

## **Agenda Item VII.A**

### **Executive Summary**

The Board of Regents adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011 in August, 2011. The Plan includes three goals, nineteen objectives and nearly 100 performance measures. In its adoption of the Plan, the Board recognized that it is the commitment to implementation that makes any initiative a reality. As part of this commitment, the staff is reporting annually to the Board on the overall progress in meeting the Plan's performance measures.

A final draft of the third Annual Review of the Master Plan for Public Postsecondary Education in Louisiana: 2011 is attached. The staff will provide a summary of the third Annual Report to the Planning, Research and Performance Committee at its meeting on August 27, 2014.





The Louisiana public postsecondary education community consists of the Louisiana Community and Technical College System, the Louisiana State University System, the Southern University System, the University of Louisiana System and several specialized units. The Board of Regents (BoR), a state agency created by the 1974 Louisiana Constitution, coordinates all public postsecondary education in Louisiana. Through statewide academic planning and review, budgeting and performance funding, research, and accountability, Regents coordinates the efforts of the State's public colleges, universities and professional schools, while representing the public postsecondary education community before all branches of government and the public.

## TABLE OF CONTENTS

Executive Summary .....	4
Background & Introduction .....	6
Chapter 1: Goal 1 .....	9
Chapter 2: Goal 2 .....	23
Chapter 3: Goal 3 .....	33
Chapter 4: Summary & Analysis of Progress .....	40

## EXECUTIVE SUMMARY

In 2011, the Board of Regents (BOR), through the development and implementation of the Master Plan, advanced its vision for the future of postsecondary education by adopting the following three broad goals:

1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

The Plan outlines objectives, activities and performance measures to achieve these goals. Through these goals, related activities and the measurable performance metrics, the Plan assures that its implementation will be monitored, evaluated and reported throughout its duration.

In 2012, the Master Plan was recognized by the U.S. Chamber of Commerce's Institute for a Competitive Workforce as a catalyst for creating a "policy environment that promotes improvement and deserves recognition." In the Chamber's *Leaders and Laggards: A State-by-State Report Card on Public Postsecondary Education*, Louisiana received an "A" for having broad policies that foster student success and encourage postsecondary productivity. Louisiana was recognized as a leader because of the concrete objectives and performance measures contained in the Master Plan.

This is the third annual evaluation of the 2011 Master Plan. Subsequent annual evaluations will be forthcoming through 2025, culminating in a long-term analysis of the fifteen year implementation of the Plan.

### *Goal 1*

In the first three years of Master Plan implementation, progress towards Goal 1 is evident in the increased preparation of high school graduates, the increasing number of students who are participating in the Louisiana Transfer degree program, and increasing graduation rates at public postsecondary institutions. In the third year of Master Plan reporting, the percentage of high school graduates who completed the LA Core-4 Curriculum increased from a baseline level of 65.8% to 76.7%. The implementation of compulsory ACT test-taking has made ACT composite score comparisons difficult, but from an opportunity and access perspective, the 100% testing policy has given every public high school student in the State the opportunity to gauge their college readiness. Additionally, the number of high school students enrolled in postsecondary courses has increased 10%, from 18,551 in fall 2010 to 20,454 in fall 2013. At the postsecondary level, the number of students who are participating in the Louisiana Transfer degree program has increased from 214 in fall 2010 (the first semester the degree program was offered) to 3,047 in fall 2013. Graduation rates at Louisiana's public postsecondary institutions are also on the rise, increasing from 5.7% to 6.9% at two-year institutions and from 42.2% to 47.7% at four-year institutions.

However, there are still measures which, at least in the first three years of reporting, have shown little to no progress. While the overall statewide 1<sup>st</sup> to 2<sup>nd</sup> year retention rate has remained relatively stable (74.5% in the baseline year and 73.9% in the third year of Master Plan reporting), two-year and technical college students continue to struggle with year-to-year and fall-to-spring retention. Also, the enrollment of adult learners (those students age 25 and older) in postsecondary education courses dropped 8% from a baseline level of 55,557 to 50,659 in year three of Master Plan reporting.

Ultimately, the annual number of graduates is the most important measure of the State's progress toward the goal of reaching the SREB states' average educational attainment. In academic year 2009-10, Louisiana's public postsecondary institutions produced 26,874 graduates. Three years later, in academic year 2012-13, that number had increased 8.3% to 29,127. While these numbers are impressive, to get to the SREB states' average educational attainment goal by 2025, the State will need to be producing approximately 50,000 graduates per year by academic year 2025-26.

### *Goal 2*

In the first three years of Master Plan reporting, Goal 2 metrics have remained relatively stable, with several research metrics, particularly those related to campus research expenditures, showing significant growth over baseline reporting. The National Science Foundation's (NSF) methodology for reporting expenditures from industry/business sources has recently changed however, complicating comparisons of current data with data submitted in previous years. The BOR recently replaced "Queen Bee", the core super computer purchased in 2007 for the LONI Research Network. Replacing this out-of-date hardware with new state-of-the-art equipment has allowed research computation in Louisiana to continue at a very high level, enabled a broad and diverse catalog of research, and provided a peak performance of nearly 1.5 PetaFlops (over 30 times faster than Queen Bee). Unfortunately, recent significant reductions to higher education's state general fund appropriations have reduced campuses' discretionary funds to support faculty research projects, lab upgrades, start-up packages, library acquisitions, and other critical elements in advancing the culture and practice of state-of-the-art research.

### *Goal 3*

Progress towards Goal 3 has occurred through the continued implementation of the performance-based funding formula, participation in the second year of Complete College American (CCA) reporting, the implementation of an annual academic program review process, and the continued assessment of the BOR remedial education pilot program. In addition, during the last three years of Master Plan reporting, most institutions met their targeted GRAD Act goals, and were subsequently awarded increased tuition authority and retained their performance funding.

# **BACKGROUND & INTRODUCTION**

## Development & Implementation of a Master Plan for Postsecondary Education

The importance of postsecondary education to both the individual and the State is undisputed. For the individual, postsecondary education opens the door to intellectual and financial opportunities which pay dividends throughout life. For the State, postsecondary education is an economic catalyst. A highly functioning postsecondary education system leads to the development of a pool of skilled and talented workers who pay taxes and rely less on government services. In addition, research intensive universities attract highly-skilled and creative individuals as well as provide the breeding ground for new inventions, patents, technology spin-offs and startup companies. Because postsecondary education is so vitally important to the individual and to the State, Louisiana must strengthen and continue to maintain a public postsecondary education system that is adequately funded and accountable.

Recognizing the importance of postsecondary education to the State, Article VIII, §5 D (4) of Louisiana's Constitution requires the Board of Regents (BOR) to "formulate and make timely revision of a master plan for postsecondary education..." Since 1976, the BOR has produced and implemented six master plans for public postsecondary education in Louisiana.

On August 24, 2011, the BOR adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011, outlining the long-term goals for the State's colleges and universities through 2025. The vision outlined in the Plan was guided by the reality that Louisiana must raise the educational attainment of its adult citizens if it is to compete successfully in the 21<sup>st</sup> century world economy. The Plan also addressed the need to strategically invest in targeted research to sustain and expand the State's economic development. Finally, because of the significant role postsecondary education plays in the State's economy and overall well-being of the citizenry, increased accountability, in addition to being a common thread throughout the entire Plan, was included as a specific goal.

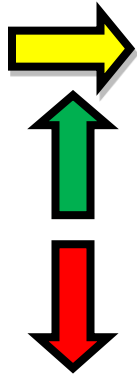
*The Board of Regents advanced its vision for the future of postsecondary education in Louisiana by adopting the following three broad goals:*

- 1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025;*
- 2. Invest strategically in university research; and*
- 3. Achieve greater efficiency and accountability in the postsecondary education system.*

To assess progress towards the three goals, the Plan contains objectives, activities and performance measures. This document is the third report on the State's progress in the implementation of the 2011 Master Plan. Subsequent annual evaluations will be forthcoming through 2025, culminating in a long-term analysis of the fifteen year implementation of the Plan.



Many of the performance measures are quantitative in nature and are therefore tracked and reported within this document in numeric fashion. Such measures are contained in tables throughout the report. These tables display baseline and year 3 data as well as arrows to depict status from baseline year to year 3.



