

GRAD ACT ANNUAL REPORT



PROGRESS TOWARDS
MEETING LOUISIANA'S HIGHER
EDUCATION GOALS

JULY 2013
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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 to be established 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.

The 2011 Board of Regents' Master Plan for Public Postsecondary Education included as its general goals to increase the educational attainment of the States' adult population to the Southern Regional Education Board (SREB) State's average by 2025; invest strategically in university research; and achieve greater efficiency and accountability in the postsecondary education system. In support of the goals set forth in the Master Plan, Regents has reviewed academic programs, developed policies and programs, and expanded its data collections systems to provide increased access to data through its website. Regents has also annually reviewed the postsecondary education funding formula and adopted a formula that rewards performance, not just enrollment. The performance component has been aligned with the GRAD Act goals, thus ensuring that performance measures are a constant focus of all institutions.

Presented in this document is the GRAD Act Annual Report – Year 3. In the third year of GRAD Act, all institutions were successful in achieving an annual designation of GREEN, which allows them to retain tuition authority and eligibility for autonomies for the next academic year. Louisiana State University Eunice, the only institution to receive a designation of RED following year 2 scoring, was reinstated to GREEN for year 3, having successfully met the terms of its Performance Improvement Contract outlined in the GRAD Act Intervention Policy.

This annual report has been expanded to provide institutional trend data for measures highlighted in the report. In addition, individual scores for the four Performance Objectives are provided 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/>

GRAD ACT ANNUAL REVIEW PROCESS– YEAR 3

The GRAD Act requires the Board of Regents to annually review, monitor, and report to the legislature and governor on each participating institution's progress in meeting the performance objectives of the GRAD Act: Student Success, Articulation and Transfer, Workforce and Economic Development, and Accountability and Efficiency. There are additional performance elements and measures under each of the four objectives which are defined by the Board of Regents and included in the annual review. Elements and measures are assigned by institution type.

The measures are further delineated into three categories:

Targeted: Specific measures for which institutions set annual benchmarks and six-year targets. Most of these measures are in the Student Success Performance Objective and, thus, 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.

Before entering into the agreements, institutions were required to set annual benchmarks and six-year targets for their *Targeted* measures.

The Board of Regents is authorized to add additional measures. GRAD Act agreements require that after year 2, selected *Tracked* measures be examined and converted to *Targeted* measures, where appropriate. Following year 2, Regents and the management board of each system identified new *Targeted* measures for inclusion in GRAD Act annual reports beginning with year 3 and each year thereafter for the balance of the six-year term. These new *Targeted* measures were adopted by the Board of Regents in December 2012 and appear in this report, as appropriate.

Institutions were required to submit to the Board of Regents by May 1, 2013 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.

The Board of Regents' audit division 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 many of the data in GRAD Act reporting, to assist in evaluating institutions' compliance with the requirements of the GRAD Act. Testing was completed by May 31, 2013.

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 within the allowable tolerance or has shown progress in the measure when comparing the most recent 2-year average to the prior 3-year average; 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 be eligible for autonomies for the next academic year.

As a result of the overall scores, institutions were given one of the following annual evaluation designations. The annual designation determines the institution's status for tuition authority and eligibility for autonomies for the next academic year.

Year 3 Annual Designation:	Status for Year 4:
Green	Retains tuition authority and eligible for autonomies
Yellow	Retains tuition authority and eligible for autonomies
Orange	Retains tuition authority, but not eligible for autonomies
Red	Loses tuition authority and eligibility for autonomies

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. 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.

2012-13 Annual Designations

At its meeting on June 26, 2013, 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	100%	100%	88%	100%	GREEN
Bossier Parish CC	100%	100%	100%	100%	GREEN
Central Louisiana TCC	100%	100%	100%	100%	GREEN
Delgado CC	92%	100%	100%	100%	GREEN
Delta CC	90%	100%	100%	100%	GREEN
Fletcher TCC	90%	58%	100%	100%	GREEN
Northshore TCC	94%	100%	100%	100%	GREEN
Nunez CC	100%	100%	100%	100%	GREEN
River Parishes CC	94%	100%	100%	100%	GREEN
South Louisiana CC	100%	100%	100%	100%	GREEN
Sowela TCC	100%	58%	100%	100%	GREEN
Capital Area TC	100%	100%	88%	100%	GREEN
Northwest LA TC	81%	100%	100%	100%	GREEN
South Central LA TC	100%	100%	100%	100%	GREEN

Passage of a performance objective requires a minimum overall score of 80%.

