March 2022
Regents Committee Meetings

March 23, 2022
9:45 a.m.
Audit

March 23, 2022

T. Jay Seale III, Chair
Sonia A. Pérez, Vice Chair
Randy L. Ewing
Gary N. Solomon, Jr.
Felix R. Weill
Judy A. Williams-Brown

Dr. Kim Hunter Reed,
Commissioner of Higher Education

Laura Soileau, P&N
Kristin Bourque, P&N
AGENDA ITEM II.

Roll Call
Internal Audit Update

- **Completed – FY 2021-2022 IA Plan:**
  - BOR Endowments – Presented at December 2021 Board Meeting
  - Contract Year 3 Follow-up Audit for the following area:
    - BOR IT Security

- **In Progress:**
  - LUMCON Accounting Processes Audit (audit plan change approved by the Audit Committee in January 2022)
LUMCON Accounting Processes Audit Update

**Completed as of March 7, 2022:**
- Obtained and reviewed LUMCON accounting reports, budgets and internal analysis performed on financial activity for FY 2019, 2020, and 2021.
- Conducted interviews and process walkthroughs with applicable personnel at LUMCON and Board of Regents

**Next Steps:**
- Provide draft report of observations to management
- Hold meeting with management to discuss draft report observations
- Obtain management responses to observations
- Finalize report
- Present report and management responses to observations to the Audit Committee
AGENDA ITEM IV.

Other Business
AGENDA ITEM V.

Adjournment
Finance

March 23, 2022

Matthew LaBruyere,
Deputy Commissioner for Finance and Administration

Gary N. Solomon, Jr., Chair
Robert W. Levy, Vice Chair
Blake R. David
Phillip R. May, Jr.
Sonia A. Pérez
T. Jay Seale, III
Judy A. Williams-Brown
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
AGENDA ITEM II.

Roll Call
AGENDA ITEM III.

Review and Approval of the FY 2022-2023 Preliminary Funding Recommendation

Power to Recommend Budget - R.S. 17:3129(F)

• “Any formula formulated and adopted by the Board of Regents for funding institutions of postsecondary education in the ensuing year … shall be annually reported to the Senate Committee on Education, the Senate Committee on Finance, the House Committee on Education, and the House Committee on Appropriations, not later than March 31st of each year.”
AGENDA ITEM III.
Review and Approval of the FY 2022-2023 Preliminary Funding Recommendation

Outcomes Based Funding Formula Methodology since FY17

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Base</th>
<th>Cost</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY17</td>
<td>70.0%</td>
<td>15.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>FY18</td>
<td>65.0%</td>
<td>17.5%</td>
<td>17.5%</td>
</tr>
<tr>
<td>FY19</td>
<td>63.0%</td>
<td>17.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>FY20</td>
<td>63.0%</td>
<td>17.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>FY21</td>
<td>Did not use Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY22</td>
<td>58.0%</td>
<td>17.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>FY23</td>
<td>55.0%</td>
<td>17.0%</td>
<td>28.0%</td>
</tr>
</tbody>
</table>
### AGENDA ITEM III.
Review and Approval of the FY 2022-2023 Preliminary Funding Recommendation

<table>
<thead>
<tr>
<th>System</th>
<th>State General Fund (SGF) 12/1/2021 EOB</th>
<th>FY23 SGF Preliminary Distribution</th>
<th>Total Increase FY22 EOB to FY23 Executive Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Regents</td>
<td>$18,866,918</td>
<td>$51,369,259</td>
<td>$32,502,341</td>
</tr>
<tr>
<td>LOSFA</td>
<td>$331,876,404</td>
<td>$341,954,935</td>
<td>$10,078,531</td>
</tr>
<tr>
<td>LUMCON</td>
<td>$4,073,625</td>
<td>$4,171,692</td>
<td>$98,067</td>
</tr>
<tr>
<td>LCTC System Total</td>
<td>$134,001,277</td>
<td>$139,766,536</td>
<td>$5,765,259</td>
</tr>
<tr>
<td>LSU System Total</td>
<td>$389,583,672</td>
<td>$409,909,363</td>
<td>$20,325,691</td>
</tr>
<tr>
<td>SU System Total</td>
<td>$51,673,797</td>
<td>$50,014,783</td>
<td>($1,659,014)</td>
</tr>
<tr>
<td>UL System Total</td>
<td>$244,866,278</td>
<td>$253,400,704</td>
<td>$8,534,426</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$1,174,941,971</td>
<td>$1,250,587,272</td>
<td>$75,645,301</td>
</tr>
</tbody>
</table>
STAFF RECOMMENDATION

