



**TOPS
REPORTING SYSTEM**

**REPORT TO THE HOUSE
EDUCATION COMMITTEE**

**BOARD OF REGENTS
NOVEMBER 16, 2004**



TOPS

- Louisiana's comprehensive, merit based student aid program
- Four generally accepted purposes

PURPOSES OF TOPS

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



FOUR AWARDS

- For students pursuing academic degrees
 - Honors
 - Performance
 - Opportunity
- For students pursuing skill, occupational or technical training
 - Tech

ELIGIBILITY CRITERIA

<u>AWARD</u>	<u>CURRICULUM</u>	<u>CORE GPA</u>	<u>ACT</u>
HONORS	College Prep Core 16.5 units	3.50	27
PERFORMANCE	College Prep Core 16.5 units	3.50	23
OPPORTUNITY	College Prep Core 16.5 units	2.50	20
TECH	Modified College Prep Core	2.50	17

AWARD COMPONENTS

<u>AWARD</u>	<u>VALUE</u>	<u>DURATION</u>
HONORS	Tuition + \$800 Stipend	4 years
PERFORMANCE	Tuition + \$400 Stipend	4 years
OPPORTUNITY	Tuition	4 years
TECH	Tuition	2 years

*Appendix A – Annual Tuition and Mandatory Fees,
TOPS Annual Tuition Award*

CONTINUING ELIGIBILITY ONCE ENROLLED

<u>AWARD</u>	<u>MINIMUM GPA</u>	<u>CREDIT HOURS</u>
HONORS	3.00	24
PERFORMANCE	3.00	24
OPPORTUNITY	2.30 – First Academic Year 2.50 – Subsequent Years	24
TECH	2.50	24



ACT 1202

- House Bill No. 2012
- RS: 17:3048.3
- 2001 Regular Legislative Session

ACT 1202

- “The Board of Regents shall formulate, develop, establish, and implement a uniform Tuition Opportunity Program for Students reporting system for the purposes of policy analysis and program evaluation and for providing accurate data and statistics to the legislature, the governor and appropriate executive branch agencies, and the public relative to the program’s impact on the state and on students.”

REPORTING REQUIREMENTS

- **Retention rate of program awards, percent of students losing awards due to not meeting academic requirements**
- **Persistence rates of students receiving awards**
- **Graduation rates, length of time to degree for students receiving awards**
- **Number of high school graduates applying for award and enrolling in a college or university**
- **Relationship between courses taken in high school and ACT scores**

DESIGN METHODOLOGY



- **Identifying required data elements**
- **Identifying available sources**
- **Modifying existing reporting systems**
- **Developing new systems**

DATA MODEL

- Board of Regents
 - Statewide Student Profile System
 - Master Plan implementation
 - Statewide Completers System
- Department of Education
 - Student Transcript System

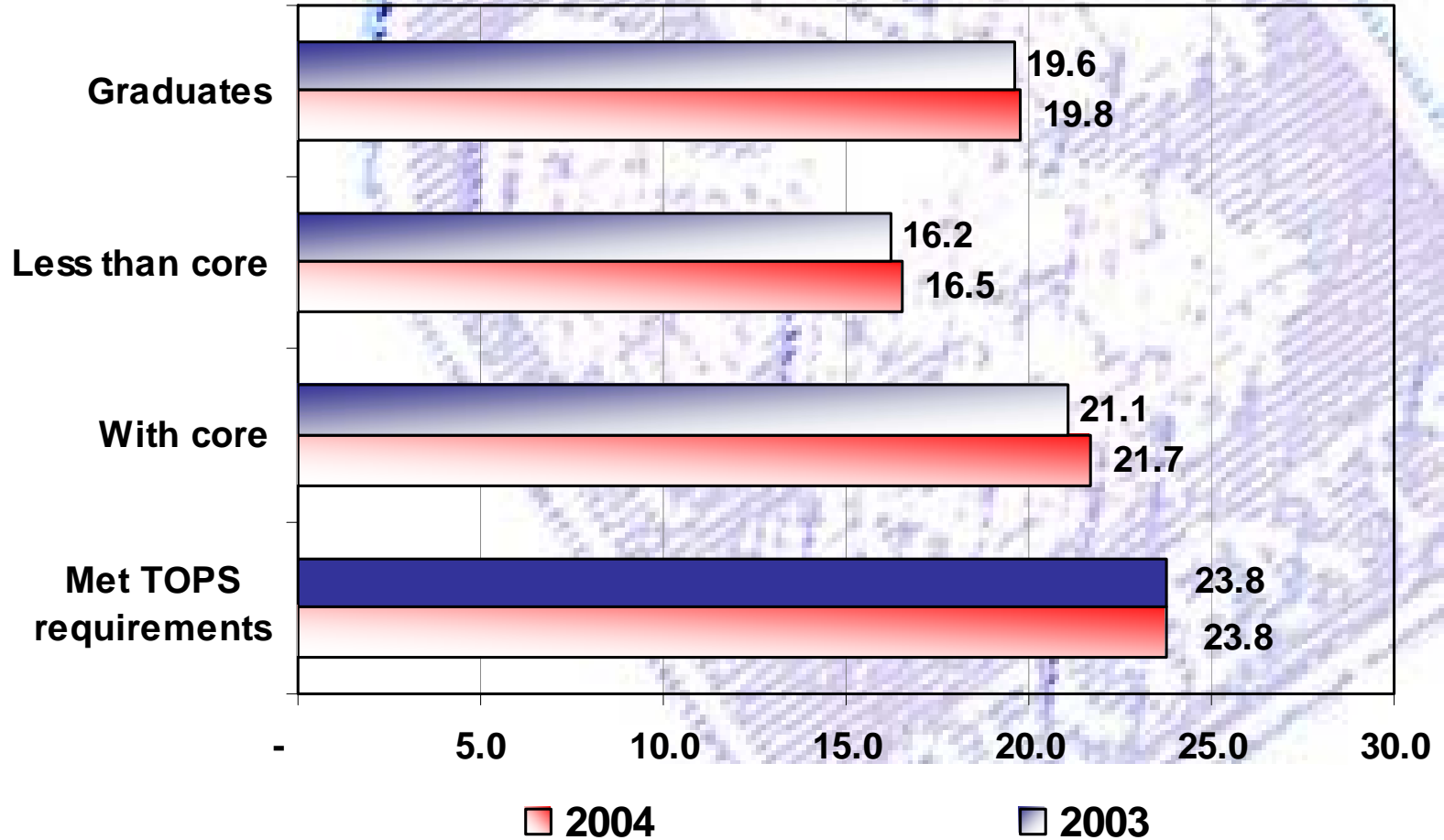
DATA MODEL

- Louisiana Office of Student Financial Assistance
 - Operational data management system
 - Census-type record design
 - Historical data
- ACT, Inc.
 - Test taker files
 - Memorandum of Understanding
 - *Freshman Success Report Pilot*

