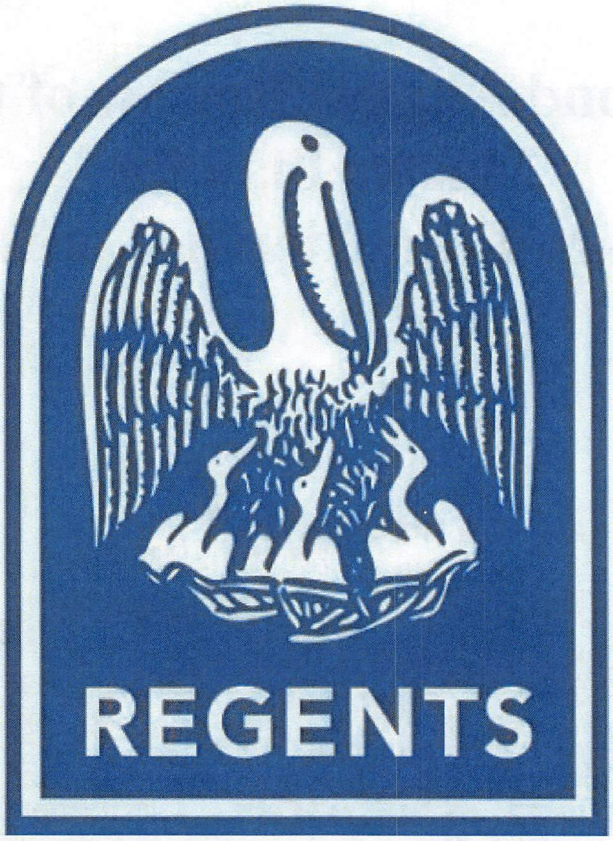
Second Annual Review of the Master Plan for Postsecondary Education in Louisiana: 2011



"Improving, Innovating and Doing so Efficiently and Effectively"

Board of Regents
August, 2013



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.

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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 19 objectives, 71 activities and 97 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 second 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.

In the first and second years of implementation, progress towards Goal 1 is evident in the increased preparation of high school graduates. In the second year of Master Plan reporting, the total number of students requiring remediation in Math and/or English decreased by 2.5% and 5.3%, respectively, from baseline levels. In addition, the number of high school students enrolled in postsecondary education courses increased 11.5% from the baseline year. Also, the number of students completing a postsecondary education credential increased 2.5% over the baseline year. However, there are still measures which, at least in the first and second years of reporting, have showed little progress. While the overall, statewide 1st to 2nd year retention rate improved from a baseline rate of 71.6% to 73.5% in the second 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) dropped 4% from a baseline level of 55,557 to 53,147 in year two of Master Plan reporting. During the same time period, overall enrollment in Louisiana's public postsecondary institutions declined 1%, from 225,198 to 221, 831.

In the first and second 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. 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. Data reveal that from baseline year to year 2 of Master Plan reporting, Louisiana's research universities reported 107 less research-active faculty (faculty holding active R&D grants and contracts).

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 development of a remedial education pilot program. In addition, during the last two 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

"These are very ambitious targets for our state. We have to continue to require our institutions to far exceed their performance to date, but I think our institutions understand the urgency of this aspirational goal."

- Louisiana Commissioner of Higher Education Dr. Jim Purcell in reference to the Board of Regent's adoption of the Master Plan, August 2011

Development and Implementation of a Master Plan for Postsecondary Education in Louisiana

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.

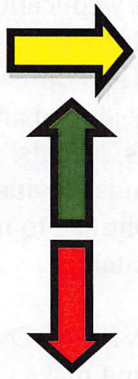
On August 24, 2011, the BoR adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011, outlining the long-term goals for the State's colleges and universities through 2025. The vision outlined in the Plan was guided by the reality that Louisiana must raise the educational attainment of its adult citizens if it is to compete successfully in the 21st 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 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 19 objectives, 71 activities and 97 performance measures. This document is the second 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, year 1 and year 2 data as well as arrows to depict status from baseline year to year 2.

