



Board of Regents
Funding Formula Process Manual

Revised April 2025

Funding Formula Documentation

I. Data Sources

- A. Statewide Student Profile System (SSPS) – reported by all campuses at the end of each semester/term, fields used:
- Institution or Campus code;
 - Academic year & term;
 - Admission Status;
 - Student level (i.e., PR, FR, SO, JR, SR, etc.);
 - SSN or Campus student identifier;
 - Student Date of Birth;
 - Student credit hours enrolled;
 - Course enrollment data for gateway math and English, must be on Articulation matrix;
 - Prior Learning Assessment for gateway math and English course data, must be on Articulation matrix;
 - Designation of out-of-state/100% on-line student
- B. Completer Data System (CMPL) – reported by all campuses annually, fields used:
- Institution or Campus code;
 - Completion year & term;
 - SSN or Campus student identifier;
 - Degree/Credential received (i.e., certificate, bachelor's, etc.);
 - CIP Code of degree/credential
- C. Workforce Validated Skills and Learning (WVSL) – reported by the 2-year colleges annually, fields used:
- Institution or Campus code;
 - Completion year & term;
 - SSN or Campus student identifier;
 - Student Date of Birth;
 - Credential received;
 - Clock hours for program;
 - CIP Code of degree/credential
- D. Financial Aid Data System (FADS) – reported by the campuses annually, fields used:
- Institution or Campus code;
 - SSN or Campus student identifier;
 - Funding tag to identify students receiving Pell
- E. Louisiana Workforce Commission (LWC) and Louisiana Economic Development (LED) file - identifies programs that lead to high demand high wage occupations – updated when applicable, fields used:
- CIP Code;
 - Degree/Credential level;
 - Star Rating (1-5);
 - LED Priority designation (1-4)
- F. Research Data – see section below

Funding Formula Documentation

Note that with the exception of the Research Metric, all out-of-state/100% on-line students are removed from the calculations below, as per Board approved recommendation.

Mission Metrics

Mission: Dual Enrollment (2-year and 4-year Institutions)

Using data from the prior full academic year's SSPS file submissions, students classified as Preparatory (PR) are counted based on the cumulative credit hours earned in their last term of enrollment. Students who complete more coursework receive progressively higher weights within this metric. This approach supports the growing emphasis on earning early college credit prior to matriculating to a degree-seeking student.

Mission: Progression (4-year Universities)

Using data from the prior full academic year's SSPS file submissions, undergraduate students are counted based on their last term of enrollment. The "Progression" metric tracks student advancement in 30-credit-hour increments annually, determined by each student's cumulative hours earned with higher weighting applied as students move closer to degree or credential completion.

Mission: Progression (2-year Colleges)

Using data from the prior full academic year's SSPS file submissions, students are counted based on their last term of enrollment. The "Progression" metric tracks advancement in 15-credit-hour increments annually, determined by each student's cumulative hours earned. Heavier weighting is applied as students make greater progress toward degree or credential completion.

Mission: Meauxmentum Year (2-year and 4-year Institutions)

Using data from the prior full academic year's SSPS file submissions, these metric counts students identified as either first-time-in-college or dual enrollment (student level = "PR") who successfully complete gateway math and English courses. Eligible gateway courses must be listed in the statewide articulation matrix. Students who enter with Prior Learning Assessment (PLA) credit in these subjects—such as AP, CLEP, or qualifying test scores—are also included in the metric, but at a reduced weight.

Mission: Transfers (4-year Receiving Institution)

Using data from the prior full academic year's SSPS submissions, students admitted to a four-year university as transfer students (admission status = "transfer"; visiting and re-admitted students excluded) are matched against previous enrollment records to identify prior attendance at a Louisiana public two-year college. All passing course grades earned at the two-year college(s) are counted as transfer credit hours at the receiving four-year university. This metric supports policies designed to promote seamless transfer and progression toward degree completion.

