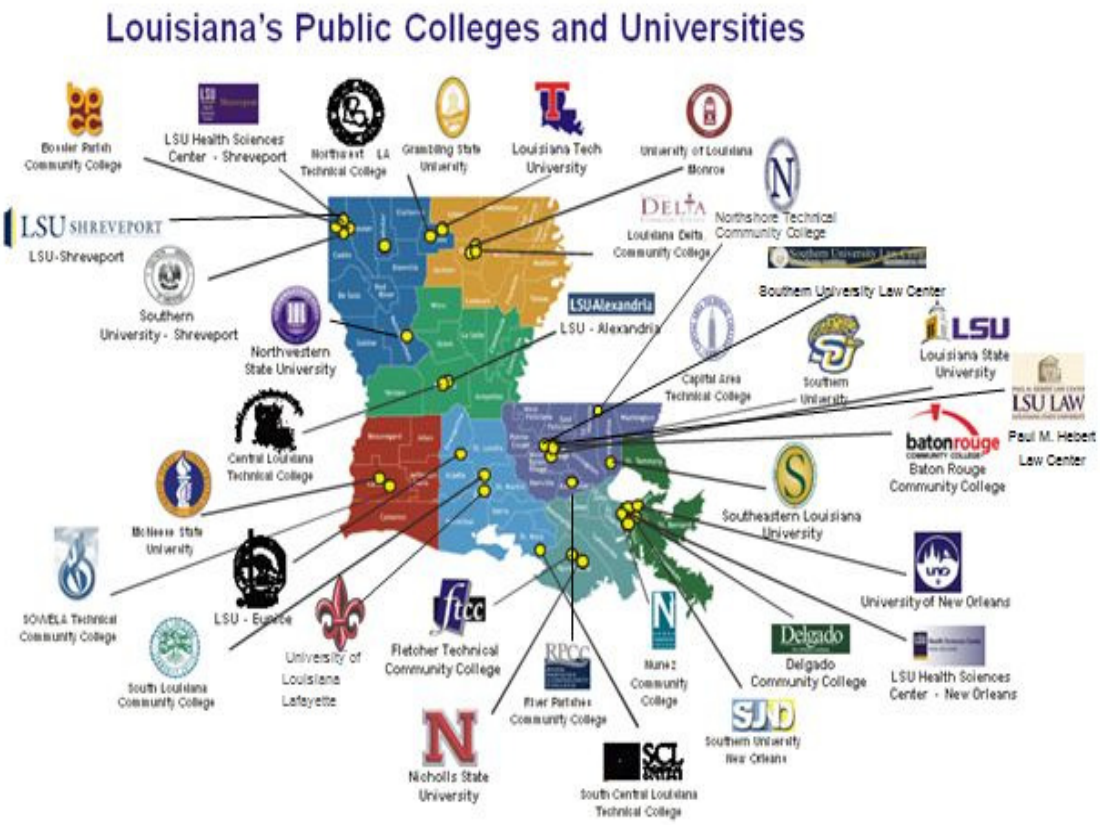
Annual Review of the Master Plan for Postsecondary Education in Louisiana: 2011

"Improving, Innovating and Doing So Efficiently and Effectively"

Board of Regents
August, 2012



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

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EXECUTIVE SUMMARY

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

Article VIII, §5 D (4) of Louisiana's Constitution requires the Board of Regents (BoR) to "formulate and make timely revision of a master plan for postsecondary education…" On August 24, 2011, the BoR adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011 outlining the long-term goals for the State's colleges and universities through 2025.

The BoR, through the development and implementation of the Master Plan, advanced its vision for the future of postsecondary education by adopting the following three broad goals:

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

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

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

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

In the first year of implementation, progress towards Goal 1 is evident in the increased preparation and college-going rate of high school graduates, increased enrollment of adult

learners in postsecondary education, increases in the total number of degree/certificates awarded and in the number of students completing a postsecondary credential. However, there are still measures which, at least in the first year of reporting, have showed little to no progress. While the overall retention rate statewide improved from baseline to year one, two-year and technical college students are still struggling with year-to-year and even fall-to-spring retention. Adult learners are enrolling at increasing rates in postsecondary education courses. However, the number of GED's awarded and the number of adults enrolled in adult basic education courses have declined.

In the first year of Master Plan reporting, Goal 2 metrics have largely remained stable over baseline reporting. This is likely due in part to the fact that the National Science Foundation, the source for most data on university-based research expenditures and activity, publishes data more than one year after they are collected, so much of the data presented in this annual report predates the Board's adoption of the Master Plan. In addition, changes in research cultures often occur gradually, and data sets lag in capturing in real time attitudinal and disciplinary evolutions resulting from policy directives.

Progress towards Goal 3 has occurred through the implementation of the performance-based funding formula, participation in the first year of Complete College American (CCA) reporting, the development of an annual academic program review process, movement towards a more balanced enrollment mix between two-year and four-year institutions, and the development of a remedial education pilot program.

BACKGROUND & INTRODUCTION

"The pursuit of improved educational attainment is vital to the economic strength of Louisiana. The era of living-waged, low-skills jobs, exemplified by the manufacturing sector of the last century, is fast becoming obsolete. For Louisiana to gain and maintain a competitive edge in this current knowledge-based global economy, it must generate a better educated, better trained workforce, and must do so promptly."

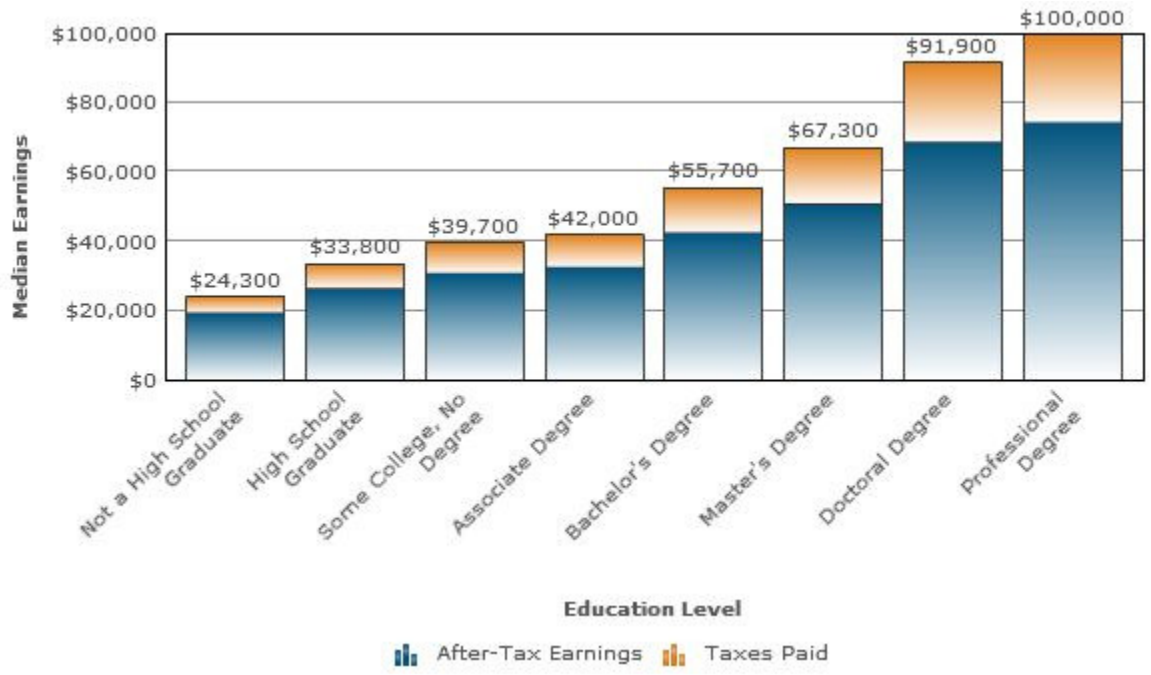
- *Final Report of the Governance Commission*; January 2012

The Importance of Postsecondary Education to the Individual and to the State

Postsecondary education is vitally important to both the individual and the State. Education affects the life and livelihood of citizens through the direct correlation between educational attainment, income, tax revenue, and participation in the workforce.

Higher levels of education lead to higher levels of earnings for individuals and subsequently higher tax revenues for federal, state and local governments. The median earnings of associate and bachelor degree recipients working full-time year-round in 2008 were $42,000 and $55,700, respectively. More important is the difference between these figures and the median earnings of full-time year-round workers holding only a high school diploma, depicted in the chart below.

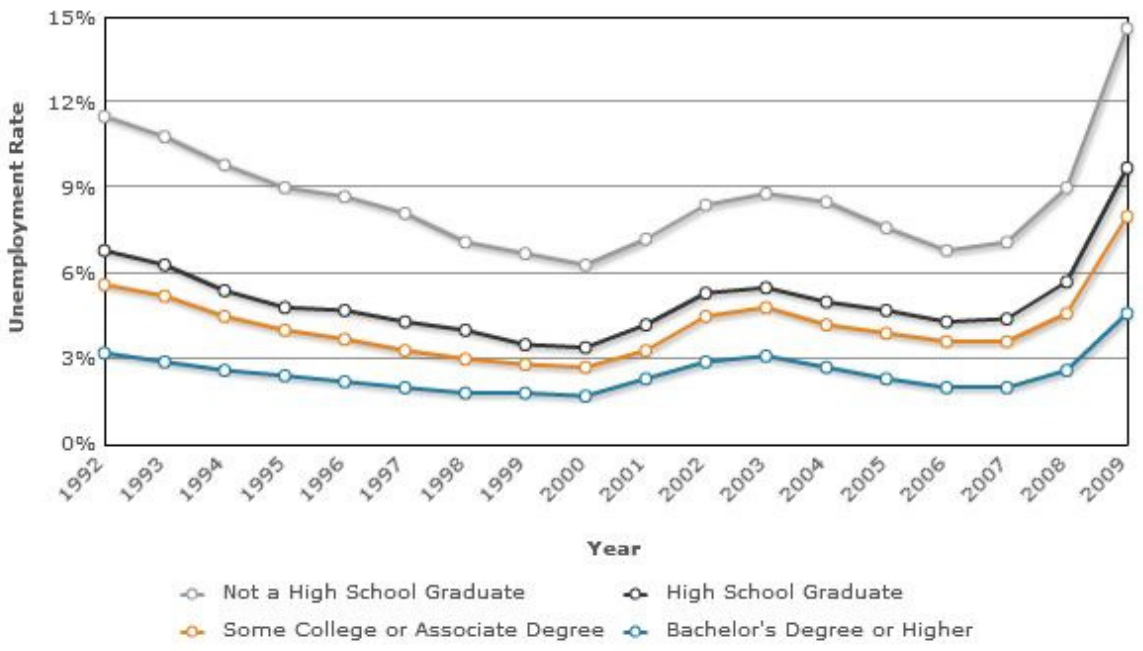
Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2008



Source: College Board: Education Pays, 2010
Note: Taxes paid include federal income, Social Security, Medicare, state and local income, sales, and property taxes.

