

# GRAD ACT ANNUAL REPORT



PROGRESS TOWARDS  
MEETING LOUISIANA'S HIGHER  
EDUCATION GOALS

JULY 2012  
LOUISIANA BOARD OF REGENTS

# LOUISIANA BOARD OF REGENTS

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## **TABLE OF CONTENTS**

<b>Introduction</b>	<b>2</b>
<b>GRAD Act Annual Review – Year 2</b>	<b>3</b>
<b>2011-12 Annual Designations</b>	<b>5</b>
<b>GRAD Act Performance Objectives</b>	<b>7</b>
<b>List of Louisiana’s Public Postsecondary Institutions</b>	<b>33</b>
<b>Maps of Louisiana’s Public Postsecondary Institutions</b>	<b>34</b>

## INTRODUCTION

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

The 2011 Board of Regents' Master Plan for Public Postsecondary Education included as its general goals to increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) State's average by 2025; invest strategically in university research; and achieve greater efficiency and accountability in the postsecondary education system. In so doing, Regents has reviewed academic programs, developed policies and programs, and expanded its data collections systems to provide increased access to the data through its website. Regents has also annually reviewed the funding formula and adopted a formula that rewards performance, not just enrollment. The performance component has been aligned with the GRAD Act goals, thus ensuring the same performance measures are a constant focus of all institutions.

Presented in this document is the GRAD Act Annual Report – Year 2. The GRAD Act Annual Report – Year 1 included additional postsecondary education performance data. These data will be updated and presented in the final report at the conclusion of the GRAD Act six-year term. This report and institutions' annual reports, including all reporting requirements may be found on the Board of Regents' website on the GRAD Act page at:

<http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=181>

## GRAD ACT ANNUAL REVIEW – YEAR 2

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

The measures were further delineated into three categories:

*Targeted:* Specific measures for which institutions set annual benchmarks and six-year targets. Most of these measures are in the student success performance objective and, thus, carried extra weight in the review process.

*Tracked:* Measures requiring baseline and actual data be reported in the first two annual reports.

*Descriptive:* Measures that do not require quantitative benchmarks/targets.

Before entering into the agreements, institutions were required to set annual benchmarks and six-year targets for their *Targeted* measures. Institutions were using both prior year baseline and actual data to set their year one targets.

Institutions were required to submit to the Board of Regents by May 1, 2012 a system certified annual report. Reporting on the elements/measures was the basis for the annual reports by which institutions were evaluated to determine their progress in meeting the performance objectives. To support Year 2 GRAD Act reporting, the Board of Regents developed a web-based reporting system. Institutions were required to enter all pertinent data in this system. As the system becomes fully populated, it will become the data source for evaluating and reporting GRAD Act data.

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

The scores for each element within a performance objective were summed and divided by the total possible points for the objective resulting in an overall percent score for the objective.

Passage of a performance objective requires an overall score of 80%. An institution must have at least passed the Student Success objective to retain tuition authority and be eligible for autonomies for the next academic year.

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

Year 2 Annual Designation:	Status for Year 3:
Green	Retains tuition authority and eligible for autonomies
Yellow	Retains tuition authority and eligible for autonomies
Orange	Retains tuition authority, but not eligible for autonomies
Red	Loses tuition authority and not eligible for autonomies

The Board of Regents' audit division performed testing of the data integrity in the Statewide Student Profile System (SSPS) and the Statewide Completers System to assist in evaluating institutions' compliance with the requirements of the GRAD Act.

Testing was done by the Audit Director and one staff auditor and completed by May 31, 2012. The auditors found no significant issues with the data submitted by the campuses.

## 2011-12 Annual Designations

At its meeting on June 27, 2012, the Board of Regents approved the following annual designations for each institution, by system. The institution is noted as having passed (P) or failed (F) the performance objective.

### Louisiana Community and Technical College System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Baton Rouge Community College	P	P	P	P	Green
Bossier Parish Community College	P	P	P	P	Green
Delgado Community College	P	P	P	P	Green
Fletcher Technical Community College	P	P	P	P	Green
Louisiana Delta Community College	P	P	P	P	Green
Nunez Community College	P	P	P	P	Green
River Parishes Community College	P	P	P	P	Green
South Louisiana Community College	P	P	P	P	Green
Sowela Technical Community College	P	P	P	P	Green
Acadiana Technical College	P	P	P	P	Green
Capital Area Technical College	P	P	P	P	Green
Central Louisiana Technical College	P	P	P	P	Green
Northeast Louisiana Technical College	P	P	P	P	Green
Northshore Technical Community College	P	P	P	P	Green
Northwest Louisiana Technical College	P	P	P	P	Green
South Central Louisiana Technical College	P	P	P	P	Green

### Southern University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Southern University A&M	P	P	P	P	Green
Southern University Law Center	P	P	P	P	Green
Southern University New Orleans	P	P	P	P	Green
Southern University Shreveport*	P	P	P	P	Green

\*Designation assigned at meeting of the Board of Regents Executive Committee on July 13, 2012.

