



Louisiana Board of Regents

**Response to
Act 309 of the 2009 Regular Session**

February 26, 2010

Artis L. Terrell, Jr.
Chair

Robert W. Levy
Vice Chair

Mary Ellen Roy
Secretary

Sally Clausen
Commissioner of
Higher Education



BOARD OF REGENTS

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.state.la.us

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February 26, 2010

The Honorable Joel T. Chaisson, President of the Senate
The Honorable Jim Tucker, Speaker of the House
The Honorable Ben Nevers, Chairman of Senate Education Committee
The Honorable Austin J. Badon, Jr., Chairman of House Education Committee

Dear Gentlemen:

In accordance with Act 309 of the 2009 Regular Legislative Session, I am pleased to forward on to you a written report of the Board of Regents' response to the Final Report of the Postsecondary Education Review Commission (PERC). According to statute, this response is to be submitted to the Legislature at least thirty days prior to the convening of the 2010 Regular Session.

The Board of Regents appreciates the dedication of the Postsecondary Education Review Commission whose work resulted in its adoption of 22 recommendations. We have taken seriously the Commission's work and have responded accordingly through our attached report, "Louisiana Board of Regents Response to Act 309 of the 2009 Regular Session." We would appreciate your staff circulating this report among your respective colleagues in the Legislature.

Thank you for your commitment to and support of education. We are also grateful that further cuts to postsecondary education were not included in the FY 2010-2011 budget. Please know that we are committed to working closely with you and the Legislature to establish a system that is more efficient, effective and responsive.

On behalf of the Louisiana Board of Regents, I thank Commissioner of Higher Education Dr. Sally Clausen, and the Board of Regents' staff for their support and dedication.

As always, if we can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Artis Terrell". The signature is fluid and cursive, written over a horizontal line.

Artis Terrell, Chairman
Louisiana Board of Regents

Louisiana Board of Regents

Response to Act 309 of the 2009 Regular Session

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Response to Act 309 of the 2009 Regular Session

Executive Summary

Education is everyone's business and is the key to creating business, raising the state's economic viability and increasing the quality of life for its citizens. The global economy is quickly bypassing those who lack education beyond high school, yet the majority of Louisiana's citizens lack a postsecondary education credential. These well-documented educational deficits are a drag on the state's economy, and keep many Louisianans from realizing their potential to successfully compete in the new knowledge-based economy.

The monetary return on investment in postsecondary education to the state is significant. According to 2008 data from the National Center for Public Policy in Higher Education, if all racial/ethnic groups in the state had equally high levels of education, annual personal income in Louisiana would be \$10 billion higher. The Board of Regents' primary goal is to assure that more Louisiana residents are provided access to and successfully earn a postsecondary education credential so they may obtain the employment they desire. Regents' role is to drive state-wide policies and initiatives that expand collaboration among all educational entities, business interests and governmental agencies in the state to educate more students in areas tied to quality jobs that support Louisiana's economy. Specifically, Regents has set a goal with the state's four public postsecondary management boards to produce an additional 10,000 awards by 2015.

Since the current fiscal crisis is calling into question the very survival of the postsecondary education enterprise in the state, some may wonder whether graduating more students is plausible. Educating more, even in these times, is possible and even more necessary in order to meet the needs of our state. Almost 22 percent of Louisiana's workforce is comprised of adults with some college credit but no postsecondary credential. Underserved students -- minorities, low-income and first-generation college-goers, often underrepresented in postsecondary education -- comprise an ever growing portion of Louisiana's population. A better educated citizenry will increase the state's economic competitiveness.

Successfully educating more will be achieved through the coordination of funding, resources and offerings based on priorities of the state and its regions. The assets of each of the state's regions will be assessed and maximized through collaboration between and among public postsecondary entities, regardless of management board affiliation. Mergers, consolidations and cooperative offerings will also be considered.

To help identify areas ripe for increased efficiencies, Act 309 of the 2009 Regular Legislative Session created the Postsecondary Education Review Commission (PERC). PERC was charged to review the entire postsecondary enterprise and, in context of the current fiscal challenges,

recommend ways to best serve the citizens of the state. The Board of Regents embraced the establishment of PERC and welcomed the intensive study. Regents has received and reviewed the PERC report and recommendations. The central tenets complement the Regents' past and current programs, policies, and actions and provide further impetus for driving the postsecondary education enterprise into a more student-centered, workforce-relevant, and cost-efficient operation.

The PERC report includes five major focus areas with 22 individual recommendations, concluding that the state needs to: dramatically improve graduation rates; align program offerings with institutional mission and economic priorities; emphasize institutional quality and performance in the funding formula; enhance tuition and financial aid policies; and reevaluate the postsecondary governance structure (Appendix A). A summary response by Regents to each of PERC's 22 recommendations is provided in Appendix B.

The Board of Regents, much like PERC, is not satisfied with the performance outcomes of Louisiana's postsecondary education system and agrees that higher standards and better outcomes are a must. Regents embraces PERC's goals, as well as the proposed *LA GRAD Act*, both of which seek to increase graduation rates. Improved student success is critical. However, measures of success must expand beyond the national standard graduation rate, which only includes traditional full-time students entering college for the first time, to gauge the success of institutions in educating all students -- traditional, non-traditional, part-time, and underrepresented students alike.

Examples of on-going and near-term Board of Regents' initiatives and policies that relate directly to PERC's recommendations include:

- Strengthening university minimum admission standards, tightening exceptions, and reducing developmental education at four-year institutions;
- Reviewing and focusing mission statements to ensure that each area of the state has a full-range of student-centered postsecondary education services that provide for workforce needs and are not unnecessarily duplicative;
- Refining program offerings to comply with newly focused institutional missions, institutional areas of excellence, and regional needs;
- Updating the funding formula to drive improved performance measured by critical achievement points which may include items such as progression from one year to the next, completion, and time to degree;
- Examining budget priorities to increase funding of innovative policies which may include items such as academic course redesign and statewide e-Learning and e-Advising;
- Aligning tuition and financial aid policies to encourage college attendance and improve student success;
- Developing a science and technology plan which targets research funding to statewide innovation efforts and workforce needs;
- Expanding cooperation between and among public postsecondary institutions, regardless of management board affiliation; and

- Sharing of facilities, faculty and technology.

These critical initiatives are resulting in a more cohesive statewide system that is made possible, in large part, by the constitutional and statutory authority of the state's policy and coordinating board.

PERC recommended restructuring the state's governance and coordination functions. The Board of Regents urges caution: the primary objective of increasing the number of residents with postsecondary education credentials must remain in the forefront and not be sidetracked or lost in a battle over governance. Knowledge rules in today's world. Thus to compete, Louisiana must not be distracted from the goal of educating more citizens beyond high school. During the past decade, the Board of Regents has implemented initiatives that, as outside organizations affirm, have led to important progress in postsecondary education in Louisiana. National research suggests that major changes in postsecondary education governance structures often result in years of inertia and a loss of momentum in the system. Any such loss at this time could be crippling not only to the state's postsecondary education enterprise but to its entire economy.

Due to the looming financial cliff facing postsecondary education, the system must be re-engineered to survive and prosper. Regents will continue to drive that transformation toward a more efficient and effective operation that educates more through prioritization of the state's offerings and resources, emphasizing regional delivery of services.

1 **Successfully Educate More**

2
3 Educational attainment is strongly correlated to economic prosperity and quality of life.
4 Research consistently demonstrates that to compete in knowledge-based world markets,
5 citizens need education beyond high school. Therefore, increasing opportunities for access and
6 success should be the fundamental purpose of any postsecondary entity. This is especially true
7 for institutions in Louisiana where the adult population lags behind most of the nation in
8 possessing postsecondary credentials.

9 Increasing postsecondary education degree attainment is a goal of many national groups. The
10 President’s goal is for America to be the nation with the highest proportion of college graduates
11 by 2020. The Lumina Foundation wants to have 60 percent of Americans holding high-quality
12 postsecondary education credentials by 2025, while the Gates Foundation’s goal is to double
13 the number of low-income Americans with training beyond high school. The Board of Regents
14 has recognized successful education beyond high school as a Louisiana imperative and has set a
15 goal with the state’s four public postsecondary management boards (Louisiana Community and
16 Technical College System, Louisiana State University and Agricultural and Mechanical College
17 System, Southern University and Agricultural and Mechanical College System, University of
18 Louisiana System) to produce an additional 10,000 degrees by 2015 (Appendix C).

19
20 Regents embraces PERC’s goal to dramatically increase graduation rates and has initiated a
21 series of actions to support these efforts including: increasing university minimum admission
22 standards; developing successful pathways through gateway courses; and providing incentives
23 to institutions that achieve performance goals (Recommendations 1-3). The Governor has also
24 shown his commitment to reward universities that achieve performance goals. The proposed
25 *LA GRAD Act*, unveiled this week, would provide additional authority and flexibility to
26 institutions that meet specific performance goals (Appendix D).

27
28 Success in college depends on actions of both the students and the institutions that teach
29 them, many of which begin well before students start their postsecondary education
30 experience. Students should graduate from high school both college and career ready. Over the
31 last decade, the Board of Regents has developed and instituted several initiatives to address all
32 aspects of preparation including: Educational Planning and Assessment System (EPAS); College
33 Access Information Campaign; Louisiana Core 4 Curriculum; Early Start/Dual Enrollment;
34 Louisiana Lifelong Learning Education Portal (e-Portal); Louisiana Gaining Early Awareness and
35 Readiness for Undergraduate Programs (GEAR UP); workforce certification; Success Through
36 Articulation (STArt); Louisiana Systemic Initiatives Program (LaSIP); statewide placement policy
37 for entry level math and English courses; and, redesigned teacher education (Appendix E).

38
39 Students’ success in postsecondary education is most clearly influenced by their level of
40 preparation and the type of institution attended. One method to help match student
41 preparation with institutional expectations is through the establishment of university admission
42 standards. Minimum admissions standards were implemented in 2005 for the majority of four-
43 year institutions and have been continually monitored and upgraded by Regents (Appendix F).

1 Although it is too early to measure the impact on six-year graduation rates, retention rates at
2 most institutions are showing improvement (Appendix G). To accelerate progress, university
3 admission standards are currently being reviewed for strengthening. The proposed *LA GRAD*
4 *Act* supports this change by linking institutions' tuition authority to performance, including
5 stronger admission standards and improved graduation rates. Under Regents' proposed plan,
6 by 2014, entering freshmen who need developmental courses will have to begin at a two-year
7 college. This relates to PERC's recommendation that two-year institutions become the exclusive
8 providers of non-degree credit prerequisite courses (Recommendation 7).

9 10 **Coordinated Funding, Offerings and Resources**

11
12 To successfully educate more citizens in the most efficient manner, the Board of Regents must
13 expeditiously coordinate funding, offerings and resources of the postsecondary education
14 system. Increased focus will be placed on regional delivery of programs and offerings to
15 maximize access and success while creating greater efficiencies.

16
17 The statewide agenda, adopted by Regents in the 2001 Master Plan, is to increase
18 opportunities for access and success in postsecondary education. The Master Plan, which is
19 presently being updated, promotes two key goals: increasing the number of academic
20 credentials awarded to meet current and future workforce needs; and investing strategically in
21 research. To promote research leading to innovation, the Regents has unanimously endorsed a
22 statewide science and technology research plan. Many of these research-based initiatives will
23 help accelerate the state's economic development efforts. Due to the current and impending
24 financial reductions, these goals will only be achieved if funding, offerings and resources are
25 prioritized and intentionally directed to drive success.

26 27 **Coordination**

28
29 The Board of Regents serves a critical role in developing, coordinating and driving statewide
30 initiatives. Its many constitutional duties include: development of a Master Plan for Public
31 Postsecondary Education; development of a formula for the equitable distribution of funds;
32 approval and elimination of academic programming; representation of all public postsecondary
33 education to the Governor and the legislature; and prioritization of capital outlay projects
34 (Appendix H). Regents is also responsible for administering approximately \$90 million in flow-
35 through funds for programs, grants and entities not directly related to its primary constitutional
36 and statutory duties.

37
38 Louisiana's four system management boards are responsible for the supervision of day-to-day
39 operations of public postsecondary institutions. Some of these functions include: approving
40 personnel decisions; conferring degrees; purchasing and owning property; executing leases and
41 contracts; pooling resources; and incurring debt, including bond indebtedness. In addition to
42 the management of two-year and four-year institutions, current boards manage and supervise
43 the state's public hospital system, medical centers, law schools and agricultural centers.

1 While the management boards are responsible for advocacy for their institutions, it is the
2 coordinating board that is constitutionally and statutorily charged to represent postsecondary
3 education and balance the interests of all institutions in order to fulfill the state's needs.
4

5 Almost all of PERC's recommendations require statewide coordination across public
6 institutions, with one suggesting a strengthening and clarification of the Board of Regents'
7 powers (Recommendation 22). However, at its last meeting, the commission passed a
8 recommendation that advocated establishing two governing boards -- one for four-year
9 institutions and one for two-year and technical institutions (Recommendation 20). These
10 boards would oversee the management functions of the institutions, day-to-day operations,
11 and administrative and advocacy duties. There is nothing mentioned regarding how statewide
12 coordination, planning and policy making would occur.
13

14 At the January PERC meeting Aims McGuinness, a nationally and internationally recognized
15 expert on higher education governance structures, provided commissioners with a view of
16 different governance structures among postsecondary education entities in the United States.
17 He stated that there is no one perfect governance structure and that all forms have advantages
18 and disadvantages. He also noted that actions of the Governor and the legislature may
19 informally determine the powers of the boards, no matter the formal structure in the state.
20 According to McGuinness, any change in governance structure should be a means to an end and
21 made only when no other solution will bring about the desired result. He cautioned governance
22 change, even then, because of the inertia and loss of momentum that can be caused by the
23 change itself.
24

25 Appendix I is the Board of Regents' full response on the governance recommendations adopted
26 by PERC. The elimination of the oversight board that is responsible for statewide planning and
27 coordination would arguably do little toward developing a more cohesive system with a
28 coordinated statewide view. Clearly, this is the time when aggressive action and stability will be
29 needed and any loss in momentum or focus could be devastating to the state. While a change
30 in governance may, in the end, be a good idea, and certainly the public debate is appropriate,
31 the statewide policy perspective will continue to be necessary. In light of devastating budgetary
32 projections for the 2011-2012 fiscal year, moving forward with a proposal that could cause a
33 loss of momentum should be approached with caution.
34

35 Regardless of future debates that may occur regarding the state's governance structure, the
36 Board of Regents will continue to perform its constitutional and statutory duties. It will
37 coordinate reengineering of the postsecondary education organization into a more cost-
38 effective, student-centered, workforce-relevant system that educates more students. In this
39 reengineering process, Regents will conduct a comprehensive review of the enterprise and
40 study the need for consolidations and mergers with an eye toward regional delivery and
41 maximized efficiency (Recommendation 21).
42
43
44

1 **Funding**

2
3 Funding of postsecondary education is a conundrum in Louisiana. Costs for postsecondary
4 education have steadily outpaced the consumer price index, while state receipts have
5 decreased. In Louisiana, unfunded mandates to postsecondary education rose by \$69.4 million
6 for the upcoming fiscal year alone. Postsecondary education management boards are provided
7 few options to cover the increased costs. Louisiana is the only state in the nation that requires a
8 two-thirds vote of the legislature to increase tuition; thus, the management boards' ability to
9 consider tuition increases as a part of a comprehensive survival plan is limited. However, solely
10 increasing tuition is not a viable response because the impact would likely prove detrimental to
11 postsecondary student access. The only real choice left is to prioritize funding by areas of
12 greatest need, seek modest tuition increases, and cut other areas -- even those demanded and
13 deemed effective -- that are less germane to the core mission of postsecondary education.

14
15 The funding formula is a mechanism for equitable distribution of the limited dollars. Recently,
16 pay for performance has become a dominant topic in Louisiana. The funding formula has been
17 reviewed in conjunction with revisions in the Master Plan. A major focus has been to connect a
18 portion of funding to performance measures and to more accurately base funding on the role,
19 scope and mission of institutions (Appendix J). Unfortunately, implementation of the new
20 formula has been pursued at the same time that state fiscal demands have required significant
21 state budget reductions to postsecondary education. In the midst of these major adjustments,
22 PERC recommendations are calling for further revisions in the funding formula and the basis
23 upon which funding levels and allocation are to be determined. In response to these
24 circumstances the Board of Regents has established a new Funding Formula Task Force to
25 recommend revisions (Appendix K).

26
27 These revisions will seek to drive improved performance measured by critical achievement
28 points which may include items such as progression from one year to the next, completion and
29 time to degree. This is in alignment with recommendations by PERC (Recommendations 10 &
30 13). Institutional success, as defined by Regents, expands beyond historical and traditional
31 formula factors. The historical factors of enrollments and costs are readily available and can be
32 compared to other states; yet they only capture and reflect the resource needs of the
33 institutions. New formula funding methodologies and strategies shift the focus of funding
34 allocations to measures of outcome and success in fulfilling state needs. Comprehensive and
35 well-designed formula funding strategies reflect the specific needs of a state and its citizens. In
36 Louisiana, outcomes need to look beyond the traditional college students that begin and end
37 their college careers at the same institution. Well-performing institutions successfully educate
38 students from all walks of life and those that transfer from one institution to another.
39 Louisiana's data system tracks the progress of students attending the state's public institutions,
40 even those that transfer, so Regents can evaluate institutions on their success in educating
41 more than traditional students.

42
43 Additional fiscal policies to be reviewed include: finding ways to fund innovative programs, such
44 as course redesigns and expansion of technology; equalizing funding for associate degree

1 programs and lower division courses; the use of end-of-semester student hours as the basis of
2 the funding formula; and, establishing performance measures for all entities in postsecondary
3 education (Recommendations 8, 9, 11, & 15).

4
5 PERC also recommended that university presidents and chancellors be evaluated in part on the
6 same measures as the institutions they oversee (Recommendation 12). Regents' administrative
7 salary policy, in place since 2002, provides for a review and assessment of the appropriateness
8 of administrative salaries. It also includes a provision requiring performance reviews of chief
9 administrators by their management boards. In response to PERC recommendations, the
10 administrative salary policy will be reviewed for the purpose of specifically linking the
11 performance appraisal of presidents and chancellors to the goals reflected in the institutions'
12 performance requirements.

13
14 Tuition and financial aid policies impact college-going decisions: whether or not to attend;
15 where to attend; and whether or not to continue. These policies must be aligned to encourage
16 proper preparation, provide maximum access, and guide students to institutions where they
17 are more likely to succeed and to continue to completion. The Board of Regents agrees with
18 PERC that tuition authority should be returned to the management boards within the confines
19 of a statewide policy instituted by Regents (Recommendation 16). The recently proposed *LA*
20 *GRAD Act* would also link tuition authority to performance achievement.

21
22 Regents' tuition and fee policy is currently being reviewed for revision and update (Appendix L).
23 It sets the maximum tuition rates to the Southern Regional Education Board (SREB) median for
24 institutional peers, but it limits that maximum amount to the wealth of Louisiana relative to
25 other southern states and includes a performance element. Regents' tuition policy includes a
26 requirement that non-resident undergraduates be charged at a minimum of 200 percent of the
27 in-state undergraduate tuition rate and that graduate students be charged at a level consistent
28 with SREB charges (Recommendation 17). In addition, the establishment of a statewide policy
29 for residence regulations and fee waivers to provide for consistency in definitions and
30 administration is underway (Recommendation 18).

31
32 Financial aid can greatly impact students' postsecondary education opportunities. There is no
33 question that the state's merit-based financial aid program, the Taylor Opportunity Program for
34 Students (TOPS), promotes academic preparation for, and progress in, postsecondary
35 education. The GO Grant is a Regents' initiative that was instituted in 2007 as the state's first
36 need-based aid program in response to a legislative request to develop a financial aid policy for
37 the state (Appendix M). The demand quickly outstripped funding, leading to revisions to the
38 program. Regents also developed and implemented the Early Start (dual enrollment) Program
39 in 2006 with the support of the legislature. This program provides tuition assistance for eligible
40 11th and 12th grade students from public high schools to enroll in college courses for both high
41 school and college credit.

42
43 Questions have been raised as to whether the programs could be better aligned resulting in
44 more efficient use of state resources. PERC recommended a review of tuition and financial aid

1 polices (Recommendation 19). Regents has already begun a review and expects it to be
2 completed well in advance of the 2011 session as requested by PERC.

3
4 Streamlining and efficiencies, however, can only go so far in protecting past investments in
5 postsecondary education. Major budget cuts will jeopardize the state's future. In recognition of
6 this, PERC recommended that the state change the constitution in order to provide the
7 legislature more choices when dealing with tight budgets (Recommendation 14). Regents
8 concurs and has advocated for adequate and stable funding for public postsecondary
9 education.

10 Offerings

11
12
13 In order to educate more with constricted funding, Regents must streamline the activities of
14 the postsecondary education operation. The Board of Regents included campus mission
15 statements in the 2001 Master Plan (Appendix N). The mission statements were intentionally
16 open-ended to allow institutions to adapt as demand dictated. However, major financial
17 changes to postsecondary education now require that those missions become more focused.
18 Well-defined statements of role, scope, and mission can help institutions establish and retain
19 programs and research activities that best meet regional economic needs, fit well with defined
20 areas of excellence, and trigger extensive collaboration with proximate institutions. For
21 selected campuses, led by the flagship, focused research missions are expected to produce
22 impacts and outcomes which are statewide, national, and international in scope.

23
24 The constitution vests Regents with the responsibility to approve, disapprove and eliminate
25 academic program offerings. Program review is a continuous process. In 2009, 245 low-
26 completer programs were terminated by Regents and a revised process was developed to
27 expand program review beyond productivity to include program relevancy. It is no longer
28 enough to define an effective program as one that meets the threshold of producing a certain
29 number of graduates. Now, a program must also be evaluated by how well it supports the
30 institution's mission and meets the needs of its region and the expectations of an ever-changing
31 workforce (Appendix O).

32
33 PERC recommended a rigorous review of role, scope and mission statements and academic
34 program offerings (Recommendations 4 – 6). Regents is well on the way to creating a more
35 responsive system with more refined mission statements. Once new role, scope and mission
36 statements are adopted, the new program review process will be expedited. Offerings will be
37 assessed based on consistency with the institution's mission, institutional areas of excellence
38 and/or regional needs. Suggested program review elements recommended by PERC will also be
39 considered. An initial inventory of required hours for degrees has been conducted and a
40 process is being developed to minimize excess hours.

1 Regents has routinely pushed innovative methods and policies to ensure quality program and
2 course offerings. A few examples of these include: a policy for mandatory program
3 accreditation, a policy for placement into college-level math and English courses, and
4 redesigned teacher education programs (Appendix P).

5 6 Resources

7
8 Educating more requires the prioritizing of resources. Regents views regional delivery and
9 expansion of technology as key to a more efficient system with expanded access and
10 opportunity for success. Many of today's students are technologically savvy and have lifestyles
11 that are very different from the college students of previous generations. Many are not
12 committed to one institution but are instead committed to earning a quality credential
13 wherever and whenever possible. They are more mobile and have competing life demands.

14
15 Educating these students requires a new paradigm. No longer can teaching be confined to a
16 traditional institutional setting. Technology must be utilized and maximized. Many students are
17 willing to forgo the "college experience" in exchange for readily accessible, workforce relevant
18 programs that are transferable from one institution to another.

19
20 Among the most recognizable uses of technology is the delivery of courses and entire degree
21 programs on-line. To identify strategic goals to guide the state's electronic learning initiatives,
22 Regents has established the Electronic Learning Strategic Planning Task Force. The task force is
23 charged to identify key elements, innovative approaches, and best practices that provide the
24 momentum for Louisiana to truly embrace electronic learning as a delivery mechanism and as a
25 way to increase educational opportunities. It will also seek to maximize existing e-Learning
26 initiatives and technology infrastructure in order to expand the state's on-line offerings such as
27 Center for Adult Learning in Louisiana (CALL), Louisiana Optical Network Initiative (LONI), and
28 LOUIS: The Louisiana Library Network (Appendix Q).

29
30 Online advising and personalized student support (e-Advising) is another technology-based
31 strategy designed to improve student retention, completion, and time-to-degree. These
32 systems also serve to maximize efficiency in the utilization of faculty and facilities. Efforts have
33 begun to determine the plausibility of statewide adoption of this electronic advising tool.

34
35 Another use of technology to enhance success is through course redesign. Several Louisiana
36 institutions have adopted National Center for Academic Transformation (NCAT) models to
37 redesign gateway courses. Others have initiated the NCAT planning process. Gateway courses
38 are those lower-level courses, such as College Algebra and Introductory English, which a
39 student must pass in order to continue his/her college career. Many students struggle to pass
40 these courses and may even drop out of college because of their experiences in them. NCAT has
41 developed a process to redesign such courses to achieve better learning outcomes at a lower
42 long-term cost than the traditional delivery method by taking advantage of the capabilities of
43 technology. PERC recommended instituting such course redesigns at all institutions, and
44 Regents concurs (Recommendation 2).

1 In the 1990's, Regents implemented an articulation matrix designed to increase the portability
2 of courses from one campus to another. Feedback reported gaps in the articulation matrix;
3 therefore, Regents hosted a conference on articulation and transfer last spring to explore
4 implementing a statewide model. Experts from other states with articulation and transfer
5 agreements presented at the conference. Many suggested that it would take years for an
6 agreement to be developed. Regents heralded model legislation enacted in 2009 requiring that
7 a comprehensive statewide approach be developed and implemented. In August, a task force
8 was formed with faculty and system leaders from all management boards as members. The
9 progress they have made is substantial -- statewide transfer degrees between two-year and
10 four-year institutions are now being established with expected implementation this fall
11 (Appendix R).

12
13 Given the magnitude of recent budget reductions, and faced with the potential of even deeper
14 cuts in the near future, expanded technology-based learning, program eliminations, and
15 articulation efforts alone will not be enough to mitigate the shortfalls. An integral component
16 of regional delivery to maximize facility usage, faculty sharing and administrative oversight
17 must include an intensive review of possible mergers and consolidations that may result in few
18 short-term savings but significant long-term savings (Recommendation 21).

19
20 Despite political and local reactions such a review will likely engender, it is important that all
21 possible mergers and consolidations be considered as "on the table." The comprehensive
22 review will include an assessment of all geographic regions of the state, workforce needs of the
23 regions, resources of all current systems and institutions, and program offerings. In addition to
24 reviewing merger and consolidation possibilities, other means to improve the efficient and
25 effective delivery of postsecondary education in each region of the state will be explored. To
26 assist this process, Regents, along with the Louisiana Workforce Commission, is considering
27 various means of collecting information and data to establish a placement accountability
28 system designed to track Louisiana graduates into the workforce.

29
30 A thorough analysis of current expenditures and return on investment, as well as alternative
31 ways of administering the delivery of postsecondary education must be undertaken to assure
32 that limited dollars are maximized toward the production of an educated citizenry and
33 workforce. Both must be commensurate with the needs and expectations of Louisiana's
34 families and businesses.

35 36 **Conclusion**

37
38 A vibrant and productive Louisiana requires a growing investment in postsecondary education.
39 Even in these times of constricted funding, the objective of the Board of Regents is to enable
40 more citizens to be successfully educated beyond high school.

41
42 Some of the on-going and near-term Board of Regents' initiatives to target dollars, offerings,
43 and resources include:

- 44 • Strengthening university minimum admission standards and tightening exceptions;

- 1 • Reviewing and focusing mission statements to ensure that each area of the state has a
2 full-range of student-centered postsecondary education services that provide for
3 workforce needs and are not unnecessarily duplicative;
- 4 • Refining program offerings to comply with new focused institutional missions,
5 institutional areas of excellence, and regional needs;
- 6 • Updating the funding formula to drive improved performance measured by critical
7 achievement points which may include items such as progression from one year to the
8 next, completion, and time to degree;
- 9 • Examining budget priorities to increase funding of innovative policies which may include
10 items such as academic course redesign and statewide e-Learning and e-Advising;
- 11 • Aligning tuition and financial aid policies to encourage college attendance and improve
12 student success;
- 13 • Developing a science and technology plan which targets research funding to statewide
14 innovation efforts and workforce needs;
- 15 • Expanding cooperation between and among public postsecondary institutions,
16 regardless of management board affiliation; and
- 17 • Sharing of facilities, faculty and technology.

18
19 The future of the postsecondary education enterprise must be secure -- at stake is a vibrant
20 knowledge-based economy and a work-ready citizenry. Louisiana must embrace the idea that
21 education is everybody's business and prioritize the business of education to ensure more
22 citizens become Louisiana graduates, Louisiana workers, and Louisiana tax-payers.

23
24 Board of Regents is leading the charge to build a stronger state. By coordinating funding,
25 offerings and resources with a focus on regional delivery, Regents will continue to drive
26 postsecondary education to be a more student-centered, workforce-relevant, and cost-efficient
27 operation.

APPENDICES

Appendices

<i>Appendix A</i>	<i>Postsecondary Education Review Commission (PERC) Recommendations</i>
<i>Appendix B</i>	<i>Board of Regents' Summary Response to PERC Recommendations</i>
<i>Appendix C</i>	<i>Initiative for Increasing Graduates</i>
<i>Appendix D</i>	<i>Proposed LA GRAD Act</i>
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<i>Appendix N</i>	<i>Board of Regents' Master Plan, 2001</i>
<i>Appendix O</i>	<i>Enhanced Review of Academic Programs</i>
<i>Appendix P</i>	<i>Quality Offerings</i>
<i>Appendix Q</i>	<i>Board of Regents' Technology Initiatives</i>
<i>Appendix R</i>	<i>Statewide Articulation and Transfer Council</i>

Appendix A

***Postsecondary Education Review Commission (PERC)
Recommendations***

PERC Approved Recommendations

1. The management boards of the Louisiana State University System, the University of Louisiana System, and the Southern University System, and the Board of Regents, or the appropriate successor boards, shall work with the legislature to increase graduation rates at all four-year universities. This process should begin immediately so that, by 2018, the following goals are met:
 - A. The Southern Regional Education Board (SREB) Category 1 university raises admissions requirements as part of a series of actions to achieve at least a 75% graduation rate for the freshman class that enters in 2012 and each freshman class thereafter. This goal shall also apply to the admission of transfer students.
 - B. The SREB Category 2 institutions raise admission requirements as part of a series of actions to achieve at least a 60% graduation rate for the freshman class that enter in 2012 and each freshman class thereafter. This goal shall also apply to the admission of transfer students.
 - C. All other four-year institutions raise admission requirements as part of a series of actions to achieve at least a 50% graduation rate for the freshman class that enters in 2012 and each freshman class thereafter. This goal shall also apply to the admission of transfer students.
 - D. All four-year institutions initiate a series of actions to develop and utilize connections with the schools and school districts from which they enroll students with initial emphasis on entering first-time students who graduated from high school in the prior year. The specific actions taken shall be shared annually with the appropriate board and evaluated by such board in conjunction with the State Board of Elementary and Secondary Education.
 - E. All four-year institutions significantly reduce and minimize the use of exceptions to admission policies, including: (1) the admission of students who are in a certain percentage of their high school graduating class without regard to quality; (2) the lack of a required minimum grade point average on the core curriculum; and (3) the admission of students requiring developmental courses.
 - F. All four-year institutions be required to: (1) clearly articulate criteria for exceptions to admission policies which should be based on legitimate education disadvantages and the student's potential for success; and (2) regularly publish the rationale for any exceptions granted.

The appropriate board shall create and provide for the implementation of a policy that underwrites the achievements of these goals with incentives.

2. **To improve student learning outcomes and reduce the cost of postsecondary education, the appropriate board, with designated funding from the legislature, shall oversee the initial development of at least two academic course redesigns at each university and at least two academic courses within the community and technical college system, in conjunction with the National Center for Academic Transformation, with emphasis given to those courses that have the potential to yield the greatest impact in terms of student success and savings.**

The academic course redesign at each institution and within the community and technical college system shall be developed with the intent of potential sharing with other institutions. The funding formula developed by the appropriate board will incorporate the academic course redesigns' productivity measures and cost-savings into its performance funding elements.

The aim of the state's academic course redesigns will be to make Louisiana a recognized national leader in this proven national program for increasing student outcomes at lower costs.

3. **In an effort to support Louisiana's public higher education system in remaining competitive and increasing its overall effectiveness and efficiency, the Legislature shall grant colleges and universities limited operational autonomy and tuition and fee authority consistent with the recommendations adopted by this Commission provided that institutions achieve specific, measurable performance outcomes aimed at improving their graduation/completion rates and numbers and meeting the state's current and future workforce and economic development needs.**
4. **A rigorous review of role, scope, and mission statements, with the aim of eliminating or minimizing mission creep in order to create a better fitting system of postsecondary education, shall be undertaken by the appropriate boards.**
5. **A rigorous statewide review of academic programs for unnecessary duplication and excess hours required for degree completion shall be undertaken by the appropriate boards and such review shall eliminate such duplications and excess hours accordingly.**
6. **The appropriate boards shall conduct regular reviews of academic degree programs that consider the following:**
 - A. **Program quality.**
 - B. **Alignment with statewide and regional workforce needs and economic development priorities.**
 - C. **Cost-effectiveness.**

- D. Student completion rates.**
- E. Institutional role, scope and mission.**
- F. Residency of students enrolled.**
- G. To the extent possible, information on graduate employment and continued education.**

The boards shall furnish an annual report to the governor, the speaker of the house, the president of the senate, the Senate Education Committee and the House Education Committee of the legislature, outlining the review process used, programs removed in the preceding year, the progress of reviews of academic programs for unnecessary duplication and excess hours required for degree completion, and any program approvals or eliminations.

- 7. Beginning with the 2013-2014 academic year, institutions that do not offer an academic degree above the associate degree shall be designated as the exclusive providers of required non-degree credit prerequisite courses at public colleges and universities, provided that such courses can be provided by such institutions in regions of the state where public universities are located.**
- 8. The Board of Regents will establish a formula by which to uniformly allocate funding for all associate degree programs and to implement such formula not later than the beginning of the 2010-2011 academic year.**
- 9. All lower division courses, or the first sixty hours of any baccalaureate degree program, shall be funded at the same rate for all public postsecondary institutions, regardless of institutional classification, effective not later than the beginning of the 2010-2011 academic year.**
- 10. The Board of Regents shall develop and use a new formula for the distribution of both required tuition and fees and state-provided funding. Such formula shall:
 - A. Emphasize support for and reward success in undergraduate education (performance funding). Incremental increases in graduate degree production and enrollment at institutions whose mission is overwhelmingly undergraduate would not result in overall institutional funding increases based on formula factors. This should not be interpreted to imply that established graduate programs of high quality be diminished in support.**
 - B. To achieve the goals contained in Recommendation No. 1, the formula shall direct 25% of funding based on performance components used in the formula. The performance components should include, but not be limited to, workforce, completers, graduation rates, and time-to-degree rates. The incentive for research should be a separate component.****

- C. In addition to the monies which the historically black colleges and universities would receive under the formula's equitable distribution, they shall receive an amount designed to close the gap between funding for the public Historically Black Colleges and Universities and other public institutions. This amount shall be awarded until the funding gap is closed.
 - D. The formula should provide for mission-centered funding that provides a competitively directed element for productivity and provides reasonable protection via an intentional reduction strategy for schools that lose money.
11. A. Every institution shall report student credit hours on the 14th class day and at the end of the semester.
- B. A statewide universal withdrawal policy be adopted and implemented.
- C. The funding formula will ultimately be based on the use of end of semester student credit hours.
12. The appropriate boards shall evaluate college and university presidents and chancellors based, in part, on the same performance indicators included in the performance-based funding formula.
13. The Postsecondary Education Review Commission believes in the educational value of students learning in diverse educational environments as outlined in the Supreme Court decision in Grutter v. Bollinger. The commission also believes in the unique and important mission of the Southern University System and Grambling State University as historically black colleges and universities (HBCUs) for fostering expanding educational access, excellence, and success for all students, especially African-Americans and disproportionate numbers of low-income, first generation students.

The commission recognizes, however, that it is an important mission of all of the state's colleges and universities, especially, but not limited to its land-grant institutions, to educate the diverse students of the state roughly in proportion to the racial, ethnic, socio-economic, and geographic makeup of the state. The commission recognizes further, that if the state does not take affirmative steps to ensure that all of its higher education institutions are educating the diverse students of this state, especially those who have traditionally been and continue to be under served and under-represented in higher education, the state will never realize its educational, workforce, civic, social or economic goals.

Therefore, the commission recommends that the Board of Regents recommend to the legislature, actions that are consistent with the following:

Set aside within the higher education appropriations a specific allotment of funds, sufficient to enable the state's HBCUs to realize their important missions. This fund shall be used to ensure that the infrastructures, student/faculty ratio, faculty, salaries, technology, libraries, holdings, and other aspects of the campus operations are comparable to other institutions in the state; and establish specific goals for the state's non-HBCUs to achieve greater racial, ethnic, socio-economic, and regional diversity among full-time enrolled students; and establish a financial incentive for meeting and exceeding the graduation goals for African-Americans, and other racial and ethnic minorities of the state.

No state funding or policy shall be used for the purpose of discriminating or have the effect of denying educational opportunity.

- 14. The governor, the Louisiana Legislature, and the citizens of Louisiana shall consider and approve changes to the constitution that will allow required budget cuts to be allocated across all possible state agencies and not fall disproportionately upon postsecondary education.**
- 15. The use of the words "college", "university", or "institution" are to be interpreted to include law centers, agricultural centers, and health science centers as a part of the institution to which they are attached with regard to productivity, efficiency, funding, and budgetary recommendations.**
- 16. Beginning in fiscal year 2013 (after current authority expires) and ending in fiscal year 2019, the legislature authorizes the appropriate boards to establish tuition and fees pursuant to developed policy. Such policy shall require, at a minimum, that:
 - A. Tuition and fees for residents be benchmarked against the Southern Regional Education Board (SREB) median by institutional classification.**
 - B. Increases in tuition be granted only if institutions are demonstrating substantial increases in retention rates toward achieving the following graduation rate goals:
 - i. SREB 1: 75% by 2018**
 - ii. SREB 2: 60% by 2018**
 - iii. All other institutions: 50% by 2018****
 - C. Annual increases in tuition not exceed five percent or the amount of increase in the higher education price index in the previous year, whichever is greater.**
 - D. The appropriate boards may grant an added increase in tuition, not to exceed 20 percent of the difference between the SREB median tuition and an institution's increased tuition, to assist institutions in approaching the SREB median tuition for their respective SREB****

category. This authority shall be used only when an institution's tuition is below the SREB median.

E. Institutions granted the authority to increase tuition certify that tuition increase waivers are available for students who demonstrate economic hardship.

17. In accordance with state law and legislative will, as expressed in House Concurrent Resolution 298 of the 2004 Regular Session of the Louisiana legislature, the commission recommends that each appropriate board exercise the authority granted to it in R.S. 17:3351 (a)(5)(b) (I) to establish tuition and mandatory attendance fee amounts applicable to non-resident students attending an institution under its supervision and management that at least equals the average amount of annual tuition and mandatory attendance fees applicable to non-resident students attending institutions in states comprising the Southern Regional Education Board, excluding Louisiana, which are in the same category as established by the Southern Regional Education Board.
18. A statewide policy for residence regulations and fee waivers be established and applied to all public postsecondary education institutions in Louisiana.
19. The Board of Regents shall, in advance of the 2011 legislative session, complete a study and make recommendations on how best to bring Louisiana's tuition policy, need-based financial aid policies, and merit-based financial aid policies in sync to address the following principles:
 - A. Encourage all high school students to prepare well for college or the world of work by taking a rigorous curriculum in high school.
 - B. Encourage all college traditional and non-traditional students to perform at the highest level while in college and to persist to completion of their education program.
 - C. Reduce the financial barriers to college attendance for those students with assessed financial need.
 - D. Provide financial aid in a fashion that neither impedes the ability of institutions to garner reasonable and necessary tuition revenue to support quality education nor provides an incentive for institutions to increase tuition simply to capture available financial aid.
20. The legislature shall restructure Louisiana's postsecondary education system such that all four-year universities shall be governed by a single university board using the current structure of the Board of Regents required by the constitution as it relates to membership composition, and that all technical and community colleges shall be governed by a single technical and community college board.

- 21. The legislature shall direct the Board of Regents, in consultation with the management boards, to conduct a comprehensive review of all postsecondary institutions and authorize the appropriate boards to initiate any consolidations or mergers of institutions necessary to improve the overall effectiveness and efficiency of Louisiana's public postsecondary education system. The board shall ensure that access to all levels of postsecondary education is maintained in each region of the state.**

- 22. The legislature shall take steps during the 2010 regular session necessary to provide for the power, authority and responsibilities of the Board of Regents to become consistent with the recommendation put forth by the report issued by the Public Affairs Research Council of Louisiana issued in 2009 regarding higher education governance, until and unless a change in the governance structure occurs.**

Appendix B

***Board of Regents' Summary Response to PERC
Recommendations***

Board of Regents Summary Response to the Postsecondary Education Review Commission Recommendations

Recommendation <i>(See Appendix A for actual wording of Recommendation)</i>	Directed To	BoR Summary Response
<p>1. The management boards and the Board of Regents shall work to increase graduation rates so that by 2018, the following goals are met:</p> <p>A. SREB I university raises admission requirements to achieve at least a 75% graduation rate. This goal shall also apply to transfer students.</p> <p>B. SREB II institutions raise admission requirements to achieve at least a 60% graduation rate. This goal shall also apply to transfer students.</p> <p>C. All other four-year institutions raise admission requirements to achieve at least a 50% graduation rate. This goal shall also apply to transfer students.</p> <p>D. All four-year institutions initiate a series of actions with schools and school districts with emphasis on entering first time students who graduated from high school in the prior year.</p> <p>E. All four-year institutions significantly reduce and minimize the use of exceptions to admission policies.</p> <p>F. All four-year institutions be required to articulate criteria for exceptions and publish the rationale.</p> <p>Appropriate board shall create and provide for implementation of a policy that underwrites achievements of these goals with incentives.</p>	<p>Management Boards with Board of Regents</p> <p>Appropriate Board*</p>	<p>Regents appreciates the reaffirmation of the importance of higher admission standards at Louisiana four-year universities. These recommendations support Regents' prior and on-going work.</p> <p>Regents implemented the first statewide minimum admission standards for four-year institutions in 2005, and proposes to strengthen the standards for both freshmen and transfer students again this spring. These proposed new standards also lower the percent of allowable admission exceptions and reduce developmental education at four-year universities.</p> <p>The proposed <i>LA GRAD Act</i> reinforces this move to strengthen admission standards to improve graduation rates, and Regents looks forward to working with the administration and legislature in this regard.</p> <p>Higher graduation rates and an increase in the total number of graduates in Louisiana are critical goals, and Regents will use the performance funding formula to provide incentives to accelerate the progress.</p> <p>Regents has provided all public postsecondary institutions with numerous programs and tools to assist in developing connections with schools and school districts. Among these are the e-Portal and the Educational Planning and Assessment System (EPAS). Regents will continue to support pre K-12 outreach efforts in conjunction with the Board of Elementary and Secondary Education.</p> <p>ACT 356 of the 2009 Legislative Session directed the Commissioner of Higher Education to establish the Statewide Transfer and Articulation Council. Through the collaborative work of the Council, Louisiana's first statewide transfer degrees will be in place this fall. This too will assist postsecondary education in meeting its goal of 10,000 additional graduates by 2015.</p>
<p>2. To improve student learning outcomes and reduce the cost of postsecondary education, the appropriate board with dedicated funding shall oversee development of academic course redesigns in conjunction with the National Center for Academic Transformation.</p>	<p>Appropriate Board* with funding from Legislature</p>	<p>Regents concurs that improving student learning outcomes at a reduced cost is a necessity. Several Louisiana institutions have already adopted National Center for Academic Transformation (NCAT) models to redesign courses. Others have initiated the NCAT planning process.</p> <p>Regents will work to coordinate and expand these efforts, specifically to redesign developmental and first-year math courses at all public postsecondary education institutions. Success in these gateway courses will not only improve students' rate of progression and degree completion, but will be an efficient use of state resources.</p>

*Originally this recommendation was directed to the Board of Regents. At the final meeting of the Postsecondary Education Review Commission, this designation was changed to "appropriate board(s)". A coordinating board is still necessary for successful implementation of this recommendation.

**This recommendation was not directed to any entity. A coordinating board is still necessary for successful implementation of this recommendation.

Board of Regents Summary Response to the Postsecondary Education Review Commission Recommendations

Recommendation <i>(See Appendix A for actual wording of Recommendation)</i>	Directed To	BoR Summary Response
3. Legislature shall grant colleges and universities limited operational autonomy and tuition and fee authority provided that institutions achieve specific measurable performance outcomes.	Legislature	Regents supports the use of performance measures in relation to institutional authority and autonomy. The administration's proposed <i>LA GRAD Act</i> provides the opportunity to accomplish this; granting the colleges and universities increased autonomy and flexibility in exchange for a commitment to meet clearly defined statewide performance goals. Regents looks forward to serving as the <i>LA GRAD Act</i> 's chartering entity.
4. A rigorous review of role, scope, and mission statements with the aim of eliminating or minimizing mission creep shall be undertaken by the appropriate boards.	Appropriate Boards*	Regents has already begun a redefinition of role, scope and mission statements as a first step in Regents' plan for a more focused public postsecondary education.
5. A rigorous statewide review of academic programs for unnecessary duplication and excess hours shall be undertaken by the appropriate boards and shall eliminate such duplications and excess hours accordingly.	Appropriate Boards*	Under its Constitutional authority, Regents has been conducting program reviews since the 1970s. However, under the current economic circumstances, the review process has been accelerated and the standards by which programs are evaluated have been enhanced. In the past year alone, 245 programs have been terminated as part of this process. Regents has begun a review of undergraduate programs to identify those with excess hours. A third phase of program review will continue upon completion of the ongoing process of review and redefinition of the role, scope and mission of each institution.
6. The appropriate boards shall conduct regular reviews of academic programs that consider program quality, alignment with workforce needs, cost-effectiveness, completion rates, role, scope, and mission, residency of students and graduate employment. The boards shall furnish an annual report to the governor and Legislature outlining the review process, progress and approvals or eliminations.	Appropriate Boards*	As stated above, in 2009, Regents enhanced the program review process. Previous reviews focused primarily on institutional low-completer and duplicative programs. As Regents maximizes regional delivery, future program review will result in program consolidations and collaborations in order to enhance student access to quality programs in an efficient manner. Regents will consider utilization of the suggested program review elements and provide an annual report as called for in the recommendation.
7. Beginning with the 2013-2014 academic year, institutions that do not offer an academic degree above the associate degree shall be designated as the exclusive providers of non-degree credit courses provided that such courses can be provided by such institutions in regions of the state where public universities are located.	(Not Indicated)**	Regents agrees that developmental and non-degree adult basic education courses are essential elements of the technical and community college mission. The proposed new admission standards will continue to drive the delivery of undergraduate developmental education to the community and technical colleges.

*Originally this recommendation was directed to the Board of Regents. At the final meeting of the Postsecondary Education Review Commission, this designation was changed to "appropriate board(s)". A coordinating board is still necessary for successful implementation of this recommendation.

**This recommendation was not directed to any entity. A coordinating board is still necessary for successful implementation of this recommendation.

