

GRAD ACT ANNUAL REPORT



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

JULY 2014
LOUISIANA BOARD OF REGENTS

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EXECUTIVE SUMMARY

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

The 2011 Board of Regents' Master Plan for Public Postsecondary Education defines as its goals to (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. In support of these goals, Regents has reviewed academic programs, developed policies and programs, and expanded its data collections systems to provide increased access to data through its website. Regents has also adopted a funding formula that rewards performance, not just enrollment. The performance component of the formula has been aligned with the GRAD Act goals, thus ensuring that performance measures are a constant focus of all institutions.

Presented in this document is the GRAD Act Annual Report – Year 4. In the fourth year of GRAD Act, 30 institutions were successful in achieving a designation of GREEN, which allows them to retain tuition authority, performance funding and eligibility for autonomies for the next academic year. Three institutions were not successful in passing the Student Success objective and therefore attained an annual designation of RED, which results in the loss of tuition authority, performance funding and makes them ineligible for autonomies for the next academic year. The three institutions receiving an annual designation of RED are: Southern University A&M, Southern University at Shreveport and Southern University Law Center. These institutions have the opportunity to continue participation in the GRAD Act and earn access to some portion of the lost performance funding by submitting a remediation plan and entering into a Performance Improvement Contract, as outlined in the Board of Regents GRAD Act Intervention Policy.

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

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

GRAD ACT ANNUAL REVIEW PROCESS – YEAR 4

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

The measures are further delineated into three categories:

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

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

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

Before entering into the agreements, institutions were required to set annual benchmarks and six-year targets for their *Targeted* measures.

The Board of Regents is authorized to add additional measures. GRAD Act agreements require that after Year 2, selected *Tracked* measures be examined and converted to *Targeted* measures, where appropriate. Following Year 2, Regents and the management boards identified new *Targeted* measures for inclusion in GRAD Act annual reports, beginning with Year 3 and each year thereafter for the balance of the six-year term. These new *Targeted* measures were adopted by the Board of Regents in December 2012. By year 5, three years of data for these new *Targeted* measures will be compiled. The Year 5 GRAD Act Annual Report will contain data for these additional measures.

Institutions were required to submit to the Board of Regents by May 5, 2014, a system-certified annual report. To support GRAD Act reporting, the Board of Regents developed a web-based reporting system. Institutions enter all pertinent data in this system which serves as the data source for evaluating and reporting GRAD Act data. Information submitted in the annual report is evaluated to determine the institutions' progress toward meeting performance objectives.

To ensure reliability of the data submitted by institutions, GRAD Act audits are performed by representatives from both the Louisiana Legislative Auditor and the Board of Regents' audit division. Auditors performed testing of the data integrity in the Statewide Student Profile System (SSPS) and the Statewide Completers System – the two data systems utilized in the collection and verification of many of the data in GRAD Act reporting – to assist in evaluating institutions' compliance with the requirements of the GRAD Act.

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

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

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

Year 4 Annual Designation:	Status for Year 5:
Green	Retains tuition authority and eligible for autonomies
Yellow	Retains tuition authority and eligible for autonomies
Orange	Retains tuition authority, but not eligible for autonomies
Red	Loses tuition authority and eligibility for autonomies

Performance Objectives

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

2013-14 Annual Designations

At its meeting on June 25, 2014, the Board of Regents approved the following annual designations for each institution, by system.

Louisiana Community and Technical College System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Baton Rouge CC	89%	100%	88%	100%	GREEN
Bossier Parish CC	89%	100%	100%	100%	GREEN
Central Louisiana TCC	100%	100%	100%	100%	GREEN
Delgado CC	100%	100%	100%	100%	GREEN
Delta CC	90%	100%	100%	100%	GREEN
Elaine P. Nunez CC	100%	100%	100%	100%	GREEN
Fletcher TCC	100%	100%	100%	100%	GREEN
Northshore TCC	100%	100%	100%	100%	GREEN
River Parishes CC	89%	100%	100%	100%	GREEN
South Louisiana CC	100%	100%	100%	100%	GREEN
Sowela TCC	100%	100%	100%	100%	GREEN
Northwest LA TC	87%	100%	100%	100%	GREEN
South Central LA TC	100%	100%	100%	100%	GREEN

