

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



“Improving, Innovating and Doing so Efficiently and Effectively”

**Board of Regents
August, 2015**





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 Louisiana 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. Foster Innovation through Research in Science and Technology in Louisiana; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

The Plan outlines 17 objectives, over 70 activities and more than 85 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 fourth annual evaluation of the 2011 Master Plan. Subsequent annual evaluations will be forthcoming through 2025, culminating in a long-term analysis of the fifteen year implementation of the Plan.

Goal 1

Progress toward Goal 1 is evident in the increased preparation of high school graduates, the increasing number of students who are participating in the Louisiana Transfer degree program, and increasing graduation rates at public postsecondary institutions. In the fourth year of Master Plan reporting, the percentage of high school graduates who completed the LA Core-4 Curriculum increased from a baseline level of 65.8% to 78.9%. The implementation of compulsory ACT test-taking has made ACT composite score comparisons inconsistent, but from an opportunity and access perspective, the 100% testing policy has given every public high school student in the State the opportunity to gauge their college readiness. Additionally, the number of high school students enrolled in postsecondary courses has increased 23.3%, from 18,551 in fall 2010 to 22,875 in fall 2014. At the postsecondary level, the number of students who are participating in the Louisiana Transfer degree program has increased from 214 in fall 2010 (the first semester the degree program was offered) to 3,648 in fall 2014. Graduation rates at Louisiana's public postsecondary institutions are also on the rise, increasing from 5.7% to 7.8% at two-year institutions and from 42.2% to 48.9% at four-year institutions.

However, there are still measures that have shown little to no progress. While the overall statewide 1st to 2nd year retention rate has remained relatively stable (74.5% in the baseline year

and 72.9% in the fourth year of Master Plan reporting), two-year and technical college students continue to struggle with year-to-year and fall-to-spring retention. Of greater concern is that enrollment of adult learners (those students age 25 and older) in postsecondary education courses dropped 11.8% from a baseline level of 55,557 to 48,970 in year four of Master Plan reporting.

Goal 2

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

Goal 3

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

**BACKGROUND
&
INTRODUCTION**

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

The benefits of postsecondary education to both the individual and the State are undisputed. For the individual, postsecondary education provides intellectual and financial opportunities, which pay dividends throughout life. For the State, economic growth is tied to citizens that are employed and productive. A highly functioning postsecondary education system provides a pool of skilled and talented workers who pay taxes and rely less on government services. Additionally, 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. Postsecondary education is vitally important to both the individual and the State; therefore, Louisiana must strengthen and continue to maintain a public postsecondary education system that is adequately funded and accountable.

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.

In August 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 its citizenry, increased accountability was included as a specific goal and emerged as a common theme throughout the entire Plan.

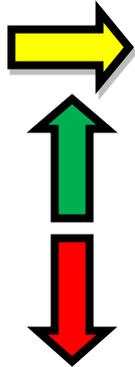
The Board of Regents advanced its vision for the future of postsecondary education by adopting the following three broad goals:

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 17 objectives, over 70 activities, and more than 85 performance measures. This document is the fourth 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. As with many strategic plans, the Master Plan is not a static plan. Therefore, it is reviewed, revised, and reworked by the BoR staff to assess the effectiveness of the objectives, performance measures, and activities. As such, staff may remove measures that are no longer valid in the assessment of progress towards a specific objective or goal. Likewise,

staff may add measures, which more fully assess progress towards articulated objectives or goals.

Many of the performance measures are quantitative in nature and are therefore tracked and reported within this document in numeric fashion. Such measures are contained in tables throughout the report. These tables display baseline and year 4 data as well as arrows to depict status from baseline year to year 4.



- Yellow arrows indicate no change between baseline year and year 4
- Green arrows indicate positive movement between baseline year and year 4.
- Red arrows indicate negative movement between baseline year and year 4

It should also be noted that, in some cases, a decrease from baseline actually represents positive growth, as is the case in the decline in the number of students requiring remedial education. In such instances, a green arrow is displayed, despite the numeric decline. Additionally, an increase from the baseline could represent a negative shift. An example of this would be an increase in the number of high school graduates who scored below the ACT “cut score” in Math and English. This increase denotes a negative change.

Moreover, in some circumstances, the fluctuations (both increases and decreases) from the baseline to year 4 could be the result of policy, demographic, and/or economic changes. For instance, a policy implemented in 2013 by the Louisiana Department of Education (LDOE) called for compulsory ACT test taking in an effort to promote postsecondary readiness and participation. This shift in State policy attributed to an increase in the proportion of students taking the ACT. Consequently, with increased participation, there is a broader range of talents taking the test. It is not surprising that the average composite ACT score has declined since this policy was implemented in 2013.

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: Increase the educational attainment of the State's adult population to the SREB State's average by 2025.

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

Overview

To contribute to the State’s economic prosperity through the development of a skilled, educated citizenry and fill a demand for the local, regional and state economy, the Board of Regents established the goal of increasing the educational attainment (measured originally at the associate degree level and above) of its adult citizens to the Southern Regional Education Board (SREB) average by 2025. When the initial goal was set in 2011, the estimated average educational attainment rate of the SREB region in 2025 was 42%. Currently 35.1% of Louisiana’s adult residents (ages 25-64) possess some postsecondary credential. Today, due to many SREB states’ progress towards their educational attainment goals and the inclusion of certificates in the attainment calculation, the estimated average in 2025 is 46%. To achieve this goal, Louisiana’s postsecondary education institutions (public, private non-profit and proprietary) will need to graduate approximately 148,277 students by academic year 2025-2026. Producing the 148,277 graduates will require an annual increase of 1,629 graduates per year (compounded).¹ In developing the objectives for this goal, the Board focused on access to, participation in, and completion of postsecondary education programs for all citizens, in addition to recent high school graduates.

OBJECTIVES TO REACH GOAL 1

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

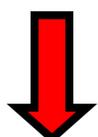
Performance Measures for Objective 1-1

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status
Number of students participating in LOUISIANA GEAR UP	Fall 2010	8,261	3,238	-5,023	
Percentage of high school graduates completing the LA Core-4 Curriculum (public and non-public school graduates)	AY 10-11	65.8%*	78.9%	13.1%	
Average ACT composite scores of high school graduating class	AY 09-10	20.1	19.2	-0.9	

**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.*

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

Performance Measures for Objective 1-1, continued.

