

Agenda Item IV.

Executive Summary

The Board of Regents adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011 in August, 2011. The Plan includes three goals, nineteen objectives and ninety-seven performance measures. In its adoption of the Plan, the Board recognized that it is the commitment to implementation that makes any initiative a reality. The Board staff is equally committed to the goals and objectives of the Plan. As part of its commitment, the staff is reporting annually to the Board on the overall progress in meeting the Plan's performance measures.

The staff, having presented the first Annual Report on the Master Plan for Public Postsecondary Education in Louisiana: 2011 to the Board in August 2012, will be presenting the second Annual Report on the Master Plan for Public Postsecondary Education in Louisiana: 2011 to the Board of Regents during Board Development and to the Planning, Research and Performance Committee at its meeting on August 21, 2013. The second Annual Report is attached.



The Louisiana public postsecondary education community consists of the Louisiana Community and Technical College System, the Louisiana State University System, the Southern University System, the University of Louisiana System and several specialized units. The Board of Regents (BoR), a state agency created by the 1974 Louisiana Constitution, coordinates all public postsecondary education in Louisiana. Through statewide academic planning and review, budgeting and performance funding, research, and accountability, Regents coordinates the efforts of the State's public colleges, universities and professional schools, while representing the public postsecondary education community before all branches of government and the public.

TABLE OF CONTENTS

Executive Summary	4
Background & Introduction	6
Chapter 1: Goal 1	9
Chapter 2: Goal 2	23
Chapter 3: Goal 3	32
Chapter 4: Summary & Analysis of Progress	39

EXECUTIVE SUMMARY

In 2011, the Board of Regents (BoR), through the development and implementation of the Master Plan, advanced its vision for the future of postsecondary education by adopting the following three broad goals:

1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

The Plan outlines 19 objectives, 71 activities and 97 performance measures to achieve these goals. Through these goals, related activities and the measurable performance metrics, the Plan assures that its implementation will be monitored, evaluated and reported throughout its duration.

In 2012, the Master Plan was recognized by the U.S. Chamber of Commerce's Institute for a Competitive Workforce as a catalyst for creating a "policy environment that promotes improvement and deserves recognition." In the Chamber's *Leaders and Laggards: A State-by-State Report Card on Public Postsecondary Education*, Louisiana received an "A" for having broad policies that foster student success and encourage postsecondary productivity. Louisiana was recognized as a leader because of the concrete objectives and performance measures contained in the Master Plan.

This is the second annual evaluation of the 2011 Master Plan. Subsequent annual evaluations will be forthcoming through 2025, culminating in a long-term analysis of the fifteen year implementation of the Plan.

In the first and second years of implementation, progress towards Goal 1 is evident in the increased preparation of high school graduates. In the second year of Master Plan reporting, the total number of students requiring remediation in Math and/or English decreased by 2.5% and 5.3%, respectively, from baseline levels. In addition, the number of high school students enrolled in postsecondary education courses increased 11.5% from the baseline year. Also, the number of students completing a postsecondary education credential increased 2.5% over the baseline year. However, there are still measures which, at least in the first and second years of reporting, have showed little progress. While the overall, statewide 1st to 2nd year retention rate improved from a baseline rate of 71.6% to 73.5% in the second year of Master Plan reporting, two-year and technical college students continue to struggle with year-to-year and fall-to-spring retention. Also, the enrollment of adult learners (those students age 25 and older) dropped 4% from a baseline level of 55,557 to 53,147 in year two of Master Plan reporting. During the same time period, overall enrollment in Louisiana's public postsecondary institutions declined 1%, from 225,198 to 221,831.

In the first and second years of Master Plan reporting, Goal 2 metrics have remained relatively stable, with several research metrics, particularly those related to campus research expenditures, showing significant growth over baseline reporting. The National Science Foundation's (NSF) methodology for reporting expenditures from industry/business sources has recently changed

however, complicating comparisons of current data with data submitted in previous years. Finally, recent significant reductions to higher education's state general fund appropriations have reduced campuses' discretionary funds to support faculty research projects, lab upgrades, start-up packages, library acquisitions, and other critical elements in advancing the culture and practice of state-of-the-art research. Data reveal that from baseline year to year 2 of Master Plan reporting, Louisiana's research universities reported 107 less research-active faculty (faculty holding active R&D grants and contracts).