Senior Staff recommends approval of the distribution for all of higher education, which allocates available funding in accordance with the formula methodology of 55% base, 17% cost, and 28% outcomes.
AGENDA ITEM IV.

Other Business
AGENDA ITEM V.

Adjournment
Legislative

March 23, 2022

Sonia A. Pérez, Chair
Terrie P. Sterling, Vice Chair
Blake R. David
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Cameron T. Jackson
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative

Erin Cowser,
Assistant Commissioner for Legislative
and External Affairs
AGENDA ITEM II.

Roll Call
AGENDA ITEM III.

Universal Transferability  
SB 261, Sen. Fields  
Creates seamless transfer of course credits in all higher education pathways

Dual Enrollment Counseling  
HB 333, Rep. Brass  
Assures students are made aware of early college opportunities available in secondary school

Nurses, Teachers Workforce Solutions  
Addresses workforce shortages by attracting retired teachers and nursing faculty to train/teach future workforce
AGENDA ITEM III.

LUMCON Procurement  
HB 310, Rep. Magee  
Places LUMCON’s procurement designation at the same level as other specialized institutions (i.e., Pennington Biomedical, SU Ag Center, LSU Ag Center)

Power-Based Violence Review Panel  
SB 297, Sen. Barrow  
Strengthens the panel’s membership by adding a Title IX representative from each higher education system
AGENDA ITEM III.

TOPS Executive Order Codification  
Codifies Hurricane Ida eligibility changes made via Executive Order, so students are not penalized for circumstances beyond their control

SB 178, Sen. Fields

Campus Resiliency  
Hardens campus infrastructures, conducts pre-disruption inventories and pilots a Campus Resiliency Center concept

HR TBA, Rep. Zeringue
AGENDA ITEM IV.

Other Business
AGENDA ITEM V.

Adjournment
Facilities and Property

March 23, 2022

Darren G. Mire, Chair
Robert W. Levy, Vice Chair
Randy L. Ewing
Charles R. McDonald
Felix R. Weill
Cameron T. Jackson
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative

Chris Herring,
Associate Commissioner for Facilities Planning and Emergency Management
AGENDA ITEM II.

Roll Call
## AGENDA ITEM III.

Additions to BoR FY 22-23 Capital Outlay Budget Recommendation

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project</th>
<th>Year 1 Funding</th>
<th>Project Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Tech</td>
<td>Central Steam Generator Switch Gear</td>
<td>$2,000,000</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>La Tech</td>
<td>Agriculture and Forestry Wood Products</td>
<td>$3,500,000*</td>
<td>$15,000,000*</td>
</tr>
<tr>
<td></td>
<td>Education and Research Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*La Tech contributing $5M of the $15M project total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Tech</td>
<td>Athletic Academic Center</td>
<td>$3,000,000*</td>
<td>$12,000,000*</td>
</tr>
<tr>
<td></td>
<td>*La Tech contributing $6M of the $12M project total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STAFF RECOMMENDATION

Senior Staff recommends approval of the additions to the Board of Regents’ FY 2022-23 Capital Outlay Budget Recommendation submitted by the University of Louisiana System, on behalf of Louisiana Tech University, as presented.
AGENDA ITEM IV.

