

GRAD ACT

ANNUAL REPORT



PROGRESS TOWARDS
MEETING LOUISIANA'S HIGHER
EDUCATION GOALS

JULY 2011
LOUISIANA BOARD OF REGENTS

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INTRODUCTION

In recent years, there has been heightened and renewed interest in public postsecondary education performance. The Legislature and Governor, as well as the postsecondary education leaders, have been calling on the system to become more efficient, effective, and accountable. In 2009, the legislature established the Postsecondary Education Review Commission "...to review all aspects of postsecondary education in order to ensure that the enterprise is operating efficiently, effectively, and in a manner that best serves students, their families and the state...". As a result, in 2010 the Legislature enacted Act 741, the Louisiana Granting Resources and Autonomy for Resources for Diplomas Act (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.

Even before the GRAD Act, Regents was examining the state's public higher education system with a lens toward greater efficiency. The 2001 Board of Regents' Master Plan for Public Postsecondary Education included as its general goals to increase opportunities for student access and success, ensure quality and accountability, and enhance services to communities and state. In so doing, Regents has consistently 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.

To ensure that stakeholders have information on both an institutional and statewide level, this first annual GRAD Act report is being presented in two parts: (1) GRAD Act Annual Review – Year 1 and (2) Postsecondary Education Performance. The information presented substantiates that the actions taken to improve public postsecondary education in Louisiana are succeeding. More students are enrolled, more are entering better prepared, and, thus, are achieving success at greater rates. However, all stakeholders agree that much improvement is still needed.

This report and additional GRAD Act information, including institutions' annual reports, targeted measures, and Section 5 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 SUMMARY

- All 36 public postsecondary institutions entered into GRAD Act agreements.
- At the end of year 1, all 36 institutions received an annual designation of GREEN allowing tuition authority and eligibility for autonomies for year 2.
- Targeted measures in the Student Success Objective:
 - 26 of 29 institutions met their 1st to 2nd year retention rate target, with 10 exceeding their target
 - 13 of 14 institutions met their 1st to 3rd year retention rate target, with 4 exceeding their target
 - 5 out of 7 institutions exceeded their fall to spring retention rate target
 - 28 of 29 institutions met their same institution graduation rate target, with 11 exceeding their target
 - 12 institutions chose at least one of the optional targets of graduation productivity, award productivity, or statewide graduation rate and 11 met their target, with 4 exceeding their target
 - 30 of 34 institutions met all of their completers targets, with 12 exceeding at least one of their completers targets
 - The 4 professional/specialized institutions had additional targets for median professional school entrance exam scores, passage rates on licensure/certification exams, placement rates of graduates, and placement rates of graduates in postgraduate training. 2 of 4 institutions met all their targets, with 2 exceeding at least one of their targets
- Results in year 1
 - 1st to 2nd year retention of degree-seeking students at 4-year universities increased from 72.1% to 72.5%
 - 1st to 2nd year retention of students pursuing associate degrees at 2-year colleges declined from 51.9% to 50.3%
 - Same institution graduation rates at 4-year universities remained relatively stable at 37.1%

- Same institution graduation rates at 2-year colleges remained relatively stable at 6.2%
- The total number of completers increased by 1,501.
- The number of completers at 4-year universities increased by 153.
- The number of completers at 2-year universities increased by 1,057.
- The number of completers at technical colleges increased by 210.
- The number of completers at professional/specialized institutions increased by 81.

GRAD ACT ANNUAL REVIEW – YEAR 1

Act 741 of the 2010 Legislative Session 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 included in the annual review and defined by the Board of Regents. Elements and measures were 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; converted to targeted measures after year two.

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, 2011 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.

In the review process, a score was given for each measure for an element. If the measure was met, a score was assigned: 2 points for targeted measures; 1 point for tracked and descriptive measures and each required item in a narrative report; and up to 10% of total points for the element for additional data/information. A 2% tolerance was allowed for targeted measures. 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 required 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 previously stated, institutions used actual data to set their year one targets. It was, therefore, expected that all institutions would be evaluated as having met the student success objective in the first 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 1 Annual Designation:	Status for Year 2:
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

2010-11 Annual designations

At its meeting on June 23, 2011 the Board of Regents approved the following annual designations for each institution, by system.

Louisiana Community and Technical College System:

Institution	Annual Evaluation Designation
Baton Rouge Community College	Green
Bossier Parish Community College	Green
Delgado Community College	Green
Fletcher Technical Community College	Green
Louisiana Delta Community College	Green
Nunez Community College	Green
River Parishes Community College	Green
South Louisiana Community College	Green
Sowela Technical Community College	Green
Acadiana Technical College	Green
Capital Area Technical College	Green
Central Louisiana Technical College	Green
Northeast Louisiana Technical College	Green
Northshore Technical College	Green
Northwest Louisiana Technical College	Green
South Central Louisiana Technical College	Green

Louisiana State University System:

Institution	Annual Evaluation Designation
Louisiana State University	Green
Louisiana State University Alexandria	Green
Louisiana State University Eunice	Green
Louisiana State University Health Sciences Center New Orleans	Green
Louisiana State University Health Sciences Center Shreveport	Green
Louisiana State University Law Center	Green
Louisiana State University Shreveport	Green
University of New Orleans	Green

Southern University System:

Institution	Annual Evaluation Designation
Southern University A&M	Green
Southern University Law Center	Green
Southern University New Orleans	Green
Southern University Shreveport	Green

University of Louisiana System:

University of Louisiana System	Annual Evaluation Designation
Grambling State University	Green
Louisiana Tech University	Green
McNeese State University	Green
Nicholls State University	Green
Northwestern State University	Green
Southeastern Louisiana University	Green
University Louisiana Lafayette	Green
University Louisiana Monroe	Green

Audit

The Board of Regents' audit division performed testing of the data 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. Below is a detailed synopsis of the testing performed.

System: Statewide Student Profile System

1. Test of data integrity of the Fall 2010 SSPS data reported by all two and four year schools.
2. Test of retention from first to second year: i.e. Fall 2009 to Fall 2010 (all two and four year schools)
3. Test of retention from first to third year: i.e. Fall 2008 to Fall 2010 at all four year schools.

System: Statewide Completers System

1. Test of data integrity of the Fall 2009 Completers data reported by all two and four year schools.
2. Test of degree in six years at four year schools and three years at two year schools using the Fall 2003 cohort.
3. Test of multiple degrees/certificates in one year at all two year schools.

Testing was done by the Audit Director and two staff auditors and completed by May 15, 2011. The auditors found no significant issues with the data submitted by the campuses.

Targeted student success measures

The student success objective in the GRAD Act requires institutions to take action to achieve graduation rates and productivity goals. To that end, Regents' required institutions to set annual benchmarks and six-year targets for a number of measures appropriate to institution level. There were also additional targeted measures institutions could choose as "Optional" and targeted measures outside of the student success objective. All targeted measures carried extra weight in the review process.

The targeted measures are:

- 1st to 2nd year retention rate
- 1st to 3rd year retention rate
- Fall to spring retention rate
- Same institution graduation rate
- Optional:
 - Graduation productivity
 - Award productivity
 - Statewide graduation rate
- Change in program completers
- Median professional school entrance exam score
- Placement rate of graduates
- Placements of graduates in postgraduate training

The following tables report on institutions' progress in those targeted students success measures for the first year of the GRAD Act. Institutions must have passed the student success objective to receive a green annual designation, allowing for tuition authority and eligibility for autonomies in the next academic year.

For each applicable measure, each institution's baseline data, 1st year annual benchmark (target), and 1st year actual data are listed. The "Result" column indicates if the institution exceeded, met, or did not meet its target.

1st to 2nd Year Retention Rate

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
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Louisiana Community and Technical College System

Baton Rouge Community College	47.8%	49.0%	48.2%	Met*
Bossier Parish Community College	51.4%	48.3%	47.8%	Met*
Delgado Community College	56.8%	56.4%	56.4%	Met
Fletcher Technical Community College	53.3%	54.5%	52.9%	Met*
Louisiana Delta Community College	46.1%	46.1%	39.7%	Not Met
Nunez Community College	42.5%	43.2%	59.6%	Exceeded
River Parishes Community College	44.9%	45.9%	44.2%	Met*
South Louisiana Community College	57.2%	54.3%	53.2%	Met*
Sowela Technical Community College	53.2%	51.1%	50.2%	Met*

**within 2% tolerance*

Louisiana State University System

Louisiana State University A&M	83.6%	83.6%	84.2%	Exceeded
Louisiana State University Alexandria	54.0%	59.0%	59.1%	Exceeded
Louisiana State University Eunice	50.3%	50.3%	42.9%	Not Met
Louisiana State University Health Sciences Center New Orleans				
School of Allied Health Professions	97.0%	95.0%	95.0%	Met
School of Dentistry - Dental Hygiene	100.0%	100.0%	100.0%	Met
School of Dentistry - Dental Laboratory Technology	100.0%	100.0%	100.0%	Met
School of Dentistry - Dentistry	96.6%	98.0%	98.0%	Met
School of Graduate Studies	89.0%	90.0%	90.0%	Met
School of Medicine	98.9%	95.0%	95.0%	Met
School of Nursing	92.8%	82.0%	82.0%	Met
School of Public Health	100.0%	94.0%	94.0%	Met
Louisiana State University Health Sciences Center Shreveport				
School of Allied Health Professions	88.0%	86.0%	93.0%	Exceeded
School of Graduate Studies	74.0%	93.0%	93.0%	Met
School of Medicine	99.0%	97.0%	97.0%	Met
Louisiana State University Law Center	91.67%	92.0%	97.0%	Exceeded
Louisiana State University Shreveport	64.8%	65.0%	68.7%	Exceeded
University of New Orleans	68.6%	63.6%	63.4%	Met*

**within 2% tolerance*

Southern University System

Southern University A&M	71.7%	72.0%	72.2%	Exceeded
Southern University Law Center	81.6%	81.0%	83.33%	Exceeded
Southern University New Orleans	46.9%	47.4%	48.1%	Exceeded
Southern University Shreveport	52.0%	52.0%	46.1%	Not Met

University of Louisiana System

Grambling State University	55.5%	54.0-58.0%	65.1%	Exceeded
Louisiana Tech University	74.2%	74.0-78.0%	74.3%	Met
McNeese State University	67.5%	67.0-71.0%	68.3%	Met
Nicholls State University	67.6%	66.1-70.1%	70.3%	Exceeded
Northwestern State University	67.9%	68.5-72.5%	70.2%	Met
Southeastern Louisiana University	67.5%	65.0-69.0%	67.0%	Met
University Louisiana Lafayette	75.9%	73.0-77.0%	73.3%	Met
University Louisiana Monroe	73.1%	71.0-75.0%	72.5%	Met

1st to 3rd Year Retention Rate

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
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Louisiana State University System

Louisiana State University A&M	76.5%	73.3%	74.2%	Exceeded
Louisiana State University Alexandria	31.0%	36.0%	36.9%	Exceeded
Louisiana State University Shreveport	46.3%	45.0%	46.4%	Exceeded
University of New Orleans	52.4%	49.7%	49.4%	Met*

**within 2% tolerance*

Southern University System

Southern University A&M	59.0%	60.1%	59.4%	Met*
Southern University New Orleans	26.9%	27.4%	33.3%	Exceeded

**within 2% tolerance*

University of Louisiana System

Grambling State University	45.3%	46.0-50.0%	48.3%	Met
Louisiana Tech University	61.6%	62.0-66.0%	64.9%	Met
McNeese State University	54.0%	54.0-58.0%	56.0%	Met
Nicholls State University	56.6%	54.1-58.1%	53.9%	Not Met
Northwestern State University	52.8%	51.4-54.0%	53.8%	Met
Southeastern Louisiana University	51.2%	50.4-54.4%	53.4%	Met
University Louisiana Lafayette	62.4%	61.0-65.0%	63.8%	Met
University Louisiana Monroe	55.1%	54.0-58.0%	56.7%	Met

Fall to Spring Retention Rate

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana Community and Technical College System				
Acadiana Technical College	67.5%	68.0%	74.3%	Exceeded
Capital Area Technical College	62.3%	62.8%	68.9%	Exceeded
Central Louisiana Technical College	65.9%	66.4%	62.3%	Not Met
Northeast Louisiana Technical College	66.3%	66.8%	76.3%	Exceeded
Northshore Technical College	59.7%	59.9%	66.3%	Exceeded
Northwest Louisiana Technical College	58.8%	59.3%	64.8%	Exceeded
South Central Louisiana Technical College	78.9%	79.3%	71.2%	Not Met

Same Institution Graduation Rate

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
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Louisiana Community and Technical College System

Baton Rouge Community College	2.9%	3.4%	3.3%	Met*
Bossier Parish Community College	8.3%	8.8%	10.0%	Exceeded
Delgado Community College	2.1%	2.1%	2.1%	Met
Fletcher Technical Community College	15.9%	13.6%	9.0%	Not Met
Louisiana Delta Community College	9.4%	9.9%	10.0%	Exceeded
Nunez Community College	8.0%	8.3%	21.1%	Exceeded
River Parishes Community College	4.2%	4.7%	5.7%	Exceeded
South Louisiana Community College	1.6%	2.2%	7.4%	Exceeded
Sowela Technical Community College	34.9%	35.0%	35.0%	Met

**within 2% tolerance*

Louisiana State University System

Louisiana State University A&M	60.7%	60.7%	60.8%	Exceeded
Louisiana State University Alexandria	5.0%	10.0%	10.8%	Exceeded
Louisiana State University Eunice	8.0%	9.4%	8.0%	Met*
Louisiana State University Health Sciences Center New Orleans				
School of Allied Health Professions	93.0%	92.0%	92.0%	Met
School of Dentistry - Dental Hygiene	100.0%	100.0%	100.0%	Met
School of Dentistry - Dental Laboratory Technology	100.0%	100.0%	100.0%	Met
School of Dentistry - Dentistry	95.0%	100.0%	100.0%	Met
School of Medicine	90.0%	95.0%	95.0%	Met
School of Public Health	91.0%	83.0%	83.0%	Met
Louisiana State University Health Sciences Center Shreveport				
School of Allied Health Professions	86.0%	85.0%	87.0%	Exceeded
School of Medicine	92.0%	90.0%	90.0%	Met
Louisiana State University Law Center	83.68%	85.0%	88.0%	Exceeded
Louisiana State University Shreveport	20.0%	20.7%	20.0%	Met*
University of New Orleans	22.0%	21.0%	20.9%	Met*

**within 2% tolerance*

Southern University System

Southern University A&M	28.3%	30.1%	30.3%	Exceeded
Southern University Law Center	80.0%	80.0%	85.496%	Exceeded
Southern University New Orleans	5.0%	8.0%	8.0%	Met
Southern University Shreveport	22.0%	14.0%	14.0%	Met

University of Louisiana System

Grambling State University	36.3%	27.6-31.6%	30.0%	Met
Louisiana Tech University	47.3%	45.5-49.5%	45.5%	Met
McNeese State University	36.0%	33.0-37.0%	35.0%	Met
Nicholls State University	26.6%	26.0-30.0%	29.2%	Met
Northwestern State University	28.1%	26-30%	29.5%	Met
Southeastern Louisiana University	28.5%	28.5-32.5%	30.7%	Met
University Louisiana Lafayette	40.2%	38.5-42.5%	42.2%	Met
University Louisiana Monroe	30.9%	27.0-31.0%	30.5%	Met

Optional Measures

Graduation Productivity

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana State University System				
University of New Orleans	0.20	0.20	0.20	Met

Award Productivity

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana State University System				
Louisiana State University Shreveport	17.7%	15.85%	15.85%	Met
University of Louisiana System				
Grambling State University	0.120	0.168	0.170	Exceeded
McNeese State University	0.170	0.160	0.160	Met
Nicholls State University	0.170	0.175	0.180	Exceeded
Northwestern State University	0.190	0.185	0.190	Exceeded
Southeastern Louisiana University	0.162	0.165	0.164	Met*
University Louisiana Lafayette	0.160	0.160	0.160	Met
University Louisiana Monroe	0.140	0.165	0.164	Met*

*within 2% tolerance

Statewide Graduation Rate

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana State University System				
Louisiana State University Alexandria	15.0%	17.0%	17.7%	Exceeded
Louisiana State University Eunice	26.3%	27.0%	23.7%	Not Met
University of New Orleans	27.6%	27.8%	27.8%	Met
University of Louisiana System				
Louisiana Tech University	53.07%	53.1-57.1%	53.2%	Met
Nicholls State University	30.0%	29.0-33.0%	31.9%	Met
Southeastern Louisiana University	64.7%	63.4-67.4%	65.4%	Met