ACT 1202 REPORT

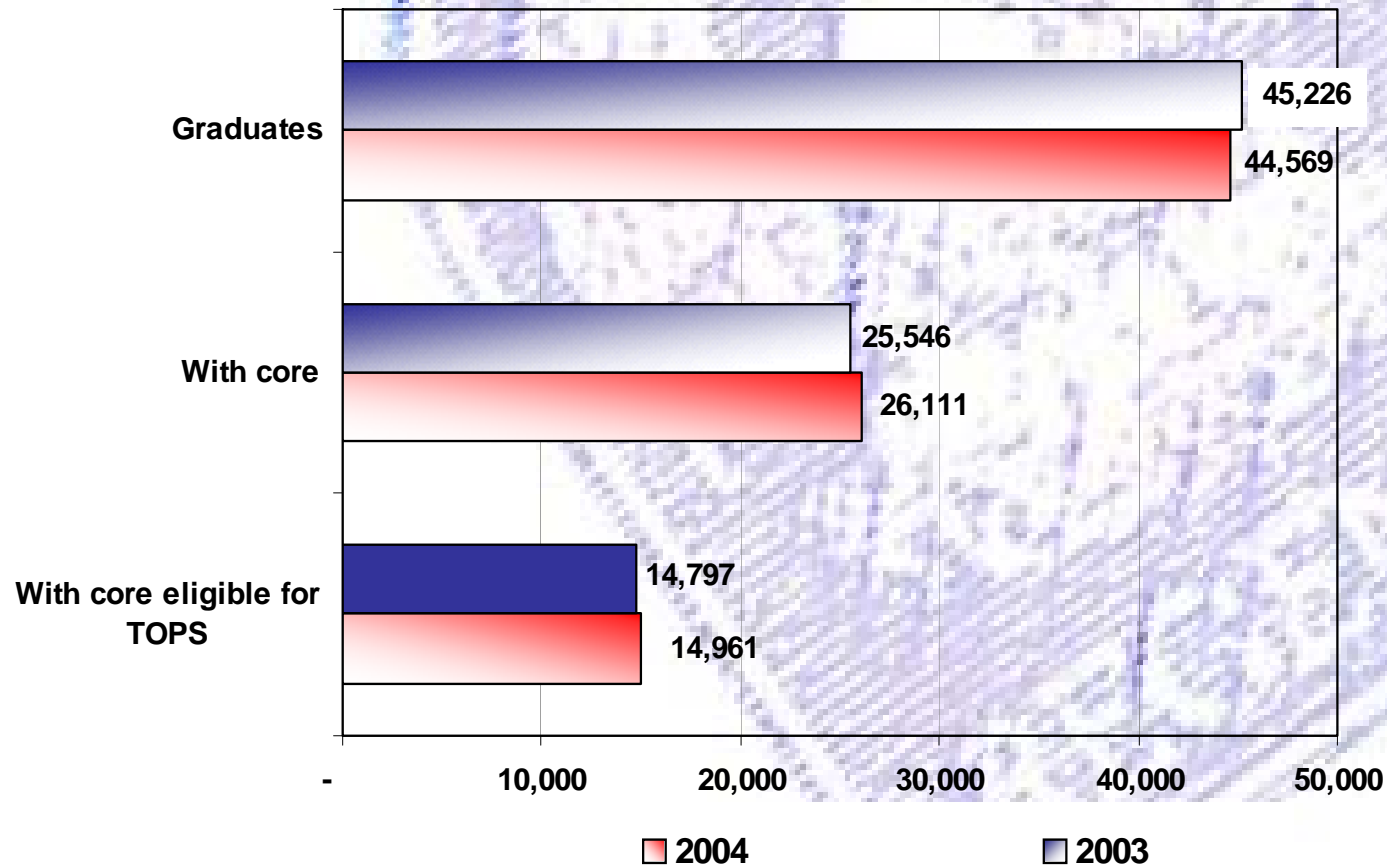
- Initial report
- TOPS and Non-TOPS students
- Historical data
- Follow student progression through enrollment process
 - Preparation
 - Persistence
 - Graduation
- Continued enhancement of system

Preparation: ACT Scores



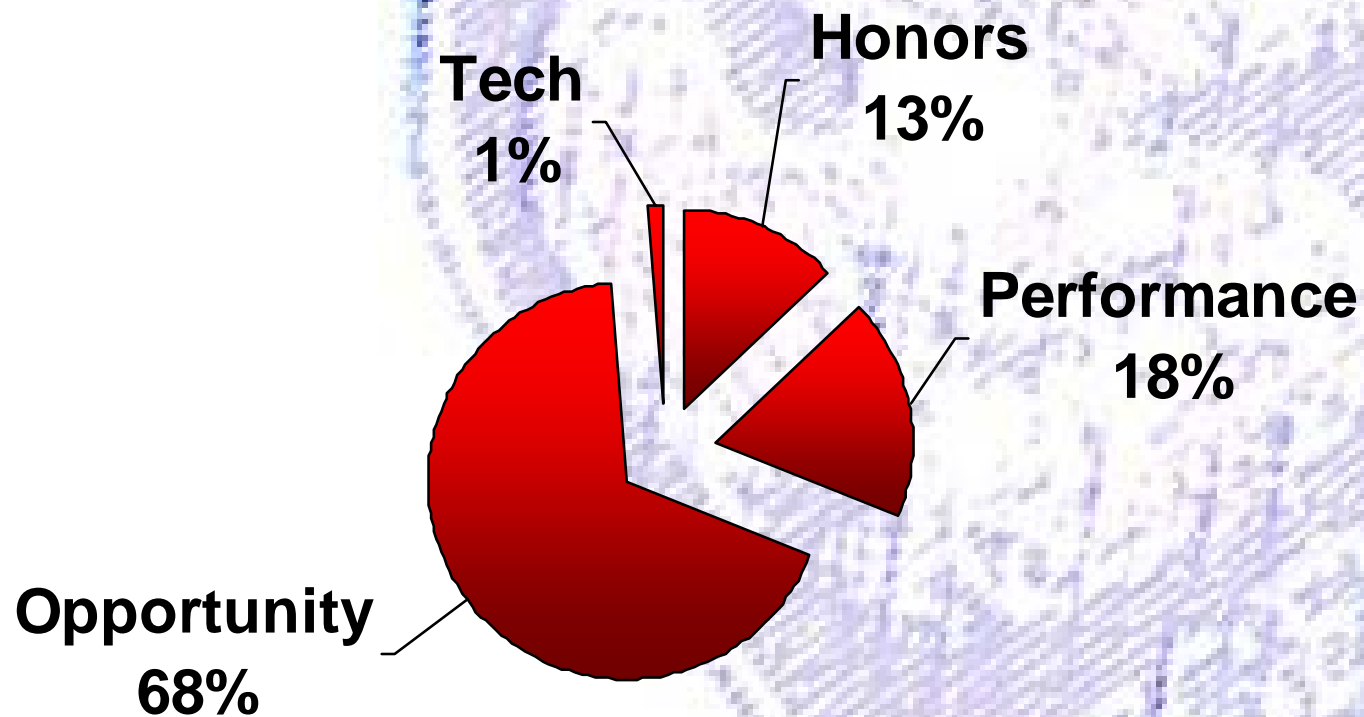
Not including TOPS Tech core/requirements