Furthermore, as the level of education attained increases, so does the percentage of those citizens in the workforce. This trend holds true for both the nation and Louisiana, and has been consistent over time (even during the most recent economic recession which began in 2008).

Unemployment Rates among Individuals Ages 25 and Older, by Education Level, 1992-2009



Source: College Board: Education Pays, 2010

Louisiana Residents Age 25-64 in the Workforce

	Percent in the Workforce
Less than High School Graduate	53.8%
High School Graduate	71.5%
Some College or Associate Degree	78.0%
Bachelor's Degree or Higher	84.8%

Source: U.S. Census Bureau, 2008 American Community Survey

These trends are forecast to continue as the modern economy bypasses those who are not well educated. In the 21st century knowledge-based economy, jobs that are highest paying and in greatest demand require, at a minimum, career or technical education credentials beyond high school. It is estimated that by 2020, 53% of the jobs in Louisiana will require a career certificate or a college degree. [1]

While education is important to the economic health of the State and its communities, it is also vital to the general well-being of its citizens. Researchers have found strong correlations between educational achievement, children living in poverty, personal health, employment, and family

[1] Louisiana State Profile 2011, Complete College America

income.[2] The Council for a Better Louisiana, citing many troubling statistics for the State, summarized the need for greater success in postsecondary education: "Educational attainment levels drive nearly every social indicator Louisiana struggles with, from poverty, to crime, to health care, and self-sufficiency. And the higher the educational attainment levels, the better the outcomes."[3]

Postsecondary education also serves as a principal driver of the State's dynamic innovation economy through the advancement of science and technology research. Postsecondary education's role in the economy lies in its ability to transfer research to industry, generate new inventions and patents, and spin off its technology in the form of startup companies. As such, there has been a movement in the U.S. and around the world to make universities "engines of innovation" and to enhance their ability to commercialize their research.

Development of a Master Plan for Postsecondary Education in Louisiana

Recognizing the importance of postsecondary education, Article VIII of Louisiana's Constitution authorizes the Board of Regents (BoR) to develop a master plan for postsecondary education in Louisiana. Since 1976, the BoR has produced and implemented six master plans for public postsecondary education in Louisiana.

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

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

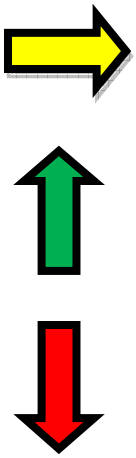
1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

[2] Alliance for Excellent Education. Healthier and Wealthier: Decreasing health care costs by increasing educational attainment. Issue Brief, Nov. 2006.
[3] Vision for Higher Education; Council for a Better Louisiana Press Release, November 30, 2010.

Implementation of the 2011 Master Plan: Tracking Progress Annually

As stated above, the 2011 Master Plan outlines three overarching goals. To assess progress towards the three goals, the Plan contains 19 objectives, 71 activities and 97 performance measures. This document is the first report on the State's progress in the implementation of the 2011 Master Plan.

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



- Yellow arrows indicate no change between baseline year and year 1
- Green arrows indicate positive movement between baseline year and year 1
- Red arrows indicate negative movement between baseline year and year 1

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

CHAPTER 1
GOAL 1

"Educational attainment levels drive nearly every social indicator Louisiana struggles with, from poverty, to crime, to health care, and self-sufficiency. And the higher the educational attainment levels, the better the outcomes."

- *Vision for Higher Education*; Council for a Better Louisiana Press Release, November, 30, 2010

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

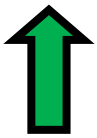
To contribute to the State's economic prosperity through the development of a skilled, educated citizenry, the Board of Regents established the goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025. In developing the objectives for this goal, the Board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

OBJECTIVES TO REACH GOAL 1

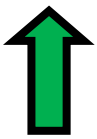
Objective 1-1: Through collaboration with the Board of Elementary and Secondary Education (BESE), graduate more students from high school ready for college or career.

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

Performance Measures for Objective 1-1:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of students participating in LA GEAR UP	Fall 2010	8,261	7,631	-630	
Percentage of high school graduates completing the LA Core-4 Curriculum (public and non-public school graduates)	AY 10-11	65.8%*	69.5%	+3.7	
Average ACT composite scores of high school graduating class	AY 09-10	20.1	20.2	+0.1	
Number of high school graduates (public and non-public)	AY 10-11	43,041	42,619	-422	

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

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of high school graduates scoring 19 or below on the Math sub-section of the ACT (# of students requiring remedial education in Math)	AY 09-10	18,292	18,284	-8	
Number of high school graduates scoring 18 or below on the English sub-section of the ACT (# of students requiring remedial education in English)	AY 09-10	12,493	11,893	-600	

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

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

Expected Decrease in ACT Composite Score in Coming Years

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

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

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

Qualitative Measures

In addition to the measures above, the Master Plan also calls for the reporting of the number of Industry-Based Certifications (IBC's) awarded to high school graduates, the number of students passing Advanced Placement (AP) exams and subsequently earning AP credit, as well as the number of *Bronze, Silver, Gold* or *Platinum* level Career Readiness Certificates (WorkKeys) awarded by high schools. The first two measures regarding IBC's and AP credit are currently being collected and analyzed by the Department of Education as part of the *Louisiana Believes Plan,* the State's comprehensive plan for continued improvement in K-12 education which was adopted in June 2012. The BoR will report these data as soon as they are made available. BESE is not at this time collecting data on the number of *Bronze, Silver, Gold* or *Platinum* level Career Readiness Certificates (WorkKeys) awarded by high schools. The Louisiana Department of

Education College and Career Readiness Unit and the College and Career Readiness Commission (formerly High School Redesign Commission) have been considering assessing all high school students with WorkKeys for some time. Currently, WorkKeys is included as one of the options that high schools can offer for students to obtain the High School Diploma with Career Endorsement. If the Louisiana Department of Education does begin collecting these data, the BoR will report them.

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

Regardless of area of study, completion of even *some* college makes a person more likely to secure a job with a living wage[4]. Thus increasing the college-going rate of high school graduates can have a profound impact upon the economic stability of the State. Dual enrollment and Advanced Placement courses give students early exposure to the rigor of college-credit work while GO Grants and state scholarships (TOPS) support students financially in their pursuit of a college credential.

Performance Measures for Objective 1-2:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Percentage of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	59.25%	59.45%	+0.2	
Number of recent high school graduates enrolled in college (within 2 fall semesters)	AY 08-09 Graduates	25,091	25,749	+658	
Total number of students on GO Grants	AY 10-11	30,797	32,261	+1,464	
Number of first-time students on GO Grants	AY 10-11	17,065	16,192	-873	
Graduation rate of students on state scholarships (TOPS)	Entering class of AY 03-04	59%	57%	-2	

Decrease in Number of First-Time Students on GO GRANTS Caused by Funding Failing to Keep Pace with Increased Enrollment

The decrease in the number of first-time students on GO Grants is likely a reflection of difficult decisions necessitated by GO Grant funding that has failed to keep pace with increased enrollments. From FY 11 to FY 12, funding for the GO GRANT program, Louisiana's need-based financial aid program, remained relatively stable. At the same time, the number of students enrolled in public postsecondary education increased. As a result, the average award amount decreased from $815 to $781. As funding remained stable and enrollments increased, schools

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

had to decide between awarding GO GRANT dollars to returning students or to first-time students. The result is a decline in the number of first-time students on GO Grants.

Qualitative Measures

In addition to the measures above, the Master Plan also calls for reporting of the number of dual enrollment courses offered each year and the number of high school seniors enrolled in dual enrollment or Advanced Placement courses. Because these measures span the P-20 system, strong collaboration between the BoR and the Louisiana Department of Education (LDOE) is necessary to collect and analyze these data. Currently, both agencies are able to produce some level of dual enrollment data independently of one another but it will take further collaboration and clear, consistent definitions to produce a comprehensive, statewide picture of dual enrollment statistics. Although not a comprehensive view of dual enrollment, the BoR does produce reports which contain the total number of high school students taking postsecondary education courses, and this number has increased dramatically in the past five years. In fall 2007, the number of high school students enrolled in postsecondary education courses totaled 8. By fall 2011, that number had increased to 1,701. BoR and LDOE staff members have met and plan to continue meeting in the coming months to devise clear definitions and reporting standards for these measures. The BoR will report these data as soon as they are made available.

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

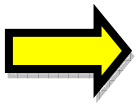
The growing relationship between postsecondary education credentials and the likelihood of earning a living wage demonstrates that lifelong learning is essential to keeping current with changing technology and opportunities. Yet in 2008 only 4% of the State's working-age adults with no bachelor's degree were enrolled in any type of postsecondary education.[5] This statistic exposes a large unmet need for adult postsecondary education.