- Yellow arrows indicate no change between baseline year and year 3
- Green arrows indicate positive movement between baseline year and year 3
- Red arrows indicate negative movement between baseline year and year 3

It should also be noted that, in some cases, a decrease from baseline actually represents positive growth, as is the case in the decline in the number of students requiring remedial education. In such instances, a green arrow is displayed, despite the numeric decline.

There are also a handful of measures that, due to their nature, are reported in narrative form. These qualitative measures follow the tables of quantitative measures in each section, as applicable.

Each year BOR staff review the measures to evaluate their appropriateness. As such, staff may remove measures that are no longer valid in the assessment of progress towards a specific objective or goal. Likewise, staff may add measures which more fully assess progress towards articulated objectives or goals.



**CHAPTER 1**  
**GOAL 1**

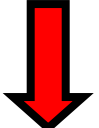


## **Goal 1: Increase the educational attainment of the State’s adult population to the SREB States’ average by 2025**

To contribute to the State’s economic prosperity through the development of a skilled, educated citizenry, the Board of Regents established the goal of increasing the educational attainment (measured at the associate degree level and above) of its adult citizens to the SREB average by 2025. When the goal was set, the estimated average educational attainment rate of the SREB region in 2025 was 42%. Today, due to many SREB states’ progress towards their educational attainment goals and the inclusion of certificates in the attainment calculation, the estimated average in 2025 is 46%. Taking into account the 35.1% of Louisiana’s adult residents (ages 25-64) who currently have some postsecondary credential and the State’s average annual change in the educational attainment rate (0.42% from 2000-2012), Louisiana’s postsecondary education institutions (public, private non-profit and proprietary) will need to graduate approximately 148,277 graduates between academic years 2013-14 and 2025-2026 to reach the estimated average SREB rate of 46%. Producing the 148,277 graduates will require an annual increase of 1,629 graduates per year (compounded).<sup>1</sup> In developing the objectives for this goal, the Board focused on access to, participation in, and completion of postsecondary education programs for all citizens, in addition to recent high school graduates.

### ***OBJECTIVES TO REACH GOAL 1***





***Objective 1-1: Through collaboration with the Board of Elementary and Secondary Education (BESE), graduate more students from high school ready for college or career.***

Performance Measures for Objective 1-1:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of students participating in LOUISIANA GEAR UP	Fall 2010	8,261	5,999	-2,262	
Percentage of high school graduates completing the LA Core-4 Curriculum (public and non-public school graduates)	AY 10-11	65.8%*	76.7%	10.9	
Average ACT composite scores of high school graduating class	AY 09-10	20.1	19.5	-0.6	

\*Students graduated with Core-4 for the first time in AY 11-12. Thus, baseline data (AY 10-11) represents the percentage of graduates completing the Regents Core.

<sup>1</sup> National Center for Higher Education Management, “Setting Educational Attainment Targets in Louisiana,” presentation to Louisiana Board of Regents, May 2014

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Percent of public high school graduates passing (scoring a 3 or higher) on one AP exam while in high school	Graduating Class of 2010	4.6%	5.3%	0.7	
Number of high school graduates (public and non-public)	AY 10-11	43,041	44,364	1,323	
Number of high school graduates scoring 19 or below on the Math sub-section of the ACT (# of students who would require remedial education in Math)	AY 09-10	18,292	25,400	7,108	
Number of high school graduates scoring 18 or below on the English sub-section of the ACT (# of students who would require remedial education in English)	AY 09-10	12,493	18,271	5,778	

Comments on Performance Measures for Objective 1-1:

**Decreases in the number of students participating in GEAR UP due to program’s cohort model**

Because LA GEAR UP follows a cohort model, the program experiences a great deal of student fluctuation annually. Students begin LA GEAR UP participation in 8<sup>th</sup> grade and from year to year, LA GEAR UP services transition to the high school that at least 50% of the cohort members attend. Only students who attend the predominant high school remain in the cohort. This transitional drop-off often results in decreased headcount from year to year. During fall 2013, LA GEAR UP was in its sixth year, serving 5,999 11<sup>th</sup> and 12<sup>th</sup> grade students in 29 schools in 12 parishes. Enrollment was down from 7,047 in the previous reporting cycle due to student outmigration.

**Decrease in ACT composite score and increase in number of students scoring below the math and English “cut scores” due to implementation of compulsory ACT test-taking**

The implementation of compulsory ACT test-taking, promulgated by the Louisiana Department of Education (LDOE) for the first time in 2013 (year 3 of BoR’s Master Plan reporting), and the inclusion of the scores of students who took the ACT with accommodations, likely led to the

observed decrease in the State’s composite ACT score and increase in the number of students scoring below the math and English “cut scores.” When a larger proportion of the class—representing a broader cross-section of talents—takes the test, the range of scores will be broader, and the state average generally decreases. In addition, beginning with the class of 2013, ACT included results for students who took the test with ACT-approved accommodations in the state average score. These students, on average, have had lower ACT composite scores. In 2013, 6% of Louisiana’s graduating seniors took the ACT with approved accommodations, compared with 3% in the entire SREB region.<sup>2</sup> Prior to implementation of compulsory ACT test-taking and the reporting of students with ACT-approved accommodations, the average ACT composite score for Louisiana’s high school graduating class improved over the baseline year in both year 1 and year 2, and the number of students scoring below the math and English “cut scores” for placement into college-level courses decreased from the baseline in both year 1 and year 2. In fact, in year 1 (class of 2011) and 2 (class of 2012) of Master Plan reporting, Louisiana’s average ACT composite scores matched the SREB averages of 20.2 and 20.3, respectively. For the class of 2013, Louisiana’s average is 0.5 below the SREB average of 20.0. It should also be noted that despite the increase in year 3 in the number of students scoring below the math and English “cut scores,” the number of students scoring above the “cut scores” in both math and English increased. The number of students who scored well enough to be deemed “college ready” increased by 3,600.

### **Cohort High School Graduation Rate**

Although the four-year cohort high school graduation rate is not one of the performance measures outlined in the Master Plan, it is, along with the number of high school graduates, an important measure of the effectiveness of secondary education in the State. Louisiana’s federal adjusted cohort graduation rate (ACGR) has increased from 71.4% in AY 2010-11 (the first year the ACGR was reported to the U.S. Department of Education) to 73.5% in the third year of Master Plan reporting.<sup>3</sup> With the national average currently at 80%, continued efforts to increase Louisiana’s high school graduation rate are needed, especially among minority groups. In Louisiana the ACGR among African-American students is 65%, and 70% among Hispanics; nationally it is 69% and 78%, respectively. In addition, reflecting a national trend, wide gaps in high school graduation rates between males and females persist in Louisiana. In 2012, 66% of male students in Louisiana graduated from high school on time, compared with 78% of female students.<sup>4</sup>

---






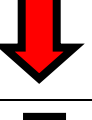

<sup>2</sup> The Southern Regional Education Board, “The ACT and SAT: No Longer Used Just as College Admission Tests,” Fall 2014

<sup>3</sup> Louisiana Department of Education’s *Louisiana Believes Plan*, District and State Graduation Rates

<sup>4</sup> The Southern Regional Education Board, “Louisiana 2014 State Progress Report: Challenge to Lead 2020 Goals for Education.”

