

SYSTEMWIDE STRATEGIC ENROLLMENT ANALYSIS

Report of Findings and Recommendations

*Louisiana Board of Regents
Public Colleges and Universities*

Enrollment Management Paradigm

Enrollment management is a systematic, holistic, and integrated approach to achieving enrollment goals by exerting more control over those institutional factors that shape the size and characteristics of the student body. It includes activities associated with attracting and retaining students, including marketing, recruitment, financial aid, orientation, advising, and instruction. It also involves examining institutional mission, program and service offerings, organizational structure, and resource allocation. The process relies heavily on the use of pertinent data and information for informed decision making.

Noel-Levitz

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Louisiana Public Postsecondary Education and the Board of Regents¹

Louisiana has a rich history in its public postsecondary education system. From its earliest beginnings in the 19th century to its considerable growth in the 1920s and 1950s, the system has continued to deliver a growing number and variety of services to the citizens of the state and others.

The 1974 Constitution reorganized the governance of higher education, creating a structure with three management boards responsible for the day-to-day operations of campuses and the Board of Regents responsible for statewide coordination of all public colleges and universities. In 1998, the voters of Louisiana revised the Constitution and the Legislature adopted statutes which expanded the responsibilities of the Board of Regents and created a fourth management board responsible for Louisiana Technical College and most of the community colleges. As a result, Louisiana has a coordinated system of higher education based on shared governance.

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

By law, the Board of Regents is to:

- Formulate and make timely revision of a Master Plan for postsecondary education. The plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education. In cooperation with each higher education management board, the chancellor, and the president of each public institution of higher education, the board establishes a mission for each public university system and for each institution within each system. It recommends to the legislature or governor any action necessary to support the development of each system and institution as provided in its mission statement.
- Study the need for and feasibility of creating new institutions, including the establishment of branches, changing the status of institutions, establishing new management boards, and transferring institutions from one board to another. Results from such studies are reported to the Legislature which, by the constitution, must adopt any changes.
- Establish geographic regions of the state to maximize the use of the instructional and physical resources of existing state postsecondary educational institutions and regionally-accredited independent postsecondary educational institutions in order to provide broad citizen access to the education and training services provided by such institutions.
- Approve, disapprove, or modify degree programs, departments of instruction, divisions, or similar subdivisions of all public postsecondary education institutions.
- Submit recommendations to the governor and the Legislature for operating budget and capital construction and improvements for all institutions of public postsecondary education in the state.
- Be responsible for the public postsecondary education system accountability process and is authorized to adopt appropriate measures, definitions, and program guidelines to

¹ Excerpts from *Master Plan for Public Higher Education 2001*, Board of Regents State of Louisiana, Final Draft, March 19, 2001.

implement an accountability process for public institutions of higher education, identify institutional and systemwide performance standards and performance goals, develop appropriate reporting procedures and formats for use by the institutions in reporting data, and develop a process for allocating funding in an objective and measurable manner designed to assure adequate resources are available to achieve excellent educational programming and opportunity consistent with each institution's role, scope, and mission and to provide incentive and reward for excellence in institutional performance.

- Administer the Louisiana Universities Marine Consortium (LUMCON).

Following is a brief description of the systems over which the Board of Regents maintains oversight.

Louisiana Community and Technical College System

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

Louisiana State University System

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

Southern University System

The Southern University system is composed of the institutions under the supervision and management of the Board of Supervisors of Southern University and Agricultural and Mechanical College as follows: Southern University and Agricultural and Mechanical College, Southern University at New Orleans, Southern University at Shreveport, Louisiana, and the agricultural extension and research programs administered by the board.

University of Louisiana System

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

The appendix contains the role, scope, and mission statements for each of the management boards and the institutions for which they have oversight.

Those statements, having been developed in concert with the institutions and their management boards, will be adhered to until the Regents' scheduled review of the Master Plan in 2006. Any significant shift from the defined role, scope, and mission of an institution will be strongly discouraged and allowed only under the most exceptional circumstances.

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The Consulting Team

Profile of Noel-Levitz

Faced with mounting pressures and increasing competition, campus leaders turn first to Noel-Levitz, the results-oriented consulting firm that specializes in all aspects of enrollment management, including staff development, student recruitment, financial aid, student retention, market research and publications, and Web site development.

Partner to More than 1,500 Colleges and Universities

Over the past 28 years, our consultants have partnered with more than 1,500 colleges and universities, public and independent, two-year and four-year, in all 50 states, all Canadian provinces, and six countries abroad.

Known for Getting Enrollment Results

Independent research has confirmed that we are the first place colleges and universities turn for outside enrollment counsel (Core Group, 1998; Product Innovators, 1995). Our work gets results not only in enrollment numbers, but in academic profile, student body diversity, net operating revenue, retention, and distribution of students by gender, academic major, and geography. Noel-Levitz provides full-service support in:

- **Enrollment and financial aid management**

Each year, our experienced enrollment team works with scores of campuses throughout the country to integrate recruitment, retention, financial aid, and other strategies in a comprehensive approach to enrollment and net revenue management. We also convene the North American Enrollment Management Institute and the Presidential Enrollment Management Institute for campus decision-makers.

- Noel-Levitz client institutions seeking to increase first-year student enrollment achieve an average growth of 15.3 percent.
- Client institutions seeking increases in net operating revenue using our financial aid impact service, the Enrollment and Revenue Management System, averaged gains in net revenue of \$748,000.

- **Student retention**

As convener of the National Conference on Student Retention, Noel-Levitz has helped hundreds of institutions across North America to reduce dropout rates without lowering academic standards. Dedicated to student success and persistence, we partner with institutions by offering assessment instruments, faculty and staff development programs, institutional research, national surveys, and on-site consulting.

More than 1,000 institutions used our student assessment and diagnostic services last year.

Noel-Levitz Experience with System and Multiple Campus Projects

Noel-Levitz has extensive experience facilitating enrollment management projects with systems and multiple campuses. Recent work has included:

- North Carolina State College System
- Indiana Community Colleges (via Indiana Commission of Higher Education)
- Minnesota State Colleges and Universities System (MnSCU)
- Kentucky Community and Technical College System

Depending on individual client needs, the following is a representative list of project elements that have been incorporated in our system projects:

- Recruitment consulting
- Retention consulting
- Enrollment Opportunities Analyses
- Annual and strategic enrollment planning
- Predictive Modeling
- Staff training and development
- Enrollment Revenue Management Services (ERMS)
- Automation of recruitment and telecounseling functions
- Systemwide and institution-specific market research
- Recruitment publications and Web site development
- Retention tools

Profile of Performa, Inc.

Performa is an organization of planners, architects, and engineers committed to a systematic approach of linking capital assets with business strategies, resulting in the creation of *high performance environments*. We define high performance environments in higher education as those which influence student and parent choice; retain students, faculty and staff, excite fundraising momentum; and integrate capital decisions with business strategy.

Performa has assembled a diverse and talented team to serve our higher education clients. This team includes planners, architects, and engineers – a number of whom have held administrative and academic positions at colleges and universities around the country.

Our Performa team possesses expertise in the following areas:

- Campus Master Planning
- Private Higher Education Administration
- Building Programming
- Feasibility Studies
- Fundraising Assistance
- Architectural Design
- Engineering Design (structural, mechanical, electrical)
- Facilities Condition Assessment and Corrective Maintenance Planning
- Operations and Maintenance Assessment and Planning

For our campus master planning work, we have developed a network of specialized complementary consultants who we involve in our projects or introduce to our clients, as appropriate. Working with these consultants, we bring a holistic strategy of understanding a college's enrollment management, institutional advancement, communications, strategic planning, and financial goals.

Performa, Inc. was established in 1995 as a corporation licensed to do business in Wisconsin. Prior to spinning off as an independent company, the core of the Performa team was developing a unique approach to providing planning, architectural, and engineering services within another firm – CPR Associates, Inc. That firm, through two other firm names, traces its origin to 1973.

Performa currently has a staff of over 55 individuals, including architects and engineers who are licensed to operate and practice in Wisconsin and other states across the country.

Profile of MicroSource

MicroSource is a managed service provider that helps customers run their businesses better by providing end-to-end information technology management. Based in Greenwood Village, Colorado, and privately held, MicroSource specializes in strategic managed services and technology solutions for organizations that need to focus on their core business.

MicroSource was founded in January 1995, with the expressed goal of providing complete IT management to organizations who need to focus on their core business. CH2M HILL, an industry leader in environmental consulting, engineering, and operations management, quickly signed on as MicroSource's first customer. Today, MicroSource is recognized as one of the fastest growing companies in America - ranking 115th on the Inc. Magazine 500 fastest growing companies for 1999 and recognized by the Denver Business Journal as one of the top 20 fastest growing businesses in Denver for the past three years. The company has grown to 60 employees and operates from its state-of-the-art communication center and headquarters located in the Denver Technological Center to service hundreds of customers including AT&T Broadband, Adams County School District 50, First Data Corp., Hall & Evans, LLC, Noel-Levitz, RNL Design and many others.

Our vision is to be the leading managed services provider of network-based business solutions. MicroSource is the end-to-end solution that allows organizations to fully leverage technology while maintaining focus on their core business.

Report of Findings and Recommendations

Louisiana Board of Regents
Public Colleges and Universities

“The future is not a result of choices among alternative paths offered by the present, but a place that is created – created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.”

John Schaar
Futurist

The Systemwide Strategic Enrollment Analysis Process

The systemwide strategic enrollment analysis resulted from the issuance by the Louisiana Board of Regents on July 17, 2001, of a Request for Proposal (RFP) to conduct a public higher education systemwide strategic enrollment assessment. Following is the work statement from section 4A of the RFP document:

“The contractor is expected to provide a strategic enrollment assessment of Louisiana’s public postsecondary system for the purpose of developing institutional action plans designed to facilitate successful attainment of the statewide goals and objectives identified in the *Master Plan for Public Postsecondary Education: 2001*.

Noel-Levitz submitted a proposal to the Louisiana Board of Regents on August 15, 2001, and was notified on August 24, 2001, that it had been selected as the contractor to provide an external analysis of the marketing, recruitment, financial aid, and retention strategies and tactics systemwide. This analysis was motivated by the Louisiana Board of Regents desire to facilitate the successful attainment of the statewide goals and objectives identified in the *Master Plan for Public Postsecondary Education: 2001* (see appendix for a complete copy of the Master Plan). The enrollment-related goals for 2005 include:

- Increase participation in public postsecondary education two percent.
- Increase minority participation in public postsecondary education five percent.
- Increase the percentage of first-time, full-time entering freshmen retained to the second year in community colleges and universities five percentage points.
- Increase the three-year graduation rate at community colleges and the six-year graduation rate at baccalaureate degree-granting institutions by a combined total of five percentage points.
- Increase the number of students earning baccalaureate degrees in education by seven percent.
- Raise the students' level of satisfaction in Louisiana's baccalaureate degree-granting institutions to the national average for each institution's SREB/Carnegie classification. At the two-year institutions, maintain a level of student satisfaction at or above the national average for similar institutions.

This written report is intended to provide feedback by the contractor to the Louisiana Board of Regents on current enrollment-related issues, strategies, and practices, as well as include a set of recommendations designed to assist Louisiana public colleges and universities achieve both their short- and long-term enrollment goals. The systemwide strategic enrollment analysis had the following five major goals:

1. Analyze the present state of enrollment in Louisiana public postsecondary education.
2. Evaluate and comment on the projected impact on enrollment of the new admissions criteria as proposed in the Master Plan.
3. Assess statewide and institutional:
 - Enrollment goals
 - Enrollment management strategies and organizational structure
 - Commitment of resources necessary to achieve enrollment goals (e.g., human, fiscal, facilities, technology)
4. Assess potential facility and capacity issues systemwide.
5. Assess the statewide and campus cultures and climate for change.

Noel-Levitz would like to recognize the staff at the various Boards and public colleges and universities who, on short notice, were instrumental in compiling the institution-specific information and materials used in the analysis.

The systemwide strategic enrollment analysis progressed in the three phases described below:

1. Data/information review and analysis
2. Focus group interviews with key administrators and staff members
3. Exit executive briefing and written report

Phase One: Data/Information Review and Analysis

This phase included two separate data/information review steps. The majority of Louisiana public institutions were asked to complete and return a consultant-provided *Institutional Fact Finder* (see appendix for a copy of the four-year university and two-year community/technical college versions of the Institutional Fact Finder). The Fact Finders were designed to assist Noel-Levitz consulting staff to better understand specific institutional enrollment goals and the strategies currently in place to achieve them. Specifically, the Fact Finder explored current marketing, recruiting, financial aid, and retention strategies and tactics, and provided information about fiscal, human, and technological resources devoted to the enrollment management effort.

The four-year Fact Finder has the following ten sections:

1. General
2. Enrollment Goals
3. Enrollment Planning
4. Recent Enrollment Funnel Trends
5. Marketing and Recruitment Budget
6. Financial Aid Analysis
7. Market Research, Publications, and Web
8. Retention
9. Technology
10. Comments

The two-year Fact Finder is comprised of the following twelve sections:

1. General
2. Enrollment Goals
3. Enrollment Planning
4. Marketing Penetration and Target Markets
5. Analyzing the College's Enrollment Funnel
6. Marketing and Recruitment Budget
7. Recruitment Strategies
8. Financial Aid

9. Market Research, Publications, and Web

10. Retention

11. Technology

12. Comments

Twenty-three Fact Finders were sent to the Louisiana public two- and four-year colleges and universities. All four-year universities and seven of nine two-year community colleges submitted completed Fact Finders resulting in an overall participation rate of 91 percent. Fact Finders were not used with the technical college nor professional/specialty schools included in the focus group phase of the analysis.

Noel-Levitz also requested supplemental enrollment-related information and data from the Louisiana universities and community colleges participating in the analysis. Institutions were given additional time to compile the following information, which was also reviewed by Noel-Levitz consultants as part of the analysis process:

General Information

1. College catalog
2. Institutional self-study report
3. Institutional strategic plan
4. Organization chart
5. Description of institutional committee structure
6. Campus map
7. Institutional fact book

Recruitment Materials and Information

1. Copy of current recruitment plan
2. Five-year enrollment history showing total enrollment, new student enrollment, and enrollment by selected student characteristics (e.g., gender, racial ethnicity, age, test score, high school GPA, parish, high school attended)
3. Five-year admissions funnel history showing the number of inquiries, applicants, admits, deposits/confirmations, enrolled students, and related conversion and yield rates
4. Current year's recruitment budget

5. Enrollment unit organization structure and position descriptions for admissions/recruitment staff members
6. Listing of inquiry source codes with yield rates
7. Enrollment projections and goals
8. Summary of direct mail criteria, mailings, and results
9. Telecounseling/telemarketing activity report
10. Recruiter territory assignments and goals
11. Previous enrollment-related consulting reports
12. Admissions system flow chart and timelines
13. A list of major recruitment issues/concerns at your institution

Retention

1. Retention and graduation data from the past three years by class and for any subpopulation (e.g., low ability, gender, racial-ethnicity, part-time, commuter, residential, athletes) for which the institution tracks retention
2. Copy of current retention plan
3. Results of any recent student opinion/satisfaction student studies
4. Results of any withdrawing/non-returning studies
5. Recent reports or recommendations of campus retention committee/task force
6. Orientation program materials
7. Brief description of major retention-related strategies including freshman seminar, academic advising system, "early-alert system," academic support services, special populations, etc.
8. A brief description of the student intake-process (e.g., orientation assessment, placement, advising/registration)
9. A brief summary of current efforts designed to improve the teaching/learning process (e.g., collaborative learning strategies, learning communities, center for teaching excellence, academic support services, supplemental instructions, teaching awards, tutoring/summer bridge programs)
10. A list of any current specific quality of student life and learning (retention-related) issues/concerns important to your institution

Marketing and Communications Materials and Information

1. A list of five-to-ten chief competitors (institutions with which you compete for new students)
2. A copy of all major recruitment publications
3. A flow chart depicting your communication plan with prospective students
4. Samples of recent institutional advertising
5. Copy of current marketing plan
6. Your institution's Web site address and a brief description of how the current institutional Web site is managed and updated
7. A complete set of current recruitment letters used to communicate with prospective students
8. A copy of any recent pertinent enrollment-related market research studies/reports
9. ACT/College Board class profiles or market analysis reports
10. A list of ZIP codes and/or parish names in your primary market
11. A list of what you consider your most important institutional market research needs

Financial Aid Materials and Information

1. A complete set of financial aid and scholarship forms, brochures, publications, and letters used to communicate with prospective and returning students
2. Five-year trends and projected changes in direct cost of attendance
3. Description of any institutional merit or no-need scholarship program
4. Section of the Financial Aid Policy and Procedures manual describing institutional packaging philosophy and procedures (if not included in the manual, please provide a brief written description)

Phase Two: Focus Group Interviews with Key Administrators and Staff Members

During the week of September 17-21, 2001, a team of senior Noel-Levitz officers/consultants and Noel-Levitz partners from Performa Inc. and MicroSource conducted an extensive set of focus group interviews with the following groups in Baton Rouge, Louisiana:

- Selected representatives from Louisiana's public colleges and universities
- System office staff
- Board of Regents' staff

The interviews afforded the Noel-Levitz team with the opportunity to explore in depth the Master Plan and institutional enrollment goals, enrollment-related strengths, opportunities to improve enrollment results, current strategies, systems, structures, and tactics being used to achieve enrollment goals, as well as discuss enrollment issues and concerns.

Following is a copy of the week's agenda of focus group interviews which were organized according to admissions selectivity and the various system offices:

**Louisiana Board of Regents: Public Colleges and Universities
Enrollment Assessment Focus Group Schedule**

Monday, September 17, 2001

Time	Session	Participants	Facilitator
4:00-5:30 p.m.	Organizational Meeting	Noel-Levitz staff; presidents of the four systems, Board of Regents' staff	Tom Williams
5:30-6:30 p.m.	Noel-Levitz hosted informal reception	Noel Levitz staff, presidents of the four systems, Board of Regents' staff and members of the Louisiana public postsecondary system (if available)	

Tuesday, September 18, 2001

9:00-11:00 a.m.	Chief Executive Officer Focus Group	Selective I and II: chancellors/presidents	Tom Williams, Dave Crockett, Tom Gavic, and Allan Mitchler
9:00 a.m.-12:00 p.m.	Recruitment Focus Group	Selective I and II: chief admissions/enrollment officers	Kevin Crockett and Gary Fretwell
9:00 a.m.-12:00 p.m.	Retention Focus Group	Selective I and II: chief student affairs and academic affairs officers	Teresa Farnum
9:00 a.m.-12:00 p.m.	Technology Focus Group	Selective III: chief information systems officers	Charlie Hutchins and Alec Wallis
9:00 a.m.-12:00 p.m.	Market Research Focus Group	Selective III: officer over market research and publication communications	Ruth Sims
1:00-3:00 p.m.	Chief Executive Officer Focus Group	Selective III: chancellors/presidents	Tom Williams, Dave Crockett, Tom Gavic, and Allan Mitchler
1:00-4:00 p.m.	Recruitment Focus Group	Selective III: chief admissions/enrollment officers	Kevin Crockett and Gary Fretwell
1:00-4:00 p.m.	Retention Focus Group	Selective III: chief student affairs and academic affairs officers	Teresa Farnum
1:00-4:00 p.m.	Technology Focus Group	Selective I and II: chief information systems officers	Charlie Hutchins and Alec Wallis
1:00-4:00 p.m.	Market Research Focus Group	Selective I and II: officer over market research and publication communications	Ruth Sims

**Louisiana Board of Regents: Public Colleges and Universities
Enrollment Assessment Focus Group Schedule**

Wednesday, September 19, 2001

Time	Session	Participants	Facilitator
9:00 a.m.-12:00 p.m.	Recruitment Focus Group	Community colleges: chief admissions/enrollment officers	Kevin Crockett and Dave Crockett
9:00 a.m.-12:00 p.m.	Technology Focus Group	Community colleges: chief information systems officers	Charlie Hutchins and Alec Wallis
9:00 a.m.-12:00 p.m.	Market Research Focus Group	Officer over market research and publication communications for each of the four systems	Ruth Sims
9:00 a.m.-12:00 p.m.	Chief Executive Officer Focus Group	Community colleges: chancellors/presidents	Tom Williams, Gary Fretwell, Tom Gavic, and Allan Mitchler
9:00 a.m.-12:00 p.m.	Financial Aid Focus Group	Selective I and II: chief financial aid officers	Mark Heffron
1:00-3:30 p.m.	Recruitment/Retention Focus Group	Technical college: designated representatives	Dave Crockett
1:00-4:00 p.m.	Retention Focus Group	Community colleges: chief student affairs and academic affairs officers	Teresa Farnum and Gary Fretwell
1:00-4:00 p.m.	Recruitment/ Retention Focus Group	Law Center: chief admissions/enrollment officers and chief student affairs/academic affairs officers	Kevin Crockett
	Recruitment/ Retention Focus Group	Health Sciences Center: chief admissions/enrollment officers and chief student affairs/academic affairs officers	Kevin Crockett
1:00-4:00 p.m.	Financial Aid Focus Group	Selective III: chief financial aid officers	Mark Heffron
1:00-4:00 p.m.	Market Research Focus Group	Community colleges: officer over systemwide research and communication	Ruth Sims
1:00-4:00 p.m.	Technology Focus Group	Chief information systems officer of each of the four systems	Charlie Hutchins and Alec Wallis
1:00-3:00 p.m.	Chief Executive Officer Focus Group	Presidents of the four systems.	Tom Williams
1:00-3:00 p.m.	Facilities Focus Groups	Manager of facilities for each of the four systems	Tom Gavic
3:30-4:30 p.m.	Facilities Focus Groups	Technical college: designated representatives	Allan Mitchler

Louisiana Board of Regents: Public Colleges and Universities Enrollment Assessment Focus Group Schedule

Thursday, September 20, 2001

Time	Session	Participants	Facilitator
9:00-11:00 a.m.	Financial Aid Focus Group	Community college: chief financial aid officers	Mark Heffron
9:00-11:00 a.m.	Chief Executive Officer Focus Group	Board of Regents' commissioner and deputies	Noel-Levitz staff (except Mark Heffron)
11:00 a.m.-5:00 p.m.	Noel-Levitz staff meeting to prepare for Exit Briefing	Noel-Levitz staff	Tom Williams

Friday, September 21, 2001

8:00 a.m.-12:00 p.m.	Exit Briefing	Noel-Levitz staff; Board of Regents, presidents of the four systems	Noel-Levitz staff
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Following is a listing of the Noel-Levitz consulting team that conducted the focus groups (see appendix for biographical sketches).

Noel-Levitz Consulting Team

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- Allan Mitchler, Vice President for Advancement and Research
Capacity Assessment

The appendix contains the names of the approximately 200 persons who participated in the focus group interview phase.

While the discussions varied depending on the composition of the focus group, they included the following general areas of inquiry:

- A review of the present marketing, recruiting, and retention strategies and plans including specific enrollment goals, objectives, and strategies;
- A review of any available market research and ways that the research is being used in formulating current action plans and current position in the marketplace;
- The present and desired position and image in the marketplace;
- A review of current admissions operations and systems to communicate with students at the inquiry, application, and admit stages;
- Ways the institution is target marketing – according to audience;

- Present conversion and yield strategies;
- Strategic use of financial aid in meeting enrollment objectives;
- The use of telecounseling in the recruitment program;
- The recruitment publications, brochures, and advertisements used to promote and position the institution;
- Database enrollment management procedures and use of data for analysis, tracking, projections, and reporting;
- Current utilization of human resources including admissions staff, faculty, and students;
- The use of technology to enhance recruitment;
- A review of computer capability in support of the enrollment program;
- Organizational structure for enrollment management;
- A review of retention and attrition statistics and the effectiveness of current retention strategies and action programs;
- Comments from the institution's perspective on the enrollment goals contained in chapter one of the *Board of Regents State of Louisiana Master Plan for Public Postsecondary Education: 2001*; and
- Other helpful comments and observations pertinent to the assessment by Noel-Levitz of current marketing recruitment and retention strategies.

The focus groups were designed to identify major enrollment-related themes, strengths, and opportunities across institutions and were not intended to result in specific institutional recommendations. The recommendations resulting from the analysis, however, are appropriate for most Louisiana public colleges and universities.

Phase Three: Exit Executive Briefing and Written Report

The week of focus group interviews concluded with a four-hour exit executive briefing for the leadership and staffs of the Board of Regents and system offices. The purpose of the exit briefing was to enable Noel-Levitz to present initial observations, share some preliminary recommendations, and receive reactions. This session formed the basis for this written report.

In this report, the consultants provide their analysis of the Louisiana public colleges' and universities' current enrollment state, along with the specific recommendations for action that they believe will make the greatest contribution toward the achievement of short- and longer-term enrollment goals.

It is important to note in closing this section on the process used to conduct the systemwide strategic enrollment analysis, that it was understood a review of data/information, materials, and one week of focus groups is not adequate to fully understand all of the complexities and nuances of each individual institution's marketing, recruiting, and retention programs. This obviously would take a longer and more sustained campus-based working relationship than this process allowed. However, the Noel-Levitz consulting team was able to form a strong impression and

reach a number of conclusions regarding the current state of enrollment management at Louisiana public colleges and universities. The team also identified a number of specific recommendations that can be adapted by institutions across each of the systems. While Noel-Levitz believes we were able to accurately assess “current state,” any errors in interpretation or major omissions are the consultants’ responsibility.

Louisiana Public College and University Enrollment-related Situation Analysis

In compiling the data/information contained in this section of the report, the consultants have drawn from a variety of sources (e.g., fact books, research reports/studies). These documents contain a wealth of enrollment-related information pertinent to enrollment planning, analysis, and decision-making. Rather than reproduce numerous tables and graphs from these various reports, Noel-Levitz has elected to reference here only those trends, statistics, and highlights that are especially pertinent to the analysis of the enrollment opportunities in Louisiana public postsecondary education and focus on the enrollment goals contained in the Master Plan. Following is a listing of the major resources used by the consultants. Interested readers are urged to consult the actual source documents for additional information.

- *Board of Regents, State of Louisiana Master Plan for Public Postsecondary Education*
- *Access Denied: Restoring the Nation's Commitment to Equal Educational Opportunity*
February 2001
- Louisiana Board of Regents Preliminary Fall 2001, Fall 2000 Headcount Enrollment
- *Trends and Statistics in Louisiana Public Postsecondary Education: Board of Regents – The 2001 Accountability Report*
- *Southern Regional Education Board Fact Book on Higher Education 2000/2001*
- *Louisiana ACT Scores for the Graduating Class of 2000 at the School and District Level*
Louisiana Department of Education
January 2001
- *ACT Evaluation/Survey Service Student Opinion Survey (two-year and four-year forms) for Louisiana Institutions*
April 2001
- *ACT Institutional Data File, 2001*
- Center for Institutional Data Exchange and Analysis at the University of Oklahoma (SMET)
- *Retention Report Card Five-year Graduation Rates for Four-year Colleges/Universities (full-time)*
USA Today
December 1, 2000
- *Noel-Levitz Institutional Fact Finder*
- *ACT High School Profile Report: 2001 Graduating Class*
State Composite for Louisiana
- *ACT Market Analysis Report*
Louisiana Statewide Segment
- ACT Enrollment Information Service, *Yield Analysis Reports 2000-01 Freshman Class, Louisiana Public Institutions*

- ACT Enrollment Information Service, *Market Analysis Report High School Graduating Class of 2001, State of Louisiana*
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1996-2012*
Western Interstate Commission for Higher Education, 1998

The Environment for Higher Education in the United States

- Between 2000 and 2015, the number of traditional-age students will grow by more than 16 percent – up about five million students with about 1.6 million of these additional students enrolling in college.
- Eighty percent of them will be non-white and almost 50 percent will be Hispanic.
- Among minority students, 45 percent will come from families with the lowest Expected Family Contribution.
- In this knowledge-based economy, nearly 60 percent of the jobs today require some college.
- The economic difference between a college degree and a high school diploma has never been greater. It is the difference between a median household income of \$66,000 and \$34,000.
- High school graduates who are qualified for admission to four-year colleges and who come from the lowest income group, enroll at half the rate of the comparable high-income group.
- Only six percent of the lowest income group of students earn bachelor's degrees, compared to 40 percent of the high-income students.