Resiliency Framework Update
Louisiana Board of Regents
Board Meeting
Louisiana Board of Regents Resilience Efforts
Resilience Framework Goals & Objectives

EFFECTIVE & COORDINATED DECISION-MAKING
Defining stakeholder roles; coordinating recovery activities; making informed and timely decisions

COMPREHENSIVE & TRANSPARENT APPROACH
Plan and operate recovery programs and efforts serving the needs of the campus communities, engaging stakeholders and making recovery plans accessible

RESILIENT REBUILDING
Recovery is not defined as return to pre-disaster conditions; define what successful recovery is for each campus community

WELL-MANAGED RECOVERY
Effectively leveraging resources, transitioning the campus community from response to recovery, and planning for a better future
Resilience Framework Governance & Structure:
EXECUTIVE POLICY GROUP

GOVERNOR

LA BOARD OF REGENTS

RECOVERY COORDINATOR

UNIVERSITY OF LOUISIANA SYSTEM COORDINATOR
LSU SYSTEM COORDINATOR
SOUTHERN UNIVERSITY SYSTEM COORDINATOR
LCTC SYSTEM COORDINATOR
Critical Recovery Functions

1. Critical Recovery Function 1: Recovery of Academics and Research
2. Critical Recovery Function 2: Recovery of Physical and Structural Assets
3. Critical Recovery Function 3: Recovery of Campus Business Functions
4. Critical Recovery Function 4: Students’ Safe Return to Campus
RESILIENCE FRAMEWORK
NEXT STEP:
Resilience Needs Assessment
Concept

- Contains recommendations for incorporating pre- and post-disaster planning efforts to support and expedite a community’s recovery

- Fletcher Technical Community College serves as the pilot campus, with intentions to incorporate across additional campuses

- Utilizes campus facilities, equipment, infrastructure, and the skilled human resources (students and staff) to serve and assist the larger community in a more expeditious short- and medium-term recovery
### Fletcher Technical Community College Resilience Center Recommendations

<table>
<thead>
<tr>
<th></th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leaders at all levels recognize Fletcher's campus locations as untapped resources that <strong>can improve a community’s resilience</strong> and expedite its recovery.</td>
</tr>
<tr>
<td>2</td>
<td>Convene state and local emergency preparedness stakeholders to <strong>integrate Fletcher Technical Community College</strong>, its infrastructure and assets, and its human capital into preparedness and recovery plans.</td>
</tr>
<tr>
<td>3</td>
<td>Identify opportunities to incorporate <strong>resilient building practices</strong> into the Fletcher campus master plan, retrofitting existing campus infrastructure for greater resilience, and allocating funding to support future campus resilience.</td>
</tr>
<tr>
<td>4</td>
<td>Designate <strong>recovery liaisons</strong> within the state’s emergency preparedness and higher education agencies to convene all necessary partners and resources to pilot this effort at Fletcher.</td>
</tr>
<tr>
<td>5</td>
<td>Seek <strong>continued guidance</strong> from federal, state, and local stakeholders and emergency personnel for ways to constantly improve Fletcher’s involvement in disaster recovery.</td>
</tr>
</tbody>
</table>
Thank You
AGENDA ITEM V.

Other Business
AGENDA ITEM VI.

Adjournment
Academic and Student Affairs

February 23, 2022

Blake R. David, Chair
Stephanie A. Finley, Vice Chair
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Judy A. Williams-Brown
Cameron T. Jackson

LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative

Dr. Tristan Denley,
Deputy Commissioner
for Academic Affairs and Innovation
AGENDA ITEM II.

Roll Call
AGENDA ITEM III.A.

Consent Agenda
  A. Routine Staff Approvals
STAFF RECOMMENDATION

Senior Staff recommends approval of the items on the Consent Agenda.
AGENDA ITEM IV.

Academic Affairs Policies

A. Revised: 2.18 Gateway Mathematics and English Course Placement Requirements
B. New: 2.23 Prior Learning Assessment
AGENDA ITEM IV.A.

A. Revised: 2.18 Gateway Mathematics and English Course Placement Requirements

• The structure of our systems’ degree curricula forms a Small World Network with math and English at the very center.
AGENDA ITEM IV.A.

Louisiana English and Mathematics Courses

- 1st year - Did not pass English or Math: 19%
- 1st year - Passed English only: 45%
- 1st year - Passed Math only: 55%
- 1st year - Passed both English and Math: 69%

6-year Graduation Rates
REMEDIATION
AGENDA ITEM IV.A.

