BOARD OF REGENTS
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AGENDA
PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING
October 28, 2015 • 9:50 a.m.
Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

I.   Call to Order

II.   Roll Call

III. Consent Agenda
   A.   R.S. 17:1808 (Licensure)
      1.   Initial Licenses
         a.   Arcadia University
         b.   Carlow University
         c.   Weber State University
      2.   License Renewals
         a.   Central Michigan University
         b.   University of Phoenix
         c.   University of St. Augustine for Health Sciences

IV.   GRAD Act
   A.   1st Quarter Report of BOR GRAD Act Intervention Policy for SUSLA and SUS

V.   Board of Regents' 2015 TOPS Report as Required by R.S.17:3048.3

VI.   Other Business
   A.   GRAD Act Review Panel (Information Item)

VII. Adjournment

Committee Members: Joel Dupré, Chair; William Fenstermaker, Vice Chair; Mark Abraham, Claudia Adley, Raymond Brandt, Joseph Farr, Robert Levy; Gray Stream.

The Board of Regents is an Equal Opportunity and ADA Employer

Agenda Item III.A.1.a.

Arcadia University
Glenside, Pennsylvania

BACKGROUND

Arcadia University (Arcadia) is not incorporated in the State of Louisiana. The institution is a private university in the state of Pennsylvania and is seeking its initial license. Founded in 1853 as Beaver College in Beaver Pennsylvania, today Arcadia is located in Glenside, a suburb of Philadelphia. Arcadia has six colleges and schools, as well as ten centers around the world, and is recognized as a leader in study abroad with over 3,000 students studying outside the United States on an annual basis. Arcadia is accredited by the Middle States Commission on Higher Education.

ACADEMIC PROGRAM

Arcadia is proposing to offer online certificate programs in education-related areas and physical therapy, master's programs in educated-related areas and creative writing and a transitional doctor of physical therapy. Typically, the online nature of its programs would not require licensure. However, since many of the education and health-related programs include practicum requirements, licensure is required.

FACULTY

Arcadia employs 25 faculty to support its online programs being proposed. Of the 25 faculty, two are trained at the doctoral level, while 23 are trained at either the specialist or professional level. Sixteen of the 25 faculty are employed on a full-time basis.

FACILITIES

Since Arcadia operates programs online with administrative and academic support in Glenside, there are no out-of-state physical facilities in Louisiana. Students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Arcadia University, located in Glenside, Pennsylvania.

Carlow University
Pittsburgh, Pennsylvania

BACKGROUND

Carlow University (Carlow) is not incorporated in the State of Louisiana. The institution is a Roman Catholic university in the state of Pennsylvania and is seeking initial licensure. Carlow was founded as Mount Mercy College in 1929 in Pittsburgh by the Sisters of Mercy from Carlow, Ireland. The institution changed its name to Carlow College in 1969 and received its current name in 2004. Carlow has undergraduate and graduate programs in three colleges and enrolls over 2,000 students. Carlow is accredited by the Middle States Commission on Higher education.

ACADEMIC PROGRAM

Carlow is proposing to offer certificate, bachelors and master's degrees in education, nursing and business-related areas. Typically, online programs would not require licensure. However, since the education and nursing programs require practicum/clinical experiences, licensure is necessary.

FACULTY

Carlow employs 37 faculty to support the programs being made available to Louisiana residents. Of the 37 faculty, 24 are trained at the doctoral level and 13 are trained at the masters level; there are 14 employed on a full-time basis.

FACILITIES

Since Carlow operates programs online with administrative and academic support in Pittsburgh, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Carlow University, located in Pittsburgh, Pennsylvania.

Weber State University
Ogden, Utah

BACKGROUND

Weber State University (Weber) is not incorporated in the State of Louisiana. The institution is a public comprehensive university, established in 1889 as Weber State Academy, transitioned to a junior college in 1933 and awarded its first baccalaureate in 1964. Weber received its current name in 1991 and today enrolls over 26,000 students in over 250 undergraduate programs and 13 graduate programs. Weber is located in Ogden, Utah with a branch in Davis. Weber is accredited by the Northwest Commission on Colleges and Universities.

ACADEMIC PROGRAM

Weber is proposing to offer online associate and baccalaureate programs in business and health-related areas, computer science and automotive technology and a master's program in criminal justice to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. However, since most of the health-related and the automotive technology online programs require clinical experiences/internships, licensure is necessary.

FACULTY

Weber employs 109 faculty in support of the online programs available to Louisiana residents. Of the 109 faculty, 63 are employed full-time and 28 are trained at the doctoral level.

FACILITIES

Since Weber operates programs online with administrative and academic support in Ogden, there are no out-of-state physical facilities in Louisiana. Students complete clinical/internship experiences at various locations within the state.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Weber State University, located in Ogden, Utah.

Central Michigan University
Mount Pleasant, Michigan

BACKGROUND

Central Michigan University (CMU) is not incorporated in Louisiana and initially registered with the Board of Regents in 1977. The institution is a publicly-supported university headquartered in Mt. Pleasant, Michigan and provides educational services to military personnel throughout the United States, including Fort Polk, Louisiana. CMU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university was initially licensed by the Board of Regents in 1993.

ACADEMIC PROGRAM

CMU offers a Master of Science degree in Administration with concentrations in General Administration, Human Resources Administration, Health Services Administration and Leadership. Students receive classroom lecture instruction structured primarily around military/government schedules and activities. The university also offers numerous bachelors and masters programs online through the CMU Global campus program.

FACULTY AND STUDENTS

The institution reports 55 faculty supporting its Ft. Polk and CMU Global campus programs. Twelve of the faculty are employed full-time and 41 are trained at the doctoral level. The institution reported an unduplicated headcount of 110 Louisiana students in fall 2013. All faculty are recruited, screened, and employed through the home campus in Mt. Pleasant.

FACILITIES

Facilities include numerous classrooms, an administrative office, computer laboratory, and a base library at Fort Polk which offers students access to library resources housed at Central Michigan's campus in Mt. Pleasant.

STAFF RECOMMENDATION

Given the credentials of its faculty, the admission standards of the program, the institution's regional accreditation, and the oversight provided by the main campus, senior staff recommends that the Board of Regents approve the application for license renewal from Central Michigan University, located in Mount Pleasant, Michigan.

University of Phoenix
Baton Rouge, Bossier City, Lafayette and Metairie, Louisiana

BACKGROUND

The University of Phoenix (Phoenix) is not incorporated in Louisiana.   Phoenix is a private, for-profit university located in Tempe, Arizona and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.   The institution was initially licensed by the Board of Regents in October 1995.

ACADEMIC PROGRAM

Phoenix offers a number of undergraduate and graduate certificates, 34 bachelor's degrees in business and related areas, biological sciences, health administration, nursing, communication, criminal justice, history, psychology, and information technology and 10 master's degrees in business and related areas, health administration and related areas, public administration, psychology, nursing, and information systems.   Instruction is offered through classroom lecture and laboratory exercises, as well as independent study.

FACULTY AND STUDENTS

Phoenix employs 25 faculty members to support its Louisiana programs, all on a part-time basis. Six of the faculty hold doctorates and the remaining hold masters degrees.   Phoenix reported an unduplicated headcount enrollment in fall 2015 of 83 masters students and 399 undergraduate students in Louisiana.

FACILITIES

Phoenix leases office and classroom space facilities on One Galleria Blvd. in Metairie, Settlers Trace Boulevard in Lafayette, Acadian Thruway in Baton Rouge, and on Plaza Loop Drive in Bossier City.

STAFF RECOMMENDATION

Given the scope of the University of Phoenix's activities, its classroom and laboratory-based instruction, the credentials of its faculty, and its regional accreditation, senior staff recommends that the Board of Regents accept the University of Phoenix's application for license renewal, in keeping with the institution's operations in Louisiana.

University of St. Augustine for Health Sciences
San Marcos, California

BACKGROUND

The University of St. Augustine for Health Sciences (St. Augustine) is not incorporated in the state of Louisiana. The university is a private institution, located in San Marcos, California and was first licensed in 2011. The university is accredited by the Western Association of Schools and Colleges and the Distance Education Accrediting Commission.

ACADEMIC PROGRAM

St. Augustine offers a variety of online masters and doctorate programs in health-related fields (Occupational Therapy, Physical Therapy, Physician Assistant, Health Sciences). The Occupational Therapy and Physical Therapy programs hold professional accreditation. Typically, the online nature of the delivery system would not require licensure. However, since many of the programs require clinical rotations or field experiences, licensure is necessary.

FACULTY

St. Augustine employs 138 faculty in support of its online programs in Louisiana. Of the 138 faculty, 87 are employed on a full-time basis and 113 are trained at the doctoral level.

FACILITIES

Since St. Augustine operates programs online with administrative and academic support in San Marcos, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the scope of the programs, the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve license renewal for the University of St. Augustine for Health Sciences, located in San Marcos, California.

Agenda Item IV.A.

Executive Summary

Under the GRAD Act, an institution which fails to meet the GRAD Act requirements results in the loss of GRAD Act benefits, including losing the authority to increase tuition, 15% performance funding, and eligibility for autonomies for the next academic year. The Board of Regents (BoR) GRAD Act Intervention Policy allows the 15% Performance Funding to be retained by the respective management board and held in a GRAD Act Remediation and Performance Improvement Fund Escrow Account.

If the institution which failed the GRAD Act desires to earn access to some portion of the performance funding from the GRAD Act Remediation and Performance Improvement Fund, it must submit a remediation plan to the Commissioner of Higher Education. If the plan is approved, the Commissioner of Higher Education will act on a GRAD Act Performance Improvement Contract, allowing the institution over the period of the one-year contract to earn up to a maximum of 75% of the funds being held by the management board on its behalf in the GRAD Act Remediation and Performance Improvement Fund Escrow Account. The remaining 25% may be allocated to system institutions to strengthen GRAD Act related activities.

In compliance with the Intervention Policy, SUSLA had its remediation plan and the SU System improvement plan approved by its management board and the Commissioner of Higher Education. According to the schedule in the GRAD Act Performance Improvement Contract, the SU System submitted the first quarterly reports to the Board of Regents (attached).

The senior staff has reviewed the 1st quarter reports and determined that they meet the requirements of the GRAD Act Performance Improvement Contract and the BoR GRAD Act Intervention Policy. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 1st quarter report from SUSLA and the 1st quarter report for the SU System office, authorizing the SU Board of Supervisors to release a portion of the funds to the system office and SUSLA on the predetermined schedule included in the GRAD Act Performance Improvement Contract and the SU System Improvement Plan.

Southern University at Shreveport Louisiana

SUSLA

SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence · Integrity · Accountability · Service

1ˢᵗ Quarterly Report
(August 15 – October 15, 2015)

GRAD Act Year 5
REMEDIATION PLAN

October 15, 2015

Southern University Shreveport (SUSLA) Activities

A. SUSLA Nursing Licensure Passage Rate

ACTIVITY 1: Incorporate Software: Elsevier Adaptive Quizzing for Beginning Level Courses.

