

The Master Plan for Higher Education In Louisiana: A Progress Report



Board of Regents

State of Louisiana

February 1980



PLANNING AND RESEARCH COMMITTEE

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INTRODUCTION

The Board of Regents is constitutionally mandated "to formulate and make timely revision of a master plan for higher education." Following two and one-half years of continuous development and review, the Board of Regents adopted The Master Plan for Higher Education in Louisiana in December, 1977. Realizing that planning is a dynamic process, the Regents committed themselves to review the Plan on a regular basis and report to the citizens of Louisiana biennially on the progress in implementing the Plan. This document represents the first biennial report.

The approach to The Master Plan progress report is to supplement, evaluate, and review rather than to rewrite the original plan. The Master Plan is still in the early stages of implementation. This progress report is intended to protect the integrity of the Plan. It is also designed to maintain the continuity of the Plan and reinforce the public's knowledge of the Plan.

Chapters I through IV of the report examine issues of continuing concern to the Board of Regents and higher education in Louisiana. These issues are: (1) stabilizing and declining enrollments, (2) the preparedness of entering students, (3) program quality, and (4) financing higher education. Chapter V addresses some issues which will no doubt receive the attention of higher education planners during the decade of the eighties. These issues are: (1) the absence of quality control over certain institutions domiciled in Louisiana, as well as institutions from out-of-state operating in Louisiana, (2) the increased use of media for educational offerings, and (3) new alliances within higher education as well as between higher education, government, business, and industry. Other issues will, of course, emerge during the eighties and will be addressed

as they are identified. The final chapter of this progress report indicates the implementation status of selected recommendations from The Master Plan.

CHAPTER I

Stabilizing and Declining Enrollments

The growth and expansion of higher education in the sixties and early seventies are well documented. In Louisiana, enrollments more than doubled during this era. Personnel and resources were expanded to meet the enrollment boom of the sixties, but the prospects for continuing overall growth in the near future are slim. While American postsecondary education institutions have faced periods of enrollment shifts before, there is no historical precedent for the fast deceleration of growth projected through 1990.

It is imperative that higher education remain a vital force in Louisiana. The students of today are the primary resource which will shape Louisiana's future. To date, the issues identified with regard to declining enrollments are too often issues of finance. The loss of students is by no means merely a question of money. Louisiana's economy, lifestyle, and culture need constant rethinking, revitalization, and retooling. Higher education has the resources and the responsibility to be at the forefront of this process.

Chapter I examines the reasons why enrollments are stabilizing and projected to decline in Louisiana, reviews current trends which could minimize the extent of the decline and its negative effects, and suggests measures to improve the potential student's access to and retention in higher education.

Causes of Stabilizing and Declining Enrollments

The primary and most obvious reason for the stabilizing and projected declining enrollments is the decrease in the number of births in Louisiana. A decline in the number of live births in the sixties is beginning to affect college enrollments in the late seventies and early eighties. Table I displays

live birth data for Louisiana from 1960 to 1978. It is apparent that the number of people who will be college age, i.e., 18 to 24 years old, in the next 10-15 years is declining substantially. For example, in 1974, the number of live births was twenty-seven percent less than in 1960. Live births began to increase again in 1975, but these people will not attain college age until the mid-1990's. If Louisiana's institutions continue to rely on drawing over seventy percent of their student bodies from the 18 to 24 age group, further enrollment declines can be expected.

Table I
Total Live Births in Louisiana, 1960-1978

<u>Year</u>	<u>Number</u>	<u>Year</u>	<u>Number</u>
1960	90,126	1969	77,770
1961	88,892	1970	74,615
1962	88,005	1971	73,014
1963	85,334	1972	68,340
1964	86,061	1973	66,412
1965	79,533	1974	65,868
1966	77,223	1975	67,792
1967	75,199	1976	69,356
1968	74,098	1977	74,989
		1978	74,655

Source: Statistical Report of the Division of Public Health Statistics,
Louisiana State Board of Health.

Although the average age of college students continues to increase, recent high school graduates remain the primary population from which higher education draws. Table II displays projections of high school graduates from 1979 through 1994. The number of high school graduates is predicted to decline sharply from 1979 to 1992 (20%) and then commence a steady increase. These figures, of course, have a direct correlation with live births.

Table II
Projected High School Graduates in Louisiana,
1979-1994

<u>Year</u>	<u>Number</u>	<u>Year</u>	<u>Number</u>
1979	58,020	1987	51,735
1980	58,066	1988	52,530
1981	57,347	1989	52,357
1982	57,757	1990	47,982
1983	55,104	1991	46,771
1984	52,371	1992	46,521
1985	50,971	1993	47,963
1986	50,795	1994	49,153

Source: Louisiana High School Graduates, Actual and Projected, 1975-1995,
Louisiana Board of Regents, 1979.

Louisiana institutions of higher education must realize that, if present trends continue, they can no longer place their recruiting emphasis exclusively on recent high school graduates.

Another factor which has no doubt affected enrollment in higher education is the substantial increase in the rate of inflation over the past five years. Tuition and fees in Louisiana public higher education have traditionally been, and today remain, among the lowest in the nation, but with higher education costs accelerating rapidly, Louisiana's public colleges and universities have increased tuition and/or fees in the last few years. While the increases in tuition and fees have not kept pace with the increases in costs to the institutions, they have nevertheless posed an economic hardship to the student and, in some instances, a deterrent to pursuing a college degree.

The cost of admission to an institution of higher education is only one rising cost which faces students. The cost of housing has also increased dramatically. During the sixties and early seventies, students, with their

new sense of independence, abandoned dormitory life for apartment living. Recently, rents have increased to such a degree that dormitory life has once again become attractive. Although dormitory life has become more economical than living off-campus, the cost to the student continues to increase and adds still another economic barrier to enrolling in college. The cost of energy has also increased dramatically for both the students and the institution. Institutions which serve primarily commuter students may experience even greater declines in enrollments than projected due to the high cost of automobile fuel.

Another cost of higher education to the student is foregone income. In these times of rising inflation, it becomes more difficult for a person to forego work (or leave work) to enroll in college. While there are many valid reasons to pursue a higher education which remain unquestioned, there has been a growing debate about the economic return on the higher education investment. The economic advantages of higher education may be declining due to a "surplus" of bachelors degree recipients. Men with bachelors degrees earned about 53 percent more than did high school graduates in 1967. By 1975, the earnings advantage had declined to 43 percent.¹ If one includes the increases in tuition, fees, and other costs, and the income foregone during the college years, the rate of financial return on an investment in college falls significantly. One set of estimates places the drop in return from 12 percent in 1969 to eight percent in 1974.² People no longer assume that a college degree is a near guarantee of upward mobility since there are not enough jobs in the higher paying brackets for each degree holder. To pursue a higher education for the many aesthetic benefits to be derived is becoming an increasingly difficult economic decision for the student.

Current Trends Minimizing Projected Enrollment Declines

Louisiana's institutions of higher education are continuing to benefit from the growth in enrollment of certain groups of citizens. A present trend is the increase in the number of women enrolled in colleges and universities. Higher education is the logical means by which women are preparing themselves for work in a competitive society. The increase in the number of women enrolled in Louisiana public higher education is displayed in Figure I. In fall, 1978, female enrollment surpassed male enrollment for the first time. It is important to note that male enrollment has decreased approximately ten percent since 1975. Since female enrollment has increased eight percent during that same period, overall enrollment declines in public higher education have been negligible. Future increases in female enrollment can continue to offset, to some degree, projected declines in overall enrollment.

A second population group which has enrolled in Louisiana higher education in increasing numbers is Blacks. Table III displays the number of Black undergraduates in Louisiana's public institutions of higher education over the past decade. In 1968, Blacks accounted for less than one-fifth of undergraduate enrollment. By 1976, Blacks accounted for more than one-fourth of undergraduate enrollment, and in 1978, this group constituted 24.19 percent of undergraduate enrollment. Discussions with institutional representatives reveal that Black undergraduate enrollment may have declined in 1978 due to federal revisions in processing and administration of student aid.

Related to the growth in female and Black enrollment is the increase during the seventies in the number of parttime students enrolled in Louisiana's institutions of higher education. Working men and women, housewives, retirees,

FIGURE I

Male/Female Fall Headcount Enrollment in Louisiana Public Higher Education, 1972 - 1979

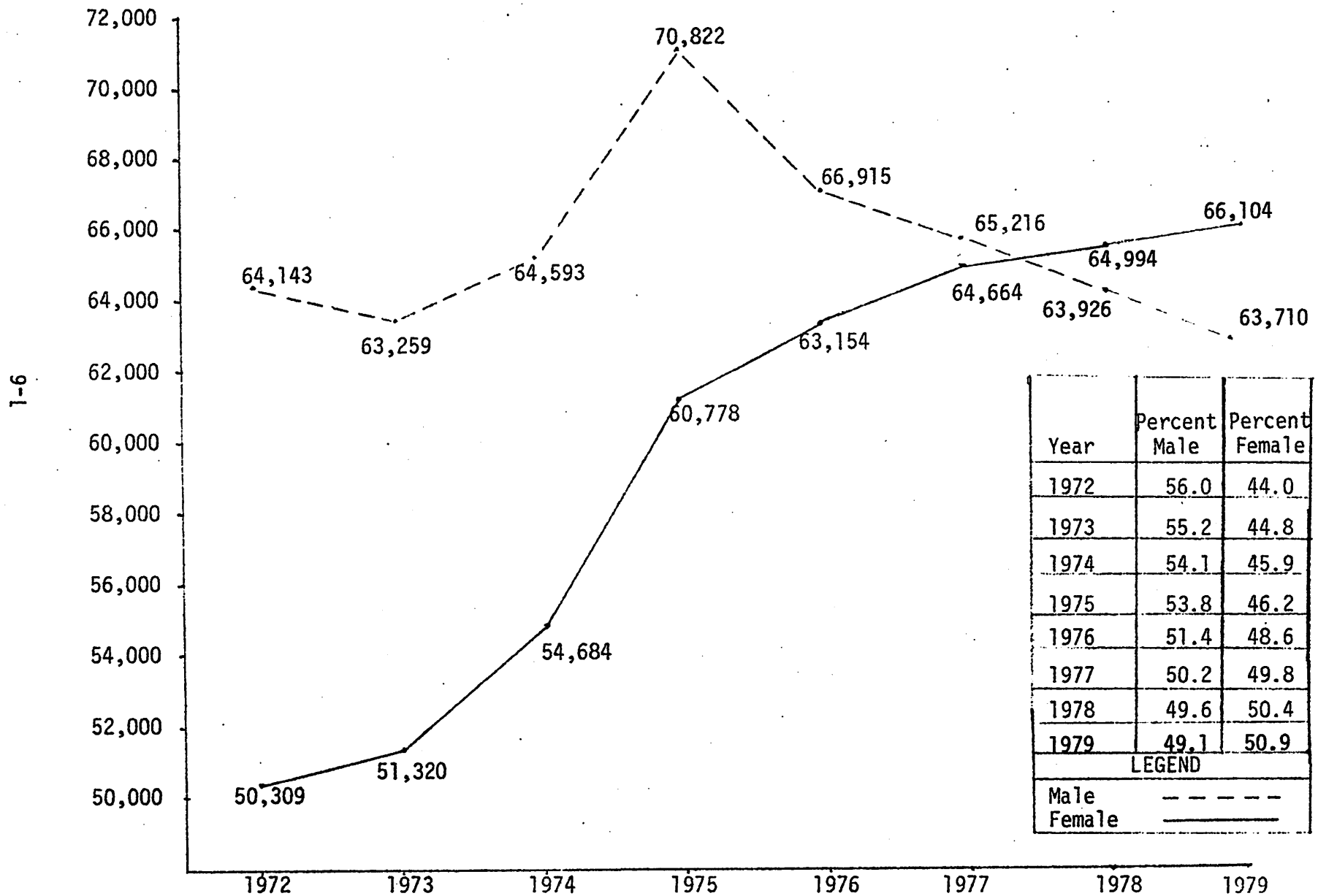


Table III

Black Undergraduate Enrollment in Louisiana Public
Institutions of Higher Education, 1968-1978