Preparation: Taking the core and Eligible for TOPS



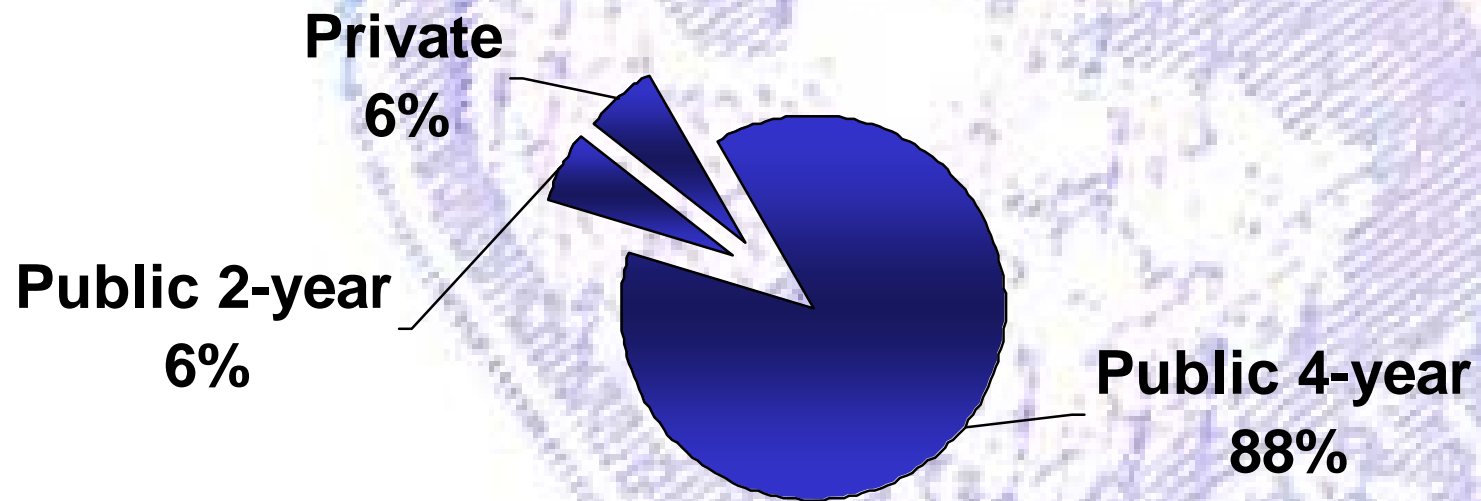
Not including LTC, 2004 LOSFA data as of 11/10/04

Participation: Award Type



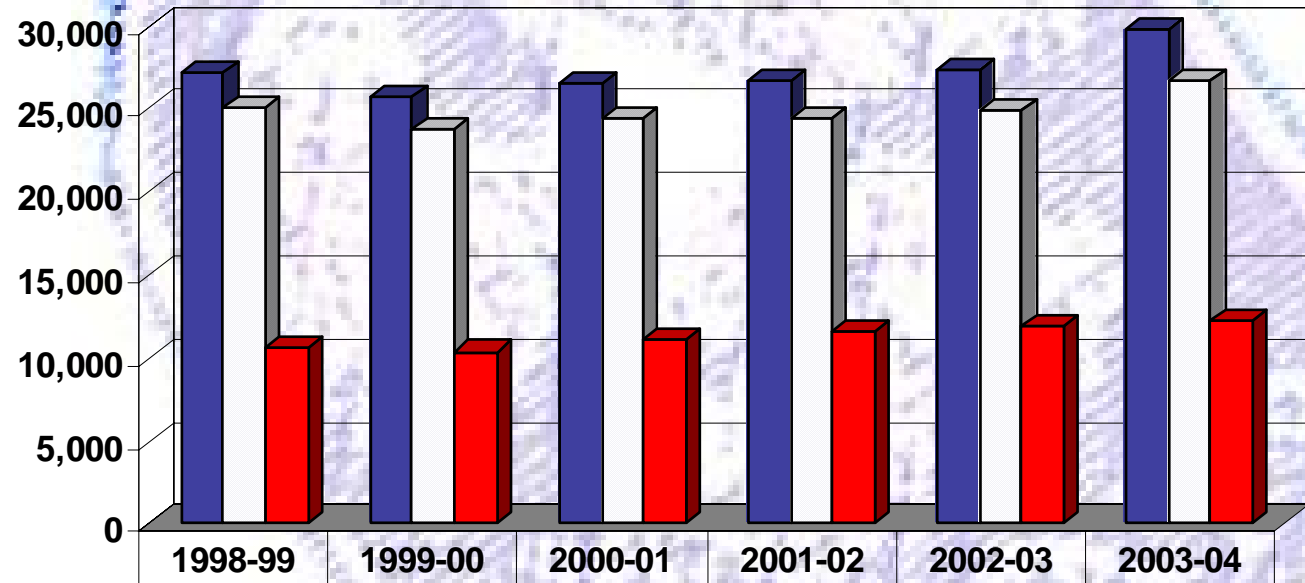
2003 Entering Class

Participation: Institution Type



2003 Entering Class

Participation: Public Institutions

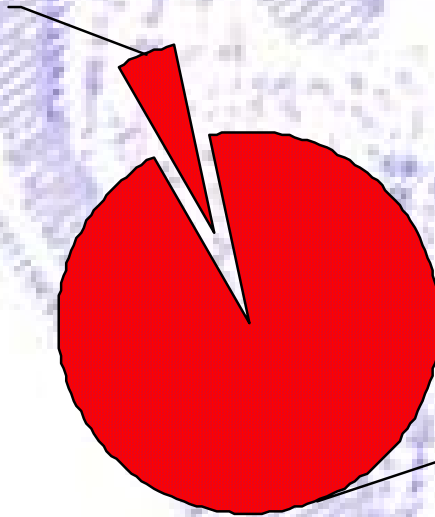


	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
■ FTF Cohort	27,202	25,681	26,495	26,758	27,307	29,828
□ LA FTF Cohort	25,074	23,804	24,384	24,398	24,972	26,685
■ LA FTF Cohort w/ TOPS	10,610	10,376	11,137	11,607	11,913	12,270