First Quarter Report: In fall 2015, four beginning level nursing courses are being offered:

NURS 135: Role Transition to Professional Nursing
NURS 140: Concepts & Processes of Nursing 1
NURS 160: Psychiatric Mental Health Nursing
NURS 200: Principles of Pharmacology

The Elsevier Adaptive Quizzing (EAQ) resource corresponds chapter-by-chapter to the textbook specific to each course. The EAQ is a bank of high-quality practice questions that allows students to advance at their own pace based on performance through multiple mastery levels for each chapter. Access to the EAQ question bank was placed in student book bundles for purchase in the University Bookstore. The majority of students purchased EAQ in this manner. Other students, who already had the required textbooks, purchased EAQ individually from the Evolve (Elsevier) website. All students enrolled in each of the above courses were confirmed to have access to the high-quality practice questions contained in EAQ. Assignments will be given in each course as a means of mandating students' use of the software as well as proof of completion of the assignments. The ultimate goal of each course assignment is for students to gain "mastery" status in the first two of three levels. Since the questions are given in the adaptive format similar to the licensing exam, students answer questions at their individual knowledge level and achieve mastery status after varying question volumes.

In order to measure the effectiveness of EAQ, SUSLA will analyze the following:

1. EAQ student survey results (See attached questionnaire)
2. Comparison of course completion rates from fall 2015 (when EAQ was used) with those of fall 2014 (when EAQ was **not** used)

Two of the four beginning level courses are taught in 7 ½ week sessions; the other two are taught over the full semester. The Second Quarterly Report will reveal the results of these measures for students in the first two 7 ½ week courses.

ACTIVITY 2: Continue the utilization of the *NCLEX 10,000* Software.

First Quarter Report: After the success of the *NCLEX 10,000* software last year, 62 access codes were ordered for students enrolled in the final clinical course: *NURS 250: Concepts & Processes of Nursing II*. The codes were received on Thursday, August 27, 2015 and were distributed to every student during lecture on Monday, August 31, 2015. An assignment of 1,500 questions (to be answered over a 3 month period) was given to the class. This is an

increase from the assignment given last year (1,250 questions). Students are charged with completing the practice tests with a minimum score of 80%. *NCLEX 10,000* questions are also provided in an adaptive format which allows students to work more in their areas of weakness and improve critical thinking in areas of strength.

The early receipt of the *NCLEX 10,000* software will give students exactly 12 weeks of prep time prior to the Health Education Systems, Inc. (HESI) comprehensive exams required for successful completion of the course and at least four months usage prior to taking the NCLEX in January/February 2016.

B. SUSLA First to Second Year Retention Rate

ACTIVITY 1: **Examine the multifarious facets of the University's overall quality of student life and identify factors that promote retention and foster student success.**

First Quarter Report: To date, the Department of Outcomes Assessment and Quality Management administered the Noel Levitz *Student Satisfaction Inventory* during the week of September 21-25, 2015. The Inventory was administered to freshman and sophomores in approximately 80 classes at the Main, Metro and Aerospace campuses. Courses were selected based on one or more of the following criteria: enrollment greater than 25, a minimum of one class per discipline, and a minimum of two evening classes. This methodology helped to ensure that the ideals and perceptions of a myriad of students were captured and evaluated.

The representativeness of these data will be determined once the surveys are screened and processed. This entails reviewing surveys to ensure proper completion, counting the number of completed surveys and determining the proportion of completed surveys to the student population. Following, the response rate will be calculated and the surveys will be forwarded to Noel Levitz for scanning and further processing, to include data analysis.

The Noel Levitz's *Institutional Priorities Survey* was disseminated electronically to 370 full-time and part-time faculty and staff and was made available on September 29, 2015 using Noel Levitz's s online survey portal. A survey reminder was generated subsequently every three business days. The survey closed on October 9, 2015. The response rate and findings will be reported in the Second Quarterly Report.

ACTIVITY 2: **To support the installation of the Early Alert feature of the Student Success Plan system (SSP), SUSLA plans to develop policy that promotes its adoption and use campus-wide.**

First Quarter Report: As noted in the GRAD Act Year 5 Remediation Plan, SUSLA wants to develop policy to ensure that the Student Success Plan (SSP) system has campus-wide recognition and support. Specifically, SUSLA wants this policy to be developed from the recommendations of the SSP installation and configuration team. As discussed in the GRAD Act Year 5 Remediation Plan, SUSLA has identified a core group to serve on the SSP installation and configuration team, to include: First-Year Experience (FYE) faculty;

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counselors and advisors; personnel from IT, Financial Aid, Retention and Admissions; and Unicon, the installation consultants. This team will customize the Early Alert feature to replicate SUSLA's early alert process. The FYE faculty consist of freshmen faculty in English, Math and Reading and are on the team to provide that actual experiences of faculty members who work with first-year students are considered in the configuration process.

The SSP installation and configuration team will develop SUSLA's SSP system so that it fosters collaboration among student support staff and faculty, provides transparency of student success practices and results, and produces periodic reports for assessment and improvement of student success activities. Currently, the team is configuring the SUSLA Early Alert (EAL) process, which involves the following:

- An evaluation of SUSLA's EAL practices and outcomes to determine their most effective aspects and those where some improvements are needed.
- The review of the existing EAL features in the SSP system to determine their adequacy and applicability to support SUSLA's planned EAL process. This review involves a thorough examination of each feature, of which there are six:
    - Reasons - explanations provided by the faculty member in the notification to an advisor/counselor for why the student has been designated for EAL;
    - Suggestions — faculty recommendations of steps to address the EAL notification;
    - Outreaches — types of contacts attempted by the advisor/counselor to reach the student;
    - Outcomes — responses provided by the advisor/counselor to the faculty regarding the action taken to address the EAL notification;
    - Referrals — services or resource persons that the advisor/counselor directed the student to use to resolve the reasons for the EAL; and,
    - Overdue Responses — maximum number of days before a response from the advisor/counselor will be considered overdue.
- The development or customization of each of these features so that they represent how SUSLA wants its EAL process to function.
- The field testing of the newly configured EAL process to determine its effectiveness and appropriateness for SUSLA personnel not involved in the installation and configuration.

In addition to the efforts of the installation and configuration team, on September 22, 2015, the Interim Chancellor formed a SUSLA Retention Taskforce. This Taskforce is composed of representatives from Institutional Research, Outcomes Assessment and Quality Management, Admissions, Academic and Student Affairs, IT, Financial Aid, Registrar and the Center for Student Success (CSS). The representative from CSS was appointed chair and provided a status report of SSP installation and configuration.

The Retention Taskforce will review the weekly status reports of the SSP installation and

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configuration team and report to the Interim Chancellor and the administrative team. Specifically, the Taskforce will report whether the SSP installation is on schedule as planned by its consultants, to include a discussion of accomplishments and problems encountered. Furthermore, the Taskforce will determine if the installation team is adequately staffed to meet its deadlines. Recommendations of the installation team will be reviewed and presented to SUSLA's administrative team for approval.

SUSLA is depending on the Retention Taskforce to review the EAL policy recommendations of the SSP installation and configuration team and submit a final policy to the SUSLA administrative team for approval. SUSLA plans to discuss the progress in the development of this policy and its specific details in the Second Quarterly Report.

ACTIVITY 3: **Improve the coordination and management of data reporting.**

First Quarter Report: On September 28, 2015, the Data Integrity and Management (DIM) Task Force met to address the Southern University System Data Governance Policy, review and discuss data issues reflected in recent error reports, set resolution targets and strategies, and provide updates on imminent external reports. Error reports and data issues were shared from the offices of the Registrar, Information Technology (IT), Admissions, and Financial Aid. It was confirmed that each of the departments generated, reviewed and resolved error reports on a regular basis; with some error reports generated as needed for external reports (Registrar) and some error reports generated on a weekly basis (Admissions).

While the desired outcome is error-free reporting in every department, some discrepancies were discovered during the interdepartmental review process. It was determined that such discrepancies were the result of a lack of communication between departments as well as inefficient data management. It is expected that the newly established Data Integrity and Management (DIM) Taskforce, which includes data stewards from the aforementioned departments, and the Data Governance Policy will begin to address and ultimately rectify inconsistencies.

For this meeting, to begin establishing a baseline from which improvements are to be measured, specific consideration was given to the initial discrepancy report generated from the IT department during the registration period. During that time, the discrepancy report was shared with Admissions for mitigation of any data issues. Upon review of the report at the DIM meeting, it was revealed that the discrepancies stemmed from missing data elements. For the fall 2015 term, the initial discrepancy report revealed errors for 206 student records out of 3,174 reviewed (6.5%). The committee decided to compare the fall 2015 initial discrepancy report to that of spring 2016 to assess improvement. It is expected that after establishing best practices, reviewing existing policies and procedures and/or instituting new ones, and engaging in professional development and training opportunities, the spring 2016 initial discrepancy report will reflect a decrease in the amount of errors.

The committee also discussed the issue of properly coding students and how inaccurate data could result in inaccurate retention calculations. Currently, admissions counselors engage in the following activities to verify that a student is coded properly:

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- Check *National Student Clearinghouse* database for prior enrollment.
- Check *Term Sequence Course history (SHATERM)* for prior enrollment.
- Check *Registration Query (SFAREGQ)* for current enrollment.
- Check *Student Transcript System* for high school data.

On-going, internal audits of randomly selected students will also be conducted as an additional safeguard to promote accuracy and reduce student coding errors. It is anticipated that SUSLA will conduct the audits bi-annually. For the fall 2015 period, 20% (75 out of 376) of the first-time full-time Associate degree-seeking cohort will be randomly selected for the coding audit. This specific cohort is critical in calculating retention rates. For spring 2016, other student groups will be considered for the audit as well. Consistently engaging in this strategy of quality assurance will provide a system of checks and balances for the coding process. A detailed update on this activity will be provided in the Second Quarterly Report, following the assessment of spring 2016 application data.

The Southern University System

Year 5 - GRAD Act Improvement Plan
First Quarterly Report

07/15/2015 to 10/15/2015

October15th, 2015

The Southern University System Improvement Plan for Expenditure of GRAD Act Funding for Year 5
1st Quarterly Report

I. Introduction

The Southern University System Office (SUS) is working closely with its four institutions to improve performance on GRAD Act targets and measures. Our support is intended to promote continued improvement to the overall quality of the educational experience on all of our campuses through activities as proposed in the Year 5 Improvement Plan.

II. Southern System Activities

A. Retention

To address issues of retention across all of the Southern System's institutions GRAD Act Grants will continue to be awarded to students in good academic standing who have documented un-met financial need or a financial emergency.

Activity 1: Award GRAD Act Grants
Supporting: SUBR, SUNO & SULC

Southern University and A&M College, Southern University at New Orleans and Southern Law Center have been informed of the opportunity to award GRAD Act grants to students with documented need. $60,000 has been allocated towards this effort.

The guidelines for awarding GRAD Act Grants were developed in Year 4 of GRAD Act. These guidelines include identifying students meeting two criteria: (1) in good academic standing and (2) with existing balances or documented financial hardship that would prevent pre-registration or re-enrollment. Once these students are identified, they are prioritized by each institution with the goal of improving GRAD Act outcomes.

Each campus is in the process of identifying students to be awarded these grants based on the likelihood to impact 1st-to-2nd retention, 1st-to-3rd retention and completion. The individual grant awards will be based on each student's documented need. The first set of awards is anticipated at the end of the Fall semester to clear balances to allow students to pre-register for Spring semester courses.

