

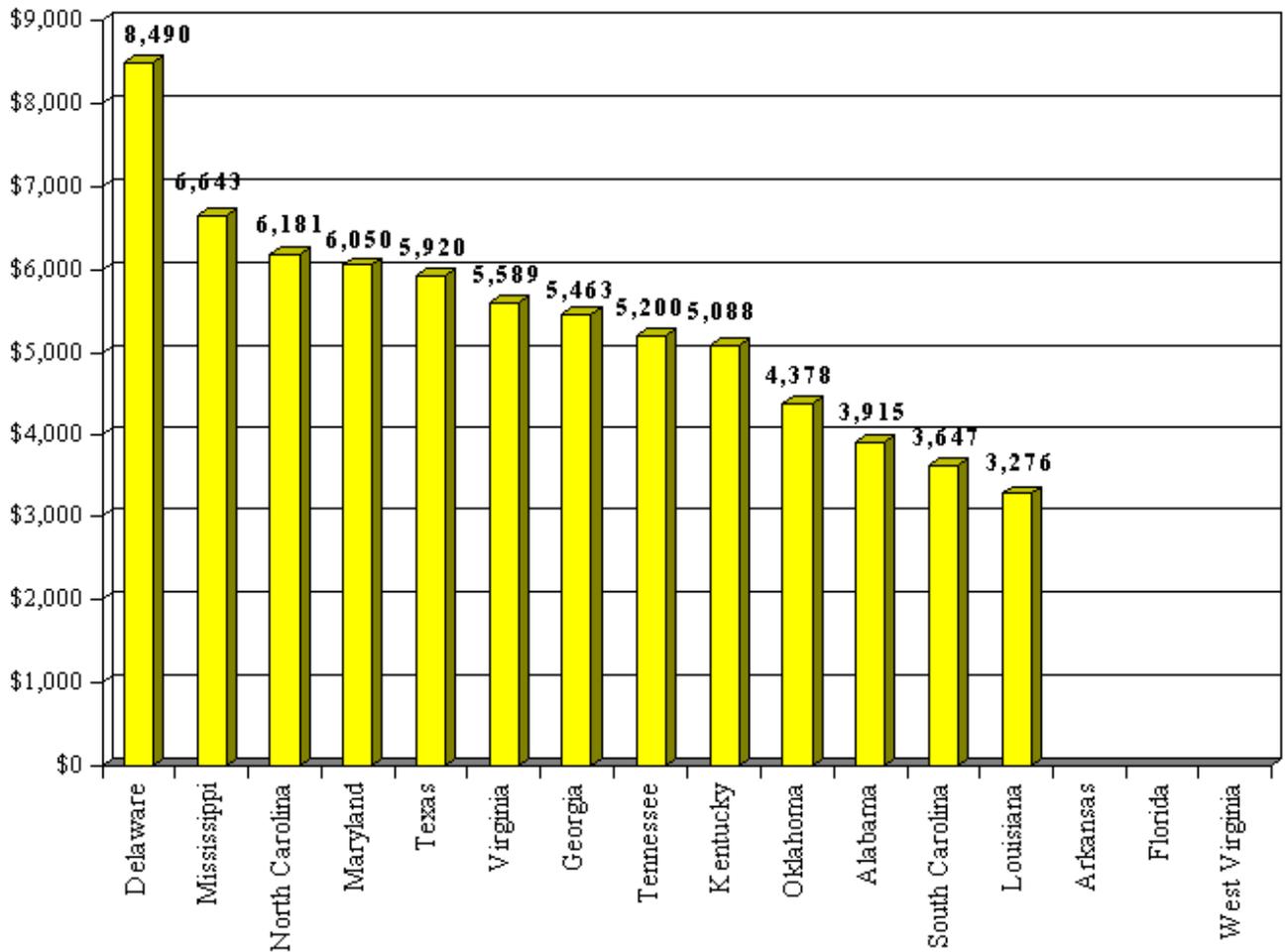
Funding Higher Education:

Southern Regional Education Board, Louisiana, and Southeastern

Policy Brief #9

Spring 2001

SREB Average State Appropriations per FTE Student for Four-Year Four Institutions



Source: SREB's Data Library 1999-2000, February 2001

§ SREB Categorization Methodology for Four-Year Four Institutions

The SREB system for categorizing postsecondary education institutions is designed for interstate statistical comparisons and is based on a number of factors relevant to determining resource requirements. SREB's categorization of institutions are based on the following criteria.

