

GRAD ACT ANNUAL REPORT



PROGRESS TOWARDS
MEETING LOUISIANA'S HIGHER
EDUCATION GOALS

JULY 2016
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TABLE OF CONTENTS

Executive Summary	p. 2
GRAD Act Annual Review Process – Year 6	p. 3
2015-16 Annual Designations	p. 5
GRAD Act Performance Objective Summaries	p. 8
List of Louisiana’s Public Postsecondary Institutions	p. 25

EXECUTIVE SUMMARY

In 2010, the Louisiana Legislature enacted Act 741, the Louisiana Granting Resources and Autonomy for Resources for Diplomas Act (GRAD Act). In 2011, the Legislature enacted Act 418 amending the GRAD Act. The GRAD Act provides for six-year performance agreements between the Louisiana Board of Regents and Louisiana public postsecondary education systems and institutions with the goal of increasing accountability and performance among the participating institutions in exchange for increased tuition authority and operational autonomies. With the passage of Act 359 of 2015, eligibility for operational autonomies became contingent upon clean financial audits rather than passage of performance measures in GRAD Act agreements.

This document represents the sixth GRAD Act Annual Report. In the sixth year of GRAD Act, 28 institutions were successful in achieving a designation of GREEN, which allows them to retain tuition authority and performance funding for the next academic year. Four institutions, Baton Rouge Community College, Southern University A&M, Southern University at Shreveport and Southern University Law Center, were not successful in passing the Student Success objective and therefore attained an annual designation of RED, resulting in the loss of tuition authority and performance funding for the next academic year. Eligible failing institutions have the opportunity to earn access to some portion of the lost performance funding by submitting a remediation plan and entering into a Performance Improvement Contract, as outlined in the Board of Regents GRAD Act Intervention Policy.

The sixth annual report provides institutional trend data for measures highlighted in the report and individual scores for the four Performance Objectives for each institution. This report and institutions' annual reports, including all reporting requirements, may be found on the Board of Regents' website on the GRAD Act page at:

<http://regents.louisiana.gov/>

GRAD ACT ANNUAL REVIEW PROCESS – YEAR 6

The GRAD Act requires the Board of Regents (BoR) to annually review, monitor, and report to the legislature and governor each participating institution's progress in meeting the performance objectives of the GRAD Act: Student Success, Articulation and Transfer, Workforce and Economic Development, and Accountability and Efficiency. Progress towards each of the four objectives is determined by performance elements and measures, which are defined by the Board of Regents and are assigned by institution type.

The measures are further delineated into three categories:

Targeted: Measures for which institutions set annual benchmarks and six-year targets. Most of these measures are in the Student Success Performance Objective and, thus, carry extra weight in the review process.

Tracked: Measures requiring baseline and actual data be reported annually.

Descriptive: Measures that do not require quantitative benchmarks/targets. Progress is assessed using information provided in annual report narratives.

Institutions were required to set annual benchmarks and six-year targets for their *Targeted* measures.

Institutions were required to submit to the Board of Regents by May 2, 2016, a system-certified annual report. To support GRAD Act reporting, the Board of Regents developed a web-based reporting system. Institutions enter all pertinent data in this system which serves as the data source for evaluating and reporting GRAD Act data. Information submitted in the annual report is evaluated to determine the institutions' progress toward meeting performance objectives.

To increase reliability of the data submitted by institutions, GRAD Act audits are performed by both the Louisiana Legislative Auditor and the Board of Regents audit staff. Auditors performed testing of the data integrity in the Statewide Student Profile System (SSPS) and the Statewide Completers System, the two data systems utilized in the collection and verification of much of the data in GRAD Act reporting.

In the review process, a score was given for each measure within each element. The scores were assigned as follows: 2 points for targeted measures if the institution met the target established by the institution; 1 point for the reporting of tracked and descriptive measures; and up to 20% of total possible points for a narrative report. A score of 0 was assigned for targeted measures not met or tracked/descriptive measures not reported. The scores for each element within a performance objective were summed and divided by the total possible points for the objective, resulting in an overall percent score for the objective.

Passage of a performance objective requires a minimum overall score of 80%. An institution must pass the Student Success objective to retain tuition authority and performance funding for the next academic year.

As a result of the overall scores, institutions were given one of the following Year 6 designations, indicating their eligibility for tuition authority and performance funding for the 2016-17 academic year.

Year 6 Annual Designation:	Status for AY 2016-17
Green	Retains tuition authority and performance funding
Red	Loses tuition authority and performance funding

Performance Objectives

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

2015-16 Annual Designations

At its meeting on June 29, 2016, the Board of Regents approved the following annual designations for each institution, by system.

Louisiana Community and Technical College System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Baton Rouge CC	78%	100%	100%	100%	RED
Bossier Parish CC	89%	100%	100%	100%	GREEN
Central Louisiana TCC	87%	100%	100%	100%	GREEN
Delgado CC	83%	100%	79%	100%	GREEN
Louisiana Delta CC	90%	100%	100%	100%	GREEN
Fletcher TCC	90%	100%	100%	100%	GREEN
Northshore TCC	100%	100%	100%	100%	GREEN
Nunez CC	100%	100%	100%	100%	GREEN
River Parishes CC	100%	100%	100%	44%	GREEN
South Louisiana CC	95%	100%	100%	100%	GREEN
Sowela TCC	100%	100%	100%	100%	GREEN
Northwest LA TC	87%	100%	79%	100%	GREEN
South Central LA TC	86%	100%	100%	100%	GREEN

*Passage of a performance objective requires a minimum overall score of 80%.
Institutions must pass Student Success in order to pass GRAD Act.*

Southern University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Southern Univ. A&M	65%	100%	100%	100%	RED
Southern Univ. Law Center	72%	N/A	100%	100%	RED
Southern Univ. New Orleans	100%	100%	100%	100%	GREEN
Southern Univ. Shreveport	78%	100%	100%	100%	RED

*Passage of a performance objective requires a minimum overall score of 80%.
Institutions must pass Student Success in order to pass GRAD Act.*