Southern University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Southern Univ. A&M	74%	100%	100%	100%	RED
Southern Univ. Law Center	79%	N/A	100%	100%	RED
Southern Univ. New Orleans	100%	92%	100%	100%	GREEN
Southern Univ. Shreveport	67%	100%	100%	100%	RED

Louisiana State University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
LSU A&M	90%	100%	100%	100%	GREEN
LSU Alexandria	90%	100%	100%	100%	GREEN
LSU Eunice	91%	100%	100%	100%	GREEN
LSU Shreveport	91%	100%	100%	100%	GREEN
LSU HSC New Orleans	88%	N/A	92%	100%	GREEN
LSU HSC Shreveport	91%	N/A	100%	100%	GREEN
LSU Paul M. Hebert Law Center	100%	N/A	100%	100%	GREEN

University of Louisiana System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Grambling State Univ.	100%	100%	100%	100%	GREEN
Louisiana Tech Univ.	91%	100%	100%	100%	GREEN
McNeese State Univ.	91%	100%	100%	100%	GREEN
Nicholls State Univ.	100%	100%	100%	100%	GREEN
Northwestern State Univ.	92%	100%	100%	100%	GREEN
Southeastern LA Univ.	91%	100%	100%	100%	GREEN
University of LA at Lafayette	92%	100%	100%	100%	GREEN
University of LA at Monroe	86%	100%	100%	100%	GREEN
University of New Orleans	100%	100%	100%	100%	GREEN

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

Performance Objective 1

Student Success:

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

System and institutional policies continue to be implemented by institutions to improve the main student success measures: retention rates, graduation rates, and completion. Policies range from increasing admission requirements and improving the efficiency of the financial aid process to providing student academic and career counseling, implementing student tracking systems and awarding non-traditional credit. Recognizing the importance of faculty and staff engagement, many institutions have incorporated a more personalized approach to promoting student success. Activities include phone calls/emails/mail-outs to students who fail to re-register, customized advising for at-risk students, and the implementation of faculty and peer mentoring groups.

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

1st to 2nd Year Retention Rate

	Baseline	Year 1	Year 2	Year 3	Year 4
Louisiana Community and Technical College System					
Baton Rouge Community College	47.8%	48.2%	47.5%	53.8%	44.4%
Bossier Parish Community College	51.4%	47.8%	44.2%	51.3%	51.2%
Delgado Community College	56.8%	56.4%	55.2%	52.4%	56.4%
Elaine P. Nunez Community College	42.5%	59.6%	49.6%	50.0%	47.7%
River Parishes Community College	44.9%	44.2%	52.9%	50.5%	45.5%
South Louisiana Community College	57.2%	53.2%	44.2%	47.1%	50.9%
Louisiana Delta Community College	46.1%	39.7%	44.2%	43.1%	42.9%
L.E. Fletcher Technical Community College	53.3%	52.9%	52.3%	47.0%	58.5%
Sowela Technical Community College	53.2%	50.2%	42.3%	35.8%	40.0%
Louisiana State University System					
Louisiana State University Alexandria	54.2%	59.1%	55.0%	48.8%	49.5%
Louisiana State University A&M	83.6%	84.2%	84.3%	83.3%	82.6%
Louisiana State University Eunice	50.3%	42.9%	46.7%	47.2%	50.0%
Louisiana State University Shreveport	64.8%	68.7%	65.0%	65.7%	66.2%
Paul M. Hebert Law Center	91.7%	96.6%	96.0%	97.0%	93.0%
Southern University System					
Southern University A&M	71.7%	72.2%	70.4%	68.7%	67.4%
Southern University New Orleans	46.9%	48.1%	48.3%	59.2%	52.3%
Southern University Shreveport	52.0%	46.1%	49.4%	50.6%	38.4%
Southern University Law Center	81.6%	83.3%	78.4%	81.0%	81.0%
University of Louisiana System					
Grambling State University	55.5%	65.4%	67.8%	68.6%	68.5%
Louisiana Tech University	74.2%	74.3%	77.4%	76.1%	78.4%
McNeese State University	67.5%	68.3%	67.3%	67.8%	68.9%
Nicholls State University	67.6%	70.3%	71.2%	71.0%	67.8%
University of Louisiana at Monroe	73.1%	72.5%	68.7%	69.4%	67.9%
Northwestern State University	67.9%	70.2%	67.5%	67.1%	71.0%
Southeastern Louisiana University	67.5%	67.0%	68.6%	66.4%	63.1%
University of Louisiana at Lafayette	75.9%	73.3%	73.4%	74.3%	74.3%
University of New Orleans	68.6%	63.4%	66.8%	64.5%	67.2%