Not including LTC

Participation: Public Institution Type

Public 2-year
5%



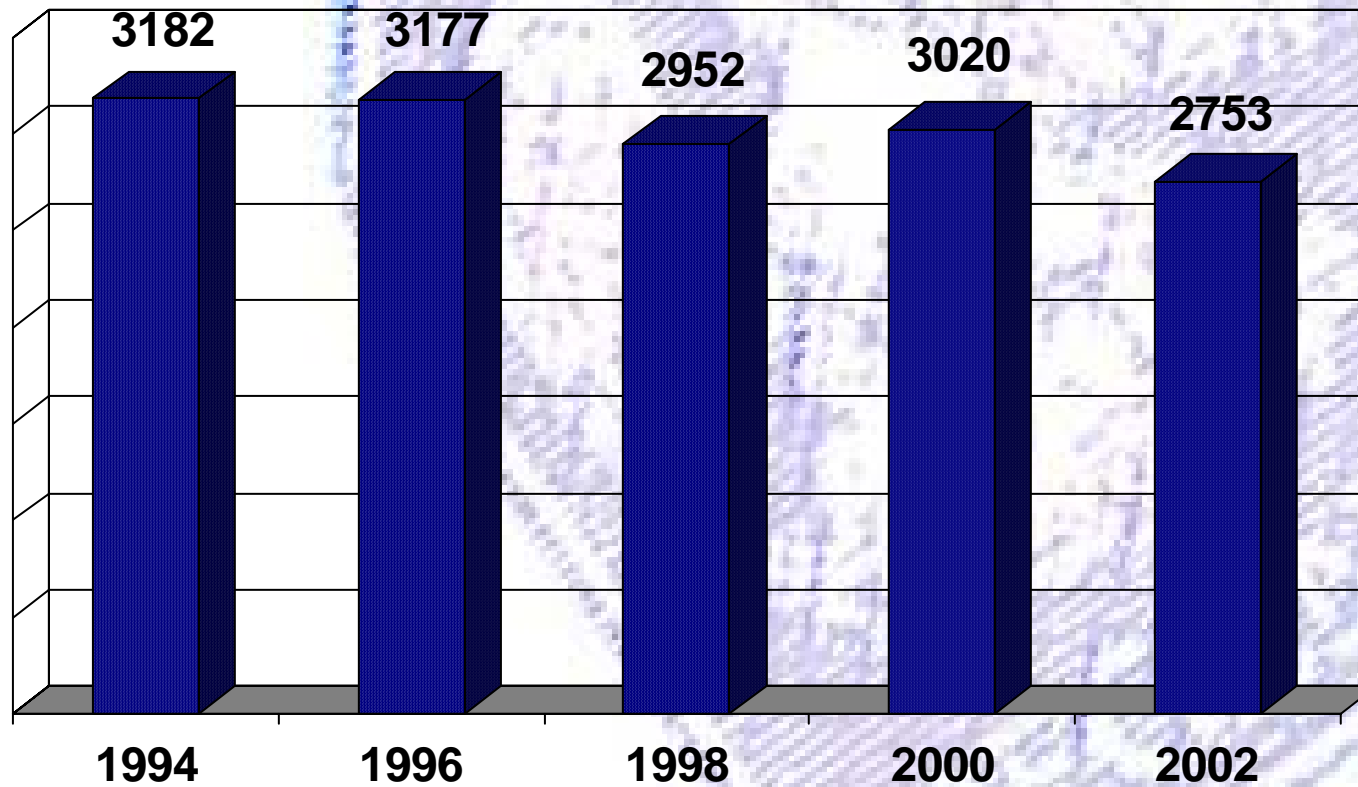
Public 4-year
95%

2003 Entering Class

Participation: Program of Study

TOP 6 PROGRAMS OF STUDY	TOPS	Non-TOPS
Undecided	17%	19%
General Biology/Biological Sciences	11%	4%
Nursing/Registered Nurse	7%	10%
General Business Administration & Management	5%	5%
General Psychology	3%	2%
Mechanical Engineering	3%	1%

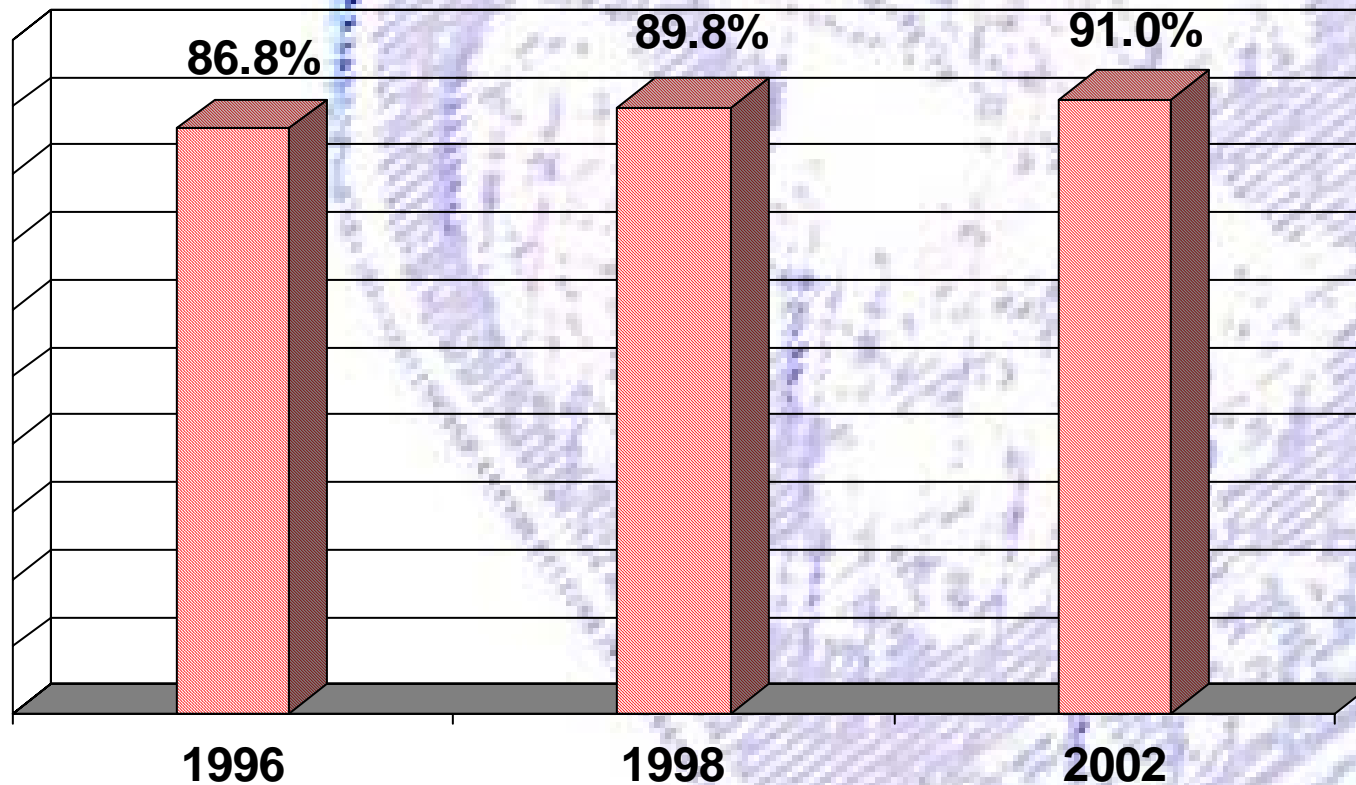
Participation: Leaving Louisiana



Number of same year high school graduates leaving Louisiana for college – has decreased by 429 students