**Objective 1-2: Increase the college-going rate of high school graduates.**

Performance Measures for Objective 1-2:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Percentage of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	59.2%	54.0%	-5.25	
Number of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	25,091	23,080	-2,011	
Number of high school students enrolled in postsecondary education courses	Fall 2010	18,551	20,454	1,903	
Number of student credit hours (SCH's) generated by high school students enrolled in postsecondary education courses	Fall 2010	84,387	89,396	5,009	
Total number of students on GO Grants	AY 10-11	30,797	25,800	-4,997	
Number of first-time students on GO Grants	AY 10-11	17,065	12,708	-4,357	
Graduation rate of students on state scholarships (TOPS)	Entering class of AY 03-04	59%	60%	1.0	

Comments on Performance Measures for Objective 1-2:

**Decrease in percentage of high school graduates enrolling in college part of national trend**

In the third year of Master Plan reporting the proportion of recent Louisiana high school graduates who went on to enroll in a public college or university (within 2 fall semesters) declined. This trend was also reflected in national data where the proportion of recent American



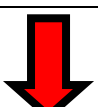

high school graduates who go on to college (the fall semester following high school graduation)- a figure that rose regularly for decades- declined slightly from 66.2% to 65.9%.<sup>5</sup>

**Decline in students on Go-Grants**

A 2011 study conducted by Noel-Levitz and the American Institutes for Research (AIR) found that setting a target of meeting 60% of student financial need with Go Grant funding and all other forms of gift aid would be the most cost-effective path for the State of Louisiana to increase retention and graduation rates in the face of increasingly stringent fiscal constraints.<sup>6</sup> In light of the Noel-Levitz/AIR study findings, the BOR approved changes to the *Go Grant Framework*, including changes to the minimum and maximum annual award amounts and the manner in which postsecondary institutions package students’ awards. As a result, beginning with the 13-14 academic year, annual Go Grant minimum and maximum award amounts were increased and institutions were required by the Louisiana Office of Student Financial Assistance (LOSFA) to make a good faith effort to distribute their Go Grant allocations in a manner that reaches students with the most financial need in an effort to bring their maximum financial need met with gift aid to 60%.<sup>7</sup> As a result, the total number of students on Go Grants declined due to institutions’ more strategic use of Go Grant funds.

**Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs.**




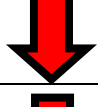
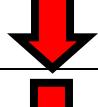
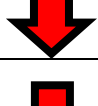
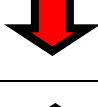


Performance Measures for Objective 1-3:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of students 25 or older enrolled in adult basic education programs	AY 09-10	13,577	11,985	-1,592	
Total number of GED’s awarded each year, and by region, to students 25 or older	AY 09-10	2,448	2,242	-206	
Region 1- New Orleans	AY 09-10	423	365	-58	
Region 2- Capital Region	AY 09-10	523	585	62	

<sup>5</sup> U.S. Bureau of Labor Statistics

<sup>6</sup> Noel-Levitz and the American Institutes for Research, “Targeting Financial Aid for Improved Retention Outcomes: The Potential Impact of Redistributing State Gift Aid on Student Retention Among Pell Grant Recipients in Louisiana’s Statewide and Regional Universities,” 2011

<sup>7</sup> LOSFA Student Financial Aid Bulletin S2013-01

Performance Measure	Baseline Yr.	Baseline Data	Yr. 3 Data	Chg. From Baseline	Status from Baseline
Region 3- Houma/Thibodaux	AY 09-10	94	109	15	
Region 4- Acadiana	AY 09-10	271	200	-71	
Region 5- Calcasieu	AY 09-10	164	147	-17	
Region 6- CenLa Region	AY 09-10	356	299	-57	
Region 7- Shreveport/Bossier	AY 09-10	312	258	-54	
Region 8- Delta Region	AY 09-10	305	279	-26	
Number of adults (age 25 or older) enrolled in postsecondary courses	Fall 2010	55,557	50,659	-4,898	
Number of degree programs delivered through 50%-99% distance education (hybrid)	AY 12-13	139	155	16	
Number of degree programs delivered through 100% distance education	AY 12-13	168	221	53	

Comments on Performance Measures for Objective 1-3:

**Decline in adult basic education enrollment and the number GED's conferred**

The data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded has declined from the baseline year to the third year of Master Plan reporting. These data are troubling considering that approximately 360,000 Louisiana residents between the ages of 25 and 64 have no high school credential.<sup>8</sup> The importance of

<sup>8</sup> United States Census Bureau, 2012



increasing the proportion of Louisiana citizens with a high school credential is evidenced by the 16% percent difference in employment rates among Louisiana citizens with and without a high school credential (72% for those with a high school credential compared to 56% for those without one). During the 2010 Regular Legislative Session, the Louisiana Legislature finalized a multi-year transfer of responsibility for adult education programs from the Board of Elementary and Secondary Education (BESE) to the Board of Supervisors of the Louisiana Community and Technical College System (LCTCS). The implementation of WorkReady U, which resulted in a shift in focus from primary instructional services for 16-18 year olds to the adult learner age 19 and older, resulted in a drop in statewide enrollment in adult basic education (ABE) programs. BOR anticipates increases in these numbers in the coming years with the continued rebranding of ABE into WorkReadyU. The decrease in the total number of GED's attained by adults aged 25 and older is not due to a decrease in the number of adults aged 25 and older taking the test. From the baseline year (2009-10) to year 3 of Master Plan reporting (2012-13), the total number of adults aged 25 and older taking the GED increased 19.3% (from 3,021 to 3,606). The decrease, instead, represents an overall decline in the number of adults aged 25 and older who pass the test. From the baseline year (2009-10) to year 3 of Master Plan reporting (2012-13), the pass rate for adults aged 25 and older declined from 63% to 62%.<sup>9</sup> It should be noted, however, that Louisiana's GED pass rate among all test takers (67%) remains close to the SREB average (68%) and just two percentage points from the U.S. average (69%).<sup>10</sup>

### **Decline in enrollment of adult learners (aged 25 and older) part of national trend**

The enrollment of adult learners (those students age 25 and older) dropped 8.8% from a baseline level of 55,557 to 50,659 in year three of Master Plan reporting. During the same time period, overall enrollment in Louisiana's public postsecondary institutions declined 3%, from 225,206 to 216,613. This is reflective of a national trend in which the number of adult learners enrolled in postsecondary education declined 3% (with overall enrollment increasing 2%) and may be attributable to the improving national economy.<sup>11</sup> Currently, only 35% of Louisiana adults age 25-64 have an undergraduate college credential.<sup>12</sup> Of those without a college credential, approximately 15% have no high school credential and 22% have some postsecondary education but no credential.<sup>13</sup>

### **CALL initiative ended December 2013**

In the prior three annual reviews BOR reported on the number of accelerated (fast-track) degree programs offered through the Center for Adult Learning in Louisiana (CALL) as well as the number of students enrolled in CALL degree programs. Since the last annual report the CALL initiative ended. The six year initiative was a success, with 745 graduates.<sup>14</sup>

---

<sup>9</sup> American Council on Education, *2009 and 2012 Annual Statistical Report on the GED Test*

<sup>10</sup> The Southern Regional Education Board, "Louisiana 2014 State Progress Report: Challenge to Lead 2020 Goals for Education"

<sup>11</sup> National Center for Education Statistics, *Digest of Education Statistics*, Table 224

<sup>12</sup> U.S. Census Bureau

<sup>13</sup> The Southern Regional Education Board, "Louisiana 2014 State Progress Report: Challenge to Lead 2020 Goals for Education"

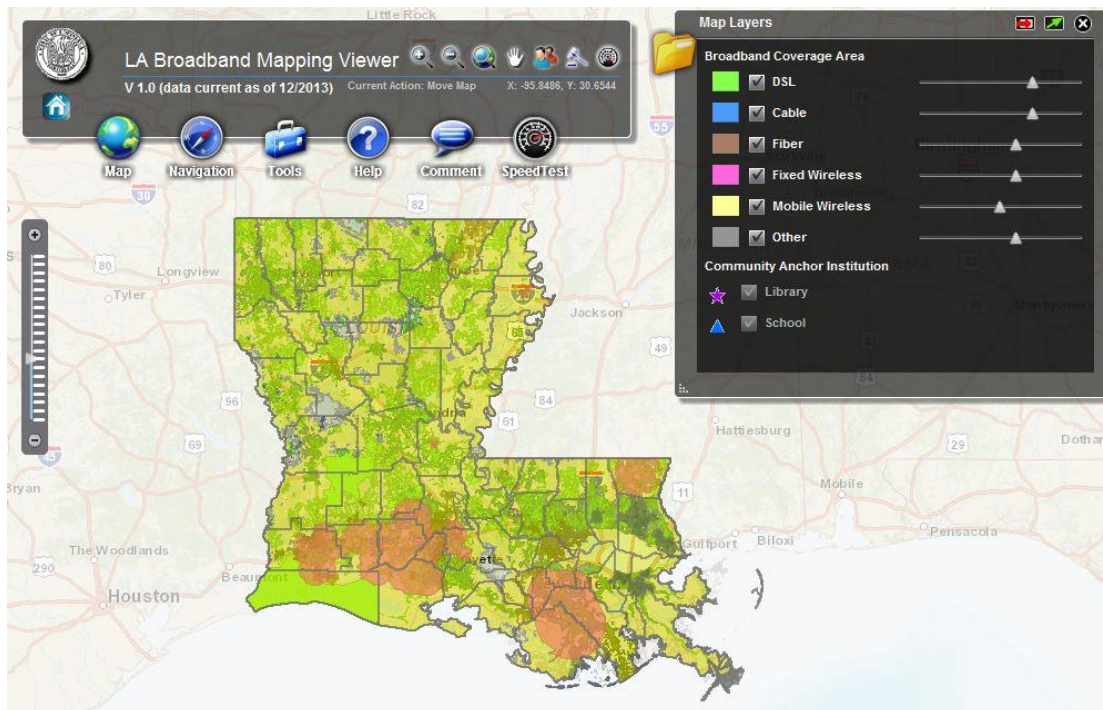
<sup>14</sup> Center for Adult Learning in Louisiana, Quarterly Program Report, June 2013