*LDCC, SLCC and SOWELA merged with other institutions/campuses following year 2, and were approved to reset targets for years 3-6 based on merged data; therefore reporting change from original baseline is not applicable to these institutions.

1st to 3rd Year Retention Rate

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

Fall to Spring Retention Rate

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

Same Institution Graduation Rate

	Baseline	Year 1	Year 2	Year 3	Year 4
Louisiana Community and Technical College System					
Baton Rouge Community College	2.9%	3.3%	5.1%	4.6%	3.0%
Bossier Parish Community College	8.3%	10.0%	11.8%	14.4%	12.9%
Delgado Community College	2.1%	2.1%	2.4%	3.0%	10.0%
Elaine P. Nunez Community College	8.0%	21.1%	12.8%	7.0%	13.5%
River Parishes Community College	4.2%	5.7%	3.9%	10.3%	7.4%
South Louisiana Community College	1.6%	7.4%	6.3%	5.2%	9.6%
Louisiana Delta Community College	9.4%	10.0%	10.9%	10.1%	11.3%
L.E. Fletcher Technical Community College	15.9%	9.0%	17.6%	17.1%	29.3%
Sowela Technical Community College	34.9%	35.0%	41.9%	31.4%	40.0%
Louisiana State University System					
Louisiana State University Alexandria	5.3%	10.8%	9.5%	10.0%	12.2%
Louisiana State University A&M	60.7%	60.8%	60.6%	62.0%	66.7%
Louisiana State University Eunice	8.0%	8.0%	4.7%	7.0%	7.5%
Louisiana State University Shreveport	20.1%	20.0%	28.0%	26.5%	26.9%
Paul M. Hebert Law Center	83.68%	88.0%	82.7%	86.7%	89.0%
Southern University System					
Southern University A&M	28.3%	30.3%	29.3%	30.5%	29.4%
Southern University New Orleans	5.0%	8.0%	4.0%	N/A*	17.5%
Southern University Shreveport	22.0%	14.0%	13.7%	13.3%	12.0%
Southern University Law Center	80.0%	85.5%	77.0%	79.9%	81.2%
University of Louisiana System					
Grambling State University	36.3%	30.0%	28.0%	28.0%	31.0%
Louisiana Tech University	47.3%	45.5%	47.4%	48.2%	47.0%
McNeese State University	36.4%	35.1%	35.1%	37.3%	38.0%
Nicholls State University	26.6%	29.2%	28.7%	38.4%	39.4%
University of Louisiana at Monroe	30.9%	30.5%	34.1%	35.0%	37.3%
Northwestern State University	28.1%	29.5%	27.1%	34.0%	35.0%
Southeastern Louisiana University	28.5%	30.7%	33.4%	33.4%	34.3%
University of Louisiana at Lafayette	40.2%	42.2%	39.6%	41.4%	43.9%
University of New Orleans*	22.1%	21.0%	20.0%	38.1%	34.5%