Louisiana State University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
LSU A&M	100%	100%	100%	100%	GREEN
LSU Alexandria	100%	100%	100%	100%	GREEN
LSU Eunice	91%	100%	100%	100%	GREEN
LSU Shreveport	82%	100%	100%	100%	GREEN
LSU HSC New Orleans	88%	N/A	87%	100%	GREEN
LSU HSC Shreveport	95%	N/A	93%	100%	GREEN

University of Louisiana System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Grambling State Univ.	100%	100%	100%	100%	GREEN
Louisiana Tech Univ.	100%	100%	100%	100%	GREEN
McNeese State Univ.	91%	100%	100%	100%	GREEN
Nicholls State Univ.	86%	100%	100%	100%	GREEN
Northwestern State Univ.	100%	100%	100%	100%	GREEN
Southeastern LA Univ.	82%	100%	100%	100%	GREEN
University of LA at Lafayette	100%	100%	100%	100%	GREEN
University of LA at Monroe	100%	100%	100%	100%	GREEN
University of New Orleans	81%	100%	100%	100%	GREEN

The following is a summary of data for those performance measures institutions were required to report. Text in italics indicates language taken from the GRAD Act law. Accompanying language is a synopsis of reporting done in response to that portion of the law.

Performance Objective 1

Student Success:

Implement policies to achieve graduation rate and graduation productivity goals that are consistent with institutional peers and phase in increased admission standards and other necessary policies in order to increase student retention and graduation rates.

Louisiana colleges and universities remain focused on strategic methods to increase enrollment, raise retention and graduation rates and support student success. Institutions acknowledge the need to be more innovative in the design, development and implementation of retention and student success programs, particularly in the midst of the state's current and projected fiscal realities. Louisiana's post-secondary institutions are exploring more creative ways to bridge the gap between planning and execution by engaging faculty, staff and students in the shared goal of student success. Initiatives range from co-requisite remedial education, learning communities, early intervention programs and peer tutoring. College and university administrators continue to strive for effective ways to balance current conditions with strategic and sustainable solutions for long term survival and success in the new reality that is higher education.

The tables on the following pages provide institutional performance data in the main Student Success measures: retention rates, graduation rates and completion. Institutions are evaluated based upon their success in meeting established targets or growth from their baseline while accommodating for year-to-year variability inherent in institutional data.

1st to 2nd Year Retention Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System							
Baton Rouge Community College	47.8%	48.2%	47.5%	53.8%	44.4%	48.1%	42.0%
Bossier Parish Community College	51.4%	47.8%	44.2%	51.3%	51.2%	53.7%	53.0%
Delgado Community College	56.8%	56.4%	55.2%	52.4%	56.4%	48.8%	48.6%
Nunez Community College	42.5%	59.6%	49.6%	50.0%	47.7%	47.1%	54.8%
River Parishes Community College	44.9%	44.2%	52.9%	50.5%	45.5%	51.9%	52.6%
South Louisiana Community College	57.2%	53.2%	44.2%	47.1%	50.9%	54.5%	52.8%
Louisiana Delta Community College	46.1%	39.7%	44.2%	43.2%	42.9%	42.2%	46.0%
L.E. Fletcher Technical Community College	53.3%	52.9%	52.3%	47.0%	58.5%	43.9%	56.3%
Sowela Technical Community College	53.2%	50.2%	42.3%	35.8%	40.0%	50.7%	48.7%
Louisiana State University System							
Louisiana State University Alexandria	54.2%	59.1%	55.0%	48.8%	49.5%	59.3%	61.3%
Louisiana State University A&M	83.6%	84.2%	84.3%	83.3%	82.6%	84.6%	84.9%
Louisiana State University Eunice	50.3%	42.9%	46.7%	47.2%	50.0%	51.6%	47.8%
Louisiana State University Shreveport	64.8%	68.7%	65.0%	65.7%	66.2%	66.4%	63.9%
Southern University System							
Southern University A&M	71.7%	72.2%	70.4%	68.7%	67.4%	69.8%	64.6%
Southern University New Orleans	46.9%	48.1%	48.3%	59.2%	52.3%	55.6%	57.7%
Southern University Shreveport	51.9%	46.1%	49.4%	50.6%	38.4%	42.6%	46.5%
Southern University Law Center	81.7%	83.3%	78.4%	81.0%	81.0%	83.0%	91.7%
University of Louisiana System							
Grambling State University	55.5%	65.4%	67.8%	68.6%	68.5%	67.3%	68.9%
Louisiana Tech University	74.2%	74.3%	77.4%	76.1%	78.4%	79.7%	80.4%
McNeese State University	67.5%	68.3%	67.3%	67.8%	68.9%	69.7%	66.5%
Nicholls State University	67.6%	70.3%	71.2%	71.0%	67.8%	69.5%	63.9%
University of Louisiana at Monroe	73.1%	72.5%	68.7%	69.4%	67.9%	69.9%	73.3%
Northwestern State University	67.9%	70.2%	67.5%	67.1%	71.0%	68.2%	71.1%
Southeastern Louisiana University	67.5%	67.0%	68.6%	66.4%	63.1%	62.1%	63.2%
University of Louisiana at Lafayette	75.9%	73.3%	73.4%	74.3%	74.3%	76.3%	76.0%
University of New Orleans	68.6%	63.4%	66.8%	64.5%	67.2%	69.1%	62.1%

1st to 3rd Year Retention Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana State University System							
Louisiana State University Alexandria	31.3%	36.9%	40.7%	37.5%	38.2%	38.5%	41.3%
Louisiana State University A&M	76.5%	74.2%	75.0%	75.2%	73.0%	73.1%	75.6%
Louisiana State University Shreveport	46.3%	46.4%	56.8%	52.4%	47.3%	49.5%	48.1%
Southern University System							
Southern University A&M	59.0%	59.4%	60.0%	55.9%	55.7%	58.7%	53.5%
Southern University New Orleans	26.9%	33.3%	38.6%	32.6%	40.8%	37.8%	41.1%
University of Louisiana System							
Grambling State University	45.3%	48.3%	53.6%	62.9%	55.0%	51.9%	54.8%
Louisiana Tech University	61.6%	64.9%	64.9%	64.1%	66.2%	67.4%	69.7%
McNeese State University	54.8%	56.0%	56.7%	57.5%	55.4%	57.9%	58.5%
Nicholls State University	56.6%	53.9%	58.5%	57.9%	59.1%	54.6%	56.8%
University of Louisiana at Monroe	55.1%	56.7%	54.6%	55.6%	53.8%	53.6%	58.9%
Northwestern State University	52.8%	53.8%	55.3%	55.0%	51.7%	58.4%	57.6%
Southeastern Louisiana University	51.2%	53.4%	52.5%	55.9%	54.2%	52.1%	51.4%
University of Louisiana at Lafayette	62.4%	63.8%	61.8%	60.7%	61.3%	62.4%	64.2%
University of New Orleans	52.4%	49.4%	50.2%	54.9%	48.0%	53.4%	54.6%