<u>Year</u>	<u>Total Undergraduate Enrollment</u>	<u>Black Undergraduate Enrollment</u>	<u>Percent of Total</u>
1968	84,188	16,270	19.33
1970	84,977	18,959	22.31
1974	100,000	22,796	22.80
1976	110,000	28,584	25.97
1978	111,513	26,974	24.19

Source: 1968 and 1970 data from Southern Regional Education Board files.
 1974 data from Compliance Report of Institutions of Higher Education,
 fall, 1974.
 1976 and 1978 Data from HEGIS Form 2300-2.3, Fall Enrollment and
Compliance Report of Institutions of Higher Education.

and the underemployed often find enrolling in college on a parttime basis more practical than enrolling on a fulltime basis. Table IV displays figures on the percentage of headcount enrollment which parttime students represent.

Table IV

Fulltime/Parttime Enrollment as Percentage of Total
Enrollment in Louisiana Public Higher Education, 1972-1978*

<u>Year</u>	<u>Percent Fulltime</u>	<u>Percent Parttime</u>
1972	77.08	22.92
1973	77.08	22.92
1974	74.05	25.95
1975	73.26	26.74
1976	73.16	26.84
1977	74.18	25.19
1978	72.57	27.43

*Figures for independent higher education are not available for earlier years. In 1978, 24.68 percent of total enrollment in independent institutions was parttime.

Source: HEGIS Form 2300-2.3. Fall Enrollment and Compliance Report
of Institutions of Higher Education.

The fact that parttime students represent a growing percentage of higher education enrollment should be closely monitored. This phenomenon is significant for several reasons. First, approximately three parttime students are required to produce the same number of credit hours as one student enrolled fulltime.³ Since funding for Louisiana's public institutions is generated by a student credit hour driven formula, enrolling parttime students does not produce the level of funding produced by their fulltime counterparts. Second, many of the administrative costs for fulltime students (admissions, record keeping, etc.) are equally high for parttime students. Third, it is doubtful that enough adults will pursue college work on a parttime basis to offset declines in the college age group which enrolls fulltime. The increases in parttime students, however, will continue to offset partially the decreases in total enrollment.

One of the primary mechanisms utilized to deliver educational opportunity to parttime and continuing education students is off-campus instruction. The Board of Regents prepared a report on the off-campus activities of Louisiana's public colleges and universities in 1978. The information collected revealed that college-level credit instruction was offered in 55 (86%) of Louisiana's parishes. Total enrollment in fall, 1978, in off-campus credit courses was 7,950; 3,406 of these students were enrolled in graduate level courses. Over 23,000 student credit hours were produced in off-campus courses in fall, 1978. Table V displays enrollment figures for courses offered off-campus. As institutions experience declines in fulltime enrollments on campus, additional resources can be committed to serving the educational needs of those unable or unwilling to enroll fulltime on the campus. Statistics have shown that educated people are more apt to be involved in adult and continuing education than are uneducated people. Currently, the United States has an all-time record

number of people who hold college degrees. There is also growing interest in continuing education because there is a large number of professional or refresher activities available. State law mandates retraining in some of the professions. Changing technology has also contributed to a growth in adult and continuing education. In some fields, additional training is directly correlated with salary increments. An example of this is continuing education for teachers. Of the 446 courses offered off-campus in fall, 1978, 205 (46%) were in education. These courses were offered primarily for teachers in a location close to their work. The second most prevalent off-campus offerings were in business. Off-campus instruction can be expected

Table V

Students Enrolled in Off-Campus Courses,
by Institution, by Level, Fall 1978*

<u>Institution</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>
Delgado	1,117	0	1,117
Grambling	0	29	29
LA Tech	160	253	413
McNeese	0	124	124
Nicholls	143	83	226
Northeast	423	301	624
Northwestern	513	945	1,458
Southeastern	400	301	701
Southwestern	61	123	184
LSU-A	32	0	32
LUS-BR	476	848	1,324
LSU-E	182	0	182
UNO	0	316	316
SUBR	1,037	183	1,220
TOTAL	4,544	3,406	7,950

*LSU-Shreveport, SUNO, and SUSBO did not offer off-campus courses in Fall, 1978.

Source: Data submitted to Board of Regents by institutions of public higher education.

to expand as more people avail themselves of these services provided by Louisiana's public institutions of higher education.

For an institution to be attractive to a prospective student, it must offer the program(s) the student desires. Historically, Louisiana's institutions of higher education have provided the necessary programs for personal and professional growth at the baccalaureate, professional, and graduate levels, but, in the absence of a community college system, the availability of two-year programs has been minimal. The number and dispersion of Louisiana's present institutions of higher education, coupled with the projected stabilization and decline in the number of students, make the development of a community college system both economically and educationally impractical. The Board of Regents recommended in the Master Plan that senior universities (with the exception of LSU-Baton Rouge) not in proximity to an existing two-year college pursue the development of one- and two-year programs where need dictates. Movement in this direction would fill Louisiana's most obvious void in program accessibility. In addition, these programs would attract students who otherwise might not enroll in college. Data reveal that most of Louisiana's colleges and universities are responding to this recommendation. Table VI displays data on degrees conferred since the 1972-73 academic year. Total degrees conferred reached a peak in 1975-76 and have been declining each year since. However, the number of associate degrees conferred has experienced a relatively steady growth, 300 percent since 1972-73.

A significant indicator of the popularity of and need for one- and two-year programs is the number of programs which have been proposed by the

Table VI

Total Degrees Conferred by Louisiana's Public Institutions of
Higher Education, 1972-73 through 1978-79, by Level

<u>Degree</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>
Associate*	475	864	1,077	1,650	1,690	1,921	1,899
Bachelors	12,781	13,441	13,465	13,405	12,870	12,606	12,171
Masters	3,254	3,405	3,418	3,567	3,644	3,490	3,199
Professional	426	489	555	552	627	587	654
Doctorate	229	263	250	204	201	208	213
TOTAL	17,165	18,462	18,765	19,378	19,032	18,812	18,136

*Includes certificates.

Source: HEGIS Form 2300-2.1A. Degrees and Other Formal Awards Conferred.

institutions and approved by the Board of Regents. Table VII displays data on program proposals and newly approved programs since the adoption of the Master Plan in December, 1977. From January, 1978, through November, 1979, forty-nine program proposals were reviewed by the Board of Regents. Of these, 29 (59%) were at the one- and/or two-year degree level. Of the 44

Table VII

Proposed and Approved Programs in Louisiana Public Higher
Education, by Level 1978 and 1979

<u>Level</u>	<u>Proposed</u>	<u>Approved</u>	<u>Disapproved</u>	<u>Deferred</u>
Associate and Certificate	29	27	2	0
Baccalaureate	11	9	1	1
Post-baccalaureate	1	1	0	0
Masters	7	6	1	0
Doctorate	1	1	0	0
TOTAL	49	44	4	1

Source: Board of Regents, Division of Academic Affairs.

programs which received conditional approval, 27 (61%) were at the one- and two-year level. It is clear from the data displayed in Table VII that most Louisiana institutions of public higher education are making a concerted effort to meet the needs of Louisiana's citizens.

Further Initiatives to Increase Access to and
Retention in Higher Education

Earlier in this chapter, data were presented concerning projected high school graduates in Louisiana. Although the age group attending college has changed and will probably continue to do so, recent high school graduates remain the primary pool of entering freshmen. Data on projected high school graduates suggest that a significant decline will not be experienced until the mid-eighties. This provides Louisiana's institutions of higher education the time to plan carefully for orderly changes. Failure to plan for this decrease in high school graduates could result in a radical drop in enrollments. Colleges and universities have time to shape their future rather than merely react to environmental changes.

To increase access to higher education for parttime and evening students, Louisiana's colleges and universities have adjusted their class schedules to accommodate those people who cannot attend class during daytime hours due to work, family, and other responsibilities. Further expansion of course offerings at nontraditional times may become necessary as additional parttime students desire extended offerings. Louisiana's colleges and universities should monitor closely the demand for evening and weekend courses. If the demand and need dictate, the institutions should consider scheduling classes in a way which would allow students to complete a degree through enrolling in

evening and/or weekend courses exclusively. This consideration should include a careful accounting of expenses over and above daytime offerings.

Another area of growing interest and concern is student retention. Louisiana's colleges and universities could offset decreases in the number of entering students by retaining a higher percentage of those already enrolled. Loss of upper level students is more costly to the institution than is a decline in incoming freshmen because of the higher value assigned to upper level students by the funding formula. There are many reasons why a student leaves a particular school prior to graduation: financial problems; academic deficiencies; disenchantment with college; employment opportunities; family responsibilities; and transfer to another institution. The Board of Regents urges that further and more concerted efforts be made by Louisiana's institutions of higher education to ascertain the reasons why students leave school. A clearer understanding of the reasons why students choose to leave college can result in possible administrative and programmatic changes to enhance student retention at Louisiana's colleges and universities. However, no administrative or programmatic changes should be implemented which could jeopardize academic quality. A major thrust in retaining underprepared students in college is the availability of developmental education programs designed to overcome deficiencies in the basic skills. Such programs will be discussed in the following chapter.

