

Commissioner of Higher Education

Dr. Joseph C. Rallo

welcomes you to

2017 Spring Forum





SPECIAL THANK YOU TO OUR PARTNERS, SUPPORTERS AND COLLABORATORS!

































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Participating

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2017 Spring Forum

Day 2 **Elevate Louisiana:**

Reimagining Higher Education and Workforce Preparation





GREETINGS, HOUSEKEEPING & AUDIENCE CHECK-IN

Dr. Lisa S. Vosper ~ Associate Commissioner
 Board of Regents - Facilitating

 Mr. Richard Lipsey ~ Chairman, Louisiana Board of Regents





Welcome from Board of Regents Chair

Mr. Richard Lipsey







~ AUDIENCE CHECK-IN ~

Directions:

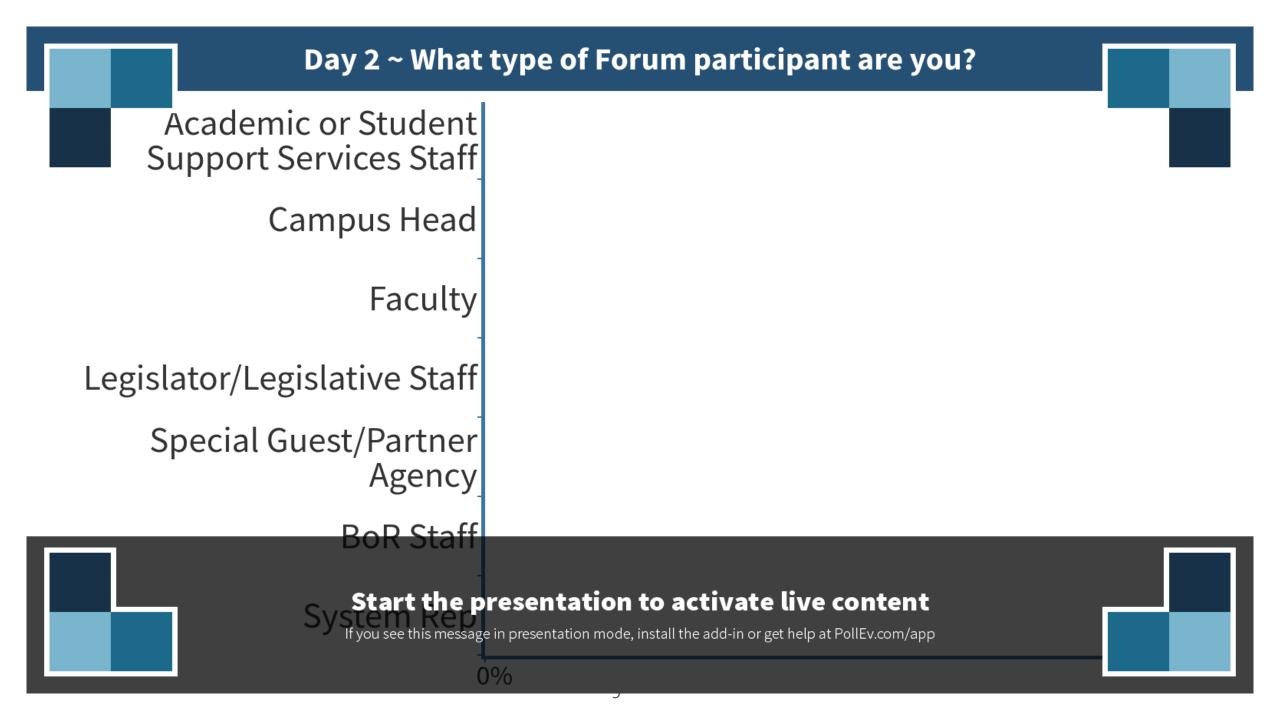
Using your laptops, iPads, and other electronic devices either download the **Poll Everywhere App** or go online and visit **PollEv.com/RalloSprForum**





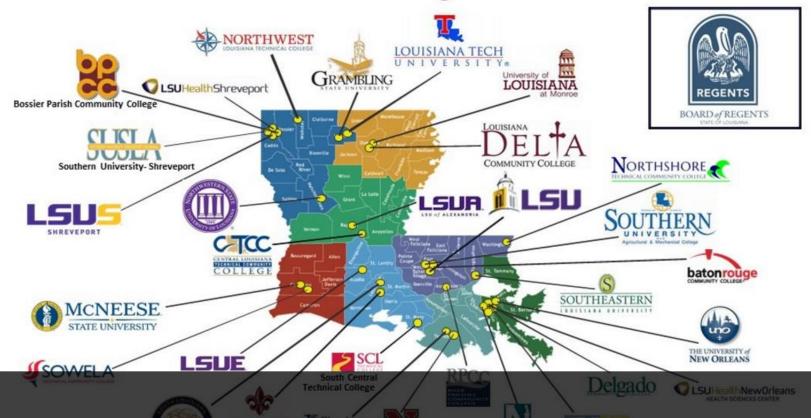


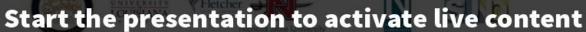
Poll Everywhere



Day 2 ~ What Campus/Entity are you representing today?

Louisiana's Public Colleges and Universities





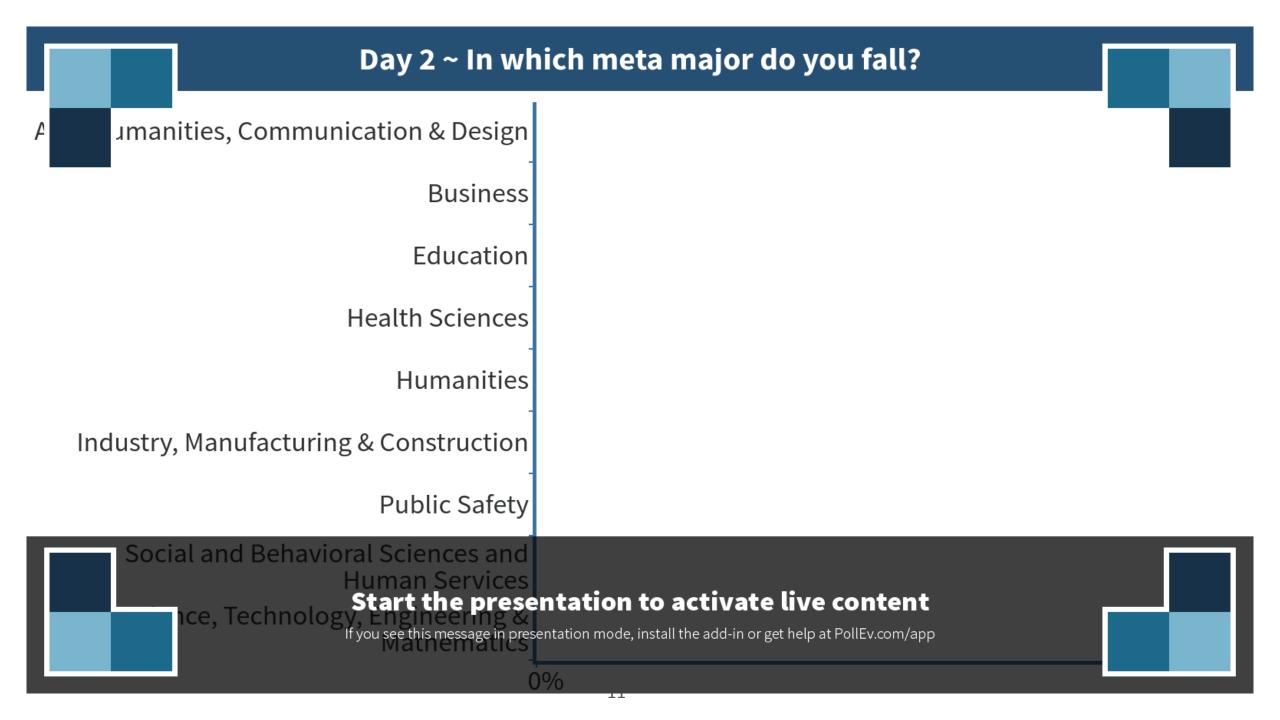
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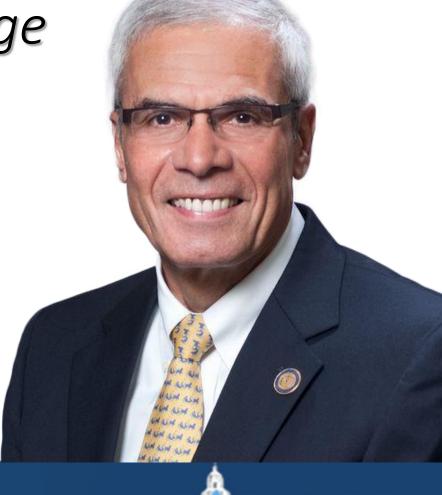




WELCOME AND OVERVIEW: The Challenge and Our Charge

• Dr. Joseph C. Rallo

- Commissioner of Higher Education









Day 2 ~ What does it mean to be educated?



Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

Day 2 ~ What is the role of higher education?

or vocational training, funded to prepare students for jobs?

Or are they institutions whose purpose is something a bit higher than that, perhaps...

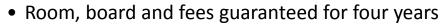
Or both?

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app



Cost Guarantee



• All 14 other public institutions now required to guarantee tuition.





WESTERN ILLINOIS UNIVERSITY

How It Worked • 8-12% increase on incoming class

High retention rates

Worked well during times of stability

Results

• Legislative battle (2015-2016)

- -No budget for higher education for the year
- University response
 - -Discount rate for incoming freshmen
 - -Loss of 2,958 students
 - -Lay-offs
 - -12 month employees paid for 10 months





Four Deep National Higher Education Trends

The Divide of Wealth:

The emergence of a two-tier system of
higher education

Loss of the Higher Education Monopoly

How much longer can the law of supply and demand not apply to higher education?

Two and four-year degrees vs.
Life-long learning





Trends in Louisiana

Budget
Enrollment
High wage and high demand jobs
Decreased Funding for Sponsored Programs
Outcomes based funding







Budget







Louisiana Higher Education: The True Picture

	Higher Education Institutions (Excluding LOSFA and Hospitals)					
		Self Generated	Federal Funds and			
Fiscal Year	Total State Funds	Funds	Interagency Transfers	Total		
FY 08-09	\$1,571,583,691	\$721,868,856	\$142,575,679	\$2,436,028,226		
	(\$445,116,071)					
	(\$110,069,018)					
	<u>\$1,880,843,137</u>					
		Self Generated	Federal Funds and			
Fiscal Year	Total State Funds	Funds	Interagency Transfers	Total		
FY 16-17	\$852,272,018	\$1,389,538,245	\$55,570,405	\$2,297,380,668		
	FY 16-17 Mandated Costs Paid Back To The State					
	(\$215,139,268)					
	<u>\$1,516,893,594</u>					
	(\$363,949,543)					

*Institutions provide scholarships/fellowships to attract the best students and to abide by legislative mandates at the expense of not receiving all budgeted tuition/fees.

Note: Self generated funds include \$123 million of TOPS awards in FY 09 and \$209 million in FY 17.