From Access Denied: Restoring
the Nation's Commitment to
Equal Educational Opportunity
February 2001

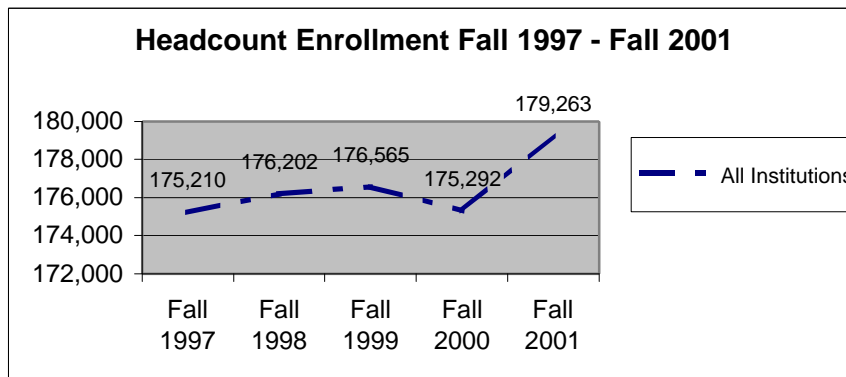
Challenges Facing Public Postsecondary Institutions in Louisiana

- Louisiana has one of the nation's highest percentages of illiterate adults.
- One in five adults in Louisiana has not graduated from high school.
- In Louisiana, only one in five adults have a college degree.
- Proportionately, lower numbers of minority students enroll or remain in postsecondary education.
- At every level, there is a statewide teacher shortage.
- In general, the skills of Louisiana's workforce are inadequate in today's technological economy.

- Following years of budget cuts, Louisiana’s public postsecondary education system is seriously underfunded.
- The number of high school graduates in Louisiana is projected to decline from 46,689 in 2001 to 43,989 in 2006 (-6%) to 40,984 in 2012 (-12%).
- Only seven percent of students enrolled in public postsecondary institutions come from out of state.
- Average ACT composite score of enrolled freshmen in Louisiana is 20.2 compared to 22.1 nationally in 2000.
- Minority students currently account for 36.7 percent of the enrollment at public postsecondary institutions.

Public Postsecondary Education Headcount Enrollment Totals 1997-2001

All Louisiana Public Institutions of Higher Education*



*Excluding Louisiana Technical College

Headcount Enrollment Fall 1997 – Fall 2001 all Louisiana Public Institutions							
All Public Institutions	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	# Change	% Change
Grand Total*	175,210	176,202	176,565	175,292	179,263	3,971	2.27%

Note: Data from the campuses of the Louisiana Technical College (LTC) are NOT included in grand total shown above.

All Public Community Colleges

All Public Community Colleges	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	# Change 1997-2001	% Change 1997-2001
BRCC	N/A	1,866	2,417	2,577	4,180	2,314	124.0%
BPCC	4,108	3,988	3,720	3,624	3,964	(144)	(3.5%)
Delgado	14,111	13,364	13,131	12,784	13,404	(707)	(5.0%)
LSUA	2,409	2,362	2,400	2,386	2,715	306	12.7%
LSUE	2,628	2,672	2,940	2,725	2,748	120	4.6%
Nunez	2,107	1,897	1,927	1,883	1,920	(187)	(8.9%)
RPCC	N/A	N/A	N/A	297	432	135	45.45%
SUS	1,342	1,399	1,324	1,184	1,435	93	6.9%
SLCC	N/A	N/A	632	769	1,021	389	61.6%
LDCC	N/A	N/A	N/A	N/A	271	271	N/A

All Public Four-year Institutions

All Public Four-year Institutions	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	# Change 1997-2001	% Change 1997-2001
GSU	5,864	5,077	4,671	4,716	4,500	(1,364)	(23.3%)
LSU A&M	28,158	29,931	30,977	30,870	31,402	3,244	11.5%
LSUS	4,259	4,410	4,243	4,106	4,113	(146)	(3.4%)
La Tech	9,500	9,656	10,014	10,363	10,708	1,208	12.7%
McNeese	8,131	7,994	7,822	7,634	7,780	(351)	(4.3%)
Nicholls	7,187	7,418	7,367	7,345	7,206	19	0.3%
NSU	8,873	8,572	9,005	9,292	9,415	542	6.1%
SLU	15,330	15,334	15,199	14,535	14,522	(808)	(5.3%)
SU A&M	9,815	9,567	9,345	9,449	9,099	(716)	(7.3%)
SUNO	4,057	4,089	3,789	3,999	3,717	(340)	(8.4%)
ULL	17,044	16,933	16,351	15,742	15,489	(1,555)	(9.1%)
ULM	10,945	10,536	9,950	9,409	8,760	(2,185)	(20.0%)
UNO	15,833	15,629	15,868	16,218	17,000	1,167	7.4%

Among the public four-year institutions, Grambling State University and University of Louisiana Monroe suffered significant loss of enrollment during this period of 20 percent or more. A decline in enrollment of this magnitude cannot be explained by the changes in admission selectivity alone. We strongly recommend that the Board of Regents focus special attention on these two institutions to ensure their success.

Specialized Institutions

Specialized Institutions	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	# Change	% Change
LSU Hlth. Sci. Ctr.	2,891	2,842	2,800	2,719	2,755	36	1.32%
LSU Law Ctr.	618	666	673	666	667	1	0.15%

Preliminary Fall 2001, Fall 2000 Headcount Enrollment

Institution	Headcount 2000-01	Headcount 2001-02 (Preliminary)	# Change	% Change
University of LA				
Grambling	4,716	4,500	(216)	-4.58%
LA Tech	10,363	10,708	345	3.33%
McNeese	7,634	7,780	146	1.91%
Nicholls	7,345	7,206	(139)	-1.89%
Northwestern	9,292	9,415	123	1.32%
Southeastern	14,535	14,522	(13)	-0.09%
University of LA Laf.	15,742	15,489	(253)	-1.61%
University of LA Mon.	9,409	8,760	(649)	-6.90%
Total University of LA	79,036	78,380	(656)	-0.83%
LA State University				
LSU A	2,386	2,715	329	13.79%
LSU BR (incl. vet. med.)	30,870	31,402	532	1.72%
LSU E	2,725	2,748	23	0.84%
LSU LAW	666	667	1	0.15%
LSU HSC	2,719	2,755	36	1.32%
LSU S	4,106	4,113	7	0.17%
UNO	16,218	17,040	822	5.07%
Total LA State University	59,690	61,440	1,750	2.93%
Southern University				
SU BR	9,449	9,099	(350)	-3.70%
SU NO	3,999	3,717	(282)	-7.05%
SU S	1,184	1,435	251	21.20%
Total Southern University	14,632	14,251	(381)	-2.60%

Preliminary Fall 2001, Fall 2000 Headcount Enrollment

Institution	Headcount 2000-01	Headcount 2001-02 (Preliminary)	# Change	% Change
LA Comm/Tech College				
Baton Rouge Community College	2,577	4,180	1,603	62.20%
Bossier Parish Community College	3,624	3,964	340	9.38%
Delgado	12,784	13,404	620	4.85%
Nunez Community College	1,883	1,920	37	1.96%
River Parish Community College	297	432	135	45.45%
South LA Community College	769	1,021	252	32.77%
LA Delta Community College	N/A	271	271	N/A
Louisiana Technical College	0	0	0	N/A
Total LCTCS	21,934	25,192	3,258	14.85%
Public Total	175,292	179,263	3,971	2.27%

Fall 2000 enrollments based on statewide student profile system data, 2000.
Fall 2001 enrollments reflect 14th class day (or equivalent) enrollment.

Louisiana Enrollment-related Trends

- Enrollment in Louisiana public postsecondary education increased moderately between 1997 and 2001. In fall 1997, 175,210 students were enrolled as compared to 179,263 in fall 2001.
- Following are the number and percentage headcount enrollment changes from fall 2000 to fall 2001 for each system:

Change in Headcount Fall 2000 – Fall 2001 Louisiana Public Institutions

	# Change	% Change
University of Louisiana System	(656)	-0.83%
Louisiana State University System	1,750	2.93%
Southern University System	(381)	-2.60%
Louisiana Community and Technical College System *	3,258	14.85%

* Does not include Louisiana Technical College

- With regard to the age of the student population, the under-24 age category experienced the largest numerical increase, from 108,291 in 1996 to 117,442 in 2000, an increase of 8,851. This age group continues to represent the large majority (66.8%) of college students in Louisiana. There are differences by sector with the community colleges having the largest percentage of students over the age of 24 (44.2%).
- Females continue to represent a majority of students enrolled in Louisiana public postsecondary education, 58.4 percent in 1996 and 59.8 percent in 2000.
- While white students enrolled in Louisiana public postsecondary education declined by only 1.8 percent between 1996 and 2000, black and other race student enrollment remained relatively flat (1.7%) between 1996 and 2000.
- Approximately nine of every ten undergraduate students enrolled in Louisiana public postsecondary education are residents of the state, constituting 91.0 percent of undergraduates in 1996 and 92.8 percent in 2000. At the graduate level, Louisiana citizens constitute a large majority of the student enrollment, 78.9 percent in 1996 and 80.5 in 2000.
- Enrollment of out-of-state students in Louisiana has declined by 1.8 percent between 1996 and 2000. International student enrollment has remained unchanged at 1.5 percent during the period.
- A declining majority of students enrolled in Louisiana's public community colleges enroll on a part-time basis, 55.1 percent in 1996 and 52.2 percent in 2,000. Part-time students continue to make up approximately $\frac{1}{4}$ of student enrollment (24.6 percent in 1996 and 23.3 percent in 2000) at four-year institutions.
- In-state tuition and fees have remained relatively stable for the past three years. At two-year colleges, current in-state tuition and fees range from \$1,176 to \$1,514 annually. At four-year institutions, current in-state tuition and fees range from \$1,989 to \$3,395.

In-state Tuition and Fees					
Public Two-year Institutions	1996	1997	1998	1999	2000
BRCC	N/A	N/A	\$1,056	\$1,056	\$1,176
BPCC	N/A	\$1,120	\$1,120	\$1,120	\$1,360
Delgado	\$1,136	\$1,136	\$1,256	\$1,256	\$1,506
LSUA	\$1,060	\$1,096	\$1,132	\$1,147	\$1,397
LSUE	\$1,056	\$1,128	\$1,164	\$1,164	\$1,413
Nunez	\$976	\$1,110	\$1,110	\$1,110	\$1,360
RPCC	N/A	N/A	N/A	\$1,264	\$1,514
SUS	\$1,110	\$1,110	\$1,200	\$1,200	\$1,260
SLCC	N/A	N/A	N/A	\$1,090	\$1,340

In-state Tuition and Fees					
Public Four-year Institutions	1996	1997	1998	1999	2000
GSU	\$2,088	\$2,088	\$2,208	\$2,339	\$2,589
LSU A&M	\$2,687	\$2,711	\$2,841	\$2,851	\$3,395
LSUS	\$1,930	\$2,050	\$2,050	\$2,050	\$2,300
La Tech	\$2,352	\$2,547	\$2,562	\$2,559	\$2,808
McNeese	\$2,012	\$2,006	\$2,113	\$2,206	\$2,456
Nicholls	\$2,017	\$2,136	\$2,136	\$2,118	\$2,368
NSU	\$2,067	\$2,177	\$2,232	\$2,299	\$2,545
SLU	\$1,930	\$1,930	\$2,030	\$2,050	\$2,300
SU A&M	\$2,028	\$2,068	\$2,208	\$2,286	\$2,286
SUNO	\$1,662	\$1,770	\$1,710	\$1,739	\$1,989
ULL	\$1,898	\$1,898	\$2,010	\$2,022	\$2,272
ULM	\$1,926	\$1,932	\$2,052	\$2,057	\$2,307
UNO	\$2,382	\$2,382	\$2,382	\$2,382	\$2,632

- In response to a legislative mandate, out-of-state tuition and fees increased from 1998 to 2000. At two-year colleges current out-of-state tuition and fees range from \$2,300 to \$4,266. At four-year institutions, current tuition and fees range from \$5,463 to \$8,078.
- Following is the percentage of high school graduates by class year qualifying for TOPS:

1997	16.7%
1998	30.5%
1999	31.5%
2000	34.0%

Trends and Statistics in Louisiana Postsecondary Education
Board of Regents – The 2001 Accountability Report

Louisiana Enrollment-related ACT Data

The results profiled in this section are based on all students who graduated from Louisiana High Schools in the spring of 2001, and who took the ACT Assessment during their sophomore, junior, or senior year on a national test date. If a student tested more than once, only their most recent test record containing a valid high school code is used. Those students who tested residually or tested under extended time conditions are not included. The sources included the ACT High School Profile Report: 2001 Graduating Class, State Composite for Louisiana, the ACT Market Analysis Report Louisiana Statewide Segment, and Trends and Statistics in Louisiana Postsecondary Education Board of Regents 2001 Accountability Report.

Segment Population

A total of 37,165 ACT-tested graduating high school seniors are described in this report. This segment includes 16,280 (44%) males and 20,768 (56%) females. Approximately thirty three percent of this group could be classified as minority students.

Academic Qualifications

Students in this segment have a mean ACT composite score of 19.6 – males: 19.7; females: 19.5. The distribution of these students in score ranges follows:

Percent in ACT Composite Score Ranges

	01-18	19-21	22-26	27-29	30-36
Total	44	24	23	6	8
Male	44	23	23	7	3
Female	44	25	23	5	2

This group's high school grade point average is 2.96, and they expect to earn a first-year college GPA of 2.96.

Seventy one percent of the students in this segment completed the following college preparatory curriculum:

- 4.0 or more years English
- 3.0 or more years Math
- 3.0 or more years Social Sciences
- 3.0 or more years Natural Sciences

The average ACT composite score for students completing the core or more is 20.5.

Planned Educational Majors

The 'top five' educational majors planned by students in this segment are:

Educational Majors

	Major	Total	(%)	Mean Act Composite	Mean High School GPA	Mean Expected College GPA
740-756	Health SCI & Aid H	8,591	23	19.4	3.07	3.03
400-400	Undecided	3,525	9	19.4	2.88	2.84
450-470	Bus. and Management	3,136	8	19.0	2.88	2.89
850-861	Social Sciences	2,868	8	20.5	3.04	3.06
620-645	Engineering	2,317	6	20.3	3.03	3.04

College Plans

Student's plans for college include: 49 percent plan to commute to college; 72 percent plan to attend an in-state college; 77 percent plan to seek financial aid; 78 percent plan to work while

Mean ACT Composite Scores

Public Four-year Institutions	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
GSU	16.3	16.1	15.8	16.0	16.1	16.0
LSU A&M	23.4	23.6	23.1	23.4	23.5	23.5
LSUS	20.2	20.2	20.5	20.5	20.2	20.3
La Tech	21.8	22.1	22.0	22.1	21.9	22.1
McNeese	19.1	18.9	19.2	19.4	19.4	19.5
Nicholls	18.6	18.7	18.7	18.6	18.8	18.9
NSU	19.4	19.4	19.3	19.4	19.4	19.4
SLU	18.7	18.7	18.7	18.7	18.8	18.8
SU A&M	16.5	16.7	16.4	16.2	16.6	16.5
SUNO	15.1	15.1	15.1	15.1	14.7	14.6
ULL	19.3	19.3	19.4	19.4	19.6	20.6
ULM	19.0	19.1	19.2	19.2	19.2	19.3
UNO	20.7	20.6	20.3	20.2	20.4	20.2

Background information about the 2001 graduating class (a description of the characteristics of the direct-from-high school market at time of testing):

High School Graduating Class 2001 Background Information

High School Curriculum or Program	# of Students	Mean ACT Comp.	Percentage
Business communications/vocational occupation	3,513	16.5	9
College preparatory	22,887	20.6	62
Other/general/no response	10,765	18.4	29
Request Assistance with			
Education/occupation plans	14,472	19.9	39
Expressed ideas in writing	8,789	18.6	24
Reading/comprehension	11,129	18.5	30
Study skills	15,716	18.5	42
Math skills	15,462	18.3	42
Personal concerns	4,703	18.3	13

High School Graduating Class 2001 Background Information

Expressed Financial Need	# of Students	Mean ACT Comp.	Percentage
Need financial aid	28,452	19.5	77
Need to find work	25,235	19.3	68
Special College Program			
Independent study	13,009	20.2	35
Honors courses	9,996	21.9	27
Maximum Yearly College Tuition			
\$1,000 and under	2,905	16.7	8
\$1,001 - \$2,000	3,897	17.9	10
\$2,001 - \$4,000	6,284	18.9	17
\$4,001 - \$7,500	3,868	19.5	10
\$7,501 - and over	1,045	20.4	3
No preference	15,146	20.8	41
No response	4,020	19.7	11
Most Recently Tested			
Sophomore	596	19.6	2
Junior	7,665	20.4	21
Senior	27,559	19.4	74
Other/no response	1,345	19.7	11
College Core Preparation			
Core or more	26,296	20.5	71
Less than core	9,667	17.1	25
No response	1,414	19.2	4
Race – Ethnic Background			
African–American/Black	9,954	16.7	27
American Indian, Alaskan Native	227	18.6	1
Caucasian–American/Chicano	23,489	20.8	63
Mexican-American/Chicano	263	19.2	1
Asian-American, Pacific Islander	822	20.7	2
Puerto Rican, Cuban, Hispanic	436	19.6	1
Other	342	18.8	1
Multiracial	256	20.6	1

High School Graduating Class 2001 Background Information

	# of Students	Mean ACT Comp.	Percentage
Prefer not to respond	980	20.1	3
No response	396	18.2	1
Estimated Family Income			
Less than \$18,000	5,153	17.1	14
About \$18,000 - \$24,000	3,358	17.9	9
About \$24,000 - \$30,000	2,777	18.7	7
About \$30,000 - \$36,000	2,467	19.3	7
About \$36,000 - \$42,000	2,510	19.7	7
About \$42,000 - \$50,000	2,966	20.1	8
About \$50,000 - \$60,000	3,213	20.5	9
About \$60,000 - \$80,000	3,941	21.0	11
About \$80,000 - \$100,000	2,259	21.8	6
More than \$100,000	2,265	22.4	6
No response	6,256	19.7	17
High School Class Rank			
Top quarter	11,887	22.4	32
Second quarter	12,920	18.8	35
Third quarter	7,315	17.1	20
Fourth quarter	1,148	16.0	3
No response	3,895	19.4	10
Education Degree Aspiration			
Vocational - Technical	460	15.8	1
Two-year college degree	1,747	16.2	5
Bachelors degree	11,775	18.8	32
Graduate study	5,423	21.2	15
Professional level degree	12,925	20.6	35
Other	1,553	17.4	4
No response	3,282	19.4	9
Plans to Attend College			
In-state	25,764	79%	
Out-of-state	6,920	21%	

High School Graduating Class 2001 Background Information

	# of Students	Mean ACT Comp.	Percentage
Type of Institution Preferred			
Public college/university	27,730		82%
Private college/university	4,006		12%
Public community college	1,255		4%
Private junior college	123		-
Vocational/technical college	429		1%
School of nursing	454		1%

Student's Institutional Preferences at Time of Testing

College Code	Institution Name	State	Total	First Choice	Second-Sixth Choices	ACT Composite Ranges			
						1 – 17	18 – 22	23 – 27	28 - 36
1590	Louisiana State University/A&M – Baton Rouge	LA	13,255	4,715	8,540	2,644	5,908	3,695	1,008
1595	Louisiana TOPS	LA	9,649	5,942	3,707	1,891	4,689	2,546	523
1612	University of Louisiana - Lafayette	LA	7,708	1,953	5,755	2,587	3,592	1,306	223
1588	Louisiana Tech University	LA	6,176	1,580	4,596	1,960	2,574	1,310	332
1600	Northwestern State University of LA	LA	5,880	1,268	4,612	2,270	2,552	917	141
1591	University of New Orleans	LA	5,262	1,148	4,290	1,991	2,348	926	173
1608	Southeastern Louisiana University	LA	5,438	1,458	3,804	1,980	2,448	742	92
1610	Southern University – Baton Rouge	LA	4,146	1,333	2,813	2,841	1,127	164	14
1580	Nicholls State University	LA	4,140	1,116	3,024	1,860	1,752	463	65
1614	Tulane University	LA	3,498	568	3,120	811	1,158	1,137	582
1598	University of Louisiana – Monroe	LA	3,688	861	2,637	1,403	1,502	521	72
1594	McNeese State University	LA	3,425	1,031	2,394	1,323	1,505	530	67
1582	Grambling State University	LA	2,235	585	1,650	1,714	467	49	5
1592	Loyola University New Orleans	LA	2,159	366	1,793	462	779	683	235
1618	Xavier University of Louisiana	LA	1,943	438	1,505	966	724	233	20
1577	Delgado Community College	LA	1,886	612	1,274	1,272	537	71	6
1593	Louisiana State University in Shreveport	LA	1,590	349	1,241	543	710	296	41
1578	Dillard University	LA	1,519	338	1,181	941	477	95	6
1587	Louisiana State University at Eunice	LA	1,338	416	922	553	611	153	21

Student's Institutional Preferences at Time of Testing

College Code	Institution Name	State	Total	First Choice	Second-Sixth Choices	ACT Composite Ranges			
						1 – 17	18 – 22	23 – 27	28 - 36
1586	Louisiana College	LA	1,128	283	845	335	481	254	58
1589	Louisiana State University at Alexandria	LA	912	277	635	415	381	107	9
1611	Southern University – New Orleans	LA	853	117	736	612	218	20	3
1576	Centenary College of Louisiana	LA	822	158	664	160	302	266	94
0734	Florida State University	FL	769	154	615	240	266	195	68
1603	Baton Rouge Community College	LA	740	199	541	395	300	40	5
1573	Bossier Parish Community College	LA	704	225	479	381	266	52	5
1619	Baton Rouge School of Nursing	LA	650	80	570	384	221	43	2
4198	Texas A&M – Main Campus	TX	637	117	520	83	165	228	161
2218	University of Southern Mississippi	MS	631	133	498	135	280	183	33
2250	University of Mississippi	MS	573	76	497	97	197	212	67
2220	Mississippi State University	MS	567	54	513	151	191	167	58
4240	University of Texas Austin	TX	494	91	403	36	114	209	135
1599	Louisiana Tch. College – Baton Rouge	LA	489	45	444	243	183	56	7
1574	Our Lady Holy Cross	LA	465	87	378	202	205	52	6
1621	Our Lady Lake College	LA	420	84	336	198	186	32	4
	All other institutions		24,038	4,769	19,269	7,713	7,659	5,643	3,023
	TOTALS		119,827	33,026	86,801	41,792	47,075	23,596	7,364

Competition Analysis by Select Racial/Ethnic Groups and by ACT Score Ranges

College Code	Institution Name	Total Freq	African Amer	Amer Indian	Asian Amer	Mex Amer	Pr/ Cuban	White	ACT Composite Score Ranges			
									01-18	19-21	22-26	27-36
Top 50 Colleges Scores Received – Choices 1-6												
1590	LSU/A & M – Baton Rouge	13,231	2,036	56	378	95	156	9,882	3,564	3,757	4,431	1,479
1612	University of Louisiana - Lafayette	7,700	1,381	55	120	43	37	5,730	3,309	2,289	1,739	363
1588	Louisiana Tech University	6,167	1,176	42	44	33	31	4,619	2,441	1,616	1,603	507
1600	Northwestern State University LA	5,875	1,368	55	37	43	36	4,104	2,802	1,632	1,223	218
1591	University of New Orleans	5,431	1,588	32	271	62	149	3,002	2,469	1,494	1,212	256
1608	Southeastern Louisiana University	5,249	783	25	39	36	50	4,073	2,457	1,570	1,062	160
1610	Southern University – Baton Rouge	4,136	3,523	10	46	11	6	336	3,206	637	270	23
1580	Nicholls State University	4,129	1,051	57	36	28	40	2,743	2,247	1,127	654	101
1614	Tulane University	3,685	936	19	190	38	80	2,210	994	720	1,199	772
1598	Northeast Louisiana	3,488	863	17	65	25	14	2,356	1,705	952	708	123
1594	McNeese State University	3,421	703	20	26	14	16	2,504	1,650	954	693	124
1582	Grambling State University	2,234	2,035	3	2	0	1	85	1,866	281	80	7
1592	Loyola University New Orleans	2,158	399	10	143	33	79	1,356	567	503	749	339
1618	Xavier University of Louisiana	1,943	1,615	4	89	4	14	101	1,142	455	299	47
1577	Delgado Community College	1,882	671	22	68	25	53	952	1,450	300	121	11
1593	LSU in Shreveport	1,590	311	16	19	11	12	1,139	682	457	364	87
1578	Dillard University	1,517	1,377	3	12	2	5	36	1,088	281	133	15

Competition Analysis by Select Racial/Ethnic Groups and by ACT Score Ranges

College Code	Institution Name	Total Freq	African Amer	Amer Indian	Asian Amer	Mex Amer	Pr/ Cuban	White	ACT Composite Score Ranges			
									01-18	19-21	22-26	27-36
1587	Louisiana State University at Eunice	1,338	136	9	0	5	3	1,140	704	380	219	35
1586	Louisiana College	1,127	120	4	16	5	12	921	415	307	311	94
1589	LA State University at Alexandria	912	100	10	9	5	5	751	501	249	143	19
1611	Southern University – New Orleans	850	643	7	19	4	5	123	678	127	41	4
1576	Centenary College of Louisiana	821	116	5	6	10	7	630	207	191	289	134
0734	Florida State University	769	237	5	13	7	13	460	283	163	228	95
1603	Baton Rouge Community College	737	106	0	29	7	3	550	480	178	69	10
1573	Bossier Parish Community College	704	110	6	1	6	2	548	464	155	77	8
1619	Baton Rouge School of Nursing	650	234	2	11	4	6	366	450	128	66	6
4198	Texas A&M – Main Campus	637	73	3	15	5	4	506	108	108	210	211
2218	University So. Mississippi	631	82	5	1	4	9	497	186	172	217	56
2250	University of Mississippi	573	34	2	3	1	7	505	126	130	217	100
2220	Mississippi State University	567	94	1	5	4	5	441	183	132	171	81
4240	University of Texas Austin	494	36	3	57	6	6	356	59	61	200	174
1599	Baton Rouge Reg. Tech.	487	116	4	23	2	4	316	293	106	76	12
1574	Our Lady Holy Cross	465	48	8	13	9	24	343	243	135	78	9
1621	Our Lady Lake College	420	95	1	10	2	1	293	255	111	47	7
2204	Jackson State University	401	362	0	0	0	1	11	336	50	15	0
0726	Florida A&M University	351	289	0	0	1	1	41	194	84	57	16
0011	Auburn University	341	47	1	3	2	3	269	67	60	139	75

Competition Analysis by Select Racial/Ethnic Groups and by ACT Score Ranges

College Code	Institution Name	Total Freq	African Amer	Amer Indian	Asian Amer	Mex Amer	Pr/ Cuban	White	ACT Composite Score Ranges			
									01-18	19-21	22-26	27-36
2838	New York University	321	67	3	7	3	8	207	61	58	116	86
1613	Southern University – Shreveport	317	201	3	2	1	1	92	248	52	16	1
0052	University of Alabama	311	18	1	3	1	3	267	47	65	143	56
4062	Baylor University	304	54	0	15	4	0	217	42	49	117	96
0804	Clark Atlanta University	287	266	0	0	0	0	0	177	74	34	2
0758	University of Florida	271	57	1	6	2	7	187	76	64	79	52
4216	Texas Southern University	250	210	0	0	0	2	23	190	44	15	1
0872	University of Georgia	232	44	1	4	1	2	168	34	37	89	72
0818	Georgia Inst. of Tech.	228	94	0	16	1	1	105	53	28	61	86
0448	University of California – Los Angeles	219	67	2	14	4	4	113	68	47	60	44
3162	UNC at Chapel Hill	217	62	0	6	2	2	128	54	32	67	64
4152	Rice University	212	35	1	33	1	4	127	15	12	59	126

Competition Analysis by Planned Educational Majors

College Code	Institution Name	Education 580-588	Teacher Ed. 590-608
Top 50 Colleges Scores Received – Choices 1-6			
1590	LSU/A & M – Baton Rouge	314	245
1612	University of Louisiana - Lafayette	293	222
1588	Louisiana Tech University	188	153
1600	Northwestern State University LA	256	219
1591	University of New Orleans	149	84
1608	Southeastern Louisiana University	228	123
1610	Southern University – Baton Rouge	122	109
1580	Nicholls State University	189	144
1614	Tulane University	50	43
1598	Northeast Louisiana	128	102
1594	McNeese State University	134	141
1582	Grambling State University	72	89
1592	Loyola University New Orleans	46	25
1618	Xavier University of Louisiana	33	18
1577	Delgado Community College	71	39
1593	LSU in Shreveport	56	30
1578	Dillard University	37	19
1587	Louisiana State University at Eunice	70	36
1586	Louisiana College	64	88
1589	LA State University at Alexandria	54	36
1611	Southern University – New Orleans	39	11
1576	Centenary College of Louisiana	39	24
0734	Florida State University	9	13
1603	Baton Rouge Community College	28	10
1573	Bossier Parish Community College	30	18
1619	Baton Rouge School of Nursing	8	6
4198	Texas A&M – Main Campus	6	10
2218	University So. Mississippi	17	23
2250	University of Mississippi	4	17

Competition Analysis by Planned Educational Majors

College Code	Institution Name	Education 580-588	Teacher Ed. 590-608
2220	Mississippi State University	11	24
4240	University of Texas Austin	4	4
1599	Baton Rouge Reg. Tech.	12	4
1574	Our Lady Holy Cross	26	9
1621	Our Lady Lake College	6	2
2204	Jackson State University	7	15
0726	Florida A&M University	7	4
0011	Auburn University	8	6
2838	New York University	6	0
1613	Southern University – Shreveport	17	9
0052	University of Alabama	5	5
4062	Baylor University	9	8
0804	Clark Atlanta University	2	2
0758	University of Florida	4	6
4216	Texas Southern University	2	8
0872	University of Georgia	4	2
0818	Georgia Inst. of Tech.	0	0
0448	University of California – Los Angeles	2	2
3162	UNC at Chapel Hill	3	7
4152	Rice University	0	0

Expressed Interest in Majoring in Education

	Number of Students	Mean ACT Comp.
Education	(1,118)	(19.2)
Adult and Continuing Education	8	19.4
Education Administration	9	19.0
Elementary Education	346	18.7
Junior High/Middle School Education	63	18.1
Pre-Elementary Education	80	18.3
Secondary Education	120	20.2
Student Counseling	22	18.0
Teacher Aide	1	13.0
Education, General	469	19.6
Teacher Education	(838)	(18.7)
Agricultural Education	12	18.9
Art Education	5	17.4
Business Education	3	18.0
English Education	64	21.0
Foreign Languages Education	1	28.0
Health Education	9	16.6
Human, Fam/Cons Science Education	3	17.7
Industrial Arts Education	0	0.0
Mathematics Education	28	19.5
Music Education	92	20.0
Physical Education	195	16.0
Science Education	9	18.0
Social Studies/Social Science Education	29	20.7
Special Education	25	17.8
Speech Correction Education	10	17.8
Teaching English as Second Language	0	0.0
Tech/Trade and Ind. Education	1	13.0
Teacher Education, Other	18	18.4
Teacher Education, General	334	18.9

The Louisiana high school graduating class of 2001 contained 1,956 out of 37,165 (5%) students who expressed interest in majoring in education. This compares to eight percent nationally who listed an education major. Eighty-six percent of the planned educational majors intend to stay in state to attend a college/university.