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Percent of public high school graduates passing (scoring a 3 or higher) on one AP exam while in high school	Graduating Class of 2010	4.6%	5.3%	0.7	
Number of high school graduates (public and non-public)	AY 10-11	43,041	44,908	1,867	
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	28,775	-10,483	
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	21,438	-8,945	
Number of high school students with dual enrollment in career/technical skills courses	AY 09-10	1,125	1,326	201	

Observations on Performance Measures for Objective 1-1:

Decreases in the number of students participating in GEAR UP due to Program’s Cohort Model

LA GEAR UP strives to increase the number of low-income students who are college ready. The work of the LA GEAR UP program supports student achievement and prepares them to apply, enroll and graduate from college. LA GEAR UP follows a cohort model, with participation beginning in the 6th and 7th grade. During fall 2014, LA GEAR UP was in its seventh year, serving 3,238 11th and 12th grade students in 30 schools in 12 parishes. Enrollment was down from 5,999 in the previous reporting cycle due to students graduating.

Increase in the number of high students taking the LA Core-4 curriculum.

Several studies through the years have confirmed that students who take a strong high school core are more likely to be ready for college or career than those who do not. Since 2005, when statewide minimum university admission requirements were first implemented, there has been a steady increase in the number of high school graduates that have completed the Regents' HS Core for admission. The Board of Regents adopted the Louisiana Department of Education's LA Core-4 curriculum in 2010 to streamline communication and simplify student planning. In 2014-15, the number of students completing the Core has reached 78.9%, a 13.1 percentage point increase since AY 2010-11.

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

In 2013, the Louisiana Department of Education (LDOE) Education implemented compulsory ACT test taking in an effort to promote postsecondary readiness and participation. The shift in State policy attributed to an increase in the proportion of students taking the ACT. It is not surprising that the state average ACT declined and the range of scores became broader, given that a greater number of students were tested, which represented a wider cross-section of talents taking the test. In fact, in year 1 (class of 2011) and 2 (class of 2012) of Master Plan reporting, Louisiana's average ACT composite scores matched the SREB averages of 20.2 and 20.3, respectively. For the class of 2013 and 2014, Louisiana's average is 0.5 and 0.9 below the SREB average of 20.0. It should be noted that similar to Louisiana, many states that implemented policies that call for mandatory ACT test taking also saw a decline in the average ACT composite score in the early years of implementation.

Additionally, beginning with the class of 2013, ACT included results for students who took the test with ACT-approved accommodations in the state average score. Approved accommodations include extended testing time, alternate test formats, stop-the-clock breaks and multiply-day test administration for students with diagnosed and documented disabilities. Traditionally these students have lower ACT composite scores. In 2013, 6% of Louisiana's graduating seniors took the ACT with approved accommodations, compared with 3% in the entire SREB region.² It should be noted that prior to implementation of compulsory ACT test-taking and the reporting of students with ACT- approved accommodations, the average ACT composite score for Louisiana's high school graduating class improved over the baseline year both year 1 and year 2, and the number of students scoring below the math and English "cut scores" for placement into college-level courses decreased from the baseline in both year 1 and year 2.

Interestingly, while the overall ACT composite average decreased in Louisiana, the number of high school seniors earning scores of 18 or above on the ACT increased. Among high school seniors in spring 2015, 24,619 students earned a college-going score (18 or above), an increase of nearly 1,000 students from 23,660 in 2014. This finding suggests that more students are college ready in Louisiana.

² The Southern Regional Education Board, "The ACT and SAT: No Longer Used Just as College Admission Tests," Fall 2014

It is also important to note that Louisiana’s ACT-tested 2014 graduating class had 27% potential first-generation students, or students whose parents did not enroll in postsecondary education. This compares to 18% of ACT-tested graduates nationwide. These findings suggest that recent policy changes are removing the social and economic burdens some eligible students were facing and encouraging many of them to pursue a postsecondary option that they may not have otherwise considered.

Cohort High School Graduation Rate

Although the four-year cohort high school graduation rate is not one of the performance measures outlined in the Master Plan, it is, along with the number of high school graduates, an important measure of the effectiveness of secondary education in the State. The Federal Adjusted Cohort Graduation Rate (ACGR), which is considered the gold standard for calculating this statistic, requires that schools identify and track students from an original cohort (beginning in their 9th grade year) for four years. In Louisiana, the ACGR has continually increased, reaching 73.5% in 2013. This represents a 12.2% percentage point increase since 2001^{3,4}.

While the graduation rates for minority groups, particularly African Americans and Hispanics have increased by nearly 4% from 2011 to 2013, there still remains a large achievement gap between African Americans and Hispanics, compared to their Caucasian counterparts. In Louisiana, the 2013 ACGR among African American students was 66%, and 73% among Hispanics; compared to 80% for Caucasians. These findings suggest that continued efforts are needed to narrow the achievement gap between Caucasians and minorities

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

Performance Measures for Objective 1-2:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Percentage of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	59.2%	61.6%	2.4%	
Number of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	25,091	27,359	2,268	

³ National Center for Education Statistics, 2014.

⁴ The Adjusted Cohort Graduation Rate (ACGR) is calculated by dividing the is the number of students who graduate in 4 years with a regular high school diploma by the number of students who form the adjusted cohort for the graduating class. Students are identified in the beginning of their 9th grade year (or the earliest high school grade) and tracked over four years. The calculation accounts for students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Number of high school students enrolled in postsecondary education courses	Fall 2010	18,551	22,875	4,324	
Number of student credit hours (SCH's) generated by high school students enrolled in postsecondary education courses	Fall 2010	84,387	97,187	12,800	
Total number of students on GO Grants	AY 10-11	30,797	23,949	-6,848	
Number of first-time students on GO Grants	AY 10-11	17,065	11,275	-5,790	
Graduation rate of students on state scholarships (TOPS)	Entering class of AY 03-04	59%	61%	2.0	

Observations on Performance Measures for Objective 1-2:

Increase in Number of High School Students Enrolled in Postsecondary Education

Over the last decade, the increased focus on accountability has led to a greater focus on graduating all students and ensuring they are college ready. In Louisiana, enhanced state funding to support dual enrollment participation and a corresponding change in state law have likely contributed to the significant increases in the number of Louisiana high school students enrolled in college courses. In fact, since year 1 (class of 2011) of Master Plan reporting, the number of high school students enrolled in college courses at postsecondary institutions increased by 4,324. These numbers are predicted to continually increase as the state's accountability measures for high schools encourage dual enrollment participation.