Change in Program Completers

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana Community and Technical College System				
Baton Rouge Community College				
Certificate	9	150	150	Met
Associate	288	318	318	Met
Bossier Parish Community College				
Certificate	88	251	251	Met
Diploma	21	24	24	Met
Associate	456	468	468	Met
Post-Associate	8	13	13	Met
Delgado Community College				
Certificate	228	296	293	Met*
Diploma	60	78	78	Met
Associate	874	1049	1005	Not Met
Fletcher Technical Community College				
Certificate	34	127	127	Met
Diploma	48	48	48	Met
Associate	38	48	48	Met
Louisiana Delta Community College				
Certificate	1	0	3	Exceeded
Associate	91	99	99	Met
Nunez Community College				
Certificate	49	50	80	Exceeded
Diploma	36	37	42	Exceeded
Associate	123	124	130	Exceeded
River Parishes Community College				
Certificate	33	146	146	Met
Associate	40	75	75	Met
South Louisiana Community College				
Certificate	242	239	239	Met
Associate	157	167	167	Met
Sowela Technical Community College				
Certificate	27	188	188	Met
Diploma	112	126	126	Met
Associate	203	258	258	Met

*within 2% tolerance

Change in Program Completers

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana Community and Technical College System				
Acadiana Technical College				
Certificate	368	369	528	Exceeded
Diploma	491	492	516	Exceeded
Associate	70	70	71	Exceeded
Capital Area Technical College				
Certificate	253	254	234	Not Met
Diploma	350	351	359	Exceeded
Associate	18	19	21	Exceeded
Central Louisiana Technical College				
Certificate	144	147	233	Exceeded
Diploma	365	366	399	Exceeded
Associate	14	15	21	Exceeded
Northeast Louisiana Technical College				
Certificate	148	149	175	Exceeded
Diploma	261	262	273	Exceeded
Associate	18	19	27	Exceeded
Northshore Technical College				
Certificate	139	140	177	Exceeded
Diploma	175	176	257	Exceeded
Associate	7	8	45	Exceeded
Northwest Louisiana Technical College				
Certificate	220	221	248	Exceeded
Diploma	406	407	441	Exceeded
Associate	32	33	38	Exceeded
South Central Louisiana Technical College				
Certificate	131	132	205	Exceeded
Diploma	135	136	136	Met
Associate	95	96	113	Exceeded

Change in Program Completers

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana State University System				
Louisiana State University A&M				
Baccalaureate	4648	4313	4312	Met*
Masters	966	1042	1042	Met
Specialist	19	18	18	Met
Doctoral	240	300	300	Met
Professional	81	81	81	Met
Louisiana State University Alexandria				
Certificate	11	11	12	Exceeded
Associate	151	151	116	Not Met
Baccalaureate	166	166	137	Not Met
Louisiana State University Eunice				
Certificate	9	11	18	Exceeded
Dipolma	3	3	2	Not Met
Associate	244	244	257	Exceeded
Louisiana State University Health Sciences Center New Orleans				
School of Allied Health Professions				
Baccalaureate	30	34	34	Met
Masters	47	62	62	Met
Doctoral	23	35	35	Met
School of Dentistry - Dental Hygiene				
Baccalaureate	41	43	43	Met
School of Dentistry - Dental Laboratory Technology				
Baccalaureate	4	4	4	Met
School of Dentistry - Dentistry				
Professional	59	60	60	Met
School of Graduate Studies				
Masters	2	2	2	Met
Doctoral	31	24	24	Met
School of Medicine				
Professional	187	190	190	Met
School of Nursing				
Baccalaureate	176	176	176	Met
Masters	51	51	51	Met
Doctoral	2	2	2	Met
School of Public Health				
Masters	29	28	28	Met
Doctoral	3	3	3	Met
Louisiana State University Health Sciences Center Shreveport				
School of Allied Health Professions				
Baccalaureate	62	48	48	Met
Masters	27	19	19	Met
Professional	62	42	42	Met
School of Graduate Studies				
Masters	1	1	1	Met
Doctoral	8	15	15	Met
School of Medicine				
Professional	110	112	112	Met
Louisiana State University Shreveport				
Baccalaureate	527	501	501	Met
Masters	100	90	90	Met
Specialist	6	8	8	Met
University of New Orleans				
Baccalaureate	1286	1294	1295	Exceeded
Masters	561	598	598	Met
Doctoral	45	60	60	Met

*within 2% tolerance

Change in Program Completers

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Southern University System				
Southern University A&M				
Baccalaureate	895	869	869	Met
Masters	312	283	283	Met
Doctoral	18	20	20	Met
Southern University New Orleans				
Baccalaureate	227	222	222	Met
Masters	148	132	132	Met
Southern University Shreveport				
Certificate	71	73	73	Met
Associate	224	195	195	Met

Change in Program Completers

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
University of Louisiana System				
Grambling State University				
Baccalaureate	541	694	694	Met
Masters	115	133	133	Met
Doctoral	9	4	4	Met
Louisiana Tech University				
Baccalaureate	1306	1262	1261	Met*
Post-Baccalaureate	19	25	25	Met
Masters	352	411	411	Met
Doctoral	37	36	36	Met
McNeese State University				
Baccalaureate	1035	962	962	Met
Post-Baccalaureate	0	0	0	Met
Masters	294	267	267	Met
Specialist	0	3	3	Met
Nicholls State University				
Baccalaureate	855	930	930	Met
Post-Baccalaureate	0	0	0	Met
Masters	109	144	144	Met
Specialist	3	5	5	Met
Northwestern State University				
Baccalaureate	1052	1076	1076	Met
Post-Baccalaureate	0	0	0	Met
Masters	230	224	224	Met
Specialist	20	15	15	Met
Post-Masters	0	0	0	Met
Southeastern Louisiana University				
Baccalaureate	1872	1947	1947	Met
Post-Baccalaureate	0	0	0	Met
Masters	351	337	337	Met
Doctoral	3	2	2	Met
University Louisiana Lafayette				
Baccalaureate	2117	2132	2132	Met
Post-Baccalaureate	0	1	1	Met
Masters	378	392	392	Met
Doctoral	32	39	39	Met
University Louisiana Monroe				
Baccalaureate	878	1022	1022	Met
Post-Baccalaureate	1	0	0	Met
Masters	234	240	240	Met
Doctoral	10	25	25	Met
Professional	91	69	69	Met

*within 2% tolerance

Median Professional School Entrance Exam

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
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Louisiana State University System

Louisiana State University Health Sciences Center New Orleans				
School of Dentistry - Dentistry	18.9	18.9	18.9	Met
School of Nursing	80.25	80.25	80.25	Met
School of Public Health	1078	1115	1115	Met
Louisiana State University Law Center	157	157	158	Exceeded

Southern University System

Southern University Law Center	145	145	145	Met
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Passage Rates on Licensure/Certification Exams

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
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Louisiana State University System

Louisiana State University Health Sciences Center New Orleans				
School of Allied Health Professions				
Medical Technology	100.0%	94.7%	94.7%	Met
Cardiopulmonary Science	100.0%	90.0%	90.0%	Met
Audiology and Speech-Language Pathology	100.0%	100.0%	100.0%	Met
Occupational Therapy	100.0%	97.0%	97.0%	Met
Physical Therapy	100.0%	100.0%	100.0%	Met
School of Dentistry - Dental Hygiene	100.0%	100.0%	100.0%	Met
School of Dentistry - Dentistry	100.0%	98.0%	98.0%	Met
School of Medicine				
USMLE Step 1	92.0%	95.0%	95.0%	Met
USMLE Step 2 CK	96.0%	96.0%	95.0%	Met*
USMLE Step 2 CS	95.0%	94.0%	94.0%	Met
School of Nursing	95.0%	95.0%	95.0%	Met
Louisiana State University Health Sciences Center Shreveport				
School of Allied Health Professions				
Medical Technology	94.0%	94.0%	87.0%	Not Met
Cardiopulmonary Science	90.0%	90.0%	100.0%	Exceeded
Physician Assistant	79.0%	80.0%	97.0%	Exceeded
Communication Disorders	100.0%	98.0%	100.0%	Exceeded
Occupational Therapy	100.0%	98.0%	100.0%	Exceeded
Physical Therapy	90.0%	90.0%	90.0%	Met
School of Medicine				
USMLE Step 1	98.0%	95.0%	106.0%	Exceeded
USMLE Step 2 CK	102.0%	96.0%	101.0%	Exceeded
USMLE Step 2 CS	102.0%	96.0%	102.0%	Exceeded
Louisiana State University Law Center	119.0%	119.0%	111.0%	Not Met

*within 2% tolerance

Southern University System

Southern University Law Center	86.76%	87.0%	84.1%	Not Met
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Placement Rates of Graduates

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana State University System				
Louisiana State University Health Sciences Center New Orleans				
School of Allied Health Professions	100.0%	95.0%	95.0%	Met
School of Dentistry - Dental Hygiene	100.0%	100.0%	100.0%	Met
School of Dentistry - Dental Laboratory Technology	75.0%	75.0%	75.0%	Met
School of Dentistry - Dentistry	72.88%	73.0%	73.0%	Met
School of Graduate Studies	100.0%	100.0%	100.0%	Met
School of Medicine	99.0%	95.0%	95.0%	Met
School of Nursing	100.0%	100.0%	100.0%	Met
School of Public Health	61.0%	61.0%	61.0%	Met
Louisiana State University Health Sciences Center Shreveport				
School of Allied Health Professions	99.0%	95.0%	100.0%	Exceeded
School of Graduate Studies	100.0%	100.0%	100.0%	Met
School of Medicine	99.0%	100.0%	100.0%	Met
Louisiana State University Law Center	91.7%	80.0%	91.0%	Exceeded
Southern University System				
Southern University Law Center	74.65%	66.0%	66.9%	Exceeded

Placement of Graduates in Postgraduate Training

System/Institution	Baseline	Year 1 Benchmark	Year 1 Actual	Result
Louisiana State University System				
Louisiana State University Health Sciences Center New Orleans				
School of Dentistry - Dentistry	23.73%	27.0%	27.0%	Met
School of Graduate Studies	100.0%	100.0%	100.0%	Met
School of Medicine	99.0%	95.0%	95.0%	Met
School of Public Health	36.0%	36.0%	36.0%	Met
Louisiana State University Health Sciences Center Shreveport				
School of Graduate Studies	89.0%	81.0%	81.0%	Met
School of Medicine	99.0%	100.0%	100.0%	Met

Other performance measures

The remaining elements required institutions to report tracked and descriptive measures. The tracked measures for the most part represent data that has not been reported by the institution in any of Regents' reporting systems or has not been published by Regents in this context. The collection of baseline and actual first year data will allow Regents to determine in future GRAD Act reporting cycles if institutions have made progress toward meeting the requirements of the elements in support of the performance objectives. The descriptive measures are those actions that institutions have taken and are not measured by data. Institutions were required to submit narratives reports for descriptive measures with minimum reporting specifications.

The following is a summary of other 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. Such 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.

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.

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

In order for Regents to define institutions' response to this directive, certain questions had to be addressed, including:

- Which disciplines are subject to licensure/certification?
- Which academic programs lead to licensure/certification?
- Which institutions offer the academic programs?
- What agency/entity can provide the performance information on program graduates?
- Can the pass rates be gathered in a timely fashion at the campus level?
- What can be done to assure that the institutions use the same data sources for reporting?
- Is ACT WorkKeys the best instrument to assess workforce foundational skills?
- Are there other assessments and outcome measures that report on workforce foundational skills?

In order to move forward in this process, Regents' staff assembled a study group composed of campus representatives from each management system. The group met on three occasions with work assignments completed between each formal meeting. Once the study group concluded its work, Regents' staff disseminated the results to the campuses for use in completing the annual GRAD Act reports.

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, this measure will most probably be converted to a targeted measure with goals established for future performance. However, currently, Regents' staff understands that the volume of programs reported and the variety of sources of data utilized by the campuses will require that these data be reviewed for accuracy and consistency. During the fall, 2011, this review will be completed in order to

provide the campuses with clearer and consistent directions for data submission in the 2011-12 report.

Articulation and Transfer:

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

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

Institutions report that collaboration between four-year universities and two-year colleges have either been in place and are being enhanced or are in the early stages of being developed. Four-year universities have established processes to refer students to two-year and technical colleges. Both levels of institutions are developing programs and processes to track these students as they enroll at the two-year level and transfer to the four-year level after having completed either transfer hours or an associate degree. Four-year universities have developed feedback reports and two-year and technical colleges make use of these reports to track student outcomes and encourage dialogue among the institutions.

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

Access to accurate information and quality advising are critical to student success in planning courses to take on an academic path to a degree. To help with planning and to inform about the Louisiana Transfer (LT) associate degree created under the direction of Act 356 of the 2009 Regular Legislative Session, the statewide articulation and transfer hub web-site was created in Fall 2010. The LT website www.latransferdegree.org, not only advises students about the LT degree, but it includes links to campus LT/articulation web-sites and a user-friendly query utility for the Statewide Articulation Matrix (called the Transfer Course Guide). The Statewide Articulation and Transfer Council, General Education Committee, Common Course Numbering Committee, and various faculty subcommittees from across the state continue to work to implement the law and increase transfer student success.

In Fall 2010, the first semester of implementation, three colleges reported 214 declared majors in the LT degree. By the spring semester, as students

began to understand the opportunity behind the LT degree, seven campuses reported 544 declared majors: 175 in the Associate of Arts Louisiana Transfer (AALT) and 369 in the Associate of Science Louisiana Transfer (AALT). In May, 11 students graduated with the new degrees: 9 with the ASLT, and 2 with the AALT. By next year, the students with these degrees should begin transferring into universities to continue their studies. Their progress and experiences will be closely monitored with a focus on their graduation with the bachelor's degree.

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 2011-12 year, Regents will coordinate with the institutions' management boards to advance this effort by defining strategic workforce needs utilizing 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.

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 the increasing the number of students served through expansion of on-line courses and programs.

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, including 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 baseline data and performance measures related to research productivity, especially in key economic development industries. A lack of standardized national metrics and regular reporting mechanisms, as well as defining alignment of research expenditures with specific economic development industries and identifying meaningful outcomes, makes identification and tracking of research productivity measures difficult. Thus, the metrics identified in the establishment of GRAD Act reporting and the baseline data submitted in the first year are particularly important to the development, over ensuing reporting years, of 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 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 shows that Louisiana research institutions are already significantly invested in research related to economic development and showing some results in commercialization and technology transfer.

Narrative reports describe several productive partnerships with the private sector, as well as a growing attention to entrepreneurship among researchers and institutions. The results of these activities should be evident in future GRAD Act reporting.

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 confidential information obtained through its administration of Louisiana's unemployment compensation system with the Regents.

Utilizing available Board of Regents and LWC data, Regents is developing an initial baseline report to examine the employment outcomes of all completers of Louisiana public postsecondary education institutions, as well as Louisiana residents and non-residents separately. Based on the available completer and wage data, six months and eighteen months after graduation, the report is designed to study the value of public higher education in the state of Louisiana and to determine the following:

- What is the retention of Louisiana public postsecondary completers?
- What impact residency status has on retention?
- What are completers' six months and eighteen month earnings?
- How does level of education impact salary?

Regents will coordinate with the institutions' management boards in accessing, analyzing, and responding to the data and findings presented in the baseline report.

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 standards, including the requirement that a student must not need any developmental coursework to be admitted to a four-year university 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. Some universities, however, 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.

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 Board of Regents formed a GRAD Act committee on 'Centers of Excellence' to develop proposed criteria, expectations, and assessment language so that during the course of the performance agreements Louisiana's public postsecondary education providers may fulfill the requirements of the law. Each System was represented through at least one member of the committee, which determined that it was impossible for any one institution to meet all of the goals listed for Centers of Excellence. Instead, the committee proposed creation of an 'Institutional Area of Distinction' designation for GRAD Act performance agreement purposes. 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,' according to the committee, would be uniquely focused and specific in its designation. It was 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 of excellence.

Systems' and Regents' staff have been working to develop a third option for meeting the GRAD Act requirements that outlined three tiers for recognition: Statewide Centers of Excellence; Institutional Areas of Distinction; and Rapid Response Areas of Merit (LCTCS institutions, only). The two proposals have much in common. The goal in 2011 is for Regents to develop a policy and process in conjunction with the regional review planned as part of the Master Plan development and implementation.

POSTSECONDARY EDUCATION PERFORMANCE SUMMARY

The Board of Regents has developed and maintains comprehensive reporting systems and publishes data on its website on a semester and annual basis.

The following trend data are presented as a supplement to the required report for the annual GRAD Act review. It should be noted that changes to the postsecondary structure have made some of the data more difficult to compare historically. These include: creation and reorganization of the Louisiana Community and Technical College System, changing of Louisiana State University- Alexandria from a two-year institution to four-year institution, the phase-in of minimum admission standards at all four-year institutions, including a core curriculum for high school students. In this report, the base year for the majority of the trend data is 2004 and was chosen to ensure the most comparable data and to isolate the impacts of Hurricanes Katrina and Rita.