After awards have been distributed, the counts and amounts of awards by institution will be provided. Additional awards are expected at the start of the Spring semester. Students

receiving awards will be tracked to document their enrollment status and progression during Year 6.

B. Progression, Completion & Professional Examinations

Specific activities to address progression, completion and professional examinations included use of computer assisted Bar-preparation, progress monitoring and data-driven-decision management.

Activity 2: Enhance Louisiana Bar Preparation
Supporting: SULC

The Law Center will assist 25 to 30 currently enrolled students in preparation for the February 2016 Louisiana bar exam. Students are being provided opportunities to complete practice bar examinations (old bar exams) for each of the nine sections of the Louisiana exam. Written answers are to be assessed by Writing Fellows. The Writing Fellows will be providing students with written feedback regarding accuracy of written answers, and guidance on how to adequately prepare for the February bar examination.

The practice exams are scheduled between December 2015 and January 2016. The dates for the practice exams are listed below:

December 21st, 2015	Code I
December 28th, 2015	Code II
January 4th, 2016	Code III
January 7th, 2016	Louisiana Cod of Civil Procedures
January 11th, 2016	Torts
January 14th, 2016	Business Entities and Negotiable Instruments
January 21st, 2016	Criminal Law, Procedures and Evidence
January 26th, 2016	Constitutional Law
January 29th, 2016	Federal Jurisdiction and Procedure

SULC will also cover enrollment costs for a commercial bar review program offered by BARBRI to buttress student preparation for the February bar exam. Commercial bar review programs have historically proven to increase a participant's chances of passing a bar examination. The Law Center will contribute $500 towards the cost of BARBRI Bar Review for up to 30 students.

$39,000 has been allocated to cover the costs of the enhanced Louisiana bar preparation efforts.

After implementation, counts of student participants and documentation of assessment scores will be tracked to assess the impact on student performance on the bar exam.

Activity 3: Implement common examinations and BARBRI AMP
Supporting: SULC

The Law Center has instituted common summative exams for Fall 2015 which will be given in several first year courses. These assessments will be expanded to several second year courses in Fall 2016. The BARBRI AMP online formative assessment and teaching system is being utilized. SULC students and faculty have access to BARBRI AMP for Civil Procedure and Contracts. When incorporated into the course curriculum, BARBRI AMP assists students in developing a mastery of the substantive law by testing a student's ability to recall and apply what they have learned and measure their level of confidence in their newly developed knowledge. BARBRI AMP provides an individualized learning path for each student while simultaneously offering SULC a real-time assessment of its students' understanding as they progress through Civil Procedure and Contracts.

This fall, the courses implementing common exams are Contracts and Criminal Law. These exams utilize multiple-choice questions to assess student knowledge on a variety of sub-topics taught in the identified courses. These same sub-topics are tested on the bar exam in Louisiana as well as other states across the country. Final grades in the courses utilizing the common exam will be based primarily on the student performance on the common exam; although a portion of the grade will still be based upon the professors' assessment of the students through mid-term exams, quizzes, and final exams.

The Law Center will employ analytics in the assessment of the data obtained from the common exams relative to the level of student knowledge. The Law Center will utilize this data to better identify students with deficiencies and to direct assistance to ameliorate deficiencies through intensive individualized assistance. Such a data-driven approach will allow the Law Center to efficaciously deploy resources to benefit students as they matriculate through law school and enter into the legal profession.

$10,000 has been allocated to this assessment effort.

C. Data-Driven Decision Management

A lesson learned from previously implemented GRAD Act Improvement activities was that decision makers often lacked data verifying their assumptions about the root causes of institutional issues. Therefore, the Southern University System has adopted the Data-Driven Decision Management (DDDM) model to support decision making for the delivery of best-practice enrollment management. This is essential for the continued improvement of the Southern University System.

Activity 4: Continue to **implement consistent and coordinated data governance practice across the Southern System**
Supporting: SUBR, SUSLA, SUNO, SULC

As the first DDDM related activity, the System will begin regular meetings of the Data Governance Committee.

The Data Governance Committee (DGC) is charged with ensuring timely and accurate data entry and reporting. The DGC will meet quarterly under the direction of the System Office of Academic Affairs to address issues in support of the implementation of DDDM across the System.

The primary activity of the DGC during Year 5 will be to document what data, policies, procedures and resources exist at each institution, how these differ and how they may be leveraged to support System-wide improvement.

The first meeting is scheduled for the 2nd Quarter. $16,000 has been allocated to support meeting logistics and improvement activities identified through this process.

Activity 5: Utilize Visual Analytics to facilitate DDDM
Supporting: SUBR, SUNO, SULC, SUSLA

As the second DDDM related activity, the System Office will began using Tableau, a visual analytics and data management package, to support decision making across the System's institutions. Advanced visual interfaces provide a platform to directly interact with the data analysis capabilities of computer, allowing for well-informed decisions in complex situations.

The Southern University System and its Institutions collect and manage large stores of data on prospective and actual students. Visual analytics will be useful in the development of policies and procedures aimed at improving services and outcomes across the System.

The process for purchasing and deploying Tableau has begun and will continue through the 2nd quarter. $29,463 has been allocated for software, hardware and training.

Analytics will be directed by the System's Evaluation & Assessment Specialist and be supported by the Campus staff on the DGC. During the 2nd quarter meeting of the System Data Governance Committee an agenda for analysis during the 3rd and 4th quarter will be developed.

Activity 6: Conduct a *Data Integrity and Process Management Summit*
Supporting: SUBR, SUSLA, SUNO, SULC

As the third DDDM activity, the System Office will coordinate the second Data Integrity and Process Management Summit.

Under the direction of the Associate Vice President for Information Technology and Chief Information Officer and coordinating with each Institution's Office for Technology and Institutional Research Office, the System Office is coordinating a *Data Integrity and Process Management* Summit to be held during the 2nd quarter of the Year 5 Improvement Plan. This summit will build on the successes of the summit held during the fall of 2014. $15,000 has been allocated for meeting logistics and travel for staff from each of the System's institutions.

Participants will include the data stewards from each campus responsible for data collection, entry, management, analysis and reporting. Staff responsible for a number of administrative functions impacting enrollment management will participate, including recruiting, admissions, financial aid, registration and course assessment and outcomes. Institutional research staff, technology staff and enrollment management staff are critical stakeholders in this process.

Activity 7: Conduct an *Enrollment Management Retreat grounded in DDDM*
Supporting: SUBR, SUSLA, SUNO, SULC

As the fourth DDDM activity, a System-wide Retreat will be held to improve knowledge and practices related to enrollment management and student outcomes.

Under the direction of the Provost and Executive Vice President for Academic Affairs, the System Office will coordinate an *Enrollment Management Conference* to be held during the third quarter of the Year 5 Improvement Plan. The goal of the conference being the emersion of faculty, staff, administration, students, alumni and members of the Board of Supervisors in data-driven best-practice strategies for the improvement of recruitment, retention and progression of students. Data from across the System and from regional and nation sources will be utilized in building evidence-based narratives and plans for improvement.

The Provost will identify experts to lead sessions on evidence-based solutions to the specific issues identified through data analysis across the System. The intended outcome is an increased knowledge of the roles, responsibilities of all members of the Southern community for the improvement of institutional outcomes. Specific models and actions will be presented as identified through the other DDDM related activities. $35,000 has been allocated for logistics and travel for this multi-day retreat.

III. Summary

Activities are on schedule and the System expects all 2nd quarter deliverables to be completed prior to the next quarterly report.

The Southern University System Improvement Plan for Expenditure of GRAD Act Funding for Year 5

Deliverables

Activity	Deliverable	Quarter	Responsible Staff/ Dept
Activity 1: <u>Award GRAD Act Grants</u>			
	List of Grant recipients by institution	2nd & 3rd	Institution Financial Aid Director
	Enrollment and progression data on Grant recipients by institution	3rd & 4th	Institution Financial Aid & IR Directors
Activity 2: <u>Enhance Louisiana Bar Preparation</u>			
	Select Fellows	2nd	SULC Administration
	List of participants	2nd & 3rd	SULC Administration
	Assessment score	2nd & 3rd	SULC Administration
	Bar pass rate	4th	SULC Administration
Activity 3: <u>Implement common examinations and BARBRI AMP</u>			
	List of participants	2nd & 3rd	SULC Administration
	Assessment score	2nd & 3rd	SULC Administration
	Course outcomes	3rd & 4th	SULC Administration

6

Activity 4: Continue to implement consistent and coordinated data governance practice across the Southern System

Meeting Schedule	2nd	System VP for Academic Affairs
Policy/procedure development	2nd, 3rd & 4th	System VP for Academic Affairs
System and institution action items	2nd, 3rd & 4th	System VP for Academic Affairs

Activity 5: Utilize Visual Analytics to facilitate DDDM

Purchase & install analytics product and hardware	2nd	VP Technology & System Evaluation & Assessment Specialist
Load Institutions' Data Files: Admissions; Financial Aid; Enrollment;	2nd	VP Technology; Institution IR Staff; System Evaluation & Assessment Specialist
Initial Analysis of Enrollment and retention data	2nd	System Evaluation & Assessment Specialist
Update Institutions' Data Files: Admissions; Financial Aid; Enrollment;	3rd	VP Technology; Institution IR Staff; System Evaluation & Assessment Specialist
Analytics Reports	3rd & 4th	System Evaluation & Assessment Specialist

Activity 6: Conduct a *Data Integrity and Process Management Summit*

Agenda; participant list & evaluation	2nd	IR Staff SUBR
Policy & procedure recommendations	2nd	System Evaluation & Assessment Specialist

Activity 7: Conduct an *Enrollment Management Retreat* grounded in DDDM

Agenda; participant list and evaluation	3rd	System VP for Academic Affairs
Policy & procedure recommendations	3rd	System VP for Academic Affairs
Enrollment management action items	3rd	System VP for Academic Affairs

Total committed   **$204,463**

Activity	Campuses Impacted	Allocated Funds	Use
Activity 1: Award GRAD Act Grants	SUBR, SUNO, SULC	$60,000	Need-based grants
Activity 2: Enhance Louisiana Bar Preparation	SULC	$39,000	Fellows and stipends
Activity 3: Implement common examinations and BARBRI AMP	SULC	$10,000	Educational software system
Activity 4: Implement consistent and coordinated data governance practice across the Southern System	SUBR, SUSLA, SUNO, SULC	$16,000	Staff travel to quarterly meetings
Activity 5: Purchase and deploy a Visual Analytics and Data Management Package	SUBR, SUSLA, SUNO, SULC	$29,463	Tableau Software solution; MacPro system; data management and other analytics software; training;
Activity 6: Conduct a Data Integrity and Process Management Summit	SUBR, SUSLA, SUNO, SULC	$15,000	materials and staff travel
Activity 7: Conduct a Data Driven Enrollment Management Retreat	SUBR, SUSLA, SUNO, SULC	$35,000	facilities, materials, staff travel, expert presenter(s)

Executive Summary

The Taylor Opportunity Program for Students (TOPS) was created by ACT 1375 of the 1997 Regular Legislative Session. The first college freshman class to receive TOPS awards entered postsecondary education in the fall of 1998.