Decline in students on Go-Grants

A 2011 study conducted by Noel-Levitz and the American Institutes for Research (AIR) found that setting a target of meeting 60% of student financial need with Go Grant funding and all other forms of gift aid would be the most cost-effective path for the State of Louisiana to

increase retention and graduation rates in the face of increasingly stringent fiscal constraints.⁵ In light of the Noel-Levitz/AIR study findings and the limited funding available for this program, the BOR approved changes to the *Go Grant Framework*, including changes to the minimum and maximum annual award amounts and the manner in which postsecondary institutions package students' awards. As a result, beginning with the 13-14 academic year, annual Go Grant minimum and maximum award amounts were increased and institutions were required by the Louisiana Office of Student Financial Assistance (LOSFA) to make a good faith effort to distribute their Go Grant allocations in a manner that reaches students with the most financial need in an effort to bring their maximum financial need met with gift aid to 60%.⁶ As a result, the total number of students receiving the award declined due to institutions' more strategic use of Go Grant funds.

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

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Number of students 25 or older enrolled in adult basic education programs	AY 09-10	13,577	11,612	-1,965	
Total number of GED's awarded each year to students 25 or older	AY 09-10	2,448	2,139	-309	
Number of adults (age 25 or older) enrolled in postsecondary courses	Fall 2010	55,557	48,970	-6,587	
Number of degree programs delivered through 50%-99% distance education (hybrid)	AY 12-13	139	140	1	
Number of degree programs delivered through 100% distance education	AY 12-13	168	242	74	

⁵ Noel-Levitz and the American Institutes for Research, "Targeting Financial Aid for Improved Retention Outcomes: The Potential Impact of Redistributing State Gift Aid on Student Retention Among Pell Grant Recipients in Louisiana's Statewide and Regional Universities," 2011

⁶ LOSFA Student Financial Aid Bulletin S2013-01

Observations on Performance Measures for Objective 1-3:

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

The data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded has declined from the baseline year to the fourth year of Master Plan reporting. These data are troubling considering that approximately 360,000 Louisiana residents between the ages of 25 and 64 have no high school credential. During the 2010 Regular Legislative Session, the Louisiana Legislature finalized a multi-year transfer of responsibility for adult education programs from the Board of Elementary and Secondary Education (BESE) to the Board of Supervisors of the Louisiana Community and Technical College System (LCTCS). The implementation of WorkReady U, which resulted in a shift in focus from primary instructional services for 16-18 year olds to the adult learner age 19 and older, leading to a decline in statewide enrollment in adult basic education (ABE) programs. BOR anticipates increases in these numbers in the coming years with the continued rebranding of ABE into WorkReadyU.

Decline in enrollment of adult learners (aged 25 and older)

The enrollment of adult learners (those students age 25 and older) dropped 11.8% from a baseline level of 55,557 to 48,970 in year four of Master Plan reporting. This is reflective of a national trend in which the number of adult learners enrolled in postsecondary education declined 3% (with overall enrollment increasing 2%) and may be attributable to the improving national economy.⁷ Currently, only 35.1% of Louisiana adults age 25-64 have an undergraduate college credential.⁸ Of those without a college credential, approximately 15% have no high school credential and 22% have some postsecondary education but no credential.⁹ To reach the SREB average by 2025, enrollment of adult learners in postsecondary institutions is important. Unfortunately, over the last few years, the number of adult learners enrolled in postsecondary education in Louisiana has continued to decline.

Number of online degree programs added as a Master Plan measure

Recognizing the significant role that electronic learning will play in making postsecondary education more accessible to adult learners, BOR staff added two new measures to the Master Plan annual review: the number of degree programs delivered through 50%-99% distance education (hybrid programs) and the number of degree programs delivered through 100% distance education. BOR began collecting these data from campuses in 2012-13 within the Curriculum Inventory (CRIN) data system. In April 2014, the BOR launched *Louisiana Online* (www.louisianaonline.org), a website which provides a comprehensive listing of Louisiana institutions' online and hybrid degree programs. The number of degree programs offered via distance education has continued to increase. In fact, data indicate that 382 programs are currently delivered through distance education, as compared to 307 in AY 12-13.

⁷ National Center for Education Statistics, *Digest of Education Statistics*, Table 224

⁸ U.S. Census Bureau

⁹ The Southern Regional Education Board, "Louisiana 2014 State Progress Report: Challenge to Lead 2020 Goals for Education"

Qualitative Measures

Bridging the digital divide is becoming increasingly important as adult learners and distance learners require different engagement approaches to meet their needs. The Master Plan calls for reporting the number of rural parishes/communities with broadband 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.

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

Performance Measures for Objective 1-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Statewide 1 st to 2 nd year retention rate of first-time, full-time, degree-seeking students	Fall 09 to Fall 10	74.5%	72.9%	-1.6	
Statewide 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%	54.5%	-4.3	
Statewide 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%	1.1%	
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	72.4%	72.9%	0.5	
Statewide fall to spring retention rate of first-time, full-time, degree-seeking students (technical colleges)	Fall 09 to Spring 10	76.9%	68.9%	-8.0	

Observations on Performance Measures for Objective 1-4:

Retention Rates at Colleges and Universities

Data indicate gains in the 1st to 2nd year retention rates at four-year universities. However, 1st to 2nd year retention rates at two-year colleges decreased from 58.8% to 54.5%. This decrease at the two-year institution may be a result of the improving economy, as many students who enrolled in certificate and associate degree programs to re-tool their skills during waning economic times returned to the workforce before completing their studies.

Objective 1-5: Increase graduation of transfer students.