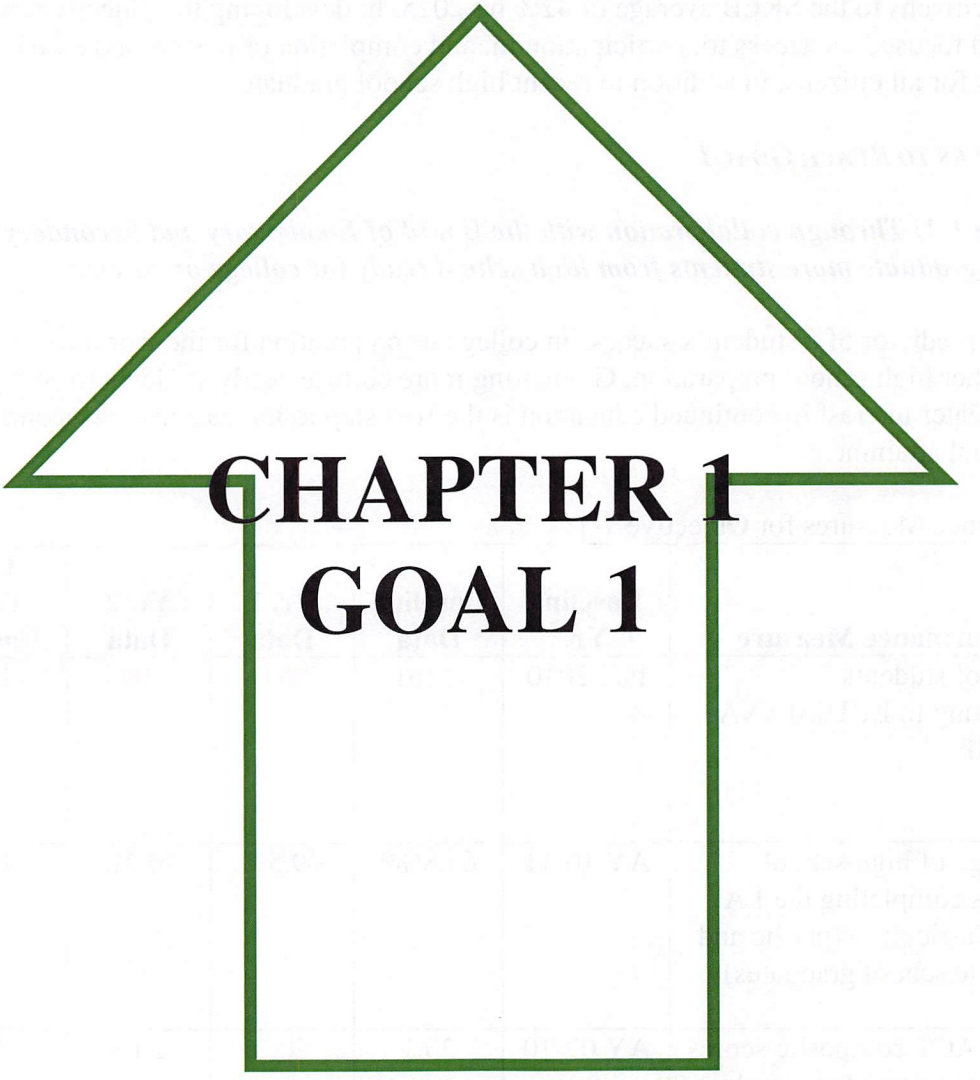


- Yellow arrows indicate no change between baseline year and year 2
- Green arrows indicate positive movement between baseline year and year 2.
- Red arrows indicate negative movement between baseline year and year 2

In addition to the color-coded arrows, numbers within tables are also color coded to reflect increases and decreases from the prior year. Numbers in **red** denote a decrease from the prior year while numbers in **green** denote an increase from the prior year.

It should also be noted that, in some cases, a decrease from baseline or prior year 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 or the number appears in green, despite the numeric decline.

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



CHAPTER 1
GOAL 1

"Improving education attainment rates is one of the best predictors of increasing income levels, improving health outcomes, decreasing crime rates, and otherwise improving quality of life where Louisiana so often lags behind the rest of the nation."

- Louisiana Governor Bobby Jindal during the 2007 gubernatorial campaign

Goal 1: Increase the educational attainment of the State's adult population to the SREB State's average (42%) 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 of its adult citizens to the SREB average of 42% by 2025. 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.

A strong predictor of a student's success in college or preparation for the workforce is the rigor of his or her high school preparation. Graduating more college-ready students from high school with a greater interest in continued education is the first step to increasing postsecondary educational attainment.

Performance Measures for Objective 1-1:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of students participating in LOUISIANA GEAR UP	Fall 2010	8,261	7,631	7,047	-1,214	
Percentage of high school graduates completing the LA Core-4 Curriculum (public and non-public school graduates)	AY 10-11	65.8%*	69.5%	70.2%	4.4%	
Average ACT composite scores of high school graduating class	AY 09-10	20.1	20.2	20.3	0.2	
Number of high school graduates (public and non-public)	AY 10-11	43,041	42,619	42,588	-453	

**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.*

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
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	18,284	17,826	-466	
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	11,893	11,827	-666	

Additional 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 8th 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.

Expected Decrease in ACT Composite Score in Coming Years

While the average ACT composite score for the high school graduating class improved over the baseline year in both year 1 and year 2 of reporting, both the BoR and the Louisiana Department of Education (LDOE) expect this number to decrease in subsequent years as the LDOE implements a new policy requiring all public high school juniors to take the ACT.

Decline in Number of High School Graduates Due to Demographic Shifts in 1990's

The decline in the number of high school graduates does not necessarily reflect a decrease in the high school graduation rate. It is instead evidence of demographic shifts in Louisiana in the 1990's, when many young adults of child-bearing age migrated out of the State.

Additional Measures:

In addition to the measures above, the Master Plan also calls for the reporting of the number of Industry-Based Certifications (IBC's) awarded to high school graduates, the number of students passing Advanced Placement (AP) exams and subsequently earning AP credit, as well as the number of *Bronze, Silver, Gold* or *Platinum* level Career Readiness Certificates (WorkKeys) awarded by high schools. After discussion with the Louisiana Department of Education (LDOE), the first two measures were changed to reflect current data collection and analysis undertaken as part of the *Louisiana Believes Plan*, the State's comprehensive plan for continued improvement

in K-12 education, which was adopted by the Board of Elementary and Secondary Education (BESE) in June 2012. The measures were changed to the percent of high school graduates who obtain an IBC and the percent of graduates passing an AP or IB test. LDOE is currently reviewing these data as part of its *Louisiana Believes* Plan. BoR will report these data as soon as they are made available. The administering of a career readiness assessment (WorkKeys) and awarding of certificates is not currently a statewide high school initiative. Therefore, the LDOE is not collecting these data. Through HCR 166 of the 2013 legislative session, BESE is studying the feasibility of offering students pursuing a career diploma the option of fulfilling the eleventh grade statewide testing requirement by taking the ACT WorkKeys assessment instead of the ACT, and submitting a written report of findings and conclusions, including any recommendations for legislation relative to the issue, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2014 Regular Session of the Legislature.

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

Regardless of area of study, completion of even *some* college makes a person more likely to secure a job with a living wage[1]. Thus increasing the college-going rate of high school graduates can have a profound impact upon the economic stability of the State. Dual enrollment gives students early exposure to the rigor of college-credit work while GO Grants and state scholarships (TOPS) support students financially in their pursuit of a college credential.

Performance Measures for Objective 1-2:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Percentage of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	59.2%	59.45%	59.1%	-0.1%	
Number of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	25,091	25,749	25,446	355	
Number of high school students enrolled in postsecondary education courses	Fall 2010	18,551	18,914	20,691	2,140	

[1] Editorial Projects in Education Research Center, June 2007: "What Does 'Ready' Mean?"

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of student credit hours (SCH's) generated by high school students enrolled in postsecondary education courses	Fall 2010	84,387	82,916	90,720	6,333	
Total number of students on GO Grants	AY 10-11	30,797	32,261	36,091	5,294	
Number of first-time students on GO Grants	AY 10-11	17,065	16,192	18,585	1,520	
Graduation rate of students on state scholarships (TOPS)	Entering class of AY 03-04	59%	57%	60%	1%	

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

The strong and well-documented relationship between postsecondary education credentials and increased income demonstrates that lifelong learning is essential to keeping current with changing technology and opportunities. In 2008, only 4% of the State's working-age adults with no bachelor's degree were enrolled in any type of postsecondary education.[2] This statistic exposes a large unmet need for adult postsecondary education.

