

NOTICE OF MEETINGS

Board meeting to be held at the
Claiborne Building
Louisiana Purchase Room
1201 N. 3rd Street, First Floor
Baton Rouge, Louisiana



*The meeting may begin later
contingent upon adjournment
of previous meeting. Meetings
may also convene up to 30
minutes prior to posted
schedule to facilitate business

BOARD OF REGENTS

1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Phone: (225) 342-4253 and FAX: (225) 342-9318

Board of Regents Wednesday, February 19, 2020

Event	Time	Location
<i>Board Development</i>	8:30 a.m.	Regents Board Conference Room Claiborne Building, Sixth Floor 1201 North Third Street Baton Rouge, Louisiana
<i>Committee Meetings</i> Facilities and Property Academic and Student Affairs Legislative Sponsored Programs Statewide Programs Planning, Research & Performance	10:30 a.m. 10:45 a.m. 10:50 a.m. 11:05 a.m. 11:35 a.m. 11:45 a.m. 11:55 a.m.	Louisiana Purchase Room 1-100 Claiborne Building, First Floor 1201 North Third Street Baton Rouge, Louisiana
<i>Lunch</i>	12:30 p.m.	Napoleon Room 1-165 Claiborne Building, First Floor 1201 North Third Street Baton Rouge, Louisiana
<i>Board of Regents' Meeting **</i>	1:30 p.m.	Louisiana Purchase Room 1-100 Claiborne Building, First Floor 1201 North Third Street Baton Rouge, Louisiana

**Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*

If you plan to attend any meeting listed on this notice and need assistance at that time because you are disabled, please notify this office seven (7) days in advance and arrangements will be made to accommodate you.

The agenda may be found on the internet at <http://www.regents.la.gov>

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Randy L. Ewing
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Felix R. Weill
Matthew S. Jewell, Student

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AGENDA
BOARD OF REGENTS*
Wednesday, February 19, 2020
1:30 p.m.

Louisiana Purchase Room
Claiborne Building, 1st Floor
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from January 9, 2020
- V. Focus on the Master Plan
One Acadiana - 55 by 25 Initiative
- VI. Reports and Recommendations of Standing Committees
 - A. Facilities and Property Committee
 - B. Academic & Student Affairs Committee
 - C. Legislative Committee
 - D. Sponsored Programs Committee
 - E. Statewide Programs Committee
 - F. Planning, Research and Performance Committee
- VII. Chairman's Comments
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

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DRAFT

MINUTES

BOARD OF REGENTS

January 9, 2020

The Board of Regents met as a Committee of the Whole at 10:09 a.m., Thursday, January 9, 2020, in the Louisiana Purchase Room (Room 1-100) of the Claiborne Building in Baton Rouge, LA. Chair Marty Chabert called the meeting to order.

ROLL CALL

Board Secretary Christine Norton called the roll, and a quorum was established.

Present for the meeting were:

Marty Chabert, Chair
Collis Temple III, Vice Chair
Blake David, Secretary
Claudia Adley
Randy Ewing
Robert Levy
Phillip May, Jr.
Charles McDonald
Sonia Pérez
Wilbert Pryor
T. Jay Seale III
Gary Solomon, Jr.
Felix Weill

Absent from the meeting were:

William Jewell
Darren Mire
Gerald Theunissen

Mgt. Board Representatives present:

Mary Werner, LSU System
Leon Tarver, SU System
Lola Dunahoe, UL System

PUBLIC COMMENTS

Chair Chabert asked if there were any public comments. There were none.

SWEARING-IN OF OFFICERS

A. *Board Officers (Chair, Vice Chair and Secretary)*

The newly appointed officers for 2020 were sworn in by Ms. Robyn Lively, Senior Attorney, Louisiana Office of Student Financial Assistance (LOSFA). She administered the oaths of office to Regent Marty Chabert as Chair, Regent Collis Temple III as Vice Chair and Regent Blake David as Secretary.

B. Members to Serve on the Executive Committee

Chair Chabert requested that members of the 2020 Executive Committee be sworn in by Ms. Lively as follows: Regents Claudia Adley, Marty Chabert, Blake David, Sonia Pérez, T. Jay Seale III, Gary Solomon, Jr., and Collis Temple III.

APPROVAL OF THE MINUTES OF DECEMBER 11, 2019

On motion of Regent Temple, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of December 11, 2019.

RATIFICATION OF COMMITTEE ASSIGNMENTS FOR 2020

On motion of Regent Seale, seconded by Regent Temple, the Board voted unanimously to ratify the Committee assignments for 2020.

RENAMING OF SPONSORED PROGRAMS STANDING COMMITTEE

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented a notice of a proposed change to the bylaws to rename the Sponsored Programs standing committee to the Research and Sponsored Initiatives committee, with Board consideration and actions planned next month.

REPORTS AND RECOMMENDATIONS

Prior to the start of the committee presentations, Senator Barrow Peacock from District 37 (Shreveport-Bossier) spoke regarding the response to Senate Resolution 190 of the 2019 Regular Session of the Louisiana Legislature (feasibility study of a School of Dentistry in Northern Louisiana). Sen. Peacock requested the Board of Regents receive the report prepared by staff, but to take no action until the LSU system has an opportunity to review and respond to the report. LSU Board Chair Mary Werner stated that the System appreciated having time to review the study as well as additional LSUHSC information before the Board of Regents takes any action. Following concerns expressed by Regent Pryor, Chair Chabert thanked the Senator for attending the meeting.

AUDIT

INTERNAL AUDIT PRESENTATION

Ms. Kristin Bourque and Ms. Laura Soileau from Postlethwaite & Netterville (P&N) presented a status update for year two of the P&N contract with the Board of Regents, internal audit follow-ups, and a status update for the personnel and human resources review.

FACILITIES AND PROPERTY

Mr. Chris Herring, Assistant Commissioner for Facilities, presented the Consent Agenda as listed below, which consisted of nine small capital projects and two third-party projects.

CONSENT AGENDA

- a. Small Capital Projects Report
 - i. LSU A&M: Student Union Tiger Card Office Renovation
 - ii. LSU A&M: Williams Hall 3rd Floor Lab Renovations
 - iii. LSU – S: Business Education Building 1st Floor Corridor Improvements
 - iv. LSU – S: Business Education Building Curriculum Remodel
 - v. LSU – S: Locker Room Facility
 - vi. LSU – S: Science Lecture Hall Renovation
 - vii. NSU: Fournet & Bienvenu Hall Fume Hood Replacements
 - viii. SLCC – Gulf Area: B Building Roof Replacement
 - ix. SUBR: Stewart Hall North Wing Renovation
- b. 3rd-Party Projects Report
 - i. La Tech: Tech Pointe II
 - ii. SELU: New Welcome Center

On motion of Regent Temple, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve the Consent Agenda as presented.

P3 PROJECT: LSU HSC-NO Student Housing

On motion of Regent Weill, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted 12 to 1, with Regent Pryor objecting, to approve the P3 project submitted by Louisiana State University Health Sciences Center – New Orleans to construct new student housing contingent upon Louisiana State University Board of Supervisors approval during their January 10, 2020 meeting.

ACADEMIC AND STUDENT AFFAIRS

Ms. LeAnn Detillier, Assistant Commissioner for Program Administration, introduced Dr. Susannah Craig, Associate Commissioner for Teacher and Leadership Initiatives, to present the first consent agenda item – Updates to CTEP Guidelines.

CONSENT AGENDA

a. Updates to CTEP Guidelines

On motion of Regent Adley, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to amend the CTEP guidelines by striking the proposed change on page one, removing the word on-line, and approving the changes on page two of the CTEP guidelines.

Ms. Detillier presented the remaining consent agenda items.

b. Routine Staff Reports

- i. Staff Approvals
- ii. Letters of Intent/Proposals in Queue

Regent Pryor moved to defer voting on the LSUHSC-New Orleans consent agenda item. There being no second, the motion failed. On motion of Regent Temple, seconded by Regent David, the Board, acting as a Committee of the Whole, voted 12 to 1, with Regent Pryor objecting, to approve the items on the Consent Agenda as listed above.

Ms. Detillier then introduced Grambling State University President Mr. Rick Gallot, accompanied by University of Louisiana System President Dr. Jim Henderson, to speak in support of the letter of intent for the BS in Cloud Computing from Grambling State University. A discussion followed the presentation.

ACADEMIC PROGRAMS

a. Letters of Intent

- i. BS Cloud Computing – Grambling

On motion of Regent Levy, seconded by Regent Adley, the Board, acting as a Committee of the Whole, voted unanimously to approve the Letter of Intent from Grambling to develop a proposal for a Bachelor of Science in Cloud Computing.

b. Program Proposals

- i. BA Art – LSU A&M
- ii. PhD Rehabilitation Sciences – LSU HSC – Shreveport

On motion of Regent Ewing, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to conditionally approve the Program Proposals from LSU A&M College for a Bachelor of Arts in Art, with a progress report due July 1, 2021, and a Doctor of Philosophy in Rehabilitation Sciences from LSU HSC – Shreveport, with a progress report due October 1, 2021.

LEGISLATIVE

Ms. Erin Cowser, Assistant Commissioner of Legislative and External Affairs, provided updates on 2019 legislative resolution studies and 2020 legislative priorities.

On motion of Regent Ewing, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to grant the Commissioner of Higher Education and the Board Chair authority to finalize the 2020 legislative agenda and to act on legislation as needed.

STATEWIDE PROGRAMS

CONSENT AGENDA

Dr. Sujuan Boutté, Executive Director for the Louisiana Office of Student Financial Assistance (LOSFA), presented the item on the Consent Agenda as listed below.

- a. Approval of Final Rulemaking – Scholarship and Grant Program

On motion of Regent Levy, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the item on the Consent Agenda as listed above.

OTHER BUSINESS – LOUIS UPDATE

As part of an ongoing process to inform the Board of the programs and activities covered under Statewide Programs, Dr. Teri Oaks Gallaway, Associate Commissioner for LOUIS (Louisiana Online Library Network), presented an overview and update of LOUIS.

PLANNING, RESEARCH AND PERFORMANCE

CONSENT AGENDA

Ms. Detillier presented the item on the Consent Agenda listed below.

- a. State Authorization Reciprocity Agreement (SARA) Institutional Renewal
 - i. Southeastern Louisiana University

On motion of Regent Temple, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to approve the item on the Consent Agenda as listed above.

ADMISSIONS CRITERIA POLICY

Dr. Randall Brumfield, Deputy Commissioner for Academic Affairs, Innovation, and Student Success, presented an overview of the proposed admissions criteria policy. The Board

discussed the staff work to date on revisions to the admissions policy, with some members indicating that they had additional questions.

On motion of Regent Adley, seconded by Regent Ewing, the Board, acting as a Committee of the Whole, voted unanimously to defer any action regarding the Admissions Criteria Policy for 30 days, until the February meeting.

Regent David suggested that Board members present to staff any specific questions that they would like answered before the next meeting. Dr. Reed stated that the staff welcomes questions and will respond fully.

RESPONSE TO SENATE RESOLUTION 190 OF 2019 STUDY OF A SCHOOL OF DENTISTRY IN NORTHERN LOUISIANA

Mellynn Baker, Institutional Research Associate, presented an overview of the Senate Resolution report.

On motion of Regent Temple, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to receive the report. The board will consider action on the report following a response by the LSU System office.

DUAL ENROLLMENT UPDATE

Dr. Randall Brumfield, Deputy Commissioner for Academic Affairs, Innovation, and Student Success, provided an update on the Dual Enrollment Framework Task Force.

CHAIRMAN'S COMMENTS

Chair Chabert noted the following:

- The Council of Student Body Presidents (COSBP) members are currently in New Hampshire for the College Convention 2020, where they get to experience the Presidential Primary process. The convention features visits from presidential candidates, campaign staff, members of the media and political experts.
- The COSBP members were invited by Governor John Bel Edwards to attend the inauguration.
- Chair Chabert will accompany the COSBP members to Washington, D.C. later in the month.
- The Louisiana Universities Marine Consortium was recently featured in a New York Times article, which was shared with the board members.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed presented several items to the Board:

- Last month, Dr. Reed had the opportunity to provide the commencement address at the University of Louisiana at Monroe, where she congratulated 772 graduates.
- Dr. Reed is looking forward to joining One Acadiana for its attainment conference. Acadiana is the only region in the state that has set an attainment goal, 55% by 2025.

- In advance of the Dual Enrollment Framework Task Force meeting, the Gator Labs, operated by LCTCS, offered a tour of their mobile labs, which will provide opportunities for more high school students, especially in rural areas, to have access to dual enrollment and postsecondary educational opportunities.
- Southern University's Human Jukebox did an excellent job representing Louisiana during the Tournament of Roses Parade on New Year's Day in California.
- We are looking forward to a big day for Louisiana on January 13 – Inauguration Day and the College Football National Championship.

OTHER BUSINESS

Chair Chabert commented that the next Board of Regents meeting is scheduled for Wednesday, February 19, 2020.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 1:01 p.m.

Marty J. Chabert
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Agenda
FACILITIES AND PROPERTY COMMITTEE
February 19, 2020

10:45 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. 3rd Party Project: ULM Student Hub and Dining Facility
- IV. Other Business
- V. Adjournment

Committee Members: Darren Mire, Chair, Felix Weill, Vice Chair, Blake David, Randy Ewing, William Jewell, Gerald Theunissen, Louisiana Community and Technical College System Representative, Louisiana State University System Representative, Southern University System Representative and University of Louisiana System Representative

Executive Summary

Facilities and Property

February 19, 2020

III. 3rd Party Project: ULM Student Hub and Dining Facility

The University of Louisiana System Board of Supervisors (ULS), on behalf of the University of Louisiana - Monroe (ULM), submitted a 3rd party project for the purpose of constructing a new student hub and dining facility. In March of 2016 the demolition of Garrett Hall was approved, and the hall has since been removed. This location sits in the core of the university's academic activities and makes the site ideal for a new student facility. The new dining facility will comprise approximately 23,000 square feet and will house a market, outside food vendors such as Chick-Fil-A and Starbucks as well as Aramark dining options. The property is located at the northwest corner of University Avenue and Northeast Drive. ULM is working with the University of Louisiana at Monroe Facilities, Inc. (ULMFI), a private 501(c)(3) not-for-profit corporation, for the financing of the development, design, construction, and equipping of the new facility.

The total project cost is estimated to be \$12.2M with ULM contributing approximately \$5.5M and Aramark providing \$6.7M towards the development and construction of the facility. ULM, through ULMFI, proposes to use the proceeds of tax-exempt revenue bonds issued through the Louisiana Local Government Environmental Facilities and Community Development Authority to finance the university's portion of the project. The annual debt service will be secured and payable from revenues collected by ULM from the Facilities Enhancement Fee currently assessed to students of the university. In order to accomplish construction of the project, the land will be leased to ULMFI by ULS (on behalf of ULM). Once construction is complete ULM will then lease the facility back from ULMFI with an option to purchase the facility.

Senior Staff recommend the Facilities and Property Committee approve the 3rd party project submitted by the University of Louisiana System Board of Supervisors, on behalf of the University of Louisiana - Monroe, to construct a new student hub and dining facility.

IV. Other Business

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
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AGENDA
ACADEMIC & STUDENT AFFAIRS COMMITTEE

February 19, 2020 • 10:50 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Consent Agenda

A. Center and Institute Continued Authorization

1. Center for Internal Auditing – LSU A&M
2. Center for Rotating Machinery – LSU A&M
3. Leadership Development Institute – LSU A&M
4. Chef John Folse Culinary Institute – Nicholls State University
5. Small Business Risk Management Institute – UL Monroe

B. Routine Staff Reports

1. Staff Approvals
2. Letters of Intent / Proposals in the Queue

IV. Academic Programs

A. Letters of Intent

1. BS Computer Science – LSU Alexandria

B. Program Proposals

1. AS Geology – Fletcher TCC
2. AS Teaching, Grades 1-5 – Southern University Shreveport LA
3. UC Business Analytics – Northwestern State University
4. UC Leadership Studies – Northwestern State University
5. BA Music – UL Monroe
6. BS Urban Construction Management – University of New Orleans
7. PBC Facilities Management – LSU A&M

V. Centers & Institutes

A. Centers of Excellence

1. Continued Designation of the Feist-Weiller Cancer Center as a Center of Research Excellence – LSU Health Sciences Center – Shreveport

VI. Other Business

VII. Adjournment

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; William Jewell; Wilbert Pryor; Gary Solomon, Phillip May Jr.; LCTCS Representative; LSUS Representative; SUS Representative; ULS Representative

AGENDA ITEMS III A 1-5

Continued Authorization of Previously Approved Centers and Institutes Executive Summary

Section B of “Academic Affairs policy 2.05: Proposals for New Academic Programs/Units” provides for the initial approval and continued authorization of “Academic Administration or Research Units,” or those campus-based units that are organized and structured around a broad-ranging, interdisciplinary research effort. These units are identified in Regents policy as either a Center or Institute. The primary purpose of a Center is to conduct research, while the purpose of an Institute is to conduct research and offer associated instruction. Both may also include closely related academic or public service activities, and are often engaged with students, industry, and the community. Centers and Institutes are typically focused on a highly specific area and include interdisciplinary research and approaches to issues. Regents approved research units are expected to bring external funding to the institution such as through grants, contracts, and philanthropy to support the unit’s activities.

Board of Regents approval is required to initially establish and continue operation of a research unit. The items under section III A of the consent agenda are research units seeking continued authorization (also called reauthorization), which is granted to research units that have already gone through the full approval process by the Regents. The reauthorization period can be granted for up to five years, but shorter reauthorization periods may be recommended in cases where the unit remains viable but has issues that should be addressed in a shorter time frame. Issues may include lack of stable leadership, significantly shifting priorities or purpose, and/or lack of significant external funding.

AGENDA ITEM III A 1

Reauthorization of a Previously Approved Research Unit Louisiana State University and A&M College Center for Internal Auditing

Background Information

Louisiana State University and A&M College (LSU) is requesting continued authorization of the Center for Internal Auditing (LSUCIA). The Center was granted initial approval by the Board of Regents in 1999 and was most recently granted continued full authorization in December 2014. The LSU Board of Supervisors approved the request to seek continued authorization of the LSUCIA at its December 2019 meeting.

Staff Summary

1. Description

The LSUCIA primarily functions as an academic home for the Internal Audit curriculum in the E. J. Ourso College of Business. LSU is designated as one of only six programs in the US as a Center for Internal Audit Excellence by the Institute of Internal Auditors – Internal Audit Education Partnership, the body that sets educational standards for the field. The LSUCIA faculty develop and teach the internal audit courses at LSU, place approximately 70 student interns each summer, and are a valuable resource connecting employers with LSU students and graduates in internal auditing and related positions.

2. Activities & Plans

Since the last reauthorization in 2014, the Center's activities and achievements include:

- Since 2014, the center has had visiting scholars from institutions in New York, Washington, and South Africa.
- Beginning fall 2017, the LSUCIA began offering an undergraduate minor in internal auditing.
- LSUCIA has produced over 35 internal audit case studies as part of the Internal Audit Education Partnership, with 15 produced or updated since 2014.
- LSUCIA has a long-standing student and faculty exchange with the University of Pretoria in South Africa. During summer 2019, LSUCIA had one faculty and six students attendees to the LSUCIA Case Studies Course, and the same number are expected for this summer.
- Enrollment in the LSUCIA program has remained steady with 75-100 students from business and non-business majors completing the program each year.
- Since 2014, approximately 75 students per year are placed in internship positions with just over 70% of student participants accepting their first job after college with their internship employer.

With reauthorization, the LSUCIA plans to:

- Build executive training opportunities for internal auditing professionals relating to enterprise risk management, governance, information technology, security and data analytics.
- Formalize the process of connecting employers with interns and alumni and becoming a “one stop shop” for organizations seeking auditing, governance, and risk professionals.
- Build research partnerships with other faculty studying governance, risk, and controls.
- Expand the curriculum to serve the College’s executive, professional, and online MBA programs.

3. Resources and Administration

The Center reports to the Chair of the Department of Accounting in the E. J. Ourso College of Business. The LSUCIA's Director and Assistant Director, full time accounting faculty, co-teach the nine CIA courses per year, a total of 15 sections. Equipment and other resource needs are covered by contributions from external sponsors and donors.

4. Budget

The Center anticipates approximately \$104K per year in revenue from external sources based on the average of the past five years. Revenue sources include an ongoing \$12K/year grant from the Institute of Internal Auditors Internal Audit Foundation, approximately \$75K/year contributions from partner businesses and donors, and revenue from the annual Fall Alumni Conference. Salaries for the Director, Assistant Director, and three graduate assistants per year are allocated funds from the College. Other operating and activity expenses for the Center are approximately \$78K/year, with an additional \$3K allocated for this year to support the LSUCIA's 35th anniversary celebration.

Staff Analysis

The LSUCIA has a long history of providing the internal audit curriculum at LSU and connecting employers with LSU students and graduates. Plans to expand the reach of the curriculum into professional development and training will broaden the reach of the Institute serving the State's business and industry and providing additional opportunities for revenue to supplement the institution's investment in LSUCIA activities.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Center for Internal Auditing at Louisiana State University and A&M College for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 2

Reauthorization of a Previously Approved Research Unit Louisiana State University and A&M College Center for Rotating Machinery

Background Information

Louisiana State University and A&M College (LSU) is requesting continued authorization of the Center for Rotating Machinery (CeRoM). The Center was granted initial approval by the Board of Regents in 2000 and was most recently granted continued full authorization in 2014. The LSU Board of Supervisors approved the request to seek continued authorization of CeRoM at its December 2019 meeting.

Staff Summary

1. Description

CeRoM focuses on tribology, wear, fatigue and lifetime prediction of materials and machinery components, with emphasis on rotating machinery. It provides research and development services to industries in these areas and has a broad portfolio of industrial support and funding.

CeRoM focuses on interdisciplinary research and development, in close collaboration with industry. By providing cutting-edge technological innovation to solve complex problems in engineering systems, the Center serves as an intellectual foundation to industry with a focus on continuous improvement and long-range development.

One of the primary goals of the Center is to develop partnerships with industry through a variety of collaborative activities to solve challenging technical problems, and to make advanced scientific breakthroughs through invention of the next generation of vital mechanical components. By transferring its R&D activities to industry, the Center plays an active role in boosting productivity, reliability, and global competitiveness, thus providing an economic competitive edge through innovation. CeRoM is now entering its most important phase of R&D since the College of Engineering is in the pursuit of establishing an NSF Industry-University Cooperative Research Center (IUCRC).

The IUCRC is an NSF Center-type funding initiative established in 1973. This successful program seeks to encourage academic institutions to partner with industry. Specifically, it focuses on bridging the gap between early academic research and commercial readiness. It is a proven mechanism for enabling sustainable and industry-relevant pre-competitive research and technology development among its partners in a specified focal area. Industry members directly contribute funds to the IUCRC Centers through membership fees. NSF also provides funds on an annual basis. CeRoM will be one of the most important assets for establishing the IUCRC. Indeed, NSF Program Officers, an NSF Review Panel, and teams of potential industry partners have recently toured CeRoM's laboratories, where the industry expressed significant interest in collaboration with the Center. The extension of the on-going and planned projects at CeRoM and its significant infrastructure are among the important factors considered for new industry members to join the IUCRC.

2. Activities & Plans

The CeRoM has participated in several activities in partnership with various industries. An example of this partnership is with Gulf South Rotating Machinery Symposium (GSRMS). GSRMS represents a large group of oil and gas industry professionals which are dedicated to educating and improving the compression and rotating machinery industry. With GSRMS, CeRoM has offered short courses and participated in exhibits and conferences. CeRoM also partners with local and regional economic development alliances such as Louisiana Economic Development. Partnerships of this nature have led to opportunities

for a variety of funding activities such as grants. CeRoM has become a magnet for attracting visiting scholars from around the globe. Over the past few years, it has hosted numerous senior researchers, post-doctoral research associates and visiting scholars from many of the best institutions and universities who apply to join CeRoM.

CeRoM continues to offer short courses and seminars at industries and to the public. Examples include CeRoM presentations to the Board of Directors of the Louisiana Chemical Association (LCA), as well as the Greater Baton Rouge Industrial Alliance (GBRIA). Furthermore, the Center in collaboration with industry, has and continues to sponsor Senior Design Projects, the capstone project course for undergraduate students in mechanical engineering. These are two-semester courses where students gain significant knowledge while interacting with the Center faculty, post-docs and graduate students as well as the industry.

3. Resources and Administration

The Center is administered by a director and an associate director. CeRoM's associated faculty include ten professors from the Departments of Mechanical and Industrial Engineering. An Industrial Advisory Board is engaged in Center operations and includes members from the Gulf South Rotating Machinery Executive Committee and representatives from Kaydon, Energy Services, 360-International and ExxonMobil.

Over the past five years the Center has expanded its operating space considerably and purchased and/or built a significant number of new test rigs. These test machines will enable the Center to further its research objectives, enhance its reputation nationally, and attract funds from different sources.

4. Budget

The primary state funding source is through the BoR Support Fund (BoRSF) and it is competitively awarded to LSU thorough proposals. Other major sources of revenue for CeRoM come from federal and industry grants and contracts. Additional revenue is provided by the director's endowed chair and an additional industry contribution.

Staff Analysis

Staff commends the Center for its productivity and affirms its relevance to the University. The Center's accomplishments are notable as is the funding secured to date. The CeRoM is anticipated to successfully continue its mission for many years to come.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Center for Rotating Machinery at Louisiana State University and A&M College for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 3

Reauthorization of a Previously Approved Research Unit Louisiana State University and A&M College Leadership Development Institute

Background Information

Louisiana State University and A&M College (LSU) is requesting continued authorization of the Leadership Development Institute (LDI). The Institute was granted full approval by the Board of Regents in 2014. The LSU Board of Supervisors approved the request to seek continued authorization of LDI at its October 2019 meeting.

Staff Summary

According to the LDI website, “The Leadership Development Institute (LDI) offers cutting-edge, customized, evidence-based leadership development preparation, interventions, and coaching tailored to individuals, boards, communities, and organizations in the education, youth advancement, government, non-profit, and human services sector.” The LDI aims to make LSU a frontrunner in discovering and implementing leadership development processes that grow student, community, and organizational leaders more effectively in the social impact sectors. The LDI team has developed a five phased model for leadership development and assessment and has the long-range vision to apply the LDI model across various sectors relating to social impact including K-12, public safety, and social work.

1. Activities & Plans

Since 2014, the LDI went through several changes to promote stability and growth including the establishment of a full-time executive director position to ensure stable, focused leadership. LDI’s most significant growth and achievements have been in the past few years, and include:

- Initiated new programs and services, including short- and long-term training based on its leadership development and assessment model supported by a group of competitively selected professional coaches to support leadership development in education settings. Recent clients have included West Baton Rouge School District, LSU AgCenter at Burden Gardens, and Project EXPLORE Interns.
- Built and implemented a business model, increased training and contract revenue, and developed a plan to seek grant and philanthropic support.
- Established the LDI advisory board made up of experts in leadership development from various industry, nonprofit, and government sectors. The advisory board conducted a SWOT analysis for the LDI and produced a set of recommendations now being implemented.

For the next five years, the LDI aims to:

- Continue to promote the LDI brand for leadership development efforts in the social impact workforce.
- Foster, develop, and institute a forum for interdisciplinary collaboration and study of leadership and leadership development.
- Provide focus to private fundraising efforts including grant and contract revenue along with philanthropic support.
- Continue the promotion and growth of work in K-12 schools leveraging the successful impacts of LDI efforts on school culture and educator job satisfaction in pilot school systems.

2. Resources and Administration

The LDI was originally housed in the School of Leadership and Human Resource Development (SLHRD) but was later moved up to the College of Human Sciences & Education (CSHE) to broaden the reach and visibility of the Institute. Leadership for the institute was originally a part time addition to the responsibilities of a full time faculty member, but in response to high turnover in that position and the slow progress of the institute, the College has created a full time executive director position, which is currently filled on an interim basis as a search for a permanent leader is conducted over the next year. Since initial approval, the LDI has also added a graduate assistant, a program coordinator, and 18 part time as needed coaches to implement the in-depth training the LDI now offers in area K-12 schools. A seven-member advisory board informs the work of the institute and is made up of a variety of representatives from education, private business, military, and out of state higher education. The LDI is housed in a newly renovated space in Coates Hall, a project funded by the CSHE Dean's office. The space includes offices and fully equipped training spaces.

3. Budget

The addition of the full-time executive director position added just over \$100K per year to the Institute's budget. The benefits of having a full-time leader have quickly resulted in the institute nearly tripling revenue from contracts and training services from \$218,250 in AY 19/20 to \$577,500 already signed for in AY 20/21. That amount is expected to continue to grow significantly for each of the next five years with target contract and training revenue at approximately \$1.3 million by AY 23/24. The increases in revenue are expected to result in the institute being completely self-funded by next year. The growth in revenue will also support the addition of a full-time staff coordinator, student workers, and other activities. The LDI team continues to explore opportunities for grant funding, public-private partnerships, and is working with the College's development staff to identify and cultivate potential donors.

Staff Analysis

LSU's LDI has overcome leadership challenges by committing to the institute's success through the creation of a full-time leadership position, a move that has had rapid positive impact. The model of leadership development created by the Institute has had proven success and popularity as is evident through the growth in contracts and training solicited by K-12 schools and other social service agencies and organizations. Staff anticipate that the growth and success of the LDI will continue, and that the LDI is an asset serving LSU, its students, and the greater community through the active training and development of strong leaders.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Leadership Development Institute at Louisiana State University and A&M College for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 4

Reauthorization of a Previously Approved Research Unit Nicholls State University Chef John Folse Culinary Institute

Background Information

Nicholls State University (Nicholls) is requesting continued authorization of the Chef John Folse Culinary Institute. The Institute was initially approved by the Board in 1995, and most recently granted continued authorization in 2011. The UL System office granted administrative approval of continued authorization and submitted the request to the Regents in December 2019.

Staff Summary

1. Description

The Chef John Folse Culinary Institute was established with Chef Folse's vision to preserve Louisiana culture and cuisine by teaching chefs, students, and community members to master the art of Cajun and Creole cooking. It is the academic home of an AS Culinary Arts and country's first and state's only public BS Culinary Arts, programs designed in a 2+2 format. The AS program averages 20 graduates per year and the BS program averages 38 graduates per year. The BS degree's eleven concentrations range from culinary specialties to business operations to culinary journalism. In 2015, the newly constructed 33K square foot Lanny D. Ledet Culinary Arts building became the Institute's new home along with Bistro Ruth, a student-operated restaurant. The Sophomore and Senior internship program provides students with hands-on experience, employers with well-trained graduates, and close connections between the Institute and industry.

2. Activities & Plans

Activities since the last reauthorization include:

- Opening the new facilities in the Lanny D. Ledet Culinary Arts Building.
- Establishing six of the eleven current concentrations through collaborations with the departments of Education, Business, and Mass Communication.
- In summer 2019, in collaboration with eh LSU Health Sciences Center – New Orleans, the Institute offered a new culinary medicine elective to 3rd year medical students, with an additional program planned for 4th year students this summer.
- This past October, the Institute hosted the annual Institut Paul Bocuse Alliance Educator Seminar with fifteen educators from eight countries. The event was sponsored by five local businesses and included a student-prepared farewell dinner for participants, students' families, and other Institute supporters.
- Six of the program's courses implemented Online Education Resources in conjunction with LOUIS, and two more are planned for next year. Courses were prioritized based on the greatest ongoing impacts to student cost reduction.