Fall to Spring Retention Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System							
South Central LA Technical College	65.6%	76.9%	72.9%	79.0%	70.1%	69.8%	76.0%
Central LA Tech Community College	77.5%	65.4%	62.2%	72.5%	72.5%	61.0%	69.2%
Northwest LA Technical College	67.0%	58.8%	65.5%	72.6%	65.9%	69.0%	72.2%
Northshore Technical Community College	68.2%	59.3%	65.8%	69.0%	64.5%	68.6%	72.1%

Same Institution Graduation Rate

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System							
Baton Rouge Community College	2.9%	3.3%	5.1%	4.6%	3.0%	5.0%	9.2%
Bossier Parish Community College	8.3%	10.0%	11.8%	14.4%	12.9%	11.5%	11.0%
Delgado Community College	2.1%	2.1%	2.4%	3.0%	10.0%	10.0%	11.3%
Elaine P. Nunez Community College	8.0%	21.1%	12.8%	7.0%	13.5%	11.4%	11.7%
River Parishes Community College	4.2%	5.7%	3.9%	10.3%	7.4%	7.2%	16.5%
South Louisiana Community College	1.6%	7.4%	6.3%	5.2%	9.6%	6.3%	22.5%
Louisiana Delta Community College	9.4%	10.0%	10.9%	10.1%	11.3%	6.0%	2.3%
L.E. Fletcher Technical Community College	15.9%	9.0%	17.6%	17.1%	29.3%	15.0%	12.2%
Sowela Technical Community College	34.9%	35.0%	41.9%	31.4%	40.0%	39.3%	37.3%
Louisiana State University System							
Louisiana State University Alexandria	5.0%	10.8%	9.5%	10.0%	12.2%	14.0%	20.6%
Louisiana State University A&M	60.7%	60.8%	60.6%	62.0%	66.7%	69.1%	67.4%
Louisiana State University Eunice	8.0%	8.0%	4.7%	7.0%	7.5%	10.0%	11.2%
Louisiana State University Shreveport	20.0%	20.0%	28.0%	26.5%	26.9%	33.0%	30.7%
Southern University System							
Southern University A&M	28.3%	30.3%	29.3%	30.5%	29.4%	32.0%	32.1%
Southern University New Orleans	5.0%	8.0%	4.0%	N/A*	17.5%	11.2%	11.7%
Southern University Shreveport	22.0%	14.0%	13.7%	13.3%	12.0%	16.0%	11.2%
Southern University Law Center	80.0%	85.5%	77.0%	79.9%	81.2%	81.5%	76.6%
University of Louisiana System							
Grambling State University	36.3%	30.0%	28.0%	28.0%	31.0%	32.0%	30.2%
Louisiana Tech University	47.3%	45.5%	47.4%	48.2%	47.0%	49.3%	52.4%
McNeese State University	36.4%	35.1%	35.1%	37.3%	37.7%	38.2%	41.2%
Nicholls State University	26.6%	29.2%	28.7%	38.4%	39.4%	41.3%	39.7%
University of Louisiana at Monroe	30.9%	30.5%	34.1%	35.0%	37.3%	40.2%	40.5%
Northwestern State University	28.1%	29.5%	27.1%	34.0%	35.0%	37.4%	37.8%
Southeastern Louisiana University	28.5%	30.7%	33.4%	33.4%	34.3%	36.0%	37.2%
University of Louisiana at Lafayette	40.2%	42.2%	39.6%	41.4%	43.9%	45.0%	48.4%
University of New Orleans	22.1%	21.0%	20.0%	38.1%**	34.5%	32.1%	33.7%

* SUNO was closed due to impact of Hurricane Katrina and was exempt from IPEDS and BoR SSPS reporting

** UNO was impacted by Hurricane Katrina and submitted adjusted data for this measure

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System							
Baton Rouge Community College							
Certificate	9	1566.7%	1988.9%	2111.1%	3711.1%	17255.6%	9288.9%
Associates	288	10.4%	25.0%	32.6%	30.6%	39.9%	42.7%
Bossier Parish Community College							
Certificate	88	185.2%	237.5%	253.4%	247.7%	317.0%	303.4%
Diploma	21	14.3%	66.7%	33.3%	28.6%	81.0%	66.7%
Associate	456	2.6%	20.8%	37.5%	42.8%	57.2%	56.1%
Delgado Community College							
Certificate	228	28.5%	4.8%	226.3%	179.4%	521.5%	303.5%
Diploma	60	30.0%	18.3%	78.3%	28.3%	66.7%	36.7%
Associate	874	15.0%	25.7%	41.3%	40.6%	55.3%	52.5%
Elaine P. Nunez Community College							
Certificate	49	63.3%	93.9%	144.9%	126.5%	144.9%	208.2%
Diploma	36	16.7%	25.0%	0.0%	-13.9%	11.1%	-2.8%
Associates	123	5.7%	-3.3%	28.5%	23.6%	56.1%	82.1%
River Parishes Community College							
Certificate	33	342.4%	403.0%	575.8%	124.2%	563.6%	754.5%
Associate	40	87.5%	157.5%	222.5%	257.5%	305.0%	397.5%
South Louisiana Community College							
Certificate	640	19.8%	37.3%	38.3%	-5.3%	30.9%	44.7%
Diploma	511	1.0%	23.3%	38.7%	17.6%	-2.3%	-18.6%
Associate	219	8.7%	26.0%	68.5%	62.1%	95.0%	70.8%
Louisiana Delta Community College							
Certificate	189	-7.4%	15.9%	43.9%	27.0%	58.7%	124.3%
Diploma	262	4.2%	53.4%	27.1%	-14.5%	-10.3%	-28.6%
Associate	111	13.5%	33.3%	40.5%	58.6%	99.1%	89.2%
Fletcher Technical Community College							
Certificate	34	273.5%	467.6%	311.8%	594.1%	697.1%	861.8%
Diploma	48	0.0%	25.0%	-22.9%	-18.8%	-2.1%	10.4%
Associate	38	26.3%	128.9%	226.3%	268.4%	263.2%	415.8%
Sowela Technical Community College							
Certificate	40	370.0%	852.5%	795.0%	862.5%	1027.5%	952.5%
Diploma	139	-9.4%	152.5%	202.9%	117.3%	161.2%	98.6%
Associates	203	27.1%	16.7%	53.2%	50.2%	51.7%	71.9%
South Central LA Technical College							
Certificate	131	56.5%	71.0%	91.6%	52.7%	14.5%	35.9%
Diploma	135	0.7%	17.0%	36.3%	7.4%	-7.4%	0.0%
Associate	95	18.9%	25.3%	44.2%	6.3%	35.8%	70.5%