Southern Regional Education Board (SREB) Enrollment-related Benchmark Data

The source for the following comparative enrollment-related data is the *2000/2001 SREB Fact Book on Higher Education*. The table compares Louisiana with national and other SREB states on a variety of topics pertinent to enrollment management planning and decision-making.

Southern Regional Education Board (SREB) Enrollment-related Benchmark Data

Topic	USA	SREB States	LA
Projected population change 2000 – 2010	6%	7%	5%
Per capita income (1999)	\$28,542	\$26,252	\$22,847
Projected percent of blacks of total population (2015)	14%	20%	35%
Projected percent change of elementary and secondary school enrollment 2005 to 2010	-1%	-1%	-2%
Percent minority of public school enrollment (1998)	37.1%	38.1%	50.3%
Projected high school graduates percent change (2000 – 2001 to 2009 – 2010)	10%	10%	-12%
Projected percent of minority high school graduates (2007 – 2008)	37%	44%	46%
High school dropout rate (change 1987 to 1997)	0%	-2%	-3%
Percent with high school diploma/GED (2000)	84.1%	81.3%	80.8%
Percent with Bachelor's Degree or higher (2000)	25.6%	22.5%	22.5%
College enrollment rates (four-year and two-year) of 1997 high school graduates	59%	55%	58%
Percent of home state's first-time freshmen (FTF) attending in-state colleges/universities (1998)	82%	87%	91%
Percent of age group enrolled in college full or part-time (1997):			
18 to 24	31.9%	29.0%	28.7%
25 to 34	8.4%	7.6%	7.7%
35 and older	2.0%	1.6%	1.4%
Percent of total enrollment in higher education in public colleges/universities (1998)	76.8%	83.45	85.9%
Net gain or loss of first-time freshmen (1998)	N/A	2,108	1,354

Southern Regional Education Board (SREB) Enrollment-related Benchmark Data

Topic	USA	SREB States	LA
Percent of total students by age distribution (1997):			
Under 18	2.4%	2.2%	2.1%
18 – 24	55.3%	57.4%	61.5%
25 - 34	23.0%	23.05	21.4%
35 and older	18.3%	16.9%	13.8%
Unknown	0.9%	0.4%	1.2%
Undergraduate enrollment:			
Percent changes 1996 to 1998	2.2%	2.8%	10.0%
Percent first-time freshmen (1998)	17.8%	18.6%	21.5%
Percent change in graduate enrollment (1996 to 1998)	1.6%	0.7%	2.3%
Percent first-time graduate students (1998)	21.7%	21.3%	20.6%
Percent foreign graduate students (1998)	11.0%	10.0%	11.2%
Percent graduate of total enrollment in higher education (1998)	12.2%	11.1%	11.8%
Percent of graduate enrollment in public colleges/universities (1998)	60.4%	76.3%	79.4%
Percent in public four-year colleges and universities (1998)	65.3%	75.3%	83.7%
Percent change in enrollment (1996 to 1998):			
Predominantly black colleges	11.1%	4.9%	6.5%
Historical black colleges	Less than 1%	0.8%	-7.2%
Enrollment in two-year colleges:			
Percent change (1996 to 1998)	1.4%	2.3%	51.2%
Percent women (1998)	57.5%	58.5%	58.7%
Percent FTF (1998)	43.5%	45.0%	28.9%
Percent of total higher education enrollment (1998)	38.0%	37.8%	19.7%
Percent of undergraduate enrollment	44.3%	43.5%	23%
Part-time enrollment:			
Percent change (1996 to 1998)	-1.1%	0.3%	4.0%
Percent of enrollment in four-year institutions (1998)	28.2%	27.3%	23.6%
Percent of enrollment in two-year colleges 1998)	62.0%	59.6%	44.2%
Percent of undergraduate enrollment (1998)	39.5%	37.8%	24.7%
Percent in public colleges/universities (1998)	84.8%	90.0%	88.8%
Enrollment of black students:			
Percent increase (1992 to 1998)	10.1%	18.7%	19.5%
Percent of total enrollment in higher education (1998)	11.4%	17.7%	28.6%
Percent in two-year colleges (1998)	41.6%	39.9%	24.8%
Percent of undergraduate enrollment (1998)	11.7%	18.4%	29.9%
Percent of graduate enrollment (1998)	8.9%	13.1%	21.6%

Southern Regional Education Board (SREB) Enrollment-related Benchmark Data

Topic	USA	SREB States	LA
Enrollment of Hispanic students:			
Percent increase (1992 to 1998)	25.8%	32.2%	16.8%
Percent of total enrollment in higher education (1998)	8.9%	8.3%	2.4%
Percent in two-year colleges (1998)	56.4%	53.9%	22.8%
Percent of undergradutae enrollment (1998)	9.4%	8.8%	2.4%
Percent of graduate enrollment (1998)	5.2%	5.3%	2.3%
Median annual tuition and required fees for full-time undergraduate students 1999 – 2000 public colleges and universities	\$3,067	\$2,525	\$2,152
Percent change 1994-1995 to 1999-2000 in-state students:			
Not adjusted for inflation	27.7%	37.8%	8.3%
Adjusted for inflation	14.4%	23.5%	-2.9%

Highlights from the Louisiana First-time College Freshmen State Report:
Fall 1999 "Reaching for Results" (Prepared by the Louisiana Department of
Education)

Fall 1999 First-time Freshman Summary

	Graduates of Public Schools		Graduates of Nonpublic Schools		Graduates of Public and Nonpublic Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 1998-99 graduates	38,038	82%	8,381	18%	46,419	100%
Graduates who Attended Two-year Colleges						
1998-99 graduates who were fall 1999 FTF	1,978	5%	544	6%	2,522	5%
Fall 1999 FTF enrolled in developmental courses	1,536	78%	409	75%	1,945	77%
Graduates who Attended Four-year Colleges/Universities						
1998-99 graduates who were fall 1999 FTF	14,077	37%	4,857	58%	18,934	41%
Fall 1999 FTF enrolled in developmental courses	5,155	37%	1,237	25%	6,392	34%
Graduates who Attended Two- and Four-year Colleges/Universities Combined						
1998-99 graduates who were fall 1999 FTF	16,055	42%	5,401	64%	21,456	46%
Fall 1999 FTF enrolled in developmental courses	6,691	42%	1,646	30%	8,337	39%

Louisiana Students who Attend College Outside the State: Since there is no mechanism for requiring out-of-state institutions to report first-time freshman data to the LDE, the *FTF Program* does not include Louisiana high school graduates who attend college out-of-state. However, Ziomek of the ACT Southwestern Regional office provided data on 1998 Louisiana high school graduates who took the ACT and enrolled in college in fall 1998. Ziomek (1999) reported that 1,322 of these students went to out-of-state public institutions and 392 enrolled in out-of-state nonpublic colleges/universities. These findings suggest that 1,714 Louisiana high school graduates took the ACT and enrolled in out-of-state colleges in 1998. While other 1997-98 graduates who enrolled in out-of-state colleges may have taken another college admissions test, based on Ziomek's data and the *FTF Program's* count of 1997-98 high school graduates, the percentage of out-of-state college students is estimated as 3.7 percent for the 1997-98 graduating class.

Number of 1999 High School Graduates by Public School Districts in Louisiana

The following table shows the number and percent of 1998-99 and 1997-98 public high school graduates that became first-time freshmen by Louisiana school district.

Actual and Projected Public and Non-public Louisiana High School Graduates

**Public and Non-public Louisiana High School Graduates 1985 – 86 Through 1995 – 96 (Actual)
1996 – 97 Through 2011 – 12 (Projected)**

	Public		Race/Ethnicity					Nonpublic	Public and Nonpublic
	Total	Race/Ethnicity Total	African-American	Amer. Indian/ Alaskan Native	Asian/Pacific- Islander	Latino	White non-Latino	Total	Total
1985-86	38,409							8,357	46,766
1986-87	38,800							8,211	47,011
1987-88	38,844							7,378	46,222
1988-89	37,629							6,967	44,596
1989-90	36,053							7,774	43,827
1990-91	33,489	33,489	12,233	91	446	380	20,339	7,464	40,953
1991-92	33,822	33,822	12,485	115	462	378	20,382	7,720	41,542
1992-93	33,682	33,682	12,134	136	548	403	20,461	8,287	41,969
1993-94	34,510	34,510	12,791	104	566	436	20,613	7,495	42,005
1994-95	36,480	36,480	13,439	156	625	421	21,839	8,138	44,618
1995-96	36,514	36,514	13,718	134	600	433	21,629	7,681	44,195
1996-97	37,636	37,591	14,325	150	622	420	22,074	8,553	46,189
1997-98	37,821	37,736	14,511	142	564	428	22,091	8,860	46,681
1998-99	37,922	37,871	14,449	149	628	446	22,199	8,962	46,884
1999-00	37,874	37,776	14,587	173	619	454	21,943	9,259	47,129

**Public and Non-public Louisiana High School Graduates 1985 – 86 Through 1995 – 96 (Actual)
1996 – 97 Through 2011 – 12 (Projected)**

	Public		Race/Ethnicity					Nonpublic	Public and Nonpublic
	Total	Race/Ethnicity Total	African-American	Amer. Indian/ Alaskan Native	Asian/Pacific- Islander	Latino	White non-Latino	Total	Total
2000-01	37,577	37,453	14,566	157	641	430	21,659	9,112	46,689
2001-02	36,764	36,577	14,472	175	607	424	20,899	9,163	45,927
2002-03	37,539	37,310	14,980	183	659	506	20,982	9,249	46,788
2003-04	36,780	36,500	14,866	185	623	506	20,320	9,008	45,788
2004-05	35,356	35,073	14,371	200	648	489	19,365	8,923	44,279
2005-06	34,776	34,477	14,303	173	669	543	18,789	9,213	43,989
2006-07	34,930	34,599	14,421	206	644	521	18,807	9,370	44,300
2007-08	34,748	34,389	14,345	184	633	518	18,709	8,880	43,628
2008-09	34,748	34,431	14,673	191	688	511	18,368	8,880	43,628
2009-10	34,033	33,738	14,372	201	683	538	17,944	8,697	42,730
2010-11	33,405	33,131	14,325	200	673	552	17,381	8,537	41,942
2011-12	32,642	32,428	13,746	204	707	779	16,992	8,342	40,984

Source: Western Interstate Commission for Higher Education, 1998

The sum of historical graduates by race/ethnicity may not equal the total reported graduates due to differences in the way racial/ethnic and total graduate data are reported by the state. The sum of projected graduates by race/ethnicity will not equal the total projected graduates since the projected graduates for each racial/ethnic group are generated separately.

Public: Graduate data include students receiving regular diplomas mid-year through summer of an academic year.

Nonpublic: Graduate data are based on the ration of twelfth grade to graduate data reported by the state for each year and the total number of twelfth graders (state data plus an estimate of missing nonpublic school data based on the National Center for Education Statistics' *Private School Universe Survey, 1989-90*. Additional state-specific notes are also contained in the *Regional Compendium of Supplementary Tables* (WICHE, 1998) for each region to complement this report.

Louisiana Public Colleges and Universities Retention-related Information

First-time, Full-time Freshman Annual Retention Rate* in Louisiana System of Higher Education 1995-96 Through 1999-00

All Public Colleges	Fall 1995 to Fall 1996	Fall 1996 to Fall 1997	Fall 1997 to Fall 1998	Fall 1998 to Fall 1999	Fall 1999 to Fall 2000
Grand total	70.7%	70.6%	71.0%	72.0%	72.3%

* Annual retention rate includes students who returned to the institution of original entry or transferred to another public higher education institution in the state.

First-time, Full-time Freshman Annual Retention Rate* in Louisiana Public Two-year Colleges 1995-96 Through 1999-00

Public Two-year Colleges	Fall 1995 to Fall 1996	Fall 1996 to Fall 1997	Fall 1997 to Fall 1998	Fall 1998 to Fall 1999	Fall 1999 to Fall 2000
BRCC	N/A	N/A	N/A	44.5%	52.5%
BPCC	N/A	N/A	N/A	60.3%	55.5%
Delgado	58.2%	59.5%	56.3%	55.2%	50.1%
LSUA	63.5%	64.1%	63.4%	56.1%	57.7%
LSUE	57.0%	61.5%	59.3%	64.6%	59.4%
Nunez	45.0%	57.6%	54.1%	45.7%	52.4%
RPCC	N/A	N/A	N/A	N/A	N/A
SUS	64.9%	51.2%	63.8%	59.0%	50.7%
SLCC	N./A	N/A	N/A	N/A	59.1%
Total	59.1%	59.3%	58.4%	55.5%	54.1%

* Annual retention rate includes students who returned to the institution of original entry or transferred to another public higher education institution in the state.

First-time, Full-time Freshman Annual Retention Rate in Louisiana Public Four-year Institutions 1995-96 Through 1999-00*

Public Four-year Institutions	Fall 1995 to Fall 1996	Fall 1996 to Fall 1997	Fall 1997 to Fall 1998	Fall 1998 to Fall 1999	Fall 1999 to Fall 2000
GSU	67.1%	63.7%	64.2%	68.7%	70.1%
LSU A&M	88.7%	86.3%	88.0%	88.3%	89.0%
LSUS	60.1%	70.0%	70.0%	71.2%	65.0%
LA Tech	83.9%	82.2%	84.0%	82.8%	81.0%
McNeese	61.2%	62.1%	59.9%	64.4%	66.4%
Nicholls	65.9%	68.8%	66.3%	66.9%	67.1%
NSU	68.8%	68.0%	68.9%	73.5%	73.6%
SLU	71.5%	72.3%	70.3%	70.3%	68.4%
SU A&M	64.1%	59.3%	59.4%	65.8%	60.5%
SUNO	50.9%	55.2%	58.2%	57.3%	57.8%
ULL	69.7%	71.4%	70.9%	73.1%	76.3%
ULM	70.0%	69.2%	70.6%	67.8%	71.3%
UNO	75.3%	75.2%	73.8%	76.4%	73.8%
Total four-year	72.0%	72.1%	72.7%	74.8%	75.3%

*Annual retention rate includes students who returned to the institution of original entry or transferred to another public higher education institution in the state.

Trends and Statistics in LA Public
Postsecondary Education Board of
Regents – The 2001 Accountability Report

Graduation Rates in Public Colleges, Universities and Technical Institutes by SREB Categories of Colleges and Universities

	All	Four-year						Two-year	
		1	2	3	4	5	6	1	2
SREB states	44.5	57.7	46.0	37.6	35.5	30.1	33.0	15.8	44.3
Alabama	45.1	57.2	35.5	33.5	41.5	28.0	-	17.7	48.8
Arkansas	32.3	45.4	N/A	29.8	N/A	30.8	21.6	21.7	-
Delaware	62.2	69.6	N/A	N/A	27.8	N/A	N/A	10.2	N/A
Florida	55.9	63.2	45.8	41.2	N/A	-	N/A	29.2	-
Georgia	39.8	54.6	69.2	36.9	26.3	23.5	18.3	13.4	35.2
Kentucky	34.5	53.1	31.5	31.9	29.4	22.5	16.7	9.7	-
Louisiana	31.0	50.3	24.7	32.9	26.6	17.4	N/A	11.0	-
Maryland	N/A	-	50.2	56.4	46.5	17.4	71.8	12.2	N/A
Mississippi	43.5	49.7	47.8	31.0	43.1	43.7	27.8	21.2	N/A
North Carolina	56.7	72.4	46.9	50.7	50.9	39.6	45.6	13.7	N/A
Oklahoma	37.6	47.0	N/A	28.5	28.2	30.9	27.8	16.7	-
South Carolina	54.5	60.2	71.8	55.2	56.5	38.8	35.4	14.9	N/A
Tennessee	40.3	57.0	32.2	34.3	40.2	32.7	N/A	9.8	55.4
Texas	42.3	57.1	34.9	30.6	32.7	76.6	16.8	11.2	N/A
Virginia	61.4	78.7	53.0	63.4	24.8	60.6	53.1	15.9	N/A
West Virginia	39.4	54.5	N/A	32.2	N/A	N/A	30.9	14.6	-

"N/A" indicates not applicable. There is no institution of this type in the state.

"-" indicates data not available.

Rates for four-year colleges and universities differ from the federal "student right-to-know completion and graduation rates" because they do not include individuals not initially seeking bachelor's degrees.

SREB classifies four-year colleges into six categories based on number of degrees awarded and number of subjects in which degrees are awarded. See the definitions and listing "SREB-State Data Exchange Definitions of Institutional Categories."

1993-94 class of full-time, first-time bachelor's-seeking undergraduates who completed bachelor's degrees by August 31, 1999.

1996-97 class of full-time, first-time degree- or certificate-seeking undergraduates who completed degrees or certificates (less than baccalaureates) by August 31, 1999.

No four-year aggregate figure is shown because data for the Four-year "1" were missing.

Source: SREB-State Data Exchange

Center for Institutional Data Exchange and Analysis

Continuation Rates to the Second Year for 1998 First-time Freshman Cohort

Institutional and Student Characteristics	Continuation Rates to the Second Year			
	Highly Selective	Selective	Less Selective	All Institutions
Total	85.2%	77.3%	73.7%	80.1%
Gender				
Male	84.1%	75.4%	71.2%	78.8%
Female	86.3%	78.8%	75.4%	81.2%
Race				
Underrepresented Minorities	83.1%	75.0%	71.8%	76.5%
Black	85.2%	76.2%	68.8%	76.7%
Hispanic	82.1%	74.1%	74.3%	76.9%
American Indian	78.1%	64.8%	65.3%	71.4%
Other	85.5%	77.6%	74.7%	80.8%
% Part-time Undergraduate				
Below 10%	86.4%	77.6%	70.1%	84.2%
10-20%	84.2%	79.3%	75.5%	81.4%
Above 20%	83.1%	73.1%	73.4%	73.8%
Institution Size				
18,000 or more	85.7%	81.0%	76.0%	82.9%
5,000 – 17,999	82.6%	74.7%	71.3%	75.8%
Fewer than 5,000	81.4%	67.4%	66.3%	69.7%

SMET Executive Summary

Note: Highly selective – ACT>24 or SAT 1,100; Selective – ACT 21-24 or SAT 990-1,100; Less selective – ACT<21 or SAT <990.

Six-year Graduation Rates and Classification of SMET Survey Institutions

Institution Characteristics	Number of Institutions			Number of Fall 1998 First-time Freshmen			Six-year Graduation Rates (1992-93 Cohorts)		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Highly Selective	27	3	30	95,909	3,844	99,753	62.9%	65.0%	63.0%
Selective	51	3	54	89,078	4,542	93,620	49.1%	59.9%	49.6%
Less Selective	32	3	35	37,074	684	37,758	33.6%	47.7%	33.9%

1994 First-time Freshman Cohort Six-year Graduation Rates

Institutional and Student Characteristics	Highly Selective	Selective	Moderately Selective	Less Selective	All Institutions
Total	66.50%	54.60%	42.50%	38.10%	54.10%
Gender					
Male	64.00%	50.80%	38.20%	28.10%	51.10%
Female	69.40%	57.90%	46.30%	37.10%	56.90%
Race					
Black	51.10%	40.10%	33.60%	29.30%	37.50%
Hispanic	57.20%	45.20%	34.70%	26.20%	41.70%
Asian	71.60%	54.80%	43.80%	36.80%	61.10%
American Indian	45.50%	35.10%	28.20%	29.00%	35.80%
White	68.00%	56.20%	45.00%	36.40%	56.90%
Nonresident Alien	67.60%	53.80%	38.50%	29.60%	52.50%
Control					
Public	66.30%	54.60%	41.70%	32.90%	53.60%
Private	69.40%	54.60%	53.30%	40.20%	60.80%
% Part-time Undergraduate					
Below 10%	71.80%	59.10%	49.90%	41.00%	56.30%
10-20%	61.80%	56.60%	44.20%	36.70%	53.80%
Above 20%	55.90%	44.30%	38.00%	29.30%	38.60%

1994 First-time Freshman Cohort Six-year Graduation Rates

Institutional and Student Characteristics	Highly Selective	Selective	Moderately Selective	Less Selective	All Institutions
Institution Size					
18,000 or more	66.60%	56.70%	45.40%	31.60%	59.50%
5,000 – 17,999	66.30%	52.10%	40.80%	33.70%	47.40%
Fewer than 5,000	66.90%	51.70%	40.10%	33.40%	46.60%

Note: Highly selective – ACT above 24 or SAT above 1,100; Selective – ACT 22.5 – 24 or SAT 1,045 – 1,100; Moderately selective – ACT 21 – 22.4 or SAT 990 - 1,044; Less selective – ACT below 21 or SAT below 990.

ACT Annual Return and Cohort Graduation Rates

Definitions: “Annual Return Rate” and “Cohort Graduation Rate”

Annual Return Rate:	The percentage of full-time, first-time freshmen enrolled at the institution the following fall.
Cohort Graduation Rate:	The percentage of full-time first-time students who are degree seeking that graduate from the institution in three years (two-year colleges) and in five years (four-year colleges/universities.)

National Dropout Rates Freshman to Sophomore Year by Type of Institution

Degree Level/Control	N	Mean %
Two-year Public	737	48.2
Two-year Private	130	33.1
BA/BS Public	81	31.9
BA/BS Private	476	28.8
MA/1 st Prof'l Public	220	30.8
MA/1 st Prof'l Private	494	24.4
PhD Public	204	23.8
PhD Private	165	16.8
Number of Institutions	2,507	32.9

**National Dropout Rates Freshman to Sophomore Year
by Type and Selectivity of Institution (Public)**

Self-Reported Selectivity		Associate	BA	MA	PhD
Highly Selective	Mean %		11.4	11.5	8.4
	N	NA	5	4	18
	*SD		5.6	4.8	4.0
Selective	Mean %	NA	22.4	21.8	19.6
	N	2	5	37	77
	*SD		8.2	6.5	7.1
Traditional	Mean %	42.3	28.5	28.6	28.0
	N	3	40	105	81
	*SD	6.8	9.4	7.3	6.6
Liberal	Mean %	45.1	32.8	34.6	31.8
	N	42	12	39	21
	*SD	14.5	10.9	8.7	8.5
Open	Mean %	48.4	44.7	45.1	36.0
	N	692	19	35	7
	*SD	14.8	11.8	12.8	5.5
Number of Institutions		737	481	220	204

National Graduation Rates by Type of Institution*

Degree Level/Control	N	Mean %
Two-year Public	771	31.6
Two-year Private	143	59.2
BA/BS Public	63	46.1
BA/BS Private	383	53.3
MA/1 st Prof'l Public	199	37.5
MA/1 st Prof'l Private	447	53.5
PhD Public	195	63.4
PhD Private	164	45.3
Number of Institutions		2,370

**National Graduation Rates
by Type of Institution and Level of Selectivity: Public***

Self-Reported Selectivity		Associate	BA	MA	PhD
Highly Selective	Mean %		74.6	70.2	72.3
	N	NA	5	5	20
	**SD		9.1	7.4	12.0
Selective	Mean %	NA	58.0	41.5	50.0
	N	1	5	37	72
	**SD		15.3	18.77	14.8
Traditional	Mean %	36.0	40.5	39.6	38.2
	N	4	35	101	77
	**SD	25.2	13.4	113.6	11.8
Liberal	Mean %	37.1	32.1	28.2	31.0
	N	43	7	36	20
	**SD	23.3	22.1	14.67	20.3
Open	Mean %	31.3	25.8	27.9	27.5
	N	729	11	20	6
	**SD	19.5	14.6	15.1	17.0
Number of Institutions		776	63	199	195

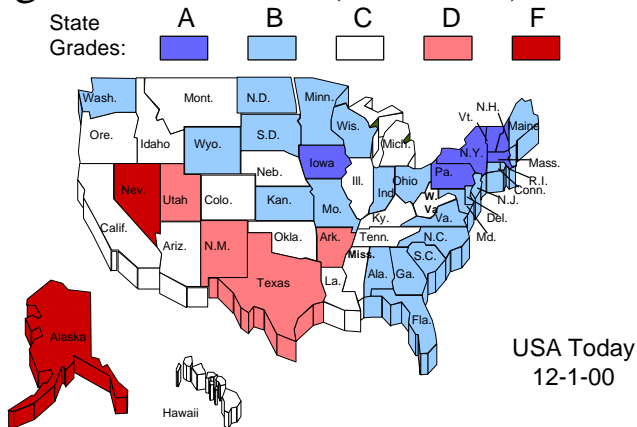
*Source: Compiled from the ACT Institutional Data File, 2001
Graduation in 3 years for associate degree; 5 years for BA/BS
**Standard Deviation

Two State Systems of Higher Education

Comparative Retention and Graduation Rates

	ARR	CGR
Pennsylvania State System of Higher Education	75%	52% (6 year)
California State University System	NA	42 (6 year)

Retention Report Card Five-year graduation rates for four-year colleges/universities (full-time)



Completion: Nationwide, 52% of freshman enrolled full-time at four-year schools earn a bachelor's degree within five years. Persistence also is a factor. **Top performer. New Hampshire**

ACT Levels of Student Satisfaction* Public Two-year and Four-year Institutions

Public Two-year Institutions*	2000
BRCC	3.99
BPCC	4.24
Delgado	3.97
LSUA	4.12
LSUE	4.24
Nunez	4.00
RPCC	4.64
SUS	3.90
SLCC	4.17

ACT Levels of Student Satisfaction* Public Two-year and Four-year Institutions

Public Four-year Institutions	2000
GSU	3.78
LSU A&M	3.99
LSUS	3.77
La Tech	4.02
McNeese	3.71
Nicholls	3.88
NSU	3.85
SLU	4.04
SU A&M	3.68
SUNO	3.43
ULL	3.77
ULM	3.47
UNO	3.76

*ACT Level of Satisfaction based on the results of an annual student satisfaction survey which is coordinated by the Board of Regents and administered to currently enrolled students at public two- and four-year institutions (using the ACT Student Opinion Survey instrument). Students rate “their college in general” on a five-point satisfaction scale.