Funding Formula Documentation

Mission: Transfers (2-year Colleges)

Using data from the prior full academic year's SSPS submissions, students who previously enrolled at one or more Louisiana public two-year colleges and later transferred to a four-year university (admission status = "transfer"; excluding visiting and re-admitted students) are identified through enrollment matching. Passing course grades earned at each two-year college are counted as transfer credit hours accepted by the receiving university. This metric highlights each two-year institution's contribution to student progression and supports statewide policies promoting seamless transfer and degree completion.

Completion Metrics

Completion: Time-to-Degree, Bachelor's Degree (4-year Universities)

Using data from the prior year's Completer file submissions, staff match each student's ID to their initial enrollment record at the institution. This process captures the original year and term of enrollment, along with admission status (first-time-in-college or transfer). Time-to-degree is then calculated based on the time between a student's initial admission at the institutions and the completion of their Bachelor's degree. Increased weighting is applied in accordance with a shorter time to degree. Increased weighting is applied for shorter time-to-degree outcomes.

Completion: Associate's Degree (2-year Colleges)

Using data from the prior year's Completer file submissions, this metric captures the number of students who successfully completed an associate's degree.

Completion: Certificate and/or Diploma (highest award, 2-Year Colleges)

Using data from the prior year's Completer file submissions, students are counted based on the highest credential earned below the associate degree level. This approach accounts for the stackable nature of certificates, which often lead to the attainment of higher-level certificates or a diploma. Increased weighting is applied in accordance with the level of the credential earned.

Completion: Graduate level degree (highest award, 4-Year Universities)

Using data from the prior year's Completer file submissions, students are counted once based on the highest award level attained beyond the baccalaureate degree.

Completion: Adult Undergraduates, over 25 (2-year and 4-year Institutions)

Using data from the prior year's Completer and SSPS file submissions, student age is calculated by subtracting the student's birth year from the year in which the degree or certificate was completed. For Fall and Winter completers, the academic year is considered to begin at the start of the calendar year; for Spring and Summer completers, the end of the calendar year is used. Students aged 25 or older who received an undergraduate award are counted once.

This metric is eligible for increased weighting based on the proportion of undergraduate adult students (25 and older) enrolled in the prior academic year at each institution. Institutions serving larger adult student populations receive higher weights. Population bands are defined as follows:

Funding Formula Documentation

- Adult undergraduate population less than 0.5 standard deviations below the statewide average. High school students are not included in this calculation.
- Adult undergraduate population within ± 0.5 standard deviations of the statewide average. High school students are not included in this calculation.
- Adult undergraduate population more than 0.5 standard deviations above the statewide average. High school students are not included in this calculation.

Completion: Pell (2-year and 4-year Institutions)

To help address income inequity and educational attainment levels in our state, student IDs from both the Completer and FADS file submissions are matched to identify individuals who have received a Pell Grant at any point during their enrollment at a Louisiana public college or university. These students are counted once, based on whether they received any award during the most recent academic year.

This metric is eligible for increased weighting based on the proportion of Pell recipients among the prior year annual undergraduate, degree-seeking students at each institution. Institutions serving higher Pell populations receive greater weights. Population bands are defined as follows:

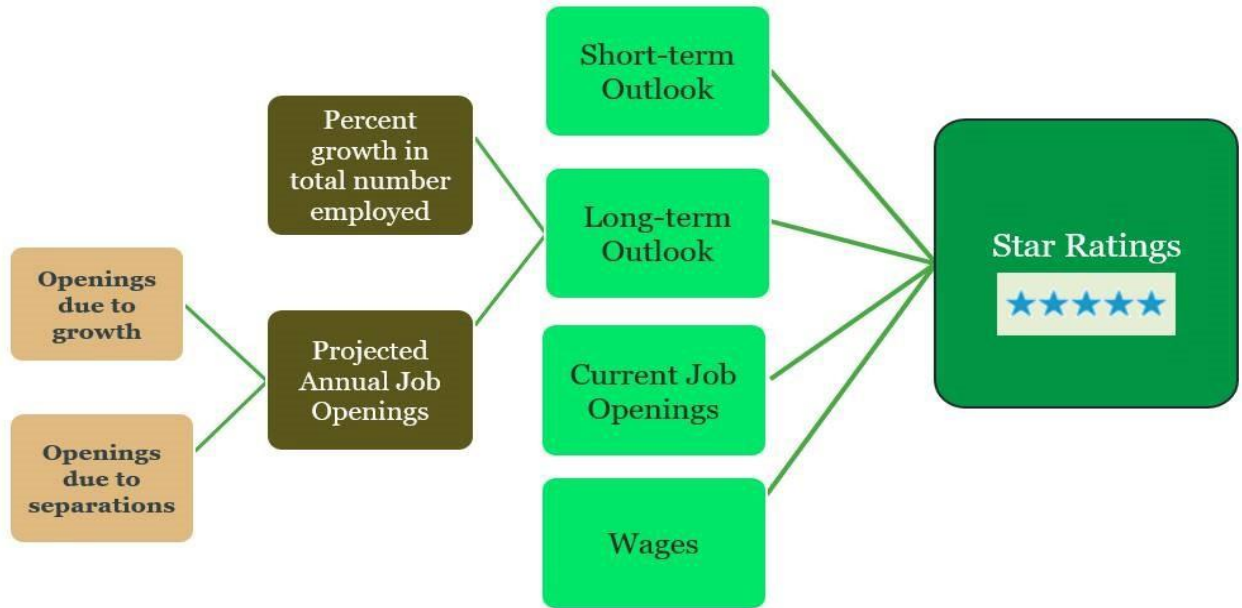
- Pell degree seeking undergraduate population less than 0.5 standard deviations below the statewide average
- Pell degree seeking undergraduate population within ± 0.5 standard deviations of the statewide average
- Pell degree seeking undergraduate population more than 0.5 standard deviations above the statewide average

Completion: Workforce Alignment at any degree level, (2-year and 4-year Institutions)

Using data from the prior year's Completer file submissions, along with a comprehensive file reviewed by the Louisiana Workforce Commission (LWC) and Louisiana Economic Development (LED), program CIP codes and degree levels are matched to identify programs that lead to 4- or 5-star occupations, as well as those designated as priority programs by LED. Students are counted for each award earned in a program aligned with high-demand jobs in the state. Students may be counted more than once if they receive awards in multiple high-need areas. The process for assigning Star ratings is outlined below.

Funding Formula Documentation

Star Ratings



Funding Formula Documentation

Research – 3-year average (4-Year Universities)

Data for this metric is sourced annually from the National Center for Science and Engineering Statistics (NCSES), which provides information from the National Science Foundation's Higher Education Research and Development (HERD) Survey. The metric is calculated as a three-year average of the most recent available data.

For Louisiana State University (LSU), the HERD survey includes data from LSU A&M, the LSU Agricultural Center (Ag), and the Pennington Biomedical Research Center (PBRC). However, for the purposes of this formula, only LSU A&M data is included; Ag and PBRC are excluded from the calculation.

Workforce Validated Skills and Learning (2-Year Colleges)

Using data from the prior year's Workforce Validated Skills and Learning file submissions, along with a comprehensive file reviewed by the Louisiana Workforce Commission (LWC) and Louisiana Economic Development (LED) and program CIP codes are matched to identify programs that lead to 3, 4- or 5-star occupations, as well as those designated as priority programs by LED. Students are counted for each credential of value earned in a program aligned with high-demand jobs in the state. Students may be counted more than once if they receive credentials of value in multiple high-need areas.

A weighting factor is applied to each of the Mission and Completion metrics, with results summarized by institutional sector, institution, and system. The Board determines the proportion of state appropriations allocated to each component of the funding formula—Base, Mission, Completion, Research, and Workforce Validated Skills and Learning. Once these allocations are approved, Regents' staff calculate the pro-rata share for each metric and determine the corresponding dollar amount for each institution and system.