Performance Measures for Objective 1-3:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of students 25 or older enrolled in adult basic education programs	AY 09-10	13,577	12,481	-1,096	
Total number of GED's awarded each year, and by region, to students 25 or older	AY 09-10	2,448	2,400	-48	
Region 1- New Orleans	AY 09-10	423	436	+13	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status

[5] *Measuring Up, 2008.*

Region 2- Capital Region	AY 09-10	523	530	+7	
Region 3- Houma/Thibodaux	AY 09-10	94	111	+17	
Region 4- Acadiana	AY 09-10	271	263	-8	
Region 5- Calcasieu	AY 09-10	164	153	-11	
Region 6- CenLa Region	AY 09-10	356	287	-69	
Region 7- Shreveport/Bossier	AY 09-10	312	312	0	
Region 8- Delta Region	AY 09-10	305	308	+3	
Number of adults (age 25 or older) enrolled in postsecondary courses	Fall 2010	55,557	56,174	+617	
Number of accelerated (fast-track) degree programs offered through CALL	Fall 2010	17	21	+4	
Growth, from baseline year, in the number of students enrolled in accelerated (fast-track) degree programs through CALL	Fall 2010	446	653	+207	

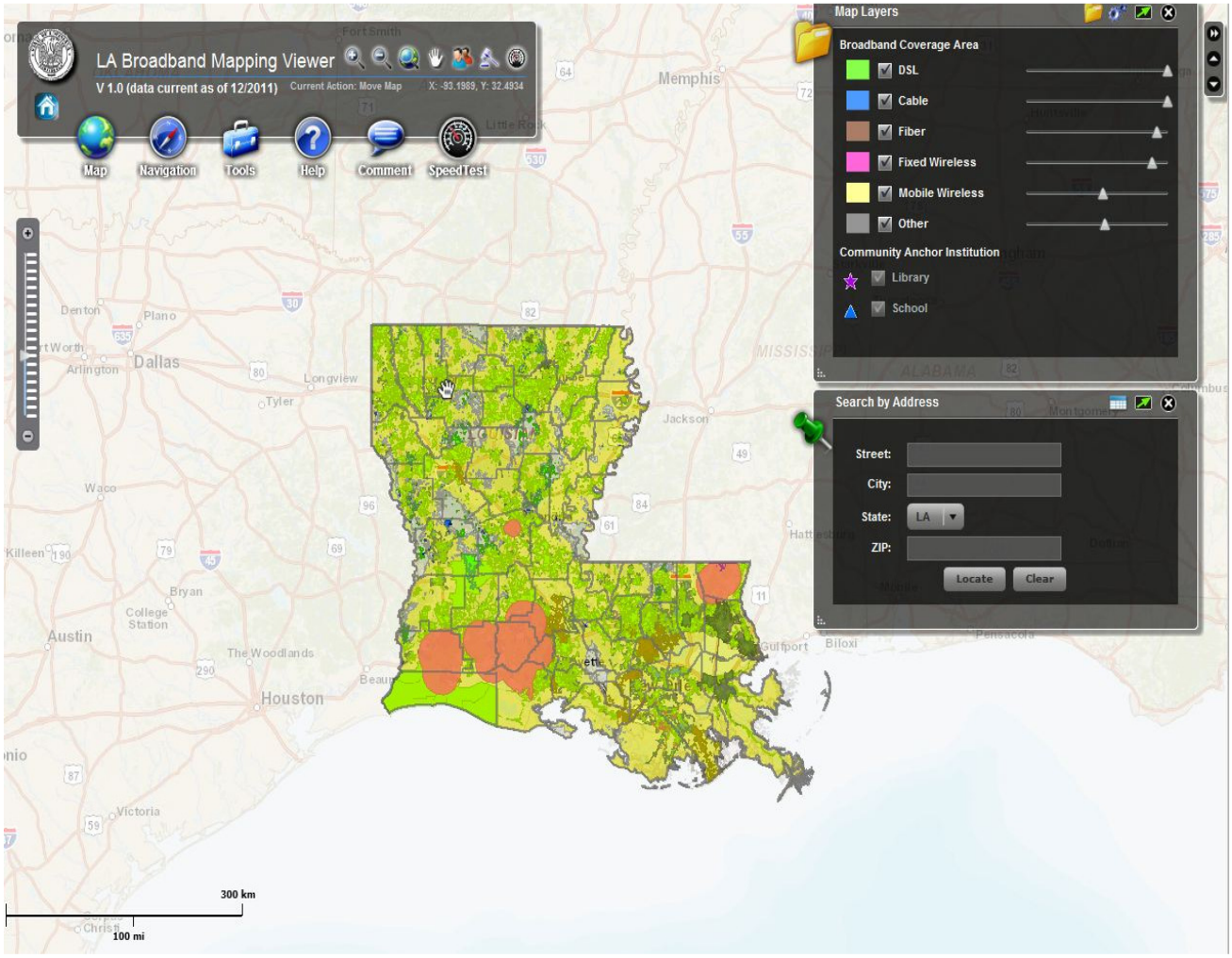
Decline in Adult Basic Education Enrollment and the Number GED's Conferred

The data reveal that the number of adults enrolled in adult basic education (ABE) programs and the number of GED's awarded have declined. BoR anticipates increases in these numbers in the coming years due to the incorporation of adult basic education into the two-year and technical community college system, and the rebranding of ABE into WorkReadyU. The merger of ABE into the LCTCS and the establishment of WorkReadyU will allow for the inclusion of work-ready measures in GED's, providing more seamless opportunities to under-educated and under-skilled adults so they can find gainful employment.

Qualitative Measures

In addition to the measures above, the Master Plan recognizes the role that broadband access plays in the ability of many working-age adults to pursue postsecondary education. As distance education becomes more prevalent, the residents of many rural parishes/communities will

increasingly need reliable and robust internet access. Currently, no definitive, up-to-date and public data source exists for tracking the number of rural parishes/communities in Louisiana with broadband access. However, the Division of Administration's Louisiana Broadband Initiative (an extension of the National Broadband Plan), does house an interactive "Louisiana Broadband Map" on their website. The website can be viewed by accessing the following link: http://broadband.la.gov/about-working.asp . The following screen shot displays a color-coded map highlighting the areas of the State with DSL, Cable, Fiber, Fixed Wireless, Mobile Wireless, and Other forms of broadband access. These data are from December 2011. Communication with DOA staff revealed that due to budget constraints there are currently no plans to update the information.



The BoR is currently seeking to expand connectivity to postsecondary institutions throughout the State through the Louisiana Optical Network Initiative (LONI). In 2012, Nicholls State University, through collaboration with the BoR, will be connected to LONI. Once connected, Nicholls will join eight other Louisiana postsecondary institutions as a member.

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

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

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

Performance Measures for Objective 1-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Statewide 1st to 2nd year retention rate of first-time, full-time, degree-seeking students	Fall 09 to Fall 10	71.6%	71.9%	+0.3	
1st to 2nd year retention rate of first-time, full-time, degree-seeking students for two-year colleges	Fall 09 to Fall 10	58.8%	56.6%	-2.2	
1st to 2nd year retention rate of first-time, full-time, degree-seeking students for four-year universities	Fall 09 to Fall 10	80.8%	81.9%	+1.1	
Statewide 1st to 3rd year retention rate for first-time, full-time, degree-seeking students (four-year universities)	Fall 08 to Fall 10	59.9%	60.6%	+0.7	
Statewide fall to spring retention rate of first-time, full-time, degree-seeking students (technical colleges)	Fall 09 to Spring 10	76.9%	73.9%	-3.0	

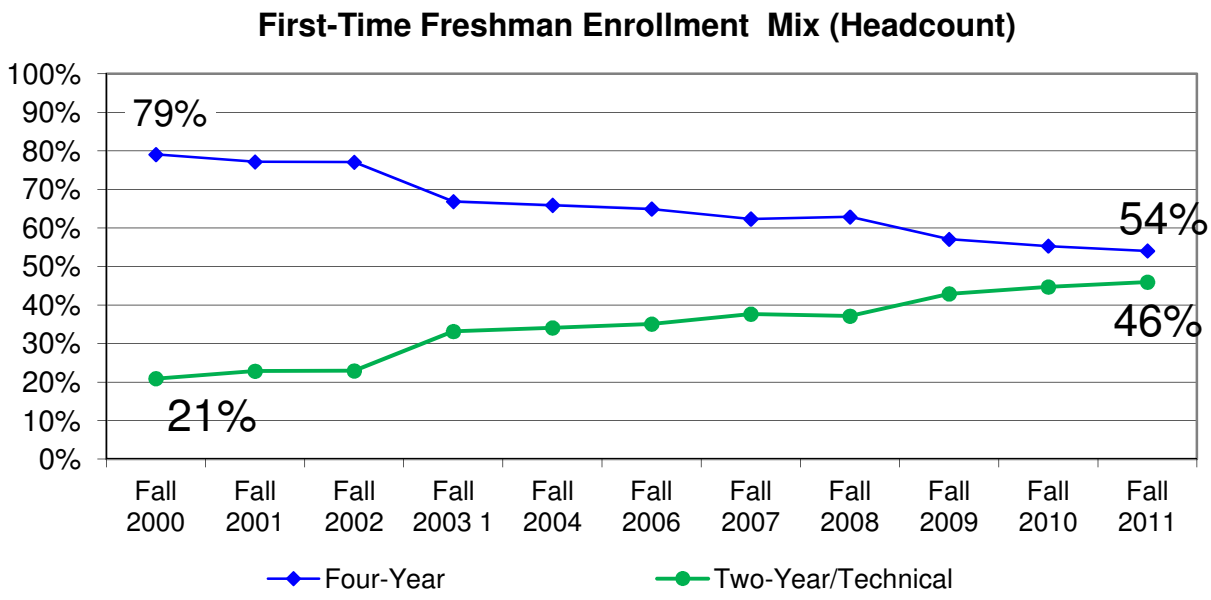
Decrease in Retention Rates at Two-Year Schools and Technical Colleges
Although 1st to 2nd year retention rates increased overall, retention rates at two-year colleges decreased. An increased focus on retention at two-year schools will be needed in the coming

years. In addition, BoR expects the fall-to-spring retention rates at technical colleges to become increasingly volatile as a result of more technical colleges merging with community college systems, reducing the number of students in technical colleges.