Highlights from key student success indicators, from the 2004 baseline to the most recent timeframe include:

- Fall headcount enrollment has increased by over 10,000 students
- Black, Hispanic and other race enrollment has increased by about 3 percentage points
- Undergraduates enrolled at 4-year universities has declined by 9 percentage points
- The first-time freshman enrollment at 2-year and technical colleges has increased by almost 10 percentage points
- The number of high school students enrolled has increased by 16,000
- The average ACT composite score of entering freshmen in fall 2009 increased to 20.8
- First time freshmen enrolled in developmental coursework at 4-year universities declined by 13 percentage points
- The statewide 1st to 2nd year retention rate increased by over 7 percentage points
- The statewide graduation rate increased by almost 3 percentage points at four-year institutions and by 1 percentage point at two-year institutions
- The number of completers increased by 9.6%, with the largest increase in the number of persons receiving certificates

Regents is aware that accessibility of the data, the format in which the data are presented, and the need for additional performance data require constant review

and improvement as a part of its ongoing accountability review of public postsecondary education. Regents' staff is currently undertaking a review of its data systems and reporting practices with goals that include improving timelines for data reporting and redesigning published data formats to continue to ensure appropriate data is readily available and accessible.

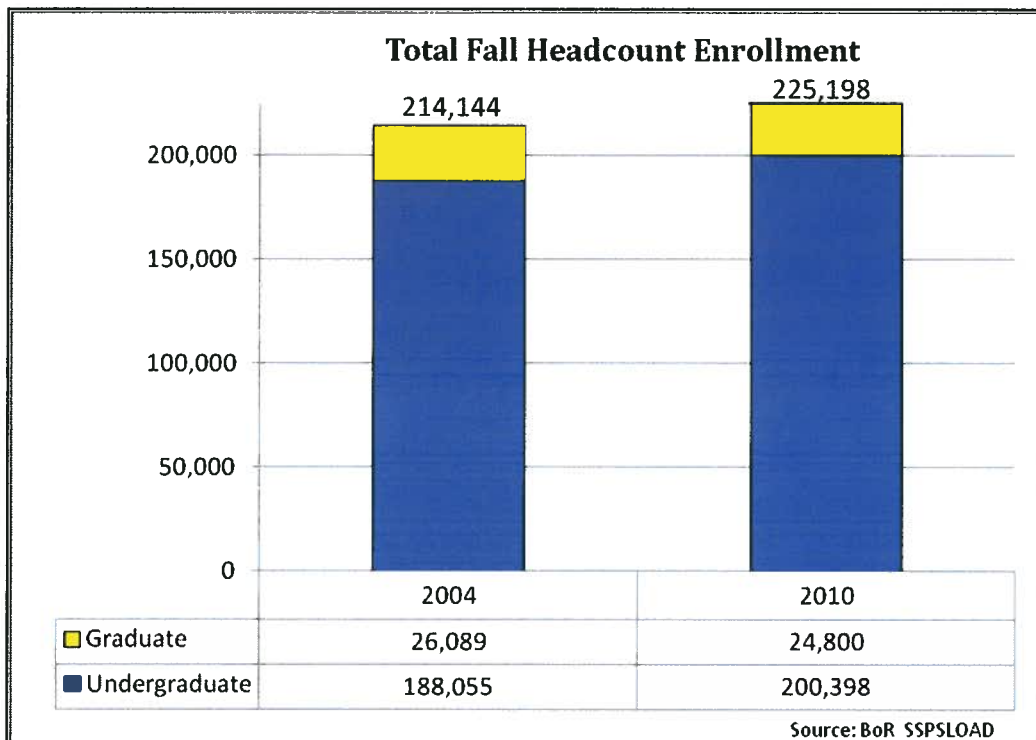
For most measures, institution specific data and data for other years may be found on the Board of Regents website on the Data and Publications page at:
<http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=23&pnid=0&nid=11>

Additional postsecondary education performance data

Enrollment trends

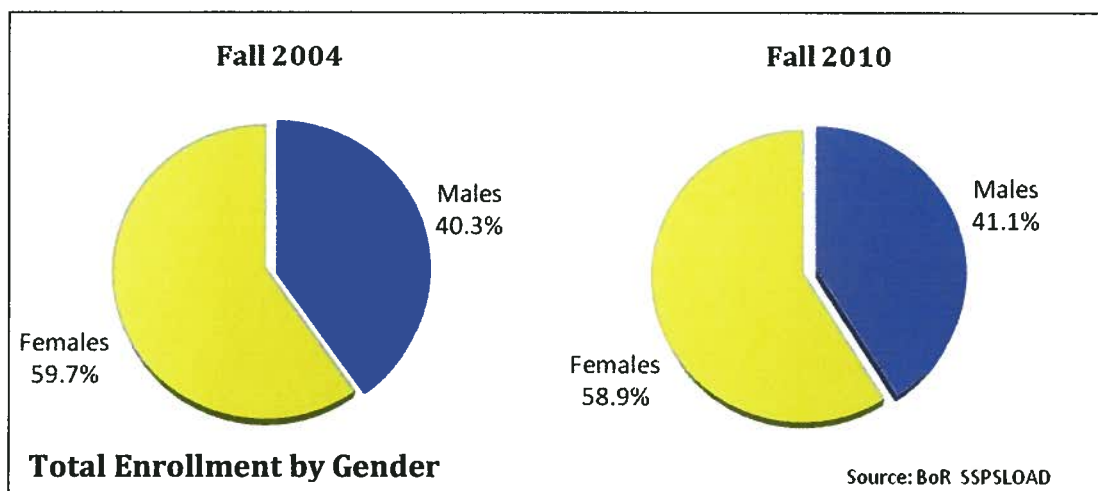
Increasing student access is one of the postsecondary education system's top priorities. After Hurricanes Katrina and Rita enrollments dropped drastically. However, by Fall 2010 total enrollment had passed pre-storm levels. Increasing access to historically underserved populations is also a goal of the enterprise to ensure economic success is shared by all citizens of the state. Although the enrollment of underserved groups increased from 2004 to 2010, it must remain a focus of the state.

Headcount: Headcount enrollment increased by over 11,000 students between fall 2004 and fall 2010. During both fall semesters, almost 90% of the students were enrolled as undergraduates (88% in fall 2004; 89.0% in fall 2010).

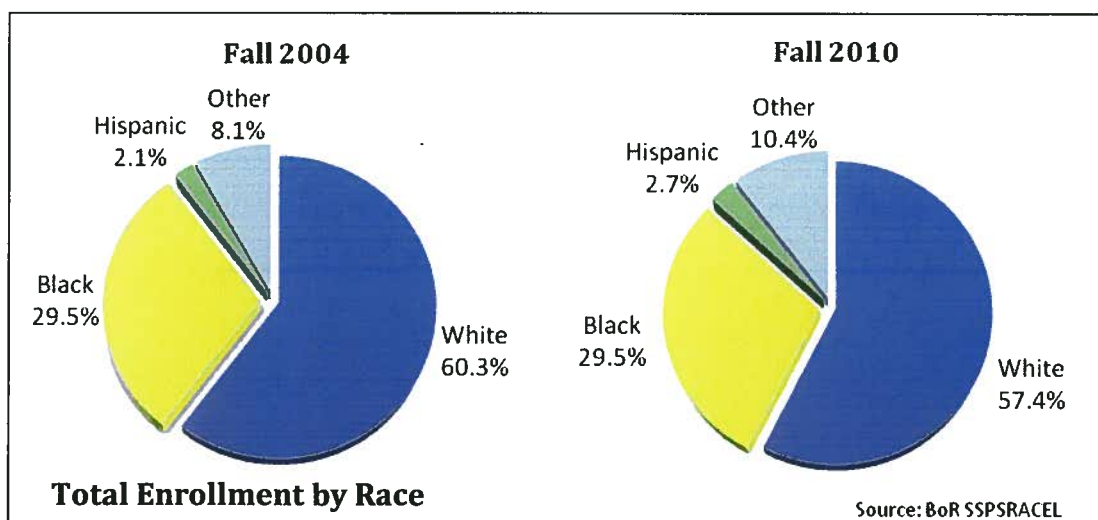


The importance of postsecondary education has increased significantly in the last decade and is expected to increase even more in the near future. According to the U.S. Department of Labor, in today's knowledge-based economy, the fastest growing demand for the highest paying jobs requires education beyond high school. It has been estimated that by 2012, 40% of all factory jobs will require some form of postsecondary education, as will over 60% of all new jobs and 90% of the jobs in highest demand. Thus, to compete in the global market place, Louisiana must have a greater portion of its population participating in postsecondary education.

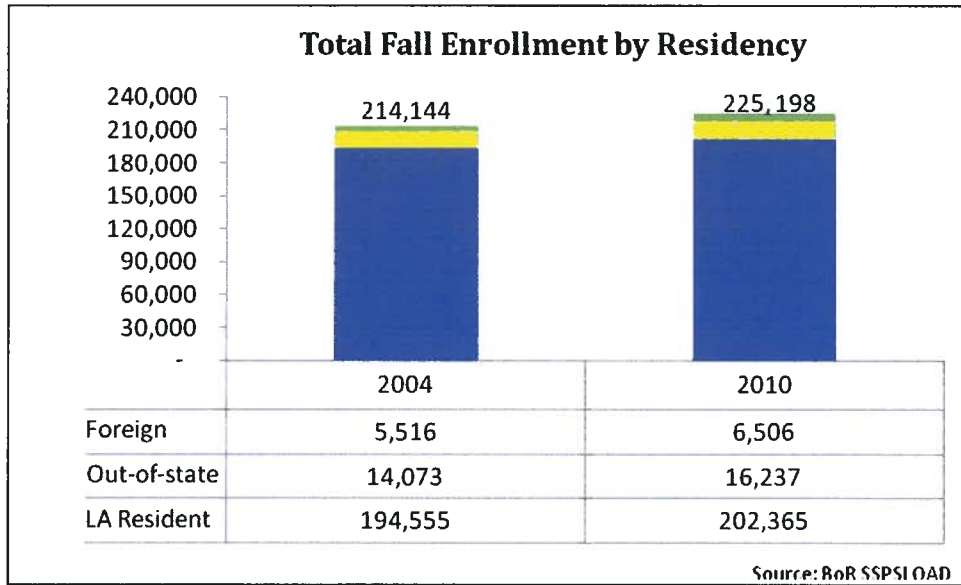
Gender: Females continued to represent the majority of students enrolled in Louisiana public postsecondary education (58.9%). However, male representation increased from 40.3% in fall 2004 to 41.1% in fall 2010.



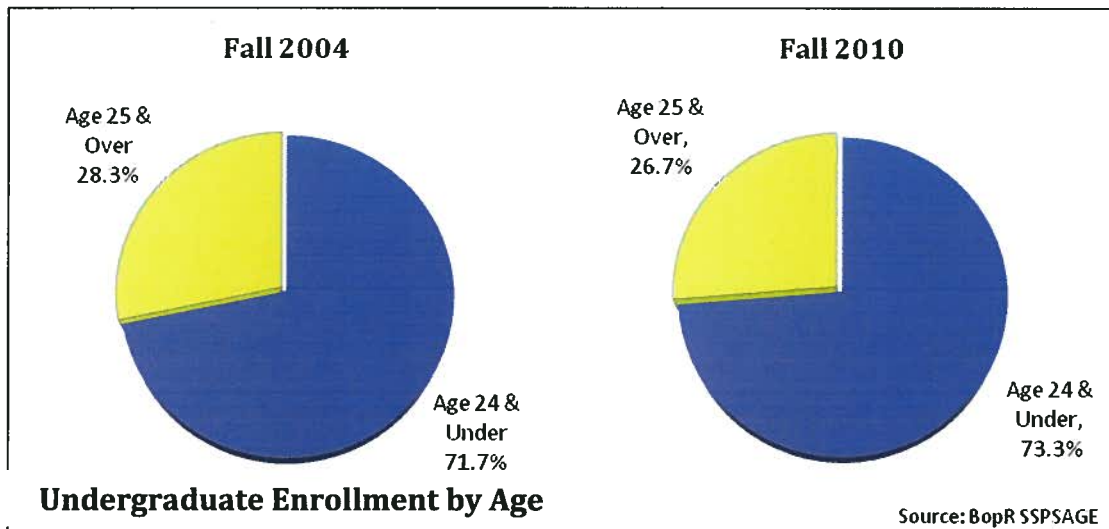
Race: The majority of students enrolled in Fall 2004 and Fall 2010 were white (60.3% in 2004 and 57.4% in 2010); however, the representation of all other races (Black, Hispanic and Other) increased by about 3 percentage points from Fall 2004 to Fall 2010.



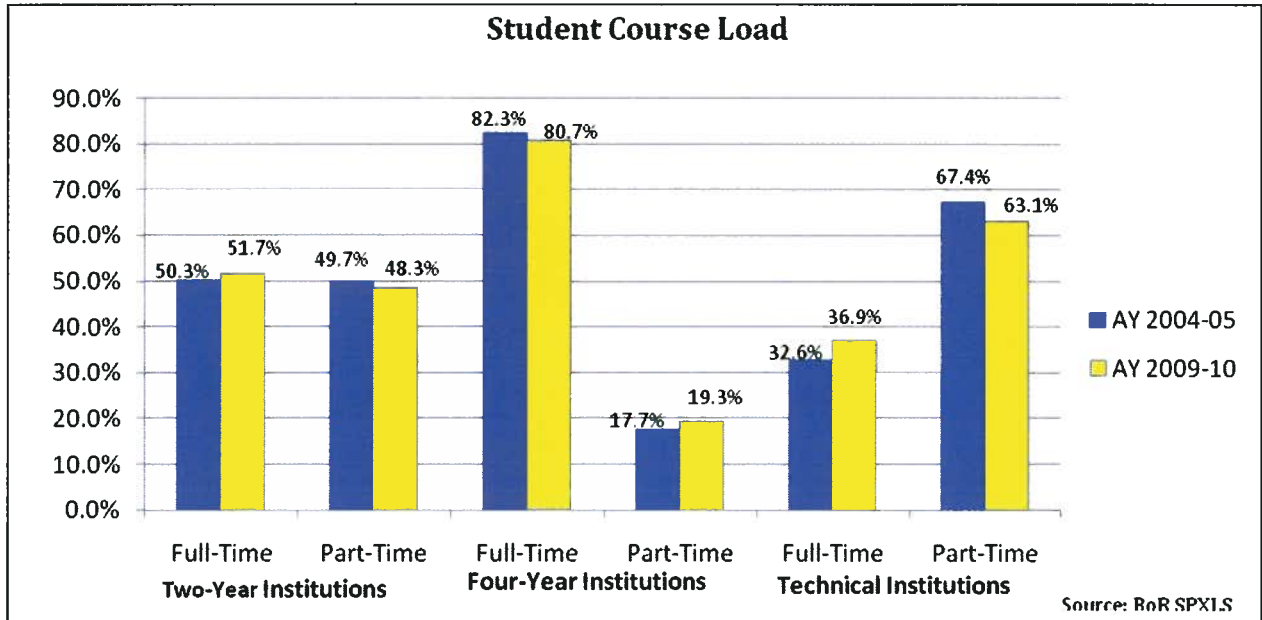
Residency: Approximately 9 out of 10 of the students enrolled in fall 2004 and fall 2010 were residents of Louisiana; slightly more than 90% of student enrollment at the undergraduate level and about two-thirds the graduate level enrollment. Although, the number of out-of-state and international students increased from fall 2004 to fall 2010 by 15.4% and 17.9% respectively, non-resident students still represented less than 10% of the total postsecondary student population.



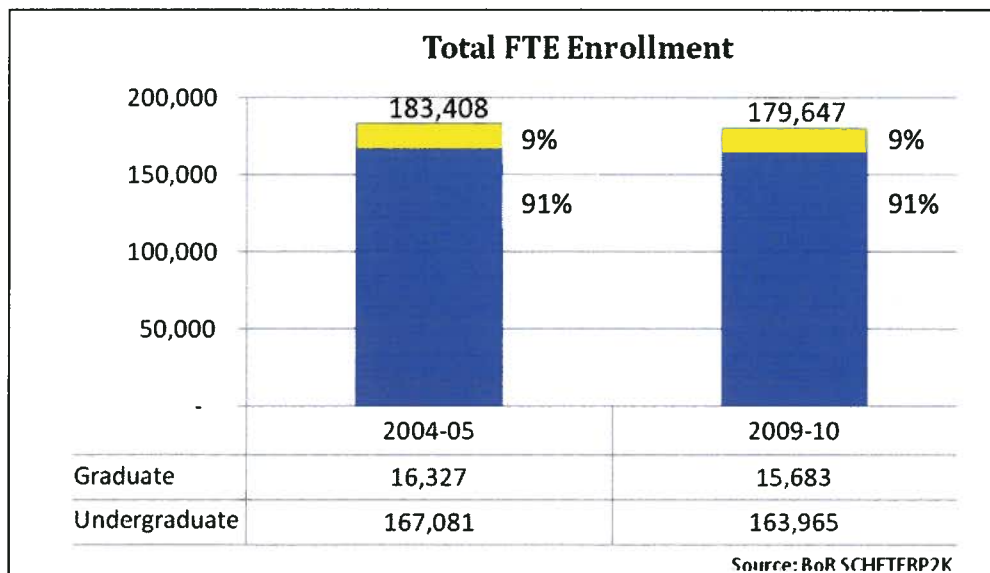
Age: Undergraduate students age 25 and over represented a smaller percentage of the undergraduate student body in fall 2010 (26.7%) than it did in fall 2004 (28.3%). These students are often referred to as non-traditional students.