\*

Louisiana State University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Louisiana State University A&M	P	P	P	P	Green
Louisiana State University Alexandria	P	P	P	P	Green
Louisiana State University Eunice	F	P	P	P	Red
Louisiana State University Health Sciences Center New Orleans	P	P	P	P	Green
Louisiana State University Health Sciences Center Shreveport	P	P	P	P	Green
Louisiana State University Law Center	P	P	P	P	Green
Louisiana State University Shreveport	P	P	P	P	Green

University of Louisiana System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Grambling State University	P	P	P	P	Green
Louisiana Tech University	P	P	P	P	Green
McNeese State University	P	P	P	P	Green
Nicholls State University	P	P	P	P	Green
Northwestern State University	P	P	P	P	Green
Southeastern Louisiana University	P	P	P	P	Green
University of Louisiana at Lafayette	P	P	P	P	Green
University of Louisiana at Monroe	P	P	P	P	Green
University of New Orleans	P	P	P	P	Green

## Performance Objectives

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

There were also additional targeted measures institutions could choose as “Optional” targeted measures.

The following is a summary of the performance measures on which institutions were required to report.

### Student Success:

*Implement policies to achieve graduation rate and graduation productivity goals that are consistent with institutional peers and phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.*

Institutions reported that system and institutional policies have been or are being put into place to support the main student success measures; retention rates, graduation rates, and completion. Timelines for implementing such policies were also provided. Policies range from increasing admission requirements and requiring student academic and career counseling to implementing student tracking systems and awarding non-traditional credit. A common theme among all levels of institutions was the establishment of campus-wide councils in the areas of recruitment and retention.

1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate – Year 2 Actuals

**Louisiana Community and Technical College System**

Baton Rouge Community College	47.5%
Bossier Parish Community College	44.2%
Delgado Community College	55.2%
Fletcher Technical Community College	52.3%
Louisiana Delta Community College	44.2%
Nunez Community College	49.6%
River Parishes Community College	52.9%
South Louisiana Community College	44.2%
Sowela Technical Community College	42.3%

**Louisiana State University System**

Louisiana State University A&M	84.3%
Louisiana State University Alexandria	55.0%
Louisiana State University Eunice	46.7%
Louisiana State University Health Sciences Center New Orleans	
School of Allied Health Professions	86.7%
School of Dentistry - Dental Hygiene	97.6%
School of Dentistry - Dental Laboratory Technology	90.9%
School of Dentistry - Dentistry	98.5%
School of Graduate Studies	75.0%
School of Medicine	96.5%
School of Nursing	90.9%
School of Public Health	92.3%
Louisiana State University Health Sciences Center Shreveport	
School of Allied Health Professions	92.1%
School of Graduate Studies	53.8%
School of Medicine	95.8%
Louisiana State University Law Center	96.0%
Louisiana State University Shreveport	65.0%

1st to 2<sup>nd</sup> Year Retention Rate – Year 2 Actuals

**Southern University System**

Southern University A&M	70.4%
Southern University Law Center	78.4%
Southern University New Orleans	48.3%
Southern University Shreveport	49.4%

**University of Louisiana System**

Grambling State University	67.8%
Louisiana Tech University	77.4%
McNeese State University	67.3%
Nicholls State University	71.2%
Northwestern State University	67.5%
Southeastern Louisiana University	68.6%
University Louisiana Lafayette	73.4%
University Louisiana Monroe	68.7%
University of New Orleans	66.8%

1<sup>st</sup> to 3<sup>rd</sup> Year Retention Rate – Year 2 Actuals

**Louisiana State University System**

Louisiana State University A&M	75.0%
Louisiana State University Alexandria	40.7%
Louisiana State University Shreveport	56.8%

**Southern University System**

Southern University A&M	60.0%
Southern University New Orleans	38.6%

**University of Louisiana System**

Grambling State University	53.6%
Louisiana Tech University	64.9%
McNeese State University	56.7%
Nicholls State University	58.5%
Northwestern State University	55.3%
Southeastern Louisiana University	52.5%
University Louisiana Lafayette	61.8%
University Louisiana Monroe	54.6%
University of New Orleans	50.2%

Fall to Spring Retention Rate – Year 2 Actuals

**Louisiana Community and Technical College System**

Acadiana Technical College	80.3%
Capital Area Technical College	68.9%
Central Louisiana Technical College	62.3%
Northeast Louisiana Technical College	73.2%
Northshore Technical Community College*	72.3%
Northwest Louisiana Technical College	60.4%
South Central Louisiana Technical College	78.4%