Objective 1-5: Increase graduation of transfer students.

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

Understanding that two-year colleges can serve as a cost-effective and efficient entry point for baccalaureate degree seekers, the BoR has worked to implement policies that better balance the first-time freshmen enrollment mix between two-year and four-year institutions. In fall 2011, 46% of Louisiana's first-time freshmen began at a two-year or technical college, compared to 21% a decade earlier.



Note: Louisiana Technical College enrollment included beginning in 2003.

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

Performance Measures for Objective 1-5:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of students declaring an AALT/ASLT major	Fall 2010	214	1,174	+960	
Number of students graduating with an AALT/ASLT degree	AY 10-11	7	*	N/A	N/A
Number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree	AY 11-12	2	**	N/A	N/A
Number of students graduating with any associate degree (from two year institutions only)	AY 09-10	4,306	5,296	+990	
Graduation rate of baccalaureate candidates who began at two-year colleges	Fall 2003	45.9%	46.7%	+0.8	

**The AALT/ASLT was implemented, and first offered to students, in fall 2010. AY 10-11 will therefore serve as the baseline year for the number of students graduating with an AALT/ASLT degree. Year 1 data will consist of the number of students graduating with an AALT/ASLT degree during the 11-12 academic year and will be reported once the AY 11-12 Completers File is produced.*

***The earliest point at which a student could graduate with an AALT/ASLT degree was spring 2011. Therefore AY 11-12 will serve as the baseline year for reporting the number of AALT/ASLT graduates who enroll in a university the following fall after completing the degree. Year 1 data will therefore be reported once the AY 12-13 SPSS file is complete.*

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

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

Performance Measures for Objective 1-6:

				Chg.	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	From Baseline	Status
Graduation rate (within 150% of time) at two-year institutions (associate level and below)	Entering class of fall 2003	5.7%	6.1%	+0.4	
Graduation rate (within 150% of time) at four-year universities (bachelor's only)	Entering class of fall 2003	42.2%	41.8%	-0.4	
Total number of degree/certificate recipients annually (statewide)	AY 09-10	34,904	38,475	+3,571	
Number of 1-year certificate recipients	AY 09-10	3,736	4,902	+1,166	
Number of diploma recipients	AY 09-10	2,757	3,337	+580	
Number of associate recipients	AY 09-10	4,429	5,410	+981	
Number of post-associate recipients	AY 09-10	19	31	+12	
Number of baccalaureate degree recipients	AY 09-10	17,941	18,301	+360	
Number of post-baccalaureate recipients	AY 09-10	25	125	+100	
Number of masters recipients	AY 09-10	4,513	4,916	+403	
Number of post-masters recipients	AY 09-10	1	7	+6	
Number of specialists recipients	AY 09-10	52	56	+4	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of doctorate recipients	AY 09-10	523	447	-76	

Number of professional degree recipients	AY 09-10	885	919	+34	
Number of post-professional recipients	AY 09-10	23	24	+1	
Completer productivity: ratio of graduates to enrollment	AY 09-10	5.82	5.35	-0.47	

Completer Productivity Decrease Due to Increased Enrollment
Completer productivity decreased, despite a 10% increase in the number of completers, due to enrollment increases. BoR anticipates improvement in completer productivity in subsequent years due to implementation of the GRAD Act and alignment of GRAD Act targeted measures to the performance funding formula.

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

Because economic and educational systems are mutually dependent, both must be linked to produce a well-educated, competitive workforce that can compete globally in this new century. Ensuring economic advantage and prosperity for Louisiana requires cultivating a population willing to learn, adapt, and learn again in an increasingly technical and interconnected world.

Educational attainment beyond high school pays great dividends in Louisiana. The median wage of a Louisiana bachelor's degree holder is approximately 52% more than the median wage of a high school graduate; the overall unemployment rate for a bachelor's degree holder is about 4 points lower. The median wage of a Louisiana associate's degree holder is approximately 30% more than the median wage of a high school graduate; the overall unemployment rate is 3 points lower.[6] These statistics highlight the role that Louisiana postsecondary education plays in the economic stability of both the individual and the State.

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

Performance Measures for Objective 1-7:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of high school students with dual enrollment in	AY 09-10	1,125	1,461	+336	

[6] *"Leaders and Laggards: A State-by-State Report Card on Public Postsecondary Education." U.S. Chamber of Commerce, 2012*

career/technical skills courses					
Number of Career Readiness Certificates awarded each year, statewide	AY 10-11	1,084	2,849	+1,765	
Number of Platinum Career Readiness Certificates awarded each year	AY 10-11	1	10	+9	
Number of Gold Career Readiness Certificates awarded each year	AY 10-11	188	428	+240	
Number of Silver Career Readiness Certificates awarded each year	AY 10-11	608	1,714	+1,106	
Number of Bronze Career Readiness Certificates awarded each year	AY 10-11	287	697	+410	

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

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

CHAPTER 2

GOAL 2

"…The university's role in the Creative Economy is through the '3T's of economic development: Technology, Talent, and Tolerance... Universities are often at the cutting edge of technological innovation. They attract talented faculty, researchers and students. Large research universities help shape regional environments open to new ideas and diversity."

- *The University and the Creative Economy*; Richard Florida, Gary Gates, Brian Knudsen, and Kevin Stolarick, 2006

Goal 2: Foster Innovation through Research in Science and Technology in Louisiana

Cutting-edge research and innovation, and resulting scientific advancements, technology transfers, and industrial partnership, are critical to maintaining a vibrant scientific and technological culture across post-secondary education, as well as fostering sustainable economic development in Louisiana. To capitalize on existing research strengths and plan strategically for future investment, the Board of Regents, systems and campuses have adopted the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) statewide science and technology plan. This plan, along with Louisiana Economic Development's Blue Ocean targets, offers context for institutional planning and provides the foundation for a targeted statewide approach to research, development and innovation. These two plans are at the heart of the Board's research objectives.

OBJECTIVES TO REACH GOAL 2

Objective 2-1: Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana.

Broad strength across the spectrum of foundational science disciplines is a necessary base of support for the kinds of more targeted, high-impact research that can be translated into products, services, and industrial partnerships. Faculty members in foundational sciences must be research-active, engaging students, colleagues, and other partners in the pursuit of new knowledge.

Although the Master Plan does not include targeted goals for individual institutions, the number and percent of faculty holding active R&D grants/contracts is reported on an institutional-level in the table below. These data are reported as they appear in the institutions' annual GRAD Act reports.

Performance Measures for Objective 2-1:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number and percent of faculty holding active R&D grants/contracts at LSU A&M	AY 10-11	562 (51.6%)	554 (52.7%)	-8	
Number and percent of faculty holding active R&D grants/contracts at LSUHSCNO	AY 10-11	N/A	103 (17.6%)	N/A	N/A

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number and percent of	AY 10-	85 (33.0%)	92 (37.0%)	+7	

faculty holding active R&D grants/contracts at LSUHSCS	11				
Number and percent of faculty holding active R&D grants/contracts at LA Tech	AY 10-11	121 (38.2%)	115 (36.9%)	-6	
Number and percent of faculty holding active R&D grants/contracts at ULL	AY 10-11	168 (21.2%)	165 (21.7%)	-3	
Number and percent of faculty holding active R&D grants/contracts at UNO	AY 10-11	110 (26.3%)	103 (28.0%)	-7	
R&D expenditures at universities and colleges from all funding sources	FY 08	$660,139,000	$670,995,000	+$10,856,000	
R&D expenditures at colleges and universities from industry sources	FY 08	$20,853,000	$20,076,000	-$777,000	

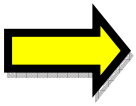
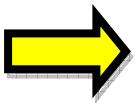
Data indicate that the number of research-active faculty across the foundational sciences is relatively stable despite substantial reductions in state support.

Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts.

Science and technology research has moved from largely discipline-based endeavors to large-scale, broadly inclusive multidisciplinary, multi-institutional partnerships. This approach allows scientists to approach investigations and hypotheses holistically, from larger bases of knowledge, and within a context that reflects the profound complexities of scientific discovery. The Master Plan recognizes the need to encourage these collaborative efforts and institutionalize the Board's longstanding commitment to supporting efforts to attract national centers and other major research activities. While it is extremely difficult to measure collaborative activities, some metrics including facilities and numbers of federally funded centers provide insight into campus efforts and capacity to maintain such high-impact research.

Performance Measures for Objective 2-2:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status

Number of BoRSF Research Competitiveness and Industrial Ties Research Subprogram active contracts	FY 10-11	110	98	-12	
Square feet of assignable research space	2007	2,299,000 sq. ft.	2,883,000 sq. ft.	+584,000 sq. ft.	
NSF Science and Technology Centers	10-11	0	0	0	
NSF Engineering Research Centers	10-11	0	0	0	

Since the baseline year, assignable physical space available on campuses for research has increased substantially – approximately 25% – from 2.299 million to 2.883 million square feet. Louisiana has not yet succeeded in securing NSF funding for a Science and Technology or Engineering Research Center, though researchers have submitted and continue to develop numerous proposals for these extremely competitive awards.

Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.

Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana), the statewide science and technology plan, and Louisiana Economic Development's Blue Ocean initiative have identified core and emerging industry sectors in Louisiana that are ripe for investment and university involvement, and the Master Plan seeks to align state investments in support of these activities. Leveraging and building upon resources in these areas is strategically important to developing innovative translational research domains and enhancing the competitiveness of Louisiana's core industry sectors. Metrics related to entrepreneurship activity, including numbers of patents, licenses, and start-up companies provide insight into the level of Louisiana's activity in the science and technology marketplace. These metrics show little or no growth from the baseline to the first reporting year, though it is important to remember the process for development of scientific research from the lab bench to the marketplace is extremely long and complex, and generally is not completed within an annual reporting cycle.

Although the Master Plan does not include targeted goals for individual institutions, the dollar amount of R&D expenditures in LA's key economic development industries is reported on an institutional level in the table below. These data are reported as they appear in the institutions' annual GRAD Act reports.