Performance Measures for Objective 1-3:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of students 25 or older enrolled in adult basic education programs	AY 09-10	13,577	12,481	12,876	-701	
Total number of GED's awarded each year, and by region, to students 25 or older	AY 09-10	2,448	2,400	1,813	-635	
Region 1- New Orleans	AY 09-10	423	436	327	-96	

[2] *Measuring Up, 2008.*

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Region 2- Capital Region	AY 09-10	523	530	410	-113	
Region 3- Houma/Thibodaux	AY 09-10	94	111	88	-6	
Region 4- Acadiana	AY 09-10	271	263	147	-124	
Region 5- Calcasieu	AY 09-10	164	153	145	-19	
Region 6- CenLa Region	AY 09-10	356	287	204	-152	
Region 7- Shreveport/Bossier	AY 09-10	312	312	257	-55	
Region 8- Delta Region	AY 09-10	305	308	235	-70	
Number of adults (age 25 or older) enrolled in postsecondary courses	Fall 2010	55,557	56,174	53,147	-2,410	
Number of accelerated (fast-track) degree programs offered through CALL	Fall 2010	17	21	29	12	
Number of students enrolled in accelerated (fast-track) degree programs through CALL	Fall 2010	446	653	758	312	

Additional Comments on Performance Measures for Objective 1-3:

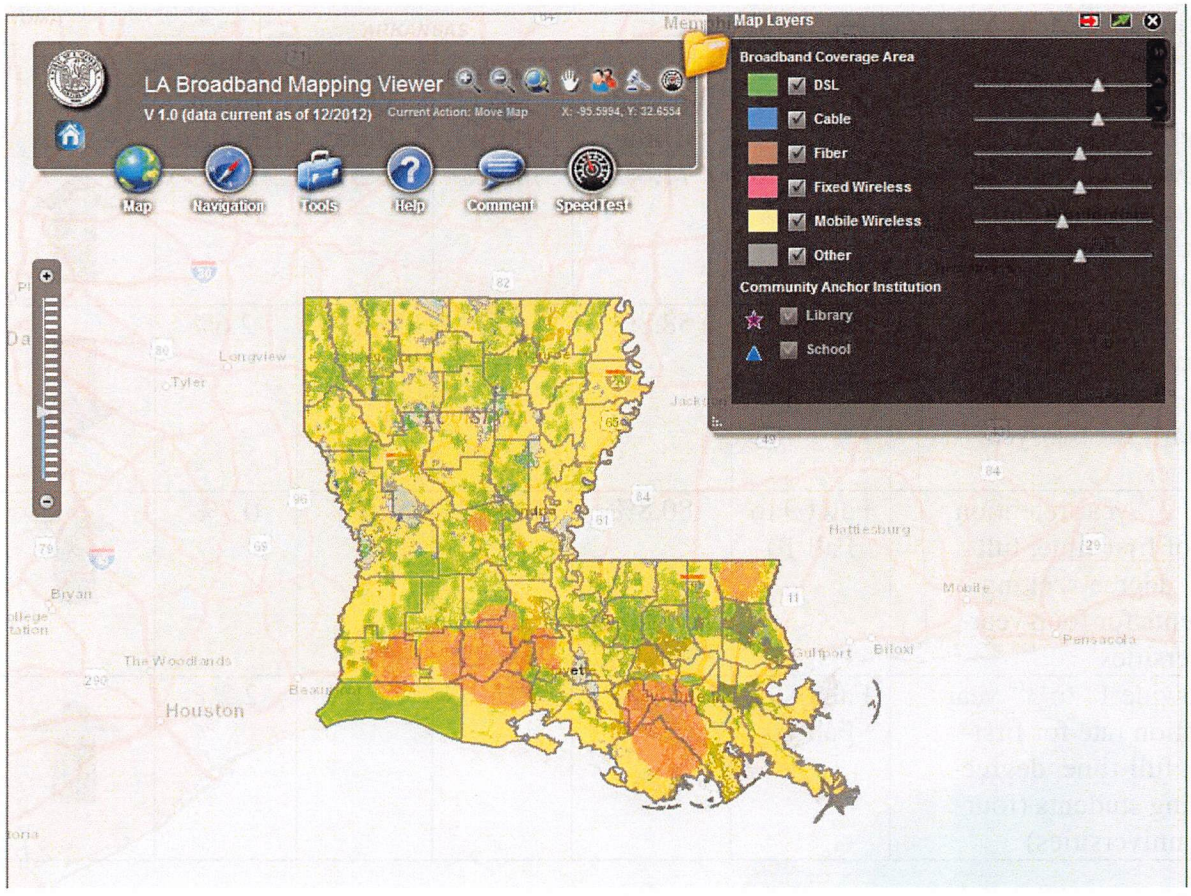
Decline in Adult Basic Education Enrollment and the Number GED's Conferred

The data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded has declined. With 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, a drop in statewide enrollment in adult basic education (ABE) programs

occurred. BoR anticipates increases in these numbers in the coming years due to the incorporation of adult basic education into the two-year and technical community college system, and the continued rebranding of ABE into WorkReadyU. The decrease in total GED's attained is attributed to the increase in cost to take the exam, which went in to effect in 2011.

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. As distance education becomes more prevalent, the residents of many rural parishes/communities will increasingly need reliable and robust internet access. 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 2012, the most up-to-date information available.



The BoR is currently seeking to expand connectivity to postsecondary institutions throughout the State through the Louisiana Optical Network Initiative (LONI). In fall 2013, Nicholls State University, through collaboration with the BoR, will be connected to LONI. Once connected, Nicholls will join eight other Louisiana postsecondary institutions as a LONI member.

Objective 1-4: Improve postsecondary persistence/retention rates. (1^{st} to 2^{nd} Year and 1^{st} to 3^{rd} Year).