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	82%	100%	100%	100%	GREEN
Southern Univ. Law Center	100%	N/A	100%	100%	GREEN
Southern Univ. New Orleans	94%	100%	100%	100%	GREEN
Southern Univ. Shreveport	89%	58%	100%	100%	GREEN

Passage of a performance objective requires a minimum overall score of 80%.

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	90%	100%	100%	100%	GREEN
LSU Eunice	82%	100%	100%	100%	GREEN
LSU Shreveport	100%	100%	100%	100%	GREEN
LSU HSC New Orleans	82%	N/A	83%	100%	GREEN
LSU HSC Shreveport	96%	N/A	100%	100%	GREEN
LSU Paul M. Hebert Law Ctr.	100%	N/A	100%	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.	92%	100%	100%	100%	GREEN
Louisiana Tech Univ.	91%	100%	100%	100%	GREEN
McNeese State Univ.	100%	100%	100%	100%	GREEN
Nicholls State Univ.	100%	100%	100%	100%	GREEN
Northwestern State Univ.	92%	100%	100%	100%	GREEN
Southeastern LA Univ.	100%	100%	100%	100%	GREEN
University of LA at Lafayette	84%	100%	100%	100%	GREEN
University of LA at Monroe	86%	100%	100%	100%	GREEN
University of New Orleans	100%	100%	100%	100%	GREEN

What follows is a summary of the performance measures on which institutions were required to report. Text in italics indicates language taken from the GRAD Act law. Following text in italics 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.

Institutions report that system and institutional policies have been or are being put into place to improve the main student success measures: retention rates, graduation rates, and completion. Policies range from increasing admission requirements and requiring student academic and career counseling to implementing student tracking systems and awarding non-traditional credit. Realizing the importance of faculty and staff engagement, many institutions have integrated a more personalized approach to promoting student success. Activities include phone calls/emails to students who fail to re-register, customized advising for at-risk students, and the implementation of faculty and peer mentoring groups. Another common theme among the institutions was the establishment of campus-wide councils in the areas of recruitment and retention.

The following tables 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 target while accommodating for year-to-year variability inherent in institutional data. Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

1st to 2nd Year Retention Rate

	Baseline	Year 1	Year 2	Year 3	Change from baseline
Louisiana Community and Technical College System					
Baton Rouge Community College	47.8%	48.2%	47.5%	53.8%	6.0%
Bossier Parish Community College	51.4%	47.8%	44.2%	51.3%	-0.1%
Delgado Community College	56.8%	56.4%	55.2%	52.4%	-4.4%
Nunez Community College	42.5%	59.6%	49.6%	50.0%	7.5%
River Parishes Community College	44.9%	44.2%	52.9%	50.5%	5.6%
South Louisiana Community College	57.2%	53.2%	44.2%	47.1%	N/A*
Louisiana Delta Community College	46.1%	39.7%	44.2%	43.2%	N/A*
L.E. Fletcher Technical Community College	53.3%	52.9%	52.3%	47.0%	-6.2%
Sowela Technical Community College	53.2%	50.2%	42.3%	35.8%	N/A*

Louisiana State University System					
Louisiana State University Alexandria	54.2%	59.1%	55.0%	48.8%	-5.5%
Louisiana State University A&M	83.6%	84.2%	84.3%	83.3%	-0.3%
Louisiana State University Eunice	50.3%	42.9%	46.7%	47.2%	-3.1%
Louisiana State University Shreveport	64.8%	68.7%	65.0%	65.7%	1.0%
Paul M. Hebert Law Center	91.7%	96.6%	96.0%	97.0%	5.4%

Southern University System					
Southern University A&M	71.7%	72.2%	70.4%	68.7%	-3.0%
Southern University New Orleans	46.9%	48.1%	48.3%	59.2%	12.3%
Southern University Shreveport	51.9%	46.1%	49.4%	50.6%	-1.3%
Southern University Law Center	81.7%	83.3%	78.4%	81.0%	-0.7%

University of Louisiana System					
Grambling State University	55.5%	65.4%	67.8%	68.6%	13.1%
Louisiana Tech University	74.2%	74.3%	77.4%	76.1%	1.8%
McNeese State University	67.5%	68.3%	67.3%	67.8%	0.3%
Nicholls State University	67.6%	70.3%	71.2%	71.0%	3.4%
Northwestern State University	67.9%	70.2%	67.5%	67.1%	-0.8%
Southeastern Louisiana University	67.5%	67.0%	68.6%	66.4%	-1.0%
University of Louisiana at Lafayette	75.9%	73.3%	73.4%	74.3%	-1.6%
University of Louisiana at Monroe	73.1%	72.5%	68.7%	69.4%	-3.7%
University of New Orleans	68.6%	63.4%	66.8%	64.5%	-4.1%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

*LDCC, SLCC and SOWELA merged with other institutions/campuses following year 2 and were approved to reset targets for years 3-6 based on merged data. Therefore, reporting a percent change from original/pre-merger baseline is not applicable to these institutions.