Goals and plans going forward include:

- Similar to the program currently offered at ULL, establish healthy-eating courses with the Cardiovascular Institute of the South targeted to begin in 2021.
- Explore additional educational opportunities including a MS in Culinary Arts and post-baccalaureate certificates, and an online version of the BS concentration in culinary management.
- Continue to improve on the workforce relationships in the region's culinary communities, and work with industry to increase the variety of high paying professional opportunities in the hospitality field.
- Engage both students and faculty in scholarly research in areas that inform and enrich healthy community dietary practices.

3. Resources and Administration

In 2015, the Institute moved into its new facility, which includes four state-of-the-art kitchen lab areas, three classrooms, and the student-run restaurant, Bistro Ruth. In February 2019, Regents approved the request to move the Institute out of the College of Nursing & Allied Health, and the Director now reports directly to the Provost. The Institute employs four full time faculty, five instructors plus adjuncts as needed, and five support staff.

4. Budget

The Institute's annual "LA to Lyon" fundraiser generates approximately \$100,000 in profits, which cover expenses for Institut Paul Bocuse dues and expenses for students who attend their summer program faculty development, hiring adjunct instructors, and unplanned equipment repair and replacement. Carl Perkins grants fund kitchen equipment and chef demos at about \$22,000 per year. In 2019, the Institute received \$15,000 in Regents grants for faculty to write OER materials. According to the Nicholls website, all students who enroll in the Institute's academic programs pay in-state tuition. Tuition and fee revenue of approximately \$1.7 million per year covers the approximately \$1.1 million in Institute employee salaries.

Staff Analysis

The Chef John Folse Institute is considered by Nicholls to be an area of excellence for the institution. Tuition and fees, plus philanthropic and grant funding more than cover the Institute's expenses and activities. The new facility was built to encourage significant growth in program enrollment and graduation numbers, and staff look forward to seeing the results of this focus in the next reauthorization request.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Chef John Folse Culinary Institute at Nicholls State University for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 5

Reauthorization of a Previously Approved Research Unit University of Louisiana at Monroe Small Business Risk Management Institute

Background Information

The University of Louisiana at Monroe (ULM) is requesting continued authorization of the Small Business Risk Management Institute (SBRMI). The Institute was initially granted full approval by the Board of Regents in 2013, and most recently granted continued authorization in 2016. The UL System Board of Supervisors approved continued authorization of the SBRMI at its October 2019 meeting.

Staff Summary

1. Description

The primary purpose of ULM's Small Business Risk Management Institute (SBRMI) is to provide both advocacy and education to support small businesses in the area of risk management, and to serve as a source of relevant, reliable, and nonpartisan information that may significantly enhance small businesses' development and success.

The ongoing primary objectives of the Institute are to:

1. *Provide advocacy for small businesses;*
2. *Support economic and workforce development for small businesses;*
3. *Develop training materials for use by small businesses; and*
4. *Produce applied research that is beneficial to small business owners.*

2. Activities & Plans

Since the last reauthorization five years ago, the SBRMI has supported undergraduate students in the BBA Risk Management and Insurance program, which has grown significantly in the past five years (6 grads in AY 14/15; 38 grads in AY 18/19) in conducting over 500 risk assessments for local small businesses. Business range in age and size with most being in retail and services. Students complete a training program and work under the guidance of a faculty member on completing the assessment and are able to develop skills including communication with business owners through the field-based project. The Institute also provides continuing education training for Louisiana insurance agents. The Institute intends to continue these activities going forward.

3. Resources and Administration

The Director of the Small Business Risk Management Institute reports directly to the Vice President of Academic Affairs, and the Institute is housed in the College of Business and Social Sciences in the School of Management and is directly connected to the BBA in Risk Management and Insurance program. The Director staffs the institute with other ULM faculty contributing to the SBRIM's work. Facilities and equipment remain adequate, and no needs are anticipated in the foreseeable future. Adequate faculty are available to teach courses associated with the institute.

4. Budget

Funding for the SBRMI comes from the institution and endowed professorship income. The institute's \$40K annual budget includes a portion of the Director's salary and a graduate assistant.

Staff Analysis

SBRMI fulfills important needs for local and regional businesses while providing excellent opportunities for students in the university's Risk Management and Insurance program. However, staff see an opportunity to leverage the success of the undergraduate program and expand the reach of the institute by actively including more businesses through an advisory board or other formalized business community partnership, expanding efforts to secure grant funding by more actively including additional faculty, and to establish a business model to generate additional revenue from risk assessments and continuing education. These efforts could allow the institute to expand activities and become increasingly financially independent. Staff recommend a two-year reauthorization rather than the standard five, and the next request for continued authorization should address these issues.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Small Business Risk Management Institute at the University of Louisiana at Monroe for a period of two years. A progress report and request for reauthorization shall be due by December 1, 2021.

AGENDA ITEM III B 1
Routine Academic Requests & Staff Approvals

Institution	Request
LSU	Request to offer the existing MA Liberal Arts (24.0101) and the MS Industrial Engineering (14.3501) 100% online. <u>Approved</u>
McNeese	Request to offer the existing MAT Elementary Education (13.1202), the MAT Secondary Education (13.1205), the PBC Elementary Education (13.1202), the PBC Secondary Education (13.1205) and the PBC Middle School Education (13.1203) 100% online. <u>Approved</u>
McNeese	Request to eliminate the Department of Chemical, Civil & Mechanical Engineering and to rename the Department of Electrical Engineering & Computer Science to the Department of Engineering & Computer Science. The terminated department's three programs (BS Engineering CIP 14.0101, BSME Mechanical Engineering CIP 14.0101, and MEng Engineering CIP 14.1901) will be moved to the newly named department. The requests are the next steps in this past fall's creation of the College of Science, Engineering, and Mathematics. The combined departments will ensure all engineering and computer science programs, faculty, and resources are under one department head with improved focus and coordination of administration and activities. <u>Approved</u>
UL Monroe	Request to rename the School of Accounting, Financial, and Information Services to the William Hoover School of Accounting, Financial, and Information Services to honor Mr. William Hoover, a ULM graduate and longtime supporter of ULM's College of Business and Social Sciences. <u>Approved</u>
UL Monroe	Request to rename the School of Management to the David and Sharon Turrentine School of Management to honor their impact on the region through Standard Enterprises, Inc. and their support of ULM's College of Business and Social Sciences. <u>Approved</u>
University of New Orleans	Request to offer the existing BA Romance Languages (16.0101) 100% online. <u>Approved</u>

AGENDA ITEM III B 2

Letters of Intent and Proposals in the Queue Submitted to BoR by Management Boards

Request	Campus	Program	Received	Status
Program Proposals	UNO	UC Unmanned Systems Management	08.29.19	10.11.19 – Staff contacted campus with several concerns regarding lack of details provided in proposal; 12.14.19 & 12.17.19 – Campus submitted revised proposal and direct responses to concerns; 2.8.20 – After further discussion between staff and the campus, UNO requested additional time before Regents consideration of the proposal.
	LSU	MS Financial Economics	12.6.19	1.27.20 – Four external reviewers turned down the offer to conduct the review. Staff asked the campus to research a revised list of potential qualified reviewers and provide justification for recommendations.
	LSU	MS Sport Management	12.6.19	External review is due 2.26.20
	LSU	PhD Experimental Statistics	12.6.19	External review is due 2.26.20
	LSU	3 GCs Environmental Science	1.13.20	Under Staff Review
	LSU	GC Education Technology	1.13.20	Under Staff Review

AGENDA ITEM IV A 1

Letter of Intent to Develop a BS Computer Science Louisiana State University of Alexandria

Background Information

Louisiana State University of Alexandria (LSU-A) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Computer Science. The LoI was approved by the LSU Board of Supervisors in September 2019 and forwarded to the Board of Regents for consideration in November. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment.

Staff Summary

The proposed program would leverage existing resources in LSU-A's computer science concentration in their BS Math. The curriculum conforms to the Accreditation Board for Engineering and Technology (ABET) standards for programs in computer science, and the institution has started the initial review process to obtain ABET accreditation.

1. Value

- a. Same or Similar In-state Programs: While ten of Louisiana's public 4-year institutions offer a BS Computer Science, all of them have strong graduation numbers (18/19 average 39 graduates per institution, 390 statewide), and no opposition to an additional program was offered during the statewide CAO review given that it is a fairly standard program for a four-year institution and because of workforce demand for the region, state, and country. Northwestern does offer some courses from its BS Computer Information Systems at its Alexandria campus at the request of the campus' faculty.
- b. Workforce Demand and Job Opportunities: US DOL projects a 2016-2026, 31% growth for software developers, 29% growth for Information Security analysts, and a 13% increase for general computer science occupations. The letter of intent identifies several employers who increasingly report having trouble filling computer science positions both inside the region (such as Fort Polk, Rapides Regional Medical Center, and Red River Bank) as well as throughout the state (such as CenturyLink, DXC, and IBM). LSU-A interprets the region's exceptionally low location quotient for computer and math occupations (0.19) along with high demand from area employers to be evidence of a severe shortage of qualified employees.
- c. Student Enrollment and Completion: Growth in the computer science concentration's enrollment, strong support for a standalone computer science program in a student survey (of 140 students, more than half of respondents indicated computer science as their #1 or #2 choice for a new program at LSU-A), and hundreds of prospective student inquiries indicating interest in computer science provide the foundation for LSU-A's projected enrollment of 46 students in the program by year 5.

2. Resources

LSU-A indicates that current faculty will be sufficient for the first two years of the program, and plan to hire one additional tenure track faculty in year three. No other implementation costs are anticipated.

3. Master Plan Priorities

Courses required for the program will be available on campus and 100% online, providing access to a variety of traditional and non-traditional students.

Staff Analysis

While CAOs around the state support the development of a computer science or related program at LSU-A, and there was no opposition to the addition of the program, there were some concerns raised, the most significant and frequently mentioned being the institutions lack the necessary number of qualified faculty to implement the program and attain ABET accreditation. While the institution indicates plans to hire one additional faculty member in year three, several reviewers indicated that the institution would need an additional two for implementation and three total additional faculty by year three. A proposal from LSU-A must account for this need for additional faculty, as well as account for the costs in time and resources to go through the ABET accreditation process, and an analysis of the enrollment required to cover these costs. The proposal must also address how the curriculum meets the particular needs of employers in the region it aims to serve and provide more specific regional demand for students with this credential. Staff recommend that the proposal go through an external review process before the proposal be considered by the Board, and staff will work with the campus on this process.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Computer Science at Louisiana State University of Alexandria.

AGENDA ITEM IV B 1

Proposed Associate of Science in Geology Fletcher Technical Community College

Background Information

Fletcher Technical Community College requests Board of Regents' approval to offer an AS in Geology. The program proposal was approved by the LCTCS Board of Supervisors at its October 2019 meeting.

Staff Summary

The proposed program is intended for both students matriculating from high school interested in pursuing a bachelor's degree in Geology and those who want to obtain an entry level technician position. The program will also serve adult students seeking a career change or career advancement. The curriculum was developed with input from the Coastal Restoration Advisory Board which is made up of industry, government and academic partners. The program is also designed to allow for articulation agreements with UNO's Earth and Environmental Sciences department and LSU's Coast and Environment program.

The goal of the proposed program is to offer a pathway for students who seek employment in local coastal restoration efforts, the local petroleum industry or working as a geology technician for both private and government sectors. The demand is high for students with field experience in coastal restoration efforts. This program will allow students to build a strong foundation in math, science and an introduction to geology that will transfer into skillsets in coastal restoration and petroleum fields of employment. The courses were developed with consultation from faculty at partnering institutions to provide seamless transfer to an appropriate baccalaureate program.

1. Value

- a. Same or Similar In-state Programs: Currently no community college in the state offers an AS in Geology.
- b. Workforce Demand and Job Opportunities:
 - The workforce needed to protect, preserve and restore the LA coastline is diverse. The program is designed for students seeking employment in local coastal restoration efforts, the local petroleum industry or as geology technicians in private or governmental sectors.
 - The Coastal Master Plan details job opportunities that have been or will be realized within this area. While not all specific to the geology field, a large cohort of FTCC's students could easily move into these employment opportunities after completing the proposed program. Geologists can find themselves employed by water management, coastal restoration, and the energy sector. All three of these broad industries require strong Geologists to work on their diverse teams.
 - According to the US Bureau of Labor Statistics, employment of geological and petroleum technicians is projected to grow 7% from 2018-2028, faster than the average for all occupations. In addition, demand for natural gas is expected to increase demand for geological exploration and extraction in the future.
- c. Student Enrollment: FTCC's enrollment projections were based off historical data from Fletcher Technical Community College and reporting from Community Colleges that offer an Associates of Science in Geology from the states of California, Colorado, Georgia, Maryland, New York, Ohio, Oklahoma, Texas, Washington, and Wyoming.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projections	15	30	40	50	50

2. Resources: Outside of revenue from tuition and fees FTCC is continually seeking grant funding for this program, especially in the build out of the coastal restoration tracks to follow.

	Current	Needed	Addtnl Costs
Faculty	Hired one full-time faculty in 19-20	Additional adjunct may be needed in next five years	\$1200.00/yr.
Physical (Facilities, Equipment, Library, & Technology)	Geology lecture and labs currently taught in dedicated classroom	No additional resources projected.	\$0
Student Support	Recently completed geology lab with specialized equipment	No additional resources projected.	\$0

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)

- Accessibility: FTCC plans to offer courses in face-to-face format, hybrid, online, and evening courses.
- Affordability: Many first-year courses and some upper-level courses already utilizing OER content; OER texts not available for all courses yet, but once they are available online, its FTCC's priority to switch to that usage. FTCC also willing to begin developing some OER content themselves as necessary.
- Partnerships: FTCC's advisory board comprised of workforce and academic partners assisted them in developing this degree program and other Coastal Restoration pathways. Some of their partners include but are not limited to: The Water Institute, CWPPRA, The Meraux Foundation, CPRA, JESCO Enterprises, Royal Engineers & Consultants, GNO Inc, Shell Pipeline, Restore or Retreat, Lafourche Parish Govt, Terrebonne Parish Govt, Duplantis Design Group, Nicholls State University, Louisiana State University, and University of New Orleans.
- Work-based learning: Though no specific opportunities identified at this time, the institution and department are continuing to build relationships with industry partners that will allow for the development of applicable internships and credit-bearing work-based learning options.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: The goal of this program is to train local talent with the education needed to participate in many of the job opportunities in their backyard. FTCC's Coastal 101 boot camp course is designed for all under and unemployed individuals to learn about some of the work in the area and programs available at FTCC to help them gain employment. In addition, they are targeting specific groups, such as the Houma Indian Nation that has seen some of their lands lost due to sea level rise.

Staff Analysis

FTCC's proposed Associate of Science in Geology program is both employable and transferrable. The program was created with input from industry in response to the need for graduates trained with the necessary skills to solve the impending issues facing Louisiana's coastline. The proposed program was also designed with collaboration from UNO and LSU for students wishing to pursue a bachelor's degree in Geology, increasing their chances of obtaining higher level positions within the industry.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed AS in Geology (CIP 40.0601) at Fletcher Technical Community College, with a progress report due October 1, 2021.

AGENDA ITEM IV B 2

Associate of Science in Teaching (Grades 1-5) Southern University at Shreveport

Background Information

Southern University at Shreveport (SUSLA) requests Board of Regents' approval to offer an Associate of Science in Teaching (Grades 1 – 5) (AST). The Southern University Board of Supervisors approved the proposal in October 2017, and the proposal was submitted to the Regents for consideration in May 2018. Staff recommended SUSLA hold the proposal during the transition period while 4-year programs revised teacher preparation curricula due to the new mandatory year-long residency. During the transition period, Regents staff worked with 2-year institutions around the state to consider changes to the AST to accommodate changes to the 4-year programs. SUSLA's proposal was removed from the Regents queue in September 2018 with the agreement that they would submit a revised proposal after the review of statewide AST requirements was complete. Regents staff and 2-year colleges later determined that no changes would be made to the AST. SUSLA contacted the Regents in January 2020 for consideration of the program, and a revised proposal was submitted for review.

Staff Summary

The proposed program was developed in response to a growing local and national shortage of teachers. The curriculum was developed with consultation from faculty at partnering 4-year institutions to provide seamless transfer to an appropriate baccalaureate program.

1. Value

- a. Same or Similar In-state Programs: Currently, the AST is offered at five Community Colleges: Baton Rouge Community College, River Parish Community College, Delgado Community College, Nunez Community College, and Bossier Parish Community College. The proposed program at SUSLA is essential to meet the needs of students in Northwest Louisiana and the demands of the teacher workforce. The prospective students need degree programs that will prepare them for the job market and/or programs that will transfer seamlessly into a four-year baccalaureate degree. Currently, SUSLA does not offer a pathway to become a certified teacher. The proposed degree is consistent with and supports the mission of the university to either prepare students for seamless transfer into a baccalaureate program or to prepare students to enter the workforce.
- b. Workforce Demand and Job Opportunities: According to the US Department of Education Office of Post-Secondary Education (2016), Louisiana is currently experiencing a teacher shortage in the areas of elementary education, mathematics, and sciences. Nationwide, there is a shortage of African American and Hispanic teachers for employment in public education. According to Louisiana Labor Market projections, by 2024, primary, secondary, and special education teachers are expected to increase by 5.5%. More specifically, Region 7, which includes Shreveport, is expected to see a 9.2% increase in available positions.
- c. Student Enrollment and Completion: There is a need for programs that provide students who have creative potential with a professional career option as well as future degree options. According to the Board of Regents Completers Report, in 2011 SUSLA graduated 22 students who earned an Associate's degree in education and a certificate in child development. In 2012, the school saw 5 students graduate. Because of state guidelines, the university could no longer offer the education degree; however, it maintained the child development certificate. Providing a pathway for students to enter into the four-year program is necessary for the development of certified minority teachers and is vital to the impact of SUSLA's mission.

	Year 1	Year 2	Year 3	Year 4
NEW Enrollment	10	15	20	25

2. Resources: The program will be administered by the Department of Education within the Division of Arts, Humanities, Social Sciences. The new program will not affect the present administrative structure. The Department of Education is currently housed in the NCR Building and the HPE Building. There is ample space in both facilities to operate the program. Personnel needs include one full-time faculty member to serve as the coordinator of the program. There will be a need for additional administrative support, there are minimal administrative costs associated with the addition of this new degree. The University plans to award scholarships to deserving students. Based on the institution's projection of expenses and tuition revenue, the additional expenses will be covered completely by Year 2.

	Current	Needed	Addtnl Costs
Faculty	Two full time faculty, one full time instructor, and one adjunct will directly support the program.	1 Full-time Faculty member to serve as coordinator	\$45,000 per year
Physical (Facilities, Equipment, Library, & Technology)	The department has adequate faculty office and classroom space to support the program.	None	\$0
Student Support	None	Fellowships/Scholarships up to \$12,000 (\$1,000 per student)	\$3,000 per year

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- Accessibility: The program will be available both on-campus and in a hybrid online/on-campus format.
- Partnerships: SUSLA developed the program in partnership with LSU Shreveport and is working on articulation agreements with other 4-year teaching programs in the region.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: SUSLA, built into its role as an HBCU, has a mission to close the achievement gap and to increase the number of teachers of color in the state.

Staff Analysis

The Department of Education at SUSLA had a strong education program until state guidelines changed leading to the termination of the AS Early Childhood Education in 2010. Currently, there are dedicated faculty and administration on campus and in the community, who will support the re-establishment of an education program. The SUSLA Department of Education has created an appropriate program of study meeting the Louisiana Board of Regents guidelines. In addition, the Department ensured course offerings will transfer seamlessly into a 4-year baccalaureate degree at a nearby 4-year institution in Shreveport. This proposal meets workforce needs to address the current teacher shortage, as well as several Master Plan priorities of accessibility, affordability, partnerships, and closing the achievement gap with underserved populations.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Associate's in Teaching Grades 1-5 (CIP 13.0101) at Southern University at Shreveport, with a progress report due October 1, 2021.

AGENDA ITEM IV B 3

Proposed Undergraduate Certificate in Business Analytics Northwestern State University

Background Information

In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/ Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level.

Northwestern State University (NSU) requests Board of Regents approval to offer an Undergraduate Certificate in Business Analytics. The proposal was approved by the UL Board of Supervisors at its June 2019 meeting. Regents staff delayed consideration of the proposal because of significant concerns with lack of evidence supporting student and employer demand and contacted the campus with concerns in November. Responses were submitted in December.

Staff Summary

The proposed 100% online certificate program will replace the existing unsuccessful post-bacc program in business analytics in order to open access to more students, especially current NSU students. The aim of the program is not only to prepare students for business analytics positions such as market research analyst, management analyst, and financial analysts, but to bridge the gap between employer needs and student skills in the area of business data analysis. Key workforce needs identified by NSU that will be served by this program include accounting, business administration, and computer information systems. The six-course program made of existing business courses at NSU cover the skills critical to business analytics including business statistics, database systems, and market research.

1. Value

- a. Same or Similar In-state Programs: The proposed program will replace Northwestern's existing post-bacc certificate in business analytics allowing the program to be available to current students. Other analytics programs exist around the state from community college Certificate of Technical Studies programs through a Graduate Certificate and MS at LSU. A UC in Data Analytics was recently approved at UNO, and the proposed program is distinct from that program with its focus on business.
- b. Workforce Demand and Job Opportunities: The focus of the proposed program is to supplement student studies in preparation for a variety of fields and jobs by providing add-on skills in data analysis in a business setting. For those who wish to specifically work in analytics positions, USDOL and LA Works data was used as evidence of strong employment prospects.
 - In May 2019, NSU conducted a job search on the LAWorks website and found 282 five-star jobs were posted for business analyst positions.
 - According to the US DOL, within the top 14 jobs with the highest number of projected job openings through 2026 that require at least a baccalaureate degree, three are specifically business and systems analyst positions. US DOL projects over 300 thousand job openings with median annual salaries between \$63K and \$88K each. This does not include job openings outside the top 14 nor the countless jobs where employers and employees will benefit from these skills.

c. Student Enrollment and Completion: Both current students and local working professionals looking to expand analytics skills are expected to be attracted to the program. NSU used the School of Business' total student enrollment of 1200 plus the approximately 6000 students at Northwestern as the basis for enrollment projections.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	5	15	20	25	30
Prog. Graduates	3	9	12	15	18

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program. A marketing budget of \$1K has been allocated for the first year.

	Current	Needed	Addtnl Costs
Faculty	Current faculty already teach all of the courses required for the program on an alternating schedule arranged to ensure students can complete the program in a timely manner.	None	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing resources are adequate to support the program.	None	\$0
Student Support	Existing student advisors and infrastructure to support online delivery are adequate to support the program.	None	\$0
Marketing	N/A	Marketing for the program has been allocated for the first year only.	\$1000

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)

- Accessibility: The conversion of the existing post-bacc to an undergraduate certificate will open the program to students who have not completed a bachelor's degree providing opportunity to those who have an associate's, or some college no degree, as long as they have met pre-requisite requirements for the program's required courses. The 100% online delivery will ensure the program is accessible to a variety of students including traditional and non-traditional.

Staff Analysis

Given the rapid growth of data analytics in the workplace through all industries, and the growth of analyst jobs in all sectors, the value of an undergraduate-level business analytics program is clear. The focus on business needs will set NSU's program apart as having particular value for that area. Staff commend the replacement of the post-bacc certificate with the proposed undergraduate certificate to provide access to a broader range of current students and members of the community. Staff encourage the institution to market and promote the program internally and externally beyond just the first year to ensure maximum benefit to the target population and strong enrollment in the program. The program will be monitored for progress toward enrollment and graduation targets through regular progress reports in the first several years of implementation.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed UC Business Analytics (CIP 52.1301) at Northwestern State University, with a progress report due October 1, 2021.

AGENDA ITEM IV B 4

Proposed Undergraduate Certificate in Leadership Studies Northwestern State University

Background Information

In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/ Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level.

Northwestern State University (NSU) requests Board of Regents approval to offer an Undergraduate Certificate in Leadership Studies. The proposal was approved by the UL Board of Supervisors at its June 2019 meeting. Regents staff delayed consideration of the proposal because of questions regarding the program's purpose and contacted the campus with questions in November with responses received in December.

Staff Summary

NSU seeks to build upon their successful Presidential Leadership Program (PLP) where 90 students per year are selected to participate starting freshman year. The proposed program will utilize a combination of classroom instruction and experiential learning. The program includes three courses in place for PLP students, plus upper level courses in organizational communication, leadership, and a capstone course within the student's major. The program is designed to build the soft skills employers report lacking in recent graduates such as problem solving and the ability to work on a team, while also building students' confidence and ability to work autonomously.

1. Value

- a. **Same or Similar In-state Programs:** There are no other degree or certificate programs in the state in leadership studies. Leadership programs that do exist are primarily non-degree, non-credit professional development programs. Other for-credit leadership programs in the state are focused on education leadership.
- b. **Workforce Demand and Job Opportunities:** The program is designed to supplement a student's undergraduate studies in any major to provide work-place valued leadership, mentoring, mediation, and communication skills. These skills also translate into the employer desired traits of critical analysis and problem solving. Therefore, no data on specific jobs for graduates were provided.
- c. **Student Enrollment and Completion:** Each year, 90 students participate in the PLP program starting freshman year. A survey of PLP students showed very high interest in the proposed program with 63% of respondents indicating they were very or extremely interested in pursuing the 18-credit certificate program. NSU projects program implementation with about half of PLP students enrolling and completing the program, plus a 10% per year growth in the first five years with additional marketing and enrollment of non-PLP students.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Enrollment	45	50	55	60	66

2. Resources: NSU plans to use the connections with students of existing staff, faculty, and leaders to promote and support the program and its growth with current NSU students. Additional adjunct faculty to teach courses may be needed as the program grows.

	Current	Needed	Addtnl Costs
Faculty	The program will be implemented with existing faculty for the first year.	Based on anticipated enrollment growth, additional adjunct faculty are expected at .25 FTE in the second and third year for a total of .5 FTE beyond current NSU faculty.	\$5280/yr.
Physical (Facilities, Equipment, Library, & Technology)	Existing resources will meet the needs of the program for the foreseeable future.	None	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	None	\$0
Marketing	Internal resources including building support with deans, department heads, faculty, academic advisors, and student leader mentors will be leveraged to recruit current NSU students into the program.	Funding for additional marketing has been allocated for year 1.	\$1000

Staff Analysis

Given the success of the PLP, staff are confident the program will meet its objectives in building strong leadership skills in students, and that the credential will serve as a signal to employers that students have focused on this area in their education. Strong enrollment is likely also due to the success of PLP and strong interest from students in completing the program. Currently, the program does not include a curricular option for non-PLP students who cannot enroll in the freshmen PLP leadership courses, and the development of this alternative is planned for this coming year. Staff do not support program implementation until this alternative equivalent option is available, ensuring the program is accessible to all NSU students, including those not admitted into PLP as freshmen.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed UC Leadership Studies (CIP 52.0213) at Northwestern State University, not to be implemented until an equivalent curriculum for non-PLP students is in place, with a progress report due October 1, 2021.

AGENDA ITEM IV B 5

Proposed Bachelor of Art Music University of Louisiana at Monroe

Background Information

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval to offer a BA in Music. A Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in October 2018 with subsequent approval by the Board of Regents in June 2019.

Staff Summary

The proposed program aims to reach students with an interest in having music be a part of their career but who do not necessarily want to teach music in the classroom or pursue a performance career. Candidates for the proposed BA will develop knowledge in at least one additional area beyond music. The goal of the program is to offer a unique pathway for students to pursue a diverse set of four- and five-star careers in the Northeast Regional Labor Market. The proposed program will provide a deeper and more intense study and practice of music as that found in a music minor (24 hours of music), but less than a B.M. in Music (70+ hours). By combining a student's love for music with a concentration area (business, marketing, medicine, etc.) they are better prepared for jobs needed in the region, such as music producer, music critic, or music therapist. Recognizing the value of arts education in the medical school curriculum, the university has already engaged in conversations with their colleagues at the Louisiana campus of the Edward Via College of Osteopathic Medicine being built on the grounds of ULM. If approved, ULM plans to seek programmatic accreditation by the National Association of Schools of Music (NASM).

1. Value

- a. Same or Similar In-state Programs: Differs from ULM's existing BM in Music and other institution's BA in Music programs (GSU, LaTech, LSU, Nicholls, ULL and UNO) in its intent and flexibility.
- b. Workforce Demand and Job Opportunities:
 - The proposed degree will develop creative individuals ready for employment in a variety of industries consistent with the Ouachita Business Alliance's plan for economic development in Northeastern Louisiana.
 - Louisiana Workforce Commission Employment Projections: Long-term projection data provided by LWC for this area indicate a 33% growth from 2016-2026.
 - The proposed degree program received positive feedback and letters of support from numerous civic and business leaders in the area, including the Director of Bands at West Monroe High School, Executive Director of the Monroe Symphony Orchestra and the President of the Northeast Louisiana Arts Council.
- c. Student Enrollment and Completion: Enrollment and completion projections were based on surveys and conversations with different groups of current ULM students and recruits.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	12	24	36	48	60
Prog. Graduates			10	20	32

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Addtnl Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	ULM's world-class music facility and other existing resources are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- Accessibility: All courses needed for the BA in Music are already taught at ULM in a variety of formats such as face-to-face, hybrid, and online.
- Affordability: All incoming freshman currently take a no-cost music theory examination before starting classes to determine the best placement for them, allows them to bypass courses that they do not need. ULM also has articulation agreements in place to allow for smooth transition for students from two-year colleges and other four-year institutions in the Louisiana, Arkansas, Texas, and Mississippi area.
- Partnerships: In their final semester, BA students will complete a capstone project constructive to their intended career path which could be an internship with a local music organization, like as the Monroe Symphony Orchestra, a local recording studio, music store or the blues educational center in Bastrop, LA being planned by Dr. Mable John.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: ULM serves as a major resource to underserved populations due to its location in NE LA. The BA in Music could become an outlet for adult learners who desire a career change or for former students who left ULM before finishing their BM in Music. With the flexibility available in the program, former students could tailor their remaining coursework to better suit whichever careers they entered after leaving ULM. For example, the bassist who performed at the reception at the UL System Conference this January is a former student who did not complete his BM degree. With a few courses in business, he will be able to complete his BA degree in one semester. There are other examples like him of first-generation former students from underserved populations who would be able to finish their degrees in a semester or two with this flexible degree.

Staff Analysis

The proposed BA in Music can be executed utilizing existing faculty and resources. As a result, program implementation can occur at no cost to the University. Positive support from numerous civic and business entities along with the potential to collaborate with the new Edward Via medical school provides backing for implementation of the program. Staff expects to see strong enrollment and job placement numbers in progress reports based on the reported need and interest in the program.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed BA in Music (CIP 50.0999) at University of Louisiana at Monroe, with a progress report due October 1, 2021.

AGENDA ITEM IV B 6

Proposed Bachelor of Science in Urban Construction Management University of New Orleans

Background Information

The University of New Orleans (UNO) requests Board of Regents approval to establish a Bachelor of Science in Urban Construction Management. The Letter of Intent was approved by the Regents in June 2019 after several months of discussion between staff, the campus, GNO, Inc., and LSU (offers a BS in Construction Management), the issue of unnecessary duplication being the primary concern. The result was Regents approval of a Letter of Intent to develop a specialized program that would have minimal overlap with the focus areas of LSU and would be designed to serve the needs of New Orleans and the surrounding areas. UNO revised the program concept, and the UL Board of Supervisors approved the proposed BS in Urban Construction Management at its October 2019 meeting.