Undergraduate Course Load: The majority of undergraduate students at two-year and four-year institutions enrolled on a full-time basis in both academic year (AY) 2004-05 and 2009-10. Part-time students were still the majority at technical colleges; however more students at these colleges were enrolled full-time in 2009-10 than were in 2004-05 (36.9% compared to 32.6%).



Full-time Equivalent (FTE) Enrollment: Total FTE enrollment was slightly less in AY 2009-10 than in AY 2004-05 (179,647 versus 183,408). The FTEs in two-year and technical institutions increased from 29,643 in AY 2004-05 to 35,619 in AY 2009-10 at two-year institutions and from 13,807 to 17,715 at technical colleges.

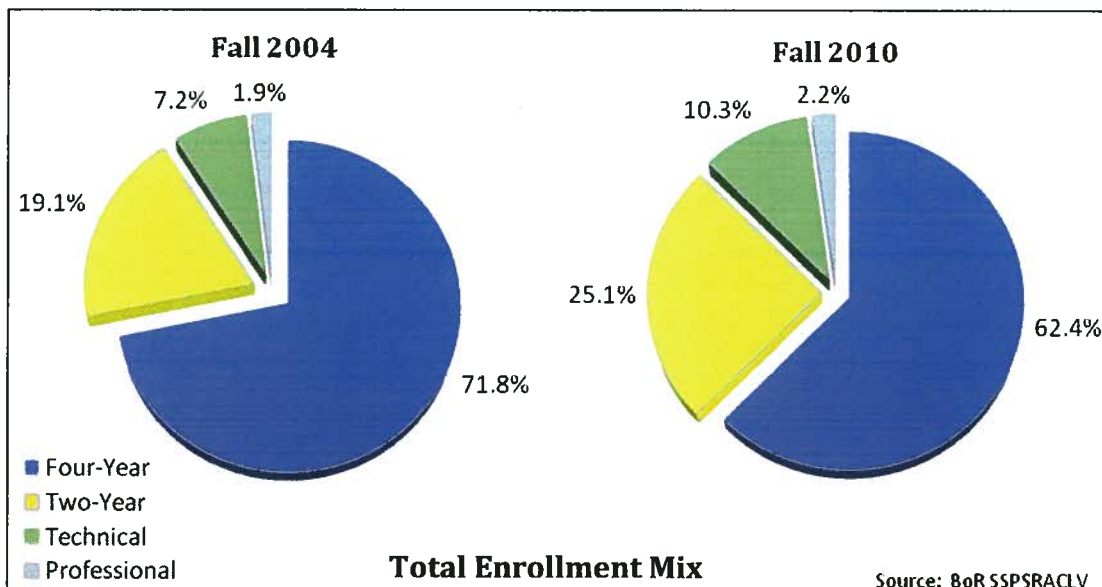


Enrollment mix trends

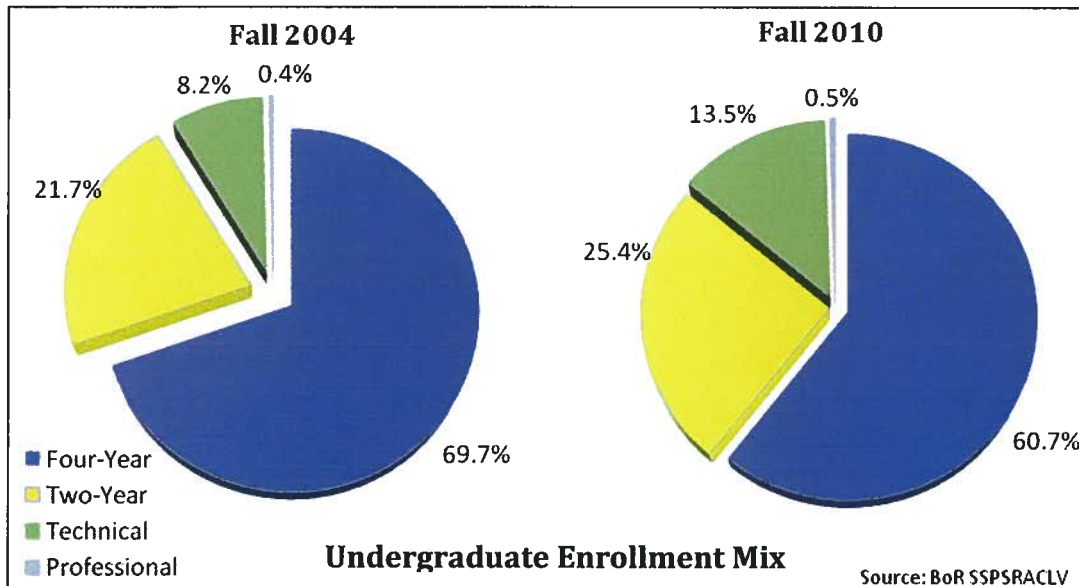
The establishment of the Louisiana Community and Technical College System (LCTCS) in 1999 presented options to students that historically had been lacking in Louisiana. The state's two-year institutions and technical colleges provide students with workforce skills and/or a gateway into postsecondary education. The expansion of LCTCS has also allowed Louisiana's four-year institutions to move away from their past open admission roles by phasing out services and programs better suited at two-year institutions and focusing more clearly on their academic and research roles.

The Board of Regents has implemented policies to help students choose an institution that is best aligned with the student's preparation. The policies include establishing and strengthening minimum admission standards for four-year institutions, setting minimum scores for English and math course placement, and implementing the Louisiana Transfer Degree. The data in this section shows the early impact of these policies.

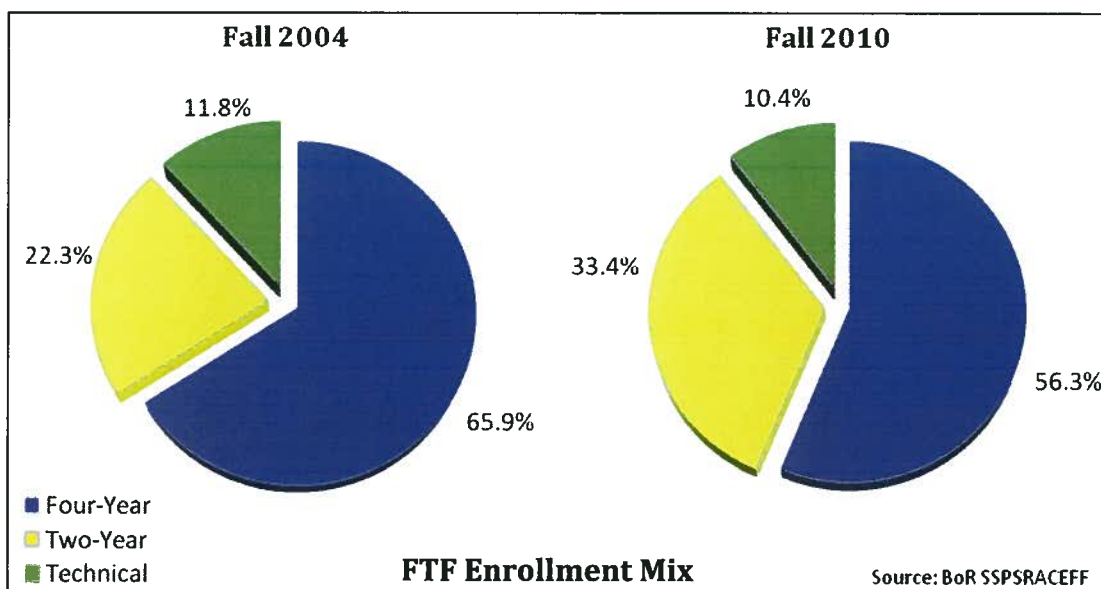
Total Enrollment Mix: Although the majority of students enrolled in fall 2004 and fall 2010 (71.8% and 62.4% respectively) attended a four-year institution, an increasing number enrolled in the two-year and technical institutions.



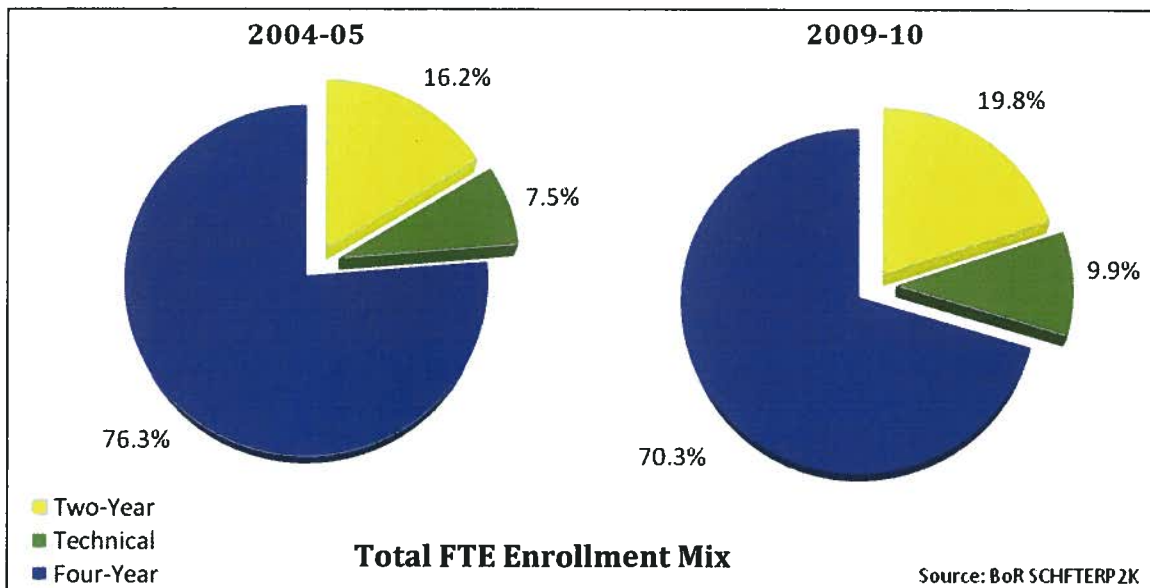
Undergraduate Enrollment Mix: In Fall 2010, 60.7% of all undergraduates were enrolled in four-year institutions, a decline from 69.7% in fall 2004. There has been an increase in enrollment at both the two-year and technical institutions.



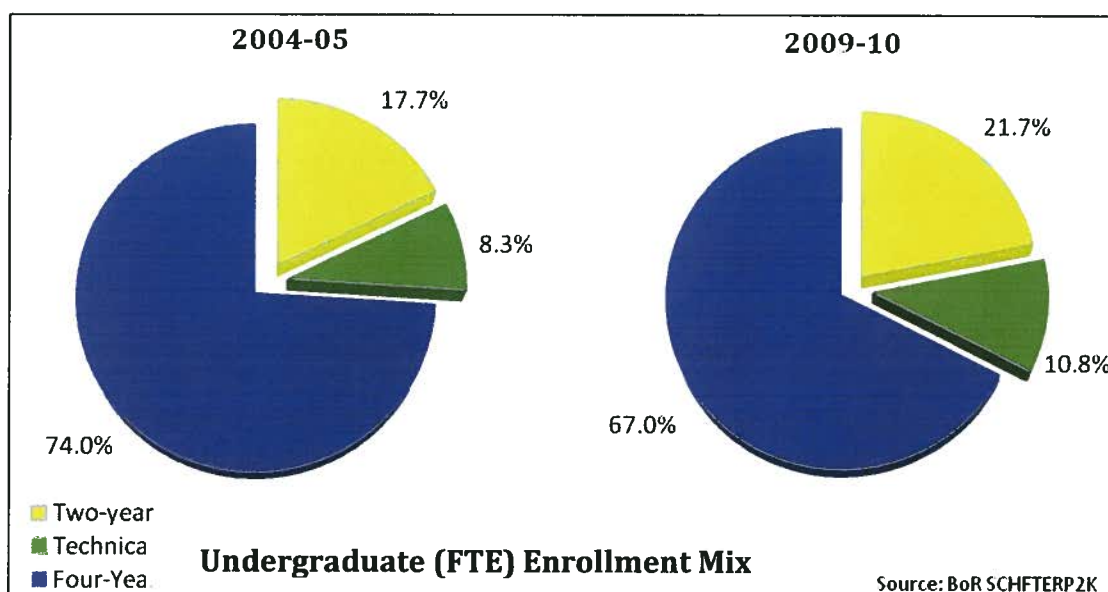
First-time Freshmen (FTF) Enrollment Mix: In 2010, the majority (56.3%) of FTF were enrolled in four-year institutions. The FTF enrollment in the two-year and technical institutions was 43.8%, an almost 10 percentage point increase from 2004 when only 34.1% were enrolled in those institutions.



Total Full-time Equivalent (FTE) Enrollment Mix: In 2004-05, about 76% of the total FTE were in four-year institutions and 24% were in the two-year and technical institutions. In 2009-10, the mix was closer to 70% in four-year institutions and 30% in two-year institutions.



Undergraduate Full-time Equivalent (FTE) Enrollment Mix: Louisiana's undergraduate FTE also shifted toward the two-year and technical institutions and away from the four-year institutions—in 2004-05 the mix was 74% in four-year institutions and 26% in two-year institutions while in 2009-10 the mix was 67%/33%.

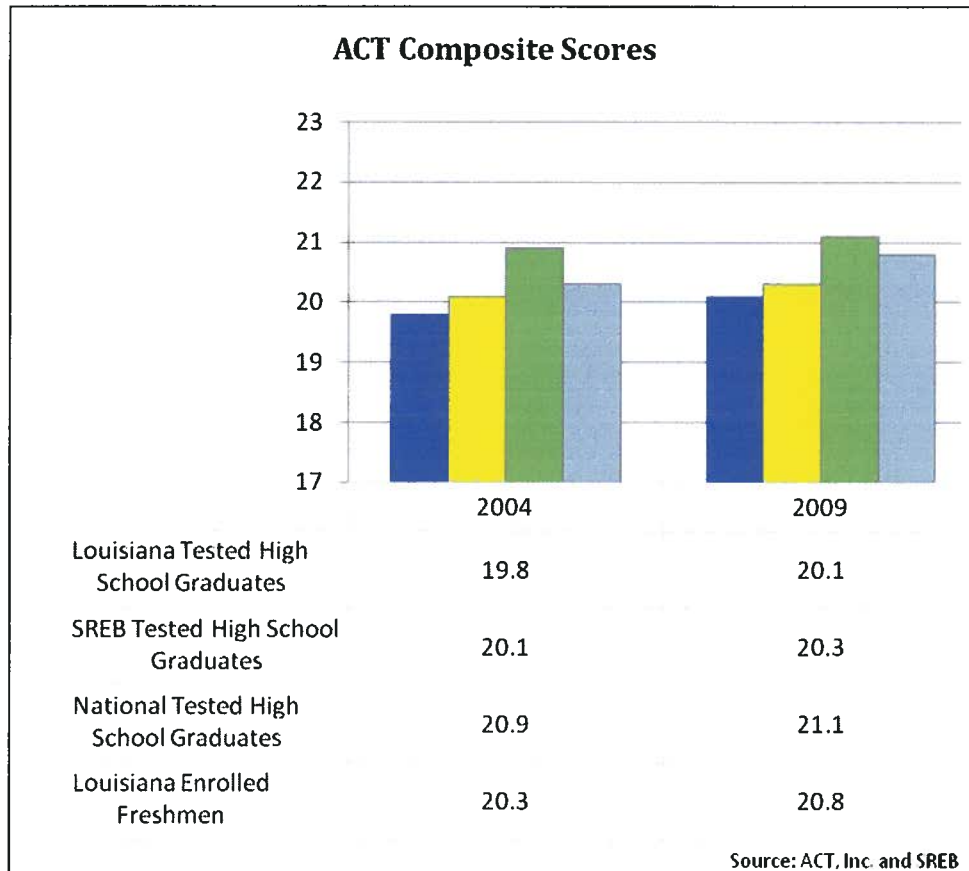


Student preparation

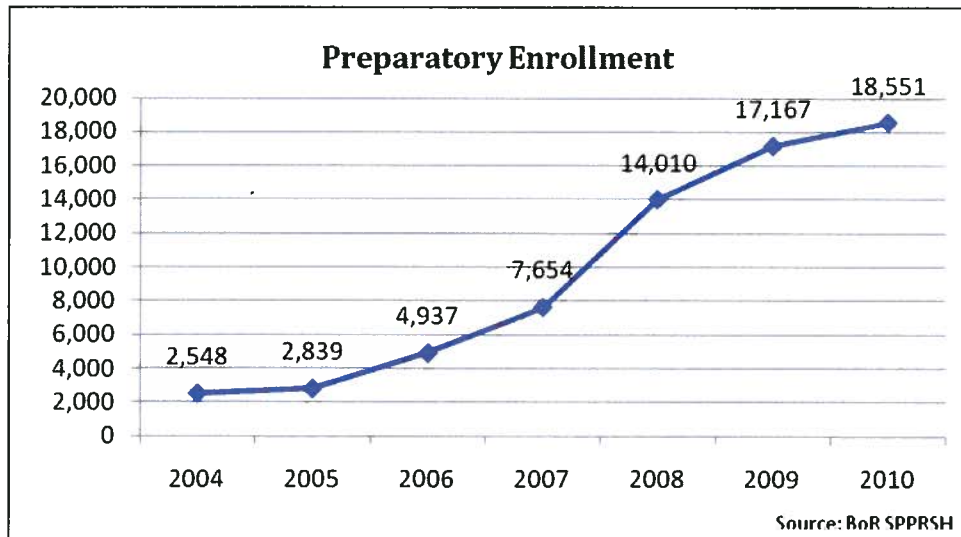
Getting better prepared students into the postsecondary education system is one way to increase success, as is better matching student skill levels and goals with the appropriate institution. Establishing minimum admission standards at four-year institutions and providing access to a growing community and technical college system are two ways that the Board of Regents has been trying to ensure a better match.

