Funding for the Future:
Investing in Succes
To Build a Stronger Workforce

SHEEO Policy Conference 2025

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Alignment: Master Plan & Formula

In 2019, the Louisiana Board of Regents adopted **Louisiana Prospers**, the state's Master Plan for higher education, which established a goal to have 60% of all working-age adults in the state hold a degree or high-value credential by 2030.

Achieving this goal requires a multi-pronged set of **coordinated strategies**, including widening pathways to enable more people to begin or resume their higher education journey, transforming the learning experience to facilitate more **student success**, and recognizing and rewarding all postsecondary attainment that has economic value.

Funding Formula Review Process

Challenges:

An agreed-upon design for a funding allocation model presents a three-fold challenge:

1) The legislature appropriates on an annual basis **finite state dollars** to higher education that must be allocated to institutions.
2) Incentives aligned with performance must be applied and measured for institutions within each sector while accounting for differing roles, scopes, and missions.
3) The model must reward performance appropriately to increase student and institutional success across all institutions while also protecting institutions against drastic and rapid changes in funding levels.

Funding Formula Review Process

Advisory Committee Membership

- System CFOs (4, one from each system)
- System CAOs (4, one from each system)
- System-appointed institutional representative (4, one from a degree-granting institution within a system)
- BOR (3)

Consensus Feedback

- Focus on workforce that recognizes priority jobs
- Continue incentivizing student access and completers
- Consider the missions of the institutions through metrics
- Use clearly defined, currently available data to drive outcome improvements