ACT 1202 of the 2001 Regular Legislative Session requires the Louisiana Board of Regents (BoR) to prepare a report to analyze various aspects of the TOPS program. The most recent Regents' TOPS report was prepared in December 2014.

In accordance with ACT 1202, the attached report includes:

- An analysis of the relationship between the high school courses taken and the student's score on the American College Test (ACT);
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college;
- Persistence (retention) rates of TOPS students;
- The number of and reasons for students losing award eligibility; and
- Graduation data.

Act 587 of the 2014 Regular Legislative Session added several additional levels of analysis to the TOPS report, including:

- Demographic information of program award recipients;
- High school GPA and ACT of program award recipients grouped by mean, median, and mode; and
- Average high school GPA and average ACT scores of those who lost the award and those who were placed on probationary status.

The data in the report include current and historical data on TOPS students (students receiving an *Opportunity, Performance, or Honors* award) and non-TOPS students, to allow for comparison. Since ACT 587 of the 2014 Regular Legislative Session mandates that this report be submitted to the Senate Committee on Education and the House Committee on Education no later than December 1st of each year, data on the 2015-16 TOPS recipients are not included.

The findings indicated that:

- Since academic year 2005-06, approximately 90% of students deemed eligible for a TOPS award have accepted the award and subsequently enrolled in a postsecondary education institution in Louisiana.
- The majority of TOPS recipients are white (79%) and female (59%).

- The average ACT score of all TOPS recipients between 2005 and 2014 was 23.8 and the average high school GPA (Core GPA) was 3.31.
- Students who begin college with a TOPS award persist in postsecondary education in subsequent years at a higher rate than non-TOPS students.
- The average ACT score of students who had their award cancelled between 2005 and 2014 was 22.9. The average high school GPA of students who had their award cancelled was 3.10.
- Students who begin a baccalaureate degree or an associate degree with TOPS graduate within 150% and 200% of time at higher rates than do students without a TOPS award.

The senior staff recommends that the Planning, Research and Performance Committee receive and endorse the "TOPS Report: Analysis of the TOPS Program from 2005-2014".
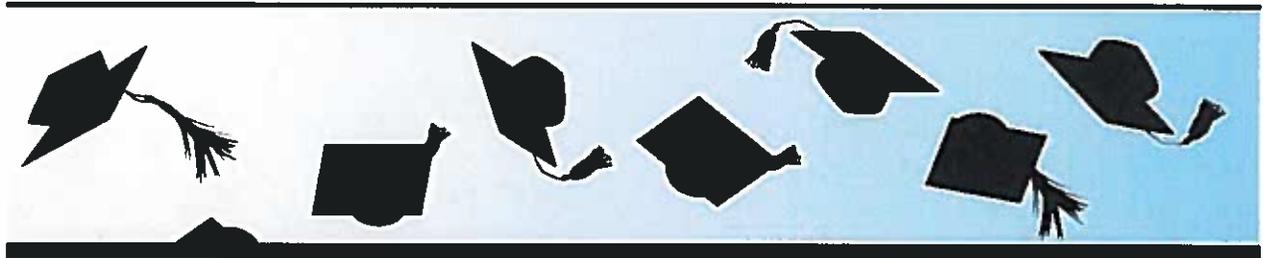
TOPS Report:

Analysis of the TOPS Program from 2005-2014

Louisiana Board of Regents

December 2015

REGENTS

Act 1202 of 2001 and Act 587 of 2014

Act 1202 of the 2001 Regular Legislative Session charged the Board of Regents (BoR) with developing a uniform TOPS reporting system for the purposes of policy analysis and program evaluation, and to provide accurate data and statistics relative to the program's impact on the State and on students. In addition to the development of a TOPS reporting system, Act 1202 also required the BoR to prepare a report to analyze various aspects of the TOPS program (Act 1202 is included in Appendix A). To satisfy the reporting requirements, BoR staff developed interfaces between the major systems needed to identify and track TOPS students as they move through the postsecondary education enrollment cycle. According to Act 1202, the "TOPS report" should include:

- An analysis of the relationship between the high school courses taken and students' score on the American College Test (ACT);
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college;
- Persistence (retention) rates of TOPS students;
- The number of and reasons for students losing award eligibility; and
- Graduation rates.

Act 587 (Appendix B) of the 2014 Regular Legislative Session added several additional levels of analyses to the annual TOPS report, including:

- Demographic information of program award recipients;
- High school GPA and ACT scores of program award recipients grouped by mean, median, and mode; and
- Average high school GPA and average ACT scores of those who lost the award and those who were placed on probationary status.

It is important to mention that ACT 587 of the 2014 Regular Legislative Session mandates that this report be submitted to the Senate Committee on Education and the House Committee on Education, no later than December 1st of each year. Therefore, in order to comply with the Act's established deadline, the data on the 2015-16 TOPS recipients are not included.

Brief History of the Taylor Opportunity Program for Students (TOPS)

The Taylor Opportunity Program for Students (TOPS), Louisiana's merit-based student aid program, was created via Act 1375 during the 1997 Regular Legislative Session. The first freshman class to receive TOPS awards entered postsecondary education in the fall of 1998. Although the founding legislation does not directly document the goals of the program, the four generally accepted purposes of TOPS are to:

- Promote academic success by requiring completion of a rigorous high school core curriculum;
- Provide financial incentives as a reward for good academic performance;

- Keep Louisiana's best and brightest in the State to pursue postsecondary educational opportunities and become productive members of Louisiana's workforce; and
- Promote access to and success in postsecondary education.

<u>Eligibility Criteria, Levels of Award, Renewal Requirements, Distribution of Awards</u>

There are four TOPS awards available to students enrolling at Louisiana's colleges and universities: TOPS Tech, Opportunity, Performance, and Honors. Because the TOPS Tech award has been historically underutilized, this report focuses only on those students receiving an Opportunity, Performance or Honors award (some limited statistical analysis on the TOPS Tech award can be found in Appendix C). Act 230 of the 2015 Regular Session made changes to the TOPS Tech program. Under Act 230, students graduating from high school during the 2016-17 school year and thereafter will only be able to use the TOPS Tech Award to pursue an associate's degree or other shorter-term training and education programs, including skill, occupational, vocational, technical, certificate, and academic, that the Workforce Investment Council and the Board of Regents determine are aligned to state workforce priorities. These changes are expected to increase participation, allowing for a more detailed analysis of the TOPS Tech program in subsequent reports.

The criteria for eligibility for the *Opportunity, Performance* and *Honors* awards include completion of a defined high school core curriculum, with a minimum grade point average (GPA) in core courses, and a minimum ACT composite score. Table 1 lists current eligibility criteria and award components of TOPS.

Table 1: TOPS Eligibility Criteria and Award Components, 2015					
Award	Core	Core GPA	ACT Composite	Award Components	Duration
Opportunity	19 Units	2.50	20	Full-Time Tuition	4 years, or 8 semesters
Performance	19 Units	3.00	23	Full-Time Tuition + $400/year	4 years, or 8 semesters
Honors	19 Units	3.00	27	Full-Time Tuition + $800/year	4 years, or 8 semesters

Source: LOSFA website- TOPS Brochures and Flyers

Currently, the TOPS Core Curriculum consists of 19 units (the specific course requirements of the TOPS Core Curriculum are contained in Appendix D).

Administration of TOPS is statutorily assigned to the Louisiana Student Financial Assistance Commission (LASFAC). The Louisiana Office of Student Financial Assistance (LOSFA) administers TOPS under the direction of LASFAC. Program eligibility is determined primarily by using the Free Application for Federal Student Aid (FAFSA) or TOPS On-Line Application; the high school transcript from the Department of Education's Student Transcript System (STS); and official ACT scores.

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 semester hours equivalent of credit each academic year (fall, spring and summer), and maintain academic progress as demonstrated by the cumulative grade point average. Table 2 lists

the minimum renewal requirements for each award. Continuing eligibility is determined by LOSFA based on data received from the postsecondary institution in which the student is enrolled.

Table 2: Renewal Requirements, 2015			
Award	Hrs. Earned/Academic Year	Cum. GPA Each Academic Yr. (2.0 each semester/term)	Award Reinstated (Upon recovery of req. GPA)
Opportunity	24	2.30- first year[1]; 2.50- subsequent years[2]	Yes
Performance	24	3.00	Yes, as Opportunity
Honors	24	3.00	Yes, as Opportunity

[1]Students must have earned a 2.30 GPA at the end of the first Academic Year (between 24-47 hours of earned credit).
[2]Students must have earned a 2.50 GPA at the end of all other Academic Years (once 48 hours have been earned).
Source: LOSFA website- TOPS Brochures and Flyers

Table 3 illustrates the distribution of TOPS awards across systems for the AY 2014-15. In AY 2014-15, the majority (53.0%) of TOPS awards went to students attending a UL System campus. Data also indicate that the majority (52.8%) of students with TOPS awards had an *Opportunity* award. Of students with the highest level of award, the *Honors* award, 47.2% attended an LSU System campus.

Table 3: Distribution of Award Types across Systems, AY 2014-2015							
Award	LSU System	Southern System	UL System	LCTC System	Private Institutions	Proprietary Schools	% of all awards
Opportunity	27.4%	2.0%	56.6%	7.7%	5.9%	0.5%	52.8%
Performance	34.9%	0.7%	55.6%	2.5%	6.1%	0.2%	25.9%
Honors	47.2%	0.2%	41.0%	0.5%	11.1%	0.0%	21.3%
% of all awards	33.5%	1.3%	53.0%	4.8%	7.1%	0.3%	

Source: LOSFA- *TOPS Payment Summary by Award Level for Academic Year 2014-2015 as of 07-24-15.*

TOPS Report: Historical Analysis of the TOPS Program, 2005-2014

The data in this report include current and historical data on TOPS students (students receiving an *Opportunity, Performance, or Honors* award) and non-TOPS students, to allow for comparison. Some of the data provided in the "Preparation" section, and all of the data provided in the "Participation," "Persistence" and "Graduation" sections of this report do not include private postsecondary institutions since those institutions do not currently participate in Regents' reporting systems. As illustrated in Figure A, the report is presented in an order that follows the students' progression through the postsecondary enrollment process; from preparation, to participation in postsecondary education, to persistence, to graduation.

Figure A: Graphical Overview of Report

Preparation	Participation	Persistence	Graduation
• Number & percentage of high school graduates completing the *TOPS Core Curriculum.* • Average ACT scores of students who complete the *TOPS Core* vs. the average ACT scores of students who do not.	• Percentage of TOPS eligible students that enroll in college in Louisiana. • Mean, median and mode ACT score and high school GPA of TOPS recipients • TOPS recipients by race, gender and parental income	• Persistence (retention) rates of TOPS students vs. non-TOPS students. • Retention of TOPS award • Average ACT score and high school GPA of those who lost their award	• Graduation rates (150% and 200% of time) of TOPS and non-TOPS students.

Preparation

TOPS academic eligibility criteria require students to take high school courses that will prepare them for success after high school, particularly in postsecondary education. The *TOPS Core Curriculum* is the key component for eligibility for a TOPS award. With the 2001 Master Plan, the BoR adopted the *TOPS Core* as the *Regents' Core,* the most important element of the minimum standards established for admission to the state's public four-year colleges and universities. With this change, students had a double incentive to complete the college-preparatory curriculum.