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

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

Percent Change in Program Completers from Baseline

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

Percent Change in Program Completers from Baseline

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

	Baseline	Year 1	Year 2	Year 3	Year 4
Louisiana State University System					
Louisiana State University Alexandria					
Bachelors	166	-17.5%	-3.6%	8.4%	9.6%
Louisiana State University A&M					
Bachelors	4648	-7.2%	-6.5%	-2.8%	-4.4%
Masters	966	7.9%	13.0%	27.5%	20.5%
Doctoral	240	25.0%	6.3%	34.2%	27.1%
Professional	81	0.0%	-7.4%	1.2%	1.2%
Specialist	19	-5.3%	10.5%	-36.8%	-47.4%
Louisiana State University Eunice					
Certificate	9	100.0%	88.9%	44.4%	200.0%
Diploma	3	-33.3%	-66.7%	-66.7%	-100.0%
Associate	244	5.3%	10.2%	12.7%	25.0%
Louisiana State University Shreveport					
Bachelors	527	-4.9%	6.3%	-2.8%	-3.0%
Masters	100	-10.0%	9.0%	3.0%	20.0%
Specialist	6	33.3%	-83.3%	0.0%	-50.0%
L.S.U. HSC - NO - Allied Health					
Bachelors	30	13.3%	26.7%	36.7%	33.3%
Masters	47	31.9%	42.6%	83.0%	64.0%
Professional	23	52.2%	104.3%	126.1%	74.0%
L.S.U. HSC - NO - Dentistry					
Professional	59	1.7%	-10.2%	-1.7%	15.3%
L.S.U. HSC - NO - Graduate Studies					
Masters	2	0.0%	-100.0%	-50.0%	100.0%
Doctoral	31	-22.6%	-38.7%	-51.6%	-32.3%

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4
Louisiana State University System (continued)					
L.S.U. HSC - NO - Dental Hygiene					
Bachelors	41	4.9%	-2.4%	-17.1%	-2.4%
L.S.U. HSC - NO - Dental Lab Technology					
Associate	4	0.0%	175.0%	25.0%	0.0%
L.S.U. HSC - NO - Medicine					
Professional	187	1.6%	-1.6%	-4.3%	0.5%
L.S.U. HSC - NO - Nursing					
Bachelors	176	0.0%	11.4%	26.1%	46.0%
Masters	51	0.0%	45.1%	86.2%	61.0%
Doctoral	2	0.0%	0.0%	0.0%	-100.0%
L.S.U. HSC - NO - Public Health					
Masters	29	-3.4%	-10.3%	-10.3%	31.0%
Doctoral	3	0.0%	-100.0%	-66.7%	-100.0%
L.S.U. HSC - Shrv - Allied Health					
Bachelors	62	-23.0%	-16.1%	-9.8%	-55.0%
Masters	27	-30.0%	14.8%	14.8%	196.3%
Professional	62	-32.0%	-40.3%	-43.5%	-50.0%
L.S.U. HSC - Shrv - Graduate Studies					
Masters	1	0.0%	0.0%	400.0%	0.0%
Doctoral	8	87.5%	25.0%	100.0%	38.0%
L.S.U. HSC - Shrv - Medicine					
Professional	110	1.8%	1.8%	-0.9%	6.4%

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

Percent Change in Program Completers from Baseline

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

**Percent change from baseline cannot be calculated from baseline of 0; year 4 completer totals can be found on the institution's Attachment D and in their annual report, both located on the BoR website.*

Percent Change in Program Completers from Baseline

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

**Percent change from baseline cannot be calculated from baseline of 0; year 4 completer totals can be found on the institution's Attachment D and in their annual report, both located on the BoR website.*

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

Institutions at every level (universities, community colleges, and technical colleges) continue to both strengthen and develop new partnerships with high schools to help pave the way for high school graduates to progress directly to college or into the workforce. In spite of lack of funding to support dual enrollment tuition, 20,454 high school students were enrolled in postsecondary education in Fall 2013 (*based on data submitted to BoR in SSPS*). This was a slight (1%) decrease from the previous fall. The high level of participation in dual enrollment was primarily the result of partnerships between postsecondary campuses and their local school districts to maintain access for qualified high school students.