CHAPTER II

The Preparedness of Entering Students

Higher education in America has evolved from a few selective single-purpose private institutions into a diversified system numbering thousands of public and private colleges and universities. The passage of the Northwest Ordinances, the Morrill Acts, and numerous other pieces of federal and state legislation has guided the evolution of American higher education from a few elitist enterprises to a multi-faceted system of learning opportunities for anyone wishing to gain from the experience. The development of higher education in Louisiana mirrors that national picture.

While overall enrollment declines are projected for the future as Chapter I revealed, large groups of people who historically would have been denied a college education are enrolling in Louisiana's institutions. Today, students arrive at college with a variety of needs, problems, backgrounds, and aspirations. Louisiana's colleges and universities are continuing their efforts to make the necessary programmatic adjustments to fulfill the needs of the state's citizens.

Chapter II examines the causes of the growth in the number of underprepared students enrolling in college, identifies strategies presently being implemented to better prepare students for college-level work, and suggests further measures to improve the academic abilities of incoming college students.

Reasons for Growth in Number of Underprepared Students

For decades underprepared students have been entering Louisiana's colleges and universities. It is only since the sixties that the number has

grown to an extent sufficient to gain the attention of state government. There are a number of contributing factors leading to the large growth in numbers of low achievers entering college.

The increased egalitarianism in higher education has been cited as one contributing factor. Louisiana has a tradition of open admissions to its public colleges and universities. Any graduate of an approved Louisiana high school can gain admission to a public college or university. Since an open admissions policy was practiced in Louisiana prior to the recent increase in underprepared students, the advent of this policy as a national phenomenon has had a greater effect on other states than it has had on Louisiana.

A second factor contributing to the increase in underprepared students is the availability of various forms of financial aid. Historically, lower socioeconomic circumstances have often been accompanied by educational disadvantages. Whereas in the past many prospective students from lower socioeconomic backgrounds could not afford to pursue a college education, today the various sources of federal and state financial aid allow them the opportunity to enroll in college. There has been a dramatic shift in federal assistance in the last ten years from the institution to the student. The Basic Educational Opportunity Grant (BEOG), the Supplemental Educational Opportunity Grant (SEOG), the State Student Incentive Grant (SSIG), College Work Study (CWS), and the loan programs (Guaranteed Student Loan, National Direct Student Loan) are all designed to assist students, especially those with demonstrated financial need, in gaining entrance into college. Often these financially disadvantaged students are also educationally disadvantaged.

Another reason cited for the increase in the number of underprepared students entering college is the increasing attendance of adults who have been removed from the mainstream of education for a number of years. These adults return to school for retraining, changes of career, personal growth, and other reasons. Many of these adult students find it necessary to refresh themselves in the basic skills prior to enrolling in college-level work.

A fourth contributing factor is the trend toward grade inflation and social promotion. Many students who should not be allowed to progress from grade to grade or to graduate from high school based solely on educational attainment, nevertheless do so. Often teachers feel that a number of students would not succeed even if held back and thus promote them, passing the problems on to a higher grade. Some ill-prepared high school graduates proceed to enroll in institutions of higher learning.

A fifth factor cited as contributing to the enrollment of underprepared students is the trend towards the excessive availability of elective courses in high school. Many students tend to choose interesting electives rather than additional training in the basic skills. Related to this is the fact that many high school students opt for technical curricula which are not designed to prepare students for college-level work. Following graduation from high school, a number of these students decide to pursue a higher education without the benefit of many college preparatory courses.

Due to the expense of committing scarce resources to cope with low achievers, taxpayers, educators and legislators are demanding that the problem of low achievers graduating from high school and entering college be resolved. Questions such as "Why should we have to pay twice to get the schooling job done?, and Why can't we teach children to read and write in twelve years of

schooling?" are being posed by those concerned for the quality and efficiency of education. The elementary and secondary school system is responsible for preparing students for successful college work. Since Louisiana's colleges and universities are responsible for training the administrators and teachers who deal with the students, higher education is not immune from the responsibility of solving the problem of low achievers.

Strategies to Improve the Basic Skills of Entering College Students

As Chapter I revealed, many factors contributing to a projected decline in enrollments are beyond the control of colleges and universities, i.e., decline in birth rate, inflation, energy costs, etc. The growth in the numbers of underprepared students presents a similar situation. Colleges and universities are facing a problem which must be shared by the elementary and secondary schools.

In order to address the problem of underprepared high school graduates, the Board of Regents recommended in the Master Plan that the Board of Elementary and Secondary Education (1) increase academic requirements for college-bound students; (2) adopt a policy of proficiency testing of students for promotion and/or graduation; and (3) raise standards for teacher certification. With direction provided by the legislature, the Board of Elementary and Secondary Education has initiated steps to implement all three recommendations. To further attack the problem of dealing with underprepared college students, the Board of Regents also recommended that, as part of its own responsibilities, (1) it examine developmental education programs at Louisiana's public colleges and universities, and (2) conduct a study of teacher education curricula.

In order to provide the Board of Regents with sufficient information concerning developmental education programs for future policy determination, the staff collected and analyzed data on these programs in 1978. Major findings of the examination included:

- (1) most developmental education activities are fragmented among several departments on the campuses, with little or no coordination;
- (2) only in rare cases do developmental courses carry degree credit, although all institutions grant institutional credit, thereby generating student credit hours for formula purposes;
- (3) most institutions use either parttime or junior faculty to teach developmental courses;
- (4) the scope of developmental activities ranges from a few unrelated courses at one institution to a coordinated program of courses and supporting services at others;
- (5) 15,811 students were enrolled in developmental courses in fall, 1977;
- (6) 43 percent of the freshmen enrolled in developmental courses were enrolled in more than one developmental course;
- (7) approximately one-half of all developmental courses offered were English-related;
- (8) retention in college by developmental students (fall, 1977 - fall, 1978) ranged from 34 percent to 66 percent;
- (9) students enrolled in developmental courses generated over \$3,000,000 in state formula dollars in 1977; and
- (10) colleges and universities have difficulty in determining expenditures on developmental activities, due to the fragmented organization of the effort.

In summary, Louisiana's developmental efforts are widespread, poorly organized at a majority of the institutions, enroll sizeable numbers of students, experience various levels of success as measured by retention in college, and cost the state millions of dollars annually.

The Board of Regents recommended in its examination of developmental education activities in Louisiana's public colleges and universities that an ad hoc task force be formed, representative of Louisiana's public colleges and universities. This task force will assist the Board of Regents in its future efforts with regard to developmental education. Areas of investigation to be considered by the task force include:

- (1) ascertaining the level of funding which developmental education programs should receive in Louisiana public higher education in general, and on each campus in particular;
- (2) devising a clearly constructed process of identifying students with skill deficiencies so that placement in developmental programs is appropriate;
- (3) designing a model faculty training program to assist institutional personnel in identifying and assigning faculty to teach developmental courses and relate to high-risk students;
- (4) designing an evaluation process which will assess the success and impact of developmental education programs;
- (5) constructing a reporting mechanism which will assess accurately the true costs of providing developmental services at Louisiana's public colleges and universities.

It is expected that the deliberations of the task force will extend through 1980. In the meantime, the institutions and their management boards should continue efforts to improve developmental efforts on the campus. In this regard, the Louisiana legislature saw fit to appropriate funds to selected higher education institutions specifically for developmental education programs. Funds to upgrade and expand developmental services were appropriated to Grambling State University (\$500,000), Southern University-Baton Rouge (\$486,000), Southern University-New Orleans (\$354,000), and Southern University-Shreveport/Bossier City (\$175,000).

As previously mentioned, since a majority of elementary and secondary school teachers and administrators are trained in Louisiana's colleges and universities, higher education cannot ignore the problem of the low achievers graduating from high school. To enable the Board of Regents to review higher education programs which are designed to train teachers and administrators for Louisiana's elementary and secondary schools, the 1979 Legislature appropriated \$46,000 "payable out of the state general fund for a complete review and study of the baccalaureate degree teacher education programs in the state's colleges and universities."⁴ This special appropriation will provide the Board of Regents the necessary resources to finance the reviews well in advance of the Regents' original timetable for review of baccalaureate programs.

In addition to the action taken by the Board of Regents and the Board of Elementary and Secondary Education, the Louisiana Legislature has displayed an active interest in the issue of low achievers graduating from high school. Displayed below are bills and concurrent resolutions which were introduced during the 1979 Regular Session that concerned student achievement. Although a majority of the bills did not pass both houses successfully, it is apparent that Louisiana's lawmakers are determined to take actions to improve the academic skills of Louisiana's public school students.

DEFEATED	PASSED
<p><u>HB 603</u></p> <p>Established minimum requirements for graduation from high school and receipt of a diploma</p>	<p><u>SB 254</u></p> <p>Provides for a system of competency-based education, with proficiency testing to take place at all grade levels and with promotion or graduation to be</p>

DEFEATED	PASSED
<p><u>HB 1303</u></p> <p>Provided that all students successfully complete a proficiency examination prior to their admission to a Louisiana public college or university. The examination would be decided and administered by the respective management boards on behalf of the institutions under their jurisdiction.</p> <p><u>HB 478</u></p> <p>Deleted the provision of the state accountability law which provided that students' scores on standardized tests can have no effect on their promotion or graduation.</p> <p><u>SB 223</u></p> <p>Created a program of functional literacy testing for all Louisiana public school students, the test to be administered at the ninth grade level.</p>	<p><u>SB 254 Continued</u></p> <p>based at least in part on the results of the proficiency tests; also provides that students who fail the proficiency examination automatically receive remedial instruction.</p> <p><u>SCR 9</u></p> <p>Continues the ongoing study into the feasibility of implementing a system of competency-based education in Louisiana.</p> <p><u>HCR 95</u></p> <p>Directs the Board of Elementary and Secondary Education to review its policies relative to the promotion of children who have not mastered the basis skills of reading, writing, and mathematics.</p> <p><u>HCR 190</u></p> <p>Requests a feasibility study of the development of a comprehensive compensatory education program in the elementary and secondary schools.</p>

Although the concurrent resolutions cited above do not carry the weight of law, they do demonstrate the Legislature's concern with the academic problems of our elementary and secondary school systems. Senate Bill 254 should go a long way in addressing and combating low achievement by Louisiana's public school students. The proficiency testing of students was begun in January, 1980. Second grade students will be tested during 1980, with an additional grade being tested each subsequent year, i.e., second and third grades in 1981.