+ Differences in institutional size (number of degrees)

- + Role (types of degrees)
- + Breadth of program offerings (number of program areas in which degrees are granted)
- + Comprehensiveness (distribution of degrees across program areas)

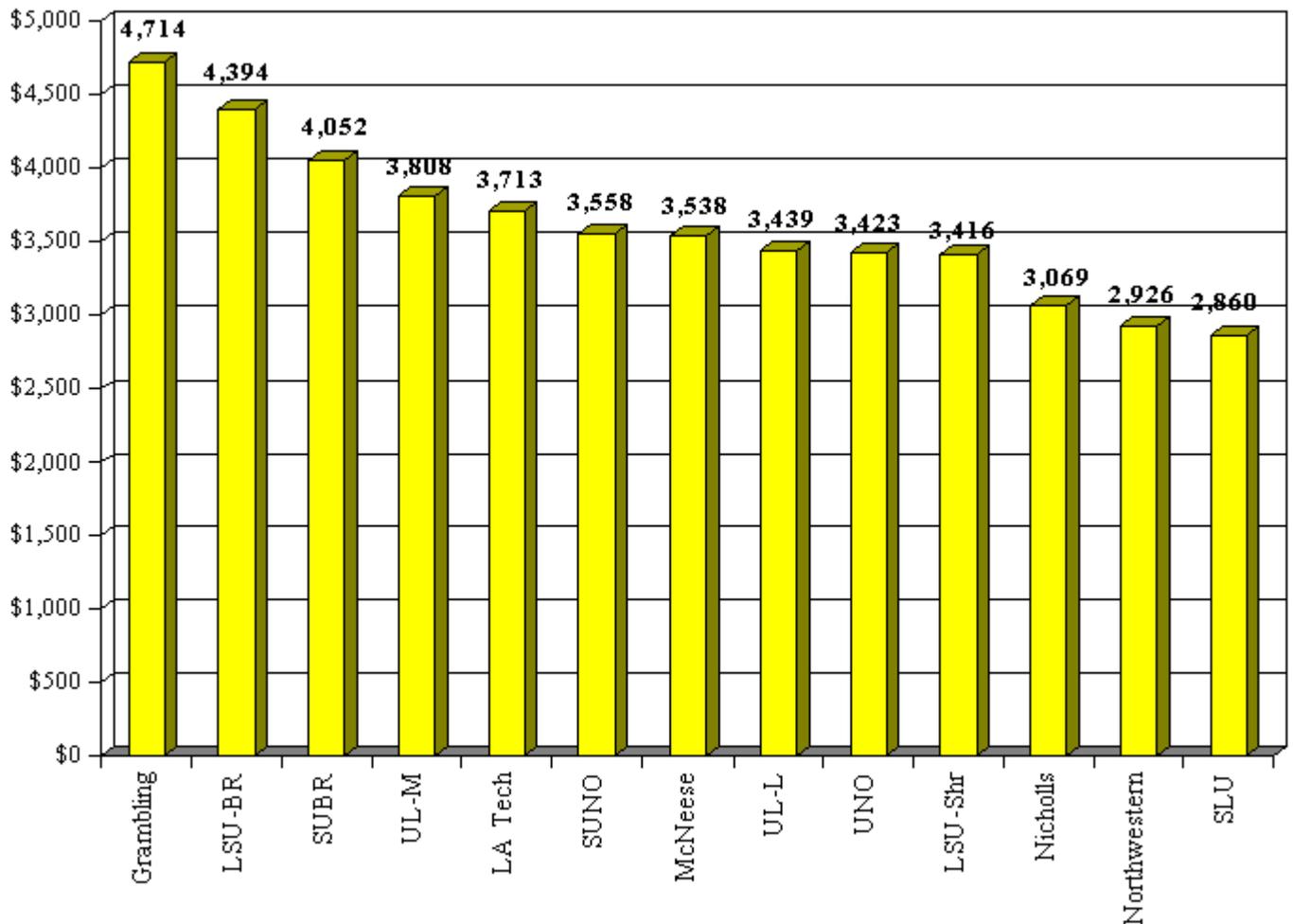
In particular, Four-Year Four institutions have to award at least 30 master level degrees among a minimum of 5 Classification Instructional Program (CIP) categories.

§ Student Full-Time Equivalencies (FTE) are computed by adding up Student Credit Hours (SCH) for an academic year at both the undergraduate and graduate level. These sums are then divided by what would be considered a full academic year's full time load. For undergraduate students, a full academic year's full time load would be 30 hours; graduate load would be 24 hours.