Source: IPEDS Fall Enrollment Survey 1992-2002

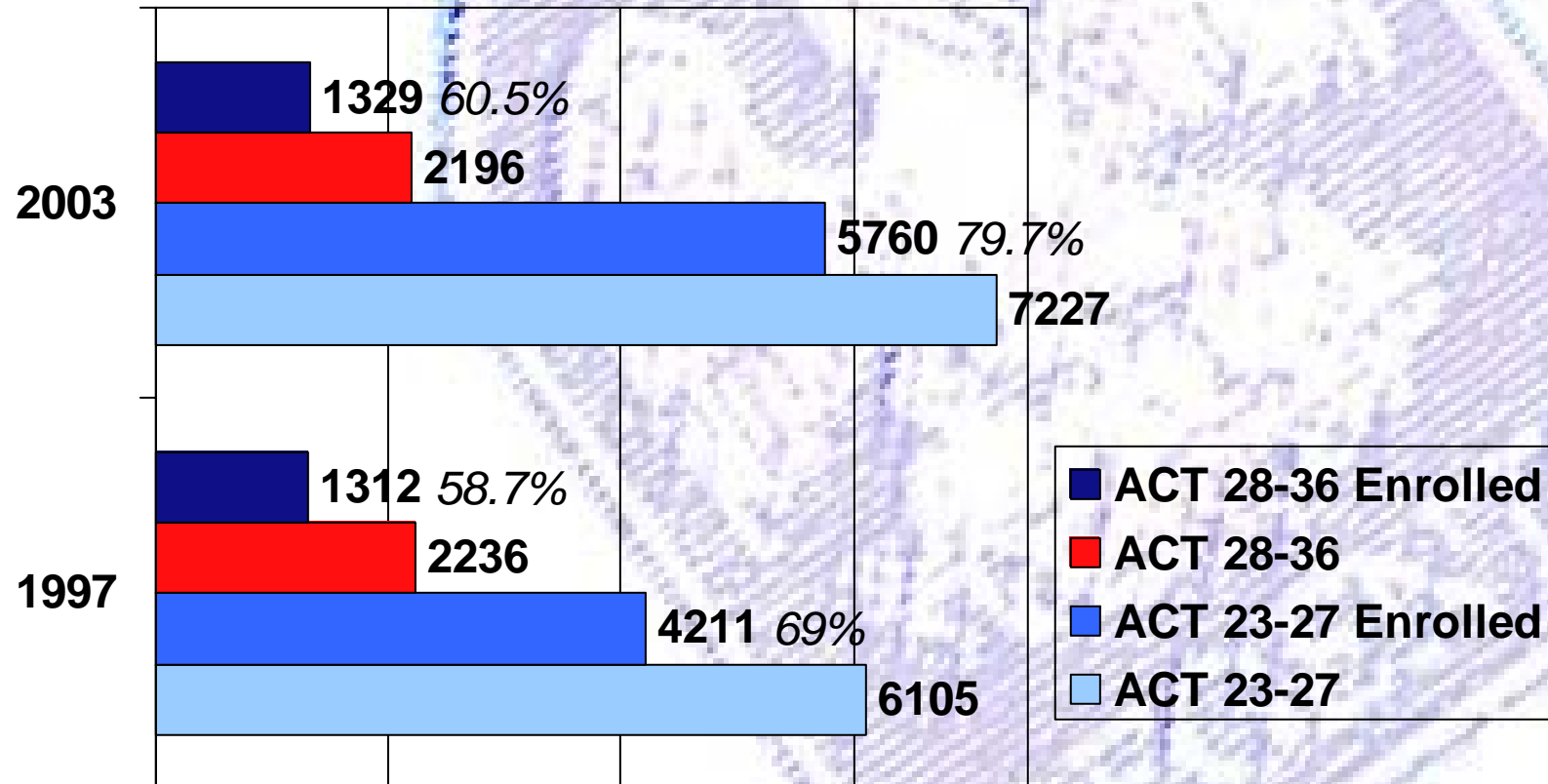
Participation: Staying in Louisiana



Percent of same year high school graduates staying in Louisiana for college – has increased from 86.8% to 91%

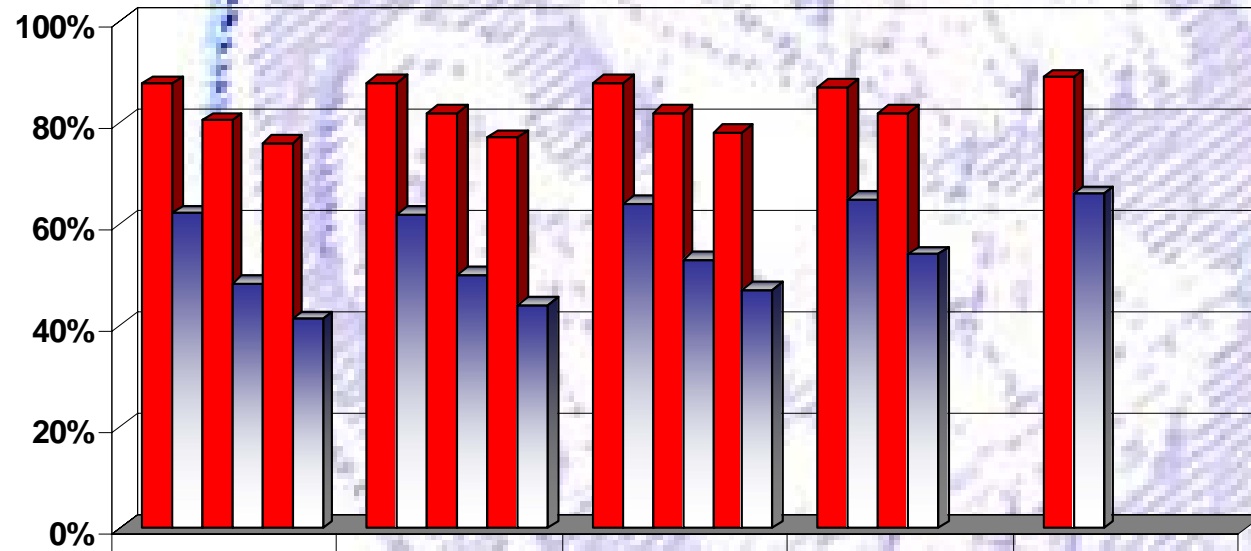
Source: IPEDS Fall Enrollment Survey 1992-2002