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System (continued)							
Central LA Tech Community College							
Certificate	144	61.8%	140.3%	137.5%	131.9%	55.6%	-13.9%
Diploma	365	9.3%	8.8%	29.3%	-2.2%	3.0%	-24.9%
Associate	14	50.0%	-7.1%	135.7%	64.3%	14.3%	50.0%
Northwest LA Technical College							
Certificate	220	12.7%	44.5%	17.3%	15.9%	73.6%	65.9%
Diploma	406	8.6%	10.6%	8.6%	-6.7%	-10.3%	-4.9%
Associate	32	18.8%	25.0%	12.5%	15.6%	15.6%	-31.3%
Northshore Technical Community College							
Certificate	139	27.3%	61.9%	110.1%	6.5%	94.2%	152.5
Diploma	175	46.9%	13.7%	94.9%	30.9%	65.7%	73.7%
Associate	7	542.9%	114.3%	528.6%	400.0%	914.3%	1357.1%

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana State University System							
Louisiana State University Alexandria							
Bachelors	166	-17.5%	-3.6%	8.4%	9.6%	14.5%	28.9%
Louisiana State University A&M							
Bachelors	4648	-7.2%	-6.5%	-2.8%	-4.4%	-1.2%	-1.7%
Masters	966	7.9%	13.0%	27.5%	20.5%	15.1%	16.8%
Doctoral	240	25.0%	6.3%	34.2%	27.1%	43.8%	37.9%
Professional	81	0.0%	-7.4%	1.2%	1.2%	-3.7%	3.7%
Specialist	19	-5.3%	10.5%	-36.8%	-47.4%	5.3%	-47.4%
Louisiana State University Eunice							
Certificate	9	100.0%	88.9%	44.4%	200.0%	22.2%	188.9%
Diploma	3	-33.3%	-66.7%	-66.7%	-100.0%	-100.0%	-100.0%
Associate	244	5.3%	10.2%	12.7%	25.0%	31.1%	20.9%
Louisiana State University Shreveport							
Bachelors	527	-4.9%	6.3%	-2.8%	-3.0%	-15.4%	-14.2%
Masters	100	-10.0%	9.0%	3.0%	20.0%	27.0%	67.0%
Specialist	6	33.3%	-83.3%	0.0%	-50.0%	-33.3%	-50.0%
L.S.U. HSC - NO - Allied Health							
Bachelors	30	13.3%	26.7%	36.7%	33.3%	60.0%	40.0%
Masters	47	31.9%	42.6%	83.0%	63.8%	42.6%	83.0%
Professional	23	52.2%	104.3%	126.1%	73.9%	104.3%	91.3%

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Louisiana State University System (continued)							
L.S.U. HSC - NO - Dentistry							
Professional	59	2.0%	-10.2%	-1.7%	15.3%	10.2%	6.8%
L.S.U. HSC - NO - Graduate Studies							
Masters	2	0.0%	-100.0%	-50.0%	100.0%	50%	0.0%
Doctoral	31	-22.6%	-38.7%	-51.6%	-32.3%	-61.3%	-32.3%
L.S.U. HSC - NO - Dental Hygiene							
Bachelors	41	4.9%	-2.4%	-17.1%	-2.4%	-7.3%	-9.8%
L.S.U. HSC - NO - Dental Lab Technology							
Associate	4	0.0%	175.0%	25.0%	0.0%	100.0%	125.0%
L.S.U. HSC - NO - Medicine							
Professional	187	2.0%	-1.6%	-4.3%	0.53%	-3.7%	-3.2%
L.S.U. HSC - NO - Nursing							
Bachelors	176	0.0%	11.4%	26.1%	46.0%	49.4%	42.6%
Masters	51	0.0%	45.1%	86.2%	61.0%	70.6%	64.7%
Doctoral	2	0.0%	0.0%	0.0%	-100.0%	450%	350.0%
L.S.U. HSC - NO - Public Health							
Masters	29	-3.4%	-10.3%	-10.3%	31.0%	37.9%	55.2%
Doctoral	3	0.0%	-100.0%	-67.0%	-100.0%	-100%	-33.3
L.S.U. HSC - Shrv - Allied Health							
Bachelors	62	-23.0%	-16.1%	-9.8%	-55.0%	-48.4%	-58.1%
Masters	27	-30.0%	14.8%	14.8%	196.3%	177.8%	170.4%
Professional	62	-32.0%	-40.3%	-43.5%	-50.0%	-50.0%	-45.2%
L.S.U. HSC - Shrv - Graduate Studies							
Masters	1	0.0%	0.0%	400.0%	0.0%	100%	700.0%
Doctoral	8	88.0%	25.0%	100.0%	38.0%	12.5%	0.0%
L.S.U. HSC - Shrv - Medicine							
Professional	110	2.0%	1.8%	-0.9%	6.4%	-0.9%	4.5%