1st to 3rd Year Retention Rate

	Baseline	Year 1	Year 2	Year 3	Change from baseline
Louisiana State University System					
Louisiana State University Alexandria	31.3%	36.9%	40.7%	37.5%	6.1%
Louisiana State University A&M	76.5%	74.2%	75.0%	75.2%	-1.3%
Louisiana State University Shreveport	46.3%	46.4%	56.8%	52.4%	6.1%

Southern University System					
Southern University A&M	59.0%	59.4%	60.0%	55.9%	-3.1%
Southern University New Orleans	26.9%	33.3%	38.6%	32.6%	5.7%

University of Louisiana System					
Grambling State University	45.3%	48.3%	53.6%	62.9%	17.6%
Louisiana Tech University	61.6%	64.9%	64.9%	64.1%	2.4%
McNeese State University	54.8%	56.0%	56.7%	57.5%	2.7%
Nicholls State University	56.6%	53.9%	58.5%	57.9%	1.3%
Northwestern State University	52.8%	53.8%	55.3%	55.0%	2.1%
Southeastern Louisiana University	51.2%	53.4%	52.5%	56.0%	4.8%
University of Louisiana at Lafayette	62.4%	63.8%	61.8%	60.7%	-1.6%
University of Louisiana at Monroe	55.1%	56.7%	54.6%	55.6%	0.5%
University of New Orleans	52.4%	49.4%	50.2%	54.9%	2.5%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

Fall to Spring Retention Rate

	Baseline	Year 1	Year 2	Year 3	Change from baseline
Louisiana Community and Technical College System					
Capital Area Technical College	66.4%	62.3%	69.8%	62.0%	-4.4%
South Central LA Technical College	65.6%	76.9%	72.9%	78.8%	13.2%
Central LA Tech Community College	77.5%	65.4%	62.2%	72.5%	-5.1%
Northwest LA Technical College	67.0%	58.8%	65.5%	72.6%	5.6%
Northshore Technical Community College	68.2%	59.3%	65.8%	68.8%	0.6%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

Same Institution Graduation Rate

	Baseline	Year 1	Year 2	Year 3	Change from baseline
Louisiana Community and Technical College System					
Baton Rouge Community College	2.9%	3.3%	5.1%	4.6%	1.7%
Bossier Parish Community College	8.3%	9.9%	11.8%	14.4%	6.1%
Delgado Community College	2.1%	2.1%	2.4%	3.0%	0.9%
Elaine P. Nunez Community College	8.0%	21.1%	12.8%	7.0%	-1.0%
River Parishes Community College	4.2%	5.7%	3.9%	10.3%	6.1%
South Louisiana Community College	1.6%	7.4%	6.3%	5.2%	3.6%
Louisiana Delta Community College	9.4%	9.8%	10.9%	10.1%	0.7%
L.E. Fletcher Technical Community College	15.9%	8.7%	17.6%	17.1%	1.3%
Sowela Technical Community College	34.9%	34.9%	41.9%	31.4%	-3.5%

Louisiana State University System					
Louisiana State University Alexandria	5.3%	10.8%	9.5%	9.5%	4.3%
Louisiana State University A&M	60.7%	60.8%	60.6%	62.0%	1.3%
Louisiana State University Eunice	7.8%	8.0%	4.7%	6.8%	-1.1%
Louisiana State University Shreveport	20.1%	20.0%	28.0%	26.5%	6.4%
Paul M. Hebert Law Center	83.7%	87.5%	82.7%	86.7%	3.0%

Southern University System					
Southern University A&M	28.3%	30.3%	29.3%	30.5%	2.2%
Southern University New Orleans	5.0%	7.7%	4.0%	N/A*	N/A*
Southern University Shreveport	21.9%	13.8%	13.7%	13.3%	-8.6%
Southern University Law Center	80.0%	85.5%	77.0%	79.9%	-0.1%