**Board of Regents Summary Response to the
Postsecondary Education Review Commission Recommendations**

<p align="center">Recommendation <i>(See Appendix A for actual wording of Recommendation)</i></p>	<p align="center">Directed To</p>	<p align="center">BoR Summary Response</p>
<p>8. The Board of Regents will establish a formula to uniformly allocate funding for all associate degree programs and to implement such formula not later than the beginning of the 2010-2011 academic year.</p>	<p>Board of Regents</p>	<p>Regents' funding formula for postsecondary education does not fund based on degrees, but rather on courses. Regents believes that transitioning the delivery of associate degree programs from 4-year universities to community colleges is the first step toward uniform funding. Transition discussions between universities and community colleges are underway. Regents will ultimately consider the commission's recommendations regarding financial policy.</p>
<p>9. All lower division courses or the first 60 hours of any baccalaureate degree program shall be funded at the same rate regardless of institutional classification not later than the beginning of the 2010-2011 academic year.</p>	<p>(Not Indicated**)</p>	<p>Commission recommendations regarding finance policy will be taken under advisement by the Regents.</p>
<p>10. The Board of Regents shall develop and use a new formula for the distribution of both required tuition and fees and state-approved funding. Such formula shall:</p> <p>A. Emphasize support for and reward success in undergraduate education.</p> <p>B. The formula shall direct 25% of funding based on performance components used in the formula. Performance components should include workforce, completers, graduation rates and time-to-degree rates. Research should be a separate component.</p> <p>C. In addition to monies historically black colleges and universities receive they shall receive an amount to close the gap between HBCUs and other public institutions until the funding gap is closed.</p> <p>D. The formula should provide for mission-centered funding that provides a competitively directed element for productivity and provide for protection via intentional reduction strategy for schools that lose money.</p>	<p>Board of Regents</p>	<p>Regents has convened a new Funding Formula Task Force. The Task Force has met and is considering how additional performance will be factored into the formula and what components should be included and weighted. One of the charges of the new Formula Funding Task Force is to recommend formula implementation strategies to be used in various fiscal environments – stable, growth, declining – for addressing protection via intentional reduction. Regents maintains that all institutions are responsible for educating all of Louisiana's citizenry and the current performance funding policy rewards institutions for increasing the number of graduates, including the number of underrepresented students who complete a postsecondary education credential.</p>

*Originally this recommendation was directed to the Board of Regents. At the final meeting of the Postsecondary Education Review Commission, this designation was changed to "appropriate board(s)". A coordinating board is still necessary for successful implementation of this recommendation.

**This recommendation was not directed to any entity. A coordinating board is still necessary for successful implementation of this recommendation.

Board of Regents Summary Response to the Postsecondary Education Review Commission Recommendations

Recommendation <i>(See Appendix A for actual wording of Recommendation)</i>	Directed To	BoR Summary Response
<p>11. A. Every institution shall report student credit hours on 14th class day and at the end of the semester.</p> <p>B. A statewide withdrawal policy be adopted and implemented.</p> <p>C. The funding formula will ultimately be based on end of semester student credit hours.</p>	(Not Indicated**)	<p>Regents strongly supports policies that promote timely and successful course completion. Initial steps are underway to examine a statewide withdrawal policy.</p> <p>Commission recommendations regarding finance policy will be taken under advisement Regents.</p>
<p>12. The appropriate boards shall evaluate college and university presidents and chancellors based, in part, on the same performance indicators included in the performance-based funding formula.</p>	Appropriate Boards*	<p>Regents concurs that performance indicators should be part of any personnel evaluation – including the review of chief administrators.</p> <p>There is a guideline for performance assessment in the Regents' Administrative Salary Policy for system management boards in the setting of presidents' and chancellors' salaries. The policy will be reviewed for inclusion of the recommended performance metrics.</p>
<p>13. The Board of Regents recommend to the Legislature: Set aside a specific allotment of funds sufficient to enable the state's HBCUs to realize their important missions. This fund shall ensure campus operations are comparable to other institutions and establish specific goals for non-HBCUs to achieve greater diversity. No state funding or policy shall be used for discriminating or denying educational opportunity.</p>	Board of Regents	<p>Regents maintains that all institutions are responsible for educating all of Louisiana's citizenry and the current performance funding policy rewards institutions for increasing the number of graduates, including the number of underrepresented students who complete a postsecondary education credential.</p>
<p>14. The Governor, the Legislature and the citizens of Louisiana shall consider and approve changes to the constitution that will allow required budget cuts to be allocated across all possible state agencies and not fall disproportionately upon postsecondary education.</p>	Governor, Legislature, citizens of Louisiana	<p>Regents appreciates the support of the commission and has long advocated for adequate and stable funding for postsecondary education.</p>
<p>15. Include law centers, agricultural centers, and health science centers with regard to productivity, efficiency, funding, and budgetary recommendations.</p>	(Not Indicated**)	<p>Regents supports the establishment of performance metrics for all entities of the postsecondary education enterprise.</p> <p>The Formula Funding Task Force will develop a strategic framework and proposed timeline for the development of performance-based funding for those postsecondary education entities listed in this recommendation.</p>

*Originally this recommendation was directed to the Board of Regents. At the final meeting of the Postsecondary Education Review Commission, this designation was changed to "appropriate board(s)". A coordinating board is still necessary for successful implementation of this recommendation.

**This recommendation was not directed to any entity. A coordinating board is still necessary for successful implementation of this recommendation.

**Board of Regents Summary Response to the
Postsecondary Education Review Commission Recommendations**

<p align="center">Recommendation <i>(See Appendix A for actual wording of Recommendation)</i></p>	<p align="center">Directed To</p>	<p align="center">BoR Summary Response</p>
<p>16. Beginning in FY 2013 and ending in FY 2019 the Legislature authorizes the appropriate boards to establish tuition and fees pursuant to developed policy. Such policy shall require:</p> <p>A. Tuition and fees for residents be benchmarked against (SREB) median by institutional classification.</p> <p>B. Increases be granted only if institutions are demonstrating substantial increases in retention rates toward graduation rate goals.</p> <p>C. Annual increases not exceed five percent or the amount of increase in HEPI in the previous year, whichever is greater.</p> <p>D. The appropriate boards may grant an added increase not to exceed 20 percent of the difference between the SREB median tuition and an institution's increased tuition.</p> <p>E. Institutions certify waivers are available for students who demonstrate economic hardship.</p>	<p align="center">Legislature</p>	<p>Regents supports authorizing appropriate management boards to establish tuition and fee rates, in keeping with Board of Regents policy and the proposed <i>LA GRAD Act</i>, that are both indexed to their peers and provide for a waiver for students who demonstrate economic hardship.</p> <p>Regents' policies will include performance measures that relate to institutional expectations, including increasing the number of graduates as well as increased graduation rates.</p>
<p>17. In accordance with state law, each appropriate board exercise the authority to establish tuition and fee amounts applicable to nonresident students that at least equals the average amount applicable to nonresident students attending in states comprising the SREB.</p>	<p align="center">Appropriate Board*</p>	<p>Management boards have the authority to raise non-resident tuition.</p> <p>Regents' Tuition and Fee Policy addresses non-resident tuition rates and will be reviewed in the context of this recommendation.</p>
<p>18. A statewide policy for residence regulations and fee waivers be established and applied.</p>	<p align="center">(Not Indicated**)</p>	<p>Regents agrees that a statewide policy for residence regulations and fee waivers will be important for consistency in definitions and administration.</p> <p>A review of the current residence regulations and fee waiver policies is underway.</p>

*Originally this recommendation was directed to the Board of Regents. At the final meeting of the Postsecondary Education Review Commission, this designation was changed to "appropriate board(s)". A coordinating board is still necessary for successful implementation of this recommendation.

**This recommendation was not directed to any entity. A coordinating board is still necessary for successful implementation of this recommendation.

Board of Regents Summary Response to the Postsecondary Education Review Commission Recommendations

Recommendation <i>(See Appendix A for actual wording of Recommendation)</i>	Directed To	BoR Summary Response
<p>19. The Board of Regents shall, in advance of the 2011 legislative session, complete a study and make recommendations on how best to bring tuition policy, need-based and merit-based financial aid policies in sync to address the following principles:</p> <p>A. Encourage students to prepare well for college.</p> <p>B. Encourage students to perform at the highest level and to persist to completion.</p> <p>C. Reduce the financial barriers to college attendance.</p> <p>D. Provide financial aid that neither impedes the ability of institutions to garner tuition revenue nor provides an incentive to increase tuition.</p>	Board of Regents	<p>Regents concurs with the commission that tuition and financial aid policies should be developed in tandem in order to promote maximum preparation and access. Regents will complete the requested study in advance of the 2011 Legislative session.</p> <p>Regents developed the state's first need-based financial aid program implemented in 2007 based on both state and national research. Regents will continue to evaluate the effectiveness of the state's merit- and need-based programs and recommend policies that reflect good stewardship of the state's investment to positively impact student access and success.</p>
<p>20. The legislature shall restructure Louisiana's postsecondary education system such that all four-year universities shall be governed by a single university board using the current structure of the Board of Regents as it relates to membership composition, and technical and community colleges shall be governed by a single technical and community college board.</p>	Legislature	<p>The two governing board recommendation does not provide for independent, statewide planning and coordination. This function should be maintained to accomplish important goals such as articulation, regional delivery and the efficient use of resources, as well as those set out in the proposed <i>LA GRAD Act</i>. The commission was not statutorily charged with determining feasibility of the recommendation, but this assessment is required.</p>
<p>21. The legislature shall direct the Board of Regents in consultation with the management boards to conduct a comprehensive review to initiate any consolidations or mergers of institutions to improve overall effectiveness and efficiency. The board shall ensure that access is maintained in each region of the state.</p>	Legislature	<p>In conjunction with its review of role, scope and mission, Regents' efforts to maximize regional delivery will result in program consolidations and collaborations which will assure student-centered, cost-effective delivery of workforce relevant postsecondary education.</p> <p>Regents is exploring various avenues of collecting information and data to establish a placement accountability system designed to track Louisiana graduates into the workforce. This includes working with the Louisiana Workforce Commission.</p> <p>Anticipating likely future budget reductions in the coming years (loss of stimulus funding), it will be essential that Regents review the possibility of consolidations and mergers of institutions in accordance with current constitutional provisions.</p>
<p>22. The legislature shall take steps during the 2010 regular session necessary to provide for the power, authority and responsibilities of the Board of Regents to become consistent with the recommendation put forth by (PAR) in 2009, until and unless a change in the governance structure occurs.</p>	Legislature	<p>Clear authority for the Board of Regents to enforce its policy recommendations would expedite the creation and implementation of policy.</p>

*Originally this recommendation was directed to the Board of Regents. At the final meeting of the Postsecondary Education Review Commission, this designation was changed to "appropriate board(s)". A coordinating board is still necessary for successful implementation of this recommendation.

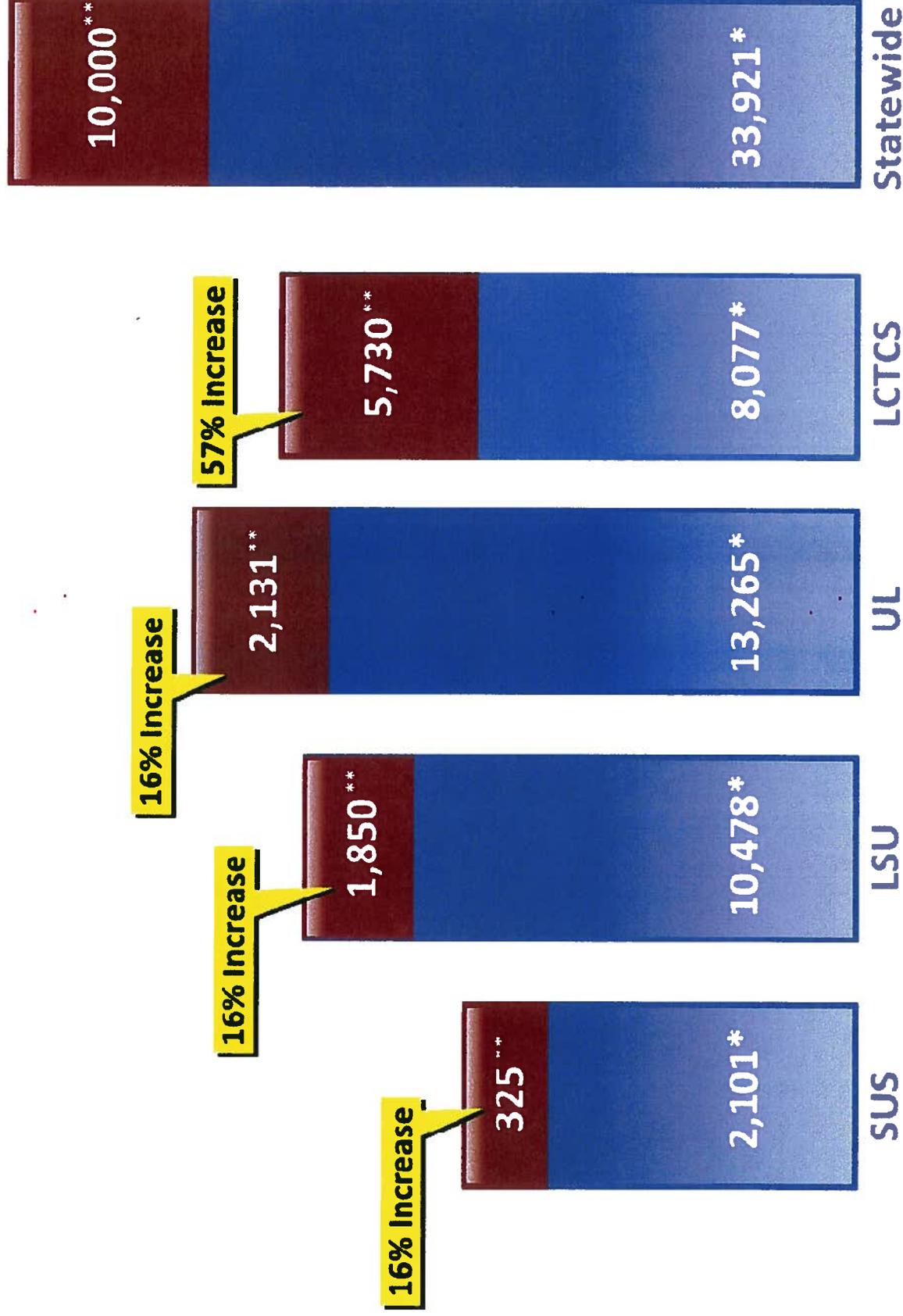
**This recommendation was not directed to any entity. A coordinating board is still necessary for successful implementation of this recommendation.

Appendix C

Initiative for Increasing Graduates

Educate More Students

Graduate 10,000 Additional Students by 2015



* number of graduates in AY 2008-09

**number of additional graduates in AY 2014-15

Appendix D

Proposed LA GRAD Act



State of Louisiana
Office of the Governor
GOVERNOR BOBBY JINDAL

FOR IMMEDIATE RELEASE
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Press Office: Melissa Sellers, Kyle Plotkin
Contact: 225-342-8006, (c) 225-328-3755

Governor Jindal Announces LA GRAD Act

- Act will grant colleges, universities increased autonomy, flexibility in exchange for commitment to raise graduation rates -

BATON ROUGE – Today, Governor Bobby Jindal joined higher education officials, business leaders and legislators to announce the LA GRAD (Granting Resources and Autonomy for Diplomas) Act that will grant colleges and universities increased autonomy and flexibility in exchange for a commitment to meet clearly defined statewide performance goals, including boosting graduation rates. Governor Jindal emphasized that the act’s fundamental goal is to improve performance at Louisiana’s colleges and universities and make more Louisiana students graduates of their programs.

Governor Jindal said, “The GRAD Act works to answer the call from higher education for increased flexibility and autonomy needed to reform their systems and improve their outcomes for our Louisiana students. This legislation will give institutions the flexibility they asked for, while also mandating that their autonomy be directly linked to improved outcomes and more of our students graduating with degrees they need for successful careers. Through this legislation, we want to increase graduation rates for students, so they have the skills they need to compete in the 21st century workforce.”

Jindal added, “I believe strongly that our higher education system plays a vital role in our state’s current and future economic outlook. That is why we proposed no cuts to higher education campuses in the FY 11 budget and we are working closely with institutions to make the reforms they need to become more sustainable, while also increasing their performance. The goal we all share is for every Louisiana citizen to be able to get a great education and pursue their dreams right here at home.

“For that to happen, we need our higher education institutions to keep students progressing toward graduation and help them identify studies that will shape their future careers. A higher

education system that has more autonomy and produces more results for our students will mark the Louisiana Way forward in post-secondary education.”

Governor Jindal cited a number of statistics to describe the state of higher education in Louisiana today, including that:

- State appropriations for higher education doubled between the 1999 and 2009 fiscal years – the third greatest increase among states for that time period
- SREB reports Louisiana’s six-year graduation rate for four-year universities is 38 percent compared to the 53 percent SREB state average – which ranks Louisiana as having the second worst graduation rate in the South
- In FY 09 Louisiana ranked 8th in the nation for appropriations of state tax funds for operating expenses of Higher Education per \$1,000 in personal income; and 7th in the nation in Higher Education appropriations per capita
- According to SREB, 72 percent of Louisiana students are enrolled in four-year institutions and 28 percent in two-year schools, compared to averages in other SREB states of 55 percent of students in four-year schools and 45 percent in two-year schools.

The Governor said that the Postsecondary Education Review Commission (PERC) found that there is a substantial disconnect between Louisiana’s postsecondary education system and statewide, as well as regional, economic development needs. Governor Jindal noted that PERC members and college and university leaders spoke extensively about the challenges they face in setting tuition and fees. Louisiana is the only state in the nation that requires its public colleges and universities to seek a two-thirds vote of the Legislature to adjust tuition to levels comparable with other states.

PERC adopted a recommendation that said: “the Legislature should grant colleges, universities limited operational autonomy and tuition and fee authority ... provided that institutions achieve specific, measurable performance outcomes aimed at improving their graduation/completion rates...” and meet “the state’s current and future workforce and economic development needs.”

The LA GRAD Act will put this PERC recommendation into law in the upcoming legislation session. The bill will be authored by Speaker of the House Jim Tucker.

Speaker of the House Jim Tucker said, “With Louisiana’s student outcomes among the lowest in the nation – it’s clear we need to make some significant changes if we are to compete with the rest of the nation for students and jobs. The legislation outlined by Governor Jindal and supported by the PERC commission will provide our institutions with the flexibility they need for improving outcomes, while also encouraging them to incorporate common sense plans like raising standards, eliminating poorly performing programs and having our four year schools collaborate more effectively with our two year institutions.”

Commissioner of Higher Education Dr. Sally Clausen said, “This proposed legislation sends a clear signal to our campuses and universities that performance pays. Using accountability to leverage tuition assistance and operational autonomy is an excellent way to reinforce our primary goal – to successfully educate more citizens in a cost efficient manner. We look forward to working with the Governor on this critical legislation.”

LSU System President Dr. John Lombardi said, "The Governor's plan for improving higher education, that matches increased authority for management boards and universities to increased standards for student performance, is a welcome innovation. Combined with the commitment to stabilize higher education funding reflected in the proposed budget for FY2010-11, this initiative creates a framework for Louisiana's higher education management boards and institutions to drive improvements in student achievement and success."

University of Louisiana System President Randy Moffett said, "I applaud the efforts of Governor Jindal to craft a solution that increases much-needed resources and autonomy for Louisiana's colleges and universities. At the same time, it increases performance and sets high standards, all within a framework that nurtures transparency and accountability. The University of Louisiana System's eight universities are committed to achieving these goals, and we are ready to get to work."

Kassie Freeman, Interim President of the Southern University System said, "We commend Governor Jindal for boldly and creatively addressing the challenges facing higher education in Louisiana through the Louisiana GRAD Act. In line with the Governor's recommendations, the Southern University System has already begun to formulate strategies for improving standards, meeting expanded targets, and implementing vigorous strategies to move our system forward. We intend to continue to enhance programs that work and pattern examples of best practices and employ sound solutions to eliminate existing weaknesses and program ineffectiveness."

LCTCS President Dr. Joe D. May said, "We are very pleased with the recommendations Governor Jindal made for the future of higher education in our state. The Louisiana GRAD Act will greatly enhance the experience for our 70,000 community and technical college students, especially concerning their transfer to Louisiana's four year institutions. We are committed to demonstrating progress in our colleges in all areas that this proposal plans to monitor, especially in the area of guaranteeing that the number of students placed in jobs steadily increases. We are focused on providing the best preparation possible for Louisiana's workforce and are encouraged to see that the Governor's plan supports that goal."

Dr. Joseph Savoie, President of the University of Louisiana at Lafayette said, "I am pleased that the Governor is proposing such progressive legislation for higher education. Greater autonomy, coupled with strong accountability, will encourage better results for students in Louisiana colleges and universities."

University of New Orleans Chancellor Dr. Tim Ryan said, "There are a lot of good ideas in this package that can benefit our students. The flexibility provided to our schools in these reforms will free the hands of our higher education administrators so they can take the steps needed to improve their institutions, which will no doubt result in improved student outcomes and achievement levels."

Bill Fenstermaker, Chairman of Blueprint Louisiana said, "Blueprint Louisiana has consistently maintained that our higher education graduation rates are unacceptable and that we need to do a better job of aligning workforce needs with the missions of our higher education institutions. We

applaud Governor Jindal for introducing this promising reform to give institutions more flexibility and autonomy. But more importantly, it's a roadmap to improve student outcomes and graduation rates."

President and CEO of the Baton Rouge Area Chamber Adam Knapp said, "Business leaders across the state have come together saying that higher education reform must be the top state priority for 2010. Governor Jindal's proposal takes a big step forward by linking performance goals to revenue autonomy. This could provide needed flexibility for institutions as different as research universities and community colleges. BRAC thanks the Governor for his leadership in proposing a compelling solution to a complicated issue."

GNO, Inc. President Michael Hecht said, "When business and government leadership work together, great things can happen for Louisiana. We applaud Governor Jindal for recognizing the critical importance of higher education; for welcoming the proposals of the business community; and, for crafting legislation that addresses our education challenges in a thoughtful and far-sighted way. Particularly, the idea of revenue autonomy, linked to performance, holds promise for the schools and students of our state."

President of the Council for A Better Louisiana (CABL) Barry Erwin said, "We are very excited about Governor Jindal's higher education proposal particularly its strong emphasis on improving performance. It incorporates a number of significant reform ideas that CABL and others have advocated and we believe it will have a major and positive impact on post-secondary education for years to come. We look forward to working with the administration on this important effort."

Businesses for Improving Louisiana's Development: Higher Education coalition spokesman Rob Stuart said, "On behalf of the 33 business groups of the BILD: Higher Education coalition, we are pleased to see Governor Jindal presenting an aggressive and dramatic proposal to address Louisiana's higher education crisis, especially increased institutional autonomy to control tuition and fees. We like that the concept is tied to long term performance improvement, and look forward to working with the administration on crafting the specifics of legislation to address the BILD goals to improve our economic competitiveness statewide."

Bossier Parish Community College Chancellor Jim Henderson said, "The Louisiana GRAD Act is a tremendous step towards the development of a truly effective higher education enterprise, and Bossier Parish Community College hopes to be one of the first institutions to sign a performance agreement. The goals associated with job placement of career students and academic performance of transfer students are exactly the types of outcomes by which community colleges should be measured."

Senator Ben Nevers said, "The work completed by the Postsecondary Education Review Commission gave our higher education institutions a road map to provide students with a quality postsecondary education. With the Governor moving forward in proposing flexibility in tuition and operations, we're giving our colleges and universities the tools they need to make real lasting changes that will benefit our students and our great state."

Autonomy in the GRAD Act

Through voluntary, six-year performance agreements with the Board of Regents, institutions would be granted autonomy to achieve better outcomes in two core areas, based on yearly performance evaluations.

The first is limited tuition and fee authority. Management boards will be allowed to increase tuition and fees for participating institutions, without legislative approval, by up to 10 percent until they reach the average tuition and fees of their institutional peers. These increases would be based on the institutions' yearly progress in achieving specific performance goals.

In accordance with the Board of Regents' current tuition and fee policy, LSU will be benchmarked against other public state flagship institutions, not just those in the southern region.

After reaching the average tuition of their peers, institutions may increase tuition and fees up to five percent or the amount of the increase in the Higher Education Price Index in the previous year, whichever is greater.

Participating institutions will also be allowed to establish tuition and fees according to credit hours, rather than having them capped at full-time, 12-credit hour status.

The second element of autonomy under this bill is operational flexibility, meaning that participating institutions will be granted greater flexibility in conducting day-to-day business to run their campuses. This legislation will allow institutions to carry forward from one fiscal year to the next a greater percentage of unspent dollars, give them more flexibility in purchasing information technology products or services, and allow them flexibility from state travel regulations.

After meeting academic performance goals during the first phase and demonstrating the ability to responsibly exercise operational flexibility, institutions may qualify for even more flexibilities – like in procurement, as well as flexibility in getting construction projects approved. Governor Jindal said that he is continuing to work with the Division of Administration and the higher education community to identify areas where increased flexibility can be granted.

LA Grad Act Performance Expectations

In exchange for the GRAD Act's increased autonomy and flexibility, institutions are expected to meet several goals during the six-year agreement, which would run from FY11 to FY16.

These goals include:

- Phasing in increased admission standards and other policies to increase retention rates, beginning in FY11, to project graduation rate goals consistent with institutional peers. These would be the same peers used for tuition authority
- Increasing the number of program completers at all levels each year
- Eliminating academic programs with low completion and that are not aligned with current or strategic workforce needs
- Utilizing technology for distance learning to expand educational offerings
- Designating Centers of Excellence

- Developing partnerships with feeder high schools to prepare students for postsecondary education
- Increasing research productivity and technology transfer at research institutions and raising it to levels consistent with institutional peers, specifically research in key economic development industries
- Phasing out remedial education and developmental study programs at four-year schools, unless a two-year institution in the same area does not offer those courses
- Phasing out associate degree program offerings at four-year schools, unless a two-year institution in the same geographic area cannot offer those programs, and increasing the number of associate degrees at community colleges
- Management boards must establish a schedule to increase nonresident tuition at no less than the average of what other SREB states charge Louisiana residents, and monitor the impact of the increase
- Community and technical colleges must demonstrate progress in increasing the number of students placed in jobs, and the performance of associate degree recipients who transfer to universities. They must also increase passage rates on licensure and certification exams and workforce foundational skills as measured by ACT WorkKeys
- Four-year institutions must provide feedback to two-year institutions on the performance of associate degree recipients enrolled there
- Four-year institutions must also develop partnerships with two-year institutions to help admit students who fail to qualify for admission into a four-year institution once they have earned an associate degree from the two-year institution
- All institutions must demonstrate collaboration in implementing the new articulation and transfer policies set forth by legislation passed during the last legislative session by Senator Ben Nevers
- Meeting any additional performance goals set forth by the Board of Regents

LA GRAD Act Monitoring and Renewal

Governor Jindal said that in order to strike the right balance of increased autonomy and improved outcomes in higher education, the GRAD act also calls for the monitoring and optional renewal of these agreements.

The bill will call for the Board of Regents to annually monitor and report to the Legislature and the Governor on each participating institution's progress and they may revoke the agreement of any institution that fails to abide by the required terms of their agreement. The Board will also vote at the end of each six-year agreement period to renew each participating institution's performance agreement based on a review of progress in meeting the performance expectations.

The Board's approval will be based on the recommendation of a PERC-like panel, which will conduct a comprehensive evaluation of the institution's progress to ensure they have met their required goals and improved their outcomes for our students.

If institutions' performance agreements are renewed for FY 17-22 following the initial six-year agreement, they must:

- Continue to phase in policies to project graduation rate goals including a 75 percent rate for LSU, a 60 percent graduation rate for regional research universities such as ULL, La. Tech and UNO, and a 50 percent graduation rate for other four-year institutions like Southeastern
- Maintain graduation rates at the SREB average by institutional category as they strive to reach even higher graduation rates by FY22, and sustain progress in meeting all other goals set forth in their initial agreement
- Meet any additional performance goals set forth by the Board of Regents

If an institution's performance agreements are renewed for subsequent periods following their first renewal, they will be required to maintain the same graduation rates as they did for their first renewal and they must also sustain progress in meeting all other goals in their initial agreements, and meet any additional performance goals set forth by the Board of Regents.

As this legislation is drafted, some minimum expectations for Centers of Excellence will be established. A Center of Excellence is a program that:

- Is aligned with current and strategic statewide and regional workforce needs
- Has an established foundation of excellence as evidenced by high graduation rates, high numbers of graduates going into to workforce or graduate school, a high level of research productivity and funding, collaborations with business/industry, partnerships with K-12, or has earned national accreditation
- Is multi-disciplinary in nature
- Shows potential for future growth and increasing quality, as evidenced by prospects for external funding, projected enrollment growth, focus of emerging technology or need, high demand for future program graduates, capacity to stimulate regional/state economic development, and capacity to develop community outreach/partnerships
- Collaborates across several schools, agencies, private industries
- Has received a favorable academic assessment by the Board of Regents or the appropriate management board

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Appendix E

Board of Regents' Minimum Admission Standards

Educational Planning and Assessment System

(EPAS)

Louisiana EPAS is an assessment system that measures student readiness along a continuum of college readiness benchmarks in preparation for all students being ready for postsecondary (LTC, 2yr & 4yr). Louisiana EPAS is modeled after ACT's Educational Planning and Assessment System (EPAS™)—Using three assessments (EXPLORE, PLAN and followed with ACT).

- **EXPLORE:** 8th grade, entry point into EPAS. Includes activities that help young students begin the process of career and educational exploration
- **PLAN:** 10th grade, results are used to qualify students for Early Start Dual Enrollment and are also considered to be a predictor of how well students will perform on the ACT.
- **ACT:** measures the overall outcomes of student's high school education. Colleges use ACT Assessment results to make admissions, guidance and placement decisions. ACT scores are required for TOPS eligibility.

Since the statewide inception of Louisiana EPAS in 2002, Louisiana students have increased their college readiness levels in English and Math. According to ACT, these increased college readiness levels represent a savings to Louisiana of over \$8 million in developmental and remediation costs for 2008-09.

2009: Number of Public Students Tested

EXPLORE: 52,237 (8th Grade)

PLAN: 47,702 (10th Grade)

College Access Information Campaign

Louisiana faces challenges to increase access to postsecondary education, particularly for low-income prospective students who face exceptional hardship in attending college. Part of the solution is a continuous campaign to inform prospective students of the actual cost and potential benefits of college as well as the availability of federal, state, and institutional financial aid.

The U.S. Department of Education's *College Access Challenge* Grant program has awarded Louisiana \$1,200,000 a year for 2008-2010 to increase the number of underrepresented students who enter and remain in postsecondary education. The grant support activities that provide information to students and families on postsecondary education benefits and career preparation; provide information on financing options, including financial literacy and debt management; conduct outreach activities for students who may be at risk of not enrolling in or completing college; and assist students in applying for federal student aid by completing the Free Application for Federal Student Aid (FAFSA).

Louisiana Core 4 Curriculum

The designation in 2001 of a Regents Core as a critical component of four-year university admission requirements led to increased rigor in the courses high school students chose to complete. For students entering high school in Fall 2008, the curriculum has been restructured so that all graduates will be better prepared to succeed in their chosen professions and careers. The *Louisiana Core 4 Curriculum*, adopted by the Board of Regents as the Regents Core for admission to four-year universities in Fall 2012, provides students a stronger background in critical skills needed for both college and a career. Students who graduate from high school under the *LA Core 4* will meet the Regents Core requirement, having completed: 4 English, 4 mathematics, 4 natural science, 4 social science, 2 foreign language or speech courses, and 1 course in fine arts survey or performance.

Early Start Dual Enrollment

Starting College Study in High School

“Dual enrollment” is the enrollment of a high school student in a college course for which he or she earns both high school and college credit. Dual enrollment courses may be offered at the developmental, work skills, or college degree credit level. Participation in dual enrollment contributes to the state’s public agenda for postsecondary education by:

- Energizing high school students through opportunities to take challenging courses that provide a head start in college;
- Providing exposure and access to college for students who might otherwise be reluctant to consider postsecondary education; and
- Establishing both an expectation and a tradition of participating in college.

Dual enrollment is promoted by providing Early Start (state) funding to cover the tuition and fees for eligible 11th and 12th grade students.

LA ePortal

The LA ePortal is a lifelong learning college and career preparation tool designed to assist a variety of individuals along the education and workforce continuum. LA ePortal assists in completing an individual graduation plan, creating a professional resume, searching for a college or university, taking career assessments, and/or exploring job opportunities. The LA ePortal facilitates academic and career pursuits to assist citizens in the many transitions they encounter in life.

- Launched October 2007.
- Actual student users increased from 127,607 in December, 2008 to 217,204 as of December 30, 2009. These numbers show that the program has grown by 89,597 users in a year.

***Louisiana Gaining Early Awareness and Readiness for
Undergraduate Programs***

(La GEAR-UP)

La GEAR UP was the result of a federal grant from the United States Department of Education beginning in 2002. The mission of the program is to increase the number of low-income students who enter and succeed in college. Selected through a targeted process, K-12 schools are awarded incentives to bolster academic performance and elevate educational aspirations of their students.

- Supported by a six-year \$18 million federal grant
- Funded at \$3 million per year beginning in Fiscal Year 2008-2009
- Serves 7,000 students in 53 schools within 12 districts

Workforce Certifications

Knowledge-based jobs requiring either postsecondary credentials or career and technical training have been among the fastest-growing jobs and have increased as a share of total employment nationwide. Portable credentials and industry-based certifications indicate to a potential employer that an individual has achieved the skills needed in a given job. Assessment is a critical component of an integrated system that prepares Louisiana for a new economy. Louisiana's Career Readiness Certificate (formerly the "Louisiana WorkReady! Certificate") applies the ACT WorkKeys[®] job skills assessment system to signify to an employer that an individual has achieved a level of foundation skills necessary for success in the workplace. The certificate levels (gold, silver, or bronze) are based on assessments of core problem solving and communication skills: applied mathematics, reading for information, and locating information.

Louisiana Systemic Initiatives Program
(LaSIP)

LaSIP was created pursuant to Louisiana R.S. 17:2751 in 1992 for the improvement of the quality of science and mathematics education. Through a coordinated effort among agencies involved in higher education, elementary and secondary education, and the National Science Foundation, grants are awarded to teachers in the state annually through a competitive process.

- Five full-time employees and one employee that is shared with *La GEAR UP*
- Annual operating budget of \$618,357 in state general funds
- Additional programmatic support until FY 2011 from the Board of Regents and the Board of Elementary and Secondary Education at \$500,000 per entity per year from the Louisiana Quality Education Support Fund

Minimum Requirements for Placement into Entry Level College-Level Mathematics and English

(Board of Regents Academic Affairs Policy 2.18)

The policy is designed to:

- Establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college
- Encourage high school students to improve their academic preparation for college
- Increase the retention and graduation rates of students
- Bolster the quality and coherence of academic degrees
- Provide greater similarity of educational experience across a variety of institutions
- Facilitate the transfer of academic credit between institutions

Requirements of this policy establish uniform standards and procedures for the placement of students in entry-level, college-level courses in Mathematics and English that can be applied toward the following undergraduate degrees: Certificate of Applied Science (CAS), Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Science (AS), Associate (A), Bachelor of Applied Science (BAS), Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor (B).

A college or university may not establish minimum scores for entry-level, college-level Mathematics or English courses that are higher or lower than those set forth below, however, an institution may require further assessment of students who already meet required minimums to determine their final placement in entry-level, college-level courses in Mathematics and English.

To enroll in an entry-level, college-level Mathematics course designated to fulfill general education requirements, a student must attain a minimum score of either:

- 19 on the Mathematics section of the ACT, or

- 460-470 on the Quantitative portion of the SAT, or
- 30 on the College Algebra section/36 on the Algebra section/56 on the College Pre-Algebra section of the COMPASS Mathematics test, or
- 33 on the College Algebra section/36 on the intermediate Algebra section/42 on the Elementary Algebra section/44 on the Numerical Skills portion of the ASSET Mathematics tests.

In lieu of the above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum the same level of academic achievement as would have been defined by equivalent scores on the ACT and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate academic degree, a student must attain a minimum score of either:

- 18 on the English section of the ACT, or
- 450 on the Verbal portion of the SAT-1, or
- 56 on the COMPASS Writing Test, or
- 44 on the ASSET Writing Skills Test

As with Mathematics, in lieu of the above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum the same level of academic achievement as would have been defined by equivalent scores on the ACT and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

Brief Overview of Efforts to Improve the Quality of Teacher and Principal Preparation in Louisiana (1999-2009)

Louisiana has been successful in implementing major reforms during the last nine years that have impacted teacher quality and educational leadership in Louisiana. This success is a direct result of collaborative partnerships that exist between the Governor, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, universities, and school districts. The Blue Ribbon Commission for Educational Excellence has served in the capacity of a PK-20+ council and has had a major impact upon many of the improvements that have occurred in the areas of teacher quality and educational leadership.

The following are examples of what has occurred as a result of the major reforms in teacher quality:

- New policies for all universities to align their teacher preparation programs with new state certification structures for teachers and principals, PK-12 state/national content standards, PK-12 state/national teacher standards, PRAXIS teacher examination expectations, and national accreditation (i.e., NCATE) expectations have been approved and implemented by the Board of Regents (BoR);
- Redesign teams composed of College of Education, College of Arts/Sciences, College of Business, and school personnel and chaired by a PK-16+ Coordinator have been used to redesign all teacher and educational leadership preparation programs to address the new BESE and BoR policies;
- Evaluation by national experts of all redesigned teacher preparation and educational leadership preparation programs has occurred to ensure quality across all preparation programs. Universities had to address all stipulations of the national consultants to attain approval of the redesigned programs to continue to offer teacher preparation and educational leadership preparation programs in Louisiana. Universities that failed to address the expectations were not allowed to admit new candidates to their programs after the deadline dates;
- A Teacher Preparation Accountability System was developed and implemented that assigned labels to universities based upon a Teacher Preparation Performance Score and provided rewards for high performing institutions and corrective actions for universities in need of further development. (Note: This system has undergone revision due to baselines changing as a result of Hurricane Katrina and the need to integrate new assessment data into the system. The revised system will be piloted during 2009-2010.)
- A nationally recognized Value-Added Teacher Preparation Assessment Model has been developed by Dr. George Noell (Department of Psychology – Louisiana State University and A&M College) for the Board of Regents. The model has been piloted and is now being implemented. The development of the model was initially funded by the Board of Regents and through a grant from the Carnegie Corporation of New York during 2007-2009. The model predicts growth of achievement of individual students, examines actual growth of achievement of individual students from one year to the next, links the growth to new teachers who taught the students, and links the growth of the students taught by the new teachers to the universities that prepared the new teachers. The growth of achievement of students taught by new teachers can then be compared to the growth of achievement of students taught by experienced teachers.

- A state research team headed by Dr. Jeanne Burns (Board of Regents) and composed of researchers from the 20 public/private universities in the state and 2 private providers has collected data to identify factors that determine why some teacher preparation programs are preparing new teachers whose students demonstrate greater growth in student achievement in the areas of math, reading, and language arts than other students. The research was funded by the Board of Regents and a grant that was awarded to the Board of Regents by the Carnegie Corporation of New York. Results of the study were released during September 2009.
- The Blue Ribbon Commission for Educational Excellence has been co-chaired by a member of the Board of Regents and a member of the Board of Elementary and Secondary Education. It has been co-directed by staff from the Board of Regents and the Louisiana Department of Education. The commission has provided recommendations each year to the two boards to improve the recruitment, preparation, and retention of effective teachers and leaders. During 2008-09, the commission provided input into the development of a proposal that was submitted to the National Governors Association (NGA) to develop a comprehensive teacher compensation model that would enhance teacher effectiveness and improve student achievement. Louisiana was one of 6 states selected to receive a grant from NGA, and the Blue Ribbon Commission is using the grant funds to develop the model during 2009-2010. They will present recommendations for the new model to the two boards during May 2010.
- A \$4.2 million grant was awarded to Louisiana by The Wallace Foundation for the time period of December 1, 2004 to June 30, 2008 and a \$3.4 million grant was awarded for the time period of July 1, 2007 to June 30, 2010 for the Office of the Governor, Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education, universities, and districts to work collaboratively to develop and implement a cohesive educational leadership system to recruit, prepare, and support effective educational leaders in Louisiana. The partners have been working together to implement new initiatives that impact the preparation of new aspiring leaders and enhance the effectiveness of practicing principals.

Specific results include the following:

- The overall number of teacher candidates who completed public and private teacher preparation programs in Louisiana increased from a low of 2,336 in 2001-2002 to a high of 2,727 in 2004-05. Due to the impact of Hurricane Katrina, the numbers decreased in 2005-06. Efforts are being made each year to increase the numbers.
- The overall passage rates for program completers from Louisiana's universities on the state teacher certification examinations (PRAXIS) increased from 89% for 1999-2000 program completers to 99% for 2007-2008 program completers. Data for 2008-09 is being collected at the present time.
- The overall number of teacher candidates who failed to meet all teacher certification requirements (including passing all PRAXIS examinations) at the point of graduation decreased from 230 in 2000-01 to only 4 in 2007-08
- All established public teacher preparation programs in Louisiana are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all established private teacher preparation programs in Louisiana are nationally accredited. Two new teacher preparation programs (Louisiana State University at Alexandria and Tulane University) are currently pursuing national accreditation.

Appendix F

Board of Regents' Minimum Admission Standards

LOUISIANA PUBLIC 4-YEAR UNIVERSITY *MINIMUM* ADMISSIONS STANDARDS
-- TIMELINE --

- 1998 – Tuition Opportunity Program for Students (*state merit scholarship*)
High school core curriculum and
ACT composite and
High school GPA (core GPA effective 2003)
- 2001 – Master Plan for Public Postsecondary Education: 2001
Admissions Criteria Framework for Freshmen
High school core curriculum and*
ACT composite or high school GPA* or rank in class and*
Minimum GPA for flagship and statewide universities and
Developmental course requirements
**same as required for minimum TOPS award*
- 2002 – Master Plan Issues Document (*see Attachment 2*)
Minimum admissions criteria framework for all categories
Out of state, transfer, international, adult, re-entry, etc.
- 2005 – Implementation of the MP Admissions Standards
At 10 of 14 universities
Excluding Grambling State University, Louisiana State University Alexandria,
Southern University, Southern University at New Orleans
- Implementation of Academic Affairs Placement Policy 2.18
Minimum Requirements for Placement into Entry-Level, College-Level Mathematics and
English (ACT/SAT/COMPASS cutoff scores)
Impact MP Admissions Criteria Framework
- Settlement Agreement expires (December)*
- 2006 – Southern University and A&M College implements MP Admissions Standards (*Spring*)
- Implementation of redefined allowable exceptions (*Fall*)
From 15% (10% minority and 5% majority) at all institutions to
5% at Flagship, 7% at Statewide and 10% at Regional, regardless of ethnicity
- 2007 – Louisiana State University Alexandria implements MP Admissions Standards (*Fall*)
- 2008 – Redefined Regents' high school core curriculum implemented
To align with TOPS
From 16 ½ units to 17 ½, one additional unit of advanced math or science
- 2009 – Implementation of revised Statewide Placement Policy for Math (*see Attachment 3*)
For all institutions, 2-year and 4-year
From ACT MATH subscore 18 to 19
- 2010 – Grambling State University and Southern University at New Orleans to implement MP Admissions Standards
- 2012 – Redefined Regents' high school core curriculum to be implemented (adopted 2008)
To align with Louisiana Department of Education Core 4 Curriculum
From 17 ½ units to 19 units

Louisiana Public University Minimum Admissions Criteria

The requirements listed below are the Board of Regents *minimum* requirements. Some institutions have adopted or may choose to adopt additional requirements. Please check with the specific institution(s) for additional admission requirements.

All four-year public universities

- Completion of Regents high school core curriculum
See reverse for *core curriculum* details.

And

Regional

*LSU-Alexandria
LSU-Shreveport
McNeese State University
Nicholls State University
Northwestern State University
Southeastern Louisiana University
Southern University and A&M College
University of Louisiana-Monroe*

- High school GPA of 2.0 or greater **OR**
- ACT composite score of 20 or greater **OR**
- High school graduation rank top 50% of class **AND**
- Require no more than one developmental course

Effective Fall 2010:

Grambling State University and Southern University-New Orleans

Statewide

*Louisiana Tech University
University of Louisiana-Lafayette
University of New Orleans*

- High school GPA of 2.5* or greater **OR**
- ACT composite score of 23 or greater **OR**
- High school graduation rank top 25% of class **AND**
- Require no more than one developmental course

*Student must have minimum 2.0 GPA.

Flagship

LSU and A&M College

- Complete Regents High School Core Curriculum and additional high school core courses required by LSU **AND**
- Meet the minimum high school GPA* and/or ACT composite score and/or high school graduation rank in class required by LSU **AND**
- Require no developmental course

*Student must have minimum 2.0 GPA.

These two-year institutions are open admissions:

Open

*Baton Rouge Community College
Bossier Parish Community College
Delgado Community College
L.E. Fletcher Technical Community College
Louisiana Delta Community College
LSU-Eunice
Louisiana Technical College
Nunez Community College
River Parishes Community College
South Louisiana Community College
Southern University-Shreveport
SOWELA Technical Community College*

- Diploma from a BESE-approved high school **OR**
- GED or its equivalent **OR**
- Appropriate score on an Ability to Benefit test

Visit www.regents.state.la.us for links to college/universities websites

Admission* to 4-Year Universities, Current [Regents Core and TOPS Core]		Admission* to 4-Year Universities, 2012 [Regents Core, 2012]	
4 ENGLISH	- English I, II, III, and IV	4 ENGLISH	- English I, II, III, and IV
3 MATH	- Algebra/Applied Algebra 1A & 1B - Algebra I - Geometry/Trigonometry/Calculus or an approved advanced math	4 MATH	- Algebra I/Algebra I-Pt 2 - Geometry - Algebra II - Financial Math/Math Essentials/Advanced: Pre-Calculus/Advanced: Functions & Statistics/Pre-Calculus/Calculus/Probability and Statistics/Discrete Math/approved elec.
3 NATURAL SCIENCE	- Biology - Chemistry - Earth Science/Environmental Science/Physical Science/Biology II/Chemistry II/Physics/Physics II/Physics for Technology/Agriscience I & II	4 NATURAL SCIENCE	- Biology - Chemistry - 2 units from: Physical Science/Integrated Science/Physics I/Physics of Technology I/Aerospace Science/Biology II/Chemistry II/Earth Science/Environmental Science/Physics II/Physics of Technology II/Agriscience II/Anatomy and Physiology/approved elective (including approved IBC-related course)
1 ADVANCED MATH/SCI	- Additional unit of advanced math/advanced science from: Geometry/Calculus/PreCalculus/Algebra III/Probability & Statistics/ Discrete Mathematics/Applied Mathematics III /Advanced Mathematics I or II/Integrated Mathematics III/Biology II/Chemistry II/Physics/Physics II		
3 SOCIAL SCIENCE	- American History - World History/World Geography/Western Civilization - Civics & Free Enterprise (one unit combined)/Civics (one unit)	4 SOCIAL SCIENCE	- Civics/AP American Government + Free Enterprise (½ unit each) - American History - World History/World Geography/Western Civilization/AP European History - World History/World Geography/Western Civilization/AP European History/ Law Studies/Psychology/Sociology/Civics (2 nd sem, ½ unit)/African American Studies/approved IBC-related course
2 FOREIGN LANGUAGE	- 2 units from single language	2 FOREIGN LANG/SPCH	- 2 units from single language or 2 units of Speech
1 FINE ARTS SURVEY	- Fine Arts Survey/Performance Art (2 units)/one elective unit from among core courses	1 ARTS	- Fine Arts Survey or 1 unit: Art/Dance/Music/Theatre Arts/Applied Arts/approved IBC-related course
½ COMPUTER LITERACY	- Computer Science/Computer Literacy/Business Computer Applications/½ elective unit from among the core courses		
17.5 UNITS		19 UNITS	
Minimum Admission Requirements:* - Completion of the Regents' Core - High School (overall) GPA –or– ACT Composite Score –or– Rank in Graduating Class - Limited Development Courses Needed			

* Institutions establish their own admission requirements, but the Master Plan of 2001 codified *minimum* expectations for admission to Flagship, Statewide, or Regional universities.