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

The number of students sitting for and successfully passing a licensure/certification exam (pass rate) was reported for this measure. The Board of Regents developed a list of disciplines for which passage rates would be measured and the sources for the measures. These examinations are used to identify persons who possess the minimum knowledge and experience necessary to perform tasks on the job/in the workforce safely and competently. At the institution level, faculty and staff use licensure and certification exam data to monitor how well candidates demonstrate content knowledge measured in the exam.

Performance Objective 2

Articulation and Transfer:

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

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

Collaboration between four-year universities and two-year colleges has continued to grow, particularly with the implementation of increased minimum admission requirements at four-year universities. Universities refer applicants to two-year colleges when they cannot admit them directly, but they work to maintain connections with the students to help them plan to transfer if the student's goal remains to earn a bachelor's degree. Many have developed programs to track these students as they enroll at the two-year college and transfer to the university after completing either transfer hours or an associate degree, and some community colleges provide office space so that university advisors may maintain a transfer presence.

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

The Louisiana Transfer (LT) associate degree, created under the direction of Act 359 of the 2009 Regular Legislative Session (R.S. 17:1361), has been well received. LT graduates have grown from 7 in 2010-11 to 115 in 2012-13. The Louisiana Transfer degree is working to prepare students to transfer. While only 17.1% of the 5,938 total associate degree graduates in 2011-12 had enrolled in a university, by spring 2013, 66% of the LT graduates had continued their education with university enrollment in the same time frame.

Colleges and universities are engaged in creating clear degree paths for LT students, taking advantage of both the structure and flexibility in the curriculum so students can make wise course choices for optimal articulation into the baccalaureate program. All SACS-accredited campuses maintain a transfer information web presence linked to the statewide transfer web site to guide prospective students, and all have designated and trained a transfer liaison/counselor to help students prepare for a smooth transition.

The Common Course Numbering System was initiated with the annual update of the Statewide Course Articulation Matrix in 2012-13 and has continued through

2013-14. Both years, subject area departmental faculty and leadership met with Regents' staff to define common course content and to discuss course articulation and campus feedback. The recently approved 2014-15 matrix lists more courses than ever, going beyond General Education to include courses in business and more upper level courses outside of the "GenEd Core." Campus catalogs include the statewide common course number in the course listings. Efforts will continue to expand the articulation matrix inventory and focus more on feedback on transfer students' ability to progress. The matrix and the Common Course Catalog are posted on the Regents' and the Louisiana Transfer web sites for easy access by all who need it.

Performance Objective 3

Workforce and Economic Development:

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

Institutions report that there are processes in place to routinely review academic program offerings. Regents staff routinely conducts statewide program reviews. In addition to participating in this review, institutions report on programs that have been modified or added as determined by local, regional, or state workforce needs. In past years, Regents has utilized the Louisiana Workforce Commission (LWC) and Louisiana Economic Development (LED) published forecasts to assist in the identification of programs that are aligned with current or strategic workforce needs.

Campuses are encouraged to organize or restructure based on a self-evaluation of their entire academic program inventory. Board of Regents staff conduct a system-wide program review every two years; the next Regents' review will begin in Fall 2014. Throughout the year, the Faculty review and revise curricula in response to student interests, regional need, and changes in knowledge and technology, creating new programs and terminating low performers, as needed.

Over this last year, Regents has worked very closely with the LWC to promote and enhance its new STAR Rating System. Louisiana Star Jobs is a user-friendly, interactive search tool that ranks the best occupations in Louisiana according to salary, the number of openings and the prospects for each career. The system filters the ranking to suit the individual job seeker based on specific occupation or career choices, educational background and income requirements, then links the user to the job listings and/or links to specific institutions in the user's area that offer the

credentials needed to qualify for those jobs. Louisiana Star Jobs is designed to help a broad array of people – students in school considering which career to pursue, people who are working but are interested in new or better jobs, individuals actively seeking employment and people living in other states considering locating to Louisiana.