University of Louisiana System					
Grambling State University	36.3%	29.7%	28.0%	27.8%	-8.5%
Louisiana Tech University	47.3%	45.5%	47.4%	48.2%	0.8%
McNeese State University	36.4%	35.1%	35.1%	37.3%	0.9%
Nicholls State University	26.6%	29.2%	28.7%	38.4%	11.8%
Northwestern State University	28.1%	29.5%	27.1%	33.8%	5.7%
Southeastern Louisiana University	28.5%	30.7%	33.4%	33.4%	4.9%
University of Louisiana at Lafayette	40.2%	42.2%	39.6%	41.4%	1.3%
University of Louisiana at Monroe	30.9%	30.5%	34.1%	35.0%	4.1%
University of New Orleans	22.1%	20.9%	20.0%	38.1%	N/A**

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

* 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
Louisiana Community and Technical College System				
Baton Rouge Community College				
Certificate (1yr)	9	1566.7%	1988.9%	2111.1%
Associate	288	10.4%	25.0%	32.6%
Bossier Parish Community College				
Certificate (1yr)	88	185.2%	237.5%	253.4%
Diploma	21	14.3%	66.7%	33.3%
Associate	456	2.6%	20.8%	37.5%
Delgado Community College				
Certificate (1yr)	228	28.5%	4.8%	226.3%
Diploma	60	30.0%	18.3%	78.3%
Associate	874	15.0%	25.7%	41.3%
Elaine P. Nunez Community College				
Certificate (1yr)	49	63.3%	93.9%	144.9%
Diploma	36	16.7%	25.0%	0.0%
Associate	123	5.7%	-3.3%	28.5%
River Parishes Community College				
Certificate (1yr)	33	342.4%	403.0%	575.8%
Associate	40	87.5%	157.5%	222.5%
South Louisiana Community College				
Certificate (1yr)	640	19.8%	37.3%	38.3%
Diploma	511	1.0%	23.3%	38.7%
Associate	219	8.7%	26.0%	68.5%
Louisiana Delta Community College				
Certificate (1yr)	189	-7.4%	15.9%	43.9%
Diploma	262	4.2%	53.4%	27.1%
Associate	111	13.5%	33.3%	40.5%
L.E. Fletcher Technical Community College				
Certificate (1yr)	34	273.5%	467.6%	311.8%
Diploma	48	0.0%	25.0%	-22.9%
Associate	38	26.3%	128.9%	226.3%
Sowela Technical Community College				
Certificate (1yr)	27	596.3%	1311.1%	1225.9%
Diploma	112	12.5%	213.4%	275.9%
Associate	203	27.1%	16.7%	53.2%
Capital Area Technical College				
Certificate (1yr)	253	-7.5%	81.8%	43.9%
Diploma	350	2.6%	10.3%	2.3%
Associate	18	16.7%	-5.6%	33.3%
South Central LA Technical College				
Certificate (1yr)	131	56.5%	71.0%	91.6%
Diploma	135	0.7%	17.0%	36.3%
Associate	95	18.9%	25.3%	44.2%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3
Louisiana Community and Technical College System (continued)				
Central LA Tech Community College				
Certificate (1yr)	144	61.8%	140.3%	137.5%
Diploma	365	9.3%	8.8%	29.3%
Associate	14	50.0%	-7.1%	135.7%
Northwest LA Technical College				
Certificate (1yr)	220	12.7%	44.5%	17.3%
Diploma	406	8.6%	10.6%	8.6%
Associate	32	18.8%	25.0%	12.5%
Northshore Technical Community College				
Certificate (1yr)	139	27.3%	61.9%	110.1%
Diploma	175	46.9%	13.7%	94.9%
Associate	7	542.9%	114.3%	528.6%