.66¢ of every \$1 in state higher education funding goes back to the state for mandated costs



\$

State Support 852,272,0 18

Mandated Costs - \$565,347,806

\$286,924,212

Remaining state support for higher education







Enrollment







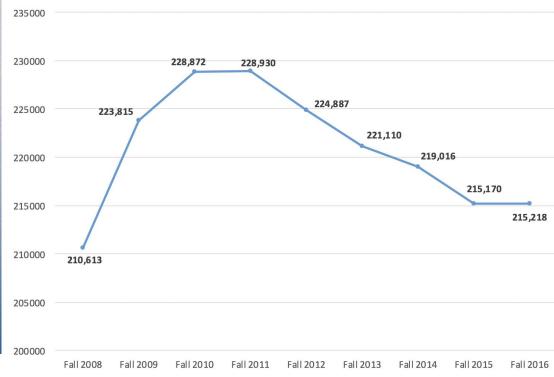
Enrollment Trends

Louisiana Public Higher Education Enrollment by System

System	Fall 2015 Enrollment	Fall 2016 Enrollment	
Louisiana State University	45,626	45,907	
University of Louisiana System	90,483	90,709	
Southern University System	13,061	12,602	
Louisiana Community and Technical College System	66,000	66,000* Reported Fall 2015 End of Term	
Total	215,170	215,218	

Source: Statewide Student Profile System-Data Submitted by Institutions & Preliminary Enrollment Report

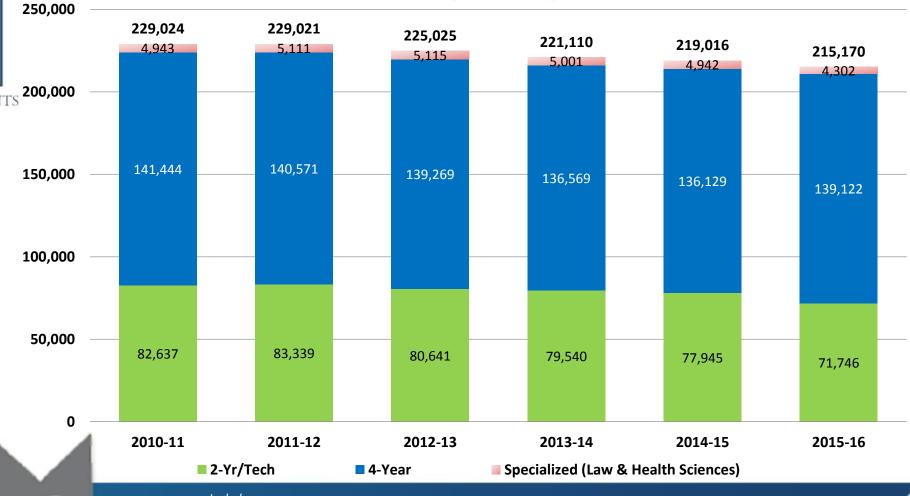
Student Headcount History







LA Enrollment Data



Includes LSUA & LSUS





LA Completer Data

Unduplicated headcount of all students who completed any level and received applicable completion credential





Associate

■ Baccalaureate

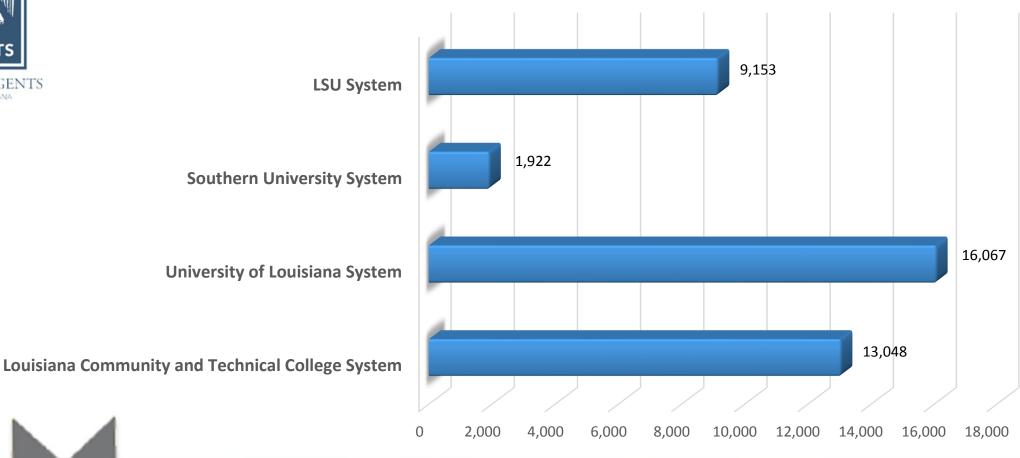
Graduate Level





Completers by System



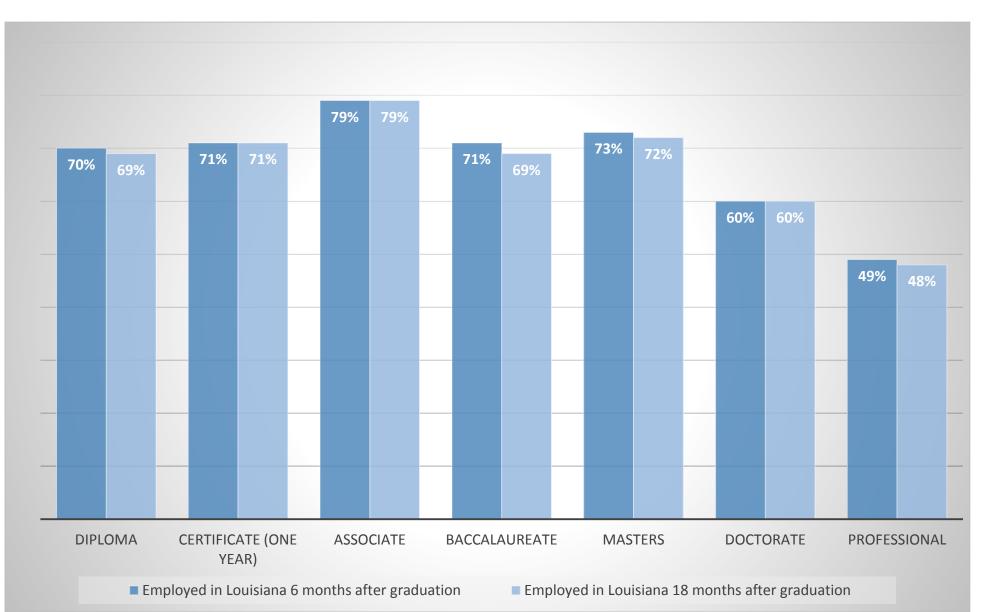


Unduplicated headcount of students who completed any program and received applicable credential



Employed LA Degree Completers

Based on both 2013-14 and 2014-15
Percentage of Completers found employed two quarters after their respective Completion Term.



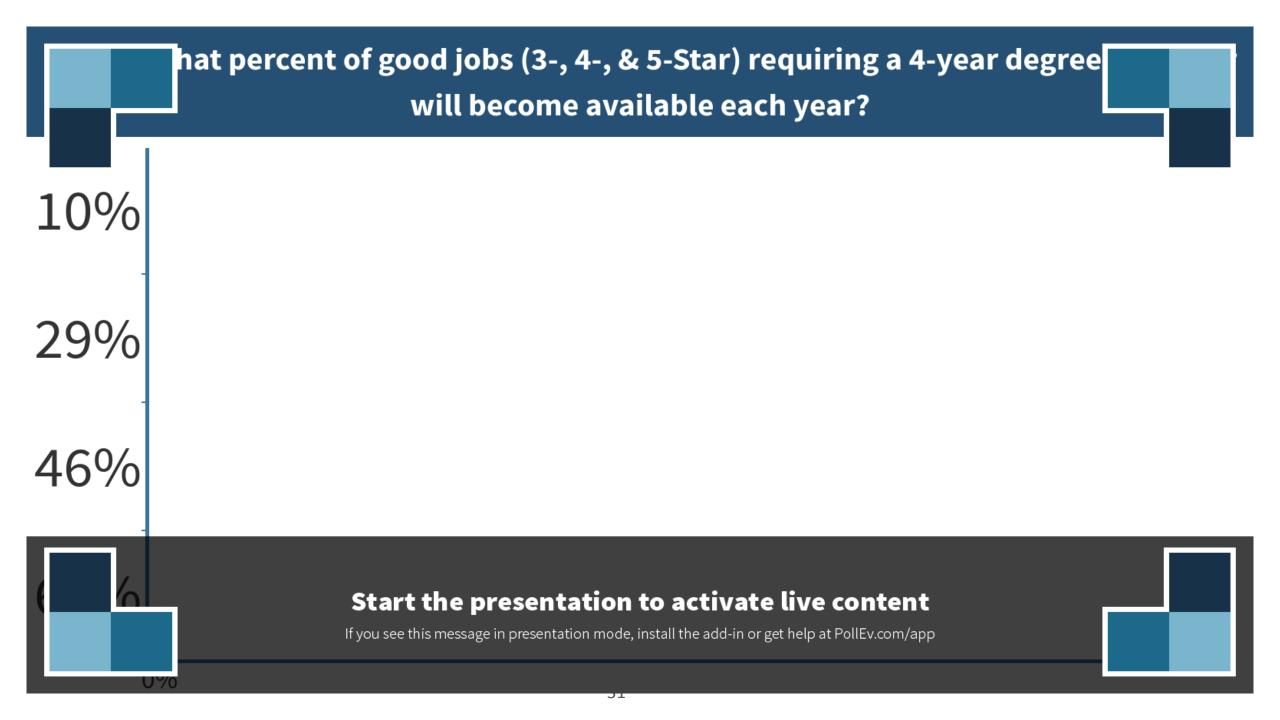




High wage and high demand jobs









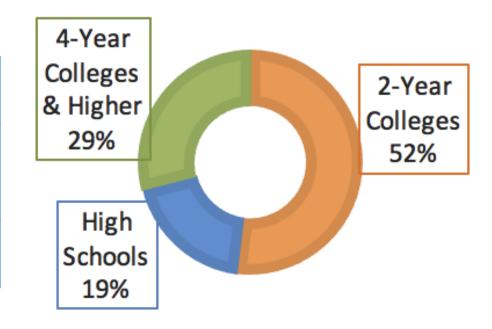
Louisiana Job Market

NEW GOOD JOBS ANNUALLY FOR EACH MINIMUM LEVEL OF EDUCATION

One in five good (3-, 4- and 5 star) jobs that will become available each year will require no formal education beyond a high school diploma.

Slightly more than half of the good jobs across Louisiana today and those that will become available each year require a community or technical college degree or other credential.

Slightly more than one in four good jobs in Louisiana requires a bachelor's degree or higher.

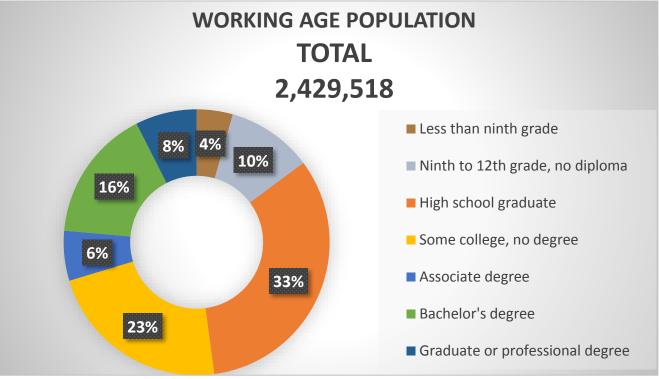


Source: Public Affairs Research Council of Louisiana





High Wage and High Demand



Source: Lumina Foundation

- By 2020 approximately 53% of open jobs in Louisiana will require a career credential or college degree. Currently, only 28% of Louisiana adults have an associate degree or higher. Source: GUCEW
- Louisiana ranks 49th in educational attainment with only 29.1% of working-aged residents, 25-64 years, earning an associate's degree or higher. Source: NCHEMS
- In order to reach the average educational attainment rate for Southern states, Louisiana will need to increase the percentage of adults with some college from 29.1% to 46.6% by 2025, or an increase of 148,277

degrees. Source: NCHEMS

Sources: National Center for Higher Education Management Systems, Lumina Foundation Stronger Nation Report, 2016 and Georgetown University Center on Education and the Workforce





Skills Not Aligned to High Demand Jobs

Highest Level of Education	Graduates	Available for Work	Jobs Available for These Grads	3-, 4-, and 5- Star Jobs Available for These Grads	Grads Likely to Struggle to Find Good Jobs	% of Grads Likely to Struggle
High School	46,000	24,000	20,430	7,380	16,620	69%
2- Year College	22,743	10,068	24,300	19,860	9,792	N/A
4- Year College	18,400	11,600	9,900	9,150	2,450	21%
Graduate & Professional Schools	6,800	6,800	2,510	1,950	4,850	71%
TOTAL		52,468	57,140	38,340	23,920	44%

Source: 2013-14 completer data from the Louisiana Department of Education, Louisiana Board of Regents and 2014-15 completer data from Louisiana Community and Technical College System, and the revised 2022 occupational forecast by the Louisiana Workforce Commission.

Workforce Gaps in Economic Driver Occupations

Some Critical Fields in Industries That Drive Job Creation	Additional Completers Needed Annually Through 2022		
Computer and Information Science	223		
Engineering	246		
Engineering Technology (including Process Technology)	1,717		
Construction Trades	4,674		
Statistics and Management Science	200		
Mechanic and Repair Technologies	1,575		
Precision Production (Welding and Machining)	1,150		
Transportation and Material Moving	1,091		
Accounting	165		
Construction Management	46		
Management Information Systems	26		
Logistics, Materials, and Supply Chain Management	8		

Source: LED-LWC gap analysis using LWC 2022 occupational forecast.