\*Formerly Northshore Technical College

Same Institution Graduation Rate – Year 2 Actuals

**Louisiana Community and Technical College System**

Baton Rouge Community College	5.1%
Bossier Parish Community College	11.8%
Delgado Community College	2.4%
Fletcher Technical Community College	17.6%
Louisiana Delta Community College	10.9%
Nunez Community College	12.8%
River Parishes Community College	3.9%
South Louisiana Community College	6.3%
Sowela Technical Community College	41.9%

**Louisiana State University System**

Louisiana State University A&M	60.6%
Louisiana State University Alexandria	9.5%
Louisiana State University Eunice	4.7%
Louisiana State University Health Sciences Center New Orleans	
School of Allied Health Professions	94.1%
School of Dentistry - Dental Hygiene	100.0%
School of Dentistry - Dental Laboratory Technology	100.0%
School of Dentistry - Dentistry	100.0%
School of Medicine	94.8%
School of Public Health	96.0%
Louisiana State University Health Sciences Center Shreveport	
School of Allied Health Professions	87.3%
School of Medicine	95.1%
Louisiana State University Law Center	82.7%
Louisiana State University Shreveport	28.0%

### Same Institution Graduation Rate – Year 2 Actuals

#### **Southern University System**

Southern University A&M	29.3%
Southern University Law Center	77.0%
Southern University New Orleans	4.0%
Southern University Shreveport	13.7%

#### **University of Louisiana System**

Grambling State University	28.0%
Louisiana Tech University	47.4%
McNeese State University	35.1%
Nicholls State University	28.7%
Northwestern State University	27.1%
Southeastern Louisiana University	33.4%
University Louisiana Lafayette	39.6%
University Louisiana Monroe	34.1%
University of New Orleans	20.0%

### Award Productivity – Year 2 Actuals\*

#### **Louisiana State University System**

Louisiana State University Shreveport	18.5%
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#### **University of Louisiana System**

Grambling State University	16.7%
McNeese State University	16.3%
Nicholls State University	18.8%
Northwestern State University	25.9%
Southeastern Louisiana University	16.9%
University Louisiana Lafayette	16.7%
University Louisiana Monroe	18.2%
University of New Orleans	19.5%

\*Optional Targeted Measures

Statewide Graduation Rate – Year 2 Actuals\*

**Louisiana State University System**

Louisiana State University Alexandria	16.6%
Louisiana State University Eunice	21.0%

**University of Louisiana System**

Louisiana Tech University	54.2%
Nicholls State University	32.1%

\*Optional Targeted Measures

Program Completers – Year 2 Actuals\*

**Louisiana Community and Technical College System**

<b>Baton Rouge Community College</b>	
Certificate	188
Associate	360
<b>Bossier Parish Community College</b>	
Certificate	297
Diploma	35
Associate	551
<b>Delgado Community College</b>	
Certificate	239
Diploma	71
Associate	1099
<b>Fletcher Technical Community College</b>	
Certificate	193
Diploma	60
Associate	87
<b>Louisiana Delta Community College</b>	
Certificate	22
Associate	121
<b>Nunez Community College</b>	
Certificate	95
Diploma	45
Associate	119
<b>River Parishes Community College</b>	
Certificate	166
Associate	103
<b>South Louisiana Community College</b>	
Certificate	279
Associate	209
<b>Sowela Technical Community College</b>	
Certificate	381
Diploma	351
Associate	237

\*Totals represent only completers at levels for which targets were initially established in original GRAD Act agreements

Program Completers – Year 2 Actuals\*

Acadiana Technical College	
Certificate	600
Diploma	630
Associate	67
Capital Area Technical College	
Certificate	460
Diploma	386
Associate	17
Central Louisiana Technical College	
Certificate	346
Diploma	397
Associate	13
Northeast Louisiana Technical College	
Certificate	197
Diploma	364
Associate	27
Northshore Technical College	
Certificate	225
Diploma	199
Associate	15
Northwest Louisiana Technical College	
Certificate	318
Diploma	449
Associate	40
South Central Louisiana Technical College	
Certificate	224
Diploma	158
Associate	119

\*Totals represent only completers at levels for which targets were initially established in original GRAD Act agreements

Program Completers – Year 2 Actuals\*

**Louisiana State University System**

<b>Louisiana State University A&amp;M</b>	
Baccalaureate	4347
Masters	1092
Specialist	21
Doctoral	255
Professional	75
<b>Louisiana State University Alexandria</b>	
Certificate	15
Associate	141
Baccalaureate	160
<b>Louisiana State University Eunice</b>	
Certificate	17
Diploma	1
Associate	269
<b>Louisiana State University Health Sciences Center New Orleans</b>	
<b>School of Allied Health Professions</b>	
Baccalaureate	38
Masters	67
Doctoral	47
<b>School of Dentistry - Dental Hygiene</b>	
Baccalaureate	40
<b>School of Dentistry - Dental Laboratory Technology</b>	
Associate	11
<b>School of Dentistry - Dentistry</b>	
Professional	53
<b>School of Graduate Studies</b>	
Masters	0
Doctoral	19
<b>School of Medicine</b>	
Professional	184
<b>School of Nursing</b>	
Baccalaureate	196
Masters	74
Doctoral	2
<b>School of Public Health</b>	
Masters	26
Doctoral	0