Changes from Old Model to New Model

CURRENT FORMULA MODEL

BASE
50%

COST
20%

OUTCOMES
30%

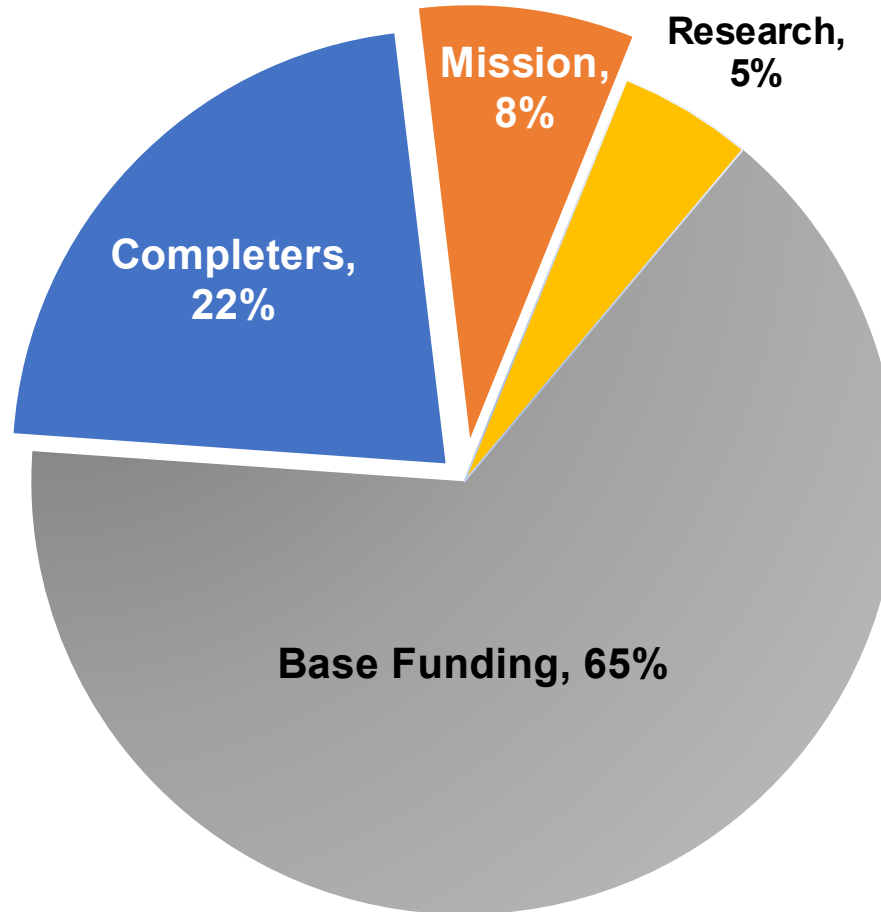## NEW FORMULA MODEL

BASE
65%

OUTCOMES
35%
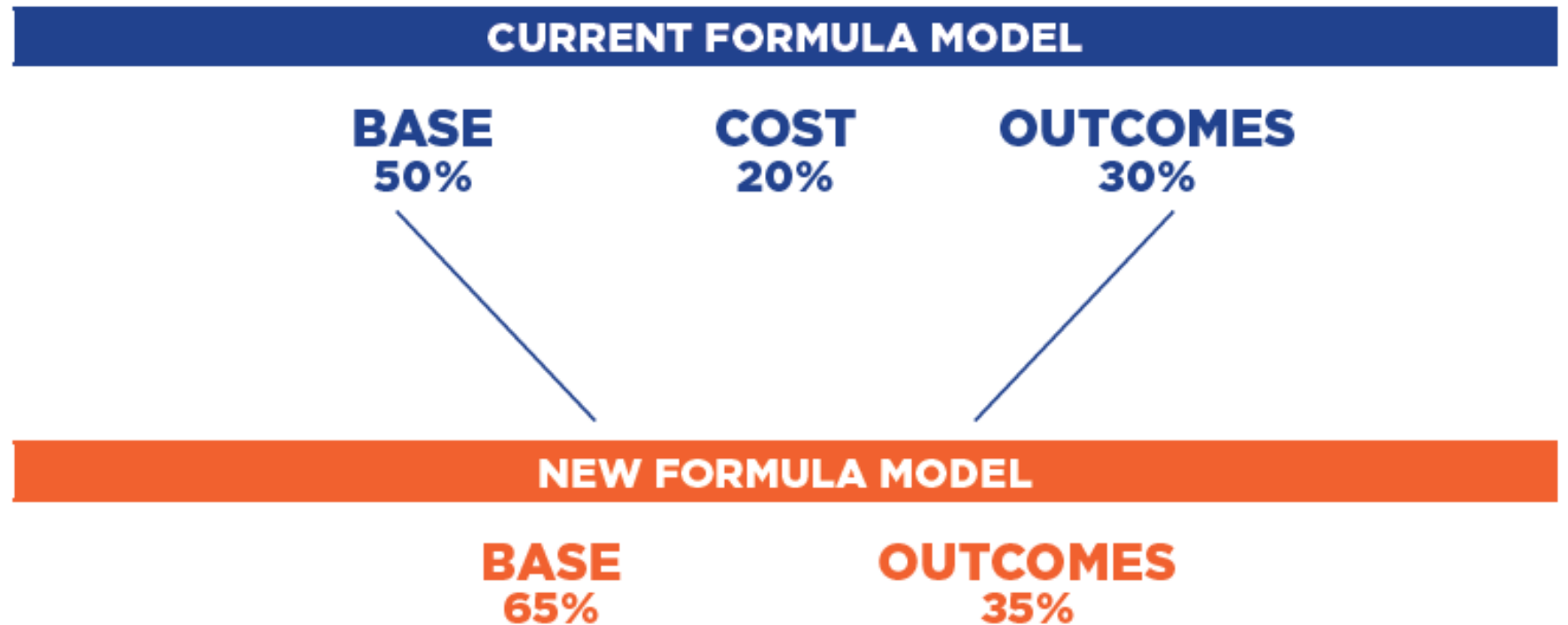
Changes from Old Model to New Model

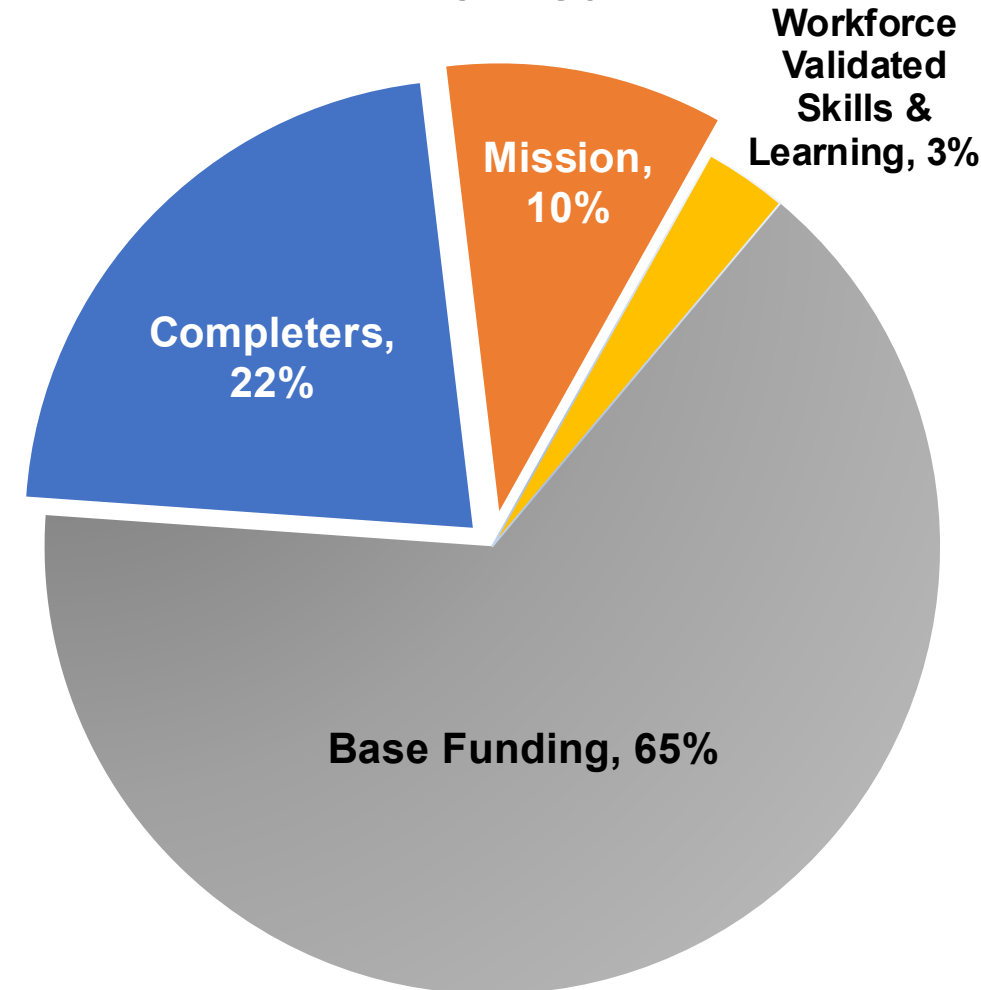New Model aligns to institution missions and Master Plan:

- Increased emphasis on educational attainment in high-demand and high-reward disciplines aligned to workforce needs

- Greater focus on student success and completers

- Money follows the student – Full-time annualized enrollment (FTE)-based model

- Adds Meauxmentum Framework through metrics that reward passage of gateway courses, work-based learning, and dual enrollment

- Simpler metrics and data

- Rewards Research as a stand-alone component

- Rewards Workforce Validated Skills and Learning as a stand-alone component

- Continues rewarding the student path to completing through progression, transfers, and grad completers

- Continued fiscal stability with Base funding

Formula Changes

Four-Year

- Mission, 8%
- Research, 5%
- Completers, 22%
- Base Funding, 65%

Two-Year

- Mission, 10%
- Workforce Validated Skills & Learning, 3%
- Completers, 22%
- Base Funding, 65%

Outcomes: Completers

Four-Year

Bachelor's Time to Degree (First-Time & Transfers)

Graduate Degree (Highest Earned)

Low Income Completers* (proxied by Pell)

Adult Undergraduate Completers*

Alignment to Workforce

Two-Year

Associate Degree Completion

Certificate/Diploma (Highest Earned)

Low Income Completers* (proxied by Pell)

Adult Undergraduate Completers*

Alignment to Workforce

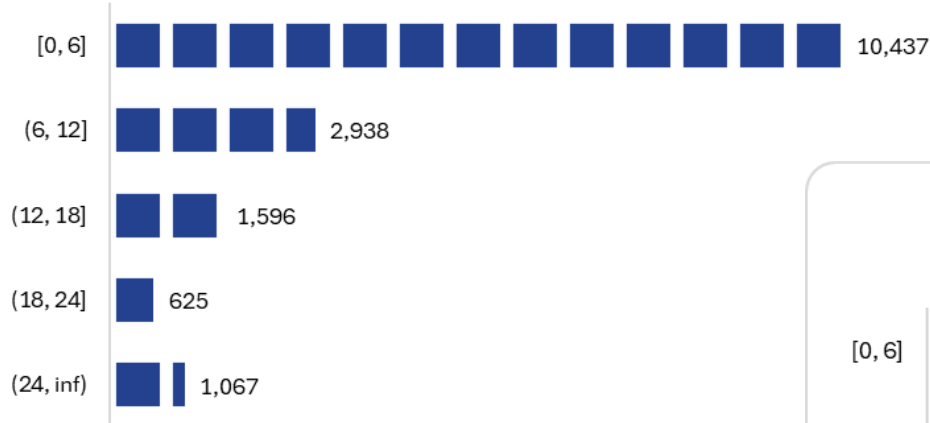* Weights are assigned based on annual student enrollment ranges.

Mission: Dual Enrollment

Annual Dual Enrollment (2-year and 4-year Institutions)

Based on cumulative credit hours earned. This approach supports the growing emphasis on earning early college credit prior to matriculating to a degree-seeking student.
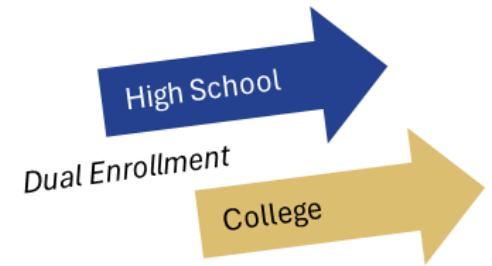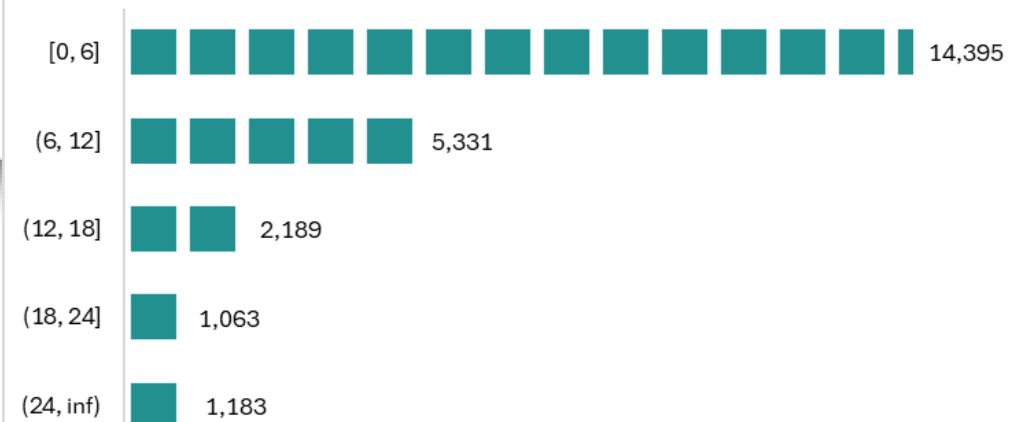

Dual Enrollment by Preparatory Hours Earned
AY 2023-24, 2-yr Institutions

Preparatory Hours	Count
[0, 6]	10,437
(6, 12]	2,938
(12, 18]	1,596
(18, 24]	625
(24, inf)	1,067