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Southern University System							
Southern University A&M							
Bachelors	895	-2.9%	-7.8%	-10.9%	-4.6%	-14.6%	-27.2%
Masters	312	-9.3%	-6.4%	-5.8%	0.6%	-10.6%	-9.9%
Doctoral	18	11.1%	27.8%	138.9%	50.0%	-44.4%	33.3%
Southern University in New Orleans							
Bachelors	227	-2.2%	19.4%	30.8%	39.2%	31.3%	34.4%
Masters	148	-10.8%	6.1%	3.4%	24.3%	23.6%	10.1%
Southern University in Shreveport							
Certificate	71	2.8%	-1.4%	5.6%	40.8%	29.6%	5.6%
Associate	224	-12.9%	17.0%	41.5%	15.2%	19.2%	15.6%

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
University of Louisiana System							
Grambling State University							
Bachelors	541	28.3%	25.0%	25.0%	29.9%	24.2%	7.4%
Masters	115	15.7%	48.7%	71.3%	96.5%	117.4%	112.2%
Doctoral	9	-55.6%	-77.8%	-33.3%	-33.3%	-55.6%	-44.4%
Louisiana Tech University							
Bachelors	1306	-3.4%	-6.9%	-7.4%	-8.3%	0.0%	-6.4%
Post-Baccalaureate	19	31.6%	115.8%	-10.5%	-36.8%	-57.9%	-94.7%
Masters	352	16.8%	27.8%	31.5%	34.9%	29.0%	22.4%
Doctoral	37	-2.7%	-10.8%	29.7%	45.9%	16.2%	10.8%
McNeese State University							
Bachelors	1035	-7.1%	-6.9%	5.2%	12.1%	9.28%	2.7%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	294	-9.2%	8.2%	-5.4%	-11.2%	-7.5%	-19.7%
Specialist	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Nicholls State University							
Bachelors	855	8.8%	10.9%	5.4%	5.0%	11.9%	9.8%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	109	32.1%	9.2%	73.4%	46.8%	49.5%	86.2%
Specialist	3	66.7%	100.0%	133.3%	300.0%	100.0%	66.7%
University of Louisiana at Monroe							
Bachelors	878	16.4%	24.8%	26.2%	16.3%	7.1%	13.8%
Post-Baccalaureate	1	-100.0%	-100.0%	-100.0%	-100.0%	-100.0%	1000.0%
Masters	234	2.6%	-8.1%	26.5%	23.9%	26.5%	16.7%
Doctoral	10	150.0%	80.0%	0.0%	100.0%	160.0%	170.0%
Professional	91	-24.2%	0.0%	2.2%	-53.8%	-22.0%	-6.6%
Northwestern State University							
Bachelors	1052	2.3%	2.4%	1.0%	4.9%	-1.7%	0.5%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	230	-2.6%	8.3%	11.3%	21.7%	20.4%	9.6%
Post-Masters	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Specialist	20	-25.0%	-35.0%	-60.0%	-30.0%	-35.0%	-65.0%
Southeastern Louisiana University							
Bachelors	1872	4.0%	2.5%	4.1%	4.4%	4.6%	2.8%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	351	-4.0%	23.6%	5.7%	18.5%	11.7%	-0.6%
Doctoral	3	-33.3%	233.3%	433.3%	300.0%	200.0%	366.7%

**Percent change from baseline cannot be calculated from baseline of 0; year 5 completer totals can be found on the institution's Attachment D and in their annual report, both located on the BoR website.*

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
University of Louisiana System							
University of Louisiana at Lafayette							
Bachelors	2117	0.7%	7.1%	7.8%	10.3%	17.3%	18.9%
Post-Baccalaureate	0	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Masters	378	3.7%	2.9%	-9.0%	12.2%	7.1%	20.6%
Doctoral	32	21.9%	-6.3%	53.1%	62.5%	59.4%	43.8%
University of New Orleans							
Bachelors	1286	0.7%	5.8%	3.3%	3.1%	7.8%	-4.7%
Masters	561	6.6%	24.6%	26.2%	25.7%	5.5%	9.8%
Doctoral	45	33.3%	-2.2%	40.0%	22.2%	26.7%	-2.2%

**Percent change from baseline cannot be calculated from baseline of 0; year 5 completer totals can be found on the institution's Attachment D and in their annual report, both located on the BoR website.*

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

According to data submitted to the Board of Regents in the Student Profile System, 23,376 high school students enrolled in public postsecondary institutions in the Fall semester, 2015, generating 100,571 student credit hours of enrollment, averaging a little over 4 credit hours per student. This was a 2 percent increase over the preparatory student enrollment headcount in Fall 2014, but a 26 percent increase over Fall 2010. The high level of participation in dual enrollment-related activities is primarily the result of partnerships between postsecondary campuses and their local school districts to maintain access for qualified high school students. The largest increase in dual enrollments from 2010-2015 was in the University of Louisiana system (+4,472 students or 92%), while the highest *percentage* increase occurred in the Southern System (+791 students or 259%). During that same time period, LCTCS dual enrollment decreased by 763 students, or 6.5 percent.

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

Licensure/certification exams identify students who have met a recognized standard or proficiency in a certain area. These exams attest that an individual has attained the minimum knowledge, skills and abilities needed to perform tasks competently. At the institution level, faculty and staff use licensure and certification exam data to monitor how well candidates demonstrate content knowledge measured in the exam. At the start of the GRAD Act agreements, the BoR developed an extensive list of disciplines for which passage rates would be assessed and reported as tracked measures. Institutions provide passage rates for disciplines tied to their role, scope and mission. A summary of campus specific passage rate data is included in the institution's annual GRAD Act report.

Passage rates on licensure exams in high demand disciplines such as nursing were available as optional *Targeted* measures in GRAD Act. Several institutions elected to report

passage rate data for first time candidates taking the National Council Licensure Exam (NCLEX), as a targeted measure in their GRAD Act agreements. The NCLEX is the examination used nationwide for the licensing of nurses in the U.S and Canada. NCLEX exams are designed to test the proficiency, skills and competencies essential for safe and effective entry-level nursing practice. Candidates for licensure must pass the appropriate NCLEX exam, NCLEX-RN for registered nurses and the NCLEX-PN for vocational or practical nurses.