\*Totals represent only completers at levels for which targets were initially established in original GRAD Act agreements

Program Completers – Year 2 Actuals\*

Louisiana State University Health Sciences Center Shreveport	
School of Allied Health Professions	
Baccalaureate	52
Masters	31
Professional	37
School of Graduate Studies	
Masters	1
Doctoral	10
School of Medicine	
Professional	112
Louisiana State University Shreveport	
Baccalaureate	560
Masters	109
Specialist	1

**Southern University System**

Southern University A&M	
Baccalaureate	825
Masters	292
Doctoral	23
Southern University New Orleans	
Baccalaureate	271
Masters	157
Southern University Shreveport	
Certificate	70
Associate	262

\*Totals represent only completers at levels for which targets were initially established in original GRAD Act agreements

Program Completers – Year 2 Actuals\*

**University of Louisiana System**

<b>Grambling State University</b>	
Baccalaureate	676
Masters	171
Doctoral	2
<b>Louisiana Tech University</b>	
Baccalaureate	1216
Post-Baccalaureate	41
Masters	450
Doctoral	33
<b>McNeese State University</b>	
Baccalaureate	964
Post-Baccalaureate	27
Masters	318
Specialist	9
<b>Nicholls State University</b>	
Baccalaureate	948
Post-Baccalaureate	0
Masters	119
Specialist	6
<b>Northwestern State University</b>	
Baccalaureate	1077
Post-Baccalaureate	57
Masters	249
Specialist	13
Post-Masters	5
<b>Southeastern Louisiana University</b>	
Baccalaureate	1919
Post-Baccalaureate	0
Masters	434
Doctoral	10
<b>University Louisiana Lafayette</b>	
Baccalaureate	2268
Post-Baccalaureate	0
Masters	389
Doctoral	30

\*Totals represent only completers at levels for which targets were initially established in original GRAD Act agreements

Program Completers – Year 2 Actuals\*

University Louisiana Monroe	
Baccalaureate	1096
Post-Baccalaureate	0
Masters	215
Doctoral	18
Professional	91
University of New Orleans	
Baccalaureate	1361
Masters	699
Doctoral	44

\*Totals represent only completers at levels for which targets were initially established in original GRAD Act agreements

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

While high school students have historically been enrolling in postsecondary education, a significant increase has been experienced since the development of the Board of Regents' Early Start (dual enrollment) program. It is evident in the institutions' reports that new partnerships with high schools have been developed and existing partnerships have been strengthened that go beyond the Early Start program. Four-year universities, two-year colleges, and technical colleges have developed high school feedback reports to routinely track student preparation and outcomes and enhance the partnerships with high schools.

Number of high school students enrolled - Year 2 Actual

All institutions reporting	36,714*
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\*Number enrolled for academic year, duplicative across terms

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

The number of students sitting for and successfully passing a licensure/certification exam (pass rate) for the most recent timeframe for which information is available is being reported for this tracked measure. Once a few years of data are assembled for students enrolled at 4-year universities, 2-year colleges, and technical colleges, this measure will be considered for conversion to a targeted measure with goals established for future performance. However, due to the volume of programs reported and the variety of sources of data utilized by the campuses, these data will be reviewed for accuracy and consistency prior to the conversion.

Passage Rates on Licensure/Certification Exams – Year 2 Actuals

**Louisiana State University System**

<b>Louisiana State University Health Sciences Center New Orleans</b>	
School of Allied Health Professions	
Medical Technology	100.0%
Cardiopulmonary Science	92.0%
Communication Disorders	100.0%
Occupational Therapy	100.0%
Physical Therapy	100.0%
School of Dentistry - Dental Hygiene	
School of Dentistry - Dentistry	
School of Medicine	
USMLE Step 1	98.0%
USMLE Step 2 CK	99.0%
USMLE Step 2 CS	100.0%
School of Nursing	98.3%
<b>Louisiana State University Health Sciences Center Shreveport</b>	
School of Allied Health Professions	
Medical Technology	100.0%
Cardiopulmonary Science	100.0%
Physician Assistant	100.0%
Communication Disorders	100.0%
Occupational Therapy	100.0%
Physical Therapy	89.0%
School of Medicine*	
USMLE Step 1	102.0%
USMLE Step 2 CK	98.0%
USMLE Step 2 CS	99.0%
Louisiana State University Law Center**	117.6%

**Southern University System**

Southern University Law Center	88.6%
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\* As % of national passage rate

\*\* As % of state passage rate

Articulation and Transfer:

*Provide feedback to community and technical colleges on the performance of associate degree recipients enrolled at the institution.*

1<sup>st</sup> to 2<sup>nd</sup> year retention rate of transfer students – Year 2 Actual