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

BACKGROUND & INTRODUCTION

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

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

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

The importance of postsecondary education to both the individual and the State is undisputed. For the individual, postsecondary education opens the door to intellectual and financial opportunities which pay dividends throughout life. For the State, postsecondary education is an economic catalyst. A highly functioning postsecondary education system leads to the development of a pool of skilled and talented workers who pay taxes and rely less on government services. In addition, research intensive universities attract highly-skilled and creative individuals as well as provide the breeding ground for new inventions, patents, technology spin-offs and startup companies. Because postsecondary education is so vitally important to the individual and to the State, Louisiana must strengthen and continue to maintain a public postsecondary education system that is adequately funded and accountable.

Recognizing the importance of postsecondary education to the State, Article VIII, §5 D (4) of Louisiana's Constitution requires the Board of Regents (BoR) to "formulate and make timely revision of a master plan for postsecondary education..." Since 1976, the BoR has produced and implemented six master plans for public postsecondary education in Louisiana.

On August 24, 2011, the BoR adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011, outlining the long-term goals for the State's colleges and universities through 2025. The vision outlined in the Plan was guided by the reality that Louisiana must raise the educational attainment of its adult citizens if it is to compete successfully in the 21st century world economy. The Plan also addressed the need to strategically invest in targeted research to sustain and expand the State's economic development. Finally, because of the significant role postsecondary education plays in the State's economy and overall well-being of the citizenry, increased accountability, in addition to being a common thread throughout the entire Plan, was included as a specific goal.

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

1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

To assess progress towards the three goals, the Plan contains 19 objectives, 71 activities and 97 performance measures. This document is the second report on the State's progress in the implementation of the 2011 Master Plan. Subsequent annual evaluations will be forthcoming through 2025, culminating in a long-term analysis of the fifteen year implementation of the Plan.

Many of the performance measures are quantitative in nature and are therefore tracked and reported within this document in numeric fashion. Such measures are contained in tables throughout the report. These tables display baseline, year 1 and year 2 data as well as arrows to depict status from baseline year to year 2.