Figure B: Number of Graduates Completing the Core vs. Number of Graduates not Completing the Core 2006-2015
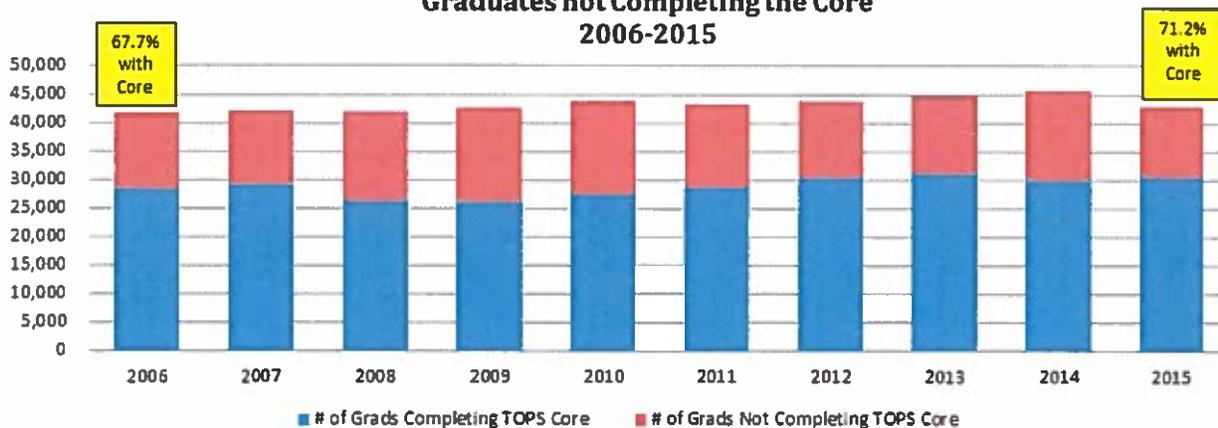
Source: LOSFA internal data files.

The *TOPS Core* was changed in 2008. An additional Math or Science requirement was added.

ACT conducted a study of the 2015 Louisiana high school graduates, which examined the correlation between the ACT Core -- which is closely aligned to the TOPS core -- and students'

performance on the ACT. The findings from the study indicated that students who reported taking the ACT Core earned higher composite ACT scores than students who did not take the ACT Core. According to ACT, 49,082 students in the 2015 graduating class took the ACT test. Of these students, approximately 70% took the ACT Core and 20% took less than the Core. Because some students did not indicate whether or not they completed the ACT Core, the numbers do not add up to 100%. The average ACT composite for those who completed the ACT Core was 20.7; whereas the average ACT composite score for those who did not complete the ACT Core was 16.1[1]. It is reasonable to conclude that because the TOPS Core and ACT Core are closely aligned, that students who complete the TOPS Core earn higher ACT composite scores than students who did not complete the TOPS Core.

All indications are that the TOPS eligibility criteria require students to take a more rigorous high school curriculum, which in turn better prepares them for the ACT and for success in postsecondary education.

Participation

A generally accepted purpose of TOPS is to attract and retain Louisiana's high school graduates who are more likely to persist and attain a postsecondary credential. In fact, a common slogan associated with the TOPS program has been to "retain the best and brightest" students to attend Louisiana's colleges with the hope that they will enter the State's workforce after graduation. To that end, of the 147,635 students deemed eligible for a TOPS *Opportunity, Performance* or *Honors* award, 132,975 (or 90.0%) accepted the award and enrolled in a postsecondary education institution in Louisiana.

Figure C: Number Eligible for TOPS vs. Number of Recipients that Enroll in Postsecondary Education Institutions
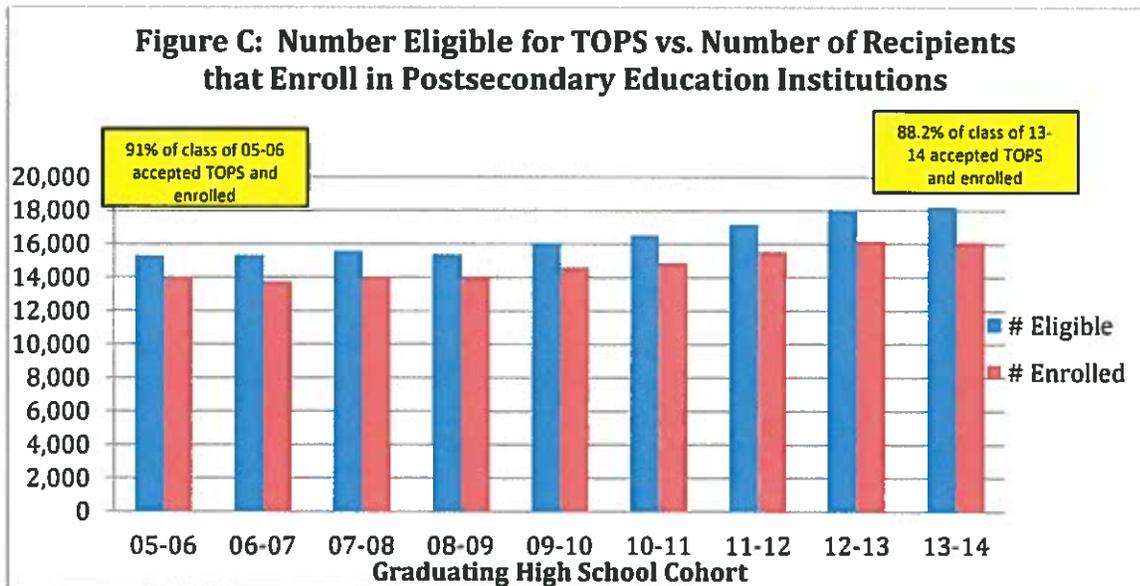
Source: LOSFA internal data files.

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[1] ACT Core or more results correspond to students taking the four or more years of English and three or more years of each math, social studies, and natural science.

Since 2005, both the average ACT scores and high school GPA of TOPS recipients have increased. For example, in 2005 the average ACT score of TOPS recipients was 23. By 2014, the average ACT score increased to 24 (the median score was 23 and the mode was 20). Additionally, in 2005 the average high school GPA (Core GPA) was 3.28. By 2014, the average high school GPA increased to 3.35 (and the median GPA was 3.35). Both the average ACT scores and GPA of TOPS recipients have been consistently higher than the minimum requirements for a TOPS *Opportunity* award.

Table 4: Mean ACT and GPA of TOPS Recipients*

HS Graduating Cohort	Average ACT	State ACT Average	Average GPA
2005	23	20.7	3.28
2006	23	20.7	3.28
2007	23	20.7	3.29
2008	24	21.0	3.29
2009	24	20.8	3.28
2010	24	21.0	3.30
2011	24	20.9	3.34
2012	24	21.3	3.35
2013	24	20.2	3.36
2014	24	21.0	3.35

*Since 2005, the overall average composite ACT score of TOPS recipients is 23.8; the overall average GPA is 3.31.

Source: LOSFA internal data files.

As tables 5 and 6 indicate, TOPS recipients are predominantly white (79%) and female (59%). Data indicate there are large race disparities in TOPS recipients. These trends are found in other states with similarly large merit-based scholarship programs. Despite the race differences in TOPS recipients, the number of minorities receiving TOPS has increased significantly over time. For example, in 2014, 2,685 African Americans were TOPS recipients, compared to 1,873 in 2005. This represents a 43% increase since 2005.

Table 5: TOPS Recipients, by Race*

HS Graduating Cohort	Asian	American Indian	African American	White	Hispanic	Other	Total
2005	334	72	1,873	11,383	182	0	13,844
2006	364	57	1,881	11,412	195	0	13,909
2007	371	69	1,831	11,319	187	0	13,777
2008	374	67	1,962	11,448	234	0	14,085
2009	397	79	2,072	11,203	237	0	13,988
2010	412	79	2,340	11,488	289	0	14,608
2011	399	71	2,460	11,529	339	70	14,868
2012	479	76	2,807	11,645	421	95	15,523
2013	491	82	2,932	12,120	409	136	16,170
2014	502	139	2,685	11,773	548	140	15,787

*It should be noted that 2,520 individuals did not report their race. Therefore, they were not included in this analysis.

Source: LOSFA internal data files.

Table 6: TOPS Recipients, by Gender*			
HS Graduating Cohort	Female	Male	Total
2005	8,179	5,748	13,927
2006	8,311	5,724	14,035
2007	8,139	5,742	13,881
2008	8,419	5,793	14,212
2009	8,312	5,845	14,157
2010	8,668	6,130	14,798
2011	8,753	6,347	15,100
2012	9,047	6,664	15,711
2013	9,561	6,809	16,370
2014	9,549	6,721	16,270

'It should be noted that 618 individuals did not report their gender. Therefore, they were not included in this analysis.

Source: LOSFA internal data files.

Table 7: TOPS Opportunity, Performance, and Honors Recipients, by Parental Income

High School Graduation Year	$0-$14,999	$15,000-$24,999	$25,000-$34,999	$35,000-$49,999	$50,000-$69,999	$70,000-$99,999	$100,000-$129,999	$130,000-$149,999	$150,000+	Total
2005-06	1,149	1,006	941	1,448	2,072	2,946	1,764	558	1,403	13,287
2006-07	984	984	960	1,350	1,860	2,907	1,740	622	1,694	13,101
2007-08	1,203	947	983	1,268	1,826	2,783	1,982	745	2,075	13,812
2008-09	930	1,010	935	1,300	1,704	2,674	2,067	822	2,128	13,570
2009-10	1,021	1,106	1,034	1,395	1,755	2,685	2,123	812	2,069	14,000
2010-11	899	1,123	1,064	1,397	1,739	2,615	2,047	857	2,223	13,964
2011-12	915	1,232	1,114	1,500	1,726	2,710	2,114	849	2,419	14,579
2012-13	1,007	1,237	1,098	1,505	1,754	2,624	2,224	1,043	2,726	15,218
2013-14	948	1,205	1,098	1,486	1,589	2,560	2,175	1,027	3,014	15,102

*It should be noted that 10,392 individuals either did not report their income or reported a negative income. Therefore, those individuals were not included in this analysis.

Source: LOSFA internal data files.

As indicated in Table 7, TOPS recipients are increasingly coming from middle- and upper- income families. Since 2005, the number of TOPS recipients that come from households with incomes of $150,000 or more has more than doubled; whereas, the number of recipients from lower-income households has remained relatively stagnant over time.

Persistence

Persistence in postsecondary education is usually measured by the rate at which first time, full-time, degree-seeking students are retained to (or return for) their second year. As illustrated in Tables 8 and 9, students who begin college with a TOPS award return to postsecondary education in subsequent years at a higher rate than non-TOPS students.

Table 8 examines the overall retention rate (retention at any public postsecondary institution, not necessarily the institution in which the student started) to the second, third and fourth year of students who began at a four-year institution with TOPS compared to those who began without TOPS (i.e., non-TOPS students).