Performance Measures for Objective 1-5:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Number of students declaring an AALT/ASLT major	Fall 2010	214	3,648	3,434	
Number of students graduating with an AALT/ASLT degree	AY 10-11	7	129	122	
Number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree	AY 11-12	2	72	70	
Number of students graduating with any associate degree (from two year and technical institutions only)	AY 09-10	3,368	4,765	1,397	
Graduation rate of baccalaureate candidates who began at two-year colleges	Fall 2003	45.9%	48.9%	3.0	

**The earliest point at which a student could have graduated with an AALT/ASLT degree was spring 2011. Therefore AY 11-12 serves as the baseline year for reporting the number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree.*

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

Performance Measures for Objective 1-6:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Statewide graduation rate (within 150% of time) at two-year institutions (associate level and below)	Entering class of fall 2003	5.7%	7.8%	2.1	
Statewide graduation rate (within 150% of time) at four-year universities (bachelor's only)	Entering class of fall 2003	42.2%	48.9%	6.7	
Number of 1-year certificate recipients	AY 09-10	3,736	6,680	2,944	
Number of diploma recipients	AY 09-10	2,757	2,809	52	
Number of associate recipients	AY 09-10	4,429	5,743	1,314	
Number of post-associate recipients	AY 09-10	19	25	6	
Number of baccalaureate degree recipients	AY 09-10	17,941	18,540	599	
Number of post-baccalaureate recipients	AY 09-10	25	135	110	
Number of masters recipients	AY 09-10	4,513	5,076	563	
Number of post-masters recipients	AY 09-10	1	23	22	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Number of specialists recipients	AY 09-10	52	43	-9	
Number of doctorate recipients	AY 09-10	523	566	43	
Number of professional degree recipients	AY 09-10	885	997	112	
Number of post-professional recipients	AY 09-10	23	17	-6	
Completer productivity: ratio of completers to enrollment	AY 09-10	5.82	5.0	-0.82	
Total number of graduates (unduplicated)	AY 09-10	26,874	30,726	3,852	

Completer totals are unduplicated at the award level.

Observations on Performance Measures for Objective 1-6:

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

Since academic year 2009-2010 (the baseline year for Master Plan reporting), there has been a marked increase in the number of completers at all degree levels, with a 16.4% increase in completers at the associate level and below, a 2.9% increase in baccalaureate completers, and a 12% increase in completers at the master's level and above (with varying degrees of duplication across degree levels).

Total number of graduates added as a Master Plan measure

While analyzing the number of completers at the various award levels is important, the annual number of graduates (the number of citizens with a credential) is the ultimate measure of the State's progress toward the goal of reaching the SREB states' average educational attainment. Because many students receive multiple awards at different levels (for example, a student may receive a certificate in one academic year and an associate degree the next), tracking an aggregate number of completers (unduplicated only at the award level) on an annual basis may overstate the State's progress in reaching the educational attainment goal. Tracking unduplicated graduates annually is a more accurate measure of the State's progress toward increasing the percentage of adults (age 25-64). In academic year 2009-10, Louisiana's public postsecondary

institutions produced 26,874 graduates. Four years later, in academic year 2013-14, that number had increased 14.3% to 30,726. While these numbers show improvement, to get to the SREB states' average educational attainment goal by 2025, the State will need to produce approximately 1,629 graduates compounded through year 2025-26.

CHAPTER 2

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

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

Overview

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 fourth year of Master Plan reporting, most research metrics, particularly related to campus research expenditures, continue to show growth over baseline reporting, though increases have not been steady in recent years. It is notable that the National Science Foundation (NSF), the source for most data on university-based research expenditures and activity, publishes data more than one year after they are collected, so many of the currently available data used for benchmarking and early years of Master Plan reporting predate the Board's adoption of the Master Plan. In addition, NSF's methodology for reporting expenditures from industry/business sources has recently changed, complicating comparisons of current data with data collected in previous years.

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, 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. Reductions in tenured and tenure-track faculty also affect research funding and activity, as remaining faculty are assigned heavier teaching loads.

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.

Performance Measures for Objective 2-1:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 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%)	471 (46.9%)	-91	
Number and percent of faculty holding active R&D grants/contracts at LSUHSCNO	Yr. 1 of GRAD Act	103* (17.6%)	128 (28.7%)	25	
Number and percent of faculty holding active R&D grants/contracts at LSUHSCS	Yr. 1 of GRAD Act	85 (33.0%)	77 (49.0%)	-8	
Number and percent of faculty holding active R&D grants/contracts at LA Tech	Yr. 1 of GRAD Act	121 (38.2%)	108 (37.1%)	-13	

*Baseline data was not available in AY 2010-11; thus this measure was first collected in AY 2011-12.

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status
Number and percent of faculty holding active R&D grants/contracts at ULL	Yr. 1 of GRAD Act	168 (21.2%)	133 (32.5%)	-35	
Number and percent of faculty holding active R&D grants/contracts at UNO	Yr. 1 of GRAD Act	110 (26.3%)	73 (21.5%)	-37	
R&D expenditures at universities and colleges from all funding sources	FY 08	\$660,139,000	\$671,580,000	\$11,441,000	
R&D expenditures at colleges and universities from industry sources	FY 08	\$20,853,000	\$41,133,000	\$20,280,000	

Observations on Performance Measures for Objective 2-1:

Data indicate that the number of research-active faculty across the foundational sciences has decreased. From baseline year to year 4 of Master Plan reporting, Louisiana’s research universities report 176 fewer faculty holding active R&D grants and contracts, though percentages are steady. Research expenditures across all funding sources, however, have showed growth, from \$660 million in FY 2008 to \$671 million in FY 2013, an increase of 1.7% over the baseline year, though FY 2012 data showed a much more significant 5% increase. While gains in research expenditures during the Master Plan years are positive, they are attributable in part to availability of American Recovery and Reinvestment Act (ARRA) funds. More notable is the significant growth of research expenditures from industry/business sources, which continued to grow in FY 2014, increasing \$20 million 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 identify the factors contributing to this impressive growth.

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.