### Number of online degree programs added as a Master Plan measure

Given the conclusion of the CALL initiative and the recognition of the role that electronic learning will play in making postsecondary education more accessible to adult learners, BOR staff has added two new measures to the Master Plan annual review- the number of degree programs delivered through 50%-99% distance education (hybrid programs) and the number of degree programs delivered through 100% distance education. BOR began collecting these data from campuses in 2012-13 within the Curriculum Inventory (CRIN) data system. In April 2014, the BOR launched *Louisiana Online* ([www.louisianaonline.org](http://www.louisianaonline.org)), a website which provides a comprehensive listing of Louisiana institutions' online and hybrid degree programs.






### Qualitative Measures

In addition to the measures above, the Master Plan calls for reporting the number of rural parishes/communities with broadband access, in recognition of the role that broadband access plays in the ability of many working-age adults to pursue postsecondary education. Currently, no definitive, up-to-date and public data source exists for tracking the number of rural parishes/communities in Louisiana with broadband access. However, the Division of Administration's Louisiana Broadband Initiative (an extension of the National Broadband Plan), does house an interactive "Louisiana Broadband Map" on their website. The website can be viewed by accessing the following link: <http://broadband.la.gov/about-working.asp> . The following screen shot displays a color-coded map highlighting the areas of the State with DSL, Cable, Fiber, Fixed Wireless, Mobile Wireless, and Other forms of broadband access. These data are from December 2013, the most up-to-date information available.



**Objective 1-4: Improve postsecondary persistence/retention rates. (1<sup>st</sup> to 2<sup>nd</sup> Year and 1<sup>st</sup> to 3<sup>rd</sup> Year).**

Performance Measures for Objective 1-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 3 Data	Chg. From Baseline	Status from Baseline
Statewide 1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate of first-time, full-time, degree-seeking students	Fall 09 to Fall 10	74.5%	73.9%	-0.6	
Statewide 1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate of first-time, full-time, degree-seeking students for two-year colleges	Fall 09 to Fall 10	58.8%	55.3%	-3.5	
Statewide 1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate of first-time, full-time, degree-seeking students for four-year universities	Fall 09 to Fall 10	80.8%	81.5%	0.7%	
Statewide 1 <sup>st</sup> to 3 <sup>rd</sup> year retention rate for first-time, full-time, degree-seeking students (four-year universities)	Fall 08 to Fall 10	72.4%	72.8%	0.4	
Statewide fall to spring retention rate of first-time, full-time, degree-seeking students (technical colleges)	Fall 09 to Spring 10	76.9%	72.2%	-4.7	






Comments on Performance Measures for Objective 1-4:

**Decrease in Retention Rates at Two-Year Schools and Technical Colleges**

Although 1<sup>st</sup> to 2<sup>nd</sup> year retention rates remained relatively constant from the baseline (74.5%) to year three (73.9%) of Master Plan reporting, retention rates at two-year colleges decreased from 58.8% to 55.3%. This may be a result of the improving economy, as many students who enrolled in certificate and associate degree programs to re-tool their skills during waning economic times returned to the workforce before completing their studies.

**Objective 1-5: Increase graduation of transfer students.**












Performance Measures for Objective 1-5:



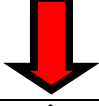
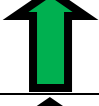

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of students declaring an AALT/ASLT major	Fall 2010	214	3,047	2,833	
Number of students graduating with an AALT/ASLT degree	AY 10-11	7	129	122	
Number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree	AY 11-12	2	74	72	
Number of students graduating with any associate degree (from two year and technical institutions only)	AY 09-10	3,368	4,295	927	
Graduation rate of baccalaureate candidates who began at two-year colleges	Fall 2003	45.9%	54.9%	9.0	

*\*The earliest point at which a student could have graduated with an AALT/ASLT degree was spring 2011. Therefore AY 11-12 serves as the baseline year for reporting the number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree. Year 2 data will therefore be reported once the AY 13-14 SPSS file is complete.*

**Objective 1-6: Increase the rate and number of students earning a postsecondary credential**

Performance Measures for Objective 1-6:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Statewide graduation rate (within 150% of time) at two-year institutions (associate level and below)	Entering class of fall 2003	5.7%	6.9%	1.2	
Statewide graduation rate (within 150% of time) at four-year universities (bachelor's only)	Entering class of fall 2003	42.2%	47.7%	5.5	
Number of 1-year certificate recipients	AY 09-10	3,736	4,395	659	
Number of diploma recipients	AY 09-10	2,757	2,823	66	
Number of associate recipients	AY 09-10	4,429	5,364	935	
Number of post-associate recipients	AY 09-10	19	25	6	
Number of baccalaureate degree recipients	AY 09-10	17,941	18,368	427	
Number of post-baccalaureate recipients	AY 09-10	25	177	152	
Number of masters recipients	AY 09-10	4,513	5,301	788	
Number of post-masters recipients	AY 09-10	1	11	10	
Number of specialists recipients	AY 09-10	52	43	-9	

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of doctorate recipients	AY 09-10	523	560	37	
Number of professional degree recipients	AY 09-10	885	1,006	121	
Number of post-professional recipients	AY 09-10	23	18	-5	
Completer productivity: ratio of completers to enrollment	AY 09-10	5.82	5.08	0.74	
Total number of graduates (unduplicated)	AY 09-10	26,874	29,127	2,253	

*Completer totals are unduplicated at the award level.*

Comments on Performance Measures for Objective 1-6:

**Number of completers (unduplicated at the award level) on the rise**


Since academic year 2009-2010 (the baseline year for Master Plan reporting) there has been a marked increase in the number of completers at all degree levels, with a 15% increase in completers at the associate level and below, a 3% increase in baccalaureate completers, and a 16% increase in completers at the master’s level and above (with varying degrees of duplication within degree levels, as some completers may earn multiple awards in a given academic year).

**Total number of graduates added as a Master Plan measure**

While analyzing the number of completers at the various award levels is important, the annual number of graduates is the ultimate measure of the State’s progress toward the goal of reaching the SREB states’ average educational attainment. Because many students receive multiple awards at different levels (for example, a student may receive a certificate in one academic year and an associate degree the next), tracking an aggregate number of completers (unduplicated only at the award level) on an annual basis may overstate the State’s progress in reaching the educational attainment goal. BOR staff is therefore beginning to track an unduplicated number of graduates on an annual basis in order to assess the State’s progress. Using this methodology staff will be able to gauge more accurately the level of success the State is making toward increasing the percentage of adults (age 25-64) in the State with a postsecondary education credential (as residents are counted only once in the “postsecondary education credential” category, no matter how many credentials they possess). In academic year 2009-10, Louisiana’s public postsecondary institutions produced 26,874 graduates. Three years later, in academic year 2012-13, that number had increased 8.3% to 29,127. While these numbers are impressive, to get to the SREB states’ average educational attainment goal by 2025, the State will need to be producing approximately 50,000 graduates per year by academic year 2025-26.

***Objective 1-7: Develop a skilled workforce to support an expanding economy.***

Performance Measures for Objective 1-7:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of high school students with dual enrollment in career/technical skills courses	AY 09-10	1,125	1,676	551	



**CHAPTER 2**  
**GOAL 2**



## **Goal 2: Foster Innovation through Research in Science and Technology in Louisiana**

Cutting-edge research and innovation, and resulting scientific advancements, technology transfers, and industrial partnership, are critical to maintaining a vibrant scientific and technological culture across post-secondary education, as well as fostering sustainable economic development in Louisiana. To capitalize on existing research strengths and plan strategically for future investment, the Board of Regents, systems and campuses have adopted the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) statewide science and technology plan. This plan, along with Louisiana Economic Development's Blue Ocean targets, offers context for institutional planning and provides the foundation for a targeted statewide approach to research, development and innovation. These two plans are at the heart of the Board's research objectives.