Decreased funding for sponsored programs

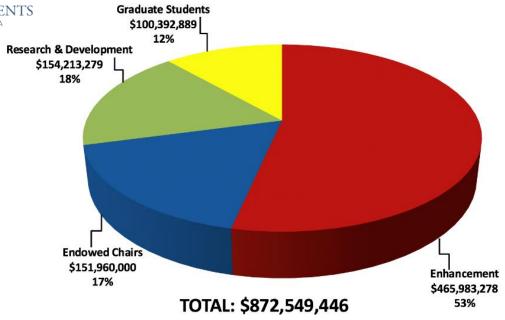




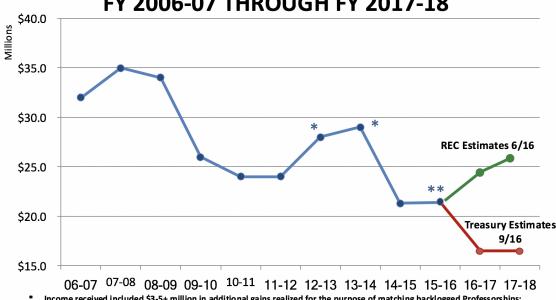


Sponsored Programs Funding Reduction

Borsf Allocations to four constitutional Programs: Fys 1986-87 Through 2015-16



SUPPORT FUND INCOME FY 2006-07 THROUGH FY 2017-18



- * Income received included \$3-5+ million in additional gains realized for the purpose of matching backlogged Professorships; receipts minus additional gains totaled \$24.7-\$26.2M
- ** Final income total Includes one-time capital gains realized to accommodate new rules for international investing, along with a 5% reduction to statutory dedications taken to help address the declared deficit in State General Funds







Outcomes based funding

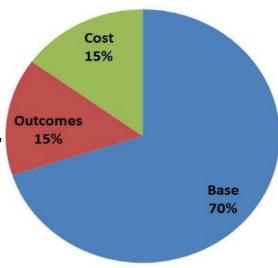






Outcomes Based Funding

- Act 462 of 2014 requires the Board of Regents to develop an outcomes based funding formula for the 2 and 4 year institutions by FY17.
- The outcomes based formula methodology has been lauded by advocacy groups such as a Council for a Better Louisiana (CABL) and the Louisiana Association of Business & Industry (LABI) as the new model seeks to reward outcomes.
- Since July 23, 2015, the BoR finance team has met regularly with system financial officers, the Workforce Commission and Louisiana Economic Development to collaboratively develop an Outcomes Based funding formula methodology.
- Due to Higher Education being appropriated slightly less in FY17 than the amount provided in FY16, the distribution methodology adopted by board is as follows: 70% weight base funding, 15% weight cost formula, 15% weight outcomes based formula.
- As with any formula model, there are institutions that fare better than others. For those
 institutions that lost funds, the significant reasons include loss of enrollment and low cost
 program mix.





Elevate Louisiana! Educate & Innovate

Louisiana's goals for higher education



Innovate

"Educate through Higher Education to improve Lives and Create a Strong Workforce."

Enable Louisiana's working age population to participate in and complete a degree/credential program to improve their lives and deliver the workforce needed to support the state's economic expansion.

"Innovate to Build Louisiana's Economy."

Invest strategically in research that supports innovation and economic development.





The New Fiscal Realities







Recommendations from Board Staff

Response to Act 619

BOARD of REGENTS

Recommendation 6.2 — The Board of Regents strongly encourages public postsecondary institutions to partner and engage with business and industry to provide a technically-trained and highly- competent workforce; and BOR will develop a mechanism within its outcomes-based funding formula for business and industry to contribute to a workforce-centered fund targeted at leveraging their investment in postsecondary education to strengthen and grow the State's economy.

Recommendation 1.2 – The Board of Regents recommends that the Boards of Supervisors of the LSU System, SU System, LCTC System and UL System develop cooperative unification plans for institutions within each of the 8 Louisiana Regional Labor Market Areas and for institutions in proximity between contiguous regions.

Recommendation 4.1 – Aligned with the Think 30 Louisiana Initiative, the Board of Regents will examine existing state funding for dual enrollment, in collaboration with BESE and the LDE, to develop policy or recommend changes to ensure availability of opportunities for eligible high school students to earn up to one year of college credit through dual enrollment agreements, typically 30 credit hours.

Recommendation 5.4 - The Board of Regents, in cooperation with LOUIS and LONI will develop a statewide plan for the utilization of Open Educational Resources (OER) throughout postsecondary education.

Recommendation 5.9 – The Board of Regents recommends that the Think 30 Louisiana initiative include TOPS progression requirements beginning with the class of 2018, requiring TOPS recipients to earn 30 credit hours per academic year and meet all other continuation eligibility requirements to maintain the award.





Recommendations from Board Staff Response to Act 619



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LET'S HEAR WHAT YOU HAVE TO SAY... ACT 619 Recommendations & Implications

Faculty Feedback













Next steps

- Jan 9th. Board receives staff draft for review and consideration.
- Jan 9th Feb 6th. Staff receives input from Regents, management boards, and stakeholders: https://www.feedback.regents.state.la.us/fb/feedback.pl
- Jan 13th. Appendices/Links will be available COB at www.regents.la.gov/page/619Response.
- Feb 6th Feb 15th. Staff incorporates changes as appropriate.
- Feb 15th. Staff distributes final draft for Board consideration.
- Feb 22nd. Board takes action on response to Act 619.
- Feb 24th. Board submits final report to Legislative Committee.









GAME CHANGERS OVERVIEW

Dr. Dhanfu Elston

- ~ Vice President for Alliance State Relations, CCA
 - Think 30 Louisiana!
 - Math Pathways
 - Structured Schedules
 - Co-Requisite Remediation
 - Guided Pathways to Success (Meta Majors)







COMPLETE COLLEGE AMERICA

Louisiana – Game Changers

Dhanfu E. Elston, Ph.D. (dah-nee-foo)
Vice President for Alliance State Relations



- @CompleteCollege
- @Dr ${f E}$ lston









COMPLETE COLLEGE AMERICA

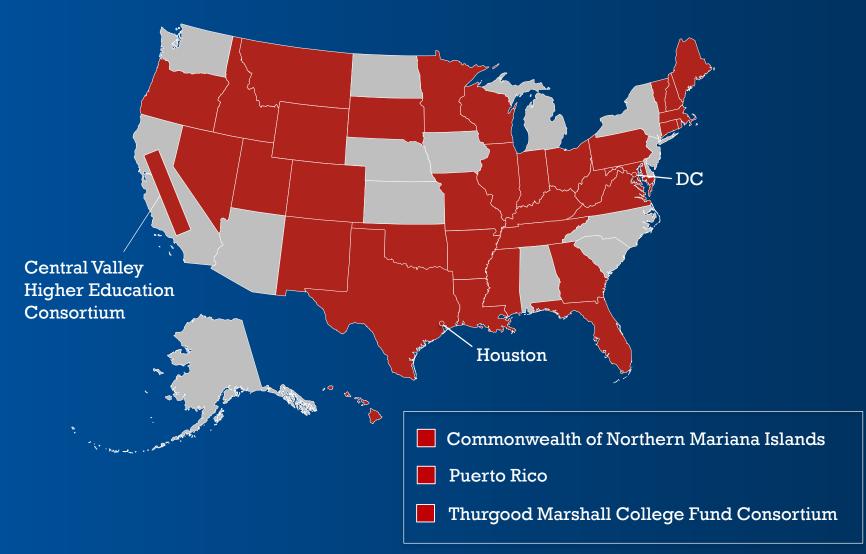
Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

www.completecollege.org

COMPLETE COLLEGE AMERICA

The Alliance





50 of 580+

public four-year institutions



On-Time Graduation Rates

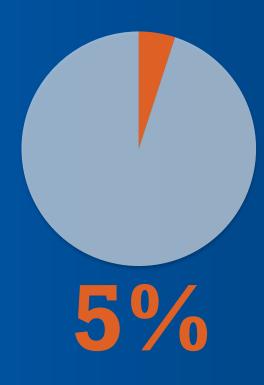


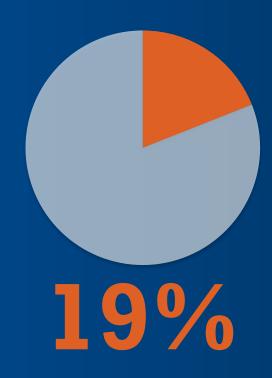
4-Year

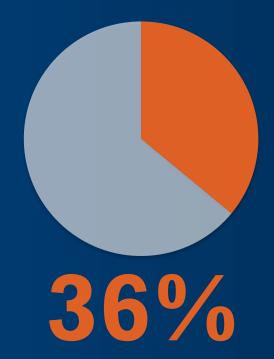
4-Year

(non-flagship)

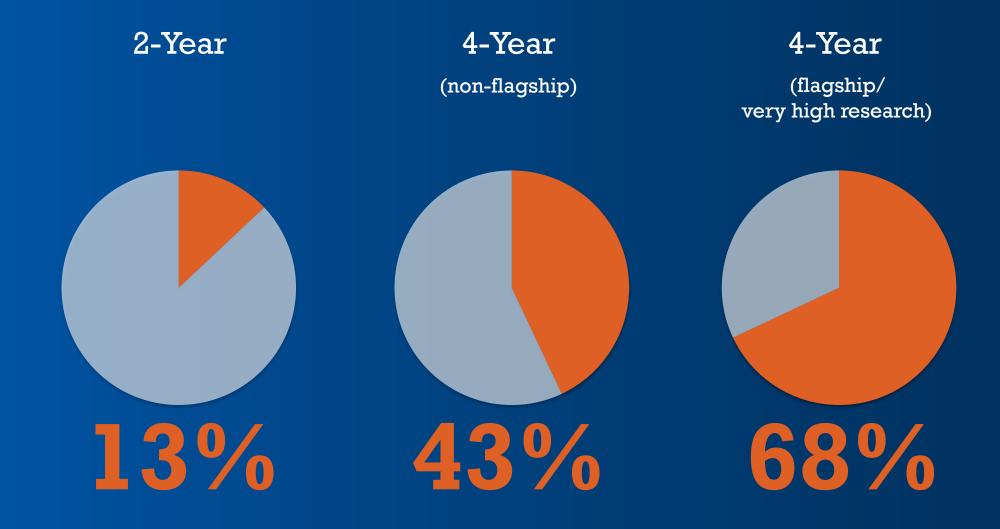
(flagship/ very high research)



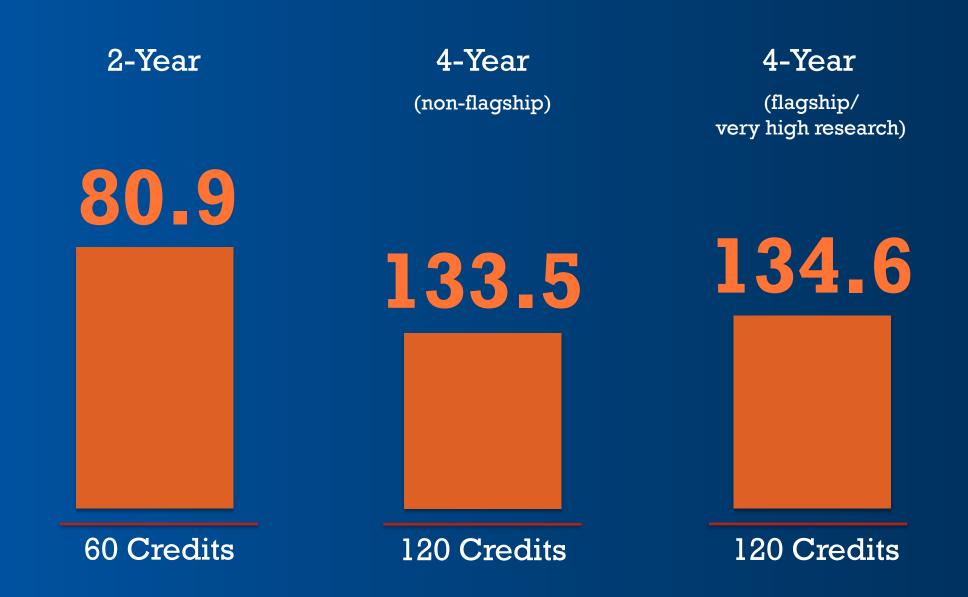




150% Graduation Rates

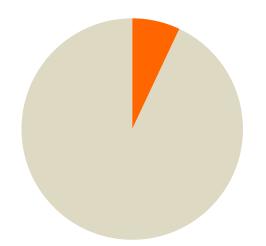


Excess Credits



Too Few Louisianans Graduate

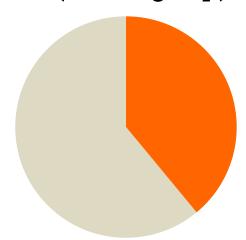
2 year colleges



5.4

Within 3 years

4 year colleges (non-flagship)

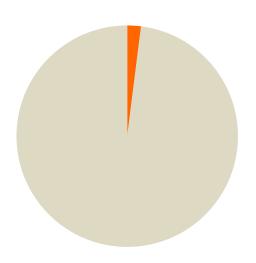


42%

Within 6 years

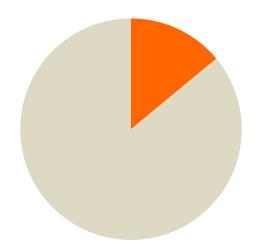
(full-time)