While increasing access for students is important, students must *remain* in college to earn a degree or certificate. Retention rates traditionally measure the percentage of first-time full-time students in an entering class (freshman cohort) who return the following year.

To raise graduation rates and meet the goal of raising educational attainment to the SREB average, four-year institutions must strengthen student persistence from the first to third year in addition to the standard first-to-second year measure. Also, two-year colleges must continue to raise their first-to-second year retention rates. Because most Louisiana Technical College (LTC) programs are less than two years in length, LTC's challenge is to increase the fall-to-spring retention rates of first-time full-time students enrolled in programs designed to last a year or more.

Performance Measures for Objective 1-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Statewide 1^{st} to 2^{nd} year retention rate of first-time, full-time, degree-seeking students	Fall 09 to Fall 10	71.6%	71.9%	73.5%	1.9%	
1^{st} to 2^{nd} year retention rate of first-time, full-time, degree-seeking students for two-year colleges	Fall 09 to Fall 10	58.8%	56.6%	56.2%	-2.6%	
1^{st} to 2^{nd} year retention rate of first-time, full-time, degree-seeking students for four-year universities	Fall 09 to Fall 10	80.8%	81.9%	81.5%	0.7%	
Statewide 1^{st} to 3^{rd} year retention rate for first-time, full-time, degree-seeking students (four-year universities)	Fall 08 to Fall 10	59.9%	60.6%	62.1%	2.2%	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Statewide fall to spring retention rate of first-time, full-time, degree-seeking students (technical colleges)	Fall 09 to Spring 10	76.9%	73.9%	74.3%	-2.6%	

Additional Comments on Performance Measures for Objective 1-4:

Decrease in Retention Rates at Two-Year Schools and Technical Colleges
Although 1st to 2nd year retention rates increased overall, retention rates at two-year colleges decreased. An increased focus on retention at two-year schools will be needed in the coming years. In addition, BoR expects the fall-to-spring retention rates at technical colleges to become increasingly volatile as a result of more technical colleges merging with community colleges, reducing the number of students in technical colleges.

Objective 1-5: Increase graduation of transfer students.

Two-year colleges are increasingly recognized as an entry point into postsecondary education for baccalaureate degree seekers. High-performing states have implemented policies to reward completion of the associate degree, particularly for students intending to transfer to baccalaureate degree-granting institutions. Transfer students' progress and eventual graduation often depend on a smooth transition – access to information, advice, financial aid, courses needed, and transfer credit for courses completed.

Established through Act 365, the Louisiana LT degree (AALT/ASLT), with its *Transfer Degree Guarantee* of transfer of all 60 hours to any public state university and completion of the General Education block, was first implemented in fall, 2010. This has provided a clearer path to the baccalaureate, easing the transfer process, student progression, and completion of an associate degree.

Performance Measures for Objective 1-5:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of students declaring an AALT/ASLT major	Fall 2010	214	1,174	2,354	2,140	
Number of students graduating with an AALT/ASLT degree	AY 10-11	7	85	112	105	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree	AY 11-12	2	50	*	48 (change from Yr. 1)	
Number of students graduating with any associate degree (from two year and technical institutions only)	AY 09-10	3,368	3,740	4,374	1,006	
Graduation rate of baccalaureate candidates who began at two-year colleges	Fall 2003	45.9%	46.7%	46.9%	1%	

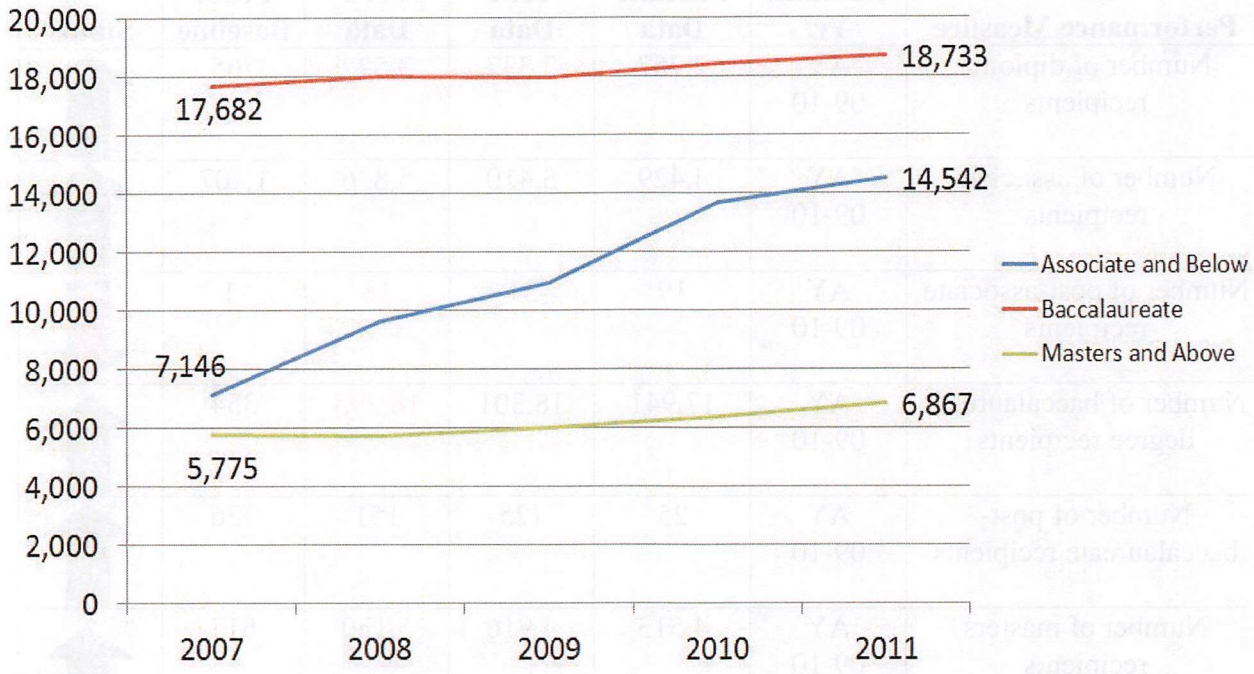
**The earliest point at which a student could have graduated with an AALT/ASLT degree was spring 2011. Therefore AY 11-12 serves as the baseline year for reporting the number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree. Year 2 data will therefore be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

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

The number of degrees/certificates awarded each year is the ultimate measure of the State's progress toward the goal of reaching the SREB average of adult educational attainment. Working with the National Center for Higher Education Management Systems (NCHEMS) the BoR developed a model to calculate the number of degrees/certificates Louisiana will have to produce each year in order to reach the SREB average by 2025. The model allowed for established GRAD Act targets for completers through 2015 and calculated that Louisiana will need to produce an additional 2,603 credentials per year from 2016 through 2025 (7.23% annual growth) to reach the 2025 goal.