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

The Board of Regents is working closely with the Workforce Investment Council and LWC to explore the viability of utilizing the STAR system in conjunction with some of its other initiatives (e.g. Master Plan, Formula Funding, and the Workforce and Innovation for a Stronger Economy [WISE] Fund). The funding formula was adjusted to provide additional funding (3%) for institutions able to produce graduates in jobs designated as high demand and high wage. Governor Jindal has solidified the Workforce and Innovation for a Stronger Economy Fund by signing it into law. This Fund, also known as House Bill 1033 of the 2014 Legislative Session, allocates \$40 million to higher education institutions for the purpose of strategically aligning new investments in higher education with the workforce needs and emerging growth sectors in our economy. Monies in the fund will be appropriated to the Board of Regents to be distributed to and used by postsecondary education institutions in agreement with a statewide workforce demand and gap analysis.

The WISE Council has been created to oversee this fund. Members of the council include representatives from the following institutions/agencies: the Louisiana Board of Regents, the Office of Louisiana Economic Development, the Louisiana Workforce Commission, the Workforce Investment Council, the University of Louisiana System, the Louisiana State University System, the Southern University System, and the Louisiana Community and Technical College System.

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

Institutions reported on current initiatives to improve technology for distance learning, including infrastructure and software advancements, enhanced student services, professional development for faculty and online student assessment processes. Institutions described current initiatives to create and expand distance educational offerings. Efficiencies realized ranged from cost savings to increasing the number of students served through expansion of online courses and programs. Recognizing the pivotal role that electronic learning will play in the future of postsecondary education, the Board of Regents established its Electronic Learning Strategic Planning Task Force. Task Force initiatives include development and implementation of a website to serve as a one-stop shop for eLearning programs and services, assessment of statewide initiatives and the adoption of eLearning definitions, standards, best practices and reporting requirements.

2014 Program Delivery Method by Institution Type

Institution Type	Data	Onsite	Hybrid*	Online**	Total
4-Year	# of Programs	869	66	179	1114
	% of Programs	78.01%	5.92%	16.07%	100.00%
2-Year	# of Programs	600	79	37	716
	% of Programs	83.80%	11.03%	5.17%	100.00%
Technical	# of Programs	179	10	1	190
	% of Programs	94.21%	5.26%	0.53%	100.00%
Specialized	# of Programs	57	0	0	57
	% of Programs	100.00%	0.00%	0.00%	100.00%
Total	# of Programs	1705	155	217	2077
	% of Programs	82.09%	7.46%	10.45%	100.00%

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

**Online: 100% of content is delivered online

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

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

In the context of these challenges, research productivity reporting focuses on a narrative report which provides essential context for five metrics: percentage of full-time equivalent (FTE) faculty holding active research and development grants/contracts; the percentage of FTE faculty holding active research and development grants/contracts in Louisiana's key economic development industries; the dollar amount of Research and Development (R&D) expenditures; the dollar amount of R&D expenditures in Louisiana's key economic development industries; and the number of intellectual property measures (e.g., patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.). The narrative provides a methodology for data reporting, descriptions of research productivity, collaborations with economic development entities, business innovations and new companies related to faculty research, and comparisons to peer institutions.

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

- The number of research-active faculty holding research grants and contracts in priority economic development areas has increased at most campuses reporting;
- The five-year average of research expenditures from all sources has maintained a significant increase (13%) from the baseline year among the campuses reporting this information;

- Expenditures from industry funding sources continue to show dramatic growth over baselines (though this is due in part to changes in the National Science Foundation’s data collection methodologies);
- Research commercialization activities, including patents, licenses, start-up companies, and surviving start-ups, remain largely steady.

Narrative reports describe numerous productive partnerships with the private sector, as well as increased attention to entrepreneurship among researchers and institutions and regular collaboration with local and regional economic development organizations. Several reports also cite the benefits to statewide research productivity and focus on significant ongoing higher education engagement with the Louisiana Department of Economic Development in continuing to define and refine statewide research and science, technology, engineering, and mathematics (STEM) workforce targets and pursue opportunities for investment.