- Enroll in Remedial Math: 50%
- Pass Remedial Math: 40%
- Enroll in College Math: 55%
- Pass College Math:

11%
AGENDA ITEM IV.A.

Completion of Gateway Math by ACT Subscore
Tennessee Community College Prerequisite Model vs. Corequisite Model

Prerequisite Model AY 2012-13
Corequisite Model AY 2015-16

<table>
<thead>
<tr>
<th>ACT Subscore</th>
<th>Prerequisite</th>
<th>Corequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;14</td>
<td>2.7%</td>
<td>33%</td>
</tr>
<tr>
<td>14</td>
<td>3.8%</td>
<td>39%</td>
</tr>
<tr>
<td>15</td>
<td>6.8%</td>
<td>46%</td>
</tr>
<tr>
<td>16</td>
<td>11.5%</td>
<td>55%</td>
</tr>
<tr>
<td>17</td>
<td>19.7%</td>
<td>63%</td>
</tr>
<tr>
<td>18</td>
<td>25.6%</td>
<td>70%</td>
</tr>
<tr>
<td>No ACT</td>
<td>13.1%</td>
<td>49%</td>
</tr>
<tr>
<td>Total</td>
<td>12.3%</td>
<td>55%</td>
</tr>
</tbody>
</table>
AGENDA ITEM IV.A.

University System of Georgia Comparison of Mathematics Developmental Education Models

#LaProspers
AGENDA ITEM IV.A.

University System of Georgia Comparison of English Developmental Education Models

AGENDA ITEM IV.A.

University System of Georgia Comparison of English Developmental Education Models

#LaProspers
AGENDA ITEM IV.A.

• Success in college-level mathematics and English in a student’s first year is a significant factor in their earning a degree.

• Regents’ Master Plan identifies the goal of improving student success through developmental education reform as a critical component to achieving our state’s 60% by 2030 attainment goal.

• Developmental education reform is critical to removing barriers keeping Louisiana students from moving forward in college.

• In 2020, LA BoR was awarded a grant from Strong Start to Finish (SSTF), an Education Commission of the States (ECS) project, focused on developmental education reform.
AGENDA ITEM IV.A.

Louisiana Statewide Corequisite Results Fall 2021

<table>
<thead>
<tr>
<th>ACT Math Sub-score</th>
<th>% Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;14</td>
<td>52%</td>
</tr>
<tr>
<td>14</td>
<td>58%</td>
</tr>
<tr>
<td>15</td>
<td>56%</td>
</tr>
<tr>
<td>16</td>
<td>55%</td>
</tr>
<tr>
<td>17</td>
<td>64%</td>
</tr>
<tr>
<td>18</td>
<td>64%</td>
</tr>
<tr>
<td>All</td>
<td>54%</td>
</tr>
</tbody>
</table>
AGENDA ITEM IV.A.

This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in mathematics and English and establishes an implementation timeline to:

- Completely change the mode of developmental education, eliminating stand-alone remediation and fully scaling corequisite support;
- Increase the number of students who can access and successfully complete a gateway mathematics course and/or English course;
- Increase the retention and graduation rates of college students; and
- Remove systemic barriers to equitable access and outcomes for Louisiana’s students.
Senior Staff recommends approval of Academic Affairs Policy 2.18 Gateway Mathematics and English Course Placement Requirements effective beginning in the fall 2023 semester for mathematics courses and beginning in the fall 2024 semester for English courses.
B. New: 2.23 Prior Learning Assessment

- Prior Learning Assessment (PLA) is a national best practice that supports students with work or military experience who seek to return to college.
- PLA is the process for evaluating knowledge and skills acquired outside of college in the workforce or military and then translating those skills into college credit.
- A.A. Policy 2.23 seeks to establish a statewide framework that will provide guidance and establish guidelines for institutions to recognize and award PLA credit.
B. New: 2.23 Prior Learning Assessment

• A.A. Policy 2.23 provides a mechanism for transfer students, near-completers, adult learners, and military and veteran students to have their work and service acknowledged by awarding credit for those experiences, which can then apply towards a credential.

