

# NOTICE OF MEETINGS

Meeting will be held via Video Conference

Meeting can be viewed at:  
<https://regents.la.gov/live/>

Public comments can be made at:  
<https://regents.la.gov/publiccomments>



\*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

P. O. Box 3677, Baton Rouge, Louisiana 70821-3677  
Phone: (225) 342-4253 and FAX: (225) 342-9318

### Board of Regents Wednesday, February 24, 2021

| Event   | Time      | Location  |
|---|-----------|---|
| <p>(Meeting as a Committee of the Whole)<br/><i>Board of Regents</i></p> <ul style="list-style-type: none"><li>➤ Master Plan Highlight</li><li>➤ Audit</li><li>➤ Facilities and Property</li><li>➤ Academic and Student Affairs</li><li>➤ Statewide Programs</li><li>➤ Planning, Research &amp; Performance</li></ul> | 9:00 a.m. | <p>Meeting will be held via Video Conference</p> <p>Meeting can be viewed at:<br/><a href="https://regents.la.gov/live/">https://regents.la.gov/live/</a></p> |

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.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – <https://regents.la.gov>

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



*Marty J. Chabert*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*Gary N. Solomon, Jr.*  
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*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Chandler C. Vidrine, Student*

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AGENDA

BOARD OF REGENTS\*

*Meeting as a Committee of the Whole*

*Wednesday, February 24, 2021*

*9:00 a.m.*

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

- I. Call to Order
- II. Roll Call
- III. Certification for Virtual Meeting
- IV. Public Comments
- V. Approval of Minutes from January 6, 2021
- VI. Chairman's Comments
- VII. Updates to Bylaws
- VIII. Master Plan – Louisiana Prosperity Index
- IX. Reports and Recommendations
  - A. Audit
    1. Internal Audit Contract Discussion
    2. Internal Audit Reports Presentation
  - B. Facilities and Property
    1. Act 959 Project: LSU A&M Fred C. Frey Computing Services Center Building Uninterrupted Power Supply System # 1 Replacement and Upgrades
  - C. Academic and Student Affairs
    1. Consent Agenda
      - a. Addition of ALEKS to A.A. Policy 2.18
      - b. Addition of Duolingo to the Minimum Admissions Standards Policy

- c. Routine Staff Approvals
- 2. Response to Senate Resolution 190 of the 2019 Regular Session with Addendum from LSU
- 3. Responses to House Concurrent Resolutions of the 2020 Regular Session
  - a. HR 52
  - b. HCR 45
- 4. Academic Program Proposals
  - a. AAS Engineering Technology – Southern University at Shreveport
  - b. UC Remote Systems Science & Technology – Northwestern
  - c. BFA Film & TV – LSU A&M
  - d. BS Professional Pilot – UNO
  - e. GC Healthcare Analytics – LSU A&M
  - f. GC Healthcare Systems Engineering – LSU A&M
  - g. MS Nutritional Sciences – McNeese
- 5. Revisions to Center and Institute Approval Process
- D. Statewide Programs
  - 1. Consent Agenda
    - a. Approval of Rulemaking to Implement COVID-19 as an Objective Circumstance for which Students May Request an Exception to the Continuous Enrollment, Full Time, and Earned Annual Hours Requirements for TOPS
    - b. Approval of TOPS Exceptions
  - 2. Response to Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Legislature
- E. Planning, Research and Performance
  - 1. Consent Agenda
    - a. R.S. 17:1808 (Licensure)
      - i. Initial Applications
        - (a) Miami International University of Art & Design
        - (b) Western University of Health Sciences
      - ii. Renewal Application
        - (a) Northcentral University (NU)
      - iii. Extension Request
        - (a) World Quant University (WQU)
    - b. State Authorization Reciprocity Agreement (SARA)
      - i. Initial Application