Performance Measures for Objective 2-3:

				Chg. From

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Baseline	Status
Amount of university/federal government financial partnership	FY 08	$300,024,000	$307,347,000	+$7,323,000	
Amount of university/state & local government financial partnership	FY 08	$117,859,000	$115,053,000	-$2,806,000	
Amount of university/industry financial partnership	FY 08	$20,853,000	$20,076,000	-$777,000	
Amount of institution funded research	FY 08	$164,104,000	$165,025,000	+$921,000	
Number of invention disclosures	FY 09	162	181	+19	
Number of Starts-up formed	FY 09	7	6	-1	
Number of licenses executed	FY 09	23	30	+7	
Number total active licenses	FY 09	169	170	+1	
Number of new patent applications	FY 09	88	76	-12	

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of U.S. patents issued	FY 09	26	20	-6	

* Dollar amount of R&D expenditures in LA's key economic development industries-LSU A&M	AY 10-11	$139,062,000	$142,770,000	+$3,708,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSUHSCNO	AY 10-11	$55,663,400	$59,613,963	+$3,950,563	
* Dollar amount of R&D expenditures in LA's key economic development industries-LSUHSCS	AY 10-11	$30,335,250	$30,431,600	+$96,350	
* Dollar amount of R&D expenditures in LA's key economic development industries-LA Tech	AY 10-11	$17,307,000	$18,580,000	+$1,273,000	
* Dollar amount of R&D expenditures in LA's key economic development industries-ULL	AY 10-11	$38,773,000	$41,872,000	+3,099,000	

Performance Measure	**Baseline Yr.**	**Baseline Data**	**Yr. 1 Data**	**Chg. From Baseline**	**Status**
* Dollar amount of R&D expenditures in LA's key economic development industries-UNO	AY 10-11	$17,440,000	$17,667,000	+$227,000	

Amount of university revenue generated from research commercialization, technology transfer and intellectual property development	FY 09	$15,892,685	$16,317,382	+$424,697

**Data represent a five-year average.*

Metrics related to entrepreneurship activity, including numbers of patents, licenses, and start-up companies show little or no growth from the baseline to the first reporting year, though it is important to remember the process for development of scientific research from the lab bench to the marketplace is extremely long and complex, and generally is not completed within an annual reporting cycle. Research expenditures across all funding sources increased slightly, from $660 million in FY 2008 to $670 million in FY 2009, though funding from industry sources declined from $20.8 million in FY 2008 to $20.0 million in FY 2009. This small decline likely represents the private-sector response to market contractions resulting from the global economic downturn.

Objective 2-4: Develop and periodically update campus-based plans for science and technology research.

Cutting-edge research requires significant resources and campuses must plan carefully for allocation of such resources based on existing and prospective strengths, as well as long-term strategic priorities. To encourage strategic planning for research on all research-intensive campuses, the Master Plan requires campuses with two or more doctoral programs in science and technology disciplines to submit regular reports relating campus STEM goals, strategies, and investments to the FIRST Louisiana framework, particularly the Core Industry S&T Sectors and High Growth Target Industries, as well as LED's Blue Ocean Sectors. The campus-level reporting of research and economic development data is also aligned with metrics collected by the Association of University Technology Managers (AUTM), which provide insight into the economic development impacts of university-based research. Campus Strategic Research Priorities Reports, to be submitted every three years with an opportunity for campuses to provide annual updates, will furnish focused research data in relation to the campuses' identified STEM research priorities. The first campus reports are due to the Regents in June 2013, and in turn will be posted to the Board's website.

Objective 2-5: Assess and encourage the articulation of statewide priorities for investment with campus research priorities and activities.

Not only campuses, but also the State must carefully consider and plan to support research priorities that will position them to make major discoveries, contribute to important scientific knowledge, and capitalize on economic development opportunities. To address this need, the Master Plan called for formation of a Master Plan Research Advisory Committee, comprised of selected research officers and Board of Regents staff, to review completed campus priorities reports as required in Objective 2-4, identify statewide priorities and opportunities, and make investment recommendations to the Board of Regents and other state leaders.

Performance Measures for Objective 2-5:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Dollar amount of R&D expenditures in LA's key economic development industries	See Performance Measures for Objective 2-3 above.				
Number of science and technology research commercialization outcomes	See Performance Measures for Objective 2-3 above.				

Objective 2-6: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections.

University research is increasingly collaborative in nature, with partnerships growing both among institutions and between postsecondary education researchers and local, regional, national and international business and industry. To foster such collaborations, campuses must effectively share information on their research priorities, strengths, ongoing activities, and successes. The Board will facilitate this by posting all campus-based research priorities reports, as required in Objective 2-4, on a dedicated website. Rate of use of the site will be tracked to determine its success in promoting statewide awareness of research priorities and opportunities. These data will be available following submission of the first campus-based reports in June 2013.

CHAPTER 3
GOAL 3

"Too many decisions about higher education- from those made by policymakers to those made by students and families- rely heavily on reputation and rankings derived to a large extent from inputs such as financial resources rather than outcomes. Better data about real performance and lifelong working and learning ability is absolutely essential if we are to meet national needs and improve institutional performance."

- *A Test of Leadership: Charting the Future of U.S. Higher Education*; A Report of the Commission Appointed by Secretary of Education Margaret Spellings, 2006

GOAL 3: Achieve greater accountability, efficiency and effectiveness in the postsecondary education system.

Increased accountability, efficiency and effectiveness are common threads which undergird every element of the Master Plan. Through its clearly defined goals and performance metrics, the Plan assures that its success will be monitored, measured, and reported throughout its implementation.

Objective 3-1: Advance a performance-based funding formula for higher education that aligns with the GRAD Act and drives continued improvement in education outcomes and meeting the workforce needs of the State.

In March 2011, the BoR approved a performance funding formula which is tied to the six year agreements established through the LA GRAD Act. Thus, the measures comprising Objective 3-1 are the same as those in the GRAD Act. While this funding formula is well-developed it is important that it be enhanced and improved over time to assure that campus priorities emphasize the credentialing of Louisiana citizens in academic programs that address the needs of Louisiana citizens.

Performance Measures for Objective 3-1:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Change in 1st to 2nd year retention rate from prior year	Fall 09 to Fall 10	-3.6%	0.0%	+3.6	
Change in 1st to 3rd year retention rate from prior year	Fall 09-to Fall 11	0.2%	-3.1%	-3.3	
Change in Fall to Spring retention rate (Tech schools only) from prior year	Fall 09 to Spring 10	0.4%	2.0%	-1.6	
Change in number of degree/certificate recipients from prior year	AY 09-10	1,155	2,394	+1,239	
Number of Louisiana residents receiving credentials	AY 09-10	28,713	30,938	+2,225	
Change in number of Louisiana residents receiving credentials from prior year	AY 09-10	942	2,225	+1,283	
Percentage change in number of Louisiana residents receiving credentials from prior year	AY 09-10	3.4%	7.7%	+4.3	

Qualitative Measures

In addition to the measures above, the Master Plan also calls for a demonstrated alignment of the performance funding metric to institutional roles, scopes and missions. Each institution's funding recommendation is based upon its SREB category peer group. This is done in recognition of the differing missions of Louisiana's institutions. Additionally, each institution is measured against its own negotiated GRAD Act targets to track performance. In order to buffer institutions from steep reductions in State support, while at the same time rewarding institutions for strong performance, a "stop loss" metric (currently set at 4%) establishes a maximum annual funding loss. In FY 12, four institutions were at stop loss. Currently, in FY 13, eight institutions are at stop loss. This represents a national best practice and provides a safety net for campuses to adjust to market realities. Institutions that are losing enrollment or who have been "over-funded" in the past because of their program inventory (i.e., low-cost programs) benefit from this "stop loss" mechanism. In addition, a review committee has been established with three representatives from

each system: a management board representative; a campus President/Chancellor; and a campus Chief Financial Officer. The committee will meet regularly with BoR staff throughout summer/fall to review the current model and recommend possible adjustment for Board consideration.

Objective 3-2: Serve as the definitive source of information on higher education in Louisiana.

Accountability has become an important priority in postsecondary education. Therefore, the BoR must increase its focus on measuring and monitoring student and institutional success. Ensuring that such information is available to the public has also become a primary focus.

Performance Measures for Objective 3-2:

Increase research staff

Within the past year, the BoR has increased research staff through the hiring of a Policy Analyst and an additional Institutional Research Analyst in the Planning, Research and Academic Affairs division. Both of these positions focus on collecting, measuring and monitoring student and institutional performance and success.

Evidence of systemic review of the BoR data systems and revisions where appropriate

The BoR's participation in the Complete College America (CCA) initiative (a national non-profit dedicated to finding ways to increase postsecondary education degree production and share that information with partner states) and the LA GRAD Act have resulted in ongoing review of the BoR data systems. The CCA initiative required the aggregation and reporting of several measures that until that point had never been measured; measures such as degree completion within 100% and 200% of time, percentage of students who earn expected first-year credits, and the tracking of students needing remedial education. GRAD Act reporting was streamlined this year through the development and utilization of an online web-reporting system which campuses used to submit data as part of their annual GRAD Act submission. In addition, BoR staff is currently revising data systems to comply with new Employee Salary IPEDS reporting requirements, allowing for more transparent, efficient and streamlined reporting.