	Baseline	Year 1	Year 2	Year 3
Louisiana State University System				
Louisiana State University Alexandria				
Bachelors	166	-17.5%	-3.6%	8.4%
Louisiana State University A&M				
Bachelors	4648	-7.2%	-6.5%	-2.8%
Masters	966	7.9%	13.0%	27.5%
Doctoral	240	25.0%	6.3%	34.2%
Professional	81	0.0%	-7.4%	1.2%
Specialist	19	-5.3%	10.5%	-36.8%
Louisiana State University Eunice				
Certificate (1yr)	9	100.0%	88.9%	44.4%
Diploma	3	-33.3%	-66.7%	-66.7%
Associate	244	5.3%	10.2%	12.7%
Louisiana State University Shreveport				
Bachelors	527	-4.9%	6.3%	-2.8%
Masters	100	-10.0%	9.0%	3.0%
Specialist	6	33.3%	-83.3%	0.0%
L.S.U. HSC - NO - Allied Health				
Bachelors	30	13.3%	26.7%	36.7%
Masters	47	31.9%	42.6%	83.0%
Professional	23	52.2%	104.3%	126.1%
L.S.U. HSC - NO - Dentistry				
Professional	59	1.7%	-10.2%	-1.7%
L.S.U. HSC - NO - Graduate Studies				
Masters	2	0.0%	-100.0%	-50.0%
Doctoral	31	-22.6%	-38.7%	-51.6%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3
Louisiana State University System (continued)				
L.S.U. HSC - NO - Dental Hygiene				
Bachelors	41	4.9%	-2.4%	-17.1%
L.S.U. HSC - NO - Dental Lab Technology				
Associate	4	0.0%	175.0%	25.0%
L.S.U. HSC - NO - Medicine				
Professional	187	1.6%	-1.6%	-4.3%
L.S.U. HSC - NO - Nursing				
Bachelors	176	0.0%	11.4%	26.1%
Masters	51	0.0%	45.1%	86.2%
Doctoral	2	0.0%	0.0%	0.0%
L.S.U. HSC - NO - Public Health				
Masters	29	-3.4%	-10.3%	-10.3%
Doctoral	3	0.0%	-100.0%	-66.7%
L.S.U. HSC - Shrv - Allied Health				
Bachelors	62	-23.0%	-16.1%	-9.8%
Masters	27	-30.0%	14.8%	14.8%
Professional	62	-32.0%	-40.3%	-43.5%
L.S.U. HSC - Shrv - Graduate Studies				
Masters	1	0.0%	0.0%	400.0%
Doctoral	8	87.5%	25.0%	100.0%
L.S.U. HSC - Shrv - Medicine				
Professional	110	1.8%	1.8%	-0.9%

	Baseline	Year 1	Year 2	Year 3
Southern University System				
Southern University A&M				
Bachelors	895	-2.9%	-7.8%	-10.9%
Masters	312	-9.3%	-6.4%	-5.8%
Doctoral	18	11.1%	27.8%	138.9%
Southern University in New Orleans				
Bachelors	227	-2.2%	19.4%	30.8%
Masters	148	-10.8%	6.1%	3.4%
Southern University in Shreveport				
Certificate (1yr)	71	2.8%	-1.4%	5.6%
Associate	224	-12.9%	17.0%	41.5%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

Percent Change in Program Completers from Baseline

	Baseline	Year 1	Year 2	Year 3
University of Louisiana System				
Grambling State University				
Bachelors	541	28.3%	25.0%	25.0%
Masters	115	15.7%	48.7%	71.3%
Doctoral	9	-55.6%	-77.8%	-33.3%
Louisiana Tech University				
Bachelors	1306	-3.4%	-6.9%	-7.4%
Post-Baccalaureate	19	31.6%	115.8%	-10.5%
Masters	352	16.8%	27.8%	31.5%
Doctoral	37	-2.7%	-10.8%	29.7%
McNeese State University				
Bachelors	1035	-7.1%	-6.9%	5.2%
Post-Baccalaureate	0	N/A*	N/A*	N/A*
Masters	294	-9.2%	8.2%	-5.4%
Specialist	0	N/A*	N/A*	N/A*
Nicholls State University				
Bachelors	855	8.8%	10.9%	5.4%
Post-Baccalaureate	0	N/A*	N/A*	N/A*
Masters	109	32.1%	9.2%	73.4%
Specialist	3	66.7%	100.0%	133.3%
Northwestern State University				
Bachelors	1052	2.3%	2.4%	1.0%
Post-Baccalaureate	0	N/A*	N/A*	N/A*
Masters	230	-2.6%	8.3%	11.3%
Post-Masters	0	N/A*	N/A*	N/A*
Specialist	20	-25.0%	-35.0%	-60.0%
Southeastern Louisiana University				
Bachelors	1872	4.0%	2.5%	4.1%
Post-Baccalaureate	0	N/A*	N/A*	N/A*
Masters	351	-4.0%	23.6%	5.7%
Doctoral	3	-33.3%	233.3%	433.3%
University of Louisiana at Lafayette				
Bachelors	2117	0.7%	7.1%	7.8%
Post-Baccalaureate	0	N/A*	N/A*	N/A*
Masters	378	3.7%	2.9%	-9.0%
Doctoral	32	21.9%	-6.3%	53.1%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