Staff Summary

UNO's proposed interdisciplinary program will leverage existing strengths in the institution's business, civil engineering, and urban studies programs to offer a degree that will prepare students to handle the unique challenges of urban construction management including high cost of land, availability of extra space during construction, city regulations, and complex utility systems. Graduates will be knowledgeable about urban planning, design, sustainable construction, and the preservation and restoration of historically significant buildings and other structures.

1. Value

- a. Same or Similar In-state Programs: ULM and LSU both offer a BS Construction Management. During the CAO review, both programs indicated that the intended program would be unnecessary duplication given the strength and size of the two programs, particularly LSU's with its proximity to New Orleans. After extensive discussions, a review of the focus areas of LSU's program, and further analysis of the specific needs of New Orleans and the immediate region, UNO revised the program's focus to urban construction management, including residential and restoration construction to distinguish its program from the others while addressing local industry need and demand.
- b. Workforce Demand and Job Opportunities:
 - GNO, Inc. (New Orleans regional economic development agency): Job openings for construction managers is projected to be 390 annually in Louisiana 2017-2027 with 62 openings per year in the New Orleans area. Using the BLS Employment Projections program, these positions have been identified as both new and replacement jobs. Annual salaries for construction managers in Louisiana in 2016 were in the mean wage range of \$85K-\$94K.
 - US DOL: Nationally, employment of construction managers is expected to grow 11% from 2016-2026.
- c. Student Enrollment and Completion: UNO has worked with GNO, Inc. to connect with fourteen industry partners to ensure the program will meet their needs and to recruit students. Based on their interest, UNO anticipates enrolling 15-20 students per year.

	Year 1	Year 2	Year 3	Year 4
New Enrollment	15-20	15-20	15-20	15-20
TOTAL Prog. Enrollment	15	25	35	50

2. Resources: The program will be housed in the Department of Civil and Environmental Engineering and will seek American Council for Construction Education (ACCE) accreditation. With anticipated tuition and fee revenue generated from annual enrollment of 15-20 new students per year, UNO has planned the addition of faculty and other resources to ensure the program remains profitable from year one.

	Current	Needed	Addtnl Costs
Faculty	The interdisciplinary program will be implemented primarily with existing faculty in various departments including Urban Studies and Planning, Marketing, Management and Accounting, and Civil Engineering.	One additional adjunct will be hired in each of the first three years at \$10K each. In year 4, at full program implementation, two additional full-time faculty will be needed at \$85K each along with two adjuncts at \$10K each.	Yr1: \$10K Yr2: \$20K Yr3: \$30K Yr4: \$190K
Graduate Assistants	N/A	Two graduate assistants per year at \$15K each will be hired to support the program.	\$30K per year
Scholarships	N/A	The program plans to offer five \$1K scholarships per year.	\$5K per year
Physical (Facilities, Equipment, Library, & Technology)	The available material testing lab, structure lab, soil lab, surveying equipment lab, capstone lab, and several computer labs that support the civil engineering and urban studies programs will be adequate to support the proposed program.	Industry-specific software will be needed, and the institution intends to seek support for these needs through existing institutional resources and through industry partnerships.	\$0
Student Support	Existing faculty, student advisors, and alumni support network will provide needed student support.	None	\$0

Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Affordability:** UNO anticipates that most courses will be taught using faculty developed or industry partner resources, reducing textbook costs for students. When textbooks are required, students will be able to rent them as a campus-wide commitment to reducing textbook costs.
- **Partnerships:** The proposed program was designed closely with input and support of area industry. Several local businesses have committed to providing internships and training opportunities for students as well as providing professional adjunct instructors for the program.

Staff Analysis

The proposed program at UNO was requested by and developed with area businesses, and includes courses focused on the unique nature of urban construction management. The revised focus of the program provides students with a program that provides the foundation needed for construction managers and distinguishes itself from the state's two other construction management programs. Staff will closely monitor the program through the first several years including that students are participating in regional internships with workforce partners and are able to secure employment in the unique focus areas of the program.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed BS in Urban Construction Management (CIP 52.2001) at the University of New Orleans, with a progress report due October 1, 2021.

AGENDA ITEM IV B 7

Proposed Post-Baccalaureate Certificate Facilities Management Louisiana State University A&M

Background Information

Louisiana State University A&M requests Board of Regents' approval to offer a PBC in Facilities Management. The request was approved by the LSU Board of Supervisors in December 2019 and forwarded to the Board of Regents for consideration.

Staff Summary

Facilities management is an interdisciplinary business function of coordinating supply and demand of facilities and services within public and private organizations. Essentially, facilities management is the practice of coordinating the physical workplace with the people and work of the organization, integrating principles of business administration, architecture, and the behavioral and engineering sciences with the number one priority to provide a safe and healthy working environment. This program will be offered 100% online and will prepare career change graduate students (especially those in architecture and business), qualified military personnel, and individuals with several years of industrial facility operations/maintenance experience for managerial positions within the industry. The program, which consists of 18 units of upper-level undergraduate courses, is also designed to lead interested students into the Master of Science in Construction Management, with four courses being transferrable between programs.

1. Value

- a. Same or Similar In-state Programs: Program will be first of its kind in Louisiana.
- b. Workforce Demand and Job Opportunities:
 - The gulf coast holds the largest number of petrochemical plants in the world, and the industrial sector is virtually untapped as it relates to facilities management education. The objective of the proposed certificate is to train professional facility managers in related industries.
 - A market analysis for construction professionals completed in 2018 by EAB Global, Inc. found that of the top 141,416 national job postings, over 70,000 listed skills germane to facility manager.
- c. Student Enrollment: The proposed PBC will attract various types of students from all over due to it being available online. Military veterans or veterans in the field could take advantage of the program while deployed. Business or architecture majors may seek this PBC as they seek career changes in the industry. The proposed certificate would also attract students from various municipalities, government agencies, large institutions, property management and capital facility owners and supervisors of petrochemical plants. These projections are based on the growth rate of a similar program, the Post Baccalaureate Certificate in Construction Management (CCM), and national job market for industry professionals. Due to the two cohorts per year, CCM history has shown a graduating rate of 50-65% of the total annual enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	30	60	90	120	150
Prog. Graduates	15	30	45	60	75

2. Resources: Initially, faculty will be paid through additional compensation or with adjuncts. Once the program is fully established, LSU may seek to hire two full-time tenure-track faculty for the program by years 4 and 5, (dependent on enrollments). As with all LSU Online courses, Graduate Assistants will assist instructors and provide technical support for students.

	Current	Needed	Addtnl Costs
Faculty	Program will be administered by the Dept. of Construction Mgt. which currently has seven administrative staff and 15 full-time and adjunct faculty.	Teaching will initially be paid through additional compensation or with adjuncts. Once program fully established, LSU may seek to hire 2 full-time tenure-track faculty for the program.	<u>Yrs. 1-3:</u> \$6000 per course; 12 courses annually <u>Yrs. 4-5:</u> \$250K per year for 2 addl. full-time faculty
Physical (Facilities, Equipment, Library, & Technology)	Existing resources are adequate to support the program.	None	\$0
Student Support	Existing resources are adequate to support the program.	None	\$0

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)

- Accessibility: Program will be offered 100% online.
- Affordability: Up to a maximum of 9 credit hours can be transferred through articulation or prior learning assessments (PLA). The Department already uses the American Council on Education (ACE) recommendations posted to the military transcripts to determine if BSCM, MSCM or CCM credit may be awarded for military experience. The same will occur with the proposed program.
- Partnerships (with industry, other institutions): Industry was a key partner in the development of LSU's BSCM, MSCM and the CCM as they were instrumental in determining curriculum that meet their needs. For the PBC in Facilities Management, they will again work with the department to develop four new courses.

Staff Analysis

The proposed PBC in Facilities Maintenance will prepare individuals seeking a career change, qualified military personnel and individuals with years of industrial facility operations/maintenance experience for managerial positions within the industry. The program can also lead interested students into the MS in Construction Management.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Post-Baccalaureate Certificate in Facilities Management (CIP 19.0604) at Louisiana State University, with a progress report due October 1, 2021.

AGENDA ITEM V A 1

Continued Designation as a Center of Research Excellence Louisiana State University Health Sciences Center Shreveport Feist Weiller Cancer Center

Background Information

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), that it is engaged with the greater community, and that it is a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University Health Sciences Center Shreveport (HSC-S) is requesting continued authorization of the Feist Weiller Cancer Center (FWCC) as a Center of Research Excellence. The FWCC was granted initial approval by the Board of Regents in 1991 and was granted designation as a Center of Research Excellence in December 2014 for a period of five years. The LSU Board of Supervisors approved the request to seek continued Center of Research Excellence designation of the FWCC at its October 2019 meeting.

Staff Summary

1. Description

Since its inception, the FWCC's mission has been to: (1) stimulate multidisciplinary cancer research; (2) provide access to new treatment methods, including access to cancer clinical trials; and (3) educate Louisiana residents and health care providers in the prevention, treatment and science of cancer. The Center's initial purpose continues to remain a high priority for the region. The Center was initially formed in response to the regional issue of a population presenting with late stages of cancer in part due to high rates of poverty, low literacy and education, and limited access to modern approaches to cancer prevention, detection, and treatment. During the next ten years the number of patients afflicted with cancer will continue to grow as the baby boom generation ages. According to American Society of Clinical Oncology, a 25% increase in cancer cases will lead cancer to become America's #1 killer by 2030, which will be a particular burden in elderly and minority populations. Louisiana continues to be in the top ten states with age adjusted incidence rates of cancer, according to the CDC. The FWCC's focus on research, treatment, and education are critical to the needs of the State.

2. Evidence of Excellence

The FWCC has served patients from 53 of Louisiana's 64 parishes. The number of patients continues to grow each year with 236,000 visits in the past five years and over 12,000 unique patients last year. Some areas of specialization for the region include bone marrow transplant, gamma knife radiation therapy, and the mobile cancer screening program with 3 vans offering screening services through the regions poor and rural communities. The FWCC's Cancer Integrative Medicine and Lifestyle Medicine programs, as well as the cancer genomic testing lab are unique in the State. In conjunction with Ochsner, the FWCC recently developed and implemented an Oncology Service Line model, which addresses quality of patient care, access, and efficiency. The project has resulted in adding valet services at the center, decreasing patient wait times by 25%, streamlining lab efficiencies to decrease processing time and costs, and improving a variety of administrative processes and structures. The FWCC continues to expand services and programs incorporating cutting edge technology and patient care strategies.

In the last five years, the FWCC has had 83 grants/contracts awarded for research totaling \$49,555,115. Almost half of the clinical research projects at the University are by FWCC faculty. The FWCC has just

completed the first 5 years of the NIH Funded Minority and Underserved National Community Oncology Research Program (MU-NCORP). FWCC collaborated with Stanley Scott Cancer Center at LSU Health New Orleans and the Mary Bird Perkins Cancer Center at Our Lady of the Lake in Baton Rouge in the formation of the Gulf South Minority Underserved NCORP (GS MU NCORP) for a total of 24 sites in Louisiana and Mississippi, and the recent addition of Ochsner's Benson Cancer Center in New Orleans the number of sites increased to 37. The GS MU NCORP was funded again for six years, starting August 1, 2019. Publications by the faculty of FWCC include 446 publications in referred journals. The Center has submitted over 188 grant applications with 80 grants awarded. The FWCC's commitment to supporting the Research Core Facility of LSU (RCF) continues. Fifty-two of the LSUHSC faculty have used RCF equipment Sponsored by the FWCC, as have 14 external investigators. The Center has provided almost \$1.3 million in support to the RCF for new equipment, service contracts or salaries of the RCF personnel.

The FWCC is involved in multiple educational programs in the School of Medicine, School of Allied Health and the School of Graduate studies. The FWCC has graduated 27 fellows in Hematology/Oncology, areas of great demand and chronic shortages, with about a quarter staying in Louisiana. Scientific researchers that graduate with a Master of Science (M.S.) or a Ph.D. degree from labs associated with the FWCC are in high demand and often stay in the state to continue their training. Over the years, the Center has had success in retaining trainees at all levels allowing LSU HSC-S to recruit undergraduate and graduate students to the state with the goal of eventual long-term employment in the state.

3. Resources and Administration

The FWCC director has the status equivalent to a department chairman, with associate directors heading the three divisions: Basic and Translational Cancer Research; Clinical Cancer Research & Treatment; and Cancer Prevention & Control. An 11-member Internal Advisory Committee meets on a monthly basis to assist the Center in formulating policy (including short- and long-term goals) and the development of programs for the three divisions. The most visible component of FWCC is the 60,000 square foot building opened in 2004 to house the multidisciplinary outpatient facility and Clinical Cancer Research program. The building was a public/private partnership combining \$2M of the Feist endowment, \$2M in federal funding, and \$8M in state funding, plus another \$6M from the Feist endowment.

4. Funding and Budget

Since the Center's designation as a Center of Excellence in 2014, it has generated nearly \$50 million in research funding through grants and contracts, received over \$2 million in gifts and donations, and seen a 14%, or nearly \$10 million increase in the Carol Feist Legacy endowed fund. The FWCC spends 4% of endowment funds per year, and with a projected 7-8% return over the next ten years, the endowment will continue to grow. Total projected revenue for next year from all sources is nearly \$40 million increasing to nearly \$46 million by 2024. Expenditures for personnel, equipment and supplies, professional services, and other operational expenses is estimated at just over \$12 million for each of the next five years.

Staff Analysis

The FWCC continues to demonstrate excellence in cancer research, treatment, and education, and is a tremendous asset to LSU HSC-S, the northeast Louisiana region, and the State.

STAFF RECOMMENDATION

Senior staff recommend continued designation of the Feist Weiller Cancer Center as a Center of Research Excellence at Louisiana State University Health Sciences Center Shreveport. A progress report and request for continued designation shall be due by September 1, 2025.

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Sonia A. Pérez
Wilbert D. Pryor
T. Jay Seale III
Gary N. Solomon, Jr.
Gerald J. Theunissen
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William S. Jewell, Student

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AGENDA

LEGISLATIVE COMMITTEE

Wednesday, February 19, 2020 at 11:05 a.m.

Claiborne Building
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Education Committee Assignments
- IV. Update on Legislative Resolution Studies
- V. Governor's Proposed Budget
- VI. 2020 Legislative Priorities
- VII. Other Business
- VIII. Adjournment

Committee Members: Randy Ewing, Chair; Charles McDonald, Vice Chair; Blake David; William Jewell; Robert Levy; Phillip May, Jr.; Sonia Pérez; Collis Temple III; Gerald Theunissen; Louisiana Community and Technical College System Representative; Louisiana State University System Representative; Southern University System Representative; and University of Louisiana System Representative; and Staff - Erin Cowser, Assistant Commissioner of Legislative and External Affairs

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
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AGENDA

SPONSORED PROGRAMS COMMITTEE

Wednesday, February 19, 2019 at 11:35 a.m.

The Claiborne Building
Louisiana Purchase Room 1-100
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Appointment of Endowed Chairholder without National Search: Tulane University Health Sciences Center
- IV. Renaming of Sponsored Programs Standing Committee
- V. FY 2018-19 Vacancy Report: BoRSF Faculty Endowment Programs
- VI. Other Business
- VII. Adjournment

Committee Members: Sonia Pérez, Chair, Gary Solomon, Vice Chair, Blake David, William Jewell, Phillip May, Charles McDonald, Darren Mire, T. Jay Seale III, and Felix Weill

Staff Member: Carrie Robison, Deputy Commissioner for Sponsored Programs

AGENDA ITEM III.A.

Appointment of Endowed Chairholder without National Search: Tulane University Health Sciences Center

Background Information

At its January 12, 2015 meeting, the Board unanimously approved the following revision to the Endowed Chairs for Eminent Scholars policy:

Effective immediately, all campuses shall provide documentation to the Commissioner of Higher Education that each Chair vacancy is being filled – whether externally or internally – following a national search. Any request for waiver of this policy shall be made in writing to the Commissioner of Higher Education and reviewed by external consultants. Upon receipt of the consultants' response, the Commissioner will provide a formal recommendation for consideration and approval by the Board of Regents. Board approval of the waiver must be provided prior to appointment of the chairholder. The Board reserves the right to render a campus not in compliance with this policy to be ineligible for new Endowed Chairs funds.

Staff Summary

The Constance S. Kaufman Chair in Pediatric Pulmonary Research, a \$1 million Chair matched by the Board of Regents Support Fund in FY 1998-99, will be vacated in spring 2020 by its current holder, Dr. Robert Hopkins, upon his retirement. In accordance with current policy, Tulane University Health Sciences Center has requested waiver of the Endowed Chairs national search requirement to appoint Dr. Scott Davis, a highly accomplished clinician and educator, as well as a board-certified pediatrician and pediatric pulmonologist. Dr. Davis's qualifications were reviewed and determined to be appropriate to requirements outlined in the Endowed Chairs program policy.

Senior Staff Recommendation

Senior Staff recommend approval of Tulane University Health Sciences Center's request to appoint Dr. Scott Davis, Professor of Clinical Pediatrics, to the Constance S. Kaufman Chair in Pediatric Pulmonary Research without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Davis must be submitted to the Board within 90 days of this approval.

AGENDA ITEM IV.

Renaming of Sponsored Programs Standing Committee

Background Information

Section 5.2 of the “Bylaws for the Internal Operation and the Transaction of Business for the Board of Regents for the State of Louisiana” specifies that Sponsored Programs shall be a standing committee of the Board of Regents. Unlike some BoR standing committees, Sponsored Programs is identified in the Bylaws, but not statutorily required. Per Section 8.2 of the Bylaws, members of the Board were notified of a proposed change to the name of the Sponsored Programs standing committee at its January 9, 2020 meeting.

Staff Summary

The staff proposes a change to Section 5.2 of the BoR Bylaws to rename the standing committee called “Sponsored Programs” as “Research and Sponsored Initiatives”. The BoR Sponsored Programs Unit and its associated standing committee have, since inception, both managed state and federal programs (Board of Regents Support Fund and statewide federal programs held through the BoR) and served as policy development leaders for issues related to research taking place on campuses or with campus participation. Sponsored Programs staff works extensively with campus and system research officers at public and private campuses, a relationship formalized through the Advisory Committee for the Advancement of Research in Louisiana (ACARL), established in the 2012 Master Plan. When BoR action is needed, staff brings both policy and management items to the Sponsored Programs standing committee.

The current name of the standing committee does not represent the full scope of its work, and has contributed to a misperception that the Board does not fully recognize the critical importance of university-based research to accomplishing its ambitious goals for education, economic development and quality of life. A change in the name of the standing committee and unit from “Sponsored Programs” to “Research and Sponsored Initiatives” will formalize the BoR’s emphasis on university-based research and signal where related policy responsibilities lie within the organization.

The renaming will not change the current work of the Sponsored Programs unit, but will formalize the standing committee’s and the unit’s role in research issues and ensure that all parties across the BoR and the state are engaged appropriately when research questions are under consideration. This explicit focus will also underscore the BoR’s interest in convening stakeholders across the research spectrum, including by hosting an annual Research Summit, set to launch in 2020.

Senior Staff Recommendation

Senior Staff recommend approval of the revision of the BoR Bylaws to change the name of the Sponsored Programs standing committee to Research and Sponsored Initiatives. Per Section 8.2 of the Bylaws, this change will take effect on the 10th day after Board adoption.

AGENDA ITEM V.

BoRSF Faculty Endowment Programs: Vacancy Rate Policy and Annual Calculations

A. Endowed Chairs

B. Endowed Professorships

Background Information

During September 2013, in response to data showing long-term vacancy rates for Chairs and Professorships above 30% statewide, the Board of Regents approved policy revisions to render ineligible for new matches any campus whose “percentage of vacancies of greater than two years’ duration in the Endowed Professorships subprogram [or Endowed Chairs program] exceeds 20%.” To determine eligibility, vacancy rates are calculated annually based on campus reporting.

Staff Summary

The vacancy rate policy was introduced in FY 2014-15, as the Board recognized a need to clarify that the intent of faculty endowments is consistent and regular use. Based on FY 2018-19 reporting, the statewide vacancy rates declined significantly after the policy change, with both programs well below the 20% threshold: Endowed Chairs at 9% and Endowed Professorships at 3%. Individual campuses continue to have vacancy issues, with four (4) over the 20% threshold in Endowed Chairs and three (3) in Endowed Professorships. Campuses continue to work to ensure that slots do not remain unused for long periods and are aligned with high-priority academic and research needs.

The staff notes that policy revisions adopted by the Board in 2016 and 2017 placed renewed emphasis not only on both filling faculty endowment slots, but also encouraging faculty holders to expend available endowment earnings in support of academic and research activities consistent with the intents of both the original non-state donor and the Board of Regents Support Fund. The rate of spending reported for FY 2019-20, calculated as a percentage of the aggregate market value of the Chairs and Professorships accounts, was 3%, significantly below expectations. This calculation will continue to be referenced to measure the success of new policy provisions in encouraging meaningful spending across BoRSF-matched faculty endowments to enhance education and research across the State, consistent with the constitutionally prescribed purposes of the Board of Regents Support Fund.

Senior Staff Recommendation

Senior Staff recommend that the Board accept the FY 2018-19 vacancy report. Requests for waiver of the vacancy rate policy shall be considered on a case-by-case basis, following submission by each affected campus of a request for exemption, including an explanation of current rate(s), plans to address, and rationale(s) for providing additional public funds before the vacancy rate for existing matched slots is lowered. Campus updates to vacancies reported will continue to be accepted and long-term vacancy rates recalculated until proposal/application deadlines have passed.

Campus Vacancy Rates in Faculty Endowments, FY 2018-19 Reporting Cycle

System/Campus	Endowed Professorships			Endowed Chairs		
	# EP Matched	# EP Vacant >2 Years	% EP Vacant >2 Years*	# EC Matched	# EC Vacant > 2 Years	% EC Vacant >2 Years*
UL System	873	32	4%	66	10	15%
GSU	29	1	3%	2	1	50%
LA Tech	144	2	1%	13	1	8%
McNeese	121	4	3%	0	0	0%
Nicholls	62	4	6%	2	0	0%
NSU	64	2	3%	3	0	0%
SELU	64	1	2%	1	0	0%
ULL	247	12	5%	22	5	23%
ULM	72	1	1%	7	**0	**0%
UNO	70	5	7%	16	1	6%
LSU System	933	10	1%	137	7	5%
LSU Ag	42	0	0%	3	0	0%
LSUA	25	0	0%	3	0	0%
LSU A&M	629	0	0%	66	0	0%
LSUE	7	0	0%	0	0	0%
LSUHSCNO	126	3	2%	41	**6	**15%
LSUHSCS	46	4	9%	11	1	9%
LSUS	51	3	6%	4	0	0%
Pennington	7	0	0%	9	0	0%
LAICU	565	17	3%	103	6	6%
Centenary	133	0	0%	12	0	0%
Dillard	29	11	38%	4	1	25%
FMOLU	29	0	0%	1	0	0%
LA College	17	0	0%	0	0	0%
Loyola	90	0	0%	10	0	0%
St. Joseph	15	0	0%	0	0	0%
Tulane	103	5	5%	36	1	3%
TUHSC	68	1	1%	33	4	12%
UHC	36	0	0%	1	0	0%
Xavier	45	0	0%	6	0	0%
Southern System	74	4	5%	3	1	33%
SUBR	46	2	4%	1	1	100%
SU Law	16	1	6%	0	0	0%
SUNO	5	0	0%	2	0	0%
SUS	7	1	14%	0	0	0%
LCTCS	49	5	10%	0	0	0%
BRCC	4	0	0%	0	0	0%
BPCC	2	0	0%	0	0	0%
CLTCC	0	0	0%	0	0	0%
Delgado	17	1	6%	0	0	0%
Fletcher	3	1	33%	0	0	0%
LDCC	5	2	40%	0	0	0%
Northshore	0	0	0%	0	0	0%
Nunez	10	1	10%	0	0	0%
RPCC	0	0	0%	0	0	0%
SLCC	6	0	0%	0	0	0%
Sowela	2	0	0%	0	0	0%
Statewide Total	2,494	68	3%	309	24	8%

* Percentage calculated as the number vacant more than 2 years (as defined in policy) divided by the total number matched.

** Campuses provided updated information on vacancies showing slots filled since the FY 2018-19 reporting period. Vacancy rates were recalculated using updated data.

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AGENDA

STATEWIDE PROGRAMS COMMITTEE

Wednesday, February 19, 2019 at 11:45 a.m.

The Claiborne Building
Louisiana Purchase Room 1-100
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Approval of Final Rulemaking – Scholarship and Grant Program
 - B. Approval of TOPS Exceptions
- IV. Other Business – LONI Update
- V. Adjournment

Committee Members: Robert Levy, Chair, Gerald Theunissen, Vice Chair, Charles McDonald, Sonia Pérez; Wilbert Pryor; Collis Temple III, Felix Weill

Staff Member: Carrie Robison, Deputy Commissioner for Sponsored Programs

Agenda Item III.A.

Consent Agenda: Publication of Final Rule

Authorize publication of final rule to amend Section 703 of the Scholarship and Grant Program Rules to add certain Cambridge University courses as equivalents in the TOPS core curriculum for graduates of 2018 and later, to add certain Cambridge University courses as honors courses that may be graded on a 5.0 scale for graduates of 2018 and later, and to add certain Honors courses approved to be graded on a 5.0 scale for graduates of 2018 and later.

Background:

At its September 25, 2019, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on October 20, 2019. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking:

- Adds certain Cambridge University courses to the TOPS core curriculum as course equivalents and provides that the majority of these courses be designated as honors courses to be graded on a 5.0 grading scale.
- Adds Honors courses that have been approved by the Board of Regents and the Board of Elementary and Secondary Education which have not previously been codified in rulemaking.

Senior Staff Recommendation:

The LOSFA Advisory Board recommends the authorization of the publication of final rule as presented.

Agenda Item III.B.

Consent Agenda: 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.

Background:

Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll in the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn the annual credit hours required by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to these requirements when the “student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.”

Seven requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of January 15, 2020. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

Senior Staff Recommendation:

The LOSFA Advisory Board recommends approval of TOPS requests for exception as presented.

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AGENDA

PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

February 19, 2020 • 11:55 a.m.

Louisiana Purchase Room
W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Consent Agenda

A. State Authorization Reciprocity Agreement (SARA) Institutional Renewal

1. Initial License
 - a. River Parishes Community College
2. Renewals
 - a. Louisiana State University A&M
 - b. Louisiana State University Health Sciences Shreveport
 - c. McNeese State University
 - d. Northwestern State University
 - e. University of Holy Cross

B. Proprietary Schools Advisory Commission

1. Initial License
 - a. Hospitality Opportunity & Service Training (HOST) Program (Baton Rouge)
 - b. LifeShare Phlebotomy School (Shreveport)
 - c. Remington College, Inc. (Lafayette)
 - d. Success Prep, LLC (Monroe)
2. Renewal Applications
 - a. Academy of Acadiana--Lake Charles (12/02/10)
 - b. Accelerated Dental Assisting Academy (Hammond) (12/10/15)
 - c. Advanced Welding School, LLC (12/11/17)
 - d. Alexandria Dental Assistant School (12/08/11)
 - e. Infinity College, Inc. (12/02/10)
 - f. Learning Bridge Career Institute (12/02/10)
 - g. Martin International, Inc., of Louisiana (12/16/82)
 - h. NASCAR Technical Institute (12/05/02)
 - i. National Driving Academy, Inc. (12/05/96)
 - j. New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)
 - k. Southern Security School, Inc. (12/07/16)

Renewal Applications (continued)

- l. Tulsa Welding School (12/07/06)
- m. Unitech Training Academy--Alexandria (12/04/08)
- n. Unitech Training Academy--New Orleans (12/08/11)

IV. Admissions Criteria Framework

V. NCHEMS/Law School Report

VI. Other Business (Dual Enrollment Task Force Update)

VII. Adjournment

Committee Members: Claudia Adley, Chair, Randy Ewing, Vice Chair, Blake David, Robert Levy, Charles McDonald, Wilbert Pryor, Gerald Theunissen

Agenda Item III.A.1

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014.

To date, the Board of Regents has approved applications for institutional participation in SARA from twenty-five institutions. In January 2019, River Parishes Community College submitted an application for Regents' consideration. Regents' staff have reviewed and determined that they meet all requirements for membership in SARA.

Senior Staff recommend that the Planning, Research & Performance Committee approve the Initial Application for Institutional Participation in SARA for River Parishes Community College and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

Agenda Item III.A.2.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA membership makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions and renews their membership annually. Approved SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 25 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually in order to maintain their membership.

Six institutions (Louisiana State University A&M, LSU Health Sciences Center at Shreveport, McNeese State University, Northwestern State University, and University of Holy Cross) have submitted SARA renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior Staff recommend that the Planning, Research & Performance Committee approve the Renewal Applications for Institutional Participation in SARA for Louisiana State University A&M, LSU Health Sciences Center at Shreveport, McNeese State University, Northwestern State University, and University of Holy Cross, and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.

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Minutes

Board of Regents' Proprietary Schools Advisory Commission
January 14, 2020

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, January 14, 2020, at 10:00 a.m., in Room 1-190 of the Claiborne Building, Baton Rouge. Chair Fontenot called the meeting to order. Following an introduction and word of welcome from Chair Fontenot to new Commission member Jada Lewis, an appointee of the Commissioner of Higher Education, and the administering of the Oath of Office to Ms. Lewis by Assistant Attorney General Patricia Wilton, the roll was called.

Commission Members Present

Melanie Amrhein, Vice-Chair
Sherrie Despino
James Dorris
James Fontenot, Chair
Jada Lewis
Carmen Million

Staff Members Present

Nancy Beall
Dr. Randall Brumfield
Chandra Cheatham
Kristi Kron
Carol Marabella

Commission Members Absent

Raymond Lalonde
Mary Lou Potter

Guests Present

(See Appendix A)

The first item of business was the election of officers for the Commission for 2020.

Chair Fontenot reminded the Commission members that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Commission member Amrhein nominated Mr. Fontenot as Chair. There being no other nominations,

On motion of Ms. Million, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously elected Mr. Fontenot as Chair for 2020.

Commission member Despino nominated Ms. Amrhein as Vice-Chair. There being no other nominations,

On motion of Ms. Million, seconded by Ms. Lewis, the Proprietary Schools Advisory Commission unanimously elected Ms. Amrhein as Vice-Chair for 2020.

The next item of business was approval of the minutes from its meeting of November 12, 2019.

On motion of Ms. Despino, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 12, 2019 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was four initial license applications, the first from Hospitality Opportunity and Service Training (HOST) Program, located in Baton Rouge, Louisiana, and represented by the school's Executive Director, Mr. Charles E. Robertson, and School Director, Ms. Angela Davis Robertson. Ms. Kron reviewed the materials of this non-profit corporation for the Commission members, informing them that

this institution was proposing to offer seven (7) programs in the hospitality and guest service areas: Guestroom Attendant (Hybrid) -- 27.0 clock hours, Restaurant Server (Hybrid) -- 26.0 clock hours, Kitchen Cook (Hybrid) -- 30.0 clock hours, Breakfast Attendant (Hybrid) -- 27.0 clock hours, Maintenance Employee (Hybrid) -- 30.0 clock hours, Front Desk Representative (Hybrid) -- 26.0 clock hours, and Guest Service Gold Tourism (Hybrid) -- 24.0 clock hours. Each program was designed to be completed in five weeks. The Hospitality Opportunity and Service Training (HOST) Program had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the reasons for opening a school and the administrators' backgrounds, the planned cultivation of industry-based partnerships to assist with job placement opportunities for graduates, the offering of entry-level training programs with the opportunity for career advancement, and the marketing strategies of the institution,

On motion of Ms. Million, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Hospitality Opportunity and Service Training (HOST) Program, located in Baton Rouge, Louisiana.