Performance Objective 4

Institutional Efficiency and Accountability:

Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

In accordance with the current Minimum Standards for Admission, students requiring developmental coursework (English or Mathematics) are not to be admitted to a university as of Fall 2014, unless by exception. Regional universities are eligible for an exception to the minimum standards for students with scores up to 2 points below the placement policy requirements and who are enrolled in a BoR-sponsored pilot study entailing co-requisite delivery of developmental and entry-level college coursework. These pilot courses are not traditional developmental education; the study is being conducted to determine whether and how statewide placement policy should be revised in light of national campaigns and local evidence. The pilot study will continue through 2014-15. Participating institutions include both regional universities and community colleges.

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

Universities continue to work and collaborate, primarily with their neighboring two-year college, to determine the best options for their few remaining associate degree programs. Over the next year, the Board of Regents will establish a process for institutions to petition to maintain associate degree programs that have specific educational or workforce value which would be curtailed if the program were to be either transferred or abandoned at this time. Final disposition of associate level programs will be resolved within the GRAD Act agreement period.

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

Systems and institutions provided, as part of their initial GRAD Act agreement, their policies and timelines for increasing nonresident tuition amounts as required by GRAD Act. In their annual reports, institutions reported on the impact these increases have had on enrollment and revenue. Two-year and technical colleges reported the impact to be negligible since a low number of non-resident students enroll at their institutions. Four-year universities, however, expect that enrollment will be negatively impacted by higher nonresident tuition amounts.

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

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

A **Center for Workforce Excellence** incorporates private (and public) sector support to emphasize education and training programs in partnership with business and industry to meet defined workforce training needs. Its offerings will include programs that are clearly related to the workforce and to which industries are willing to support and populate for employee training.

A **Center of Academic Excellence** has both a sterling reputation for excellence in teaching, research and service and a strong record of productivity in its component programs, with graduates who enter productive careers or continue their education in advanced degree programs. Disciplines within the Center align with key industry

or academic sectors and contribute to regional or statewide goals for academic and/or economic development.

A **Center of Research Excellence** enjoys nationally or internationally recognized research success and is well supported through high levels of external funding partnerships with the federal government and with industry. It offers a range of educational opportunities, graduate mentoring, and/or community outreach, has a history of interdisciplinary and inter-/intrastate collaboration, and a positive impact on the State's economic growth.

To date, the Board of Regents has designated three Centers of Excellence under the new policy: *The Center for Workforce Excellence in Transportation Technology* at Baton Rouge Community College (2013), the *Deepwater Center for Workforce Excellence* at Fletcher Technical Community College (2014), and the *Culinary Center for Workforce Excellence* at Delgado Community College (2014). Several additional proposals for Center of Excellence designation are being developed by institutions across the state, to be submitted to the management boards and forwarded to the Board of Regents for consideration later this year.

LOUISIANA PUBLIC POSTSECONDARY SYSTEMS AND INSTITUTIONS

Louisiana State University System

Four-Year Universities: Louisiana State University and A&M College
Louisiana State University Alexandria
Louisiana State University Shreveport

Two-Year (Community) College: Louisiana State University Eunice

Professional/Specialized: Louisiana State University Health Sciences Center
New Orleans
Louisiana State University Health Sciences Center
Shreveport
Louisiana State University Paul M. Hebert Law Center

Southern University System

Four-Year Universities: Southern University and A&M College
Southern University New Orleans

Two-Year (Community) College: Southern University Shreveport

Professional/Specialized: Southern University Law Center

University of Louisiana System

Four-Year Universities: Grambling State University
Louisiana Tech University
McNeese State University
Nicholls State University
Northwestern State University
Southeastern Louisiana University
University of Louisiana Lafayette
University of Louisiana Monroe
University of New Orleans

Louisiana Community and Technical College System

Two-Year (Community) Colleges: Baton Rouge Community College
Bossier Parish Community College
Central Louisiana Technical Community College
Delgado Community College
Elaine P. Nunez Community College
L.E. Fletcher Technical Community College
Louisiana Delta Community College
Northshore Technical Community College
River Parishes Community College
South Louisiana Community College
Sowela Technical Community College

Technical Colleges: Northwest Louisiana Technical College
South Central Louisiana Technical College