Remedial programs will be established by the 1980-81 school year. The Board of Elementary and Secondary Education is responsible for designing and implementing a standardized structured curriculum in the basic skills by the 1981-82 school year.

Not only student achievement, but also teacher effectiveness has gained the attention of the Legislature. Act 16 of the 1977 Louisiana Legislature extended the requirements for teacher certification by directing that the Board of Elementary and Secondary Education add a postgraduation testing mechanism to certification requirements. The law further defines the disciplines which should be covered in testing for certification. The Superintendent of Education administers the certification policies of the Board of Elementary and Secondary Education and has the responsibility to choose the appropriate testing instrument to be used in certifying prospective teachers. In 1978, the Superintendent chose the National Teacher Examination (NTE) as the required test and prescribed the minimum score necessary for certification in each discipline.

In the 1979 Regular Session of the Louisiana Legislature there were nine bills introduced concerning teacher certification; one bill passed-- House Bill 739 adds instruction in child discipline to the present teacher certification requirements. In addition, there were three concurrent resolutions concerning teacher education/certification introduced and passed during the 1979 session. House Concurrent Resolution No. 60 urges and requests all colleges and universities offering curricula in education, law, medicine, social welfare, etc., to include instruction in the area of child abuse and neglect in their curricula. House Concurrent Resolution No. 125 calls for a study of the feasibility of

Remedial programs will be established by the 1960-61 school year. The Board of Elementary and Secondary Education is responsible for designing and implementing a standardized structured curriculum in the basic skills by the 1961-62 school year.

Not only student achievement, but also teacher effectiveness has gained the attention of the Legislature. Act 10 of the 1973 Louisiana Legislature extended the requirements for teacher certification by directing that the Board of Elementary and Secondary Education and a post-education testing mechanism to certification requirements. The law further defines the disciplines which should be covered in testing for certification. The Superintendent of Education administers the certification policies of the Board of Elementary and Secondary Education and has the responsibility to choose the appropriate testing instrument to be used in certifying prospective teachers. In 1978, the Superintendent chose the National Teacher Examination (NTE) as the required test and prescribed the minimum score necessary for certification in each discipline. In the 1979 regular session of the Louisiana Legislature there were two bills introduced concerning teacher certification; one bill passed-- House Bill 589 and legislation in 1981 directing to the present teacher certification requirements. In addition, there were three concurrent resolutions concerning teacher education. All three bills were passed during the 1979 session. House Concurrent Resolution 100 urged and requests all colleges and universities offering curricula in education, law, medicine, social welfare, etc. to include instruction in the area of child abuse and neglect in their curricula. House Concurrent Resolution 101 calls for a study of the feasibility of

extending the current one-semester student teacher internship to a full year. Senate Concurrent Resolution No. 139 requests a legislative study of education employee improvement programs and recertification procedures.

Further Considerations

The series of legislation enacted in 1979 concerning student achievement will impact developmental efforts on the college campus. In approximately ten years, students graduating from high school will have experienced competency examinations throughout their schooling, remediation if necessary, and a structured curriculum designed to develop and strengthen basic skills. Students seeking a college education will have graduated from an educational system which better prepares them for the rigors of college work. What of the interim decade?

First, the ad hoc task force on developmental education will assist the Board of Regents in planning for developmental education activities on Louisiana's public college campuses. The Board of Regents will consider the need for a statewide policy on developmental education upon completion of the work of the task force.

Second, in an effort to obtain a better student/program match and develop unique capabilities to deal with the problem of diverse student abilities. in the institutions of higher education, the Board of Regents recommended in the Master Plan that the management boards study the feasibility of selective admissions at certain institutions, while continuing to guarantee open admissions to Louisiana's public higher education system. The examination of developmental education efforts throughout the state revealed that some institutions were more successful in their developmental efforts than others, some offer a more comprehensive program than others, and some need to provide

a greater number of services than others, due mainly to the caliber of the incoming freshman class. All the institutions reported that financing developmental efforts was difficult and that often resources were drawn from other areas of the institution to augment developmental activities. If a number of institutions moved to a posture of more selective admissions, these institutions could devote additional resources (both financial and human) to high quality academic ventures. Those institutions which retained a posture of open admissions could develop further expertise in those efforts designed to assist low achievers in preparing for college-level work. The Board of Regents continues to support the Master Plan recommendation that the management boards consider the potential benefits to the institutions, the students, and the state of moving towards a system of selective admissions at particular institutions.

Third, all baccalaureate teacher education programs will be reviewed during 1980. This review will identify and recommend further steps to upgrade the quality of teacher training programs in Louisiana's colleges. The majority of independent colleges and universities in Louisiana, outside the jurisdiction of the Board of Regents, have agreed to participate in this review.

Fourth, Act 514 of the 1979 Louisiana Legislature authorizes the State Board of Elementary and Secondary Education to permit state vocational and technical schools, St. Bernard Community College and Bossier Community College to grant associate degrees in occupational studies (AOS). Although these schools are not authorized to grant the more traditional two-year academic degrees (Associate of Arts, Associate of Science, or Associate of Applied Science) the AOS would provide high school graduates an alternative postsecondary

degree. If the Board of Elementary and Secondary Education chooses to authorize selected institutions to offer the AOS, a number of students who are desirous of earning a postsecondary degree, but are unable to successfully attempt traditional college-level work, would have this occupational degree as an option.

CHAPTER III

PROGRAM QUALITY

The quality and range of an institution's academic program offerings are primary contributors to that institution's uniqueness and vitality. The atmosphere of program planning has altered significantly during the seventies due to increased concerns with duplication and costs, coupled with projected stabilization and declines in enrollment. New program expansion has become a more carefully evaluated, well-defined process than it was in the sixties when expansion was a necessity in the face of burgeoning enrollments.

In times of enrollment stabilization and projected decline, the educational enterprise can devote increasing attention to the quality of the program offerings rather than merely the quantity. The Board of Regents has made academic programs of high quality a top priority of higher education in Louisiana. Chapter III examines current threats to the pursuit of academic program quality, reviews measures being taken to ensure that academic program quality is enhanced and strengthened, and offers suggestions to further upgrade the quality of academic programs available to the citizens of Louisiana.

Threats to the Pursuit of Academic Program Quality

Two primary threats to the pursuit of academic quality can be readily identified: (1) institutions' attempting to be all things to all people, and thereby diluting scarce resources; and (2) the temptation to lower quality in order to recruit and retain a greater number of students.

During the sixties, colleges and universities rapidly increased their academic offerings to meet new and expanding needs of students. Faculty and

staff were recruited to meet the increasing demand. The enrollment stabilization in the late seventies has brought to a close this expansionist approach to program planning. The realities of the seventies have created a paradox for most institutions. On the one hand, institutions are battling to retain programs developed and/or expanded in the sixties in which there is now diminished student interest. On the other hand, institutions are struggling independently to meet the new and emerging needs of their service areas. The practical limits of an institution's resources dictate that choices be made. The allocation of finite resources can be based on decisions which range from doing a few things extremely well to doing many things less well. Decision-makers in higher education must take cognizance of changing conditions in both resources and need as they plan for the future. Careful allocation of scarce resources to areas of proven need must replace the unplanned expansion which has been evident in higher education through the mid seventies.

A second threat to the pursuit of academic quality is the temptation to lower standards in order to retain students at an institution. This temptation is particularly strong in Louisiana where state funding is directly tied to the number of credit hours generated by students. Chapter I discussed how institutions should investigate retention and devise methods to increase retention rates in order to partially offset declines in entering freshmen. Yet, increasing retention rates cannot be at the price of lowering quality. Louisiana higher education must be as concerned with the quality of enrolled students as it is with the quality of entering students. Grade inflation is directly tied to this threat to quality. E. C. Ladd, Jr., and S. M. Lipset surveyed the American professoriate relative to grade inflation in 1977. Their research indicated (1) that the argument that there has been a widespread lowering of standards in American higher education was accepted by 81 percent

of all professors, (2) that grade inflation was perceived as a serious academic standards problem by all but four percent of academicians, and (3) that "I find myself not grading as 'hard', not applying as high standards in assessing student work, as I believe I should" was agreed to by sixty-nine percent of all faculty surveyed.⁵ Although figures for Louisiana only were not available, one can assume that Louisiana higher education is comparable to higher education in the nation. The Board of Regents encourages faculty to guard against grade inflation and examine policies affecting student retention to assure that these policies do not threaten program quality.

Continuing Measures to Enhance Academic Program Quality

In addition to broad responsibilities pertaining to higher education, the Constitution of 1974 delegated to the Board of Regents the following specific responsibilities in the area of programmatic review: 1) to revise or eliminate an existing degree program, department of instruction, division, or similar subdivision; and 2) to approve, disapprove, or modify a proposed degree program, department of instruction, division or similar subdivision. To fulfill these mandates, the Board of Regents has developed policies and procedures for the review of existing academic programs, proposed new academic programs, and proposed administrative changes.

The Regents initiated the review process for existing academic programs at the doctoral level in 1975. By 1979, 121 doctoral programs in 45 disciplines had been reviewed by expert consultants who provided evaluations to the Board. As a result of this review, the Board of Regents terminated 25 doctoral programs, and voted to maintain and strengthen 96 programs of which 13 were commended for excellence. It is worthy to note that, although independent institutions do not fall under the jurisdiction of the Board of Regents, the independent sector cooperated and participated in the review at the Board's invitation.

Following the completion of doctoral reviews, the Board began reviewing masters programs, and the education specialist (Ed.S.). As of December, 1979, the Board had reviewed 168 masters programs and 47 specialist programs. Of these, 40 of the masters programs and 18 of the specialist programs were terminated, with 128 masters programs and 29 specialist programs being maintained. Two masters programs in history were commended for excellence.

While the Board of Regents' plan originally called for the review of all programs, beginning at the doctoral level and working down, the Board has altered its plan when external funding for review in specific disciplines has been provided. The Louisiana Architects Association provided funds to the Board of Regents to conduct a review of all architecture programs in Louisiana. The Regents accepted these funds with the stipulation that the review process would follow the Regents' format and be controlled solely by the Board. The review resulted in the termination of the state's only publicly supported masters program in architecture and an associate program in architectural technology, the maintenance of five baccalaureate programs with stipulations for improvement, and the maintenance of an associate program in architectural engineering technology. The review of the programs in forestry was funded by the Louisiana Chapter of the Society of American Foresters. The Board deferred final action on one forestry program while maintaining two programs. As mentioned in the previous chapter, the 1979 Legislature appropriated monies to the Board of Regents for the review of baccalaureate teacher education programs.