The second initial license application considered by the Commission was from LifeShare Phlebotomy School, located in Shreveport, Louisiana, and represented by Ms. Margaret M. Plunkett, Chief Administrative Officer, and Mr. Catalin Hrisafi-Josan, Director of Education and Training. The school is owned by the non-profit corporation, LifeShare Blood Center, that is located in Shreveport and has the distinction of being one the oldest blood banking facilities in the United States. Ms. Marabella reviewed the materials for the Commission,

informing it that this institution would be offering one program of study, Phlebotomy Technician, which is 120 clock hours in length with an anticipated completion time of six weeks. LifeShare Phlebotomy School had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the history of the parent company, the employment of instructors who are specialized in specific subject matter, the documented need of phlebotomists statewide, competition within the market area, and the reason for opening a school with a focus on job readiness for the graduate,

On motion of Ms. Amrhein, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for LifeShare Phlebotomy School, located in Shreveport, Louisiana.

The third initial license application considered by the Commission was from Remington College, Inc., located in Knoxville, Tennessee, and represented by Ms. JoAnn Boudreaux, the Director of Campus Administration, Lafayette Campus. This proposed location in Knoxville will be Remington College's fourth licensed school in Louisiana, joining locations in Baton Rouge, Lafayette, and Shreveport. Remington College's Knoxville Campus is required to be licensed in Louisiana since the institution will have a physical presence in Louisiana supported by a recruiter and potential clinical sites. Ms. Marabella reviewed the materials for the Commission members, relating that the three proposed programs of study are Computer-Aided Design and Drafting (Online) -- 59.0 quarter credit hours/960.0 clock hours/48.0 weeks; Medical Assisting (Hybrid) -- 43.0 quarter credit hours/760.0 clock hours/9.0 months; and

Medical Office Administration (Online) -- 48.0 quarter credit hours/720.0 clock hours/32.0 weeks. Remington College (Knoxville Campus) had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding delivery methods of the program offerings, salary expectations for graduates, the costs of the programs and the financing opportunities available to students, and the availability of statewide externship sites,

On motion of Mr. Dorris, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Remington College, located in Knoxville, Tennessee.

The fourth and final initial license application considered by the Commission was from Success Prep, LLC, located in Monroe, Louisiana, and represented by the school's Co-Owner/President/Campus Director, Mr. Anthony L. Allen, and Ms. Adrienne Jackson, Co-Owner/Program Director/Instructor. Ms. Marabella reviewed the materials for the Commission, informing it that this institution would be offering the Medical Billing and Coding program in three separate methods of delivery--onsite, online, and hybrid. The length of the program is 1,400.0 clock hours with an anticipated completion time of 12.0 months. Success Prep, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the professional background of the owners, the educational philosophy reflected in the development of the curriculum, enrollment criteria, marketing strategies, the minimum tuition revenue necessary for solvency, competition within the school's geographical area, and the opportunity for graduates to test for professional certification upon successful completion of the program.

On motion of Mr. Dorris, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Success Prep, LLC, located in Monroe, Louisiana.

The next agenda item considered by the Commission was operating license renewals.

Ms. Marabella informed the Commission members that there were fourteen (14) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Amrhein, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

Academy of Acadiana--Lake Charles (12/02/10)
Accelerated Dental Assisting Academy (Hammond) (12/10/15)
Advanced Welding School, LLC (12/11/17)
Alexandria Dental Assistant School (12/08/11)
Infinity College, Inc. (12/02/10)
Learning Bridge Career Institute (12/02/10)
Martin International, Inc., of Louisiana (12/16/82)
NASCAR Technical Institute (12/05/02)
National Driving Academy, Inc. (12/05/96)
New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)
Southern Security School, Inc. (12/07/16)
Tulsa Welding School (12/07/06)
Unitech Training Academy--Alexandria (12/04/08)
Unitech Training Academy--New Orleans (12/08/11)

Ms. Marabella informed the Commission that there was one institution that did not renew its license this renewal cycle: Grade A Health Solutions, LLC (12/07/16). Staff will follow through to secure the student records for permanent storage by the Board of Regents.

The next item on the agenda was an update on program approvals. Chair Fontenot reminded the Commission that staff approved these updates administratively and program approvals were being shared for informational purposes only.

Under Report from Staff, Ms. Marabella provided a progress report to the Commission on the ongoing project of the digitalization of the student records from closed schools. To date, more than 563,000 documents have been scanned into an electronic format from 25 closed proprietary schools. She also noted that there remains one vacancy on the Commission, that being an appointment from the LA Association of Private Colleges and Schools. Ms. Marabella also related that staff anticipates a busy next two months as six initial applications have been submitted for review for potential consideration by the Commission at its March meeting.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 10, 2020, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 11:04 a.m.

APPENDIX A
GUESTS

Anthony Allen	Success Prep, LLC
JoAnn Boudreaux	Remington College (Knoxville Campus)
Catalin Hrisafi-Josan	LifeShare Phlebotomy School
Adrienne Jackson	Success Prep, LLC
Margaret Plunkett	LifeShare Phlebotomy School
Angela Davis Robertson	HOST
Charles Robertson	HOST
Patricia Wilton	LA Department of Justice

Agenda Item IV.

PROPOSED AMENDMENTS TO BOARD OF REGENTS POLICY FOR ADMISSIONS REQUIREMENTS

Through the Board of Regents' master planning authority, the Board sets minimum admissions standards for Louisiana's public four-year institutions. Several amendments were considered by the Board of Regents to the Policy for Minimum Admissions for First-Time Freshmen at its meeting on January 9, 2020. These amendments were intended to bring additional clarity to the administration and implementation of minimum admissions standards – including guidance for non-resident eligibility, criteria for exceptions to admissions standards, revised maximum allowances for admission by exception, penalties for violation of policy, and other issues related to the adoption of policy amendments.

Upon review of the policy, the Board requested to receive additional information and reconsider the amendments at its February meeting. Regents staff followed-up with Board members, corresponded with systems and institutions, and conducted additional research so as to ensure additional questions and concerns were addressed with the proposed policy. The outline below summarizes changes considered by the Board in January, and those that have since been added for consideration. All items below are included in the proposed policy for board consideration.

SUMMARY OF CHANGES PRESENTED TO THE BOARD ON JANUARY 9, 2020

Minimum Admission Standards Audits and Penalties

Outlines Board of Regents expectations that public institutions adhere to Board policy, including Statewide First-Time Freshman Minimum Admissions Standards and exception allowances. Specifies that annual audits will be conducted on selected institutions. Further articulates that the Board of Regents may apply graduated penalties for violation of admissions policies, in accordance with the degree, repetition, and/or systemic nature of the violation.

The proposed policy calls for annual reporting of a two-year rolling average to be provided. This will entail a review of the prior two years of exceptions data submitted through the Statewide Student Profile System (SSPS). Institutions whose two-year average exceeds the allowed admissions exceptions by 1 percentage point (i.e. institution has a 9% exception rate average, but has an exception allowance of 8%) would be flagged for non-compliance and Board review.

Petition to Change Minimum Standards and Exception Allowances

Following one full year of statewide implementation of the new policy, universities may petition for changes to minimum admission standards and exception allowances provided the requesting institution shows the history of performance of admitted exceptions over a minimum three-year period and the infrastructure in place to support underprepared students. Any approval for such action will commence with a two-year pilot to allow the institution to demonstrate student success prior to continued implementation of the change.

Summer Provisional Programs & Exception Status

This is a new opportunity for institutions to address freshman academic deficiencies through successful participation in a summer provisional program. If the student successfully completes at least 6 credits of

college-level coursework (including English or Math) and achieves a minimum 2.3 Summer GPA with a "C" grade or higher in English or Math, s/he will not be recorded as an exception.

SUMMARY OF ADDITIONAL CHANGES SINCE JANUARY 9, 2020 BOARD MEETING

Request for changes Minimum Standards and Exceptions

Procedural details to submit a request and the necessary data to be reviewed removed from the policy and placed into the institution petition document. The petition document can be updated as requested by the Board.

Penalty Document

Clarification was added to clearly indicate that the BOR has the authority to impose, modify or suspend penalties through board action. (This was a requested addition to ensure that no automatic penalties would be triggered without board review and action.)

Outcomes-Based Exceptions Reporting

Students who successfully complete at least 12 credit hours in the first term with a minimum 2.3 cumulative GPA, and a minimum grade of "C" or higher in either Math or English will be excluded from the institution's exception calculation.

Transfer Exception Allowances

The transfer exception allowance for Statewide institutions (Louisiana Tech University, University of Louisiana-Lafayette, and University of New Orleans) has been updated from 6% to 8%. The transfer exception allowance for Regional institutions (Grambling State University, LSU-Alexandria, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, Southern University- Baton Rouge, Southern University-New Orleans, and University of Louisiana-Monroe) has been updated from 8% to 10%.

STAFF RECOMMENDATION

Senior Staff recommend approval of the updated Supplement to the Minimum Standards for Admission Policy with a staff report to be shared next year on the impact of the policy.

Louisiana Board of Regents

SUPPLEMENT TO THE MINIMUM STANDARDS FOR ADMISSION TO **LOUISIANA PUBLIC POSTSECONDARY INSTITUTIONS**

The Louisiana Board of Regents (BoR) is committed to promoting access to postsecondary education and to ensuring that students enroll at institutions that best serve their individual needs and the needs of the State of Louisiana. The BoR establishes minimum admissions standards for regular admission at all of Louisiana's public postsecondary institutions as part of its constitutional master planning responsibilities. Colleges and universities are encouraged to adopt additional, more specific or rigorous requirements for admission either to the institution or to specific program offerings to help guide students to the best fit in readiness for success.

FIRST-TIME FRESHMAN MINIMUM ADMISSION STANDARDS

As defined in the Board of Regents' Statewide Student Profile System (SSPS), a freshman is a student who has never attended any college (or other postsecondary institution) after completing high school. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. It also includes students who entered with advanced standing (college credit earned before high school completion). These students are reported in SSPS with admission status = 1.

Two-Year College Admission

Public two-year postsecondary institutions are open-admission, meaning that there are no minimum freshman admission requirements to enroll in the college beyond: completion of an application, proof of selective service registration (for males aged 18-25), and submittal of immunization records/waiver. An individual college may adopt additional, more specific or rigorous requirements for general admission and/or admission to specific program offerings. To enroll in mathematics or English courses designed to fulfill general education requirements, students must meet the minimum placement requirements described in Academic Affairs (AA) Policy 2.18. Louisiana two-year institutions include: Baton Rouge Community College (CC); Bossier Parish CC; Central Louisiana Technical Community College (TCC); Delgado CC; Fletcher TCC; LA Delta CC; LSU Eunice; Northshore TCC; Northwest LA TCC; Nunez CC; River Parishes CC; South LA CC; Southern University in Shreveport; and SOWELA TCC.

University Admission

BoR minimum standards for universities are differentiated into three groupings of institutions: Flagship (LSU A&M); Statewide (LA Tech, UL Lafayette, UNO); and Regional (Grambling, LSU Alexandria, LSU Shreveport, McNeese, Nicholls, Northwestern, Southeastern, Southern A&M, SUNO, and UL Monroe).

The general University Freshman Minimum Admission Standards are these: all students offered freshman admission to a Louisiana public university are expected to have completed the 19-unit BoR Core (which is also the TOPS Opportunity Core – or equivalent courses, for out of state students) and achieved at least a 2.0 high school Grade Point Average (GPA). International students must have completed a secondary education comparable to completion of high school in the U.S. and must qualify for admission to a comparable university in their respective country. All must demonstrate a literacy and numeracy readiness for college-level course work, described in Academic Affairs Policy 2.18, *Minimum Requirements for Placement Into Entry-Level, College-Level Mathematics and English* as an 18 ACT English subscore and 19 ACT Math subscore (or alternate measures). Finally, depending on the institution's grouping, applicants must meet **EITHER** a minimum GPA on the BoR Core **OR** a minimum ACT/SAT Composite score as summarized below:

• Flagship	3.0 Core GPA	or	25 ACT Composite (<i>or SAT Equivalent</i>)
• Statewide	2.5 Core GPA	or	23 ACT Composite
• Regional	2.0 Core GPA	or	20 ACT Composite

Universities can access transcripts for Louisiana public and parochial high school students through the Student Transcript System (STS), which evaluates courses for completion of the Core, Core/TOPS GPA, and Overall GPA. For records not found in STS, core course options for transcript evaluation are listed in the LA Department of Education's [High School Planning Guidebook, Course Requirements Chart \(Appendix 1\)](#). Alternate evaluation guidelines and measures are described in the table below.

1. **Under Age 25**

Records found in Student Transcript System (STS): For students who have completed the 19-unit BOR/TOPS University Core (C4 or TU).	Records not found in STS with BOR/TOPS Core: e.g., home schools and out-of-state high schools
1. Board of Regents Minimum Admission Standards for First-Time Freshmen	<p>1. Board of Regents Minimum Admission Standards for First-Time Freshmen</p> <p>OR</p> <p>2. Students who have 17 or 18 units of the required 19-unit Core curriculum may be admitted if they have the minimum overall HS GPA <u>and</u> the minimum HS core GPA on those 17-18 units <u>and</u> the minimum ACT score <u>and</u> meet the literacy & numeracy (AA 2.18) requirement; OR</p> <p>3. Students may be admitted if they have an ACT composite 3 points higher than the minimum required <u>and</u> have the minimum overall HS GPA <u>and</u> meet the literacy & numeracy requirement.</p>
Regents' Core: Core in place at graduation, as determined by and reported in STS. <i>* Example:</i> <i>2018 graduating class: TOPS/University Core, or 2012-2017: Core 4 Curriculum, as specified in LDE Bulletin 741.</i>	Regents' Core: BoR/TOPS Opportunity Core, evaluated by the admitting university with a documented procedure for evaluation of the (non-LA) HS transcript allowing for appropriate course substitution to determine course equivalencies for graduates of high schools outside of Louisiana. For students who meet <i>their state's</i> HS core <u>but</u> lack the minimum 17-19 BOR Core units, universities may substitute a maximum of 3 'extra' qualifying Core courses. The course substitutions and confirmation of the out-of-state college prep core must be noted in the record. All other minimum admission requirements must be met.
Minimum overall HS GPA: Determined and reported in STS	Minimum overall HS GPA: Determined and reported on HS or STS transcript
Developmental courses/support needed: In accordance with BoR AA Policy 2.18	Developmental courses/support needed: Same
High school core GPA: Determined and reported in STS	High school core GPA: Determined by admitting university with a documented evaluation procedure

ACT Composite or comparable SAT total score: Official score report from ACT or College Board	ACT Composite or comparable SAT total score: Same
HiSET or GED: Completion of HiSET/GED is not reported in STS. (Use alternate measure →)	HiSet or GED: ACT composite 3 points higher than the minimum, and meet the literacy/numeracy requirement.

Applicants admitted outside of minimum standards (i.e., as exceptions) must demonstrate that they are prepared to do satisfactory academic work at the institution to which they are applying and that, as members of the campus community, they will both benefit from and enrich the educational environment, enhancing the quality of the institution. To make this determination, they should be given a comprehensive review based upon the following criteria:

Academic Factors are the most important consideration in making admissions decisions. Factors to be considered include completion of the college-preparatory Core coursework, GPA, and trends in grades.

Standardized Test Scores (ACT or SAT) are used to provide additional academic information about the quality of the academic background. An institution may require additional information from some or all applicants as supplemental information.

Other Factors for consideration include student experiences at school or work, motivation, community service, special talents, status as a non-traditional or returning adult, status as a veteran of the U.S. military, and socio-economic challenges the applicant may have faced and overcome.

2. Graduating from Non-US High School (Under 25 Years of Age)

Students must have completed a recognized secondary program comparable to a U.S. high school preparatory core and have academic records comparable to those required to meet the Louisiana institution's freshman admission standards. Transcripts must be in or translated into English. When comparable core courses are not evident, institutions must cite nationally recognized (e.g., AACRAO, WES) documentation that the applicants have completed a program of study that would recommend them for admission to a comparable university in their country. SAT or ACT is highly recommended.

International Students from non-English-speaking countries or from non-English curriculum schools may be admitted with a minimum overall GPA from a secondary education program equivalent to completion of high school in the U.S. They must demonstrate college-level English proficiency before admission (e.g., through ACT/SAT/ACCUPLACER, TOEFL/IELTS/MTELP, or completing a campus-based ESL program) and complete the residual Math ACT or ACCUPLACER to meet the AA 2.18 requirement. Students must qualify for admission to a comparable university in their respective country. Upon admission they may be required to enroll in credit-bearing (but not-for-degree-credit) English as a Second Language coursework as determined by the institution.

International students from English-speaking countries and/or English-speaking curriculum schools may be admitted with a minimum overall GPA from secondary education equivalent to completion of high school in the U.S., and the minimum ACT/SAT/ACCUPLACER scores to meet literacy and numeracy requirements (AA 2.18). Students must qualify for admission to a comparable university in their respective country.

Applicants are expected to meet Freshman Minimum Admission Standards or be admitted by exception. (Note: Because of the timing for recruitment materials, reasonable explanations for compliance issues will be considered through Fall 2020.)

3. Adults, Age 25 or Older

Adults aged 25 or older must meet the standards for adult admission that are established by the institution, within placement indicators of AA Policy 2.18. (e.g., ACT English 18, Math 19, or alternate measures). Such students should be age 25 when the semester starts.

4. Provisional Admission

Students should be fully admitted at the time they enroll. At their discretion, institutions may offer provisional admission to freshman students in anticipation of the students meeting the admission standards by the time they begin classes as freshmen.

For example:

- A student who is still in high school may be provisionally admitted pending graduation from high school, completing the core, having the minimum overall GPA, having the minimum ACT or core GPA, and meeting the developmental course requirement.
- A student who has graduated from high school and otherwise meets minimum standards for admission may be provisionally admitted pending receipt of ACT scores or meeting literacy/numeracy measures, as specified by the institution.

The student record must reflect the final admission information showing eligibility for admission by the end of the first semester or term.

5. Developmental Courses Needed

Developmental course needs are determined in accordance with AA Policy 2.18. Students within three (3) ACT points of the breakpoint for enrollment in college-level English or Mathematics *may* be admitted if provided appropriate English/Math supplemental/co-requisite/tutoring courses or support necessary for success. Student success (English/Math course grades, semester GPA, persistence, completion) will be monitored, particularly for students admitted and enrolled with subscores below the AA 2.18 minima (18 ACT English; 19 ACT Math), based on the regular SSPS submissions.

As of June 2015, the BoR minimum standards permit regional institutions to admit students needing one developmental course, but only two-year institutions and HBCUs are authorized to *teach* the developmental course. Developmental courses will be taught at/by two-year colleges or at/by HBCUs, whose missions specifically address serving underprepared students.

6. Allowable Exceptions

In addition to the BoR's minimum admission standards, institutions are encouraged to adopt more specific or rigorous requirements for admission (or for automatic admission). It is possible that exceptions to the *university* standards may still meet the BoR's minimum requirements.

Institutions may admit by exception the following allowable percentage of freshman students (reported in SSPS with admission status =1) who do not meet the BoR's minimum admission standards. The number of freshmen students representing the allowable percentage may be calculated from the previous year's (semester/term) entering freshman class reported as enrolled as of the end of the semester/term.

Flagship:	4% -- LSU
Statewide:	6% -- La Tech, ULL, UNO
Regional:	8% -- Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

★ Additional Exceptions for Non-Resident (Out-of-State and International) Students

A supplemental non-resident exception allowance provides institutions with an opportunity to further develop a geographically and culturally diverse class without restricting opportunities for equivalent exceptions that could otherwise be afforded to qualified Louisiana residents. To achieve this, institutions may enroll a maximum of one hundred (100) non-resident exceptions in addition to the maximum allowance provided in policy.

*** Summer Provisional Programs & Exception Status**

Freshmen admitted by exception to the Fall Cohort who participate in a summer provisional program and successfully complete at least six (6) credits of college-level coursework, including at least one English or Math course, and achieve at least a 2.3 Summer GPA and a grade of "C" or higher in English/Math, may be recoded as 'Not an Exception' for the Summer term. (Note: Summer and Fall first-time freshmen are combined as one entering cohort for IPEDS reporting and BoR analysis.)

BoR will revisit exception allowances after evaluating data comparing performance of students admitted by exception to those admitted under minimum standards. Performance measures to be considered will include: 1st semester GPA; 1st to 2nd year retention; 3rd semester GPA; gateway course attempts and grades; and completion rates.

*** MINIMUM ADMISSION STANDARDS REVIEW AND AUDIT**

Public Universities are expected to adhere to BoR policy, including Statewide First-Time Freshman Minimum Admission Standards and exception allowances. BoR will review student data reported through the Statewide Student Profile System (SSPS) annually, primarily focusing on those data fields that are essential to verify final admissions decisions (e.g., Core, Core GPA, overall HS GPA, admission test score, English and math placement scores, and exception flag) to determine whether institutions are in compliance with the policy. A number of institutions will be selected for a campus audit, and a report to the Board will summarize data on entering freshman cohorts and the percentage admitted by exception.

Annual reporting is to be conducted on a two-year rolling average. This will entail a review of the prior two years of exceptions data submitted through the SSPS. Students who completed the first term with a minimum 12 hours earned and a minimum 2.3 cumulative GPA, and completed a college-level English or Math course with a grade of "C" or higher, will not be counted as exceptions for audit purposes.

Institutions whose two-year average exceeds the admissions exceptions by one percentage point (i.e. institution has a 9% exception rate average, but has an exception allowance of 8%) will be flagged for non-compliance and BoR review.

Based on audit findings, BoR may take action as it deems appropriate when the number of exceptions to the minimum standards exceeds the allowance. Penalties will be graduated in accordance with the degree, repetition, and/or systemic nature of the violation, as BoR determines.

Institutional Requests for Change to Minimum Standards, Exception Allowances

Following a complete year of statewide implementation of this policy, beginning in the 2021-2022 academic year, a university may petition BoR for a change to a minimum standard or exception allowance. If approved by BoR, the change will be implemented on a two-year pilot basis with required annual reports based on data used in the approved petition. If continuation is denied, the entering cohort for the next Fall semester will be required to meet the minimum standards in place. (For example, because of the timeline for the admissions cycle, a two-year pilot could apply the pilot measure for years 1-3 but must have specific authorization to continue for the year four entering cohort.)

TRANSFER MINIMUM ADMISSION STANDARDS FOR 4-YEAR UNIVERSITIES

As defined in SSPS, a transfer is a student enrolling at an institution for the first time who has previously attended another postsecondary institution (after high school). This does not include those students enrolling for the first time in the summer (see definition of freshman). These students are reported in SSPS with admission status = 4.

1. Transferring from a U.S. Postsecondary Institution

Students must have earned a transferable Associate Degree (AA or AS) or higher from an accredited institution or have met the BoR transfer requirements as per the ***Board of Regents Minimum Admission Standards for Transfer Students***.

2. Transferring from a College-University Bridge Program

Statewide minimum standards for admission to a bridge program are silent: bridge program details are left up to the College-University parties for admission, performance, and transfer. Minimum college-level credit hours for transfer is 12, including English and Math courses with a grade of at least "C" in both and the specified GPA, but bridge agreements may require more credits and/or higher GPA.

3. Transferring from a Non-U.S. Postsecondary Institution

Admission decisions must be made in accordance with recommendations in nationally recognized publications. Students must meet the BoR minimum transfer standards.

International students for whom English is a second language are required to demonstrate English proficiency. These students must have completed a college-level Math course designed to fulfill general education requirements and be eligible to enroll in a college-level English course designed to fulfill general education requirements (i.e., not require developmental English).

4. Transferring with Less Than Minimum College-level Academic Hours Earned

Students who wish to transfer to a university before earning the minimum college-level academic hours required may be granted regular transfer admission if they (a) meet the transfer institution's freshman admission standards and (b) transfer in good academic standing from the previous institution.

5. Allowable Transfer Exceptions

Institutions have the opportunity to admit by exception an allowable percentage of transfer students (reported in SSPS with admission status = 4) who do not meet the minimum transfer admission standards, but are eligible to enroll in college-level English and Math. The number of transfer students representing the allowable percentage may be calculated from the previous year's semester/term entering transfer class reported as enrolled as of the end of the semester/term.

Flagship: 4% -- LSU

Statewide: 8% -- La Tech, ULL, UNO

Regional: 10% -- Grambling, LSUA, LS.US, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

LOUISIANA BOARD OF REGENTS
MINIMUM ADMISSION STANDARDS for FIRST-TIME FRESHMEN

The Board of Regents establishes **minimum** admission standards for regular freshman admission at a Louisiana public university – flagship, statewide, or regional.* The Supplement to the Minimum Standards for admission to Louisiana Public Postsecondary Institutions contains additional policies related to the administration of the standards listed below. The supplement can be found on the Board of Regents webpage for Minimum Admission Standards.

Universities may adopt additional, more specific or rigorous requirements for admission: students should check with the specific institution for additional information.

<p style="margin: 0;">(1) <i>High School Curriculum</i></p>	<p>Regents' Core: 19 unit TOPS Opportunity Core Curriculum Those courses in the English, Math, Science, Social Studies, Foreign Language, and Arts Categories as defined in the TOPS University Diploma in LA Department of Education Bulletins 741* or the Louisiana High School Student Planning Guidebook. (*Louisiana Handbook for School Administrators; and Louisiana Handbook for Nonpublic School Administrators)</p>
	<u>AND</u>
<p style="margin: 0;">(2) <i>HS GPA</i></p>	Minimum Overall HS GPA 2.0
	<u>AND ONE of the FOLLOWING</u>
<p style="margin: 0;">(3) <i>HS Core GPA</i> -or- <i>ACT</i></p>	<p style="margin: 0;">GPA on the Core — 3.0 — Flagship GPA on the Core — 2.5 — Statewide GPA on the Core — 2.0 — Regional</p>
	<u>OR</u>
	<p style="margin: 0;">ACT Composite — 25 — Flagship ACT Composite — 23 — Statewide ACT Composite — 20 — Regional</p>
	<u>AND</u>
<p style="margin: 0;">(4) <i>Literacy & Numeracy</i></p>	<p style="margin: 0;">ACT English \geq 18; ACT Math score \geq 19; or other measures in AA 2.18 [Developmental courses needed, per BoR AA 2.18: 0 at Flagship or Statewide universities; \leq1 at Regional universities.]</p>

* Flagship: LSU.

Statewide: LA Tech, ULL, UNO.

Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

Two-year institutions are open admission for freshman students; contact the institution for information. AA Policy 2.18 (Placement) applies.

LOUISIANA BOARD OF REGENTS
MINIMUM ADMISSION STANDARDS for TRANSFER STUDENTS and ADULT STUDENTS

The Board of Regents establishes **minimum** admission standards for regular admission of transfer students and for adult students at a Louisiana public university – flagship, statewide, or regional.*

Universities may adopt additional, more specific requirements for admission: students should check with the institution for additional information.

<i>TRANSFER Students</i>	
Associate Degree -or- Minimum College-Level Academic Hours Earned and GPA	<p>Transferrable Associate Degree (e.g., AA or AS) or higher</p> <p style="text-align: center;"><u>OR</u></p> <p>Minimum college-level academic hours earned, with Minimum GPA on college-level academic courses:</p> <p style="text-align: center;">30 credit hours + 2.5 GPA <i>Flagship</i> 24 credit hours + 2.25 GPA <i>Statewide</i> 18 credit hours + 2.0 GPA <i>Regional</i></p> <p>And, student must have completed a college-level English <u>and</u> a college-level Mathematics course designed to fulfill general education requirements, with a grade \geq "C" in both.</p> <p style="text-align: center;"><u>OR</u></p> <p>From a Community College/University Freshman Bridge Program, minimum 12 college-level credit hours, including English and mathematics, with the corresponding minimum grade and GPA as listed above.</p> <p style="text-align: center;"><u>OR</u></p> <p>Meet Freshman admission requirements + be in good standing with the previous institution.</p>
Bridge Program -or- Freshman Std + Good Standing	
<i>ADULT Students</i>	
Age < 25	<p><u>First time in college freshman:</u> Meet Board of Regents Minimum Admission Standards for First-Time Freshmen, with Board of Regents' Core in place at time of graduation from high school.</p> <p><u>Transfer student:</u> Meet Board of Regents Minimum Admission Standards for Transfer Students.</p>
Age ≥ 25	<p><u>Freshman (first time in college) or Transfer Students:</u> Meet the University's <i>Admission Requirements for Adults (≥ 25)</i>; may need no more than one developmental/refresher course.</p>

* Flagship: LSU.

Statewide: LA Tech, ULL, UNO.

Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

Proposed Admissions Policy Exception Penalties

Spring 2021

Methodology

Each year the BoR will review campus exceptions data from the previous two years as submitted through the Statewide Student Profile System (SSPS). The proposed policy calls for annual reporting to provide a two-year rolling average. Utilizing the admissions policy supplement adopted February 2020, institutions whose two-year average exceeds the admissions exceptions by one percentage point (i.e. institution has a 9% calculated exception rate average, but an exception allowance of 8%) will be flagged for non-compliance and Board review.

BoR may assess penalties to institutions that exceed admissions exceptions limits. Penalties will be graduated in accordance with the degree, repetition and/or systemic nature of the violation. In addition, BoR may request through the appropriate management board an explanation of the violation and a statement outlining institutional corrective action to ensure policy compliance.

Penalties

The penalties associated with exceeding admissions exceptions increase for each year of continued exceedance. The penalties are as follows:

Year 1 – an institution that exceeds the allowed admission exception percentage will have the next year's exceptions limit reduced by the number of students admitted in excess of the exceptions limit in the current year. For illustration purposes: The admissions exceptions limit is 100 and the institution admitted 110 students. In the next year, the same institution would be limited to admitting 90 students by exception (100 exceptions limit- 110 exceptions admitted = -10 exceptions next year).

Year 2 – an institution that exceeds allowed admission exception limits for two consecutive years will be penalized the following year by a reduction of State General Fund allocation through the Outcomes-Based Funding Formula. The State General Fund reduction penalty is calculated as the funded FTE amount based on FTE enrollment and formula allocation multiplied by the total number of exceptions exceeding the calculated exceptions limit.

Year 3 – an institution that exceeds admission exception limits for three consecutive years will be penalized the following year with a reduction in the State General Fund allocation equivalent

to tuition and fee revenue generated from the number of admissions that exceeded the exceptions limit, in addition to the reduction of formula funding per FTE as defined in Year 2, above.

The Board of Regents has the authority to impose, modify, or suspend penalties as deemed appropriate.

Penalty Allocation

The page entitled "Penalty Allocation by Funded FTE Student" illustrates the penalty calculations applicable to institutions that are above the admissions exception criteria.

The yellow highlighted box under Penalty Amount displays the total funded FTE amount from penalized institutions. The penalty allows for the amount reduced from penalized institutions to be allocated pro-rata to four-year institutions in compliance with admissions exception policies.