- (a) Infinity College
  - ii. Renewal Applications
    - (a) Louisiana State University A&M
    - (b) Louisiana State University Health Sciences Center Shreveport
    - (c) McNeese State University
    - (d) Northwestern State University
    - (e) River Parishes Community College
    - (f) University of Holy Cross
- c. Proprietary Schools Advisory Commission
  - i. Initial Licenses
    - (a) United Dental Institutes, LLC – Baton Rouge
    - (b) United Dental Institutes, LLC – Lafayette
    - (c) United Dental Institutes, LLC – New Orleans
    - (d) Next Level Educational Services, LLC
  - ii. Renewal Applications
    - (a) Academy of Acadiana (12/02/10)
    - (b) Accelerated Dental Assisting Academy – Hammond (12/10/15)
    - (c) Accelerated Dental Assisting Academy – Lake Charles (12/11/19)
    - (d) Advanced Welding School, LLC (12/11/17)
    - (e) Alexandria Dental Assistant School (12/08/11)
    - (f) Infinity College, Inc. (12/02/10)
    - (g) Kingdom Technical College (12/11/2019)
    - (h) Learning Bridge Career Institute (12/02/10)
    - (i) Melba Beauty (12/11/19)
    - (j) NASCAR Technical Institute (12/05/02)
    - (k) National Driving Academy, Inc. (12/05/96)
    - (l) New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)
    - (m) Southeastern Louisiana Technical College (12/11/19)
    - (n) Southern Security School, Inc. (12/07/16)
    - (o) Tulsa Welding School (12/07/06)
    - (p) Unitech Training Academy – Alexandria (12/04/08)
    - (q) Unitech Training Academy – New Orleans (12/07/11)
- 2. Notice of Proprietary Schools Administration Rulemaking
- 3. Northwest Louisiana Technical Community College Mission Statement
- X. Reports and Recommendations by the Commissioner of Higher Education
- XI. Other Business
- XII. Adjournment

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

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*Judy A. Williams-Brown*  
*Chandler C. Vidrine, Student*

**LA-R.S. 42.17.1 CERTIFICATION**

I certify that the February 24, 2021 Louisiana Board of Regents (BoR) meeting will be held via videoconference in accordance with La. R.S. 42.17.1.

The State of Louisiana continues to operate under a state of public health emergency declared by the governor, as most recently renewed in Proclamations 17 and 18 JBE 2021 (February 11, 2021). As a result, a traditional public meeting would be detrimental to the health, safety and welfare of the public. The BoR meeting concerns, and is limited to, matters that are directly related to its response to the public health emergency and are critical to the health, safety, and welfare of the public.

Pursuant to La. R.S. 42.17.1, BoR will provide for attendance by the public at the meeting of February 24, 2021 via video or teleconference, in a manner that allows for observation and input by members of the public, including a mechanism to receive electronic comment both prior to and during the meeting, as set forth in this notice, posted on February 17, 2021.

Members of the public can view the meeting and make public comment as follows:

The meeting can be viewed at: <https://regents.la.gov/live/>.

Public comments can be made prior to the meeting (until 5:00 pm on Tuesday, February 23, 2021) via email to: [bor.publicaffairs@laregents.edu](mailto:bor.publicaffairs@laregents.edu) or online at: <https://regents.la.gov/publiccomments>.

Public comments can be made during the meetings via open conference call at: 888-204-5984; access code 1755460#.

A handwritten signature in black ink, appearing to read "Blake R. David", is written over a horizontal blue line.

Blake R. David, Chair  
Louisiana Board of Regents

DRAFT  
MINUTES  
BOARD OF REGENTS

January 6, 2021

The Board of Regents met as a Committee of the Whole at 9:46 a.m., Wednesday, January 6, 2021, via video conference. 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  
Randy Ewing  
Stephanie Finley  
Robert Levy  
Phillip May, Jr.  
Charles McDonald  
Darren Mire  
Sonia Pérez  
Wilbert Pryor  
T. Jay Seale III  
Gary Solomon, Jr.  
Chandler Vidrine, Student  
Felix Weill  
Judy Williams-Brown

Mgt. Board Representatives present:

Paul Price, LCTC System  
Mary Werner, LSU System  
Leon Tarver, SU System  
Lola Dunahoe, UL System

CERTIFICATION FOR VIRTUAL MEETING

Chair Chabert referenced the Board of Regents' certification of inability to operate due to the lack of an in-person quorum. The certification is available on the Board of Regents website and was included with the meeting materials. He indicated that all votes during the meeting would be done by roll call.