The Board of Regents' policy governing the requests for new academic programs also supports the pursuit of academic quality. First, institutions must submit a Letter of Intent at least twelve months in advance of submitting a proposed program at the baccalaureate level and above. Due to the changing needs of local government and industry, three months advance notice is required

for one-and two-year program proposals. This lead time allows the Board of Regents to coordinate academic planning continuously at the state level. Only after the institution has demonstrated a need for the program and a potential high level of quality will the Regents act favorably on a program proposal.

The Board of Regents' commitment to need and quality in academic programs continues to filter down through the management boards to the campuses. A significant by-product of the state's commitment to academic program quality is the management boards' and institutions' commitment to self-review. It is apparent that institutions are conducting in-house evaluations of their programs. In fact, the Board of Regents has recently received a number of requests from institutions to terminate selected programs. Self-review is critical to the pursuit of academic quality and the Board of Regents applauds those institutions which are seriously pursuing this avenue.

Future Considerations

Out-of-state institutions continue to operate courses and programs within Louisiana's boundaries. In addition, unaccredited institutions continue to open and operate in Louisiana. To date, the Board of Regents and the State of Louisiana have no authority over these institutions. As other states initiate higher standards to discourage and eliminate marginal education operations, it is feared that pressure from this development could force additional questionable institutions to relocate in Louisiana. Louisiana has a responsibility to assure that educational programs meet minimal standards of quality and service to the state's citizens.

House Concurrent Resolution Number 2 of the 1979 Regular Session of the Louisiana Legislature addresses the issue of out-of-state institutions operating in Louisiana, and unaccredited institutions opening in Louisiana with the following request:

"...request the House Committee on Education and the Senate Committee on Education to establish themselves as and to function as a joint committee for the purpose of studying higher education programs operated in Louisiana by out-of-state institutions and institutions domiciled in Louisiana but not accredited by the Southern Association of Colleges and Schools, and making recommendations as to whether licensing or other restrictions should be imposed on such programs."

The Board of Regents pledges its complete support and cooperation to the legislature in this undertaking.

The independent institutions of higher education are not under the jurisdiction of the Board of Regents. Nevertheless, the accredited independent colleges and universities have pledged their support to the Regents' pursuit of quality. It is the Regents' sincere hope that the independent institutions continue their cooperative efforts with the Regents.

The Board of Regents remains committed to academic program quality. Although the review process may result in cost savings to higher education, such is not the primary goal of the endeavor. The support and maintenance of higher quality programs and the strengthening of potentially high quality programs remain the key objectives of the process. The Board of Regents will continue to commit its resources to this effort.

CHAPTER IV

FINANCING HIGHER EDUCATION

The quality of academic programs was identified as a paramount concern to higher education in Louisiana in Chapter III. Crucial to the quality of education is the adequacy of funding. Although proper funding does not guarantee quality, quality is difficult to achieve without a significant monetary commitment.

The Master Plan reported that the economic future for Louisiana looked bleak in two respects. First, natural resource taxes generally had been based on volume rather than value, resulting in tax revenues failing to increase at a level necessary to compensate for inflation. Recently the tax structure has been amended to reflect revenues based on value rather than volume. This has provided a more positive outlook. Second, many oil and gas reservoirs have become unproductive, and new discoveries are not keeping pace with depletion. The reported supply shortages of gas and oil, coupled with the planned federal decontrol of oil and gas prices, make new discoveries and the reopening of old wells attractive. These changes in a period of two years are promising, but they make accurate projections of the future financial health of the state of Louisiana extremely difficult. While some experts projected a state deficit for 1979, Louisiana had a surplus of 390 million dollars. As the financial health of Louisiana changes, so does state support for services. Fortunately, as a result of the recent changes cited above, the financial health of the state in the near future appears favorable.

Chapter IV examines the changes in the financial status of Louisiana higher education since the adoption of the Master Plan and examines future

directions for financing higher education.

The Changing Financial Status of Louisiana Public Higher Education

The financial outlook for Louisiana has important implications for public higher education. This is especially true considering the relatively low level of state appropriations in the past. The Master Plan reported Louisiana's weak position when compared to the other forty-nine states in terms of state appropriation increases over the last ten years. Louisiana ranked fiftieth (last) in the nation in increases in state appropriations from 1966-67 to 1976-77.⁶ By 1979-80, Louisiana ranked nineteenth in percentage increase in state appropriations over a ten year period (1969-70 to 1979-80). These data are displayed in Table VIII. A promising statistic is that over the past two years (1977-78 to 1979-80) Louisiana ranked second to California in percentage increase in state appropriations for higher education. Table VIII also displays data which have been adjusted for inflation. Although Louisiana's rankings remain unchanged, the percentage increase falls dramatically from 232 percent to 73 percent over the ten year period and from 36 percent to 18 percent over the past two years.

In examining the funding for higher education in the states, two principal measures often used are appropriations per capita and appropriations per \$1,000 of personal income. These two indicators were examined for 1976-77 in the Master Plan. Louisiana in 1976-77 ranked thirty-fifth nationally with higher education appropriations of \$56.71 per capita. This was \$8.50, or 13 percent, below the national average. In 1979-80, Louisiana ranked thirtieth with \$83.21 per capita appropriations, only \$4.27, or 5 percent, below the national average. The average appropriation per capita for the SREB states is \$87.26, \$4.06 or 5 percent higher than Louisiana. The SREB average is comparable to the national average appropriations per capita. The Master Plan recommended that at an

Analysis of State Funds for Higher Education

1979-80		1978-79		Appropriations (a)		Appropriations per capita (b)		Appropriations of personnel income (c)		2-year change (d)		10-year change (e)		2-year change (f)		10-year change (g)		Rank	
Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Per cent	Per cent
\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	\$ 377,135,000	17	+171%	+171%
72,492,000	41	72,492,000	41	72,492,000	41	72,492,000	41	72,492,000	41	72,492,000	41	72,492,000	41	72,492,000	41	72,492,000	41	+218%	+218%
232,707,000	30	232,707,000	30	232,707,000	30	232,707,000	30	232,707,000	30	232,707,000	30	232,707,000	30	232,707,000	30	232,707,000	30	+85%	+85%
169,664,000	33	169,664,000	33	169,664,000	33	169,664,000	33	169,664,000	33	169,664,000	33	169,664,000	33	169,664,000	33	169,664,000	33	+86%	+86%
2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	2,814,321,000	1	+98%	+98%
246,866,000	27	246,866,000	27	246,866,000	27	246,866,000	27	246,866,000	27	246,866,000	27	246,866,000	27	246,866,000	27	246,866,000	27	+48%	+48%
212,075,000	32	212,075,000	32	212,075,000	32	212,075,000	32	212,075,000	32	212,075,000	32	212,075,000	32	212,075,000	32	212,075,000	32	+38%	+38%
53,273,000	46	53,273,000	46	53,273,000	46	53,273,000	46	53,273,000	46	53,273,000	46	53,273,000	46	53,273,000	46	53,273,000	46	+60%	+60%
610,094,000	8	610,094,000	8	610,094,000	8	610,094,000	8	610,094,000	8	610,094,000	8	610,094,000	8	610,094,000	8	610,094,000	8	+62%	+62%
385,132,000	16	385,132,000	16	385,132,000	16	385,132,000	16	385,132,000	16	385,132,000	16	385,132,000	16	385,132,000	16	385,132,000	16	+48%	+48%
119,073,000	38	119,073,000	38	119,073,000	38	119,073,000	38	119,073,000	38	119,073,000	38	119,073,000	38	119,073,000	38	119,073,000	38	+48%	+48%
83,608,000	39	83,608,000	39	83,608,000	39	83,608,000	39	83,608,000	39	83,608,000	39	83,608,000	39	83,608,000	39	83,608,000	39	+46%	+46%
876,951,000	4	876,951,000	4	876,951,000	4	876,951,000	4	876,951,000	4	876,951,000	4	876,951,000	4	876,951,000	4	876,951,000	4	+87%	+87%
411,187,000	14	411,187,000	14	411,187,000	14	411,187,000	14	411,187,000	14	411,187,000	14	411,187,000	14	411,187,000	14	411,187,000	14	+155%	+155%
303,631,000	23	303,631,000	23	303,631,000	23	303,631,000	23	303,631,000	23	303,631,000	23	303,631,000	23	303,631,000	23	303,631,000	23	+56%	+56%
238,839,000	28	238,839,000	28	238,839,000	28	238,839,000	28	238,839,000	28	238,839,000	28	238,839,000	28	238,839,000	28	238,839,000	28	+10%	+10%
299,918,000	24	299,918,000	24	299,918,000	24	299,918,000	24	299,918,000	24	299,918,000	24	299,918,000	24	299,918,000	24	299,918,000	24	+15%	+15%
330,008,000	18	330,008,000	18	330,008,000	18	330,008,000	18	330,008,000	18	330,008,000	18	330,008,000	18	330,008,000	18	330,008,000	18	+73%	+73%
57,265,000	44	57,265,000	44	57,265,000	44	57,265,000	44	57,265,000	44	57,265,000	44	57,265,000	44	57,265,000	44	57,265,000	44	+15%	+15%
323,732,000	19	323,732,000	19	323,732,000	19	323,732,000	19	323,732,000	19	323,732,000	19	323,732,000	19	323,732,000	19	323,732,000	19	+3%	+3%
314,829,000	20	314,829,000	20	314,829,000	20	314,829,000	20	314,829,000	20	314,829,000	20	314,829,000	20	314,829,000	20	314,829,000	20	+9%	+9%
808,320,000	5	808,320,000	5	808,320,000	5	808,320,000	5	808,320,000	5	808,320,000	5	808,320,000	5	808,320,000	5	808,320,000	5	+6%	+6%
460,782,000	12	460,782,000	12	460,782,000	12	460,782,000	12	460,782,000	12	460,782,000	12	460,782,000	12	460,782,000	12	460,782,000	12	+5%	+5%
233,739,000	29	233,739,000	29	233,739,000	29	233,739,000	29	233,739,000	29	233,739,000	29	233,739,000	29	233,739,000	29	233,739,000	29	+8%	+8%
312,941,000	22	312,941,000	22	312,941,000	22	312,941,000	22	312,941,000	22	312,941,000	22	312,941,000	22	312,941,000	22	312,941,000	22	+5%	+5%
60,494,000	43	60,494,000	43	60,494,000	43	60,494,000	43	60,494,000	43	60,494,000	43	60,494,000	43	60,494,000	43	60,494,000	43	+1%	+1%
56,896,000	45	56,896,000	45	56,896,000	45	56,896,000	45	56,896,000	45	56,896,000	45	56,896,000	45	56,896,000	45	56,896,000	45	0%	0%
29,806,000	49	29,806,000	49	29,806,000	49	29,806,000	49	29,806,000	49	29,806,000	49	29,806,000	49	29,806,000	49	29,806,000	49	-6%	-6%
400,366,000	15	400,366,000	15	400,366,000	15	400,366,000	15	400,366,000	15	400,366,000	15	400,366,000	15	400,366,000	15	400,366,000	15	+8%	+8%
54,64	50	54,64	50	54,64	50	54,64	50	54,64	50	54,64	50	54,64	50	54,64	50	54,64	50	-8%	-8%
34,22	27	34,22	27	34,22	27	34,22	27	34,22	27	34,22	27	34,22	27	34,22	27	34,22	27	+8%	+8%
86,21	40	86,21	40	86,21	40	86,21	40	86,21	40	86,21	40	86,21	40	86,21	40	86,21	40	+25%	+25%
8,13	40	8,13	40	8,13	40	8,13	40	8,13	40	8,13	40	8,13	40	8,13	40	8,13	40	+15%	+15%
12,72	23	12,72	23	12,72	23	12,72	23	12,72	23	12,72	23	12,72	23	12,72	23	12,72	23	+16%	+16%
11,42	26	11,42	26	11,42	26	11,42	26	11,42	26	11,42	26	11,42	26	11,42	26	11,42	26	+18%	+18%
15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	+31%	+31%
10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	+19%	+19%
104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	+14%	+14%
86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	+8%	+8%
116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	+7%	+7%
62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	+21%	+21%
7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	+17%	+17%
11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	+32%	+32%
16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	+20%	+20%
10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	+11%	+11%
8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	+28%	+28%
12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	+18%	+18%
11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	+25%	+25%
15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	+31%	+31%
10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	+19%	+19%
104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	104,03	9	+14%	+14%
86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	86,96	25	+8%	+8%
116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	116,04	6	+7%	+7%
62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	62,26	45	+21%	+21%
7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	7,83	46	+17%	+17%
11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	+32%	+32%
16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	16,31	4	+20%	+20%
10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	10,23	36	+11%	+11%
8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	8,12	45	+28%	+28%
12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	12,62	24	+18%	+18%
11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	11,13	31	+25%	+25%
15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	15,78	8	+31%	+31%
10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33	10,57	33				