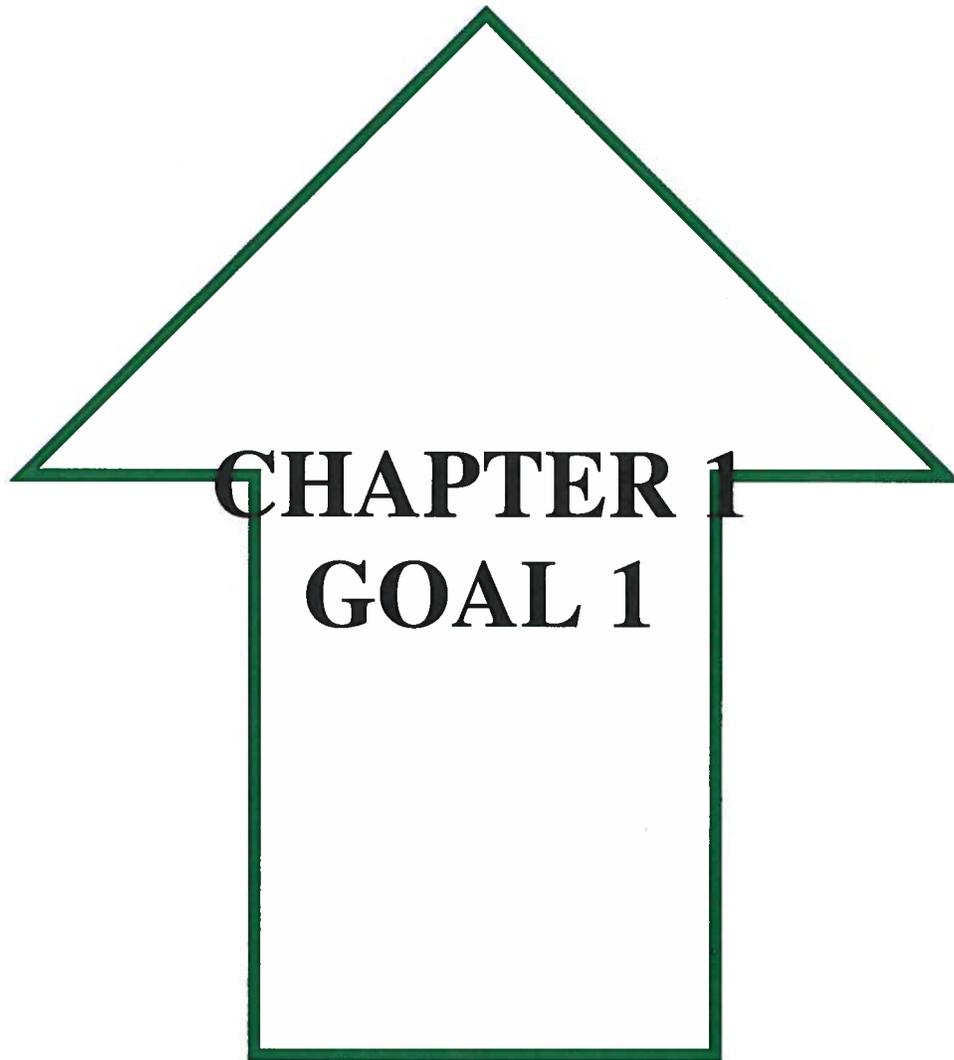


- Yellow arrows indicate no change between baseline year and year 2
- Green arrows indicate positive movement between baseline year and year 2.
- Red arrows indicate negative movement between baseline year and year 2

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

It should also be noted that, in some cases, a decrease from baseline or prior year actually represents positive growth, as is the case in the decline in the number of students requiring remedial education. In such instances, a green arrow is displayed or the number appears in green, despite the numeric decline.

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



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

- Louisiana Governor Bobby Jindal during the 2007 gubernatorial campaign

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

To contribute to the State’s economic prosperity through the development of a skilled, educated citizenry, the Board of Regents established the goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025. In developing the objectives for this goal, the Board focused on access to, participation in, and completion of postsecondary education programs for all citizens, in addition to recent high school graduates.

OBJECTIVES TO REACH GOAL 1

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

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

Performance Measures for Objective 1-1:

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

**Students graduated with Core-4 for the first time in AY 11-12. Thus, baseline data (AY 10-11) represents the percentage of graduates completing the Regents Core.*

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Yr. 2 Data	Chg. From Baseline	Status
Number of high school graduates scoring 19 or below on the Math sub-section of the ACT (# of students who would require remedial education in Math)	AY 09-10	18,292	18,284	17,826	-466	
Number of high school graduates scoring 18 or below on the English sub-section of the ACT (# of students who would require remedial education in English)	AY 09-10	12,493	11,893	11,827	-666	

Additional Comments on Performance Measures for Objective 1-1:

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

Because LA GEAR UP follows a cohort model, the program experiences a great deal of student fluctuation annually. Students begin LA GEAR UP participation in 8th grade and from year to year, LA GEAR UP services transition to the high school that at least 50% of the cohort members attend. Only students who attend the predominant high school remain in the cohort. This transitional drop-off often results in decreased headcount from year to year.

Expected Decrease in ACT Composite Score in Coming Years

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

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

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

Additional Measures:

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

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

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

Regardless of area of study, completion of even *some* college makes a person more likely to secure a job with a living wage¹. Thus increasing the college-going rate of high school graduates can have a profound impact upon the economic stability of the State. Dual enrollment gives students early exposure to the rigor of college-credit work while GO Grants and state scholarships (TOPS) support students financially in their pursuit of a college credential.

Performance Measures for Objective 1-2:

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

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

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

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

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

Performance Measures for Objective 1-3:

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

² Measuring Up, 2008.