In the third year of Master Plan reporting, research metrics, particularly related to campus research expenditures, continue to show growth over baseline reporting. It is notable that the National Science Foundation (NSF), the source for most data on university-based research expenditures and activity, publishes data more than one year after they are collected, so many of the currently available data predate the Board's adoption of the Master Plan. In addition, NSF's methodology for reporting expenditures from industry/business sources has recently changed, complicating comparisons of current data with data collected in previous years.

The BOR recently replaced "Queen Bee", the core super computer purchased in 2007 for the LONI Research Network. This supercomputer provided computational research cycles to universities around the State of Louisiana. Replacing this out-of-date hardware with new state-of-the-art equipment has allowed research computation in Louisiana to continue at a very high level, enabling a broad and diverse catalog of research from cyber infrastructure frameworks, domain-specific application development and advanced computational execution models to computational modeling in fluid dynamics, biology, chemistry, oceanography, astrophysics, and materials. It provides a peak performance of nearly 1.5 PetaFlops (over 30 times faster than Queen Bee). This new technology investment places Louisiana back in the forefront of research performance and grant funding within the science and technology fields.




Changes in research cultures often occur gradually, and data sets lag in capturing in real time attitudinal and disciplinary evolutions resulting from policy directives. In addition, data collection methodologies related to research, particularly at the National Science Foundation (NSF), are in flux; changes lead to difficulties in understanding the relationships among data sets produced with differing methodologies. Finally, recent significant reductions to higher education's state general fund appropriations have reduced campuses' discretionary funds to support faculty research projects, lab upgrades, start-up packages, library acquisitions, and other critical elements in advancing the culture and practice of state-of-the-art research.






**OBJECTIVES TO REACH GOAL 2**

**Objective 2-1: Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana.**

Strength across the spectrum of foundational science disciplines is a necessary base of support for the kinds of more targeted, high-impact research that can be translated into products, services, and industrial partnerships. Faculty members in foundational sciences must be research-active, engaging students, colleagues, and other partners in the pursuit of new knowledge. The employment market for research-active faculty (those holding active R&D grants/contracts) is extremely competitive. Institutions must maintain market-based salaries to attract and retain these highly productive individuals. Data indicate that the number of research-active faculty across the foundational sciences has decreased. From baseline year to year 3 of Master Plan reporting, Louisiana’s research universities report 156 fewer faculty holding active R&D grants and contracts. Research expenditures across all funding sources, however, have showed healthy growth, from \$660 million in FY 2008 to \$699 million in FY 2012, an increase of 5% over the baseline year, though the FY 2012 data show a 2% decrease in total funding from FY 2011. While recent gains over the baseline are positive, they are attributable in part to availability of American Recovery and Reinvestment Act (ARRA) funds, which are no longer available. More notable is the significant growth of research expenditures from industry/business sources, which continued to grow in FY 2012, increasing \$17.9 million, or 93%, over the baseline. NSF’s methodology for reporting expenditures from business sources has recently been revised, so the baseline figures are not fully comparable to current-year data and it is difficult to understand the factors contributing to the impressive growth.

Performance Measures for Objective 2-1:


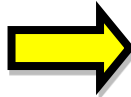
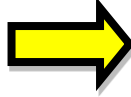
<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number and percent of faculty holding active R&D grants/contracts at LSU A&M	Yr. 1 of GRAD Act	562 (51.6%)	479 (47.3%)	-83	
Number and percent of faculty holding active R&D grants/contracts at LSUHSCNO	Yr. 1 of GRAD Act	N/A	152 (41.4%)	49 (change from Yr. 1)	
Number and percent of faculty holding active R&D grants/contracts at LSUHSCS	Yr. 1 of GRAD Act	85 (33.0%)	88 (49.0%)	3	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 3 Data	Chg. From Baseline	Status from Baseline
Number and percent of faculty holding active R&D grants/contracts at LA Tech	Yr. 1 of GRAD Act	121 (38.2%)	105 (36.0%)	-16	
Number and percent of faculty holding active R&D grants/contracts at ULL	Yr. 1 of GRAD Act	168 (21.2%)	143 (34.2%)	-25	
Number and percent of faculty holding active R&D grants/contracts at UNO	Yr. 1 of GRAD Act	110 (26.3%)	75 (21.5%)	-35	
R&D expenditures at universities and colleges from all funding sources	FY 08	\$660,139,000	\$699,228,000	\$39,089,000	
R&D expenditures at colleges and universities from industry sources	FY 08	\$20,853,000	\$40,254,000	\$19,401,000	

***Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts.***

Science and technology research has moved from largely discipline-based endeavors to large-scale, broadly inclusive multidisciplinary, multi-institutional partnerships. This approach allows scientists to approach investigations and hypotheses holistically, from larger bases of knowledge, and within a context that reflects the profound complexities of scientific discovery. The Master Plan recognizes the need to encourage these collaborative efforts and institutionalize the Board's longstanding commitment to supporting efforts to attract national centers and other major research activities. While it is extremely difficult to gauge collaborative activities, some metrics, including facilities and numbers of federally funded centers, provide insight into campus efforts and capacity to maintain such high-impact research. Since the baseline year, assignable physical space available on campuses for research has increased substantially – approximately 28% – from 2.299 million to 2.952 million square feet; NSF collects such data biennially, so new figures are not available for year 3 reporting. Louisiana has not yet succeeded in securing NSF funding for a Science and Technology or Engineering Research Center, though researchers have submitted and continue to develop proposals for these extremely competitive awards.









Performance Measures for Objective 2-2:






Performance Measure	Baseline Yr.	Baseline Data	Yr. 3 Data	Chg. From Baseline	Status from Baseline
Number of BoRSF Research Competitiveness and Industrial Ties Research Subprogram active contracts	FY 10-11	110	102	-8	
NSF Science and Technology Centers	10-11	0	0	0	
NSF Engineering Research Centers	10-11	0	0	0	





***Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.***

Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana), the statewide science and technology plan, and Louisiana Economic Development’s Blue Ocean initiative have identified core and emerging industry sectors in Louisiana that are ripe for investment and university involvement, and the Master Plan seeks to align state investments in support of these activities. Leveraging and building upon resources in these areas is strategically important to developing innovative translational research domains and enhancing the competitiveness of Louisiana’s core industry sectors. Metrics related to entrepreneurship activity, including numbers of patents, licenses, and start-up companies, provide insight into the level of Louisiana’s activity in the science and technology marketplace. Most of these metrics show moderate growth from the baseline to the third reporting year, with only the numbers of patents applied for and issued declining. Particularly strong is the growth in the amount of university revenue generated from research commercialization, technology transfer and intellectual property development, which has increased 32% over the baseline year and shown a dramatic increase in year 3. Though metrics show improvement, it is important to remember the process for development of scientific research from the lab bench to the marketplace is long and complex, and generally cannot be completed within an annual reporting cycle. In addition, longitudinal analysis shows that these data can be highly variable from year to year.