Expanded reporting using State databases

The BoR has expanded reporting using statewide databases through the development of longitudinal data systems sharing with other State agencies. The 2011 *Employment Outcomes Report* is a direct result of such collaboration. This report, which utilized both BoR and Louisiana Workforce Commission (LWC) data, examined the employment outcomes of all completers of Louisiana public postsecondary education institutions, six months and eighteen months after graduation for the graduating classes of 2006-07, 2007-08 and 2008-09. The data from this analysis was also disaggregated by institution. Institution-level data was shared with each institution along with training of institution staff on the utilization of the data. This type of collaboration and study aids decision makers throughout state government in the formulation of

sound policy in pursuit of better economic and social outcomes for the State and its citizens. A copy the *2011 Employment Outcomes Report* can be viewed on the BoR website by accessing the following link:
http://www.regents.doa.louisiana.gov/assets/docs/Data/Publications/2011_BOR_Employment_Outcomes.pdf

Web-accessible, user-friendly accountability resources

The GRAD Act is perhaps the most comprehensive accountability measure in Louisiana postsecondary education to date. Annually, public institutions are required to report to the BoR their progress towards meeting a myriad of goals as part of their GRAD Act agreements. In an effort to provide accountability information to the public, the BoR makes each campus' report readily accessible via the BoR website. All campus reports can be viewed on the BoR website by accessing the following link:
http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=181

In January 2012, the Governance Commission recommended that by December 31, 2012, the BoR establish a publicly accessible "dashboard" of performance measures in order to monitor system and institutional success and to ensure transparency of information for both the Legislature and the general public. In June 2012 the BoR entered into a contract with Firefly Digital, Inc., a Lafayette-based web design firm, to redesign the BoR website. A major component of this redesign will be the building of a comprehensive, user-friendly and interactive data dashboard. The centerpiece of the new data dashboard will be the "Statewide Key Performance Indicators Dashboard," (or "KPI Dashboard") which will serve as a "bird's eye view" of postsecondary education performance in Louisiana. The data contained within the KPI Dashboard will be visually displayed through charts and graphs which represent the State's progress in attaining the goals set forth in the LA GRAD Act and the Master Plan. Another planned component of the data dashboard will be data mining capabilities, which will enable campus research professionals, as well as the general public, to utilize BoR data systems to study various aspects of postsecondary education in Louisiana.

Objective 3-3: Review academic programs and eliminate, as appropriate, programs that are low-performing and/or duplicative.

Academic Affairs Policy 2.06, *Board of Regents Reviews of Existing Academic Programs/Units,* states that:

"The Board of Regents will periodically review and evaluate program quality and productivity at all levels of higher education. Affected institutions will be required to participate in these reviews and evaluations. Interested persons will be given an opportunity to appear before the Board of Regents prior to decisions in each particular case."

The Board of Regents sees academic program review as both its core mission and the best way to approach efficiency, streamline delivery, and achieve an overall re-balancing of the

postsecondary system. Though statewide reviews of the curriculum inventory are historically conducted every 5-10 years, the Regents find it both desirable and necessary to conduct a review of academic program viability on an annual schedule. Such reviews should consider both productivity and state/regional needs to make determinations about program viability and continuation. The Master Plan performance measures for Objective 3-3 are in support of this effort.

Performance Measures for Objective 3-3:

Annual report on academic program productivity

Since the adoption of the Master Plan in August 2011, BoR staff has developed a process for the annual statewide review of academic program viability. The goal of the annual review process is to identify degree programs not meeting minimum standards of viability (based upon completer productivity) and establish schedules for either resolving these concerns or removing the programs from the BoR approved curriculum inventory (CRIN).

An academic program will be targeted for examination as a Low Completer if it had, during the last three academic years, fewer than the following numbers of degrees conferred:

Degree Level	Productivity Level
Associate/Baccalaureate/Post-Bachelors	24 (avg. 8 per year)
Master/Post-Master/Specialist/Graduate	15 (avg. 5 per year)
Doctoral/Professional/Post-Doc/Post-Prof	6 (avg. 2 per year)

Beginning in fall 2012 and continuing annually, BoR staff will identify existing degree programs that do not meet the program viability standards listed above. Programs identified as below the viability threshold may submit a program-specific enrollment management plan for meeting the threshold and may be granted up to three years to meet the threshold or be cancelled on the CRIN.

Availability of program success rate information to the public

The Curriculum Inventory (CRIN) provides program-specific information and is available to the public via the BoR website. Up-to-date program-specific accreditation information and number of completers by subject area and institution is downloadable in PDF format.

Objective 3-4: Create a more balanced enrollment mix between two-year and four-year institutions.

Since the inception of LCTCS in 1999 it has been the BoR's goal to develop the system and to greatly increase the number of students enrolled in two-year institutions. This goal supports an attempt to reach the SREB enrollment mix between community colleges and four-year universities. Through increased minimum admissions standards at public universities beginning

in fall 2012 and expanded articulation agreements such as the Louisiana Transfer Degree, Louisiana postsecondary enrollment is well on its way to obtaining a more appropriate enrollment mix.

Performance Measures for Objective 3-4:

Performance Measure	Baseline Yr.	Baseline Data	Yr. 1 Data	Chg. From Baseline	Status
Number of technical and community college completers	AY 09-10	9,411	11,252	+1,841	
Number of four-year and specialty degree completers	AY 09-10	18,662	19,613	+951	
Number of diploma completers	AY 09-10	2,701	3,229	+528	
Number of certificate completers	AY 09-10	3,370	4,323	+953	
Number of associate completers	AY 09-10	4,306	5,296	+990	
Number of baccalaureate completers	AY 09-10	17,696	18,017	+321	
Number of transfer students (2 year to 4 year; full time and part time)	Fall 2010	1,870	1,993	+123	
ACT composite change from prior year	Fall 2010 entering class	+0.2	-0.1	-0.1	

Objective 3-5: Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.

When introducing new learning methodologies into postsecondary education, it is important to determine their efficacy. The BoR is committed to the research and study of best practices in student learning and to the sharing of those practices among Louisiana's postsecondary education institutions.

Performance Measures for Objective 3-5:

<u>Increased student success</u>

In response to a national push by Complete College America (CCA) and the Education Commission of the States (ECS) to provide remedial instruction concurrently with a college-level, credit-bearing course as a way to improve overall student success, the BoR approved a remedial/developmental pilot program in May 2012. National research initiatives suggest that students who begin in college-level courses with some support rather than simply taking remedial classes separately before being allowed to move on to credit-bearing courses are more likely to not only pass the credit-bearing course, but also to successfully continue in college. Under the BoR pilot, schools agree to collect and submit data to the BoR about students who earn a Mathematics ACT sub-score of 17 or an English ACT sub-score of at least 16 and take developmental courses in mathematics or English along with college-level courses as either two co-requisite classes, an extended section, or as mandatory supplemental instruction. Students will take a diagnostic test at the beginning and end of the pilot to assess growth. Upon successful completion of the college-level course, students in the pilot will be encouraged to enroll in the second college-level course the following semester. By the spring 2014 semester it is anticipated that the BoR will have enough data to evaluate the results of the various models to determine a best practices approach to developmental education in Louisiana.

CHAPTER 4

525,600 Minutes:
How Do You Measure a Year?

Summary
&
Analysis of Progress

Year 1

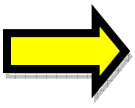
The first year of implementation of the 2011 Master Plan included the collection and analysis of baseline and year one data for the performance measures within each of the three overarching goals. Collectively, these data tell a story about the progress being made in Louisiana postsecondary education and the areas on which we should focus in the coming years. Below is a brief synopsis of the implementation of each of the three goals during year one.

GOAL 1: INCREASE THE EDUCATIONAL ATTAINMENT OF THE STATE'S ADULT POPULATION TO THE SREB STATE'S AVERAGE BY 2025

54 Quantitative Performance Measures

 =39

 =14

 =1

The first goal of the Master Plan focuses on increasing educational attainment among the State's adult population, with the long term goal of reaching the SREB average of 42% by 2025. The various objectives require the collection and analysis of data throughout the P-20 education pipeline.

Increasing educational attainment in the State begins with graduating more students from high school ready for college or career. In the first year of Master Plan reporting, due to demographic shifts that occurred in Louisiana in the early 1990's, the total number of high school graduates declined from 43,041 in AY 10-11 to 42,619 in AY 11-12. As a measure of how well-prepared these graduates were:

- 65.8% of the Class of 2011 completed the Regents Core; 69.5% of the Class of 2012 completed the LA CORE-4
- The ACT composite score for the Class of 2010 was 20.1; For the Class of 2011, it was 20.2.
- The number needing remedial education in Math was down slightly, from 18,292 for the Class of 2010 to 18,284 for the Class of 2011.
- The number needing remedial education in English saw a more dramatic drop, from 12,493 for the Class of 2010 to 11,893 for the Class of 2011.

In addition to graduating more students from high school prepared for college or career, increasing educational attainment also requires increasing the number of high school graduates that enroll in college. Among the high school graduating class of 2009, 59.25% enrolled in postsecondary education within two fall semesters after high school graduation. For the next graduating class, the Class of 2010, that percentage increased to 59.45%. Providing financial support to students increases the likelihood of enrollment. From AY 10-11 to AY 11-12 the total number of students on GO Grants, the State's need-based aid program, increased from 30,797 to 32,261. However, the number of first-time students receiving GO Grants decreased from 17,065 in AY 10-11 to 16,192 in AY 11-12. This statistic reveals a decline in the amount of new funding for the GO Grant program.

To reach the SREB average for educational attainment by 2025 Louisiana postsecondary education will need to focus on adult learners as well as traditional, first-time students. In the first year of Master Plan reporting, the numbers reveal both weaknesses and strengths in the adult education portion of the pipeline. Among Louisiana's adult learners (defined as those aged 25 or older), the number enrolled in adult basic education (ABE) programs decreased from 13,577 in AY 09-10 to 12,481 in AY 10-11 and the number receiving GED's, the credential that serves as a gateway to postsecondary education for many adults, decreased from 2,448 in AY 09-10 to 2,400 in AY 10-11. However, the data do reveal an increase in the number of adults enrolled in postsecondary education. In fall 2010, the number of adults enrolled in postsecondary courses totaled 55,557. One year later, in fall 2011, that number had increased by 617 to 56,174. In response to demand, the number of accelerated (fast-track) degree programs offered through the Center for Adult Learning in Louisiana (CALL) increased from 17 to 21 in the same time period.