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

Additional Comments on Performance Measures for Objective 1-3:

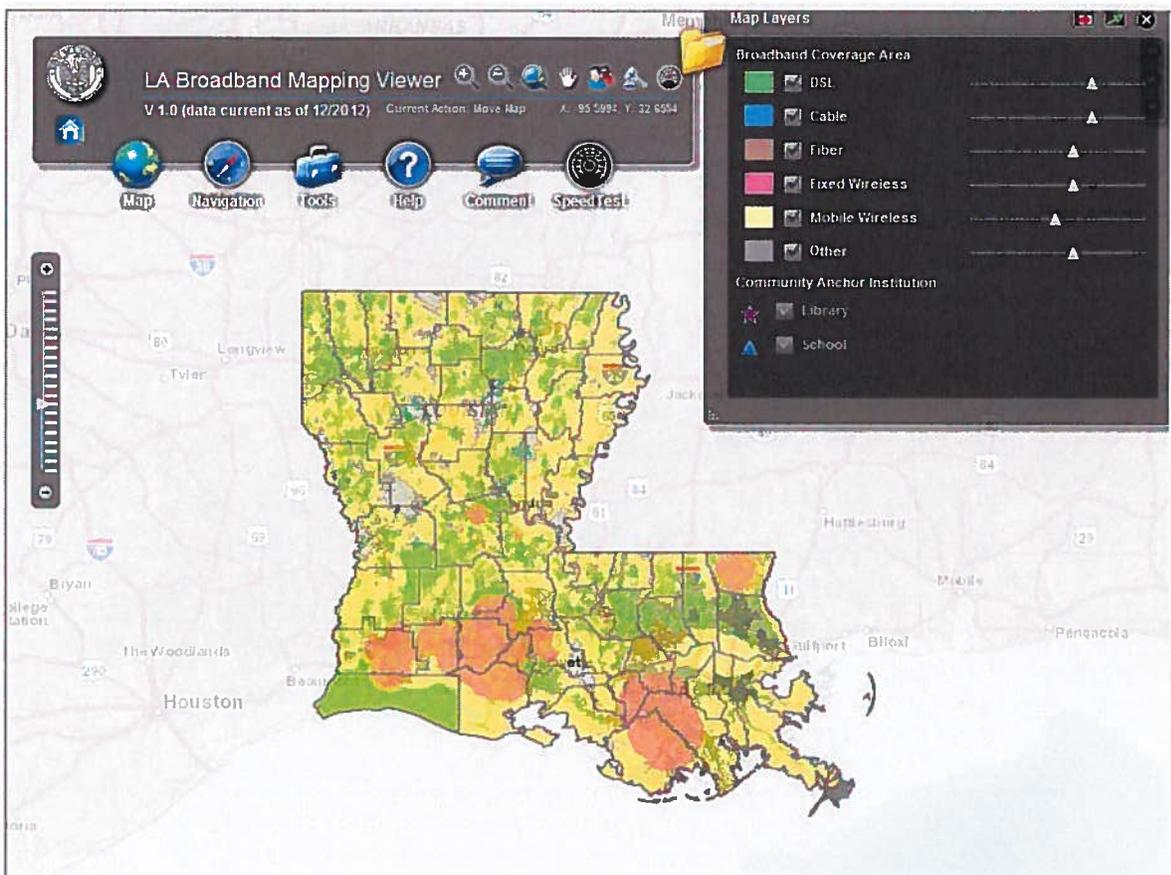
Decline in Adult Basic Education Enrollment and the Number GED's Conferred

The data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded has declined. With the implementation of WorkReady U, which resulted in a shift in focus from primary instructional services for 16-18 year olds to the adult learner age 19 and older, a drop in statewide enrollment in adult basic education (ABE) programs

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

Qualitative Measures

In addition to the measures above, the Master Plan calls for reporting the number of rural parishes/communities with broadband access, in recognition of the role that broadband access plays in the ability of many working-age adults to pursue postsecondary education. As distance education becomes more prevalent, the residents of many rural parishes/communities will increasingly need reliable and robust internet access. Currently, no definitive, up-to-date and public data source exists for tracking the number of rural parishes/communities in Louisiana with broadband access. However, the Division of Administration's Louisiana Broadband Initiative (an extension of the National Broadband Plan), does house an interactive "Louisiana Broadband Map" on their website. The website can be viewed by accessing the following link: <http://broadband.la.gov/about-working.asp> . The following screen shot displays a color-coded map highlighting the areas of the State with DSL, Cable, Fiber, Fixed Wireless, Mobile Wireless, and Other forms of broadband access. These data are from December 2012, the most up-to-date information available.