Too Few Louisianans Graduate On Time



1.3%

2-year degree in 2 years

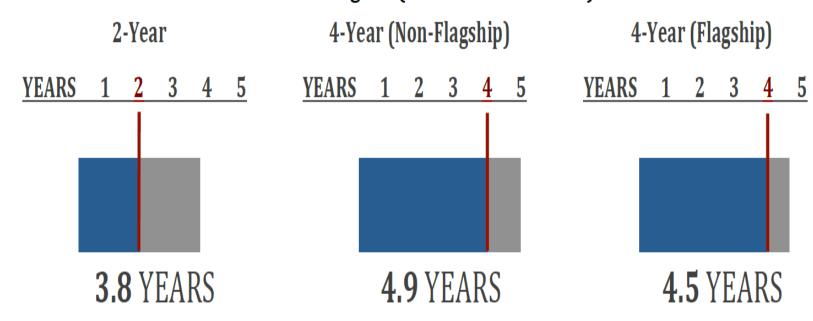


16%

4-year degree in 4 years (non-flagship)



Time to Degree (Full-Time Students)



Time to Degree - Louisiana

2-Year

4-Year

(non-flagship)

4-Year

(flagship/ very high research)

4.5

2 Years

5.3

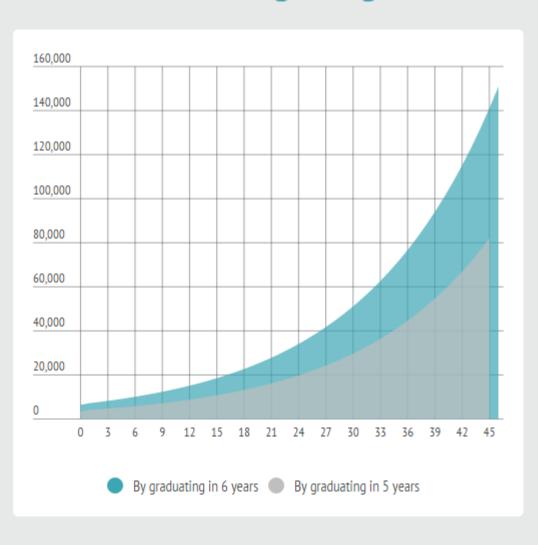
4 Years

4.4

4 Years

TUITION AND LOAN COSTS	ONE EXTRA YEAR, PUBLIC COLLEGE	ONE EXTRA YEAR, PRIVATE COLLEGE	TWO EXTRA YEARS, PUBLIC COLLEGE	TWO EXTRA YEARS, PRIVATE COLLEGE
Portion of tuition paid out of pocket	\$12,557	\$18,992	\$25,375	\$38,115
Cost of a loan, with interest, over 10 years	\$6,040	\$7,823	\$12,080	\$15,645
Total cost	\$18,598	\$26,815	\$37,456	\$53,760

Retirement savings forgone



	ONE EXTRA YEAR, PUBLIC COLLEGE	ONE EXTRA YEAR, PRIVATE COLLEGE	TWO EXTRA YEARS, PUBLIC COLLEGE	TWO EXTRA YEARS, PRIVATE COLLEGE
Tuition and loans	\$18,598	\$26,815	\$37,456	\$53,760
Opportunity costs	\$128,429	\$128,429	\$245,253	\$245,253
Total cost for not graduating in four years	\$147,026	\$155,244	\$282,691	\$298,995



MONEY & METRICS

Messics: Data Drives Change!

- Rates and number of degrees
- Momentum points (remediation, gateway courses, first-year credits, time to degree)
- By race, age, gender, income

Adopted by National Governors Association

CCA DATA METRICS

CONTEXT

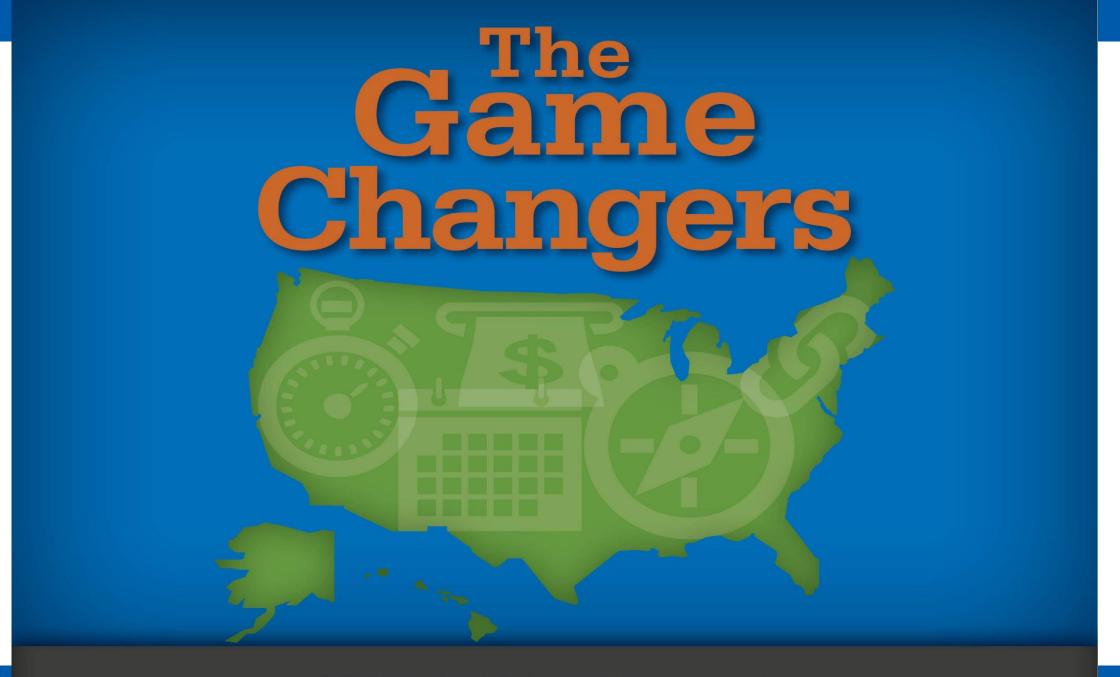
- Enrollment
- Completion ratio *

PROGRESS

- Remediation*
- Success in 1st yr college English and math*
- Credit accumulation *
- Retention rates
- Course completion *

OUTCOMES

- Degrees awarded annually and change over time
- Graduation rates
- Transfer rates
- Credit and time to degree*



COMPLETE COLLEGE AMERICA

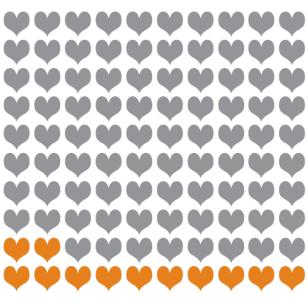
Behavioral Economics: **Default**

Organ Donation Rates



Austria (OPT-OUT)

99%



Germany (OPT-IN)

12%



1. Structured Schedules



2. Corequisite Remediation



3. Math Pathways



4. GPS Direct



5. #15ToFinish



GAME CHANGER

Structured Schedules

#StructuredSchedules

☑ GAME CHANGER Structured Schedules



Block schedules of classes



Cohorts of students



Students choose programs or majors, not courses



Attendance required

Baltimore City Community College

Monday	Tuesday	Wednesday	Thursday	Friday			
MORNING BLOCK							
8:00AM – 8:50AM	Structured Learning	8:00AM - 8:50AM	Structured Learning	8:00AM - 8:50AM			
MUS 103 - #8765	Activities	MUS 103 - #8765	Activities	MUS 103 - #8765			
9:00AM – 9:50AM		9:00AM - 9:50AM		9:00AM - 9:50AM			
MAT107 - #8766		MAT107 - #8766		MAT107 - #8766			
10:00AM – 10:50AM		10:00AM - 10:50AM		10:00AM - 10:50AM			
SP 101 - #8767		SP 101 - #8767		SP 101 - #8767			
11:00 AM – 11:50AM	11:00 AM – 12:10PM	11:00 AM – 11:50AM	11:00 AM – 12:10PM	11:00 AM - 11:50AM			
ENG101 - #8768	RENG 92 - #8769	ENG101 - #8768	RENG 92 - #8769	ENG101 - #8768			
12:00PM – 12:50PM		12:00PM - 12:50PM] [12:00PM - 12:50PM			
COLLEGE FREE HOUR		COLLEGE FREE HOUR		COLLEGE FREE HOUR			

AFTERNOON BLOCK						
1:00PM - 1:50PM	1:00 AM - 2:10PM	1:00PM - 1:50PM	1:00 AM – 2:10PM	1:00PM - 1:50PM		
ART 106 - #8771	MAT 92 -	ART 106 - #8771	MAT 92 -	ART 106 - #8771		
2:00PM - 2:50PM		2:00PM - 2:50PM		2:00PM - 2:50PM		
SP 101 - #8772		SP 101 - #8772		SP 101 - #8772		
3:00 PM - 3:50PM	Structured Learning	3:00 PM - 3:50PM	Structured Learning	3:00 PM - 3:50PM		
ENG 101 - #8773	Activities	ENG 101 - #8773	Activities	ENG 101 - #8773		
4:00PM – 4:50PM		4:00PM - 4:50PM		4:00PM - 4:50PM		
MAT 107 - #8774		MAT 107 - #8774		MAT 107 - #8774		
E-CODRA E-EODRA		E-CODA E-EODA		E-OODAA E-EODAA		

Where there is structure, there are significant results.

TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

75% avg. on-time graduate rate

TENNESSEE COMMUNITY COLLEGES

14% avg. on-time graduate rate



GAME CHANGER

Corequisite Remediation

#CoreqWorks

Remediation

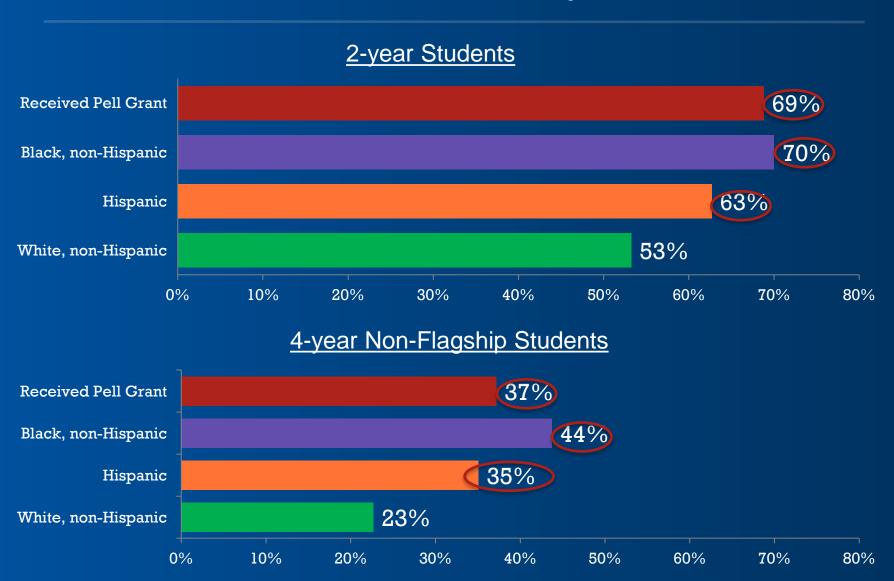


Too many students start college in remediation.

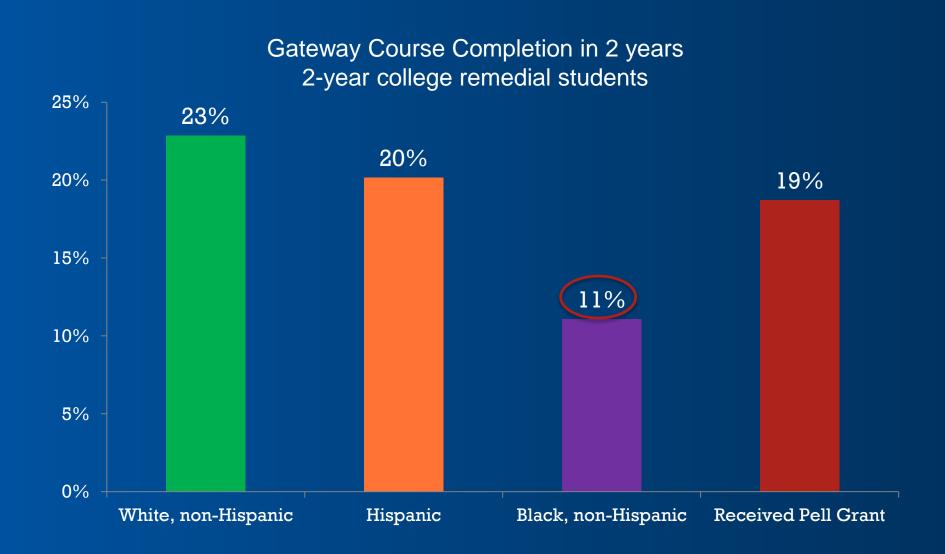
61% in 2-year institution

28% in 4-year, nonflagship institution

African Americans, Hispanics and Pell Students are Over Represented

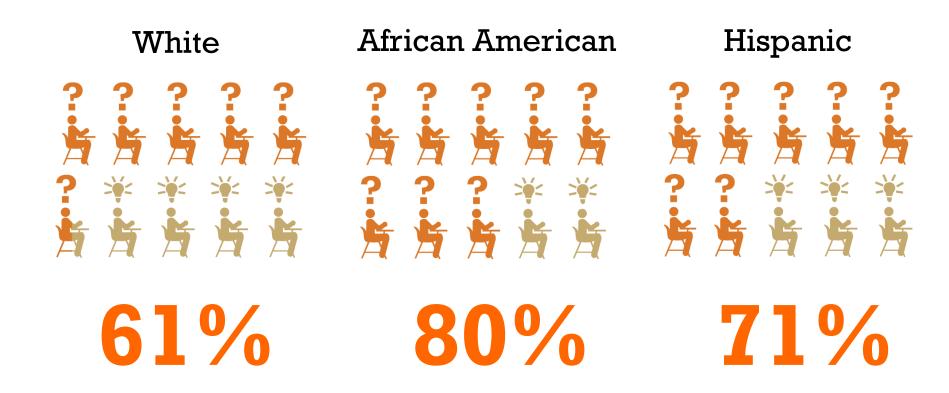


The System Does Not Work, Particularly for African Americans



Remediation Louisiana Community Colleges

Students who require remediation



Few Louisiana Remedial Students Complete College Gateway Courses at 2-year Colleges