Performance Measures for Objective 2-2:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status
Number of BoRSF Research Competitiveness and Industrial Ties Research Subprogram active contracts	FY 10-11	110	85	-25	
Square feet of assignable research space	2007	2,299,000 sq. ft.	4,354,000 sq.ft.	2,055,000 sq. ft.	
NSF Science and Technology Centers	10-11	0	0	0	
NSF Engineering Research Centers	10-11	0	0	0	

Observations on Performance Measures for Objective 2-2:

While it is extremely difficult to gauge collaborative activities, some metrics, including facilities and numbers of federally funded centers, provide insight into campus efforts and capacity to maintain such high-impact research. Since the baseline year, assignable physical space available on campuses for research has increased substantially – approximately 55% – from 2.299 million to approximately 3.5 million square feet. Louisiana has not yet succeeded in securing NSF funding for a Science and Technology or Engineering Research Center, though researchers continue to pursue opportunities for these extremely competitive awards at NSF and other federal agencies; a team led by LSU and A&M College and including several other Louisiana campuses competed strongly in a recent Department of Homeland Security Center competition, making it to the final round.

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.

Performance Measures for Objective 2-3:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status
Amount of university/ Federal gov’t. financial partnership	FY 08	\$300,024,000	\$298,502,000	-\$1,522,000	
Amount of university/state & local gov’t. financial partnership	FY 08	\$117,859,000	\$93,905,000	-\$23,954,000	
Amount of university/ industry financial partnership	FY 08	\$20,853,000	\$41,133,000	\$20,280,000	
Amount of institutionally funded research	FY 08	\$164,104,000	\$196,623,000	\$32,519,000	
Number of invention disclosures	FY 09	162	169	7	
Number of Starts-up formed	FY 09	7	7	0	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Number of licenses executed	FY 09	23	33	10	
Number total active licenses	FY 09	169	195	26	
Number of new patent applications	FY 09	88	86	-2	
Number of U.S. patents issued	FY 09	26	21	-5	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSU A&M	Yr. 1 of GRAD Act	\$139,062,000	\$144,978,000	\$5,916,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSUHSCNO	Yr. 1 of GRAD Act	\$55,663,400	\$53,084,862	-\$2,578,538	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
* Dollar amount of R&D expenditures in LA's key economic development industries-LSUHSCS	Yr. 1 of GRAD Act	\$30,335,250	\$30,373,000	\$37,750	
* Dollar amount of R&D expenditures in LA's key economic development industries- LA Tech	Yr. 1 of GRAD Act	\$17,307,000	\$19,419,000	\$2,112,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-Ull	Yr. 1 of GRAD Act	\$38,773,000	\$44,638,000	\$5,865,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-UNO	Yr. 1 of GRAD Act	\$17,440,000	\$14,842,000	-\$2,598,000	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Amount of university revenue generated from research commercialization, technology transfer and intellectual property development	FY 09	\$15,892,685	\$13,984,665	-\$1,908,020	

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

Observations on Performance Measures for Objective 2-3:

Most of these metrics show moderate growth from the baseline to the fourth reporting year, even in the absence of data from Louisiana Tech, which did not report during Year 4 but is included in baseline and Years 1-3. Numbers of patents applied for and issued have continued to decline, and the amount of university revenue generated from research commercialization, technology transfer and intellectual property development, decreased over the baseline year, reversing Year 3’s growth. Though metrics show some 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.

The majority of the technology transfer and commercialization metrics show moderate growth from the baseline to the fourth reporting year, despite the absence of data from Louisiana Tech, which did not report during Year 4, but is included in baseline and Years 1-3. Numbers of patents applied for and issued have continued to decline, and the amount of university revenue generated from research commercialization, technology transfer and intellectual property development, decreased over the baseline year, reversing Year 3’s growth. Though metrics show some 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.

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, submitted every three years with an opportunity for campuses to provide annual updates, furnish focused research data in relation to the campuses' identified STEM research priorities. The first campus reports were submitted to the Regents in June 2013 and spurred the establishment of six statewide Task Forces to discuss priorities for investments, develop action plans, and provide reports to the Board and the Louisiana Innovation Council to consider as the basis for future legislative and/or executive action. Task Force reports were submitted in 2013, leading to Board action in December 2014 and June 2015 to identify priority areas and actions to further the State's success in research commercialization and technology transfer.

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

Campuses, as well as the State, must carefully consider and plan to support research priorities that will position faculty researchers to make major discoveries, contribute to important scientific knowledge, and capitalize on economic development opportunities. To address this need, the Master Plan called 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 made significant progress in addressing these issues both broadly and in detail. Six Task Forces were established to continue to define and refine statewide targets in collaboration with LED. Task Forces, with full participation from LED, during fall of 2014 identified priority actions and areas for statewide investment. These reports formed the foundation of an external review, conducted by out-of-state experts, to identify three research areas likely to make major contributions to Louisiana's economic development. The three top areas identified were: Advanced Manufacturing and Materials, Life Sciences and Bioengineering, and Digital Media and Enterprise Software. In addition, the panel offered several general recommendations for advancing Louisiana's research and technology transfer successes, including hiring of a technology transfer liaison at the Board of Regents and establishing a statewide, competitive proof-of-concept/prototype fund. The Board of Regents approved the rankings of the panel, as well as recommendations to further technology transfer and commercialization activities statewide. Staff are currently implementing Board actions.

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

University research is increasingly collaborative in nature, with partnerships growing both among institutions and between higher education researchers and local, regional, national and international business and industry. To foster such collaborations, campuses must effectively share information on their research priorities, strengths, ongoing activities, and successes. The Board has facilitated this by posting all campus-based research priorities reports, as required in Objective 2-4, on a dedicated webpage; Task Force reports, which include statewide approaches and priorities in targeted disciplines, were added to the webpage in fall 2014. In addition, to assist campuses in connecting with potential technology marketers/users, a statewide site has been created to link interested business and industry with campus technology transfer offices statewide and with the Association of University Technology Managers' Global Technology Portal, which provides a list of university-developed technology available for licensing.