Source: Board of Regents, General Performance Indicators.

Institutional Fact Finder Results (Four-year College/University and Two-year Community/Technical College)

Following are the summary results of the Institutional Fact Finders completed by the Louisiana colleges and universities as part of the systemwide strategic enrollment analysis. Noel-Levitz elected not to include the individual Institutional Fact Finders for three reasons. First, every institution did not complete the requested information. Secondly, the focus groups enabled our consultants and the campus representatives to explain “best practices” in enrollment management. As a result, the participants frequently changed their responses to the questions asked on the Fact Finder. Finally, we assured the focus group participants that Noel-Levitz was conducting an overall assessment of statewide enrollment management practices and opportunities, and not an evaluation of individual institutional enrollment management programs. Doing so would have required at least one day on each campus at considerably greater time and expense.

The Fact Finder responses that follow are those provided in the initial submission:

The Analysis

“If we could first know where we are, and whither we are tending, we could then better judge what to do and how to do it.”

Abraham Lincoln

Following are the Noel-Levitz’ major observations and conclusions regarding the current state of enrollment management with the public colleges and universities of Louisiana.

Caution/Disclaimer

The basis for the following observations and the recommendations continued in the next section of the report were derived from an analysis of Fact Finder responses (submitted in advance by 91percent of the institutions), focus group interviews conducted in Baton Rouge on September 18-20, 2001, and a review of the phase two data requests that were received in late September. Since all focus group sessions included individuals representing different campuses, it was impossible for the consultants to obtain a concise understanding of specific institutional practices. Therefore, it is important to recognize that although we believe the following observations and recommendations are representative of the status of current practices systemwide, there are obviously individual campuses that could serve as exceptions to what is described below.

Driving and Restraining Forces

Following are the strengths and opportunities systemwide as observed by the Noel-Levitz consultants and organized by area of assessment.

Planning

Driving Forces

- Many of the focus group interview participants – some who have spent their entire careers in Louisiana public postsecondary education – said that the environment for higher education in Louisiana has never been so favorable. They spoke highly of the commissioner of higher education and the leadership of the Board of Regents’ staff.
- Presidents and campus leaders observed that faculty and administrators working in the Louisiana public postsecondary institutions have developed a remarkable talent for

“doing more with less.” Because resources for higher education have been so scarce, employees have learned to succeed through creativity and innovation.

Restraining Forces

- Staff from the individual campuses generally supported the *Master Plan for Public Postsecondary Education: 2001* and described the statewide goals as “worthy.” However, while they appeared to be committed in principle to the plan, few of the participants viewed the goals as applicable to their individual institutions. It will be important for each campus to develop institution-specific goals that support the goals described in the Master Plan.
- In spite of Act 1465 requiring all public colleges and universities to develop and submit strategic and operational plans, it was apparent that:
 - The commitment to the institutional operational plans varied widely among the campuses.
 - Some institutions lacked meaningful enrollment goals, in spite of the recent strategic and operational planning efforts.
 - No institution expected its enrollment to decline or its student profile to drop over the next five years in view of the new admission selectivity requirements, regardless of the unfavorable demographic and population projections or the quality of its enrollment management plan.
 - The institutional enrollment goals established project an overall one percent loss in enrollment among the public four-year colleges and universities (excluding the community and technical colleges) between 2000 and 2005 due to the implementation of the new selectivity requirements.
 - The plans forecast a drop in minority student participation of 1.5 percent.
 - Every institution projected stable or improved freshman retention rates ranging from no change to a six percent increase, and an improvement in the three- and six-year graduation rates ranging from 0.1 percent to 5.6 percent.
- Focus group interview participants described the Louisiana public schools as a system in crisis. They said that the Louisiana public schools suffered from a teacher shortage at every level because of the state’s inability to compete for teachers. Low salaries and unfavorable working conditions contribute to the high out-migration of newly certified teachers to Texas and surrounding states. These conditions will inhibit the state’s efforts to graduate more teachers from college.
- Several of the four-year universities felt that the events of September 11, 2001, would serve to reduce international student enrollment at both graduate and undergraduate levels – especially for students from the Middle East. Several campuses said they relied heavily on international students and previously viewed them as an important part of their future growth.

- Louisiana is the only southern state projecting a decline in population over the next decade. Between 2001 and 2010, the number of Louisiana high school graduates is projected to fall by 12 percent.
- The competition for Louisiana college-bound students from all sectors – within public postsecondary institutions, private colleges and universities, out-of-state institutions, and proprietary schools will grow keener in the coming years.
- High non-resident tuition and the lack of tuition reciprocity agreements serve as barriers to enrolling out-of-state students, especially for those Louisiana colleges and universities located near the state border and especially when neighboring states offer in-state tuition to Louisiana students.
- The new minimum admission standards established in the *Master Plan for Public Postsecondary Education: 2001* could serve as a barrier to achieving enrollment goals for some institutions if they are not able to develop strategies to locate and recruit a sufficient number of qualified students.
- Focus group participants felt that the regional institutions are informally discouraged from recruiting out-of-region.
- The Louisiana economy and job market are relatively strong – enabling employers to compete for college-bound students.
- None of the Louisiana public colleges and universities is practicing state-of-the-art enrollment management in a state with significant challenges and threats to higher education. Controlling and managing enrollment in this environment likely will require an effective strategy like enrollment management.
- The interview participants said that the public higher education system allows little flexibility to respond to changing market needs. The lead-time required to gain approval of a new degree program was described as extreme.
- Lack of resources to implement new enrollment-related strategies and tactics was a universal concern. The environment for public higher education in Louisiana has been very hostile in recent years, as evidenced by 12 budget cuts in ten years. One group of leaders observed that all the goals for Louisiana public postsecondary education involve simply reaching the average.
- Some faculty lack a commitment to retention initiatives and resist implementing some retention-related strategies.
- Currently, the funding formula rewards institutions for growing enrollment, not reducing or shaping enrollment. The attitude systemwide is “bigger is better.”
- Career programs and job-related programs offered at the community and technical colleges – programs that are central to their role and mission – are not eligible for state funding. They must be self-sufficient.
- The community colleges indicated that the amount they can spend on advertising is restricted to one-half of one percent of their budgets.
- Funding for both four-year and community colleges in Louisiana is among the lowest in the nation. Participants said that Louisiana community college students pay tuition

representing 40 percent of the cost of education. Nationally, community college tuition represents closer to 25 percent of the cost.

- Louisiana historically lacked the necessary coalition of politicians, legislators, educators, business people, the media, and the public to make higher education a top priority. Such a coalition will be necessary in order to achieve the kind of transformational change that will be required.

Marketing

Driving Forces

- There is excitement among the two-year college segment about opportunities for growth and the benefits that will accompany it.
- There is general interest in working collaboratively on marketing issues and joint marketing initiatives.

Restraining Forces

- There are concerns among the two-year colleges with whether there will be sufficient funding for new student growth, particularly in the areas of new facilities, faculty, and additional programs. Campuses report that they already are experiencing pressure in these areas.
- Some institutions are very satisfied with their admissions marketing materials. Many, however, feel that their materials are in substantial need of improvement or that they need a greater variety of publications to be able to communicate effectively with prospective students. In most cases, the stated barrier to improvements was lack of budget. In a few cases, the issue was identified as a restrictive state purchasing policy that pressures schools to use the lowest bidder regardless, perhaps, of quality.
- The Selectivity III schools have concerns about how this label will affect their ability to market their institutions. Specific questions raised by this group included: “Fairness” of category assignments; image issues created by rankings; how does an institution send a message of academic quality if it is “Tier 3”?

Recruitment

Driving Forces

- One hundred percent of institutions reported that they are presently concerned about enrollment-related issues suggesting a high level of awareness and concern about this topic on the campuses.
- One hundred percent of the institutions reported that they have an institutional research capability in place.
- A proposal for tuition waivers for students from contiguous states, if enacted, has the potential to increase enrollment significantly, especially for those campuses in border regions.

- Many institutions have implemented organizational structures that support an enrollment management model (e.g., locating appropriate organizational entities such as admissions, recruitment, financial aid, registration within the same unit on-campus).
- The recruitment and admissions staff persons the consultants met were enthusiastic, dedicated, and willing to change, but clearly frustrated by the lack of resources.
- The EPAS database has the potential to be developed into a rich source of prospective student names and to serve as an important enrollment-forecasting tool for the state's public higher education system.
- The cost of attendance at Louisiana's public colleges and universities is relatively low for in-state students and the TOPS scholarship program eliminates financing as an enrollment barrier for a substantial number of students.
- Funding for higher education in the state has increased dramatically from approximately \$500M to \$900M in recent years.
- Virtually every institution reported that they initially respond to student inquiries within 48 hours.
- One hundred percent of the institutions reported that they offer an organized campus visit experience, which provides potential students a realistic view of institutional facilities, programs/services, and people.

Restraining Forces

- Although the state is facing a 12 percent decline in high school graduates and potential enrollment declines on individual campuses resulting from new admission standards, most institutions are not planning for a decrease in enrollment.
- There appears to have been little attention focused on graduate and adult programs/markets as a means of increasing either campus or systemwide enrollment.
- There is uncertainty and confusion about how adult, transfer, international, and out-of-state students will be handled under the new admission standards.
- Although several institutions reported that they have permanent enrollment management committees, none reported that they have considered the Master Plan in their discussions or long-range enrollment goal setting. Moreover, although these committees are in place on many campuses, less than half of the schools reported that their institution has "a coordinated, comprehensive, and cooperative approach to marketing, recruitment, and retention."
- Territory management, as practiced by most admission/recruitment offices, appears to be focused more on managing recruitment travel than on managing the relationship between the prospective student and the institution from point of inquiry through enrollment.
- For the most part, prospecting efforts do not utilize all potential sources of student names, and they fail to identify students early in the college selection process (e.g., during the junior year of high school or earlier).

- Although over 70 percent of the institutions reported on the Fact Finder that they have an annual marketing and recruitment plan, a review of Phase II documents suggests the plans are incomplete and less detailed than they should be to truly guide efforts.
- Enrollment goals on many campuses are unclear. When the chief enrollment officers were asked to comment about their campus's goals, many reported that, "more, different, and better" constitute the objectives for their campus.
- Although the majority of institutions indicated that they routinely collect and enter student inquiries, only four institutions were able to report their institution's figures on the Fact Finder. This suggests that either the data are not being entered or the campuses are not able to produce management reports summarizing these data. In either case, use of this information for follow-up at the inquiry stage is clearly limited.
- The consultants found that most institutions follow up in writing only once at the inquiry stage and fewer than four times at the applicant/accept stage.
- No institutions reported that they routinely communicate with groups of prospective students via e-mail. Nationally, use of electronic media in the college search and selection process has increased exponentially in recent years and this finding represents a major deficiency in the state's student recruitment program.
- Most focus groups expressed concern about the quality of and use of their recruitment/admissions database system. In fact, less than half of the Selective III and community colleges reported that they have software that manages inquiry and applicant information, communicates sequentially, and produces management reports to monitor progress toward enrollment goals.
- There have been few coordinated efforts to market individual academic programs on the campuses.
- Segmenting of recruitment communications (e.g., first-year/transfer, in-state/out-of-state) is virtually non-existent.
- Although 100 percent of the Selective I/II's, and 63 percent of the Selective III's reported that they systematically contact inquiries and applicants to ascertain *and* code their level of interest, the consultants found virtually no evidence that this practice, known as qualifying, is actually occurring. Moreover, only a handful of institutions reported that they utilize either geodemography or predictive modeling to augment their qualifying efforts.
- Less than half the institutions reported that they routinely practice preferential packaging to achieve specific net revenue and enrollment goals. The focus groups confirmed this finding.
- Although a substantial number of institutions reported the presence of telecounseling efforts in their recruitment programs, the focus groups revealed that the majority of these programs were not sustained, systematic, or designed to truly build relationships with prospective students.
- The recruitment focus groups revealed a lack of satisfaction with institutional Web sites. Concerns ranged from lack of an electronic application to inability to move data between the Web site and the admissions/recruitment database system.

- Although recruitment and admissions functions frequently reside in the same organizational unit, there are substantial opportunities to increase the level of coordination and cooperation. For example, the consultants found numerous instances of duplicate data entry and failure to leverage scarce staff resources resulting from these two functions operating semi-autonomously.
- Less than half the institutions reported on the Fact Finder that their “arsenal of promotional publications is adequate” to support the marketing/recruitment program.
- Not surprisingly, only a quarter of the institutions reported on the Fact Finder that the “institution’s budget is adequate to achieve enrollment goals.” Resources represent a major barrier to fully implementing many of the strategies recommended by the consultants.

Financial Aid

Driving Forces

- The State of Louisiana, through the TOPS program, is investing heavily in scholarship aid for its citizens. There are several proposals to expand the TOPS program to assist students in the community and technical college sectors. The TOPS program provides an excellent base and unusual resources upon which to build an effective financial aid program.

Restraining Forces

- What is known about the impact of financial aid on students’ enrollment and retention behavior at Louisiana public institutions appears to be mostly anecdotal. TOPS funds are unequally distributed among the institutional sectors and very likely have very different impact on students in those sectors.
- At least some public institutions are imposing financial aid application processes that elsewhere have served as barriers to student enrollment. The state goal of increasing postsecondary attendance requires that all possible barriers be removed.

Retention

Driving Forces

- There is a deep commitment to students, their success, and their graduation.
- There have been a variety of strategies employed by many institutions to improve the quality of student life and learning.
- Despite budgetary constraints, colleges and universities reported maximizing the use of scarce dollars to enhance the student experience.
- Community colleges pride themselves on their friendliness and dedication to student service.
- The leaders in academic and student affairs appear to be poised to make the changes necessary to increase student retention and graduation rates.
- There is tremendous potential for increasing retention and graduation rates by improving the quality of student life and learning at the public institutions in Louisiana.

Restraining Forces

- The almost complete lack of institutional, comprehensive retention plans with goals consistent with the Master Plan; strategies to achieve the goals; and action plans that include a step-by-step process, timelines, responsibility, budget considerations, and evaluation techniques is a significant barrier to success.
- Low course completion rates, which were reported to be a serious issue in all focus groups, can have a profound impact on both first- to second-year retention and graduation rates. In fact, this topic generated more passionate discussion than any other, and it has a direct relationship to attaining the retention and graduation goals of the Master Plan. There appear to be two primary sources for this problem: difficulty in succeeding and planned withdrawal.
 - Students over-enroll in courses with the intention of withdrawing, a form of “course shopping.” Not only does this behavior diminish commitment to success, but it decreases the available seats for students who truly need or want the course. Students in Louisiana have found on a personal level that there is everything to gain and nothing to lose by registering for more classes than they intend to complete. Unfortunately, this creates a culture where dropout/withdrawal from the course is part of students’ thinking that no doubt results in dropping more courses than planned, since the commitment to course completion is minimal. And not only does this mean that many students will have an extended length of time to graduation, but students are inappropriately using valuable seats. Other implications:
 - The longer it takes to graduate, the less likely degree completion will occur at all;
 - The culture of dropping courses means that students are less committed to success in the courses in which they are enrolled; and

- Currently, there are no mechanisms in place to discourage this student behavior, nor incentives for students to complete 15 credits a semester so that they progress in a timely fashion toward graduation. From community colleges to LSU, this was the issue that appeared to need resolution more than any other, as reflected in the comments of participants.
- Although 52 percent of the institutions reported having an early-alert system, the focus group discussions revealed that the systems are rudimentary—even simple midterm grades or referral forms were considered an early-alert system. Both are worthwhile strategies, but fall far short of the kind of effective, comprehensive systems for identifying students and proactively intervening and tracking that are successful. By using technology to assist in this program, many of the successes of the TRIO program may be available to a broader cross-section of students.
- Although 43 percent of the Louisiana institutions surveyed in the Fact Finders reported that they offer Supplemental Instruction (SI), discussions in the focus group revealed that this was interpreted in some cases as additional help, not the SI program that has become known nationally for its success in supporting students in difficult courses.
- Approximately 17 percent of the respondents to the Fact Finders indicated that opportunities are offered for faculty to understand their role in retention. Focus groups revealed that this statistic is probably accurate. Participants revealed that faculty, in general, are disconnected from retention planning and initiatives, and the limit of their understanding is the inaccurate notion that improving retention means lowering standards and giving higher grades.

There is no group that can have a more powerful impact on retention than faculty. It is absolutely critical that colleges begin and sustain a program of education regarding the faculty role in retention and on involvement in all activities related to improving the quality of student life and learning, since increased retention is primarily the by-product of student success and academic satisfaction.

- Second only to instructional effectiveness, good academic advising is vital to a program to improve student satisfaction, success, retention, and degree completion. The Fact Finder produced 39 percent positive responses to the question regarding training opportunities for academic advisors. Unfortunately focus groups revealed that this statistic is probably accurate, but the training consists simply of information regarding changes in requirements, processes, procedures—not how to be an effective advisor.
- Determination to earn the degree appears to be high. Generally, there is some difference in five- and six-year rates, but then increases diminish rapidly after six years. A study of the reasons for high persistence rates beyond six years may reveal opportunities to help resolve issues that inhibit timely degree-completion.

Following are some common reasons for the phenomenon of “excessive persistence” in higher education:

- Because many students are not adequately prepared to do college-level work, they must complete remedial classes before beginning college-level work.
- A campus culture has developed in which 12 credits per semester is considered by both students and faculty to be a full academic load.

- Because financial aid is inadequate, more students work and attend school part-time.
- Inadequate availability and capacity in required courses will not allow students to take full course loads. Students then must lengthen the time required to obtain degrees.
- It is widely believed that institutions require more credits for degrees than they did in the past.
- Funding policies driven by enrollments provide financial incentive for institutions to ensure that students graduate expeditiously and may even encourage institutions to retain students.
- Some students are unable to transfer all of their community college credits.
- Students change their majors or choose to take courses not required for their degrees.
- Students choose to drop classes in which they are not doing well or classes in which they believe that they could do better to enhance their academic records.
- Professional groups have succeeded, through accrediting agencies, licensing requirements, and lobbying efforts, in increasing the number of credits required to enter their professions.
- More older students who attend school part-time while pursuing their careers are enrolled than in the past.

Louisiana students tend to take a long time to graduate. It is heartening that the over-all eventual graduation is respectable, and there is no question that if Louisiana can shorten the time to graduation, the actual number of students who graduate will most likely increase.

- A common issue that can defer degree-completion is unavailability of required courses. This issue was discussed in all focus groups and reportedly has two sources: lack of funding to support needed sections and the culture of over-enrolling described earlier. Addressing the course completion issue will assist in alleviating this situation.

A serious problem that may be associated with course availability was the reported inability to construct schedules for first-semester students that would lead to success and commitment to a program. Additional funding will help with this, but there are frequently ways to address this—though not completely—with careful oversight and leadership that ensures that the course offerings are created with student needs as the very top priority.

Several institutions reported that by the time students fulfill the requirements for their desired major, they have upwards of 150 credits, not because they were exploring options, but because they needed to be full-time for financial aid resources. Because the courses they needed were unavailable (and sometimes sequential in nature), students filled their schedules with excessive electives to maintain their status, thus delaying graduation.

During these conversations in the focus groups, frustration was expressed regarding the faculty contribution to this problem, but it must be remembered that the creation of the course offerings is a leadership responsibility. Even institutions with unionized faculty can overcome this problem by recognizing and using management rights to create a program that is appropriate for students.

- In any given semester there is apparently a large pool of students who were formerly enrolled in the Louisiana public postsecondary system. Although many students may not be “recruited back,” the number who respond positively to a proactive program of

communication and assistance in overcoming obstacles to return, is generally well-worth the allocation of personal and financial resources.

The Fact Finder revealed that 22 percent of the institutions report that they communicate with students who have dropped out. Mostly, this communication appears to be a postcard to students who have not registered. This is a positive part of a recruit-back program, but in order to have an impact on retention and graduation rates, a comprehensive program should be implemented.

- Because one of the goals of the Master Plan explicitly addresses student satisfaction in services, it will be necessary to target quality service in a comprehensive way. Additionally this is an appropriate strategy to help attain the goals associated with increased retention and graduation rates.

Information Technology

Driving Forces

- The real strengths for technology in the Louisiana public postsecondary education system are its people. They have maintained outdated systems, implemented new technology, and responded to the demands of a change in education and the work environment with limited resources.
- A strong commitment among information technology professionals to support the educational objectives of their individual colleges and/or universities.
- A collaborative working style among the information technology professionals within the public postsecondary education system with an orientation for sharing information and solutions.
- Receptiveness among the information technology professionals that there are new, more effective and efficient ways to implement technology.
- Agreement among the IT professionals as to what are the major barriers that will prevent them from being successful in the future.
- The new technical and community college system that is in the process of embracing and implementing PeopleSoft software in a “best practices” model that centralizes hardware and software in one physical location and hosts the application to the different sites via ASP. This is a process that may serve as a model for other public colleges and universities in Louisiana.
- The development of an OLAP (On-Line Analytical Processing) data warehouse at the Board of Regents’ office that supports planning and decision making and attempts to eliminate redundant and disparate data.
- Planning at the Board of Regents to develop the bandwidth infrastructure necessary to support centralization of data, access to the information highway, and delivery of educational content throughout Louisiana through a gigabit LearnNet network.
- A common belief among the information technology professionals that changes in technology infrastructure will be necessary to support the state’s enrollment and

completion objectives in public postsecondary education. And, the acknowledgement that change will be difficult in a resource challenged environment.

- A working relationship among the information technology professionals at the system level.

Restraining Forces

- Overall, weaknesses can be characterized by a system whose technology infrastructure is redundant IBM legacy systems, a decade out of date, that are expensive to maintain, and running software implementations that are not well documented in an environment where technical expertise is declining through retirement and attrition.
- There is a lack of an organizational structure that eliminates redundant technology resources and takes advantage of economies of scale. There is no direct line of accountability between the individual campus' information technology directors and the system's chief information officer. Often individual campus priorities and autonomy drive the purchase of and implementation of technology rather than a strategic systemwide strategy that will provide the best technology for all campuses in the most cost efficient manner. The collaborative environment is built on working relationships instead of structure. The lack of a direct reporting relationship from campus information technology professionals to the system chief information officer almost ensures that the "hard decisions" to consolidate resources to achieve a better return on investment and the lowest total cost of ownership will never be seriously considered.
- Within systems, there are disparate and critically outdated information technology systems, hardware platforms, and software implementations. The cost of owning and maintaining these disparate legacy systems waste valuable resources that could be dedicated to building the technology infrastructure necessary to help achieve the state's postsecondary enrollment and completion objectives. In many instances the expertise to maintain an institution's system no longer exists at the institution. Code modifications and implementation of processes are not documented. In several instances, information technology directors expressed great concern for even powering down their systems for fear that critical components would fail on startup.
- There is a lack of standardization for hardware and software purchases at the individual colleges and universities, at the system level and at the public postsecondary education level in general. Disparate hardware and software are purchased by different departments at institutions without the knowledge of the information technology directors. Yet they are expected to support new and diverse systems of which they had no prior knowledge with limited and already over-allocated resources. The lack of hardware and software standards inhibits the institutions, the systems, and public postsecondary education in general from taking advantage of the economies of bulk purchase contracts and cost effective maintenance and support. In some instances, individual vendor contracts are replicated within institutions and in most instances within systems.
- Bandwidth and the cost of bandwidth in Louisiana is a universal concern among all institutions that participated in the focus groups. There is exponentially increasing demand for bandwidth to implement systems, deliver educational content, and provide for student access to the Internet. Most institution's bandwidth was limited to a T-1, with a couple of instances of a T-3 connection. All institutions indicated that their bandwidth

was at or approaching capacity. Campuses located in rural areas expressed the concern that additional bandwidth was not available in their area. There was discussion that the existing LANET was not built with the necessary infrastructure to support the increasing demand for bandwidth.

- Security and disaster recovery are major concerns both at the institution and system levels. Many of the institutions lacked the basic security of a firewall and relied on IP filtering and firewall-like functions implemented on routers. The majority of the information technology directors reluctantly admitted that their systems were at substantial risks to hackers – especially their PC installations. There was less concern about the security of the mainframe environments because the majority communicates via legacy SNA adapters. However, most institutions have a plan in place to have IP level access to their mainframe environments. PC installation in the various departments were a concern for the majority of the information technology directors stating the lack of uniform virus protection software and currency of the virus definition files on PCs at their institutions. E-mail is the most common carrier of viruses.
- While all institutions are required to have a disaster recovery plan, only one institution had tested the plan and completely restored a system. There was conversation among the focus group participants about the risks of even bringing down their legacy hardware for fear of critical component failure if the system was brought down and then re-started.
- The Board of Regents has made great strides in the creation of an OLAP data warehouse. However, there is a lack of understanding about key benchmark variables that must be maintained to monitor and predict enrollment futures for postsecondary education in Louisiana. Basic funnel statistics for prospect to inquiry and inquiry to application are not maintained at the campus, system, or state levels. In addition, key retention indicators such as course completion data, is not maintained. Lack of these critical data elements implies that the state public higher education system has been involved in the order taking/application processing business rather than a systematic approach of target marketing to increase conversion and yield rates.
- The public postsecondary system in Louisiana and higher education in general does not have a salary structure that is competitive in a high-demand industry with an estimated shortage of a quarter of a million professionals nationwide. The salary gap creates departments that experience high turnover rates and the inability to attract highly skilled employees.

Capacity

Driving Forces

- A commitment by the Board of Regents to embrace transformational change.
- A commitment by the system's executive leadership to grow and develop institutions.
- A desire by some of the system's facility leadership to integrate campus master planning initiatives with enrollment management efforts.
- A desire by some of the system's facility leadership to build and sustain accurate database and analysis information relating to space utilization and space inventory.

- A recognition by the Board of Regents, and by some of the system's executive leadership and facility leadership, of the importance of "atmospherics" issues on campus related to new student recruitment.
- An opportunity to embrace the concept of "atmospherics" across the system, and to assess its recruitment and retention impact on several campuses.

Restraining Forces

- The lack of integration between the Board of Regents' Master Plan efforts (thus far) and several key campus master planning initiatives underway across the system.
- The lack of consistent, accurate, and reliable systems/benchmarks related to space utilization and space inventory documentation/analysis across the system.

Assessment of Shift in Enrollment in Louisiana's Public Colleges and Universities due to Changes in Admissions Selectivity

Introduction

The Board of Regents plans to fully implement new admissions criteria among the public colleges and universities of Louisiana by 2005. The new admissions criteria are:

- Selective I: Completion of Regents' high school core curriculum plus
 - High school GPA greater than or equal to 3.0 OR
 - ACT composite score greater than or equal to 25 OR
 - High school graduation rank to be determined
 - NOTE: No student with less than a 2.0 high school GPA will be admitted
- Selective II: Completion of Regents' high school core curriculum plus
 - High school GPA greater than or equal to 2.5 OR
 - ACT composite score greater than or equal to 23 OR
 - High school graduation rank to be determined
 - NOTE: No student with less than a 2.0 high school GPA will be admitted
- Selective III: Completion of Regents' high school core curriculum plus
 - High school GPA greater than or equal to 2.0 OR
 - ACT composite score greater than or equal to 20 OR
 - High school graduation rank to be determined
 - NOTE: No student with less than a 2.0 high school GPA will be admitted

Developmental (Remedial) Education:

In addition to the aforementioned criteria, students requiring any developmental (remedial) coursework will not be eligible for immediate admissions to a Selective I institution. Students requiring more than one developmental (remedial) course will not be eligible for immediate admission to a Selective II or Selective III institution.