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

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

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

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

Performance Measures for Objective 1-4:

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

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

Additional Comments on Performance Measures for Objective 1-4:

Decrease in Retention Rates at Two-Year Schools and Technical Colleges

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

Objective 1-5: Increase graduation of transfer students.

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

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

Performance Measures for Objective 1-5:

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

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

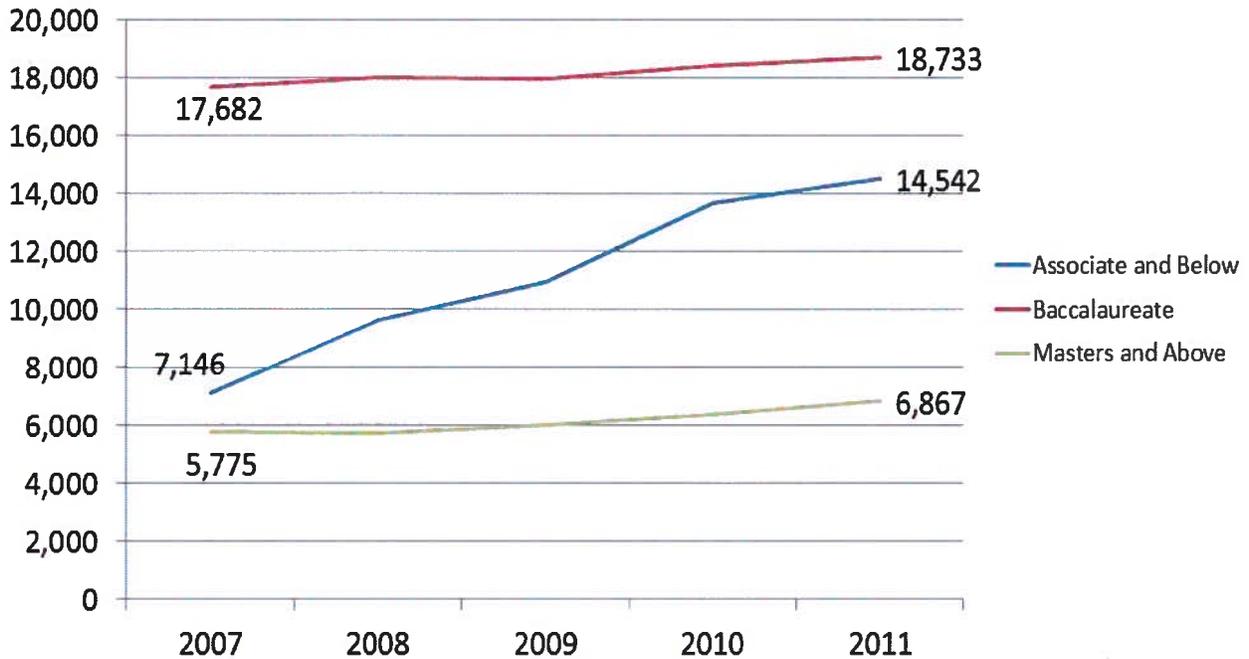
**The earliest point at which a student could have graduated with an AALT/ASLT degree was spring 2011. Therefore AY 11-12 serves as the baseline year for reporting the number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree. Year 2 data will therefore be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

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

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

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

Completers, 2007- 2011



Performance Measures for Objective 1-6:

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

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

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

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

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

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

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

Performance Measures for Objective 1-7:

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

³ “Leaders and Laggards: A State-by-State Report Card on Public Postsecondary Education.” U.S. Chamber of Commerce, 2012

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

Additional Comments on Performance Measures for Objective 1-7:

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

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