**Percent change from baseline cannot be calculated from baseline of 0; year 3 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
University of Louisiana System (continued)				
University of Louisiana at Monroe				
Bachelors	878	16.4%	24.8%	26.2%
Post-Baccalaureate	1	-100.0%	-100.0%	-100.0%
Masters	234	2.6%	-8.1%	26.5%
Doctoral	10	150.0%	80.0%	0.0%
Professional	91	-24.2%	0.0%	2.2%
University of New Orleans				
Bachelors	1286	0.7%	5.8%	3.3%
Masters	561	6.6%	24.6%	26.2%
Doctoral	45	33.3%	-2.2%	40.0%

Data in red indicate where an institution failed to meet its performance target for that measure for the current reporting year (Year 3).

**Percent change from baseline cannot be calculated from baseline of 0; year 3 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.

While Louisiana high school students have been enrolling in postsecondary education for decades, the significant increase that followed the development of the Board of Regents' Early Start (dual enrollment) program has continued despite loss of the program's funding in 2012. Institutions continue to both strengthen and develop new partnerships with high schools to help pave the way for high school graduates to progress directly to college or into the workforce. Institutions at every level (universities, community colleges, and technical colleges) have developed high school feedback reports to enhance their partnerships with high schools. The number of high school students enrolled in post-secondary education has increased 2% from 18,551 in 2010-2011 to 18,914 in 2011-2012. *(based on data submitted to BoR in SSPS).*

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

The number of students sitting for and successfully passing a licensure/certification exam (pass rate) was reported for this measure. The Board of Regents developed a list of disciplines for which passage rates would be measured, the sources for the measures, and identified the institutions responsible for reporting. These examinations are used to identify persons who possess the minimum knowledge and experience necessary to perform tasks on the job/in the workforce safely and

competently. At the institution level, faculty and staff use licensure and certification exam data to monitor how well candidates perform in content knowledge measured in the exam.

Passage rates on licensure exams in Education, Practical Nursing (PN) and Registered Nursing (RN) became new Targeted measures beginning with year 3:

Sum of students sitting for licensure exam in EDUCATION	1641
Sum of students passing licensure exam in EDUCATION	1641
Passage Rate on licensure exam in EDUCATION	100.0%
Sum of students sitting for licensure exam in PRACTICAL NURSING (PN)	800
Sum of students passing licensure exam in PRACTICAL NURSING (PN)	667
Passage Rate on licensure exam in PRACTICAL NURSING (PN)	83.4%
Sum of students sitting for licensure exam in REGISTERED NURSING (RN)	946
Sum of students passing licensure exam in REGISTERED NURSING (RN)	866
Passage Rate on licensure exam in REGISTERED NURSING (RN)	91.5%

Performance Objective 2

Articulation and Transfer:

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

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

Collaboration between four-year universities and two-year colleges has continued to grow, especially in anticipation of increased admission requirements. Universities refer applicants to two-year colleges when they cannot admit them directly, but they work to maintain connections with the students to help them plan to transfer if their goal remains to earn a bachelor's degree. Many have developed programs to track these students as they enroll at the two-year college and transfer to the university after completing either transfer hours or an associate degree.

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

The Louisiana Transfer (LT) associate degree, created under the direction of Act 359 of the 2009 Regular Legislative Session (R.S. 17:1361), has been well-received. In fall 2011, colleges reported 1,174 declared LT majors. By spring 2012, the

number of declared LT majors had grown to 1,568 (34%) and the program continues to expand. During academic year 2011-12, the campuses reported 85 LT graduates. Both colleges and universities are engaged in creating clear degree paths for LT students, taking advantage of both the structure and flexibility in the curriculum so that students can make wise course choices for optimal articulation into the baccalaureate program. All campuses maintain a campus web presence, linked to the statewide transfer web site to guide prospective transfer students, and all have designated and trained a transfer liaison/counselor to help students prepare for a smooth transition.

The Common Course Numbering system was initiated with the annual update of the Statewide Course Articulation Matrix in 2012-13. Throughout the year, subject area departmental faculty and leadership met with Regents' staff to define common course content and to discuss course articulation and campus feedback options, so that the recently approved 2013-14 matrix goes beyond General Education to include courses in business areas and common courses in general education categories but outside of the "GenEd Core." Campus catalogs now include the statewide common course number in the course listings. Efforts during 2013-14 will continue to expand the articulation matrix inventory and focus more on feedback on transfer students' ability to progress. The matrix and the Common Course Catalog are posted on the Regents' and the Louisiana Transfer web sites for easy access by all who need it.

