of the MyMathLab software is that for each question, students have the option to "View an Example". While this feature is very useful, it concerned the instructor that the students relied too much on this feature, and perhaps did not ask questions during MATH 1021.

(New) While the students in the pilot course were relatively successful in completing college algebra, they seemed to have difficulty with the next course in the sequence. Possible reasons for this should be investigated. In addition, it is interesting that seven students who successfully completed the pilot course did not register for a math the following semester. This should also be investigated since postponing future math courses could lead to forgotten material thus making subsequent math courses increasingly difficult.

Additional information provided Dr. Paul Fowler, Director of Developmental Education.

**Judy Daniels**

---

**From:** Chad Jones  
**Sent:** Tuesday, March 05, 2013 10:19 AM  
**To:** Robert Rene (robert\_rene@subr.edu); mossa@gram.edu; Jennie Monk (jenniemonk@lsua.edu); Meaux, Nyetta F (Nyetta.Meaux@ololcollege.edu); Lana F. Rodriguez (lfi5404@louisiana.edu); kbandy@uno.edu; ksmith2@mcneese.edu; Ramona Martin (rmartin@ulm.edu); mbillingsley@lacollege.edu; Heather C Schmidt; Melanie McBride (mcbridem@nsula.edu)  
**Cc:** Anita L. Thibodeaux; Jason Sampler; Tina Oubre; Judy Daniels; Amanda Bordelon; Joycelyn Miller  
**Subject:** LSU Eunice Transfer Day  
**Attachments:** Copy of Graduates with Name and Address by Degree - NEW(1).xls

I have attached a copy of our Spring 2013 graduates as promised. Please use this list to determine the level of interest before your arrival. Our Transfer Day is scheduled for Friday, March 22<sup>nd</sup> from 11 am to 1 pm in the Acadian Center rooms 128 & 127. There will be designated parking in the Science Building parking lot, which is in front of the Acadian Center. Your assistance with this process is greatly appreciated.

Chad Jones  
Institutional Liaison Officer  
Office of Student Affairs & Enrollment Services  
337-550-1223 (ph)  
337-550-1266 (fax)  
[www.lsu.edu](http://www.lsu.edu)  
[cjones@lsu.edu](mailto:cjones@lsu.edu)

## **Agenda Item V.B.**

### **Additional GRAD Act Optional Targeted Measures**

#### **Executive Summary**

Act 741 of 2010 and Act 418 of 2011, Granting Resources and Autonomy for Diplomas, commonly referred to as the GRAD Act, require the institutions, their management boards and the Board of Regents to enter into six-year GRAD Act Agreements (Agreement). The Agreement includes Performance Objectives, Elements, and Measures (Targeted, Tracked, and Descriptive). Under the GRAD Act law, the Board of Regents is authorized to add additional measures.

As the Agreement requires, after year two, the Tracked Measures were examined and it was determined which would be converted to Targeted Measures (with annual benchmarks and Year 6 targets), where appropriate. The Board of Regents adopted these measures during December 2012 and appropriate benchmarks and targets in January 2013

Following the end of year three of GRAD Act and the filing of the appropriate reports with the Legislature and the Governor, staff reached out to the systems to gauge their interest in further defining additional Targeted Measures, especially those related to the Student Success Performance Objective. Campuses were presented an opportunity to identify additional GRAD Act measures to more clearly assess the performance of institutions in meeting their assigned missions.

Regents' staff communicated with System GRAD Act Liaisons to review suggested additional optional Targeted Measures. As was the case in fall 2012, staff recognized that the more commonly applicable measures (retention rates, graduation rates, completers) were established in the original Agreements, and therefore, the new measures would not be applicable to all campuses. For this reason, like 2012, the recommended additional Targeted Measures would be optional, as they were in 2012.

Staff will be presenting the list of additional optional Targeted Measures for Committee consideration at its meeting on August 21<sup>st</sup>. If the Committee/Board adopts the additional measures, staff will return in September to present appropriate benchmarks and targets for those campuses wishing to participate.

The Senior Staff recommends that the Planning, Research and Performance Committee approve the additional optional Targeted Measures.