Dual Enrollment by Preparatory Hours Earned
AY 2023-24, 4-yr Institutions

| Preparatory Hours	Count
[0, 6]	14,395
(6, 12]	5,331
(12, 18]	2,189
(18, 24]	1,063
(24, inf)	1,183

High School

Dual Enrollment

College

REGENTS

Impact of Dual Enrollment on Time to Bachelor's Degree

2024-25 Time to Degree (Same Institution) by Dual Enrollment Hours Earned

Dual Enrollment Hours	Time to Degree
No DE Hrs	4.93
(0, 15]	4.26
(15, 30]	3.90
(30, 45]	3.58
(45, 60]	3.20
(60, inf)	2.98

2024-25 Time to Degree (Statewide) by Dual Enrollment Hours Earned

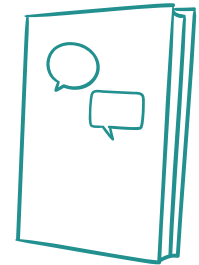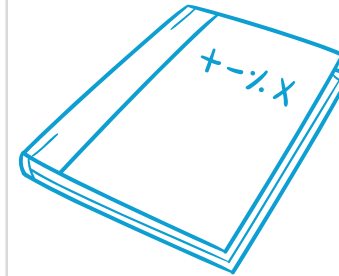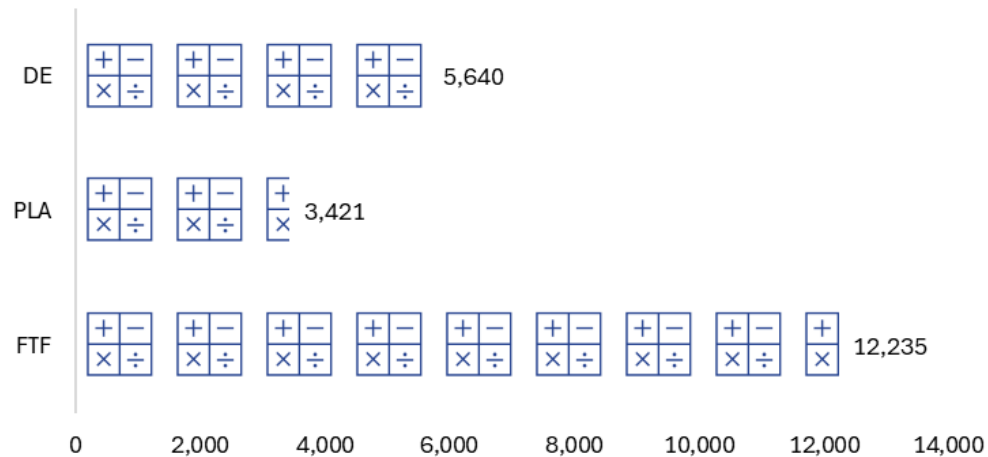| Dual Enrollment Hours	Time to Degree
No DE Hrs	5.90
(0, 15]	4.56
(15, 30]	4.06
(30, 45]	3.64
(45, 60]	3.43
(60, inf)	3.09
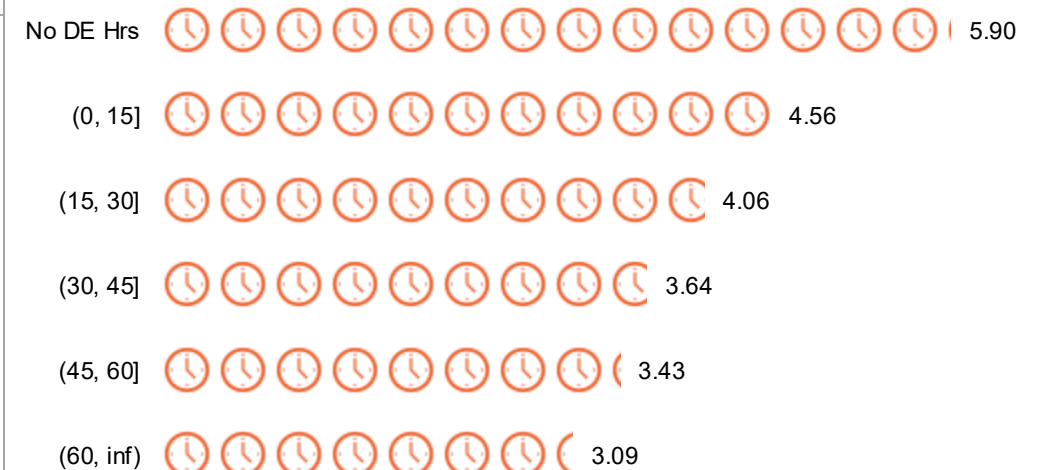
Mission: Meauxmentum Year