Appendix G

Trends in Retention Rates

First to Second Year Retention Rates 5-year Trend (excludes years affected by Katrina & Rita) Same Institution and Statewide

Level	Inst Name	2001-2002		2002-2003		2003-2004 ¹		2006-2007		2007-2008	
		Same Inst	Statewide	Same Inst	Statewide	Same Inst	Statewide	Same Inst	Statewide	Same Inst	Statewide
Four-Year	GSU	66.0%	72.1%	68.5%	71.8%	62.6%	66.6%	59.1%	63.8%	58.6%	62.1%
	La Tech	71.5%	81.1%	73.9%	84.4%	70.1%	82.4%	71.4%	81.7%	71.9%	83.1%
	LSU A	54.7%	64.7%	48.6%	60.4%	48.8%	59.9%	48.3%	59.4%	47.0%	61.1%
	LSU A&M	83.7%	90.1%	83.1%	90.1%	84.5%	90.6%	84.3%	91.3%	85.0%	91.7%
	LSU S	59.1%	72.4%	52.9%	70.0%	60.9%	72.9%	63.3%	75.2%	59.9%	76.0%
	McNeese	64.7%	69.4%	66.3%	74.1%	67.9%	75.8%	64.5%	73.0%	66.8%	73.9%
	Nicholls	55.5%	65.0%	57.6%	68.8%	65.4%	75.1%	66.3%	76.0%	66.3%	78.7%
	NSU	67.3%	76.0%	65.1%	75.6%	62.6%	75.4%	65.5%	77.4%	67.4%	78.5%
	SLU	67.3%	73.9%	66.0%	75.4%	68.8%	77.7%	61.8%	75.9%	63.7%	75.5%
	SU A&M	68.4%	74.5%	72.5%	77.2%	72.2%	77.2%	65.8%	71.8%	68.3%	73.8%
	SUNO	44.8%	53.0%	48.3%	54.9%	49.7%	55.7%	39.3%	50.3%	43.4%	53.8%
	ULL	72.1%	80.5%	71.0%	80.4%	73.0%	82.6%	74.5%	84.1%	73.3%	83.6%
ULM	63.3%	71.9%	68.0%	74.1%	64.9%	75.2%	65.6%	76.0%	65.9%	78.4%	
UNO	67.2%	77.1%	66.6%	78.1%	66.6%	77.4%	68.7%	81.3%	68.7%	78.1%	
Four-Year Total		70.1%	77.9%	70.3%	79.0%	70.8%	79.6%	70.1%	79.6%	70.6%	79.9%
Two-Year	BPCC	52.0%	61.2%	54.8%	63.7%	51.0%	58.6%	45.9%	57.5%	43.7%	56.2%
	BRCC	46.4%	58.9%	51.6%	63.5%	46.6%	54.8%	44.5%	55.7%	49.3%	60.9%
	Delgado	51.3%	55.3%	53.4%	58.2%	52.9%	58.1%	52.8%	58.9%	54.8%	61.1%
	Fletcher					55.3%	58.6%	45.5%	51.7%	50.0%	53.6%
	LDCC			48.8%	63.4%	40.7%	51.9%	57.1%	66.5%	48.8%	59.9%
	LSU E	52.1%	62.6%	48.0%	62.7%	47.9%	63.6%	47.5%	67.2%	45.7%	66.0%
	Nunez	46.8%	52.2%	50.9%	56.6%	49.4%	54.3%	44.7%	50.0%	45.7%	53.5%
RPCC	50.7%	62.3%	61.0%	74.4%	47.3%	63.6%	45.1%	56.2%	46.7%	55.9%	
SLCC	43.7%	64.9%	45.5%	61.5%	47.2%	62.9%	43.9%	61.6%	50.6%	62.8%	
Sowela					56.3%	60.3%	54.1%	60.5%	58.4%	60.7%	
SUSLA	57.6%	63.6%	61.7%	67.1%	51.2%	57.1%	48.6%	56.2%	46.3%	54.2%	
Two-Year Total		50.6%	58.7%	53.0%	61.5%	50.2%	58.2%	48.1%	58.9%	49.5%	59.9%
Grand Total		66.8%	74.7%	67.3%	76.0%	67.0%	75.7%	65.5%	75.3%	65.9%	75.4%

Source: Institutionally reported data to Regents Statewide Student Profile System.

The Board of Regents Retention Rate is designed to track a first-time full-time cohort of students to the following fall. For each cohort, two retention rates are calculated. The "statewide" calculated rate includes students enrolled at both the "home" institution and any "other" public postsecondary institution in Louisiana.

First-Time Freshman (IPEDS definition)

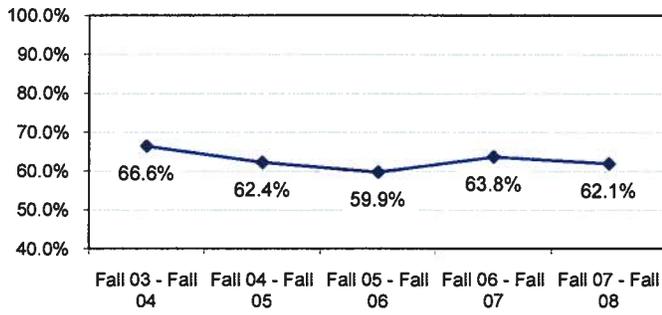
An entering freshman who has never attended any college (or other postsecondary institution). Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

¹ Sowela and Fletcher included in Fall 2003.

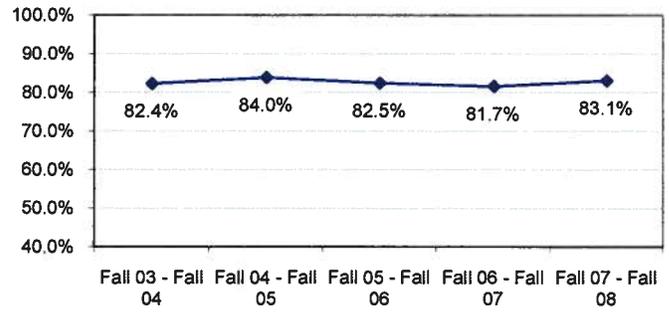
Minimum admission standards implemented at SU A&M in 2006 and at LSU A in 2007; will be implemented at GSU and SUNO in 2010; all others implemented in 2005.

First-Second Year Statewide Retention Trends - 4-year Universities

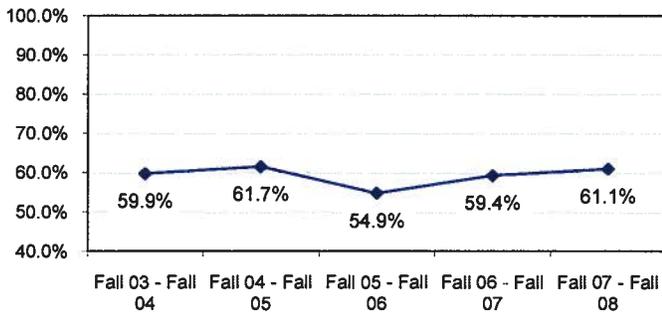
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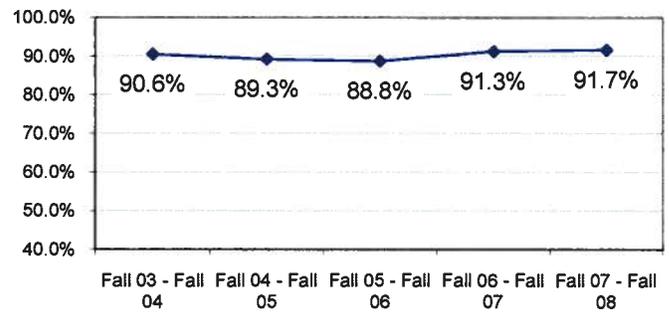
LA Tech



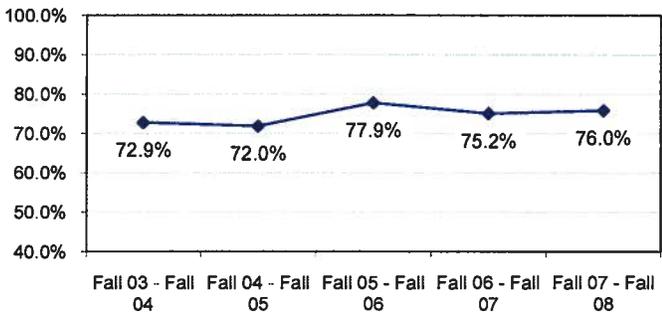
LSU A



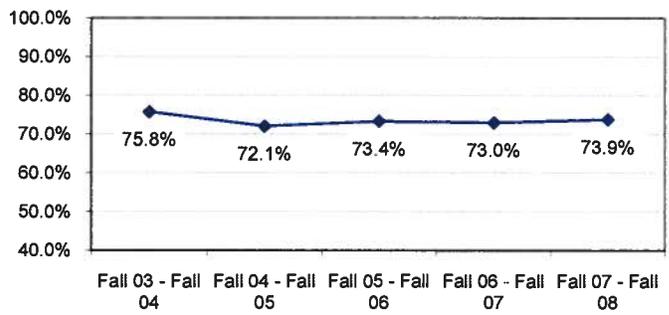
LSU A&M



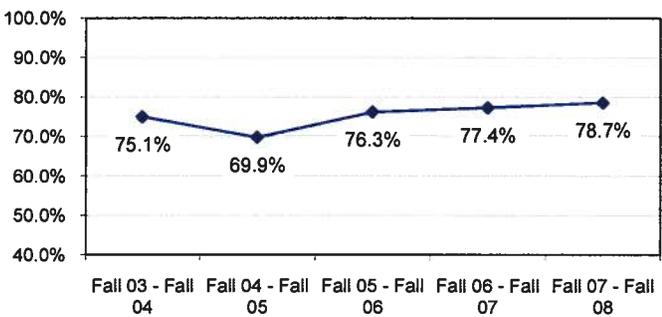
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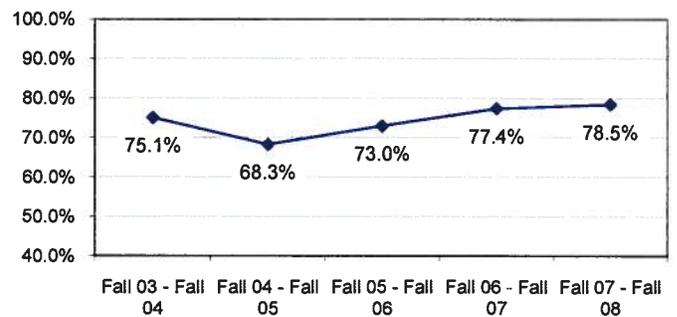
McNeese



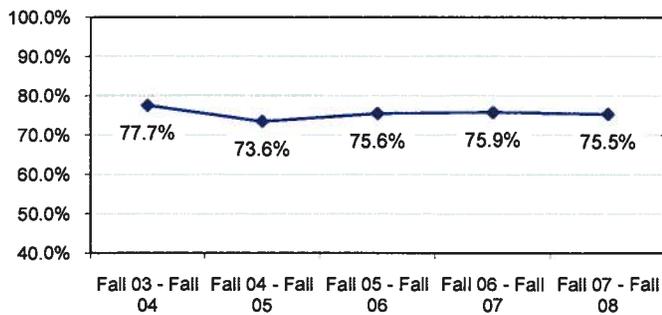
Nicholls



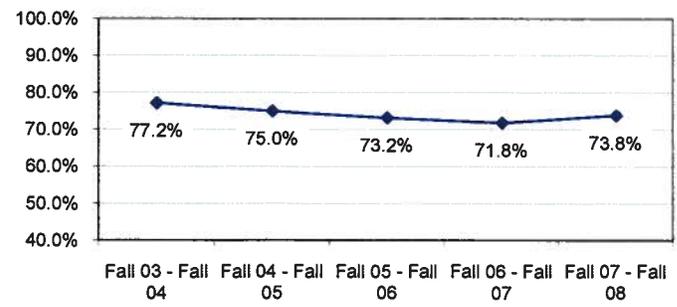
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SLU

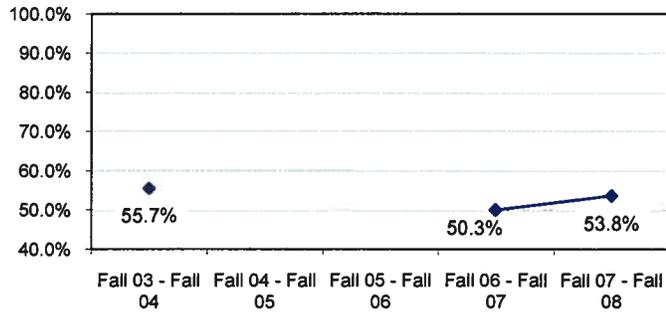


SU A&M

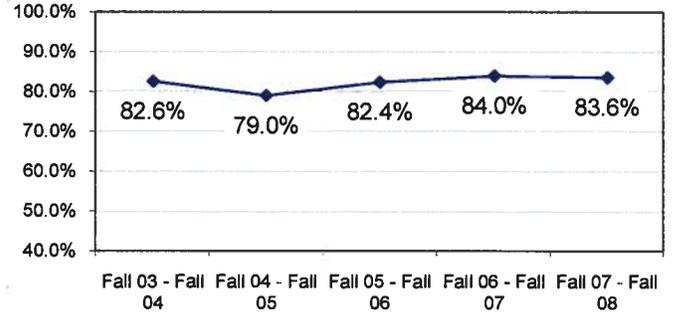


First-Second Year Statewide Retention Trends - 4-year Universities

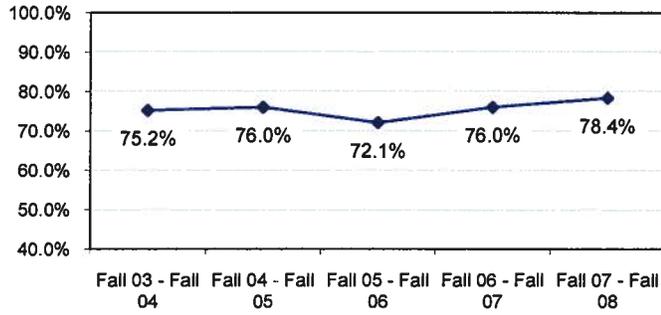
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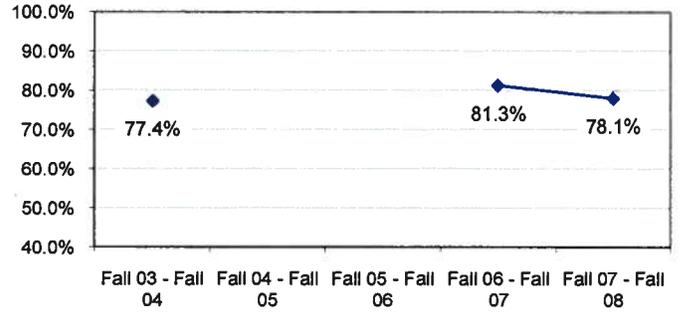
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ULM

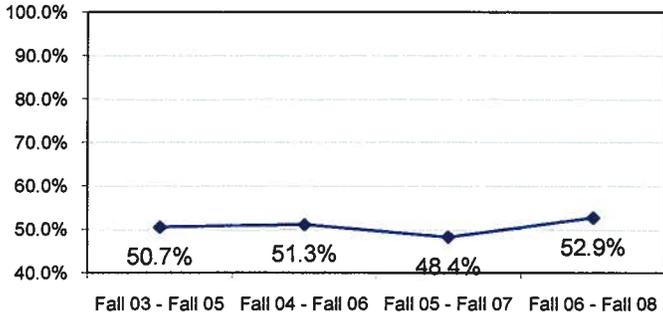


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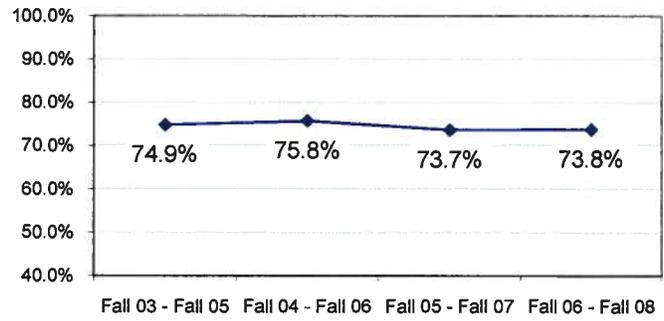


First-Third Year Statewide Retention Trends - 4-year Universities

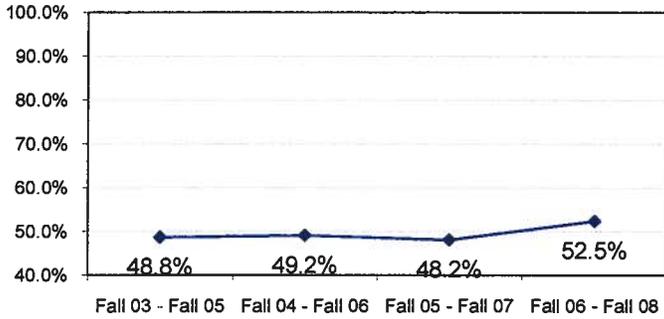
GSU



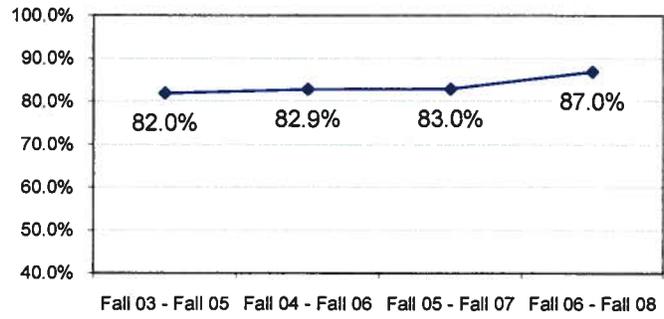
LA Tech



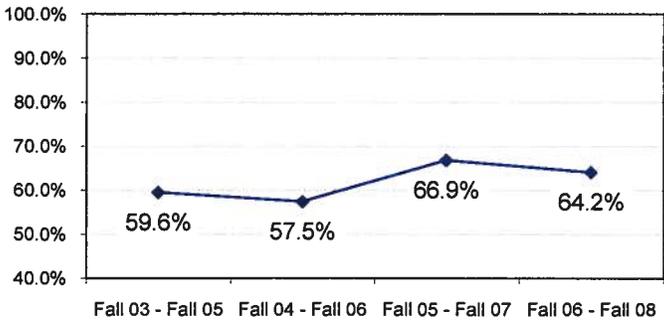
LSU A



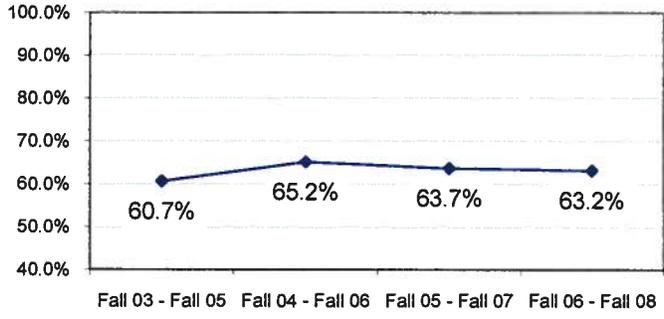
LSU A&M



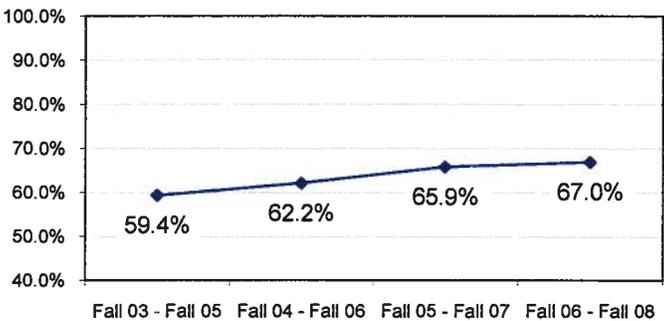
LSU S



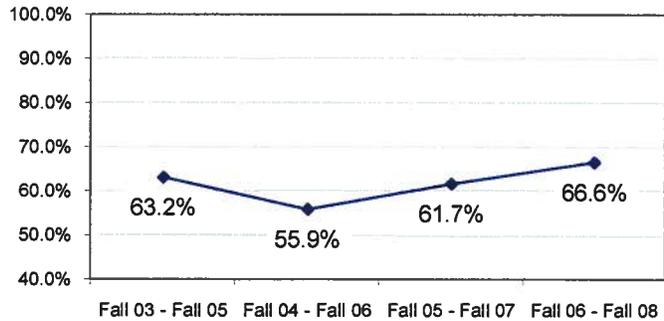
McNeese



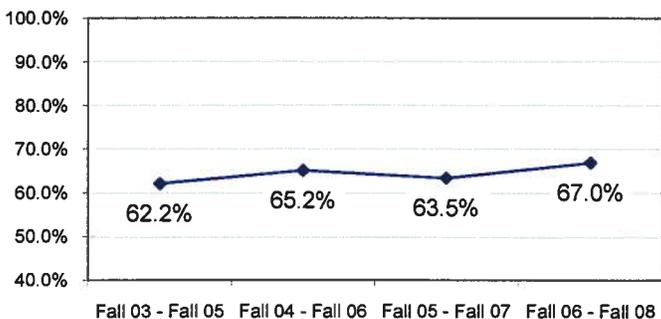
Nicholls



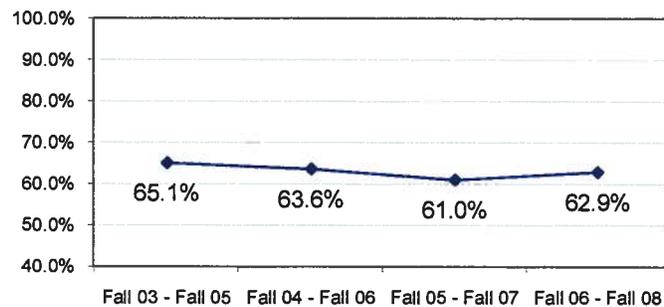
NSU



SLU

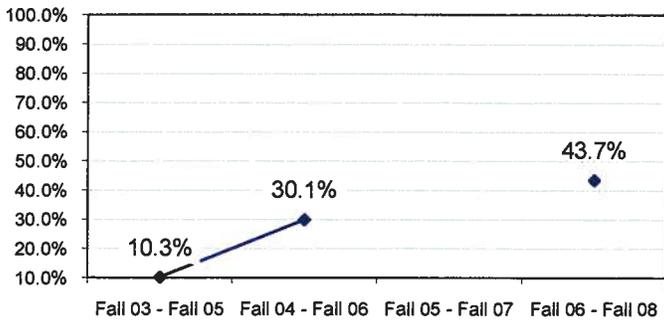


SU A&M

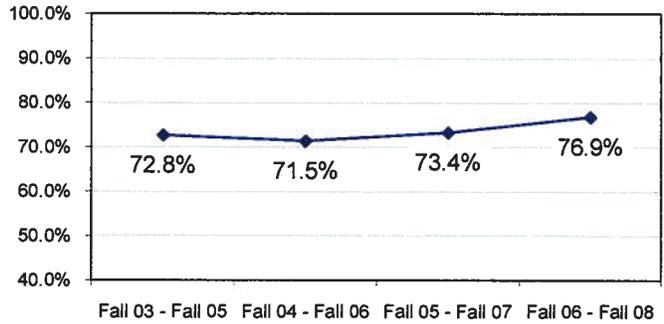


First-Third Year Statewide Retention Trends - 4-year Universities

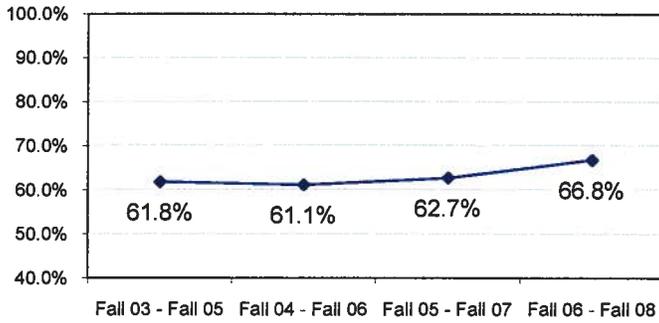
SUNO



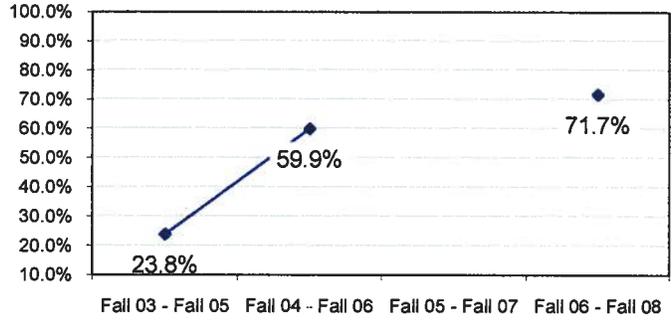
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ULM



UNO



Appendix H

Constitutional and Statutory Authority

Louisiana Constitution

Article VII

Powers and Duties

§ 5	Board of Regents
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Louisiana Revised Statutes

Article 17

Powers and Duties

§ 3121	Board of Regents; creation; membership; terms of office; vacancies; responsibilities (provisions that follow § 3121 track the Board of Regents' primary constitutional authority)
§ 3351	General powers, duties, and functions of college and university boards

§5. Board of Regents

Section 5.(A) Creation; Functions. The Board of Regents is created as a body corporate. It shall plan, coordinate, and have budgetary responsibility for all public postsecondary education and shall have other powers, duties, and responsibilities provided in this Section or by law.

(B)(1) Membership; Terms. The board shall be composed of two members from each congressional district and one from the state at large appointed by the governor, with consent of the Senate, for overlapping terms of six years, following initial terms which shall be fixed by law. The board should be representative of the state's population by race and gender to ensure diversity.

(2) No person who has served as a member of the board for more than two and one-half terms in three consecutive terms shall be appointed to the board for the succeeding term. This Subparagraph shall not apply to any person appointed to the board prior to the effective date of this Subparagraph,¹ except that it shall apply to any term of service of any such person that begins after such date.

(C) Vacancy. A vacancy occurring prior to the expiration of a term shall be filled for the remainder of the unexpired term by appointment by the governor, with consent of the Senate.

(D) Powers. The Board of Regents shall meet with the State Board of Elementary and Secondary Education at least twice a year to coordinate programs of public elementary, secondary, vocational-technical, career, and higher education. The Board of Regents shall have the following powers, duties, and responsibilities relating to public institutions of postsecondary education:

(1) To revise or eliminate an existing degree program, department of instruction, division, or similar subdivision.

(2) To approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision.

(3)(a) To study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution or converting any non-degree granting institution to an institution which grants degrees or converting any college or university which is limited to offering degrees of a lower rank than baccalaureate to a college or university that offers baccalaureate degrees or merging any institution of postsecondary education into any other institution of postsecondary education, establishing a new management board, and transferring a college or university from one board to another.

(b) If the creation of a new institution, the merger of any institutions, the addition of another management board, or the transfer of an existing institution of higher education from one board to another is proposed, the Board of Regents shall report its written findings and recommendations to the legislature within one year. Only after the report has been filed, or after one year from the receipt of a request for a report from the legislature if no report is filed, may the legislature take affirmative action on such a proposal and then only by law enacted by two-thirds of the elected members of each house.

(4) To formulate and make timely revision of a master plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education.

(5) To require that every postsecondary education board submit to it, at a time it specifies, an annual budget proposal for operational needs and for capital needs of each institution under the control of each board. The Board of Regents shall submit its budget recommendations for all institutions of postsecondary education in the state. It shall recommend priorities for capital construction and improvements.

(E) Powers Not Vested. Powers of management over public institutions of postsecondary education not specifically vested by this Section in the Board of Regents are reserved to the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College, the Board of Trustees for State Colleges and Universities, the Board of Supervisors of Community and Technical Colleges, and

any other such board created pursuant to this Article, as to the institutions under the control of each.

Acts 1998, 1st Ex. Sess., No. 169, §1, approved Oct. 3, 1998, eff. Dec. 10, 1998; Acts 1998, 1st Ex. Sess., No. 170, §1, approved Oct. 3, 1998, eff. Nov. 5, 1998; Acts 2008, No. 935, §1, approved Nov. 4, 2008, eff. Dec. 8, 2008.

¹Dec. 8, 2008.

CHAPTER 24. BOARD OF REGENTS

§3121. Board of Regents; creation; membership; terms of office; vacancies; responsibilities

A. The Louisiana Board of Regents, referred to hereinafter in this chapter as the board, is created as a body corporate.

B. The board shall be composed of fifteen members appointed by the governor with the consent of the Senate, who are electors of the state. Members shall be appointed in such manner that at least one but no more than two shall be residents of each congressional district.

C. The terms of the members shall be six years, except that the terms of the initial members shall be as provided in R.S. 17:3122. Members shall serve until their successors are appointed and take office.

D. A vacancy occurring prior to the expiration of a term shall be filled for the unexpired portion of the term within thirty days after the date on which the vacancy occurs by appointment by the governor, with the consent of the Senate. Within twenty-four hours after being informed of a vacancy on the board, the chairman of the board or the officer exercising his duties shall notify the governor by certified mail of the vacancy and the effective date thereof.

E. The board shall be the representative of public higher education and be responsible for providing advice and recommendations concerning higher education to the governor and the legislature.

Acts 1974, Ex.Sess., No. 7, §1, eff. Jan. 1, 1975; Acts 1997, No. 1360, §1, eff. Jan. 1, 1998.

PART VI. POWERS AND DUTIES OF MANAGEMENT BOARDS

§3351. General powers, duties, and functions of college and university boards

A. Subject only to the powers of the Board of Regents specifically enumerated in Article VIII, Section 5 of the Constitution of Louisiana, and as otherwise provided by law, each postsecondary system management board as a body corporate shall have authority to exercise power necessary to supervise and manage the institutions of postsecondary education under its control, including but not limited to the following:

(1) Sue and be sued, including the right to recover all debts owing to the board or any university or college under its management, and to retain legal counsel therefor.

(2) Actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes from any public or private person or agency and to comply with rules and regulations governing grants from the federal government or any other person or agency which are not in contravention of the constitution and laws.

(3) Receive and expend or allocate for expenditure to the institutions under its jurisdiction all monies appropriated or otherwise made available for purposes of the board or the institutions under its jurisdiction according to the master plan for higher education.

(4) Borrow money and issue notes, bonds or certificates of indebtedness for the same and pledge fees, rents and revenues to guarantee payment thereof, in accordance with law and with approval of the State Bond Commission.

(5)(a) In accordance with any other applicable provision of this Paragraph, determine the fees which shall be paid by students.

(b)(i) In accordance with Article VII, Section 2.1 of the Constitution of Louisiana, each management board also shall have authority to establish tuition and mandatory attendance fee amounts applicable to nonresident students at an institution under its supervision and management that at least equal the average amount of annual tuition and mandatory attendance fees for the ensuing fiscal year applicable to nonresident students, at institutions in states comprising the Southern Regional Education Board, excluding Louisiana, which are in the same category as established by the Southern Regional Education Board. Such amounts shall be based on the latest available information that is obtainable by the Board of Regents from the regional education board.

(ii) In accordance with Article VII, Section 2.1 of the Constitution of Louisiana, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College, and the Board of Supervisors for the University of Louisiana System, respectively, also shall have authority to make a total increase in the tuition amount applicable to resident students at an institution under its supervision and management such that the tuition amount for an academic year shall not exceed the amount in effect on June 28, 2000, by more than two hundred fifty dollars.

(iii)(aa) In accordance with Article VII, Section 2.1 of the Constitution of Louisiana, the Board of Supervisors of Community and Technical Colleges also shall have authority to make a total increase in the tuition amount applicable to resident students at an institution under its supervision and management such that the tuition amount for an academic year, or comparable period of time for Louisiana Technical College, shall not exceed the amount in effect on June 28, 2000, by more than two hundred fifty dollars nor by more than one hundred dollars at Louisiana Technical College.

(bb) Notwithstanding the limitation provided in Subitem (aa) of this Item or any authority provided to the board by this Subparagraph and in accordance with Article VII, Section 2.1 of the Constitution of Louisiana, tuition and mandatory attendance fee amounts established by the Board of Supervisors of Community and Technical Colleges and applicable to students enrolled in L. E. Fletcher Technical-Community College and Sowela Technical-Community College may be increased but shall not exceed the median amount of tuition and mandatory attendance fees applicable to students enrolled

in other Louisiana public colleges and universities offering academic undergraduate degrees at the associate degree level but not baccalaureate degrees. The Board of Supervisors of Community and Technical Colleges shall report in writing to the House and Senate Committees on Education by not later than sixty days prior to the beginning of each regular legislative session on the purposes for which monies received from the tuition increase authorized by this Subitem have been expended.

(iv) No increase in tuition or mandatory attendance fee amounts established pursuant to the provisions of this Subparagraph shall affect tuition for any joint apprenticeship program.

(v) Prior to imposing any increase or increases in tuition or mandatory attendance fee amounts, or both, established pursuant to the provisions of this Subparagraph, each management board shall establish criteria for waivers of such increase or increases in cases of financial hardship. Information about such waivers and the criteria and procedures for obtaining a waiver shall be made available to all prospective students affected by the increase or increases in a timely manner such that the prospective student can be aware of the increase or increases and the availability of waivers thereto prior to the student having to make any final decision concerning attendance at the college or university.

(vi) The authority granted each management board by this Subparagraph to establish tuition and mandatory attendance fee amounts shall include the authority to establish proportional amounts applicable to part-time students and to students enrolled for summer terms and for intersession terms.

(vii) In accordance with Article VII, Section 2.1 of the Constitution of Louisiana and in addition to any other authority provided by this Subparagraph, each management board may establish tuition and mandatory attendance fee amounts applicable to resident students at an institution under its supervision and management and, effective January 1, 2002, may adjust such tuition and mandatory fee amounts not to exceed a rate of increase of three percent annually, subject to the approval of the Joint Legislative Committee on the Budget. The authority granted by the provisions of this Item shall terminate July 1, 2005.

(c) The Board of Trustees for State Colleges and Universities is authorized to establish the tuition amounts and other fees and charges applicable to students enrolled in the Doctor of Pharmacy Program at the University of Louisiana at Monroe to be consistent with tuition amounts and other fees charged to students in Doctor of Pharmacy Programs in states comprising the Southern Regional Education Board.

(d)(i) In accordance with Article VII, Section 2.1 of the Constitution of Louisiana, each management board may provide for the assessment of an operational fee at each institution under its management and supervision in an amount not to exceed four percent of the total mandatory tuition and fee amount in effect for each institution on August 15, 2004.

(ii) The authority granted each management board by this Subparagraph to impose an operational fee shall include the authority to establish proportional amounts applicable to part-time students and to students enrolled for summer and intersession terms.

(iii) The fee shall not be a cost that is payable by the state on behalf of any student who is a recipient of an award under the Taylor Opportunity Program for Students.

(iv) The fee shall be in addition to any other tuition or attendance fees and charges established by the board, and the fee shall be paid by all students. However, the boards shall establish criteria for waiving the fee in cases of financial hardship as determined by each board. Information relative to such waivers and the criteria and procedures for obtaining a waiver shall be made available to all prospective students in a timely manner such that each student is informed of the availability of a waiver prior to the student making a final decision concerning attendance at any institution under the management and supervision of the board.

(v) At any postsecondary institution, any excess of revenue resulting from the imposition of an operational fee as authorized in this Subparagraph over mandated costs applicable to the institution in any fiscal year shall be used by the institution solely for the enhancement of any instructional programs

and may not be used to pay the salary of any university or university system administrator as is provided for the use of the academic excellence fee.

(e)(i) In accordance with Article VII, Section 2.1(A) of the Constitution of Louisiana and in addition to any other authority provided by this Paragraph, each management board may establish tuition and mandatory attendance fee amounts applicable to resident students at an institution under its supervision and management and, effective July 1, 2008, may adjust such tuition and mandatory fee amounts at a rate not to exceed three percent annually if the tuition and mandatory fee amount in effect for the institution is ten percent or less below the average or median tuition and mandatory fee amount of the institution's peers, at a rate not to exceed four percent annually if the tuition and mandatory fee amount in effect for the institution is more than ten percent but less than twenty percent below the average or median tuition and mandatory fee amount of the institution's peers, or at a rate not to exceed five percent annually if the tuition and mandatory fee amount in effect for the institution is twenty percent or more below the average or median tuition and mandatory fee amount of the institution's peers.

The Board of Regents shall establish guidelines on the use of data available from the Southern Regional Education Board and other national sources in determining appropriate institution peers and peer average or median tuition and mandatory fee rates. Such guidelines shall be adopted after consultation and coordination with the management boards. The authority to increase tuition and mandatory fee amounts granted by the provisions of this Subparagraph shall be applicable for the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 academic years only and shall terminate June 30, 2012. Beginning with the 2009-2010 academic year, the authority to increase tuition and mandatory fee amounts granted by the provisions of this Subparagraph shall be subject to the approval of the Joint Legislative Committee on the Budget.

(ii) The authority granted each management board by this Subparagraph to establish tuition and mandatory fee amounts shall include the authority to establish proportional amounts applicable to part-time students and to students enrolled for summer and intersession terms.

(iii) Prior to imposing any increase or increases in tuition or mandatory attendance fee amounts, or both, established pursuant to the provisions of this Subparagraph, each management board shall establish criteria for waivers of such increase or increases in cases of financial hardship. Information about such waivers and the criteria and procedures for obtaining a waiver shall be made available to all prospective students affected by the increase or increases in a timely manner such that the prospective student can be aware of the increase or increases and the availability of waivers prior to the student making any final decision concerning attendance at the college or university.

(6) Purchase land and purchase or construct buildings necessary for the use of the university system, subject to the approval of the Board of Regents and in accordance with applicable laws.

(7) Purchase equipment, properly maintain and make improvements to facilities necessary for the use of the university system, in accordance with applicable laws.

(8) Lease land or other property belonging to it or to any college or university within its system, in accordance with law.

(9) Sell, transfer or exchange land or other property not needed for university purposes, in accordance with law.

(10) Employ or approve the employment, fix or approve the salaries, and fix or approve the duties and functions of personnel for the board and the university system in accordance with the provisions of this Chapter. Notwithstanding any law to the contrary, any increase in salary for an administrator of any public college or university or of any postsecondary education management board shall comply with the administrative salary policy guidelines adopted by the Board of Regents.

(11) Review and approve curricula, programs of study, departments of instruction, divisions, or similar subdivisions established by the faculties of the university system and forward such curricula, programs of study, departments of instruction, divisions, or similar subdivisions to the Board of Regents

for final approval.

(12) Adopt, amend or repeal rules and regulations necessary or proper for the business of the board and for the government of the colleges and universities comprising its system and for promoting their purposes.

(13) Adopt, amend or repeal rules and regulations for the government and discipline of students.

(14) Affiliate with any institution giving any special course of instruction, upon such terms as the board deems expedient, which terms may include the retention by such institution of the control of property, faculty and staff.

(15) Award certificates, confer degrees and issue diplomas certifying the same.

(16) Enter into contracts and agreements with other public agencies with respect to cooperative enterprises and undertakings relating to or associated with college or university purposes and programs, in accordance with applicable laws.

(17) Adopt academic calendars, which shall, among other things, make provision for an appropriate and reasonable number of days during which academic teaching personnel may, with necessary approval of appropriate university officials, be permitted to be absent from their duty posts; the time herein provided for shall be in lieu of annual leave granted unclassified state employees by R.S. 42:421. Provided, however, when an academic teaching employee covered by this Act retires, or whenever any such employee dies before retirement and while holding membership in any retirement system to which the state contributes in whole or in part, leaving a surviving spouse or dependent or both, who are entitled to benefits from the retirement system, the unused days shall be added to the employee's membership service in the same manner and to the same extent as if the employee had continued in state service until the time such number of unused days have elapsed, dating from the date of the employee's death.

(18) Perform such other functions as are necessary or incidental to the supervision and management of the university system it supervises and manages.

B. In addition to the powers and duties vested by Subsection A of this Section and any other applicable laws, each board, as soon as practicable, shall adopt:

(1) Bylaws setting forth the respective rights, duties and responsibilities of the board, the various administrative officers, and the faculty. These bylaws shall be specific in fixing responsibility and in describing lines of authority, without being so detailed as to encumber the machinery of government with undue formality. These bylaws may provide appropriate rules under which they may be amended from time to time.

(2) Rules and regulations which may provide for:

(a) A method of obtaining expression of faculty opinion when appointments are to be made to the offices of president, or head of a college or university, chief academic officer of a college or university, deans, directors, and heads or chairmen of departments.

(b)(i) The establishment, award, and continuance of fellowships, scholarships, and all other forms of student aid. Such rules shall be so designed as to promote high standards of achievement and scholarship in the respective recipients and to insure the award and continuance of fellowships and scholarships solely upon the basis of merit, and other forms of student aid strictly upon the basis of necessity and merit.

(ii) Such rules and regulations may include the establishment, award, and continuance of tuition waivers to any student for purposes of gender equity who participates in an intercollegiate athletic program and who is pursuing an undergraduate degree provided that the student meets the academic standards and complies with the rules and regulations of the college or university such student is attending relative to requirements for attendance as a full-time student. The tuition waivers may be offered at any campus under the jurisdiction of each management board; however, no management board shall issue more than an aggregate of fifty tuition waivers per campus during an academic year

and not more than fifty percent of such tuition waivers shall be issued to out-of-state residents.

(c) The administration of the various student loan funds and the granting and repayment of such loans. Each board shall withhold any academic and financial aid transcripts of students in default on the repayment of an obligation to the Louisiana Student Financial Assistance Commission or its successor, until such time as release is authorized by the commission or its successor. Such release shall be dependent upon acceptable repayment arrangements being made by the defaulted student borrower. The rules and regulations adopted by each board to implement the provisions of this Subparagraph relative to the withholding of academic and financial aid transcripts shall include a due process procedure permitting a student, if the student desires, to appear before the board prior to any action withholding such student's transcript.

(d) It shall be the further duty of the board to employ the proceeds of all donations, grants, subscriptions and bequests to a university, or to any school, college or division, or in trust therefor, so as to effectuate the purposes and accord with the terms and conditions of such donations, grants, subscriptions and bequests.

(3) Policies and rules authorizing state colleges and universities to develop and conduct courses of study and curricula for inmates and personnel at state correctional institutions, pursuant to authorization by the Department of Public Safety and Corrections. The courses of study to be offered shall be developed by the college or university and approved by the governing board.

C.(1) In addition to any other powers and duties authorized by this Section, each board shall adopt, by not later than January 1, 1990, a policy requiring each institution under the supervision and management of that board to report, on at least a monthly basis, the numbers and types of reported criminal offenses occurring on property owned or under the control of the institution. Such report shall be made to the appropriate management board and shall be a public record. The form and content of such reports shall be prescribed by the management board but shall be such as to be acceptable for the purposes of compiling uniform crime reports. The report provided for by this Subsection shall be limited to those offenses included in Part I of the most recently published edition of the Uniform Crime Reports for the United States as printed by the Federal Bureau of Investigation and the United States Department of Justice.

(2) The policy also shall require each institution to publish in its catalog basic information about security procedures and practices maintained by the institution. Such information, to the extent not otherwise exempt by law from disclosure, shall include but need not be limited to the following:

(a) The enforcement authority and training requirements for campus police and other security personnel.

(b) The number of security personnel employed by type, including full-time, part-time, and supplemental personnel.

(c) Basic procedures for responding to emergencies or criminal actions and special services for the reporting of emergencies and criminal actions, such as the provision of an emergency telephone number for student and employee use.

(d) The administrative office responsible for security and campus police services.

(3) The policy also shall require each institution to develop and adopt written security rules, regulations, and procedures. Such rules, regulations, and procedures shall include but need not be limited to the following information:

(a) Procedures for responding to emergencies or criminal actions.

(b) Procedures for securing campus buildings and residence halls.

(c) Procedures for investigating violations of criminal statutes and university regulations.

(d) Procedures related to campus police and other security personnel activity within student housing.

(e) Rules and regulations governing the possession and use of firearms by campus police and

other security personnel.

(f) Rules and regulations governing the possession and use of firearms on campus by employees, students, and visitors.

(g) Security considerations used in the construction, maintenance, groundskeeping, and lighting of campus buildings and grounds.

(h) Methods used to inform the campus community about security matters.

D. In addition to any other powers and duties authorized by this Section, each board shall adopt, by not later than January 1, 2004, a policy requiring each institution under the board's supervision and management to include as a part of any material made available by the institution to students and prospective students about any course offering at the institution a list of other Louisiana public colleges and universities that will recognize a student's successful completion of such course both for academic credit in general and for credit toward meeting degree program requirements at the other institutions.

Acts 1975, No. 313, §2, eff. July 17, 1975; Acts 1988, No. 791, §1; Acts 1989, No. 543, §1, eff. July 5, 1989; Acts 1990, No. 808, §1; Acts 1995, No. 258, §1; Acts 1997, No. 1360, §1, eff. Jan. 1, 1998; Acts 1997, No. 1458, §1, eff. July 15, 1997; Acts 1998, 1st Ex. Sess., No. 94, §2, eff. May 5, 1998; Acts 1998, 1st Ex. Sess., No. 151, §1, eff. July 1, 1999; Acts 2000, 2d Ex. Sess., No. 4, §1, eff. June 28, 2000; Acts 2001, No. 955, §1, eff. June 26, 2001; Acts 2001, No. 1117, §1, eff. June 28, 2001; Acts 2003, No. 383, §1, eff. June 18, 2003; Acts 2004, No. 288, §1, eff. June 15, 2004; Acts 2004, No. 788, §1, eff. July 8, 2004; Acts 2008, No. 652, §1, eff. July 1, 2008; Acts 2008, No. 915, §1, eff. July 14, 2008.

NOTE: See H.C.R. No. 217 of 2001 R.S. relative to date by which tuition and fees shall be established pursuant to R.S. 17:3351(A)(5)(b)(i).

NOTE: See Acts 1999, No. 991, as amended by Acts 2004, No. 214, relative to authority of LSU Bd. of Supervisors to change tuition amounts at the university laboratory school.

Appendix I

Board of Regents' Governance Response

The 1974 Constitution established three management systems and one statewide coordinating, planning and policy board. A fourth management board for community and technical colleges was added in 1998.

GOVERNANCE RESPONSE

The Board of Regents, Louisiana's statewide postsecondary education coordinating, planning and policy board has among its constitutional and statutory duties and responsibilities the development of a Master Plan for Public Postsecondary Education, development of a formula for the equitable distribution of funds, approval and elimination of academic programming, representation of all public postsecondary education to the Governor and the legislature, and prioritization of capital outlay projects. The establishment of the higher education budget, based on the funding formula and the priorities for capital outlay, is recommended by the Board of Regents to the Governor and the legislature.

Regents is also responsible for administering \$90 million in flow-through dollars for the staffing and operation of programs, grants and entities not related to the constitutional and statutory duties described above. These funds and the staff activities associated with these programs, grants and entities may only be used for the purposes provided by the law or grant that serves as the funding source.