PUBLIC COMMENTS

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

## OATHS OF OFFICE

### **Newly Appointed Board Members**

Governor John Bel Edwards appointed the following new members to the Board of Regents: Ms. Stephanie A. Finley of Lafayette, and Ms. Judy A. Williams-Brown of Homer. Mr. Victor Jones, Executive Counsel, administered the oath of office to each appointee.

Chair Chabert officially welcomed the new members to the Board and thanked them for their willingness to work for the betterment of the State.

### **Board Officers (Chair, Vice Chair and Secretary)**

The newly appointed officers for 2021 were sworn in by Mr. Jones. He administered the oath of office to Regent Blake David as Chair and Regent T. Jay Seale III as Vice Chair. Regent Sonia Pérez will be sworn in as Secretary at a later date.

### **Members to Serve on the Executive Committee**

Chair Chabert requested that members of the 2021 Executive Committee be sworn in by Mr. Jones as follows: Regents Marty Chabert, Darren Mire, Wilbert Pryor and Gary Solomon.

## CHAIRMAN'S COMMENTS

Chair Chabert handed over the gavel to the new Chairman, Blake David. He was congratulated and made the following comments:

- He said that the state must find a way to get more higher education completions. He noted that there are direct correlations between a person's level of education and their health, lifespan, happiness, wealth, home ownership, and likelihood of being incarcerated. He said that we must set our kids up for success. If we can help one person get a degree, there could be a generational effect that leads to better lives for their children and possibly their grandchildren.
- He said that higher education completions directly relate to economic development. Education is the only way, the golden ticket, to make our state and our citizens better.
- He thanked Dr. Reed and acknowledged her as the best leader in higher education. He also praised the staff as an amazing, cohesive team. He said that the Board is comprised of superstars and titans, and that being named the leader of this group is the proudest moment in his life and that he looks forward to working with everyone.
- He acknowledged student member Chandler Vidrine and asked him to share his report. Regent Vidrine provided updates on some of the SGA activities around the state including:
  - Students are preparing to return to campus, some as soon as next week; and

- The Council of Student Body Presidents (COSBP) will meet on January 30, 2021 at the University of Louisiana at Lafayette.
- He welcomed Regents Levy, Ewing, McDonald and Chabert to share their sentiments regarding former Regent Victor T. Stelly, who recently passed away due to COVID-19.
  - Regent Levy said that Mr. Stelly was the exact type of person that you would want as a Regent. He said that Mr. Stelly was a man of dignity and humor who led by example and inspired others to do the right thing.
  - Regent Ewing said that he was honored to offer this tribute to Mr. Stelly. He highlighted Mr. Stelly’s background as a former quarterback, educator, legislator, TOPS proponent, and, most famously, author of the tax plan that would become known as the “Stelly Plan”. He said that we share the loss of not only Mr. Stelly, but also of his wife Terry, who also passed away from complications of COVID-19, with his family and extend our sympathy and love.
  - Regent McDonald echoed the sentiments of Regents Levy and Ewing. He said that he was Mr. Stelly’s roommate for years and that we need more men like Vic Stelly helping to lead our state. He said that he was honored to serve with Mr. Stelly and admired his work.
  - Regent Chabert said that Mr. Stelly served in the Legislature with both him and his father. He said that he attended Mr. Stelly’s funeral, which was a celebration of his life, and he extended condolences on behalf of the Board of Regents.
- He noted that he was proud of the work of higher education through the challenges of 2020. He said that he was optimistic of the progress being made on the McNeese and SOWELA campuses - 80% of the residence halls at McNeese are ready for occupancy, and classes will start at all three SOWELA locations (Lake Charles, Jennings, and Oakdale) on January 19<sup>th</sup>.