• A.A. Policy 2.23 supports the Master Plan attainment goal of 60% attainment by 2030.
STAFF RECOMMENDATION

Senior Staff recommends approval of Academic Affairs Policy 2.23 Prior Learning Assessment effective immediately.
AGENDA ITEM V.

Other Business
AGENDA ITEM VI.

Adjournment
Statewide Programs

February 23, 2022

Randy L. Ewing, Chair
Charles R. McDonald, Vice Chair
Stephanie A. Finley
Darren G. Mire
Wilbert D. Pryor
Felix R. Weill
Cameron T. Jackson

Dr. Sujuan Boutté,
Executive Director of LOSFA
AGENDA ITEM II.

Roll Call
AGENDA ITEM III.A.

Consent Agenda

A. Approval of Final Rulemaking
   • Implement Act 457 of the 2021 Regular Session of the Louisiana Legislature, the M.J. Foster Promise Program.
   • The rulemaking:
     • Provides definitions;
     • Establishes responsibilities of the Louisiana Board of Regents, the Louisiana Office of Student Financial Assistance, and eligible colleges; and
     • Provides for initial and continuing eligibility for the program.
AGENDA ITEM III.B.

Consent Agenda

B. Approval of TOPS Exceptions
   • Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
RECOMMENDATION

The LOSFA Advisory Board recommends approval of Consent Agenda items.
AGENDA ITEM IV.

Consideration of a Definition of Financial Aid for the Purpose of Last-Dollar Award Programs
STAFF RECOMMENDATION

Senior Staff recommends the Board of Regents approve a definition of financial aid that excludes student loans and work-study for last dollar programs and further seeks a definite statement affirming that this action is in keeping with legislative intent regarding implementation of the M.J. Foster Program (Act 457).
AGENDA ITEM V.

Adjournment
Planning, Research and Performance

March 23, 2022

Terrie P. Sterling, Chair
Judy A. Williams-Brown, Vice Chair
Stephanie A. Finley
Robert W. Levy
Charles R. McDonald
Sonia A. Pérez
Wilbert D. Pryor
Felix R. Weill

Dr. Susannah Craig,
Deputy Commissioner for Strategic Planning and Student Success

Janet E. Newhall,
Assistant Commissioner for Academic Affairs
AGENDA ITEM II.

Roll Call
AGENDA ITEM III.A.

Consent Agenda
A. Advisory Commission on Proprietary Schools
   1. Associate in Occupational Studies Application
      a. Delta College of Arts and Technology of Baton Rouge
         Healthcare Administration, Associate in Occupational
         Studies
   2. Initial Applications
AGENDA ITEM III.A.

Consent Agenda

3. Renewal Applications
   a. Baton Rouge School of Court Reporting, LLC – License #: 2083
   b. Becker Professional Education Online – License #: 2263
   c. Beso Beauty, LLC – License #: 2264
   d. Blue Cliff College – Lafayette – License #: 2006
   e. Burks Medical Training, LLC – License #: 2296
   f. Carter's Career Center, LLC – License #: 2286
   g. Coastal College – Hammond – License #: 791
   h. Hospitality Opportunity and Service Training (HOST) – License #: 2312
   i. ITI Technical College – License #: 2007
   j. LifeShare Phlebotomy School – License #: 2313
AGENDA ITEM III.A.

Consent Agenda

3. Renewal Applications

  k. Louisiana Dental Assistant School, LLC – License #: 2073
  l. Louisiana Dental Institute, LLC – License #: 2287
  m. Moore Career College – License #: 2298
  n. Next Level Educational Services, LLC – License #: 2331
  o. Professional Laser Training, LLC – License #: 2297
  p. Remington College - Knoxville – License #: 2314
  q. SNAP Medical Assistant School – License #: 2265
  r. Tulsa Welding School - Jacksonville Campus – License #: 2123
  s. United Dental Institute, LLC - Baton Rouge – License #: 2328
  t. United Dental Institute, LLC - Lafayette – License #: 2329
  u. United Dental Institute, LLC - New Orleans – License #: 2330
STAFF RECOMMENDATION

Senior Staff recommends approval of Consent Agenda items.
Response to House Resolution 150 of the 2021 Regular Session

- **House Resolution 150 (HR 150)** of the 2021 Regular Session of the Louisiana Legislature charged Regents and the LSU Board of Supervisors to:
  - “collaboratively study and report relative to the status of the Louisiana State University Shreveport Commitment Plan of 2012 (Commitment Plan), including an update on the needs and strategies outlined in the 2012 report by Eva Klein & Associates, Achieving a Comprehensive Public University in Shreveport-Bossier: Analysis of Alternative Strategies (Klein Report).”
AGENDA ITEM IV.