Participation: Better ACT Scores



Larger number of students with higher ACT scores are remaining in Louisiana to attend college

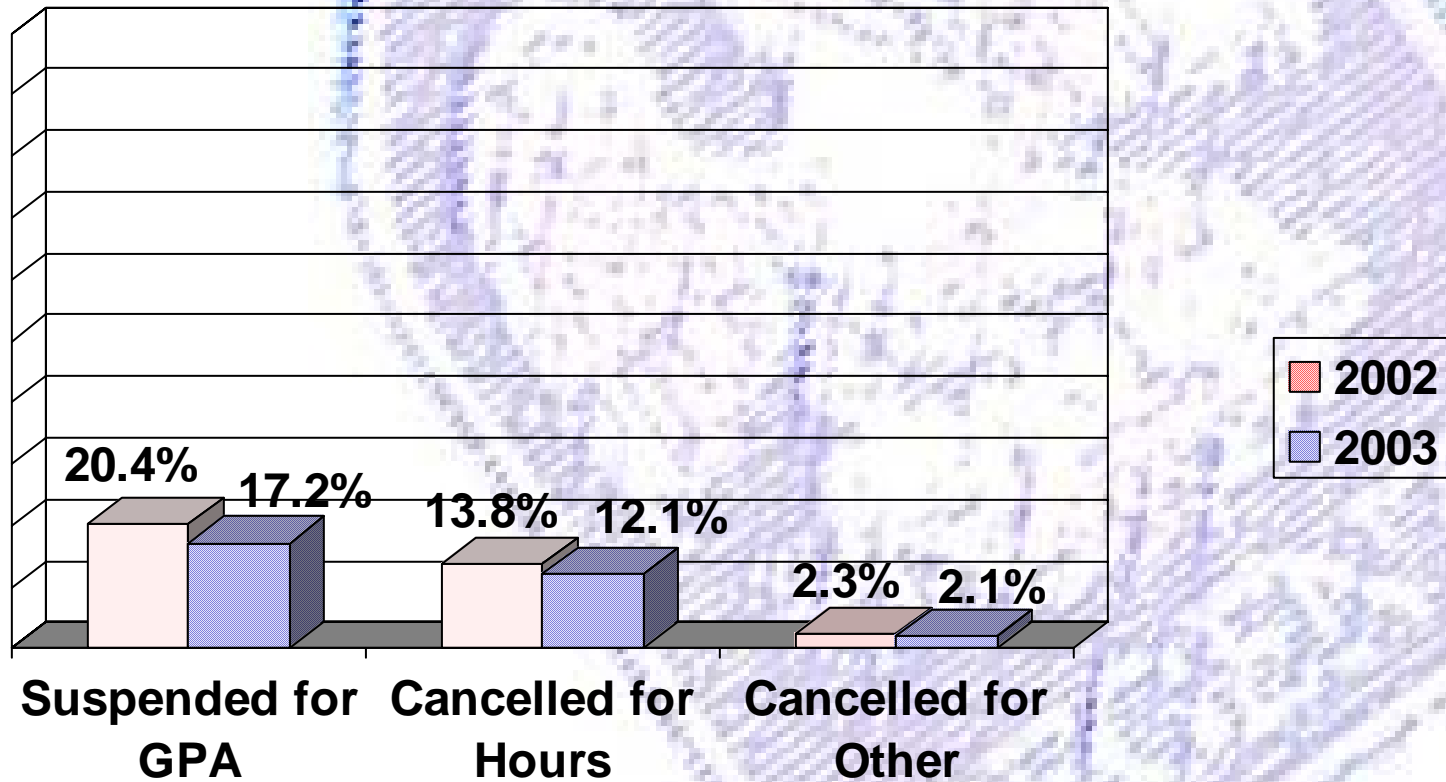
Persistence: Staying Enrolled



	1998-99	1999-00	2000-01	2001-02	2002-03
■ 2nd Yr w-TONS	88%	88%	88%	87%	89%
■ 2nd Yr Non-TONS	62%	62%	64%	65%	66%
■ 3rd Yr w-TONS	80%	82%	82%	82%	
■ 3rd Yr Non-TONS	48%	50%	53%	54%	
■ 4th Yr w-TONS	76%	77%	78%		
■ 4th Yr Non-TONS	41%	44%	47%		

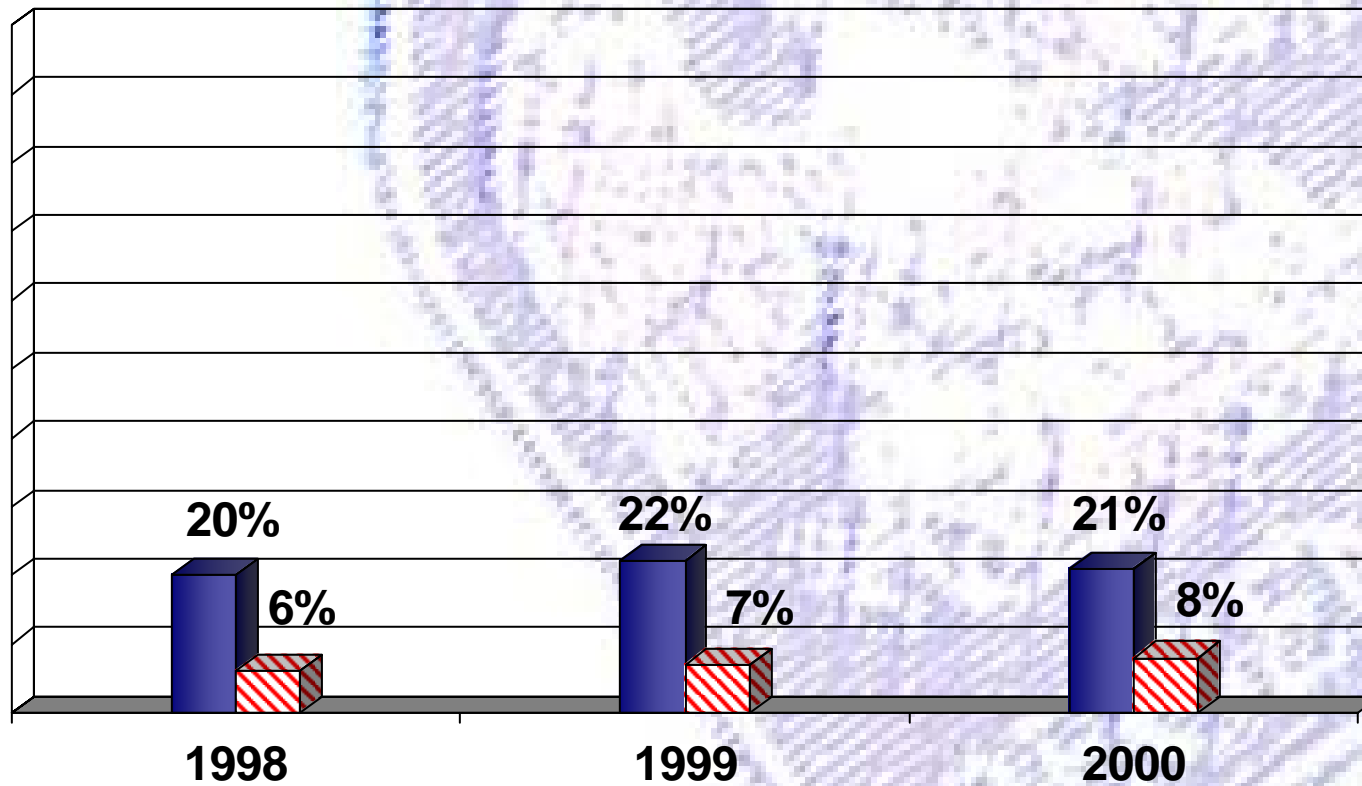
TONS students are retained in school at a higher rate than non-TONS students