Source: The Chronicle of Higher Education, Vol. XIX, No. 6, October 9, 1979, page 9.

absolute minimum Louisiana's level of support per capita for higher education be increased to the average of the SREB states. To date, the recommendation has not been fully realized. To attain the 1979-80 SREB average of \$87.26 per capita, Louisiana would need to appropriate an additional \$16,935,537 to its higher education institutions.

Louisiana's appropriation of \$11.58 per \$1,000 of personal income ranked twenty-eighth nationally and tenth among the fourteen SREB states in 1976-77. This year (1979-80) Louisiana appropriated \$12.39 per \$1,000 of personal income. This appropriation ranked twenty-fifth nationally and ninth among the SREB states. Louisiana's appropriation per \$1,000 of personal income is \$1.23 (11%) above the national average, but \$.65 (5%) below the SREB average.

Since appropriations per capita and appropriations per \$1,000 of personal income are tied closely to population, many educators believe that appropriation per Fulltime Equivalent Student (FTE) is a more accurate predictor. Appropriation per FTE is more directly tied to higher education and is more reliable for comparative purposes. The Master Plan reported that Louisiana's appropriation per FTE in 1976-77 ranged from \$258 to \$605 below the regional average for a masters level and a small doctoral level institution respectively. In 1978-79, Louisiana ranged from \$247 below the SREB average at masters level institutions to \$781 below the SREB average at large doctoral institutions. The Master Plan recommendation that Louisiana reach the SREB appropriation per FTE has not only not been realized, but in reality, Louisiana was further away from the recommendation in 1978-79 than in 1976-77. It is likely, however, that the 1979-80 appropriation to higher education in Louisiana will reflect a move toward this goal.*

* SREB Data Exchange Information for 1979-80 will not be available until May, 1980.

The figures above reflect a mixed assessment due in part to the improvement in funding in other SREB states. Higher education in Louisiana has experienced a more healthy financial condition over the last two years. The State Appropriation Formula is the mechanism used to allocate funds to public colleges and universities. Since 1977-78, the Board of Regents has recommended 100 percent formula funding. In 1976-77, the average percentage formula implementation to Louisiana public higher education was 83.1 percent; in 1979-80, the percentage implementation reached approximately 102 percent. Funding for 1980-81 will be appropriated in accordance with the most recent revision of the Formula. Annual Formula revisions are designed to reflect more clearly the current status of the economy and the true costs of higher education. The need for future revisions of the Formula will be discussed in the following section.

The portion of the costs of higher education borne by the student is another critical source of funding. Louisiana has historically ranked low among the states in tuition charged. Although charging a low tuition is a tradition of which Louisiana is proud, a gradual modest increase in tuition, accompanied by an increase in the availability of student financial aid, could significantly improve the financial position of higher education without creating a sizeable hardship for the student.

Future Considerations for Financing Higher Education

Providing adequate, equitable financing of higher education in a period of declining enrollments and pernicious long term inflation will be the principal financial task facing higher education in the 1980's. This task must, by Constitutional mandate, be accomplished through a formula funding mechanism.

Traditionally, funding formulas have been predominately driven by

Student Credit Hour (SCH) production. In the past, this approach was appropriate given the general trend of increasing enrollments and consequent increasing student credit hour production. In the future, the majority of institutions will not experience enrollment increases. If all institutions were adequately funded at the present time, adherence to an SCH driven formula would perhaps be equitable in an anticipated period of slow growth. However, given the current underfunding situation, a decline in SCH production could magnify financial difficulties. In an era of enrollment stabilization and decline, factors other than SCH production must be considered if the formula is to provide adequate and equitable funding.

A further problem exists since SCH's continue to be a widely recognized production or outcomes measure. Total abandonment of this standard would be unwise, particularly in this era of accountability. This dilemma cannot be solved by merely replacing a predominately student credit hour driven formula with a formula driven by another factor or factors. The solution will be necessarily complex. Rewarding those institutions with increased growth rates while at the same time not unduly penalizing institutions which are experiencing declines is a formidable goal. The formula cannot be a panacea for endemic problems of overstaffing and unneeded programs. Future formula revisions must further expand the non-SCH components contained in the current formula. Both fixed and variable costs will be given careful study in future formula developments.

During the academic program reviews the consultants have expressed a continuing concern over the inadequate funding for Louisiana higher education. The current Plan's goal of reaching, on a statewide basis, the regional average appropriation per fulltime equivalent student should be continued as the minimum funding goal. Given the recent pay increases, it is possible

that some institutions will achieve the regional FTE funding average. It is apparent from the consultants' reports that merely reaching "regional" funding averages will not suffice in achieving nationally recognized levels of quality. When Louisiana reaches the present goal of FTE funding, the Board of Regents will give careful consideration to increasing the goal in order to maintain the quest for quality. Adopting any new goal will result in changing the factors in the formula, reflecting funding levels more appropriate to the financial needs of the institutions.

The issue of future levels of tuition revenues must also be addressed. Tuition and fee increases, as mentioned earlier, are potential sources of increased revenues. Table IX reflects the percentage of educational and general expenditures represented by tuition and fees during 1979-80 and 1980-81. The Master Plan recommends that tuition be gradually increased so that by 1983 one tuition dollar matches three state general support dollars. Professional programs and two-year colleges are exempt from fully implementing this recommendation. To date, this statewide goal has not been accomplished. There has been a reluctance, particularly on the part of the Board of Trustees and Southern Systems, to raise tuition. The Board of Regents reaffirms its commitment to the goal of one tuition dollar being charged for every three state general support dollars appropriated.

TABLE IX

BOARD OF REGENTS

COMPARISON OF TUITION AND FEES REVENUES
BY AMOUNT AND AS A PERCENTAGE OF EDUCATIONAL AND GENERAL EXPENDITURES
FOR 1979-80 AND AS REQUESTED FOR 1980-81

	1979-80			1980-81		
	Tuition & Fees ¹	E & G Expenditures ²	Tuition & Fees Percent of E & G	Tuition & Fees ¹	E & G Expenditures ²	Tuition & Fees Percent of E & G
LSU System						
LSU-A	\$ 460,250	\$ 3,617,830	12.72	\$ 442,850	\$ 3,714,927	11.92
LSU-BR	15,392,232	74,310,078	20.71	15,764,364	86,864,112	18.15
LSU-E	285,000	2,156,208	13.22	292,000	2,724,826	10.72
LSU-S	1,244,504	5,582,802	22.29	1,353,950	6,985,490	19.38
UNO	7,201,900	27,509,211	26.18	7,484,150	31,619,667	23.67
LSU Law Center	927,433	4,216,948	21.99	1,095,300	6,234,172	17.57
TOTAL LSU System	25,511,319	117,393,077	21.73	26,432,614	138,143,194	19.13
Trustees System						
Delgado	2,724,064	10,633,761	25.62	2,482,100	11,910,796	20.84
Grambling	1,490,880	10,883,484	13.70	1,354,070	13,466,519	10.06
Louisiana Tech	4,452,000	23,268,130	19.13	4,548,000	25,752,795	17.66
McNeese	1,676,500	10,971,433	15.28	1,605,000	11,954,937	13.43
Nicholls	1,865,300	13,018,735	14.31	1,915,800	14,825,071	12.92
Northeast	2,923,000	18,649,104	15.67	3,072,596	21,810,610	14.09
Northwestern	1,913,150	14,315,210	13.36	1,916,750	15,600,710	12.29
Southeastern	2,625,100	15,659,219	16.76	2,662,707	16,874,036	15.78
Southwestern	4,682,750	27,212,157	17.21	4,725,500	30,761,317	15.36
TOTAL Trustees System	24,352,744	144,611,233	16.84	24,282,523	162,956,791	14.90
Southern System						
Southern-BR	2,951,189	21,846,412	13.51	2,951,189	23,215,827	12.71
Southern-NO	888,340	5,963,243	14.90	919,047	6,601,223	13.92
Southern-S	176,295	2,167,902	8.13	175,195	2,541,626	6.89
TOTAL Southern System	4,015,824	29,977,557	13.40	4,045,431	32,358,676	12.50
TOTAL ALL SYSTEMS	53,879,887	291,981,867	18.45	54,760,568	333,458,661	16.42

CHAPTER V

ISSUES FOR THE EIGHTIES

In chapters I - IV the following issues of continuing concern to higher education in Louisiana were discussed: (1) the projected decline in enrollments, (2) the preparedness of entering students, (3) academic program quality, and (4) financing higher education. Chapter V addresses issues which will receive the increasing attention of higher education and the Board of Regents in the eighties: (1) the absence of quality control over certain institutions domiciled in Louisiana, as well as institutions from out-of-state operating in Louisiana, (2) the increased use of media for educational offerings, and (3) new alliances within higher education as well as between higher education, government, business and industry. [If world affairs dictate that the draft be reinstated, this occurrence will severely alter the makeup of college enrollments.] These issues for the eighties have received a measure of attention to date, but we can expect the eighties to provide an atmosphere in which a higher priority will be assigned to these matters.