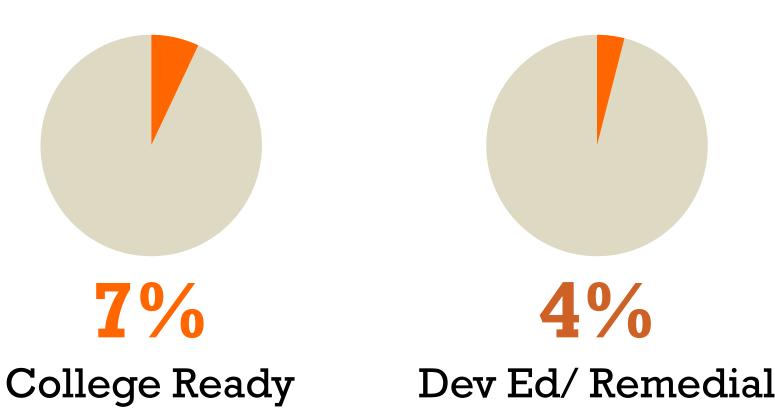


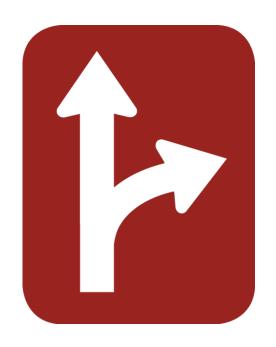
90%

DON'T Complete Corresponding Gateway Course

Louisiana remedial students graduate at about half the rate of college-ready peers

Degree/certificate completion in 3 years (2-year colleges)





Student attrition is at the heart of the matter.

Remediation: The effect of attrition.

Students assigned 3 or more semesters of math remediation.

LOST LOST LOST LOST

Passed gateway course.

Completed 1st semester

of remediation.

Completed 2nd semester

Completed 3rd semester

of remediation.

of remediation.

Enrolled and Did not completed complete

Did not enroll or stopped enrolling

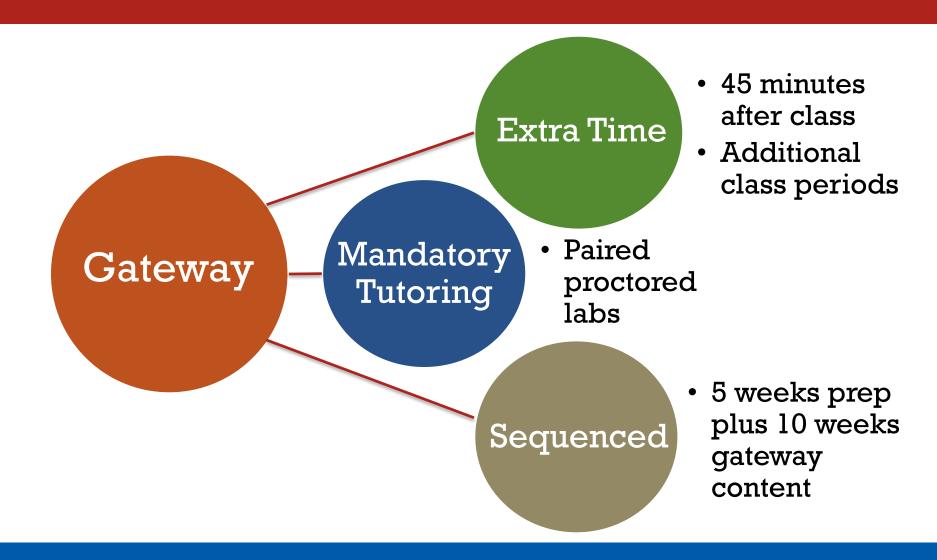
KNOW THIS

The remediation system is broken. More students quit than fail.

Corequisite Remediation

Provide academic support as a Corequisite not as a prerequisite

One Semester Redesigned Gateway



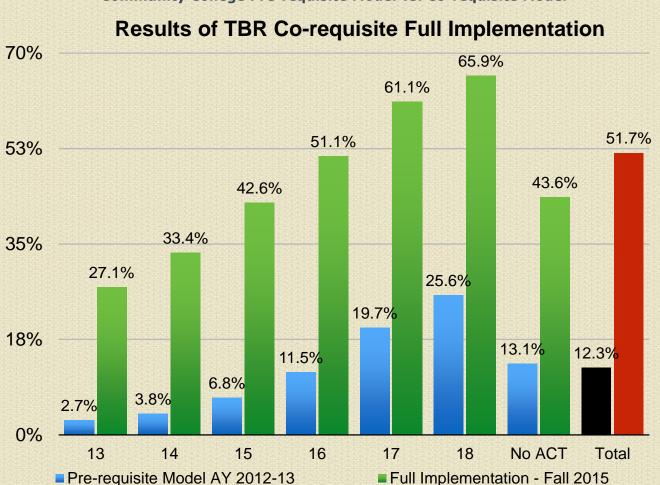
One Semester Corequisite Results

State	Subject	Traditional Model (2years)	Corequisite Model (One Semester)
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Math	14%	62%
West Virginia	English	37%	68%
	Math	12%	63%
Tennessee	English	31%	67%
T 1'	Math	29% (3yr)	64%
Indiana	English	37% (3yr)	55%
	English	010/	71%
Georgia	Math	21%	64%

What about the lowest level students?

Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model

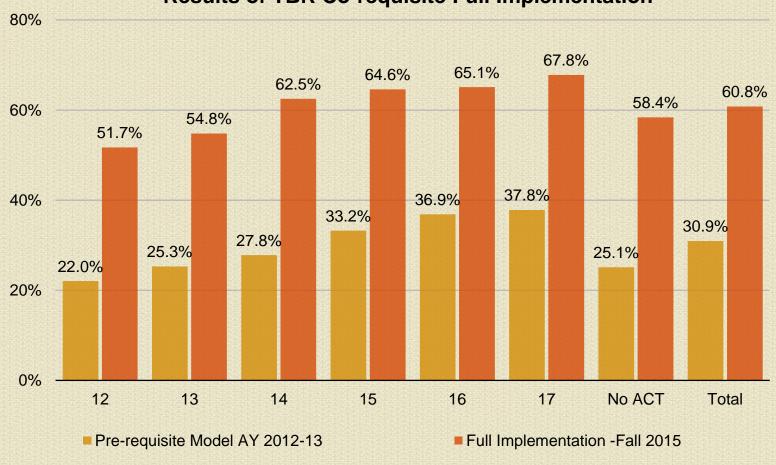




Completion of Gateway English by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model

Results of TBR Co-requisite Full Implementation



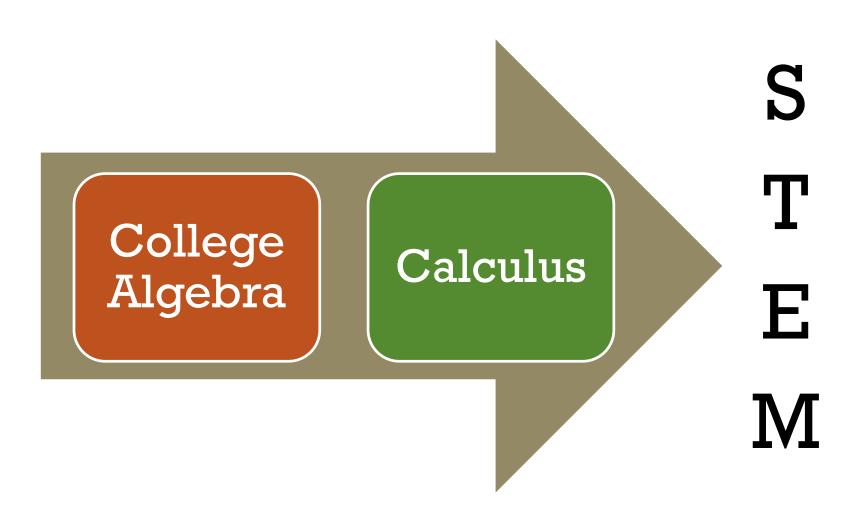


GAME CHANGER

Math Pathways

#MathPathways

College Algebra's Only Purpose: Preparation for Calculus



Mc Aligned with Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

Quantitative Reasoning/ Statistics Degree

4-Year Transfer

Certificate

License

College Algebra/
Precalculus

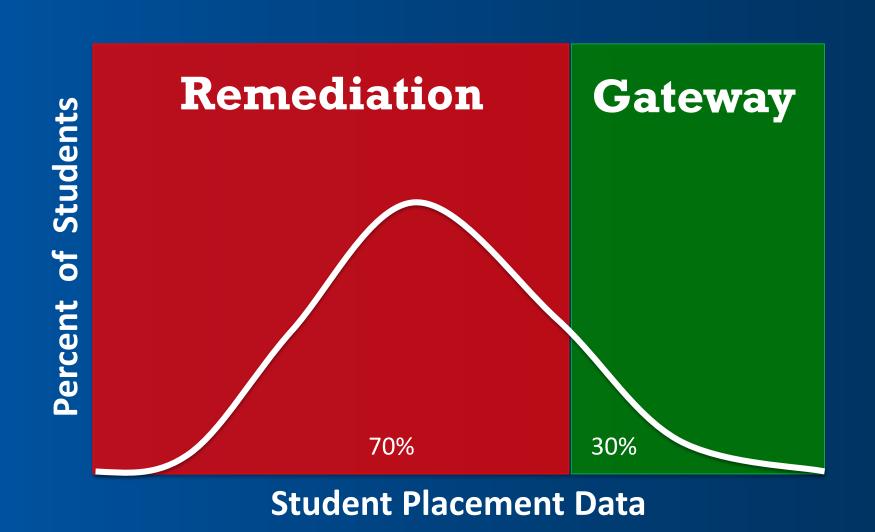
Certificate

License

Purpose, Not Placement

50% of Students Placed In Remediation Could Pass a Gateway Course

End Use of Traditional Placement



It is time to end placement as we know it.

Guiding Objective

Students complete gateway courses and enter programs of study in their first academic year

Determining Student Purpose

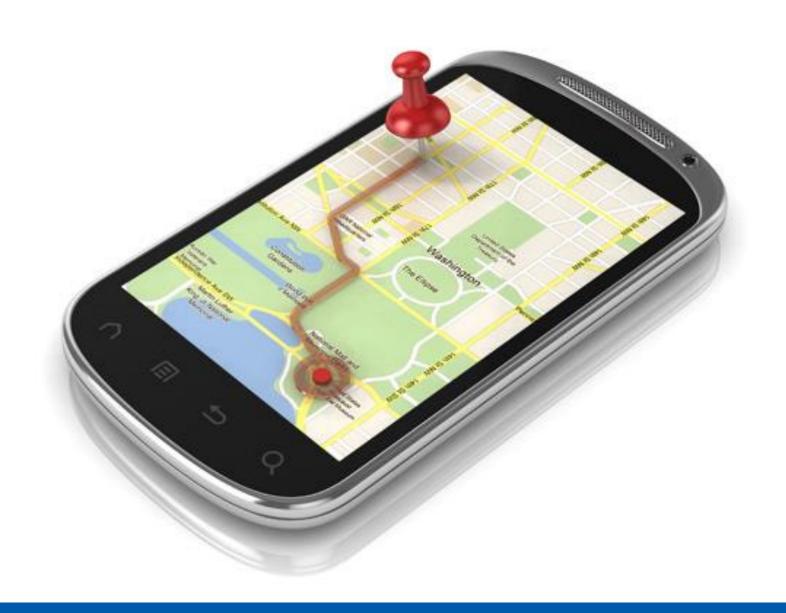
- Identify Career and Academic Goals
- Holistic College Readiness Inventory Academic AND College Success Skills
- Determine a Broad Area of Study or Meta-Major
- Enroll in the Right Gateway Courses
- Corequisite for All!
- College Success Interventions for Those Who Need It.



GAME CHANGER

GPS: Direct

#GPSDirect



Choose your path. Start your path. Stay on your path. Graduate.