CHAPTER 3

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

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

Overview

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

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

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

Performance Measures for Objective 3-1:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Change in 1 st to 2 nd year retention rate from prior year	Fall 09 to Fall 10	-3.6%	1.3%	4.9	
Change in 1 st to 3 rd year retention rate from prior year	Fall 08-to Fall 10	0.2%	1.3%	1.1%	
Change in Fall to Spring retention rate (Technical Colleges only) from prior year	Fall 09 to Spring 10	0.4%	-3.9%	-4.3%	
Change in number of graduates from prior year	AY 09-10	873	1,599	726	
Number of Louisiana residents receiving credentials (unduplicated at the award level)	AY 09-10	28,713	35,622	6,909	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Change in number of Louisiana residents receiving credentials from prior year	AY 09-10	942	2,373	1,431	
Percentage change in number of Louisiana residents receiving credentials from prior year	AY 09-10	3.4%	7.13%	3.73	

Qualitative Measures

In addition to the measures above, the Master Plan also calls for a demonstrated alignment of the performance funding metric to each institution’s role, scope and mission. Institutional funding recommendations are based upon corresponding SREB category peer groups. Additionally, each institution is measured against its own negotiated GRAD Act targets to track performance.

A \$40 million fund, called the Workforce Innovation for a Stronger Economy (WISE) Fund, was established in 2014 to incentivize collaboration between business/industry and public postsecondary education. The funding has been significantly reduced to \$12.1 million for fiscal year 2015-16.

Several laws have been enacted that focus on strengthening Louisiana’s performance based funding model. In particular, Act 462 of 2014 requires the development of a comprehensive outcomes-based funding formula that requires the equitable distributions across all Louisiana’s public postsecondary institutions. The Commissioner of Higher Education continues to work with system presidents in consultation with chancellors, faculty, chief academic officers, chief financial officers, students, and business and civic leaders to review and recommend to the legislature an updated performance funding model for public post-secondary education, including health related institutions and two- and four-year institutions. However, funding constraints over the last several years have limited the effectiveness of the formula.

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

Accountability has become an increasingly important priority in postsecondary education. Therefore, the BOR continues to measure and monitor student and institutional access and success. Ensuring that such information is available to the public has also become a primary focus.

Performance Measures for Objective 3-2:

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

New Initiatives

The BOR's continued participation in the Complete College America (CCA) initiative (a national non-profit dedicated to finding ways to increase postsecondary education degree production and share that information with partner states) and the LA GRAD Act have resulted in ongoing review of the BOR data systems during the last four years of Master Plan reporting. The CCA initiative collects the aggregation and reporting of several sub-cohort measures (e.g., gender, part-time vs. full-status, and age groups) that until BOR's participation had not been measured. These new measures allow staff and the public to understand student outcomes by demographics. Louisiana's most recent CCA data may be viewed at the following link: <http://completercollege.org/state-data-loader/?state=Louisiana&code=la>

Alignment with IPEDS

BOR staff now gathers standard occupational classification (SOC) code data to comply with Employee Salaries IPEDS reporting requirements. Additionally, data reporting deadlines have been revised to align BOR data systems and the IPEDS data collection cycle.

Increased Data Collection

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

Web-accessible, user-friendly accountability resources

The GRAD Act is another vehicle to collect and report accountability measures in Louisiana postsecondary education. The GRAD Act provides for six-year agreements between the BOR and the State's public postsecondary education systems and institutions with the goal of increasing accountability and performance among participating institutions. The GRAD Act requires the BOR to assess each institution's yearly progress in meeting a multitude of performance measures as part of their agreements. In an effort to provide accountability information to the public, the GRAD Act Annual Report and each institution's annual reports are published on the GRAD Act page of the BOR website at www.regents.la.gov, located under *Quick Links*.

In 2012, the Governance Commission recommended that the BOR establish a publicly accessible "dashboard" of performance measures in order to monitor system and institutional success and to ensure transparency of information for both the Legislature and the general public. In response, the BOR redesigned its website. A major component of the redesign is a user-friendly and interactive data dashboard (<http://www.regents.la.gov/page/grad-act-dashboard>). The data

contained within the Dashboard is visually displayed through charts and graphs which represent the State’s progress in attaining the goals set forth in the LA GRAD Act and the Master Plan. In the third year of Master Plan reporting, an “Institutional Characteristics” dashboard was added. This dashboard contains longitudinal data on enrollment, the number of students receiving financial aid, student demographics, completers, faculty headcounts, and retention and graduation rates, for the State as a whole and for individual campuses.

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

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

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

<u>Degree Level</u>	<u>Productivity Threshold</u>
Associate/Baccalaureate/Post-Bachelors	Average 8 per year
Master/Post-Master/Specialist	Average 5 per year
Professional/Doctoral/Post-Doctoral	Average 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 2014-15 academic year, 179 programs were included in the review. 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, in April 2015, 112 programs were conditionally maintained, 9 were consolidated into new or existing programs, and 58 were terminated (cancelled). All programs must demonstrate viability or significant growth by the next scheduled review in 2016-17.

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 are available on the web in PDF format.

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

Understanding that two-year colleges can serve as a cost-effective and efficient entry point for baccalaureate degree seekers, the BOR has worked to implement policies that better balance the first-time freshmen enrollment mix between two-year and four-year institutions. Through expanded articulation agreements such as the Louisiana Transfer Degree, Louisiana postsecondary enrollment is making progress in its goal to obtain a more appropriate enrollment mix. In fall 2014, 43% of Louisiana’s first-time freshmen began at a two-year or technical college, compared to 33% nearly a decade earlier.

Performance Measures for Objective 3-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Number of technical and community college completers	AY 09-10	9,411	14,269	4,858	
Number of four-year and specialty degree completers	AY 09-10	18,662	26,450	7,788	
Number of diploma completers	AY 09-10	2,757	2,809	52	
Number of certificate completers	AY 09-10	3,736	6,680	2,944	
Number of associate and post-associate completers	AY 09-10	4,448	5,743	1,295	
Number of baccalaureate completers	AY 09-10	17,941	18,540	599	
Number of transfer students (2 year to 4 year; full time and part time)	Fall 2010	1,870	2,091	221	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 4 Data	Chg. From Baseline	Status from Baseline
Change from prior year in ACT composite of incoming freshmen class	Fall 2010 entering class	21	21.1	-0.1	

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 co-requisite instruction concurrently with a college-level, credit-bearing course as a way to improve overall student success, the BOR approved a co-requisite education pilot program in 2012. National research initiatives suggest that students who begin in college-level courses with some support, rather than taking remedial classes separately before being allowed to move on to credit-bearing courses, are more likely to pass the credit-bearing course and successfully continue in college.