Performance Measures for Objective 2-3:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Amount of university/ Federal gov't. financial partnership	FY 08	\$300,024,000	\$319,784,000	\$19,760,000	
Amount of university/state & local gov't. financial partnership	FY 08	\$117,859,000	\$100,797,000	-\$17,062,000	
Amount of university/ industry financial partnership	FY 08	\$20,853,000	\$40,254,000	\$19,401,000	
Amount of institutionally funded research	FY 08	\$164,104,000	\$197,705,000	\$33,601,000	
Number of invention disclosures	FY 09	162	171	9	
Number of Starts-up formed	FY 09	7	8	1	
Number of licenses executed	FY 09	23	28	5	
Number of total active licenses	FY 09	169	176	7	

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of new patent applications	FY 09	88	64	-24	
Number of U.S. patents issued	FY 09	26	23	-3	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSU A&M	Yr. 1 of GRAD Act	\$139,062,000	\$145,364,000	\$6,302,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSUHSCNO	Yr. 1 of GRAD Act	\$55,663,400	\$55,634,993	-\$28,407	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSUHSCS	Yr. 1 of GRAD Act	\$30,335,250	\$31,191,000	\$855,750	

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
* Dollar amount of R&D expenditures in LA's key economic development industries- LA Tech	Yr. 1 of GRAD Act	\$17,307,000	\$19,665,000	\$2,358,000	
* Dollar amount of R&D expenditures in LA's key economic development industries- ULL	Yr. 1 of GRAD Act	\$38,773,000	\$43,477,000	\$4,704,000	
* Dollar amount of R&D expenditures in LA's key economic development industries- UNO	Yr. 1 of GRAD Act	\$17,440,000	\$16,584,000	-\$856,000	
Amount of university revenue generated from research commercialization, technology transfer and intellectual property development	FY 09	\$15,892,685	\$20,983,356	\$5,090,671	

*\*Data represent a 4-or 5- year average.*

***Objective 2-4: Develop and periodically update campus-based plans for science and technology research.***

Cutting-edge research requires significant resources and campuses must plan carefully for allocation of such resources based on existing and prospective strengths, as well as long-term strategic priorities. To encourage strategic planning for research on all research-intensive campuses, the Master Plan requires campuses with two or more doctoral programs in science and technology disciplines to submit regular reports relating campus STEM goals, strategies, and investments to the FIRST Louisiana framework, particularly the Core Industry S&T Sectors and High Growth Target Industries, as well as LED's Blue Ocean Sectors. The campus-level reporting of research and economic development data is also aligned with metrics collected by the Association of University Technology Managers (AUTM), which provide a view of the direct economic development impacts of university-based research. Campus Strategic Research Priorities Reports, to be submitted every three years with an opportunity for campuses to provide annual updates, will furnish focused research data in relation to the campuses' identified STEM research priorities. The first campus reports were submitted to the Regents in June 2013 and formed the basis for the establishment of six statewide Task Forces to discuss priorities for investments, develop action plans, and provide reports to the Board and the Louisiana Innovation Council to consider as the basis for future legislative and/or executive action.

***Objective 2-5: Assess and encourage the articulation of statewide priorities for investment with campus research priorities and activities.***

Not only campuses, but also the State must carefully consider and plan to support research priorities that will position them to make major discoveries, contribute to important scientific knowledge, and capitalize on economic development opportunities. To address this need, the Master Plan calls for foundation of a Master Plan Research Advisory Committee, comprised of selected research officers and Board of Regents staff, to review completed campus priorities reports as required in Objective 2-4, identify statewide priorities and opportunities, and make investment recommendations to the Board of Regents and other state leaders. This committee has met several times to discuss these issues in broad outline. In July 2013 the committee met to discuss campus STEM Research Priorities Reports, as well as the findings of the Battelle/Louisiana Department of Economic Development's survey of research assets as the foundations for a synergistic approach to identifying and investing in statewide research assets. At that meeting, six Task Forces were established to continue to define and refine statewide targets in collaboration with LED, providing a report to the Board of Regents in December 2013 and to the Louisiana Innovation Council in April 2014. Task Forces, with full participation from LED, continue to identify priority actions and areas for statewide investment. Task Force reports will be forwarded to MPRAC in fall 2014.

***Objective 2-6: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections.***

University research is increasingly collaborative in nature, with partnerships growing both among institutions and between higher education researchers and local, regional, national and international business and industry. To foster such collaborations, campuses must effectively



share information on their research priorities, strengths, ongoing activities, and successes. The Board has facilitated this by posting all campus-based research priorities reports, as required in Objective 2-4, on a dedicated webpage. While the campus reports have already been published on the webpage, plans are to release Task Force reports as well, which include statewide approaches and priorities in targeted disciplines. Once these reports are posted, the rate of site access will be tracked to determine its success in promoting awareness of research priorities and opportunities. These data will be available in 2014-15.



**CHAPTER 3**  
**GOAL 3**




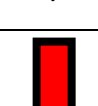
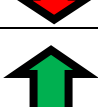
### **GOAL 3: Achieve greater accountability, efficiency and effectiveness in the postsecondary education system.**



Increased accountability, efficiency and effectiveness are common threads which undergird every element of the Master Plan. Through its clearly defined goals and performance metrics, the Plan assures that its success will be monitored, measured, and reported throughout its implementation.

***Objective 3-1: Advance a performance-based funding formula for higher education that aligns with the GRAD Act and drives continued improvement in education outcomes and meeting the workforce needs of the State.***

In March 2011, the BOR approved a performance funding formula which is tied to the six-year agreements established through the LA GRAD Act. While this funding formula is well-developed it is important that it be enhanced and improved continuously to assure that campus priorities emphasize the credentialing of Louisiana citizens in academic programs that address the needs of Louisiana citizens.

Performance Measures for Objective 3-1:

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Change in 1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate from prior year	Fall 09 to Fall 10	-3.6%	0.4%	4.0	
Change in 1 <sup>st</sup> to 3 <sup>rd</sup> year retention rate from prior year	Fall 08-to Fall 10	0.2%	-1.1%	-1.3%	
Change in Fall to Spring retention rate (Tech schools only) from prior year	Fall 09 to Spring 10	0.4%	-2.1%	-2.5%	
Change in number of graduates from prior year	AY 09-10	873	-877	-1,750	
Number of Louisiana residents receiving credentials (unduplicated at the award level)	AY 09-10	28,713	33,249	4,536	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 3 Data	Chg. From Baseline	Status from Baseline
Change in number of Louisiana residents receiving credentials from prior year	AY 09-10	942	1,016	74	
Percentage change in number of Louisiana residents receiving credentials from prior year	AY 09-10	3.4%	3.1%	-0.3	

### Qualitative Measures

In addition to the measures above, the Master Plan also calls for a demonstrated alignment of the performance funding metric to each institution's role, scope and mission. Institutional funding recommendations are based upon corresponding SREB category peer groups. Additionally, each institution is measured against its own negotiated GRAD Act targets to track performance. For the past three fiscal years a stop loss metric was implemented to buffer institutions from steep reductions in State support, while at the same time reward institutions for strong performance.

For FY 15, institutions were held at the FY 14 funding base. Additionally, a \$40 million fund, called the Workforce Innovation for a Stronger Economy (WISE) Fund, was established to incentivize collaboration between business/industry and public postsecondary education. Several laws were enacted during the 2014 legislative session that focused on strengthening Louisiana's performance based funding model. Over the next two years, the Commissioner of Higher Education will work with the system presidents in consultation with chancellors, faculty, chief academic officers, chief financial officers, students, and business and civic leaders to review and recommend to the legislature an updated performance funding model for public post-secondary education, including health related institutions and two- and four-year institutions.

### ***Objective 3-2: Serve as the definitive source of information on higher education in Louisiana.***

Accountability has become an important priority in postsecondary education. Therefore, the BOR must increase its focus on measuring and monitoring student and institutional success. Ensuring that such information is available to the public has also become a primary focus.

Performance Measures for Objective 3-2:

#### Increase research staff

Over the past three years the BOR has increased research staff through the hiring of two Policy Analysts in the Planning, Research and Academic Affairs division, as well as through the re-assignment of one employee in the Finance and Administration division from Auditor to Policy Analyst. These staff members focus upon collecting, measuring and monitoring student and institutional performance and success.

## Evidence of systemic review of the BoR data systems and revisions where appropriate

### *New Initiatives*

The BOR's continued participation in the Complete College America (CCA) initiative (a national non-profit dedicated to finding ways to increase postsecondary education degree production and share that information with partner states) and the LA GRAD Act have resulted in ongoing review of the BOR data systems during the last three years of Master Plan reporting. The CCA initiative requires the aggregation and reporting of several measures that until BOR's participation had never been measured (e.g. degree completion within 100% and 200% of time, percentage of students who earn expected first-year credits, and the tracking of students needing remedial education). Louisiana's most recent CCA data may be viewed at the following link: [www.completecollege.org](http://www.completecollege.org)

### *Alignment with IPEDS*

In addition, BOR staff is revising data systems to comply with new Employee Salary IPEDS reporting requirements, and extending the deadline for campuses to submit their Completers File in an effort to align with the IPEDS data collection cycle.