Admissions Exceptions:

The 1994 desegregation Settlement Agreement stipulates that each institution with admissions criteria shall have 15 percent of its entering class set aside for admissions exceptions (Ten percent for other race students, the remaining five percent for other institutional interests such as students with special talents, children of alumni, and athletes).

As part of this implementation, the Board of Regents projected the shifts in enrollment that are likely to occur by 2005 among the public colleges and universities, based on data from ACT on the fall 1999 freshmen. The Board of Regents subsequently asked Noel-Levitz to assess this projection using updated information from ACT on the fall 2000 freshman.

As with the Board of Regents projection effort, there are limitations to the available data that make an accurate assessment difficult, however our analysis tends to confirm the projections of the Regents' office staff that the new admissions criteria will result in enrollment loss in each of Louisiana's public (four-year) universities.

In order for the actual magnitude of enrollment declines to be more accurately determined, the Regents' staff could develop a statewide database and analyze the records of all enrolled freshmen for each institution. The data that would need to be included would be high school GPA, high school graduation rank, and an indicator of whether or not the student had completed the Regents' core curriculum. This data can be enriched with the data from ACT, and would include ACT scores and the schools to which students requested their scores be sent (as an indicator of their preference for applying to these schools). With this data the staff can identify which selectivity level each student qualified for, and whether or not the student intended to apply to one or more schools that match that selectivity level. This database can also be an integral part of the larger statewide data warehouse to support enrollment management.

The idea that enrollments can be managed is the operative term. Projecting enrollment shifts may serve to facilitate some planning functions, however, the impact of shifting enrollments can be controlled if a properly supported enrollment management paradigm is adopted statewide.

Recommendations

“Don’t tell people how to do something, rather tell them what to do and they will surprise you with their ingenuity.”

General George S. Patton

Our many years of experience helping colleges and universities build enrollment management programs that achieve lasting results have taught us that there are no quick fixes. Designing and implementing an effective enrollment management program that consistently achieves annual enrollment goals requires institutionwide involvement and commitment. Everyone plays an important role in a comprehensive enrollment management program.

The following recommendations are intended to focus Louisiana’s public colleges’ and universities’ time, energy, and resources on what the consultants believe are the strategies and priorities that will lead to the accomplishment of new and returning student enrollment goals. Where applicable, additional information in support of the recommendations is provided.

Following each recommendation, we indicate whether the individual campuses, the Board of Regents, or the respective system office should assume responsibility for implementation. In addition, we use the following priority rating system as a possible method for organizing the implementation effort.

A = Vital
B = Important
C = Optional

Planning

1. Compile a statewide enrollment planning database to aid enrollment managers in setting realistic goals and identifying threats and opportunities in the external environment.

The database should include the following:

- Population trends and projections for:
 - Traditional high school students
 - Transfer students
 - Non-resident students
 - International students
 - Graduate and professional students
 - Non-traditional students

- Population pyramids by age and parish
- Environmental scan for Louisiana and contiguous states
- Competition study
- Course completion rates
- Funnel trend data including inquiries, applicants, admitted, and enrolled students
- ACT Market Analysis Study (MAS) and Yield Analysis Study (YAS) for the state and by market segment
- ACT profile by high school

These and other data maintained in the database would enable each enrollment manager to set institutional enrollment goals based on each institution's mission, market, and competitive position.

(Board of Regents, A)

- 2. By spring 2002, set enrollment goals consistent with mission at the institutional level, then at the Board of Regents level aggregate them to create the vision for Louisiana public postsecondary education in 2005. Negotiate institutional goals as necessary to achieve the desired state of enrollment statewide.**

This process should be designed to build commitment to the goals and the resulting enrollment plan at the institutional level. Goal setting should rely on the compiled database for enrollment planning recommended above. The Board of Regents should conduct a statewide workshop on goal-setting to ensure consistency. Each institution should follow a standard goal setting methodology: state the institution's mission, geographic market area, and target populations, define the present state of enrollment, define the desired enrollment state, use the admissions funnel to set goals for inquiries, applicants, admits, and enrolled students, and establish the annual return and three- or six-year graduation rate goals.

Goals should reflect each institution's mission, the geographic and demographic markets it serves, and the recent enrollment trends that produced its present enrollment state. Goals should be ambitious, but attainable. Clear goals are essential in enrollment planning, since the key strategies must support them. Finally, unless the right members of the staff have confidence in and commitment to the goals, any attempt to develop and implement an effective enrollment plan will fail.

(Board of Regents/Systems/Campus, A)

- 3. Build the statewide coalition needed to support the vision for Louisiana public postsecondary education for 2005, including public officials, system heads, college and university leaders, business and industry leaders, the media, and others.**

The Board of Regents should consider mounting two initiatives simultaneously: enrollment management and Vision 2005. The enrollment management initiative would be designed to assist each Louisiana public postsecondary institution gain control over its enrollment from one year to the next – to establish the goals, plans, strategies, systems, and structure at the campus level needed to ensure that the desired enrollment state can be achieved each year. Enrollment management affords confidence and control.

However, transforming Louisiana public postsecondary education to meet the changing needs of the state and to compete effectively at a regional and national level will require a broad coalition of the state's leaders working together to build commitment to and change attitudes toward higher education. Without a more effective coalition within Louisiana supporting the goals of public higher education, it will be difficult, if not impossible, to marshal the necessary resources to fund transformational change.

(Board of Regents, A)

4. Create a statewide data warehouse to support enrollment management and the more accurate assessment of the impact on enrollment of the new admissions criteria as proposed in the Master Plan.

By 2005, the following new minimum admissions criteria will be fully implemented among the Louisiana public colleges and universities:

**Regents' Admissions Standards Framework
Beginning with High School Freshman Class of 2001**

The Board of Regents' Admissions Standards Framework, which is part of the Regents' new Master Plan for Postsecondary Education, establishes general admissions policies intended to provide a reasonable institution-student match. This new policy will affect high school students interested in attending Louisiana's public colleges and universities, beginning with the high school freshman class of 2001.

*Minimum Admissions Requirements** --The new admissions framework establishes minimum admissions requirements for all public postsecondary colleges and universities, beginning in Fall 2005. Additional specific admissions policies, consistent with educational mission, may be added by the institution. Listed below are synopses of the new minimum requirements:

Minimum Admissions Standards for LSU-Shreveport, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, Southern University and A&M College-Baton Rouge and the University of Louisiana-Monroe, LSU-Alexandria, (LSU-Alexandria by 2007; Grambling State University and Southern University-New Orleans by 2010).

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements: high school grade point average (GPA) equal to or greater than 2.0, or an ACT composite score equal to or greater than 20, or a certain high school graduation rank (to be determined). Students requiring more than one developmental (remedial) course will not be eligible for immediate admission. (See Admissions Exceptions below.)

Minimum Admissions Standards for the University of New Orleans, Louisiana Tech University and University of Louisiana-Lafayette.

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements: high school grade point average (GPA) equal to or greater than 2.5, or an ACT composite score equal

to or greater than 23, or a certain high school graduation rank (to be determined). Students with less than a 2.0 GPA will not be admitted. Students requiring more than one developmental (remedial) course will not be eligible for immediate admission. (See Admissions Exceptions below.)

Minimum Admissions Standards for LSU and A&M College in Baton Rouge.

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements: high school grade point average (GPA) equal to or greater than 3.0, or an ACT composite score equal to or greater than 25, or a certain high school graduation rank (to be determined). Students with less than a 2.0 GPA will not be admitted. Students requiring any developmental (remedial) courses will not be eligible for immediate admission. (See Admissions Exceptions below.)

Minimum Admissions Standards for Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Delta Community College, Nunez Community College, River Parishes Community College, South Louisiana Community College, Southern University-Shreveport, the Louisiana Technical College, LSU-Eunice.

Diploma from a Board of Elementary and Secondary Education-approved high school; or a GED or its equivalent; or an appropriate score on an Ability to Benefit test. Students will attend open-admissions community colleges and technical college campuses for certificates, associate degrees, work-skills training or to prepare themselves to transfer to a four-year institution.

**Admissions Exceptions* - The 1994 desegregation Settlement Agreement stipulates that each institution with admissions criteria shall have 15 percent of its entering class set aside for admissions exceptions - 10 percent for other race students, the remaining five percent for other institutional interests such as students with special talents, children of alumni and athletes.

**High School Graduation Rank* - Based on information to be developed by the Louisiana Department of Education.

Core Curriculum - The core curriculum is the most important component of the admissions framework for research has shown a strong positive correlation between the successful completion of college prep courses and college success. The Regents' high school core curriculum is currently defined as the TOPS core curriculum. For a list of those courses, visit the Louisiana Office of Student Financial Assistance website at www.osfa.state.la.us.

For Additional Information - Visit the Board of Regents' Web site at www.regents.state.la.us.

Based on these new minimum standards, the Board of Regents projected the re-distribution of 7,781 students who no longer would be eligible for admission to the institution they chose directly from high school. The Regents' staff used the statewide ACT file with self-reported grade point average for fall 1999 for first-time freshmen. The table below shows the projected number of freshmen who would no longer gain admission to their first choice institution based on the new minimum criteria by institution.

**Louisiana Board of Regents
Projected Shift in Enrollment due to Change in Admission Selectivity
Louisiana Public Colleges and Universities**

Institution	Fall 1999 Total FTF	Projected FTF Headcount Enrollment		
		Estimate	Loss	Percent
Selective 1				
LSU A&M College	5,196	3,832	1,364	73.7%
Selective 2				
Louisiana Tech University	1,887	1,346	541	71.3%
UL at Lafayette	2,526	1,660	866	65.7%
University of New Orleans	1,872	1,314	558	70.2%
Selective 3				
Grambling	742	382	360	51.5%
LSU in Shreveport	501	364	137	72.7%
LSU in Alexandria	514	320	194	62.3%
McNeese	1,323	899	424	68.0%
Nicholls	1,507	1,088	419	72.2%
Northwestern	1,877	1,228	649	65.4%
Southeastern	2,627	1,676	951	63.8%
Southern University A&M College	1,352	737	615	54.5%
Southern University in New Orleans	327	203	124	62.1%
UL at Monroe	1,529	950	579	62.1%
State Four-year Total	23,780	15,999	7,781	67.3%

While this analysis likely is accurate based on the data available in 1999 (ACT score and self-reported high school GPA), it does not entirely reflect the changes in enrollment that will result from the new admissions selectivity requirements. Following are the factors that will make predicting the impact on enrollment difficult, if not impossible:

- Relying on self-reported information about academic performance lowers reliability.

- The “or” clauses in the minimum standards for admission create opportunity for students, but serve to extend the evaluation period for some students through their eighth semester.
- No method for tracking enrollment in the core or TOPS curriculum exists, so this important criterion is not factored into any of the projections.
- The absence of actual high school rank data precluded examination of this variable in projection models.
- Many of the institutions reported that they already are implementing the new criteria; some reported that they are fully implementing them, suggesting that the enrollment re-distribution has begun. It will be important to begin auditing their implementation of the new criteria – both to measure the actual impact on enrollment from the previous year to the current year and to assess the potential impact of full implementation of the new standards.
- Currently, students who fail to meet the new admission criteria at their first choice institution dual enroll at the local community college for the developmental course(s) and at their first choice university for the remainder of their courses. It was unclear whether or not this practice will be permitted when the criteria are fully implemented in 2005.
- Regardless of the projected impact on enrollment of the new standards, institutional enrollment managers should develop plans and strategies to achieve enrollment goals.
- Finally, through the ACT EPAS and other initiatives, the state plans to begin early in a student’s high school career to influence planning and increase the state’s college participation rate. If successful, this strategy will increase the number of college-bound students in Louisiana, as well as improve their preparation for college level work.

Developing an accurate assessment of how the new selectivity requirements will impact public postsecondary institutions in Louisiana will require a more comprehensive database than is maintained presently either at the institutional or statewide level. We recommend the following:

- Create a statewide data warehouse of applicants for admission to all Louisiana two- and four-year public colleges and universities that can be used to audit implementation of the new admission criteria, evaluate year-to-year changes in enrollment resulting from implementation of the new criteria, and assess the remaining impact of full implementation.
- Create a statewide data warehouse of all 9th through 12th grade students enrolled in Louisiana public and private high schools. The database should be used to monitor students’ progress and preparation for college (curriculum and academic performance), as well as a postsecondary planning aid. This database could be used by the colleges and universities for building awareness early in a student’s high school career, and for prospecting and relationship building as the student begins the college search and selection process. The goal would be to help match students with the Louisiana college or university best suited to their needs and educational and

career goals. This also is the database that would monitor progress toward goals to improve preparation for college and increase the college participation rate.

(Board of Regents, A)

- 5. Beginning with the students offered admission for fall 2001, the Board of Regents should audit each of the Selective I, II, and III institutions to determine the present status of institutional admissions decisions in order to ensure proper phase-in achievement of admissions criteria by 2005.**

During the focus group interviews, many of the representatives indicated that their institutions were fully or partially compliant with the new admission selectivity guidelines. Since the campuses are expected to phase in implementation and reach full compliance by fall 2005, it will be important for the Board of Regents to monitor progress with some degree of accuracy. Auditing the admission decisions of each institution each year through 2005 will enable the Board of Regents to calculate the number of students who will be redistributed once the new minimum requirements are fully implemented.

(Board of Regents, A)

- 6. Conduct a complete assessment of the current state of enrollment management at the Louisiana Technical College.**

The strategic enrollment analysis conducted by Noel-Levitz focused primarily on the four-year public colleges and universities and the community colleges in Louisiana. With its 42 campuses scattered throughout the state, the Louisiana Technical College merits a separate assessment of its enrollment management capability.

This evaluation should include a review of campus-specific enrollment goals, key strategies, enrollment management systems, structure, and resources, as well as a capacity analysis and a review of the technology infrastructure necessary to support effective enrollment management.

It is highly likely that the Louisiana Technical College – and the Louisiana community colleges – are capable of rapid and significant growth in enrollment in the coming years. Growth will occur as a result of a combination of factors:

- The full implementation of the new minimum admissions requirements among the state's four-year colleges and universities will shift students into the community and technical colleges.
- Any effort by the Louisiana Board of Regents to increase postsecondary participation among the state's high school students will benefit all higher education institutions, including the technical colleges.
- By practicing effectively the principles of enrollment management, the community and technical colleges will begin to serve a wider market, including adult learners and local business and industry, as well as traditional students who enroll directly from high school.

Noel-Levitz' work with the Kentucky Community and Technical College System (KCTCS) is a recent and very dramatic example of what is possible through the adoption of enrollment management as a growth strategy.

Noel-Levitz completed a two-year enrollment management project with the 28 campuses of KCTCS in June 2001. Systemwide enrollment prior to our project was flat. Between fall 1998 and fall 1999, headcount enrollment for KCTCS grew from 45,500 to 45,950 students, representing growth of about one percent. Since then, headcount enrollment for KCTCS grew to 52,200 in fall 2000 and to 63,120 students in fall 2001, representing two-year growth of 17,170 students or 37 percent.

(Board of Regents, B)

Marketing

7. Conduct a statewide marketing research project to collect current attitude and perception data for enrollment and marketing planning.

The best marketing decisions are based on data. The goal of this research process would be to understand perceptions and attitudes toward Louisiana public colleges and universities and to gather information about the college choice process, decision influencers, and timing. The resulting information would be used to create the strategies, messages and focus for a statewide marketing plan.

We recommend that the Board of Regents collect sufficient data to analyze findings for each of the eight state economic development zones. In addition, the project should survey selected markets in contiguous states – Texas, Arkansas, and Mississippi – to understand perceptions of Louisiana higher education.

Key audiences to be surveyed would include college-bound high school students; parents; adults 25 – 55; and high school guidance counselors.

Specific questions that participating institutions said were of research interest included:

- What are the market perceptions of our institution? What misperceptions exist?
- What are the common attributes of students' first-choice schools?
- When do Louisiana students begin making their college decisions?
- How far will Louisiana students travel geographically to attend school?
- What is our reputation for quality and value outside state borders?
- Why do students leave our institution?
- What majors are high school juniors most interested in?
- What does eastern Texas need that they don't have?
- How can we best communicate with high school guidance counselors?
- Where do we fit in the minds of parents in terms of impressions, value, image, programs, costs?

- How can we position ourselves favorably with nontraditional students against the for-profits such as University of Phoenix?

(Board of Regents, A)

8. Develop a Board of Regents' marketing publication and Web site that provide up-to-date information about all Louisiana public colleges and universities.

The publication would be a 32-page spiral-bound viewbook with high-level profiles of each institution and grids showing academic programs available by campus. This brochure would be used with high school guidance counselors and other key audiences.

In addition, the Board of Regents' Web site would offer a search engine allowing students to identify Louisiana public institutions that match their academic performance and interests; separate sections for guidance counselors, parents, and prospective students; and instant links to all individual institution Web sites.

(Board of Regents, A)

9. Develop a three-year in-state advertising campaign strategy that supports Louisiana public postsecondary education statewide.

The goal of this campaign would be to raise awareness of the value and quality of higher education in the state. When the advertising goal is statewide awareness of public postsecondary education in Louisiana, centralization of strategy and resources generally is the most effective approach. Decentralization is more effective when the advertising goal involves the positioning or promotion of an individual institution.

The message strategy and media selections for the statewide campaign would be based on the market research described previously. Rotating messages might include:

- "What do you want to become?" How Louisiana higher education can help anyone reach their goals.
- The value of higher education and importance of college attendance.
- "Stay in the Louisiana family" – a message that emphasizes the benefits of attending college in state.

In addition, the Board of Regents may want to consider developing a campaign specifically to promote community and technical colleges.

(Board of Regents, B)

10. Each Louisiana institution should evaluate its own Web site based upon good Web site development practices.

In all of our research, first-class Web sites surface as a central means of developing enrollment effectiveness. Following is a recommended Web site review checklist.

First impressions: Assess impact of home page design

- Is it engaging?
- Do the colors, graphic elements, and fonts work well together?

- Do the pages load quickly (less than 10 seconds)?
- Is the placement of the links appropriate within the design? Are there too many links, or links that lead users off on distracting pathways?
- Where do pages begin to stray from standards set by earlier pages?

Organization

- Does the organization of the main links make sense and contribute to the site's functionality?
- Are the links developed and presented to appeal to internal or external audiences?
- Does the organization of the main links appeal to a wide range of potential users?

Positioning and Marketing

- Does the site contribute to the overall positioning of the institution?
- Does the site contribute to the marketing efforts of the institution?
- Does the site feature a marketing theme and identifiable messages in support of this theme?
- Do graphic elements, etc., support the theme and messages?
- Does the design of sub-pages complement the design of the home page?
- Do the individual pages and main sections use similar colors, graphic elements, fonts, etc.?

Text

- Is the right information offered to the right users?
- Is it well written, concise, and to the point?
- Does the organization of the information make sense? Is the text easy to read?
- Are relevant links offered at appropriate places within the text and design of individual pages?

Graphics

- Are graphic elements, photos, video clips, and audio clips used to support copy?
- Do the elements contribute to the content and design of individual pages?

Navigability

- Do all links and sub-sections function properly and load easily?
- Are navigation bars or elements placed appropriately on each page?
- Do these navigation tools function properly?

- Does the home page and supporting navigation structure include an internal search engine and site index?

Functionality and Interactivity

- How does the site offer opportunities for users to look up or contact college faculty, staff, current students, and alumni?
- Is there an inquiry form for prospective students?
- Does it ask for appropriate information from all target markets? Or just traditional students?
- What is the immediate response to the completion of the inquiry form?
- Does the site offer an opportunity to complete an application form? Can prospects complete the form electronically? Or are they required to print and mail it?
- Can the application fee be paid through a secure site?
- Can prospects return to an incomplete form at a later date?
- What other information gathering opportunities does the site include? Do they function properly? Do they contribute to the quality and intent of the site?
- Does the site offer a financial aid application, information about financial planning, and a link to the FAFSA site (<http://www.fafsa.ed.gov/>)?
- What other forms of interaction are available on or as a result of the site? E-mail addresses of faculty, staff, students, alumni? Access to personal Web pages of faculty, staff, and current students? Chat rooms or online events for prospective students? “Instant Message” capability? “Call Now” buttons for immediate assistance/contact? Subscriptions to listserves/e-mail newsletters, etc.?

Other

- Does the site offer a sense of place through maps, tours, etc.?
- What implied or actual calls to action are included in the site? Are they presented in appropriate places?
- Does the content/design of the site present opportunities for users to bookmark and return for new or different information?
- Does the site appear to be attended to regularly? How can you tell?
- Can users customize their experience on the site to reflect their interests and information needs? Does the site track and acknowledge returning users through inquiry or personalization forms?
- Is the quality of the site’s design, content, navigation, and functionality consistent through several levels?
- Does this site contribute to the marketing efforts of the institution? Are messages, themes and graphic elements used in the Web design?

Such an assessment can help Louisiana institutions set priorities for Web site improvements.

(Campus, A)

11. Develop a coordinated out-of-state marketing effort.

A number of “border” institutions already are engaged in marketing efforts targeted at contiguous states. Assuming that the Board of Regents is able to address the current out-of-state tuition rate issues, this effort would be characterized by:

- Targeting specific contiguous states, based on data
- Coordination with “border” institutions’ marketing plans
- Possible use of direct mail, radio, other media, based on market research
- Use of the systemwide viewbook as follow-up tool

Board of Regents, A)

12. Conduct a series of practical marketing workshops for the community and technical colleges and regional universities.

The two-year colleges expressed a strong interest in professional development opportunities that would allow them to learn about best practices in marketing and to share problems and creative solutions with peer institutions. Among the topics listed were:

- Best practices in Web sites, recruitment publications, communications flows
- E-mail marketing strategies
- Creating differentiated marketing messages
- Conducting and using a competition study
- Marketing teacher education programs
- Marketing to minority students

(Board of Regents, B)

13. Implement a Web-based service in Louisiana high schools to promote college attendance, support college selection, and assist students in identifying colleges and universities that best matched their interests and abilities.

- Implement a college matching service in high schools statewide
- Conduct an in-school survey to enrich the EPAS database
- Send a parent communication with results of the college matching survey

(Board of Regents, A)

14. Create a Board of Regents’ newsletter specifically to “market” the new Master Plan internally.

Despite internal communications efforts, there remains a great deal of misinformation and misapprehension about the new plan. A quarterly newsletter can help promote the plan and ensure that accurate information reaches all campuses. Content might include:

- Use of an internal/external slogan for Master Plan that centers on improving educational quality and excellence in Louisiana
- Stories about progress toward Master Plan goals at individual institutions
- Reminders on standards, expectations
- Questions and answers
- Updates on definitions and decisions
- Reinforcement of the plan's benefits to create buy-in

(Board of Regents, B)

15. Phase out all external references to institutional tiers or groupings that are qualitative.

Sample nomenclature might be: LSU, statewide universities, regional universities, and community and technical colleges.

(Board of Regents, B)

16. Assist schools to develop best practices by highlighting successful marketing practices at similar schools.

Many focus group participants expressed an interest in understanding how peer institutions had solved problems or addressed market situations. This effort can be accomplished through informal channels such as seminars and conferences or through formal survey research.

(Board of Regents, B)

17. Continue the external public relations outreach to high schools, guidance counselors, and parents.

The Board of Regents' staff already has initiated a variety of public information efforts related to the restructuring plan. These efforts should be continued and expanded with the following concepts in mind:

- Communicate the Master Plan concept and benefits on multiple levels
- Create opportunities for ongoing dialog among institutions and with the community
- Develop and highlight an internal/external slogan for the Master Plan related to improving educational quality, excellence in Louisiana
- Package this public relations effort with a "You Can Do It" concept that promotes college attendance by Louisiana students. Schools that already have outreach programs ("Extending the Dream" for 9th-10th grade and "Camp College" for 11th-12th grade) could serve as models

(Board of Regents, A)

Recruitment

18. Each campus should develop and successfully implement a comprehensive marketing/recruitment plan to prioritize and guide the effort complete with:

- **Goals**
- **Key statistics**
- **Action plans**
- **Responsibility**
- **Timelines**
- **Budget**
- **Evaluation**

Sample Outline for an Annual Marketing and Student Recruitment Plan

Section	Description
Institutional Mission and Goals	A statement reflecting the institution's basic mission, philosophy, and goal: what distinguishes the institution from other postsecondary institutions? Whom is the institution attempting to serve? Where does the institution wish to go?
Situation Analysis	Facts on which the plan is based: Demographic trends in traditional college cohorts Environmental factors impacting enrollments Competition Institutional strengths and weaknesses Institutional resources Enrollment projections Market share Quantitative and qualitative information on target markets Institutional image with key publics Student wants, needs, and attitudes Admissions trend data (applied, admitted, yields) Retention data Other pertinent data
Planning Assumptions	A list of assumptions or "givens" which supported the development of the plan.
Organizational Structure for Enrollment Management	A description of the organizational structure for enrollment management including roles and responsibilities for implementing the plan.
Enrollment Goals	An expression of the results to be achieved in the enrollment program. Goals provide targets for the direction and guidance of the marketing and recruiting efforts. Should include overall and individual program enrollment goals.
Key Enrollment Strategies (Enabling Objectives)	The broad statements that, implemented successfully, will lead to the accomplishment of the goals.
Action Plans	Specific tactics/activities to accomplish the key strategies. Include a description, timetable, responsibility, resources needed, and procedures for measuring, controlling, and evaluating the planned actions.
Summary of Goals, Strategies, and Activities	This final section should summarize what is contained in the plan by listing each goal with the strategies and activities designed to accomplish the specific goal. Provides a quick and concise overview of the total enrollment plan.

(Campus, A)

19. Establish admissions criteria and procedures for the following groups that fall outside of the Master Plan: transfer students (required grade point average in crosswalk courses), adults (age and requirements), out-of-state students (TOPS curriculum), and international students (TOEFL scores, grade point average).

It will be extremely difficult for the campuses to engage in the level of enrollment planning that we are recommending without clarification regarding the admission criteria for these student groups. We recognize that it may be unwise to set admissions policy for these groups hastily, but the Board of Regents should consider developing a set of planning guidelines so that the campuses have some preliminary parameters for forecasting enrollment among these market segments.

(Board of Regents/Systems/Campus, A)

20. Significantly expand the prospecting efforts to identify more potential students earlier in the selection process, and seriously consider building and distributing a centralized prospect database based upon the EPAS data.

Although a substantial number of institutions are engaged in some prospecting strategies, for the most part, the efforts do not utilize all potential sources of student names, and they fail to identify students early in the college selection process (e.g., during the junior year of high school or earlier). This is because most schools are using ACT EOS searches which prevent them from obtaining their lists more than 12-14 months in advance of the student's intended enrollment date. We suggest that the Board of Regents explore the feasibility of enriching the EPAS database with information such as present institutional choices, co-curricular interests, intention of completing the TOPS curriculum, etc., and then develop a plan to distribute those names to the campuses for follow-up.

(Board of Regents/Systems/Campus, A)

21. Consistently collect and utilize comprehensive inquiry-level data in the marketing and recruitment process.

Although the majority of institutions indicated that they routinely collect and enter student inquiries, only four institutions were able to report their institution's figures on the Fact Finder. This suggests that either the data is not being entered or the campuses are not able to produce management reports summarizing these data. In either case, use of this information for follow-up at the inquiry stage is clearly limited. It is critical for the schools to begin maintaining comprehensive inquiry-level databases and, where possible, to store these data in the primary marketing/admissions database system so that the student can be tracked from the inquiry through enrolled stages. Moreover, several institutions reported that they purge inquiry-level data from their systems at the conclusion of a recruitment cycle. These data should be maintained for at least two years for historical comparison purposes and to facilitate development of predictive models.

(Campus, A)

22. Systematically grade and qualify inquiries and train admissions staff on the use of these results to target their communication and use of time.