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

First-time-in-college or dual enrollment students successfully completing gateway math and English courses.
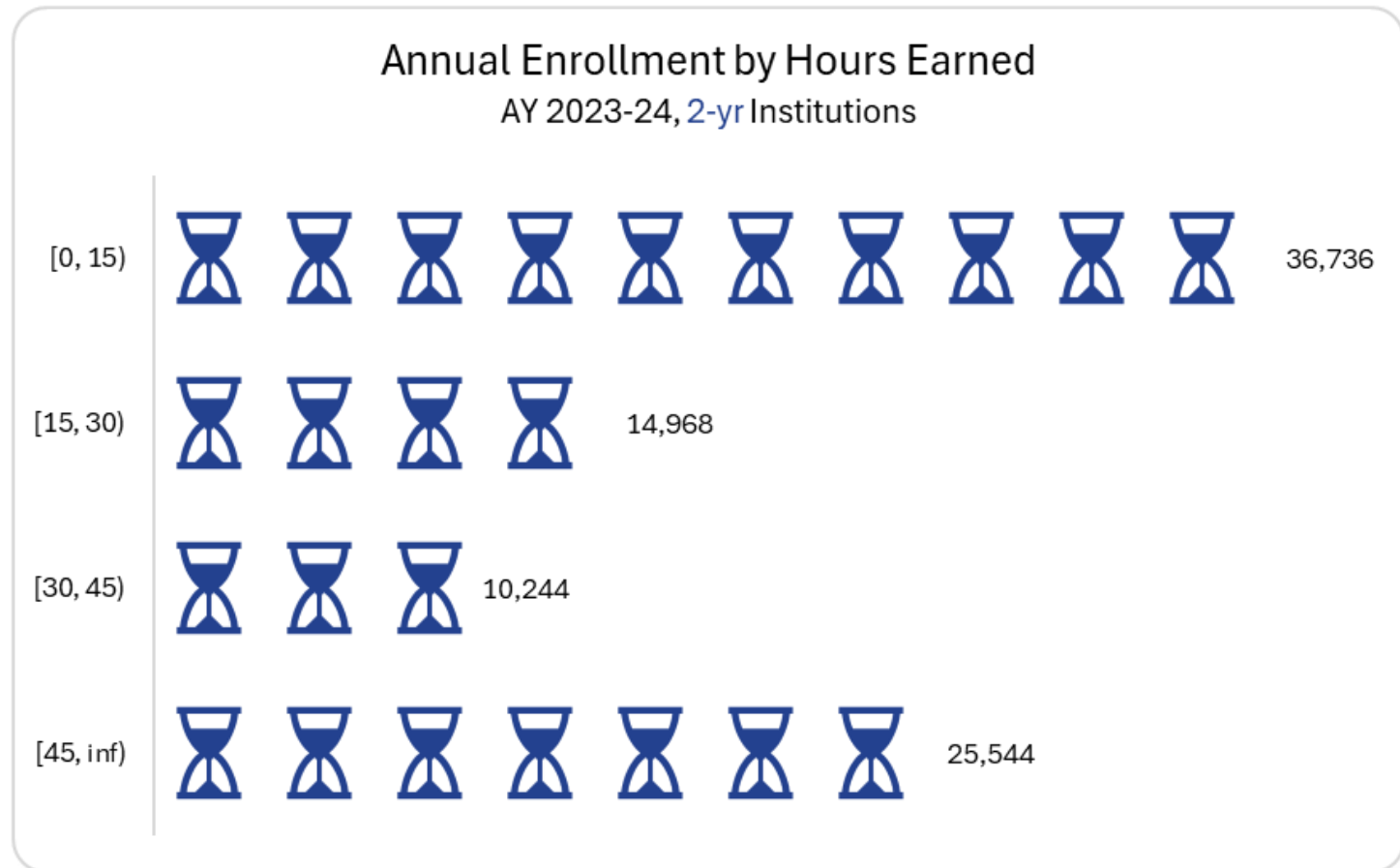

Gateway Math Passing Status by Test Type
AY 2023-24

DE — 5,640
PLA — 3,421
FTF — 12,235

Gateway English Passing Status by Test Type
AY 2023-24

DE — 6,886
PLA — 3,375
FTF — 14,550
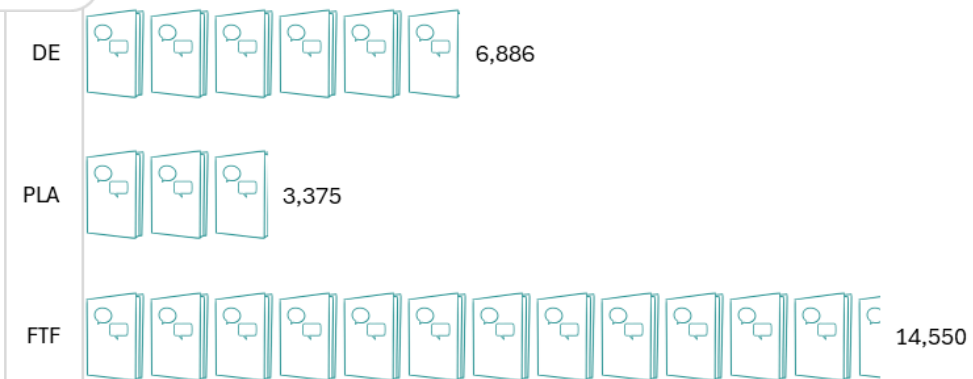
Mission: Annual Progression

Annual Progression: Two-Year

Students are counted based on their last term of enrollment. The "Progression" metric tracks advancement in 15-credit-hour increments.

Annual Enrollment by Hours Earned
AY 2023-24, 2-yr Institutions

[0, 15)	36,736
[15, 30)	14,968
[30, 45)	10,244
[45, inf)	25,544

Mission: Annual Progression

Annual Progression: Four-Year

Undergraduate students are counted based on their last term of enrollment. The "Progression" metric tracks advancement in 30-credit-hour increments, determined by each student's cumulative hours earned.