Table 8: Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Four-Year Institution

Fall Semester Entering Class	2nd Yr. Retention		3rd Yr. Retention		4th Yr. Retention	
	TOPS	Non-TOPs	TOPS	Non-TOPS	TOPS	Non-TOPS
2004	85%	62%	82%	54%	77%	47%
2005	88%	68%	81%	56%	76%	49%
2006	88%	68%	82%	58%	78%	52%
2007	89%	69%	83%	59%	78%	53%
2008	90%	70%	83%	58%	79%	53%
2009	89%	71%	82%	60%	77%	52%
2010	89%	72%	82%	61%	77%	54%
2011	88%	71%	81%	59%	75%	52%
2012	87%	71%	81%	59%	N/A	N/A
2013	87%	71%	N/A	N/A	N/A	N/A

Source: BoR internal data files.

Table 9 examines the overall retention rate to the second and third year of students who began at a two-year institution with TOPS compared to those who began without TOPS (i.e., non-TOPS students).

Table 9: Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Two-Year Institution

Fall Semester Entering Class	2nd Yr. Retention	
	TOPS	Non-TOPS
2004	69%	36%
2005	76%	54%
2006	74%	57%
2007	78%	57%
2008	81%	60%
2009	78%	55%
2010	76%	53%
2011	72%	53%
2012	74%	52%
2013	72%	52%

Source: BoR internal data files.

Students who receive a TOPS award must maintain minimum academic criteria to retain their award (see Table 2). The award is cancelled when students fail to maintain full-time and continuous enrollment, earn the required 24 hours of credit per academic year, or earn the required minimum GPA. As shown in Table 9, the number of awards cancelled has declined over time.

Furthermore, between fall 2004 and spring 2015, 172,356 students received TOPS awards. Of these TOPS award recipients, 52,942 (31%) had their TOPS award cancelled at some point during their postsecondary academic career. Of the 52,942 awards that were cancelled, 34,801 (66%) were cancelled due to students' failure to earn 24 hours of college credit during an academic year.

Table 10: Percentage of TOPS Awards Cancelled by Cohort

Entering Cohort	Total # of Awards	Total # of Awards Cancelled*		Cancelled: 24 Hr. Requirement		Cancelled: GPA Requirement		Cancelled: Non-Continuous Enrollment		Cancelled: Student Resignation	
2004-2005	14,620	6,048	41%	3,424	23%	353	2%	2,271	16%	730	5%
2005-2006	14,443	6,109	42%	3,145	22%	356	2%	2,608	18%	699	5%
2006-2007	14,678	6,102	42%	3,819	26%	359	2%	1,924	13%	728	5%
2007-2008	14,230	5,777	41%	3,668	26%	496	3%	1,613	11%	658	5%
2008-2009	14,922	5,933	40%	3,786	25%	584	4%	1,563	10%	602	4%
2009-2010	15,300	5,661	37%	3,576	23%	615	4%	1,470	10%	569	4%
2010-2011	15,584	5,020	32%	3,129	20%	658	4%	1,233	8%	647	4%
2011-2012	16,045	4,316	27%	2,990	19%	532	3%	794	5%	615	4%
2012-2013	16,850	3,673	22%	3,165	19%	435	3%	73	0%	624	4%
2013-2014	17,737	2,886	16%	2,692	15%	156	1%	38	0%	596	3%
2014-2015	17,947	1,417	8%	1,407	8%	0	0%	10	0%	396	2%
Grand Total	**172,356**	**52,942**		**34,801**		**4,544**		**13,597**		**6,864**	

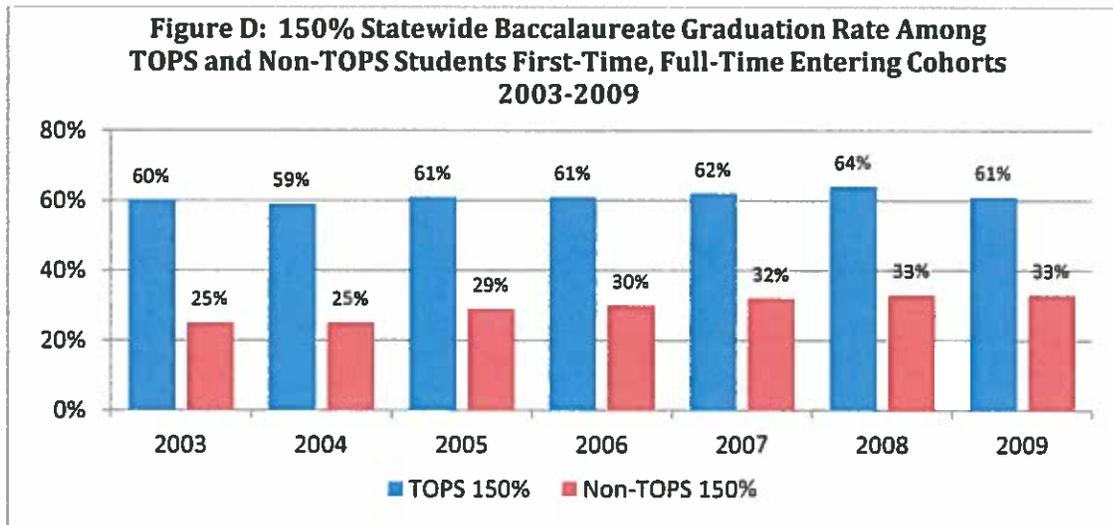Source: LOSFA internal data files. *TOPS Tech* award recipients not included.

The average ACT score of all the TOPS recipients who had their award cancelled between 2004-05 and 2014-15 (due to a failure earn the required 24 hours of credit per academic year, earn the required minimum GPA, or maintain full-time and continuous enrollment) was 22.9. Among this same group the average high school GPA was 3.10 (Table 11).

Table 11: Average ACT Score and High School GPA of TOPS Recipients Who had Their Award Cancelled, 2004-2015
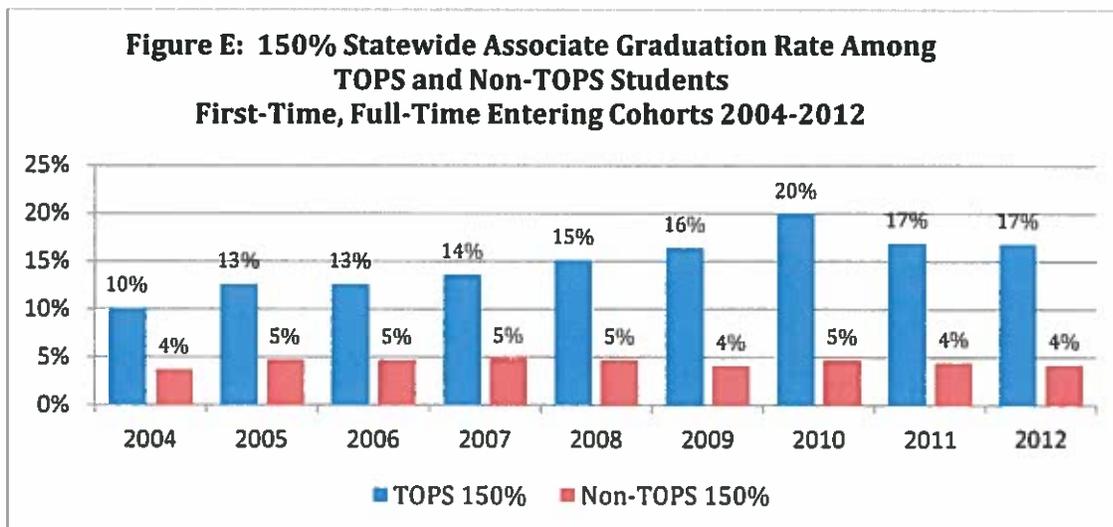
	Avg. ACT	Avg. High School GPA
Cancelled: 24 Hr. Requirement	22.9	3.10
Cancelled: GPA Requirement	22.6	3.06
Cancelled: Non-Continuous Enrollment	22.9	3.14

Graduation

Graduation is typically measured by calculating the rate at which first-time, full-time degree seeking students earn their academic degrees within 150% of the time required (i.e., within six years for baccalaureate degrees and within three years for associate degrees). This 150% protocol was adopted by the federal government and has become the standard followed by the states. As Figures D and E both illustrate, students who begin a baccalaureate degree program or an associate degree program with TOPS graduate within 150% of time at much higher rates than do students without a TOPS award. As Figure D illustrates, 61% of the 2009 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 150% of time, compared with 33% of non-TOPS students who did so within the same time frame.

Figure D: 150% Statewide Baccalaureate Graduation Rate Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts 2003-2009

Source: BoR internal data files.

Figure E: 150% Statewide Associate Graduation Rate Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts 2004-2012
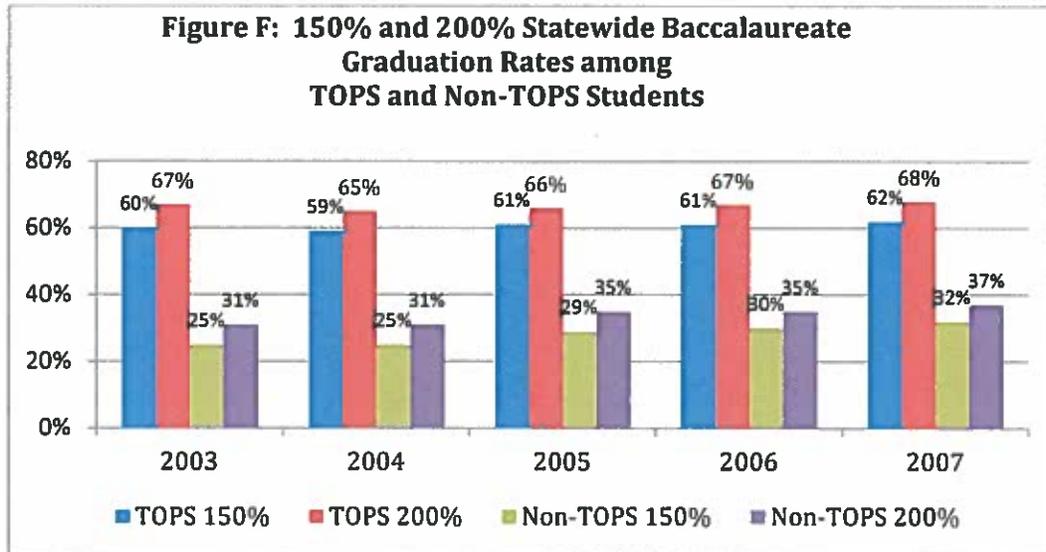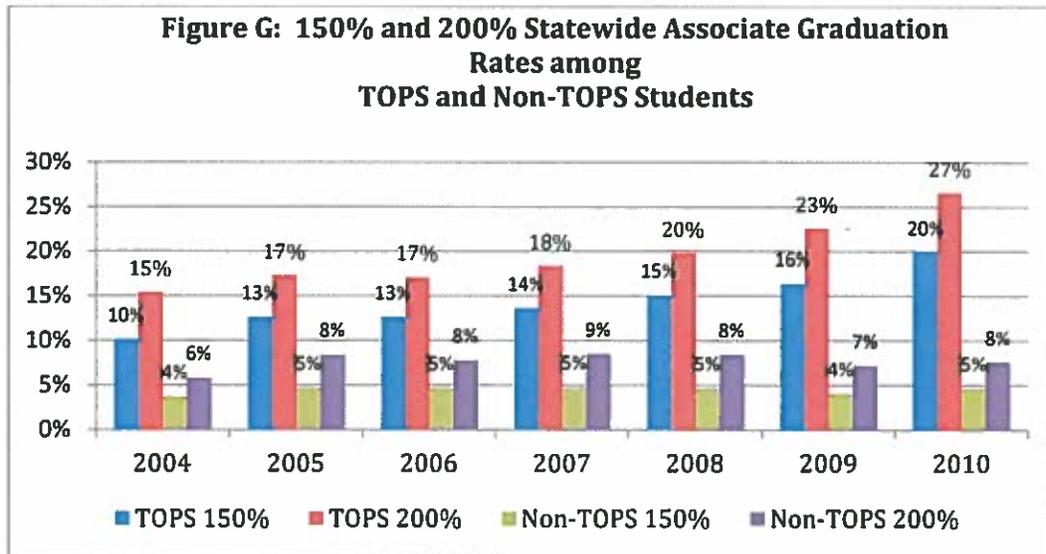
Source: BoR internal data files.