### *Increased Data Collection*

In keeping with the growing number of distance education programs, the BOR has begun collecting data within its Curriculum Inventory (CRIN) database on the number of programs that are available 100%, 50%-99%, and less than 50%, online. The BOR is also collecting data on students enrolled in distance education courses. These data will allow for evaluation of the performance of students in distance education courses and programs.

## Web-accessible, user-friendly accountability resources

The GRAD Act is perhaps the most comprehensive accountability measure in Louisiana postsecondary education to date. Annually, public institutions are required to report to the BOR their progress towards meeting a myriad of performance measures as part of their GRAD Act agreements. In an effort to provide accountability information to the public, the BOR makes each campus' report readily accessible via the BOR website. All campus reports can be viewed on the BOR website by accessing the following link: <http://regents.louisiana.gov/grad-act/>

In 2012, the Governance Commission recommended that the BOR establish a publicly accessible "dashboard" of performance measures in order to monitor system and institutional success and to ensure transparency of information for both the Legislature and the general public. In response, the BOR redesigned its website. A major component of the redesign is a user-friendly and interactive data dashboard (<http://regents.louisiana.gov/data-dashboard/>). The data contained within the Dashboard is visually displayed through charts and graphs which represent the State's progress in attaining the goals set forth in the LA GRAD Act and the Master Plan. In the third year of Master Plan reporting, an "Institutional Characteristics" dashboard was added. This dashboard contains longitudinal data on enrollment, the number of students receiving financial aid, student demographics, completers, faculty headcounts, and retention and graduation rates, for the State as a whole and for individual campuses.

***Objective 3-3: Review academic programs and eliminate, as appropriate, programs that are low-performing and/or duplicative.***

Proposed new academic programs are carefully reviewed to assess state and regional needs, curriculum design, and resource requirements. There must be evidence of local student and prospective employer demand as well as an expectation that the new program would become self-sustaining after a reasonable implementation period. The statewide program review repeats that analysis of existing programs to assess whether they should be maintained in the curriculum inventory, e.g., whether program continuation is justified based on costs, productivity, and relevance to student or campus progression.

The statewide program review is conducted every other year to provide time for actions triggered by the current review to have an impact on productivity. As part of the process, Regents staff identifies programs for which a response is required, triggered primarily by the number of degrees conferred over the last three years:

<u>Degree Level</u>	<u>Productivity Threshold</u>
Associate/Baccalaureate/Post-Bachelors	24 (avg. 8 per year)
Master/Post-Master/Specialist	15 (avg. 5 per year)
Professional/Doctoral/Post-Doctoral	6 (avg. 2 per year)

Campuses are encouraged to organize or restructure based on a self-evaluation of their entire academic program inventory. The process provides opportunity and incentive for a fresh look at the institution's program offerings in light of its own fiscal realities.

Performance Measures for Objective 3-3:

Annual report on academic program productivity

In the 2012-13 academic year, 115 programs were included in the review: 87 programs identified by Regents' staff, and an additional 28 submitted by the campuses. For each program, the campus prepared a proposition and justification to continue, consolidate, or terminate the program. Staff considered campus requests in light of: the statewide inventory and issues of unnecessary duplication and/or access; current and projected trends in enrollment and productivity; and the explanation of and interventions to improve the current status.

As a result of the process, 68 programs were conditionally maintained, 17 were consolidated into new or existing programs, and 30 were terminated (cancelled). All programs must demonstrate viability or significant growth by the next scheduled review in 2014-15.




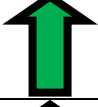
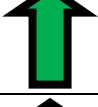



Availability of program success rate information to the public

The Curriculum Inventory (CRIN) provides program-specific information and is available to the public via the BoR website. Up-to-date program-specific accreditation information and number of completers by subject area and institution is available on the web in PDF format.

**Objective 3-4: Create a more balanced enrollment mix between two-year and four-year institutions.**

Understanding that two-year colleges can serve as a cost-effective and efficient entry point for baccalaureate degree seekers, the BOR has worked to implement policies that better balance the first-time freshmen enrollment mix between two-year and four-year institutions. Through increased minimum admissions standards at public universities in 2005 and in fall 2012, and through expanded articulation agreements such as the Louisiana Transfer Degree, Louisiana postsecondary enrollment is making progress in its goal to obtain a more appropriate enrollment mix. In fall 2013, 42% of Louisiana’s first-time freshmen began at a two-year or technical college, compared to 33% a decade earlier.

**Performance Measures for Objective 3-4:**

<b>Performance Measure</b>	<b>Baseline Yr.</b>	<b>Baseline Data</b>	<b>Yr. 3 Data</b>	<b>Chg. From Baseline</b>	<b>Status from Baseline</b>
Number of technical and community college completers	AY 09-10	9,411	11,527	2,116	
Number of four-year and specialty degree completers	AY 09-10	18,662	25,549	6,887	
Number of diploma completers	AY 09-10	2,757	2,823	66	
Number of certificate completers	AY 09-10	3,736	4,395	659	
Number of associate and post-associate completers	AY 09-10	4,448	5,389	941	
Number of baccalaureate completers	AY 09-10	17,941	18,368	427	
Number of transfer students (2 year to 4 year; full time and part time)	Fall 2010	1,870	1,995	125	
Change from prior year in ACT composite of incoming freshmen class	Fall 2010 entering class	0.2	-0.3	-0.5	

***Objective 3-5: Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.***

When introducing new learning methodologies into postsecondary education, it is important to determine their efficacy. The BOR is committed to the research and study of best practices in student learning and to the sharing of those practices among Louisiana's postsecondary education institutions.

Performance Measures for Objective 3-5:

Increased student success

In response to a national push by Complete College America (CCA) and the Education Commission of the States (ECS) to provide remedial instruction concurrently with a college-level, credit-bearing course as a way to improve overall student success, the BOR approved a remedial education pilot program in 2012. National research initiatives suggest that students who begin in college-level courses with some support, rather than simply taking remedial classes separately before being allowed to move on to credit-bearing courses, are more likely to pass the credit-bearing course and successfully continue in college.

In the past two years, under the BOR pilot, institutions have collected and submitted data to BOR staff regarding students who earned a Mathematics ACT sub-score of 17 or 18 or an English ACT sub-score of 16 or 17 (i.e., 2 points below the mandatory "cut score" for being placed into college-level math and English) and took developmental courses in mathematics or English along with college-level courses as either two co-requisite classes, an extended section, or as mandatory supplemental instruction. In all, a total of 966 students have participated in the pilot across 16 institutions.

The pilot parameters require students to take a diagnostic test at the beginning and end of the pilot to assess growth in learning. Throughout the 2012-13 and 2013-14 academic years BOR staff collected data from institutions participating in the developmental pilot. BOR staff is currently analyzing the data collected over the past two years and plans to publish a report which evaluates the efficacy of the co-requisite approach as a whole, gleans specific best practices, and informs policy regarding statewide admissions standards and placement into college-level courses.



# CHAPTER 4

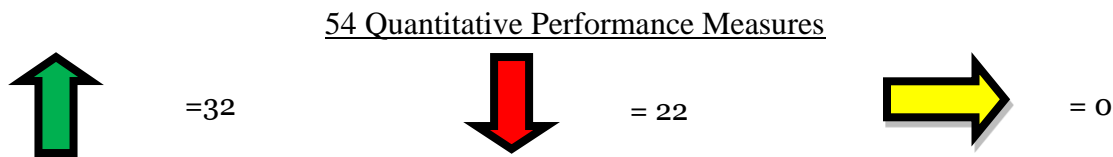
## **525,600 Minutes:** *How Do You Measure a Year?*

### **Summary & Analysis of Progress**

### **Year 3**

The third year of implementation of the 2011 Master Plan included the collection and analysis of year three data for the performance measures within each of the three overarching goals. Collectively and measured against the baseline, these data tell a story about the progress being made in Louisiana public postsecondary education and the areas which will require increasing focus in the coming years. Below is a brief synopsis of the implementation of each of the three goals during year three.