Since 2005, there has been a marked increase in the number of completers at all degree levels. As depicted in the chart on the following page, there has been a 103% increase in completers at the associate level and below, a 6% increase in baccalaureate completers, and a 19% increase in completers at the master's level and above. The dramatic increase in the number of completers at the associate level and below reflects the high level of support given to the State's burgeoning community college system by the Board of Regents.

Completers, 2007- 2011



Performance Measures for Objective 1-6:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Graduation rate (within 150% of time) at two-year institutions (associate level and below)	Entering class of fall 2003	5.7%	6.1%	6.6%	0.9%	↑
Graduation rate (within 150% of time) at four-year universities (bachelor's only)	Entering class of fall 2003	42.2%	41.8%	46.0%	3.8%	↑
Total number of degree/certificate recipients annually (statewide)	AY 09-10	34,904	38,475	39,529	4,625	↑
Number of 1-year certificate recipients	AY 09-10	3,736	4,902	4,852	1,116	↑

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of diploma recipients	AY 09-10	2,757	3,337	3,522	765	
Number of associate recipients	AY 09-10	4,429	5,410	5,836	1,407	
Number of post-associate recipients	AY 09-10	19	31	18	-1	
Number of baccalaureate degree recipients	AY 09-10	17,941	18,301	18,295	354	
Number of post-baccalaureate recipients	AY 09-10	25	125	151	126	
Number of masters recipients	AY 09-10	4,513	4,916	5,130	617	
Number of post-masters recipients	AY 09-10	1	7	14	13	
Number of specialists recipients	AY 09-10	52	56	40	-12	
Number of doctorate recipients	AY 09-10	523	447	583	60	
Number of professional degree recipients	AY 09-10	885	919	1,000	115	
Number of post-professional recipients	AY 09-10	23	24	27	4	
Completer productivity: ratio of graduates to enrollment	AY 09-10	5.82	5.35	5.06	-0.76	

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

Because economic and educational systems are mutually dependent, both must be linked to produce a well-educated, competitive workforce that can compete globally in 21st century.

Ensuring economic advantage and prosperity for Louisiana requires cultivating a population willing to learn, adapt, and learn again in an increasingly technical and interconnected world.

Educational attainment beyond high school pays great dividends in Louisiana. The median wage of a Louisiana bachelor's degree holder is approximately 52% more than the median wage of a high school graduate; the overall unemployment rate for a bachelor's degree holder is about 4 points lower. The median wage of a Louisiana associate's degree holder is approximately 30% more than the median wage of a high school graduate; the overall unemployment rate is 3 points lower.[3] These statistics highlight the role that Louisiana postsecondary education plays in the economic stability of both the individual and the State.

Creating opportunities for students to begin college-level work while still in high school through dual enrollment courses helps to bridge the gap between secondary and postsecondary education and reduces time-to-degree. For those ready to enter the workforce upon high school graduation or for older workers seeking new skills, Career Readiness Certificates provide a signal to potential employers that an applicant has the requisite skills to be a successful employee.

Performance Measures for Objective 1-7:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of high school students with dual enrollment in career/technical skills courses	AY 09-10	1,125	1,461	1,455	330	
Number of Career Readiness Certificates awarded each year, statewide	AY 10-11	1,084	2,849	TBD	N/A	N/A
Number of Platinum Career Readiness Certificates awarded each year, statewide	AY 10-11	1	10	TBD	N/A	N/A
Number of Gold Career Readiness Certificates awarded each year, statewide	AY 10-11	188	428	TBD	N/A	N/A

[3] *"Leaders and Laggards: A State-by-State Report Card on Public Postsecondary Education." U.S. Chamber of Commerce, 2012*

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of Bronze Career Readiness Certificates awarded each year, statewide	AY 10-11	287	697	TBD	N/A	N/A

Additional Comments on Performance Measures for Objective 1-7:

Anticipated Decline in Coming Years in Number of High School Students with Dual Enrollment

A decline is expected in subsequent years in the number of high schools students with dual enrollment in career/technical skills courses as state funding is redirected to LDOE to be included in the Minimum Foundation Program (MFP) funding formula.

CHAPTER 2
GOAL 2

"The prosperity the United States enjoys today is due in no small part to investments the nation has made in research and development at universities, corporations, and national laboratories over the last 50 years."

- *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*; The National Academies, 2007

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 second year of Master Plan reporting, several research metrics, particularly related to campus research expenditures, have shown significant growth over baseline reporting. It is important to note 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 submitted in previous years.

It is important to bear in mind that 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 2 of Master Plan reporting, Louisiana's research universities report 107 less faculty holding active R&D grants and contracts. Research expenditures across all funding sources have increased slightly, from $660 million in FY 2008 to almost $714 million in FY 2010, an increase of 8% over the baseline year. While this increase is impressive, it is attributable in part to availability of American Recovery and Reinvestment Act (ARRA) funds, which will not recur. More notable is the significant growth of research expenditures from industry/business sources, which grew in FY 2010 by $17.9 million, or 86%, 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:

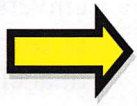
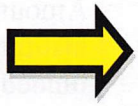
Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number and percent of faculty holding active R&D grants/contracts at LSU A&M	Yr. 1 of GRAD Act	562 (51.6%)	554 (52.7%)	474 (47.6%)	-88	
Number and percent of faculty holding active R&D grants/contracts at LSUHSCNO	Yr. 1 of GRAD Act	N/A	103 (17.6%)	152 (27.9%)	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%)	92 (37.0%)	99 (46.0%)	14	
Number and percent of faculty holding active R&D grants/contracts at LA Tech	Yr. 1 of GRAD Act	121 (38.2%)	115 (36.9%)	115 (37.1%)	-6	
Number and percent of faculty holding active R&D grants/contracts at ULL	Yr. 1 of GRAD Act	168 (21.2%)	165 (21.7%)	173 (40.6%)	5	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number and percent of faculty holding active R&D grants/contracts at UNO	Yr. 1 of GRAD Act	110 (26.3%)	103 (28.0%)	78 (20.4%)	-32	
R&D expenditures at universities and colleges from all funding sources	FY 08	$660,139,000	$670,995,000	$713,675,000	$53,536,000	
R&D expenditures at colleges and universities from industry sources	FY 08	$20,853,000	$20,076,000	$38,794,000	$17,941,000	

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 measure 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. 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.