Annual Undergraduate Enrollment by Hours Earned
AY 2023-24, 4-yr Institutions

[0, 30)	16,619
[30, 60)	23,797
[60, 90)	22,022
[90, inf)	47,422

Mission: Transfers

Two-Year to Four-Year Transfers

Students who previously enrolled at <u>one or more Louisiana public two-year colleges</u> and later transferred to a four-year. Passing course grades earned at each two-year college are counted as transfer credit hours.

Transfer Credit Hours Earned from 2-yr Institutions
AY 2023-24 Transfer students

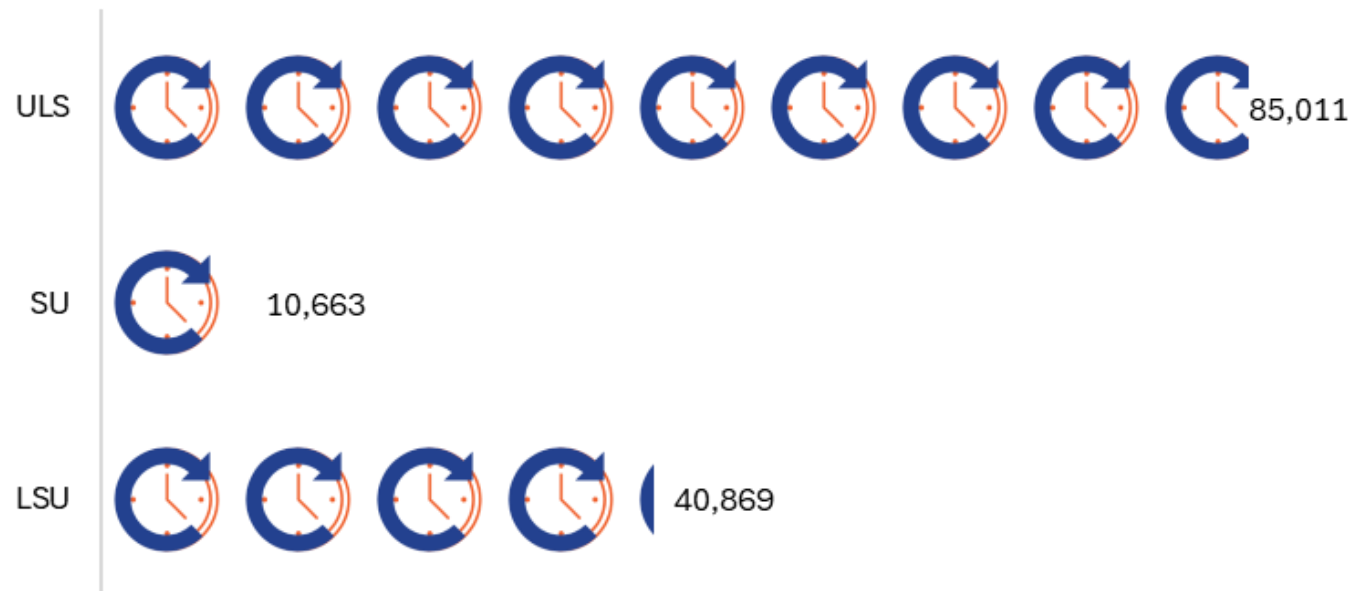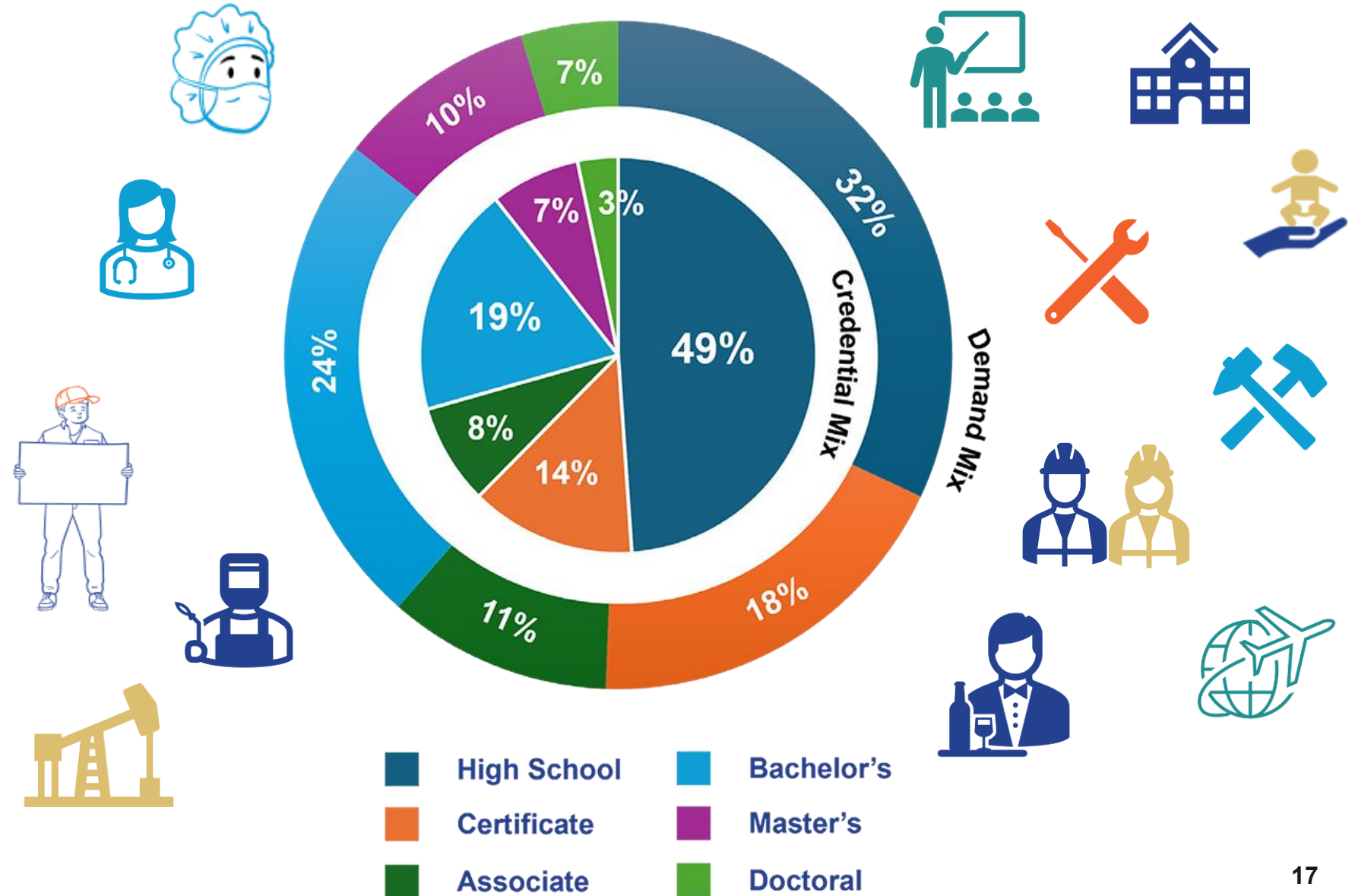| Institution	Transfer Credit Hours
SU	7,178
LSU	19,437
LCTCS	109,928
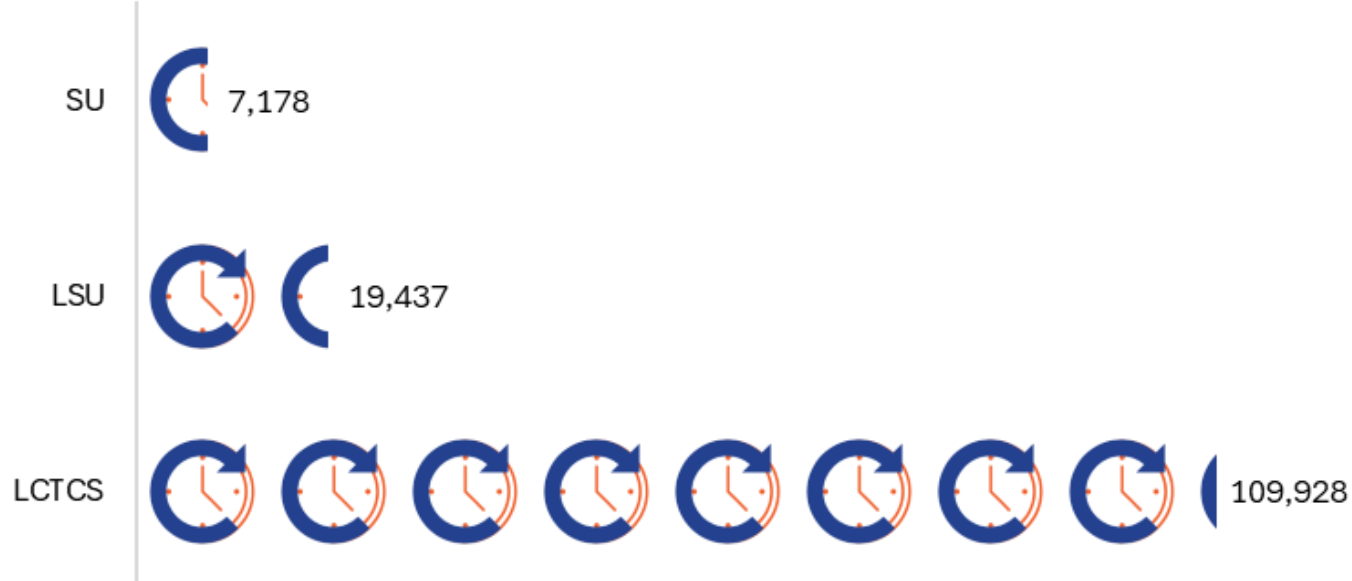
Mission: Transfers