Although a majority of the institutions reported that they systematically contact inquiries and applicants to ascertain and code their level of interest, the consultants found virtually no evidence that this practice is actually occurring. Since most institutions have not systematically communicated with inquiries, they have no inquiry qualification system in

place. As the schools begin to build inquiry pools, they will need a system to qualify these students via:

- An expanded telecommunications program (student phone team)
- Research (e.g., inquiry source analysis, geographic market analysis)
- Tracking student contacts or “moves”
- Reply cards in every mailing
- Personal contact

At the very minimum, the institutions should employ an expanded student telecounseling program and record student interest after each call. In addition, the admission staffs should begin qualifying inquiries and applicants after each personal, phone, or electronic interaction. This will enable them to continually cull their list of prospective students and truly focus limited recruiting resources on those students with the greatest propensity to enroll.

In light of the changes in admissions standards, it is equally important for the institutions to begin grading their inquiries and applicants in terms of their desirability and potential admissibility. This implies developing systems to collect actual and self-reported academic information earlier in the college selection process (i.e., at the inquiry and early-application stages).

(Campus, B)

23. Implement segmented and sequential written communication flows for prospective students at each stage of the pre-enrollment process (e.g., inquiry, applicant, accept, confirmation).

Although over two-thirds of the institutions reported on the Fact Finder that they utilize multiple sequential written contacts, the consultants found that most campuses follow up in writing only once at the inquiry stage and less than four times at the applicant/accept stage. In fact, when asked if they have “a well-conceived written communications flow,” only half the institutions reported affirmatively. Moreover, segmenting appears to be limited or non-existent and none of the schools with whom the consultants met reported that they utilize an outbound electronic correspondence program to routinely communicate with prospective students.

Since most students make their college decision over an extended (12-24 month) period of time, it is important for institutions to provide them with pertinent and timely information throughout their college selection process. As a start, the campuses should move quickly to incorporate four to six pre-application direct mail contacts and a like number of direct mail communications after the student has applied and been accepted.

Electronic contact should occur once per month to any student that provides a campus with their e-mail address. Once the basic direct mail and electronic correspondence systems are in place, the campuses should begin segmenting these contacts in an effort to target their recruitment messages according to the buying motives of a particular population (e.g., first-year versus transfer, traditional students versus adults, TOPS-eligible versus non-TOPS eligible).

(Campus, A)

24. Develop a more extensive telecounseling initiative using students, professional staff, faculty, and alumni.

Although a substantial number of institutions reported the presence of telecounseling efforts in their recruitment programs, the focus groups revealed that the majority of these programs were not sustained, systematic, or designed to truly build relationships with prospective students. Moreover, faculty, staff, and alumni telecounseling programs appear to be sporadic (at best) and there is little or no tracking of any outbound phone calls, largely because the efforts are not supported by enrollment database systems. In addition, the consultants encountered no campuses that appoint a full-time telecounseling supervisor to coordinate the programs, which suggests a lack of training and leadership to support their telecounseling efforts.

As you might imagine, the telephone remains one of the most cost-effective means of communicating with prospective students and provides numerous benefits when compared to other recruitment strategies. It can provide the following advantages.

- Student and alumni callers are among the most credible spokespeople for any college or university because of their ability to provide testimonials about their experience.
- The telephone establishes one-on-one contacts with students and is far more cost-effective than trying to make these contacts via recruitment travel.
- Telecounseling makes it possible to reach more students in a shorter period of time than other recruitment tactics.
- A well-planned telephone contact is among the best ways to address the emotional aspects of college choice.
- Telecounseling allows more time with prospective students and tends to reduce admissions travel.

The consultants recommend that the Board of Regents develop a plan to incorporate this critical strategy in the recruitment plans of Louisiana's public colleges and universities.

(Campus, A)

25. Improve the Web presence of every institution and develop better interfaces with the enrollment databases.

The recruitment focus groups revealed a lack of satisfaction with institutional Web sites which was also reflected in the Fact Finders, especially among the Selective III and community colleges. Concerns ranged from lack of an electronic application to inability to move data between the Web site and admissions/recruitment database systems. We suggest that you undertake an extensive review of institutional Web sites with special attention to e-commerce issues (e.g., the ability to register for admissions events and inquire/apply online) and the interfaces that exist between institutional Web sites and their admissions/recruitment database systems. You should also consider conducting a statewide study to measure the following-up that occurs for electronic inquiries.

(Campus, A)

26. Provide admissions/recruitment with stronger computer support, regularize enrollment reporting, and increase the use of data and information in enrollment planning and decision-making.

Although 100 percent of the Selective I and II institutions reported that they have software that “manages inquiry and applicant information, communicates sequentially, and produces management reports to monitor progress towards goals,” less than 40 percent of the Selective III’s and community colleges reported this capability. Moreover, the focus groups and phase two data revealed significant gaps in the technological and enrollment reporting capabilities of the campuses. At the very minimum, a plan is needed that ensures the following capabilities are in place on each campus.

- Weekly comparative admissions reports that displays all stages of the admissions funnel (inquiries, applicants, accepts, confirmations, and enrolled students with corresponding conversion and yield rates);
- Monthly funnel reports to evaluate progress towards goals by inquiry source, geographic region/territory, academic interest, number of campus visits, co-curricular interest, academic preparedness, etc.; and
- Implementation of the functionality in their respective admissions/recruitment systems (e.g., regular letter flow, tracking communications, reporting) or obtaining software that will support modern enrollment management tactics. Every focus group commented on the fact that they do not utilize all the functionality in their systems because of a lack of training and/or support.

(Campus, B)

27. Develop a long-term plan to train the admissions/marketing staff in state-of-the-art enrollment management practices.

Although the vast majority of institutions at all levels reported that they have an ongoing professional development program for their admissions/recruitment staff, the focus groups revealed significant gaps in knowledge about basic marketing and recruitment principles. Since the consultants met primarily with chief enrollment officers and directors of admission, we suspect the problem is exacerbated at lower organizational levels. While this finding may seem disheartening, it is worth noting that there are very few places that enrollment managers can turn for formal training (e.g., degree programs). In addition to making certain that professional development funds are adequate, the system should also consider developing a mentoring program, which would provide less experienced enrollment managers with an opportunity to formally interact with a more experienced colleague in the system.

(Campus, B)

28. Implement a territorial management model on every campus that provides for a single point of contact for each prospective student from point of inquiry through enrollment.

Although the vast majority of institutions reported the presence of a territory management model in their recruitment program, we found that it tends to be used primarily to organize recruitment travel and it frequently breaks down when a student moves from the inquiry to applicant stages (see recommendation # 19). When practiced well, territory management is the assignment of a defined geographic territory (or market segment) to an individual admissions counselor who accepts responsibility for planning, organizing, directing, and controlling the recruitment effort as well as the corresponding enrollment results. We have found that consistent achievement of enrollment goals is more likely to occur when responsibility for success is shared among all members of an admissions/recruitment staff and

when prospective students are linked to a single institutional representative for the duration of the pre-enrollment process.

(Campus, B)

29. Merge admissions and recruitment/outreach functions as a means of improving efficiency and effectiveness.

The consultants learned that although admissions and recruitment functions frequently reside in the same organizational unit, they often function as semi-autonomous units in terms of day-to-day operations. For example, separate inquiry and applicant databases are commonplace, which results in redundant data entry. In addition, prospective students are often assigned to recruitment professionals at the inquiry stage and admissions counselors at the applicant stage, which fails to leverage already scarce staff resources.

(Campus, C)

30. Develop strong enrollment management committees on each campus to fully address enrollment issues.

Although several institutions reported that they have permanent enrollment management committees perhaps due to its recent adoption, none reported that they have considered the Master Plan in their discussions or long-range enrollment goal setting. Moreover, although these committees are in place on many campuses, less than half of the schools reported that their institution has “a coordinated, comprehensive, and cooperative approach to marketing, recruitment, and retention” suggesting that these groups may be failing to address key enrollment management issues. Some of the issues these groups should be addressing are listed below.

- By spring 2002, determine the desired enrollment state for the institution (projecting three to five years), including the likely impact of the Master Plan changes in selectivity.
- Establish overall and program-specific annual enrollment goals.
- Approve and monitor implementation of the annual master enrollment management plan (recruitment and retention).
- Review all recommendations related to enrollment management and work within the institution’s decision-making process to gain approval for recommendations deemed important to achieving goals.
- Design, conduct, analyze, and disseminate enrollment-related studies and research (campus education).
- Conduct periodic audits of key program/service areas.
- Initiate a process for identifying and eliminating problems that interfere with the quality of student life and learning.
- Coordinate implementation of retention strategies with a quality of student life and learning committee or sub-committee.

(Campus, C)

31. Develop plans to further integrate marketing and technology functions into the enrollment management process on each campus.

As previously mentioned, a substantial number of campuses reported that their recruitment/admissions hardware and software are inadequate to support the kind of strategies Noel-Levitz is recommending (e.g., sequential and segmented communication, management reporting). Moreover, less than half the institutions said their “arsenal of promotional publications is adequate.” Both findings suggest the need for better coordination and cooperation between the enrollment management functions and the technology and marketing functions on the campuses. While we would not necessarily recommend that these organizational entities report to enrollment management, it is important that some organizational structures or processes are developed to address these deficiencies. At the very minimum, liaison positions should be established between the enrollment management function and technology and marketing. We also recommend that these two areas are well represented on any campuswide enrollment management committees.

(Campus, C)

Financial Aid

32. Study the impact of financial aid, both merit-based and need-based, on student recruitment and retention.

At this point there appear to be no data to describe the extent to which financial aid impacts students’ decisions to enroll and persist. It is important to know the impact of the TOPS program on needy and non-needy students, what the unmet need thresholds are for student retention, and what part financial aid plays in enrollment and retention decisions. Before financial aid can be used effectively its impact on student behavior must be known. Since student behavior will vary depending upon the type of institution, we propose that a study be done using the data for LSU, the level II institutions and three-to-five each of the level III and community colleges.

(Board of Regents/Systems/Campus, A)

33. Research the enrollment behavior of non-resident students related to financial aid.

During the interviews a great deal was heard about colleges and universities in Mississippi and Texas attracting Louisiana residents while Louisiana institutions were not able to attract out-of-state students. It is assumed that there is a tuition barrier. No data appear to exist to document this situation and determine the extent to which it is a cost, admissions, or yield problem, or the effect that targeted financial aid or a general tuition reduction might have on out-of-state enrollment. This study can be accomplished using the data collected for the previous recommendation.

(Board of Regents/Systems/Campus, A)

34. Eliminate unique institutional financial aid application forms.

Many of the institutions have a unique financial aid application form that is required in addition to the FAFSA. These forms are used to supplement and verify information collected on the FAFSA, check the completeness of data submitted on the transfer admissions application, collect information on outside scholarships, determine aid preferences, gather information not readily available from other campus departments, etc. They are also used as a

vehicle to inform students of financial aid policies and requirements. Some of these forms are quite complex; some are very simple. It is our experience that such forms, no matter how innocuous, discourage enrollment. Minimal supplemental information can be incorporated in the admission application. Collecting data twice does not improve its accuracy. Outside scholarship information can be collected in response to a financial aid award notice. Aid preferences can be assumed. Elimination of these forms will require procedure changes in financial aid offices and far better computer support than now exists. We acknowledge that it will be very difficult in some cases to replace or do without some of the information collected on institutional financial aid applications. The benefits make this effort worthwhile.

(Campus, B)

35. Improve the technological capabilities of financial aid offices.

Financial aid cannot be administered well without excellent computer support. Financial aid systems are complex, continually changing, and not very useful “out of the box.” They must be configured to meet institutional needs and reconfigured regularly to accommodate changes in financial aid programs. It appears that most Louisiana public institutions now use capable administrative software (CARS, Banner 2000, SCT Sys+, PeopleSoft, or home grown). Many financial aid offices do not use these systems well because they are too busy to learn the capabilities and/or technical staff with content knowledge are not consistently available. The move to PeopleSoft by the LCTCS is a good start. Although schools are concerned about having their varied procedures forced into a single mold, it will be possible centrally to develop capabilities and provide support not available on most individual campuses. If this is done well, other consortia of software users should be considered. In addition to central support, every financial aid office serving an institution of roughly 3,000 students or more should have a programmer/analyst on the financial aid staff or assigned exclusively to the financial aid system. Smaller institutions as well need access to such expertise.

(Campus, B)

36. Combine scholarship and financial aid offices and cross-train admissions counselors in financial aid.

On many campuses, the financial aid office (happily in some cases) does not handle the administration of scholarships. The financial aid office should be the focus of all student aid matters including scholarships, need-based aid, extended payment plans, etc. Families should have one point of focus for financing issues. Coordination of all aid available on campus can be simplified in this manner. Additional staffing and computer resources will be needed to absorb additional duties. Most of the financial aid administrators interviewed said that their admissions counselors did not answer financial aid questions, nor do they want them to. A similar response was received from admissions personnel who were interviewed. Admissions counselors, however, are the point people for prospective students. If they can answer the normal financial aid questions, families are more promptly served, anxiety about financial aid is decreased, and telephone calls/visits to the financial aid office are decreased. Such cross training is the norm at private institutions. Admissions counselors should not get into complex federal and state regulations, but can be trained to address the more common questions raised by families.

(Campus, B)

37. Seek ways to simplify administration of the TOPS program and provide earlier notification.

TOPS notifications are made in June or July, too late for coordination with institutional financial aid packages and too late to be very useful for family financial planning. Some schools estimate TOPS awards, some do not, but either ignore the issue or leave “holes” in the financial aid package to accommodate TOPS. We recommend that preliminary TOPS certification be based on students’ seventh semester status with awards withdrawn for those who do not complete. Institutions now have to maintain a TOPS-only GPA for students who transfer in, but do not transfer all prior courses. If the student’s regular academic GPA cannot be used then the TOPS programs should take responsibility for any special GPA calculations. Finally, institutions could better manage the TOPS program if it were left stable for several years.

(Board of Regents, B)

Retention

38. Implement a campus-specific early-alert system that identifies students who are at risk:

- **Determine incoming students’ characteristics that predict likelihood to drop out**
- **Design a systematic program involving faculty and staff that identifies students exhibiting behaviors that indicate possible problems within the first four weeks and on an ongoing basis**
- **Design a proactive program to intervene with flagged students and provide structured ways to connect them with the appropriate resources on campus**

Early-alert systems are designed to “flag” at entry, or at anytime during a student’s career, those students who may be the most dropout prone and to provide appropriate intervention.

Noel-Levitz

Successful student retention initiatives include an identification, monitoring/tracking, and intervention system designed to:

- Identify, in advance of enrollment, “high-risk” or dropout-prone students who could benefit from institutional intervention; and
- Identify enrolled students experiencing academic and/or personal problems that might be ameliorated by institutional intervention.

Provide structured support for student success “Early-alert” systems are based on the following assumptions:

- Most decisions to drop out occur early in a student's interaction with an institution.
- Many dropout-prone students do not voluntarily seek out institutional support services to assist them with problems that may ultimately lead to attrition behavior.
- It is easier to anticipate a problem than to solve it.
- Many student problems are treatable if identified early.
- Most students respond positively to direct contact in which potential or actual problems are identified and a resource of help is offered.
- There is evidence that such programs are successful in reducing dropout rates. The goals for a comprehensive early-alert system are:
 - To enhance institutional effectiveness and student success by pro-actively matching student needs with institutional resources.
 - To reduce unnecessary student attrition by identifying and intervening as early as possible those students who are most dropout prone.
 - To implement a systematic student monitoring/tracking system and an ongoing retention/attrition research database.

Definition of an At-Risk Student

A student who possesses one or more attributes or characteristics that traditionally have been associated institutionally with higher rates of attrition is a high-risk student.

Using assessment or other sources of information, "high-risk" students should be identified prior to enrollment and appropriate prescriptive actions recommended on an individual basis. One or more of the following risk factors may qualify a student for special intervention:

Characteristics of “High-Risk” Students: Pre-enrollment

- Low standardized test scores
 - Poor high school/other college record
 - Weak study skills
 - Low socioeconomic status
 - Low level of educational aspiration
 - Uncertainty about program of study/reasons for attending college
 - Physical or learning disability
 - First generation college student
 - Late applicant
 - English as a second language
 - Lack of support system
 - Self-reported need of help
 - Rural residence
 - Out of formal education for several years
 - College not his/her first choice
 - Low predicted college grade point average (PGPA)
 - Student athlete
-

Symptoms/Behaviors Typical of At-Risk Students: Post-Enrollment

- Excessive number of absences or habitual tardiness
 - Failing two or more tests
 - Below a “C” grade point average
 - Talks about dropping out or transferring to another institution
 - Does not socialize on campus
 - Is not involved in student activities
 - Exhibits adjustment problems
 - Expresses concern about grades
 - Experiences problems with an instructor
 - Appears depressed, apathetic, or lacks interest/motivation in becoming involved academically or socially
 - Appears to need assistance with study skills
 - Articulates personal or family problems
-

The success of a monitoring and intervention system is based on accurately identifying dropout-prone students, and being able to provide immediate attention and assistance that focus on teaching needed skills or that lead to changes in student behaviors. Effective implementation requires a coordinated and cooperative effort by both instructional and student staff into a single system—supported by technology—that promotes student success and retention.

The success of an early-alert system resides less in its ability to identify dropout-prone students correctly than in the effectiveness of specific interventions with specific students. It is not within the scope of this generic design to identify the specific character of the most appropriate interventions for institutions in the Louisiana system. These will be determined following finalization of design, further discussion of the various strategies available, review of current strategies, and input from campus personnel and resources. However, a preliminary “shopping list” might include:

- Conditional admissions
- Freshman advising/mentoring program
- Freshman seminar/extended orientation
- Learning resource center
- Peer tutoring/advising
- Supplemental Instruction
- Career/life planning workshop/course
- Financial aid counseling
- “Faculty friend” program
- Personal counseling
- Learning contracts
- Special topic workshops/seminars (e.g., test-taking, financial aid, helping undecided/exploratory students)
- Student skills workshop/course
- Developmental/remedial courses
- Enriched/honors courses
- Assessment (abilities, values, and interests)
- Computerized career exploration programs
- Drug/alcohol counseling
- Student success center
- Writing/reading/mathematics labs
- Special programs for adult learners (“OWLS”) Older Wiser Learners
- Freshman interviews
- Summer bridge programs
- Pro-active/intrusive advising program
- Programs targeted for high-risk students
- Exit interviews

It is also important to acknowledge the potential problems or obstacles to implementing a successful early-alert system. These issues need to be considered in the final design decisions:

- Unwillingness of faculty and staff to cooperate

- Failure to identify correctly “high-risk” students and to ensure their participation in the appropriate intervention strategies
- Failure to respect the confidentiality and privacy of students in a system highly dependent on communication and pro-active intervention
- Lack of an adequate automated system for monitoring/tracking individual students
- Ineffectiveness of the intervention strategies
- Awareness of the tendency for any “system” to encourage unintentional stereotyping or self-fulfilling prophecies

Ultimately, the success of the system is based on being able to identify accurately dropout-prone students and to provide immediate attention and assistance that matches student needs with institutional resources.

(Campus, A)

39. Explore technology options to support an early-alert program.

Characteristics of an effective retention management system are:

- User friendliness
 - Ease of data entry
 - Flexible individual student record in which data can be updated, corrected, or deleted instantly
 - The ability to create information in a variety of formats (e.g., list reports, individual reports) for ease of dissemination to individuals and offices
 - Provision for tracking the number of contacts a student has with the early-alert system
 - The ability to track the enrollment behaviors of individual and groups of students
- This module should also be the source of information that will assist in the ongoing planning and management of the retention program. Some examples are:
- Profiles characterizing selected student populations (e.g., persisters vs. dropouts)
 - Analysis of “at-risk” profiles
 - Longitudinal tracking of a cohort group
 - Documentation of contacts with referral resources
 - Evaluation of effectiveness of various intervention strategies
 - Tracking of enrollment behaviors of sub-populations of students (e.g., at-risk, racial/ethnic, athletes, program of study, and test scores)

(Board of Regents, A)

40. Determine which courses are “killer courses” by identifying courses with fewer than 50 percent of the students who initially register for the course completing and passing the course with a grade of C or better.

This definition is suggested for initial investigation and may change due to institutional circumstances and as Louisiana public colleges and universities progresses in addressing this issue. Ensure that instructors in “killer courses” are supported in focusing on techniques that support student learning.

Most colleges and universities have some courses with poor success rates. Among them commonly are math, science, economics, English, and accounting courses, although the specific courses vary from institution to institution. Without a great deal of data analysis, most institutions can identify these courses. In fact, the participants in the focus groups offered their special collection of “killer courses.”

Certainly there are courses that are—by their nature—more difficult than others, but a philosophy of “gate-keeping,” poor teaching techniques, and administrative reluctance to deal with the issue are more often the source of the problem.

There are two primary ways that institutions can overcome the phenomenon of “killer courses.”

- In the class

Improve instruction and understanding of teaching techniques that support learning. This requires commitment from academic leadership to (1) assist instructors in using techniques and styles that are conducive to student success, (2) hold instructors accountable for excellence in teaching, and (3) make effective instruction the top priority in tenure and promotion decisions.

- Outside of class

Offering traditional tutoring does not have the impact that is necessary in demanding courses, and simply sending students to a learning center will not succeed without structured support and a program designed specifically to address courses that have poor success rates. Although 43 percent of the Louisiana institutions surveyed in the Fact Finders reported that they offer Supplemental Instruction (SI), discussions in the focus group revealed that this was interpreted in some cases as additional help, not the SI program that has become known nationally for its success in supporting students in difficult courses.

(Campus, B)

41. Implement Supplemental Instruction (SI) for the designated “killer courses.”

Supplemental Instruction is a type of collaborative learning that has gained widespread acceptance in higher education. This program is a non-remedial, institutionwide approach to retention. Developed by Dr. Deanna C. Martin at the University of Missouri at Kansas City in 1973, Supplemental Instruction (SI) is an academic assistance program that increases student performance and retention. SI targets traditionally difficult academic courses—those that have a high percentage rate of “D” or “F” grades and withdrawals—and provides regularly scheduled, out-of-class, peer-facilitated “tutoring” sessions. SI does not identify high-risk students, but, rather, identifies high-risk courses.

SI leaders are key to the success of the program: presented as model “students of the subject,” they represent appropriate models of thinking, organization, and mastery of the discipline. All SI leaders take part in an intensive two-day training session before the opening of the academic term. Training covers such topics as how students learn and instructional strategies

aimed at strengthening academic performance. SI leaders attend all class sessions, take notes, read all assigned material, and conduct three or more 50-minute SI sessions each week.

The SI sessions integrate “how to learn” with “what to learn.” Students who attend SI sessions discover appropriate application of study strategies (e.g., note taking, graphic organization, question techniques, vocabulary acquisition, and test preparation) as they review content material. They have the opportunity to become actively involved in the course material as the SI leaders use the text, supplementary readings, and lecture notes as vehicles for instruction. SI sessions normally occur in or near the course classroom instead of in a learning center, attendance is voluntary, and no effort is made to segregate students based on academic ability. Since SI is introduced on the first day of classes and is open to all students in the class, it is not viewed as remedial.

The SI supervisor, an on-site professional staff person, implements and supervises the SI program and SI leaders, and is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, monitoring the quality of the SI sessions, evaluating the program, and reporting results to campus administrators.

SI students earn higher course grades and withdraw less often than non-SI participants, and data demonstrate higher re-enrollment and graduation rates for SI participants. Faculty and staff from nearly 500 institutions in the United States and abroad have been trained to implement SI.

There are several key elements of SI that differentiate it from group tutoring and other forms of remedial and developmental education.

- SI identifies high-risk courses rather than high-risk students.
- SI provides a vehicle for developing essential academic skills in regular credit bearing courses.
- Participation in the SI program is voluntary and open to all students in the course.
- The SI leader attends all the lectures for the targeted course.
- The SI leader is trained in specific teaching/learning theory and techniques.
- The SI program is supervised by a trained professional staff member.
- SI is offered only in classes in which the faculty member invites and supports SI.
- Assistance begins during the first week of the term before students encounter academic problems.
- The SI leader facilitates and encourages the group to process the material, rather than acting as an authority figure that lectures to participants.

Information this powerful strategy can be obtained by contacting:

Supplemental Instruction
University of Missouri-Kansas City
SASS Building, Room 210
5100 Rockhill Road
Kansas City, MO 64110-2499
(816) 235-1166
(816) 235-5156 (FAX)

(Campus, B)

42. Continue and expand efforts designed to improve the teaching/learning process at Louisiana public colleges and universities.

“No matter the organizational or programmatic efforts made to set higher standards and to more closely evaluate educational outcomes – the unquestionable, pivotal point in the educational system has been, and will always be, the teacher. Without that individual’s determination to demand more of students, to make them work hard, and employ instructional strategies that provide a supportive and caring learning environment directed toward those ends, all the rhetoric about improving our colleges will be for naught. As Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching states: ‘All the talk about excellence is superficial unless we acknowledge that good teaching is at the very heart of good schools.’ (*Can the Schools be Saved? 1983*). The teacher is the key.”

John E. Rouche
University of Texas

This recommendation is predicated on our belief that too many retention-related strategies simply “work the edge” and are only tangential to teaching and learning which is at the core of the educational process and successful retention programs.

Teaching and learning are the core of institutions of higher education. Efforts to improve the quality of classroom teaching can have a profound impact on learning, education’s most critical outcome. A growing number of studies document the linkage between effective teaching, improved learning, and increased persistence.

(Campus, A)

43. Consider offering incentives to students who complete 15 credits.

Examples might include:

- Priority registration
- A component in the residence hall choice process

- Priority parking spaces

(Board of Regents, B)

44. Place a top priority on inclusion of faculty in all retention committees and discussions related to retention.

(Campus, A)

45. Create an ongoing series of development opportunities for faculty to learn about the importance of their role in improving retention and graduation rates.

Ensure that some of these are part of whatever “required” convocations exist (for example, start-of-the-year meetings); otherwise, participation on a volunteer basis will limit the impact of these activities.

(Systems, A)

46. Conduct a systematic and comprehensive review and recommend specific changes/modifications to the organization and delivery of academic advising services at each Louisiana public college and university.

Good advising programs do not just happen. They are the result of carefully developed institutional plan and commitments to improving advising service for students.

This recommendation is designed to provide Louisiana colleges and universities with a systematic approach to reviewing the organization and delivery of advising services.

Academic advising effectively delivered can be a powerful influence on student development and learning, and, as such, can be a potent retention force. The importance of academic advising in increasing student persistence is well documented. The literature in recent years is replete with references to the relationship between advising and retention. Wes Habley of the American College Testing Program presents a particularly convincing case for an advisement retention model that underscores the critical link between academic advisement and student retention. Based on the assumption that retention programs should focus on services that enable students to clarify their educational and career goals and relate those goals to academic offerings, quality advising provides the most significant mechanism through which this can be accomplished. Habley concludes that the advisor is the key in assisting students to explore goals and choose appropriate educational offerings consistent with those goals.

To gain a better understanding of the role of advising in fostering student retention, we might examine the importance college officials attach to advising as a retention strategy. Beal and Noel in a classic study titled “What Works in Student Retention” speak directly to the perceived importance of academic advising. The purpose of their study of more than 944 institutions was to compile and analyze information about campus action programs or efforts designed to improve student retention.

College administrators in this comprehensive study identify inadequate academic advising as the major characteristic linked to attrition at their institutions. Other negative characteristics related to the advising function and frequently cited are inadequate counseling systems, academic support services, career planning services, and a lack of student-faculty contact.