THIS Essential Components

- 1. Purpose First: Informed Choice
- 2. Academic Maps
- 3. Meta-Majors
- 4. Default Registration
- 5. Critical Path Courses
- 6. Intrusive Advising

Questions for a Potential Nursing Student

- Are you prepared for Chemistry 101?
- Do you like working with people?

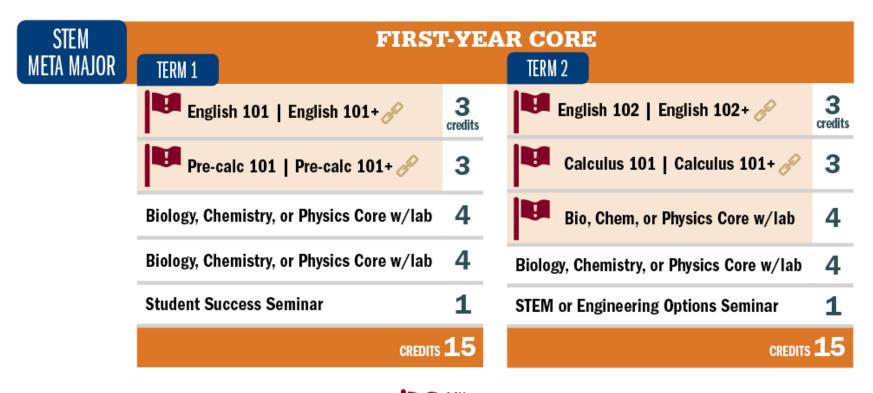
"Real-Life Questions"

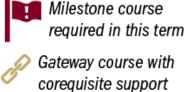
• How do you feel about working with BLOOD and BEDPANS?

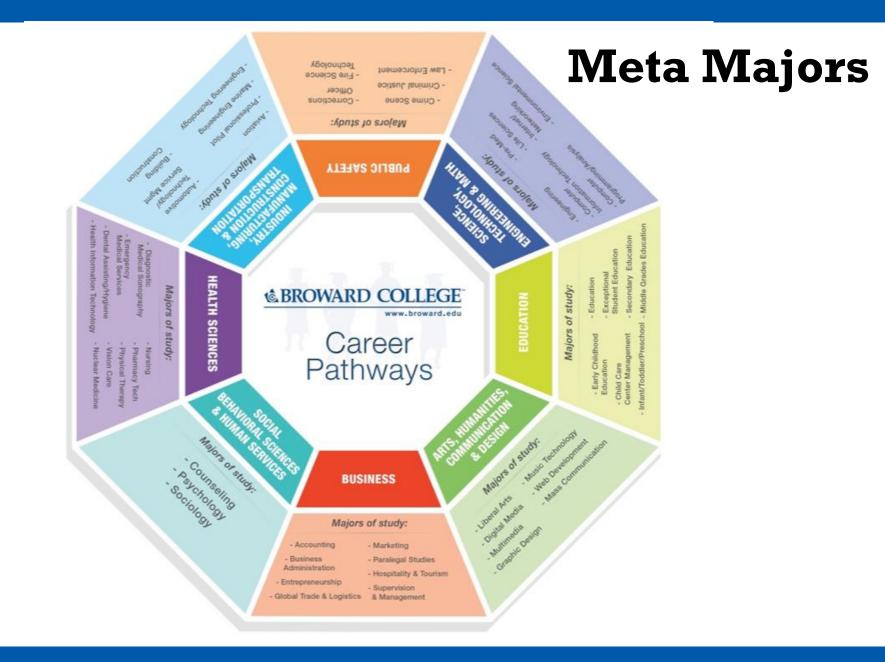




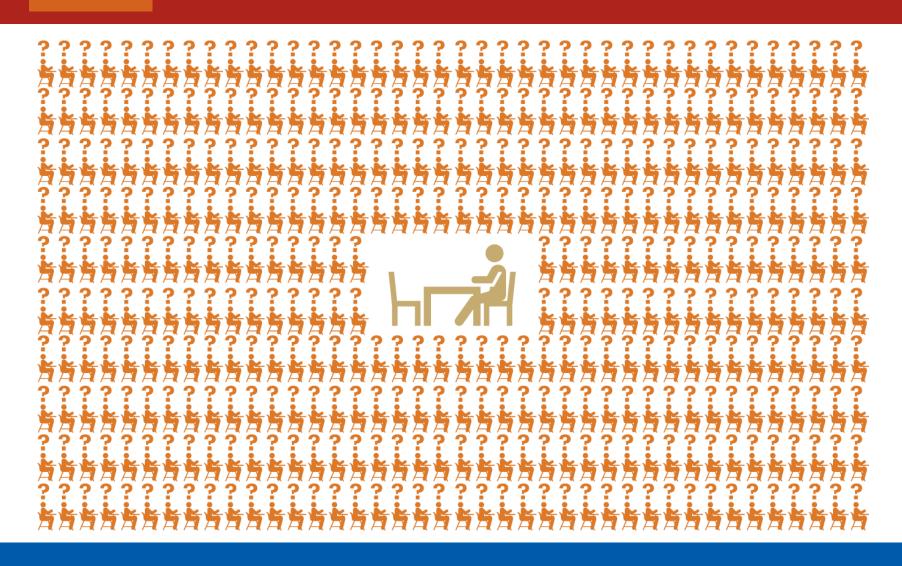
Default Degree Maps

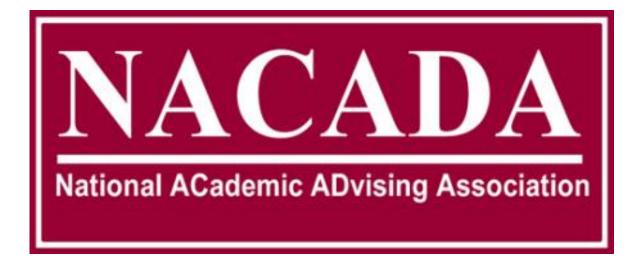






Why nselor: 400 students





ADVISING IS TEACHING

INTRUSIVE (PROACTIVE) ADVISING

- Culture Shift: No longer wait for students to come to us!
- Transition from Schedulers to "True" advising
- Review Existing Model: Professional vs. Faculty Advisors
- Advisor Training & Retreats
- Solution-oriented Meetings
- Advising Syllabus Common, shared outcomes



GAME CHANGER

15 To Finish





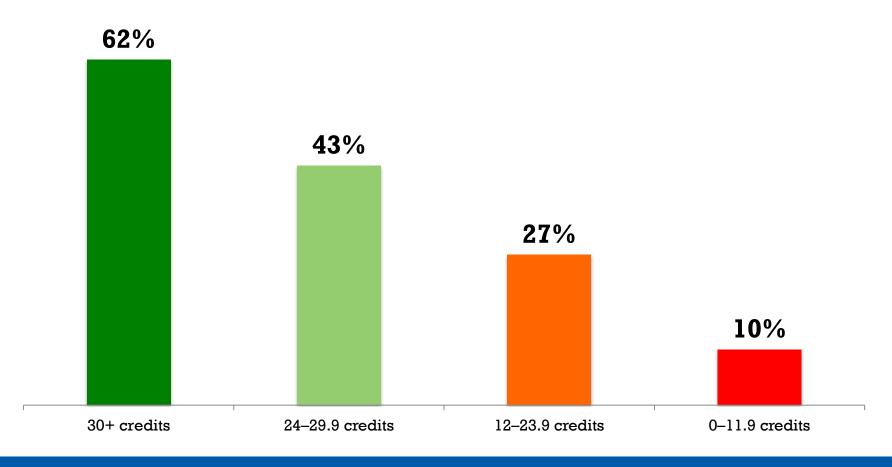


Finish



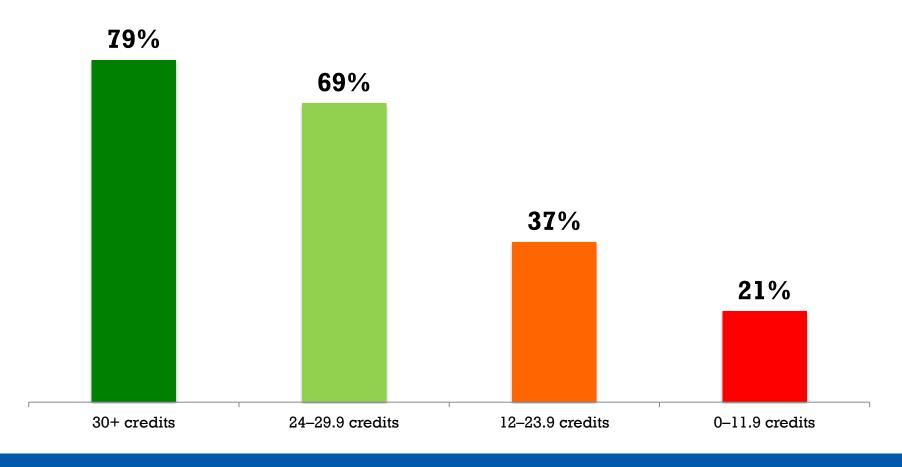
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.





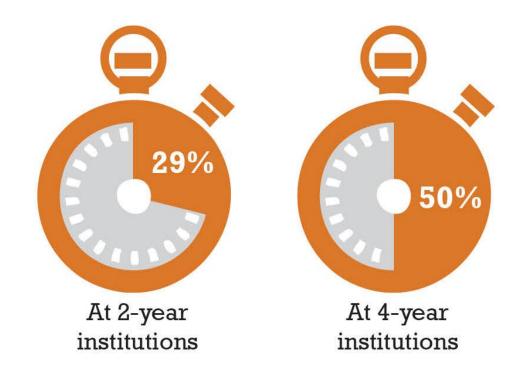
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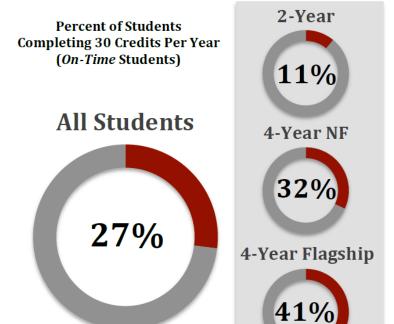


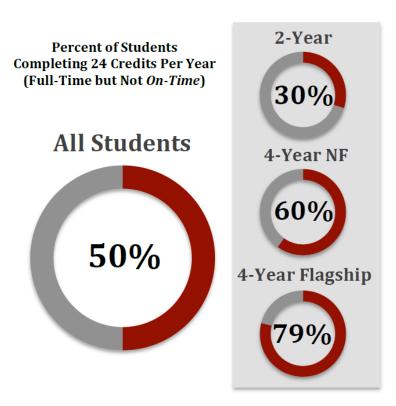
Most students DON'T take the credit hours necessary to graduate on time.

Full-time Students Taking 15+ Credits Per Semester

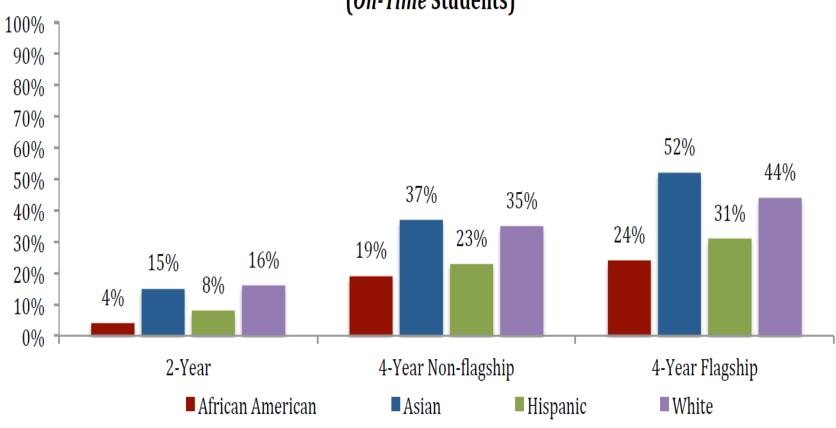


Half of American college students need just one more course per semester to be on track for on-time graduation.





Percent of Students Completing 30 Credits Per Year (*On-Time* Students)



"The best strategy for reducing the cost of college is to ensure more students take the credits needed to graduate on time."