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Figures F & G display the comparisons between the standard federally defined 150% graduation rates versus a 200% graduation rate. Again, TOPS recipients graduate at a higher rate than non-TOPS students.

Figure F: 150% and 200% Statewide Baccalaureate Graduation Rates among TOPS and Non-TOPS Students

Source: BoR internal data files.

Figure G: 150% and 200% Statewide Associate Graduation Rates among TOPS and Non-TOPS Students
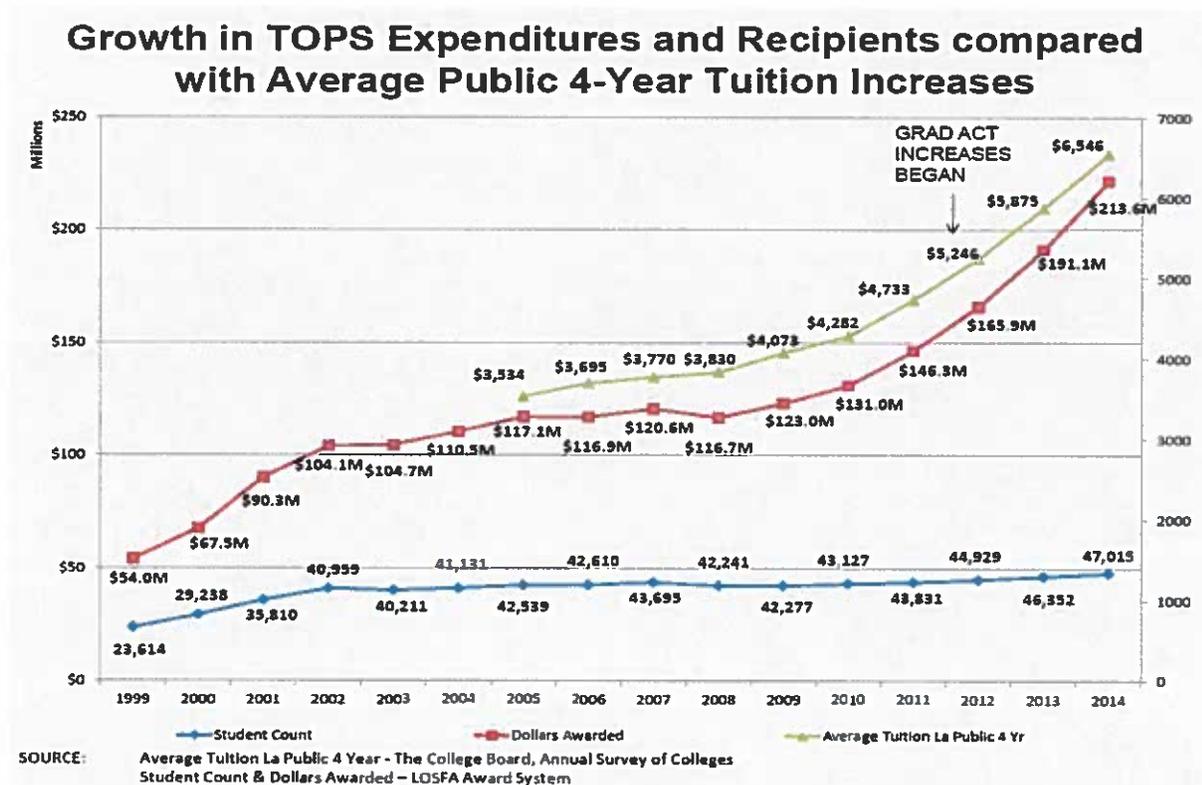
Source: BoR internal data files.

Funding TOPS

As depicted in Figure H below, the State spent approximately $1.9 billion funding the TOPS program from 1999 to 2014. During that same time period, total expenditures on the TOPS program increased 296%. The growth is largely contributed to two factors: (1) increases in the number of students receiving the award and (2) the increasing tuition prices in the state's public institutions of higher education. As illustrated in the Figure H below, in 1998-1999 the number of TOPS recipients was 23,614. By 2013-14 the number of TOPS recipients almost doubled to 47,015.

Moreover, in 1998-1999 the average TOPS award amount was $2,286. In 2013-2014, the average amount also nearly doubled to $4,530.

Figure H: TOPS Program Funding, 1999-2014

Growth in TOPS Expenditures and Recipients compared with Average Public 4-Year Tuition Increases

SOURCE: Average Tuition La Public 4 Year - The College Board, Annual Survey of Colleges
Student Count & Dollars Awarded – LOSFA Award System

Source: LOSFA internal data files.

Conclusions

In accordance with Act 1202 of the 2001 Regular Legislative Session and Act 587 of the 2014 Regular Legislative Session, this report has analyzed:

- The relationship between the high school courses taken and the student's score on the American College Test (ACT);
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college on TOPS;
- The mean, median and mode ACT score and high school GPA of TOPS recipients;
- Demographic information on TOPS recipients;
- The persistence (retention) rates of TOPS students;
- The number of and reasons for students losing award eligibility;
- The mean ACT score and high school GPA of students who lost their TOPS award;
- Graduation rates of TOPS students; and
- Historical data on the cost of the TOPS program, to date.

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All indications are that the TOPS eligibility criteria require students to take a more rigorous high school curriculum, which in turn better prepares them for the ACT and for success in postsecondary education. Students who took the ACT Core earned a higher GPA than students that did not take the ACT Core. Although there are slight variations between the ACT Core and TOPS Core, it is reasonable to conclude that students who complete the TOPS Core also earn higher ACT composite scores than students who did not complete the TOPS Core.

Data indicate that the TOPS program has succeeded in keeping Louisiana's high school graduates in the State to pursue postsecondary education. As mentioned, since the fall 2005, of the 147,635 students deemed eligible for a TOPS *Opportunity*, *Performance* or *Honors* award, 132,975 (or 90.0%) have accepted a TOPS *Opportunity, Performance* or *Honors* award and enrolled in a postsecondary education institution in Louisiana.

TOPS recipients consistently attain ACT scores and high school GPA's above the minimum required for TOPS eligibility. Among TOPS recipients from 2005 to 2014, the average ACT score was 24 (4 points above the required minimum for eligibility for a TOPS *Opportunity* award) and the average high school GPA (Core GPA) was 3.35 (significantly higher than the 2.5 minimum required for a TOPS *Opportunity* award). Data also indicate that the majority of TOPS recipients are white (79%) and female (59%). It is important to note that although there are large race differences across TOPS recipients; the number of minorities receiving TOPS has significantly increased over time. TOPS students also come from households with middle- and upper-class incomes.

With regards to persistence, students who begin college with a TOPS award return to postsecondary education in subsequent years at a higher rate than non-TOPS students. Overall, approximately 31% of TOPS recipients between 2004-05 and 2014-15 had their award cancelled, with the majority being cancelled due to students' failure to earn 24 hours of college credit during an academic year.

Data indicate that students who begin a baccalaureate or an associate degree program with a TOPS award graduate within 150% and 200% of time at much higher rates than do students without a TOPS award. Approximately 60% of TOPS recipients complete a baccalaureate degree within 150% of time, compared with 33% of non-TOPS students who do so within the same time frame.

The State's growing investment in TOPS is contributed to (1) the increase in the number of students receiving the award and (2) the increase in tuition prices in the State's public institutions of higher education. In total, the State has spent approximately $1.9 billion on the TOPS program. Between the 1999 and 2014 fiscal years, total expenditures on the TOPS program increased 296%. In 1998-1999 the average TOPS award amount was $2,286 (including *TOPS Tech*). In 2013-2014, the average TOPS award nearly doubled to $4,530 (including *TOPS Tech*). These increases are due to increases in both enrollment and tuition, but primarily in tuition.

ENROLLED

Regular Session, 2001

HOUSE BILL NO. 2012

BY REPRESENTATIVE DANIEL

AN ACT

To enact R.S. 17:3048.3 and 3048.4, relative to the Tuition Opportunity Program for Students; to provide for the establishment and implementation of a uniform information reporting system; to provide for applicability; to provide relative to compliance with reporting system requirements by colleges and universities, including requiring compliance as a condition of eligibility to receive certain payments by the state; to require that the reporting system include certain components; to provide for certain notifications to parents and others about program availability; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3048.3 and 3048.4 are hereby enacted to read as follows:

§3048.3. Program information reporting system; implementation; requirements; applicability; participation by eligible institutions and others

A.(1) The Board of Regents shall formulate, develop, establish, and implement a uniform Tuition Opportunity Program for Students information reporting system for the purposes of policy analysis and program evaluation and for providing accurate data and statistics to the legislature, the governor and appropriate executive branch agencies,

and the public relative to the program's impact on the state and on students.

(2) In formulating and developing the information reporting system, the Board of Regents shall consult with and seek written recommendations from the Louisiana Student Financial Assistance Commission, each college or university eligible for participation in the Tuition Opportunity Program for Students, each of the public postsecondary education management boards, the Louisiana Association of Independent Colleges and Universities, legislators, and knowledgeable others as determined appropriate by the Board of Regents.

(3) It is the intention of the legislature that the reporting system provided by this Section and the requirements thereof shall be applicable to all Tuition Opportunity Program for Students applicants, all award recipients regardless of eligible college or university attended, and all such eligible colleges and universities. Effective for the 2002-2003 award year and thereafter, compliance with the requirements of the Tuition Opportunity Program for Students information reporting system shall be a condition for an eligible college or university to remain eligible to receive payments from the state on behalf of an award recipient. Compliance determinations shall be made annually by the Board of Regents.

B. The Tuition Opportunity Program for Students information reporting system shall include but not be limited to the following:

(1) A report prepared as of the end of the Fall semester and again as of the end of the Spring semester or equivalent periods of time during each academic year relative to the rate of retention of program

awards by students as they progress from semester to semester or other equivalent periods of time as may be applicable once enrolled at an eligible college or university. The data shall be reported by institution attended, by the two digit classification of instructional program, and by program award category and shall include the percent of students losing program eligibility due to not earning the minimum number of credit hours, the percent of students losing program eligibility due to not having the required cumulative grade point average, and the percent of students losing program eligibility for failing to make steady academic progress.