Retention of TOPS: Losing Eligibility



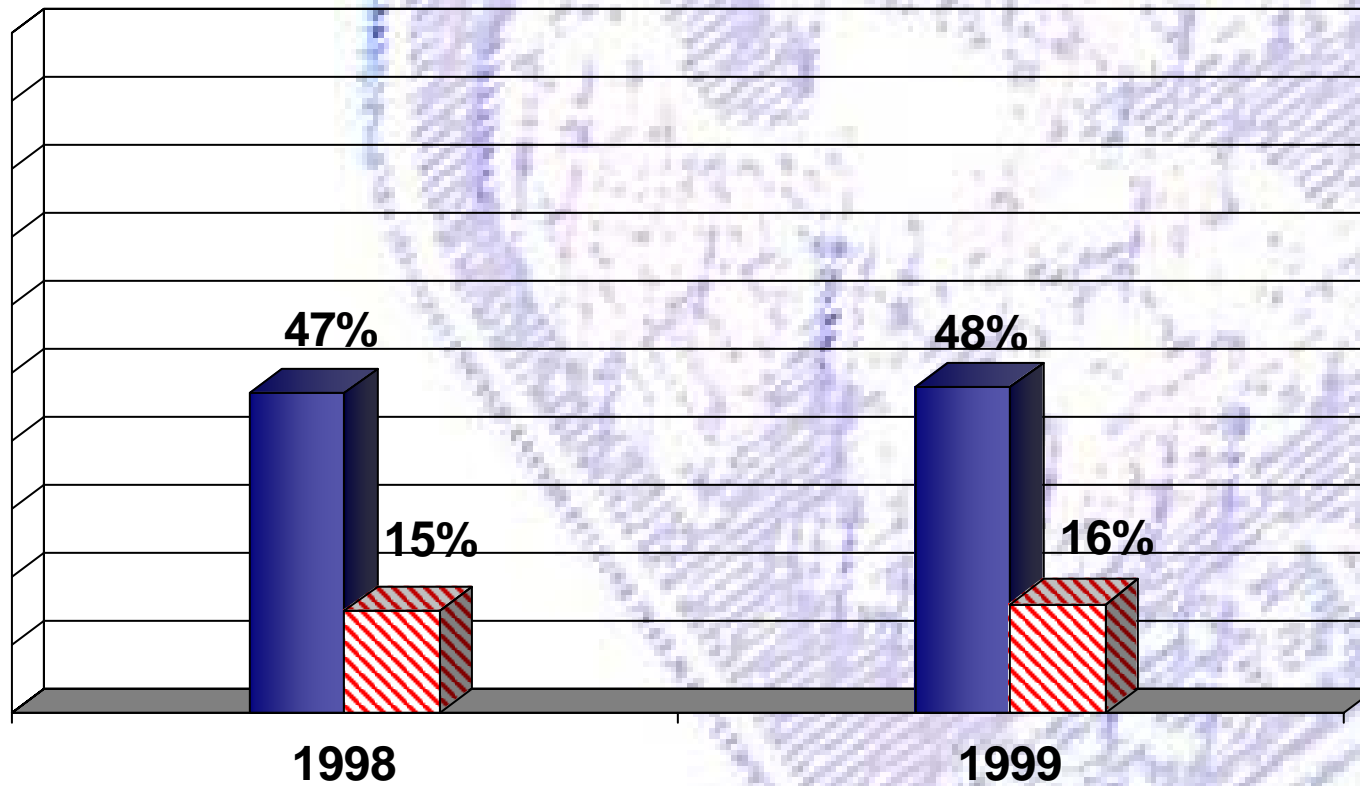
After first year in college

Graduation: Time to Degree



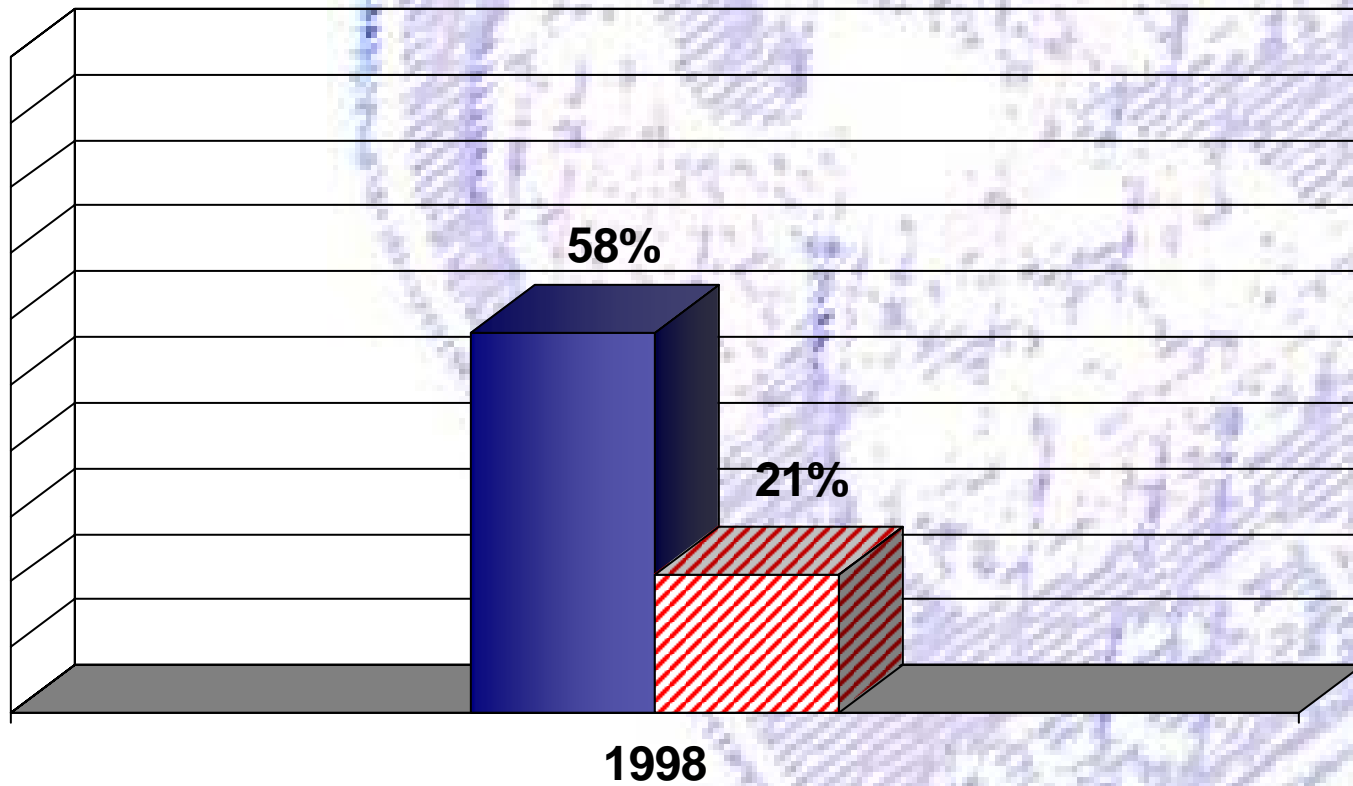
Earning a degree after 4 years
TOPS and *Non-TOPS*