Postsecondary education success is highly correlated to adequate preparation during the elementary and secondary years. The Board of Regents and the postsecondary institutions have been working with the Board of Elementary and Secondary Education (BESE) to expose students to the benefits of and options in postsecondary education to help better prepare them for postsecondary education. Working together, a more seamless pipeline between high school and college is being developed. The developments include: establishing a college-preparatory high school course curriculum (also known as the Core 4), expanding opportunities for high school students to enroll in college level courses, and coordinating preparation and financial aid outreach programs. All of these actions are resulting in better preparation of high school students as demonstrated in the following data.

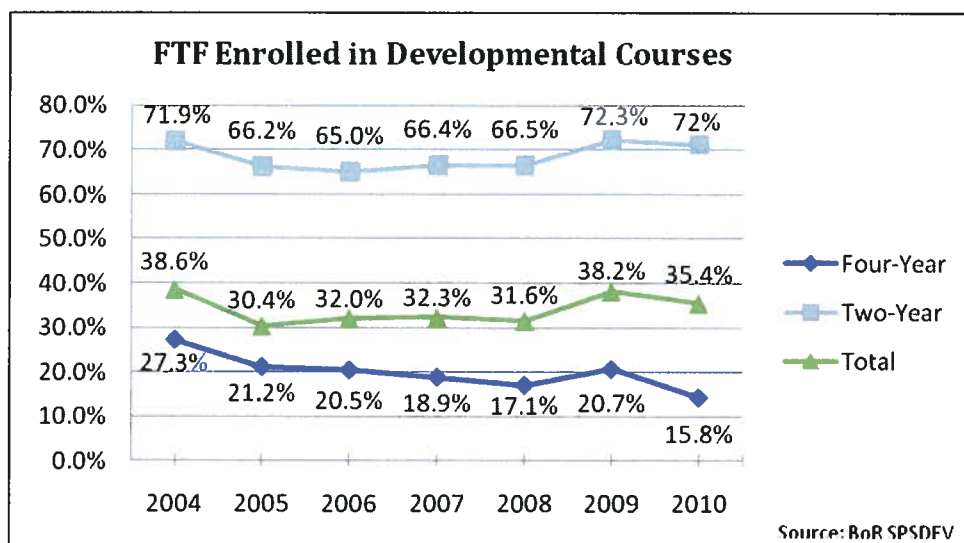
ACT Composite Score: The ACT composite score for Louisiana high school graduates increased between 2004 and 2009 (19.8 to 20.1) at the same time that a greater percentage of high school seniors took the test (87% versus 89%). Correspondingly, the ACT score for entering freshmen in Louisiana public postsecondary education institutions increased from 20.3 in 2004 to 20.8 in 2009. Statistically, because of the large number of test takers, this is a significant increase.



Preparatory Enrollment: The number of high school students enrolled in college courses increased from 2,548 in fall 2004 to 18,551 in fall 2010.

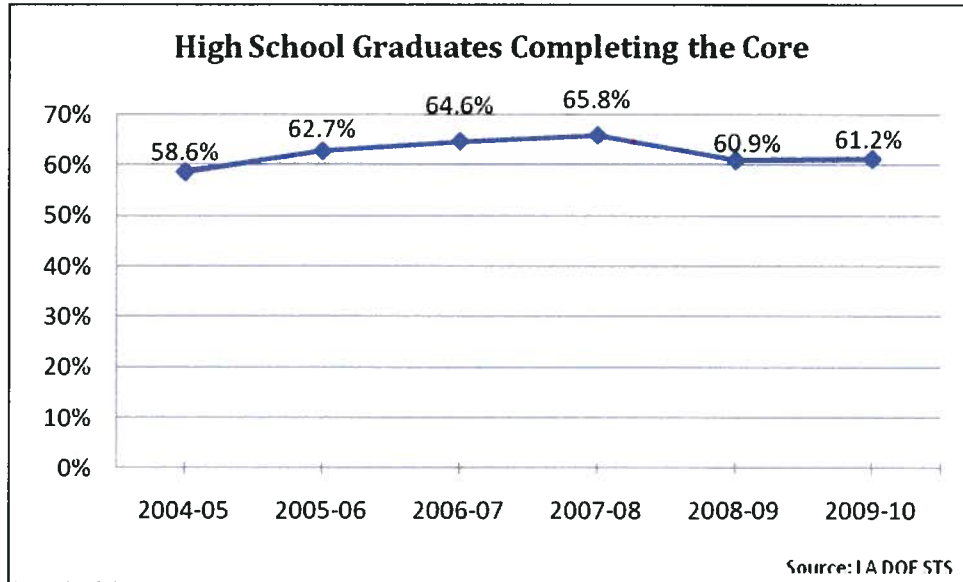


Developmental Education: The percentage of first-time freshmen (FTF) in Louisiana public institutions enrolled in developmental education had declined from 38.6% in fall 2004 to 35.4% in fall 2010. The largest decrease during this time period was seen at the four-year institutions where the percentage of FTF in developmental education was 27.3% in fall 2004 and 15.8% in fall 2010. The 2009 increase was expected because the statewide course placement policy increased the cutoff score for placement into college level math.

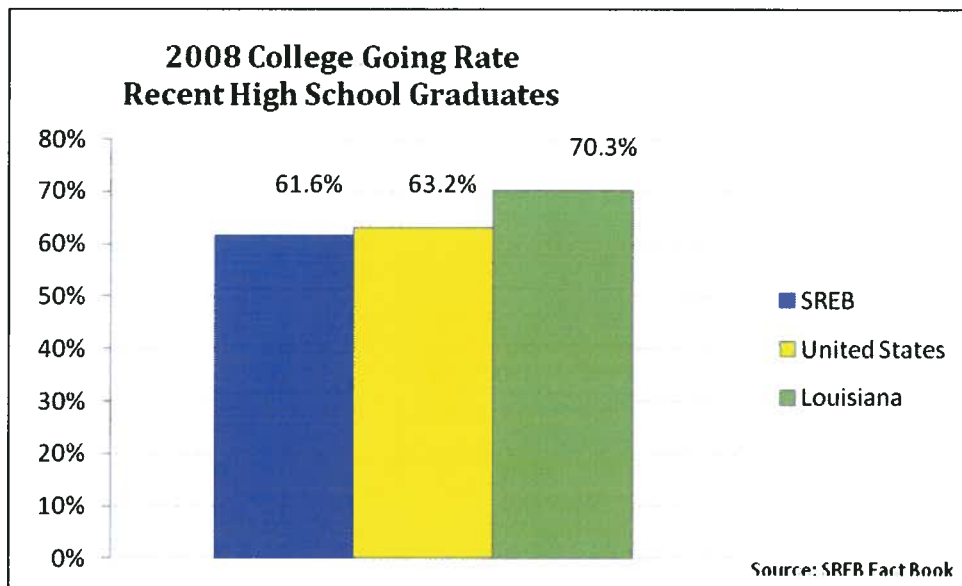


Note: In 2012, the BOR minimum admissions standards will again increase. By fall 2014, first-time freshmen must not need any developmental coursework to be admitted to a four-year university.

High School Graduates with the Core: In 2004, 58.6% of graduating high school seniors had completed the Board of Regents' High School Core Curriculum (also known as the TOPS core). By 2009, the percent with the core had increased to 61.2%. The decline in 2008-09 was likely due to the rigor of the core being enhanced to include an additional unit of advanced science or math.



College Going Rate: The estimated college enrollment rate of recent high school graduates in Louisiana has increased significantly since fall 2004 (54.6% to 70.3% in fall 2008) and was well above the SREB (ranking fourth highest) and U.S. average (61.6% and 63.2% respectively).



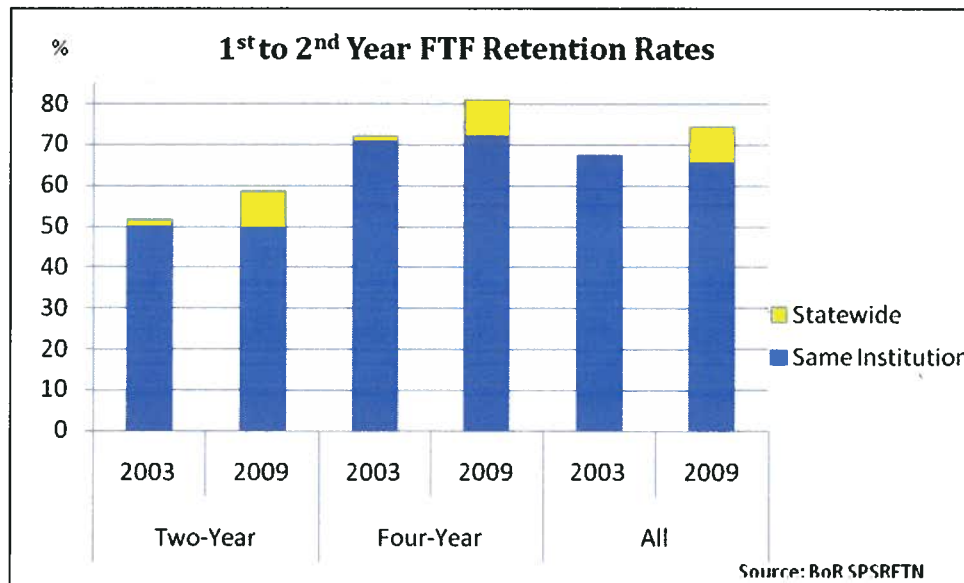
Student Success

For years, Louisiana has been below the national and regional educational attainment of its adult population, whether it is the number with high school diplomas or the number with a postsecondary degree. In order for the state to compete in a global economy, more of its citizens must obtain a degree or credential beyond the high school diploma. The National Center for Higher Education Management Systems (NCHEMS) estimated that at its current rate of growth, Louisiana would reach an adult postsecondary degree attainment rate of 33.1% by 2025. NCHEMS also estimated that the SREB average will reach 42% by 2025 and the national rate will be 46.6%.

As seen in the following success data, increases have been occurring, yet much work is still needed to further increase student success. The GRAD Act is seen an important step in that work.

Retention Rate: Retention rate is the percentage of first-time, full-time degree seeking freshmen (FTF) who enter in a given time period (cohort) that are retained to a specific future period. The **same institution retention rate** counts the percent of FTF that return to the *same* institution. The **statewide retention rate** tracks those FTF that begin at any Louisiana public postsecondary institution and return to any public institution in the state.

The 1st to 2nd year retention rate is the percent of FTF cohort that begin in one fall semester and retain to the following fall semester. The same institution 1st to 2nd year retention rate for all Louisiana public institutions was higher in 2003 than 2009 (67% versus 65.9%). (Note: The 2003 cohort is used because 2004 retention would include data from fall 2005 which was impacted by the Hurricanes.) The statewide 1st to 2nd year retention rate for all institutions increased from 67.3% for fall 2003 to 74.5% for fall 2009. For four-year institutions, both the same institution and statewide 1st to 2nd year retention rate increased over that time period. At two-year institutions, the statewide 1st to 2nd year retention rate increased, while the same institution rate declined slightly.



Graduation Rate:

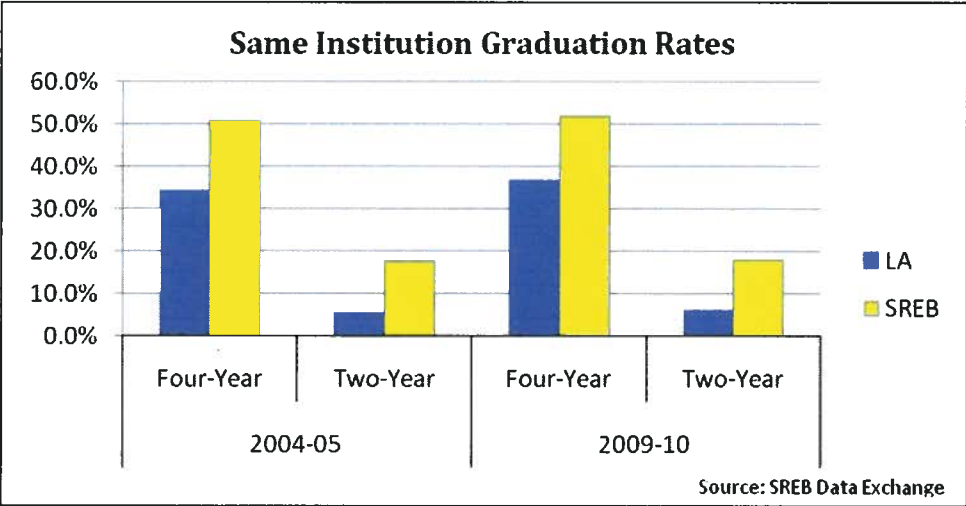
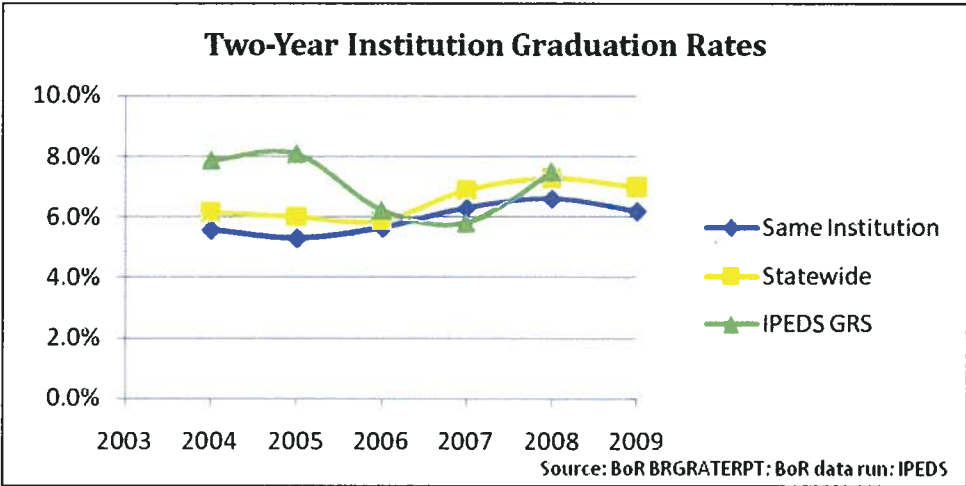
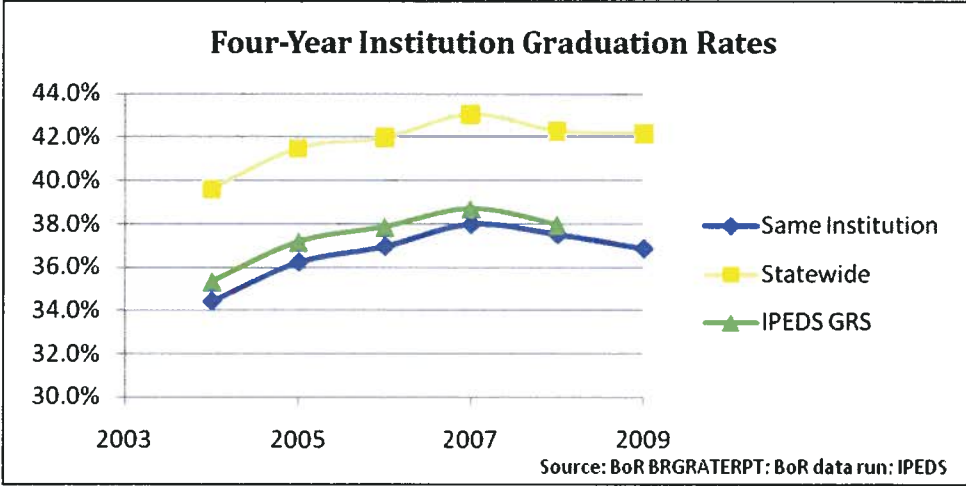
Statewide: The percentage of FTF cohort that begin at any Louisiana public postsecondary institution and graduate from any Louisiana public postsecondary institution within one and a half times the normal time to earn a degree (three years for associate degrees and six years for baccalaureate degrees) has continued to improve.