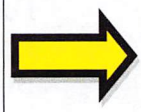
Performance Measures for Objective 2-2:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of BoRSF Research Competitiveness and Industrial Ties Research Subprogram active contracts	FY 10-11	110	98	85	-25	
Square feet of assignable research space	2007	2,299,000 sq. ft.	2,883,000 sq.ft.	2,952,000 sq.ft.	653,000 sq. ft.	
NSF Science and Technology Centers	10-11	0	0	0	0	
NSF Engineering Research Centers	10-11	0	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 second reporting year. Particularly strong are increases in patents and licenses. Though metrics show improvement, it is important to remember the process for development of scientific research from the lab bench to the marketplace is extremely 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:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Amount of university/ Federal gov't. financial partnership	FY 08	$300,024,000	$307,347,000	$333,043,000	$33,019,000	
Amount of university/state & local gov't. financial partnership	FY 08	$117,859,000	$115,053,000	$108,812,000	-$9,047,000	
Amount of university/ industry financial partnership	FY 08	$20,853,000	$20,076,000	$38,794,000	$17,941,000	
Amount of institutionally funded research	FY 08	$164,104,000	$165,025,000	$192,533,000	$28,429,000	
Number of invention disclosures	FY 09	162	181	150	-12	
Number of Starts-up formed	FY 09	7	6	7	0	
Number of licenses executed	FY 09	23	30	34	11	
Number total active licenses	FY 09	169	170	197	28	
Number of new patent applications	FY 09	88	76	96	8	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of U.S. patents issued	FY 09	26	20	32	6	
* Dollar amount of R&D expenditures in LA's key economic development industries- LSU A&M	Yr. 1 of GRAD Act	$139,062,000	$142,770,000	$144,794,000	$5,732,000	
* Dollar amount of R&D expenditures in LA's key economic development industries- LSUHSCNO	Yr. 1 of GRAD Act	$55,663,400	$59,613,963	$58,029,758	$2,366,358	
* Dollar amount of R&D expenditures in LA's key economic development industries- LSUHSCS	Yr. 1 of GRAD Act	$30,335,250	$30,431,600	$31,132,000	$796,750	
* Dollar amount of R&D expenditures in LA's key economic development industries- LA Tech	Yr. 1 of GRAD Act	$17,307,000	$18,580,000	$19,800,000	$2,493,000	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
* Dollar amount of R&D expenditures in LA's key economic development industries-ULL	Yr. 1 of GRAD Act	$38,773,000	$41,872,000	$42,753,000	$3,980,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-UNO	Yr. 1 of GRAD Act	$17,440,000	$17,667,000	$17,413,000	-$27,000	
Amount of university revenue generated from research commerciali-zation, technology transfer and intellectual property development	FY 09	$15,892,685	$16,317,382	$14,533,715	-$1,358,970	

**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

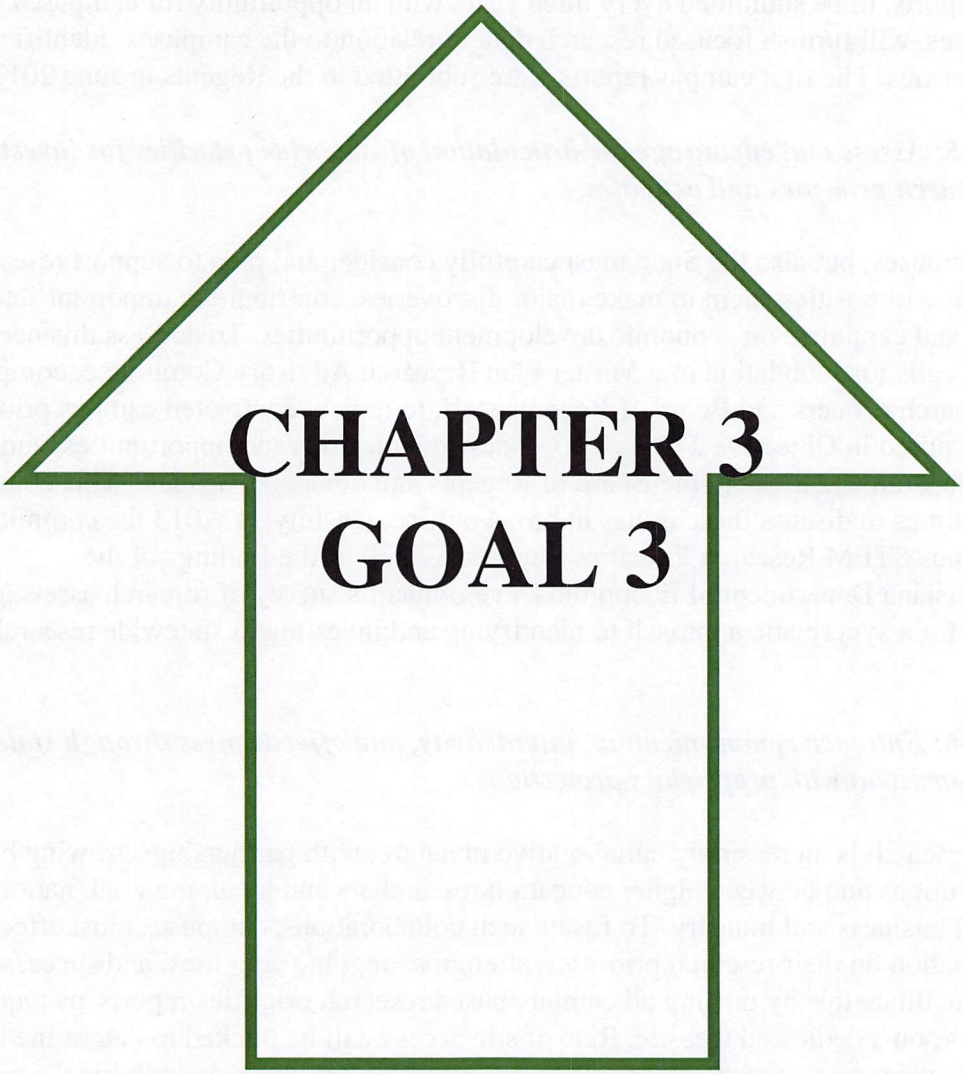
High Growth Target Industries, as well as LED's Blue Ocean Sectors. The campus-level reporting of research and economic development data is also aligned with metrics collected by the Association of University Technology Managers (AUTM), which provide a view of the direct economic development impacts 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.