Quality Control

The Board of Regents has the authority and the responsibility to insure that Louisiana's public colleges and universities offer academic programs of the highest quality possible within budgetary and other constraints. The Regents' on-going review of academic programs is one mechanism which insures the maintenance and pursuit of academic quality. The Louisiana Association of Independent Colleges and Universities, a coalition of eight regionally

accredited institutions, cooperates with the Board of Regents in furthering the cause of quality higher education in Louisiana.

There are, at this writing, ten institutions of postsecondary education domiciled in Louisiana which do not hold regional accreditation. One of those ten institutions is accredited by the Association of Independent Colleges and Schools which is a recognized accrediting agency. Another institution holds accreditation from an agency not recognized by the U.S. Office of Education or the Council on Postsecondary Accreditation. The ten institutions enrolled over 850 students in fall, 1979. No agency in Louisiana is authorized to exercise quality control measures over these institutions. The Board of Regents does not assume that these institutions are either fraudulent or low-quality operations. The limited information submitted to the Regents in compliance with Act 225 of the 1976 Louisiana Legislative Session provides an insufficient basis for judgment. The Board of Regents believes that some process of quality control should exist for institutions of postsecondary education which are domiciled in Louisiana and do not hold either regional or specialized accreditation. The accreditation process is designed to insure minimum quality standards. With neither regional accreditation nor some form of quality control through the State of Louisiana, there can be no assurance that the citizens of Louisiana enrolled in these institutions are receiving a quality education.

As of December, 1979, there were fifteen out-of-state institutions offering courses and/or programs in Louisiana. Collectively, these out-of-state institutions enrolled over 1,000 students in Louisiana in fall, 1979. Three of these institutions are unaccredited. As is the case with in-state institutions which do not fall under the purview of the Board of Regents, there is no mechanism to assure the quality of the courses and programs

offered in Louisiana by out-of-state schools. Again, the Board of Regents has insufficient information on which to base a judgment concerning the quality of these operations.

House Concurrent Resolution Number 2 of the 1979 Legislative Session addresses the issue of out-of-state institutions operating in Louisiana and unaccredited institutions domiciled in Louisiana. (See Chapter III.) A review of the literature determined that, in 1979, approximately 80 percent of the states exercised some form of licensing or approval authority over institutions of higher education operating in the state. As institutions struggle in the eighties to maintain adequate financial resources, low budget off-campus operations could become more attractive to many institutions. States (including Louisiana) which exercise little or no control over such operations will be the most lucrative markets for these institutions. The Board of Regents will continue to monitor the operations of unaccredited institutions and out-of-state institutions operating in Louisiana and report these findings to the Legislature and the Governor for further consideration and action.

Media Instruction

Television celebrated its thirtieth anniversary recently. As is the case with most technological inventions, the new discovery almost always precedes a complete understanding of potential use. When new inventions become affordable, the utilization rapidly accelerates. This is certainly true of television. The increased use of television will enrich a nation that not only wishes to be entertained, but also wishes to be enlightened.

To date, educational television has not lent itself too well to learning; notable exceptions are the efforts of the children's television workshop

through "Sesame Street" and "The Electric Company." The use of educational TV in higher education remains in the infant stages of development. The realities of the eighties will no doubt accelerate this development. These realities include (1) an older population with extended leisure time, not necessarily to be used to attend courses on campus, (2) dwindling student enrollments on campus, and (3) a more flexible service-oriented university trying to maintain financial stability.

Recently the National Center for Education Statistics and the Corporation for Public Broadcasting co-funded a study of the utilization of educational television courses in America's colleges and universities during the academic year 1978-79. The results of the study revealed that:

- 1) sixty percent of all institutions of higher education used television for instruction in 1978-79;
- 2) thirty-seven percent of the institutions not using TV for instruction in 1978-79 plan to use it in the future;
- 3) almost one-half million enrollments (498,200) were generated by courses offered via television at 735 colleges and universities;
- 4) consortia are important for TV course offerings;
- 5) two-year colleges generate most of their TV course enrollments through courses over public television stations; four-year colleges generate most of their enrollments through courses offered over their campus closed circuit systems;
- 6) on-campus credit instructional uses of television dominated off-campus instructional and other uses of television; and
- 7) the major barriers to the use of television for instruction appear to lie in the educational institutions rather than the TV outlets.⁷

The sixth and seventh findings above are significant to Louisiana for two reasons. First, current trends are moving many television offerings off the campus and into the community. Second, the reluctance of colleges and universities to enter more vigorously the field of educational television will probably dissolve

when the realities of the eighties present themselves.

Louisiana's colleges and universities have joined together with Louisiana Public Broadcasting to form the Louisiana College Consortium of Higher Education in Educational Television. This consortium is dedicated to the expanded use of educational television as an effective medium of learning. To date, the consortium has enjoyed minimal success in its ventures. College and university administrators along with state level officials need to join together in stronger efforts to promote quality in educational television.

A recent nationwide project provides an opportunity for Louisiana to mature in the field of educational television at the college level. The Carnegie Corporation of New York has provided a grant to the University of Maryland-University College and the Maryland Center for Public Broadcasting to study the feasibility of implementing a national telecommunication-assisted learning system in the United States. Maryland has been a pioneer in this effort and currently enrolls over 1,100 students in this system which is modeled after the British Open University. The British Open University is a national system with a large resource base, a full degree curriculum, and a multi-media learning system designed specifically for adult part-time students. With projected declines in enrollments in the eighties, the adult parttime student is a promising source of institutional enrollments. The system proposed by the University of Maryland will provide courses, with the primary medium being print, supplemented by television and optional face-to-face instruction. The Maryland Center for Public Broadcasting will begin feeding the television component nationwide in 1981 at no cost to the institutions. Local colleges and universities will be sought to offer the courses for credit. These courses have been taught for years in England, other countries, and in parts of the United States. Their value and quality have

been tested. The local colleges and universities will provide the necessary faculty support and materials. Curriculum fields available will be behavioral and social sciences, humanities, and technology and management.

The proposed National Telecommunications-Assisted Learning System and the many made-for-television courses available over the Louisiana Public Broadcast System have the potential of providing quality instruction to the citizens of Louisiana. The Board of Regents is prepared to take a more active role in promoting quality in educational television in the eighties.

New Alliances

The eighties will provide an opportunity for Louisiana's colleges and universities to strengthen existing alliances and nurture new alliances both among the institutions and with government, business, and industry. The Master Plan initiated several alliances within higher education. These include the Shreveport Area Graduate Education Consortium (SAGE) and the six regional councils for higher education cooperation.

Two recent alliances involving higher education institutions in Louisiana can serve as prototypes for further cooperative ventures: the Louisiana Universities Marine Consortium (LUMCON) and the Research and Development Program. Act 557 of the 1979 Louisiana Legislature provides the statutory basis for LUMCON. LUMCON is a consortium of thirteen four-year state universities and four higher education boards designed to provide coastal research facilities, marine-related instruction, and public service for Louisiana citizens. The consortium will serve as the focal point among Louisiana institutions of higher education for cooperative acquisition and operation of marine research and education facilities. Through these cooperative efforts and improved programs of marine education, research, and public service, benefits will accrue to students, research scientists,

governmental agencies, industries, and the private citizens of Louisiana.

Act 559 of the Louisiana Legislature provides the statutory basis for a Research and Development Program aimed at mobilizing the intellectual capacities in Louisiana's public and independent universities and in the private enterprise sector to strive for the advancement of Louisiana. The Research and Development Program is designed to generate basic research essential to Louisiana's future, to strengthen the research capabilities of Louisiana's higher education institutions, and to focus on and take advantage of knowledge and expertise in the private sector. An eleven member advisory committee, composed of business, corporate, and industrial leaders will assist the Board of Regents in setting directions and priorities for the program. A successful research and development program will serve to advance Louisiana, both economically and technologically.

The two programs described above can serve as prototypes for other alliances. Instructional alliances between higher education and private enterprise are another approach which can be pursued. Harold L. Hodgkinson, President of the National Training Laboratories, in the keynote speech at the Nineteenth Annual Forum of the Association of Institutional Research, speculated that there are probably more than 50 million American adults who are presently studying in a fairly disciplined program for job promotion, some kind of certification, or college credit. Of that number, only about 12 million are in college-sponsored courses. The remaining adult students are attending classes sponsored by government, industry, professional associations, and proprietary institutions, among others. Higher education in Louisiana should continue and strengthen its efforts to form educational alliances with agencies and associations which provide instruction to Louisiana's

citizens.

In summary, the eighties will be a time of change in higher education as new and emerging issues are identified. No longer does the traditional college student attending traditional college classes on the traditional college campus tell the entire story. New challenges must be met with new ideas. The final paragraph of the Master Plan for Higher Education in Louisiana continues to chart the course for the future.

Planning is a necessary but risky endeavor. Planners must be sensitive to change and prepared to respond to it. Undoubtedly there are many matters other than those identified in this document which will require attention in the future but cannot be anticipated at this time. The Board of Regents will continue its efforts to identify the problems which will face higher education and will continue to participate vigorously and constructively in seeking solutions to those problems.

CHAPTER VI

IMPLEMENTATION OF THE MASTER PLAN

The Master Plan for Higher Education in Louisiana contains over forty recommendations. These recommendations represent the Board of Regents' thinking relative to the appropriate future direction for higher education in Louisiana, as well as the appropriate means to reach the state's educational goals. The recommendations also reflect the Board's concerns for access, quality, and efficiency in the system of higher education.

Implementation of the recommendations is the responsibility of many different agencies of state government and the private sector. The Board of Regents hereby confirms its belief that The Master Plan for Higher Education in Louisiana adopted in December, 1977, continues to serve Louisiana well. The Board will continue its careful monitoring of the Plan and will continue to report on the Plan's viability and implementation to the citizens of the state.