Access to postsecondary education is only one part of the strategy to increase educational attainment in the State. Keeping students in and progressing through postsecondary education must be the next step. Overall, the statewide 1st to 2nd year retention rate of first-time, full-time,

degree-seeking students increased modestly, from 71.6% to 71.9%. This increase was due mostly to improvements in retention rates at four-year universities, which saw an increase in retention rates from 80.8% to 81.9%. Two-year college retention rates decreased from 58.8% to 56.6%. Technical colleges saw decreases in their retention rates (which are measured from fall to spring) as well, from 76.9% to 73.9%.

Making transfer and articulation among institutions less cumbersome has been a goal of the BoR for some time now. The Louisiana Transfer (LT) Degree, implemented in fall 2010, is the result of many years of work in this area. The data reveal growing demand for the LT degree. In fall 2010, the first semester the degree was offered, 214 students declared it as their major. One year later, in fall 2011, 1,174 declared an LT major.

While access and persistence are important measures, the number of degree/certificate recipients each year is the best measure of the State's progress toward the goal of reaching the SREB average of adult educational attainment. The data collected in the first year of Master Plan reporting show promise. Overall, the number of completers increased by 10%; from 34,904 in AY 09-10 to 38,475 in AY 10-11. The only decrease that occurred was among doctoral completers, from 523 in AY 09-10 to 447 in AY 10-11.

In the coming year, BoR plans to convene a statewide professional development summit focusing on enrollment management. This summit will provide postsecondary professionals in Louisiana with the knowledge and tools necessary to increase access, improve retention, and increase graduation rates.

GOAL 2: FOSTER INNOVATION THROUGH RESEARCH IN SCIENCE AND TECHNOLOGY IN LOUISIANA

28 Quantitative Performance Measures

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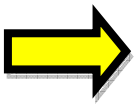

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In the first year of Master Plan reporting, research metrics have largely remained stable over baseline reporting. It is important to note that the National Science Foundation, the source for most data on university-based research expenditures and activity, publishes data more than one year after they are collected, so many of the currently available data predate the Board's adoption of the Master Plan. In addition, changes in research cultures often occur gradually, and data sets lag in capturing in real time attitudinal and disciplinary evolutions resulting from policy directives. Finally, recent significant reductions in state support for postsecondary education have reduced campuses' discretionary funds to support faculty research projects, lab upgrades,

start-up packages, library acquisitions, and other critical elements in advancing the culture and practice of state-of-the-art research.

GOAL 3: ACHIEVE GREATER ACCOUNTABILITY, EFFICIENCY AND EFFECTIVENESS IN THE POSTSECONDARY EDUCATION SYSTEM

15 Quantitative Performance Measures

Achieving greater accountability is at the heart of the performance funding formula, which awards institutions for obtaining goals set through their six year GRAD Act agreements, and was approved by the BoR in March 2011. In the first two years of GRAD Act reporting most institutions met their targeted goals, and were subsequently awarded increased tuition authority and retained their performance funding. In light of state funding reductions to postsecondary education, the BoR has implemented a "stop loss" metric (currently set at 4%) in order to provide a safety net for campuses to adjust to market realities. The BoR continues to work to enhance and improve the formula and has established a review committee to study the current model and recommend possible adjustment for Board consideration.

In addition to the accountability inherent in the funding formula, the BoR also seeks to serve as the definitive source of performance information on postsecondary education in Louisiana. In the past year, the BoR has increased its research staff, participated in the first year of the Complete College America (CCA) initiative, worked to develop longitudinal data systems with other agencies for enhanced research and reporting on postsecondary education performance, and has embarked upon the development of a website redesign which will include a centralized and consumer-friendly data dashboard.

In an effort to increase efficiency in the Louisiana postsecondary education system, a systemic academic program review process has been established and will be implemented beginning in fall 2012.

In addition to the academic program review, efficiencies are also being realized through a more balanced enrollment mix between two-year and four-year institutions. Increased admission standards at four-year institutions and the development of the Louisiana Transfer Degree have undoubtedly contributed to a much more balanced enrollment mix. In fall 2010, the number of students transferring from two-year institutions to four-year institutions was 1,870. A year later, in fall 2011, that number had increased to 1,993.

To increase student success, the BoR is committed to implementing and studying pilot programs. In the first year of the implementation of the 2011 Master Plan, the BoR approved a multi-year remedial/developmental pilot program, to being fall 2012. By the spring 2014 semester it is anticipated that the BoR will have enough data to evaluate the results of various

remedial/development education models to determine a best practices approach to developmental education in Louisiana.

In keeping with Objective 3-5, which calls for the demonstration of improvement in student learning outcomes through measurable data that can be shared publicly and used to drive the decision-making process, BoR plans to explore the implementation of a statewide learning outcomes assessment policy in the coming year.

Appendix A

LOUISIANA BoR MASTER PLAN 2011

Goal 1: Increase the educational attainment of the state's adult population to the SREB State's average by 2025				
Objective 1-1: Through collaboration with the Board of Elementary and Secondary Education (BESE), graduate more students from high school ready for college or career.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Number of students participating in LA GEAR UP	Fall 2010	8,261	7,631	-630
Percentage of high school graduates completing the LA Core-4 curriculum (public and non-public school graduates)	AY 2010-11 (Regents Core)	65.86%	69.52%	3.66%
Average ACT composite score of the high school graduating class (public and non-public graduates)	AY 09-10	20.1	20.2	0.1
Percent of high school graduates who are certified to work (i.e., obtain an IBC)	N/A	N/A	N/A	N/A
Number of *Bronze*, *Silver, Gold or Platinum* level Career Readiness Certificates awarded by high schools	N/A	N/A	N/A	N/A
Percent of graduates passing one AP or IB test	N/A	N/A	N/A	N/A
Number of high school graduates (public and non-public)	AY 2010-11	43,041	42,619	-422
Number of high school graduates scoring < 19 on Math sub-section of the ACT (i.e., students that would require remedial education in Math)	AY 2009-10	18,292	18,284	-8
Number of high school graduates scoring < 18 on English sub-section of the ACT (i.e., students that would require remedial education in English)	AY 2009-10	12,493	11,893	-600

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Percentage of recent high school graduates enrolled in college *[within 2 Falls]* (public and non-public graduates)	2008-09 Grads	59.25%	59.45%	0.2
Number of recent high school graduates in college [within 2 Falls] (public and non-public graduates)	2008-09 Grads	25,091	25,749	658
Number of dual enrollment courses offered each year in which students enrolled.	N/A	N/A	N/A	N/A
Number of high school seniors enrolled in dual enrollment courses or Advanced Placement courses (duplicated)	N/A	N/A	N/A	N/A
Total number of students on GO Grants (unduplicated)	AY 2010-11	30,797	32,261	1,464
Number of first-time students on GO Grants (unduplicated)	AY 2010-11	17,065	16,192	-873
Graduation rate of students on state scholarships [TOPS]	Entering Class of 2003-04	59%	57%	-2%

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Number of students 25 or older enrolled in adult basic education programs (unduplicated)	AY 2009-10	13,577	12,481	-1,096

Total number of GEDs awarded each year, by region, to students 25 or older	AY 2009-10	2448	2400	-48
Number of GED's awarded in Region 1- Greater New Orleans Region	AY 2009-10	423	436	13
Number of GED's awarded in Region 2- Greater Capital Region	AY 2009-10	523	530	7
Number of GED's awarded in Region 3- Houma/Thibodaux Region	AY 2009-10	94	111	17
Number of GED's awarded in Region 4- Acadiana Region	AY 2009-10	271	263	-8
Number of GED's awarded in Region 5- Calcasieu Region	AY 2009-10	164	153	-11
Number of GED's awarded in Region 6- CenLA Region	AY 2009-10	356	287	-69
Number of GED's awarded in Region 7- Shreveport/Bossier Region	AY 2009-10	312	312	0
Number of GED's awarded in Region 8- Delta Region	AY 2009-10	305	308	3
Number of adults (age 25 or older) enrolled in postsecondary courses [Undergrad only]	Fall 2010	55,557	56,174	617

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Number of accelerated (fast-track) degree programs offered through CALL	Fall 2010	17	21	4
Growth, from baseline year, in the number of students enrolled in accelerated (fast-track) degree programs through CALL	Fall 2010	446	653	207
Number of rural parishes/communities with broadband access	N/A	N/A	N/A	N/A

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
1st to 2nd year retention rate of first-time, full-time degree-seeking students (all degree seekers) statewide	Fall 2009- Fall 2010	71.60%	71.90%	0.30%
1st to 2nd year retention rate of first-time, full-time degree-seeking students (all degree seekers) for two-year colleges	Fall 2009-Fall 2010	58.80%	56.60%	-2.20%
1st to 2nd year retention rate of first-time, full-time degree-seeking students (all degree seekers) for four-year universities	Fall 2009-Fall 2010	80.80%	81.90%	1.10%
1st to 3rd year retention rate for first-time, full-time, degree-seeking students (all degree seeking); four-year universities	Fall 2008- Fall 2010	59.90%	60.60%	0.70%
Statewide fall to spring retention rate of first-time, full-time, degree-seeking students (technical colleges)	Fall 2009 to Spring 2010	76.90%	73.90%	-3.00%

Objective 1-5: Increase graduation of transfer students.