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.

Institutions report that there are processes in place to routinely review academic program offerings. Regents routinely conducts statewide program reviews. In addition to participating in this review, institutions report on programs that have been modified or added as determined by local, regional, or state workforce needs. In past years, Regents has utilized the Louisiana Workforce Commission (LWC) and Louisiana Economic Development (LED) published forecasts to assist in the identification of programs that are aligned with current or strategic workforce needs.

Campuses are encouraged to organize or restructure based on a self-evaluation of their entire academic program inventory. As part of the 2012-2013 academic

program review, institutions conducted a basic cost-revenue analysis to identify program areas that might be logical candidates for further evaluation. Thus the process provides opportunity and incentive for a fresh look at the institution's program offerings in light of its own fiscal realities.

This year, 115 programs were included in the program review: 87 programs identified by Regents' staff, and an additional 28 submitted by the campuses. For each program, the campus prepared a proposition and justification to continue, consolidate, or terminate the program. Regents' staff considered campus requests in light of: the statewide inventory and issues of unnecessary duplication and/or access; current and projected trends in enrollment and productivity; and the explanation of and interventions to improve the current status.

Results of the 2012-2013 program review are as follows:

- Maintenance of 68 programs
- Termination of 30 programs
- Consolidation of 17 programs

Over this last year, Regents has worked very closely with the LWC to promote and enhance its new STAR Rating System. Louisiana Star Jobs is a user-friendly, interactive search tool that ranks the best occupations in Louisiana according to salary, the number of openings and the prospects for each career. The system filters the ranking to suit the individual 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, people who are working but are interested in new or better jobs, individuals actively seeking employment and people living in other states considering locating to Louisiana.

Louisiana Star Jobs finds 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 gets. 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 Board of Regents is working 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 (e.g. Master Plan and Formula Funding). The funding formula was adjusted to provide additional funding (3%) for institutions able to produce graduates in jobs designated as high demand and high wage.

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

Institutions reported on current initiatives to improve technology for distance learning, including infrastructure and software enhancements, facilitation of processes for student services, professional development for faculty and on-line student assessment processes. Institutions described current initiatives to create and expand educational offerings. Efficiencies realized ranged from cost savings to increasing the number of students served through expansion of on-line courses and programs. Recognizing the pivotal role that electronic learning will play in the future of post-secondary education, the Board of Regents established its Electronic Learning Strategic Planning Task Force. Task Force initiatives include development and implementation of a website to serve as a one-stop shop for eLearning programs and services, assessment of statewide initiatives and the adoption of eLearning definitions, standards, best practices and reporting requirements.

2013 Program Delivery Method by Institution Type

Institution Type	Data	Onsite	Hybrid*	Online**	Total
4-year	# of Programs	907	55	134	1096
	% of Programs	82.76%	5.02%	12.23%	100.00%
2-year	# of Programs	623	69	34	726
	% of Programs	85.81%	9.50%	4.68%	100.00%
Technical	# of Programs	181	15	0	196
	% of Programs	92.35%	7.65%	0.00%	100.00%
Specialized	# of Programs	55	0	0	55
	% of Programs	100.00%	0.00%	0.00%	100.00%
Total	# of Programs	1766	139	168	2073
	% of Programs	85.19%	6.71%	8.10%	100.00%

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

**Online: 100% of content is delivered online

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 (Louisiana State University and A&M College, Louisiana Tech University, the University of Louisiana at Lafayette, the University of New Orleans, and the Louisiana State University Health Sciences Centers in Shreveport and New Orleans) was required to submit 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 challenges of aligning research expenditures and outcomes with specific economic development industries and the long timeframe often necessary to produce significant progress in science and technology research, make tracking and interpretation of research productivity challenging. By the second year of GRAD Act reporting, the comparison and annual and baseline data began to yield a meaningful understanding of incremental progress.

In the context of these challenges, research productivity reporting focuses on a narrative report which provides essential context for five metrics: percentage of full time equivalent (FTE) faculty holding active research and development grants/contracts; the percentage of FTE faculty holding active research and development grants/contracts in Louisiana's key economic development industries; the dollar amount of R&D expenditures; the dollar amount of Research and Development (R&D) expenditures in Louisiana's key economic development industries; and the number of intellectual property measures (e.g., patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.). The narrative provides 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, showing some results in commercialization and technology transfer. Year 2 data reflected some progress in research and commercialization, despite budget reductions that limited campuses' discretionary funds to support research activity. Year 3 reports indicated the following:

- The number of research-active faculty holding research grants and contracts priority economic development areas increased slightly;
- The five-year average of research expenditures from all sources has increased significantly (13%) from year 1 among the four campuses reporting this information;

- Expenditures from industry funding sources have grown dramatically (though this is due in part to changes in the National Science Foundation's data collection methodologies);
- Research commercialization activities, including patents, licenses, and start-up companies remain steady.