Passage Rates on Licensure Exam in Nursing (RN)

	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System				
Baton Rouge Community College	96.9%	100.0%	90.7%	88.1%
Delgado Community College	89.0%	96.9%	92.9%	86.6%
Louisiana State University System				
Louisiana State University Eunice	91.2%	92.1%	87.5%	88.1%
Southern University System				
Southern University A&M	86.5%	93.2%	81.3%	72.7%
Southern University Shreveport	96.1%	78.3%	86.8%	74.0%
University of Louisiana System				
Nicholls State University	93.2%	97.8%	85.7%	92.0%
University of Louisiana at Monroe	90.6%	97.4%	94.1%	93.1%
Northwestern State University	96.8%	94.5%	90.1%	90.7%
University of Louisiana at Lafayette	95.0%	100.0%	96.9%	96.9%

Passage Rates on Licensure Exam in Nursing (PN)

	Year 3	Year 4	Year 5	Year 6
Louisiana Community and Technical College System				
Delgado Community College	83.0%	90.0%	79.0%	92.3%
Elaine P. Nunez Community College	97.4%	100.0%	98.0%	88.2%
Louisiana Delta Community College	80.0%	89.0%	93.2%	86.8%
L.E. Fletcher Technical Community College	83.3%	100.0%	100.0%	100%
Sowela Technical Community College	85.0%	90.3%	92.9%	92.5%
South Central LA Technical College	80.5%	92.9%	95.7%	83.3%
Central LA Tech Community College	92.5%	91.0%	91.9%	86.7%
Northwest LA Technical College	73.0%	84.0%	85.1%	86.4%

Performance Objective 2

Articulation and Transfer:

[Four-year institutions] *Provide feedback to community and technical colleges on the performance of associate degree recipients enrolled at the institution.*

[Four-year institutions] *Develop referral agreements with community colleges and technical colleges to redirect students who fail to qualify for admission into the institution.*

Admission standards have led to stronger collaboration between universities and colleges. In Fall 2015 a two-year experiment began whereby regional institutions could admit freshmen needing one developmental course, and historically black colleges and universities (HBCUs) could provide that developmental instruction. Non-HBCUs still do not provide developmental courses in English or mathematics, so freshman bridge programs, 2+2 agreements, and cross-enrollment agreements continue to grow between universities and local community colleges. Such programs as “BPCC at...” (Bossier Parish CC at LA Tech and Northwestern), “Connect to Success” (Northshore Technical CC at Southeastern), and “Southern Connect” (Southern University Shreveport at Southern University A&M and SUNO), continue to expand as they provide students with both an extended orientation to the university campus life and access to community college instruction and tuition.

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

Interest in the Louisiana Transfer (LT) degrees continues to grow. In Fall 2015 there were 2,187 majors in the Associate of Arts (AALT) and 1,514 majors pursuing the Associate of Science (ASLT). In AY 2014-15 125 AALT and 74 ASLT graduates completed degrees to earn a transfer credential that can be fully articulated to any public university in Louisiana when they choose to continue their studies. In addition to the LT degrees, which offer several valuable guarantees to students who follow one of the eight statewide curriculum paths, 2+2 agreements between 2- and 4-year campuses for specific majors offer students optional paths to the baccalaureate. As faculty continue to discover collaborative ways to provide instruction and guidance for students, the number of 2+2 program agreements has expanded.

The Master Course Articulation Matrix and Statewide Common Course Catalog were updated throughout the spring semester. Due to budget cuts and resource constraints, disciplinary faculty meetings were curtailed in the past year, but mathematics faculty were able to come together with grant assistance through LSU A&M. Campus’ Chief Articulation Officers remain engaged with their faculty and with each other via email list serves maintained by the Board of Regents.

Performance Objective 3

Workforce and Economic Development:

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

In preparation for the 2016-17 statewide program review, views of the Board of Regents' curriculum inventory (CRIN) have been annotated to identify programs linked to four and five star jobs along with Louisiana Economic Development (LED) priority rankings so that the campus, system, and statewide reviews keep workforce considerations more clearly in the forefront. Campuses have been reviewing their program inventories: identifying some programs for termination so they may repurpose resources into other program areas, and creating new educational opportunities by repackaging existing course combinations to maximize student options.

Over the past few years, the BoR has worked very closely with the Louisiana Workforce Commission (LWC) to promote and enhance the commission's STAR Rating System. Louisiana Star Jobs is a user-friendly, interactive search tool that ranks the best occupations in LA according to salary, number of openings and prospects for each career. The system filters the ranking to suit the job seeker based on specific occupation or career choices, educational background and income requirements, then links the user to the job listings and/or links to specific institutions in the user's area that offer the credentials needed to qualify for those jobs. Louisiana Star Jobs is designed to help a broad array of people – students in school considering which career to pursue, working people who are interested in new or better jobs, individuals actively seeking employment and people living in other states considering locating to Louisiana.

Louisiana Star Jobs identifies and ranks jobs based on four criteria: **projected demand, projected percentage job growth, the number of advertised job openings in the past year and wages**. The stronger the demand and growth of a particular job in the short and long term and the higher the pay, the more stars it is assigned. Overall, highly valued occupations receive five stars. Occupations that pay well but have few job openings and poor prospects for the future are awarded fewer stars, just as those that may have many openings but pay poorly.

The BoR worked closely with the Workforce Investment Council and LWC to explore the viability of utilizing the STAR system in conjunction with some of its other initiatives. To date, the STAR Jobs Rating system has been used by Regents in the revision of the Master Plan, creation of the new outcomes-based funding formula, evaluation of proposed new academic programs and program review, and other current and pending initiatives. STAR

Jobs and the Louisiana Occupational Forecast were also used in the development of the Workforce and Innovation for a Stronger Economy [WISE] Fund. As each of these higher education initiatives have been reviewed and adjusted over the past several months, attention continues to focus on aligning programs with workforce opportunities in high demand and high wage fields.