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Number of students declaring an AALT/ASLT major (unduplicated)	Fall 2010	214	1,174	960
Number of students graduating with an AALT/ASLT degree (unduplicated)	AY 2010-11	7	N/A	N/A
Number of AALT/ASLT graduates who enroll in a university the following fall after earning the degree (unduplicated)	AY 2011-12	2	N/A	N/A
Number of students graduating with any associate degree [2-yr LA colleges only] (unduplicated)	AY 2009-10	4,306	5,296	990
Graduation rate of baccalaureate candidates who began at two-year colleges	Fall 2003	45.90%	46.70%	0.80%

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Graduation rate (two-year colleges; associate level and below) of first-time, full-time freshmen within 150% of time	Entering Class of 2003-04	5.70%	6.10%	0.40%
Graduation rate (four-year universities; bachelor's only) of first-time, full-time freshmen within 150% of time	Entering Class of 2003-04	42.20%	41.80%	-0.40%

Total number of degree/certificate **recipients** annually (statewide) by degree level (unduplicated)	AY 2009-10	34,904	38,475	3,571
Certification- 1 year	AY 2009-10	3,736	4,902	1,166
Diploma	AY 2009-10	2,757	3,337	580
Associate	AY 2009-10	4,429	5,410	981
Post- Associate	AY 2009-10	19	31	12
Baccalaureate	AY 2009-10	17,941	18,301	360
Post-Baccalaureate	AY 2009-10	25	125	100
Masters	AY 2009-10	4,513	4,916	403
Post-Masters	AY 2009-10	1	7	6
Doctoral	AY 2009-10	523	447	-76

Professional	AY 2009-10	885	919	34
Post-Professional	AY 2009-10	23	24	1

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Specialist	AY 2009-10	52	56	4
Completer productivity: ratio of graduates to enrollment [Undergrad only]	AY 09-10	5.82	5.35	-0.47

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

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Number of high school students with dual enrollment in career/technical skills courses (unduplicated)	AY 2009-10	1,125	1,461	336
Number of Career Readiness Certificates awarded each year, statewide and by level: Bronze, Silver, Gold and Platinum level Career Readiness Certificates (WorkKeys)	AY 2010-2011	1,084	2,849	1,765
Platinum	AY 2010-2011	1	10	9

Gold	AY 2010-2011	188	428	240
Silver	AY 2010-2011	608	1,714	1,106
Bronze	AY 2010-2011	287	697	410
Goal 2: Foster Innovation through Research in Science and Technology in Louisiana				
Objective 2-1: Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Number of faculty researchers in the foundational science (# and % of faculty holding active R&D grants/contracts)- LSU A&M	AY 2010-11	562 (51.6%)	554 (52.7%)	-8
Number of faculty researchers in the foundational science (# and % of faculty holding active R&D grants/contracts)- LSUHSCNO	AY 2010-11	N/A	103 (17.63%)	N/A
Number of faculty researchers in the foundational science (# and % of faculty holding active R&D grants/contracts)- LSUHSCS	AY 2010-11	85 (33%)	92 (37.0%)	7
Number of faculty researchers in the foundational science (# and % of faculty holding active R&D grants/contracts)- LA Tech	AY 2010-11	121 (38.2%)	115 (36.9%)	-6
Number of faculty researchers in the foundational science (# and % of faculty holding active R&D grants/contracts)- ULL	AY 2010-11	168 (21.29%)	165 (21.77%)	-3

Number of faculty researchers in the foundational science (# and % of faculty holding active R&D grants/contracts)- UNO	AY 2010-11	110 (26.3%)	103 (28.0%)	-7
Dollar value of investments in science and technology research at campus and State levels (R&D expenditures at universities and colleges from all funding sources)	FY 2008	$660,139,000	$670,995,000	$10,856,000
Number of peer-reviewed outcomes (e.g., active grants and contracts) and value of industrial support (R&D expenditures at colleges and universities from industry sources)	FY 2008	$20,853,000	$20,076,000	($777,000)
Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Number of research sub-contracts with Louisiana higher education internal and external funding across disciplines and campuses (public institutions). (# of BoRSF Research Competitiveness and Industrial Ties Research Subprogram active contracts)	FY 2010-11	110	98	-12
Number of shared facilities and resources related to collaborative research (square feet of assignable research space)	2007	2,299,000 (sq. ft.)	2,883,000 (sq. ft.)	584,000
NSF Science and Technology Centers	2010-11	0	0	0
NSF Engineering Research Centers	2010-11	0	0	0

Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Amount of university/federal research and financial partnership	FY 2008	$300,024,000	$307,347,000	$7,323,000
Amount of university/State & Local Government research and financial partnership	FY 2008	$117,859,000	$115,053,000	($2,806,000)
Amount of university/industry research and financial partnership	FY 2008	$20,853,000	$20,076,000	($777,000)
Amount of research funded through institution funds	FY 2008	$164,104,000	$165,025,000	$921,000
Number of invention disclosures	FY 2009	162	181	19
Number of start-ups formed	FY 2009	7	6	-1
Number of licenses executed	FY 2009	23	30	7
Total active licenses	FY 2009	169	170	1
Number of new patent applications	FY 2009	88	76	-12

Number of US patents issued	FY 2009	26	20	-6
Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Amount of aligned investment of State and campus resources in areas of high potential for research commercialization (dollar amount of R&D expenditures in LA's key economic development industries)- LSU A&M	AY 2010-11	$139,062,000	$142,770,000	$3,708,000
Amount of aligned investment of State and campus resources in areas of high potential for research commercialization (dollar amount of R&D expenditures in LA's key economic development industries)- LSUHSCNO	AY 2010-11	$55,663,400	$59,613,963	$3,950,563
Amount of aligned investment of State and campus resources in areas of high potential for research commercialization (dollar amount of R&D expenditures in LA's key economic development industries)- LSUHSCS	AY 2010-11	$30,335,250	$30,431,600	$96,350
Amount of aligned investment of State and campus resources in areas of high potential for research commercialization (dollar amount of R&D expenditures in LA's key economic development industries)- LA Tech	AY 2010-11	$17,307,000	$18,580,000	$1,273,000
Amount of aligned investment of State and campus resources in areas of high potential for research commercialization (dollar amount of R&D expenditures in LA's key economic development industries)- ULL	AY 2010-11	$38,773,000	$41,872,000	$3,099,000
Amount of aligned investment of State and campus resources in areas of high potential for research commercialization (dollar amount of R&D expenditures in LA's key economic development industries)- UNO	AY 2010-11	$17,440,000	$17,667,000	$227,000

Amount of university revenue generated from research commercialization, technology transfer and intellectual property development	FY 2009	$15,892,685	$16,317,382	$424,697
Objective 2-4: Develop and periodically update campus-based plans for science and technology research.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Number of science and technology research plans submitted by affected public and independent campuses	2013	N/A	N/A	N/A
Comprehensive catalog of all submitted campus research plans on the Board's website	2013	N/A	N/A	N/A
Objective 2-5: Assess and encourage the articulation of statewide priorities for investment with campus research priorities and activities.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Demonstrated alignment of State and external science and technology research funding with identified campus and statewide science and technology research priorities (dollar amount of R&D expenditures in LA's key economic development industries)	AY 2010-11	See Obj.2-4	See Obj.2-4	See Obj.2-4
Number of science and technology research commercialization outcomes (e.g., patents, licenses, startups, spin-off businesses) (See AUTM STATT data collected under Objective 2-3)	FY 2009	See Obj. 2-3	See Obj. 2-3	See Obj.2-4

Objective 2-6: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Return rate of requested data (campus strengths and priorities, patents, licenses, start-ups, etc.) (ratio of reports received to campuses required to submit)	2013	N/A	N/A	N/A
Rate of data bank use and related outcomes (clicks on webpage housing campus plans)	2014	N/A	N/A	N/A
Goal 3: Achieve greater accountability, efficiency and effectiveness in the postsecondary education system.				
Objective 3-1: Advance a performance-based funding formula for higher education that aligns with the GRAD Act and drives continued improvement in education outcomes and meeting the workforce needs of the State.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Demonstrated alignment of the performance funding metric to institutional roles, scopes and missions	N/A	N/A	N/A	N/A
Change in 1st to 2nd year retention rate	Fall 2009 - Fall 2010	-3.60%	0.00%	3.60%
Change in 1st to 3rd year retention rate	Fall 2009 - Fall 2010	0.20%	-3.10%	-3.30%
Change in Fall to Spring retention rate (Tech Colleges Only)	Fall 2009 - Spring 2010	0.40%	2.00%	1.60%
Change in number of degree/certificate recipients (unduplicated)	2009-10	1,155	2,394	1,239

Number of Louisiana residents receiving credentials (unduplicated)	AY 2009-10	28,713	30,938	2,225
Change in number of Louisiana residents receiving credentials from prior year	AY 2009-10 (Change from 2008-09)	942	2,225	1,283
Percentage change in number of Louisiana residents receiving credentials from prior year	AY 2009-10 (Change from 2008-09)	3.40%	7.70%	4.30%

Objective 3-2: Serve as the definitive source of information on higher education in Louisiana.

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Increase in research staff	N/A	N/A	N/A	N/A
Evidence of systemic review of the BOR data systems and revisions where appropriate	N/A	N/A	N/A	N/A
Expanded reporting using State databases	N/A	N/A	N/A	N/A
Web-accessible, user-friendly accountability resources	N/A	N/A	N/A	N/A

Objective 3-3: Review academic programs and eliminate, as appropriate, programs that are low-performing and/or duplicative.

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Annual report on academic program productivity; increase in graduates	Fall, 2012	N/A	N/A	N/A
Availability of program success rate information to the public	N/A	N/A	N/A	N/A
Increase in graduates	AY 2009-10 (Change from 2008-09)	N/A	N/A	N/A

Objective 3-4: Create a more balanced enrollment mix between two-year and four-year institutions.

Performance Measures	Baseline Yr.	Baseline Data	Yr 1. Data	Chg from Baseline
Undergraduate completers- Tech + CC = Total 2-yr	AY 2009-10	9,411	11,252	1,841
Undergraduate completers-4-yr + Specialty (undergrad) = Total 4-yr.	AY 2009-10	18,662	19,613	951
Number of completers- Diplomas	AY 2009-10	2,701	3,229	528
Number of completers- Certificates	AY 2009-10	3,370	4,323	953

Number of completers- Associates	AY 2009-10	4,306	5,296	990
Number of completers- Baccalaureate Degrees	AY 2009-10	17,696	18,017	321
Number of transfer students (2-yr to 4-yr); full-time and part-time	Fall 2010 Enrollment	1,870	1,993	123
Increased entrance scores of university entering freshmen (ACT composite change from prior year)	Fall 2010 Entering Class	21 (+0.2 from prior yr.)	20.9 (-0.1 from prior yr.)	-0.1
Objective 3-5: Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.				
Performance Measures	**Baseline Yr.**	**Baseline Data**	**Yr 1. Data**	**Chg from Baseline**
Increased student success	N/A	N/A	N/A	N/A