Penalty Allocation by Funded FTE Student

	Total 2019-20 Formula Allocation	Penalty Allocation Year 2		Penalty Allocation Year 3		TUITION BENEFIT OF ADMITTING STUDENTS ABOVE EXCEPTION		
		(\$403,193)	Adjusted Formula Calculations w- Reduction	(\$1,621,891)	Adjusted Formula Calculations w- Reduction	2019-20 Tuition and Fees (based on 12 hours, in-state)	Exceptions Students over limit	Total Tuition from Exceptions Students over limit
Grambling State University	\$ 12,355,844	\$19,923	\$ 12,375,767	\$80,142	\$ 12,435,986	\$7,683	-	\$0
Louisiana Tech University	\$ 27,135,845	\$43,754	\$ 27,179,600	\$176,007	\$ 27,311,852	\$9,615	-	\$0
McNeese State University	\$ 16,303,640	\$26,288	\$ 16,329,928	\$105,748	\$ 16,409,388	\$8,063	-	\$0
Nicholls State University	\$ 13,895,995	\$22,406	\$ 13,918,401	\$90,132	\$ 13,986,126	\$7,897	-	\$0
University of Louisiana at Monroe	\$ 24,548,220	\$39,582	\$ 24,587,802	\$159,224	\$ 24,707,444	\$8,974	-	\$0
Northwestern State University	\$ 20,223,888	\$32,609	\$ 20,256,497	\$131,175	\$ 20,355,063	\$8,768	-	\$0
Southeastern Louisiana University	\$ 27,092,245	\$43,684	\$ 27,135,929	\$175,724	\$ 27,267,970	\$8,329	-	\$0
University of Louisiana-Lafayette	\$ 46,826,396	\$75,504	\$ 46,901,900	\$303,723	\$ 47,130,119	\$10,370	-	\$0
University of New Orleans	\$ 24,271,742	\$39,136	\$ 24,310,879	\$157,430	\$ 24,429,173	\$9,072	-	\$0
L.S.U. at Alexandria	\$ 5,033,840	\$8,117	\$ 5,041,956	\$32,650	\$ 5,066,490	\$6,951	-	\$0
L.S.U. and A&M College	\$ 114,953,290	(\$403,193)	\$ 114,550,097	(\$1,621,891)	\$ 113,331,399	\$11,906	102	\$1,218,698
L.S.U. in Shreveport	\$ 8,915,819	\$14,376	\$ 8,930,195	\$57,829	\$ 8,973,648	\$7,328	-	\$0
Southern University and A&M Coll.	\$ 17,668,685	\$28,489	\$ 17,697,175	\$114,602	\$ 17,783,287	\$9,136	-	\$0
Southern University in New Orleans	\$ 5,782,291	\$9,323	\$ 5,791,614	\$37,505	\$ 5,819,795	\$7,366	-	\$0
4 year Total	\$ 365,007,740	\$0	\$ 365,007,740	\$0	\$ 365,007,740			\$1,218,698

Agenda Item V.

Board of Regents Response to Legislative Studies Regarding Legal Education in the Shreveport/Bossier Area

Background

In the 2019 Regular Session of the Legislature two resolutions were adopted to study the legal education needs of northwest Louisiana:

House Concurrent Resolution No. 24, introduced by Representative Glover, requested the Board of Regents study how the state can best meet the legal education needs of students and the economic and workforce development needs of the Shreveport-Bossier Region. This included exploring how such needs could be met through the establishment of a campus of the Southern University Law Center in Shreveport.

Senate Concurrent Resolution No. 75, introduced by Senator Peacock, also asked the Board of Regents to study how the state could best meet the legal education needs of students and the economic and workforce development needs of the northwest region, and “consider whether any law school established pursuant to the study would best serve the needs of the area and the state by being affiliated solely with either the Louisiana State University System, the Southern University System, the University of Louisiana System, or any combination thereof.”

The Board of Regents was charged with developing a report to the Legislature in response to the two resolutions and transmitting it to the House and Senate education committees prior to the 2020 Regular Session.

Research

The National Center for Higher Education Management Systems (NCHEMS) was selected through an RFP process to conduct the study to determine the extent to which a new law school is needed in Shreveport-Bossier and to recommend alternatives to best meet the legal education needs in the Shreveport-Bossier region. This included conducting interviews with stakeholders and performing data analysis.

Having completed its report, NCHEMS staff will provide an overview of findings and recommendations to the Board at its meeting on February 19, 2020.

NCHEMS's conclusions are as follows:

- “On a per capita basis (in comparison with other states), Louisiana has a lot of law schools and a lot of law school graduates. The state does not have a capacity problem – it has a distribution problem.”
- “There is little compelling evidence that a new law school is warranted in the Shreveport/Bossier region.”
- To meet the legislative resolutions’ requests to study the feasibility of increasing educational opportunities in the Shreveport-Bossier area, two options are outlined in the report: the

establishment of a branch campus in Shreveport for Southern University Law School and relocation of the Southern University Law School from Baton Rouge to Shreveport.

- The cost for a branch campus is “significant,” requiring an estimated \$5 million in annual operating costs and an additional estimated \$14.7 million capital outlay requirement, although the report does note community discussions regarding providing some needed space.
- For both options, significant accreditation requirements from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the American Bar Association are also outlined.
- Recognizing the interest in retaining lawyers in the Shreveport area, scholarship, tuition deferral, and loan forgiveness programs are recommended to provide an incentive for Shreveport law students to return and work in their communities.
- The other three law schools in Louisiana – LSU, Tulane and Loyola – expressed no plans for expanding into the Shreveport area, according to the report.

Two additional conclusions are of note. First, the study did find that the region is underserved in opportunities for graduate-and professional-level education, including legal education. Further, while several individuals interviewed for the study expressed support for increased graduate education, some of them indicated they would prioritize “higher demand and impact professions like health care and engineering” over legal education in the Shreveport-Bossier area.

Recommendations

In light of report findings, senior staff recommends that the Board of Regents receive the report and affirm two key recommendations:

- (1) that no new law school be established in the Shreveport-Bossier region; and**
- (2) that a comprehensive study of graduate program needs in the region be undertaken given community interest expressed in law, health care (dental) and engineering programs, and this academic analysis assess workforce demand and community interest as well as higher education offerings in the area.**

Further, Senior Staff recommend that the report and board actions should be shared, as outlined in the resolutions, with the Southern University System, the Louisiana State University System, the University of Louisiana System in addition to the Caddo Commission for evaluation and comment.

**Report to the Louisiana Board of Regents
To Inform the Feasibility Study of Increasing Legal Education Capacity
in the Shreveport/Bossier Region**

Prepared by



National Center for Higher Education Management Systems

January 31, 2020

Introduction

This report is provided to the Louisiana Board of Regents (BOR) by the National Center for Higher Education Management Systems (NCHEMS) in response to a Request for Proposals (RFP) issued by the BOR in September 2019. The RFP was issued in order to fulfill BOR responsibilities mandated in two separate legislative resolutions—Senate Concurrent Resolution #75 and House Concurrent Resolution #24 of the 2019 Session of the Louisiana Legislature—which directed the BOR to “study how the state can best meet the legal education needs of students and the economic and workforce development needs of the Shreveport/Bossier region, including but not limited to meeting these needs through establishing a campus of the Southern University Law Center in Shreveport (SULC)” in the case of HCR#24. SCR#75 urged and requested the Board of Regents to “study how the state can best meet the legal education needs of students and the economic and workforce development needs of the northwest region, including meeting those needs through establishing a law school in the Shreveport/Bossier area. The Senate resolution also stated that “the Board of Regents shall consider whether any law school established pursuant to this study would best serve the needs of the area and the state by being affiliated solely with the Louisiana State University System, the Southern University System, the University of Louisiana System, or any combination thereof” (see Appendix A for the full texts of these two resolutions). As highlighted in the second part of this charge, the narrow purpose of this study is to determine if a new law school is needed in Shreveport. The broader purpose is to recommend alternatives to better address the relative shortfall in the number of lawyers in the Shreveport/Bossier region and to meet the legal education needs of the region.

NCHEMS undertook this study by engaging in the following activities:

1. **Identify Needed Data and Data Gaps.** NCHEMS staff examined all relevant data sources. On this basis, NCHEMS identified data gaps for discussion with the BOR.
2. **Initial Visit.** Two senior NCHEMS staff members and one NCHEMS research staff member visited Baton Rouge to more fully define the scope of work, plan on-site stakeholder interviews, and locate sources of necessary data.
3. **Data Analysis.** NCHEMS then undertook a series of quantitative analyses focused on the need for legal services and the availability of legal education in the target region in comparison with selected peer regions in other parts of Louisiana and in other states.
4. **Interviews with Key Stakeholders.** Two NCHEMS staff members traveled to Louisiana to conduct interviews with identified informants in the Shreveport/Bossier region. These interviews were augmented by phone interviews with other informants.
5. **Develop Potential Policy Responses.** Using information collected in the previous steps, NCHEMS developed three potential policy responses.
6. **Develop Cost Estimates.** NCHEMS developed cost estimates (both capital and operating) for one of the potential policy responses.

NCHEMS began assembling and collecting information to inform the study immediately upon learning that its proposal had been accepted. Background data sources used included the federal Integrated Postsecondary Educational Data System (IPEDS), the BOR’s own unit-record enrollment data, and associated links to the state’s Unemployment Insurance (UI) wage record files. NCHEMS also examined data from resumes posted online and scraped for information about the alma maters of practicing attorneys in the Shreveport/Bossier area as well in other regions of the

state. This was done for all regions in the state in order to determine the relative over- or under-supply of lawyers including the target region. To establish context, data regarding the number of lawyers relative to population size were developed for all 50 states. Comparative pass rates on the state's bar examination for LA law schools were also a part of this analysis.

Interviews conducted with a total of 34 individuals (see Appendices B and C for a list of those interviewed and the interview protocol used) provided another source of information. These individuals were initially identified in partnership with staff at the BOR but many other potential interviewees were identified by requesting names of additional contacts from those individuals initially identified by the BOR (this is a recognized approach to finding relevant interviewees known technically as "snowball sampling"). NCHEMS also established an "open comment" website associated with the study on which invited individual could post comments and opinions about the feasibility of increasing legal education capacity in the Shreveport/Bossier region. Invitations to post were originally suggested by BOR staff, but those invited were also asked to invite others to participate. Thirty-two individuals were initially invited to post to this website and a total of 75 comments were eventually received. Those interviewed and respondents to the website were assured of confidentiality and their responses summarized in aggregate thematic notes which were used to inform the report's conclusions. As a result, verbatim answers from individual respondents cannot be supplied. Summaries of conclusions from the interviews are included in appropriate sections of the report and, of course, represent the opinions of those interviewed. In most cases, assertions made by individuals interviewed were not independently verified by NCHEMS because no empirical data to support these assertions are available.

All data collection was completed by December 23, 2019. Conclusions are presented in this report under two major headings: a) numbers of lawyers and legal professionals in the region and an assessment of demand for legal education and, b) alternative scenarios to increase legal education capacity. NCHEMS staff met by phone with BOR staff on January 16, 2020 to discuss the status of the project; on this basis, NCHEMS revised the report and submitted it in final form to the BOR on January 31, 2020.

Background

There have been proposals to increase legal education capacity in the Shreveport/Bossier region for more than fifteen years. In 2007, encouraged by officials from Caddo Parish and the City of Shreveport, Louisiana College proposed developing a new law school to serve the region. Extensive planning occurred as a result including identifying facilities and recruiting a Dean. But this was an unfortunate time for legal education nationally with law school enrollments falling and the country in recession. For reasons unrelated to the law school proposal, moreover, Louisiana College encountered financial problems and experienced substantial scrutiny from its regional accreditation organization, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In the face of these pressures, the College's plan for opening a new law school was abandoned.

Since that time, proposals to increase legal education capacity have continued to emerge, fueled by widespread perceptions among observers that there are not enough lawyers and legal professionals in the region. This led directly to the study resolutions that formed the basis of the RFP.

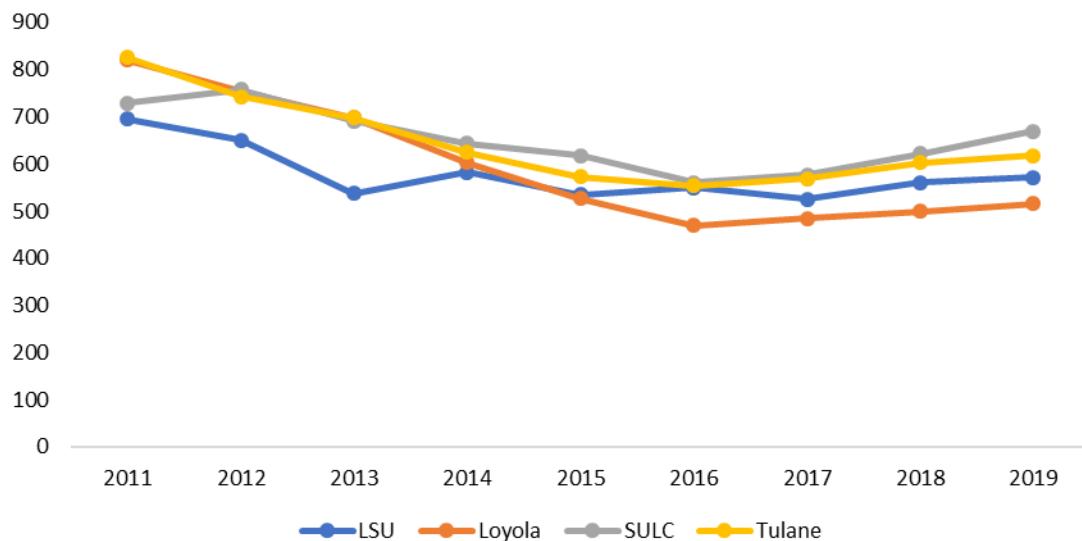
Numbers of Lawyers and Legal Professionals and the Demand for Legal Education

The following statistics and points apply to the Shreveport/Bossier region in comparison to the rest of the state. The Shreveport/Bossier region is defined as RMLA7 of the state and consists of ten Parishes located in the northwest corner of the state (Bienville, Bossier, Caddo, Claiborne, DeSoto, Lincoln, Natchitoches, Red River, Sabine, and Webster).

1. The demand for legal education is at a low point nationally and is unlikely to rebound.

- According to the American Bar Association, first-year enrollments in law school have been in decline since 2010. Indeed, the last time that fewer students entered American law schools than in 2017 was 1974 when there were far fewer law schools. At the same time, 2009 was the high point nationally for administration of the Law School Admissions Test (LSAT) with 171,514 administrations; that figure fell to 101,689 just five years later (2015). In Louisiana, enrollments in the state's four law schools declined fairly steadily from 2011 to 2016, then recovered slightly from 2016 to 2019.

Figure 1. Enrollments at Louisiana Law Schools (American Bar Association)



2. There are fewer lawyers and other legal professionals (e.g. judges, etc.) per capita in the Shreveport/Bossier region than in other urbanized regions in the state.

- According to data from the U. S. Census Bureau, the Shreveport/Bossier region has significantly fewer lawyers per 1,000 adults aged 25 and older (3.6) than the rest of the state (5.5). Data drawn from the Louisiana Bar Association on members of the Bar resident in different regions of the state confirms this conclusion.

Figure 2. Number of Lawyers per 1,000 Adults Aged 25 and Older, Louisiana Regions (American Community Survey)

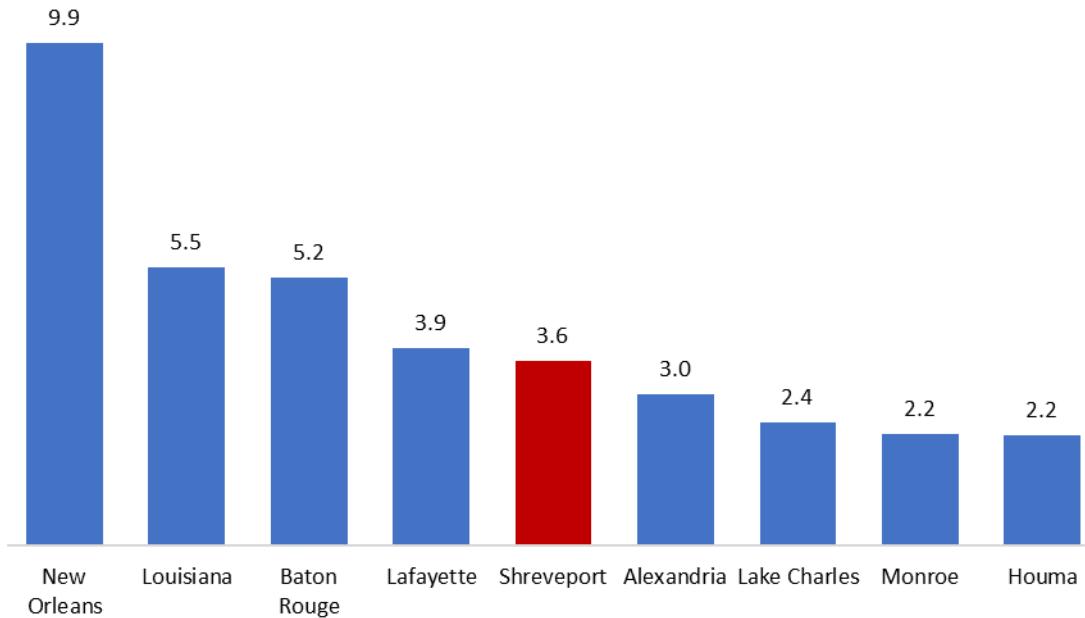
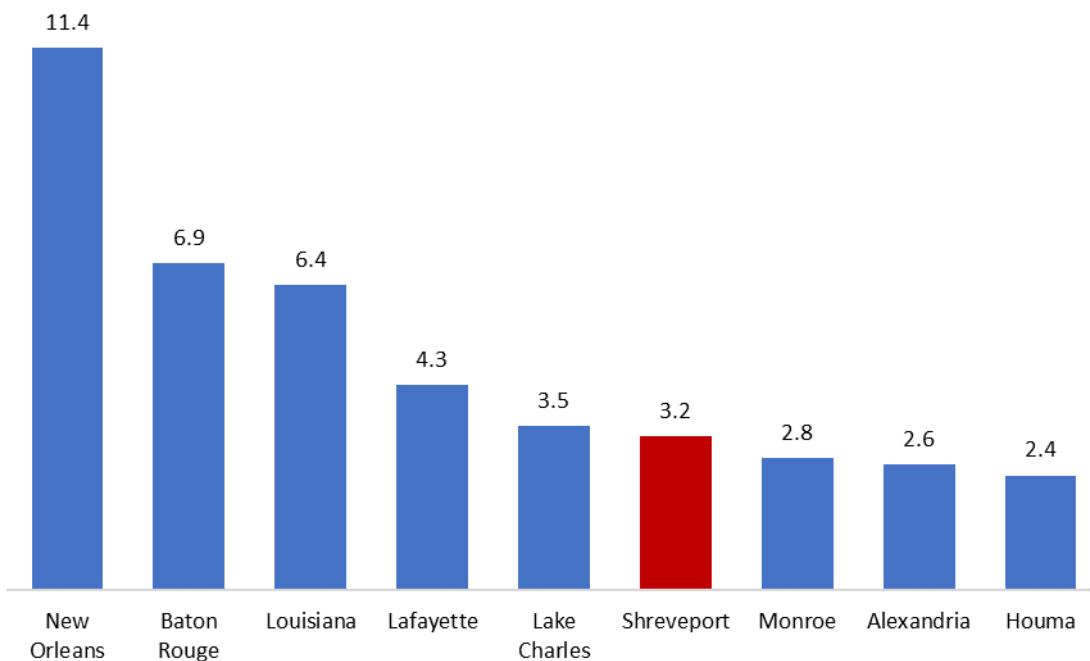
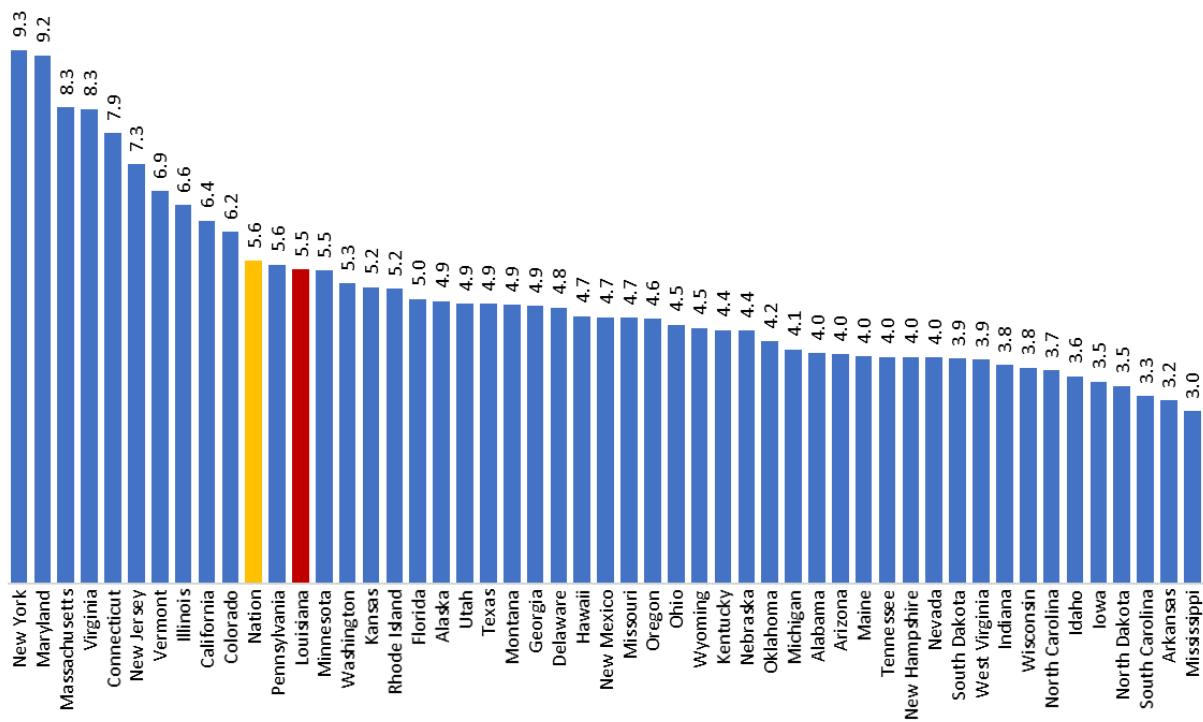


Figure 3. Number of Lawyers per 1,000 Adults Aged 25 and Older, Louisiana Regions (Louisiana Bar Association)



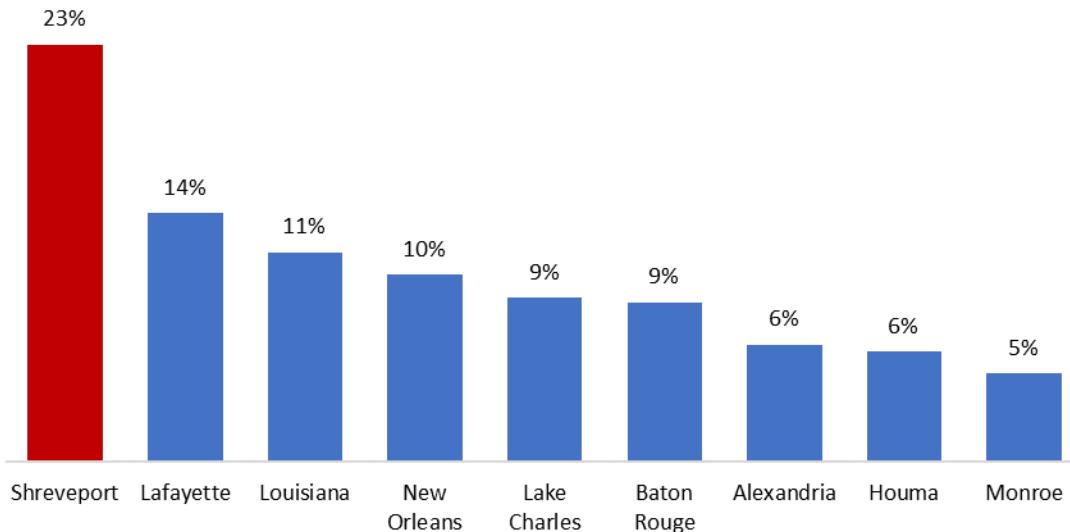
Overall, according to Census data, Louisiana has about the same number of lawyers per 1,000 adults (5.5) as the nation as a whole but more than all but a handful of other states.

Figure 4. Lawyers per 1,000 Adults Aged 25+, Louisiana Compared to the Nation



At the same time, according to data from EMSI, the Shreveport/Bossier region has the highest expected future growth in demand for legal occupations of any region in the state for the period 2017-2025—23% vs. 11%.

Figure 5. Expected Growth Rate in Number of Lawyers, 2017-2025, Louisiana Regions



One qualification counterbalancing this conclusion is that the Shreveport/Bossier region has a relatively low ratio of entry-level job postings for lawyers relative to its population—about the same as New Orleans and considerably lower than Baton Rouge (see Appendix D for details). Another qualification is the fact that rural areas in Louisiana are different from

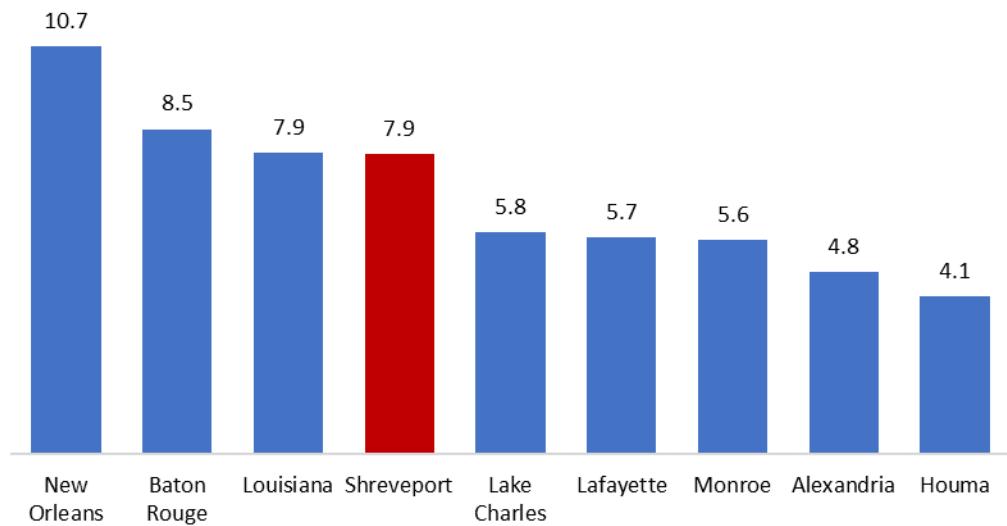
urban areas in population size and character. They also provide a different, and typically lower, demand for legal services than more urbanized areas in the state.

- Interviews conducted by NCHEMS staff, either in focus groups or by telephone, confirmed the opinion among many residents and legal practitioners in the region that the region has a relative shortfall in the numbers of individuals in legal occupations. This conclusion was also broadly confirmed by those posting to the open-access website. There is a particular reported shortfall in the number of people who can serve as public defenders, where the demand is high because of a large indigent population. There are also needs in some identifiable fields including legal issues surrounding gaming as well as oil/gas extraction; patent and family practice law were also mentioned as areas in short supply. Many of those interviewed also supported the proposition that legal training is not just about producing particular kinds of specialists but also provides an education that “increases the number of critical thinkers in the region,” which also benefits its economy. The reality is that not all lawyers practice law. Many find employment in a variety of industries in high level positions. Many supporters interviewed also noted that the real issue was not “increasing the number of lawyers in the region,” but rather “increasing access to legal education to citizens of the region” which are not the same thing. Interviews conducted with people from outside the region generally revealed a sentiment that “there are too many lawyers in Louisiana” so there is no need to produce more. This sentiment was also apparent in the responses of some of those posting to the open-access website.

3. The region is significantly under-represented with respect to graduate degrees in general.

- According to data from the U.S. Census Bureau, educational attainment at the graduate level among the adult population is about the same in the Shreveport/Bossier region as the statewide average, but lower than that for the Baton Rouge and New Orleans regions.

Figure 6. Percent of Population Aged 25-64 with a Graduate Degree, Louisiana Regions

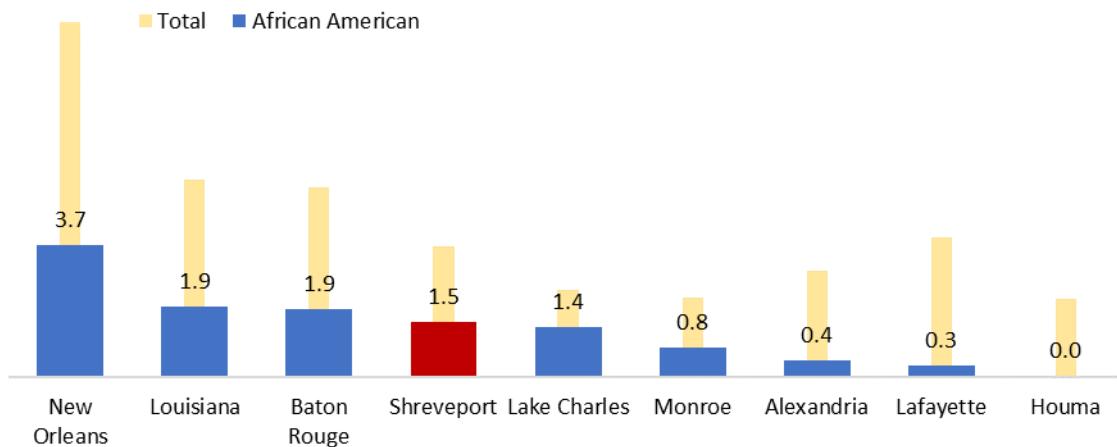


- Interviews conducted by NCHEMS staff either in focus groups or by telephone reflected a view that the Shreveport/Bossier region is not competitive with the Baton Rouge and New Orleans regions in the state with respect to the number of graduate degrees per capita. Interviews also revealed strong support for the proposition that the proportion of citizens with graduate degrees is directly correlated with economic development. But correlation is not the same as causation. A highly educated workforce is attracted to regions with a high proportion of jobs that require graduate preparation. In the absence of those jobs, individuals who complete graduate degrees in the region will seek opportunities elsewhere. Large numbers of studies conducted by NCHEMS and similar organizations in dozens of states confirm the relationship between a highly educated workforce and high per capita income (see a more detailed display of this relationship in Appendix D). Leaders in the region have therefore consistently supported increasing educational capacity for graduate and professional programs in the region; the proposed new Dental school was frequently cited as an example of what is needed. But many of those interviewed who expressed support for increased graduate education in the region believed that it should not be in legal education but instead should be in higher demand and impact professions like health care and engineering.

4. The region has significant disparities between the numbers of African American and Caucasian lawyers and legal professionals.

- For the African American population, the Shreveport/Bossier region has significantly fewer lawyers per 1,000 adults aged 25 and older (1.5) versus 5.5 for the state in general; this is about the same for African Americans in the state in general.

Figure 7. African American Lawyers per 1,000 Adults Aged 25+, Louisiana Regions



- Interviews conducted by NCHEMS staff either in focus groups or by telephone confirmed this disparity and added that the black population in the region is growing. Results suggest that the equity argument is as powerful as the shortfall argument in supporting moves to increase capacity. They also suggest that a law degree has a particular attraction as a professional credential among African American citizens. On the other hand, some interviewees did not believe that legal education entity of the size contemplated in Shreveport (e.g. 30 students per cohort) would have much impact on the existing disparity.