Response to House Resolution 150 of the 2021 Regular Session

• Part 1: LSU, LSUS, and Regents staff collaborated to compile the responses. Activities included:

  1. A comparative analysis of the Klein Report and the Commitment Plan with LSUS activities in line with those documents since 2012.
  2. A comprehensive review of related documents including LSU Board of Supervisors meeting minutes and LSU and LSUS strategic plans and related documents.
  3. An evaluation of LSUS data and activities from 2012 to the present.
Response to House Resolution 150 of the 2021 Regular Session

• Part 2: Regents and LSU secured the services of EAB Global to study and evaluate labor demand growth in Northwest Louisiana and identify academic and technical program opportunities for the region with a particular focus on the role of LSUS in addressing those opportunities.
• Part 3: Conclusions and Recommendations.
AGENDA ITEM IV.

The Louisiana State University Shreveport Commitment Plan of 2012

HB 964 of 2012

2012 Klein Report

2012 LSUS Commitment Plan

#LaProspers
AGENDA ITEM IV.

The Louisiana State University Shreveport Commitment Plan of 2012

1. New and Updated Academic Programs
2. Serve Adults, Place-Bound Students, and other Non-traditional Students through Distance Education.
3. Collaborate with Community Colleges: Develop joint admission programs with Southern University Shreveport (SUSLA) and Bossier Parish Community College (BPCC).
4. Establish a Consortium among LSUS, Centenary College, SUSLA, BPCC, and LSU HSC-S.
AGENDA ITEM IV.

The Louisiana State University Shreveport Commitment Plan of 2012

5. Focus on Student Academic Achievement: directly admit students into a major or direct undecided students into one of four major academic tracks, increase work-based learning, ensure access to honors-level courses, and develop college-based learning communities for incoming freshmen.

6. Improve Student Enrollment: Implement an all-inclusive (holistic) application review, admission appeals process, and an early admission program.
AGENDA ITEM IV.

The Louisiana State University Shreveport Commitment Plan of 2012
AGENDA ITEM IV.

The Louisiana State University Shreveport Commitment Plan of 2012

7. Increase Outreach: Increase campus diversity and engage LSUS alumni.
AGENDA ITEM IV.

LSU and LSU Shreveport Current Strategic Plans

LSU Strategic Plan 2025

LSUS Strategic Plan 2018
AGENDA ITEM IV.

Addressing the Needs and Strategies Identified in the 2012 Eva Klein & Associates Report

a. Grow Enrollment and Improve Retention and Graduation
b. Strengthen Marketing and Recruitment
c. Quality of the Student Experience
d. Adult Students
e. Engagement with the Community
f. State and Self-generated Resources
AGENDA ITEM IV.

Addressing the Needs and Strategies Identified in the 2012 Eva Klein & Associates Report
AGENDA ITEM IV.

Addressing the Needs and Strategies Identified in the 2012 Eva Klein & Associates Report

g. Academic Programs

1. Assess all existing programs as well as proposed new ones.

2. Revamp traditional programs to achieve interdisciplinary structure and content.

3. Align programs more closely with industry, service, and professional enterprises in the metro area; build on existing strengths; restructure and revise presently authorized degree programs; and reconfigure academic programs so that all are high quality and market responsive.
AGENDA ITEM IV.