§ The state of Delaware was added to SREB for the first time in 2000.

§ Arkansas, Florida, and West Virginia all do not have Four-Year Four institutions.

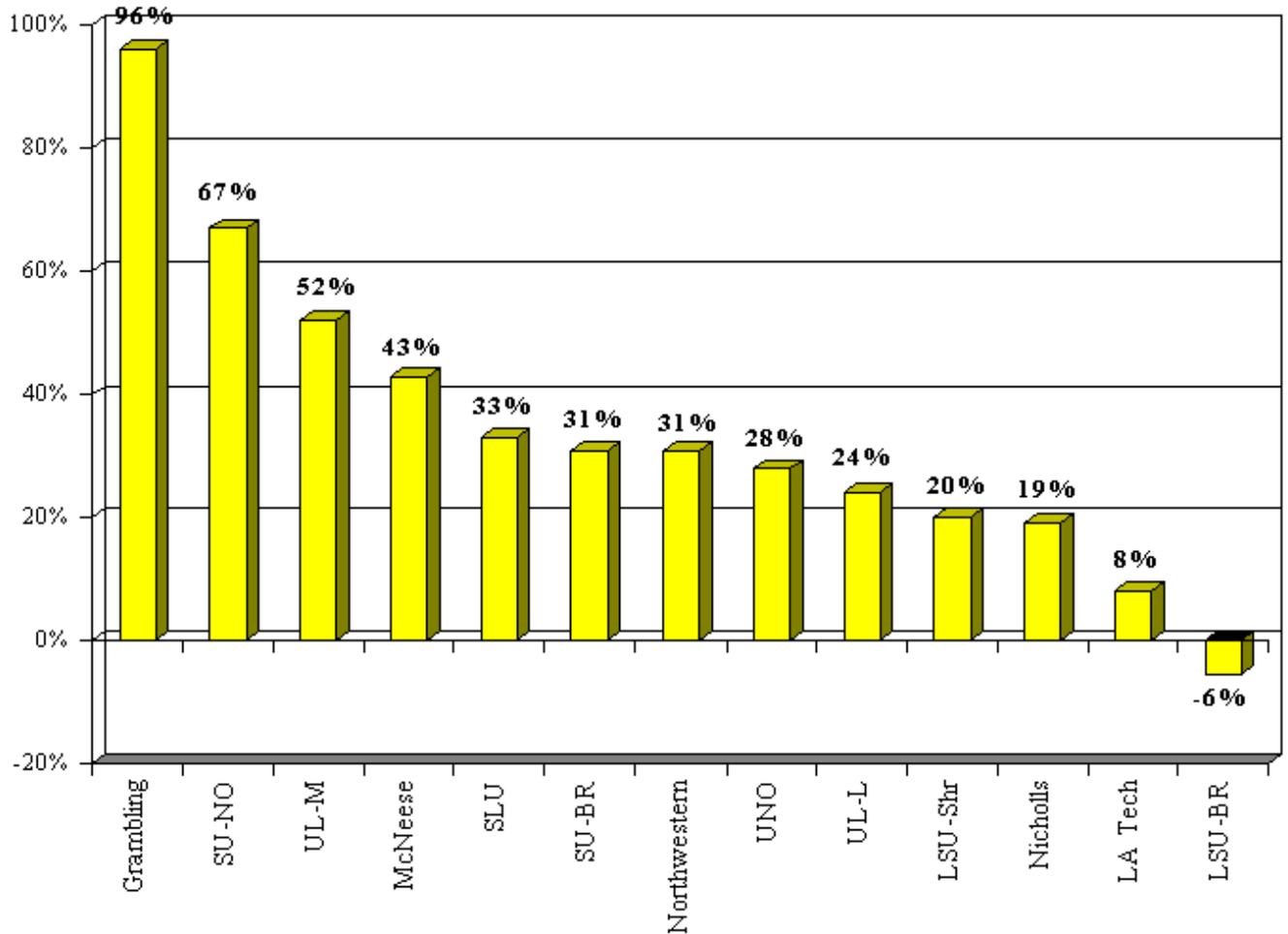
Louisiana State Appropriation Per FTE Student Fiscal Year 1999-2000



§ Grambling, McNeese, Northwestern, and Southeastern are the only Louisiana Four-Year Four Institutions. Louisiana community colleges or technical schools are not included.

§ SREB receives Louisiana's data from the Louisiana Board of Regents.