Since 2012, under the BOR pilot, institutions have collected and submitted data to BOR staff regarding students who earned a Mathematics ACT sub-score of 17 or 18 or an English ACT sub-score of 16 or 17 (i.e., 2 points below the mandatory “cut score” for being placed into college-level math and English) and took supplemental instruction in mathematics or English along with college-level courses as either two co-requisite classes, an extended section, or as mandatory supplemental instruction. In all, a total of 2,746 students have participated in the pilot across 20 institutions.

The pilot parameters require students to take a diagnostic test at the beginning and end of the pilot to assess growth in learning. Throughout the 2014-15 academic year, BOR staff collected data from institutions participating in the developmental pilot. Given BoR staff’s findings, new provisions have been implemented for the 2015-16 academic year. Institutions that offer co-requisite delivery must (1) have professional development opportunities for faculty and staff; (2) implement attendance and advising policies; and (2) ensure that the supplemental and the college-level courses are integrated and coordinated in content. During the 2015-16 academic year, staff will evaluate pilot data collected from participating institutions and expect to make a recommendation regarding the BOR policy on college level placement.

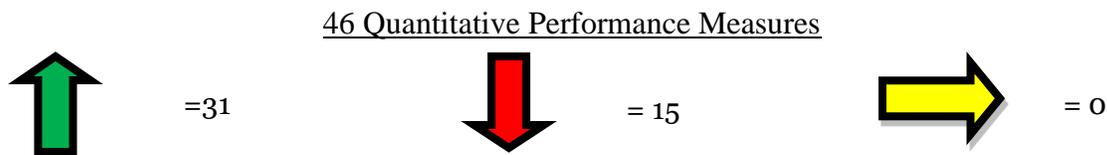
CHAPTER 4

Summary and Analysis of Progress

Year 4

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

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



The first goal of the Master Plan focuses on increasing educational attainment among the State’s adult population, with the long term goal of reaching the SREB average by 2025. Increasing educational attainment in the State begins with graduating more students from high school ready for college. In the fourth year of Master Plan reporting, the total number of high school graduates increased by 1,867 from the baseline level 43,041 in AY 10-11 to 44,908 in AY 14-15. As a measure of how well-prepared these graduates were:

- 65.8% of the baseline class (the class of 2011) completed the Regents Core; 78.9% of the Class of 2015 completed the LA CORE-4
- The implementation of compulsory ACT test-taking and the inclusion of the scores of students who took the test with ACT-approved accommodations made comparisons to the baseline inconsistent over the last two years. The ACT composite score for the baseline class (the graduating class of 2010) was 20.1. For the Class of 2014 (with 100% tested), it was 19.2.
- Again, compulsory ACT- test taking made comparisons to the baseline of the number of students that would require remedial education in math and English inconsistent.
 - In the baseline year, 18,292 students in the Class of 2010 scored below the math cut score. For the Class of 2014 (with 100% tested) that number increased to 28,775.
 - The number of students that would require remedial education in English saw a more dramatic increase, increasing from 12,493 for the Class of 2010 to 21,438 for the Class of 2014.
 - Correspondingly, compulsory ACT- test taking increased the number of high school seniors who scored an 18 or above by nearly 1,000 students. In spring 2015, 24,619 students earned a college-going score (18 or above), compared to 23,660 in 2014.

In addition to graduating more students from high school prepared for college, increasing educational attainment also requires increasing the number of high school graduates that enroll in college. Among the high school graduating class of 2009, 59.2% enrolled in postsecondary

education within two fall semesters after high school graduation. Four years later that number increased to 61.6%.

Providing financial support to students increases the likelihood of enrollment. From AY 10-11 to AY 13-14 the total number of first-time students on GO Grants, the State's need-based aid program, decreased from 17,065 to 11,275. This decrease is, largely, a result of changes made by BOR and LOSFA to the *Go Grant Framework*, which required institutions, beginning with the 13-14 academic year, to make a good faith effort to distribute their Go Grant allocations in a manner that reaches students with the most financial need in order to bring the student's maximum financial need met with gift aid to 60%. As a result, institutions awarded Go Grants to fewer students in an effort to award the dollars more strategically.

To reach the SREB average for educational attainment by 2025, Louisiana postsecondary education will need to focus on adult learners as well as traditional, first-time students. However, in the fourth year of Master Plan reporting, data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded has declined from the baseline. Among Louisiana's adult learners (defined as those aged 25 or older), the number enrolled in adult basic education (ABE) programs decreased from 13,577 in AY 09-10 to 11,612 in AY 13-14 and the number receiving GED's, the credential that serves as a gateway to postsecondary education for many adults, decreased from 2,448 in AY 09-10 to 2,139 in AY 13-14. And, despite gains in the first year of Master Plan reporting in 2014, the total number of adult learners enrolled in postsecondary education decreased by 11.8% from the baseline.

Access to postsecondary education is only one part of the strategy to increase educational attainment in the State. Retaining and progressing students through postsecondary education is an important next step. Overall, 1st to 3rd year retention rates at four-year universities saw a slight increase from the baseline rate of 72.4% to 72.9%. The statewide 1st to 2nd year retention rate of first-time, full-time, degree-seeking students declined slightly from a baseline rate of 74.5% to 72.9%. This decrease was due mostly to decreases in retention rates at two-year institutions, which saw a decrease in retention rates from 58.8% to 54.4%. Technical colleges saw decreases in their retention rates as well (which are measured from fall to spring) from a baseline rate of 76.9% to 68.9%. This may be a result of the improving economy, as many students who enrolled in certificate and associate degree programs to re-tool their skills during waning economic times returned to the workforce before completing their studies.