Narrative reports describe several productive partnerships with the private sector, as well as a growing attention to entrepreneurship among researchers and institutions and increased collaboration with local and regional economic development organizations. Several reports also cite the benefits to statewide research productivity and focus on ongoing higher education engagement with the Louisiana Department of Economic Development and Battelle Memorial Institute in the development of a statewide inventory of research assets and refinement of economic development priorities based on previously identified Blue Ocean targets.

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.

In 2010, the Board of Regents approved increased minimum admission standards, including the requirement that a student must not need any developmental coursework to be admitted effective fall 2012 at statewide universities and fall 2014 at regional universities. This time period is within the six-year GRAD Act agreement. It is evident that with the further development of the two-year system, four-year universities have collaborated with two-year colleges in the region for the delivery of remedial course offerings. Moving to the exclusive delivery of these courses to the two-year colleges began as early as fall 2010.

In Fall 2008 17% of First Time Freshmen were enrolled in developmental coursework at four-year schools. By Fall 2012, that number had dropped to 10.9%.

Four-year universities report that either discussion is underway with two-year colleges to phase out the delivery of associate degree programs or that the programs have already been eliminated. Some universities have identified programs that are vital to workforce needs and those programs will continue to be offered until such time as the need can be met by nearby two-year colleges.

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

Systems and institutions provided, as part of their initial GRAD Act agreement, their policies and timelines for increasing nonresident tuition amounts as required by GRAD Act. In their annual reports, institutions reported on the impact these increases have had on enrollment and revenue. Two-year and technical colleges reported the impact to be negligible since a low number of non-resident students enroll at their institutions. Four-year universities, however, expect that enrollment will be negatively impacted by higher nonresident tuition amounts.

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

R.S. 17:3139.2 (GRAD Act) urges participating institutions to, “Designate Centers of Excellence as defined by the Board of Regents”, and it instructs that such Centers should hold a favorable academic assessment from the Board of Regents and have demonstrated graduate productivity and collaboration or partnerships with other entities, including business and industry. Also passed in 2010, Act 555 allowed for the establishment of a Center of Excellence Program within LCTCS, with the approval of and in coordination with the Board of Regents, “to provide customized educational and training programs to meet areas of need identified by Louisiana business and industry.” These Centers were to be in direct response to industry need and include an influx of private sector support (funding, or donations of land or equipment).

In June 2013 the Board of Regents approved Academic Affairs Policy 2.05. *Centers of Excellence*, a policy to govern the criteria and process for the establishment of Centers of Excellence pursuant to both laws as it established three categories of statewide Centers of Excellence to emphasize different characteristics of strength in their contribution to the wellbeing of the State and expansion of the body of knowledge: 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 areas, i.e., academic and research centers impact the workforce and involve education and opportunities for research, and workforce centers would demonstrate excellence in teaching and responsiveness to the community.

Centers for Workforce Excellence incorporate private (and public) sector support to emphasize education and training programs in partnership with business and industry to meet defined workforce training needs. Its offerings will include programs that are clearly related to the workforce and to which industries

are willing to support and populate for employee training.

A **Center of Academic Excellence** has both a sterling reputation for excellence in teaching, research and service and a strong record of productivity in its component programs, with graduates who enter productive careers or continue their education in advanced degree programs. Disciplines within the Center align with key industry or academic sectors and contribute to regional or statewide goals for academic and/or economic development.

A **Center of Research Excellence** enjoys nationally or internationally recognized research success and is well supported through high levels of external funding partnerships with the federal government and with industry. It offers a range of educational opportunities, graduate mentoring, and/or community outreach, has a history of interdisciplinary and inter-/intrastate collaboration, and a positive impact on the State's economic growth.

To date, The Board of Regents has designated one Center of Excellence; *The Center for Workforce Excellence in Transportation Technology* at Baton Rouge Community College.

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
Louisiana State University Paul M. Hebert Law Center

Southern University System

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

University of Louisiana System

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

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: Capital Area Technical College
Northwest Louisiana Technical College
South Central Louisiana Technical College