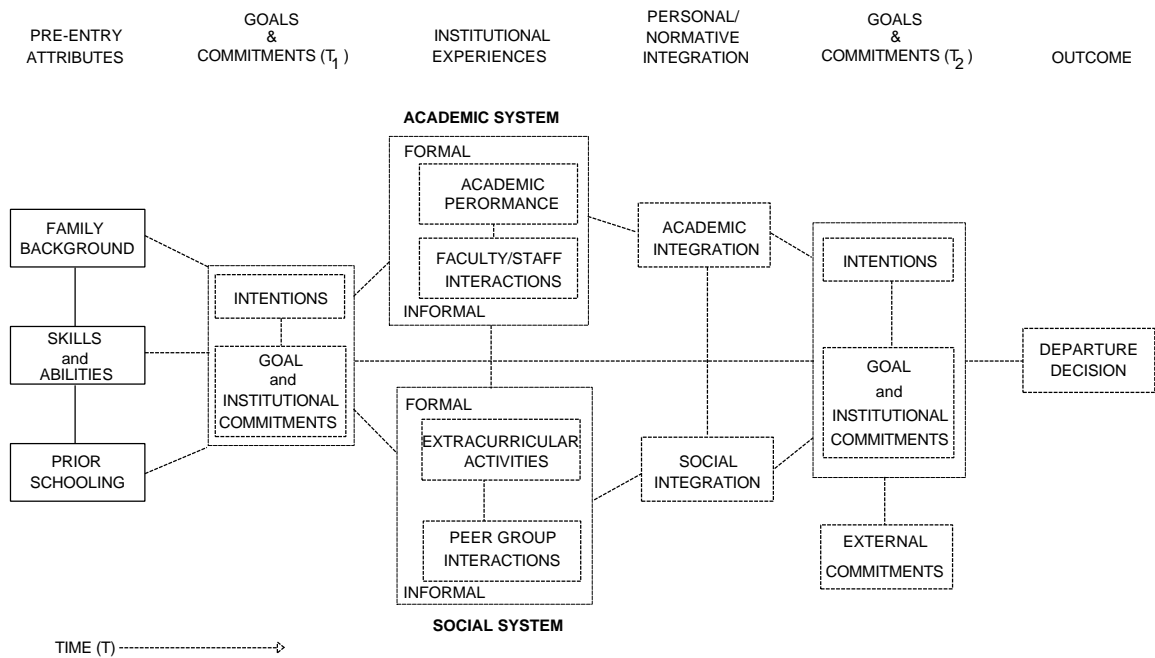
These same administrators rate a caring attitude of faculty and staff as the single most potent retention agent on campus. Obviously, advising is not the only context in which a caring attitude toward students can be demonstrated. It does, however, represent an opportunity for a significant one-on-one relationship between faculty/staff and students to develop. It is not surprising, therefore, that improvement of academic advising services was also the most common retention strategy being employed by the institutions surveyed. Baldrige, Kemerer, and Green identify orientation, counseling, and advising as the activities colleges report as having the second greatest impact on student retention. In their study, only learning centers/academic support services are mentioned by a higher percentage of respondents.

The most frequently quoted and researched model of attrition/persistence is one developed by Vincent Tinto. Williamson and Creamer (1988) provide a good summary of the Tinto model:

Tinto's model has provided a theoretical framework for understanding the dropout process by focusing on the interaction between the student and the institution. The model postulates that student background characteristics at the time of college entry, such as education aspirations, socioeconomic status, high school grades, ability, gender, and race, influence *initial* commitments to the goal of graduation and to the institution. This combination of background characteristics and initial commitments work together to influence the student's academic and social integration into the institution, which in turn affects *subsequent* commitments to the institution and to the goal of graduation. The main premises of Tinto's argument are that the decision to drop out occurs when students are not adequately integrated into the social and academic environment of the college, and that student background characteristics influence the decision to drop out only indirectly through their effects on social and academic integration.

University of Chicago Press, 1987

Tinto Model of Student Attrition vs. Persistence



Academic advising is one of the most direct and effective ways to foster Tinto’s academic integration.

The consultant recommends that Louisiana colleges and universities use the following academic advising planning model as a basis for a comprehensive review of their academic advising program.

Academic Advising Planning Model		
Topic	Task	Major Questions
1. Introduction to the Plan	Describe the need and background that led to the development of the plan.	What is the state of the institution's delivery of advising services?
2. Advising Goals	Formulate the major goals and objectives for the advising program.	What does the institution want to accomplish with its advising program?
3. Definition of Advising	Develop a consensual definition of advising.	What is a working definition of advising?
4. Administrative Support and Commitment	Determine what represents strong administrative support for/commitment to advising.	What are tangible examples of administrative support and commitment to advising?
5. Advisor/Advisee Responsibilities	Develop and communicate a specific statement on advisor/advisee responsibilities.	What are the expectations for advisors/advisees?
6. Assignment of Advisors	Determine how students will be assigned to advisors and procedures for students or advisors to request a change.	What criteria should be employed to assign students?
7. Selection of Advisors	Decide on criteria for advisor selection.	Who should advise students?
8. Advisor Load	Develop guidelines for advisor/advisee ratio and strategies to deal with overload.	What is a reasonable advisor load? How should we address advisor overload?
9. Information System	Identify the information needs of advisors and design a system for providing advisors with relevant information on a timely basis and in an understandable and usable format.	What are the information needs of advisors and how can the institution ensure that they have the information when they need it?
10. Student Participation	Decide on voluntary vs. mandatory participation, required contact, and strategies to encourage advisor/advisee interaction.	How proactive should the advising program be?
11. Training/Staff Development	Develop a comprehensive, ongoing in-service training program for those involved in advising on a regularly scheduled basis.	What are the developmental needs of advisors? How might these be addressed in an advisor-training program?
12. Evaluation	Determine how, when, and who will evaluate the advising program and individual advisors.	How should the advising program be evaluated?
13. Recognition/Reward	Determine what form of recognition and reward will be afforded those involved in the academic advising process.	How can the institution provide a tangible, meaningful, and realistic reward system for advising?
14. Coordination/Management	Decide how advising will be managed.	Who will be responsible for coordinating the advising program?
15. Integration	Design an advising system that uses all campus resources to address student needs.	What are the relationships between advising and other campus resources?
16. Special Advising Needs	Design an advising system that meets the specific needs of important student sub-populations.	What are their special characteristics and the most effective advising strategies?
17. Delivery	Decide on an administrative model for the delivery of advising, including centralized vs. decentralized authority and accountability.	How will the delivery of advising take place and by whom?

The review process and any subsequent changes or modifications of advising services should be based on the following principles:

- The primary purpose of academic advising is to assist students to develop meaningful educational plans compatible with their career/life goals.
- Academic advising has the potential to be a powerful educational intervention that can greatly improve the quality of a student's educational experience.
- Academic advising provides the most significant mechanisms by which students can relate their goals to their educational experiences.
- The ultimate responsibility for making decisions about goals and educational plans rests with the student. The advisor aids and abets the student's decision-making process and helps to identify and assess alternatives and the consequences of decisions.
- Academic advising is an extension of the educational process that is highly dependent on one-to-one relationships.
- The advising program should be fully integrated into other processes of the institution (e.g., admissions, assessment, orientation, registration, counseling, teaching/instruction, and career planning and placement).
- Those involved in the provision of advising services should be properly selected, trained, evaluated, and rewarded.
- Advisors must recognize the limits of their competence and perform only those functions for which they are qualified. Advisors must refer students in need of further expertise to persons possessing appropriate qualifications.
- Advisors and the advising program should model and reinforce positive high regard for a diverse student population and seek to identify, avoid, prevent, and/or remedy any form of discriminatory behavior or practices related to the education process.
- The institution should institute systematic student evaluation of both the overall advising program and individual advisors. Those involved in the evaluation should include students, instructors, and administrative staff.
- Specific responsibilities for the advising process must be clearly delineated, published, and widely disseminated.
- Good academic advising is a skill separate from good teaching although it shares many common attributes. Like other skills, its mastery depends on a combination of aptitude, motivation, instruction, conscientious practice, and evaluation.
- Good academic advising is outcome oriented. Academic advisors must have a clear and consistent vision of a successful student and of the institution's mission. Advising decisions contribute to the realization of these ideals.
- Good academic advising is more than course scheduling. The advisor/advisee relationship serves to integrate the student into the academic culture of the institution, to a specific discipline, and to higher education in general.

- Good academic advising has an academic focus. However, it recognizes that academic decisions are made in a climate of cultural, economic, personal, and social forces. Therefore, advisors are sensitive to personal needs of advisees and knowledgeable about support services available to advisees at the institution and the local community.
- Good academic advising recognizes the individuality of advisees. Particularly, the approaches used recognize that advisees of different ages, cultures, educational backgrounds, and college classifications not only need different information, but also may need that information delivered in different formats.

(Campus, A)

47. Improve academic advising by implementing training for academic advisors in developmental advising, providing coordination/leadership for advising and systematically evaluating the organization and delivery of advising services.

Practices that support faculty advising are unsystematic (e.g., training, evaluation, recognition and reward, administrative priority, coordination)

ACT Fifth National Survey
on Academic Advising

A well-designed, effectively delivered, and ongoing training program will be an important component in any effort to improve the quality of academic advising at Louisiana public colleges and universities. However, according to the most recent ACT national survey of advising practices, only a small percentage of colleges and universities have mandatory training for all advisors. This lack of advisor development was confirmed in the focus group discussions.

The five ACT national surveys of academic advising (1979, 1983, 1987, 1991, and 1997) have all been consistent in finding that the majority of colleges and universities are providing only minimal training to faculty involved in the advising process. For example, the 1991 study revealed that advisor training was mandatory at only four of ten institutions. Even at those institutions that do provide training opportunities for faculty advisors, it typically is limited to one session each year that focuses primarily on informational topics and updates. In short, advisor development programs are either non-existent or, in many cases, poorly planned and delivered. This is unfortunate, since the advising literature is replete with recommendations that well-conceived and properly implemented advisor development (training) programs can substantially improve the quality of academic advising.

This lack of high-quality advisor development programs is generally the result of one or more of the following factors:

- A lack of strong administrative support for efforts to improve advisor effectiveness;
- An attitude on the part of some advisors that, since most faculty know how to advise, training is unnecessary and a waste of their time;

- A lack of consensus on the topics that should be included in a comprehensive advisor development program;
- Difficulties in scheduling group training sessions when a majority of faculty advisors can participate; and
- A lack of well-developed, professional, high quality, and conveniently packaged training materials for use in such programs.

Most Louisiana colleges and universities have not systematically evaluated either their advising program or individual advisors. They need to develop and implement a comprehensive advising evaluation program. There are a number of reasons for an ongoing and systematic evaluation of both the overall advising program and individual advisor performance:

- To assess the effectiveness of the advising program;
- To provide information and feedback that will assist advisors in self-improvement;
- To determine which advisors should be recognized and rewarded for providing high quality advising to students;
- To identify areas of advising that need to be included as in-service training strategies; and
- To garner additional support and resources for the advising program.

The advising evaluation recommendation is based on the following six important premises/assumptions pertaining to the evaluation of advising services:

1. Evaluation and measurement can improve program effectiveness and individual advisor performance.
2. Academic advising programs, as well as individual advisors, should be systematically and periodically appraised.
3. Advisee evaluation is the most direct and useful method of assessing advising effectiveness.
4. If advising is part of an individual's position responsibility, then his or her effectiveness as an advisor should be a consideration in decisions about that individual (e.g., promotion, tenure, merit pay).
5. For an evaluation program to have any usefulness there must be a strong linkage between performance, appraisal of performance, and reward for quality performance.
6. Every evaluation system can be improved; there is not a "perfect" method of evaluating the totality of advising performance or advising programs. It is a process of continued modification.

Good advising—like good teaching—deserves recognition. The type of recognition/reward system employed in an institution is often an indicator of the importance it places on advising. The consultant would prefer to see this important function specifically defined as an

instructional responsibility and given more weight in the overall evaluation and recognition scheme for promotion, merit increases, tenure, etc.

The consultant recommends that Louisiana colleges and universities consider, where appropriate, additional forms of recognition as well, such as an “Advisor of the Year” award, an advisor luncheon, “Advisor Appreciation” days, feature stories on advisors in the school newspaper or local media, stipend, or consideration in workload, submitting outstanding advisor to ACT/NACADA Advisor of the Year competition.

The function of advising is simply too critical to be left solely to those who intrinsically cherish it.

The commitment to improving the quality of advising needs to be sanctioned at the highest level of the institution. Such a commitment must be a conscious management priority; only top administrators have the authority and the power to deploy people and commit resources to create a system in which meaningful change can occur. Administrators must enable and empower faculty and staff to take appropriate actions. Empowerment means providing staff members the information, resources, and support necessary to become effective change agents. Senior administrators must keep each institution’s attention focused on providing quality advising for all students.

Good advising programs are not inexpensive; they require allocation of the necessary human, financial, and physical resources. Administrators must believe and communicate that academic advising is an important educational service, then support that commitment both fiscally and psychologically.

Administrative support of the institutional advising program may be demonstrated through development and support of a comprehensive policy statement on advising, allocation of appropriate resources—fiscal, human, informational, and physical resources sufficient to ensure the success of the advising program—and explicit assignment of responsibility and authority for the advising program. And, perhaps most importantly, administrators can also support an evaluation system for individual advisors and provide a reward system for those involved in advising.

(Campus, A)

48. Designate a director of retention on each campus who will have responsibilities for leadership and coordination activities related to the retention initiative.

**The Case for a Director/
Coordinator of Student Success (Retention)**

1. Retention efforts are composed largely of committees and task forces that meet, talk, and recommend, but seldom act or implement.
2. Those retention-related activities that are implemented are typically fragmented, but many are simply not implemented.
3. Implementation often cuts across organizational and functional units.

Noel-Levitz

Louisiana public colleges and universities have in place a wide array of retention-related strategies and initiatives and will likely be adding more as the result of this analysis. Some of these important activities suffer from a lack of coordination, integration, and follow up. Some of the efforts even appear to be somewhat fragmented and not as systematic as possible. The institutions would benefit from designating a director/coordinator of student success (Retention) where such a position does not currently exist.

The director/coordinator position should be responsible for monitoring and coordinating all institutional strategies and programs, services, policies, procedures, and behaviors that affect student retention. This should include co-chairing the institutionwide Student Success (Retention) Committee. This position ensures that the retention plan does not become simply a “shelf plan,” but that the key strategies are actually implemented. The person selected for this key position must have credibility with, and the support of both the instructional and student services area of the institution.

Some specific responsibilities for this key position could include, but would not necessarily be limited to, the following:

- Serving as a clearing house for all retention-related issues, concerns, implementation problems, and questions
- Monitoring the successful implementation of agreed-upon strategies and activities
- Accountability for retention planning (e.g., development of an institutionwide QSL plan) and retention-related communication institutionwide (e.g., Access to Success retention newsletter)
- Cataloging and providing oversight for all retention-related strategies, programs, and activities

- Recommending needed retention-related research and analyzing and dissemination of pertinent results of retention research
- Coordination of retention-related departmental/college-based planning and activity
- Recommending and/or planning appropriate staff development programs
- Supervising the early alert, tracking, and monitoring system
- Coordinating the institutionwide quality service initiative
- Recommending pilot projects for promising new retention strategies
- Engaging in collaborative relationships with academic and student affairs to promote institutional change that will improve the quality of student life and learning

The individual selected for this demanding and important position should possess the following characteristics:

- Respect and confidence of the faculty, administration, and student affairs staff
- High energy
- Organizational skills
- Demonstrate verbal and written communication skills
- Understanding of technology/computer applications in higher education service delivery
- Knowledge of retention theory and practice including student development, teaching/learning strategies, academic advising, and developmental education
- Experience in collaborative leadership

(Campus, A)

49. Pilot a recruit-back program that can be enhanced during each of the next few academic years.

The fact that students in the Louisiana system of public postsecondary education exhibit “excessive persistence” is reflected in the fact that the ten-year graduation rate reportedly compares to the six-year rate at similar institutions. This suggests two positive characteristics that can be used to improve enrollment:

- Determination to earn the degree appears to be high. Generally, there is some difference in five- and six-year rates, but then increases diminish rapidly after six years. A study of the reasons for high persistence rates beyond six years may reveal opportunities to help resolve issues that inhibit timely degree-completion.
- In any given semester there is apparently a large pool of students who were formerly enrolled in the Louisiana public postsecondary system. Although many students may not be “recruited back,” the number who respond positively to a proactive program of communication and assistance in overcoming obstacles to return, is generally well-worth the allocation of personal and financial resources.

The Fact Finders revealed that 22 percent of the institutions report that they communicate with students who have dropped out. Mostly this communication appears to be a postcard to students who have not registered. This is a positive part of a recruit-back program, but in order to have an impact on retention and graduation rates, a comprehensive program should be implemented.

There is considerable potential in intervening in the decision to dropout or transfer. The following components are typically in a system to prevent some attrition.

- An Exit Process

This includes the following components:

- An interview, not a form filled out in private, with students who do not intend to return.
- A designation in the student database that codes current enrollment status including: Dropout, Transfer, Leave of Absence, Academic Suspension, Social Suspension, Expulsion, etc.

- Identification of students

The following indicators target the population:

- Not pre-registered
- No housing deposit
- Transcript request
- Notification from faculty
- Notification from residential life
- Poor academic performance
- Self-identified

- Process

- The director of retention coordinates receiving feedback from advisors, residential life, financial aid, bursar, registrar, and faculty. Supportive technology is enormously helpful in this.
- The director of retention uses the institution database to create a list of at-risk students determined from the information above. Further data for each—such as SAT/ACT scores, semester GPA, cumulative GPA, EFC, financial aid, balance, payment plan, and social violations will be helpful in determining the level and type of intervention. The institution may decide that it is inappropriate to attempt proactively to retain some of these students (due to social violations, poor academic performance, inability to pay, etc.).

- Intervention

- The director coordinates personal intervention from the appropriate person: advisor, residential director, financial aid director, or comptroller/bursar—after a written offer of assistance.

- Timing
 - The process should occur three times a year, preferably while students are on campus. The process of flagging the at-risk students should take place approximately one week after pre-registration.
 - The procedure should also be used after July 1 via a telecounseling program conducted by trained faculty, staff, and students.
- Outreach for Re-admits
 - A letter (with a simple re-application form) is sent during the summer to attract those students back to the institution who were enrolled in previous academic years and who left in good standing.

(Campus, A)

50. Find alternative ways to charge tuition and offer incentives to discourage “course shopping.”

Disincentive possibilities include:

- Charging a per-credit fee for all credits beyond 16 credits.
- Having a restrictive refund policy that includes
 - No full refunds for dropped classes once classes begin
 - Limited pro-rated refunds very early in the term only.
 - Substantive drop fee when another course is not added during add/drop week—in addition to limited refund. (No charge for dropped classes during the add/drop week as long as another course is added.)

Incentives to students who complete 15 credits might include:

- Priority registration
- A component in the room choice process
- Priority parking spaces

(Board of Regents, B)

51. Explore creative programming options to accelerate degree-completion.

Some community colleges reported success with special three-week courses and weekend programs. If facilities are a reason for limiting needed course offerings—as reported in focus groups—then creative programming can help overcome this problem. Many colleges also report that accelerated degree-programs (eight-week terms throughout the year, for example) work very well for popular majors and accelerate degree-completion.

The way an institution can implement creative course programming will depend on many factors: ability to mobilize faculty to participate, community industry (various working shifts, for example), facilities, and willingness for all student services to meet the needs of students participating in these programs (for example, business hours may change, process for textbook orders will need to be altered, etc.).

(Board of Regents/Systems/Campus, B)

52. Formalize dual enrollment programs with local high schools.

Many institutions successfully formalize dual enrollment programs wherein eligible seniors in high school enroll in college courses that simultaneously satisfy requirements for graduation from high school and earn college credit. Not only does this help recruit that student to the college, but this will shorten the time to graduation.

(Board of Regents/Systems/Campus, A)

53. Engage the college and university campuses in the development of a plan to improve the quality service including:

- **Articulating a service mission statement.**
- **Requesting that all offices review policies that are generally known to cause difficulties for students with an intent to revise them for purposes of streamlining processes for students, even if the change will mean a different operation in the office.**
- **Implementing a quality-service training program that is a part of new staff orientation, but also continues on an ongoing basis for all staff.**

Because one of the goals of the Master Plan explicitly addresses student satisfaction in services, it will be necessary to target quality service in a comprehensive way. Additionally, this is an appropriate strategy to help attain the goals associated with increased retention and graduation rates.

There are three corners on a “service triangle” that puts the student in the center:

- A service strategy that articulates a mission and commitment to institutional quality service to students.
- The systems—policies and procedures—that are designed “through the eyes of students.”
- People who have a personal working philosophy that includes a commitment to helping individual students solve their problems.

While community colleges reported that their environments are student-friendly—and student satisfaction surveys support this—in order for the four-institutions to attain the goal of increasing student satisfaction, behaviors—both institutional and personal—will need to change.

(Campus, A)

- 54. Conduct workshops with faculty so that they understand their role in service as it relates to the classroom experience and the learning process.**

(Campus, A)

- 55. Empower front-line staff to be ambassadors of the institution, suggesting changes in operation that they see creating problems and advocating for appropriate exceptions for individual students.**

(Campus, A)

- 56. Successfully implement a comprehensive retention planning process, and develop a comprehensive institutionwide quality of student life and learning (retention) plan to prioritize and guide retention-related efforts complete with:**

- **Goals**
- **Key strategies**
- **Action plans**
 - **Description**
 - **Responsibility**
 - **Timelines**
 - **Budget**
 - **Evaluation**

What is most important in achieving the goals of the Master Plan is that each institution develop a clear retention plan with goals consistent with those of the Master Plan. Fundamental to any successful retention program is developing and implementing a retention plan. The purpose of the planning process is to help institutions develop the capacity to achieve retention goals through improvements, enhancements, or developing new educational programs and services.

Outline of a Quality Student Life and Learning (Retention) Plan

Section	Description
Table of contents	Subjects covered in the plan and their location.
Introduction	Rationale and uses of the plan.
Executive summary	Summary of major provisions of the plan.
Situation analysis	Facts on which the plan is based: i.e., a summary of pertinent retention/attrition research.
Retention goals	The quantitative goals the plan is intended to achieve.
Key retention strategies (enabling objectives)	The broad statements that, if implemented successfully, will lead to accomplishment of the goals
Retention plans	Specific tactics/activities to accomplish the key strategies. Include a description, timetable, responsibility, resources needed, and procedures for measuring, controlling, and evaluating the planned actions.
Summary of strategies and activities	This final section should summarize what is contained in the plan by listing each strategy with the corresponding activities designed to accomplish the strategy. The summary provides a quick and concise overview of the total retention plan.

(Campus, A)

Information Technology

The following technology recommendations resulted from the statewide focus group interviews and discussions held the week of September 17, 2001, and are based on information supplied prior to our site visit and impressions formed during that week.

On November 29, 2001, Noel-Levitz received a copy of the white paper, *Information Technology in Louisiana Postsecondary Education*, indicating that the technology staff members at the Board of Regents have been working on many of the recommendations made in this report. In fact, we believe that our recommendations are very consistent with the strategies presented in the white paper. It would be our observation that there is very limited knowledge of these initiatives at the campus level. As the Board of Regents begins to address the statewide technology needs for public postsecondary education, it will be important to involve the technology staff at both the campus and system levels.

57. The Board of Regents should commission a feasibility study from a third party with higher education experience to explore system and/or regional data centers.

The study should examine the feasibility and financial implications of the following:

- Feasibility of the consolidation of campus' information technology into systems and/or regional data centers;

- Explore the long-term return on investment of consolidation of administrative systems;
- Determine the economies of scale/reduced total cost of ownership of consolidated administrative systems hardware infrastructure;
- Explore the economies of standardization of administrative software systems; and
- After breakeven reinvest dollars into continuing technology improvements.

(Board of Regents/Systems, A)

58. Implement a structural organizational change in information technology that provides for direct accountability of the institutions' information technology directors to the system's chief information officers and standardize processes and procedures among campuses.

System CIO's should be charged with the development of a strategic technology plan for the system and work with campus information technology directors to develop the tactical implementation plans.

A direct reporting line should be established from the system CIO to a CIO for the public postsecondary sector. The public postsecondary chief information office should be charged with the development and implementation of a strategic plan for public postsecondary education within the state. Ultimately, there should be a relationship with a statewide chief information office. The system chief information officer's responsibilities should include, but not be limited to, the following:

- Management of and accountability for the campus-based information technology directors;
- Standardization of hardware platforms and software;
- Development and implementation of strategic and tactical information technology plans for the system and its campuses;
- Developing documentation of current systems to reduce vulnerability;
- Implementation of a disaster recovery process that includes annual tests; and
- Implementation of a formalized information technology expenditure approval process.

(Board of Regents/Systems, A)

59. The state's new Postsecondary Education Information Technology Council should formulate policy and strategies which would facilitate and, in many cases, initiate standardization of processes and procedures regarding information technology use. The council should also develop and strengthen information system interfaces between campuses, system offices, and the Regents.

Standardization should include, but not be limited to, the following:

- Standardize SIS systems to relational database technology – move toward approved systems;

- Aggregate IT purchasing (statewide, systemwide);
- Negotiate lower cost with vendors;
- Reduce IT support cost; and
- Fewer systems to support.

(Board of Regents/Systems, A)

60. The Board of Regents should commission a study to determine the bandwidth requirements for public postsecondary education in Louisiana and develop a strategic plan for building the network infrastructure to deliver the required bandwidth.

The study should include:

- A campus-by-campus analysis of bandwidth demand.
- A campus-by-campus usage analysis that explores how bandwidth is being consumed, e.g., Internet access, delivery of educational content. Support of administrative systems.
- Determine future bandwidth requirements to support educational and administrative objectives.
- A campus-by-campus analysis of bandwidth availability.
- Analysis of alternative technology and providers, e.g., wireless, cable.

(Board of Regents/Systems, A)

61. Invest in the equipment and software necessary to secure the institutions' information technology systems. Commission a third-party source to assess the security at the various campuses and conduct controlled security breach efforts to test the security of an institution's data and systems.

At a minimum, the analysis should include:

- A vulnerability test;
- How secure is the system from intrusion; and
- How secure is the system from a denial of services.

(Campus, A)

62. Implement and *test* disaster recovery plans at each institution and at the system. The disaster recovery plans and time to operation should be consistent with the objectives set forth in the strategic information technology plan.

(Campus, A)

63. Expand capability of Board of Regents Data Marts and OLAP data warehouse to include:

- **Formalized data definition and integrity to be inclusive of the data items necessary to manage enrollment, e.g., funnel data (prospect to matriculation), course completion, and variables necessary to measure cohort success rates;**
- **Automate the process of importing campus data into the OLAP data warehouse; and**
- **Produce the standardized reports delivered at the frequency level required to manage enrollments (provide as a service to the campuses).**

(Board of Regents/Systems, B)

Capacity

64. Conduct a comprehensive space utilization/space inventory analysis systemwide.

After meeting with the Board of Regents' associate commissioner for facilities, as well as some of the system's key facility leadership personnel, Performa learned that while space utilization and space inventory data are gathered annually, there is little self-reported "confidence" in the accuracy of such data. Problems appear to be fundamental, and are primarily associated with the various "methodologies" in which the data are collected. For example, space utilization data collection and space inventory field verification methodologies have sophistication levels that currently range from computer-assisted procedures, to partial review of some available drawings and floor plans, to hand-written information recorded as a "best guess" on tablet notebook pads.

The director of facility planning and management for the Louisiana Community and Technical College System self-reported a "zero percent" level of confidence in the accuracy of that system's available data. The assistant vice president for facilities planning for the University of Louisiana System self-reported a "60 percent" level of confidence in the accuracy of that system's available data. The Southern University System and the LSU system did not self-report information in this area. In short, obtaining and analyzing current and accurate space utilization/space inventory data across the system is a necessary and critical first step in determining system capacity. It is Performa's opinion that the collection and analysis of such data must be accomplished prior to any potential enrollment redistribution that may surface as a result of ongoing enrollment management analysis.

(Board of Regents, A)

65. Effective immediately, initiate systemwide use of the "Survey of Space Utilization Standards and Guidelines in the Fifty States," as published by the California Postsecondary Education Commission or similar updated nationally-recognized space utilization standards.

After meeting with the Board of Regents' associate commissioner for facilities, as well as some of the system's key facility leadership personnel, Performa learned that current systemwide space utilization guidelines (benchmarks) are derived from a manual entitled "Higher Education Facilities Planning and Management Guidelines." It is our understanding that this manual was published by "The Western Institution Commission for Higher Education" (WICHE) in 1972. Thus, the document and guidelines are approximately 30 years old.