**GOAL 1: INCREASE THE EDUCATIONAL ATTAINMENT OF THE STATE’S ADULT POPULATION TO THE SREB STATE’S AVERAGE BY 2025**



The first goal of the Master Plan focuses on increasing educational attainment among the State’s adult population, with the long term goal of reaching the SREB average by 2025. Increasing educational attainment in the State begins with graduating more students from high school ready for college. In the third year of Master Plan reporting, the total number of high school graduates increased 3.0% from the baseline level of 43,041 in AY 10-11 to 44,364 in AY 13-14. As a measure of how well-prepared these graduates were:

- 65.8% of the baseline class (the class of 2011) completed the Regents Core; 76.7% of the Class of 2014 completed the LA CORE-4
- The implementation of compulsory ACT test-taking and the inclusion, for the first time, of the scores of students who took the test with ACT-approved accommodations made comparisons to the baseline difficult. The ACT composite score for the baseline class (the graduating class of 2010) was 20.1. For the Class of 2013 (with 100% tested), it was 19.5.
- Again, compulsory ACT- test taking made comparisons to the baseline of the number of students that would require remedial education in math and English difficult.
  - In the baseline year, 18,292 students in the Class of 2010 scored below the math cut score. For the Class of 2013 (with 100% tested) that number increased 38.8% to 25,400
  - The number of students that would require remedial education in English saw a more dramatic increase, increasing 46.2%, from 12,493 for the Class of 2010 to 18,271 for the Class of 2013.
  - It should be noted, however, that the number of students scoring above the “cut scores” also increased with the implementation of compulsory test taking, increasing 3,600 over the prior year.

In addition to graduating more students from high school prepared for college, increasing educational attainment also requires increasing the number of high school graduates that enroll in college. Among the high school graduating class of 2009, 59.2% enrolled in postsecondary education within two fall semesters after high school graduation. Three years later that number

dropped 5 percentage points to 54.0%. This trend was also reflected in national data, where the proportion of recent American high school graduates who go on to college (the fall semester following high school graduation)- a figure that rose regularly for decades- declined slightly from 66.2% to 65.9%. Providing financial support to students increases the likelihood of enrollment. From AY 10-11 to AY 13-14 the total number of first-time students on GO Grants, the State's need-based aid program, decreased from 17,065 to 12,708. This decrease is, in part, a result of changes made by BOR and LOSFA to the *Go Grant Framework*, which required institutions, beginning with the 13-14 academic year, to make a good faith effort to distribute their Go Grant allocations in a manner that reaches students with the most financial need in order to bring the student's maximum financial need met with gift aid to 60%. As a result, institutions awarded less Go Grants in an effort to award the dollars more strategically.

To reach the SREB average for educational attainment by 2025, Louisiana postsecondary education will need to focus on adult learners as well as traditional, first-time students. In the third year of Master Plan reporting, the numbers reveal growing weaknesses in the adult education portion of the pipeline. The data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded has declined from the baseline. Among Louisiana's adult learners (defined as those aged 25 or older), the number enrolled in adult basic education (ABE) programs decreased from 13,577 in AY 09-10 to 11,985 in AY 12-13 and the number receiving GED's, the credential that serves as a gateway to postsecondary education for many adults, decreased from 2,448 in AY 09-10 to 2,242 in AY 12-13. And, despite gains in the first year of Master Plan reporting, the total number of adult learners enrolled in postsecondary education decreased by 8.8% from the baseline.

Access to postsecondary education is only one part of the strategy to increase educational attainment in the State. Retaining and progressing students through postsecondary education must be the next step. Overall, the statewide 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of first-time, full-time, degree-seeking students declined slightly from a baseline rate of 74.5% to 73.9%. This decrease was due mostly to decreases in retention rates at two-year institutions, which saw a decrease in retention rates from 58.8% to 55.3%. Technical colleges saw decreases in their retention rates as well (which are measured from fall to spring) from a baseline rate of 76.9% to 72.2%. This may be a result of the improving economy, as many students who enrolled in certificate and associate degree programs to re-tool their skills during waning economic times returned to the workforce before completing their studies. Meanwhile, 1<sup>st</sup> to 3<sup>rd</sup> year retention rates at four-year universities saw a slight increase from the baseline rate of 72.4% to 72.8%.

Making transfer and articulation among institutions less cumbersome has been a goal of the BOR for some time. The Louisiana Transfer (LT) Degree, implemented in fall 2010, is the result of many years of work in this area. The data reveal growing demand for the LT degree. In fall 2010, the first semester the degree was offered, 214 students declared it as their major. Three years later, in fall 2013, 3,047 students declared an LT major. Within the first four years of the establishment of the LT program, 333 students have completed an LT degree.

While access and persistence are important measures, the best measure of the State's progress toward the goal of reaching the SREB average of adult educational attainment is the annual number of graduates. Overall, the number of graduates increased by roughly 8% during the three

year reporting period; from 26,874 in AY 09-10 to 29,127 in AY 12-13. Sustaining the prior year's growth and increasing that rate cumulatively through 2025 will be necessary to reach Goal 1.

**GOAL 2: FOSTER INNOVATION THROUGH RESEARCH IN SCIENCE AND TECHNOLOGY IN LOUISIANA**

28 Quantitative Performance Measures



In the third year of Master Plan reporting, several research metrics, particularly related to campus research expenditures, have shown significant growth over baseline reporting. NSF's methodology for reporting expenditures from industry/business sources has recently changed however, complicating comparisons of current data with data submitted in previous years. The BOR recently replaced "Queen Bee", the core super computer purchased in 2007 for the LONI Research Network. Replacing this out-of-date hardware with new state-of-the-art equipment has allowed research computation in Louisiana to continue at a very high level, enabling a broad and diverse catalog of research, providing a peak performance of nearly 1.5 PetaFlops (over 30 times faster than Queen Bee). Finally, recent significant reductions to higher education's state general fund appropriations have reduced campuses' discretionary funds to support faculty research projects, lab upgrades, start-up packages, library acquisitions, and other critical elements in advancing the culture and practice of state-of-the-art research.

**GOAL 3: ACHIEVE GREATER ACCOUNTABILITY, EFFICIENCY AND EFFECTIVENESS IN THE POSTSECONDARY EDUCATION SYSTEM**

15 Quantitative Performance Measures



Achieving greater accountability is at the heart of the performance funding formula, which awards institutions for obtaining goals set through their six year GRAD Act agreements. In the first four years of GRAD Act reporting most institutions met their targeted goals, and were subsequently awarded increased tuition authority and retained their performance funding. For FY 15, institutions were held at the FY 14 funding base. Additionally, \$40 million were earmarked for the establishment of the Workforce Innovation for a Stronger Economy (WISE) fund. Over the next two years, the Commissioner of Higher Education will work with the system Presidents to review and recommend to the legislature an updated performance funding model for public postsecondary education, including health related institutions and two and four year institutions.

In addition to the accountability inherent in the funding formula, the BOR also seeks to serve as the definitive source of performance information on postsecondary education in Louisiana. In the past three years the BOR has increased its research staff, participated in the second year of the Complete College America (CCA) initiative, completed a website redesign which includes a centralized and consumer-friendly data dashboard, and continually reviewed and updated, where appropriate, its data collection cycles and systems.

In an effort to increase efficiency in the Louisiana postsecondary education system, a systemic academic program review process has been established and implemented. In addition to the academic program review, efficiencies are also being realized through a more balanced enrollment mix between two-year and four-year institutions. Increased admission standards at four-year institutions and the development of the Louisiana Transfer Degree have undoubtedly contributed to a much more balanced enrollment mix. In fall 2013, 42% of Louisiana’s first-time freshmen began at a two-year or technical college, compared to 33% a decade earlier.

To increase student success, the BOR is committed to implementing and evaluating pilot programs. In the first year of the implementation of the 2011 Master Plan, the BOR approved a multi-year remedial education pilot program, to begin fall 2012. Throughout the 2012-13 and 2013-14 academic years BOR staff collected data from institutions participating in the developmental pilot. BOR staff is currently analyzing the data collected over the past two years and plans to publish a report which evaluates the efficacy of the co-requisite approach as a whole, gleans specific best practices, and informs policy regarding statewide admissions standards and placement into college-level courses.

## OVERALL SUMMARY OF PROGRESS

### PERCENTAGE OF PERFORMANCE MEASURES THAT SHOWED IMPROVEMENT OVER BASELINE

	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>
GOAL 1	72.2%	64.1%	59.2%
GOAL 2	53.5%	62.0%	57.1%
GOAL 3	80.0%	86.6%	66.6%