The statewide graduation rate increased by almost three percentage points at four-year institutions and by about one percentage point (39.8% to 42.7% and 5.7% to 6.8% respectively) at the two-year institutions from 2004 to 2009. It should be noted that the 2008 and 2009 two-year institution rates were highly impacted by the hurricanes of 2005 because the students in the cohort entered college in Fall 2005 and 2006. Impacts on those cohorts will not show up in the four-year graduation data until 2011 and 2012. The statewide graduation rate measure used in the GRAD Act for two-year institutions allows institutions to use the same beginning year as the four-year institutions and tracks the percentage of the FTF cohort who earn either an associates or bachelors degree. This statewide graduation rate for two-year institutions in Fall 2004 was 36.2% and in 2009 was 36.8%.

IPEDS & Same Institution: The Integrated Postsecondary Education Data System (IPEDS) is a federal data system that issues reports on postsecondary education, including the percentage of the FTF cohort who begin and graduate at the same institution within one and a half times the normal time to earn a degree. IPEDS allows adjustments to the cohort used in calculating the graduation rate. The Board of Regents also tracks data on percentage of the FTF cohort that graduate within one and a half times at the same institution but Regents does not allow adjustment to the cohort. Therefore, there are slight differences between the same institution graduation rate calculated by Regents and IPEDS.

It should be noted that many students were displaced due to the hurricanes of 2005 and, because transfer students are not counted in these rates, the impacts of the hurricanes are even greater on same institution rates than on the statewide rates.

Louisiana's IPEDS graduation rate at four-year institutions improved from 35.3% in 2004 to 38.1% in 2009. For two-year institutions, the IPEDS rate was 7.9% in 2004 and declined slightly to 7.2% in 2009 (again note the impact of the hurricanes). The Board of Regents calculated same institution graduation rate for four-year institutions increased from 34.4% in 2004 to 37.2 % in 2009. Between 2004 and 2009, the same institution graduation rate for two year institutions in Louisiana increased from 5.5% to 6.4%.

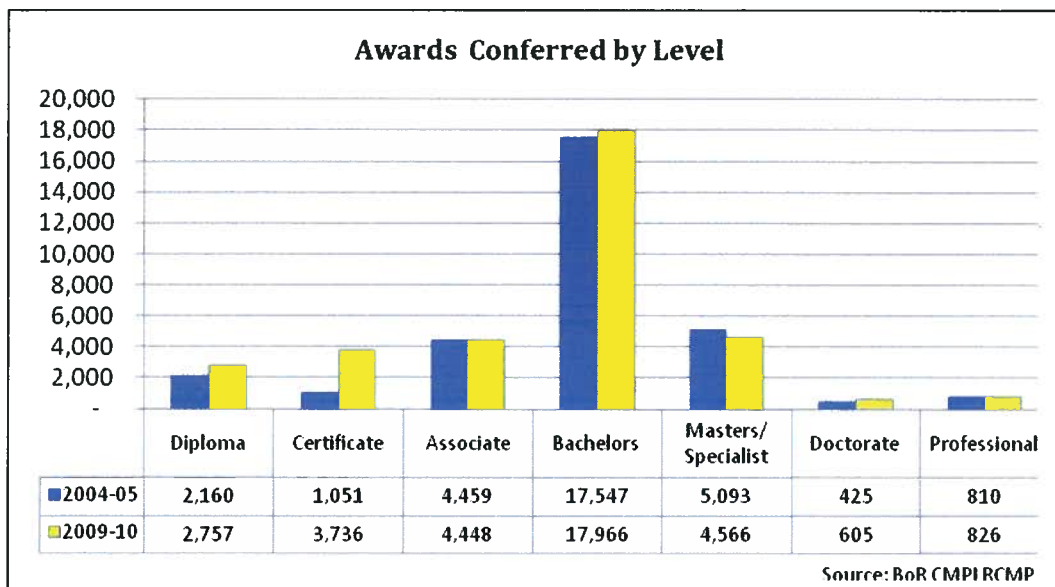


Time to Degree: The time to degree for the FTF cohort who began and graduated at the same institution rose slightly from 2004 to 2009. This is likely due to the increase in part-time students at four-year institutions, the number of hours taken by all students, and the impacts of Hurricanes Katrina and Rita.

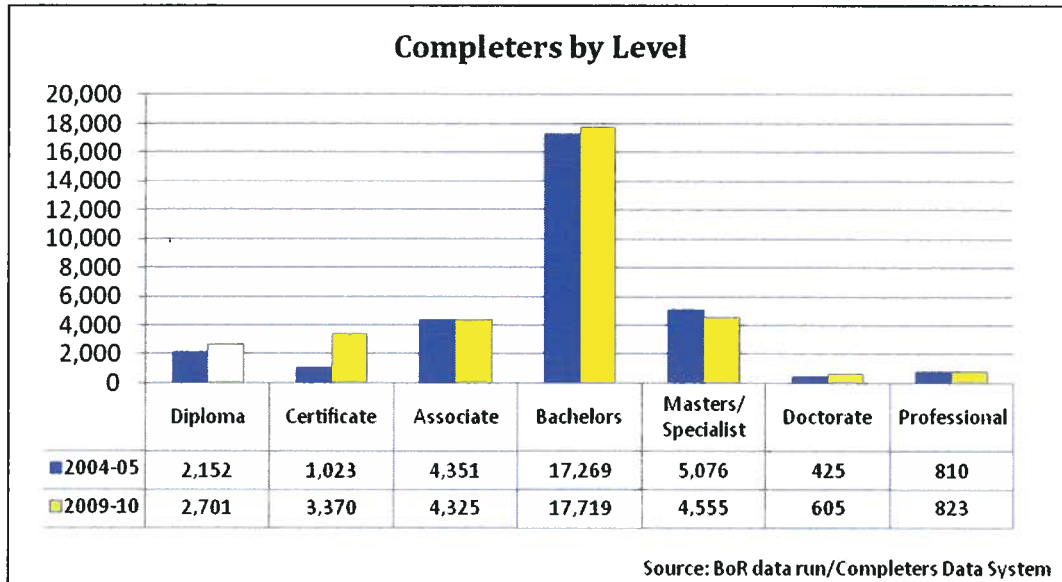
Same Institution Time-to-Degree	Graduation Year 2004-05	Graduation Year 2009-10
Associate	5.3	5.5
Baccalaureate	5.2	5.3

Source: BoR data run/Completers Data System

Awards Conferred: The number of awards conferred in AY 2009-10 was an 11.1% increase from the number awarded in AY 2004-05 (34,904 versus 31,545). The largest percentage growth in production occurred in certificates (from 1,051 to 3,736).

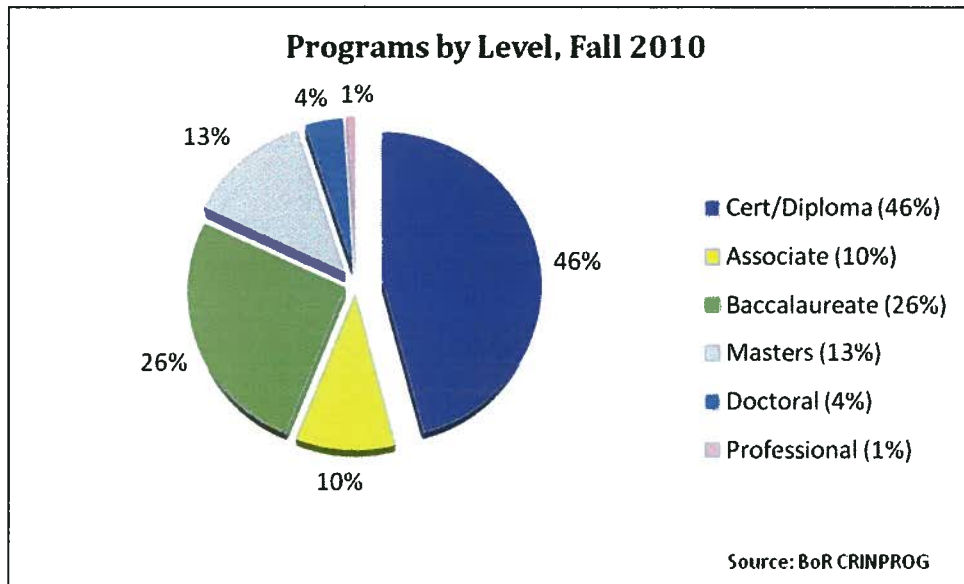


Completers: Some students receive multiple awards at the same level in the same year. The completers measure provides a non-duplicated count of awards per level by counting the number of people receiving the awards at each level instead of the number of awards granted. In 2009-10, the number of completers was 9.6% higher than in 2004-05 (34,098 in AY 2009-10 versus 31,106 in AY 2004-05). The largest increase was in persons obtaining certificates (3,370 in AY 2009-10 versus 1,023 in AY 2004-05).



Programs

The Board of Regents has constitutional authority over all degree programs, including revising or eliminating an existing degree program, and approving, disapproving or modifying a proposed degree program. As of Fall 2010, there were 2,881 total programs available in Louisiana's public postsecondary education system. Of those, 46% (1,326) were programs below the associate degree and 26% were at the baccalaureate level.

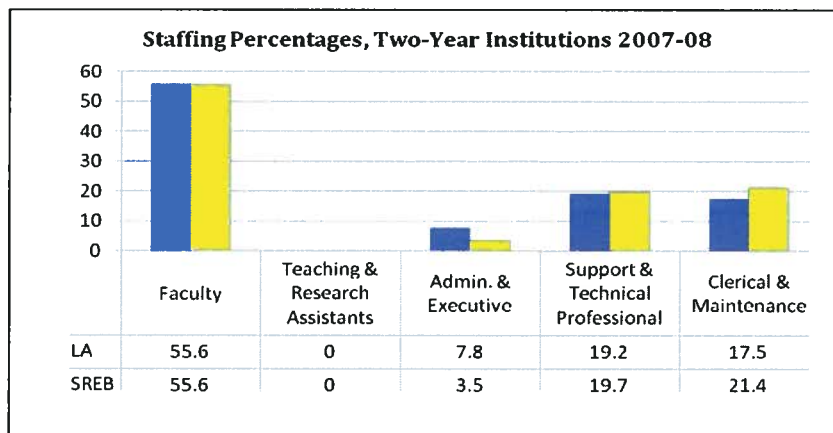
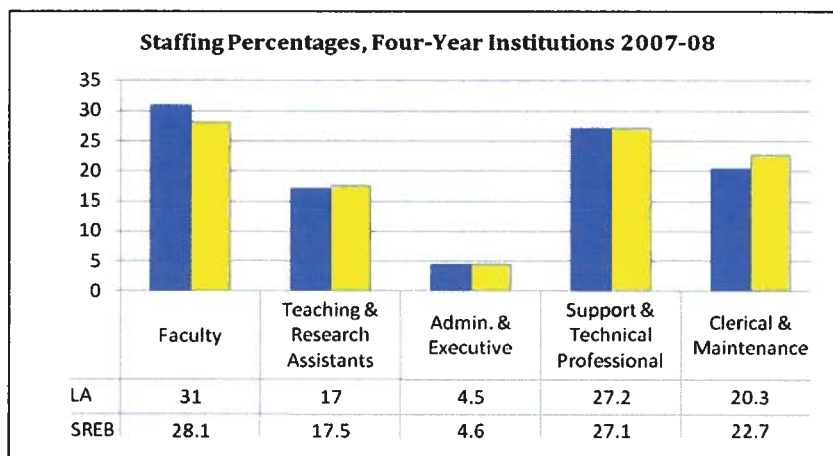


Program Review: Historically, Regents has conducted program reviews every 5-10 years; however, in the last three years Regents has conducted almost continuous program reviews. In 2009-10, 283 degree programs in the curriculum inventory were reviewed for possible elimination and, as a result, 118 were terminated with program revision and/or consolidation resulting in 20 new programs. In January 2011, another review was begun using more stringent parameters to identify programs to be studied. Of the 1,555 programs under Board of Regents authority, 456 were reviewed. Both productivity and duplication were used in the evaluation, resulting in 109 programs being terminated; 189 being consolidated; 107 being conditionally maintained; and 51 being fully maintained. The assessment, analysis, and outcomes will contribute to make higher education more efficient and sustainable to the State of Louisiana and its citizenry.

Accreditation: In Louisiana public postsecondary education, 97.2% of the 584 programs requiring mandatory accreditation are currently accredited. It should be noted that the creation and elimination of programs is a constantly evolving process, therefore 100% accreditation is not an expected goal. (See BoR CRINACRS for institution specific data.)

Faculty/Staff trends

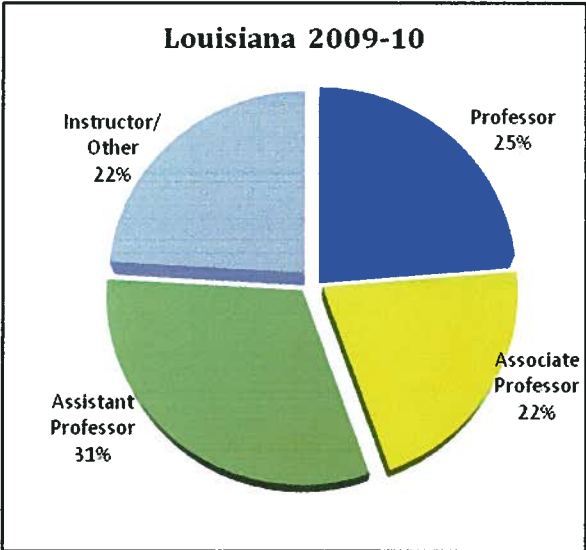
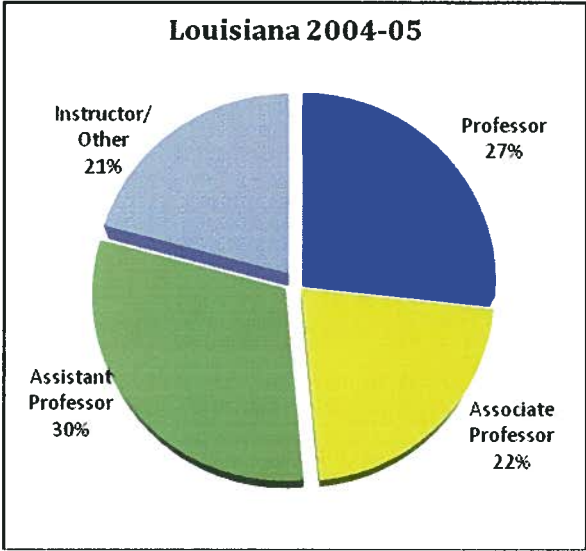
Staff: In 2007-08 (the latest available SREB comparative data), staffing of the four-year and two-year institutions closely followed the staffing of similar institutions in the southern region. However, at Louisiana's four-year institutions, there was a slightly higher percentage of faculty (31% versus 28.1%) and less clerical/maintenance personnel (20.3% versus 22.7%). At Louisiana's two-year institutions, there were more administrative/executive personnel than the SREB average (7.8% versus 3.5%) and less clerical/maintenance workers (17.5% versus 21.4%). *Note: These comparisons fail to take into account the staffing decreases that have occurred due to budget cuts over the last two years.*



Source: SREB State Data Exchange

Full-Time Instructional Faculty by Rank: According to SREB data, the representation of professors as full-time instructional faculty at public four-year institutions increased slightly from 27% in 2004-05 to 28% in 2009-10. Assistant professors represented the largest portion of the faculty (31%) in Louisiana in 2008-09, compared to 29.1% in the SREB.