Graduation: Time to Degree



Earning a degree after 5 years
TOPS and *Non-TOPS*

Graduation: Time to Degree



Earning a degree after 6 years
TOPS and *Non-TOPS*



SUMMARY

PURPOSES OF TOPS

- To provide financial incentives as a reward for good academic performance
 - *The number of first time freshmen with TOPS enrolling in public postsecondary education has increased*

PURPOSES OF TOPS

- To promote academic success by requiring completion of a rigorous high school core curriculum
 - *Students who take the core curriculum score significantly better on the ACT*
 - *More students in the recent graduating class took the core and more have been determined eligible for TOPS*
 - *Students receiving a TOPS award persist in college at a higher rate than non-TOPS students*
 - *More students with TOPS graduate from college in a shorter period of time than non-TOPS students*

PURPOSES OF TOPS

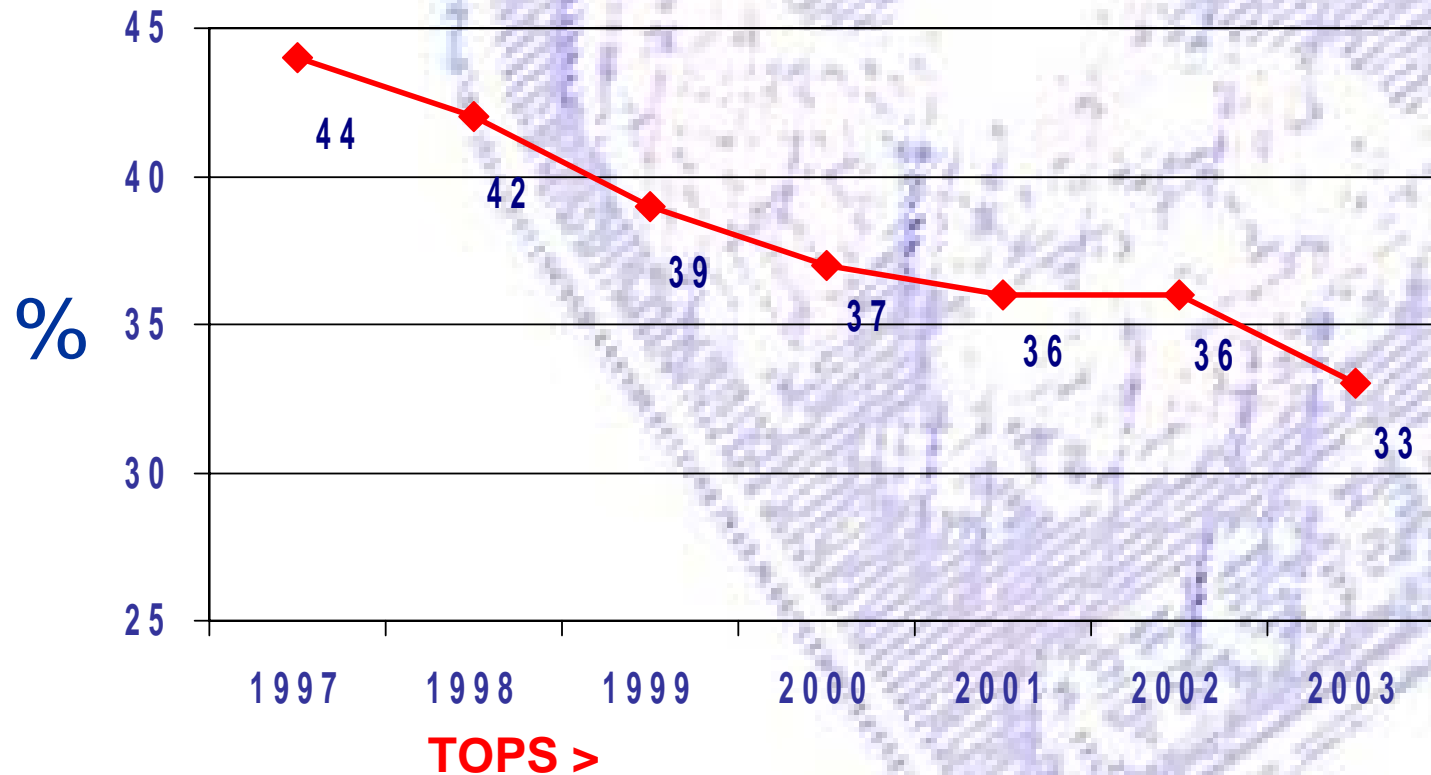
- To keep Louisiana's best and brightest in the state to pursue postsecondary educational opportunities
 - *Almost 90% of the high school graduates eligible for TOPS stay in Louisiana to pursue their college education*
 - *The number of high school graduates leaving Louisiana for postsecondary education has decreased*
 - *The percent of students staying in Louisiana for postsecondary education has increased*
 - *A larger number of students with higher ACT scores are remaining in Louisiana to attend college*

PURPOSES OF TOPS



- To promote access to postsecondary educational opportunities

Percentage of LA First-Time, Full-Time Freshmen Enrolled in Developmental Courses (Fall 1997 – Fall 2003)



Percentage of LA High School Graduates Who Became First-Time, Full-Time Freshmen (Fall 1997 – Fall 2003)