(2) The persistence rates at colleges and universities of freshmen, sophomore, junior, and senior students receiving a program award reported by award category and by award year.

(3) The graduation rates or rates of completion of the chosen postsecondary education program if otherwise applicable for students receiving a program award, reported by award category and award year, including for those graduating with an academic degree at the baccalaureate level the rate for persons graduating within four years, within five years, and within six years, respectively.

(4) The mean length of time required for a student receiving a program award to graduate with an academic degree at the baccalaureate level or to complete the chosen postsecondary education program if otherwise applicable with such information being reported by award category and by award year.

(5) An annual report on the number of applicants as well as the percent of high school graduates by high school and by parish who

apply for a program award, by award category, and the percent of those students who subsequently enroll in a college or university.

(6) Statistical studies on the relationship between the courses taken and grades earned by a high school student and the student's score on the American College Test or the Scholastic Aptitude Test. Relative to public high schools, such statistical studies shall use student course and grade data that is otherwise available from the schools and such studies shall be conducted at no additional cost to the governing authority of any public high school.

C. When necessary due to limitations in existing secondary data sources and systems, the Board of Regents, consistent with the general provisions of this Section, may modify any specific requirement of this Section. However, prior to making any such modifications the board shall report in writing to the House Committee on Education and the Senate Committee on Education on the proposed action and the board shall have received approval from each committee relative to the proposed action.

§3048.4. Notice to students and parents

The State Board of Elementary and Secondary Education shall require that the governing authority of every public secondary school include as a component of a student's Five Year Educational Plan as required by R.S. 17:183.2 comprehensive information relative to the Tuition Opportunity Program for Students and program eligibility requirements for each of the awards. Additionally, the parent or other person responsible for the student's school attendance at the ninth grade level shall be required to return to the school at the start of the student's ninth grade year a signed notice that the program information and

eligibility requirements have been reviewed by the parent or other responsible person and by the student and that, for informational and data collection purposes only, expresses the intent of the parent or other responsible person as to whether or not the student will be pursuing the necessary program of studies to be eligible for a Tuition Opportunity Program for Students award.

Section 2. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided in Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

_____
SPEAKER OF THE HOUSE OF REPRESENTATIVES

_____
PRESIDENT OF THE SENATE

_____
GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Regular Session, 2014 **ACT No. 587** <u>ENROLLED</u>

SENATE BILL NO. 599

BY SENATOR ERDEY

1	AN ACT
2	To enact R.S. 17:3048.3(B)(7), (8) and (9), (D), and (E), relative to the Taylor Opportunity
3	Program for Students; to provide relative to the program's information reporting
4	system; and to provide for related matters.
5	Be it enacted by the Legislature of Louisiana:
6	Section 1. R.S. 17:3048.3(B)(7), (8) and (9), (D), and (E) are hereby enacted to read
7	as follows:
8	§3048.3. Program information reporting system; implementation; requirements;
9	applicability; participation by eligible institutions and others
10	* * *
11	B. The Taylor Opportunity Program for Students information reporting
12	system shall include but not be limited to the following:
13	* * *
14	**(7) Demographic information of program award recipients, including but**
15	**not limited to race, gender, and parents' household income.**
16	**(8) High school grade point average and ACT or concordant SAT scores**
17	**of program award recipients grouped by mean, median, and mode.**
18	**(9) High school grade point average and ACT or concordant SAT score**
19	**cross-referenced with those students who lost the award and those who were**
20	**placed on probationary status and the reasons therefor.**
21	* * *
22	**D. The Board of Regents shall submit a written report including all of**
23	**the information required by this Section for the preceding academic year to the**
24	**Senate Committee on Education and the House Committee on Education, not**
25	**later than December first of each year.**

1   **E. All information reported pursuant to this Section shall be reported**

2   **in the aggregate only and shall contain no personally identifiable information**

3   **for any recipient of a program award.**

4   Section 2. This Act shall become effective upon signature by the governor or, if not

5   signed by the governor, upon expiration of the time for bills to become law without signature

6   by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If

7   vetoed by the governor and subsequently approved by the legislature, this Act shall become

8   effective on the day following such approval.

_____

PRESIDENT OF THE SENATE

_____

SPEAKER OF THE HOUSE OF REPRESENTATIVES

_____

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____
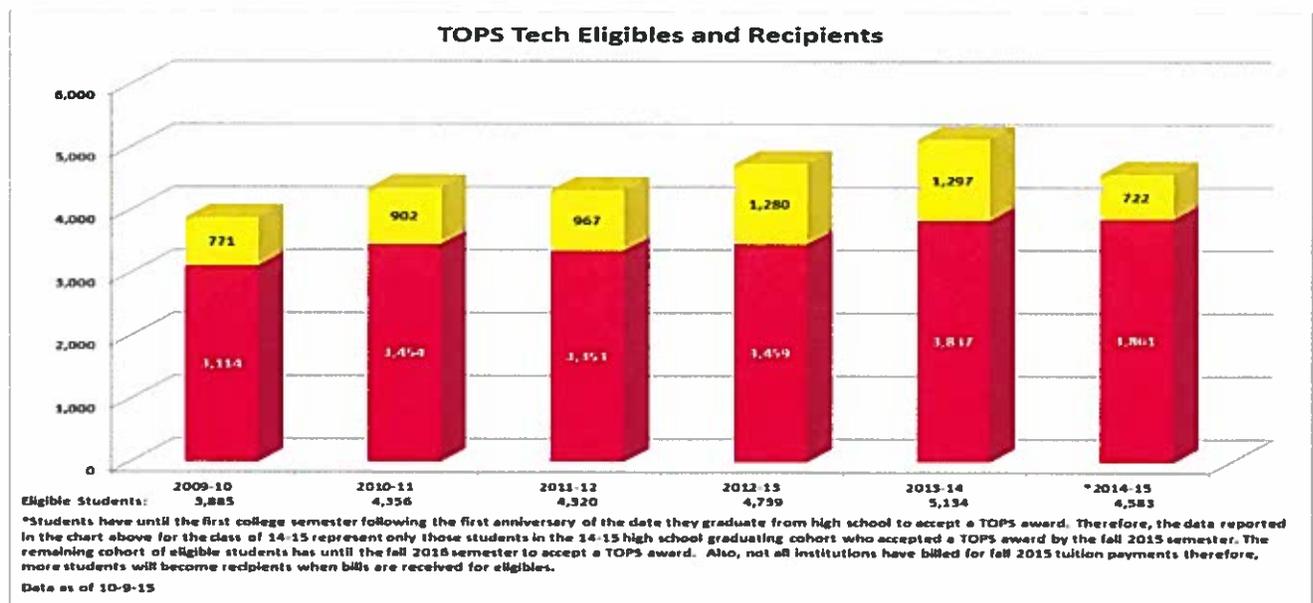
Appendix C
Analysis of *TOPS Tech* Program

The *TOPS Tech* award may be utilized at any Louisiana Technical College and other public postsecondary school or at any member school of the Louisiana Association of Independent Colleges and Universities (LAICU) that provides skill or occupational training, and certain cosmetology and proprietary schools. The criteria for eligibility for the *TOPS Tech* award includes completion of a defined high school core curriculum, with a minimum grade point average in core courses, and a minimum ACT composite score or minimum level score on the assessments of the ACT WorkKeys system.

Table 1: TOPS Tech Eligibility Criteria, by Award Level, 2015

	TOPS Tech Option 1	TOPS Tech Option 2
Core	17 Units	19 Units
Core GPA	2.50	2.50
ACT Composite or ACT WorkKeys	17 **or** Silver Level	17 **or** Silver Level
Max Award at Public Schools that do not offer a baccalaureate degree	Tuition	Tuition
Max Award at Public Schools that offer baccalaureate degrees and at LAICU institutions and certain cosmetology and proprietary schools	The average TOPS Tech payments paid to students attending public schools that do not offer a baccalaureate degree	The average TOPS Tech payments paid to students attending public schools that do not offer a baccalaureate degree
Duration	2 years	2 years

The *TOPS Tech* award has historically been underutilized. From 2009 to 2014, only 31% of eligible TOPS TECH Tech students accepted the award (Figure 1). It is important to note that students who graduated in 2014 have until the fall semester of 2015 to accept their awards.

Figure 1: ACCEPTANCE RATE OF TOPS TECH AWARDS

TOPS Tech Eligibles and Recipients

| Eligible Students: | 2009-10 3,885 | 2010-11 4,356 | 2011-12 4,320 | 2012-13 4,739 | 2013-14 5,134 | *2014-15 4,583 |

*Students have until the first college semester following the first anniversary of the date they graduate from high school to accept a TOPS award. Therefore, the data reported in the chart above for the class of 14-15 represent only those students in the 14-15 high school graduating cohort who accepted a TOPS award by the fall 2015 semester. The remaining cohort of eligible students has until the fall 2016 semester to accept a TOPS award. Also, not all institutions have billed for fall 2015 tuition payments therefore, more students will become recipients when bills are received for eligibles.

Data as of 10-9-15

TOPS Core Curriculum

For the Opportunity, Performance, and Honors Awards
For High School graduates of 2014 through 2017.
For High School graduates of 2018 and thereafter click here

Units	Courses[1]
ENGLISH = 4 Units	
4 units	English I, II, III, & IV
MATH = 4 Units	

1 unit	Algebra I, or Integrated Mathematics I, or Applied Algebra I
	    or Algebra I - Parts 1 & 2 (two units)
	    or Applied Mathematics I & II (two units)
	    or Applied Algebra 1A and 1B (two units)

1 unit	Algebra II or Integrated Mathematics II
2 units	Geometry, Pre-Calculus, Advanced Math-Pre-Calculus, Calculus, Advanced Math-Functions and Statistics, Probability and Statistics, Discrete Mathematics, Applied Mathematics III, Integrated Mathematics III, or Algebra III
SCIENCE = 4 Units	
1 unit	Biology I or II
1 unit	Chemistry I or II, or Chemistry Com
2 units	Earth Science, Physical Science, Environmental Science, Integrated Science, Biology II, Chemistry II, Physics, Physics II, Physics for Technology I or II, or Anatomy and Physiology **or both Agriscience I & II** (both for 1 unit)
SOCIAL STUDIES = 4 Units	
1 unit	United States History
1 unit	Civics and Free Enterprise (1 unit, combined),[2] Civics (1 year), or AP Government and Politics: United States
2 units	World History, Western Civilization, World Geography, European History, History of Religion or AP Human Geography
FOREIGN LANGUAGE = 2 Units	
2 units	Foreign Language (2 units in the same language)
FINE ARTS = 1 Unit	

1 unit	Fine Arts Survey
	    or 1 unit of a performance course in music, or dance, or theater
	    or 1 unit of studio art
	    or 1 unit of visual art
	    or both Speech III & IV (both for 1 unit)

TOTAL = 19 Units	

[1] Advanced Placement (AP) courses and International Baccalaureate (IB) courses with the same name as a course listed in the TOPS Core Curriculum may be substituted.
[2] Can be used only by students who entered the 9th grade before July 1, 2011. (See R.S.17:274.1)

This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute and those determined to be equivalent by the La. Board of Regents and BESE.

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