RATIFICATION OF COMMITTEE ASSIGNMENTS FOR 2021

**On motion of Regent Chabert, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to ratify the Committee assignments for 2021.**

APPROVAL OF THE MINUTES OF DECEMBER 16, 2020

**On motion of Regent Temple, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of December 16, 2020.**

MASTER PLAN – STUDENT SUCCESS COUNCIL

Dr. Kim Hunter Reed, Commissioner of Higher Education, explained that the Student Success Council will be a convening of public and private, two- and four-year experts who will have the job of making sure that we are advancing Master Plan work on our campuses at scale. She then introduced Dr. Toya Barnes-Teamer, Principal, HCM Strategists, a consultant with over thirty years of experience in higher education who is also a nationally recognized expert in equity work. Dr. Teamer congratulated the new Board members, officers, and members of the Executive Committee. She said that Chair David

introduced the topic of the Student Success Council: Education is the key, the golden ticket. She also acknowledged the work of Vic Stelly.

Dr. Teamer said that when we talk about Louisiana Prospers, we must talk about poverty and getting from poverty to prosperity. She thanked Dr. Reed not only for her focus on creating the Master Plan, but also for operationalizing it. She said that Louisiana is the first state to take the student success framework from the institutional level to the state level, bringing together the great minds in the state, including the students. She said that the Master Plan calls for 60% of Louisiana's working-age population to hold a postsecondary credential by 2030. She noted that Louisiana is one of 45 states to set an attainment goal, and she appreciates that we have been tracking from the first year of Louisiana Prospers the successes of this plan. We must continue to measure to know that we are making progress in these areas. We must double the number of completions by 2030. The accomplishment of Master Plan objectives will be accelerated through leveraging a wide range of student and practitioner expertise to establish best practices for student support, identify barriers to student success, close equity gaps, and recommend policy solutions. Dr. Teamer then turned over the presentation to Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success.

Dr. Brumfield shared some key research findings and challenges that could potentially be addressed by the Student Success Council. He explained that, in addition to the best and brightest from systems and institutions, the state Department of Education, the Louisiana Workforce Commission, Louisiana Economic Development, and other organizations engaged in Master Plan efforts will inform and advise the Council. The work will be research-driven and rooted in best practices. The first meeting is scheduled for January 27. The Council will provide the Board and its partners with the expertise critical to identify and scale what works in order to achieve the Master Plan goals and further ensure that Louisiana prospers.

Chair David asked if, due to the pandemic, there is a national trend of declining numbers of high school students entering into higher education and particularly enrolling in community and technical colleges. Dr. Teamer said that this is a trend across the country and explained that the success of

switching to a virtual or hybrid model of teaching depended on how prepared an institution was. If technology was not already in place prior to the pandemic, the institution had to get resources, train instructors, and support students. She said that she has not had an opportunity to research this topic or to speak to Monty Sullivan to see where LCTCS was before the pandemic. Regent Ewing said that affordability is a major problem in moving students toward attainment. He said that we must get as many students involved in dual enrollment as possible. He then asked if vocational skills courses were offered through dual enrollment. Dr. Reed said yes, that Louisiana provides career and technical education through dual enrollment and that the Jump Start program is also available; however, she noted that most dual enrollment students opt to take academic courses. Regent Ewing said that if we could make a push for vocational skills in dual enrollment, we would make great strides in reaching the Master Plan goal. Regent Solomon asked if virtual courses for dual enrollment were offered during the pandemic to continue the program. Dr. Reed said according to the Department of Education there was only a slight decline in dual enrollment numbers and that students were finding ways to continue their coursework. Regent Vidrine commended the Council and suggested that updates be provided to the Regents quarterly, instead of biannually. The Chairman agreed with this request. Regent Mire asked how many universities have childcare facilities on campus. Dr. Susannah Craig, Deputy Commissioner for Academic Affairs and Innovation, said that she would provide that number. She said the issue with childcare on campus is that many on-campus facilities serve faculty and their communities, but are cost-prohibitive for students. She said there is a meeting tomorrow to brainstorm this topic with the Louisiana Department of Education and Policy Institute for Children through our work with the Early Childhood Care and Education Commission. Dr. Reed said that a benefit of the Student Success Council is that it will aid in pinpointing barriers to completion, allowing us to have insight into academic and nonacademic barriers to success. Chair David asked if we know what we need to do in order to meet the goals of the Master Plan and if we have the resources to do it. Dr. Reed said that we need a comprehensive approach. We must braid our resources. Regent Pryor asked if dual enrollment statistics include students who take Advanced Placement courses. Dr. Reed said yes. He also asked if there was any polling of 18-19-year-olds to find