The Board of Regents takes the long view – setting a statewide public postsecondary education agenda designed to increase the number of graduates in Louisiana, provide strategic research investments, and establish statewide policies and initiatives. Included also are the establishment of minimum admission standards, approval of a tuition and fee policy, and course articulation and transfer. Thus, the Regents play a critical coordination role in both agenda setting and successful implementation designed to drive academic progress across systems and institutions. At the same time, the Board of Regents is not involved in the day-to-day operations of institutions.

Louisiana's four management boards – Louisiana Community and Technical College System, the Louisiana State University System, the Southern University System, and the University of Louisiana System – are responsible for the supervision and management of day-to-day operations at their public postsecondary institutions. These boards are the body corporate or legal entity for their institutions. Among many other functions and responsibilities, they own property for the benefit of the system and its institutions; execute leases and contracts involving the system and its institutions; provide system-wide services to institutions; select chancellors and presidents; approve personnel decisions; borrow money and issue notes, bonds or certificates on behalf of the system and its institutions; and confer degrees. In addition to management of two-year and four-year institutions, current boards manage and supervise the state's public hospital system, medical centers, law schools and agricultural centers.

While the management boards (sometimes referred to as governing boards by SACS and others) advocate on behalf of their institutions, it is the state's coordinating board that is statutorily charged to represent the entire postsecondary education enterprise – balancing the interest of all institutions across systems in order to fulfill the state's needs.

Actions of the Postsecondary Education Review Commission (PERC)

PERC was statutorily created through Act 309 of the 2009 Regular Session of the Legislature to review all aspects of postsecondary education in Louisiana for efficiency and effectiveness. The statute did not charge the Commission with determining the cost or feasibility of its recommendations.

On the first day of its last meeting held on February 4, 2010, PERC amended its previous recommendation on governance so that its final recommendations read as follows:

- 20. The legislature shall restructure Louisiana's postsecondary education system such that all four-year universities shall be governed by a single university board using the current structure of the Board of Regents required by the constitution as it relates to membership composition, including the provision for geographic representation and the provisions for members being representative of the state's population by race and gender to ensure diversity, and that all technical and community colleges shall be governed by a single technical and community college board.**
- 21. The legislature shall direct the Board of Regents, in consultation with the management boards, to conduct a comprehensive review of all postsecondary institutions and authorize the appropriate boards to initiate any consolidations or mergers of institutions necessary to improve the overall effectiveness and efficiency of Louisiana's public postsecondary education system. The board shall ensure that access at all levels of postsecondary education is maintained in each region of the state.**
- 22. The legislature shall take steps during the 2010 regular session necessary to provide for the power, authority and responsibilities of the Board of Regents to become consistent with the recommendations put forth by the report issued by the Public Affairs Research Council of Louisiana issued in 2009 regarding higher education governance, until and unless a change in the governance structure occurs.**

Analysis and Implications of PERC Recommendations

A. Merger of Postsecondary Education Boards. Recommendation 20 would establish two governing boards. These boards would maintain the advocacy role for the institutions

within their systems and perform the management functions in current law and required by the Southern Association of Colleges and Schools (SACS). It would appear from the PERC recommendation that the planning and coordinating function would be merged with the day-to-day operations, administrative and advocacy duties although, in the recommendation, these functions were not expressly defined. There is no mention regarding how statewide coordination, planning and policy making would occur.

Aimes McGuinness, a nationally and internationally recognized expert on higher education governance structures, provided the PERC Commissioners with a national perspective on governance as well as an understanding of different governance structures.

He stated that any change in governance structure should be a means to an end. A change in governance should be recommended only when no other solution will bring about the desired result. McGuinness cautioned regarding the inertia and the negative effect on morale that can be caused by the consolidation itself.

He concluded that there is no one perfect governance structure and that all have advantages and disadvantages. McGuinness also stated that the Governor and the legislature may informally determine these powers no matter what the formal structure is for any state.

PERC noted in its Final Report that the “information presented to the commission suggested that there is no best practice as it relates to higher education governance.” It further noted that “data was presented to show that it can take many years for a cohesive system to develop after reorganization; therefore, the monetary costs and the potential inertia must be weighed against the perceived short- and long-term benefits.” (PERC Final Report, page 20)

As part of its Relevant Findings, PERC found that Louisiana has not been served well by its current structure. The stated shortcoming was that “boards and institutions often act as independent entities and fail to communicate with one another or work together for the betterment of the state.” (PERC Final Report, page 20)

The elimination of the oversight board that is responsible for statewide planning and coordination does not appear to resolve the issue of ensuring that boards and individual institutions “work together for the betterment of the state.” When issues arise requiring the cooperation and coordination of two-year and four-year institutions, who will perform that function? Additionally, statewide articulation, emergency response and recovery, teacher redesign, and statewide on-line adult education are but a few issues that require such coordination and are also recent examples of cooperation for the betterment of the state.

In fact, almost all of the PERC recommendations require statewide coordination across public institutions. In its February 18, 2010 release, the Public Affairs Research Council (PAR) stated:

“The PERC recommendation to merge boards would eliminate the only state entity dedicated to developing an overarching, coordinated approach to the delivery of higher education. It would consolidate the policy making and administrative functions...

This plan would move Louisiana in the opposite direction from the reforms PAR supports. It would increase the politicization of higher education policy in the state and reverse recent progress toward better student outcomes.”

Further, PAR had this to say about the merger of the management boards in this same release:

“Whether some or all of the system management boards should be merged to streamline administrative functions is a matter to be decided through careful study of the legal implications and likely effect on student outcomes.”

The Board of Regents concurs that a strong, independent statewide coordinating board that is not involved in day-to-day management and supervision of individual institutions is needed.

PERC was not charged in the statute with assessing feasibility or the costs of its recommendations. The legal implications, transfers of property and bond indebtedness, and the integration of information systems, among other key considerations, were not a required part of its review.

B. Merger or Consolidation of Institutions. The merger or consolidation of functions by institutions is currently being evaluated by the Board of Regents. As part of this review, the merger or consolidation of institutions will be discussed. However, the Board of Regents cannot “authorize the appropriate boards to initiate any consolidations or mergers of institutions.” (PERC Recommendation #21) It must abide by the following constitutional mandates relating to actions regarding consolidations or mergers.

(3)(a) To study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution or converting any non-degree granting institution to an institution which grants degrees or converting any college or university which is limited to offering degrees of a lower rank than baccalaureate to a college or university that offers baccalaureate degrees or *merging any institution of postsecondary education into any other institution of postsecondary education*, establishing a new management board, and transferring a college or university from one board to another.

(b) If the creation of a new institution, *the merger of any institutions*, the addition of another management board, or the transfer of an existing institution of higher education from one board to another is proposed, the Board of Regents shall report its written findings and recommendations to the legislature within one year.

Only after the report has been filed, or after one year from the receipt of a request for a report from the legislature if no report is filed, may the legislature take affirmative action on such a proposal and then only by law enacted by two-thirds of the elected members of each house. (Louisiana Constitution Article 8, Section 5 (D). (Emphasis ours)

While (a) would allow us to study and (b) mandates that we at least be requested to study the consolidation or merger of institutions, such a change could not be accomplished without a two-thirds vote of the legislature.

C. Strengthening and Clarifying the Board of Regents. The Board of Regents is often assumed to have authority that it does not currently have or that is subject to differing interpretations. Clear enforcement authority would expedite the creation and implementation of policy.

Conclusion

Determining the feasibility of any of the suggested changes in governance requires, as PERC noted, that the “monetary costs and the potential inertia ... be weighed.” The objective for the change should be clearly identified and evidence and data should support that the objective will be achieved through the recommended change. Consequences to the change should also be identified and weighed.

While a change in governance may, in the end, be a good idea, and certainly the public debate is appropriate, there is a void of information available at this time to determine the feasibility of such changes.

Furthermore, in light of the devastating budgetary projections for the 2011-2012 fiscal year, moving forward with a proposal that would likely cause “inertia” when aggressive action and stability is needed, could bring about significant unintended adverse consequences. Above all else, any change must improve the delivery of public postsecondary education for the benefit of the citizenry and the State of Louisiana.

Appendix J

Funding Formula/Performance Measures

WHY PERFORMANCE-BASED FUNDING?

Rewards Results Not Just Enrollment Incentives To Increase:

- Degrees & Certificates
- Workforce Development
- External Research

Captures the “Average Cost” of Educating Students

- Major or discipline
- Progression

Stimulates Return on Investment

- 10,000 Additional Degrees and Certificates by 2015
- Cut Attainment Gaps in Half

Focuses on “What Can Be” instead of “What Is”

- Institutions Meet State Needs instead of State Meeting Institutions Needs

“Education is Everyone’s Business”



LOUISIANA'S FORMULA HAS SIX PRIMARY COMPONENTS:

Core Component

- reflects the cost of educating students in various disciplines and at various types of colleges and universities rather than funding all disciplines at the average
- recognizes that in general, research institutions have higher cost programs than regional four year institutions, who have higher program costs than two-year institutions
- Includes strong performance emphasis in response to House Concurrent Resolution No. 114 of 2008

Completers Component

- rewards increased numbers of students earning degrees and certificates ("completers") by institutions
- splits funding—one-half based upon each institution's share of total production of degrees and certificates, and the other awarded for points earned by increasing production in specified categories
- rewards institutions on the basis of increasing and contributing to the overall state goal of producing an additional 10,000 degrees and certificates annually by 2015
- considers increased production of degrees and certificates within certain targeted segments of the student population: minorities, PELL eligible students, adult students, STEM (Science, Technology, Engineering and Math) majors, education certifications, associate, graduate, and professional degrees, etc.

Research Component

- provides incentives to expand federal research activity
- provides a 50% formula match for every dollar of federally generated research funding, averaged over the most recent three year period
- responds to HCR No 114 to include a research performance factor

Workforce Development Component

- provides an incentive to expand programs that have been identified as addressing specific workforce demand needs by The Workforce Investment Council
- Responds to HCR No 65

General Support Component

- accounts for the general areas of institutional support and student services
- calculated using percentages of the dollars generated by the formula for the total of the Core, Research and OP&M Components

Operation of Plant and Maintenance Component

- addresses the cost of operating and maintaining the academic and support physical facilities of the institutions
- basis of the funding factor is the latest cost per gross square feet of space identified by APPA, FPR, adjusted for "inflation"
- adjusts to the cost rate depending upon an institution's ratio of academic and support square fee to full-time enrollment

Appendix K

New Funding Formula Task Force

Artis L. Terrell, Jr.
Chair

Robert W. Levy
Vice Chair

Mary Ellen Roy
Secretary

Sally Clausen
Commissioner of
Higher Education



Charlotte A. Bollinger
Scott O. Brame
Robert J. Bruno
Richard E. D'Aquin
Maurice C. Durbin
Donna G. Klein
Ingrid T. Labat
W. Clinton Rasberry, Jr.
Victor T. Stelly
Harold M. Stokes
Roland M. Toups
Joseph C. Wiley
Marc A. Guichard, Student

BOARD OF REGENTS

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.state.la.us

February 18, 2010

To: Board of Regents Performance Funding Task Force

From: Wendy Simoneaux
Brenda Albright

RE: Summary of the February 18, 2010 Meeting

Thank you for your many contributions to today's meeting. Below is a summary of the Task Force's discussion.

The Task Force has been charged with working with Board of Regents staff and providing advice for consideration of the Board of Regents on:

- (a) recommendations to modify the current funding formula for technical colleges, two-year and four-year institutions to place a greater emphasis on performance and to be consistent with the overall goals and recommendations of the Postsecondary Education Review Commission (PERC) to "reevaluate postsecondary education funding to place increased emphasis on institutional quality and performance;
- (b) formula implementation strategies to be used in times of various fiscal environments (stable, growth, declining);
- (c) a strategic framework and proposed timeline for the development of a performance based funding formula for other funding entities, including the State's Agricultural Centers, Health Science Centers, Law Centers, and the State's non-formula research oriented entities.

The Task Force has scheduled three in person meetings and will make recommendations to the Board of Regents at its May 2010 meeting. The recommendations will then be forwarded to the Legislature and the Governor.

At its February 18th meeting, the Task Force reviewed the performance funding approaches implemented in Ohio, Florida, Oklahoma, Indiana, Missouri, Tennessee and the Washington Community Technical College Board. Task Force members asked for additional information about Ohio. All of these states are funding either course completions, degrees, or other markers of students' progress. The Task Force also reviewed cost-effectiveness strategies being used by other states and the recommendations by the PERC. A question was posed whether or not the work of the Task Force would mirror the language of the PERC recommendations. It was noted that the Task Force recommendations will be consistent with the overall goals and objectives of the PERC report; however, the Task Force may offer additional changes or modifications to the specific language of the PERC report. The Task Force also discussed the purpose of performance funding. The purpose is to provide performance funding to postsecondary higher education, to educate more Louisiana citizens with high quality at a lower cost and to improve education and workforce outcomes. The Task Force discussed key principals that should be adopted which include:

1. the mission of the various institutions must be taken into account;
2. the approach should be credible to higher education stakeholders and to public leaders;
3. the campuses should be given the flexibility to reach goals;
4. the information used should be valid, reliable and consistent;
5. a simple approach should be used;
6. underserved at-risk students should be one focus; and
7. transition to a new funding strategy including situations where institutions might lose significant resources must be addressed.

In implementing performance based funding, institutions expressed concerns that there may be dramatic reductions in funds that could affect the delivery of high quality programs to students and emphasized that we must maintain quality.

Members of the Task Force said it is inappropriate for self-generated revenue, such as out-of-state tuition, to be allocated based on performance. For example, some institutions have a large percentage of out-of-state students and may be able to generate larger sums of money based on higher tuition rates.

The Task Force reached general consensus on possible performance funding factors; however, stressed that relative weighting of factors ultimately agreed upon would need further discussion. For both two-year and four-year institutions, these are:

- completers overall,
- completers in high demand fields,
- completers that are underserved racial/ethnic students,
- graduation rates,
- transfer with at least one year of community college education,
- course completions,

- completers who are adults aged 25 and older,
- completers (masters/doctorates and professionals).

For community colleges these factors were also considered – students passing developmental education courses; students passing a college-level math course; students earning 15 credit hours in the first year; students earning 30 credit hours in the first year; job placement in full-time jobs earning a certain amount per hour; industry-based certification; and licensure exam pass rate. As the Task Force discussed these factors, two issues rose: (1) several members of the Task Force felt that the time to degree was best measured through graduation rates and does not apply to many higher education students who are part-time; (2) the Task Force recognized that work needs to be done in comparability of data, for example, the Task Force wants to collect and use current course completion data; however, definitions vary among institutions on what course completions mean and how final grade assignments should be considered (e.g. is a withdraw passing, D or F grade count toward a course completion). Similarly, obtaining information on workforce outcomes requires access to information external to higher education.

Key questions that were raised include for what timeframe should performance funding factors be used? Will performance funding be redistributed each year? As next steps, the Task Force plans to have a conference call to review the potential financial impact of allocating 25% of the 2010-2011 state funds (inclusive of ARRA) based on performance and 75% based on the core components of the formula. Members of the Task Force asked for two calculations pertaining to the 75%, one with research included as a basic core component and the second with research included as an element of the performance component. Members emphasized that institutions could not graduate more students and demonstrate results if adequate resources were not available to provide funding for faculty and student support services.

The members of the Task Force emphasized that it may be necessary to implement an approach that focuses on a few areas where data are available in the short-term while developing a long-term more comprehensive strategy that will require additional data collections.

Appendix L

Board of Regents' Tuition and Fee Policy

Louisiana Revised Statutes

Article 17

Tuition and Fees

§ 3129.5	State tuition and fee policy; Board of Regents; study and formulate; legislative approval of authority to increase tuition or fees; implementation; reports
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§3129.5. State tuition and fee policy; Board of Regents; study and formulate; legislative approval of authority to increase tuition or fees; implementation; reports

A. The Board of Regents shall study and formulate a state tuition and fee policy which shall be applicable to each public postsecondary education institution and system in the state. The policy shall be developed in cooperation and consultation with each public postsecondary education management board. The Board of Regents shall take into consideration the cost of education provided by each type of institution, the proportion of such costs typically paid by students, the economic status of the citizens of the state of Louisiana, the overall rates of increase in public postsecondary education costs and tuition, the existing status of tuition and fees in Louisiana relative to its peer states, and other pertinent factors as may be determined by the Board of Regents after consultation with the postsecondary education management boards. The tuition and fee policy shall establish a framework for the imposition of student tuition and fees by the respective postsecondary education management boards. The delegation of authority to the postsecondary education management boards to establish tuition and fees in accordance with policies adopted by the Board of Regents pursuant hereto shall not be construed to authorize the Board of Regents to set a specific tuition or fee.

B. Prior to the implementation of the initial increase in fees or tuition pursuant to such policy, the authority for the postsecondary education management boards to increase tuition or fees consistent with the policy shall be approved by the legislature by law by the favorable vote of two-thirds of the elected members of both houses of the legislature. Such approval shall constitute compliance with the requirements of Article VII, Section 2.1 of the Constitution of Louisiana for any subsequent increases pursuant to the policy.

C. The Board of Regents and each of the management boards shall report annually to the Joint Legislative Committee on the Budget by not later than February first of each year on the status of the implementation of the state tuition and fee policy.

Acts 2003, No. 1105, §1.

Louisiana Postsecondary Education Tuition and Fee Policy



Adopted by the Board of Regents

April 28, 2005

As Revised May 10, 2005

**LOUISIANA POSTSECONDARY EDUCATION
TUITION AND FEE POLICY**

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Louisiana Postsecondary Education Tuition and Fee Policy

Background and Context for Louisiana's Policy

Louisiana has never had a comprehensive statewide policy to guide the setting of tuition and fees at its postsecondary education institutions. With adoption of the state's current constitution in 1974, and the enactment of Act 313 of 1975, system management boards were charged with the authority and responsibility to set tuition and fee rates for postsecondary education institutions. The management boards did so unilaterally and independently until a constitutional amendment was adopted in 1995 which imposed a requirement of a two-thirds vote of the legislature to increase fees (which was determined to encompass both tuition and fees). This constitutional amendment followed years of state budget difficulties which caused many agencies, higher education institutions included, to impose and/or increase charges for services in order to offset state funding reductions and help finance their operations.

Louisiana, like many states in the south, has generally maintained a history and tradition of low tuition rates in an effort to provide affordable access to public postsecondary education. Unlike most states, Louisiana had, until recently, focused almost exclusively on providing access through four-year institutions, where tuition and fee rates are typically higher than those of two-year institutions. The creation of the Louisiana Community and Technical College System in 1998 and corresponding establishment of several new community colleges has provided a new array of institutions with considerably lower tuition rates.

With the establishment of the Louisiana Community and Technical College System, the adoption of the *Master Plan for Postsecondary Education, 2001*, and the requirements it imposes on the state's four-year institutions, a comprehensive review and approach to tuition and fee

policy is in order.

Act 1105 of 2003 recognized the need for such a policy and requires the Board of Regents to study and formulate a state tuition and fee policy applicable to each public postsecondary education institution and system in the state. In developing the policy, the Board is directed to take into consideration the cost of education provided by each type of institution, the proportion of such costs typically paid by students, the economic status of the state's citizens, the overall rates of increase in public postsecondary education costs and tuition, the existing status of tuition and fees in Louisiana relative to its peer states, and other pertinent factors.

Act 1105 further provides that "the tuition and fee policy shall establish a framework for the imposition of student tuition and fees by the respective postsecondary education management boards," but that prior to implementation of any increase in tuition or fees pursuant to such policy, "the authority for the postsecondary education management boards to increase tuition or fees consistent with the policy shall be approved by the legislature by law by the favorable vote of two-thirds of the elected members of both houses of the legislature." Such approval by the legislature shall constitute compliance with the requirements of Article VII, Section 2.1 of the Constitution. Finally, Act 1105 provides that the Board of Regents and each of the management boards report to the Joint Legislative Committee on the Budget by not later than February 1st of each year on the status of the implementation of the state tuition and fee policy.

Additionally, Louisiana is currently participating in a national research project funded by the Lumina Foundation for Education entitled "Changing Direction: Integrating Higher Education Financial Aid and Financing Policies." This project seeks to connect and align state policy on higher education funding, tuition, and student financial assistance in order to better

address the needs, goals, and objectives of the state for postsecondary education services.

While the tuition and fee component of the Changing Direction project is the subject of this particular policy proposal, it should be considered within the broader context of overall state policy in guiding the development the postsecondary education system and in reaching the state's goals and objectives.

A primary goal of the *Master Plan* is to increase opportunities for student access and success. Objectives in support of this goal focus on specific areas of identified need: (1) increasing participation in postsecondary education, particularly in under-represented groups of citizens, (2) insuring that students progress and graduate with meaningful credentials, and (3) preparing citizens for the challenges of today's workforce needs.

In order to accomplish these objectives, it is necessary to craft a set of coordinated state policies that:

- Provide adequate funding to the institutions -- the combination of state appropriations and tuition revenues must yield sufficient revenue for institutions to fulfill their differing missions.
- Result in tuition levels and programs of financial assistance that make the net cost of attendance at Louisiana colleges and universities affordable to the citizens of the state.
- Are sensitive to the fiscal realities/limitations of the state -- and ensure that the available state resources are utilized in the most effective way.
- Leverage federal financial aid programs to the greatest extent possible.
- Provide incentives for institutions to improve the performance of students.

Financing of Public Postsecondary Education

Public institutions of postsecondary education are supported primarily by two core

revenue sources: state appropriations and tuition and fees paid by students and families. Both revenue streams must be maintained at appropriate levels if institutions are to fulfill their assigned role, scope and mission. Total available revenue should be considered in relation to the role, scope and mission of each type of institution, the cost to operate each type of institution, the public and private benefits derived from institutional activities, and the financial status of students, particularly in terms of the type of institution they attend.

Data available from the Southern Regional Education Board (SREB) can be used to demonstrate the relationships between the types of institutions, costs of education, and the respective sharing of costs between the state and the student. Table 1 provides data from the SREB's Data Exchange for FY2003-04 which can be used to develop profiles of funding for different types of postsecondary education institutions. The SREB data clearly indicate that the cost of education (both to the state and students) is a function of the type of institution. For example, total costs average \$4,348 per student for all technical colleges in the SREB, \$5,532 per student for all two-year institutions in the SREB, and \$10,214 for all four-year institutions in the SREB.

Table 1

Southern Regional Education Board States Cost of Education at Differing Levels of Institution Total Funding Per Full-Time Equivalent Student		
	<u>Total \$ Per FTE</u>	<u>% of Four- Year Rate</u>
Four-Year Institutions	\$ 10,214	100%
Two-Year Institutions	\$ 5,532	54%
Technical Colleges	\$ 4,348	43%

Similarly, as the breadth and depth of program offering increases, so does the cost. The data on funding for four-year institutions by SREB category indicate that as institutions offer a greater range of graduate programs and produce more graduate degrees, the average cost of education generally increases. Cost per student for four-year institutions, as reflected in Table 2, ranges from about \$8,300 per student for Category 6 four-year institutions (those with the fewest graduate programs and graduate degrees awarded) to over \$12,000 per student for Category 1 four-year institutions (those with the greatest number of graduate programs and graduate degrees awarded).

Table 2

Southern Regional Education Board States Cost of Education at Differing Levels of Four-Year Institutions Total Funding Per Full-Time Equivalent Student	
<u>SREB Four-Year Category</u>	<u>Total \$ Per FTE</u>
4YR-1	\$ 12,031
4YR-2	\$ 10,628
4YR-3	\$ 8,709
4YR-4	\$ 9,026
4YR-5	\$ 8,102
4YR-6	\$ 8,345

Note: Excludes "State Special Purpose" funding

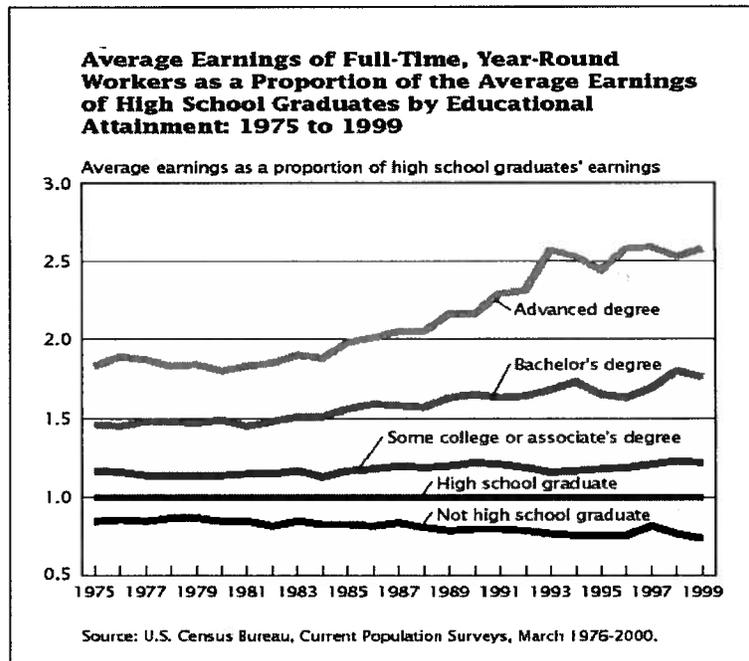
The SREB data presented in Table 3 indicate that the average proportional contribution by states to the total cost of education on a per student basis is greatest for technical colleges (78%), next largest for two-year institutions (67%), and decreases for four-year institutions to the point that they, on the average, receive only about 56% of total costs from the state. Conversely, a student's contribution to total costs typically decreases as the type of institution attended becomes less complex in terms of role, scope and mission.

Table 3

Southern Regional Education Board States			
Share of Cost for State and Student			
State vs. Student Funding Per Full-Time Equivalent Student			
	State Funds	Student Funds	Total Funds
Technical Colleges			
SREB Average	\$ 3,391	\$ 957	\$ 4,348
% of Total Funding	78%	22%	100%
Two-Year Institutions			
SREB Average *	\$ 3,683	\$ 1,849	\$ 5,532
% of Total Funding	67%	33%	100%
Four-Years Institutions			
SREB Average **	\$ 5,742	\$ 4,472	\$ 10,214
% of Total Funding	56%	44%	100%
* Includes \$769 of Local Support			
** Excludes State Special Purpose funding			

The relationship between types of institution and the sharing of cost indicated by the data are consistent with general perceptions of the sharing of benefits derived from the various levels of education. Having a larger proportion of a state's population with collegiate levels of education generates significant economic and social benefits and should therefore be subsidized by the state to a large extent. However, as individuals attain higher levels of education, a larger relative proportion of the benefits of such education also accrues to the individual. Figure 1 demonstrates that, on average, not only do individual salaries increase by degree level, but the gap between income levels associated with higher degrees is expanding. It is therefore reasonable that a larger proportion of cost incurred to attain higher levels of education be assigned to the individual who benefits from the educational attainment.

Figure 1



Financing of Louisiana Postsecondary Education

Table 4 presents summary data on how Louisiana’s current funding of postsecondary education by level of institution compares with average funding rates for the SREB. Louisiana’s funding for the various types of four-year institutions ranges from 67% to 94% of the SREB in state-provided funding on a per student basis and from 67% to 81% of the SREB average net tuition and fee funding. For Louisiana two-year institutions, state funding averages about 82% of SREB counterparts on a per student basis, and student funding through tuition and fees averages 114% of SREB. For technical colleges, Louisiana’s state funding is 137% of the SREB average and 81% of the SREB average for net tuition and fee revenue.

Table 4

Funding Per Full-Time-Equivalent Student Louisiana Compared to SREB			
	<u>State Funds</u>	<u>Net Tuition & Fee Revenue</u>	<u>Total</u>
Technical Colleges			
SREB Average	\$ 3,391	\$ 957	\$ 4,348
% of Total Funding	78%	22%	100%
Louisiana	\$ 4,646	\$ 778	\$ 5,424
% of Total Funding	86%	14%	100%
LA as % of SREB	137%	81%	125%
Two-Year Institutions			
SREB Average *	\$ 3,683	\$ 1,849	\$ 5,532
% of Total Funding	67%	33%	100%
Louisiana	\$ 3,032	\$ 2,111	\$ 5,143
% of Total Funding	59%	41%	100%
LA as % of SREB	82%	114%	93%
Four-Year Institutions			
SREB Average **	\$ 5,742	\$ 4,472	\$ 10,214
% of Total Funding	56%	44%	100%
Louisiana **	\$ 4,332	\$ 3,196	\$ 7,528
% of Total Funding	58%	42%	100%
LA as % of SREB	75%	71%	74%
* Includes \$769 of Local Support			
** Excludes State Special Purpose funding			

There are a number of factors which affect the average appropriation per student in SREB states and the values for Louisiana institutions. The values for Louisiana institutions, particularly the state funding amounts, do not fully reflect the condition of transition in which the state's postsecondary education system currently exists. Louisiana's four-year institutions are undergoing changes in traditional enrollment patterns as they adapt to admissions criteria (with anticipated reductions in first-time freshmen). There are also several relatively new community colleges which have yet to reach an operational level that allows for some realization of economies of scale. Funding rates per student for four-year institutions in Louisiana have the potential to increase as enrollments decline, while funding rates for two-year institutions will likely decline as enrollment at these institutions grow. As the entire system advances and matures, there is likely to be some degree of realignment of state resources as measured on a "per student" basis which should bring those measures more in line with SREB norms.

With respect to tuition and fee rates and revenues, there is a need for policy guidance to insure that these critical components of institutional finance and student contribution are appropriate for each type of institution and their expected student clientele. Tuition rates at technical and community colleges should reflect their "open admissions" and access mission, but must also address the expensive nature of technical programs and provide needed revenues for new and growing institutions. Tuition rates at four-year institutions should be appropriate to the cost of providing a broad array of baccalaureate degrees and appropriate graduate programs.

All tuition and fee rates must be maintained at levels which yield adequate revenue while affording students predictable and reasonable charges. Figures 2 and 3 provide some historical perspective on cumulative rates of increase for Louisiana four-year and two-year tuition and fee

rates and how they compare to SREB rates for the most recent 10 years. The data indicate that Louisiana's rate of increase in tuition and fees for both types of institutions has been significantly less than that of the SREB.

Figure 2

Comparison of Cumulative 4-Year SREB and Louisiana Tuition and Fee Increases

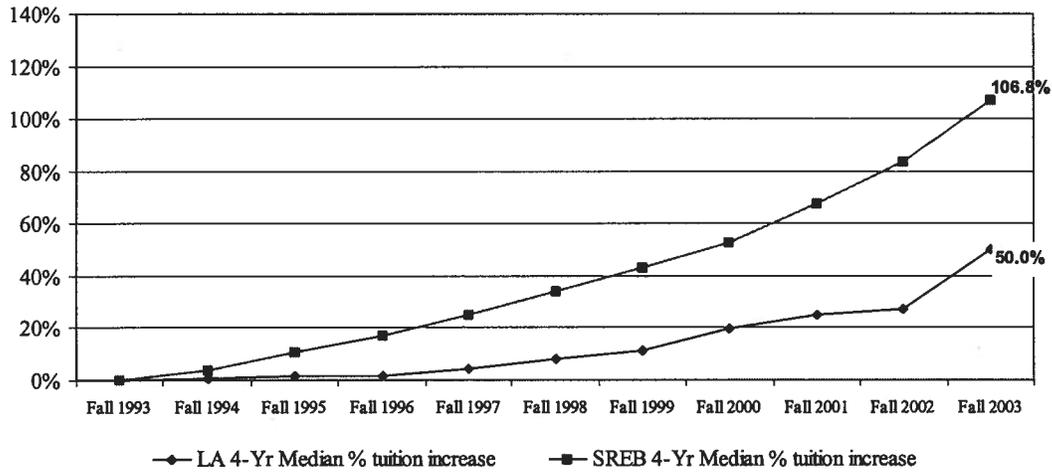
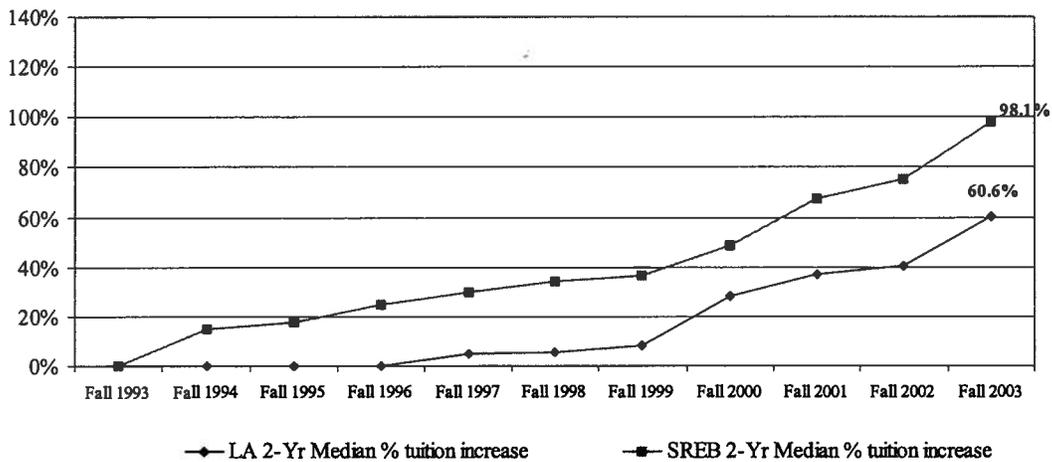


Figure 3

Comparison of Cumulative 2-Year SREB and Louisiana Tuition and Fee Increases



Louisiana has been making significant strides in raising the state funding level of its postsecondary education system over the past several years. According to the *Grapevine* report, an annual compilation of data on state tax appropriations for the general operation of higher education, Louisiana ranked fourth in the nation in increased state appropriations for the period FY1999-00 to FY2004-05. However, financial demands in other areas of state governmental services, particularly health care, will likely limit such future continued growth. Meanwhile, cost demands related to enrollment growth, competitive levels of faculty pay and fringe benefits in the form of health insurance and retirement contributions, investments in technology and other factors will not abate.

Costs for postsecondary education institutions typically increase greater than inflation due to the nature of the resources for which funds are used. Institutions must meet the demands of faculty and support personnel who are often mobile and command greater salaries than other categories of employees. Additionally, institutions are faced with maintaining state-of-the-art equipment and keeping pace with new technology.

These factors require that financial resources supporting institutional operations maintain their purchasing power, while at the same time allowing institutions to improve and expand on the services they are called upon to provide. Tuition and fees must therefore be allowed to increase in a reasonable and timely manner.

The TOPS/Tuition Dilemma

Louisiana's state-funded financial aid effort focuses almost exclusively on the Tuition Opportunity Program for Students (TOPS), a merit-based financial aid program. An assessment

of the TOPS program (see Board of Regents Report to the House Education Committee, November 16, 2004) indicates that it is “meeting the generally accepted purposes for which it was developed.” However, because each one percent increase in tuition currently results in an estimated \$1 million additional cost to the TOPS program, it has also created a dilemma. The direct linkage between TOPS and tuition results in strong legislative pressure to keep tuition low, denying colleges and universities tuition revenue which is becoming increasingly important to provide quality educational services. This linkage has also led to the proliferation of “fees” not covered by TOPS, but used for general operational expenses.

Lack of Need-Based Aid

Louisiana is generous in providing grant aid to college students, ranking 5th among all states in grant dollars per population in 2002-2003, according to the National Association of State Student Grant and Aid Programs (NASSGAP) annual survey. But as previously indicated, while some TOPS recipients are from low-income families, the state’s effort is focused almost exclusively on merit-based aid. In fact, Louisiana’s grant aid to students based on financial need represents less than 1% of its total grant aid investment, and its assistance to low income families ranks 44th among the 50 states again according to the NASSGAP survey.

The State Higher Education Finance Report (FY2004), as indicated in Figure 4, further demonstrates Louisiana’s low ranking in need-based financial aid. In total grant aid per full-time equivalent student as a percent of the U.S. average, Louisiana awards nearly 178% of the U.S. average. However, when broken down between need-based and merit-based aid, Louisiana invests just 2.4% of the national average on need-based aid and 651% of the national average on merit-based aid.

Figure 4
State-Funded Student Financial Aid for Public Tuition and Fees
by State, Fiscal 2004

State	State-Funded Tuition Aid per FTE	% of U.S. Average	Need-Based Tuition Aid per FTE	% of U.S. Average	Non-Need Tuition Aid per FTE	% of U.S. Average
Alabama	94	30.9%	13	5.8%	81	98.4%
Alaska	0	0.0%	0	0.0%	0	0.0%
Arizona	24	8.0%	24	11.0%	0	0.0%
Arkansas	0	0.0%	0	0.0%	0	0.0%
California	123	40.4%	123	55.4%	0	0.0%
Colorado	472	154.8%	270	121.5%	202	244.8%
Connecticut	0	0.0%	0	0.0%	0	0.0%
Delaware	334	109.4%	55	24.8%	279	337.5%
Florida	520	170.5%	157	70.7%	363	439.4%
Georgia	1,266	415.0%	5	2.1%	1,261	1,527.6%
Hawaii	0	0.0%	0	0.0%	0	0.0%
Idaho	123	40.2%	23	10.3%	100	120.7%
Illinois	509	167.0%	469	210.6%	41	49.6%
Indiana	463	151.6%	439	197.1%	24	29.1%
Iowa	31	10.2%	29	13.2%	2	1.9%
Kansas	54	17.7%	54	24.1%	0	0.6%
Kentucky	798	261.5%	366	164.5%	432	523.2%
Louisiana	543	178.0%	5	2.4%	538	651.2%
Maine	229	75.2%	223	100.0%	7	8.2%
Maryland	348	114.2%	301	135.1%	48	57.6%
Massachusetts	476	156.0%	471	211.4%	5	6.6%
Michigan	277	90.7%	134	60.1%	143	173.4%
Minnesota	328	107.6%	328	147.6%	0	0.0%
Mississippi	194	63.4%	13	5.7%	181	219.0%
Missouri	160	52.5%	82	36.8%	78	94.7%
Montana	0	0.0%	0	0.0%	0	0.0%
Nebraska	0	0.0%	0	0.0%	0	0.0%
Nevada	0	0.0%	0	0.0%	0	0.0%
New Hampshire	0	0.0%	0	0.0%	0	0.0%
New Jersey	683	223.9%	604	271.3%	79	96.0%
New Mexico	391	128.1%	125	56.0%	266	322.3%
New York	844	276.7%	821	369.1%	23	27.6%
North Carolina	298	97.7%	174	78.4%	124	149.7%
North Dakota	41	13.3%	31	13.9%	10	11.7%
Ohio	345	113.1%	217	97.5%	128	155.2%
Oklahoma	284	93.2%	199	89.3%	86	103.6%
Oregon	0	0.0%	0	0.0%	0	0.0%
Pennsylvania	529	173.3%	529	237.5%	0	0.2%
Rhode Island	0	0.0%	0	0.0%	0	0.0%
South Carolina	0	0.0%	0	0.0%	0	0.0%
South Dakota	3	1.0%	0	0.0%	0	0.0%
Tennessee	167	54.6%	165	74.1%	2	2.3%
Texas	28	9.0%	27	12.2%	0	0.4%
Utah	56	18.4%	44	19.7%	12	14.7%
Vermont	0	0.0%	0	0.0%	0	0.0%
Virginia	320	105.0%	185	83.1%	136	164.1%
Washington	540	177.2%	532	239.1%	9	10.3%
West Virginia	499	163.5%	251	112.6%	248	300.7%
Wisconsin	0	0.0%	0	0.0%	0	0.0%
Wyoming	427	140.1%	427	192.1%	0	0.0%
U.S.	\$305	100.0%	\$223	100.0%	\$83	100.0%

This one-sided grant aid strategy led to Louisiana’s grade of “F” in affordability on the 2004 National Report Card on Higher Education produced by the National Center for Public Policy and Higher Education. The report noted that the “net college costs for low- and middle-income students to attend public four-year colleges represent about a third of their annual family incomes. This population earns an average of \$15,600 annually (Net college costs equal tuition, room and board minus financial aid.)”

**Figure 5
Measuring Up 2004 - Affordability in Louisiana**

A CLOSER LOOK AT FAMILY ABILITY TO PAY	Average family income	Community colleges		Public 4-year colleges/universities		Private 4-year colleges/universities	
		Net college cost*	Percent of Income needed to pay net college cost	Net college cost*	Percent of Income needed to pay net college cost	Net college cost*	Percent of Income needed to pay net college cost
Income groups used to calculate 2004 family ability to pay							
20% of the population with the lowest income	\$9,180	\$4,021	44%	\$4,924	54%	\$21,175	231%
20% of the population with lower-middle income	\$22,044	\$4,657	21%	\$5,601	25%	\$21,079	96%
20% of the population with middle income	\$37,300	\$5,041	14%	\$6,199	17%	\$20,480	55%
20% of the population with upper-middle income	\$60,050	\$5,149	9%	\$6,565	11%	\$20,249	34%
20% of the population with the highest income	\$101,200	\$5,197	5%	\$6,557	6%	\$21,599	21%
40% of the population with the lowest income	\$15,612	\$4,339	28%	\$5,262	34%	\$21,127	135%

*Net college cost equals tuition, room, and board, minus financial aid.

Louisiana’s per capita income is currently only about 84% of that of the US and 93% of the per capita income of SREB states. Further, Louisiana’s distribution of income is such that Louisiana’s two lowest quintiles of income are considerably lower than that of the SREB. Table 5 presents Louisiana income compared to that of the SREB and the US by quintile. Research

indicates that need-based grants have a substantial, positive influence on the enrollment rates of low-income students. As stewards of the public trust and investment, state colleges and universities are obligated to effectively respond to public needs. Policy direction which coordinates need-based grants with a tuition policy is an appropriate response to public need and an effective use of public investment.

Table 5

Median Family Income					
By Quintiles					
1999-2001 *					
	Low	2nd	3rd	4th	High
US Average	\$ 11,400	\$ 26,010	\$ 43,000	\$ 65,248	\$ 110,400
SREB Median	\$ 10,943	\$ 24,257	\$ 39,001	\$ 60,000	\$ 101,076
Percent of US Avg.	96.0%	93.3%	90.7%	92.0%	91.6%
Louisiana	\$ 7,950	\$ 21,000	\$ 35,000	\$ 55,734	\$ 94,479
Percent of US Avg	69.7%	80.7%	81.4%	85.4%	85.6%
Percent of SREB Median	72.6%	86.6%	89.7%	92.9%	93.5%

* Three year averages are used to make the data more reliable

Source: SREB Data Library/National Center for Public Policy and Higher Education and based on US Dept. of Commerce Bureau of the Census Current Population Surveys

Louisiana’s Approach to Setting Tuition and Fees

The extent to which Louisiana currently restricts the ability of college and university system management boards and their institutions to set tuition and fee rates is rare. According to the report, “State Tuition, Fees and Financial Assistance Policies, 2002-03,” prepared by the State Higher Education Executive Officers Association, Louisiana was one of only four states in which the *primary* authority for establishing tuition rested with the legislature. Since that report, tuition reform in at least two of those four states has resulted in a portion of tuition setting

authority being transferred to boards and/or institutions. Louisiana is the only state in which a two-thirds approval of the legislature must be obtained to increase tuition or fees.

Just as there have been significant changes over the past several years in Louisiana's the postsecondary education system and its component parts, this policy proposes to establish a more typical and reasonable approach to setting tuition and fee rates.

State Tuition and Fee Policy Principles

A state tuition and fee policy should be guided by the identification of certain principles upon which it is based and which recognizes the conditions and context within which postsecondary education operates and functions. Additionally, the policy should consider the economic and fiscal realities of the state and its citizens, while addressing the financial needs of the institutions which depend in part upon revenues generated by the beneficiaries of the educational services.

The tuition and fee policy should:

- Maintain affordable resident undergraduate tuition and fee rates.
- Afford students at the undergraduate level an opportunity to pursue individual academic interests at the same tuition rate irrespective of differing program costs.
- Recognize the differences in public versus private benefit between undergraduate and post-graduate education.
- Provide the financial resources needed by all students to attend institutions for which they qualify.
- Work in conjunction with state appropriations to insure adequate levels of total financial resources for each institution to fulfill its role, scope and mission.
- Allow systems flexibility in setting charges for their member institutions within specified parameters and assure that Louisiana institutions with similar missions and programs have similar tuition and fee rates for Louisiana residents.
- Allow reasonable differences in undergraduate rates between institutions in different institutional classifications.

- Provide for predictable tuition and fee charges for students, their families, and the state so that planning for the costs of postsecondary education can be facilitated.
- Increase awareness of the availability of financial assistance in a timely fashion.

Performance Improvement Plans

Since student tuition income is a primary source of institutional revenue, linking increased tuition income to improving the performance of students is an appropriate expectation of a progressive tuition policy.

System management boards should coordinate the development of multi-year individual institutional improvement plans that contain measurable improvement benchmarks consistent with Louisiana's *Master Plan for Public Postsecondary Education* and the role, scope and mission of each institution.

An institution's annual authorization from its board to increase tuition consistent with this policy is made contingent on that institution meeting its performance improvement benchmarks.

Benchmark Data

The Southern Regional Education Board, an unparalleled source of data for postsecondary education financial analysis, has been used historically and extensively by the Board of Regents for formula funding and other purposes. SREB data is, for example, currently referenced in Louisiana law as a source of data for setting nonresident tuition rates. In addition to being composed of states in the same geographical region, the SREB encompasses several states with a history and tradition similar to Louisiana for maintaining relatively low tuition and fee rates. Likewise, although there is a fairly broad range of states comprising the SREB, those states

collectively reflect a similar approach to the balance between state funding responsibility and the financial contribution expected of students and their families. In looking to establish broad parameters within which Louisiana tuition and fee rates should be structured, it is therefore reasonable and appropriate to use SREB tuition and fee data as primary benchmarks in the establishment of this policy.

An exception to the use of the SREB for benchmark data will be Louisiana State University at Baton Rouge, the state's flagship institution. This policy will instead utilize data from the Washington Higher Education Coordinating Board's annual State Tuition and Fee Report, which collects tuition data on public state flagship institutions.

Structuring Tuition and Fee Rate Parameters

Comprehensive SREB tuition and fee rate data for the current year are not available for the current year, much less the ensuing academic year for which tuition and fee rates must be established. It is thus necessary to employ a method that provides a reasonable and effective means for setting rates in a timely manner. Since both historical SREB and national flagship data are available in a consistent format and structure for many years, it is possible to establish long-term trends for tuition and fee rates.

A ten-year history of SREB tuition and fee rates for each category of institution has been compiled and serves as the basis upon which estimates of SREB prospective rates (limits) have been determined. Using such a long-term trend analysis serves to smooth the year-to-year fluctuations of actual rates and provide a stable and consistent means of prescribing rates for use in this policy over time. Likewise, a ten-year trend analysis is available for national flagship tuition and fee rates. The actual historical trends for these tuition and fee rates, and their

presently projected rates, are illustrated in Appendix A.

Tuition and Fee Policy Elements

General Provisions

This tuition and fee policy provides that:

- Tuition and fees will be set by system management boards in accordance with the parameters of this policy, effective January 1, 2006, to address the 2006-07 academic year.
- Tuition and fee rates shall be limited to projections of SREB and flagship peer rates by category of institution and phased-in over a minimum of six years.
- Projections of SREB and flagship peer rates, and allowed progress toward the target rates, will be recalculated every three years to reflect the most recent ten-year trend of such rates.
- Reclassification of an institution to a new SREB category will result in a recalculation of that institution's target, and allowed progress toward that target, based upon its new classification as soon as the reclassification is documented by SREB.
- System management boards are authorized to establish tuition and fee amounts proportional to the rates allowed by this policy for part-time students and for students enrolled in summer and inter-session terms.
- System management boards shall establish a structured and scheduled process for setting tuition and fees that allows for adequate notice to, and input from, students.