An examination of action taken to date on the various recommendations reveals that, for the most part, The Master Plan is serving its intended purpose: to guide Louisiana higher education into the 1980's. The following chart reflects the implementation status of selected recommendations contained in The Master Plan. The categories used to describe the status of the recommendations are defined below:

1. Implemented -- Recommendation has been fully implemented or is in the process of being implemented.
2. Implementation likely -- Recommendation has not yet been implemented, but eventual implementation appears likely.

3. Implementation unlikely -- Recommendation has been considered by responsible parties and rejected or conditions do not appear favorable for implementation in the near future.

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
1. In order to assure the availability of quality graduate education to the citizens in this area while, at the same time, making maximum use of existing resources, the Board of Regents recommends that a consortium to provide graduate education in the Shreveport area be formed. Louisiana State University-Shreveport, Northwestern State University, Louisiana Tech University, and Grambling State University will hold membership in the consortium, and Centenary College will be invited to participate.	X		
2. The Board of Regents recommends that a council of institutional representatives be established at an early date in each of the areas [of the state] with membership on the councils to be determined by the campus heads involved. The participation on the councils by independent institutions in the New Orleans, Alexandria-Pineville and Shreveport areas, as well as public institutions . . . will be invited.	X		
3. That all institutions of higher education use a common accounting system as well as common accounting practices and controls to provide for compatability, to insure the best possible use of available funds, and to insure that expenditures do not exceed available revenues and funds balances.	X		
4. That each institution develop a routine procedure to plan for current and future expenditures in order to prevent incremental dysfunctional commitments; i.e., that institutions will not be committed to expending current expenditures in situations in which increases may not be warranted.		X	
5. That revenues generated by the Formula be used for E & G purposes only, except under extenuating circumstances, and then only after receipt of management board approval and review by the Board of Regents.		X	

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
6. The Board of Regents recommends that it form a task force on academic libraries, composed of representatives of all public institutions of higher education, to develop a state plan for the more efficient use of library resources.	X		
7. Pending continuing internal and external reviews, a wide variety of baccalaureate programs should continue to be made available at four-year institutions. The focus of senior institutions should be primarily on the achievement of excellence at the baccalaureate level and in previously designated graduate areas. Baccalaureate programs which require the use of specialized and expensive resources should be confined to designated institutions.	X		
8. The Regents recommend that a comprehensive study of developmental education programs be undertaken. This investigation shall at the minimum, review present practices and provide viable alternatives to these practices. Factors to be investigated include staffing patterns, financing, enrollments and success rates.	X		
9. The Board of Regents also recommends that as part of its own review of academic programs, a study of teacher education curricula be undertaken to assess the feasibility of more selective admissions to teacher education programs and/or more rigorous teacher education curricula.	X		
10. The Board of Regents recommends that all Louisiana colleges and universities institute model preventive maintenance and energy conservation programs.		X	
11. The Board of Regents recommends that the Board of Elementary and Secondary Education (1) increase academic requirements for college-bound students, (2) adopt a policy of proficiency testing of students for promotion and/or graduation, and (3) raise standards for teacher certification.	X		

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
12. The Board of Regents believes that for planning and counseling purposes, it would be beneficial for the state, the institution, and the student if all entering students take the ACT. The Regents recommend that all institutions require students to take the ACT before admission or during the first semester of the freshman year.		X	
13. The Board of Regents recommends that financial aid administrators effect a common needs analysis and application process within the state, both for institutions and the state agency.		X	
14. The Board of Regents recommends that the T. H. Harris Scholarship program be funded at a considerably higher level in order to assist students from middle-income families who may not qualify for need-based student assistance programs.		X	
15. The Board of Regents recommends that the state government place a much higher priority on providing additional state funding for higher education in order to achieve the goals set forth in this Plan.		X	
16. There should be greater coordination in developing one- and two-year occupationally oriented programs among public and private institutions of higher education and the state's vocational-technical institutions.		X	
17. In order to give higher education the priority it deserves in the state budget, the Board of Regents recommends full funding of the Formula.		X	
18. . . . The Board of Regents recommends to the Governor and the Legislature the appropriation of additional student financial assistance funds at a level commensurate with the level of SSIG funds and any other programs available annually from the federal government.		X	

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
19. . . . the Board of Regents recommends the establishment of a statewide higher education data processing network in a timely and economically feasible manner to provide for the reasonable needs of every public institution of higher education in Louisiana and urges the cooperation of the three management boards in this endeavor.		X	
20. The Board of Regents recommends that the Five-Year State Plan for Vocational Education recognize the vocational education programs offered by colleges and universities by specifically allocating to higher education institutions a reasonable portion of federal vocational education funds received annually by the State Board of Elementary and Secondary Education.			X
21. The Board of Regents recommends that the three higher education management boards begin gradually increasing tuition to a level where by 1983 tuition alone will generate approximately one dollar for every three dollars appropriated by the state for the cost of the student's education with the amounts not to exceed SREB averages for comparable programs at comparable institutions. Professional programs and two-year institutions should be exempt from the implementation of the full increase, and each institution should clearly differentiate between "tuition and fees." Fees should be levied by management boards in accordance with institutional need. The tuition increase should be accompanied by state support for a comprehensive package of student financial assistance for those who demonstrate need. Out-of-state tuition should be raised proportionately.		X	
22. . . . the Board of Regents recommends that the Joint Legislative Committee on Education employ a team of outside experts to evaluate the feasibility of maintaining [the 13th and 14th grade institutions] as a viable part of Louisiana's higher education system.			X

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
<p>23. The Board of Regents recommends the following: that the Louisiana State University Board of Supervisors adopt a policy of selective admissions for Louisiana State University-Baton Rouge, the state's comprehensive institution. The Louisiana State University Board of Supervisors should consider selective undergraduate admissions based on criteria relevant and appropriate to potential success in higher educational endeavors. Criteria should not include considerations which might be construed as selective on the basis of age, race, sex, physical condition, religion, and ethnic background.</p> <p>The Board of Regents further recommends that the LSU Board of Supervisors, the Southern University Board of Supervisors, and the Board of Trustees for State Colleges and Universities study the feasibility of developing policies of selective admissions, subject to the same restraints detailed above, at some senior state institutions. Care must be taken to insure that the two-year colleges remain open door institutions and that at least one institution in each geographical section of the state maintains an open admissions policy.</p>			X
<p>24. The current project to examine manpower and programmatic needs in nursing and selected allied health areas shall be considered the first step toward overall planning of educational programs in the Health Sciences.</p>	X		
<p>25. All departments and institutions should plan periodic intensive reviews of academic programs at all levels. The educational value and quality of programs should be evaluated, including such factors as enrollment, attrition rates, degrees awarded, patterns of placement, manpower projections, and cost effectiveness.</p>		X	
<p>26. Basic and applied research, which advance the frontiers of knowledge in various fields, should receive high levels of state financial and general support. To ensure the full and effective use of available resources,</p>		X	

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
cooperative research is encouraged when appropriate among public and independent institutions of higher education.			
27. No new programs for the training of teachers should be planned except in specialized areas where urgent need and the potential for high quality can be convincingly demonstrated. Prospective students applying for entrance in programs to train teachers should be candidly advised of prospects for employment.	X		
28. The Board of Regents recommends that cooperation and coordination between the Board of Regents, the management boards, the Board of Elementary and Secondary Education, and the independent sector of higher education be strengthened. Only through strong and dedicated cooperation will the educational leaders in Louisiana have the proper insight and information to set direction for education in the future.	X		
29. The Board of Regents recommends continued support for Louisiana's participation in SREB sponsored programs in order to utilize as efficiently as possible the higher education resources of the region.	X		
30. The Board of Regents recommends that SREB continue to support sharing of uncommon facilities throughout the region in order to increase learning and research opportunities and to reduce the need for duplicating expensive installations and equipment.	X		
31. The Board of Regents recommends that all colleges and universities, especially those with a high percentage of tenured faculty, exercise extreme caution in awarding tenure in the future.		X	

STATUS OF IMPLEMENTATION OF SELECTED
MASTER PLAN RECOMMENDATIONS

Recommendation	Implemented	Implementation Likely	Implementation Unlikely
32. A blend of academic and occupational programs should be offered in Louisiana in order to fulfill the quest by learners at all levels for postsecondary instruction leading to rewarding lives and productive careers. In pursuit of this objective, Louisiana State University in Alexandria should consider prospects of proposing occupational programs at the associate and certificate levels. Senior institutions should also consider the feasibility of adding certificate and associate programs, provided there is no two-year institution in the surrounding region. If proposed, these programs will be approved only if urgent need and potential high quality can be demonstrated.	X		
33. The Board of Regents recommends that the two-year institutions in Louisiana which have not developed a variety of occupational programs designed to meet the manpower needs of the areas they serve begin immediately to plan to do so.	X		
34. To increase further the accessibility of certificate and associate degree programs, the Board of Regents recommends that, when appropriate to the assigned mission, senior institutions develop and/or expand associate degree and certificate programs in areas where (1) there is demonstrated need and (2) no nearby community college exists to meet the need.	X		
35. Public institutions which do not currently offer doctoral, educational specialist, or masters programs should not contemplate doing so at this time. A possible exception would be participation by Louisiana State University in Shreveport in the graduate consortium for that area.	X		

The recommendations cited above do not represent the only direction for the future provided by The Master Plan. The Plan contains a statement of role, scope, and mission for each public institution in Louisiana, as well as a role statement relative to the independent sector. In the case of the public institutions, the role statements define the level and extent of activities to be performed by each college and university in the areas of instruction, research, and public service. In providing direction for future development, the statements recognize the historical traditions and unique features of the various institutions. While the degree of effort to follow the charted course varies among the institutions, the statements of role, scope, and mission appear to have had a significant impact on institutional planning.

FOOTNOTES

- 1 Higher Education Daily, Volume 7, Number 160, Monday, August 20, 1979, page 1, quoting from Who Gets Ahead? by Christopher Jencks.
- 2 Freeman, Richard and Holloman, J. Herbert, "The Declining Value of College Going," Change, September, 1975.
- 3 "A Profile of Southern Postsecondary Education in the Mid-80s: Implications of Part-Time Enrollment Trends," Issues in Higher Education, Southern Regional Education Board, No. 14, Atlanta, Georgia.
- 4 Act 10 of the 1979 Regular Session of the Louisiana Legislature.
- 5 Ladd, E.C., Jr., and Lispet, S.M., Survey of the American Professorate, 1977.
- 6 Louisiana Board of Regents', Master Plan for Higher Education in Louisiana, Appendix A, Table 23, p. 69, 1977.
- 7 Press kit materials used to announce preliminary results for the Higher Education Utilization Study, National Center for Education Statistics, and the Corporation for Public Broadcasting, Washington, D.C., November 29, 1979.

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State of Louisiana

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