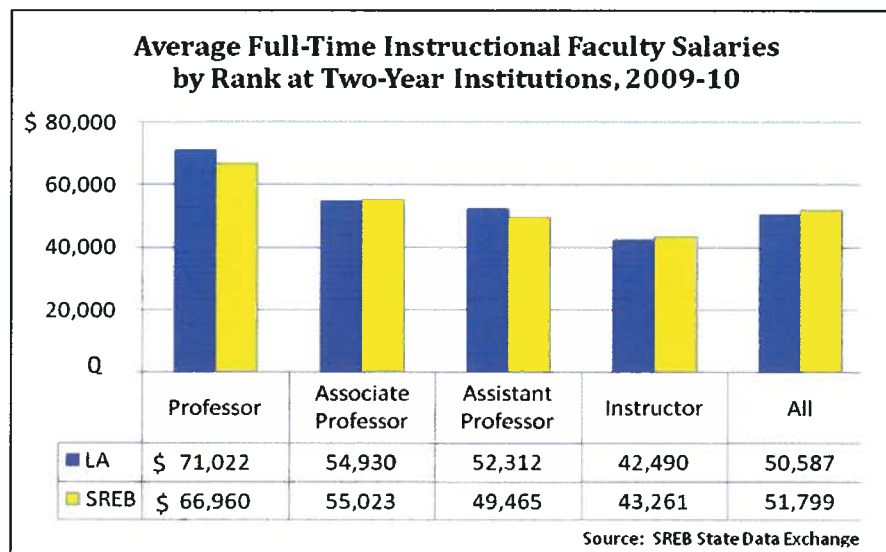
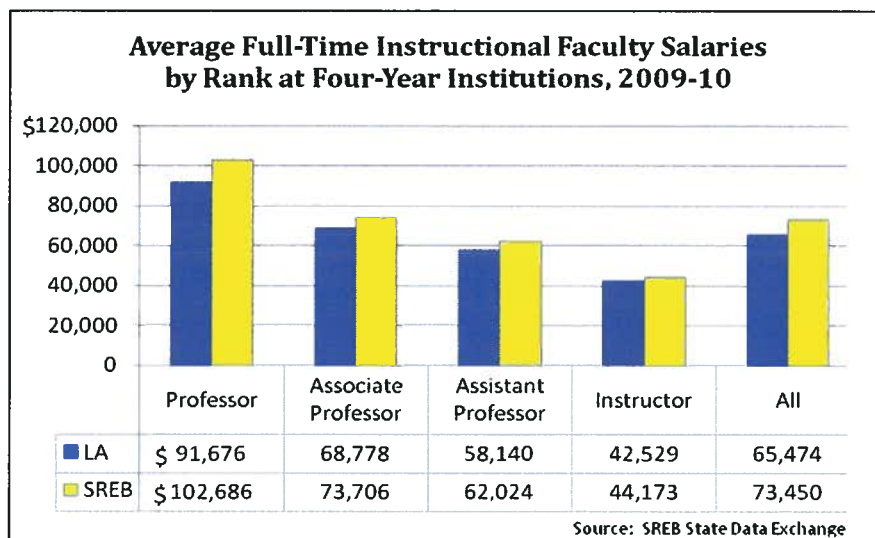
Full-Time Faculty by Rank at Public Four-Year



Source: SREB Fact Book

Average Salaries of Full-Time Instructional Staff: Despite salary increases between 2004-05 and 2009-10, Louisiana average salaries for full-time instructional faculty still ranked below the SREB average in 2009-10.

At four-year institutions, the average salaries for all full-time instructional faculty increased from \$55,653 in 2004-05 to \$65,474 in 2009-10. However, salaries were still below the SREB average (\$65,474 compared to \$73,450) and ranked third lowest in the SREB. At two-year institutions in 2009-10, the average full-time instructional faculty salaries at Louisiana’s two-year institutions were below the SREB average (\$50,587 for Louisiana and \$51,799 for SREB average). Louisiana ranked 7th highest out of 16 in the SREB. Average full-time faculty salaries at technical colleges were \$40,112, the second lowest in the SREB.



Cost trends

Public institutions of postsecondary education are supported primarily by two core revenue sources: state appropriations and tuition and fees. Both revenue streams must be maintained at appropriate levels if students are to have access to affordable postsecondary institutions and campuses are to fulfill their assigned role, scope and mission.

Louisiana, like many states in the South, has historically kept tuition rates low in an effort to afford its citizens maximum access to public postsecondary education. Tuition increases require an affirmative vote by two-thirds of the Legislature. Low tuition, coupled with state budget realities, has often left Louisiana's public postsecondary system below both national and regional averages in both state funding and self-generated revenues from student tuition and fees. In the early 2000's, the state's goal was to fund public postsecondary education at the SREB average. That target was reached for the first time in fiscal year 2007-08. Soon after, budget shortfalls lead to decreases in state appropriations. To partially offset some of the shortfall increases in student tuition and fees were authorized. The GRAD Act allows participating institutions to increase tuition if they meet their performance targets. Never-the-less, tuition and fees at Louisiana's public postsecondary institutions remain some of the lowest in SREB region. The postsecondary education system has also been instituting changes designed to increase efficiencies without negatively impacting students.

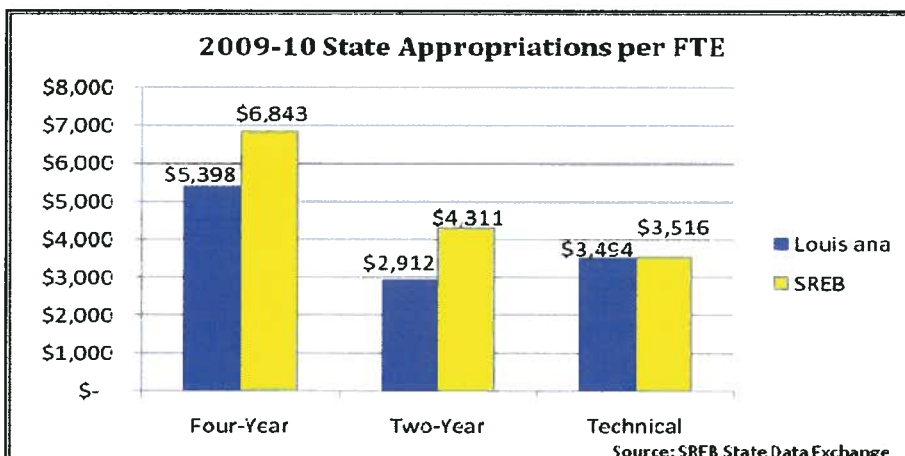
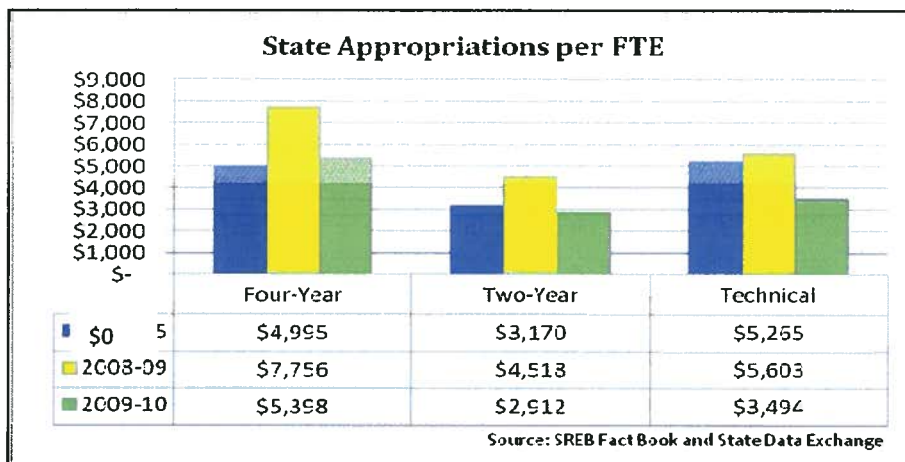
Even when tuition rates are relatively low, paying for the costs of college can consume much of a family's budget. To encourage increased enrollment and completion rates, methods to reduce the increased financial burden to students are available, including aid from both the state and federal governments. Institutions have adopted policies that provide waivers for students who demonstrate hardships. State aid is offered through the Taylor Opportunity Program for Students (TOPS) and the GO Grant. The Pell grant is the most widely used form of federal aid.

State Appropriations per FTE:

Four-Year Universities: State appropriations per FTE at four-year institutions increased by 8.1% between 2004-05 and 2009-10 (from \$4,995 to \$5,398). However, between 2008-09 and 2009-10, state appropriations per FTE decreased by 30.4%. SREB reports that Louisiana's 2009-10 appropriations per FTE were fourth lowest among the SREB states and were \$1,445 below the average of \$6,843 for the SREB states.

Two-Year Colleges: State appropriations per FTE at two-year institutions decreased by 8.1% between 2004-05 and 2009-10 (from \$3,170 to \$2,912). Between 2008-09 and 2009-10, state appropriations per FTE decreased by 35.6%. SREB reports that Louisiana's 2009-10 appropriations were second lowest in the SREB and \$1,399 below the average of \$4,311 for the SREB states.

Technical Colleges: State appropriations per FTE at technical colleges decreased by 33.6% between 2004-05 and 2009-10 (from \$5,265 to \$3,494). SREB reports that Louisiana's 2009-10 appropriations per FTE were second lowest in the SREB and \$22 below the average of \$3,516 for the SREB states.

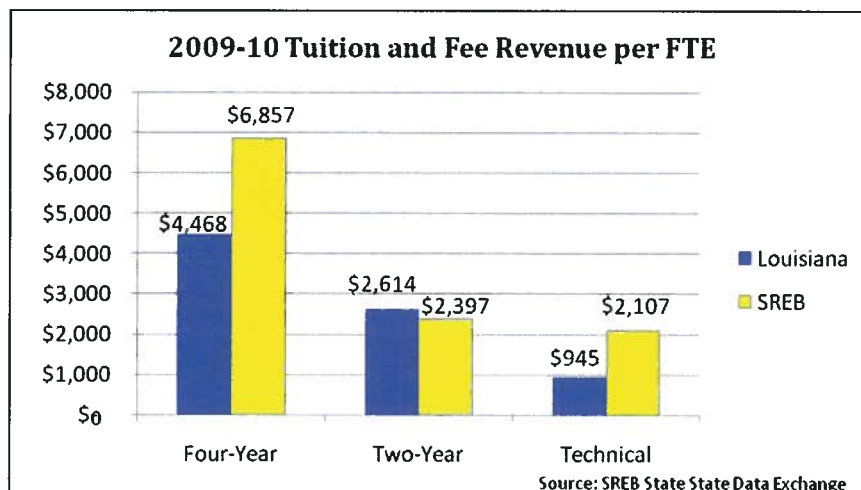
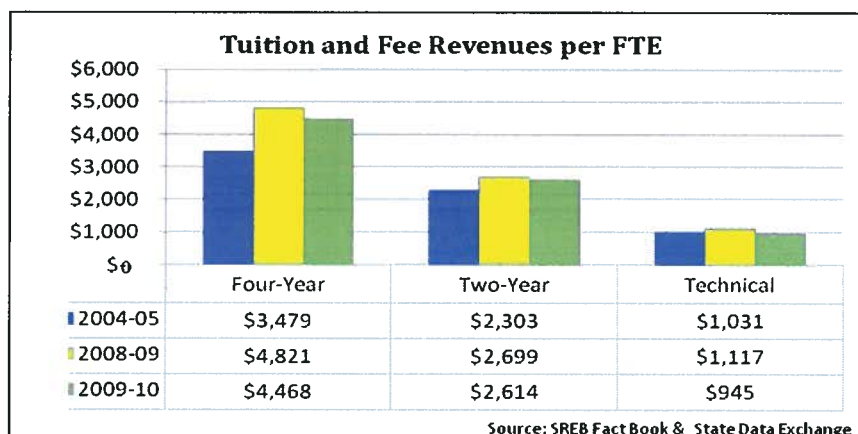


Tuition and Fee Revenue per FTE:

Four-Year Universities: Tuition and fee revenues per FTE at Louisiana’s public four-year institutions increased by 28.4% between 2004-05 and 2009-10 (from \$3,479 to \$4,468). However, between 2008-09 and 2009-10, these revenues decreased by 7.3%. The 2009-10 tuition and fee revenue per FTE were second lowest in the SREB and were \$2,389 below the average of \$6,857 for the SREB states.

Two-Year Colleges: Tuition and fee revenue per FTE at Louisiana’s public two-year institutions increased by 13.5% between 2004-05 and 2009-10 (from \$2,303 to \$2,614). However, between 2008-09 and 2009-10, these revenues decreased by 3.1%. The 2009-10 tuition and fee revenue per FTE was sixth lowest in the SREB and \$217 above the average of \$2,397 for the SREB states.

Technical Institutions: Tuition and fee revenue per FTE at Louisiana’s public technical institutions decreased by 8.3% between 2004-05 and 2009-10 (from \$1,031 to \$945). The 2009-10 per FTE revenue from tuition and fees was the lowest in the SREB and \$1,162 below the average of \$2,107 for the SREB states.

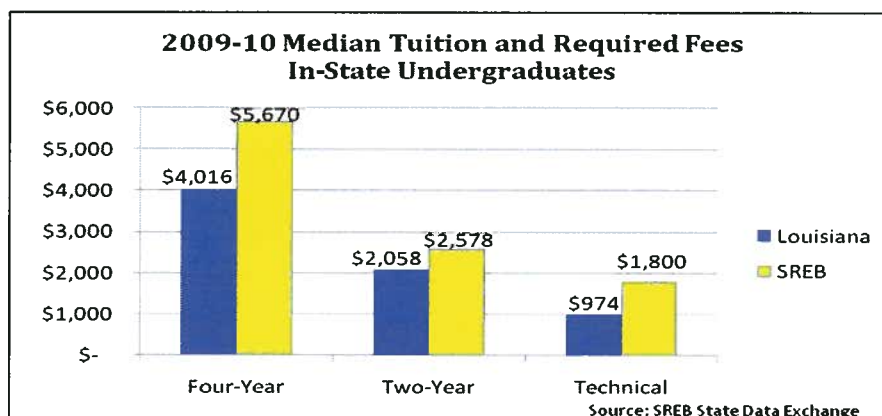
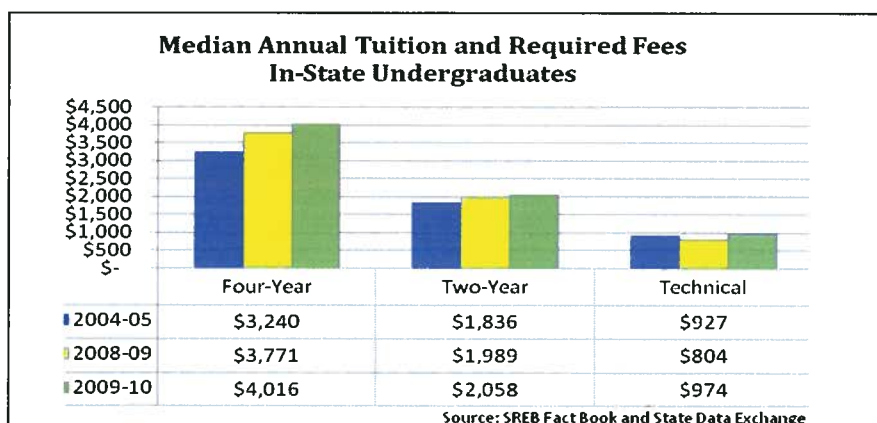


Median Tuition and Required Fees for Undergraduates:

Four-Year Universities: Median tuition and fees charged at Louisiana’s public four-year institutions increased by 24% between 2004-05 and 2009-10 (from \$3,240 to \$4,016). Even with the increases, the Louisiana median 2009-10 tuition and fees were the lowest in the SREB and were \$1,654 below the median of \$5,670 for the SREB states.

Two-Year Colleges: Median tuition and fees charged at Louisiana’s public two-year institutions increased by 12% between 2004-05 and 2009-10 (from \$1,836 to \$2,058). Even with the increases, the Louisiana median 2009-10 tuition and fees were the fourth lowest in the SREB and were \$520 below the median of \$2,578 for the SREB states.