This policy is predicated on the state providing adequate support to all institutions as appropriate for costs which are unavoidable such as group insurance, retirement contributions, risk management, and classified staff salary increases.

Louisiana Technical College Rates

Tuition and fee rates for the Louisiana Technical College (LTC) have historically been maintained at very low levels. Although low tuition and fee rates allow for affordable access, they become disadvantages when they jeopardize the ability of the campuses to provide the range and quality of education services needed by students. Additionally, federal funds available

to low income students to cover the costs of their education are not being maximized.

Data from SREB for all aspects of technical colleges continue to improve, but remain limited due simply to the fewer number of states reporting on technical college operations. However, available SREB data on technical colleges indicates that LTC tuition and fee rates were the lowest in the SREB and only 61% of the SREB median.

This tuition and fee policy provides that:

- Resident LTC tuition and fee rates are limited to no more than 93% of the projected SREB median rate for technical colleges.
- Increasing the resident LTC tuition and fee rates up to the level of 93% of the projected SREB median rate must be phased-in over a minimum of six years (illustrated in Appendix B).

Two-Year Institution Rates

Louisiana's two-year institutions consist of a wide range of schools in terms of size, maturity, and program offerings. Several are experiencing rapid enrollment growth, but have yet to reach a size which allows for meaningful economies of scale. While tuition revenue is a critical component of their financial base as they struggle to accommodate their rapid enrollment growth, two-year institutions and their management boards must be sensitive to the access role that these institutions fulfill.

In general, Louisiana's two-year institutions have tuition and fee rates which are considerably closer to SREB medians than those of the four-year institutions. Using projected SREB median rates as limits for tuition and fee rates results in very modest increases for Louisiana's two-year institutions.

This tuition and fee policy provides that:

- Resident tuition and fee rates for two-year institutions, inclusive of community-technical colleges, are limited to no more than the projected SREB median rate for two-year institutions.
- Increasing the resident two-year institution tuition and fee rates up to the level of the projected SREB median rate must be phased-in over a minimum of six years (illustrated in Appendix B).

Four-Year Resident Undergraduate Rates

Basic “resident undergraduate” mandatory tuition and fee rates at four-year institutions are key in establishing a tuition and fee policy. They apply to and impact the largest number of postsecondary students, are critical to maintaining access, and provide a significant amount of self-generated revenue in support of the institutions. This revenue is particularly important as four-year institutions adjust to new enrollment patterns as a result of admissions criteria.

This tuition and fee policy provides that:

- Resident undergraduate tuition and fee rates for four-year institutions are limited to no more than 93% of the projected SREB median rate by category of each four-year institution.
- Increasing the resident undergraduates four-year institution tuition and fee rates up to the level of 93% of the projected SREB median rate must be phased-in over a minimum of six years (illustrated in Appendix B).

National Flagship Rates

Louisiana State University at Baton Rouge is designated as Louisiana’s premier research university. As such, it has the responsibility to fashion itself as a nationally competitive research institution in an array of indicators that includes the profile of its student body. Nationally competitive research institutions are the most expensive to operate, have proportionately significant graduate student enrollments, generally have the largest expected student contribution to cost of education, and typically have the most affluent student body of public institutions in a

state. Given LSU's mission to compete with peers not only within the SREB but nationally, its system management board is authorized to establish tuition and fee rates that take cognizance that mission.

This tuition and fee policy provides that:

- Resident undergraduate tuition and fee rates for LSU at Baton Rouge are limited to 93% of the average rate for national flagship universities as reflected in the Washington State Tuition and Fee Report issued annually by the Washington Higher Education Coordinating Board.
- Increasing the resident tuition and fee rates up to the level of 93% of the projected national flagship rate for LSU at Baton Rouge must be phased-in over a period of six years (illustrated in Appendix B).

Graduate and Professional Rates

The costs, sources of funds, and educational purposes of graduate and professional education significantly differ from those of undergraduate education. Distinct tuition and fee rates should be established for these programs. While tuition and fee rates should reflect the individual benefits derived from these types of educational investments, institutions should insure that access to these programs is available regardless of the financial status of qualified students.

Graduate program tuition and fees should be higher than undergraduate tuition and fee rates, should reflect program cost and market demand, but must not exceed 120% of an institution's resident undergraduate tuition and fee rate. However, if the system management board and the Board of Regents, after consideration of SREB peer and/or a set of national peers deemed appropriate by both boards, agree to a rate based upon the peer analysis, the tuition and fee rate for a program may not exceed 100% of such peer rate.

Tuition and fees for professional schools and programs should be set within explicit parameters as determined by an appropriate peer analysis conducted by the institution and its system management board, approved by the Board of Regents, and submitted to the legislature.

Self-Assessed Fees

A special characteristic of some fees is that they must be approved by a student referendum whereby students themselves decide whether they accept the fee and its proposed use. Such “self-assessed fees” are generally within the areas covered by general fees for specified activities and capital fees and provide a mechanism for students to determine what services and facilities are needed for quality of student life.

System management boards are authorized to approve student self-assessed fees for their constituent campuses as long as the combination of mandatory tuition and fees, inclusive of any self-assessed fees, do not exceed an institution’s peer median or average tuition and fee rates, as applicable. For two-year institutions excluding the LTC, an allowance of 7% above the SREB peer median will be available for student self-assessed fees.

Nonresident Rates

Setting nonresident tuition and fee rates involves multiple factors and considerations. Foremost is the protection of a state’s investment in higher education for its’ citizens. Institutions should also capitalize on the educational and financial benefits of attracting nonresident students to Louisiana. There is a market on a regional, national and international basis for students who seek educational opportunities in states other than those of their residence. These students bring with them resources that pay for tuition, purchase goods and services in Louisiana’s communities, and contribute to the academic diversity and vitality of their campus. There is

evidence that they often establish permanent residence in the state in which they have completed their postsecondary education experience. Louisiana, with its recent out-migration of college educated citizens, should be sensitive to this opportunity and make reasonable efforts to attract nonresident students of appropriate academic preparation and quality.

This policy requires that out-of-state undergraduate tuition rates be set at a minimum of 200% of the in-state undergraduate tuition rate and provides that out-of-state graduate and professional school tuition rates be set at a level consistent with similar SREB peer rates.

Tuition Discounts and Waivers

Charging lower tuition rates to graduate students serving as graduate or research assistants, as well as certain nonresident undergraduates recruited for their special talents, including academic, performing arts and athletic abilities, has long been a common practice at universities across the nation.

In order to improve Louisiana's competitiveness in recruiting qualified and desirable undergraduate and graduate students from both in-state and out-of-state, system management boards are authorized to adopt tuition discounting and waiver policies consistent with the desired student body profile of its campuses and the *Master Plan for Postsecondary Education*. These policies should be judicious in order to maximize results and minimize loss of income.

Financial Aid Allocations

As tuition and fee charges increase to contribute to the financial viability of postsecondary education institutions, access must be insured for the most economically needy students for whom those charges could become a serious deterrent to access or the expectations

of access. Tuition increases fall disproportionately on the lowest income students especially if student aid funding is not increased to provide a safety net for these students.

This policy requires an allocation of funds from within the operating budget of an institution of an amount not less than five percent (5%) of additional net revenues resulting from this policy into a need based financial assistance fund at each postsecondary education institution. Policies regarding the allocation and use of the financial assistance fund shall be approved by the management boards and considered by the Board of Regents during its annual institutional budget review.

Appendix A

SREB and National Flagship Tuition and Fee Rates

Ten Year Historical Trend Data

Six Year Projections

Tuition Trends and Projections

Actual

Peer Tuition Groups	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
National Flagship	3,187	3,360	3,517	3,689	3,809	4,003	4,259	4,692	5,221	5,724
% inc	12.3%	5.4%	4.7%	4.9%	3.2%	5.1%	6.4%	10.2%	11.3%	9.6%
	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
SREB 4 Yr 2	2,367	2,463	2,570	2,616	2,942	3,107	3,219	3,581	3,840	4,126
% inc	6.4%	4.1%	4.3%	1.8%	12.5%	5.6%	3.6%	11.2%	7.2%	7.4%
SREB 4 Yr 3	1,774	1,917	2,012	2,184	2,348	2,468	2,646	2,845	3,152	3,618
% inc	5.8%	8.1%	5.0%	8.5%	7.5%	5.1%	7.2%	7.5%	10.8%	14.8%
SREB 4 Yr 4	1,846	1,932	2,054	2,195	2,333	2,503	2,662	3,032	3,294	3,598
% inc	4.2%	4.7%	6.3%	6.9%	6.3%	7.3%	7.2%	13.0%	8.6%	9.2%
SREB 4 Yr 5	1,800	1,900	2,011	2,100	2,154	2,252	2,448	2,524	2,769	3,355
% inc	5.7%	5.6%	5.8%	4.4%	2.6%	4.5%	8.7%	3.1%	9.7%	21.2%
SREB 4 Yr 6	1,837	1,925	1,963	2,184	2,222	2,430	2,494	2,556	2,884	3,234
% inc	3.7%	4.8%	2.0%	11.3%	1.7%	9.4%	2.6%	2.5%	12.8%	12.1%
SREB 2-Yr	976	1,000	1,060	1,100	1,140	1,159	1,280	1,420	1,488	1,680
% inc	15.1%	2.5%	6.0%	3.8%	3.6%	1.7%	8.7%	12.7%	4.8%	12.9%
SREB 2-Yr Tech	420	786	448	858	894	877	960	1,038	1,083	1,110
% inc	-27.1%	87.1%	-43.0%	91.5%	4.2%	-1.9%	9.5%	8.1%	4.3%	2.5%

Tuition Trends and Projections

Projected

Peer Tuition Groups	Based on 10-year trend		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
National Flagship	Slope	265	5,989	6,254	6,519	6,784	7,049	7,314	7,579	
% Inc	Intercept	2,691	4.6%	4.4%	4.2%	4.1%	3.9%	3.8%	3.6%	
			Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
SREB 4 Yr 2	Slope	197	4,323	4,520	4,717	4,914	5,111	5,308	5,505	5,702
% inc	Intercept	2,000	4.8%	4.6%	4.4%	4.2%	4.0%	3.9%	3.7%	3.6%
SREB 4 Yr 3	Slope	187	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
% Inc	Intercept	1,466	5.2%	4.9%	4.7%	4.5%	4.3%	4.1%	3.9%	3.8%
SREB 4 Yr 4	Slope	193	3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
% Inc	Intercept	1,486	5.4%	5.1%	4.8%	4.6%	4.4%	4.2%	4.1%	3.9%
SREB 4 Yr 5	Slope	144	3,499	3,643	3,787	3,931	4,075	4,219	4,363	4,507
% Inc	Intercept	1,538	4.3%	4.1%	4.0%	3.8%	3.7%	3.5%	3.4%	3.3%
SREB 4 Yr 6	Slope	142	3,376	3,518	3,660	3,802	3,944	4,086	4,228	4,370
% Inc	Intercept	1,593	4.4%	4.2%	4.0%	3.9%	3.7%	3.6%	3.5%	3.4%
SREB 2-Yr	Slope	73	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
% inc	Intercept	827	4.3%	4.2%	4.0%	3.8%	3.7%	3.6%	3.4%	3.3%
SREB 2-Yr Tech	Slope	70	1,180	1,250	1,320	1,390	1,460	1,530	1,600	1,670
% Inc	Intercept	463	6.3%	5.9%	5.6%	5.3%	5.0%	4.8%	4.6%	4.4%

Appendix B

Schedules of Maximum Tuition Authority

Technical College

Two-Year Institutions

Four-Year Institutions

Flagship Institution

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Two-Year Technical Institutions

Projections

LTC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Tech Inst. Median	1,180	1,250	1,320	1,390	1,460	1,530	1,600	1,670
93%	1,097	1,163	1,228	1,293	1,358	1,423	1,488	1,553
Distance (fr Fall 2005)			100	100	100	100	100	598
Increase (8 yr phase in)								100
LTC Maximum Rates Allowed (8 yr phase in)	927	955	1,055	1,154	1,254	1,354	1,453	1,553

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Two-Year Institutions

Projections

Delgado		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median		1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
	93%	1,630	1,698	1,768	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)				81	81	81	81	81	385
Increase (6 yr phase In)									81
Delgado Maximum Rates Allowed (6 yr phase In)		1,844	1,899	1,960	2,021	2,082	2,142	2,203	2,264

Projections

BRCC		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median		1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
	93%	1,630	1,698	1,768	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)				98	96	98	98	98	589
Increase (6 yr phase In)									98
BRCC Maximum Rates Allowed (6 yr phase In)		1,826	1,875	1,773	1,871	1,969	2,068	2,166	2,264

Projections

BPC		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median		1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
	93%	1,630	1,698	1,768	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)				89	89	89	89	89	532
Increase (6 yr phase In)									89
BPC Maximum Rates Allowed (6 yr phase In)		1,682	1,732	1,821	1,910	1,998	2,087	2,175	2,264

Projections

LSU at Eunice		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median		1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
	93%	1,630	1,698	1,768	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)				36	36	36	36	36	216
Increase (6 yr phase In)									36
LSU at Eunice Maximum Rates Allowed (6 yr phase In)		1,988	2,048	2,084	2,120	2,156	2,192	2,228	2,264

Projections

LDCC		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median		1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
	93%	1,630	1,698	1,768	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)				55	55	55	55	55	332
Increase (6 yr phase In)									55
LDCC Maximum Rates Allowed (6 yr phase In)		1,676	1,932	1,988	2,043	2,098	2,153	2,209	2,264

Projections

Nunez		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median		1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
	93%	1,630	1,698	1,768	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)				82	82	82	82	82	494
Increase (6 yr phase In)									82
Nunez Maximum Rates Allowed (6 yr phase In)		1,718	1,770	1,852	1,934	2,017	2,099	2,182	2,264

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Two-Year Institutions (cont.)

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
RPCC									
Proj. SREB 2-Yr Median	93%	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
		1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)									381
Increase (6 yr phase In)				64	64	64	64	64	64
RPCC Maximum Rates Allowed (6 yr phase In)		1,828	1,883	1,946	2,010	2,073	2,137	2,200	2,264

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
SLCC									
Proj. SREB 2-Yr Median	93%	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
		1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)									400
Increase (6 yr phase In)				67	67	67	67	67	67
SLCC Maximum Rates Allowed (6 yr phase In)		1,810	1,864	1,931	1,998	2,064	2,131	2,197	2,264

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Southern - Shreveport									
Proj. SREB 2-Yr Median	93%	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
		1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)									10
Increase (6 yr phase In)				2	2	2	2	2	2
Southern - Shreveport Maximum Rates Allowed (6 yr phase In)		2,188	2,254	2,255	2,257	2,259	2,261	2,262	2,264

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Fletcher Tech CC									
Proj. SREB 2-Yr Median	93%	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
		1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)									1,269
Increase (6 yr phase In)				212	212	212	212	212	212
Fletcher Tech CC Maximum Rates Allowed (6 yr phase In)		966	995	1,206	1,418	1,629	1,841	2,052	2,264

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Sowela Tech CC									
Proj. SREB 2-Yr Median	93%	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
		1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)									1,279
Increase (6 yr phase In)				213	213	213	213	213	213
Sowela Tech CC Maximum Rates Allowed (6 yr phase In)		956	985	1,198	1,411	1,624	1,838	2,051	2,264

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Four-Year 6 Institutions

Projections

LSU at Alexandria	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 6 Median	3,376	3,518	3,680	3,802	3,944	4,086	4,228	4,370
93%	3,140	3,272	3,404	3,536	3,668	3,800	3,932	4,064
Distance (fr Fall 2005)			175	175	175	175	175	175
Increase (6 yr phase in)								175
LSU at Alexandria Maximum Rates Allowed (6 yr phase in)	2,925	3,012	3,188	3,363	3,538	3,713	3,889	4,064

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Four-Year 5 Institutions

<i>Projections</i>			Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Nicholls										
Proj. SREB 4 Yr 5 Median	93%		3,499	3,643	3,767	3,931	4,075	4,219	4,363	4,507
			3,254	3,388	3,522	3,656	3,790	3,924	4,058	4,192
Distance (fr Fall 2005)					142	142	142	142	142	854
Increase (6 yr phase in)										142
Nicholls Maximum Rates Allowed (6 yr phase in)			3,240	3,337	3,480	3,622	3,764	3,907	4,049	4,192

<i>Projections</i>			Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Southern at NO										
Proj. SREB 4 Yr 5 Median	93%		3,499	3,643	3,787	3,931	4,075	4,219	4,363	4,507
			3,254	3,388	3,522	3,656	3,790	3,924	4,058	4,192
Distance (fr Fall 2005)					206	206	206	206	206	1,233
Increase (6 yr phase in)										206
Southern at NO Maximum Rates Allowed (6 yr phase in)			2,872	2,958	3,164	3,369	3,575	3,780	3,986	4,192

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Four-Year 4 Institutions

<i>Projections</i> Grambling		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median		3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
	93%	3,528	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)				212	212	212	212	212	1,270
Increase (6 yr phase in)									212
Grambling Maximum Rates Allowed (6 yr phase in)		3,410	3,512	3,724	3,936	4,147	4,359	4,570	4,782

<i>Projections</i> McNeese		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median		3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
	93%	3,528	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)				271	271	271	271	271	1,823
Increase (6 yr phase in)									271
McNeese Maximum Rates Allowed (6 yr phase in)		3,067	3,159	3,430	3,700	3,971	4,241	4,512	4,782

<i>Projections</i> Northwestern		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median		3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
	93%	3,528	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)				241	241	241	241	241	1,444
Increase (6 yr phase in)									241
Northwestern Maximum Rates Allowed (6 yr phase in)		3,241	3,338	3,579	3,820	4,060	4,301	4,541	4,782

<i>Projections</i> Southeastern		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median		3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
	93%	3,528	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)				282	282	282	282	282	1,890
Increase (6 yr phase in)									282
Southeastern Maximum Rates Allowed (6 yr phase in)		3,002	3,092	3,374	3,655	3,937	4,219	4,500	4,782

<i>Projections</i> LSU in Shreveport		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median		3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
	93%	3,528	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)				267	267	267	267	267	1,599
Increase (6 yr phase in)									267
LSU in Shreveport Maximum Rates Allowed (6 yr phase in)		3,090	3,183	3,449	3,716	3,982	4,249	4,516	4,782

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Four-Year 3 Institutions

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Louisiana Tech									
Proj. SREB 4 Yr 3 Median	93%	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
		3,539	3,713	3,886	4,060	4,234	4,408	4,582	4,756
Distance (fr Fall 2005)									678
Increase (6 yr phase in)				146	146	146	146	146	146
Louisiana Tech Maximum Rates Allowed (6 yr phase in)		3,785	3,878	4,024	4,171	4,317	4,463	4,610	4,756

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Southern A&M									
Proj. SREB 4 Yr 3 Median	93%	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
		3,539	3,713	3,886	4,060	4,234	4,408	4,582	4,756
Distance (fr Fall 2005)									1,213
Increase (6 yr phase in)				202	202	202	202	202	202
Southern A&M Maximum Rates Allowed (6 yr phase in)		3,440	3,543	3,745	3,947	4,150	4,352	4,554	4,756

<i>Projections</i>		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
U of La Monroe									
Proj. SREB 4 Yr 3 Median	93%	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
		3,539	3,713	3,886	4,060	4,234	4,408	4,582	4,756
Distance (fr Fall 2005)									1,464
Increase (6 yr phase in)				244	244	244	244	244	244
U of La Monroe Maximum Rates Allowed (6 yr phase in)		3,196	3,292	3,536	3,780	4,024	4,268	4,512	4,756

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

Four-Year 2 Institutions

Projections

U of La Lafayette		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 2 Median	93%	4,323	4,520	4,717	4,914	5,111	5,308	5,505	5,702
Distance (fr Fall 2005)		4,020	4,204	4,387	4,570	4,753	4,938	5,120	5,303
Increase (6 yr phase in)				332	332	332	332	332	332
U of La Lafayette Maximum Rates Allowed (6 yr phase in)		3,216	3,312	3,644	3,976	4,308	4,639	4,971	5,303

Projections

UNO		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 2 Median	93%	4,323	4,520	4,717	4,914	5,111	5,308	5,505	5,702
Distance (fr Fall 2005)		4,020	4,204	4,387	4,570	4,753	4,938	5,120	5,303
Increase (6 yr phase in)				248	248	248	248	248	248
UNO Maximum Rates Allowed (6 yr phase in)		3,702	3,813	4,081	4,310	4,558	4,806	5,055	5,303

**Maximum Tuition Authority
Based on Projected Peer Tuition Levels**

National Flagship

Projections

LSU A&M	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. National Flagship Average	5,724	5,989	6,254	6,519	6,784	7,049	7,314	7,579
83%	5,323	5,570	5,816	6,063	6,309	6,556	6,802	7,048
Distance (fr Fall 2005)			438	438	438	438	438	2,826
Increase (6 yr phase in)			438	438	438	438	438	438
LSU A&M Maximum Rates Allowed (6 yr phase in)	4,282	4,421	4,859	5,297	5,735	6,173	6,611	7,048

Appendix C

SREB Institutional Categories

SREB Institutional Categories

Definitions

Four-Year Universities and Colleges

<u>Category</u>	<u>Definitions</u>
Four-Year 1	Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category.
Four-Year 2	Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification).
Four-Year 3	Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).
Four-Year 4	Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
Four-Year 5	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.
Four-Year 6	Institutions awarding less than 30 master's, education specialist, post-master's or doctoral degrees.

Two-Year Colleges

Two-Year with Bachelor's	Institutions awarding primarily associate degrees and offering college transfer courses; some bachelor's degrees may also be awarded.
Two-Year 1	Institutions awarding associate degrees and offering college transfer courses with FTE enrollment of 5,000 or more; some certificates and diplomas may also be awarded.
Two-Year 2	Institutions awarding associate degrees and offering college transfer courses with FTE enrollment of between 2,000 and 4,999; some certificates and diplomas may also be awarded.
Two-Year 3	Institutions awarding associate degrees and offering college transfer courses with FTE enrollment of less than 2,000; some certificates and diplomas may also be awarded.

Technical Institutes or Colleges

**Technical
Institute or
College 1**

Institutions awarding vocational-technical certificates and diplomas with FTE enrollment of 1,000 or more; some vocational-technical associate degrees may also be awarded.

**Technical
Institute or
College 2**

Institutions awarding vocational-technical certificates and diplomas with FTE enrollment less than 1,000; some vocational-technical associate degrees may also be awarded.

**Technical
Institute or
College – size
unknown**

Institutions awarding vocational-technical certificates and diplomas whose FTE enrollment was not reported; some vocational-technical associate degrees may also be awarded.

Specialized

Specialized

Specialized Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, fine arts schools or military academies.

ACT No. 915

Regular Session, 2008

HOUSE BILL NO. 734

BY REPRESENTATIVE TRAHAN

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AN ACT

To enact R.S. 17:3351(A)(5)(e), relative to tuition and mandatory attendance fees; to authorize each public postsecondary education management board to establish tuition and mandatory fee amounts for resident students; to provide for adjustments to such amounts; to provide relative to certain guidelines established by the Board of Regents; to provide for waivers; to provide for effectiveness; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3351(A)(5)(e) is hereby enacted to read as follows:

§3351. General powers, duties, and functions of college and university boards

A. Subject only to the powers of the Board of Regents specifically enumerated in Article VIII, Section 5 of the Constitution of Louisiana, and as otherwise provided by law, each postsecondary system management board as a body corporate shall have authority to exercise power necessary to supervise and manage the institutions of postsecondary education under its control, including but not limited to the following:

* * *

(5)

* * *

(e)(i) In accordance with Article VII, Section 2.1(A) of the Constitution of Louisiana and in addition to any other authority provided by this Paragraph, each management board may establish tuition and mandatory attendance fee amounts applicable to resident students at an institution under its supervision and management and, effective July 1, 2008, may adjust such tuition and mandatory fee amounts at

CODING: Words in ~~struck through~~ type are deletions from existing law; words underscored are additions.

1 a rate not to exceed three percent annually if the tuition and mandatory fee amount
2 in effect for the institution is ten percent or less below the average or median tuition
3 and mandatory fee amount of the institution's peers, at a rate not to exceed four
4 percent annually if the tuition and mandatory fee amount in effect for the institution
5 is more than ten percent but less than twenty percent below the average or median
6 tuition and mandatory fee amount of the institution's peers, or at a rate not to exceed
7 five percent annually if the tuition and mandatory fee amount in effect for the
8 institution is twenty percent or more below the average or median tuition and
9 mandatory fee amount of the institution's peers. The Board of Regents shall
10 establish guidelines on the use of data available from the Southern Regional
11 Education Board and other national sources in determining appropriate institution
12 peers and peer average or median tuition and mandatory fee rates. Such guidelines
13 shall be adopted after consultation and coordination with the management boards.
14 The authority to increase tuition and mandatory fee amounts granted by the
15 provisions of this Subparagraph shall be applicable for the 2008-2009, 2009-2010,
16 2010-2011, and 2011-2012 academic years only and shall terminate June 30, 2012.
17 Beginning with the 2009-2010 academic year, the authority to increase tuition and
18 mandatory fee amounts granted by the provisions of this Subparagraph shall be
19 subject to the approval of the Joint Legislative Committee on the Budget.

20 (ii) The authority granted each management board by this Subparagraph to
21 establish tuition and mandatory fee amounts shall include the authority to establish
22 proportional amounts applicable to part-time students and to students enrolled for
23 summer and intersession terms.

24 (iii) Prior to imposing any increase or increases in tuition or mandatory
25 attendance fee amounts, or both, established pursuant to the provisions of this
26 Subparagraph, each management board shall establish criteria for waivers of such
27 increase or increases in cases of financial hardship. Information about such waivers
28 and the criteria and procedures for obtaining a waiver shall be made available to all
29 prospective students affected by the increase or increases in a timely manner such
30 that the prospective student can be aware of the increase or increases and the

Regular Session, 1997

HOUSE BILL NO. 2424

BY REPRESENTATIVES CRANE, BRUN, R. ALEXANDER, BARTON, BAUDOIN, BOWLER, BRUCE, BRUNEAU, DEVILLE, DIEZ, DIMOS, DONELON, DUPRE, FLAVIN, FONTENOT, FORSTER, FRITH, FRUGE, GAUTREAUX, HAMMETT, HEBERT, HILL, HOPKINS, JOHNS, KENNARD, KENNEY, LANCASTER, MARTINY, MCCALLUM, MCDONALD, MCMAINS, MORRISH, PINAC, ROUSSELLE, SALTER, SCALISE, SHAW, STELLY, THORNHILL, TRICHE, VITTER, WALSWORTH, WIGGINS, AND WRIGHT

AN ACT

To amend and reenact R.S. 17:3351(A)(5), relative to tuition and attendance fees at public colleges and universities; to provide for the powers, duties, and responsibilities of public higher education management boards; to grant authority to the management boards to establish in accordance with certain guidelines tuition and attendance fees applicable to nonresident students; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3351(A)(5) is hereby amended and reenacted to read as follows:

§3351. General powers, duties, and functions of college and university boards

A. Subject only to the powers of the Board of Regents specifically enumerated in Article VIII, Section 5(D) of the Constitution of Louisiana, and as otherwise provided by law, each management board as a body corporate shall have authority to exercise all power to direct, control, supervise, and manage the institutions of higher education under its control, including but not limited to the following:

* * *

(5)(a) Determine the fees which shall be paid by students.

(b) Additionally, in accordance with Article VII, Section 2.1 of the Constitution of Louisiana, each management board shall have authority to establish tuition and attendance fees applicable to a nonresident student at an institution under its supervision and management that at least equal the median amount of tuition and attendance fees applicable to nonresident students at institutions in states comprising the Southern Regional Education Board, excluding Louisiana, which are in the same category as established and most recently reported by the Southern Regional Education Board.

* * *

Section 2. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided in Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Appendix M

Financial Aid

Louisiana Revised Statutes
State Student Financial Aid Plan

Article 17

§ 3129.7	Development of state student financial aid plan; master plan
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Article 36

§ 642 D.(2)	Department of Education; creation; domicile; composition; purposes and functions (places LOSFA within BoR)
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§3129.7. Development of state student financial aid plan; master plan

The Board of Regents shall develop and maintain a comprehensive state student financial aid plan that supports the Master Plan for Public Postsecondary Education. In developing the plan, the board shall consider all sources of financial aid available to students attending or seeking to attend postsecondary education institutions in Louisiana and the financial needs of such students. The plan shall contain recommendations regarding student financial aid necessary to implement the policies and achieve the goals and objectives defined in the Master Plan for Public Postsecondary Education. Prior to the implementation of such recommendations, they shall be reviewed and approved by the Senate Committee on Education and the House Committee on Education.

Acts 2004, No. 695, §1.

§642. Department of Education; creation; domicile; composition; purposes and functions

A. The Department of Education is created and shall be a body corporate with the power to sue and be sued. The domicile of the department shall be in Baton Rouge.

B. The Department of Education, through its offices, officers, and management boards shall, in accordance with law, provide for the education of the people of the state and shall be the agency through which the state administers the functions of the superintendent of education, the Board of Elementary and Secondary Education, the Board of Regents, the Board of Trustees for State Colleges and Universities, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, and the Board of Supervisors of Southern University and Agricultural and Mechanical College, as provided by the constitution and laws of this state and this Title.

C.(1) The Department of Education shall be composed of the executive office of the superintendent, the office of management and finance, the office of student and school performance, the office of quality educators, the office of school and community support, the technical college system, special school district number one, and such other offices as shall be created by law.

(2) Whenever the superintendent determines that the administration of the functions of the department may be more efficiently performed by eliminating, merging, or consolidating existing offices or establishing new offices, he shall present a plan therefor to the legislature for its approval by statute.

D.(1) In accordance with their constitutional mandate, the Board of Regents, the Board of Trustees for State Colleges and Universities, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, and the Board of Supervisors of Southern University and Agricultural and Mechanical College, and the State Board of Elementary and Secondary Education shall be responsible for performing their respective functions of education in the state of Louisiana, and each such board shall retain all of its powers, duties, and responsibilities as provided by the constitution and by law.

(2) The Louisiana Student Financial Assistance Commission within the Board of Regents, as provided by law, shall be responsible for the supervision, control, direction, and administration of the state programs on higher education financial assistance and the scholarship programs transferred to it.

Added by Acts 1977, No. 83, §1, eff. June 22, 1977. Amended by Acts 1978, No. 135, §3; Acts 1978, No. 550, §1; Acts 1979, No. 349, §3; Acts 1987, No. 736, §1; Acts 1989, No. 190, §2, eff. June, 26, 1989; Acts 1997, No. 19, §1, eff. May 14, 1997; Acts 2003, No. 393, §2, eff. June 18, 2003; Acts 2009, No. 409, §3, eff. July 1, 2009.

*See 42 U.S.C.A. §8201 et seq.

Taylor Opportunity Program for Students

(TOPS)

TOPS, Louisiana's comprehensive, merit-based student aid program, was initiated with the incoming freshman class of Fall 1998. Four generally accepted purposes of TOPS are:

- To promote academic success by requiring completion of a rigorous high school core curriculum;
- To provide financial incentives as a reward for good academic performance;
- To keep Louisiana's best and brightest in the state to pursue postsecondary educational opportunities; and
- To promote access to and success in postsecondary education.

TOPS includes three levels of awards for students enrolling at Louisiana's colleges and universities: Opportunity, Performance, and Honors.

A review of the program determined that TOPS is meeting the generally accepted purposes for which it was developed:

- Students who take the core curriculum score significantly better on the ACT;
- More students in the recent graduating class took the core and more have been determined eligible for TOPS by LOSFA;
- The number of first time freshmen with TOPS enrolling in public postsecondary education has increased;
- A larger number of students with higher ACT scores are remaining in Louisiana to attend college;
- Students receiving a TOPS award persist in college at a higher rate than non-TOPS students; and
- More students with TOPS graduate from college in a shorter period of time than non-TOPS students.

GO Grant

In response to a Legislative request to develop a financial aid policy and related policies for the state of Louisiana, the Board of Regents conducted a review of financial aid policies and programs which support students in postsecondary education. The most evident findings of the examination were:

- As a merit based program, the TOPS program served Louisiana well; and
- Louisiana's sponsorship of need-based aid programs was nearly nonexistent.

As a result of this review, the Board of Regents developed, and the state Legislature supported, the GO Grant in 2007.

The purpose of the GO Grant is to provide a need-based component to the state's financial aid plan to support low to moderate income students who need additional aid to afford the cost of attending college. The grant assists both traditional and non-traditional (adult and part-time) students.

The GO Grant framework requires students who initially receive the GO Grant to meet the requirements for admission to the institution in which they enroll. In order to continue receiving the GO Grant, students must meet the requirements in the institution's Satisfactory Academic Progress policy.

The award amount ranges from \$200 to \$2,000 annually.

Although the grant seldom meets the full financial needs of students, it does provide some relief, allowing students to borrow less money or work additional hours while attending college. Data indicate that students receiving the GO Grant are retained at a higher rate than students who do not.

Early Start Dual Enrollment Program

The Board of Regents developed the Louisiana Early Start Program in 2006 with the support of the Legislature. The program provides tuition assistance to “eligible” 11th and 12th grade students from public high schools that enroll in “eligible” college courses for dual credit at an “eligible” public or private college or university.

Students must meet general eligibility requirements as well as course requirements to participate in the program.

As designed by the Regents, the goals of the program include:

- Encouraging high school students who might otherwise not be considering college to do so;
- Allowing college-bound students to get a “head start”;
- Providing a means for interested but unprepared students to correct deficiencies prior to college entry; and
- Providing opportunities for students wishing to pursue technical training to enroll and earn college credit.

The program has proven extremely successful and has been constrained only by limits of financial support.

Appendix N

Board of Regents' Master Plan, 2001

Louisiana Revised Statutes

Article 17

Master Plan

§ 3128	Power to formulate master plan; mission establishment
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§3128. Power to formulate master plan; mission establishment

A. The Board of Regents shall have the power to formulate and make timely revision of a master plan for higher education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of higher education. The board shall submit its plan and formula for funding to the governor and the legislature.

B.(1) In cooperation with each higher education management board, the chancellor, and the president of each public institution of higher education, the Board of Regents shall devise, describe, and establish a mission for each public university system and for each institution within each system. Each mission statement shall be included in and form the basis of the master plan provided for in Subsection A of this Section. Initial mission statements shall be completed no later than January 15, 1989, shall be reviewed periodically, and shall be individually revised as often thereafter as is necessary to achieve and maintain the institutional balance necessary to diversity, access, and excellence.

(2) The Board of Regents shall make such recommendations for legislative or gubernatorial action necessary to support the development of each system and institution as provided in its mission statement. Annually, the board shall report to the legislature and the governor on the status of higher education relative to the mission statements, including in such report all revisions since the last report and any recommendations for legislative or gubernatorial action.

(3) Each mission statement devised pursuant to this Section shall include a description of:

(a) The intended role and scope of each system and institution, describing with some specificity its geographic service area and the student population intended to be served;

(b) Its public service contribution;

(c) Its academic and research goals, particularly describing programs being emphasized;
and

(d) Its contribution toward, and proper role in, the collective goals of public higher education of diversity, access, and excellence.

Added by Acts 1975, No. 313, §1, eff. July 17, 1975; Acts 1987, No. 241, §1, eff. July 3, 1987; Acts 1997, No. 1360, §1, eff. Jan. 1, 1998.



**BOARD OF REGENTS
STATE OF LOUISIANA**

**MASTER PLAN
FOR
PUBLIC
POSTSECONDARY
EDUCATION: 2001**



Master Plan

MASTER PLAN
FOR PUBLIC
POSTSECONDARY
EDUCATION: 2001



**BOARD OF REGENTS
STATE OF LOUISIANA**



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FOREWORD

Article VIII, Section V of Louisiana's Constitution requires the Board of Regents to "formulate and make timely revision of a master plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education." In addition, Acts 241 of 1987 and 1360 of 1997 require that the Board of Regents, in cooperation with each system management board, and with the chancellor and president of each public postsecondary institution, establish a mission for each public university system and for every institution within each system.

With its statewide responsibilities and its close working relationships with the four system boards, the legislature, and the governor's office, the Board of Regents is uniquely positioned to assess the needs and resources of the postsecondary education system as well as the needs of the state and its citizens. The concept of regional planning and coordination is a sound one, and the Board will implement this design without concern for institutional affiliations or prior relationships. Such a system will better serve its students and the citizens, businesses, and industries of Louisiana.

The Board of Regents determined that an inclusive approach to developing the Master Plan would yield the most effective result. Therefore, the Board obtained input from a variety of stakeholders and key decision makers, and it solicited advice from experts in particular fields. The Board established two task forces to provide input and direction. These were the Task Force on Formula Funding for Public Universities and Community Colleges and the Louisiana Task Force on Postsecondary Education Master Planning, the membership of which can be found in Appendix A. In addition, the Board of Regents convened more than 30 meetings with the management boards, system personnel, and individual campus representatives. These were held to review the draft plan and to develop role, scope, and mission statements for each management system, campus, and unit of public postsecondary education in Louisiana.

In all, six drafts of the plan were reviewed by the Board of Regents, campuses, management boards, selected representatives of government agencies, and other interested parties. A statewide public hearing on the fifth draft of the plan was broadcast March 6, 2001, to 15 sites via compressed video and was made available on the Internet through the Louisiana Public Broadcasting system. On behalf of the Board of Regents and the public postsecondary system, we are pleased to submit Louisiana's Master Plan for Public Postsecondary Education: 2001.

Richard E. D'Aquin
Chair, Board of Regents

E. Joseph Savoie
Commissioner of Higher Education



INTRODUCTION

Frank H.T. Rhodes, President Emeritus of Cornell University, writes in "The University at the Millennium: The Glion Declaration" (1998):

Universities are learning communities, created and supported because of the need of students to learn, the benefit to scholars of intellectual community, and the importance to society of new knowledge, educated leaders, informed citizens, expert professional skills and training, and individual certification and accreditation. Those functions remain distinctive, essential contributions to society; they form the basis of an unwritten social compact, by which, in exchange for the effective and responsible provision of those services, the public supports the university, contributes to its finance, accepts its professional judgment and scholarly certification, and grants it a unique degree of institutional autonomy and scholarly freedom. Within this compact, the university has a reciprocal obligation for impartial scholarship, the highest professional competence and integrity, the cultivation of advanced knowledge and a love of learning among its students, and a sensitivity towards the need for its services in society at large.

Louisiana's public postsecondary education system is well-positioned to fulfill the unwritten compact of which Rhodes writes, thanks to the capabilities of its six complementary components. First, technical and community colleges provide students the academic, vocational, and technical training they need to find meaningful work and also provide the core education needed by students preparing for transfer to a four-year institution. Second, colleges and universities prepare citizens for a wide variety of careers, including teaching, which has the power to transform the state's K-12 public education system. Third, graduate and research institutions provide students opportunities for specialized study and have focused research responsibilities. Fourth, a premier research institution with extensive research and development programs nurtures scholars who add to the body of knowledge in numerous disciplines. Fifth, professional schools educate physicians, dentists, veterinarians, and lawyers to serve the needs of the state and its citi-

zens. Finally, specialized units conduct targeted research and render needed services to the state's citizens.

Because economic and educational systems are mutually dependent, both must be linked to produce a well-educated, competitive workforce that can compete globally in this new century. Ensuring economic advantage and prosperity for Louisiana requires cultivating a population willing to learn, adapt, and learn again in an increasingly technical and interconnected world. Because cultural and educational systems are also mutually dependent, the diversity of cultures in Louisiana must be preserved and nurtured in educational institutions in order to stimulate an atmosphere of civility and respect. Ultimately creativity, competency, and critical thought must characterize Louisiana's citizenry.

Because cultural and educational systems are also mutually dependent, the diversity of cultures in Louisiana must be preserved and nurtured in educational institutions in order to stimulate an atmosphere of civility and respect.

At every level, in every region, the state must become, as **Louisiana: Vision 2020** (the state's 20-year strategic plan for economic development) wisely recognizes, a highly coordinated and efficient learning enterprise. Recently, several significant steps toward this goal have been taken. Recognizing that economic achievement is built on early educational foundations, the Board of Regents and the Board of Elementary and Secondary Education have joined to refashion how prospective teachers at the elementary and secondary level are recruited, prepared and retained through an unprecedented partnership. The state has reorganized community and technical colleges into a single system and has placed proprietary schools under the jurisdiction of the Board of Regents, positioning those institutions to respond more flexibly and robustly to business, industry, and workforce demands. Postsecondary education has become increasingly coordinated, making it easier for faculty to pool expertise,

for institutions to share resources, and for the system to move skilled students into the workforce. Through a variety of technologies, institutions have made courses and programs more accessible to Louisiana's citizens. Increased access translates directly into educational and economic gains both for students and for the businesses that employ them. The Board of Regents Support Fund has generated nearly \$400 million in external funds for Louisiana's researchers, resulting in new patents and enhanced opportunities for future external support. Clearly, Louisiana's educational enterprise is making substantial progress.

Still, tremendous challenges remain:

- Thirty percent of Louisiana's children live in poverty.
- Louisiana has one of the highest percentages of illiterate adults in the nation.
- One in five adults in Louisiana has not graduated from high school.
- Proportionately, lower numbers of minority students enroll or remain in postsecondary education.
- Across the state, at every level, there is a shortage of certified teachers.
- The skills of Louisiana's workforce are generally inadequate in today's technological economy.
- Following years of budget cuts, Louisiana's public postsecondary education system continues to be seriously undercapitalized. In spite of recent improvements in funding, the lingering, long-term effects of the previous budget cuts adversely impact research, scientific and scholarly pursuits, library and equipment acquisitions, and facility maintenance.

Addressing these critical challenges is one of the principal objectives of the *Master Plan*. Exclusive concern with these issues, however, would create imbalance in utilizing the capabilities of those institutions whose missions, research, and public service goals address other factors no less important to the state's welfare or which promote values not reflected in the foregoing challenges. Among these other factors, three are primary:

- The role of the land-grant colleges, research universities, and specialized units in expanding the frontiers of human knowledge through aggressive research.
- The promotion of excellence that expressly recognizes and builds upon the differences and the value of the diverse units that make up the public postsecondary education enterprise.
- The unique contributions the system's professional schools make, not only in training the state's citizens for professional careers but also in enhancing efficiency and equity in public policies.

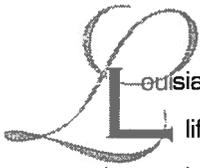
The Board of Regents, in cooperation with the postsecondary education community and other stakeholders, has developed the *Master Plan* to respond to these challenges. Its

effectiveness requires setting clear goals, objectives, targets, and strategies that can be monitored and measured; establishing specific role, scope, and mission statements, and setting appropriate admissions standards; and revising and implementing the various funding formulae to support institutions and drive them toward achievement of the *Plan's* goals.

Chapter One

CHAPTER ONE

GOALS AND OBJECTIVES



Louisiana's postsecondary education system is dedicated to improving the quality of life for the state's citizens. It demands from its institutions a level of performance in teaching, research, and public service that both acknowledges and challenges the capabilities and missions of each. To pursue this vision for Louisiana, the public postsecondary education community has adopted three primary goals:

- I. Increase Opportunities for Student Access and Success**
- II. Ensure Quality and Accountability**
- III. Enhance Services to Communities and State**

The Board of Regents recognizes that attainment of these statewide goals will require effort by every member of the postsecondary education community, boards and campuses alike. Depending on the nature of the objective and the role, scope, and mission of the institution, some campuses may play a primary role in achieving certain objectives but no role in achieving others.

Achieving the objectives set for each goal depends to a great extent upon the availability of adequate and appropriate resources. Despite increased investments in postsecondary education in recent years, Louisiana's annual appropriation for postsecondary education remains significantly below the Southern Regional Education Board (SREB) average. These shortfalls are experienced by institutions at every level: technical college campuses, community colleges, universities, professional schools, and specialized institutions and units. Implementing admissions criteria throughout the system will change the enrollment patterns of Louisiana's students. The change will encourage greater access through community colleges and technical college campuses, but expanded resources will be required to respond to these enrollment shifts and to protect the financial viability of other institutions.

Each of the three goals has prescribed statewide objectives and accompanying strategies. The format for presenting and describing these elements complies with the requirements of Act 1465 of 1997, Louisiana's general performance and accountability law. Each institution, in conjunction with its management board, will develop, when applicable, appropriate objectives and strategies commensurate with its role, scope, and mission to

support and help attain the statewide goals established for the public postsecondary education system.

■ **GOAL 1: INCREASE OPPORTUNITIES FOR STUDENT ACCESS AND SUCCESS**

Louisiana's postsecondary education system exists to develop citizens' intellect, character, and competitive ability through the discovery, enhancement, and dissemination of knowledge, and thus to improve the quality of life for all residents. To this end, Louisiana's postsecondary education system is committed to ensuring that all its citizens will have access to publicly-supported institutions of postsecondary education without regard to race, age, gender, physical condition, religion, socio-economic status, veteran status, or ethnic background. The colleges and universities will provide sufficient opportunities for the state's citizens to pursue their individual, social, economic, and educational goals to the extent of their abilities and motivation. Colleges, universities, and proprietary schools not only will recruit students but also will provide the necessary services to help them succeed.

Objective 1

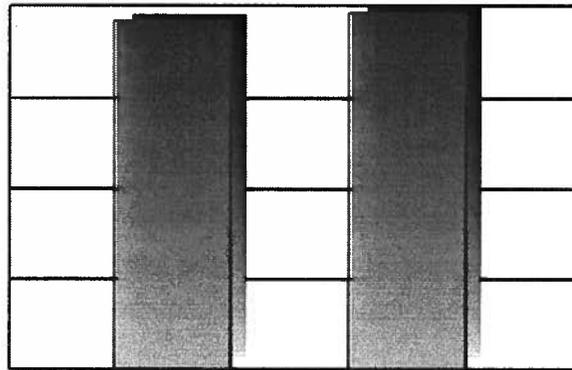
Increase participation in public postsecondary education 2 percent by 2005.

The public postsecondary education system must attract and make its services available to a growing number of Louisiana's citizens, including college graduates, high school graduates, non-graduates, and working adults. In the next decade, most of the new jobs created in Louisiana will require a level of postsecondary education or training not currently possessed by enough of the state's citizens.

Although the number of high school graduates in Louisiana is projected to decline 6 percent by 2007, overall enrollment in postsecondary education is expected to increase by 2 percent, from a headcount enrollment of 191,673 in Fall 2000 to 195,500 in Fall 2005. This projected increase can be attributed to improved preparation of elementary and secondary students, enrollment increases at the Louisiana Technical College, continued growth of emerging community colleges, further development of Learning

Centers, increased retention efforts at universities, expanded articulation between institutions, and further development of electronic (distance) learning opportunities throughout the state.

Chart I
Total Enrollment in Public Postsecondary Education



Strategies

1. Improve one- and two-year services in each region of the state.
2. Promote electronic (distance) learning activities in each region of the state.
3. Ensure seamless transfers between and among campuses at all levels.
4. Coordinate and support various literacy and basic education programs statewide.
5. Ensure access to programs and services to citizens with disabilities.
6. Promote dual enrollment agreements with public school districts.

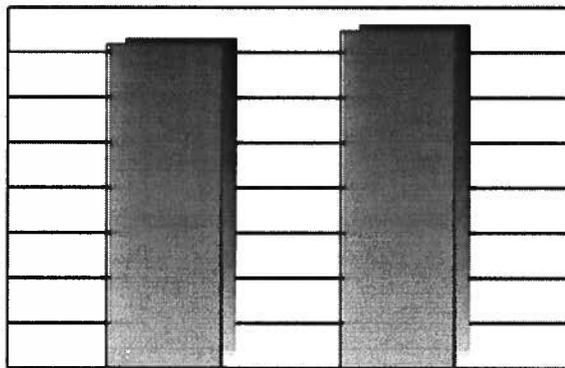
Objective II

Increase minority participation in public postsecondary education 5 percent by 2005.