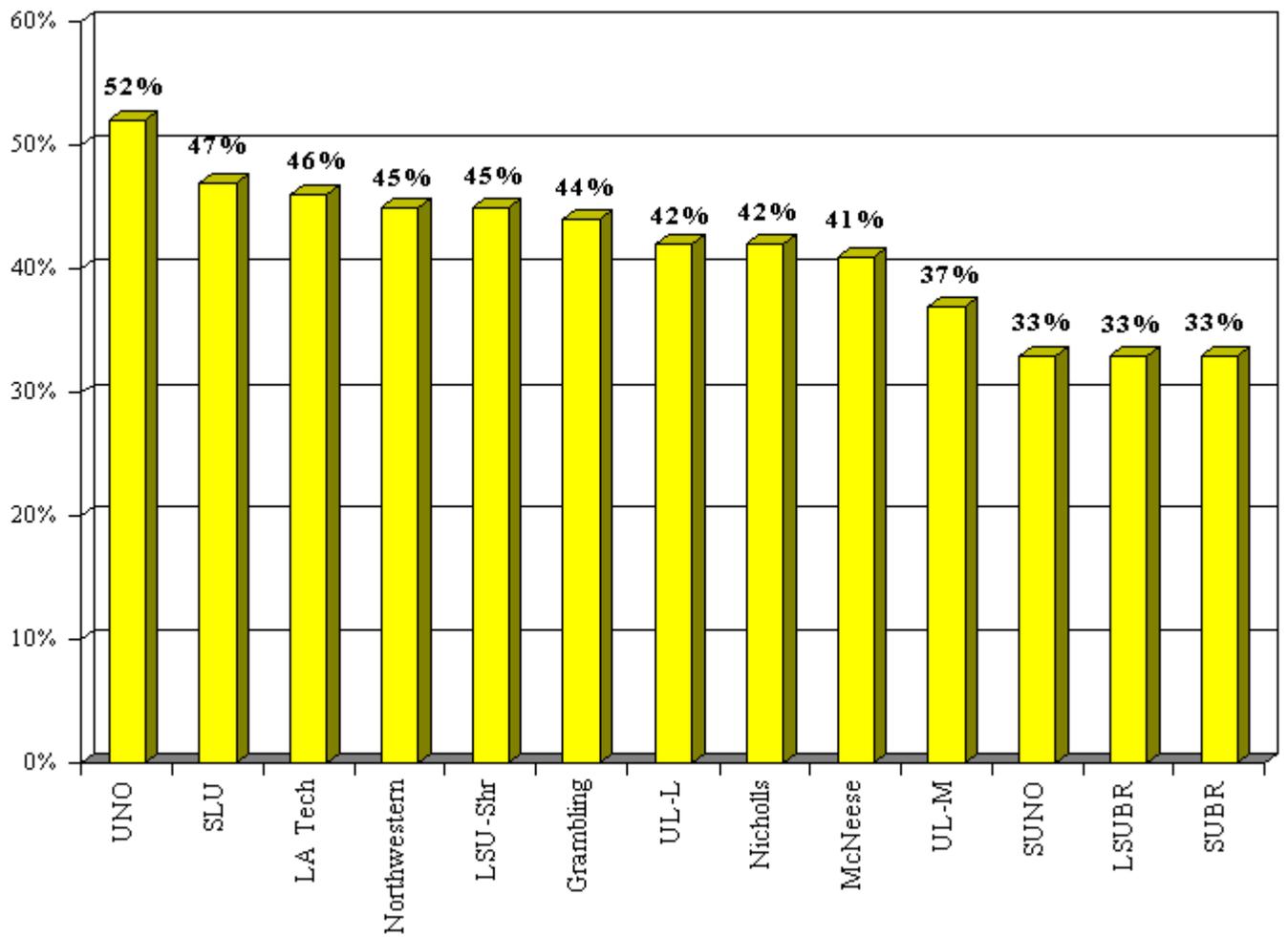
Percent Change in Louisiana State Appropriations per Student FTE Fiscal Years: 1995-96 to 1999-2000



Source: SREB's Data Library 1999-2000, February 2001

§ The percentage change over time is due to the relationship between the increase or decrease in FTE enrollment and the increase or decrease in state funding. As an example, Grambling's 93% increase in state appropriations per student FTE, reflects a 39.3% decrease in FTE enrollment and a 19% increase in state appropriations for the same time period. Also, LSU's figure reflects a larger growth in student FTE than in state appropriations.

Tuition as a Percent of (Tuition plus State Appropriations)



Source: IPEDS Peer-Analysis System, 2000 IPEDS Finance Survey