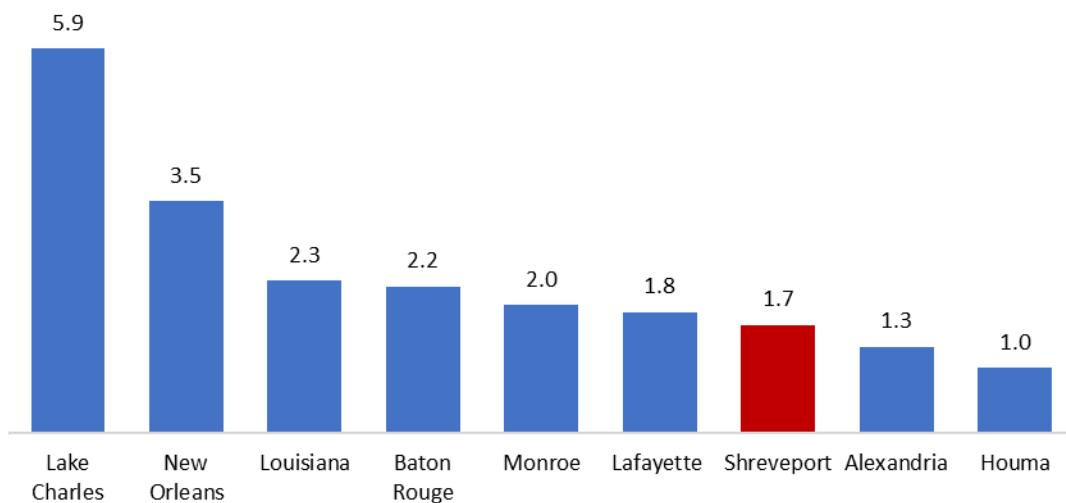
5. The population of lawyers in the region is not aging quickly either absolutely or comparatively.

- According to the U.S. Census, the percent of those in legal occupations in the Shreveport/Bossier region who are over 65 years old is 12%, but this is not changing and is lower in this region than for other regions in the state.
- In contrast, interviews conducted by NCHEMS staff suggest that most residents in the region believe that the legal workforce is aging. In the views of these individuals, this is creating a shortfall in some critical legal occupations where people are retiring and there are no new or younger incumbents to replace them.

6. There is an ongoing demand for para-professional legal education in the region, but it is largely met by existing providers that are already located there.

- U.S. Census data reveals that there are currently 1.7 legal paraprofessionals (paralegals and legal assistants, court reporters, title examiners, and other legal support workers) per 1,000 adults 25 and older in the Shreveport Bossier region.

Figure 8. Paraprofessionals per 1,000 Adults Aged 25+



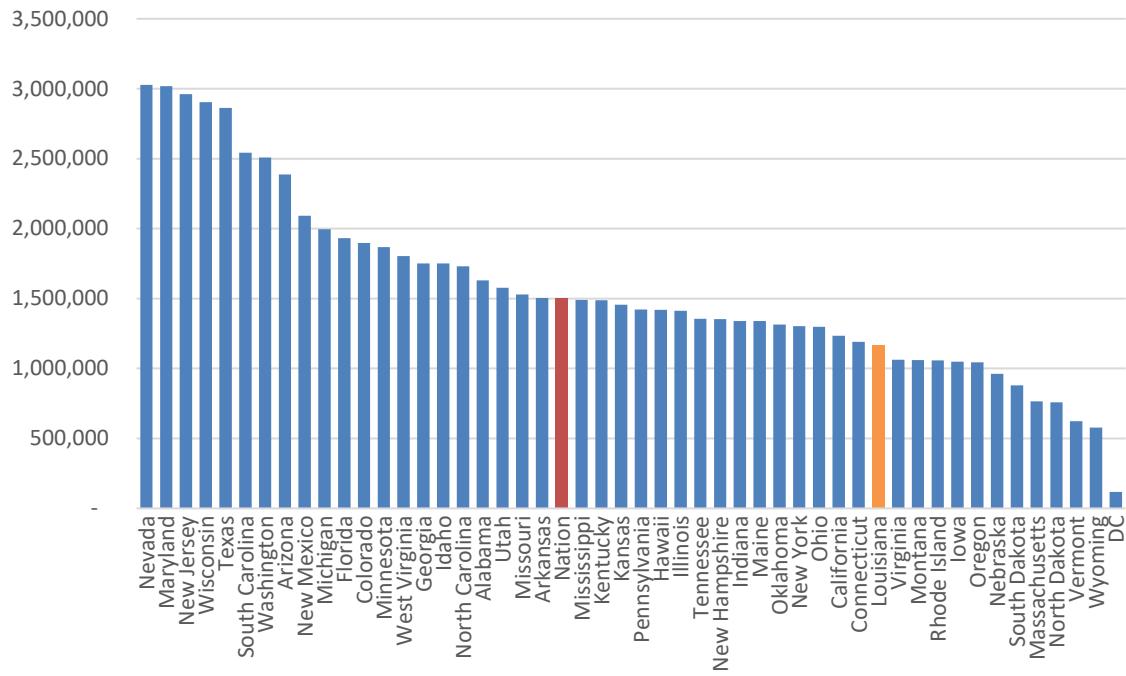
- Three local institutions of higher education (Southern University at Shreveport, Grambling State University, and Bossier Parish Community College offer instructional programs leading to degrees and/or certification in Legal Assistance and similar fields according to BOR records and the Integrated Postsecondary Education Data System (IPEDS). Interviews with

residents of the region and with BOR staff indicate that educational offerings for these occupations are sufficient to meet regional needs—it is a demand, not a supply, issue.

7. Louisiana has a lower than average population per law school than most other states.

- Louisiana has four law schools and a 2018 population of 4,659,690 according to the U.S. Census. This yields an average of one law school per 1,164,923 citizens, which is 12th lowest among the fifty states.

Figure 9. Population per Law School



Data about numbers of law degrees awarded relative to population for the 50 states reveal the same pattern. Louisiana is fifth from the bottom in the nation in population per law school graduate.

8. The region is not well-served by the current configuration of law schools in Louisiana.

- Louisiana BOR enrollment records show that LSU Law Center only draws 8% of its students from the Shreveport region and Southern University Law Center draws only 3%. This compares to 38% from Baton Rouge and 21% from New Orleans at LSULC and 33% from Baton Rouge and 11% from New Orleans at SULC (see Appendix D for more details).
- Interviews conducted by NCHEMS staff either in focus groups or by telephone confirm that there is little current opportunity for legal study for citizens of the region. Baton Rouge has two law schools and New Orleans also has two, all in the south part of the state. Testimony suggests that those residents of the Shreveport/Bossier region who want to study law move south to enroll in one of the four law schools there (or, less frequently, do so at North Texas in Dallas) and do not return once they have completed their studies. This is supported by numerous comments posted to the open-access website.

Summary

The results of data analyses and the information gathered through interviews and the website lead to the conclusions that:

- The Shreveport/Bossier region of the state is underserved in opportunities for graduate and professional level education.
- The region has fewer lawyers per capita than other regions of the state, particularly black lawyers.
- The region does not have a shortage of opportunities for education of paralegals or other individuals educated in related fields.
- A case can be made for increasing the number of lawyers and for creating additional capacity to deliver legal education in the Shreveport/Bossier region.

Alternative Scenarios to Increase Capacity

The following scenarios appear to be the most feasible to increase legal education capacity in the Shreveport/Bossier region:

- *Create a branch of Southern University Law Center (SULC) in Shreveport designed explicitly to serve the Shreveport/Bossier region.* Interviews conducted in the Shreveport region and with individuals identified by BOR staff suggest that the adult nontraditional part-time profile of students who currently attend SULC would be the type of offering that would be most beneficial for the region. This is because the demand is mostly among urban professionals who are already employed. Flexibility in provision is a key to serving this clientele—evening and weekend as well as day programs. It should also be affordable compared to other options because of the need to attract working students (no more than \$25,000 in annual tuition and fees). Online provision, though, was largely ruled out by most of those with a legal background who were interviewed because of the need for face-to-face discussion in legal education; the Socratic method is a “signature pedagogy” in legal education and it was uniformly felt that this would not work in a distance environment. Currently, there are not any purely online accredited law schools in the country although some schools allow up to 12 credits to be earned in this fashion. There was also considerable opinion that there should be a legal services/clinic component to the program to provide internships to law students and to serve a local indigent population—the Shreveport Bar already has a program of this nature. The fact that Southern University is an HBCU was also seen as an advantage because more than half the Shreveport population is African American, and, as reported by several of the individuals interviewed, law is seen as an especially prestigious career choice among this population.

A few of those interviewed believe that a full-time selective law school would be important as well as this nontraditional approach because full-time provision would be prestigious and would command competitive respect. Full-time students could be also recruited from the broader ArkLaTex region, especially from East Texas. While many of those interviewed noted the differences between legal education in Louisiana centered on that state’s civil law basis (unique in the continental U.S.) and the common law system typical of the rest of the country, most did not see this as a barrier to study for potential students who were from, or who intended to practice, in states other than Louisiana. Administrative officials at the other three law schools in Louisiana—Louisiana State University Law Center, Tulane University

and Loyola University—indicated that there is no interest on the part of any of them in establishing a presence in Shreveport.

Virtually all of those interviewed in Shreveport believe that this proposal could largely be implemented with existing resources. Caddo Parish put up the money to fund the feasibility study and more money could be raised from local businesses and contributors. Several of those interviewed suggested that there is a potential for joint support using partnerships with local businesses—an idea that they report has never really been tried in Louisiana. Most believed that the program could be largely self-supporting from tuition dollars. Another source of funds might be a wealthy SULC alumnus or alumna employed in the community as a lawyer. Caddo Parish could supply initial start-up funds, though providing ongoing operating support will be more difficult. The city of Shreveport is currently providing funds to several non-profits in the arts and would probably be willing to shift this support to legal education, but existing funding of this kind is not enough to meet the need. Many observed that Shreveport is a tough community in which to raise money.

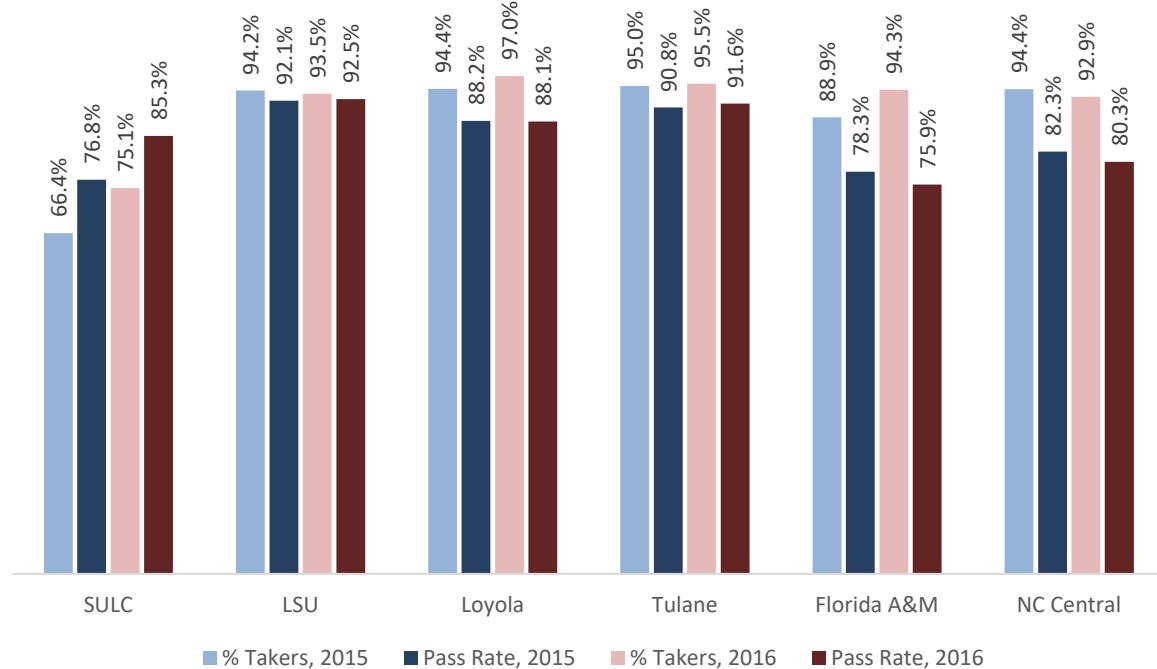
Those interviewed also believe that many of the necessary resources could be provided in kind. The old downtown library is available to house instructional offerings and is a centrally located, attractive, and useful space. They claim that a “law library” already exists in the possession of the local public library and could provide a core resource. Many legal professionals are employed in the region and could provide adjunct faculty at low additional cost; other SULC faculty now resident in Baton Rouge might be induced to commute or move to Shreveport. Most agreed that incremental roll-out would be best with “just in time” funding to support a first-year class, then a second, and so on; yet another proposal was to do the first and second years in Shreveport with the third year completed in residence at the main campus in Baton Rouge. The primary drawback with these alternatives is that accreditors will require that the full program be in place to grant approval. None of these alternatives, interviewees argued, would require a lot of up-front resources. It would need to be sold politically as an extension of an existing opportunity, not a totally new venture. All these opinions were offered in the spirit of “if you build it, they will come.”

There are also significant challenges to pursuing this alternative. Accreditation by both SACSCOC and ABA will be a major hurdle; the approval of both will be needed because any proposal will be treated as a substantive change. Requirements that will be difficult to fulfill are adequate legal library resources and a faculty that meet the required qualifications. ABA requirements for the establishment of a “branch campus,” for example suggest that three to five full-time faculty members will need to be in place (see the section on “Accreditation Requirements” below). Regents approval will also be needed to offer such a program, but the requirements to obtain Regents approval are not entirely clear except for a need to demonstrate ongoing unfulfilled demand and self-sufficiency. A full cost estimate for implementing this proposal, as required by the BOR RFP, is provided below.

The first cohort of graduates will also have to be unusually successful to demonstrate that the program is of high quality. Pass rates on the Bar exam are a common metric for assessing quality of legal education programs. According to the American Bar Association, 76.8% and 85.3% of SULC graduates ultimately passed the Bar in 2015 and 2016 compared to notably higher rates for the graduates of the other three Louisiana law schools. These rates are, however, roughly comparable to other minority-serving law schools like Florida

A&M and North Carolina Central which are part of SULC's peer group. Pass rates of 75.0% are required to maintain accreditation by the ABA.

Figure 10. Bar Taking and Bar Passage Rates for Selected Law Schools



At the same time, attrition rates at SULC are notably higher than for other Louisiana law schools and for their peer minority-serving schools. Between 2011 and 2019, attrition rates at SULC have fluctuated between a high of about 40% and a more recent low of about 6%, more than twice as high as those of the other three Louisiana law schools (see Appendix D).

- *Physically relocate SULC from its current location in Baton Rouge to Shreveport.* This alternative was mentioned by several of those interviewed in Shreveport. Currently, SULC is housed in a single building on the SU campus in Baton Rouge and has 113 faculty and a full curriculum already in place. The proposal here is to physically move the entire SULC operation from Baton Rouge to Shreveport without any additional change in resources or program. Those proposing this alternative would house the new Shreveport campus in the same facilities targeted for the branch campus (suggesting a severe reduction in the size of the program) and additional required resources such as the law library would move with the campus.

Advantages of this alternative are that it would provide a ready-made solution to the lack of a law school in the Shreveport/Bossier region and that it would not entail developing or implementing any new programming. Disadvantages are that it is unclear the extent to which current faculty or currently enrolled students (who are mostly place bound and resident in the Baton Rouge metropolitan area) would also move to follow the campus. The likelihood is that the program would become considerably smaller—benefitting Shreveport but reducing overall legal education capacity in the state. Although SULC is currently fully accredited by the ABA, relocation would constitute a “substantive change,” so doing this

would require the school to demonstrate that facilities in Shreveport are equivalent in extent and quality as those in Baton Rouge. Doing this would also be a “substantive change” for SACSCOC and would require the parent institution to demonstrate that facilities are adequate and that the “institutional environment” is supportive (see the section on “Accreditation Requirements” below). Estimating the one-time cost of such a move is beyond the scope of the current study, although it should be noted that the costs in this instance would be one-time costs not on-going incremental costs.

- *Create incentives for law graduates from all four current Louisiana law schools to locate and practice in the Shreveport/Bossier region.* The most straightforward alternative would be to create scholarships or similar financial incentives (such as deferring tuition) for law students on the condition that a student commit to initially locating and remaining in practice in the Shreveport/Bossier region for a designated period after graduation. Moving away from the region during this commitment period would require the graduate to pay back the scholarship amount together with a penalty. Similar incentive arrangements have been developed and implemented in other states for short-supply occupational graduates in such fields as nursing or health care for rural areas currently lacking enough individuals in these occupations. Louisiana itself has a similar program in the form of the John R. Justice Student Loan Repayment Program, which provides loan relief or forgiveness for state and federal public defenders and state prosecutors employed in Louisiana who agree to remain employed as public defenders and prosecutors for at least three years. Louisiana also has a similar program in dentistry, the Rural Scholars Track Program (RST) that provides tuition waivers to dental graduates when they commit to practicing in rural areas of Louisiana. The cost of such incentives would be the direct cost of the subsidies offered. It is estimated that approximately 30 law school graduates per year could be provided this benefit for the amount of the annual subsidy required to support a branch campus of SULC in Shreveport.

Finally, whatever approach is adopted, the BOR should undertake or commission a detailed study of the labor market and employment needs of the Shreveport/Bossier region aimed at determining what kinds of additional educational and training opportunities beyond legal study would provide the best return on investment.

Costs

The RFP requires NCHEMS to provide a cost estimate for undertaking at least one of the alternatives recommended. In response, this section contains full cost estimates (capital and operating) for establishing and operating a branch campus of SULC in Shreveport. Cost estimates are based on the following assumptions:

- The entering class each year will be 35 students for a maximum program enrollment of 105 students.
- 25 courses will be offered each semester.
- Instructional staff will consist of five full-time and 15 part-time faculty.

Based on these assumptions, operating cost estimates, by function, are:

Instruction

<i>Position</i>	<i>Salary</i>	<i>Total</i>
1 Full-time Full professor	\$125,000 per year	\$125,000
3 Full-time Associate professors	\$110,000 per year	\$330,000
1 Full-time Assistant professor	\$95,000 per year	\$95,000
15 Part-time faculty	\$20,000 per year	\$300,000
2 Full-time Clerical staff	\$45,000 per year	\$90,000
Total Salaries		\$910,000
Benefits of 110% of FT salaries (SULC IPEDS reported rate)		\$671,000
Total Instruction		\$1,581,000
<i>Other Operating Expenses</i>	<i>Cost</i>	<i>Total</i>
Academic Support	\$7,000 per student	\$735,000
Student Services	\$4,000 per student	\$420,000
Institutional Support	10,000 per student	\$1,050,000
Plant O&M	\$2,500 per student	\$262,500
Estimated annual operating costs		\$5,629,500

This number can be reduced to about \$5,000,000 per year if one presumes that much of the back-office administrative costs are borne by the SULC with few additional costs to the parent institution.

In addition to this “bottom up” approach to calculating the potential cost of operating a branch campus law program, NCHEMS reviewed costs associated with operating small, free-standing law schools. There are five such institutions in the country that report useable data. These colleges have enrollments varying from 69 to 234 FTE students. Expenditures per FTE student for these colleges vary from \$34,000 to \$54,000. Both the mean and the median for this group are approximately \$42,500 per FTE student per year. For an institution/program of 105 students this translates into an annual expenditure of \$4,462,500. Combining these two approaches to cost estimation leaves a result that the costs of operating a branch campus of SULC in Shreveport will cost somewhere between 4.5 and 5.0 million dollars per year. If all students paid a full tuition of \$25,000 per year, tuition revenue would cover approximately one-half of the annual operating costs.

Capital Requirements

Operating costs do not account for the costs of acquiring/building the facilities needed to house the program. Review of space available to small law programs puts the requirements at about 180 net square feet per FTE student. This is close to the per student space available at SULC at its Baton Rouge location (172 net square feet per student). This translates into:

- 18,900 Net Square Feet for 105 students
- 31,500 Gross Square Feet assuming a net to gross ratio of 0.60
- \$11,025000 Cost to construct assuming \$350 per square foot cost of construction

- \$14,700,000 total project cost assuming that actual building costs are 75% of total project costs, the balance being architectural fees, project management fees, etc.

A depreciation amount of \$220,500 (at 2% of replacement value) should be added to annual operating costs to reflect the costs associated with avoiding the accumulation of deferred maintenance.

Accreditation Requirements

Two of the scenarios outlined above—creating a branch campus of SULC in Shreveport and physically moving SULC from Baton Rouge to Shreveport without changing curriculum or pedagogy—would be considered “substantive changes” by the accreditors involved. These are the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for institutional accreditation and the American Bar Association (ABA) for specialized accreditation. Under normal operating procedures responses to an application for substantive change would require the entity in question (institution or school) to obtain prior approval, to undergo a staff review (and perhaps a campus visit), and to pay fees of varying magnitude.

Specific requirements for each accreditor for each of the two scenarios and associated observations are listed below:

- **SACSCOC.** The first proposal would be considered a “branch campus” for accreditation purposes, so would require prior approval and a staff review. The campus would have to submit a business plan and a prospectus outlining student need and demand, describing the program’s curriculum and faculty resources, and describing how the accreditor’s physical facilities and financial viability standards would be met. A fee of \$500 would apply.
Physically moving SULC to Shreveport would also require prior approval and a staff review, as well as a subsequent site visit. The campus would have to submit a prospectus as above, emphasizing compliance with physical resource requirements and requirements on the institutional environment. A fee of \$500 would apply plus at least \$2000 for the cost of the site visit.
- **ABA.** The first proposal would be considered a “branch campus” for accreditation purposes. Although implemented in stages, it must be reviewed and approved after all stages have been accomplished. It would require a permanent, full-time faculty, a law library, and appropriate physical and financial resources. Full-time faculty must teach essentially all first-year courses as well as half of the rest of offered courses, as well as being “available” for students as mentors and advisors. “Full-time faculty” are defined as teaching staff who are not employed elsewhere as a teacher or a member of the legal profession. In addition, the school must “control and direct” the law library, though it need not actually own it. Finally, graduates of the campus must achieve a 75% bar passage rate within two years. Achieving the last may be problematic because the bar passage rates of SULC have dipped below the 75% level on several recent occasions, and the school was cited for this failure by the ABA as recently as 2017.

Physically moving SULC to Shreveport will require the entity to demonstrate to the ABA that the physical facilities available in the new location are equivalent to the original Baton Rouge location in size, type, and quality. These facilities can be leased but must be “under the exclusive control” of the law school.

Historically, moreover, the ABA has not looked favorably on schools that are under-resourced, so both scenarios would be subject to particular scrutiny. The ABA has also recently been criticized on the grounds that it has been too lenient in accrediting schools that are on the edge of its requirements, so it will probably be hesitant to recognize either of the entities proposed under these two scenarios.

In short, substantial accreditation demands will apply whichever course of action is chosen and these probably constitute the largest single set of obstacles to moving forward.

Conclusions

In the narrow conception of the legislature's charge, there is little compelling evidence that a new law school is warranted in the Shreveport/Bossier region. On a per capita basis (in comparison with other states) Louisiana has a lot of law schools and a lot of law school graduates. The state does not have a capacity problem—it has a distribution problem. There is a relative shortage of lawyers and judges in the region as shown by both statistics on the relative numbers of individuals in legal occupations in the Shreveport/Bossier region compared to other regions and as reported through interviews conducted with area residents and professionals. There is also an equity argument based on the relative disparity between the number of African American and Caucasian individuals employed in legal professions. At the same time, any one of several proposals to meet this demand could certainly be implemented if the resources needed to do so were provided. The most workable such proposal is establishing a branch campus of SULC in Shreveport. But the direct and indirect costs associated with implementing this proposal are significant. Direct costs will have to be covered in a political environment in which financial and material resources are limited and, if forthcoming, will have to be taken away from other meritorious uses. Indirect costs also include those of meeting significant institutional and professional accreditation requirements. Indeed, the latter probably impose the most important obstacles to implementing each of the proposed alternatives. From a policy perspective, it is advisable to define the problem as a distribution problem and to seek solutions that directly address the problem so defined.

In the broader conception of the legislature's charge "feasibility" is a matter of judgment that must balance practicability and cost. Based on the information and analysis underlying this study in response to the two resolutions enacted by the Louisiana legislature, it is certainly practicable to establish an entity to increase legal education capacity in the Shreveport/Bossier region. But investments in such fields as health, business, and engineering may constitute more beneficial investments in educational capacity for the Shreveport/Bossier region than equivalent investments in legal education. Consequently, it is recommended that no new graduate programs be approved in the region until a more comprehensive study of needs for such programs is completed. At the same time, there are several policy actions that could be taken by the state to increase the numbers of individuals in legal occupations resident in the Shreveport/Bossier region that do not depend upon creating a new legal education provider—actions that address the distribution problem.

In sum, there are two questions outside the scope of this study that must be answered by BOR. First, should the state invest the estimated amount of money in additional educational capacity in the region? Second, is legal education the highest priority investment that could be made or are there better alternatives? Only the Board of Regents can make these judgments. The NCHEMS study team sincerely hopes that this report has supplied some of the information required to do so, recognizing that the costs (and benefits) of other possibilities have not been explored.

Appendix A. Text of Resolutions

2019 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 24

BY REPRESENTATIVES GLOVER, BAGLEY, COX, JEFFERSON, NORTON, BAGNERIS, BRASS, TERRY BROWN, CARPENTER, HORTON, JENKINS, LYONS, MOORE, AND PIERRE AND SENATOR PEACOCK

A CONCURRENT RESOLUTION

To urge and request the Board of Regents to study how the state can best meet the legal education needs of students and the economic and workforce development needs of the Shreveport-Bossier region, including but not limited to meeting these needs through establishing a campus of the Southern University Law Center in Shreveport, and to submit a written report of findings and recommendations to the House Committee on Education and the Senate Committee on Education by not later than ninety days prior to the beginning of the 2020 Regular Session of the Legislature.

WHEREAS, Article VIII, Section 5(D)(2) of the Constitution of Louisiana provides, relative to public institutions of postsecondary education, that it is a power, duty, and responsibility of the Board of Regents to approve a proposed degree program, department of instruction, division, or similar subdivision; and

WHEREAS, Article VIII, Section 5(D)(3)(a) of the constitution further provides that it is a power, duty, and responsibility of the board to study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution; and

WHEREAS, there is great interest in establishing a campus of the Southern University Law Center in Shreveport; and

WHEREAS, the provision of a juris doctor program in the Shreveport-Bossier area, through a campus of the Southern University Law Center in downtown Shreveport, would provide access to law school opportunities in an area of the state which is currently underserved; and

WHEREAS, there is a need in the Shreveport area for law degree programs in order to meet not only the educational needs of students but also the economic and workforce development needs of the region.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents to study how the state can best meet the legal education needs of students and the economic and workforce development needs of the Shreveport-Bossier region, including but not limited to meeting these needs through establishing a campus of the Southern University Law Center in Shreveport, and to submit a written report of findings and recommendations to the House Committee on Education and the Senate Committee on Education by not later than ninety days prior to the beginning of the 2020 Regular Session of the Legislature.

BE IT FURTHER RESOLVED that copies of this Resolution shall be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

2019 Regular Session

SENATE CONCURRENT RESOLUTION NO. 75

BY SENATOR PEACOCK AND REPRESENTATIVE GLOVER

A CONCURRENT RESOLUTION

To urge and request the Board of Regents to study how the state can best meet the legal education needs of students and the economic and workforce development needs of the northwest region, including meeting these needs through establishing a law school in the Shreveport-Bossier area.

WHEREAS, Article VIII, Section 5(D)(2) of the Constitution of Louisiana provides, relative to public institutions of postsecondary education, that it is a power, duty, and responsibility of the Board of Regents to approve a proposed degree program, department of instruction, division, or similar subdivision; and

WHEREAS, Article VIII, Section 5(D)(3)(a) of the constitution further provides that it is a power, duty, and responsibility of the board to study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution; and

WHEREAS, there is a great interest in establishing a law school in the Shreveport-Bossier area in order to meet not only the educational needs of students, but also the economic and workforce development needs of the region; and

WHEREAS, there are campuses of the Louisiana State University System, the Southern University System, and the University of Louisiana System already existing in the area; and

WHEREAS, a collaborative law school of the three university systems could capitalize on the best of all three systems and result in a school that is second to none in the state; and

WHEREAS, the northwest region of the state lacks a law school program and the provision of a juris doctor program in the Shreveport-Bossier area would provide access to an area of the state that is currently underserved.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents to study how the state can best meet the legal education needs of students and the economic and workforce development needs of the northwest region, including meeting these needs through establishing a law school in Shreveport-Bossier area.

BE IT FURTHER RESOLVED that the Board of Regents shall consider whether any law school established pursuant to this study would best serve the needs of the area and the state by being affiliated solely with either the Louisiana State University System, the Southern University System, the University of Louisiana System, or any combination

thereof.

BE IT FURTHER RESOLVED that the Board of Regents shall submit a written report of its findings and recommendations to the Senate Committee on Education and the House Committee on Education by not later than ninety days prior to the beginning of the 2020 Regular Session of the Legislature.

BE IT FURTHER RESOLVED that a copy of this Resolution shall be transmitted to the chairman of the Board of Regents, the commissioner of higher education, the president of the Louisiana State University System, the president of the Southern University System, and the president of the University of Louisiana System.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

Appendix B. Interviewees/Participant List

November 6, 2019

John Pierre, Chancellor, Southern University Law Center

November 7, 2019

Erin Cowser, Assistant Commissioner for Legislative and External Affairs, Commissioner's Office

Terrence Ginn, Deputy Commissioner for Finance and Administration, Commissioner's Office

Kim Hunter Reed, Commissioner

Kim Kirkpatrick, Associate Commissioner for Institutional Research and Performance Assessment Services, Commissioner's Office

Connie Koury, Executive Director, Louisiana Association for Justice

Tina Vanichchagorn, Special Counsel, Governor's Office

November 13, 2019

Tom Galligan, Dean, LSU Law Center

November 26, 2019

Karen Denby, former staff, Commissioner's Office

Larry Tremblay, former staff, Commissioner's Office

December 10, 2019

Lisa Johnson, President, Bossier Chamber of Commerce

Curtis Joseph, President, Shreveport Bar Association

Bob Levy, Board of Regents

Timothy Magner, President, Greater Shreveport Chamber of Commerce

Barrow Peacock, State Senator

Markey Pierre, SO Strategy

Wilbert Pryor, Board of Regents

Rocky Rockett, Executive Director / President, Greater Bossier Economic Development Foundation

Jack "Bump" Scaggs, Executive Director, Coordinating & Development District - District 7

Woodrow Wilson, Parish Administrator, Caddo Commission

Angie White, Senior Vice President, North Louisiana Economic Partnership

December 11, 2019

Tom Arceneaux, Shreveport Bar Association President Elect

Brandon Fail, Directory, City of Shreveport Economic Development

Scott Martinez, President, North Louisiana Economic Partnership

Adrian Perkins, Mayor, Shreveport
Philip Rozeman, community leader
Judge Shonda Stone
Mike Woods, community leader, SACS board member

December 16, 2019

Judge Jeff Cox
Judge Erin Garrett

December 17, 2019

Barry Erwin, Council for a Better Louisiana Jim McMichael, Past President Shreveport Bar Association
Kristi Lumpkin, Economic Development Administrator, City of Lumpkin
Robert Mills, Senator-elect
Thomas Pressly, State Representative-elect

Appendix C. Interview Protocol

Questions for All Participants:

Please describe your background as it relates to the proposal to increase legal education capacity in the Shreveport/Bossier region. When did you first hear about it? How have you been involved since then? Who is backing this proposal and why?