Louisiana's minority population remains underrepresented in public postsecondary education, notwithstanding efforts to increase minority enrollments under the Higher Education Desegregation Consent Decree and the current Settlement Agreement. Public postsecondary education must strengthen its commitment to recruiting and retaining more minority students, both to advance the quality of life for all segments of the popu-

lation and to meet the projected demand for an educated workforce to drive Louisiana's economy. The target for increased minority participation is 5 percent, from a headcount enrollment of 71,269 in Fall 2000 to 74,800 in Fall 2005.

Chart II
Total Minority Enrollment in Public
Postsecondary Education



Strategies

1. Expand outreach programs to recruit minority students.
2. Expand on-campus summer enrichment and transition programs.
3. Increase hiring of minority administrators, faculty, and staff.
4. Develop and provide access to ACT preparation courses to increase eligibility for participation in TOPS programs.
5. Expand mentoring and tutoring programs.
6. Implement the Educational Planning and Assessment System (EPAS) in public middle and high schools.

Objective III

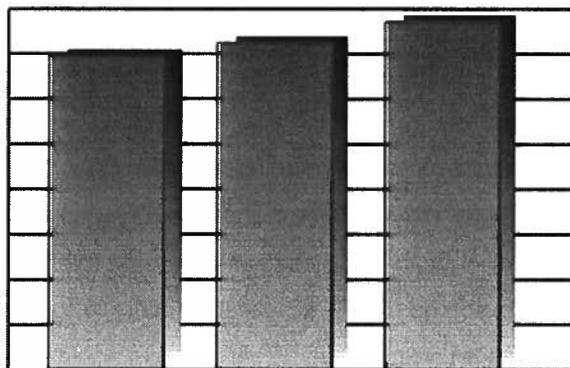
Increase the percentage of first-time, full-time entering freshmen retained to the second year in community colleges and universities 5 percentage points by 2005.

The withdrawal of students from college represents a loss of investment and opportunity to the student, to the institution, and to the state, as there are tangible economic and

social costs related to attrition. Retaining larger numbers of students in public postsecondary education results in higher levels of educational attainment, a better prepared workforce, and a more cost effective delivery of services.

Key to enhancing student retention is a strong, ongoing commitment by an institution to the educational needs of its students. Ultimately, successfully retaining greater numbers of students depends on the actions and contributions of all members of a campus community. Driven primarily by a better student-to-institution match as admissions criteria are implemented, the retention rate in the system is projected to increase from 72 percent in 2000 to 77 percent in 2005.

Chart III
First-Time Freshman Retention to
2nd Year in Community Colleges and Universities



Strategies

1. Establish appropriate admissions criteria at four-year institutions to promote better student-to-institution match.
2. Develop systemwide and campus-specific retention assessment systems.
3. Expand availability of first-time student seminars and first-year experience courses.
4. Expand academic and training support and resource centers.
5. Continue statewide assessment of student services using student opinion surveys.
6. Track successful course completion as a measure of student success (particularly for community colleges).

Objective IV

Increase the three-year graduation rate at community colleges and the six-year graduation rate at baccalaureate degree-granting institutions by a combined total of 5 percentage points by 2005.

Increasing the graduation rate in Louisiana public postsecondary education institutions is important to a variety of clients: students seeking higher incomes and an improved quality of life; employers desiring employees capable of producing in a rapidly changing environment; communities aspiring to gain a competitive edge in economic development; and our democratic society as a whole needing a citizenry equipped and willing to contribute to the resolution of a host of complex social issues.

A better student-to-institution match, improved retention rates, and ease of transfer are expected to help increase the overall graduation rate from 29 percent in 1999-2000 to 34 percent in 2005-2006.

Strategies

1. Establish admissions criteria at four-year institutions to promote better student-to-institution match.
2. Develop systemwide and campus-specific retention assessment systems.
3. Expand efforts to encourage transfer from two-year colleges to four-year universities.

■ GOAL II: ENSURE QUALITY AND ACCOUNTABILITY

Louisiana's public postsecondary education system is committed to providing high quality programs and services for the state's citizens, government, businesses, and industries. These programs must be timely, relevant, and responsive: data collection, consumer protection, and information sharing activities must be expanded to meet the expectations and needs of a growing external constituency for postsecondary education. Further, the public postsecondary education system must strive to ensure that public resources are adequate to maintain quality programs and services. Mechanisms designed to demonstrate the efficient use of resources by each institution must be developed and incorporated into the accountability reports required by law and by effective

system management. Such mechanisms focus on the efficient use of both human and physical resources.

From a statewide perspective, two major programs of the Board of Regents designed to ensure quality and raise the level of excellence are its academic program review process and the various initiatives supported by the Board of Regents Support Fund. Traditionally the academic program review process centered primarily on issues of quality: faculty qualifications, institutional support, and library resources. Today, additional considerations such as regional needs, unnecessary duplication, adequacy of institutional resources to support the program, and the expected contribution to the state's economy have become integral parts of the review process.

Constitutionally established in 1986, the Louisiana Education Quality Trust Fund and the Louisiana Education Quality Support Fund have sought to raise the level of excellence in postsecondary education and to promote economic development. The results of the Support Fund programs have consistently received positive evaluations. Therefore, the Enhancement, Superior Graduate Students, Research and Development, and Eminent Scholars components of the Support Fund will continue to be administered as competitive grant programs; out-of-state peer review panels using national standards will continue to guide the Regents' decisions to fund the most worthy proposals. In addition to seeking ways to continually improve the programs and their value, the Regents will also explore methods for funding research-level public service activities.

Objective I

By 2005, 75 percent of first-time entering freshmen at baccalaureate degree-granting institutions will be fully prepared for university-level work.

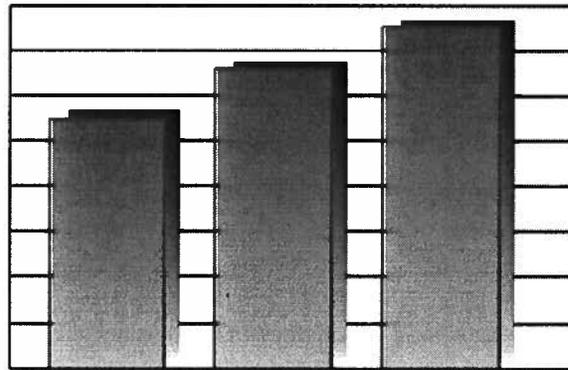
Many under-prepared students currently enroll in baccalaureate degree-granting institutions, resulting in resource demands for developmental education and related services, a higher dropout rate, a loss of investment, and less than acceptable completion rates. The baccalaureate degree-granting institutions must develop admissions criteria that

...[D]ata collection, consumer protection, and information sharing activities must be expanded to meet the expectations and needs of a growing external constituency for post-secondary education.

provide a better student-to-institution match and thus increased retention and graduation rates. Since implementing admissions criteria will result in significantly reduced developmental education offerings at baccalaureate degree-granting institutions, those offerings will generally shift to two-year institutions equipped to provide services at a lower cost to the student. This shift is expected to increase the percentage of first-time entering freshmen at baccalaureate degree-granting institutions who require no developmental course work from 66 percent in 2000 to 75 percent in 2005.

Chart IV

**Percentage of First-Time Entering Freshmen at
Four-Year Institutions Fully Prepared for University Work**



Strategies

1. Establish admissions criteria at all four-year institutions.
2. Work with the Board of Elementary and Secondary Education to improve academic and technical preparation of college-bound students.
3. Expand developmental education opportunities and services at Louisiana Technical College campuses and at community colleges.
4. Expand on-campus summer enrichment and transition programs.
5. Implement the Educational Planning and Assessment System (EPAS) in public middle and high schools.

Objective II

Achieve 100 percent accreditation of "mandatory" programs by 2005.

While all institutions are expected to achieve and maintain appropriate regional or national accreditation, an additional measure of quality is program accreditation. In many disciplines, program accreditation is not only desirable but also necessary if graduates are to sit for examinations and practice in their chosen fields. In October 1999 the Board of Regents determined that accreditation standings for all academic programs be designated as "mandatory," "recommended," or "optional." Presently, 84 percent of all "mandatory" programs at two-year and four-year institutions are accredited.

Strategies

1. Institutionally identify academic programs most closely related to role, scope, and mission, and target resources to these programs to achieve and maintain accreditation.
2. Conduct reviews of existing non-accredited undergraduate programs to help affected campuses eliminate barriers to accreditation.

Objective III

By 2005, raise the students' level of satisfaction in Louisiana's baccalaureate degree-granting institutions to the national average for each institution's SREB/Carnegie classification. At two-year institutions, maintain a level of student satisfaction at or above the national average for similar institutions.

In Spring 2000 the Board of Regents, in conjunction with ACT, Inc., surveyed 4,695 students enrolled in Louisiana's public two-year institutions and 13,285 students enrolled in Louisiana's public four-year institutions to determine their level of satisfaction with various college services and other aspects of their college environment. Results of this survey are being used to identify instances of "best practices" as well as to identify areas in need of improvement.

Overall, respondents to the Two-year Student Opinion Survey rated their level of satisfaction with their college above the national average (4.08 vs. 4.05 on a five-point scale).

Respondents to the Four-year Student Opinion Survey rated their level of satisfaction slightly below the national average (3.81 vs. 3.89).

Strategies

1. Utilize individual campus results to identify college services and environments where student satisfaction levels are significantly above or below average.
2. Utilize institutionally-specific means (i.e., surveys, focus groups) to determine why certain levels of student satisfaction are above or below average.
3. Adopt "best practice" policies and target resources to improve services and facets of the college environment rated below average.

■ **GOAL III: ENHANCE SERVICES TO COMMUNITIES AND STATE**

Louisiana institutions of public postsecondary education recognize that public service is a primary obligation. Providing this service within the scope of each institution's developed abilities is a social responsibility and a public duty. Colleges and universities are expected to develop partnerships with other institutions, public agencies, school systems, corporations, and private business to supplement and extend their talents and skills for the improvement of the educational, social, and economic conditions of their communities.

The diversity of public service opportunities requires that each institution focus on the types of public service that it can most effectively provide. Vocational training and provision of basic skills and literacy enhancement leading to a more competent workforce is, for example, an appropriate focus for the Louisiana Technical College and the community colleges. Training teachers who will take the state's PK-12 schools to the levels sought in **Louisiana: Vision 2020** is clearly a mission for the system's baccalaureate degree-granting campuses. Research institutions must continue to focus on basic research that forms the basis for new technology and other improvements in society. The system's units devoted to the agricultural, physical, and biomedical sciences, on the other hand, can enhance the state's economy by developing in their laboratories patentable products, processes, and ideas that can be mainstreamed into the state's

private sector. The state's law centers can render service in the form of research or student intern programs designed to assist Louisiana public officials in improving public policy. The state's health sciences center can provide necessary research and health care for many of the state's citizens, especially the indigent. Furthermore, students from all institutions can engage in the improvement of their communities and can learn valuable citizenship lessons through activities such as service learning.

Institutions have historically provided numerous programs and services for employers. To date, however, the state has not tracked or evaluated these services. In order to expand and properly focus these programs, the post-secondary education community must improve ways to define these efforts, to collect information regarding these programs, and to evaluate their efficacy. In the coming years, the Board of Regents will coordinate this effort.

Objective I

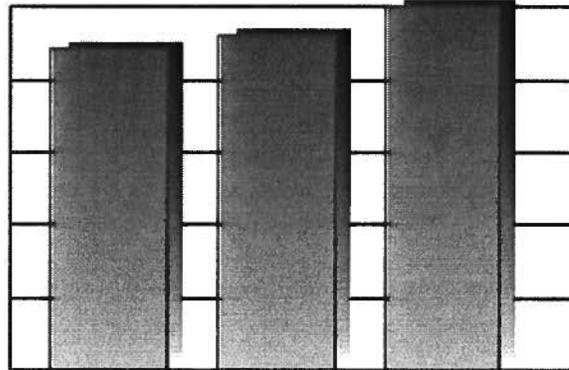
Increase the number of students earning baccalaureate degrees in education 7 percent by 2005.

The Blue Ribbon Commission on Teacher Quality, created by the Governor, the Board of Regents and the Board of Elementary and Secondary Education (BESE), recognized that a significant number of teachers in Louisiana's classrooms are not certified to teach or are teaching outside their area of certification. When no more than 87 percent of the teachers in Louisiana's public elementary and secondary education classrooms are certified in their specialty areas, it is obvious that Louisiana's colleges and universities are not graduating a sufficient number of teachers, especially in specific areas such as mathematics, science, and special education. While BESE, the legislature, and local school boards must act to improve classroom environments and teaching conditions, the public postsecondary education community must respond by working to increase the pool of qualified teachers. It is projected that the number of students earning baccalaureate degrees in education will increase 7 percent, from 2,298 in 2000 to 2,458 in 2005.

Providing this service within the scope of each institution's developed abilities is a social responsibility and a public duty.

Chart V

Total Number of Baccalaureate Degrees in Education
Conferred by Four-Year Institutions



Strategies

1. Design and implement alternative certification programs.
2. Revamp existing teacher education programs.
3. Create coordinated partnerships between universities and local school systems.
4. Expand recruitment efforts for education majors.
5. Expand financial aid programs for education majors.

Objective II

Increase the number of intellectual property disclosures, licensing agreements, and startup businesses based on technologies developed at Louisiana's universities 50 percent by 2005.

New technology-based businesses, particularly in non-traditional industries, can contribute significantly to the further diversification of Louisiana's economy and to the growth of high quality, high paying jobs. Research at the universities can be the catalyst for these startup enterprises. Additionally, many of the technologies developed on campuses that do not result in the formation of new businesses do result in licensing agreements and subsequent royalties to the university, which have undeniable economic impact.

Louisiana's universities can also contribute to economic enhancement by working with existing businesses to improve growth potential. Finally, universities should develop technologies and produce technology-trained workers that will enhance Louisiana's ability to attract new and diverse businesses to the state.

Strategies

1. Establish and strengthen technology clusters in job growth areas identified in **Louisiana: Vision 2020**.
2. Provide effective mechanisms for industry access to university technologies and expertise.
3. Develop or expand incentives for faculty to participate in technology-transfer activities.

Objective III

Establish a coordinated plan with appropriate partners to maximize the investment of public funds in adult literacy programs.

Data indicate that Louisiana has one of the highest percentages of illiterate adults of any state in the nation. The inability to read at or above the eighth-grade level prevents many adults from getting or keeping high paying jobs. As long as a substantial portion of the potential workforce is ill-prepared to perform required tasks, Louisiana's economy cannot expand into the desirable area of high technology. Louisiana's citizens must possess the basic skills necessary to advance into appropriate training programs. The Louisiana Community and Technical College System is particularly well-positioned to offer literacy programs that will prepare participants for further training.

Strategies

1. Assume leadership in developing statewide policies regarding literacy.
2. Identify, strengthen, and expand successful literacy programs that currently operate in Louisiana.
3. Create institutional and management board linkages with the Board of Elementary and Secondary Education, the Louisiana Department of Labor, the Workforce Commission, and others to develop appropriate literacy and basic skills programs for employees of Louisiana businesses.

Chapter Two
CHAPTER TWO

**REFINEMENT OF A COMPREHENSIVE,
STATEWIDE SYSTEM**



The 1974 Constitution reorganized the governance of postsecondary education, creating a structure with three management boards responsible for the day-to-day operations of campuses and with the Board of Regents responsible for statewide coordination of all public colleges and universities. In 1997, the legislature adopted statutes that expanded the responsibilities of the Board of Regents. In 1998, the voters of Louisiana revised the constitution, creating a fourth management board responsible for the Louisiana Technical College and most of the community colleges.

Institution Differentiation

The postsecondary education community recognizes that to become more effective, the delivery system for providing its services must become more focused. Establishing an appropriate breadth and level of program offerings, as well as a suitably prepared student body consistent with institutional character, is also necessary. The Carnegie Foundation for the Advancement of Teaching, the Southern Regional Education Board, and the Commission on Colleges of the Southern Association of Colleges and Schools utilize, in part, program breadth and level to differentiate institutions. The typologies developed by these entities appear as Appendix B.

To establish preparation expectations, to facilitate access for success, and to allow for the most efficient use of the state's and the student's resources, the Board of Regents has established an Admissions Criteria Framework. This framework assumes that the state's specialized institutions will maintain admissions criteria consistent with professional and instructional expectations. It includes three categories of selective criteria for baccalaureate degree-granting institutions and a category of open admissions for community colleges and the Louisiana Technical College.

Undergraduate admission at each four-year institution shall require, at a minimum, the completion of the Regents' high school core curriculum (currently identified as the TOPS curriculum). In addition, high school grades, high school class rank, and standardized test scores will be used to determine eligibility for admission. Institutions will complete the process of implementing admissions criteria by Fall 2005. Grambling State University (GSU) and Southern University at New Orleans (SUNO) will remain as open admissions

institutions through Fall 2005 in accordance with the current desegregation Settlement Agreement. A transition plan to facilitate adoption of Selective III admissions criteria no later than Fall 2010 for GSU and SUNO is to be developed by each institution and its management board for submission to the Board of Regents.

The Board of Regents Admissions Criteria Framework is designed to identify general admissions policies for the state's public postsecondary education institutions for the purpose of clearly establishing and differentiating program expectations. Implementing specific admissions policies is the responsibility of the administration and faculty of the institution with concurrence of the respective Board of Supervisors. The criteria for each of the admissions categories appear below. Assignment of the minimal institutional admissions criteria is denoted in each institution's role, scope, and mission statement.

In compliance with the Settlement Agreement entered into by the State of Louisiana and the "four boards currently governing public postsecondary education in Louisiana" with the United States District Court on November 4, 1994, each institution "shall have 15 percent of its entering class set aside as admissions exceptions." Prior to full implementation of the admissions criteria by Fall 2005, the Board of Regents will continue to work in close cooperation with the Board of Elementary and Secondary Education and the Department of Education to ensure that all high school students understand the admissions criteria at the various institutions and have every opportunity to meet those criteria by the time of their high school graduation.

■ **ADMISSIONS CRITERIA FRAMEWORK**

The following Admissions Criteria Framework was developed by the Board of Regents to maximize the probability of student success by linking the expectations of institutions to the aspirations and level of preparedness of entering students. Implementation of specific admissions policies, however, is the responsibility of the administration and faculty of the institution with concurrence of the respective Board of Supervisors..

Specific admissions policies must be consistent with the educational purposes of the institution and must include quantitative and qualitative requirements that identify stu-

dents who demonstrate potential for success at the institution. The admissions criteria presented below represent a base. Administration and faculty, in conjunction with their respective management boards, are encouraged to assess whether it is appropriate to exceed these base criteria to execute the institution's role, scope, and mission.

Selective I

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements:

High school grade point average (GPA) equal to or greater than 3.0,

or

An ACT composite score equal to or greater than 25 (SAT 1140),

or

A certain rank in the high school graduating class (to be determined).

Students with less than a 2.0 GPA will not be admitted. Students requiring any developmental (remedial) courses will not be eligible for immediate admission. Each institution shall have 15 percent of its entering class set aside for admissions exceptions in compliance with the desegregation Settlement Agreement.

Selective II

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements:

High school grade point average (GPA) equal to or greater than 2.5,

or

An ACT composite score equal to or greater than 23 (SAT 1070),

or

A certain rank in the high school graduating class (to be determined).

Students with less than a 2.0 GPA will not be admitted. Students requiring more than one developmental (remedial) course will not be eligible for immediate admission. Each institution shall have 15 percent of its entering class set aside for admissions exceptions in compliance with the desegregation Settlement Agreement.

Selective III

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements:

High school grade point average (GPA) equal to or greater than 2.0,

or

An ACT composite score equal to or greater than 20 (SAT 950),

or

A certain rank in the high school graduating class (to be determined).

Students requiring more than one developmental (remedial) course will not be eligible for immediate admission. Each institution shall have 15 percent of its entering class set aside for admissions exceptions in compliance with the desegregation Settlement Agreement.

Open Admissions

A diploma from a BESE approved high school;

or

A GED or its equivalent;

or

An appropriate score on an Ability to Benefit test.

ROLE, SCOPE, AND MISSION STATEMENTS

The values of intellectual autonomy, institutional diversity, and social responsibility are deeply embedded in the fabric of American higher education. The governing boards of public and private tax-exempt institutions of postsecondary education historically have perpetuated these values as buffers and bridges between the academy and society. Boards are not merely advocates for the institutions they serve; they also are guardians of the public trust, responsible for ensuring that institutions serve the larger society . . .

Public and independent nonprofit colleges and universities are unique among social institutions in that their missions require them to work to benefit the whole of society through teaching, research and service. Other institutions—churches, volunteer groups, some for-profit institutions, for example—do provide similar functions, but only colleges and universities combine all these functions. In so doing, they constitute a precious reservoir in the form of expertise and cultural memory that simultaneously serves the past, the present and the future. Citizen self-governance is designed to maintain this complex mission and public trust.

From "Governing in the Public Trust: External Influences on Colleges and Universities."
Association of Governing Boards of Universities and Colleges Draft Statement, January 2001.

In Louisiana, public postsecondary education operates under the concept of "shared governance." Since the passage of restructuring legislation in 1997, the Board of Regents has evolved from primarily a regulatory agency to the leadership entity for postsecondary education in Louisiana. Delineation of specific responsibilities assigned to the Regents is provided below, followed by role, scope, and mission statements for each of the system boards and the institutions for which they have oversight. These statements have been developed with the institutions and their management boards and should be adhered to until the Regents' scheduled review of the Master Plan in 2006. Any significant shift from

the defined role, scope, and mission of an institution will be strongly discouraged and allowed only under the most exceptional circumstances.

Louisiana Board of Regents

The Louisiana Board of Regents is constitutionally charged to plan, coordinate, and exercise budgetary responsibility for all public postsecondary education in Louisiana. It serves as the representative of public postsecondary education and is responsible for providing advice and recommendations concerning postsecondary education to the governor and the legislature.

The Board of Regents has the following responsibilities:

- Formulate and make timely revision of a Master Plan for postsecondary education. The plan shall include a formula for equitable distribution of funds to postsecondary institutions. In cooperation with each management board and with the chancellor and the president of each public postsecondary institution, the Board will establish a mission for each public university system and for every institution within each system. It will recommend to the legislature or governor any action necessary to support the development of each system and institution as provided in its mission statement.
- Study the need for and the feasibility of creating new institutions as well as establishing branches, changing the status of institutions, establishing new management boards, and transferring institutions from one board to another. Results from such studies will be reported to the legislature, which is the body authorized by the constitution to adopt any changes.
- Establish geographic regions of the state in order to maximize the use of the instructional and physical resources of public postsecondary educational institutions and regionally-accredited independent postsecondary educational institutions in providing broad citizen access to the education and training services provided by such institutions.

- Approve, disapprove, or modify degree programs, departments of instruction, divisions, or similar subdivisions of all public postsecondary education institutions.
- Submit recommendations to the governor and the legislature for operating budget and for capital construction of and improvements to all institutions of public postsecondary education in the state.
- Adopt appropriate measures, definitions, and program guidelines to implement an accountability process for public institutions of postsecondary education; to identify institutional and system-wide performance standards and performance goals; to develop appropriate reporting procedures and formats for use by the institutions in reporting data; to develop a process for allocating funds in an objective and measurable manner designed to ensure that adequate resources will be available for maximizing educational programs and opportunities consistent with each institution's role, scope, and mission; and to provide incentive and reward for excellence in institutional performance.
- Administer the Louisiana Universities Marine Consortium (LUMCON).
- Other duties as provided by law.

University and College Systems

Louisiana Community and Technical College System

The Louisiana Community and Technical College System (LCTCS) is composed of the institutions under the supervision and management of the Board of Supervisors of Community and Technical Colleges: Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Elaine P. Nunez Community College, Louisiana Delta Community College, River Parishes Community College, South Louisiana Community College, and the campuses of the Louisiana Technical College.

The Board of Supervisors of the LCTCS shall exercise power as necessary to supervise

and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents for associate degree programs; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system. It shall be empowered to contract with other management boards for services of institutions managed by those boards.

The LCTCS Strategic Plan includes as the definition of comprehensive community and technical college services the following seven mission elements, which are to be provided to citizens by institutions managed by the LCTCS Board (or via contracts with institutions managed by other boards) in each of the state's eight regional labor market areas, subject to available resources. The LCTCS Board is engaged in a continual process of assigning each of these mission elements to specific campuses of its institutions (or to other institutions managed by other Boards via contracts).

1. Economic Development
2. Workforce Development
3. Basic Skills and Literacy Development
4. General Educational Development
5. Career Skills Development
6. University-Level, Lower Division Educational Development
7. Secondary School Vocational-Technical Educational Development

The Board of Supervisors of the LCTCS shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to the institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

Louisiana State University System

The Louisiana State University System is composed of the institutions and units under the supervision and management of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College: Louisiana State University and Agricultural and Mechanical College, Louisiana State University Agricultural Center, Louisiana State University at Alexandria, Louisiana State University at Eunice, Louisiana State University Health Sciences Center, Louisiana State University Paul M. Hebert Law Center, Louisiana State University in Shreveport, University of New Orleans, and Pennington Biomedical Research Center.

The LSU Board of Supervisors shall exercise power as necessary to supervise and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for

both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system.

The LSU Board of Supervisors shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

Southern University System

The Southern University System is composed of the institutions and units under the

supervision and management of the Board of Supervisors of Southern University and Agricultural and Mechanical College; Southern University and Agricultural and Mechanical College, Southern University at New Orleans, Southern University at Shreveport, Southern University Agricultural Research and Extension Center, and Southern University Law Center.

The Southern University Board of Supervisors shall exercise power as necessary to supervise and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system.

The Southern University Board of Supervisors shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

- (1) Work cooperatively with the Board of Regents to assign specific responsibilities to institutions for their respective roles in achieving each objective.
- (2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.
- (3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

University of Louisiana System

The University of Louisiana System is composed of the institutions under the supervision and management of the Board of Supervisors for the University of Louisiana System: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University of Louisiana, Southeastern Louisiana University, the University of Louisiana at Lafayette, and the University of Louisiana at Monroe.

The Board of Supervisors for the University of Louisiana System shall exercise power as necessary to supervise and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system.

The Board of Supervisors for the University of Louisiana System shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

Professional Schools, Specialized Institutions, and Units

Louisiana State University Agricultural Center

A statewide campus of postsecondary education, the Louisiana State University Agricultural Center (LSU AgCenter) conducts research and outreach programs in every parish of Louisiana. These programs are grounded in the basic tenets of the legislative acts that gave rise to the modern agricultural research and extension component of today's land-grant university. The purposes of this component are to promote scientific investigations and experiments that bear on and contribute to the establishment of a permanent and effective agricultural industry, and to aid in diffusing among the people of the United States useful information and encourage its practical application.

The mission of the LSU AgCenter reflects the changing needs of society through a diversity of solution-focused programs while it continues to meet the needs of its original man-

date to provide research and extension programs to support agriculture. The LSU AgCenter seeks to enhance the quality of life for people through research and educational programs that develop the best use of natural resources, that conserve and protect the environment, that enhance the development of agricultural and related enterprises, that develop human and community resources, and that fulfill the acts of authorization and the mandates of state and federal legislative bodies.

It is the overall role of the LSU AgCenter to contribute to the more efficient and intelligent use of the vast human and natural resources of the state by accomplishing the following goals: strengthening the productivity and profitability of Louisiana farms; facilitating the wise use of natural resources and protection of the environment; developing new agricultural crops and value-added products; building leaders and good citizens through 4-H youth development; strengthening families and communities; and implementing nutrition, diet, food safety, and health programs for better living.

Louisiana State University Health Sciences Center

The Louisiana State University Health Sciences Center (LSUHSC) provides education, research, patient care services, and community outreach. LSUHSC encompasses six professional schools: the School of Medicine in New Orleans, the School of Medicine in Shreveport, the School of Graduate Studies in New Orleans and Shreveport, the School of Nursing, the School of Dentistry, and the School of Allied Health Professions in New Orleans and Shreveport.

The LSU Health Sciences Center educates health care professionals and scientists at all levels. Its primary responsibility is to advance and disseminate knowledge in medicine, dentistry, nursing, allied health, public health, and basic sciences. Statewide programs of clinical and basic health science research are developed and expanded by the Health Sciences Center. This research results in publications, technology transfer, and related economic enhancements to meet the changing needs of Louisiana and the nation.

The LSU Health Sciences Center provides vital public service through direct patient care, including care of indigent patients. Health care services are provided through the LSU

Clinics in New Orleans, the LSU Hospital and Clinics in Shreveport, Dental Clinics and Nursing Clinics in New Orleans, the Allied Health Professions Clinics in New Orleans and Shreveport, and numerous affiliated hospitals and clinics throughout Louisiana. The Health Sciences Center also provides coordination and referral services, continuing education, and public information.

The LSU Health Sciences Center administers the Health Care Services Division of the LSU System. The Division has a dual mission: to ensure the availability of acute and primary health care services to the uninsured, to the under-insured, and to others with problems of access to medical care; and to serve as principal sites for the clinical education of future doctors and other health care professionals. The Division is responsible for the operation of nine public hospitals located throughout the state.

Louisiana State University Paul M. Hebert Law Center

The mission of the Louisiana State University Paul M. Hebert Law Center is to advance the welfare of the State of Louisiana through professional formation of its students, curatorship of the State's unique Civil and Common Law legal system, exemplary scholarship, and public service. The Law Center's obligation to its students is to outfit them with the knowledge, skills, and ethical values they will require to advance the welfare of Louisiana and the nation as lawyers, public officials, and professionals in other law-related fields. The institution's obligation to the Civil Law and to Louisiana's Bench and Bar is to advance the quality of the state's legal and regulatory systems not only through its general educational program, but also through the work of its Centers and its affiliated programs with the Louisiana Law Institute and the Louisiana Judicial College. Its scholarly mission encompasses the evaluation and clarification of traditional and emerging legal fields as they affect Louisiana, the nation, and the world. Its public service mission comprehends the foregoing service to the Bench and Bar as well as service to Louisiana state and federal officials in the formulation of public policy in such diverse areas as law and medicine, intellectual property and technology transfer, and foreign trade.

Louisiana Universities Marine Consortium

The mission of Louisiana Universities Marine Consortium (LUMCON) is twofold: to conduct research and education programs relevant to Louisiana's needs in marine science and to serve as a resource facility for all Louisiana schools with interests in marine research and education. Thus, LUMCON fosters understanding of the economic and cultural value of Louisiana's coastal and marine environments.

LUMCON's courses are designed to immerse students in field experiences that cannot be provided by more traditional courses on a typical college campus. LUMCON's course offerings enhance and strengthen educational opportunities by providing direct, first-hand experiences in the marine sciences. Its programs include summer courses, field trips, internships, and research experiences. Its PK-12 and public outreach programs also offer a variety of direct experiences. LUMCON has major research programs in Coastal Marine Science in areas such as aquaculture, chemical ecology, hypoxia, trace metal biochemistry, fisheries production, and river-ocean interactions. These programs range from basic to applied science and attract significant federal funding.

LUMCON leads the region in developing marine science and links its advances to Louisiana citizens through educational programs at state colleges and universities and through PK-12 and public outreach programs.

Pennington Biomedical Research Center

The Pennington Biomedical Research Center focuses on health and disease influenced by nutritional status. The Center is dedicated to promoting healthier lives through research and education in the areas of nutrition and preventive medicine. It has basic discovery programs, as well as validation and developmental programs that are based on model organisms, human studies, and clinical trials. The main contribution of the Center to postsecondary education is in the highly specialized training of postdoctoral fellows. The Center has four research priorities that are embodied in research divisions: functional foods, obesity, health and performance enhancement, and nutrition and chronic diseases.

The Pennington Center is committed to increasing its activity in intellectual property disclosures and licensing agreements with the goal of becoming a major force in the development of technology-based companies. It is also involved in a variety of education initiatives whose purpose is the dissemination of knowledge to improve the health and quality of life of the citizens of Louisiana and the nation.

Southern University Agricultural Research and Extension Center

The mission of the Southern University Agricultural Research and Extension Center, in its land-grant role, is to conduct statewide basic and applied research and to disseminate information to the citizens of Louisiana in a manner that is useful in addressing their scientific, technological, social, economic, and cultural needs. The Center advances the state of knowledge through its research program. Through its extension program, it disseminates relevant information that addresses the scientific, technological, social, economic, and cultural needs of all citizens, emphasizing particularly the needs of those who are socially, economically, or educationally disadvantaged. Cooperation with federal agencies and other state and local agencies, in accordance with various acts of Congress, ensures that the overall needs of citizens of Louisiana are met by the effective and efficient use of the resources provided to the Center through state and federal appropriations.

Southern University Law Center

The Southern University Law Center offers legal training to a diverse group of students in pursuit of the Juris Doctor degree. The Law Center seeks to maintain its historical mission to provide legal education opportunities to underrepresented racial, ethnic, and economic groups; to advance society with competent, ethical individuals who are professionally equipped for positions of responsibility and leadership; to provide comprehensive knowledge of the Civil Law in Louisiana; and to promote legal service in underprivileged urban and rural communities.

Four-year Institutions

Grambling State University

Grambling State University (GSU) primarily serves the educational and cultural needs of North Louisiana. However, GSU's rich history of educating African Americans and its tradition as an open admissions institution attracts students from throughout the state and the nation. The university offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the nation's only doctoral program in Developmental Education. GSU provides opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs that seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation.

Dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities, and lifelong learning, GSU renders service to the community and to the citizens of the region. The institution provides opportunities for students to utilize information technologies to prepare themselves for participation in a global society.

Grambling is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. Grambling will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. In accordance with the desegregation Settlement Agreement, Grambling will retain its Open Admissions status through Fall 2005. A transition plan to facilitate adoption of a minimum of Selective III admissions criteria by no later than Fall 2010 will be developed by the Board of Supervisors for the University of Louisiana System. Upon implementation of Selective III admissions, Grambling will limit associate degree offerings to 2+2 programs and will conduct research appropriate to academic programs offered and necessary for program accreditation. Grambling is located in Region VII.

Louisiana State University and Agricultural & Mechanical College

The mission of Louisiana State University and Agricultural & Mechanical College (LSU A&M) is to advance, preserve, disseminate, and apply knowledge, and to cultivate the arts for the benefit of the people of the state, the nation, and the global community. Its teaching, research, and service programs span the arts and humanities, the social sciences and the sciences, and include professional education in a wide range of areas. It maintains the state's only School of Veterinary Medicine. LSU A&M is the premier research institution of postsecondary education in Louisiana. In its role as a land-grant college, LSU A&M has a legal mandate and responsibility for statewide service and enjoys national and international recognition and appeal.

LSU A&M will maintain academic preeminence as the premier research university of Louisiana. It will continue to provide leadership in postsecondary education in Louisiana, emulating and seeking to surpass in achievement the nation's leading public research universities. It shall maintain the most rigorous undergraduate admissions requirements in Louisiana's public system of postsecondary education and will maintain commensurate academic excellence, primarily to help retain the state's best and brightest and to build Louisiana's capacity for academic distinction at the highest levels. The majority of the enrollment at LSU A&M will be upper division undergraduate students and graduate students. The university will offer a wide array of doctoral programs sustained by active faculty and students engaged in research, discovery, and creative activity. LSU A&M will have a broad range of research programs with extensive grant and contract activities. It shall maintain the Middleton Library as the state's premier public university research library.

LSU A&M is categorized as the state's sole SREB Four-Year 1 institution, as Louisiana's only Carnegie Doctoral/Research Extensive University, and as a COC/SACS Level VI institution. LSU A&M will not offer associate degree programs. At a minimum, the university will implement Selective I admissions criteria. LSU A&M is located in Region II.

Louisiana State University in Shreveport

Louisiana State University in Shreveport (LSUS) is a regional university primarily serving the educational and cultural needs of the Shreveport/Bossier metropolitan area and the Ark-La-Tex region. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the acquisition, advancement, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and the professional and personal skills that enable them to be effective and productive members of an ever-changing global community.

LSUS will meet the social, cultural, technological, and economic development needs of the region by expanding its relationships with business, industry, governmental, educational, and community organizations. Continuing education and public service activities will serve the region and raise the level of education as well as the quality of life for its citizens.

LSUS is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. The university will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. LSUS will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. LSUS is located in Region VII.

Louisiana Tech University

Louisiana Tech University recognizes its threefold obligations: to advance the state of knowledge, to disseminate knowledge, and to provide strong outreach and service programs and activities. To fulfill its obligation to advance the state of knowledge, the university will maintain a strong research and creative environment. It will fulfill its obligation to disseminate knowledge by maintaining an intellectual environment that encourages the development and application of that knowledge. Recognizing that service is an important function of every university, Louisiana Tech will continue to provide outreach programs and activities to meet the needs of the region and the state.

Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which Louisiana Tech has the ability to achieve national competitiveness or to respond to specific state or regional needs.

Louisiana Tech is categorized as an SREB Four-Year 3 institution, as a Carnegie Doctoral/Research University-Intensive, and as a COC/SACS Level V institution. Louisiana Tech is committed to graduate education through the doctorate. It will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. Louisiana Tech will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria. Louisiana Tech is located in Region VII.

McNeese State University

McNeese State University primarily serves the educational and cultural needs of the citizens of the southwest region of Louisiana. It continues to affect favorably the economic growth and development of the oil, gas, petrochemical, and related industries that operate in the region. The institution seeks to raise the level of education and productivity as well as the quality of life for the citizens of Louisiana.

McNeese allocates resources and functions according to principles and values that promote accountability for academic integrity, for excellence in teaching, for the generation of scholarly and creative activity, and for cultural awareness and development. The university emphasizes teaching excellence in baccalaureate degree programs. It also offers selected graduate degree programs. Instructional delivery via distance learning technology is used to provide access to a broader population. McNeese seeks partnerships and collaborative arrangements with community entities and other postsecondary institutions in preparing students to become contributing members of society and to best serve the interests and needs of Southwest Louisiana.

McNeese is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the mas-

ter's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. McNeese is located in Region V.

Nicholls State University

Nicholls State University is a comprehensive, regional university serving South Central Louisiana. For more than half a century, Nicholls has been the leader in postsecondary education in this region rich in cultural and natural resources. The university's strong general education tradition prepares its students to exercise leadership in a global society and provides them with a vision for the future. While maintaining major partnerships with businesses, local school systems, community agencies, and other educational institutions, Nicholls actively participates in the educational, social, and cultural infrastructure of the region.

Its location along the banks of Bayou Lafourche, in the heart of one of the nation's major estuaries, provides valuable opportunities for instruction and research. Nicholls contributes in many significant ways to the economic development of the region, maintaining a vital commitment to the well-being of the people of the region through programs that have strong ties to a nationally recognized health care industry in the Thibodaux-Houma metropolitan area.

Nicholls is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Nicholls is located in Region III.

Northwestern State University of Louisiana

Northwestern State University is located in a rural area of the state between the population centers of Alexandria and Shreveport and serves a wide geographic area between the borders of Texas and Mississippi. The university serves the educational and cultural needs of citizens in this region of the state through traditional and electronic delivery of courses and degrees. Distance education continues to become an increasingly integral part of Northwestern's role in delivering degree programs throughout Louisiana and other parts of the nation. Flexibility to serve the educational needs and demands of students, state government, and private enterprise is a primary mission of the university through traditional and electronically-delivered programs.

Northwestern's commitment to undergraduate and graduate education enables it to affect the economic development of the region favorably and to improve the quality of life for its citizens. Public service activities help meet the needs of the region's residents and improve their quality of life. The university's Leesville campus, in close proximity to the United States Army Base, Ft. Polk, offers a prime opportunity for the university to provide educational experiences to military personnel stationed at Ft. Polk, and, through electronic delivery of programs, to armed forces throughout the world. Northwestern is also home to the Louisiana Scholars College, the state's selective admissions college for the liberal arts.

Northwestern is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Northwestern is located in Region VII, but also serves Region VI for baccalaureate and graduate education.*

*Note: During the 2001 Legislative session, LSUA (located in Region VI) was authorized to offer baccalaureate degrees. Therefore, Northwestern's role, scope, and mission statement may be revised.

Southeastern Louisiana University

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of the southeast region of the state known as the Northshore. The university's educational programs are based on vital and evolving curricula that address emerging regional, national, and international priorities. Southeastern provides credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems. Global perspectives are cultivated through programs that offer the opportunity to work and study abroad. Together, Southeastern and the community provide a broad array of cultural activities that complete the total educational experience.

The university promotes student success and retention as well as intellectual and personal growth through a variety of academic, social, vocational, and wellness programs. Southeastern embraces active partnerships that benefit faculty, students, and the region it serves. Collaborative efforts are varied and dynamic; range from local to global; and encompass education, business, industry, and the public sector. Of particular importance are partnerships that directly or indirectly contribute to economic renewal and diversification.

Southeastern is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Southeastern is located in Region II.

Southern University and Agricultural & Mechanical College

Southern University and Agricultural & Mechanical College (SU A&M) serves the educational needs of Louisiana's population through a variety of undergraduate and graduate level programs. In its role as a land-grant college, Southern University A&M has a legal

mandate for statewide service and enjoys national and international recognition and appeal. As an institution with a rich heritage of serving the educational needs of African Americans, the university attracts students from throughout the state and the nation. It offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the state's only doctoral programs in Environmental Toxicology and Public Policy.

SU A&M prepares students to compete favorably in their chosen professions and to engage in advanced study in graduate and professional schools. The university ensures that its students are broadly educated through a liberal curriculum and that they are prepared for lifelong learning to meet the changing demands of society. It renders service to the community through both urban and rural programs and makes available educational, cultural, and developmental resources to enhance the quality of life for Louisiana citizens.

SU A&M is categorized as an SREB Four-Year 3 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. Under the desegregation Settlement Agreement, the State has committed resources to expedite SU A&M's move to a SREB Four-Year 2 institution. To that end, the university is developing and implementing a minimum of four new doctoral programs, five new master's programs, and four new baccalaureate or associate programs as prescribed in the agreement. Southern University and A&M will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. It will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement, at a minimum, Selective III admissions criteria. Southern University A&M is located in Region II.

Southern University at New Orleans

Southern University at New Orleans (SUNO) primarily serves the educational and cultural needs of the Greater New Orleans metropolitan area. SUNO creates and maintains an environment conducive to learning and growth, promotes the upward mobility of students

by preparing them to enter into new as well as traditional careers, and equips them to function optimally in the mainstream of American society.

The university provides a sound education tailored to special needs of students coming to an open admissions institution and prepares them for full participation in a complex and changing society. It offers a liberal education directed toward the achievement of higher literacy and broad intellectual development, which in turn serve as a foundation for training in one of the professions. SUNO provides instruction for working adults of the area who seek to continue their education in the evening or on weekends.

SUNO is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level III institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. In accordance with the desegregation Settlement Agreement, SUNO will retain its Open Admissions status through Fall 2005. A transition plan to facilitate adoption of a minimum of Selective III admissions criteria by no later than Fall 2010 will be developed by the Southern University Board of Supervisors. Upon implementation of Selective III admissions, the university will limit associate degree offerings to 2+2 programs and will conduct research appropriate to academic programs offered and necessary for program accreditation. SUNO is located in Region I.

University of Louisiana at Lafayette

The University of Louisiana at Lafayette (UL Lafayette) takes as its primary purpose the examination, transmission, preservation, and extension of mankind's intellectual traditions. The university provides intellectual leadership for the educational, cultural, and economic development of the region and state through its instructional, research, and service activities, which include programs that attain national and international recognition. Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which UL Lafayette has the ability to achieve national competitiveness or to respond to specific state or regional needs.

UL Lafayette is committed to promoting social mobility and equality of opportunity. The university extends its resources to the diverse constituencies it serves through research centers, continuing education, public outreach programs, cultural activities, and access to campus facilities. Because of its location in the heart of South Louisiana, UL Lafayette will continue its leadership role in maintaining instruction and research programs that preserve Louisiana's history, including Francophone Studies and the rich Cajun and Creole cultures.

UL Lafayette is categorized as an SREB Four-Year 2 institution, as a Carnegie Doctoral/Research University-Intensive, and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate. It will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. It will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria. UL Lafayette is located in Region IV.

The University of Louisiana at Monroe

The University of Louisiana at Monroe (UL Monroe) is committed to serving as a gateway to diverse academic studies for citizens living in the urban and rural regions of the Lower Mississippi Delta. The university offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the state's only public Pharm D program. Complemented by research and service, these programs address the postsecondary educational needs of the area's citizens, businesses, and industries.

The university ensures student learning by promoting a comprehensive context for the intellectual, scientific, cultural, technological, and economic development of a diverse student and faculty population. UL Monroe values the continued development of mutually beneficial partnerships involving schools, government, businesses, and a variety of community-based agencies.

UL Monroe is categorized as an SREB Four-Year 3 institution, as a Carnegie Master's

College and University I, and as a COC/SACS Level VI institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. UL Monroe is located in Region VIII.

University of New Orleans

The University of New Orleans (UNO), a major urban university, provides essential support for the further development of the educational, economic, cultural, and social well being of the culturally rich and diverse New Orleans metropolitan area. Located in an international city, the university serves as an important link between Louisiana and both the nation and the world. The university's partnership approach strategically serves the needs of the region and builds on its success through mutually beneficial engagements with public and private bodies whose missions and goals are consistent with and supportive of UNO's teaching, scholarly, and community service missions.

The university's technological and cultural partnerships connect the institution, its faculty, and its students to the community. Focused local partnerships with public schools, governments, foundations, businesses, and civic groups enrich opportunities for learning and creative discovery and enhance opportunities for career and community growth. Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which UNO has the ability to achieve national competitiveness or to respond to specific state or regional needs.

UNO is categorized as an SREB Four-Year 2 institution, as a Carnegie Master's Doctoral/Research University-Intensive, and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate, will conduct research appropriate to the level of academic programs offered, and will have a defined ratio of undergraduate to graduate enrollment. The university will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria. UNO is located in Region I.

Two-year Institutions

Baton Rouge Community College

Baton Rouge Community College (BRCC) is being developed as a comprehensive community college serving the Greater Baton Rouge metropolitan area. The mission of BRCC includes collegiate and career education through comprehensive curricula, which allows for entry into the workforce or for transfer to four-year colleges and universities; community education and workforce development programs and services; lifelong learning; and distance learning programs.

BRCC's programs prepare students to enter the job market, to enhance personal and professional growth, or to change occupations through training and retraining. Curricular offerings include courses and programs that lead to transfer credits, diplomas, certificates, and associate degrees. Because of its location in the capital city, BRCC is particularly suited to serve the special needs of area businesses, industries, and local, state, and federal government.

BRCC will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. BRCC is located in Region II.

Bossier Parish Community College

Bossier Parish Community College (BPCC) is a comprehensive community college serving the Shreveport/Bossier City metropolitan area. BPCC delivers instruction and service to its community through academic courses and programs, broad career and workforce training, continuing education, and numerous community services through flexible instructional delivery systems. The college provides an intellectually stimulating environment in which diverse students develop their academic and workforce skills to compete in a technological society.

To meet citizens' needs, BPCC offers associate degree programs, one- and two-year occupational certificate programs, and specialized career training. The college also offers training and retraining through technical programs, developmental programs that enable students to acquire basic skills, and opportunities to earn college credit for articulation to other institutions.

BPCC is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. BPCC is located in Region VII.