<b>All 4-year institutions reporting*</b>	67.5%
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\*Degree seeking transfer students at 4-year universities enrolled at same 4-year institution in the 2<sup>nd</sup> fall semester following their entering fall semester at 4-year institution

*Develop referral agreements with community colleges and technical colleges to redirect students who fail to qualify for admission into the institution.*

Collaborations between four-year universities and two-year colleges have continued to be enhanced, especially in anticipation of strengthened admission requirements. Universities refer applicants to two-year colleges but work to maintain connections with the students to help them plan to transfer if the goal remains to earn a bachelor’s degree. Programs are being refined to track these students as they enroll at the two-year and transfer to the four-year level after having completed either transfer hours or an associate degree. These include feedback reports which the colleges use to track student performance and initiate dialogue.

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

A Common Course Numbering system was initiated with the annual update of the Statewide Course Articulation Matrix for 2012-13. Departmental faculty and leadership met by subject area to agree on common minimum course content and to discuss course articulation and campus feedback options. The Board of Regents authorized work to continue on the matrix throughout the year even as it approved the new common numbering concept and the roughly 75 percent of the common General Education courses that had been completed. The new matrix and its corresponding Common Course Catalog are posted on the Louisiana Transfer site ([www.latransferdegree.org](http://www.latransferdegree.org)) for easy access by students, advisors, teachers, and parents.

The Louisiana Transfer (LT) associate degree created under the direction of Act 359 (R.S. 17:1361) has been well-received. In Spring 2012, colleges

reported 1,568 declared majors in the LT programs: 640 for the Associate of Arts, and 928 in the Associate of Science. Through Fall/2011, the program recognized 31 LT graduates with another 120 expected by the end of the summer term, 2012. Campuses are very engaged in working together to create the most effective degree path for LT majors: the associate degree curriculum provides both structure and flexibility so that a student who knows what s/he wants to study can make wise course choices for optimal articulation into the university program. All campuses maintain a campus web presence, linked to the statewide transfer web site to guide prospective transfer students, and all have designated and trained a transfer liaison/counselor to help students prepare for a smooth transition.

Workforce and Economic Development:

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

Institutions report that there are processes in place to routinely review academic program offerings. Regents conducted a low-completer program review in 2010-11. In addition to participating in this review, institutions reported on the programs that have been modified or new programs that have been added as determined by local, regional, or state workforce needs. During the course of the 2011-12 year, Regents has utilized the Louisiana Workforce Commission and Louisiana Economic Development published forecasts to assist in the identification of programs that are aligned with current or strategic workforce needs.

Number of programs eliminated – Year 2 Actual

All institutions reporting	245
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To that end, in November 2011, Regents organized and convened the inaugural meeting of the State Council of Workforce and Economic Development Officers (CWEDO) comprised of workforce and economic development officers from each system and public institution. At that meeting, the Occupational Forecast from the Workforce Commission and the Blue Ocean Strategies Document from Louisiana Economic Development were disseminated. After review, it was determined that practically all of the

programs which are offered by Louisiana’s public institutions are aligned to strategic workforce needs.

During the 1<sup>st</sup> Quarter meeting of the CWED Officers, members of the State’s Workforce Cabinet presented to the group and shared additional initiatives that postsecondary institutions could advance or participate in to further foster improved workforce and economic development in the State. During the 2<sup>nd</sup> Quarter meeting, the Commissioner of Higher Education challenged the CWED Officers to work together to define what a “Workready Community” would look like for their respective regions. That daylong meeting culminated with regional report outs that will serve as a basis for ongoing work to better align regional needs to academic and technical programs offered by institutions in the region.

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

Institutions reported on current initiatives to improve technology for distance learning, including infrastructure and software enhancements, facilitation of processes for student services, professional development for faculty and on-line student assessment processes. Institutions described current initiatives to create and expand educational offerings. Efficiencies realized ranged from cost savings to increasing the number of students served through expansion of on-line courses and programs.

Number of Course sections with 50% instruction through distance education

Year 2 Actual

All institutions reporting	1699
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Number of Course sections with 100% instruction through distance education

Year 2 Actual

All institutions reporting	7465
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*Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.*

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

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

Baseline data submitted in year 1 showed that Louisiana research institutions were already significantly invested in research related to economic development and showing some results in commercialization and technology transfer, and year 2 data reflect continued progress in research and commercialization, despite budget reductions that have limited campuses' discretionary funds to support research activity. The number of research-active faculty holding grants and contracts declined slightly, with the majority of the 1,130 active faculty – 925 – working in priority economic

development areas. Research expenditures from all sources have increased minimally from year 1 (2%), though expenditures from industry funding sources have grown dramatically, by approximately 50%, among the four campuses reporting this information separately. Research commercialization activities, including patents, licenses, and start-up companies, have remained steady. Narrative reports describe several productive partnerships with the private sector, as well as a growing attention to entrepreneurship among researchers and institutions and increased collaboration with local and regional economic development organizations.

