

## Louisiana Gene Fields

### History

1. When was the student unit-record (SUR) system established?  
In the 1970s.
2. By whom?  
The Board of Regents.
3. For what purpose (e.g., resource allocation/funding formula, IPEDS, tracking student retention/ graduation, tracking students across institutions)?  
The BoR SUR Systems (SSPS, Completers, FADS) were developed over the past 30 years to collect, analyze and maintain student enrollment and program completion information and migration/enrollment patterns across the state. In the current incarnations, the systems have been utilized to support three Master Plans, identify student transfer patterns across the state, estimate institutional and statewide retention and graduation rates, and provide student enrollment/program completion information for policy, planning, and research.

### Coverage

1. What institutions are included in your SUR system?  
All public institutions.
2. Are any independent institutions included (number or percentage)? What about proprietary institutions? Are different kinds of data or different schedules for data collection used for any of these institutions?  
No.
3. Are there plans to expand the system's coverage in terms of institutions? Please explain.  
We do have a long range plan to incorporate the private institutions – we are trying to sell them on the idea as opposed to mandating it through the legislature. We believe there is a real added value to our system, and we are in discussions with the private institutions. We currently have two private institutions piloting an abridged version of the system – if they input the data; we will submit the state and national reports.
4. When are data of which type collected (e.g. term/quarter/semester census date, annual, end of term, etc.)? Other reporting cycles?  
We use census date for each institution, but completed data is due by January 15, March 15, June 15<sup>th</sup> -- for other dates please see web site at:  
<http://www.regents.state.la.us/Reports/require.htm>
5. Are there plans to collect data more frequently or on a different cycle?  
No.

6. Is non-credit enrollment or instructional activity covered (e.g. ABE, ESL, GED, other job-related continuing education activity, etc.)? If so, is this in a separate database and what data elements are?  
No.

### **Data Management and Manipulation**

1. Who has authority over changing data elements and definitions?  
The Board of Regents – we do have a committee made up of participating institutions and this committee usually is on board with any changes.
2. Are SSNs used as a key link? If they are not, what is used instead? Are there immediate or long-range plans to discontinue use of the SSN as a key link?  
Yes SSN are the key link. No plans to discontinue.
3. Can campuses access datasets (unit records) themselves -- access in what terms (results, unit record data after it has been cleaned, unit-record data value added). If yes, who has access and how is this managed?  
Yes directory information, otherwise our office would run a special report for them.
4. How do you handle privacy and FERPA issues? Do you have an explicit privacy policy and/or policies governing the use of SUR data by third parties such as institutions and researchers?  
We do have a policy in place.
5. Have any FERPA or privacy issues come up recently in your state? If so, how have they affected your ability to use student record information?  
No.
6. Do you link SUR data within your state to other databases?  
We do link with High School and UI wage. We submit the data (cohorts) once per year to their system and receive aggregate measures back.
7. Have you cooperated with other state higher education agencies to share data? If so, please explain.  
No.

### **Reporting and Use of Data**

1. What kinds of statistics and reports are generated regularly using SUR data?
  - 2000 Accountability Report - Trends and Statistics, Louisiana Public Postsecondary Education
  - Louisiana Public University Minimum Admissions Criteria (Effective Fall 2005) and TOPS Core Curricula
  - Master Plan for Public Postsecondary Education: 2001

- A Study of the Governance Structure of the Louisiana Community and Technical College System (LCTCS)
  - High School feedback reports (working with ACT to formalize)
2. If graduation and retention statistics are generated for institutions (or for the state or system as a whole), how are they calculated (e.g. IPEDS Graduation Rate Survey method, other methods)?  
Yes we generate graduation and retention statistics for institutions and for the state as a whole. We use our own method (systemic rates for 2 year, 4 year, technical).
  3. What kinds of research projects have recently been undertaken by the state or system using SUR data resources?
    - TOPS Reporting System
    - Student Transcript System (STS)
    - Classification of Instructional Programs: 2000 Edition
    - CIP Code Conversion for BoR Reporting Systems (Timeline)
    - New Federal Guidelines for Ethnicity Reporting
    - Noel Levitz Enrollment Project
    - Noel Levitz System wide Strategic Enrollment Analysis, Report of Findings and Recommendations and the Noel Levitz Executive Summary
  4. What are the biggest challenges you face with respect to using SUR data resources for analysis and reporting?  
We have a solid database and we produce a lot of reports and statistics, but we still have issues surrounding turnover at the individual campuses (therefore it can be, at times, difficult to get clean and timely data) and educating the public about what our data represents and how to use it accordingly.

## Overview

1. Have there been any significant developments in regards to your SUR since 2002?  
Well, we have implemented our financial aid database – we collect data on the academic year.
2. Is there anything that you would like to add that we have not addressed?  
Hurricane Katrina of 2005 was a difficult time for all of us in Louisiana and the South. With the loss of students and staff, it has been hard for schools to report data on their students accurately, so even though we have been going back and trying to fill in the gaps (in terms of data for Fall 05 and Spring 06), it has been tough.

The Board of Regents has initiated an 8.5 million “return to learn” scholarship fund. If you are a former student who was enrolled in a Louisiana college or university when you were displaced by Hurricanes Katrina or Rita, a displaced Louisiana resident who would like to enroll in college, or a displaced Louisiana high school student set to graduate in 2006, Louisiana invites you to come back home this fall to further your education.