Delgado Community College

Delgado Community College is a comprehensive, urban, community college serving the New Orleans metropolitan area. Dedicated to providing educational opportunities for all people, the college offers pre-baccalaureate programs as well as occupational and technical programs.

Delgado is committed to a comprehensive curriculum that integrates arts and sciences, career education, and technology. Specifically, the college offers the first two years of university-level general education courses for transfer credit toward the baccalaureate degree; associate degrees and certificates in career programs that prepare students for immediate employment; developmental basic literacy courses for students who need to strengthen their academic skills; customized courses or training to meet the needs of citizens, business, and industry to foster economic development through a trained workforce; continuing education to provide lifelong learning opportunities; and services to secondary students and out-of-school youth that prepare them for success in postsecondary education or in Louisiana's workforce.

Delgado is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college

will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. Delgado is located in Region I.

Elaine P. Nunez Community College

Elaine P. Nunez Community College is a comprehensive community college primarily serving St. Bernard, Orleans, and contiguous parishes. The college operates based on the premise that education of all people is necessary to bring together the diverse social, ethnic, political, and economic sectors of the region.

Curricula at Nunez focus on the development of the total person by offering a blend of occupational technologies with arts, sciences, and the humanities. In recognition of the diverse needs of the individual and the demands of society, Nunez provides a comprehensive educational program that helps students cultivate values and skills in critical thinking, self-expression, communication, decision-making, and problem solving while preparing them for productive, satisfying careers. The college also offers courses that transfer to senior institutions.

Nunez is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. Nunez is located in Region I.

Louisiana Delta Community College

Louisiana Delta Community College (LDCC) has been authorized by the Louisiana legislature and is being developed as a comprehensive community college serving Northeast Louisiana and the Mississippi Delta region. It is anticipated that LDCC will offer collegiate and career education through comprehensive curricula, which will allow for entry into the workforce or for transfer to four-year colleges and universities. It will also offer community education and workforce development programs and services, lifelong learning, and distance learning programs through a multi-campus structure.

LDCC will provide both associate and certificate programs as well as comprehensive developmental education services. It will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. LDCC is located in Region VIII.

Louisiana State University at Alexandria*

Louisiana State University at Alexandria (LSUA) is a comprehensive community college primarily serving the Central Louisiana region. LSUA provides quality educational offerings and programs to area residents. LSUA also provides educational and cultural leadership, educational excellence, and resources necessary to help the community meet its cultural and recreational needs and to develop its economy.

LSUA addresses the needs of its community by providing transfer programs, career education degree programs, a wide range of student support services, lifelong learning, and professional development offerings. The college serves as a multi-purpose residence center of LSU A&M. Its students are given opportunities to acquire a complete educational experience, discover and develop their own special abilities, and equip themselves for a fulfilling life and responsible citizenship.

LSUA is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. LSUA is located in Region VI.

* Note: During the 2001 Legislative Session, LSUA was authorized to offer baccalaureate degrees. Its role, scope, and mission statement will therefore be revised.

Louisiana State University at Eunice

Louisiana State University at Eunice (LSUE) is a comprehensive community college primarily serving portions of Acadiana and the southwest region of Louisiana. It provides

quality educational offerings and programs to residents of Southwest Louisiana. The college addresses the needs of its community by providing transfer programs and occupational education degree programs as well as enrichment and remediation services. LSUE serves as a multi-purpose residence center of LSU A&M. It is the statewide provider of undergraduate instruction in Fire Science outside of metropolitan New Orleans.

LSUE is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a CDC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. LSUE is located in Region IV.

Louisiana Technical College

The Louisiana Technical College (LTC) delivers instructional programs that prepare skilled employees for business and industry, which contributes to the overall economic development and workforce needs of the state. The college provides individuals with quality learning opportunities relevant to identified student, business, and industry needs within a life-long learning environment.

The LTC has 42 campuses located throughout the state's eight regional labor market areas. It is categorized as an SREB Two-Year 2 institution and a Carnegie Associate's College. It will provide associate, certificate, and diploma programs as well as comprehensive developmental education services. The LTC will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions.

River Parishes Community College

River Parishes Community College (RPCC) is being developed as a comprehensive community college primarily serving the river parishes' industrial corridor. To meet the needs of the area, the institution is an active partner with local communities, business, and industry. RPCC continues to develop comprehensive curricula that are responsive to the needs of its constituents.

RPCC will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. RPCC is located in Region II.

South Louisiana Community College

South Louisiana Community College (SLCC) is being developed as a comprehensive community college serving the educational needs of Acadiana. It offers multi-campus programs that lead to associate degrees, that prepare students for transfer to another institution, that provide necessary career education, and that enable students to acquire technical skills needed to participate in the workplace and the economy. The institution also contributes to the cultural enrichment, lifelong learning, and life skills for the area's citizens.

SLCC will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. SLCC is located in Region IV.

Southern University at Shreveport

Southern University at Shreveport, Louisiana (SUSLA), is a comprehensive community college primarily serving the Shreveport/Bossier City metropolitan area. It serves the educational needs of this population mainly through a select number of associate degree and certificate programs. These programs are designed for diverse groups with specific purposes: for students who plan to transfer to a four-year institution to pursue further academic training, for students wishing to enter the workforce, and for employees desiring additional training or retraining.

The institution works closely with high schools in its region by establishing dual enrollment opportunities designed to increase the upward mobility of area students. Public service

activities emphasize the needs of the region and help raise the level of education as well as the quality of life for citizens of the Shreveport/Bossier City area in particular, and the citizens of Northwest Louisiana in general.

SUSLA is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. SUSLA will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. SUSLA is located in Region VII.

ROLE OF LOUISIANA'S INDEPENDENT SECTOR OF HIGHER EDUCATION

Since 1825, the independent sector of postsecondary education has been a vital part of the cultural, educational, and economic development of Louisiana. Currently, there are ten regionally-accredited independent institutions holding membership in the Louisiana Association of Independent Colleges and Universities (LAICU): Centenary College, Dillard University, Louisiana College, Loyola University, New Orleans Baptist Theological Seminary, Our Lady of the Lake College, Our Lady of Holy Cross College, St. Joseph Seminary College, Tulane University, and Xavier University. These independent institutions continue to provide diversity and alternate pathways to postsecondary education that are an integral part of the development and maintenance of a balanced educational system for the state.

A healthy mix of public and independent institutions lies at the heart of America's high level of postsecondary education performance. Such diversity serves to enhance the nation's educational system's responsiveness to society's needs. It is no different in Louisiana. Like their public counterparts, the independent colleges and universities in this state contribute to educational diversity by providing more choice and access as well as compatibility, unique missions, academic freedom, and responsiveness. Louisiana's independent institutions range in mission and size from the more specialized four-year institution in health care fields, to the traditional four-year liberal arts college, to the major, nationally-recognized research institution.

...[T]he independent colleges and universities in this state contribute to educational diversity by providing more choice and access as well as compatibility, unique missions, academic freedom, and responsiveness.

As in most other states, church support or affiliation serves as a foundation for many of Louisiana's independent colleges and universities: Loyola University, Our Lady of Holy Cross College, Our Lady of the Lake College, St. Joseph Seminary College, and Xavier University have Roman Catholic origins. Of Baptist origins are Louisiana College, affiliated with both the Louisiana Baptist Convention and the Southern Baptist Convention, and New Orleans Baptist Theological Seminary, Southern Baptist Convention only. Centenary College is affiliated with the United Methodist Church, and Dillard University has an affiliation with both the United Methodist Church and the United Church of Christ.

Dillard University and Xavier University are also designated as historically black colleges or universities (HBCU). Xavier University also has the distinction of being the only Black, Catholic college in the Western Hemisphere.

Louisiana's independent colleges and universities offer geographical diversity and provide access for the state's major population centers: seven of these institutions serve the greater New Orleans area; Centenary College in Shreveport serves Northwestern Louisiana; Louisiana College in Pineville (Alexandria) provides access and diversity to Central Louisiana; and Our Lady of the Lake College in Baton Rouge serves the capital city.

Louisiana's independent colleges and universities serve the state's public interest in their role as integral partners in Louisiana's system of postsecondary education. This public interest requires that the state focus its education policy goals on achieving the most efficient and equitable use of available resources. In order to meet this state obligation, the Louisiana legislature enacted in 1975 the aid to independent institutions' program, which appropriates money to these institutions based on the number of Louisiana residents enrolled full time in non-theological academic programs. State funding for independent colleges and institutions also extends to the constitutionally created Board of Regents Support Fund.

Independent postsecondary education in Louisiana is both a healthy addition to and a vital partner of the state's public colleges and universities as the state seeks to maintain, refine, and increase the educational opportunities available to its citizens.

REGIONAL COORDINATION

Act 151 of 1998 requires that the Board of Regents "[f]ormulate and establish geographic regions of the state in order to maximize the use of the instructional and physical resources of existing state postsecondary educational institutions....to provide broad citizen access to the education and training services by such institutions."

In past years, state agencies, planning groups, industry councils, and others have employed a variety of techniques to define Louisiana's development and planning regions. In response to the requirements of Act 151 and the current administration's request that all state agencies adopt a common set of regional configurations, the Board of Regents has adopted Louisiana's Regional Labor Market Areas, a map of which appears as Appendix C.

To address most effectively individualized regional needs, the Board of Regents is establishing a Regional Coordinating Council in each of the eight regions. The public postsecondary institutions located in each region will assume the primary responsibility for fulfilling the postsecondary educational needs of the area. The institutions represented on the Councils, by region, also appear in Appendix C. In some instances, institutions will also provide services in additional areas due to proximity, transportation corridors, or the specialized nature of an educational program. Campuses of LTC will provide the majority of workforce training. The community colleges will provide workforce training as well as postsecondary courses in preparation for further education. Four-year universities will deliver baccalaureate and graduate education, teacher training, and essential research. Louisiana's professional schools, specialized institutions, and units have unique missions in serving educational, research, and service needs for the entire state.

To address most effectively individualized regional needs, the Board of Regents is establishing a Regional Coordinating Council in each of the eight regions.

Each Regional Coordinating Council will be composed of, at a minimum, a representative from each postsecondary institution in the region and will be charged with the following:

- Strengthening cooperation between and among public postsecondary institutions in

the region regardless of management board affiliation through expansion of such initiatives as dual degree programs, faculty exchange, dual faculty appointments, and the sharing of special equipment.

- Working in close cooperation with local Workforce Investment Boards, economic development councils, and appropriate governmental agencies to ensure the delivery of training and services to meet the needs of area employers.
- Reviewing and making recommendations regarding the continued use of the Board of Regents' *Mandatory Guidelines for the Conduct of Off-Campus Activities*. Consideration should be given to more defined levels of instruction among the various institutions, adjusting assigned parishes, and developing appropriate procedures to follow when making exceptions to the *Guidelines*.
- Evaluating the potential uses of electronic learning to deliver services to the region.
- Reporting annually to the appropriate management boards and to the Board of Regents regarding activities to deliver expanded services more efficiently to the stakeholders in the region.

Chapter Three
CHAPTER THREE

**FUNDING FORMULAE FOR
LOUISIANA'S PUBLIC
POSTSECONDARY INSTITUTIONS**



The funding formulae for Louisiana's public postsecondary institutions have been adopted by the Board of Regents in accordance with Article VIII, Section 5(D)(4) of the Louisiana Constitution of 1974, which requires the Board of Regents to "formulate and make timely revision of a Master Plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education."

The Board of Regents established the Task Force on Formula Funding for Public Universities and Community Colleges in November 1998 to provide guidance in the revision and enhancement of the funding formulae for Louisiana's public institutions. The Task Force was comprised of representatives from the Board of Regents, the management boards, the system offices, and campuses. In October 1999 the Task Force finalized its recommendations and the Board of Regents adopted the proposed formula for community colleges and universities, including law programs. Subsequently, the Board adopted formulae for medicine, veterinary medicine, agriculture research and related public service programs, and the technical college, using the same general framework as that for the two-year and four-year institutions. The formula structure recommended by the Task Force, approved by the Board of Regents, and applied to postsecondary education institutions, consists of three major components: Core Funding, Quality/Campus Improvements and State Priorities, and Performance Incentive Initiatives.

The formula structure recommended by the Task Force....consists of three major components.

I. Core Funding

The Core Funding component represents a new, simplified funding approach designed to provide the basic operational needs for community colleges and four-year institutions by using separate funding formulae for the Louisiana Technical College, medicine, veterinary medicine, law, agriculture research and related public service programs, and eventually all other separately budgeted research programs. An important aspect of this component is the initial use of enrollment management strategies that will disconnect changes in enrollment from being immediately or completely recognized in the funding target calculation. With implementation of the *Master Plan*, such strategies are to be even further refined in an effort to provide greater incentives for four-year campuses to raise admissions standards consistent with their mission.

II. Quality/Campus Improvements and State Priorities

This new component is designed to make strategic investments in programs, including workforce and economic development programs.

III. Performance Incentive Initiatives

Performance incentive funding is designed to reward institutions for high performance and to provide incentives for institutional improvement.

■ PART I: PUBLIC COLLEGES AND UNIVERSITIES

I. Core Funding

In the development of the core funding component of the formula funding strategy, the following goals were emphasized:

1. Address equity concerns.
2. Develop a formula that recognizes differences in institutional missions.
3. Include both qualitative and quantitative factors that have enrollment features which encourage some campuses to grow and others to raise admissions standards consistent with mission, community, and state needs.
4. Recognize special programs such as desegregation and land-grant programs that have been funded separately.
5. Build in incentives that promote good academic and financial management.

To address these goals, the Board of Regents included in the core funding component of the formula the following subcomponents:

A. Mission Related Funding Targets

The Board of Regents adopted the use of the SREB categories with selected modifications for classification of institutions. The modifications include a "filtering" approach for four-year institutions using three subcategories within each SREB Classification:

First Quartile

Middle 50 percent (Second & Third Quartiles)

Fourth Quartile

By using a “filtering” approach, the formula recognizes the significant differences that sometimes exist among institutions within the broad SREB classifications, and it prevents a radical shift in classification and funding caused by a slight change in the number of degrees conferred.

Each institution’s category is determined by the criteria established and used by SREB. The placement in a quartile within the category is based on the number of doctorates or advanced degrees conferred by the institution. The numerical range of degrees within each quartile as determined by the latest published SREB degree data serves as the criterion for a three-year period. Annually, updated degree data for Louisiana’s institutions are examined for placement of institutions within quartiles. Movement between quartiles by institutions due to changes in SREB categorization or degrees conferred is limited to one quartile per year.

CRITERIA FOR SREB PEERS
CRITERIA FOR PLACEMENT IN QUARTILES

(Based on 1998-99 SREB & Louisiana Degree Data)

CATEGORY	FIRST QUARTILE	MIDDLE 2 QUARTILES	FOURTH QUARTILE
1	100-160 Doctorates	161-348 Doctorates LSU and A&M	349+ Doctorates
2	30-59 Doctorates ULL UNO	60-100 Doctorates	101+ Doctorates
3	100-254 Advanced Degrees	255-500 Advanced Degrees Louisiana Tech Southern U and A&M ULM	501+ Advanced Degrees
4 & 5	30-105 Advanced Degrees LSU-Shreveport	106-205 Advanced Degrees Grambling McNeese Nicholls Southern-NO	206+ Advanced Degrees Northwestern Southeastern

The SREB average dollar per Full-Time Equivalent Enrollment (FTE) for each SREB category is the funding amount for the Middle Quartiles for each corresponding category in the formula. The funding for the First Quartile of each category is the average of the rate of the Middle Quartiles for that category (i.e., the SREB average dollar per FTE for that category) and the rate for the Middle Quartiles of the next lower category. Likewise, the funding for the Fourth Quartile of each category is the average of the rate of the Middle Quartiles for that category and the rate for the Middle Quartiles of the next higher category. Therefore, the Fourth Quartile of each category is the same rate as the First Quartile of the next higher category.

This approach to establishing values is designed to discourage "mission creep" and the movement to higher categories by institutions in an effort to secure a higher funding rate. Since the rate for the Fourth Quartile of a category is the same as the First Quartile of the next higher category, there is no immediate funding advantage gained by an institution moving to a higher SREB category.

FUNDING RATES PER FTE*

SREB Category	Q1	Middle 2 Q's	Q4
SREB CAT 1	\$6,273	\$6,672	\$7,072
SREB CAT 2	\$5,355	\$5,873	\$6,273
SREB CAT 3	\$4,624	\$4,836	\$5,355
SREB CAT 4/5	\$4,200	\$4,412	\$4,624

* SREB funding rates as of FY1999-2000 are used for exposition purposes.

Finally, the value of the Fourth Quartile of Category 1 is calculated as an equal dollar distance from the Middle Quartiles as the First Quartile is from the Middle Quartiles of that category. Likewise, the First Quartile of Category 4/5 is calculated as an equal dollar distance from the Middle Quartiles as the Fourth Quartile is from the Middle Quartiles of that category.

B. High Cost Academic Program Factor

The SREB mission-related funding target is a primary factor in the core component of the formula. Within a category, however, institutions have different academic programs with different costs. To adjust for the academic program cost differences, the Texas cost weighting approach has been used. This model parallels that used by other states in that the most expensive costs incurred are typically for programs in nursing, other health-related programs, and engineering. While the SREB averages take into account costs of an institution by level, the Texas weighting approach provides a second adjustment to account for differences in costs due to the mix of programs at an institution.

The Student Credit Hour (SCH) data from each institution is factored using the Texas weighting approach. The revised, adjusted SCHs are used to determine the relative position of institutions within each category. If an institution has a higher academic factor than the average of other Louisiana institutions in its category, then a percentage adjustment is made to the dollar per FTE.

The Academic Adjustment Amount is a dollar amount added to the SREB dollar per FTE to take into account the different academic program offerings with different instructional costs. The Academic Adjustment Amount is determined by multiplying the SREB \$/FTE by the Academic Cost Factor percentage. This amount is then multiplied by 50 percent to determine the amount that is related to the instructional cost, since for formula purposes the instructional cost has been estimated to be 50 percent of total cost per FTE.

The Adjusted SREB \$/FTE is determined by adding the SREB \$/FTE from the appropriate quartile with the dollar amount for the Academic Adjustment Amount. This total is the value that is used to determine the full funding level for each institution.

C. Enrollment Factor

Recognizing the potential effects of expanding the new community and technical college system and imposing admissions criteria at baccalaureate degree-granting universities, the formula uses a three-year moving average FTE enrollment factor to provide a more stable funding base. The moving average is being phased in, beginning with FY 2001-2002.

The FTE enrollment is used to determine the funding level of each institution. The FTE enrollment is derived from the Board of Regents' Statewide Student Credit Hour Reporting System. SCHs from the summer, fall, winter, and spring terms will be converted into FTEs using the standard SREB guidelines:

1. Annual undergraduate credit hours for semester systems are divided by 30
2. Annual graduate hours for semester systems are divided by 24;

Undergraduate and graduate FTEs are added together to get the total FTE enrollment for each institution.

The Base Formula Requirement (Core Funding Component) is the level of funding required to approximate the funding level of comparable SREB institutions. This level of funding should provide the basic operational needs for each institution. The Base Formula Requirement is determined by multiplying the Adjusted SREB \$/FTE by the total number of FTEs for each institution.

D. Special Programs

Certain special programs such as the desegregation Settlement Agreement, the Southern land-grant program, and lease costs for facilities are funded in addition to the formula-calculated funding targets. The desegregation Settlement Agreement is to remain non-formula until it expires.

II. Quality/Campus Improvement and State Priorities

This component of the funding formula has six overarching goals:

1. Emphasize differences in mission and target resources to strategic programs.
2. Connect funding policies with values and strategies identified in the *Master Plan*.
3. Allocate resources to support the state's economic development goals.
4. Encourage institutions to build other sources of revenue, including private contributions.
5. Encourage efficiencies and good management practices, including reallocation of institutional resources.
6. Provide resources to support a quality learning environment.

To address these goals, the Board of Regents will seek funding to create a Quality

Improvement Program that will target resources to institutions for developing programs of regional and national eminence. Awards will be made through a qualitative evaluation based on criteria such as the program's relationship to the institution's functional mission, attainment of overall state economic goals, and other yet to be established criteria. Funding of this component will be in addition to the Core Funding component and will be implemented as funding becomes available.

III. Performance Incentive Initiatives

This component of the formula is designed to reward institutions for high performance and to provide an incentive for institutional improvement. Appropriate evaluation mechanisms based on nationally recognized and accepted standards and definitions will be used to determine the performance and functional accountability of institutions in the following areas:

1. Student charges and costs, including tuition rates and financial aid.
2. Student advancement, including continuing students, transfer students, graduation rate, licensure pass rate, and placement per employment reports.
3. Program viability, including accreditation information.
4. Faculty activity, including salaries and work description.
5. Mission-specific goals tailored to each institution, including efforts to address the social, cultural, and economic development needs of the service area.

The Board of Regents will continue to work with the systems and institutions to develop criteria to be used for this component. Evaluation models will be developed to determine the amount of funding that each institution will receive from the Performance/Incentive component. Performance Incentive Funding will be in addition to the Core Funding component and will be implemented as funding becomes available.

■ **PART II: LAW, LOUISIANA TECHNICAL COLLEGE, VETERINARY MEDICINE, HEALTH SCIENCES CENTER, AND AGRICULTURE RESEARCH AND EXTENSION PROGRAMS**

The formulae developed for the areas of law, the technical college, veterinary medicine, health sciences, and agriculture research and extension programs all consist of three basic components similar to the formula for community colleges and four-year institutions. Each contains a Core Funding component, a Quality/Campus Improvement and State Priorities component, and a Performance Incentive component. The Core Funding component in each case represents an approach designed to provide the basic operational needs for these traditionally "non-formula" areas, and is described more fully in Section III below. Due to the similarity in purpose and objectives, the Quality/Campus Improvement and State Priorities and Performance Incentive components for all units are summarized below. These two components will be implemented as funding becomes available.

I. Quality/Campus Improvement and State Priorities

All programs will be eligible to participate in the Quality Improvement Program, which targets resources to develop programs of regional and national eminence. Institutions will compete for these resources through a competitive grant program with clear benchmarks and goals. Awards will be made through a qualitative evaluation based on identified criteria such as centrality to institutional mission, achievement of overall state economic goals, potential for success, and other criteria.

II. Performance Incentive Initiatives

This component of the formulae is designed to reward institutions for high performance and to provide an incentive for institutional improvement. Performance Incentive Funding will be in addition to the Core Funding component. Appropriate evaluation mechanisms based on nationally recognized and accepted standards and definitions will be used to determine the performance and functional accountability of programs. Goals and benchmarks are to be determined.

III. Core Funding

A. Public Law Program Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal on a per-student basis, including revenues from all sources. The formula is designed to fund Louisiana's law programs at an average state appropriation per FTE student comparable to other public law programs within the SREB states. Each year monies are to be allocated to finance a portion of the funding goal. The overall amounts will be modified only to reflect increases in SREB averages that typically represent faculty salary growth and other factors. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The Board of Regents set a funding goal of \$20,000 per student for direct expenditures per guidelines of the ABA, to include all sources of funds for law programs for FY 2000-01. Direct expenditures do not include funding for continuing legal education or OP&M expenditures. The state appropriation is approximately 70 percent of the overall amount for four-year institutions. This percentage is used to determine the state funding for the law programs. For example, state funding per FTE student would be established at 70 percent of the \$20,000 overall funding goal set by the Board of Regents for FY 2000-01, or \$14,000 per FTE student. Each year the Board of Regents will adjust the overall goal by the increase in SREB funding.

For formula funding purposes, the enrollment in the law programs is based on headcount enrollment and not on FTE enrollment. Each year the law programs shall report the headcount enrollment, excluding any dual enrollments, to be used to determine the funding level for the school.

The Base Formula Requirement is the level of funding required to approximate the funding level of comparable institutions. This level of funding should provide the basic operational needs for each institution. The Base Formula Requirement is determined by multiplying the state funding per Headcount student by the total number of students. Continuing legal education and the Operation, Plant, and Maintenance (OP&M) allowance are provided in addition to the enrollment funding calculation.

B. Louisiana Technical College Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal on a per-student basis to provide for basic operational needs. Each year monies are to be allocated to finance a portion of the funding goal. The formula is designed to fund Louisiana's institutions at an average state appropriation per FTE student comparable to institutions within the SREB states. The overall amounts will be modified only to reflect increases in SREB averages.

The SREB average dollar per FTE for SREB Category Two-Year 2 will be the funding amount used for the LTC, which for FY2000-2001 was \$3,903. The full-time equivalent (FTE) enrollment will be used to determine the funding level of each institution. The FTE enrollment is derived from the Statewide Student Credit Hour Report data on SCHs or contact hours from the summer, fall, winter, and spring terms. The student credit hours and contact hours accumulated by the LTC are converted to FTEs using standard SREB guidelines.

The Base Formula Requirement is the level of funding required to approximate the funding level of comparable institutions. This level of funding should provide the basic operational needs for each institution. The Base Formula Requirement is determined by multiplying the dollar per FTE student by the total number of FTE students.

C. Veterinary Medicine Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal on a per-student basis in direct state funds. Each year monies are to be allocated to finance a portion of the funding goal. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The average dollar per FTE for veterinary programs in the SREB will be the funding amount used for the LSU School of Veterinary Medicine, which for FY2000-2001 was \$44,157. The direct state funding will be modified each year only to reflect increases in SREB averages that typically represent faculty salary growth and other factors. The direct expenditures do not include funding for OP&M expenditures.

The enrollment at the LSU School of Veterinary Medicine is based on headcount enroll-

ment and not on FTE enrollment. Each year the school shall report the headcount enrollment to be used to determine the funding level for the school.

The Base Formula Requirement is determined by multiplying the dollar-per-student by the total number of students and then adding the expenditures for OP&M. This level of funding should provide the basic operational needs for the LSU School of Veterinary Medicine and should approximate the funding level of comparable institutions.

D. Health Sciences Core Funding

The Core Funding component uses the annual University of Oklahoma survey of health science centers to establish an equitable funding goal per student. The formula is designed to fund the LSU Health Sciences Center at an average state appropriation per FTE student comparable to similar programs within the SREB states. Each year monies are to be allocated to finance a portion of the funding goal. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The Board of Regents set a funding goal of \$36,118 per student for state funding of medical programs within the SREB. The state funding will be modified each year only to reflect increases in SREB averages that typically represent faculty salary growth and other factors.

The enrollment at the LSU Health Sciences Center is based on FTE enrollment, including house officers. Each year the school shall report the enrollment, and these enrollment figures will be used to determine the funding level for each institution.

The Base Formula Requirement is determined by multiplying the dollar per FTE student by the total number of FTE students and should be the level of funding required to approximate the funding level of comparable institutions. This level of funding should provide the basic operational needs for the LSU Health Sciences Center.

E. Agriculture Research and Extension Programs Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal for the LSU Agricultural Center. The formula is designed to fund the LSU Agricultural Center

at an average state appropriation comparable to other agriculture programs within the SREB states, excluding Maryland and West Virginia. It was determined that these two states would be excluded from the analysis due to their limited role in agriculture. Each year monies are to be allocated to finance a portion of the funding goal. The overall amounts will be modified only to reflect increases in SREB averages that typically represent faculty salary growth and other factors. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The Board of Regents set a funding goal of \$33,156,000 for state funding of agriculture research programs based on the SREB average state funding and a target of \$6.19 per capita (state population) for agriculture cooperative extension. Additionally, a target of \$6,977,220 was established for other programs and support. The state funding will be modified each year only to reflect increases in SREB averages that typically represent faculty salary growth and other factors.

The Base Formula Requirement is determined by adding the state funding goal for research to the state funding for extension and the state funding for other programs. The Base Formula Requirement is the level of funding required to approximate the funding level of comparable institutions and should provide the basic operational needs for the LSU Agricultural Center.

Appendix
APPENDIX

AB

TASK FORCE ON FORMULA FUNDING FOR PUBLIC UNIVERSITIES AND COMMUNITY COLLEGES

Dr. Ray Authement, President
University of Louisiana at Lafayette

Dr. Brenda Birkett
Vice Chancellor for Academic Affairs
Southern University and A&M

Dr. Sally Clausen, President
Southeastern Louisiana University

Dr. Edward Jackson, Chancellor
Southern University and A&M

Dr. William Jenkins, President
Louisiana State University System

Mr. Bobby P. Jindal, President
University of Louisiana System

Dr. Terrence Kelly, President
Delgado Community College

Mr. Robert Kuhn
Associate Vice Chancellor for
Budget and Planning
Louisiana State University and A&M

Dr. Lou Paradise
Executive Vice Chancellor and Provost
University of New Orleans

Dr. Daniel Reneau, President
Louisiana Tech University

Dr. Leon Tarver, President
Southern University System

Mr. Robert Turner
Vice President for Business &
Administrative Affairs
University of Louisiana at Monroe

Mr. Tom Williams
Vice Chancellor for Business & Adm. Affairs
Bossier Parish Community College

Mr. Andre Coudrain, Chairman
Finance Committee
University of Louisiana
Board of Supervisors

Ms. Mamye Hall, Chair
Finance Committee
Southern University Board of Supervisors

Dr. Mary Ella Sanders, Chair
Board of Regents

Mr. Charles S. Weems III, Chairman
LSU Board of Supervisors

Dr. E. Joseph Savoie
Commissioner of Higher Education
Task Force Chairman

Dr. James S. Clarke
Deputy Commissioner for
Planning, Research and Performance
Task Force Coordinator

Ms. Brenda Albright
Consultant to Task Force

LOUISIANA TASK FORCE ON POSTSECONDARY EDUCATION MASTER PLANNING

Dr. Ray Authement, President
University of Louisiana at Lafayette

Mr. Stanley Leger, Director
LTC-Sowela Campus

Dr. Donald Ayo, President
Nicholls State University

Dr. Leon Tarver, President
Southern University System

Mr. Edwards Barham, Chairman
Board of Supervisors
Louisiana Community and Technical
College System

Dr. Mervin Trail, Chancellor
LSU Health Sciences Center

Mr. Charles S. Weems III, Chairman
LSU Board of Supervisors

Dr. Wayne Brown, President
Louisiana Community and Technical
College System

Dr. Joe Ben Welch, Chancellor
River Parishes Community College

Mr. Andre Coudrain, Chairman
Board of Supervisors
University of Louisiana System

Dr. Mary Ella Sanders, Chair
Board of Regents

Mr. Michael Dees, Member
Board of Regents

Dr. E. Joseph Savoie
Commissioner of Higher Education
Task Force Chairman

Mr. Mohamed S. Eisa, Director
Office of Planning, Assessment and
Institutional Research
Southern University and A&M

Dr. James S. Clarke
Deputy Commissioner for
Planning, Research and Performance
Task Force Coordinator

Dr. Mark Emmert, Chancellor
Louisiana State University and A&M

Ms. Brenda Albright
Consultant to Task Force

Dr. Andrea G. Jefferson
Vice Chancellor for Academic Affairs
Southern University at New Orleans

Dr. William Jenkins, President
Louisiana State University System

Mr. Bobby P. Jindal, President
University of Louisiana System

Mr. John W. Joseph, Member
Southern University Board of Supervisors

Appendix
APPENDIX

B

THE CARNEGIE CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION

The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995-96 through 1997-98.

Doctorate-granting Institutions

Doctoral/Research Universities-Extensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

Doctoral/Research Universities-Intensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

Master's Colleges and Universities

Master's Colleges and Universities I: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

Master's Colleges and Universities II: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

Baccalaureate Colleges

Baccalaureate Colleges—Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied,

they awarded at least half of their baccalaureate degrees in liberal arts fields.

Baccalaureate Colleges—General: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.

Baccalaureate/Associate's Colleges: These institutions are undergraduate colleges where the majority of conferrals are at below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least ten percent of undergraduate awards.

Associate's Colleges

These institutions offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees. This group includes institutions where during the period studied, bachelor's degrees represented less than ten percent of all undergraduate awards.

Specialized Institutions

These institutions offer degrees ranging from the bachelor's to the doctorate, and typically award a majority of degrees in a single field. The list includes only institutions that are listed as separate campuses in the Higher Education Directory. Specialized institutions include:

Theological seminaries and other specialized faith-related institutions: These institutions primarily offer religious instruction or train members of the clergy.

Medical schools and medical centers: These institutions award most of their professional degrees in medicine. In some instances, they include other health professions programs, such as dentistry, pharmacy, or nursing.

Other separate health professions schools: These institutions award most of their degrees in such fields as chiropractic, nursing, pharmacy, or podiatry.

Schools of engineering and technology: These institutions award most of their bachelor's or graduate degrees in technical fields of study.

Schools of business and management: These institutions award most of their bachelor's or graduate degrees in business or business-related programs.

Schools of art, music, and design: These institutions award most of their bachelor's or graduate degrees in art, music, design, architecture, or some combination of such fields.

Schools of law: These institutions award most of their degrees in law.

Teachers colleges: These institutions award most of their bachelor's or graduate degrees in education or education-related fields.

Other specialized institutions: Institutions in this category include graduate centers, maritime academies, military institutes, and institutions that do not fit any other classification category.

Tribal Colleges and Universities

These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.

SREB INSTITUTIONAL CATEGORIES

For its 30-year history, the SREB-State Data Exchange has recognized the importance of reporting statistical comparisons by institutional category—unlike most other statistical reports, even today. The mix of types of institutions in the states differs greatly and statewide aggregate comparisons should always be interpreted with caution.

The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Other factors relevant to determining resource requirements, such as cost differences among programs or externally funded research, are not taken into account in the SREB-State Data Exchange categories.

The SREB-State Data Exchange also recognizes that different categorization schemes may be suited to different purposes. Many states use narrower peer group comparisons, sometimes containing institutions outside the SREB region, for purposes other than interstate statistical comparisons. For example, peer group comparisons are found in many funding formulas for postsecondary institutions. The SREB-State Data Exchange assists researchers and planners who may need to form comparison groups of their own choosing by sharing the by-college data from the survey since 1995-96. The SREB-State Data Exchange report publishes results using the categories listed below.

Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to ensure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four-Year

Category	Definitions
Four-Year 1	Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category.
Four-Year 2	Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification).
Four-Year 3	Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).
Four-Year 4	Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
Four-Year 5	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.
Four-Year 6	Institutions awarding less than 30 master's, education specialist, post-master's or doctoral degrees.

Two-Year

Two-Year 1	Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.
Two-Year 2	Institutions awarding vocational-technical certificates and diplomas; some vocational-technical associate degrees may also be awarded.

Specialized

Specialized	Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools.
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COMMISSION ON COLLEGES OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

The Classification of Institutions

Each candidate and member institution of the Commission on Colleges is classified according to its highest level of degree offered. Within the institution's level, it may also offer diploma and certificate programs as long as such programs are at or below the level of the highest degree offered. The following classification is used:

Level I: institutions offering associate degrees;

Level II: institutions offering baccalaureate degrees;

Level III: institutions offering master's degrees;

Level IV: institutions offering master's and specialist degrees;

Level V: institutions offering doctoral degrees in three or fewer major academic or professional disciplines; and

Level VI: institutions offering doctoral degrees in four or more major academic or professional disciplines.

Appendix
APPENDIX

C
C

LOUISIANA'S REGIONAL LABOR MARKET AREAS



<p><u>Region 1</u> Jefferson Orleans Plaquemine St. Bernard St. Charles St. James St. John the Baptist St. Tammany Washington</p>	<p><u>Region 2</u> Ascension East Baton Rouge East Feliciana Iberville Livingston Point Coupee St. Helena Tangipahoa West Baton Rouge</p>	<p><u>Region 3</u> Assumption Lafourche Terrebonne</p>	<p><u>Region 4</u> Acadia Evangeline Iberia Lafayette St. Landry St. Mary St. Martin Vermilion West Feliciana</p>
<p><u>Region 5</u> Allen Beauregard Calcasieu Cameron Jefferson Davis</p>	<p><u>Region 6</u> Avoyelles Catahoula Concordia Grant La Salle Rapides Vernon Winn</p>	<p><u>Region 7</u> Bienville Bossier Caddo Claiborne De Soto Lincoln Natchitoches Red River Sabine Webster</p>	<p><u>Region 8</u> Caldwell East Carroll Franklin Jackson Madison Morehouse Ouachita Richland Tensas Union West Carroll</p>

REGIONAL GEOGRAPHIC LOCATION OF INSTITUTIONS

Region: 1

LTC-Jefferson
LTC-River Parishes
LTC-Sidney Collier
LTC-Slidell
LTC-West Jefferson
Delgado Community College
Elaine P. Nunez Community College
Southern University at New Orleans
University of New Orleans
LSU Health Sciences Center

Region: 2

LTC-Ascension
LTC-Baton Rouge
LTC-Florida Parishes
LTC-Folkes
LTC-Hammond Area
LTC-Jumonville
LTC-Sullivan
LTC-Westside
Baton Rouge Community College
River Parishes Community College
LSU and A&M College
Southeastern Louisiana University
Southern University and A&M College
LSU Agricultural Center
Paul M. Hebert Law Center
Pennington Biomedical Research Center
SU Agricultural Research and Extension Center
SU Law Center

Region: 3

LTC-L.E. Fletcher
LTC-Lafourche
Nicholls State University
LUMCON

Region: 4

LTC-Acadian
LTC-Charles B. Coreil
LTC-Evangeline
LTC-Gulf Area
LTC-Lafayette

LTC-T.H. Harris
LTC-Teche Area
LTC-Young Memorial
LSU at Eunice
South Louisiana Community College
University of Louisiana at Lafayette

Region: 5

LTC-Morgan Smith
LTC-Oakdale
LTC-Sowela
McNeese State University

Region: 6

LTC-Alexandria
LTC-Avoyelles
LTC-Huey P. Long
LTC-Lamar Salter
LTC-Shelby Jackson
LSU at Alexandria

Region: 7

LTC-Mansfield
LTC-Natchitoches
LTC-Northwest
LTC-Ruston
LTC-Sabine Valley
LTC-Shreveport Bossier
Bossier Parish Community College
Southern University at Shreveport
Grambling State University
Louisiana Tech University
Northwestern State University
LSU in Shreveport

Region: 8

LTC-Bastrop
LTC-Delta Ouachita
LTC-North Central
LTC-Northeast
LTC-Tallulah/M. Surles
University of Louisiana at Monroe

Appendix O

Enhanced Review of Academic Programs



**LOUISIANA BOARD OF REGENTS
OFFICE OF ACADEMIC AND STUDENT AFFAIRS**

Enhanced Review of Academic Programs

November 2009

Role, Scope, and Mission

Please clearly describe the relevance of the degree program to Institutional Role, Scope, and Mission.

Workforce/Economic Development Needs

Please clearly describe the relevance of the program to state/regional workforce education and economic development needs. Note the use of surveys of employers, interviews with students, and/or use of market data showing state need, etc.

Program Enrollment

In order to ensure that we have appropriate CAMPUS data, we ask that you please complete the chart below with actual enrollment from Fall 2007-Fall 2009 and anticipated enrollment for Spring 2010. Also provide a narrative detailing how projections for Spring 2010 were derived.

PROGRAM ENROLLMENT					
2007-2008		2008-2009		2009-2010	
Fall	Spring	Fall	Spring	Fall	Spring

NARRATIVE:

Enrollment Profile - In-State/Out-of-State/International

	STUDENT ENROLLMENT PROFILE					
	2007-2008		2008-2009		2009	TOTAL
	Fall	Spring	Fall	Spring	Fall	
In State						
Out-of-State						
International						

Course Enrollment

Please indicate current enrollment (FALL 2009) in required major course within the degree EXCLUSIVE of general education courses. Indicate the names of instructors who teach each section of each course and whether they are **full-time (F)**, **part-time (P)**, **adjunct (A)**, or **graduate assistants (G)**.

COURSE ENROLLMENT						(Instructor designation)			
Course Name	Course Abbrev	Course #	Sec #	Enrollment	Instructor for the Course				
<i>Example:</i> English Lit	EN G	101	2	36	Dr. Dana Carroll				

Recruitment

Please describe the student recruitment plan for program majors. Please reference both recent and projected activities.

Program Completers

The number of completers for AYs 2007-2009 will be completed by Regents' staff. Please indicate the anticipated number of completers for AY 2009-2010.

PROGRAM COMPLETERS					
2007-2008		2008-2009		2009-2010	
Fall	Spring	Fall	Spring	Fall	Spring

Program Delivery

Besides regular, traditional classroom instruction with students in physical attendance, please describe any other modes of program delivery. Include descriptions of fully on-line or hybrid courses in the degree program and/or any plans to expand non-traditional delivery.

Student Support Services

Please fully describe the student support services (e.g., advising/tutoring/mentoring, etc.) for program majors including any future plans for enhancement.

Placement of Graduates

Please provide data on placement of graduates over the last three years. Indicate the source of the information and provide a narrative explanation if needed.

NARRATIVE:

Accreditation

Program accreditation status will be provided by Regents' staff, if relevant.

Accrediting Agency:

Year first approved and/or Status if in candidacy:

Denied _____ (year):

Reason:

Professional Examinations

If applicable, please provide performance of graduates on professional examinations for last three academic years.

Name of Examination: _____

Applicable Program of Study: _____

PERFORMANCE ON PROFESSIONAL EXAMS			
	2006-2007	2007-2008	2008-2009
# Taking Exam			
# Passing Exam			
% Passed			
National Average			

Equipment/Space Needs

Please describe/list any additional equipment and/or space needs of this program.

Expenditures

Please provide detailed program budgets for the last three years, as applicable to the degree program. For previous years, provide ACTUAL expenditures.

DETAILED BUDGETS, AS APPLICABLE TO DEGREE PROGRAM				
EXPENDITURES	2006-2007	2007-2008	2008-2009	2009-2010
Faculty Salaries				
Fringe Benefits for Faculty				
Non-instructional responsibilities (Admissions; advising, tutoring, committee chairs & membership; research)				
Staff Salaries				
Fringe Benefits for Staff				
Assistantships, if applicable				
Supplies				
Equipment				
Maintenance Contracts				
Travel				
Library/ Other Learning Resources				
Other Expenditures (please list)				
TOTAL				

Revenue

Please provide detailed sources of funding for the last three academic years and projections for the current year. Provide a narrative explanation for FUTURE resource needs and other pertinent information.

FUNDING SOURCES - LAST 3 YRS and CURRENT YR PROJECTION				
REVENUE	2006-2007	2007-2008	2008-2009	2009-2010
Tuition				
Fees				
State General Funds				
Recurring Contributions – Please list type of contribution separately- (Scholarships, Grants, Contracts, Foundation, etc.				
TOTAL				

Special Recognitions

Please provide a listing of any national/regional professional awards, patents, or other external recognitions received by the program and/or its faculty.

Other Information

Please provide any other significantly pertinent information that has not been requested.

Appendix P

Quality Offerings

Program Accreditation

(Board of Regents Academic Affairs Policy 2.13)

The Board of Regents recognizes accrediting agencies that it considers as mandatory, recommended, or optional for eligible programs offered by two- and four-year institutions of higher education and the Louisiana Technical College. A program that is eligible for accreditation by an agency that is considered ***mandatory*** must be accredited for continued program approval. If the program is not accredited, the Academic Affairs staff will recommend to the Board of Regents that the program be terminated. The Board of Regents encourages institutions to obtain accreditation of programs that are eligible for accreditation by an agency that it ***recommends***, but the accreditation is not essential for continued program approval. Accrediting agencies that are not considered as mandatory or recommended by the Board of Regents are considered ***optional***, and the Board of Regents encourages institutions with eligible programs to evaluate the importance of those accreditations to its students.

Criteria for Mandatory Accreditation of Programs

Unless exempted by the Board of Regents, accreditation of a specific program will be deemed mandatory if it meets one or more of the following criteria:

- The program prepares students for employment in occupations or professions that Louisiana and/or a significant number of states require licensure by an examination and for which graduation from an accredited program is one of the qualifying criteria to sit for the exam;
- The program prepares students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession;
- Accreditation of the program is deemed critical for students to be admitted to a more advanced degree program; and
- Accreditation is deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition.