*To the extent that information can be obtained, demonstrate progress in increasing number of students placed in jobs...*

Over the past several years, Regents has participated in data sharing opportunities with other state agencies to address job readiness, employment and transition patterns of public postsecondary education students. In March 2010, the Board of Regents and the Louisiana Workforce Commission (LWC) took a formal step in the data sharing process to enable LWC to share with the Regents confidential information obtained through its administration of Louisiana's unemployment compensation system.

As a result of this new agreement, Regents completed its initial baseline report, Employment Outcomes Report 2011, to analyze employment data for completers of Louisiana public colleges and universities six months and eighteen months after graduation for the graduating classes of 2006-07, 2007-08, and 2008-09. A snapshot of employment status for the same time frame is also shown for the graduating classes of 2006-07, 2007-08, and 2008-09. Specifically, the 2011 Louisiana Employment Outcomes Report shared findings on Employment Rate Comparisons; Employment by Field of Study; Employment by Residency Status; and Average Salary Comparisons. Also, Employment Rate Comparisons for Louisiana and non-Louisiana residents are provided. The full report can be obtained on the Board of Regents website at: <http://www.regents.doa.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=23&pnid=0&nid=11>

Regents has coordinated with the institutions' management boards in accessing, analyzing, and responding to the data and findings presented in the baseline report. Going forward, Regents continues to work with the Workforce Commission and is cultivating a data sharing relationship with the Department of Revenue to improve the quality of its reporting.

Institutional Efficiency and Accountability:

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

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

In 2010, the Board of Regents approved increased minimum admission standards, including the requirement that a student must not need any developmental coursework to be admitted effective fall 2012 at statewide universities and fall 2014 at regional universities. This time period is within the six-year GRAD Act agreement. It is evident that with the development of the two-year system, four-year universities have collaborated with two-year colleges in the region for the delivery of remedial course offerings. Moving to the exclusive delivery of these courses to the two-year colleges began as early as fall 2010.

Four-year universities report that either dialog is underway with two-year colleges to phase out the delivery of associate degree programs or those programs have been eliminated. Some universities have identified programs that are vital to workforce needs and those programs will continue to be offered until such time as the need can be met by two-year colleges.

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

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

Total Tuition and Fees charged to Non-Resident Students – Year 2 Actuals

Undergraduate

**Louisiana Community and Technical College System**

Baton Rouge Community College	\$6,122
Bossier Parish Community College	\$5,460
Delgado Community College	\$6,190
Fletcher Technical Community College	\$4,772
Louisiana Delta Community College	\$4,836
Nunez Community College	\$5,448
River Parishes Community College	\$5,770
South Louisiana Community College	\$5,038
Sowela Technical Community College	\$4,391
Acadiana Technical College	\$3,044
Capital Area Technical College	\$3,044
Central Louisiana Technical College	\$3,044
Northeast Louisiana Technical College	\$3,044
Northshore Technical Community College	\$3,035
Northwest Louisiana Technical College	\$3,044
South Central Louisiana Technical College	\$3,044

\*Source: 2011-2012 BOR Tuition and Fees Survey

Total Tuition and Fees charged to Non-Resident Students – Year 2 Actuals

Undergraduate

**Louisiana State University System**

Louisiana State University A&M	\$19,362
Louisiana State University Alexandria	\$8,173
Louisiana State University Eunice	\$7,220
Louisiana State University Shreveport	\$11,410
LSU Health Sciences NO School of Allied Health Professions	\$9,075
LSU Health Sciences NO School of Nursing	\$6,627
Health Sciences NO School of Dentistry - Dental Hygiene	\$6,183
Health Sciences NO School of Dentistry Dental Laboratory Tech	\$5,817
Health Sciences Shreveport School of Allied Health Professions	\$9,813

*\*Source: 2011-2012 BOR Tuition and Fees Survey*

**Southern University System**

Southern University A&M	\$11,612
Southern University New Orleans	\$8,488
Southern University Shreveport	\$4,128

*\*Source: 2011-2012 BOR Tuition and Fees Survey*

Total Tuition and Fees charged to Non-Resident Students – Year 2 Actuals

Undergraduate

<b>University of Louisiana System</b>	
Grambling State University	\$12,099
Louisiana Tech University	\$13,603
McNeese State University	\$13,205
Nicholls State University	\$12,687
Northwestern State University	\$13,593
Southeastern Louisiana University	\$14,139
University Louisiana Lafayette	\$13,473
University Louisiana Monroe	\$13,047
University of New Orleans	\$16,781

\*Source: 2011-2012 BOR Tuition and Fees Survey

*Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:*

- (i) Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.*
- (ii) Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.*
- (iii) Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.*

(iv) *Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or another institution.*

(v) *Having a high level of research productivity and technology transfer.*

RS 17:3139 addresses *centers of excellence* as components of the performance objectives related to institutional efficiency and accountability for institutions entering into performance agreements with the Board of Regents under paragraph C(4)(d):