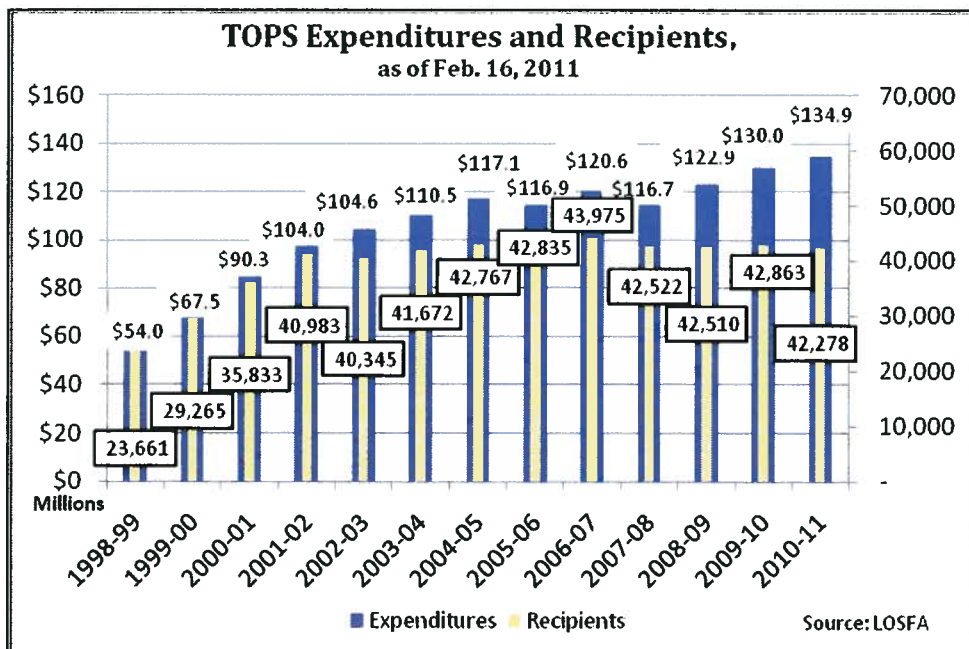
Technical Colleges: Median tuition and fees charged at Louisiana’s public technical institutions increased by half a percent between 2004-05 and 2009-10 (from \$927 to \$974). The Louisiana median 2009-10 tuition and fees were the lowest in the SREB and were \$826 below the median of \$1,800 for the SREB states.

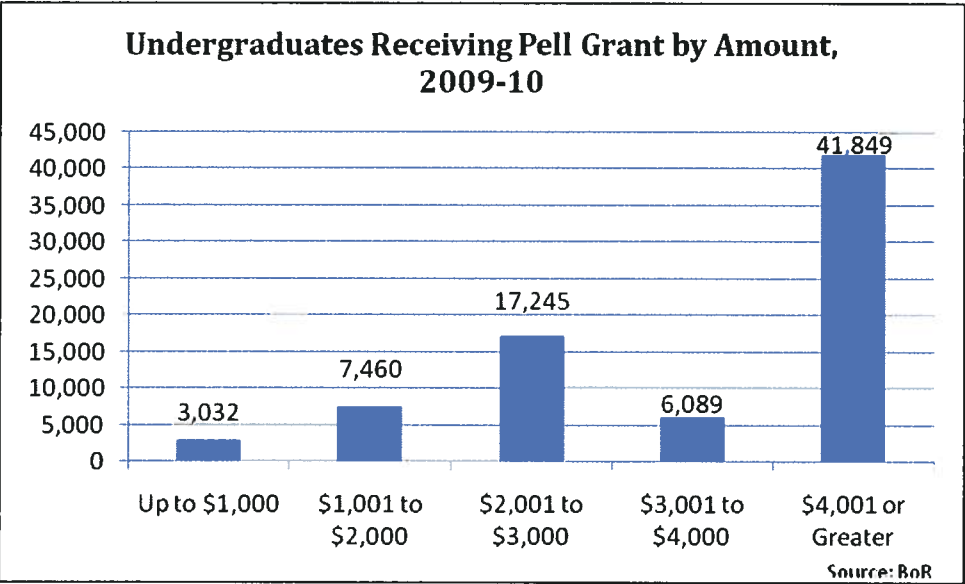
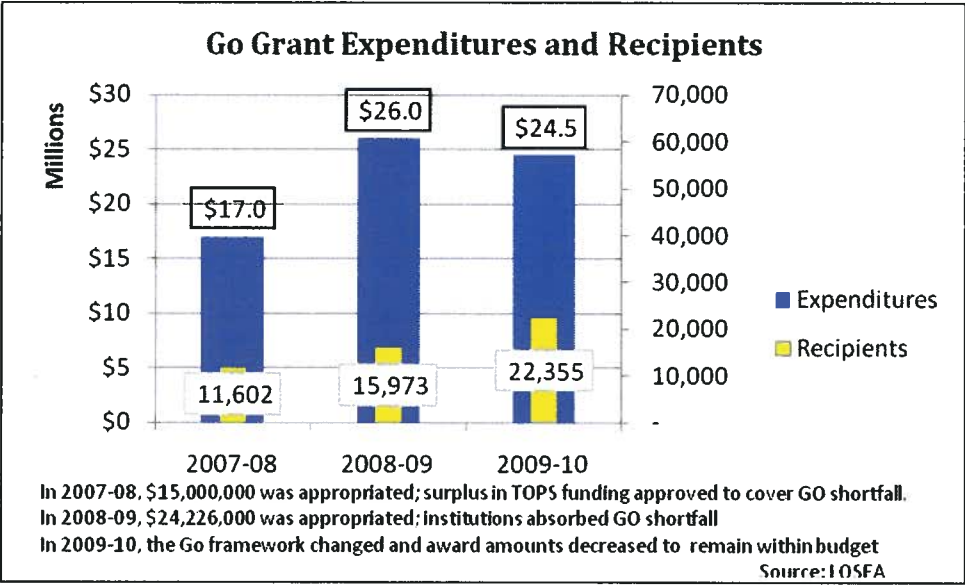


Student Financial Aid:

State Aid: Since 2004-05, the amount of student aid, both need-based and merit-based, provided in Louisiana has increased from \$118 million to \$158 million in 2008-09. A study by the National Association of State Scholarship and Grant Aid Program (NAASGAP) shows that in 2008-09, Louisiana’s expenditures on student aid, as a percentage of total state appropriations for postsecondary education, ranked 18th highest in the nation. In that year, the amount Louisiana expended per undergraduate FTE was 11th highest (\$927.59 compared to a national average of \$660.09). However, the amount of need-based aid provided per undergraduate FTE in 2008-09 was 13th lowest in the nation (\$162.82 compared to a national average of \$476.06). During 2008-09 almost 78% of the state’s undergraduate aid expenditures went to aid based on only merit and slightly over 16% went to aid based on only need. Nationally, the average amount of aid for merit-based awards was 19%, while need-based comprised 48% of the aid available. The Taylor Opportunity Program for Students (TOPS), a merit based program, is the state’s largest aid program. The GO Grant is the state’s need-based aid program.

Federal Aid: The Pell Grant is the largest of the federal aid programs and is intended to assist students with financial need. Pell considers the total cost of attendance (tuition and fees, books and supplies, room and board, and personal expenses) and the expected family contribution (based on family income, assets, savings, family size and family’s state of residence). In 2009-10, 75,675 of the undergraduates in Louisiana’s public postsecondary institutions received Pell. The maximum Pell grant for that year was \$5,350 and the average grant for Louisiana students was \$3,526.

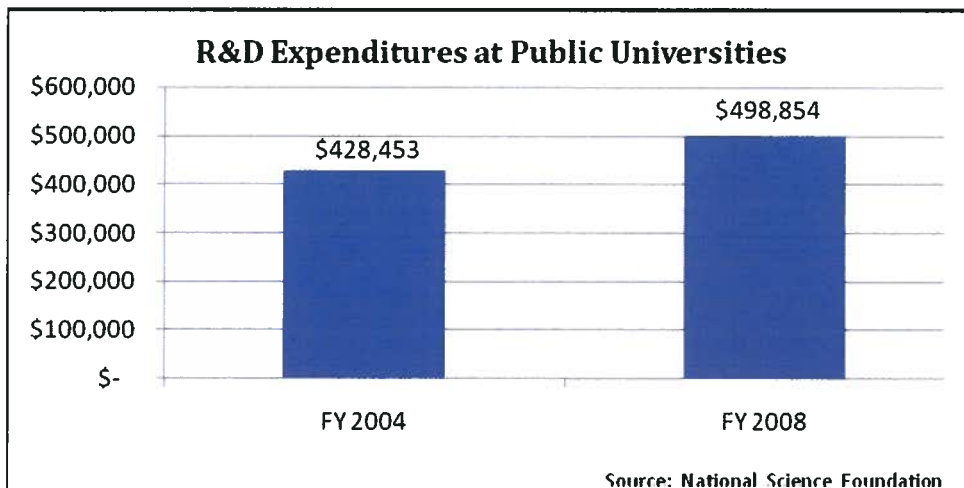
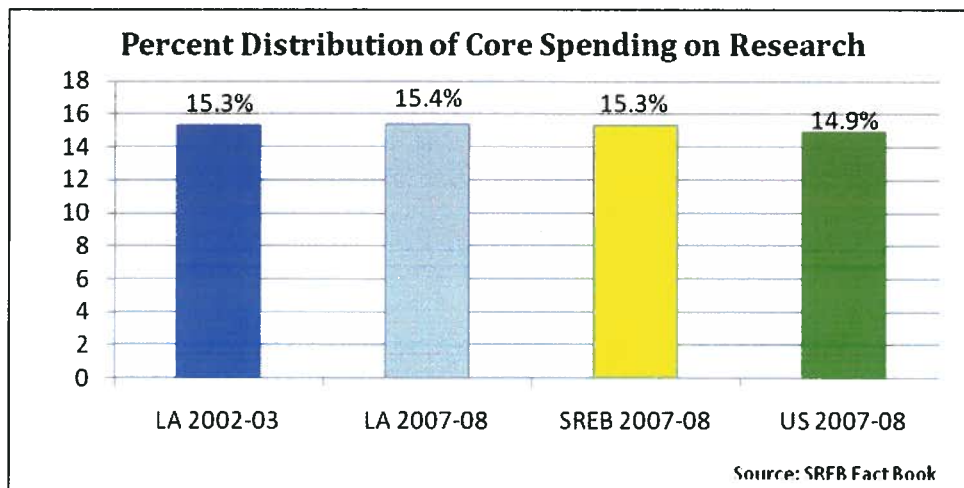




Research trends

Research is a primary function of postsecondary education. It is through research that further diversification of Louisiana's economy and growth of high quality, high paying jobs can occur. Research, particularly in science and technology disciplines, can be the catalyst for startup enterprises. Additionally, many of the technologies developed on campuses result in patents, licensing agreements and private-sector partnerships which can generate royalties for the universities. In 2008, there were 36 patents issued to Louisiana colleges and universities, ranking 19th highest in the nation and the amount of licensing income to Louisiana colleges and universities in 2008 (\$8.4 million) ranked 22nd nationally.

Spending on Research: The percent of core (educational and general operating) spending on research at Louisiana's four-year institutions remained about the same in 2002-03 and 2007-08 (15.3% and 15.4%) with Louisiana ranking above the U.S. and SREB average. Louisiana's research and development expenditures in fiscal 2008, from all sources of funds at public universities, were greater than in 2004.



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
University of New Orleans

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

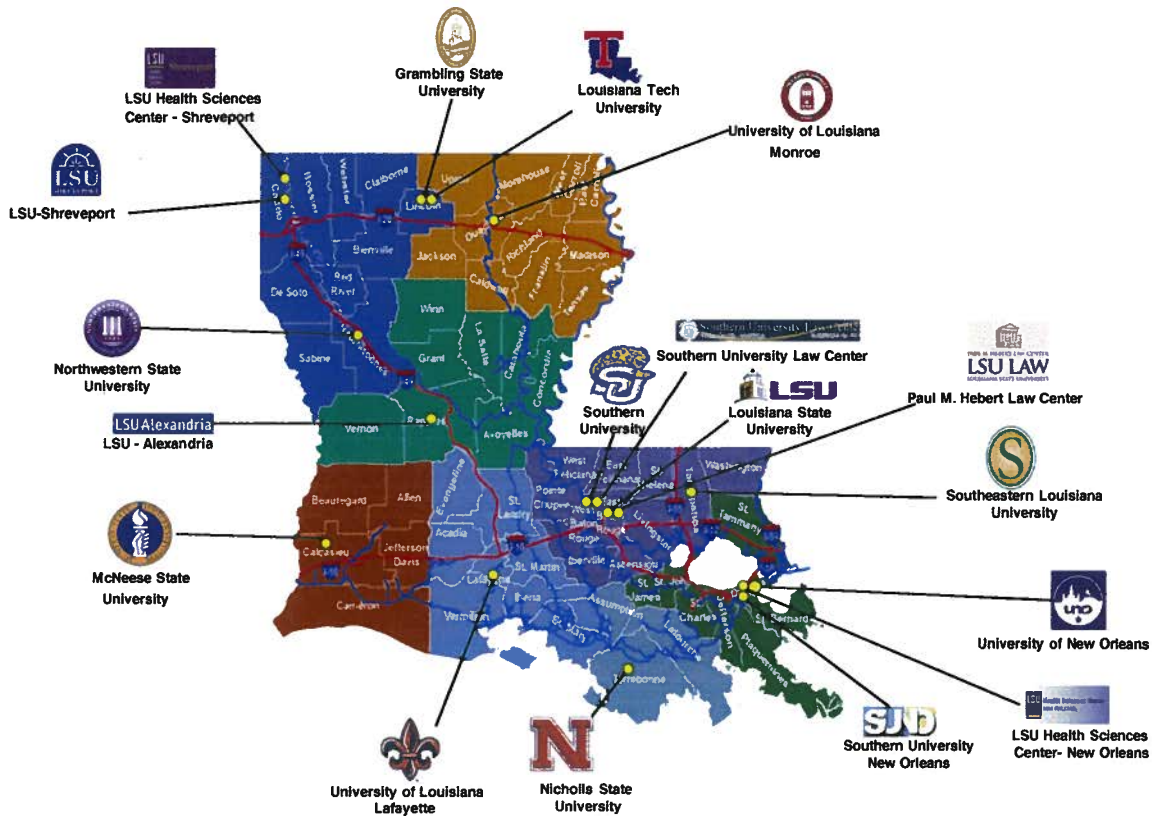
Four-Year Universities: Grambling State University
Louisiana Tech University
McNeese State University
Nicholls State University
Northwestern State University
Southeastern Louisiana University
University of Louisiana Lafayette
University of Louisiana Monroe

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 Tech Community College
Louisiana Delta Community College
River Parishes Community College
South Louisiana Community College
Sowela Technical Community College

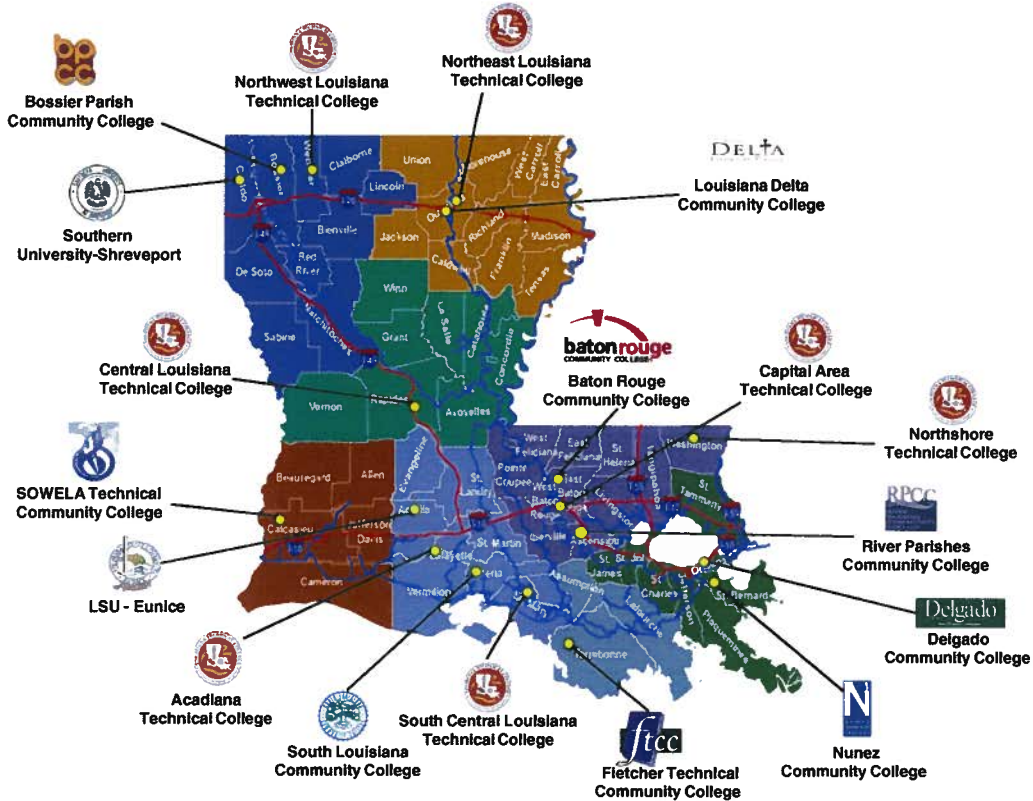
Technical Colleges: Acadiana Technical College
Capital Area Technical College
Central Louisiana Technical College
Northwest Louisiana Technical College
Northeast Louisiana Technical College
Northshore Technical College
South Central Louisiana Technical College

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)