ACCREDITATION POLICY REQUIREMENT: MANDATORY

INSTITUTION	ACCREDITATION STATUS										PERCENT ACCREDITED
	NOT REPORTED	APPLIED FOR	APPROVED	DENIED	NOT AVAILABLE	ELIGIBLE	NOT SOUGHT	TOTAL			
GRAMBLING STATE UNIVERSITY	0	0	28	0	0	0	0	0	28	100.0%	
LOUISIANA TECH UNIVERSITY	0	0	64	0	0	1	0	65	100.0%		
MCNEESE STATE UNIVERSITY	0	0	41	0	0	0	0	41	100.0%		
NICHOLLS STATE UNIVERSITY	0	0	32	0	0	1	0	33	100.0%		
UNIVERSITY OF LA. AT MONROE	0	0	42	0	0	0	0	42	100.0%		
NORTHWESTERN STATE UNIVERSITY	0	0	35	0	0	0	0	35	100.0%		
SOUTHEASTERN LA. UNIVERSITY	3	0	34	0	0	3	0	40	100.0%		
UNIVERSITY OF LA. IN LAFAYETTE	0	0	44	0	0	2	0	46	100.0%		
U. OF LA. SYSTEM TOTALS	3	0	320	0	0	7	0	330	100.0%		
L.S.U. AT ALEXANDRIA	0	1	4	0	0	2	0	7	80.0%		
L.S.U. AT BATON ROUGE	0	0	58	0	2	1	0	61	100.0%		
L.S.U. AT EUNICE	0	0	4	0	0	0	0	4	100.0%		
L.S.U. AT SHREVEPORT	0	0	17	0	0	1	1	19	94.4%		
LSU HEALTH SCIENCES CENTER-N.O.	1	0	17	0	0	1	0	19	100.0%		
LSU HEALTH SCIENCES CTR-SHREVEPT	0	0	8	0	0	0	1	9	88.9%		
UNIVERSITY OF NEW ORLEANS	0	0	42	0	0	0	0	42	100.0%		
L.S.U. LAW CENTER	0	0	2	0	0	0	0	2	100.0%		
L.S.U. SYSTEM TOTALS	1	1	152	0	2	5	2	163	98.1%		
SOUTHERN U. AT BATON ROUGE	1	0	42	0	0	0	0	43	100.0%		
SOUTHERN U. AT NEW ORLEANS	0	0	4	0	0	5	0	9	100.0%		
SOUTHERN U. AT SHREVEPORT	0	0	9	0	0	0	0	9	100.0%		
SOUTHERN LAW CENTER	0	0	1	0	0	0	0	1	100.0%		
SOUTHERN U. SYSTEM TOTALS	1	0	56	0	0	5	0	62	100.0%		
BATON ROUGE COMMUNITY COLLEGE	0	0	0	0	0	3	0	3	0.0%		
BOSSIER PARISH COMMUNITY COLLEGE	0	0	8	0	0	5	0	13	100.0%		
DELGADO COMMUNITY COLLEGE	1	0	22	0	0	0	0	23	100.0%		
ELAINE P. NUNEZ COMMUN. COLLEGE	1	0	1	0	0	0	0	2	100.0%		
RIVER PARISHES COMMUNITY COLLEGE	0	0	0	0	0	0	0	0	0.0%		
SOUTH LA. COMMUNITY COLLEGE	2	0	1	0	0	0	0	3	100.0%		
LA. DELTA COMMUNITY COLLEGE	0	0	0	0	0	1	1	2	0.0%		
L.T.C.-ACADIAN	3	0	2	0	0	0	0	5	100.0%		
L.T.C.-ALEXANDRIA	1	1	1	0	0	2	0	5	50.0%		
L.T.C.-ASCENSION	3	1	1	0	0	0	0	5	50.0%		
L.T.C.-AVOUELLES	2	1	2	0	0	0	0	5	66.7%		
L.T.C.-BASTROP	0	0	0	0	0	0	0	0	0.0%		
L.T.C.-BATON ROUGE	1	1	1	0	0	0	1	4	33.3%		
L.T.C.-CHARLES B. COREIL	2	0	1	0	1	0	0	4	100.0%		
L.T.C.-DELTA OUACHITA	1	1	2	0	0	0	0	4	66.7%		
L.T.C.-EVANGELINE	0	1	0	0	0	0	0	1	0.0%		
L.T.C.-FLORIDA PARISHES	1	1	1	0	0	1	0	3	100.0%		
L.T.C.-FOLKES	1	0	1	0	2	0	0	4	100.0%		
L.T.C.-GULF AREA	1	0	0	0	1	0	0	2	0.0%		

ACCREDITATION POLICY REQUIREMENT: MANDATORY

INSTITUTION	ACCREDITATION STATUS										PERCENT ACCREDITED
	NOT REPORTED	APPLIED FOR	APPROVED	DENIED	NOT AVAILABLE	ELIGIBLE	NOT SOUGHT	TOTAL			
L.T.C.-HAMMOND AREA	1	0	1	0	0	0	0	0	0	2	100.0%
L.T.C.-HUEY P. LONG	0	0	0	0	0	0	0	0	0	0	0.0%
L.T.C.-JEFFERSON	2	0	2	0	0	0	0	0	0	4	100.0%
L.T.C.-JUMONVILLE	0	0	0	0	0	0	0	0	0	0	0.0%
L. E. FLETCHER	0	0	4	0	0	0	3	0	0	7	100.0%
L.T.C.-LAFAYETTE	4	0	3	0	0	0	1	1	0	9	75.0%
L.T.C.-LAFOURCHE	3	0	2	0	0	0	0	0	0	5	100.0%
L.T.C.-LAMAR SALTER	1	0	2	0	0	0	0	0	0	3	100.0%
L.T.C.-MANSFIELD	0	0	0	0	0	0	0	0	0	0	0.0%
L.T.C.-MORGAN SMITH	1	0	1	0	0	0	0	0	0	2	100.0%
L.T.C.-NATCHITOCHE	2	0	1	0	0	0	0	0	0	3	100.0%
L.T.C.-NORTH CENTRAL	0	0	0	0	0	0	0	0	0	0	0.0%
L.T.C.-NORTHEAST	1	0	1	0	0	0	0	0	0	2	100.0%
L.T.C.-NORTHWEST	2	0	2	0	0	0	0	0	0	4	100.0%
L.T.C.-OAKDALE	1	0	1	0	0	0	0	0	0	2	100.0%
L.T.C.-RIVER PARISHES	3	1	0	0	1	0	0	0	0	5	0.0%
L.T.C.-RUSTON	0	0	0	0	0	0	0	0	0	0	0.0%
L.T.C.-WEST JEFFERSON	0	0	0	0	0	0	0	0	0	0	0.0%
L.T.C.-WESTSIDE	0	0	0	0	0	0	0	0	0	0	0.0%
L.T.C.-YOUNG MEMORIAL	2	0	1	0	0	0	0	0	0	3	100.0%
L.T.C.-SABINE VALLEY	2	0	1	0	0	0	0	0	0	3	100.0%
L.T.C.-SHELBY JACKSON	1	0	0	0	0	0	0	0	0	1	0.0%
L.T.C.-SHREVEPORT BOSSIER	3	1	3	0	0	0	0	0	0	7	75.0%
L.T.C.-SIDNEY COLLIER	1	0	0	0	2	0	0	0	0	3	0.0%
L.T.C.-SLIDELL	1	0	1	0	1	0	0	0	0	3	100.0%
SOWELA	4	0	1	0	0	0	0	0	1	6	50.0%
L.T.C.-SULLIVAN	3	0	2	0	0	0	0	0	0	5	100.0%
L.T.C.-T.H. HARRIS	3	0	1	0	1	0	0	0	0	5	100.0%
L.T.C.-TALLULAH/M. SURLS	2	1	1	0	0	0	0	0	0	4	50.0%
L.T.C.-TECHE AREA	1	0	0	0	0	0	0	0	0	1	0.0%
L.C.T.C.S. TOTALS	64	9	75	0	9	0	16	4	177	85.2%	
PUBLIC INSTITUTIONAL TOTALS	69	10	603	0	11	0	33	6	732	97.4%	

Minimum Requirements for Placement into Entry Level College-Level Mathematics and English

(Board of Regents Academic Affairs Policy 2.18)

The policy is designed to:

- Establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college
- Encourage high school students to improve their academic preparation for college
- Increase the retention and graduation rates of students
- Bolster the quality and coherence of academic degrees
- Provide greater similarity of educational experience across a variety of institutions
- Facilitate the transfer of academic credit between institutions

Requirements of this policy establish uniform standards and procedures for the placement of students in entry-level, college-level courses in Mathematics and English that can be applied toward the following undergraduate degrees: Certificate of Applied Science (CAS), Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Science (AS), Associate (A), Bachelor of Applied Science (BAS), Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor (B).

A college or university may not establish minimum scores for entry-level, college-level Mathematics or English courses that are higher or lower than those set forth below, however, an institution may require further assessment of students who already meet required minimums to determine their final placement in entry-level, college-level courses in Mathematics and English.

To enroll in an entry-level, college-level Mathematics course designated to fulfill general education requirements, a student must attain a minimum score of either:

- 19 on the Mathematics section of the ACT, or

- 460–470 on the Quantitative portion of the SAT, or
- 30 on the College Algebra section/36 on the Algebra section/56 on the College Pre-Algebra section of the COMPASS Mathematics test, or
- 33 on the College Algebra section/36 on the intermediate Algebra section/42 on the Elementary Algebra section/44 on the Numerical Skills portion of the ASSET Mathematics tests.

In lieu of the above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum the same level of academic achievement as would have been defined by equivalent scores on the ACT and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate academic degree, a student must attain a minimum score of either:

- 18 on the English section of the ACT, or
- 450 on the Verbal portion of the SAT-1, or
- 56 on the COMPASS Writing Test, or
- 44 on the ASSET Writing Skills Test

As with Mathematics, in lieu of the above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum the same level of academic achievement as would have been defined by equivalent scores on the ACT and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

Brief Overview of Efforts to Improve the Quality of Teacher and Principal Preparation in Louisiana (1999-2009)

Louisiana has been successful in implementing major reforms during the last nine years that have impacted teacher quality and educational leadership in Louisiana. This success is a direct result of collaborative partnerships that exist between the Governor, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, universities, and school districts. The Blue Ribbon Commission for Educational Excellence has served in the capacity of a PK-20+ council and has had a major impact upon many of the improvements that have occurred in the areas of teacher quality and educational leadership.

The following are examples of what has occurred as a result of the major reforms in teacher quality:

- New policies for all universities to align their teacher preparation programs with new state certification structures for teachers and principals, PK-12 state/national content standards, PK-12 state/national teacher standards, PRAXIS teacher examination expectations, and national accreditation (i.e., NCATE) expectations have been approved and implemented by the Board of Regents (BoR);
- Redesign teams composed of College of Education, College of Arts/Sciences, College of Business, and school personnel and chaired by a PK-16+ Coordinator have been used to redesign all teacher and educational leadership preparation programs to address the new BESE and BoR policies;
- Evaluation by national experts of all redesigned teacher preparation and educational leadership preparation programs has occurred to ensure quality across all preparation programs. Universities had to address all stipulations of the national consultants to attain approval of the redesigned programs to continue to offer teacher preparation and educational leadership preparation programs in Louisiana. Universities that failed to address the expectations were not allowed to admit new candidates to their programs after the deadline dates;
- A Teacher Preparation Accountability System was developed and implemented that assigned labels to universities based upon a Teacher Preparation Performance Score and provided rewards for high performing institutions and corrective actions for universities in need of further development. (Note: This system has undergone revision due to baselines changing as a result of Hurricane Katrina and the need to integrate new assessment data into the system. The revised system will be piloted during 2009-2010.)
- A nationally recognized Value-Added Teacher Preparation Assessment Model has been developed by Dr. George Noell (Department of Psychology – Louisiana State University and A&M College) for the Board of Regents. The model has been piloted and is now being implemented. The development of the model was initially funded by the Board of Regents and through a grant from the Carnegie Corporation of New York during 2007-2009. The model predicts growth of achievement of individual students, examines actual growth of achievement of individual students from one year to the next, links the growth to new teachers who taught the students, and links the growth of the students taught by the new teachers to the universities that prepared the new teachers. The growth of achievement of students taught by new teachers can then be compared to the growth of achievement of students taught by experienced teachers.

- A state research team headed by Dr. Jeanne Burns (Board of Regents) and composed of researchers from the 20 public/private universities in the state and 2 private providers has collected data to identify factors that determine why some teacher preparation programs are preparing new teachers whose students demonstrate greater growth in student achievement in the areas of math, reading, and language arts than other students. The research was funded by the Board of Regents and a grant that was awarded to the Board of Regents by the Carnegie Corporation of New York. Results of the study were released during September 2009.
- The Blue Ribbon Commission for Educational Excellence has been co-chaired by a member of the Board of Regents and a member of the Board of Elementary and Secondary Education. It has been co-directed by staff from the Board of Regents and the Louisiana Department of Education. The commission has provided recommendations each year to the two boards to improve the recruitment, preparation, and retention of effective teachers and leaders. During 2008-09, the commission provided input into the development of a proposal that was submitted to the National Governors Association (NGA) to develop a comprehensive teacher compensation model that would enhance teacher effectiveness and improve student achievement. Louisiana was one of 6 states selected to receive a grant from NGA, and the Blue Ribbon Commission is using the grant funds to develop the model during 2009-2010. They will present recommendations for the new model to the two boards during May 2010.
- A \$4.2 million grant was awarded to Louisiana by The Wallace Foundation for the time period of December 1, 2004 to June 30, 2008 and a \$3.4 million grant was awarded for the time period of July 1, 2007 to June 30, 2010 for the Office of the Governor, Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education, universities, and districts to work collaboratively to develop and implement a cohesive educational leadership system to recruit, prepare, and support effective educational leaders in Louisiana. The partners have been working together to implement new initiatives that impact the preparation of new aspiring leaders and enhance the effectiveness of practicing principals.

Specific results include the following:

- The overall number of teacher candidates who completed public and private teacher preparation programs in Louisiana increased from a low of 2,336 in 2001-2002 to a high of 2,727 in 2004-05. Due to the impact of Hurricane Katrina, the numbers decreased in 2005-06. Efforts are being made each year to increase the numbers.
- The overall passage rates for program completers from Louisiana's universities on the state teacher certification examinations (PRAXIS) increased from 89% for 1999-2000 program completers to 99% for 2007-2008 program completers. Data for 2008-09 is being collected at the present time.
- The overall number of teacher candidates who failed to meet all teacher certification requirements (including passing all PRAXIS examinations) at the point of graduation decreased from 230 in 2000-01 to only 4 in 2007-08
- All established public teacher preparation programs in Louisiana are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all established private teacher preparation programs in Louisiana are nationally accredited. Two new teacher preparation programs (Louisiana State University at Alexandria and Tulane University) are currently pursuing national accreditation.

Appendix Q

Board of Regents' Technology Initiatives

Center for Adult Learning in Louisiana
(CALL)

CALL's Mission: To provide a focused and centralized infrastructure to enhance adult learning opportunities for citizens of the state through expanded programs and services provided by public higher education institutions.

- **CALL Programs' Four Essential Attributes:**
 - 100% online course and program offerings;
 - Majority of courses accelerated or compressed;
 - Services appropriate for remote adult learners;
 - Availability of some form of prior learning assessment.

- Began as a Board of Regents initiative in 2006 with SREB, BPCC, and NSU. Today six CALL campuses offer eight programs, and others are being developed to begin in Fall 2010.

- Excellent student response: within five terms, CALL produced 250 graduates; 494 CALL students were enrolled in Fall 2009, a 119% increase from the previous Fall.

- Recognized in SREB as a 'best practice' program.

Louisiana Library Network

(LOUIS)

Established in 1992 by the Board of Regents, the Louisiana Library Network combines the resources of Louisiana's public and private academic libraries, along with a centralized support staff located on the LSU campus, to produce a dynamic library consortium. The central support staff, commonly referred to as "LOUIS," provides many services to consortium members such as library automation, a union catalog, a digital library, electronic resources, authentication, training, consulting, and hosting related listservs and websites. LOUIS:

LOUIS receives approximately \$3.5 million annually in contracts and membership fees to support consortium members

Louisiana Optical Network Initiative

(LONI)

LONI is a state-of-the-art, fiber optics network that runs throughout Louisiana and connects Louisiana and Mississippi research universities to one another as well as National LambdaRail and Internet2. Through LONI, researchers have access to one of the most advanced optical networks in the country, along with the most powerful supercomputing resources available to any academic community. LONI connects Louisiana's major research universities – Louisiana State University, Louisiana Tech University, LSU Health Sciences Center in New Orleans, LSU Health Sciences Center in Shreveport, Southern University, Tulane University, University of Louisiana at Lafayette and University of New Orleans – allowing greater collaboration on research that produces results faster and with greater accuracy.

Appendix R

Statewide Articulation and Transfer Council

Louisiana Revised Statutes

Article 17

Articulation and Transfer

§ 3129.1	Power to provide for articulation
§ 3161	Articulation and transfer of credit; secondary and postsecondary institutions
§ 3162	Statewide Articulation and Transfer Council; creation; purpose; membership; duties and responsibilities
§ 3163	Statewide Articulation and Transfer Agreement
§ 3164	Common Course Numbering System
§ 3165	Common core curriculum; general education courses; common prerequisites; other degree requirements
§ 3166	Student guidance and counseling
§ 3167	Implementation and funding
§ 3168	Reporting
§ 3169	Rules

§3129.1. Power to provide for articulation

A.(1) The Board of Regents shall cause the postsecondary management boards to adopt and implement, no later than the beginning of the fall term of 2000, in the institutions under their jurisdiction common core courses that articulate from any institution of public higher education to any other such institution, taking into consideration the accreditation criteria of the institution receiving the credit.

(2) By the fall term of 2001, the Board of Regents shall cause the postsecondary management boards to adopt and implement articulated units of course work common among specified degree programs, taking into consideration the accreditation criteria of the institution receiving the credit.

(3) By the fall term of 2002, the Board of Regents shall have provided for the implementation of a computer-based system of articulation assessment that is accessible by all postsecondary students.

(4) Beginning in 2003, the Board of Regents shall report in writing by December thirty-first of each year to the House and Senate Committees on Education on the extent to which the course articulation goals and objectives provided for by this Subsection have been achieved and the plan and time line to fully accomplish these purposes.

B.(1) The Board of Regents and the State Board of Elementary and Secondary Education, in cooperation with the Board of Supervisors of Community and Technical Colleges and local school boards, shall implement, no later than the beginning of the fall term of 2000, articulation agreements that provide opportunities for secondary school students to take vocational-technical courses and community college courses provided by institutions managed by the Board of Supervisors for Community and Technical Colleges. Such opportunities shall be provided either on-site at the secondary or the postsecondary institution or at another location in a manner that takes into account cost-effectiveness for the institutions providing the instruction and accessibility for students.

(2) The Board of Regents and the State Board of Elementary and Secondary Education shall report to the legislature by December thirty-first of each year beginning with December 31, 2000, on the status of such articulation programs, including the types of programs being offered and the specific number of secondary students taking advantage of such opportunities.

Acts 1998, 1st Ex. Sess., No. 151, §1, eff. July 1, 1999; Acts 2003, No. 383, §1, eff. June 18, 2003.

CHAPTER 25-A. ARTICULATION AND TRANSFER

§3161. Articulation and transfer of credit; secondary and postsecondary institutions

The postsecondary education management boards, the State Board of Elementary and Secondary Education, and city, parish, and other local school boards shall jointly develop and implement articulation and transfer programs and agreements that facilitate and maximize the seamless transfer of credits between and among public secondary and postsecondary educational institutions and that make the most efficient use of faculty, equipment, and facilities. Regionally accredited independent colleges and universities that are members of the Louisiana Association of Independent Colleges and Universities are encouraged to participate with public educational institutions in developing programs and agreements to expedite the transfer of students and credits between secondary and postsecondary educational institutions.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3162. Statewide Articulation and Transfer Council; creation; purpose; membership; duties and responsibilities

A. The commissioner of higher education, in consultation with the postsecondary education management boards and the State Board of Elementary and Secondary Education, shall establish a Statewide Articulation and Transfer Council, hereinafter referred to as the "council," that shall report to the commissioner of higher education. All council recommendations and decisions shall be submitted to the commissioner of higher education for presentation to the Board of Regents for approval.

B. The council shall consist of members representing each four-year college and university system, the community and technical college system, public elementary and secondary education, and nonpublic education, provided any eligible nonpublic postsecondary educational institution elects to participate. Council membership shall provide for equitable representation of all educational institutions and levels. The commissioner of higher education shall appoint a chair from among the membership.

C. The council shall, with appropriate faculty consultation:

(1) Coordinate, oversee, and monitor the seamless articulation and transfer of credit between and among secondary schools, technical colleges, community colleges, and four-year colleges and universities.

(2) Monitor the development of interinstitutional agreements between and among public schools, technical colleges, community colleges, and four-year colleges and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.

(3) Develop a statewide articulation and transfer agreement to govern the transfer of credits between and among educational institutions at all levels.

(4) Oversee the development of a statewide core curriculum for lower-division course work that will be fully accepted in its entirety and creditable to the baccalaureate degree by all four-year colleges and universities. Such curriculum shall be comprised of specified general education courses and common degree program prerequisites.

(5) Oversee the development, implementation, and maintenance of a statewide course numbering system.

(6) Establish committees or advisory groups composed of secondary and postsecondary faculty members to determine course comparability, to facilitate articulation in subject areas, and as otherwise deemed necessary to carry out the council's duties and responsibilities.

(7) Approve common degree program prerequisites across program areas and course and credit-by-exam equivalencies, and establish passing scores and course and credit equivalencies for exams administered pursuant to accelerated programs including, but not limited to, the Advanced Placement, International Baccalaureate, and College-Level Examination Program.

(8) Develop policies to align articulation and transfer policies established by educational institutions including, but not limited to, admissions criteria, student guidance and counseling, and grade forgiveness.

(9) Provide for end-of-course testing, if necessary and appropriate, for any course the council has approved as eligible for transfer to a postsecondary educational institution.

(10) Establish monitoring, compliance, and reporting systems based upon uniform data collection and reporting methods to facilitate and ensure statewide and institutional compliance with statewide articulation and transfer policies. Data collected shall include:

(a) The number of students enrolled in associate degree transfer programs.

(b) Each student's rate of progress through transfer programs.

(c) The number and percentage of students who complete associate degree transfer programs.

(d) The number of students earning associate degrees that transfer to four-year colleges and universities.

(e) The number of credits earned, degrees awarded, and time to completion of degree for

students who have previously transferred associate degrees.

(11) Establish an appeals process to resolve disagreements between transferring students and receiving educational institutions regarding the transfer and acceptance of credits earned at another institution.

(12) Ensure that all articulation and transfer policies and practices approved by the council are compliant with the rules and regulations established by all appropriate institutional accrediting agencies as recognized by the United States Department of Education.

(13) Periodically, but at least annually, review articulation and transfer policies and make recommendations to the commissioner of higher education who shall then make recommendations to the legislature for needed revisions.

(14) Perform such other duties as may be provided by law or the commissioner of higher education.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3163. Statewide Articulation and Transfer Agreement

A. The Board of Regents and the State Board of Elementary and Secondary Education shall enter into a statewide articulation agreement that shall govern the articulation and transfer of credit between and among the state's public secondary and postsecondary educational institutions.

B. The statewide articulation agreement shall, at a minimum:

(1) Guarantee the transfer of general education courses and common degree program prerequisites.

(2) Guarantee that every graduate of a community college awarded an associate of arts or an associate of science degree approved by the council for transfer to a four-year postsecondary educational institution shall be deemed to have met all general education and other core curriculum requirements and must be granted admission to the upper division of any state public four-year college or university, in accordance with each institution's general transfer admission requirements, except to a limited access program or a program that has audition or other specialized admission requirements, as approved by the Board of Regents.

(3) Provide that graduates awarded an associate of arts or an associate of science degree approved by the council for transfer and who transfer to a four-year college or university shall not be required to take any additional general education courses to fulfill baccalaureate degree requirements.

(4) Provide that graduates awarded an associate of arts or an associate of science degree approved by the council for transfer shall receive priority for admission to a state four-year college or university over out-of-state students.

(5) Guarantee the statewide articulation of appropriate career and technical education programs and workforce development programs and transfer of course credits between secondary schools and technical and community colleges.

(6) Provide for acceptance by postsecondary educational institutions of credits earned in accelerated programs such as dual enrollment and the Advanced Placement, International Baccalaureate, and College-Level Examination programs.

(7) Guarantee the transfer of equivalent courses under the statewide course numbering system.

(8) Establish a common college transcript.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3164. Common Course Numbering System

A.(1) In accordance with council policy, the Board of Regents shall develop, coordinate, and maintain a statewide course numbering system for postsecondary and dual enrollment education in all public secondary and postsecondary educational institutions as a means to facilitate program planning and the transfer of students and course credits between and among secondary and postsecondary educational institutions.

(2)(a) The development and ongoing maintenance of the statewide course numbering system, including determining course equivalencies, shall be accomplished with the assistance of appropriate committees that shall include faculty members representing public and participating nonpublic educational institutions.

(b) The development and implementation of the statewide course numbering system shall be prioritized as follows:

(i) All courses required for completion of associate of arts and associate of science degree programs approved by the council for transfer to four-year educational institutions. Common course numbers shall first be developed and assigned to the required general education courses, and then for the specified common course prerequisites.

(ii) All lower division courses.

(iii) All undergraduate courses.

B.(1)(a) The commissioner of higher education, in collaboration with the higher education management boards, shall appoint faculty committees representing all participating institutions to recommend the appropriate level for each course, including postsecondary career and technical education courses, included in the statewide course numbering system.

(b) A course designated as an upper-division level course shall be characterized by a need for advanced academic preparation and skills that a student is unlikely to achieve without significant prior coursework.

(c) A course that is designated as a lower-division level course may be offered by any duly accredited community college.

(2) The Board of Regents shall approve the course level designations for all courses included in the statewide numbering system.

(3) The statewide course numbering system shall include the courses at the approved levels.

C.(1) Courses that have the same academic content and are taught by faculty with comparable credentials shall be considered equivalent courses and shall be given the same course designation.

(2) Equivalent courses shall be guaranteed to transfer to any educational institution participating in the statewide course numbering system.

D.(1) The Board of Regents shall provide that credits to be accepted by a receiving institution are appropriately evaluated to ensure that the faculty possess credentials that are comparable to those required by the accrediting body of the receiving institution.

(2) The award of credit by receiving institutions may be limited to courses that are entered in the statewide course numbering system.

E. The course catalog and registration process for each postsecondary education institution shall include the courses at their designated levels and statewide course number.

F.(1) Every public and nonpublic educational institution that participates in the statewide course numbering system shall be fully accredited by the appropriate education accrediting body.

(2) Each educational institution that awards associate of arts or associate of science degrees approved by the council for transfer to a four-year postsecondary educational institution and each four-year postsecondary educational institution that admits graduates of such associate degree programs shall be appropriately accredited by the Southern Association of Colleges and Schools - Commission on Colleges.

G. Regionally accredited independent colleges and universities that are members of the Louisiana Association of Independent Colleges and Universities are encouraged to participate in the statewide course numbering system.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3165. Common core curriculum; general education courses; common prerequisites; other degree requirements

A. The Board of Regents, in collaboration with the postsecondary education management boards and institutions, shall:

(1) Identify the degree programs offered by public colleges and universities and the postsecondary career and technical education programs offered by community colleges, technical colleges, and city, parish, and other local school boards.

(2) Identify those courses that meet general education requirements within each major area of study, which shall be identified by their statewide course number. All public postsecondary educational institutions shall accept such general education courses.

(3) Identify all courses offered by colleges and universities and accepted for credit toward a degree and appropriately identify them in the statewide numbering system as either general education or required as a prerequisite for a degree.

(4)(a) Identify common degree program prerequisite courses and course substitutions for degree programs across all postsecondary education institutions. Common degree program prerequisites shall be offered and accepted by all postsecondary institutions, except in cases approved by the Board of Regents.

(b) Develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each postsecondary certificate, industry-based certification, and associate and baccalaureate degree program.

B. The postsecondary education management boards shall identify their core curricula. The public technical colleges, community colleges, and four-year colleges and universities shall work with the State Board of Elementary and Secondary Education and public schools and school districts to assure that high school curricula coordinate with the core curricula and to prepare students for postsecondary study.

C. The core curricula for associate in arts and associate in science degree programs approved by the council for transfer to four-year postsecondary educational institutions shall be approved and adopted by the Board of Regents.

D.(1) The Board of Regents shall monitor and regulate the number of credits required to complete each baccalaureate degree program and shall establish a standard number of credits required to complete associate degree programs approved by the council for transfer to a four-year postsecondary educational institution.

(2) A baccalaureate degree program shall not require more than the number of credits established by the board for degree completion without approval from the board.

(3) An associate in arts and an associate in science degree shall require no more than sixty semester hours of college credit, including thirty-nine hours of general education coursework and twenty-one hours of coursework that constitute prerequisites for a baccalaureate degree.

E. The commissioner of higher education shall appoint faculty committees representing community and technical colleges and public high school faculties to recommend criteria, including a standard program length, for each postsecondary career certificate program, diploma, and degree offered by a technical college or a community college.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3166. Student guidance and counseling

A. The Board of Regents shall develop and maintain a comprehensive, web-based system to provide information to students, advisers, and faculty regarding statewide articulation and transfer policies and requirements. This system shall include information relative to:

- (1) The Statewide Articulation and Transfer Council.
- (2) The statewide articulation agreement.
- (3) The statewide course numbering system.
- (4) Articulation policies and rules.
- (5) General education courses and common degree program prerequisites.
- (6) Course and degree requirements for all fields of study.
- (7) Planning and advising resources.

B. Each educational institution shall designate an existing staff or faculty member to serve as a transfer counselor to advise students and administer articulation and transfer functions and operations.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3167. Implementation and funding

A. The Board of Regents shall appoint the members of the Statewide Articulation and Transfer Council not later than August 1, 2009.

B. The Statewide Articulation and Transfer Council shall hold an organizational meeting not later than September 1, 2009.

C. The statewide articulation agreement shall be developed and adopted not later than March 1, 2010.

D. All public postsecondary educational institutions shall be prepared to and shall implement the full articulation and transfer of associate of arts and associate of science degrees approved by the council for transfer to a four-year postsecondary educational institution by the beginning of the 2010-2011 academic year.

E.(1) The highest priority implementation category for the statewide course numbering system, relative to the transfer of approved associate degrees, shall be completed not later than the beginning of the 2010-2011 academic year.

(2) All remaining lower division and undergraduate courses shall then be evaluated and incorporated into the system as provided in this Chapter and the statewide course numbering system shall be completed and fully implemented not later than the end of the 2011-2012 academic year.

F. The Board of Regents shall ensure that sufficient funding is made available to implement the provisions of this Chapter and may utilize state appropriations, federal funds, funds made available through other sources, or funds realized through realignment of other programs administered by the board.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3168. Reporting

Beginning in 2010, the Board of Regents shall submit a written report to the Senate and House Committees on Education, not later than January thirty-first and July thirty-first of each year, on the status of statewide articulation and transfer of credit across all educational institutions in Louisiana as provided in this Chapter.

Acts 2009, No. 356, §1, eff. July 6, 2009.

§3169. Rules

The Board of Regents shall adopt such rules and regulations as are deemed necessary to implement the provisions of this Chapter in accordance with the Administrative Procedure Act.

Acts 2009, No. 356, §1, eff. July 6, 2009.

SENATE BILL NO. 285

BY SENATOR NEVERS AND REPRESENTATIVE HUTTER AND SENATORS ALARIO, AMEDEE, APPEL, BROOME, CHAISSON, CHEEK, CLAITOR, CROWE, DONAHUE, DORSEY, DUPLESSIS, ERDEY, B. GAUTREAUX, GRAY EVANS, GUILLORY, HEBERT, JACKSON, KOSTELKA, LAFLEUR, LONG, MARIONNEAUX, MARTINY, MCPHERSON, MICHOT, MORRELL, MORRISH, MOUNT, MURRAY, QUINN, RISER, SHAW, SMITH, THOMPSON AND WALSWORTH AND REPRESENTATIVES ABRAMSON, ARMES, ARNOLD, AUBERT, BOBBY BADON, BALDONE, BARROW, BILLIOT, BROSSETT, HENRY BURNS, TIM BURNS, BURRELL, CARMODY, CARTER, CHANDLER, CHANEY, CONNICK, CROMER, DOERGE, EDWARDS, ELLINGTON, GISCLAIR, HARRISON, HAZEL, HILL, HINES, HOFFMANN, HOWARD, MICHAEL JACKSON, JOHNSON, ROSALIND JONES, KATZ, LAFONTA, LEGER, MILLS, MONTOU CET, PETERSON, POPE, PUGH, RICHARD, RICHARDSON, ROY, SCHRODER, SIMON, GARY SMITH, JANE SMITH, PATRICIA SMITH, THIBAUT, TUCKER, WADDELL AND WILLMOTT

Prefiled pursuant to Article III, Section 2(A)(4)(b)(i) of the Constitution of Louisiana.

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AN ACT

To enact Chapter 25-A of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3161 through 3169, relative to educational institutions and programs; to provide for a comprehensive system of articulation and transfer of credit between and among public secondary and postsecondary educational institutions; to provide for the creation of a statewide articulation and transfer council and its membership, powers, and duties; to provide for a statewide articulation agreement; to provide for a common core curriculum; to provide relative to the length of degree programs; to provide for the transfer of specified courses and associate degrees; to provide relative to admission of transfer students to four-year colleges and universities; to provide for a statewide course numbering system; to provide relative to course levels and designations; to provide relative to accreditation of educational institutions; to provide for voluntary participation of certain independent colleges and universities; to provide relative to a comprehensive student information system; to provide for implementation timelines; to provide for reporting requirements; to provide for program rules; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. Chapter 25-A of Title 17 of the Louisiana Revised Statutes of 1950,

1 comprised of R.S. 17:3161 through 3169, is hereby enacted to read as follows:

2 **CHAPTER 25-A. ARTICULATION AND TRANSFER**

3 **§3161. Articulation and transfer of credit; secondary and postsecondary**
4 **institutions**

5 **The postsecondary education management boards, the State Board of**
6 **Elementary and Secondary Education, and city, parish, and other local school**
7 **boards shall jointly develop and implement articulation and transfer programs**
8 **and agreements that facilitate and maximize the seamless transfer of credits**
9 **between and among public secondary and postsecondary educational**
10 **institutions and that make the most efficient use of faculty, equipment, and**
11 **facilities. Regionally accredited independent colleges and universities that are**
12 **members of the Louisiana Association of Independent Colleges and Universities**
13 **are encouraged to participate with public educational institutions in developing**
14 **programs and agreements to expedite the transfer of students and credits**
15 **between secondary and postsecondary educational institutions.**

16 **§3162. Statewide Articulation and Transfer Council; creation; purpose;**
17 **membership; duties and responsibilities**

18 **A. The commissioner of higher education, in consultation with the**
19 **postsecondary education management boards and the State Board of**
20 **Elementary and Secondary Education, shall establish a Statewide Articulation**
21 **and Transfer Council, hereinafter referred to as the "council," that shall report**
22 **to the commissioner of higher education. All council recommendations and**
23 **decisions shall be submitted to the commissioner of higher education for**
24 **presentation to the Board of Regents for approval.**

25 **B. The council shall consist of members representing each four-year**
26 **college and university system, the community and technical college system,**
27 **public elementary and secondary education, and nonpublic education, provided**
28 **any eligible nonpublic postsecondary educational institution elects to**
29 **participate. Council membership shall provide for equitable representation of**
30 **all educational institutions and levels. The commissioner of higher education**

1 shall appoint a chair from among the membership.

2 C. The council shall, with appropriate faculty consultation:

3 (1) Coordinate, oversee, and monitor the seamless articulation and
4 transfer of credit between and among secondary schools, technical colleges,
5 community colleges, and four-year colleges and universities.

6 (2) Monitor the development of interinstitutional agreements between
7 and among public schools, technical colleges, community colleges, and four-year
8 colleges and universities to facilitate interaction, articulation, acceleration, and
9 the efficient use of faculty, equipment, and facilities.

10 (3) Develop a statewide articulation and transfer agreement to govern
11 the transfer of credits between and among educational institutions at all levels.

12 (4) Oversee the development of a statewide core curriculum for lower-
13 division course work that will be fully accepted in its entirety and creditable to
14 the baccalaureate degree by all four-year colleges and universities. Such
15 curriculum shall be comprised of specified general education courses and
16 common degree program prerequisites.

17 (5) Oversee the development, implementation, and maintenance of a
18 statewide course numbering system.

19 (6) Establish committees or advisory groups composed of secondary and
20 postsecondary faculty members to determine course comparability, to facilitate
21 articulation in subject areas, and as otherwise deemed necessary to carry out
22 the council's duties and responsibilities.

23 (7) Approve common degree program prerequisites across program
24 areas and course and credit-by-exam equivalencies, and establish passing scores
25 and course and credit equivalencies for exams administered pursuant to
26 accelerated programs including, but not limited to, the Advanced Placement,
27 International Baccalaureate, and College-Level Examination Program.

28 (8) Develop policies to align articulation and transfer policies established
29 by educational institutions including, but not limited to, admissions criteria,
30 student guidance and counseling, and grade forgiveness.

1 (9) Provide for end-of-course testing, if necessary and appropriate, for
2 any course the council has approved as eligible for transfer to a postsecondary
3 educational institution.

4 (10) Establish monitoring, compliance, and reporting systems based
5 upon uniform data collection and reporting methods to facilitate and ensure
6 statewide and institutional compliance with statewide articulation and transfer
7 policies. Data collected shall include:

8 (a) The number of students enrolled in associate degree transfer
9 programs.

10 (b) Each student's rate of progress through transfer programs.

11 (c) The number and percentage of students who complete associate
12 degree transfer programs.

13 (d) The number of students earning associate degrees that transfer to
14 four-year colleges and universities.

15 (e) The number of credits earned, degrees awarded, and time to
16 completion of degree for students who have previously transferred associate
17 degrees.

18 (11) Establish an appeals process to resolve disagreements between
19 transferring students and receiving educational institutions regarding the
20 transfer and acceptance of credits earned at another institution.

21 (12) Ensure that all articulation and transfer policies and practices
22 approved by the council are compliant with the rules and regulations
23 established by all appropriate institutional accrediting agencies as recognized
24 by the United States Department of Education.

25 (13) Periodically, but at least annually, review articulation and transfer
26 policies and make recommendations to the commissioner of higher education
27 who shall then make recommendations to the legislature for needed revisions.

28 (14) Perform such other duties as may be provided by law or the
29 commissioner of higher education.

30 §3163. Statewide Articulation and Transfer Agreement

1 **A. The Board of Regents and the State Board of Elementary and**
2 **Secondary Education shall enter into a statewide articulation agreement that**
3 **shall govern the articulation and transfer of credit between and among the**
4 **state's public secondary and postsecondary educational institutions.**

5 **B. The statewide articulation agreement shall, at a minimum:**

6 **(1) Guarantee the transfer of general education courses and common**
7 **degree program prerequisites.**

8 **(2) Guarantee that every graduate of a community college awarded an**
9 **associate of arts or an associate of science degree approved by the council for**
10 **transfer to a four-year postsecondary educational institution shall be deemed**
11 **to have met all general education and other core curriculum requirements and**
12 **must be granted admission to the upper division of any state public four-year**
13 **college or university, in accordance with each institution's general transfer**
14 **admission requirements, except to a limited access program or a program that**
15 **has audition or other specialized admission requirements, as approved by the**
16 **Board of Regents.**

17 **(3) Provide that graduates awarded an associate of arts or an associate**
18 **of science degree approved by the council for transfer and who transfer to a**
19 **four-year college or university shall not be required to take any additional**
20 **general education courses to fulfill baccalaureate degree requirements.**

21 **(4) Provide that graduates awarded an associate of arts or an associate**
22 **of science degree approved by the council for transfer shall receive priority for**
23 **admission to a state four-year college or university over out-of-state students.**

24 **(5) Guarantee the statewide articulation of appropriate career and**
25 **technical education programs and workforce development programs and**
26 **transfer of course credits between secondary schools and technical and**
27 **community colleges.**

28 **(6) Provide for acceptance by postsecondary educational institutions of**
29 **credits earned in accelerated programs such as dual enrollment and the**
30 **Advanced Placement, International Baccalaureate, and College-Level**

1 **Examination programs.**

2 **(7) Guarantee the transfer of equivalent courses under the statewide**
3 **course numbering system.**

4 **(8) Establish a common college transcript.**

5 **§3164. Common Course Numbering System**

6 **A.(1) In accordance with council policy, the Board of Regents shall**
7 **develop, coordinate, and maintain a statewide course numbering system for**
8 **postsecondary and dual enrollment education in all public secondary and**
9 **postsecondary educational institutions as a means to facilitate program**
10 **planning and the transfer of students and course credits between and among**
11 **secondary and postsecondary educational institutions.**

12 **(2)(a) The development and ongoing maintenance of the statewide**
13 **course numbering system, including determining course equivalencies, shall be**
14 **accomplished with the assistance of appropriate committees that shall include**
15 **faculty members representing public and participating nonpublic educational**
16 **institutions.**

17 **(b) The development and implementation of the statewide course**
18 **numbering system shall be prioritized as follows:**

19 **(i) All courses required for completion of associate of arts and associate**
20 **of science degree programs approved by the council for transfer to four-year**
21 **educational institutions. Common course numbers shall first be developed and**
22 **assigned to the required general education courses, and then for the specified**
23 **common course prerequisites.**

24 **(ii) All lower division courses.**

25 **(iii) All undergraduate courses.**

26 **B. (1)(a) The commissioner of higher education, in collaboration with**
27 **the higher education management boards, shall appoint faculty committees**
28 **representing all participating institutions to recommend the appropriate level**
29 **for each course, including postsecondary career and technical education**
30 **courses, included in the statewide course numbering system.**

1 **(b) A course designated as an upper-division level course shall be**
2 **characterized by a need for advanced academic preparation and skills that a**
3 **student is unlikely to achieve without significant prior coursework.**

4 **(c) A course that is designated as a lower-division level course may be**
5 **offered by any duly accredited community college.**

6 **(2) The Board of Regents shall approve the course level designations for**
7 **all courses included in the statewide numbering system.**

8 **(3) The statewide course numbering system shall include the courses at**
9 **the approved levels.**

10 **C.(1) Courses that have the same academic content and are taught by**
11 **faculty with comparable credentials shall be considered equivalent courses and**
12 **shall be given the same course designation.**

13 **(2) Equivalent courses shall be guaranteed to transfer to any educational**
14 **institution participating in the statewide course numbering system.**

15 **D.(1) The Board of Regents shall provide that credits to be accepted by**
16 **a receiving institution are appropriately evaluated to ensure that the faculty**
17 **possess credentials that are comparable to those required by the accrediting**
18 **body of the receiving institution.**

19 **(2) The award of credit by receiving institutions may be limited to**
20 **courses that are entered in the statewide course numbering system.**

21 **E. The course catalog and registration process for each postsecondary**
22 **education institution shall include the courses at their designated levels and**
23 **statewide course number.**

24 **F.(1) Every public and nonpublic educational institution that participates**
25 **in the statewide course numbering system shall be fully accredited by the**
26 **appropriate education accrediting body.**

27 **(2) Each educational institution that awards associate of arts or associate**
28 **of science degrees approved by the council for transfer to a four-year**
29 **postsecondary educational institution and each four-year postsecondary**
30 **educational institution that admits graduates of such associate degree programs**

1 shall be appropriately accredited by the Southern Association of Colleges and
 2 Schools - Commission on Colleges.

3 G. Regionally accredited independent colleges and universities that are
 4 members of the Louisiana Association of Independent Colleges and Universities
 5 are encouraged to participate in the statewide course numbering system.

6 §3165. Common core curriculum; general education courses; common
 7 prerequisites; other degree requirements

8 A. The Board of Regents, in collaboration with the postsecondary
 9 education management boards and institutions, shall:

10 (1) Identify the degree programs offered by public colleges and
 11 universities and the postsecondary career and technical education programs
 12 offered by community colleges, technical colleges, and city, parish, and other
 13 local school boards.

14 (2) Identify those courses that meet general education requirements
 15 within each major area of study, which shall be identified by their statewide
 16 course number. All public postsecondary educational institutions shall accept
 17 such general education courses.

18 (3) Identify all courses offered by colleges and universities and accepted
 19 for credit toward a degree and appropriately identify them in the statewide
 20 numbering system as either general education or required as a prerequisite for
 21 a degree.

22 (4)(a) Identify common degree program prerequisite courses and course
 23 substitutions for degree programs across all postsecondary education
 24 institutions. Common degree program prerequisites shall be offered and
 25 accepted by all postsecondary institutions, except in cases approved by the
 26 Board of Regents.

27 (b) Develop a centralized database containing the list of courses and
 28 course substitutions that meet the prerequisite requirements for each
 29 postsecondary certificate, industry-based certification, and associate and
 30 baccalaureate degree program.

1 **B. The postsecondary education management boards shall identify their**
2 **core curricula. The public technical colleges, community colleges, and four-year**
3 **colleges and universities shall work with the State Board of Elementary and**
4 **Secondary Education and public schools and school districts to assure that high**
5 **school curricula coordinate with the core curricula and to prepare students for**
6 **postsecondary study.**

7 **C. The core curricula for associate in arts and associate in science**
8 **degree programs approved by the council for transfer to four-year**
9 **postsecondary educational institutions shall be approved and adopted by the**
10 **Board of Regents.**

11 **D.(1) The Board of Regents shall monitor and regulate the number of**
12 **credits required to complete each baccalaureate degree program and shall**
13 **establish a standard number of credits required to complete associate degree**
14 **programs approved by the council for transfer to a four-year postsecondary**
15 **educational institution.**

16 **(2) A baccalaureate degree program shall not require more than the**
17 **number of credits established by the board for degree completion without**
18 **approval from the board.**

19 **(3) An associate in arts and an associate in science degree shall require**
20 **no more than sixty semester hours of college credit, including thirty-nine hours**
21 **of general education coursework and twenty-one hours of coursework that**
22 **constitute prerequisites for a baccalaureate degree.**

23 **E. The commissioner of higher education shall appoint faculty**
24 **committees representing community and technical colleges and public high**
25 **school faculties to recommend criteria, including a standard program length,**
26 **for each postsecondary career certificate program, diploma, and degree offered**
27 **by a technical college or a community college.**

28 **§3166. Student guidance and counseling**

29 **A. The Board of Regents shall develop and maintain a comprehensive,**
30 **web-based system to provide information to students, advisers, and faculty**

- 1 regarding statewide articulation and transfer policies and requirements. This
2 system shall include information relative to:
- 3 (1) The Statewide Articulation and Transfer Council.
4 (2) The statewide articulation agreement.
5 (3) The statewide course numbering system.
6 (4) Articulation policies and rules.
7 (5) General education courses and common degree program
8 prerequisites.
9 (6) Course and degree requirements for all fields of study.
10 (7) Planning and advising resources.
- 11 B. Each educational institution shall designate an existing staff or
12 faculty member to serve as a transfer counselor to advise students and
13 administer articulation and transfer functions and operations.
- 14 §3167. Implementation and funding
- 15 A. The Board of Regents shall appoint the members of the Statewide
16 Articulation and Transfer Council not later than August 1, 2009.
- 17 B. The Statewide Articulation and Transfer Council shall hold an
18 organizational meeting not later than September 1, 2009.
- 19 C. The statewide articulation agreement shall be developed and adopted
20 not later than March 1, 2010.
- 21 D. All public postsecondary educational institutions shall be prepared
22 to and shall implement the full articulation and transfer of associate of arts and
23 associate of science degrees approved by the council for transfer to a four-year
24 postsecondary educational institution by the beginning of the 2010-2011
25 academic year.
- 26 E.(1) The highest priority implementation category for the statewide
27 course numbering system, relative to the transfer of approved associate degrees,
28 shall be completed not later than the beginning of the 2010-2011 academic year.
- 29 (2) All remaining lower division and undergraduate courses shall then
30 be evaluated and incorporated into the system as provided in this Chapter and

1 the statewide course numbering system shall be completed and fully
2 implemented not later than the end of the 2011-2012 academic year.

3 F. The Board of Regents shall ensure that sufficient funding is made
4 available to implement the provisions of this Chapter and may utilize state
5 appropriations, federal funds, funds made available through other sources, or
6 funds realized through realignment of other programs administered by the
7 board.

8 §3168. Reporting

9 Beginning in 2010, the Board of Regents shall submit a written report to
10 the Senate and House Committees on Education, not later than January thirty-
11 first and July thirty-first of each year, on the status of statewide articulation
12 and transfer of credit across all educational institutions in Louisiana as
13 provided in this Chapter.

14 §3169. Rules

15 The Board of Regents shall adopt such rules and regulations as are
16 deemed necessary to implement the provisions of this Chapter in accordance
17 with the Administrative Procedure Act.

18 Section 2. This Act shall become effective upon signature by the governor or, if not
19 signed by the governor, upon expiration of the time for bills to become law without signature
20 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
21 vetoed by the governor and subsequently approved by the legislature, this Act shall become
22 effective on the day following such approval.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

GUARANTEED STATEWIDE ARTICULATION AND TRANSFER

Complete 2-year degree and enroll in 4-year institution

The Vision

- To create a statewide pathway for students to achieve an associate degree and seamlessly transfer into a 4-year degree program.

The Challenge

- America and Louisiana desperately need to graduate more students with a postsecondary degree.
- A long recognized route for many students to achieve a postsecondary diploma is the 2-year to 4-year pathway. Nationally, many students graduate from community colleges and transfer to universities where they earn a four-year degree.
- The number of students who transfer from Louisiana's community colleges to graduate from its 4-year institutions is low and needs to improve.

Keys to Success

- Faculty involvement and commitment
- Strong student guidance
- Common college transcript
- Student appeals process
- Common course numbering
- Web-based consumer information

Why Do this Now?

- Urgent need for more graduates
- Improves student access to postsecondary education
- Ensures quicker completion
- Saves money for student, institution, and state





**Louisiana Community &
Technical College System**
Changing Lives. Creating Futures



Statewide Transfer Policy

March 26, 2009

To create a successful, thriving economy for the citizens of Louisiana, the state desperately needs to graduate more students with a postsecondary degree. In order to achieve that goal, Louisiana must create a pathway for students to earn an associate degree and seamlessly transfer into a 4-year degree program.

Higher education is committed to ensuring faculty involvement in the planning, development, implementation and assessment of the articulation pathway between two and four year institutions.

Higher Education will build on the success of the Statewide Course Articulation Matrix and is committed to forming a Statewide Transfer Council to provide a foundation for faculty involvement.

Higher Education is committed to increasing the number of students who transfer from Louisiana's community colleges to its 4-year institutions.

We will fulfill the charge of SB 285 which requires the Board of Regents to improve student access and will work closely with the Governor and legislative leadership to move forward with an innovative articulation plan for postsecondary students.

We agree that despite the fiscal crisis facing our state the creation of a statewide articulation plan is the right thing to do for our students and we will work together to make it a reality by 2010-11.

Joe D. May, President
Louisiana Community and Technical College System

John Lombardi, President
Louisiana State University System

Randy Moffett, President
University of Louisiana System

Ralph Slaughter, President
Southern University System

Sally Clausen, Commissioner of Higher Education