- Designate centers of excellence as defined by the Board of Regents (which);
- (Must) have received a favorable academic assessment from the Board of Regents; and
- (Must) have demonstrated substantial progress toward meeting the following goals:
  - a. Offering a specialized program that involves partnerships between the institution and business & industry, national laboratories, research centers, and (or) other institutions
  - b. Aligning with current & strategic statewide and regional workforce needs (as identified by the Louisiana Workforce Commission & Louisiana Economic Development)
  - c. Having a high percentage of graduate or completers each year as compared to the state average percentage of graduates and that of the institution's peers
  - d. Having a high number of graduates/completers who enter productive careers or continue their education in advanced degree programs, whether at the same or another institution
  - e. Having a high level of research productivity & technology transfer.

The committee on 'Centers of Excellence' formed in 2011 with representation from the Board of Regents and each of the four Systems to develop proposed criteria, expectations, and assessment language to fulfill the requirements of the law determined that it was impossible for any one institution to meet all of the goals listed for Centers of Excellence. The committee proposed three approaches to the GRAD Act requirement, beginning with the creation of an 'Institutional Area of Distinction.' An Institutional Area of Distinction would be accountable to higher expectations of performance, including contributions

to the body of knowledge and to economic development, placement of graduates, external interest and support, formation of joint ventures and partnerships, and positive recognition of the area and its faculty and students. The criteria for designation varied depending on the level of the institution; nominations would be submitted to the Board of Regents for approval. A 'Statewide Center of Excellence' would be uniquely focused and specific in its designation. It is not assumed that each GRAD Act institution would aspire to hold a Center of Excellence; the designation would be held for statewide leaders in the defined area.

Systems' and Regents' staff have been working to develop a third option that includes three tiers for recognition: Statewide Centers of Excellence; Institutional Areas of Distinction; and Rapid Response Areas of Merit (for LCTCS institutions, only). The two proposals have much in common. Regents will develop a policy and process to fully address the issue during the course of the initial performance agreements.

## LOUISIANA PUBLIC POSTSECONDARY SYSTEMS AND INSTITUTIONS

### Louisiana State University System

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

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

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

### Southern University System

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

Two-Year (Community) College: Southern University Shreveport

Professional/Specialized: Southern University Law Center

### University of Louisiana System

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

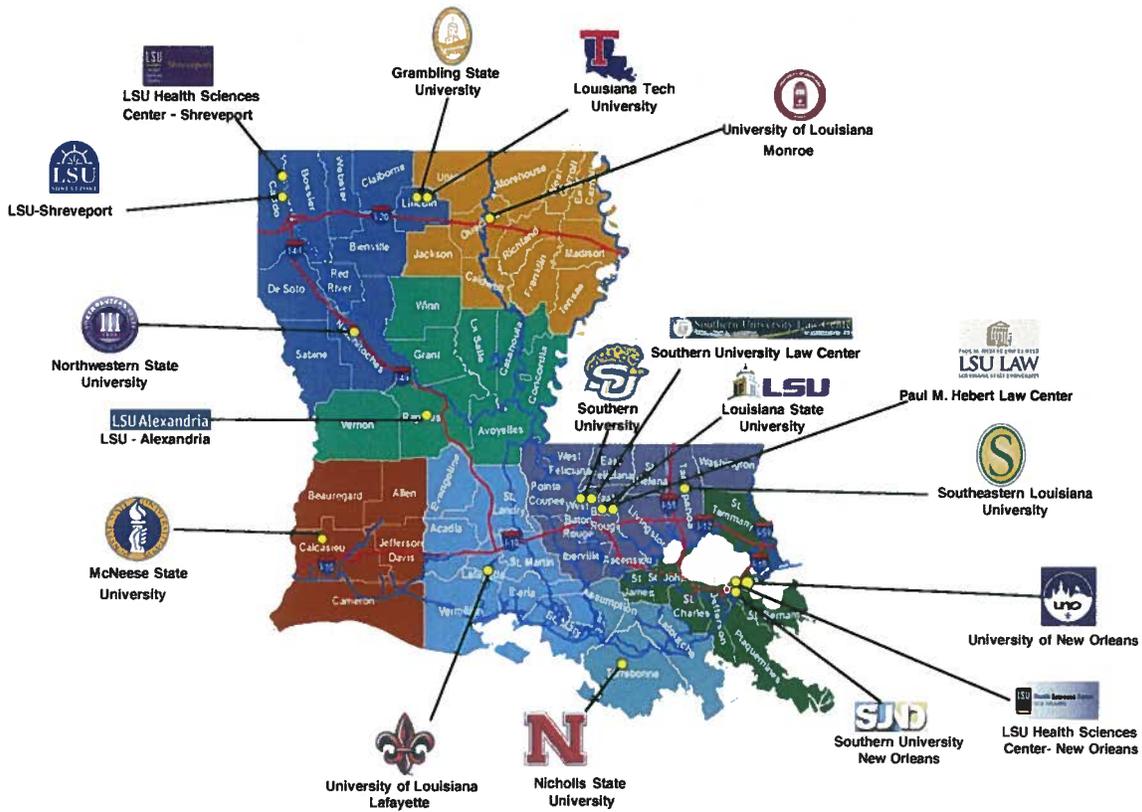
### Louisiana Community and Technical College System