Four-Year Universities Accepting Two-Year Transfers

Transfer students who previously enrolled at one or more Louisiana public two-year college(s). This metric supports policies designed to promote seamless transfer and progression toward degree completion.
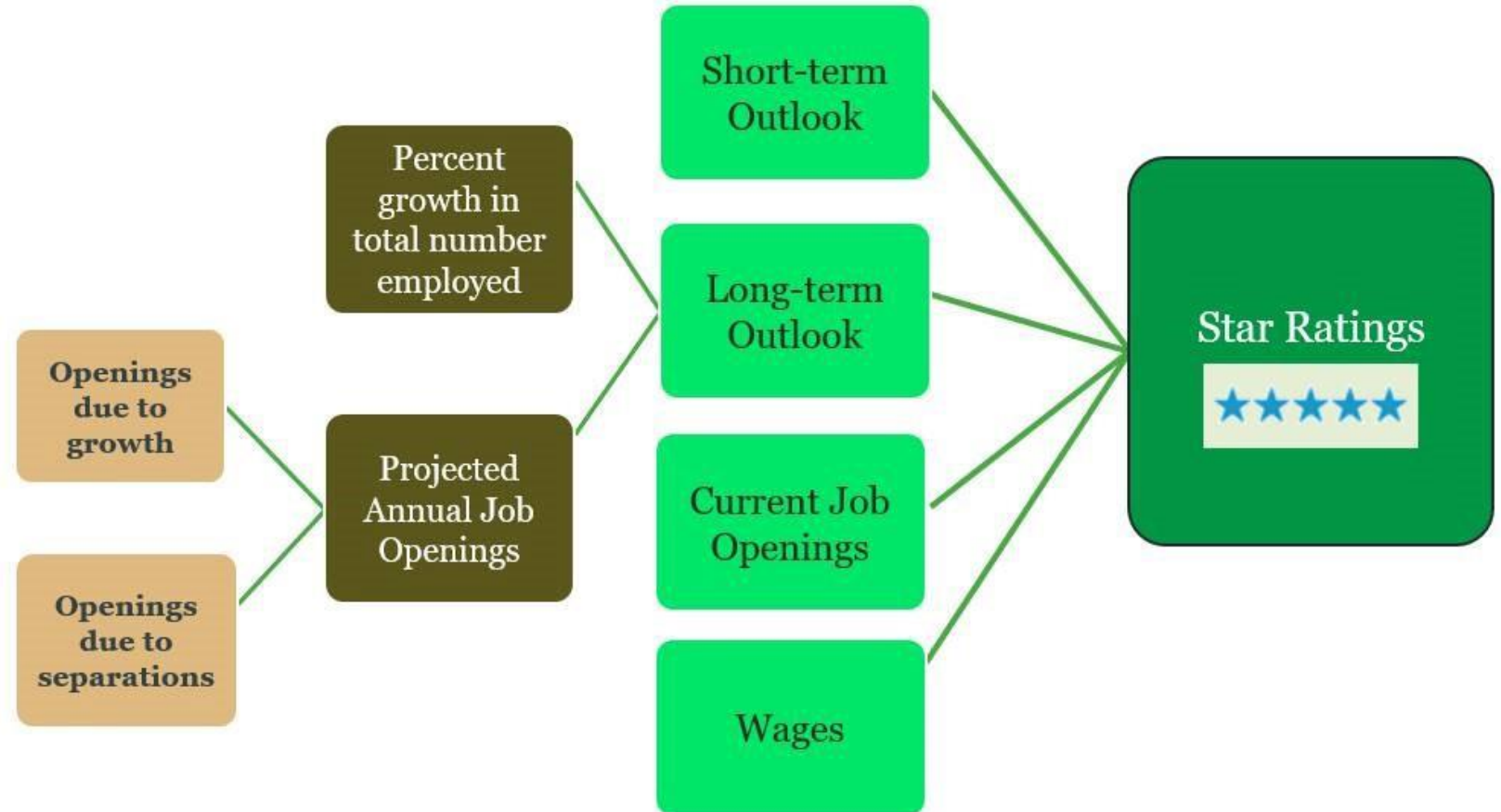

Transfer Credit Hours Accepted by 4-yr Institutions
AY 2023-24 Transfer Students

ULS — 85,011

SU — 10,663

LSU — 40,869

Credential Mix and Workforce Demand

Inner ring (Credential Mix): 49%, 3%, 7%, 19%, 8%, 14%

Outer ring (Demand Mix): 32%, 7%, 10%, 24%, 11%, 18%

Legend:
- High School
- Certificate
- Associate
- Bachelor's
- Master's
- Doctoral

Connecting the Formula to UI data Outcomes

Universal Transfer Pathways

Universal Transfer Pathways LOUISIANA

- Accounting
- Art
- Biology
- Business
- Communication
- Computer Science
- Criminal Justice

- **Engineering**
  - Chemical
  - Civil
  - Electrical
  - Mechanical
- English
- Finance
- History

- **Kinesiology**
  - Sport Management
  - Pre-Allied Health
- Management
- Marketing
- Nursing
- Political Science
- Psychology
- Sociology

Work Based Learning

Internships / Cooperative Education

Apprenticeships

Clinical Experiences

Practicums / Field Experiences

Other Models

May include simulations, remote project-based learning, or hybrid instructional models.

Examples can be tailored to fit the specific institutional or industry context.

LOUISIANA'S VISION FOR SUCCESS

goes beyond numbers. It's about expanding opportunity, equipping every individual for meaningful, well-paying careers, and recognizing the broader value of education—improved health, reduced poverty, and stronger civic engagement.

EXPANDING OPPORTUNITY

MEANINGFUL, WELL-PAYING CAREERS

BROADER VALUE OF EDUCATION

Thank You

Elizabeth Bentley-Smith
Kimberly Kirkpatrick
Dr. Tristan Denley
www.laregents.edu