Addressing the Needs and Strategies Identified in the 2012 Eva Klein & Associates Report

g. Academic Programs

4. Build healthcare programs in healthcare fields based on alliances with LSU HSC-S.

5. Develop graduate programs oriented to urban needs.

6. Align the program delivery calendar and schedule with underserved populations’ needs.

7. Reduce program duplication in the Shreveport-Bossier market.
AGENDA ITEM IV.

LSUS 2012-2021 Activity Highlights

1. Built high demand revenue generating online programs
2. Updated existing programs to align with workforce needs
3. Invested in infrastructure improvements to better support on campus students
AGENDA ITEM IV.
PART 2
Academic and Technical Program Opportunities in Northwest Louisiana

EAB Market Insights Briefing Prepared for the Louisiana Board of Regents and Louisiana State University Administration

Colin Koproske
Managing Director, EAB Research
ckoproske@eab.com
EAB Market Insights at a Glance

Custom Analyses to Inform Academic Portfolio Growth Strategy

Rich Data Inputs and Expert Analysis Comprise Every Answer

We partner with industry-leader Emsi for their real-time labor market intelligence, in addition to our analysis of:

- Enrollment and conferral trends
- Competitor program positioning
- Prospect-facing website and inquiry process audits
- BLS projections and Census data
- Peer program curricula
- Industry trends and literature

1K+ Market analyses completed annually
Purpose and Approach

Evaluating Programs Best Poised for Growth

- **Historical Employer Demand Data**
  - Analyze relevant job posting trends to understand volume and change over time for employment opportunities
  - Ideally want large and growing employer demand

- **Employment Projections**
  - Explore projected employment for relevant occupations
  - Ideally want growing employment, and better to outpace other occupations

- **Degree Conferral Trends**
  - Assess volume of degree conferrals to understand level of student interest and trends over time
  - Ideally want large and growing interest

- **Competitor Institution Trends**
  - Monitor number of institutions reporting degree conferrals over time
  - Ideally want few competitors, schools leaving the market isn’t bad but should be considered carefully
Identifying High-Demand Fields and Unmet Needs

Illustrative Visualization

**Labor market score** based on:
- Job postings volume and growth
- Projected employment

**High demand, high competition**
- Psychology
- Business
- Mathematics
- Anthropology

**Low demand, high competition**
- Linguistics
- Biology

**High demand, low competition**
- Computer Systems & IT
- Political Science

**Low demand, low competition**

**Competitive opportunity score** based on:
- Annual degree conferrals and growth
- Volume and growth in institutions offering similar programs
Analyses Included in this Project

1. Undergraduate Program Performance Snapshot – LSU Shreveport
2. Undergraduate (Pre-Professional) Portfolio Health Check – LSU Shreveport
3. Graduate Portfolio Health Check – LSU Shreveport
4. Graduate Market Opportunity Scan
5. Vocational Training Market Opportunity Scan

Northwest Louisiana is defined in these analysis as the parishes of Bienville, Bossier, Caddo, Claiborne, De Soto, Jackson, Lincoln, Natchitoches, Red River, Richland, Sabine, Union, and Webster.
# Analyses Included in this Project

## 1. Undergraduate Program Performance Snapshot – LSU Shreveport

Methodology: Comparing relative conferral growth 2012-2018 by 2-digit CIP code to 4-year institutions in LA, TX, AR, MS between 2,000 and 20,000 undergrads

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## 2. Undergraduate (Pre-Professional) Portfolio Health Check – LSU Shreveport

## 3. Graduate Portfolio Health Check – LSU Shreveport

## 4. Graduate Market Opportunity Scan

## 5. Vocational Training Market Opportunity Scan
Analyses Included in this Project

1. Undergraduate Program Performance Snapshot – LSU Shreveport

2. Undergraduate (Pre-Professional) Portfolio Health Check – LSU Shreveport

**Strong Labor Market, Strong Competitive Opportunity:**
- Management & Administration
- Finance
- General Business Administration
- Computer Science
- Biological Sciences

3. Graduate Portfolio Health Check – LSU Shreveport

4. Graduate Market Opportunity Scan

5. Vocational Training Market Opportunity Scan
Analyses Included in this Project

1. Undergraduate Program Performance Snapshot – LSU Shreveport
2. Undergraduate (Pre-Professional) Portfolio Health Check – LSU Shreveport
3. Graduate Portfolio Health Check – LSU Shreveport