(Complete College America, 2016)

Assessing the Current Situation

At most campuses, the majority of FT Freshmen took 12 to 14 credits

Analysis of <15 & ≥15 Credits

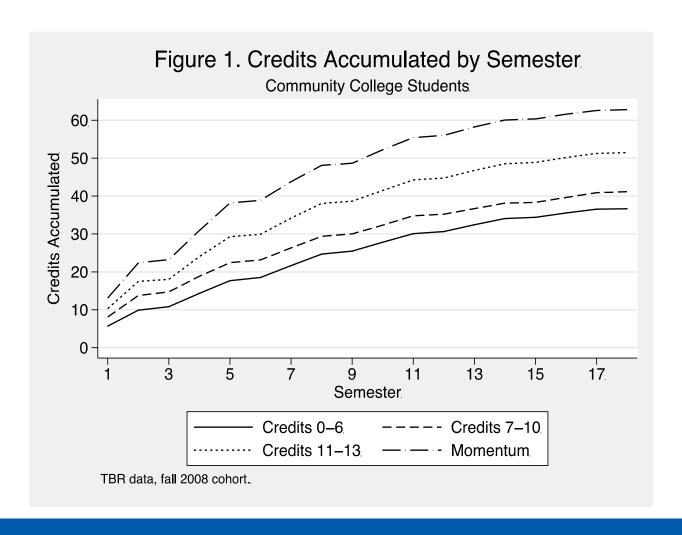
- 15+ credits tended to be more prepared & have better academic success
- Students in 15+ credits had more academic success
- Similar success for Pell & underrepresented students

Survey of UH Freshmen Enrolled in 12–14 Credits, Fall 2013

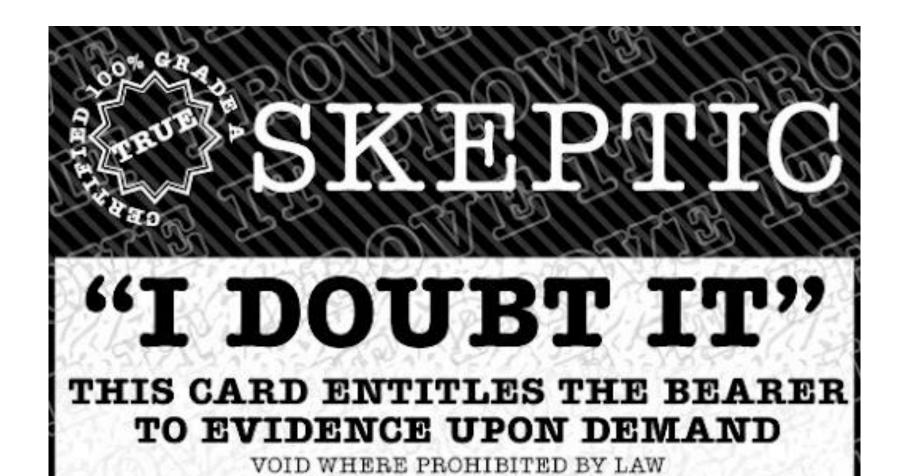
Top 4 reasons for **NOT** taking 15+ credits

- Personal schedule prevents me from enrolling in more credits (26%)
- 15 credits is too heavy of a load (22%)
- The courses I wanted were not offered at a day/time that fit my schedule (11%)
- The courses I wanted were closed/filled (10%)

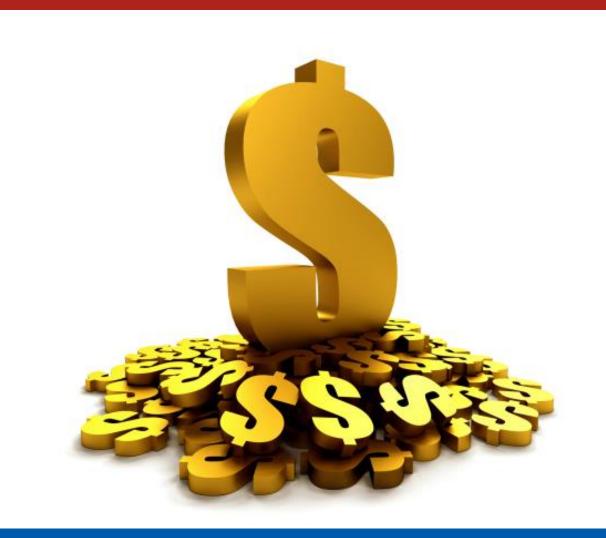
Momentum Benefits: CC Students



Source: Belfield, Jenkins & Lahr, 2016.

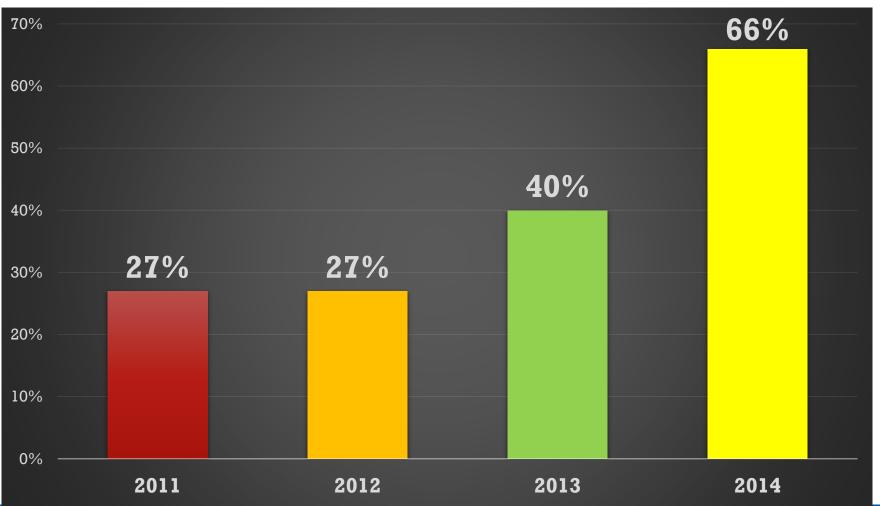


Why Don't We Do It?



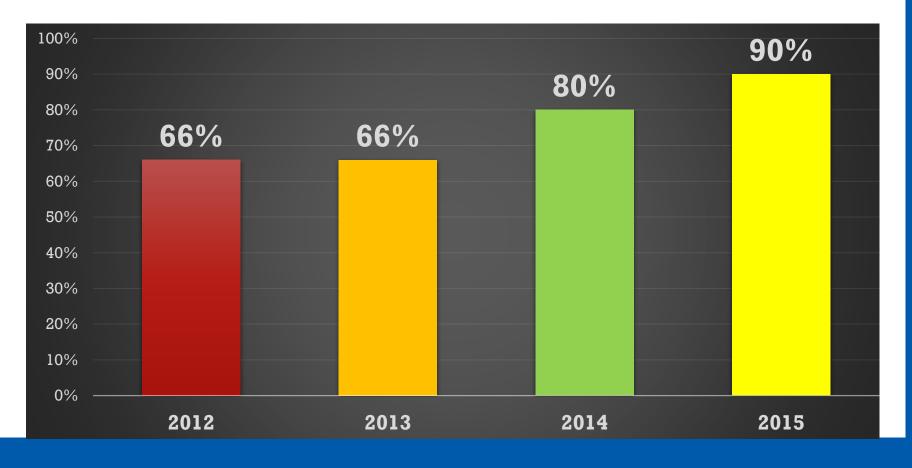
% First-Time, Full-Time Students Enrolled in 15+ Credit Hours (1st semester)





% First-Time, Full-Time Students Enrolled in 15+ Credit Hours (1st semester)







Estimated Impact for Purdue University - Calumet

Revenue Gains vs. Baseline

Model Inputs:

Total

Enrollment: 8,639

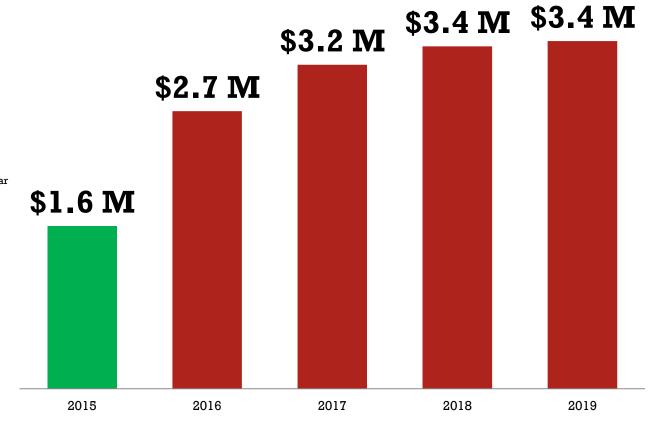
Net Revenue

Per Student: \$10,565 (net tuition and fees plus state

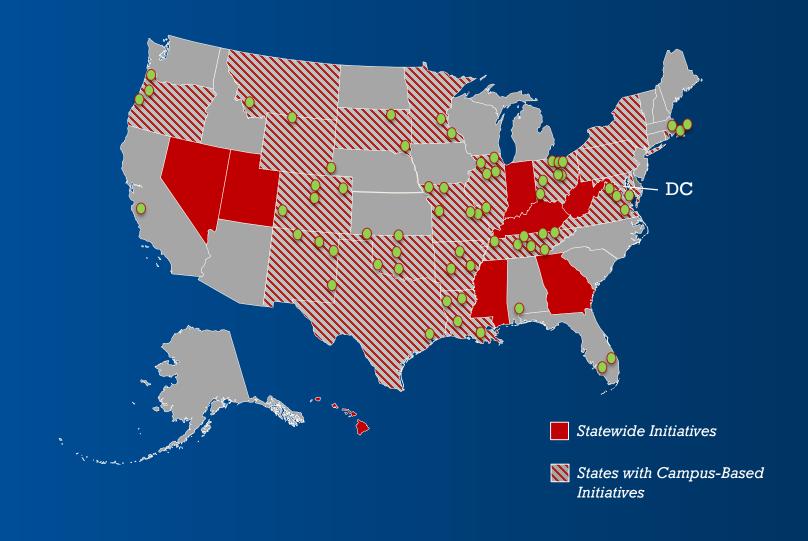
appropriations)

Retention Improvement

0-29 credits 4.7% total over 1 year 30-59 credits 0% total over 1 year 60-89 credits 0% total over 1 year 90-119 credits 0% total over 1 year 120+ credits 0% total over 1 year



Fifteen to Finish



Louisiana "Think 30" Plan



- Collect & Share Campus-Level
 Data
 - o Board of Regents
- > New Student Orientation
 - Clear, Introductory Messages to Students
 & Parents
- Degree Maps (2 & 4-year)
- ➤ Reinforced Messages Changing the Culture to 15 Credit Hours
 - Academic Advisors
 - Marketing Campaign



POSTERS











A Share

uly Like

Comment





First-Year Experience MOMENTUM

- Meta-Majors
- Academic Maps
- Math Pathways
- 15-To-Finish

- Structured Schedules
- Corequisite
 Remediation
- Default Pathways

Create Path

Choose Path Start Path Stay On
Path /
Graduate

- Purpose First (Onboarding)
- Meta-Majors
- 15-To-Finish

- Critical PathCourses
- Intrusive Advising

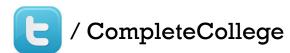
TECHNOLOGY | DATA METRICS

COMPLETE COLLEGE AMERICA

Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

www.completecollege.org







WHAT'S WORKFORCE GOT TO DO WITH IT?

Ms. Susana Schowen

- Director of Workforce Initiatives, LED FastStart



Mr. Sachin Chintawar

- Director of Research & Statistics, LWC





WORKFORCE DEVELOPMENT DRIVES A CYCLE OF ECONOMIC GROWTH AND EXPANSION



PREPARING LOUISIANA'S WORKFORCE – A PARTNERSHIP WITH LOUISIANA'S HIGHER EDUCATION

Long-Term Projected Demand through 2024

- Average Annual Total Job Growth 15,934
- Average Annual Replacement Demand: 50,836
- Total Annual Demand: 66,770

2016 total degrees awarded 41,203



INDUSTRY DEMAND FORECASTS THROUGH ACTIVE ENGAGEMENT OF BUSINESS AND INDUSTRY

- 94 distinct industries in each RLMA (statewide + 8 regions → 846 total)
 - 2 forecasts per industry-region: short-term (2017) & long-term (2024)
- Produce baseline statistical model projections, using historical data and Projections Suite software
- Review and refine baseline projections:
 - Analyze prevailing economic trends: develop & evaluate several alternative candidate models
 - Contact Louisiana driver firms and incorporate their comments (additional input from industry associations and regional economic development organizations)
 - Incorporate economic development initiatives and major announcements including expansions and layoffs

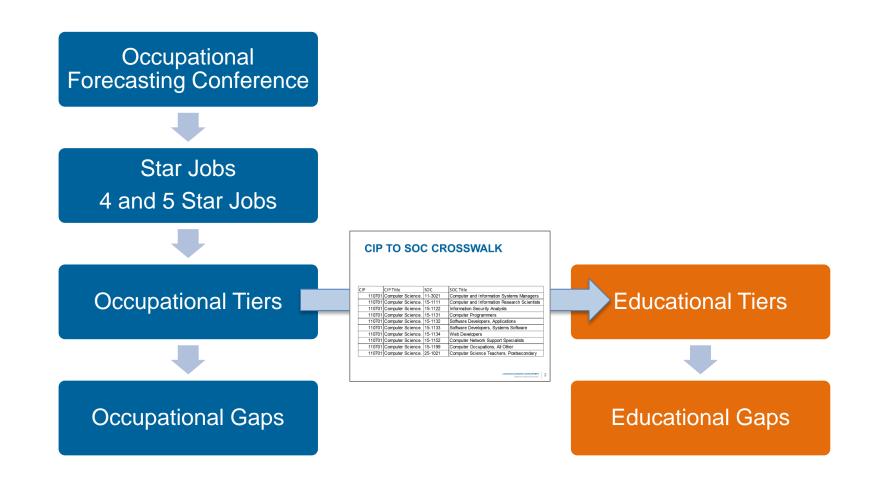


LOUISIANA'S STAR RATING SYSTEM – IDENTIFYING HIGH DEMAND HIGH WAGE **JOBS FOR THE NEXT GENERATION**

- Star Rating components for each occupation:
 - Short-term outlook
 - Long-term outlook
 - Current Openings
 - Wages
- Rank each component, based on decile
- Convert the average of component rankings to Stars
- Developed in partnership with LSU's Economic Research Policy Group
- Reviewed by Occupational Forecasting Council
- Approved by Workforce Investment Council