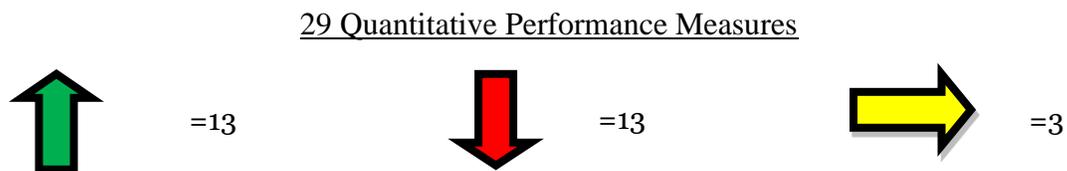
Making transfer and articulation among institutions less cumbersome has been a goal of the BOR for some time. The Louisiana Transfer (LT) Degree, implemented in fall 2010, is the result of many years of work in this area. The data reveal growing demand for the LT degree. In fall 2010, the first semester the degree was offered, 214 students declared it as their major. Four years later, in fall 2014, 3,648 students declared an LT major. Within the first four years of the LT program, 129 students have completed an LT degree.

While access and persistence are important measures, the best indicator of the State's progress toward the goal of reaching the SREB average of adult educational attainment is the annual number of graduates. Overall, the number of graduates increased by roughly 14% from the

baseline, from 26,874 in AY 09-10 to 30,726 in AY 13-14. Sustaining the prior year’s growth and increasing that rate cumulatively through 2025 will be necessary to reach Goal 1.

The State has made progress toward Goal 1, especially in an uncertain funding environment. That progress is evident in the increased preparation of high school graduates, the increasing number of students who are participating in the Louisiana Transfer degree program, and increasing graduation rates at public postsecondary institutions. While some measures showed improvement, others showed little gain or regressed. Specifically, measures such as 1st to 2nd year retention at the two-year and technical colleges and enrollment of adult learners (those students age 25 and older) in postsecondary education continue to decline. The State recognizes that to increase the educational attainment of the State’s adult population to the SREB average by 2025, enrollment of adult learners in postsecondary institutions is important. However, over the last few years, the number of adult learners enrolled in postsecondary education in Louisiana has continued to decline.

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



In the fourth year of Master Plan reporting, several research metrics, particularly related to campus research expenditures, have shown significant growth over baseline reporting. NSF’s methodology for reporting expenditures from industry/business sources has recently changed however, complicating comparisons of current data with data submitted in previous years.

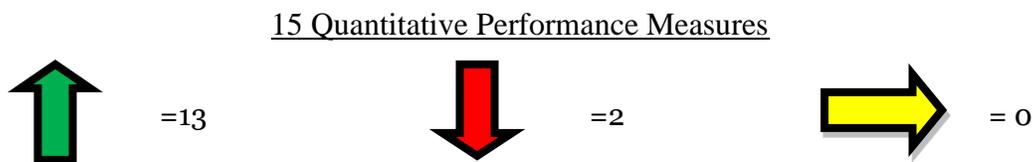
The BOR recently replaced “Queen Bee”, the core super computer purchased in 2007 for the LONI Research Network. Replacing this out-of-date hardware with new state-of-the-art equipment has allowed research computation in Louisiana to continue at a very high level, enabling a broad and diverse catalog of research activities through its peak performance of nearly 1.5 PetaFlops (over 30 times faster than Queen Bee).

Recently, 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. To address this shortfall, Board of Regents staff, campus research officers, and economic development stakeholders are developing mechanisms to target limited resources in research areas of high priority to Louisiana, including Advanced Manufacturing and Materials, Life Sciences and Bioengineering, Digital Media and Enterprise Software, Coastal and Water Management, and Clean Technology and Energy. By focusing on these limited areas linked to economic development and workforce growth in the State as well as

shared high-impact investments such as the new LONI super computer, Louisiana can continue to advance research productivity despite diminished resources.

In sum, the state has made significant advancements towards fostering innovation through research in science and technology in Louisiana. Specifically, the replacement of antiquated hardware with new state-of-the-art equipment has allowed for research computation in Louisiana to continue at a very high level. However, significant cutbacks 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



Achieving greater accountability is at the heart of the performance funding formula which, by design, awards institutions for obtaining goals set through their six year GRAD Act agreements. In the first four years of GRAD Act reporting most institutions met their targeted goals, and were subsequently awarded increased tuition authority and retained their performance funding. For FY 15, institutions were held at the FY 14 funding base. Additionally, \$40 million were earmarked for the establishment of the Workforce Innovation for a Stronger Economy (WISE) fund. The Commissioner of Higher Education will continue to work with the system Presidents to review and recommend to the legislature an updated performance funding model for public postsecondary education, including health related institutions and two and four year institutions. As mentioned, Act 462 of 2014 called for the Board of Regents to develop and implement an outcomes-based funding formula for postsecondary education.

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 four years, the BOR has participated in the second year of the Complete College America (CCA) initiative, completed a website redesign which includes a centralized and consumer-friendly data dashboard, and continually reviewed and updated, where appropriate, its data collection cycles and systems.

In an effort to increase efficiency in the Louisiana postsecondary education system, a systemic academic program review process has been established and implemented. In addition to the academic program review, efficiencies are also being realized through a more balanced enrollment mix between two-year and four-year institutions. In fall 2014, 43% of Louisiana's first-time freshmen began at a two-year or technical college, compared to 33% nearly a decade earlier.

To increase student success, the BOR is committed to implementing and evaluating pilot programs. In 2012, the BOR implemented a multi-year co-requisite education pilot program. Since then, BOR staff has collected data from institutions participating in the developmental pilot. Given BoR staff’s findings, new provisions have been implemented for the 2015-16 academic year. Institutions that offer co-requisite delivery must (1) have professional development opportunities for faculty and staff; (2) implement attendance and advising policies; and (2) ensure that the supplemental and the college-level courses are integrated and coordinated in content.

Improvement towards Goal 3, which calls for greater effectiveness and efficiency in the postsecondary education system, has occurred through the continued implementation of the performance-based funding formula, participation in Complete College American (CCA) reporting, the implementation of an annual academic program review process, and the continued assessment of the BOR co-requisite pilot program.

OVERALL SUMMARY OF PROGRESS

PERCENTAGE OF PERFORMANCE MEASURES THAT SHOWED IMPROVEMENT OVER BASELINE

	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>
GOAL 1	72.2%	64.1%	59.2%	57.4%
GOAL 2	53.5%	62.0%	57.1%	44.8%
GOAL 3	80.0%	86.6%	66.6%	86.6%