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. On July 31, 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.

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 will facilitate this by posting all campus-based research priorities reports, as required in Objective 2-4, on a dedicated website. Rate of site access will be tracked to determine its success in promoting awareness of research priorities and opportunities, both on individual campuses and statewide. These data have begun to be tracked following submission and publication of campus STEM Research Priorities reports, though annual counts will not be available until June 2014.



CHAPTER 3
GOAL 3

"We believe it's time to put rhetoric aside and begin a statewide discussion of what we expect of higher education in Louisiana and how we plan to ensure it's able to meet those expectations."

- *A Vision for Higher Education in Louisiana, a briefing by the Council for a Better Louisiana, November 2010*

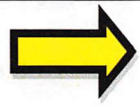
GOAL 3: Achieve greater accountability, efficiency and effectiveness in the postsecondary education system.

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. Thus, the measures comprising Objective 3-1 are the same as those in the GRAD Act. While this funding formula is well-developed it is important that it be enhanced and improved over time 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:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Change in 1st to 2nd year retention rate from prior year	Fall 09 to Fall 10	-3.6%	0.3%	1.6%	5.2%	
Change in 1st to 3rd year retention rate from prior year	Fall 09-to Fall 11	0.2%	0.7%	1.5%	1.3%	
Change in Fall to Spring retention rate (Tech schools only) from prior year	Fall 09 to Spring 10	0.4%	-3.0%	0.4%	0.0%	
Change in number of degree/certificate recipients from prior year	AY 09-10	1,155	2,394	1,054	-101	
Number of Louisiana residents receiving credentials	AY 09-10	28,713	30,938	32,233	3,520	
Change in number of Louisiana residents receiving credentials from prior year	AY 09-10	942	2,225	1,295	353	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Percentage change in number of Louisiana residents receiving credentials from prior year	AY 09-10	3.4%	7.7%	4.2%	0.8%	

Qualitative Measures

In addition to the measures above, the Master Plan also calls for a demonstrated alignment of the performance funding metric to institutional roles, scopes and missions. Each institution's funding recommendation is based upon its SREB category peer group. This is done in recognition of the differing missions of Louisiana's institutions. Additionally, each institution is measured against its own negotiated GRAD Act targets to track performance. In order to buffer institutions from steep reductions in State support, while at the same time rewarding institutions for strong performance, a "stop loss" metric (currently set at 4%) establishes a maximum annual funding loss. This represents a national best practice and provides a safety net for campuses to adjust to market realities. In FY 12, four institutions were at stop loss. Currently, in FY 14, eleven institutions are at stop loss. Institutions that are losing enrollment or who have been "over-funded" in the past because of their program inventory (i.e., low-cost programs) are protected by this "stop loss" mechanism. In addition, a review committee has been established with three representatives from each system: a management board representative; a campus President/Chancellor; and a campus Chief Financial Officer. The committee meets with BoR staff to review the current model and recommend possible adjustment for Board consideration.

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

Within the past year, the BoR has increased research staff through the hiring of a Senior Policy Analyst in the Planning, Research and Academic Affairs division. This position focuses on collecting, measuring and monitoring student and institutional performance and success.

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

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 two years of Master Plan reporting. The CCA initiative required the aggregation and reporting of several measures that until that point 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). In addition, BoR staff is currently revising data systems to comply with new Employee Salary IPEDS reporting requirements, allowing for more transparent, efficient and streamlined reporting. In keeping with the growing number of distance education programs, the BoR in the spring of 2013 began collecting data within its Curriculum Inventory (CRIN) database on the number of programs that are 100%, 50%-99%, and less than 50% online. The BoR will begin collecting data on students enrolled in distance education courses in fall 2013. 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 January 2012, the Governance Commission recommended that by December 31, 2012, 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 recently redesigned its website. A major component of this redesign is a user-friendly and interactive 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.

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:

Degree Level	Productivity Threshold
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 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.

Since the inception of the Louisiana Community and Technical College System (LCTCS) in 1999 it has been the BoR's goal to develop the system and to greatly increase the number of students enrolled in two-year institutions. This goal supports an attempt to reach the SREB enrollment mix between community colleges and four-year universities. 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 well on its way to obtaining a more appropriate enrollment mix.

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. In fall 2012,

44% of Louisiana's first-time freshmen began at a two-year or technical college, compared to 21% a decade earlier.

Performance Measures for Objective 3-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of technical and community college completers	AY 09-10	9,411	11,252	12,743	3,332	
Number of four-year and specialty degree completers	AY 09-10	18,662	19,613	19,931	1,269	
Number of diploma completers	AY 09-10	2,701	3,229	3,522	821	
Number of certificate completers	AY 09-10	3,370	4,323	4,852	1,482	
Number of associate and post-associate completers	AY 09-10	4,306	5,296	5,854	1,548	
Number of baccalaureate completers	AY 09-10	17,696	18,017	18,295	599	
Number of transfer students (2 year to 4 year; full time and part time)	Fall 2010	1,870	1,993	1,966	96	
ACT composite change from prior year	Fall 2010 entering class	0.2	-0.1	0.4	0.2	

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/developmental pilot program in May 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 not only pass the credit-bearing course, but also to successfully continue in college.