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

Technical Colleges: Acadiana Technical College  
Capital Area Technical College  
Central Louisiana Technical College  
Northwest Louisiana Technical College  
Northeast Louisiana Technical College  
Northshore Technical Community College  
South Central Louisiana Technical College

# Map of Louisiana's Public 4-Year And Professional/Specialized Institutions

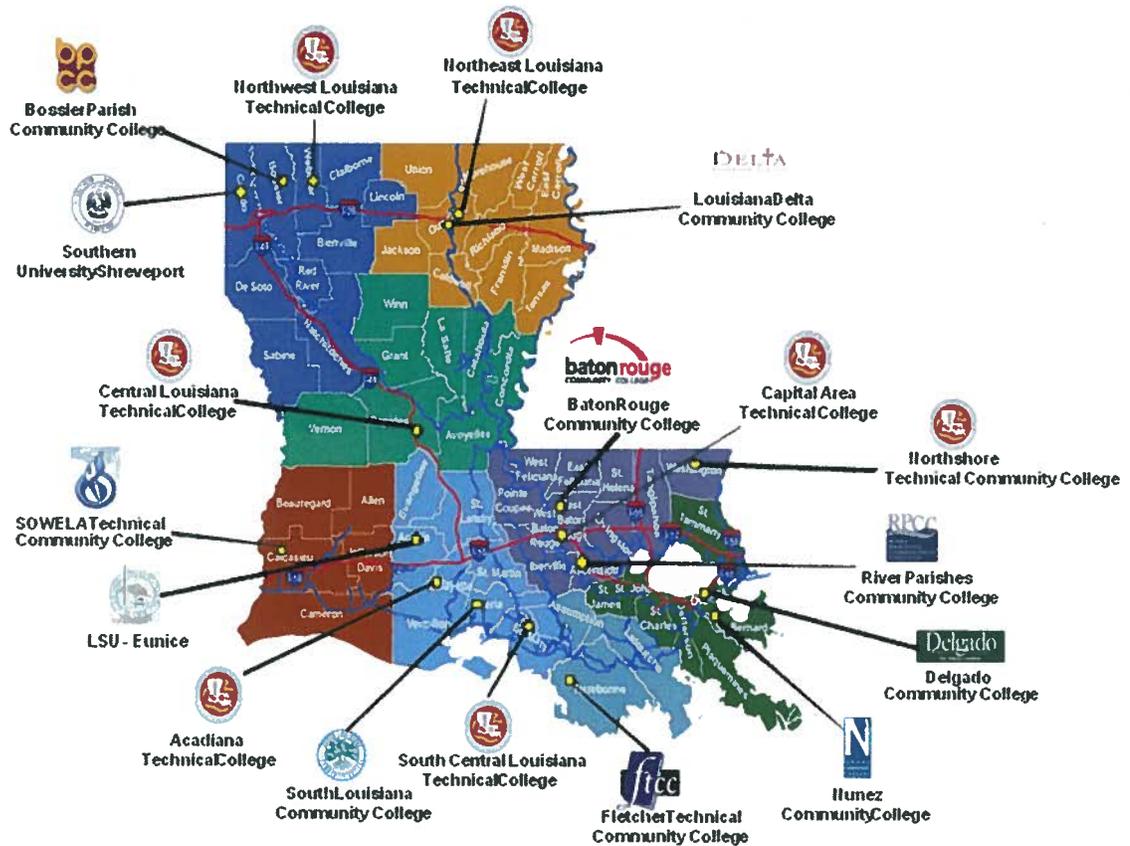
## By Workforce Region



LA. Workforce Regions
Region 1 - Southeast (New Orleans)
Region 2 - Capital (Baton Rouge)
Region 3 - Bayou (Houma)
Region 4 - Acadiana (Lafayette)
Region 5 - Southwest (Lake Charles)
Region 6 - Central (Alexandria)
Region 7 - Northwest (Shreveport)
Region 8 - Northeast (Monroe)

# Map of Louisiana's Public 2-Year And Technical Colleges

## By Workforce Region



LA. Workforce Regions
Region 1 - Southeast (New Orleans)
Region 2 - Capital (Baton Rouge)
Region 3 - Bayou (Houma)
Region 4 - Acadiana (Lafayette)
Region 5 - Southwest (Lake Charles)
Region 6 - Central (Alexandria)
Region 7 - Northwest (Shreveport)
Region 8 - Northeast (Monroe)