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

Colleges and universities are expanding distance learning courses, programs, and services for students. Campus administrators expect the number of students taking online courses will continue to grow, and that a majority of higher education students will be taking at least one online course over the next five years. Distance learning, or eLearning, allows a student the opportunity to continue their education while maintaining a career, raising a family or when they may not have access to a campus nearby.

Institutions acknowledge the need to provide student support services to the online learner just as for the on-campus population. Campuses reported on the implementation of online libraries and textbook services and provisions for online exams and electronic tutoring options. Professional development programs have been developed for faculty and staff that provide preparation in online learning instructional design and course development.

2016 Program Delivery Method by Institution Type

Institution Type	Data	Onsite	Hybrid*	Online**	Total
4-Year	# of Programs	820	60	218	1098
	% of Programs	74.7%	5.4%	19.9%	100%
2-Year	# of Programs	660	84	44	788
	% of Programs	83.8%	10.6%	5.6%	100%
Technical	# of Programs	130	6	1	137
	% of Programs	94.9 %	4.4 %	0.7%	100%
Specialized	# of Programs	46	0	0	46
	% of Programs	100%	-	-	100%
Total	# of Programs	1656	150	263	2069
	% of Programs	80.0 %	7.2 %	12.8%	100%

*Hybrid: 50-99% of content is delivered online

21 June 2016 CRIN

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

Each campus with a major research mission (LSU A&M, LA Tech, ULL, UNO, and the LSU Health Sciences Centers in Shreveport and New Orleans) was required to submit annual performance measures related to research productivity, especially in key economic development industries as defined in the FIRST Louisiana statewide science and technology plan and Louisiana Economic Development's Blue Ocean initiative. The continued lack of standardized national metrics and regular reporting mechanisms, as well as the challenges of aligning research expenditures and outcomes with specific economic development industries makes tracking and interpretation of research productivity complicated. The long timeframe often necessary to produce significant outcomes in science and technology research can be challenging. Nonetheless, over six years of implementation, the comparison and annual and baseline GRAD Act data yield meaningful insights into progress in research and technology transfer.

In the context of these challenges, research productivity reporting focused on a narrative report which provided essential context for five metrics:

- percentage of full time equivalent (FTE) faculty holding active research and development grants/contracts
- percentage of FTE faculty holding active research and development grants/contracts in Louisiana's key economic development industries
- dollar amount of total Research and Development (R&D) expenditures
- dollar amount of R&D expenditures in Louisiana's key economic development industries
- number of intellectual property measures (e.g., patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.)

Institutional narratives provided a methodology for data reporting, descriptions of research productivity, collaborations with economic development entities, business innovations and new companies related to faculty research, and comparisons to peer institutions.

Baseline data indicated that Louisiana research institutions were significantly invested in research related to economic development and are already showing results in commercialization and technology transfer. Year 2 data reflected some progress in research competitiveness and commercialization, despite budget reductions that limited campuses' discretionary funds to support research activity. Years 3-5 yielded either growth or steady productivity across GRAD Act reporting categories. Year 6 reports showed similar results, indicating the following:

- The percentage of research-active faculty holding research grants and contracts in priority economic development areas has remained steady on most campuses despite reductions in faculty populations among public research campuses;
- The six-year average of research expenditures from all sources has maintained a reasonable increase (6.4%) from the baseline year among the five campuses reporting this information;
- Expenditures from industry funding sources showed dramatic growth over baselines during the first three years of GRAD Act reporting (though this is due in part to changes in the National Science Foundation's data collection methodologies), and have stabilized at a significantly higher level; and
- Research commercialization activities, including patents, licenses, start-up companies, and surviving start-ups, remain largely steady, despite the reduction in faculty numbers.

Institutions described numerous and expansive partnerships with the private sector and State and Federal governmental agencies, as well as increased attention to building entrepreneurship skills among researchers and institutions and regular collaboration with and outreach to local and regional economic development organizations. Narratives also cited significant ongoing engagement with the Louisiana Department of Economic Development, the Board of Regents' Master Plan Research Advisory Committee (MPRAC), and regional economic development groups in continuing to define and refine research and science, technology, engineering, and mathematics (STEM) workforce priorities and pursue related opportunities for investment and collaboration.

Performance Objective 4

Institutional Efficiency and Accountability:

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

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

The Statewide Minimum Standards for Admission in 2015-16 were revised in June 2015 to allow *regional* institutions to admit students requiring one developmental course (English or Mathematics), but only 2-year colleges or the historically Black universities (GSU, SUBR, and SUNO) could actually teach that developmental course. All universities were eligible to participate in the BoR-sponsored pilot study entailing co-requisite delivery of developmental and entry-level college coursework. In the fall semester, all universities except LSU A&M and ULL participated in the co-requisite delivery pilot for students with scores up to 2 points below the placement policy requirements who were enrolled in pilot college-level math and English courses. In April, co-requisite delivery of regular and support material was codified in Regents' policy.

As of June 2016, there are still 22 associate degree programs on university curriculum inventories. Among the 22 programs are five at LSUA, including three in nursing and allied health and two transfer degrees developed while it was a 2-year institution and continuing because of its ongoing role within the LSU System, its relatively limited program inventory, and considering that Central Louisiana Technical Community College remains in the early stages of its development. SUNO continues to offer an AA/Drug and Substance Abuse degree which is a productive (30 graduates in 2014-15) subset and foundation of its unique BS/Addictive Behaviors Counseling and Prevention degree. Among the 16 associate degrees within UL institutions are: the AS/Culinary Arts at Nicholls that is part of the John Folse Culinary Institute on campus; two AS programs in Petroleum Services and Safety Technology that contribute to the strong Process Technology program offerings by Nicholls, Fletcher TCC, and South Central LTC; and the AS/Engineering Technology at Northwestern recently approved until Central LA TCC is in a position to offer it.