**Strong Labor Market, Strong Competitive Opportunity:**
- Computer Systems Technology
- Counseling
- MBA

4. Graduate Market Opportunity Scan
5. Vocational Training Market Opportunity Scan
Analyses Included in this Project

1. Undergraduate Program Performance Snapshot – LSU Shreveport
2. Undergraduate (Pre-Professional) Portfolio Health Check – LSU Shreveport
3. Graduate Portfolio Health Check – LSU Shreveport
4. Graduate Market Opportunity Scan
   - Strong Labor Market, Strong Competitive Opportunity:
     - Social Work
     - Occupational Therapy
     - Accounting
     - Nursing
5. Vocational Training Market Opportunity Scan
Analyses Included in this Project

1. Undergraduate Program Performance Snapshot – LSU Shreveport
2. Undergraduate (Pre-Professional) Portfolio Health Check – LSU Shreveport
3. Graduate Portfolio Health Check – LSU Shreveport
4. Graduate Market Opportunity Scan
5. Vocational Training Market Opportunity Scan

**Strong Labor Market, Strong Competitive Opportunity:**
- Computer Support
- Automotive Technology
- Medical Assisting

**Strong Labor Market, Weaker Enrollment Opportunity**
- Child Care
- Massage Therapy
Concluding Recommendations

- **Business and Management, Computer Science, and Health Care** programs are likely to provide the best enrollment growth opportunities in Northwest Louisiana across degree levels
  - Adding Finance (undergraduate) and Accounting (Master’s) would likely drive enrollment
  - Computer and IT support programs at the certificate and Associate degree level are in demand; Computer Science and Cybersecurity are well-positioned at the Bachelor’s and Master’s level
  - Medical Assisting, Nursing, Occupational Therapy, and Counseling are best positioned for growth in health care education.

- **The partnership between General Dynamics Information Technology (GDIT), Bossier Parish Community College (BPCC) and LSU Shreveport is cited as an example of effective workforce-higher ed collaboration**, providing call center employees access to technical certificates at BPCC and Bachelor’s completion at LSUS; this model might be replicated in Health Care, Hospitality, or Smart Manufacturing.

- While most recent job growth in the region has not been in areas requiring 4+ year higher education, **many interviewees felt that greater degree attainment and programmatic expansion could lead to more interest among large employers.**
AGENDA ITEM IV.

PART 3

Conclusions and Recommendations

1. Growing academic programs
2. Aligning goals with resources
3. Fostering partnerships with active engagement
4. Ensuring collaborative and actionable planning
Senior Staff recommends the Committee receive the report for HR 150 of the 2021 Regular Legislative Session and authorize Regents staff to submit this report on its behalf to the House and Senate Committees on Education.
AGENDA ITEM V.

Other Business
AGENDA ITEM VI.

Adjournment
March 2022
Board of Regents Meeting

March 23, 2022
12:25 p.m.
AGENDA ITEM II.

Roll Call
AGENDA ITEM III.

Public Comments
AGENDA ITEM IV.

Approval of Minutes from February 23, 2022
AGENDA ITEM V.

Chair’s Comments
Mid-Career Professionals Retreat
Cyber Range Visit
LSBA Friend of Public Education
Student Board Member Update

Cameron T. Jackson
Grambling State University

#LaProspers
AGENDA ITEM VI.

Reports and Recommendations of Standing Committees
AGENDA ITEM VI.

Motion to Approve the Reports and Recommendations of Standing Committees
AGENDA ITEM VII.

Reports and Recommendations by the Commissioner of Higher Education
VP Kamala Harris’s Visit to Louisiana

Monday, March 21, 2022
Ochsner Healthy State Advisory Board

Ochsner Health’s Healthy State is a 10-year investment in improving the health of Louisiana. The Healthy State Advisory Board will shape policy and action with evidence, experience, and resources to achieve more positive health outcomes across Louisiana.
FranU Visit
Speaking Tour
AGENDA ITEM VIII.

Other Business
AGENDA ITEM IX.

Adjournment