ANALYSES IDENTIFYING HIGH-WAGE, HIGH-DEMAND JOBS; ECONOMIC DRIVER JOBS; AND GAPS BETWEEN SUPPLY AND DEMAND ALLOW STUDENTS TO MAKE INFORMED DECISIONS



THIS ANALYSIS HAS MAJOR IMPLICATIONS FOR EDUCATION PROVIDERS, STUDENTS, AND JOB SEEKERS

- Every region is undersupplying workers in manufacturing and IT, both of which are expanding significantly in Louisiana. There are important regional differences, but these fields are top priority everywhere. These trends are expected to persist in the mid- to long-term.
- Some healthcare fields are undersupplied statewide, but many more of them are undersupplied in rural and underserved urban areas.
- Some specific needs shift rapidly on academic scales, necessitating innovative solutions
- The best opportunities in the state require post-secondary preparation in specific fields:
 - Community and technical colleges: short-term certifications to Associate's degrees in construction crafts and manufacturing production and maintenance
 - Four year colleges and universities: Bachelor's degrees in computer science, engineering, accounting, and data analytics
 - Various levels of preparation for certain healthcare fields like nurse practitioners, nurse anesthetists, EMTs, and physical therapists.
 RNs and GPs needed in certain areas



Dashboard Demonstration

HOW CAN STUDENTS ENHANCE THEIR EMPLOYMENT PROSPECTS DURING COLLEGE?

Familiarize themselves with latest in latest in global innovation of ideas, technology, design, and processes and how these can be applied to improve organizations and products. Identify what they enjoy and know and articulate their value.

- Choose major carefully and use 30 hours well
- Build technology literacy, use electives wisely to build multidisciplinary breadth
- Gain work experience and do internships!
- Develop mentors and do job shadowing
- Gain experience with
 - data analytics
 - research methods
 - evaluating sources and methods
 - programming
 - public presentation
 - writing
 - customer relations
- Develop professional communications skills and behavioral habits



LED FASTSTART PROVIDES RESOURCES FOR EDUCATORS

- LED Higher Education Economic Development Playbook connects colleges and universities to industry partners and economic development opportunities
- LED has a toolkit to help institutions partner with industry for program development
- LED provides free manufacturing curricula and certifications: C4 Manufacturing (C4M), C4 Machining, and C4 Industrial Maintenance
- LED will foster relationships between institutions and regional industry and economic development partners
- Enhanced program alignment, industry investment, and community relationships confer benefits to faculty and institutions
 - Increased enrollments
 - Demonstrated value recognized by community members, elected officials, media
 - Improved alumni relationships
 - Enhanced revenue streams



~ AUDIENCE CHECK-IN ~

Directions:

Using your laptops, iPads, and other electronic devices either download the **Poll Everywhere App** or go online and visit **PollEv.com/RalloSprForum**



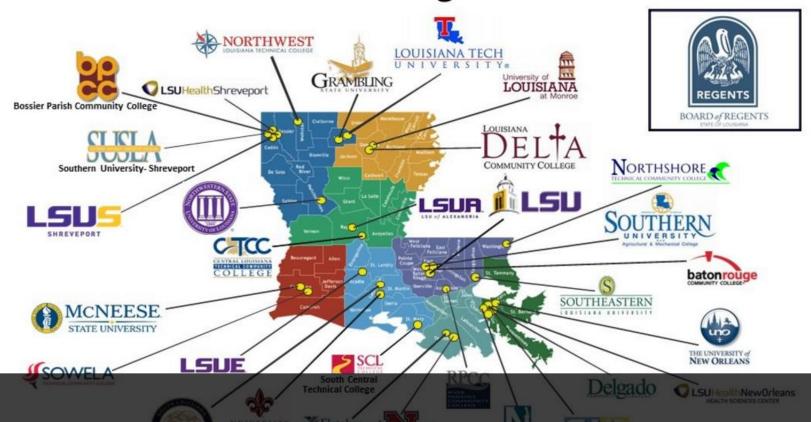




Poll Everywhere

Day 2 ~ Which Campuses/Entities would like to get their LWC data?

Louisiana's Public Colleges and Universities





If you see this message in presentation mode, install the add-in or get help at PollEv.com/app









2 ~ Who would like for LED to set-up a B&I Playbook Training for t Campuses/Entities?

Louisiana's Public Colleges and Universities





CHAT & CHEW: LUNCH w/a Message

~ Topic: Reimagining Higher Education

Mr. Johnny Taylor, Jr.

- CEO, Thurgood Marshall College Fund









SPECIAL THANK YOU TO LUNCH HOSTS...









CHAT & CHEW: LUNCH w/a Message

~ Topic: Reimagining Higher Education

Mr. Johnny Taylor, Jr.

- CEO, Thurgood Marshall College Fund









RE-IMAGINING HIGHER EDUCATION

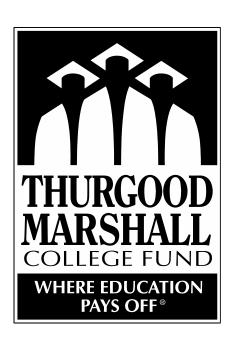
By Johnny C. Taylor, Jr. President & CEO

WHY?

NOT ENOUGH MONEY

NOT ENOUGH STUDENTS

 NOT ENOUGH FOCUS ON JOBS/WORKFORCE



NOT ENOUGH MONEY

COSTS ARE SPIRALING (1985-2011)

- ✓ Education Inflation 550%
- ✓ Healthcare Inflation 350%
- ✓ Consumer Inflation 305%
- **√** \$500 in 1971 versus \$9139 in 2015

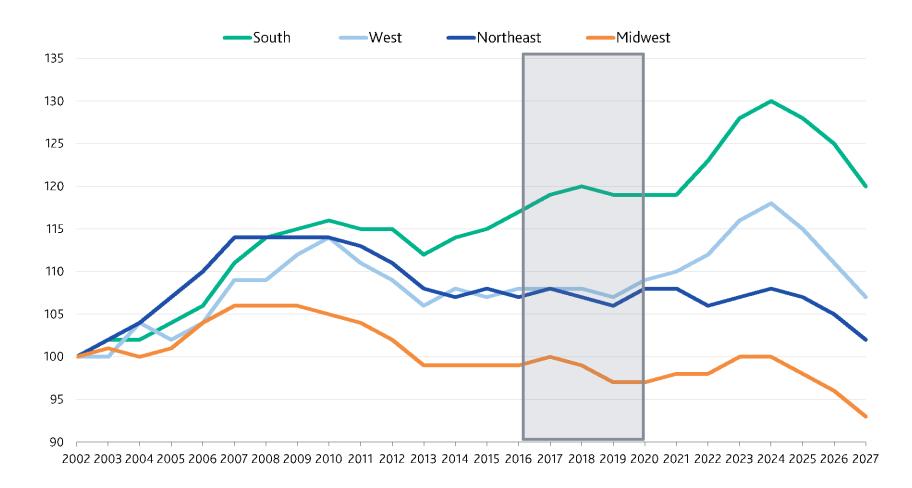


EVERYONE IS WONDERING

"IS IT WORTH IT?"

Flat High School Graduates Over Next Several Years

Projected High School Graduates (Base period: 2002 = 100)



NOT ENOUGH FOCUS ON JOBS/WORKFORCE

THE INDUSTRY/ACADEMIA

- **✓ RELEVANCY PROBLEM**
 - **✓ VOLUME PROBLEM**
 - **✓ QUALITY PROBLEM**



THERE IS REASON TO BE OPTIMISTIC . . .



WHAT DOES A RE-IMAGINED HIGHER EDUCATION WORLD LOOK LIKE?

- "VIRTUAL" FOR FIRST TWO YEARS
- 3-YEAR BACHELOR'S DEGREE
- LIFETIME TENURE IS A THING OF THE PAST AT MOST SCHOOLS
- "FREE" . . . FOR THE STUDENT
- ACCOUNTABILITY DEFINED BY GAINFUL EMPLOYMENT

WHAT DOES A RE-IMAGINED HIGHER EDUCATION WORLD LOOK LIKE?

Gainful **Employment** Completion **Enrollment** Retention





tmcf.org

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F: 202.652.2934

HOUSTON

1770 Saint James Place, Suite 414 Houston, TX 77056 P: 212.573.8487 F: 480.287.9632



RESOURCES YOU MAY NOT KNOW YOU HAVE...

- Ms. Carrie Robison
 - Sponsored Programs
- Ms. Nikki Godfrey
 - LUMCON
- Ms. Teri Gallaway
 - LOUIS
- Mr. Lonnie Leger
 - LONI













RESOURCES YOU MAY NOT KNOW YOU HAVE... from Sponsored Programs



- Deputy Commissioner for Sponsored Programs, BoR





RESOURCES YOU MAY NOT KNOW YOU HAVE... from LUMCON



Ms. Nikki Godfrey

- Assistant Commissioner for Public Affairs





MISSION

To promote, facilitate and conduct research and education collaborations among Louisiana's universities in marine and coastal sciences relevant to the sustainability of coastal and marine environments of the Gulf of Mexico.



- Ideal research location and retreat
 - Access to the one of the largest wetlands in the U.S. and Gulf of Mexico
 - Access to blue and deep water
 - Retreat removed from institutional distractions
- Idea Meeting and lodging facilities
 - Dormitory rooms and five apartments provide housing for up to 80 persons
 - A cafeteria/general meeting room situated in the center of the complex
 - A 99-seat auditorium facilitates teaching activities, seminar presentation, and conferences
- · Research laboratories and mesocosms
- A world class research fleet ranging from the 120' R/V Pelican to small boats capable of working in marshes.



RESOURCES YOU MAY NOT KNOW YOU HAVE... from LOUIS



Ms. Teri Gallaway

- Interim Executive Director, LOUIS





RESOURCES YOU MAY NOT KNOW YOU HAVE... from LONI







RESOURCES YOU MAY NOT KNOW YOU HAVE... from CCA



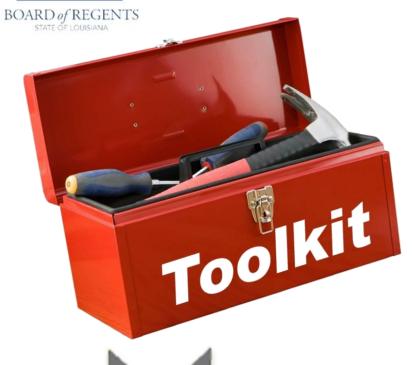
• Dr. Dhanfu Elston

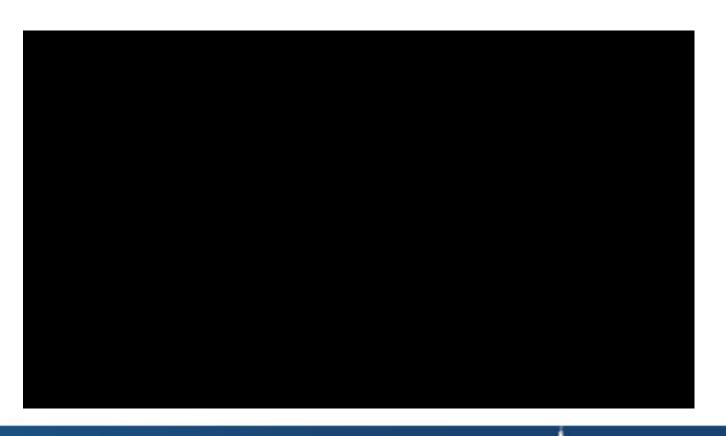
- Vice President for Alliance State Relations, CCA





Tool Kit Video Preview









SPRING FORUM CLOSING COMMENTS

Next Steps, Loose Ends & Wrap Up...

• Dr. Joseph C. Rallo

- Commissioner of Higher Education



Dr. Lisa S. Vosper

- Associate Commissioner









SPECIAL THANK YOU TO OUR PARTNERS, SUPPORTERS AND COLLABORATORS!





Louisiana's Custom Workforce Solution































Commissioner of Higher Education

Dr. Joseph C. Rallo

welcomes you to

2017 Spring Forum



Safe Travels!