BoR Curriculum Inventory, June 2016: Associate Degrees at Universities

SYSTEM	Degree	Institution	Degree Subject	Completers 2014-15	
LSU	AA	LSUA	ARTS (TRANSFER DEGREE)	8	
	AS		SCIENCE (TRANSFER DEGREE)	17	
	AS		RADIOLOGIC TECHNOLOGY	9	
	AS		CLINICAL LABORATORY SCIENCES	6	
	ASN		NURSING	59	
SU	AA	SUNO	DRUG AND SUBSTANCE ABUSE	30	
ULS	AS	Nicholls	CULINARY ARTS	26	
	AS	NSU	ENGINEERING TECHNOLOGY	0	
	AAS	SLU	INDUSTRIAL TECHNOLOGY	13	
	AS	Nicholls	PETROLEUM SERVICES SAFETY TECHNOLOGY	36 73	
	AS	Nicholls	CARE & DVLPT OF YOUNG CHILDREN	5	
	AA	McNeese	PARALEGAL STUDIES	4	
	AGS		La Tech	GENERAL STUDIES	10
			McNeese		58
			Nicholls		69
			NSU		140
			ULM		20
	AS	ULM	OCCUPATIONAL THERAPY ASSISTING	31	
	AD	NSU	VETERINARY TECHNOLOGY	12	
	ASN	La Tech	NURSING	45	
		NSU		102	

Most of the remaining associate degrees, outside of General Studies, are not offered by 2-year colleges in the local area. For example, SLU's AAS/Industrial Technology degree is a subset of its strong (41 graduates in 2014-15) BS/Industrial Technology degree. SLCC offers an equally productive AS/Industrial Technology degree (41 graduates), but SLU's closest 2-year neighbor (NTCC) does not yet offer that program. Likewise, Nicholls maintains its AS/Care & Development of Young Children degree because neither FTCC nor SCLTC offers that program. Only BRCC, Nunez, and McNeese offer an associate degree in Paralegal Studies, reaching three different areas of south Louisiana. The same regional spread occurs with Occupational Therapy Assisting (ULM, Delgado, and BPCC) and with Veterinary Technology (NSU, BRCC, and Delgado).

The remaining university associate degree programs are also offered by area community colleges. Nursing at NSU is a subset of a large BSN (206 graduates in 2014-15) program though the ASN is offered at both BPCC and SUSLA; La Tech's ASN is also provided by nearby LDCC. Finally, the AGS/General Studies degrees still offered by five universities (La Tech, McNeese, Nicholls, NSU, and ULM), all of which also offer Bachelor's degrees in either General or Interdisciplinary Studies, are readily available by nearby colleges. The continuing need for these degrees will be closely evaluated by the Board of Regents during the upcoming program review.

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

Systems and institutions provided, as part of their initial GRAD Act agreement, their policies and timelines for increasing nonresident tuition amounts as required by GRAD Act. However, Acts 98 of 2015 and 455 of 2016 omitted this requirement for Louisiana's colleges and universities, providing management boards the authority to establish nonresident tuition and fee amounts at institutions under its supervision.

Designate centers of excellence as defined by the Board of Regents.

A *Center of Excellence* is uniquely focused and specific in its designation. It may consist of a unit, program, or functional area that is accountable to higher expectations of performance and productivity, including contributions to economic development, placement of graduates, and generation of external interest and partnerships.

BoR Academic Affairs Policy 2.05A, Centers of Excellence (adopted in 2013) is a policy to govern the criteria and process for the establishment of Centers of Excellence pursuant to both R.S. 17:3139.2 (GRAD Act) and R.S. 17:1875. It provides for three categories of statewide Centers of Excellence to emphasize different characteristics of strength: workforce training; education and community outreach; and research and innovation. Though the policy identifies focal areas, any designated Center would likely exhibit attributes of all three categories but would have a clear record of performance excellence in the designated topic.

Centers of Excellence Recognized by the Board of Regents

INSTITUTION	CATEGORY	TITLE
Baton Rouge CC (2013)	Workforce	Center for Workforce Excellence in Transportation Technology
Fletcher TCC (2014)	Workforce	Deepwater Center for Workforce Excellence
Delgado CC (2014)	Workforce	Culinary Center for Workforce Excellence
LSU HSC S'port (2014)	Academic	Center of Excellence for Arthritis & Rheumatology
McNeese (2014)	Workforce	Southwest Economic Entrepreneurial Development (SEED) Center for Workforce
LSU A&M (2014)	Research	Center of Research Excellence in Plant Biotechnology & Crop Develop.
LSU HSC S'port (2014)	Research	Feist-Weiller Cancer Center of Excellence
Sowela TCC (2014)	Workforce	Industrial and Process Technology Center for Workforce Excellence
LSU HSC NO(2015)	Research	Stanley S. Scott Cancer Research Center
LSU HSC NO (2015)	Research	Neuroscience Center of Excellence
LSU HSC NO (2016)	Research	Alcohol and Drug Abuse Center of Excellence

(As of June, 2016)

LOUISIANA PUBLIC POSTSECONDARY SYSTEMS AND INSTITUTIONS

Louisiana State University System*

Four-Year Universities:	Louisiana State University and A&M College Louisiana State University Alexandria Louisiana State University Shreveport
Two-Year (Community) College:	Louisiana State University Eunice
Professional/Specialized:	Louisiana State University Health Sciences Center New Orleans Louisiana State University Health Sciences Center Shreveport

Southern University System

Four-Year Universities:	Southern University and A&M College Southern University New Orleans
Two-Year (Community) College:	Southern University Shreveport
Professional/Specialized:	Southern University Law Center

University of Louisiana System

Four-Year Universities:	Grambling State University Louisiana Tech University McNeese State University Nicholls State University Northwestern State University Southeastern Louisiana University University of Louisiana Lafayette University of Louisiana Monroe University of New Orleans
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Louisiana Community and Technical College System

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

**On March 21, 2014, the LSU Board of Supervisors approved the realignment of the LSU Paul M. Hebert Law Center as an academic unit within LSU A&M. On March 27, 2015, LSU received approval from the Southern Association of Colleges and Schools (SACS) on the aforementioned realignment, effective April 1, 2015. Therefore, the heretofore LSU Law Center was no longer subject to participation in an individual GRAD Act agreement and was not scored during Year 6 of the GRAD Act.*