Do you believe that northern Louisiana has a shortage of practicing lawyers? If so, among which populations and/or legal specialties? How do you know this (evidence)?

In addition to education of lawyers, is there a need for other kinds of legal education—paralegal, etc?

What alternatives should be considered (e.g. establishing a new law school, a branch or extension of an existing law school, offering courses on site or online)? If a branch, of which institution?

Is there a need for more general offerings in legal education short of a law degree to serve working professionals in such fields as government, business, or health care?

Should new offerings be directed toward particular types of students and/or be offered in particular ways (e.g. part-time attendance, nontraditional times, nontraditional formats, etc.)?

What would be the concrete benefits to the region? For whom?

What are the main drawbacks?

What do you believe the costs would be and who should bear these costs? Should it go forward if the only source of funds were the reallocation of money within higher education—robbing Peter to pay Paul?

Would doing this provide particular benefits to citizens of color within the region? Why and how? Is serving this audience a sufficient rationale for creating a new law program in the region? 20

What are the implications of doing this (or not doing this) for economic development in the region?

Questions for Political Leaders:

What political issues are raised by this proposal? Who would like to see it pursued and why?

What political opposition can be anticipated and why?

What are political leaders in the region willing to invest (both in dollars and in kind) to make such a proposal happen? For how long would this commitment be required/tolerated? Is there appetite in the legislature for direct funding of a new law school with new—not reallocated—appropriations?

Questions for Members of the Shreveport Legal Community:

Where does the current supply of legal talent in the region come from?

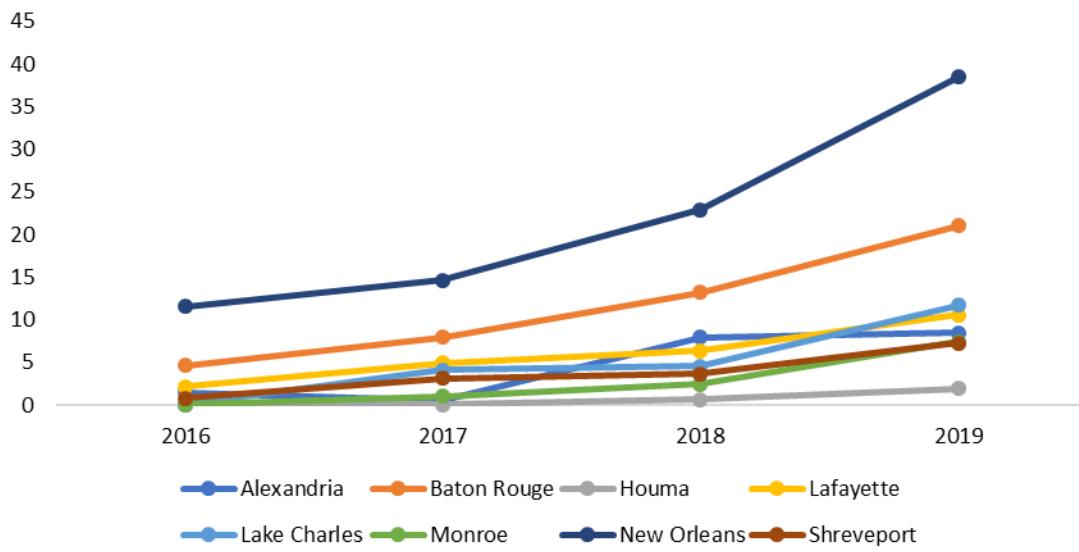
Where do current citizens of the region who wish to enter the legal profession seek training and employment? Do they return to the region to practice? If not, where do they go and why?

Appendix D. Supplemental Data

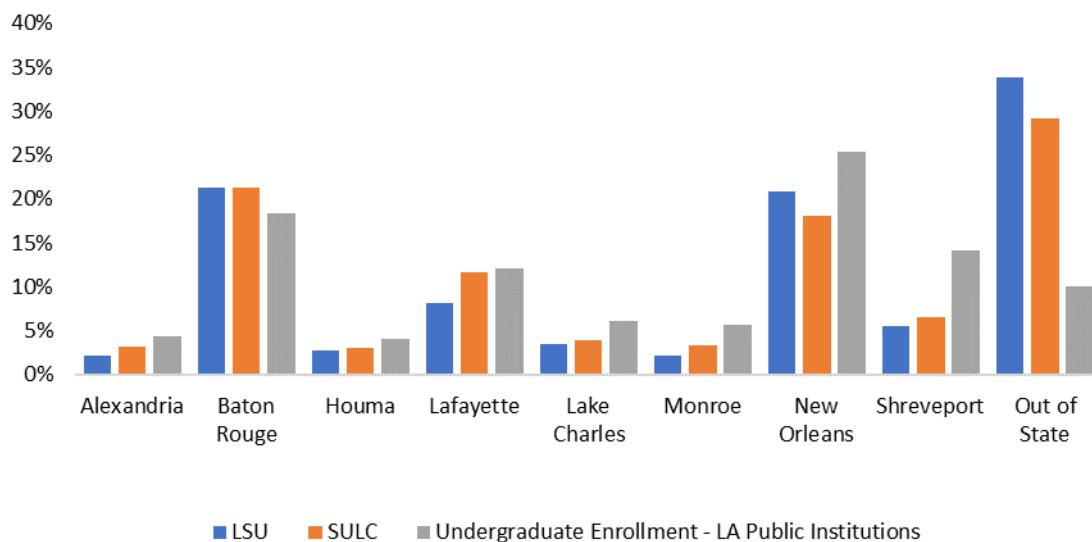
Chart A1. The Relationship Between Educational Attainment and Personal Income
 (American Community Survey; Bureau of Economic Analysis)



Chart A2. Entry-level Postings for Lawyers per 100,000 Individuals 25+
 (American Community Survey; EMSI)



**Chart A3. Region of Origin for New Enrollees at Louisiana Law Schools
(Board of Regents)**



*Marty J. Chabert
Chair*

*Collis B. Temple III
Vice Chair*

*Blake R. David
Secretary*

*Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education*



*Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Sonia A. Pérez
Wilbert D. Pryor
T. Jay Seale III
Gary N. Solomon, Jr.
Gerald J. Theunissen
Felix R. Weill
William S. Jewell, Student*

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Dual Enrollment Task Force

The attached report will be reviewed by the Dual Enrollment Task Force Wednesday, February 19, 2020 at 2:45 p.m. in the Board of Regents Conference Room. During this time the Task Force will discuss the attached report, voting to approve or amend the report. We will update the Board regarding any feedback received of the attached report in March.



LOUISIANA
DUAL ENROLLMENT

Task Force Report

Submitted to the Louisiana State Legislature
February 2020

A photograph of two young adults, a woman on the left and a man on the right, smiling and looking at a tablet device. They are in a library setting, with bookshelves visible in the background. The woman has dark hair and is wearing a plaid shirt. The man is wearing glasses, a beard, and headphones around his neck. The image is slightly blurred, creating a soft, educational atmosphere.

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The Case for Universal Access to Dual Enrollment	2
Dual Enrollment Trends in Louisiana	4
Process to Inform Task Force Work	5
Guiding Principles of a Statewide Framework	6
Findings and Considerations	7
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I. The Case for Universal Access to Dual Enrollment

Act 128 of the 2019 Regular Legislative Session (Appendix A) created the Dual Enrollment Task Force. Under the jurisdiction of the Board of Regents, the Task Force is charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible public high school juniors and seniors.

Dual enrollment is defined in Act 128 as “the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned.”

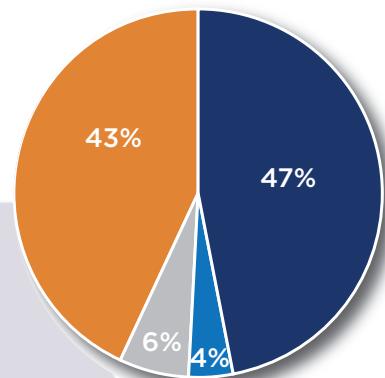
Research across the country documents that students who participate in dual enrollment are more likely than their peers to enroll in college, build academic momentum, and persist to completion. One study, using a nationally representative sample of students, showed that students who took at least one dual enrollment course were 10% more likely to complete a bachelor’s degree than the comparison group. The benefits were even greater (12%) for students whose parents never attended college (An, 2013). The U.S. Department of Education’s What Works Clearinghouse completed a review of dozens of studies on the effects of dual enrollment. The review found a medium-to-large evidence base exists showing that dual enrollment has positive impacts on students (WWC, 2017).

Figure A

Louisiana Student Demographics

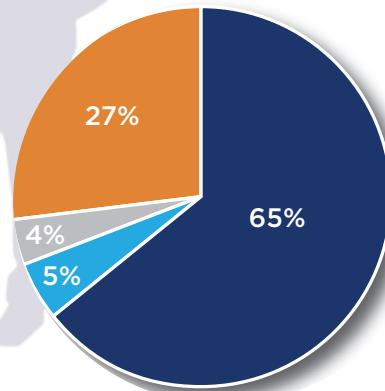
Grades 9-12 Enrollment

- White
- African American
- Hispanic /Latino
- Other



Dual Enrollment

- White
- African American
- Hispanic /Latino
- Other



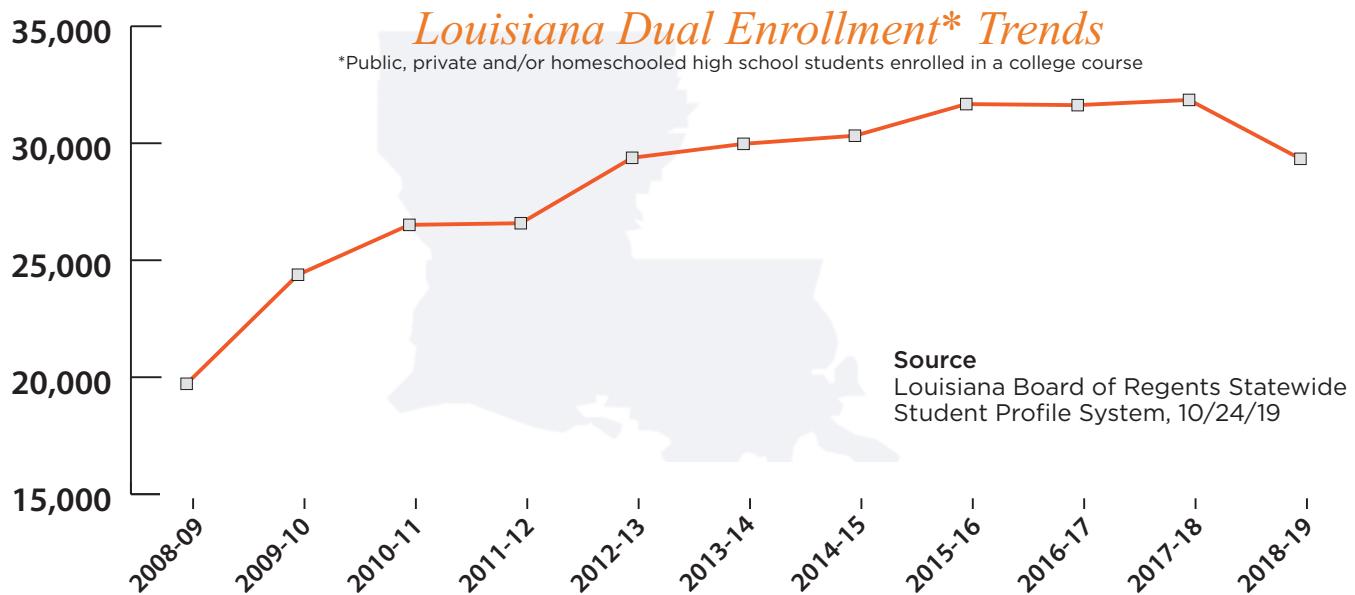
Louisiana currently lacks a strategy for providing universal access to dual enrollment, resulting in widely varying participation rates in high schools across the state and significantly lower participation by low-income and minority students (See Figure A). The Task Force recognizes that a statewide framework will be necessary to harness these successful programs for the benefit of low-income, minority, and first-generation college students. Doing so will help achieve

the state’s goals for talent development as well as eliminate persistent and damaging equity gaps.

A fully supported statewide framework for dual enrollment is essential to prepare increasing numbers of students for college and career success. Improving student transitions from high school into college will necessitate shared responsibility by Louisiana’s secondary and postsecondary systems (Barnett, 2016).

II. Dual Enrollment Trends in Louisiana

Figure B



Through the early 2000s, dual enrollment participation in Louisiana was limited to fewer than 3,000 academically advanced students participating in local programs. Significant growth started in 2005 with the creation of the TOPS Tech Early Start Scholarship. This legislatively created award pays up to \$50 per credit hour for technical or applied courses leading to an Industry Based Certification (IBC), a Certificate of Applied Sciences, or a Certificate of Technical Sciences at a Louisiana public postsecondary education institution when such certification or certificate is approved by the Workforce Investment Council. Funding for the TOPS Tech Early Start program is part of the TOPS budget, and remains available for students. The Early

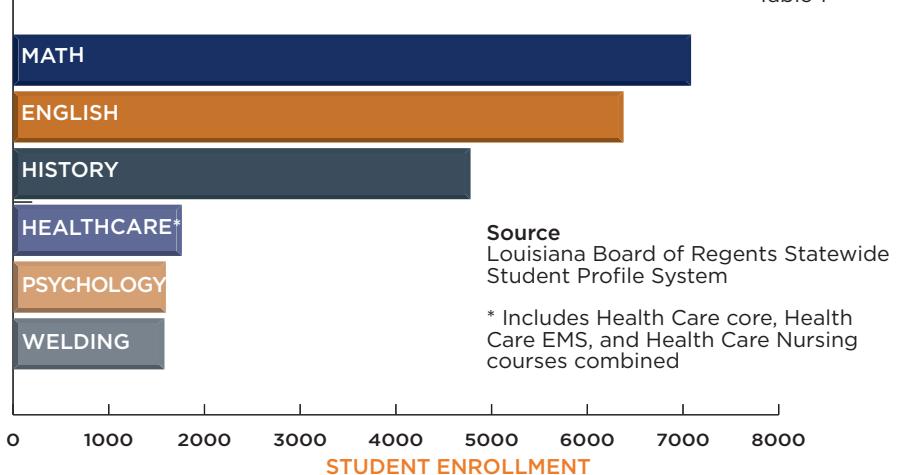
Start Program followed TOPS Tech Early Start, and paid for degree, developmental, or work skills courses at a rate of \$100 per credit hour. Funding for this program is no longer available.

With the defunding of Early Start funds beginning in 2013, school systems have transitioned to expending Supplemental Course Allocation (SCA) funds as well as local general funds to provide funding for Dual Enrollment courses. According to data from the Louisiana Department of Education, in the 2017-18 school year districts spent \$9 million of the \$17 million SCA appropriation on dual enrollment. The Supplemental Course Allocation gives school districts and other public schools a Minimum Foundation

Program (MFP) allocation related to the cost of high school credit courses. It is individualized to the needs of secondary students and is provided outside the traditional secondary school. Funds allocated through SCA will target the following types of courses for high school credit: Career and technical preparation, academic work required to achieve TOPS, advanced coursework not available at the school due to limited resources, dual enrollment, and intensive remediation for students struggling to stay on pace for graduation.

2017-18 Top 6 Dual Enrollment Courses

Table 1



The growth in the number of students taking dual enrollment courses in Louisiana public colleges and universities plateaued subsequent to the establishment of SCA, growing less than 2% per year through 2017-18, as shown in Figure B. The Board of Regents increased minimum dual enrollment student eligibility requirements for general education courses in 2017-18. This was followed by an 8% decline in participation from 2017-18 to 2018-19. Enrollment in Career and Technical Education (CTE) courses was not impacted by this new policy; participation in CTE dual enrollment remained low.

Louisiana Department of Education records for dual enrollment show that 19,648 public school students dually enrolled in 2017-18 (most recent data available). Of the 19,648 enrollees, 87% were on the TOPS University diploma pathway, 11% were on a Jump Start diploma pathway, and 1% were not declared. In terms of ethnicity, 65% of the enrolled students were White, 27% Black, 4% Hispanic, and 4% other.

Further analysis indicates that 41% of this population is considered economically disadvantaged, compared with 69% of all Louisiana public high school students. Considering the demographic and socio-economic composition of the population of Louisiana (see Figure A), these numbers reflect a lack of parity in access to early college pro-

grams for students from underrepresented and disadvantaged populations.

In addition to dual enrollment, high school students can earn college credit by exam. While not the subject of this report, it's important to recognize other models that support college transition. In 2017-18, students in Louisiana took 30,079 Advanced Placement (AP) exams with 7,305 students earning a score of at least 3 (the minimum score needed to receive college credit). According to the College Board, the organization responsible for administering and scoring AP and College Level Examination Program (CLEP) exams, 2018-19 saw Louisiana's highest-ever recorded participation in CLEP tests, with 18,102 exams taken. This included a record number of exams (8,084) passed with a qualifying score for college credit. Additional research is necessary to better understand the inconsistency in the awarding of credit based on CLEP across Louisiana public postsecondary institutions and the extent to which such credit assists a student in progressing to a postsecondary credential of value.

The Board of Regents' 2019 Master Plan recognized the need to expand talent development within the state in order to meet the workforce needs of the future. Dual Enrollment is a specific policy highlighted to accelerate the earning of early college credit by Louisiana's high school students. These pre-college credit programs will be facilitated through the development of secondary-to-post-secondary academic and career pathways and are critical to the state's success in increasing educational attainment. The ability for future high school graduates to have a head start in college coursework via dual enrollment will be a game-changer for Louisiana students by expanding access, equity, and college readiness, as well as facilitating transition to college. Recognizing the necessity to expand this opportunity across Louisiana, in December 2019 the Board of Elementary and Secondary Education and the Board of Regents set a joint goal that every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both, beginning with the high school freshman class of 2025 (senior class of 2029).

III. Process to Inform Task Force Work

Act 128 specifically called for the Task Force to consist of twelve stakeholders representing K-12, postsecondary education, and the broader community. The Board of Regents, aided by consultants from Education Strategy Group, began a review of dual enrollment practices in Louisiana in the context of best practices from across the country. This provided opportunities for the Task Force to consider the most up-to-date in-state and national information in developing its framework and recommendations for the Governor's and Legislature's consideration.

Since July 2019, the Task Force has met seven times at various regional sites to deliberate and facilitate presentations and attendance by secondary and postsecondary partnerships across the state. Table 2 indicates the various locations at which the Task Force conducted its meetings.



The agenda for each meeting of the Task Force featured area representatives sharing information regarding how they facilitate the delivery of dual enrollment in their respective region. This was useful to the Task Force in developing an understanding of the various types of dual enrollment options available to students, along with the challenges and opportunities that exist in different communities across the state (see Appendix B).

In addition to showcasing local dual enrollment programs at each meeting, the Board of Regents and Education Strategy Group conducted key informant interviews and surveys with stakeholders throughout the state. The goal of this project was to inform the Task Force of varying dual enrollment practices and priorities from both K-12 and higher education leaders. The findings from this project were presented at the November Task Force meeting and are summarized in Appendix C.

Table 2

Date	Location
July 24, 2019	Richland Parish School Board (Rayville, LA)
September 9, 2019	Southeastern Louisiana University (Hammond, LA)
October 7, 2019	South Louisiana Community College (Lafayette, LA)
November 4, 2019	LA Tech University at Bossier Parish Community College (Bossier City, LA)
December 2, 2019	Louisiana State University and A&M College (Baton Rouge, LA)
January 6, 2020 & February 19, 2020	Claiborne Building (Baton Rouge, LA)

IV. Guiding Principles of a Statewide Framework

The Dual Enrollment Task Force supports the establishment of a statewide framework designed to ensure students have universal access to dual enrollment courses during high school. Dual enrollment is defined as the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned. The Task Force sees value when high school students have access to high-quality academic, career and technical college courses. Dual enrollment provides an early start for students on their college and career journeys and signals to all students that a credential beyond high school is foundational to their success. In addition, dual enrollment allows students to decrease their time to degree once in college, thus making higher education more affordable for families. To that end, the following guiding principles are offered to anchor this effort:

1. All high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields.
2. The availability of dual enrollment courses in both technical and academic fields is critical to supporting the varied postsecondary pathways that students pursue. Therefore, courses must

be accessible to Louisiana's students in both areas, with opportunities provided for students to enroll in either or a combination of both.

3. Expansion of dual enrollment opportunities should focus on increased access and equitable participation.
4. Each high school student should be able to enroll before graduation in at least four dual enrollment courses for which they are eligible, with no tuition or fees charged to the student and cost of attendance expenses such as text-book, testing, and transportation costs minimized.
5. Meaningful, predictive assessments administered in 10th grade or earlier will determine the college readiness of students and identify those in need of additional preparation.
6. Institutions of higher education should emphasize consistent academic quality in the delivery of postsecondary courses offered for dual enrollment, regardless of course location, instructor type, or delivery modality.
7. Existing state and federal funding streams should be utilized to their full extent to expand equitable participation in dual enrollment.

8. With a focus on access and equity, the state's K-12 Accountability System, overseen by BESE, should provide appropriate incentives for schools to increase successful student completion of dual enrollment courses and college-level assessments.

While the Task Force's first priority was to set the foundation for the dual enrollment framework, it also recognized significant challenges and opportunities that must be addressed in order for Louisiana to reach its goal of expanding early college opportunities across the state. These findings are provided in the following categories for consideration:

- Universal Access and Equity
- Funding Mechanisms
- Course Access and Pathways
- Instructor Support and Program Integrity
- Communication, Outreach and Public Reporting

V. Findings and Considerations

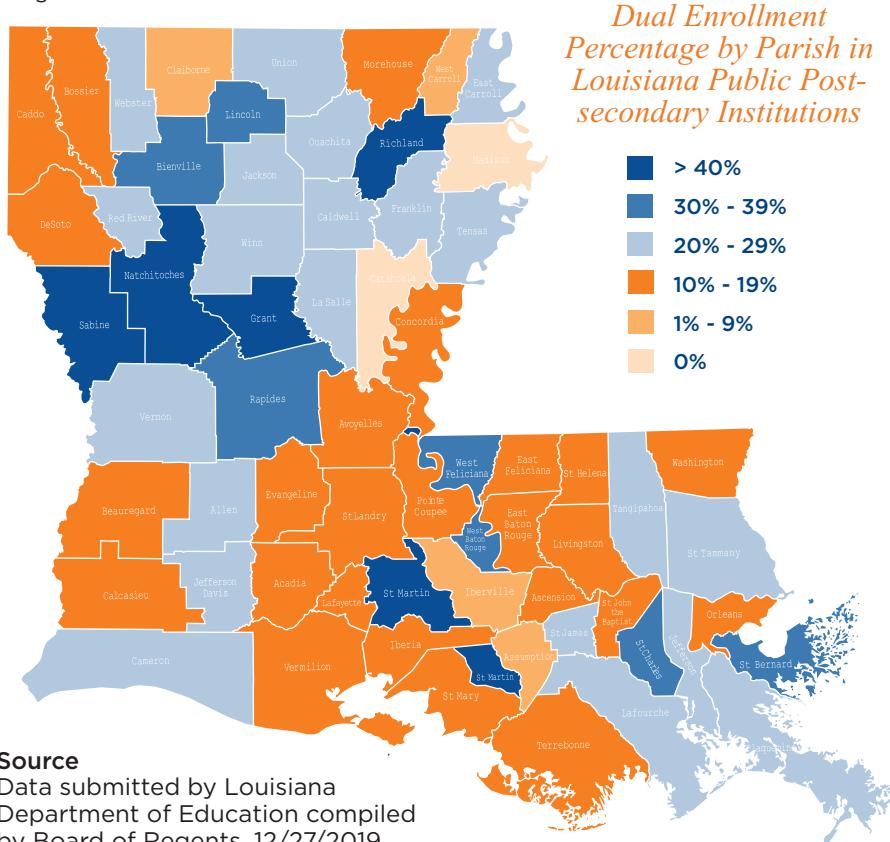
A. Universal Access and Equity

Findings

Ensuring universal access to dual enrollment will yield a student population in dual enrollment which mirrors the demographic, socioeconomic and geographic diversity of the state's K-12 student population. Louisiana's K-12 population in 2017-18 was 45% white, 43% African American, 7% Hispanic, and 5% other. Yet, of the 19,648 students in dual enrollment courses, demographic analysis showed 65% white, 27% African American, 4% Hispanic, and 5% other. Figure C highlights the low participation rate in dual enrollment among students in many rural parishes.

Historically, Louisiana has not specified a clear equity goal for dual enrollment nor does the state have a uniform framework to ensure equal access. As a result, dual enrollment in Louisiana is varied and complex, resulting in different course offerings, funding mechanisms and opportunities. Adoption of a statewide dual enrollment framework to ensure universal access and equity of opportunity is critical to reaching the recently agreed shared goal of Board of Elementary and Secondary Education and the Board of Regents for all graduates of Louisiana public high schools, beginning with the

Figure C



Source

Source
Data submitted by Louisiana
Department of Education compiled
by Board of Regents, 12/27/2019

Sources:

1. Dual Enrollment Students - LA Board of Regents Statewide Student Profile System
Preparatory Students
2. High School Juniors and Seniors- LA DOE High School Session 2017-2018

Notes:

Notes:

1. Dual Enrollment % = counts of prep students/counts of HS juniors & seniors
2. 1,607 prep students were reported out of 8,588 HS juniors & seniors in unknown parishes

high school freshman class of 2025 (senior class of 2029), to complete high school having earned college credit (academic and/or career-technical), a post-secondary credential of value, or both

Success

1. Alignment of policies and practices overseen by BESE, including the K-12 accountability systems, to incentivize increased dual enrollment completion with a focus on access and equity.

Louisiana's high school account-

ability system has long rewarded schools for dual enrollment participation. However, significantly higher weightings for scores on a single AP or CLEP exam than for passing a college course is impacting school and student course-taking behavior. BESE and the Accountability Commission should review these and other incentives, to consider ways to further reward schools that successfully demonstrate equitable outcomes in dual enrollment completion.

2. Capacity-building to support high-quality academic and career-technical course offerings across the state.

Effectively navigating the complexity of dual enrollment systems that span K-12 and postsecondary systems is difficult for administrators and counselors across the state. There are some excellent dual enrollment opportunities in Louisiana, but schools and colleges not already engaged are often isolated from firmly established programs. Schools would benefit from a resource guide and information sessions with postsecondary institutions to learn more about the academic and career and technical dual enrollment offerings as well as the various delivery models available. This could enhance the opportunities for students in Louisiana. In addition, counselors, college admissions officers, CTE directors, and dual enrollment managers would benefit from an enhanced communication infrastructure, a centralized one-stop shop website linking training, shared resources, and professional

networks to facilitate peer learning. Finally, access to timely, accurate, information about dual enrollment is essential for parents and students.

3. Dual enrollment resources and regional training for professional school counselors and college admissions counselors, to encourage program consistency and success.

Examples were provided to the Task Force of tools and resources used in Tennessee and Idaho to support school counselors in advising students on college and career pathways. For example, Tennessee has eliminated the counselors' role in test proctoring, runs regional workshops, provides data tools for counselors to use in assessing student college readiness, and has created a designation process for schools that exceed standards on advising, college and career planning, and a curriculum linked to guided pathways. Louisiana's existing school counseling model should be reviewed to account for the standards specific to pathway counseling.

4. Resources and training for instructional faculty to ensure higher quality offerings that meet accreditation requirements.

Ensuring universal access to dual enrollment will require the preparation and education necessary for high school teachers to meet the accreditation requirements that would allow them to join college faculty in offering DE courses. In addition



all SACSCOC and Council on Occupational Education criteria regarding resources and student support would need to be addressed. The Statewide Dual Enrollment Framework can provide a road map for the effective establishment of Dual Enrollment programs that meet accreditation requirements, contain the appropriate content and rigor necessary in college courses, support instructional faculty to ensure quality of instruction and provide strong educational experiences for students taking both academic and CTE courses.

5. Regular evaluations conducted by the Department of Education and the Board of Regents of the effectiveness of dual enrollment programs to determine necessary improvements.

In the past, Regents has conducted a few analyses of student success in coursework subsequent to dual enrollment, but has not undertaken comprehensive or targeted evaluations. Conducting evaluations will help identify specific areas of strength and those in need of improvement to ensure that rigorous coursework and appropriate student support are available across Louisiana, to ensure statewide progress toward equity goals.



B. Funding Mechanisms

Findings

The Task Force envisions a future in which each high school student in Louisiana is able to enroll before graduation in at least four dual enrollment courses for which they are eligible, with no tuition or fees charged to the student and other expenses that students may otherwise incur minimized, including textbook, testing, and transportation costs. Without sufficient resources available to support the equitable delivery of dual enrollment, the considerable variability in course offerings and costs across schools and colleges limits access for many students. In many cases, costs incurred by families prohibit or limit enrollment.

Supplemental Course Allocation (SCA) funds are a valuable incentive for public schools to offer dual enrollment, but insufficient to cover the full cost of dual enrollment for some school

systems – including textbooks and materials. Despite these increases, most schools exhaust their SCA funds due to increased participation in SCA courses. Many schools subsidize additional student participation in SCA courses with general funds. Conversely, according to Louisiana Department of Education records, approximately 8% of SCA funds (\$1.5 million) allocated last year were not committed and were redistributed to schools systems in accordance with ACT 482 of the 2014 legislative session.

The capacity to expand access to career-technical dual enrollment courses is often limited by the added costs of equipment and materials. Department of Education data show that SCA funds subsidized close to 9,000 dual enrollments in the 2018-19 academic year for technical courses, indicating public schools are relying on SCA as a key funding mechanism for these courses. Though some students taking dual enrollment courses in high-demand fields

receive TOPS Tech Early Start scholarships, LOSFA data show there has been a significant decline in their utilization, with 50% fewer dollars awarded in scholarships in 2018-19 than five years earlier. TOPS Tech Early Start is used extensively by some schools, but funds as little as one-third of technical dual enrollment courses due to limitations on the award amount and student eligibility restrictions. The postsecondary education funding formula indirectly incentivizes public institutions to enroll high school students by including them in student credit hour calculations. Once these students matriculate to college after graduation, institutions are rewarded for their progression toward a postsecondary credential.

In addition, there is no specific funding for intensive cohort-based pathway programs that integrate preparation with dual enrollment coursework, including Early College High Schools and Career Academies.

Conditions Necessary for Success

1. A reliable funding stream or combination of funding sources to support the state's vision of universal access to dual enrollment.

This requires that existing state and federal funding streams be utilized to their full extent to ensure equitable participation in dual enrollment. The Task Force may include additional recommendations regarding long-term funding of dual enrollment in its final report to the Legislature by October 1, 2020.

2. Initial investment in capacity building to support both the teaching corps needed to implement universal access to dual enrollment and the infrastructure to ensure more students are prepared and eligible to participate.

The state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase dual enrollment access and equity in areas of high need, as described in the recommendations on page 15.

3. Funding mechanisms that provide incentives for public K-12 and postsecondary institutions to expand access to underserved students and achieve equity in dual enrollment participation.

Legislation establishing the Task Force asked it to consider ways in which performance-based funding for both K-12 and post-

secondary institutions might further the goal of universal access to dual enrollment. The Task Force examined the ways in which Louisiana schools and institutions of higher education utilize existing funding streams, as well as funding mechanisms in other states, particularly Georgia, Idaho, Indiana, Kentucky, and Oklahoma. The Task Force recommends that any dual enrollment funding rewards behavior that increases access for students and locations currently underserved, and helps to reduce equity gaps in student participation and performance in dual enrollment.