It is Performa's opinion that the use and analysis of more current guidelines is a necessary and critical step in evaluating and forecasting space utilization issues systemwide. In 1990, the California Postsecondary Education Commission published a document entitled "Survey of Space and Utilization Standards and Guidelines in the Fifty States." To date, it remains the most comprehensive and current compilation of data and analysis addressing this topic. On September 19, 2001, Performa provided a copy of this document to the assistant vice president for facilities planning for the University of Louisiana System, who in turn made the information available for review by the Board of Regents' associate commissioner for facilities.

(Board of Regents, A)

66. Effective immediately, integrate all systemwide enrollment management projections with any current or future systemwide campus master planning initiatives.

After meeting with the Board of Regents' associate commissioner for facilities, representative chancellors and/or presidents systemwide, and representative facility leadership personnel systemwide, Performa learned that several institutions have initiated campus master planning efforts, or are presently considering doing so in the near future. It is our understanding that several of these efforts contain enrollment projections that are certain to impact the physical environment and/or capital project "needs" on campus.

Performa applauds and endorses the concept of integrated campus master planning that is linked to enrollment management analysis and strategy. However, we are very concerned that many of these campus master planning efforts will produce results that are not suitable for implementation, given the Board of Regents potential ongoing interest in systemwide enrollment management analysis. For example, any future enrollment management analysis on a given campus may indeed significantly alter that institution's enrollment projections. Hence, if that campus is presently conducting, or preparing to conduct a physical master planning process that is linked to enrollment management, the data and/or projects that will surface from such planning on that campus may not have had the benefit of any potential analysis from a Board of Regents initiative. In the interest of sound and holistic stewardship of human and financial resources, we strongly believe that any and/or all campus master planning efforts presently underway must be fully integrated with any potential ongoing enrollment management analysis initiated by the Board of Regents.

(Board of Regents, B)

67. Conduct an "Atmospherics Assessment" linked to the campus visit experience on a pilot project basis.

When examining issues that affect strategic marketing for educational institutions, Kotler & Fox (1995) noted that colleges and universities are keenly aware of the value of having an attractive campus and should always consider the "look" of their facilities because the "atmosphere" in which services are delivered can affect consumers' attitudes and behaviors. Kotler & Fox also suggested that institutions should work with architects to use "atmospherics" consciously and skillfully from a marketing and planning perspective. They define atmospherics as "the conscious design of space to reinforce specific effects on consumers, such as feelings of well-being, safety, intimacy, or awe."

Performa believes that atmospherics plays an important role in the recruitment of students in higher education. In that context, we conducted our own independent, qualitative research at three four-year institutions of higher education in the fall of 2000. In our focus group and

individual interviews with first-year freshmen that visited their respective campus in the year 2000, we discovered that approximately 50 percent of these students articulated atmospheric issues as a triggering factor in their decision to enroll.

The campus visit is a widely respected and successful tool in the recruitment of undergraduate students. Noel-Levitz (2000) conducted an enrollment management survey of 508 four-year institutions of higher education. Several of the Louisiana public postsecondary education system institutions participated in this survey. The survey data revealed that 85 percent of institutions that responded to questions about effective recruitment strategies stated that the “campus visit” was their number one “very effective strategy” for recruiting prospective undergraduate students. Noel-Levitz (1999) also states that the campus visit is now one of the best conversion and yield strategies built into enrollment management plans for many student cohorts in the higher education marketplace, and calls the campus visit one of the “eight truths of effective recruitment.”

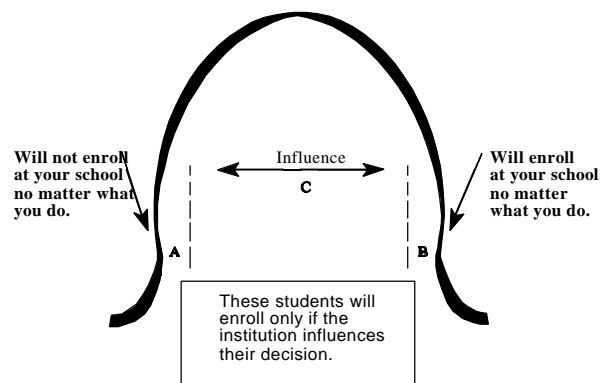
Our discussions with the Board of Regents and systemwide executives and facilities leadership revealed that Louisiana public postsecondary education desires to have a solid campus visit program for each institution, one that will portray the institution as a dynamic and engaging environment. On September 20, 2001, Performa toured several campus environments and identified some negative issues related to “atmospherics.” In that context, we believe that conducting a qualitative atmospheric assessment with first-year students from institutions representing each of the four systems will begin to identify low-cost and/or no-cost opportunities that will have a direct and positive impact on the campus visit experience at each institution. The assessment results could then be shared systemwide to evaluate additional participation by other system institutions.

(Board of Regents, B)

Achieving Full Enrollment Potential for Louisiana Public Colleges and Universities

Three enrollment models and the summary remarks on student retention best illustrate why Noel-Levitz believes that Louisiana's public colleges and universities have significant potential to grow and shape enrollment in the years ahead. Growing and shaping enrollment begins with influencing the decisions of students who, by definition, will not enroll unless the institutions do something new and different to intervene. Achieving sustained growth over time will require statewide attention to the portfolio of programs and services that serve to attract and retain students. The three enrollment models that describe these concepts are the bell-shaped curve showing the distribution of student interest, the enrollment funnel, and the growth strategy matrix:

Distribution of Student Interest



All the prospective students who inquire to a public college/university each year can be divided into one of the three groups under the bell curve. Students under the left side of the curve marked "A" are students who will not enroll at the institution under any circumstance, no matter how effective the marketing/recruitment program. They considered the institution their second, third, or fourth choice institution and having gained admission to their first choice college/university and having found it to be affordable, they will enroll there. The challenge for the enrollment effort is to be able to identify students in this group and avoid wasting time and resources in a lost cause trying to recruit them. This is achieved by systematically qualifying the prospect, inquiry, and applicant pools or using sophisticated predictive modeling techniques.

Students under the right side of the curve marked "B" consider the institution as their first-choice institution. They will enroll in spite of anything the institution does or does not do or how ineffective the recruitment program. It is necessary to facilitate their enrollment and not give the students a reason to re-consider their decision. Relatively few colleges and universities receive inquiries from enough of this student category to achieve new student enrollment goals each year exclusively from this group. The challenge is to be able to identify students in this group and

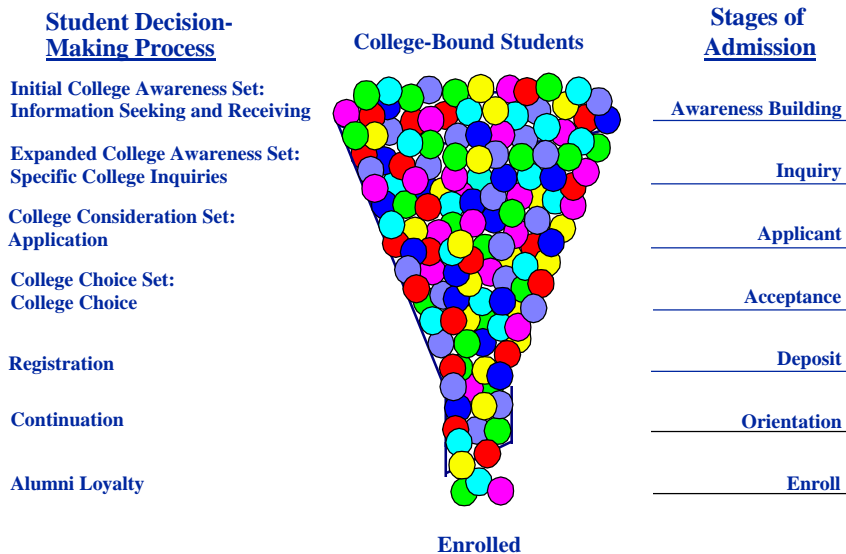
avoid spending too much time and resources recruiting them, since they will enroll anyway. Unfortunately, this is the primary focus of many current recruitment programs, particularly in community/technical colleges and Selective III institutions.

The third, and generally the largest group, is between the two extremes under the bell curve. These are targeted students whose postsecondary education decision is uncertain, but where a particular Louisiana college/university is a good choice and meets their educational needs – they just don't know enough about the institution to make an informed and favorable decision. By definition, their decision must be influenced in order for them to apply for admission and enroll. This is generally accomplished through improved personal, written, electronic, and phone communications. It is this group we are targeting for nearly all of the recruiting recommendations in this report. In short, we believe the institutions are not currently doing as effective a job as possible of favorably influencing decisions to attend their institution.

The second model presented is the enrollment funnel which illustrates the three strategies any Louisiana public college or university can use to change the size or profile of the new student enrollment:

1. Increase the size or change the characteristics of the inquiry pool;
2. Improve the conversion and yield rates at each stage of the admissions funnel; or
3. A combination of these strategies: increase the size or change the shape of the inquiry pool, *and* improve the conversion/yield rates.

The Enrollment Funnel



As indicated elsewhere in this report, complete funnel data are lacking in many of the colleges and universities which prevents any meaningful analysis. Following are the average conversion and yield rates for two-year and four-year public colleges and universities from the Noel-Levitz *Fall 1997 National Enrollment Management Survey*.

National Benchmark Conversion and Yield Rates	
National Public Two-year College and University	
Inquiry to applicant	54%
Application to admit	90%
Admit to enroll	77%
National Public Four-year College and University	
Freshman	
Inquiry to applicant	22%
Application to admit	74%
Admit to enroll	45%
Transfer	
Inquiry to applicant	N/A
Application to admit	70%
Admit to enroll	66%

Based on focus group discussions, Noel-Levitz believes that for most institutions in Louisiana the best opportunity for enrollment growth or shaping is to increase the conversion rate from inquiry to applicant.

Growing and/or shaping freshman and transfer student enrollment at Louisiana public colleges and universities in the future will involve strategies to:

- Attract more of the “right” inquiries – students with the desired characteristics and with higher propensity to enroll and persist;
- Manage the conversion rate from inquiry of application for admission in order to build critical mass in the annual applicant pool; and
- Manage the annual yield rate from offer to admission to enrollment by positioning the college/university as the institution of choice.

Successfully managing the enrollment funnel will be more complex and sophisticated when shaping, rather than growth, is the goal.

The third model is the Growth Strategy Matrix depicted below:

Growth Strategy Matrix

	Existing Products	New/Modified Products
Existing Markets	Market Penetration	Product Development
New Markets	Market Development	Diversification

Marketing theory suggests that all types of organizations, including colleges/universities, can select from among only four possible growth or shaping strategies:

Market Penetration relies on capturing a larger market share by penetrating current markets more deeply with existing programs and services. Success is achieved by improving the communication systems and promotional messages, and by innovation in the form of more aggressive marketing and recruitment strategies and tactics. The Louisiana public colleges and universities have unrealized growth potential they can capitalize on by increasing their individual market penetration of targeted groups by more effective implementation of enrollment fundamentals. Many of the recommendations in this report are market penetration strategies. Market penetration is the least costly and the least risky of the four strategies and is generally the result of enhanced communication with prospective students. For the vast majority of Louisiana colleges/universities the most promising growth strategy is to penetrate deeper into the target markets they are currently serving.

Market Development relies on offering the current product to new geographic or demographic markets – students who are not currently being served by the institution. It would appear that the best opportunities for market development strategies would reside with increasing out-of-state, graduate, adult, and transfer markets. The Louisiana Technical College will benefit from developing the capacity to offer general education and developmental courses. The Louisiana community colleges will realize enrollment growth by serving students who do not meet the minimum standards at four-year colleges and universities.

Product Development relies on product enhancements – developing new programs or services – to attract students from the same general market area and to achieve higher retention rates as a result of increased student satisfaction. Product development strategies generally are directed at current markets, and are best driven by the institution’s knowledge of and expertise in the market it serves best. Product modifications, enhancements, or innovations typically support *long-term* – rather than short-term – growth strategies. They require time for development and implementation before they can be promoted to new students or have an impact on the satisfaction levels of current students. In the field of higher education, the time required for product development can be excessive, two years or longer may elapse before students enroll

specifically *because* they are attracted by new programs or services. Product development should continue to be an important and deliberate long-term enrollment growth strategy at all public colleges and universities in Louisiana.

Diversification involves developing a new product that appeals to a new geographic or demographic market. This strategy usually involves the greatest combination of cost and risk. Diversification is not, in our judgment, a highly viable growth strategy for higher education in general, or for the public colleges and universities in Louisiana.

While product and market development should remain important long-term growth strategies for the various systems of Louisiana public postsecondary education, market penetration represents the best short-term growth strategy.

From experience, we have concluded that there are at least five major reasons why institutions fail to reach their desired enrollment state. The following table is an analysis of these factors as applied to Louisiana as identified during the statewide strategic enrollment analysis.

Five Factors Involved in Failure to Achieve Enrollment Goals

Factor	Consultant Observations
1. Failure to do the right things (enrollment fundamentals)	This report and the recommendations focus on opportunities identified in the Louisiana public colleges and universities recruitment and retention program. Clearly, all have opportunities to improve the enrollment fundamentals necessary for a successful enrollment management program.
2. Failure to do things right (implementation)	It is difficult to ascertain in a focus group environment how staff actually implement recruitment/retention strategies. Only a more sustained working relationship with the various institutions would enable the consultant to determine implementation effectiveness.
3. Unwillingness to provide the necessary resources (fiscal, human, facilities, equipment)	The Louisiana Board of Regents and individual colleges/universities may need to both redirect and invest additional resources in developing a state-of-the-art enrollment program that will achieve short- and long-term goals.
4. Inadequate product	The consultants were generally impressed with the overall quality of the institution's educational programs and services. Product deficiencies do not appear to be a major impediment to achieving enrollment goals for most Louisiana public colleges/universities.
5. Adequate product that suffers from poor market position/image	In the opinion of the consultant, the Louisiana colleges/universities must continue to build greater awareness and reputation in their primary service areas and identify their "points of difference" (PODs) or "unique selling points" (USPs) in more compelling ways. This needs to occur to effectively combat increasing competition from other colleges and universities, both public and non-public. Additionally, the Board of Regents should avoid the stigma of labeling the four-year public institutions according to admission selectivity.

In summary, the consultants believe that achieving the student enrollment goals contained in the Board of Regents' Master Plan – enrolling more and better students, increasing diversity, improving retention, and student success – are realistic and achievable and likely could be accomplished with more effective enrollment management programs across the various systems of public higher education in Louisiana.

Summary Remarks on Retention Potential

There is tremendous potential for increasing retention and graduation rates by improving the quality of student life and learning at the public institutions in Louisiana. What is most important in achieving the goals of the Master Plan is that each institution develop a clear retention plan with goals consistent with those of the Master Plan; strategies to achieve the goals; and action plans that include a step-by-step process, timelines, responsibility, budget considerations, and assessment techniques.

The issues and necessary strategies that appear to be themes across the system and have resulted in the recommendations included in this report.

1. Course completion
 - Implement an early-alert system, using technology to facilitate an effective program
 - Use Supplemental Instruction
 - Implement incentives and disincentives regarding high course drop rates
2. Involvement of faculty
 - Offer ongoing seminars related to the role of faculty in retention
 - Offer ongoing opportunities to learn new techniques that focus on learning outcomes
3. Academic advising
 - Conduct a review of the advising program
 - Offer training for academic advisors in developmental advising
4. Stopped-out and dropped-out students
 - Designate a director of retention
 - Pilot a recruit-back program that can be enhanced during each of the next few academic years
5. Course availability
 - Ensure that decisions related to course offerings have a top priority of enabling students to enroll in courses required in their program
 - Address the “course shopping” phenomenon (earlier section in this report) to increase the number of available seats
 - Explore creative programming options other than semester to accelerate degree-completion
 - Formalize dual enrollment programs with local high schools
6. Quality service
 - Articulate a service mission statement
 - Request that all offices review and revise policies that are generally known to cause difficulties to students
 - Implement a quality service training programming that is a part of new staff orientation, but also continues on an ongoing basis for all staff

One of the most important concepts to keep in mind as the Louisiana systems move forward in the initiative to improve the quality of student life and learning—with a goal of increasing student retention and graduation rates—is that there is no “silver bullet.” Improvements will

come from a comprehensive program of retention planning and implementation that includes, for many of the Louisiana institutions, most of the strategies listed above. Shifts in student and academic culture do not occur because a few disjointed programs are implemented, but fairly dramatic changes can be effected with a cohesive, complete retention program.

Summary of Recommendations

“What we think, or what we know, or what we believe is, in the end, of little consequence. The only consequence is what we do.”

John Ruskin
19th Century English Essayist and Reformer

The recommendations presented in this report are intended to focus time, energy, and resources on what the consultants believe are the strategies and priorities that will lead to the accomplishment of the Board of Regents’ Master Plan enrollment goals. They are listed by the major area of inquiry. The rationale for each recommendation is described where appropriate in more detail in the previous section of the report.

Following each recommendation, we indicate whether the individual campuses, the Board of Regents, or the respective system office should assume responsibility for implementation. In addition, we use the following priority rating system as a possible method for organizing the implementation effort.

A = Vital
B = Important
C = Optional

Planning

- 1. Compile a statewide enrollment planning database to aid enrollment managers in setting realistic goals and identifying threats and opportunities in the external environment.**

The database should include the following:

- **Population trends and projections by parish**
- **Population pyramids by age and parish**
- **Environmental scan for Louisiana and contiguous states**
- **Competition study**
- **Course completion rates**
- **Funnel trend data including inquiries, applicants, admitted, and enrolled students**
- **ACT Market Analysis Study (MAS) and Yield Analysis Study (YAS) for the state and by market segment**
- **ACT profile by high school**

(Board of Regents, A)

2. **By spring 2002, set enrollment goals consistent with mission at the institutional level, then at the Board of Regents level aggregate them to create the vision for Louisiana public postsecondary education in 2005. Renegotiate institutional goals as necessary to achieve the desired state of enrollment statewide.**

(Board of Regents/Systems/Campus, A)

3. **Build the statewide coalition needed to support the vision for Louisiana public postsecondary education for 2005, including public officials, system heads, college and university leaders, business and industry leaders, the media, and others.**

(Board of Regents, A)

4. **Create a statewide data warehouse to support enrollment management and the more accurate assessment of the impact on enrollment of the new admissions criteria as proposed in the Master Plan.**

(Board of Regents, A)

5. **Beginning with the students offered admission for fall 2001, the Board of Regents should audit each of the Selective I, II, and III institutions to determine the present status of institutional admissions decisions in order to ensure proper phase-in and achievement of admissions criteria by 2005.**

(Board of Regents, A)

6. **Conduct a complete assessment of the current state of enrollment management at the Louisiana Technical College.**

(Board of Regents, B)

Marketing

7. **Conduct a statewide marketing research project to collect current attitude and perception data for enrollment and marketing planning.**

(Board of Regents, A)

8. **Develop a Board of Regents' marketing publication and Web site that provide up-to-date information about all Louisiana public colleges and universities.**

(Board of Regents, A)

9. **Develop a three-year in-state advertising campaign strategy that supports Louisiana public postsecondary education statewide.**

(Board of Regents, B)

10. **Each Louisiana institution should evaluate its own Web site based upon good Web site development practices.**

(Campus, A)

11. **Develop a coordinated out-of-state marketing effort.**

(Board of Regents, A)

- 12. Conduct a series of practical marketing workshops for the community and technical colleges and regional universities.**
(Board of Regents, B)
- 13. Implement a Web-based service in Louisiana high schools to promote college attendance, support college selection, and assist students in identifying colleges and universities that best match their interests and abilities.**
(Board of Regents, A)
- 14. Create a Board of Regents' newsletter specifically to "market" the new Master Plan internally.**
(Board of Regents, B)
- 15. Phase out all external references to institutional tiers or groupings that are qualitative.**
(Board of Regents, B)
- 16. Assist schools to develop best practices by highlighting successful marketing practices at similar schools.**
(Board of Regents, B)
- 17. Continue the external public relations outreach to high schools, guidance counselors, and parents.**
(Board of Regents, A)

Recruitment

- 18. Each campus should develop and successfully implement a comprehensive marketing/recruitment plan to prioritize and guide the effort complete with:**
 - Goals
 - Key statistics
 - Action plans
 - Responsibility
 - Timelines
 - Budget
 - Evaluation(Campus, A)
- 19. Establish admissions criteria and procedures for the following groups that fall outside of the Master Plan: transfer students (required grade point average in crosswalk courses), adults (age and requirements), out-of-state students (TOPS curriculum), and international students (TOEFL scores, grade point average).**
(Board of Regents/Systems/Campus, A)

- 20. Significantly expand the prospecting efforts to identify more potential students earlier in the selection process, and seriously consider building and distributing a centralized prospect database based upon the EPAS data.**
(Board of Regents/Systems/Campus, A)
- 21. Consistently collect and utilize comprehensive inquiry-level data in the marketing and recruitment process.**
(Campus, A)
- 22. Systematically grade and qualify inquiries and train admissions staff on the use of these results to target their communication and use of time.**
(Campus, B)
- 23. Implement segmented and sequential written communication flows for prospective students at each stage of the pre-enrollment process (e.g., inquiry, applicant, accept, confirmation).**
(Campus, A)
- 24. Develop a more extensive telecounseling initiative using students, professional staff, faculty, and alumni.**
(Campus, A)
- 25. Improve the Web presence of every institution and develop better interfaces with the enrollment databases.**
(Campus, A)
- 26. Provide admissions/recruitment with stronger computer support, regularize enrollment reporting, and increase the use of data and information in enrollment planning and decision-making.**
(Campus, B)
- 27. Develop a long-term plan to train the admissions/marketing staff in state-of-the-art enrollment management practices.**
(Campus, B)
- 28. Implement a territorial management model on every campus that provides for a single point of contact for each prospective student from point of inquiry through enrollment.**
(Campus, B)
- 29. Merge admissions and recruitment/outreach functions as a means of improving efficiency and effectiveness.**
(Campus, C)
- 30. Develop strong enrollment management committees on each campus to fully address enrollment issues.**
(Campus, C)

31. Develop plans to further integrate marketing and technology functions into the enrollment management process on each campus.

(Campus, C)

Financial Aid

32. Study the impact of financial aid, both merit-based and need-based, on student recruitment and retention.

(Board of Regents/Systems/Campus, A)

33. Research the enrollment behavior of non-resident students related to financial aid.

(Board of Regents/Systems/Campus, A)

34. Eliminate unique institutional financial aid application forms.

(Campus, B)

35. Improve the technological capabilities of financial aid offices.

(Campus, B)

36. Combine scholarship and financial aid offices and cross-train admissions counselors in financial aid.

(Campus, B)

37. Seek ways to simplify administration of the TOPS program and provide earlier notification.

(Board of Regents, B)

Retention

38. Implement a campus-specific early-alert system that identifies students who are at risk.

- **Determine incoming students' characteristics that predict likelihood to drop out**
- **Design a systematic program involving faculty and staff that identifies students exhibiting behaviors that indicate possible problems within the first four weeks and on an ongoing basis**
- **Design a proactive program to intervene with flagged students and provide structured ways to connect them with the appropriate resources on campus**

(Campus, A)

39. Explore technology options to support an early-alert program.

(Board of Regents, A)

40. Determine which courses are "killer courses" by identifying courses with fewer than 50 percent of the students who initially register for the course completing and passing the course with a grade of C or better.

(Campus, B)

- 41. Implement Supplemental Instruction (SI) for the designated “killer courses.”**
(Campus, B)
- 42. Continue and expand efforts designed to improve the teaching/learning process at Louisiana public colleges and universities.**
(Campus, A)
- 43. Consider offering incentives to students who complete 15 credits.**
(Board of Regents, B)
- 44. Place a top priority on inclusion of faculty in all retention committees and discussions related to retention.**
(Campus, A)
- 45. Create an ongoing series of development opportunities for faculty to learn about the importance of their role in improving retention and graduation rates.**
(Systems, A)
- 46. Conduct a systematic and comprehensive review and recommend specific changes/modifications to the organization and delivery of academic advising services at each Louisiana public college and university.**
(Campus, A)
- 47. Improve academic advising by implementing training for academic advisors in developmental advising, providing coordination/leadership for advising and systematically evaluating the organization and delivery of advising services.**
(Campus, A)
- 48. Designate a director of retention on each campus who will have responsibilities for leadership and coordination activities related to the retention initiative.**
(Campus, A)
- 49. Pilot a recruit-back program that can be enhanced during each of the next few academic years.**
(Campus, A)
- 50. Find alternative ways to charge tuition and offer incentives to discourage “course shopping.”**
(Board of Regents, B)
- 51. Explore creative programming options to accelerate degree-completion.**
(Board of Regents/Systems/Campus, B)
- 52. Formalize dual enrollment programs with local high schools.**
(Board of Regents/Systems/Campus, A)
- 53. Engage the various college and university campuses in the development of a plan to improve quality service to students including:**
 - Articulating a service mission statement

- **Requesting that all offices review policies that are generally known to cause difficulties for students with an intent to revise them for purposes of streamlining processes for students, even if the change will mean a different operation in the office**
- **Implementing a quality-service training program that is a part of new staff orientation, but also continues on an ongoing basis for all staff**

(Campus, A)

54. Conduct workshops with faculty so that they understand their role in service as it relates to the classroom experience and the learning process.

(Campus, A)

55. Empower front-line staff to be ambassadors of the institution, suggesting changes in operation that they see creating problems and advocating for appropriate exceptions for individual students.

(Campus, A)

56. Successfully implement a comprehensive retention planning process and develop a comprehensive institutionwide quality of student life and learning (retention) plan to prioritize and guide retention-related efforts complete with:

- **Goals**
- **Key strategies**
- **Action plans**
 - **Description**
 - **Responsibility**
 - **Timelines**
 - **Budget**
 - **Evaluation**

(Campus, A)

Information Technology

57. The Board of Regents should commission a feasibility study from a third party with higher education experience to explore system and/or regional data centers.

(Board of Regents/Systems, A)

58. Implement a structural organizational change in information technology that provides for direct accountability of the institutions' information technology directors to the systems' chief information officers and standardize processes and procedures among campuses.

(Board of Regents/Systems, A)

59. The state's new Postsecondary Education Information Technology Council should formulate policy and strategies which would facilitate and, in many cases, initiate standardization of processes and procedures regarding information technology use. The council should also develop and strengthen information system interfaces between campuses, system offices, and the Regents.

(Board of Regents/Systems, A)

60. The Board of Regents should commission a study to determine the bandwidth requirements for public postsecondary education in Louisiana and develop a strategic plan for building the network infrastructure to deliver the required bandwidth.

(Board of Regents/Systems, A)

61. Invest in the equipment and software necessary to secure the institutions' information technology systems. Commission a third-party source to assess the security at the various campuses and conduct controlled security breach efforts to test the security of an institution's data and systems.

(Campus, A)

62. Implement and test disaster recovery plans at each institution and at the system. The disaster recovery plans and time to operation should be consistent with the objectives set forth in the strategic information technology plan.

(Campus, A)

63. Expand capability of Board of Regents Data Marts and OLAP data warehouse.

(Board of Regents/Systems, B)

Capacity

64. Conduct a comprehensive space utilization/space inventory analysis systemwide.

(Board of Regents, A)

65. Effective immediately, initiate systemwide use of the "Survey of Space Utilization Standards and Guidelines in the Fifty States," as published by the California Postsecondary Education Commission or similar updated nationally-recognized space utilization standards.

(Board of Regents, A)

66. Effective immediately, integrate all systemwide enrollment management projections with any current or future systemwide campus master planning initiatives.

(Board of Regents, B)

67. Conduct an "Atmospherics Assessment" linked to the campus visit experience on a pilot project basis.

(Board of Regents, B)

Appendix

- Master Plan for Public Postsecondary Education 2001
- Task Force on Formula Funding for Public Universities and Community Colleges
- Louisiana Task Force on Postsecondary Education Master Planning
- Carnegie Classification
- Commission on Colleges of the Southern Association of Colleges and Schools
- Louisiana Economic Development district Map
- Regional Geographic Location of Institutions
- Institutional Fact Finder for Two-year and Four-year Community/Technical College
- Staff Biographies
- Louisiana Participants in Focus Group

Notes:

Appendices 1-7 are components of the *Master Plan for Public Postsecondary Education: 2001* and can be found at <http://webserv.regents.state.la.us/pdfs/Planning/masterplan2001.pdf>.

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