Under the BoR pilot, 12 institutions have collected and submitted data to the BoR regarding students who earned a Mathematics ACT sub-score of 17or 18, or an English ACT sub-score of 16 or 17 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 the spring 2013 semester. BoR staff anticipates the participation of more institutions during the fall 2013 and spring 2014 semesters.

Students will take a diagnostic test at the beginning and end of the pilot to assess growth. Upon successful completion of the college-level course, students in the pilot will be encouraged to enroll in the second college-level course the following semester. Throughout the 2012-2013 academic year BOR staff collected data from institutions participating in the developmental pilot. Data collection will continue through the 2013-2014 academic year. By the spring 2014 semester BoR staff is hopefully it will have enough data to evaluate the results of the various models to determine a best practices approach to developmental education in Louisiana.

CHAPTER 4

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

Summary
&
Analysis of Progress

Year 2

The second year of implementation of the 2011 Master Plan included the collection and analysis of year two data for the performance measures within each of the three overarching goals. Collectively and measured against the baseline data, these data tell a story about the progress being made in Louisiana 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 two.

GOAL 1: INCREASE THE EDUCATIONAL ATTAINMENT OF THE STATE'S ADULT POPULATION TO THE SREB STATE'S AVERAGE (42%) BY 2025

53 Quantitative Performance Measures

 = 34

 = 19

 = 0

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 of 42% by 2025. Increasing educational attainment in the State begins with graduating more students from high school ready for college or career. In the second year of Master Plan reporting, due to demographic shifts that occurred in Louisiana in the early 1990's, the total number of high school graduates declined 1.0% from the baseline level of 43,041 in AY 10-11 to 42,588 in AY 12-13. As a measure of how well-prepared these graduates were:

- 65.8% of the baseline class (the class of 2011) completed the Regents Core; 70.2% of the Class of 2013 completed the LA CORE-4
- The ACT composite score for the baseline class (the graduating class of 2010) was 20.1; For the Class of 2012, it was 20.3.
- The number of students that would require remedial education in Math dropped 2.5% from the baseline year, decreasing from 18,292 for the Class of 2010 to 17,826 for the Class of 2012.
- The number of students that would require remedial education in English saw a more dramatic drop, decreasing 5.3%, from 12,493 for the Class of 2010 to 11,827 for the Class of 2012.

In addition to graduating more students from high school prepared for college or career, 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. Two years later that number has remained relatively stable, with 59.1% of the Class of 2011 enrolled in postsecondary education within two fall semesters. There is also evidence that incoming college freshmen in Louisiana are entering college more prepared than their predecessors, with an average ACT composite score of 21.3 for the entering class of 2012, up from 21.0 for the class of 2010. Providing financial support to students increases the likelihood of enrollment. From AY 10-11 to AY 12-13 the total number of students on GO Grants, the State's need-based aid program, increased from 30,797 to 36,091. In addition, the total number of first-time students on GO Grants increased from 17,065 in AY 10-11 to 18,585 in AY 12-13.

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 second year of Master Plan reporting, the numbers reveal weaknesses in the adult education portion of the pipeline. 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 12,876 in AY 11-12 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 1,813 in AY 11-12. And, despite gains in the first year of Master Plan reporting, the total number of adult learners enrolled in postsecondary education decreased by 4.3%, compared to a 1% decline in overall enrollment.

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 1st to 2nd year retention rate of first-time, full-time, degree-seeking students increased from a baseline rate of 71.6% to 73.5%. This increase was due mostly to improvements in retention rates at four-year universities, which saw an increase in retention rates from 80.8% to 81.5%. First-to-second year retention rates at two-year colleges decreased from a baseline rate of 58.8% to 56.2%. Technical colleges saw decreases in their retention rates (which are measured from fall to spring) as well, from a baseline rate of 76.9% to 74.3%.

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. Two years later, in fall 2012, 2,354 declared an LT major. Within the first three years of the establishment of the LT program, 204 students have completed an LT degree.

While access and persistence are important measures, the number of degree/certificate recipients each year is the best measure of the State's progress toward the goal of reaching the SREB average of adult educational attainment. The data collected in the second year of Master Plan reporting show promise. Overall, the number of completers increased by 13% during the two year reporting period; from 34,904 in AY 09-10 to 39,529 in AY 11-12.

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

29 Quantitative Performance Measures

 =18

 =8

 =3

In the second 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. 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

 =13  =1  = 1

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 three years of GRAD Act reporting most institutions met their targeted goals, and were subsequently awarded increased tuition authority and retained their performance funding. In light of state funding reductions to postsecondary education, the BoR has implemented a "stop loss" metric (currently set at 4%) in order to provide a safety net for campuses to adjust to market realities. Currently, eleven institutions are subject to "stop loss," up from four institutions two fiscal years ago. The BoR continues to work to enhance and improve the formula and has established a review committee to study the current model and recommend possible adjustment for Board consideration.

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 year, the BoR has increased its research staff, participated in the second year of the Complete College America (CCA) initiative, and has completed a website redesign which includes a centralized and consumer-friendly data dashboard.

In an effort to increase efficiency in the Louisiana postsecondary education system, a systemic academic program review process has been established and implemented during the last year. 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 2010, the number of students transferring from two-year institutions to four-year institutions was 1,870. Two years later, in fall 2012, that number had increased to 1,966.

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/developmental pilot program, to begin fall 2012. Throughout the past year BOR staff members have worked with participating institutions to collect data on remedial education pilot programs throughout the State. Data collection and analysis will continue throughout the upcoming academic year. By the spring 2014 semester BoR staff hopes to have enough data to evaluate the results of various remedial/development education models in an effort to determine a best practices approach to developmental education in Louisiana.

OVERALL SUMMARY OF PROGRESS

PERCENTAGE OF PERFORMANCE MEASURES THAT SHOWED IMPROVEMENT OVER BASELINE

	YEAR 1	*YEAR 2*
GOAL 1	72.2%	64.1%
GOAL 2	53.5%	62.0%
GOAL 3	80.0%	86.6%