4. Schools and/or colleges provide tuition and fee waivers to students experiencing economic hardship.

Under Louisiana Act 240 of 2019, each public school's governing authority must adopt and publish a policy on the collection of student fees. This law was enacted to ensure that students are not prevented from participating in curricular or co-curricular programs solely due to their inability to pay. Each school board's fees policy must include a process for students, parents, or guardians to request and receive an economic hardship waiver for any school fee. Department of Education guidance clarified that this law applies to dual enrollment courses. School boards were required to adopt these policies by December 1, 2019. Successful implementation of this law and commitment by all partners to eliminating tuition and fees for students experiencing economic hardship will further the Task

Force's goal of reducing financial barriers to providing universal access to dual enrollment.

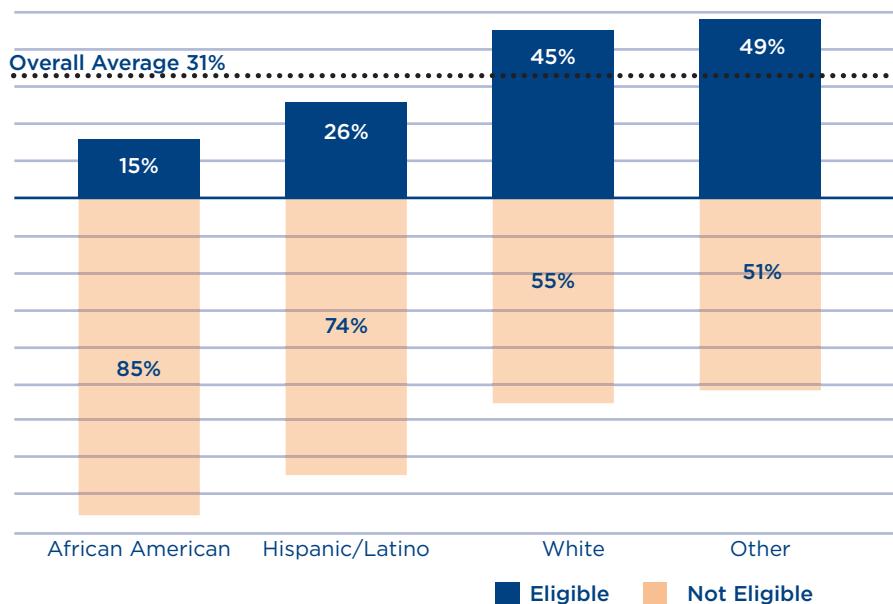
5. A uniform pricing structure to ensure affordability of dual enrollment courses, to include maximum and/or minimum tuition and fees.

Dual enrollment tuition and fees charged by colleges and universities to students or schools vary widely, from \$35 to \$170 per credit hour. Interviews and surveys of school officials reveal that some high schools provide one or more dual enrollment courses at no cost to students, often funded by SCA funds.

SCA does not require schools to provide SCA-funded courses for free, but schools often do so for a predetermined number of courses per student or until funds are exhausted. Among the Legislative charges assigned to the Task Force were to research and consider a process to establish a uniform pricing structure for dual enrollment courses offered by each public postsecondary education institution with the ability to honor existing MOU's. Regents staff conferred with public university systems' Chief Financial Officers and presented to the Task Force a draft framework of such a pricing structure. Having reviewed this information, the Task Force recommends continued deliberation on uniform pricing in the context of the funding system to be used to promote equitable access to quality dual enrollment opportunities for students in all school districts across Louisiana.

Figure D

% of Grade 12 Students Eligible for Academic Dual Enrollment



C. Course Access and Pathways

Findings

A 2019 report by the College in High School Alliance and Education Strategy Group noted the importance of state policy and coordination in ensuring that geography does not determine student access to dual enrollment courses and that barriers do not unnecessarily limit participation in dual enrollment in academic and career areas of interest (Unlocking Potential, 2019). This report, and a May 2018 report by the Education Commission of the States, emphasized steps to broaden access to dual enrollment coursework for middle-achieving students through more flexible student eligibility standards, pre-collegiate experiences to prepare students for dual enrollment, and a wider range of courses offerings, including collegiate courses in technical fields (Zinth & Barnett, 2018). In Louisiana, 83 public high schools have fewer than 5% of students in dual enrollment courses, with nearly half of these reporting no enrollment, according to data re-

ported to the U.S. Department of Education's Civil Rights Data Collection. Within schools offering dual enrollment, many have persistent inequities in student participation when viewed by gender, race/ethnicity, and income status. Disparities in participation is highly correlated with inequitable academic preparation, as shown in Figure D. Only 31% of 12th Grade students in 2017-18 met the current eligibility requirements to enroll in an academic dual enrollment course. While 45% of white students met eligibility requirements, only 15% of African American students and 26% of Hispanic/Latino students were eligible.

Effective Fall 2018, statewide minimum eligibility policies established by the Board of Regents (Academic Affairs Policy 2.22) require students to meet three minimum criteria for participation in academic dual enrollment courses: (1) an ACT composite score of at least 19; (2) minimum ACT subject scores in Math (19) and English (18); and (3) a minimum 2.5 grade point average (GPA). Individual postsecondary institutions may

establish higher eligibility or course-specific placement criteria, as well as additional requirements and fees. This complex eligibility structure, compared to minimal eligibility requirements in other states, results in confusion among dual enrollment administrators and directly affects the number of students who are able to participate.

In addition, there has been limited implementation of high school transition courses designed for high school seniors who do not meet college readiness standards in English and mathematics. Limited funding for early assessments, such as the Pre-ACT, decrease schools' ability to identify and prepare all students for participation in dual enrollment and qualify them for courses earlier than in their senior year.

In 2014, the Louisiana Department of Education launched a career-technical education graduation diploma known as Jumpstart, significantly increasing the number of high school students able to graduate with an industry-based credential. Dual enrollment enhances the value of Jumpstart diplomas by enabling students to earn transferable college credit, providing students an opportunity to earn stackable postsecondary certificates and degrees. It is notable, however, that some high schools and career centers have developed extensive career pathways featuring dual enrollment courses connected to industry-based credentials, while others have only limited dual enrollment options.



Conditions Necessary for Success

To successfully promote course access and create pathways to explore college and career options, the following four conditions are necessary:

1. Universal early use of predictive assessments to identify students potentially eligible for dual enrollment and those in need of additional preparation in order to qualify.

Data obtained from early predictive assessments will allow secondary schools to analyze student scores and determine future dual enrollment eligibility. In addition, early assessments will provide schools the opportunity to implement supports needed to help students meet readiness standards.

2. Widespread implementation of transition courses, including identification of students by the end of their sophomore year who are not on track to meet Regents' college readiness standards.

In response to early predictive assessment, transition courses can provide necessary interven-

tion for students not on track towards college readiness standards. According to a recent scan by the Education Commission of the States, 29 states are offering interventions through transition courses to students who fall below college readiness standards. In addition to transition courses, intervention methods such as tutoring, mentoring, career assessment, and non-academic supports, can be deployed to assist students.

3. Continued support for technical dual enrollment courses through the expansion of technical options for all students.

The successful launch in 2014 of the Jumpstart graduation pathway has resulted in significant increases in the number of high school students earning industry-based credentials. Dual enrollment enhances the value of Jumpstart diplomas by enabling students to earn transferable college credit toward stackable postsecondary certificates and degrees. The Louisiana Department of Education, Workforce Investment Council, and Louisiana Community and Technical College System (LCTCS) should identify additional ways to en-

courage schools to offer more advanced and higher-value credentials featuring dual enrollment as part of Jumpstart. Additionally, many students completing a TOPS University Diploma can also benefit from taking career and technical dual enrollment courses. LCTCS should consider additional ways to incorporate technical dual enrollment in Louisiana's draft state plan and accountability metrics for implementing the federal Perkins Career and Technical Education Act.

4. Alignment of dual enrollment courses to established academic and career pathways leading to college certificates and degrees, to ensure courses taken are highly applicable to students' future postsecondary success.

Dual enrollment pathways can help students confirm or rule out potential academic and career interests, minimizing the earning of excess course credits and their associated costs. Pathways can be developed in a way that enables a student to complete credit applicable to any postsecondary credential the student decides to pursue.



D. Instructor Support and Program Integrity

Findings

According to recent interviews with practitioners from across the state, there is considerable variation in levels of training and academic oversight provided by colleges and universities to dual enrollment instructors. In many cases, it is incumbent upon the academic department by which the course is being offered to provide instructors with professional development and access to course materials, and no formal or standardized structures for providing such support. Inconsistency is a key issue: while some instructors receive frequent, tailored training from their college or university, others report limited engagement and oversight. Public institutions report recent increased emphasis

on instructor oversight due to the Regents' Public Postsecondary Quality Guidelines for Dual Enrollment, effective 2018, which specifies academic oversight expectations and formal training for instructors and facilitators.

In addition, high schools have found it challenging to recruit and retain teachers with the credentials necessary to teach dual enrollment courses—or to fund certification of new instructors. For the delivery of courses applicable to undergraduate degree programs, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines on Faculty Qualifications call for instructors to have at least a master's degree along with at least 18 hours of graduate coursework in their discipline. SACSCOC's Dual Enrollment Policy Statement clarifies that dual enrollment instructors should

possess the minimum credentials required of campus faculty. Like many other states across the country, Louisiana is experiencing a shortage of high school instructors who meet this requirement. Nevertheless, only a few graduate institutions, such as Louisiana Tech University, offer free or discounted coursework for high school instructors to meet credentialing requirements.

In light of the shortage, many Louisiana colleges and universities offer dual enrollment courses taught by regular college faculty, either in the classroom or online. Another strategy used by some Louisiana colleges and universities to fill the need is the hybrid Instructor of Record/Facilitator model, in which a non-credentialed high school instructor facilitates the course and a credentialed university faculty member serves as

the Instructor of Record. While this model has expanded access to dual enrollment, it requires significant investment of campus resources to be implemented with academic integrity.

Conditions Necessary for Success

1. Building teacher corps capacity to incentivize high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university.

To address the shortage of credentialed instructors, programs or incentives should be developed for high school teachers to obtain graduate coursework or technical certifications necessary to serve as dual enrollment instructors. For example, the state could develop a financial aid program for potential dual enrollment instructors that leverages state, federal Title II and/or other aligned funding, similar to programs implemented in Colorado, Indiana, Minnesota, Ohio, and Wyoming. The state could also work with local school districts to offer incentives (such as stipends or supplements) for dual enrollment instructors who complete graduate coursework. Additionally, universities could utilize alternate course delivery models, such as online courses, to facilitate the completion of graduate credit. Graduate programs at both Louisiana Tech and LSU are already targeting

high school instructors seeking advanced credentials; these could be enhanced and expanded with state investment and coordination.

2. Increased levels of training and academic oversight of dual enrollment instructors and facilitators provided by colleges and universities.

To ensure program integrity, colleges and universities should provide increased training for and academic oversight of dual enrollment instructors. To fulfill their duties, academic departments need institutional resources and support, including college-wide guidelines for offering professional development, access to course materials, and evaluation of courses.

E. Communication, Outreach and Public Reporting

The Task Force recognized the significant communication and outreach necessary to ensure parents and students are well informed of the benefits of and requirements for participation in dual enrollment. Our universal access goal will not be accomplished if student participation and success, especially among underserved populations, are not significantly increased. This requires a robust engagement strategy to reach and empower school superintendents, school boards, administrators, teachers, counselors, postsecondary presidents and administrators, fac-

ulty, and staff, as well as K-12, higher education, and college access and parent engagement organizations, to participate in promoting universal access to dual enrollment.

As the state increases access, school counselors must be able to expand college and financial aid advisement to students. Unfortunately, these professionals have too many students and responsibilities that hinder their ability to help students effectively navigate complex dual enrollment systems and myriad of information attached to them. Online surveys distributed to school counselors throughout the state revealed severe challenges surrounding communication of dual enrollment opportunities, which included the consistency of available information, the ability to access needed information, and the timing of information distribution.

To monitor our success and continuing challenges, we must be accountable and annually report on our progress and next steps. Currently Louisiana lacks adequate annual reporting on dual enrollment. To monitor progress of the newly established Regents and BESE goal, the Department of Education and Board of Regents should implement transparent annual reporting on dual enrollment participation, performance, and equity at both school and institutional levels.

VI. 2020 Recommendations

At its inaugural meeting, the Task Force decided to prepare this interim report in January 2020 to provide guiding principles, highlight key findings and share initial recommendations.

The time is right to build on the momentum and interest in expanding dual enrollment opportunities in this state. Therefore, the Task Force recommends to the Governor and Legislature adoption of the guiding principles for universal access to dual enrollment and support for an initial seed investment to undertake the capacity-building necessary to advance universal access and expand early college opportunities.

Specifically, the state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase access and equity in dual enrollment in areas of high need, such as:

1. Incentives for high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university;
2. Incentives to increase student preparation and readiness, including but not limited to early predictive assessments, tutoring, test preparation and other effective interventions;

3. Incentives for high school counselors to receive the training necessary to support students in their dual enrollment course selections and overall program participation
4. Support for districts to establish and sustain intensive cohort-based pathway programs that increase the preparation of students for college and careers, including Early College High Schools and Career Academies; and
5. Development and adoption of Open Educational Resources to reduce textbook and materials costs.
6. Expansion of innovative dual enrollment delivery methods through the usage of mobile Science, Technology, Engineering and Mathematics (STEM) laboratories throughout Louisiana.

This grant, combined with the following agency and board initiatives, can improve policy conditions and increase coordination to accelerate our success:

Board of Regents (Higher Education)

1. Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualifica-

tion alignment and communication simplification.

2. Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.
3. In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels.
4. Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment.

Board of Elementary and Secondary Education (K-12)

1. Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.



2. Explore a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.

Department of Education (K-12)

1. Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.

2. In coordination with the Board of Regents, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.

3. Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.

4. Continue alignment of technical dual enrollment courses with Jumpstart programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.

A final report will be submitted to the Legislature, as required by Act 128, by October 1, 2020. The Task Force will continue to meet to discuss further refinement of the Statewide Framework, work with agencies to implement necessary already-identified system improvements and continue research and data analysis.

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Appendix A

2019 Regular Session

ACT No. 128

ENROLLED

SENATE BILL NO. 243 (Substitute of Senate Bill No. 194 by Senator Morrish)

BY SENATOR MORRISH

7 Be it enacted by the Legislature of Louisiana:

10 §183.3. Career major; description; curriculum and graduation requirements

11 A.(1)(a) * * *

12 (b) Students pursuing a career major shall be afforded the opportunity to
13 dually enroll in ~~an~~ **a Louisiana public postsecondary education** institution ~~under~~
14 ~~the management and supervision of the Board of Supervisors of Community and~~
15 ~~Technical Colleges~~ or participate in a business internship or work-study program
16 when such opportunities are available and appropriate.

17 * * *

18 §2922.1. Dual Enrollment Framework Task Force, creation, purpose,
19 membership, definitions, reporting, termination

20 A. The Dual Enrollment Framework Task Force is hereby created under
21 the jurisdiction of the Board of Regents for the purpose of making
22 recommendations for the establishment of a statewide dual enrollment
23 framework designed to provide universal access to dual enrollment courses to

1 all qualified public high school juniors and seniors.

2 B.(1) The task force shall be composed of twelve members as follows:

3 (a) The governor or his designee.

4 (b) The commissioner of higher education or his designee.

5 (c) The state superintendent of education or his designee.

6 (d) The president of the State Board of Elementary and Secondary

7 Education or his designee.

8 (e) The executive director of the Louisiana School Boards Association or

9 his designee.

10 (f) The executive director of the Louisiana Association of School

11 Superintendents or his designee.

12 (g) The executive director of the Louisiana Association of Principals or

13 his designee.

14 (h) The president of the Louisiana School Counselor Association or his

15 designee.

16 (i) The chairman of the College and Career Readiness Commission or his

17 designee.

18 (j) The president of Council for a Better Louisiana or his designee.

19 (k) The executive director of Stand for Children Louisiana or his

20 designee.

21 (l) The executive director of the Louisiana Association of Public Charter

22 Schools or his designee.

23 (2) Members shall serve without compensation, except for per diem or

24 expenses to which they may be entitled as members of the constituent

25 organizations.

26 (3) A majority of the total membership shall constitute a quorum of the

27 task force, and any official action taken by the task force shall require an

28 affirmative vote of the majority of the quorum present and voting.

29 (4) The commissioner of higher education shall call an organizational

30 meeting of the task force by August 1, 2019. The task force shall elect a

1 chairman, and any other officers deemed necessary, from among the
2 membership.

3 (5) The Board of Regents shall provide staff support to the task force.

4 C. "Dual enrollment" means the enrollment of a high school student in
5 a postsecondary course for which both postsecondary and high school credit
6 may be earned.

7 (1) Dual enrollment shall include any course which provides credit:

8 (a) Toward a high school diploma and a public postsecondary education
9 academic undergraduate degree.

10 (b) Toward a high school diploma aligned to a career major as provided
11 in R.S. 17:183.1 et seq. and a public postsecondary education credential in a
12 high-demand field.

13 (2) Dual enrollment shall not include any course which provides:

14 (a) Credit only as a high school transition course or a remedial
15 postsecondary education course.

16 (b) Partial credit for a corequisite, modular, or scalable postsecondary
17 education course.

18 D. In developing recommendations for the framework, the task force
19 shall:

20 (1) Review existing laws, policies, and efforts in Louisiana and other
21 states on dual enrollment, course choice, student remediation, articulation and
22 transfer, and transition courses.

23 (2) Consider any dual enrollment recommendations from the College and
24 Career Readiness Commission.

25 (3) Seek to coordinate all dual enrollment efforts of the Board of Regents,
26 the State Board of Elementary and Secondary Education, the state Department
27 of Education, public postsecondary education management boards and
28 institutions, and the governing authority of each public high school.

29 E. In making recommendations, the task force may identify:

30 (1) Strategic funding needs.

(2) Funding sources.

(3) Course content requirements.

(4) Instructor and student qualifications.

(5) A process to:

(a) Guarantee that dual enrollment courses articulate to the appropriate public postsecondary education institution.

(b) Require that dual enrollment courses and course grades are recorded on a student's permanent high school and postsecondary academic transcripts.

(c) Routinely evaluate the effectiveness of the statewide dual enrollment framework and dual enrollment courses.

(d) Recognize and reward schools, through the state's school and district accountability system, that graduate students who have earned significant credit toward a postsecondary credential or degree.

(e) Recognize and reward each postsecondary education institution, within the postsecondary education funding formula, that shows significant use of dual enrollment to further its institutional mission.

(f)(i) Establish a uniform pricing structure which may include a maximum tuition for dual enrollment courses offered by each public postsecondary education institution and which may differentiate between courses taught on a postsecondary campus, online, or at a high school, and may differentiate by the qualifications of the instructor.

(ii) Notwithstanding Item (i) of this Subparagraph, the recommended pricing structure shall not prevent a public postsecondary education institution and a public high school governing authority from entering into a memorandum of understanding or other agreement to provide dual enrollment courses free of charge or an amount less than that established by the pricing structure.

F. The Board of Regents shall submit a written report of task force findings and recommendations to the Senate Committee on Education and the House Committee on Education by October 1, 2020.

G. The task force shall terminate on June 30, 2021.

SB NO. 243

ENROLLED

1 Section 2. Subpart A-3 of Part III of Chapter 1 of Title 17 of the Louisiana Revised
2 Statutes of 1950, comprised of R.S. 17:187.1 through 187.5, R.S. 17:3129.1, and 3137 are
3 hereby repealed.

4 Section 3. This Act shall become effective upon signature by the governor or, if not
5 signed by the governor, upon expiration of the time for bills to become law without signature
6 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
7 vetoed by the governor and subsequently approved by the legislature, this Act shall become
8 effective on the day following such approval.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Page 5 of 5

Coding: Words which are ~~struck through~~ are deletions from existing law;
words **in boldface type and underscored** are additions.

Appendix B

*Marty J. Chabert
Chair*

*Collis B. Temple III
Vice Chair*

*Blake R. David
Secretary*

*Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education*



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BOARD OF REGENTS

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Dual Enrollment Framework Task Force Commission Agenda

July 24, 2019

10:00 a.m.

**Richland Parish School Board Meeting Room
411 Foster St., Rayville, LA 71269**

Objective:

- Make recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses to all qualified public high school juniors and seniors.

Agenda Items:

1. Call to Order & Roll Call
2. Welcome
 - The Honorable John Bel Edwards, Governor, State of Louisiana
3. Election of Chair
4. Overview of Legislation
5. State of Dual Enrollment in Louisiana
 - Overview
 - Discussion by LCTCS
6. Statewide Systems of Dual Enrollment Frameworks Across the Country: Lessons Learned
 - Adam Lowe, Advisor at Education Strategy Group
7. Discussion of Process and Next Steps
8. Other Business

Proposed Next Meetings

Monday, September 9, 2019

Monday, November 4, 2019

Monday, February 17, 2019

<u>Member</u>	<u>Title</u>	<u>Seat Information as listed in statute</u>
Mr. Donald Songy	Education Policy Advisor, Office of the Governor	(1) The governor or his designee.
Dr. Kim Hunter Reed	Commissioner of Higher Education	(2) The commissioner of higher education or his designee.
Mr. Ken Bradford	Assistant Superintendent	(3) The state superintendent of education or his designee
Ms. Doris Voitier	State Board of Elementary and Secondary Education Member	(4) The president of the State Board of Elementary and Secondary Education or his designee
Dr. Janet Pope	Executive Director of the Louisiana School Boards Association	(5) The executive director of the Louisiana School Boards Association or his designee.
Mr. Mike Faulk	Executive Director of the Louisiana Association of School Superintendents	(6) The executive director of the Louisiana Association of School Superintendents or his designee.
Mr. Tomy Byler	Principal at North Vermillion High School	(7) The executive director of the Louisiana Association of Principals or his designee.
Ms. Denise Latour	Past President of the Louisiana School Counselor Association	(8) The president of the Louisiana School Counselor Association or his designee.
Dr. Jeannine O. Kahn	Provost & Vice President for Academic Affairs	(9) The chairman of the College and Career Readiness Commission or his designee.
Ms. Carrie Griffin Monica	Executive Director of Stand for Children	(10) Stand for Children
Mr. Barry Erwin	President & CEO of Council for A Better Louisiana	(11) Council for a Better Louisiana
Ms. Linda Johnson	Louisiana Association of Public Charter Schools	(12) Louisiana Public Charter School Association

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Dual Enrollment Framework Task Force

October 7, 2019

12 p.m. – 3:30 p.m.

**South Louisiana Community College
Health & Sciences Building Auditorium
Lafayette, LA**

Agenda Items:

- 12:00 p.m.-12:05 p.m.: **Call to Order, Roll Call & Approval of September 9, 2019 Minutes**
- 12:05 p.m.- 2:00 p.m.: **Financial Models & Uniform Tuition/Fees**
 - Terrence Ginn, Deputy Commissioner for Finance and Administration
 - Matthew LaBruyere, Associate Commissioner for Finance and Administration
- 2:00 p.m. – 2: 45 p.m.: **Accountability Measures**
 - Dr. Erin Bendily, Assistant Superintendent, Policy and Governmental Affairs at Louisiana Department of Education
- 2:45 p.m. – 3:15 p.m.: **Showcase of Local Partnerships**
 - Alex Melton, Principal of Early College Academy
 - Andre Perez, Executive Director for Academic Initiatives at SLCC
 - Caronda Bean, Director of Dual Enrollment at SLCC
 - Amanda Doyle, Director of University Connection at ULL
- 3:15 p.m.- 3:30 p.m.: **Next Steps & Adjournment**

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Dual Enrollment Framework Task Force

November 4, 2019 12 p.m. to 3:30 p.m.

*Louisiana Tech at Bossier Parish Community College
Building H-Conference Room 418
6220 E. Texas Street
Bossier City, LA 71111*

1. 12:00 p.m. -12:05 p.m.: **Call to Order, Roll Call & Approval of October 7, 2019 Minutes**
2. 12:05 p.m.- 12:25 p.m.: **Recommendations by College & Career Readiness Commission**
 - Dr. Jim Henderson, *President and CEO, University of Louisiana System*
3. 12:25 p.m.- 1:10 p.m. **Findings from Statewide Dual Enrollment Program Interviews & Communication Surveys**
 - Adam Lowe, *Advisor, Education Strategy Group*
 - Lauren Norton, *Senior Associate, Education Strategy Group*
 - Mellynn Baker, *Institutional Research Associate, Louisiana Board of Regents*
4. 1:10 p.m. – 1:55 p.m.: **Communications & Outreach**
 - Adam Lowe, *Advisor, Education Strategy Group*
 - Dr. Lupe Lamadrid, *Senior Policy Analyst, Louisiana Board of Regents*
5. 1:55 p.m.- 2:35 p.m.: **Showcase of Local Partnerships**
 - Dr. Keisha Smith, *State Director for Louisiana, Education Trust*
 - Dr. Melva Williams, *Vice Chancellor for Student Affairs and Enrollment Management, Southern University at Shreveport*
 - Gordan D. Ford, *Executive Director and Chief Executive Officer, Lincoln Preparatory School*
 - Dr. Barry Morales, *Director of Dual Enrollment, Louisiana Tech*
6. 2:35 p.m.- 3:25 p.m.: **Career & Technical Education Discussion**
 - Ken Bradford, *Assistant Superintendent, Louisiana Department of Education*
 - Dr. René Cintrón, *Chief Academic Affairs Officer, LCTCS*
 - Alexandra Ekstron, *Program Director, High School Initiatives, BPCC*
 - Lynne McCoy, *Director of Academic Outreach, BPCC*
 - Jayda Spillers, *Principal, Bossier Parish School for Technology and Innovative Learning*
7. 3:25 p.m.- 3:30 p.m.: **Public Comments, Next Steps, & Adjournment**

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Dual Enrollment Framework Task Force

December 2, 2019 1 p.m. to 4 p.m.

*LSU Foundation
3796 Nicholson Dr.
Baton Rouge, LA 70802*

1. 1:00 p.m. -1:05 p.m.: **Call to Order, Roll Call & Approval of November 4, 2019 Minutes**
2. 1:05 p.m. – 1:20 p.m.: **LSU College Readiness Dual Enrollment Program**
 - Dr. Matthew R. Lee, *LSU Vice Provost for Academic Programs and Support Services*
 - Phoebe B. Rouse, *LSU College Readiness Dual Enrollment Program Director*
3. 1:20 - 1:30 p.m.: **Review of Legislation & Charge of Task Force**
4. 1:30 p.m.- 2:15 p.m.: **Discussion of Draft Guiding Principles**
5. 2:15 p.m.- 3:00 p.m.: **Discussion of Foundational Areas to Address**
6. 3:00 p.m.- 3:45 p.m.: **Discussion of Conditions Necessary for Success**
7. 3:45 p.m.- 4:00 p.m.: **Public Comments, Next Steps, & Adjournment**

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Dual Enrollment Framework Task Force

*January 6, 2020
12 p.m. to 3 p.m.
Claiborne Building- Rm. 1-135 (Iowa Room)
1201 N 3rd St.
Baton Rouge, LA 70802*

- 12:00 p.m. -12:05 p.m.: Call to Order, Roll Call & Approval of December 2, 2019 Minutes
- 12:05 p.m. -12:15 p.m.: Public Comments
- 12:15 p.m.- 2:00 p.m.: Discussion and Approval of Draft Dual Enrollment Report
- 2:00 p.m.- 2:30 p.m.: Discussion of Next Steps
- 2:40 p.m.- 3:00 p.m.: Other Business & Adjournment

Appendix C



Education Strategy Group
ACHIEVING GREATER IMPACT



Louisiana Dual Enrollment Task Force Key Informant Interview Summary of Findings

Prepared by Adam I. Lowe and Lauren Norton | October 2019

Goals & Approach

- To inform the Dual Enrollment Task Force by soliciting additional insights into dual enrollment practices and priorities from K12 and higher education leaders
- To collect examples of successful programs that can be highlighted
- Representatives of 15 colleges and universities and 10 superintendents, principals, and counselors from varied programs across the state interviewed by phone

Key Takeaways from Our Interviews

- Considerable variability in financing dual enrollment limits access for many students
- Access is limited primarily to students already likely to succeed in college
- While navigational supports are available, they are inconsistently utilized
- Numerous approaches aim to address the gap in credentialed instructors
- Principals and counselors expressed several challenges with communications

Near Term Opportunities

- Set equity goals and measure and report progress.
- Simplify complex Board of Regents and TOPS Tech Early Start Student Eligibility requirements.
- Build on Jumpstart momentum to expand Career and Technical dual enrollment course-taking.
- Develop a state communications hub and infrastructure.
- Replicate successful pathway programs like Early College, Career Academies, and the Extension Academy pilot.

Longer Term Opportunities

- Offer and use earlier predictive assessments to identify students potentially eligible for dual enrollment.
- Reduce financial burden incurred by students and families.
- Consider increased weighting for dual enrollment courses in the high school Accountability System.
- Support continued institutional improvement of academic quality and course oversight.
- Expand pool of dual enrollment instructors through graduate programs and professional development.

DUAL ENROLLMENT



COMMUNICATION SURVEY

Board of Regents staff administered a 7 question survey regarding dual enrollment communication. This survey was sent to members of the Louisiana Association of Principals and the Louisiana School Counselor Association.

DEMOGRAPHICS

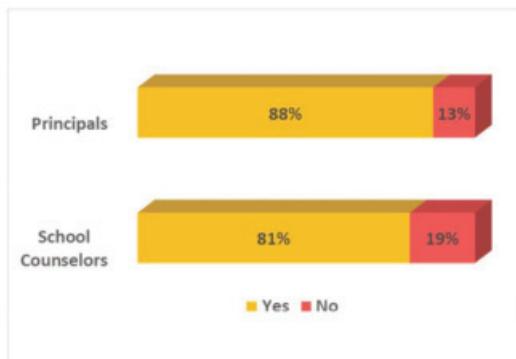


48 Principals
36 School Counselors

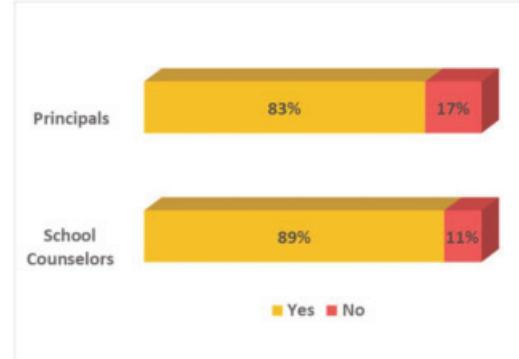


59 Cities

ARE YOU SATISFIED WITH DUAL ENROLLMENT COMMUNICATION?



ARE YOU SATISFIED WITH DUAL ENROLLMENT RESOURCES?



TOP 3 METHODS OF RECEIVING INFORMATION CONCERNING DUAL ENROLLMENT

SCHOOL COUNSELORS

1. COLLEGES
2. LOCAL SCHOOL DISTRICT
3. LDOE

PRINCIPALS

1. LOCAL SCHOOL DISTRICT
2. COLLEGES
3. LDOE

CHALLENGES OF COMMUNICATION:

"At this point, there are several inconsistencies between universities."

"I never know when things change unless I look. I have close contact with my college partnership and ask them directly."

"I don't really receive information concerning dual enrollment policies."