out why they haven't taken advantage of dual enrollment and what their impediments are. Dr. Reed said the Education Trust has convened focus groups of parents and students at various locations and income levels to address these questions and she will share the results when she receives them. Dr. Teamer offered some examples of dual enrollment in other states. She said that Texas offers an early college program, which ensures that students are graduating with a high school diploma and certificate or associate's degree. She said that in Ohio every student from 7<sup>th</sup>-12<sup>th</sup> grade must have a student success plan, which must include career development. She said that we need to create clear pathways from K-12 to postsecondary education. Regent Pryor asked if a presentation to outline dual enrollment opportunities could be made mandatory for all high school students in freshman or sophomore years. Dr. Reed said that we will have those conversations with the Department of Education and share results. She also noted that the dual enrollment portal is being developed as a one stop shop to share information. Dr. Teamer said that she is looking forward to continuing the work with the Board of Regents, and is excited to be working in her home state. Chair David thanked Dr. Teamer and said that he is very excited to see the work of the Student Success Council.

## REPORTS AND RECOMMENDATIONS

### **FINANCE**

#### FEDERAL SUPPORT FOR HIGHER EDUCATION UPDATE

Mr. Matthew LaBruyere, Associate Commissioner for Finance and Administration, presented the update on federal support for higher education. He explained that the recently approved Education Stabilization Fund includes the Governor's Emergency Education Relief Fund (GEERF) and Higher Education Emergency Relief Fund (HEERF). Chair David asked, since these funds are distributed directly to institutions, what Regents can do to make sure institutions use these funds toward completions. Dr. Reed said that we do not have guidance yet from U.S. Department of Education, but that we have been in conversation with the Governor on the GEERF to be sure every dollar is leveraged toward the completion goal. Regent Solomon asked how the funds flowed. Dr. Reed said HEERF dollars flow directly to institutions and GEERF to the Division of Administration, where they are disbursed. Chair

David asked if there were restrictions on these funds. Mr. LaBruyere said that athletic construction projects were not allowed with these funds, and that they must be spent to address coronavirus, students, and lost revenues for the institutions. Dr. Reed said that the official guidance will give specifics. Chair David noted that these funds will be helpful, particularly for minority-serving institutions.

## **FACILITIES AND PROPERTY**

Mr. Chris Herring, Assistant Commissioner for Facilities and Planning, presented the agenda items.

### CONSENT AGENDA: SMALL CAPITAL PROJECTS REPORT

- a. **LSU A&M: Jesse Coates Hall 3<sup>rd</sup> Floor Biology Lab Renovations**
- b. **LSU A&M: PERTT Phase 2 Electrical Improvements**
- c. **LSU A&M: SVM Chiller Replacement**
- d. **LSU A&M: University Stores Renovations for PTS**
- e. **LSU HSC-S: MED/PEDS & General Internal Medicine Renovations**

**On motion of Regent Mire, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda as presented.**

### LATE ADDITIONS TO BOR FY 2021-22 CAPITAL OUTLAY BUDGET RECOMMENDATION

**On motion of Regent Pérez, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve the two late additions to the Board of Regents' FY 2021-22 Capital Outlay Budget Recommendation, to include Nicholls State University's Lafourche Crossing Farm Bridge replacement and the University of Louisiana Lafayette's Kathleen Babineaux Blanco Public Policy Center within the Edith Garland Dupre Library.**

## **ACADEMIC AND STUDENT AFFAIRS**

Dr. Craig presented the Consent Agenda item. Ms. Mellynn Baker, Assistant Commissioner for Institutional Research, presented the Response to House Concurrent Resolution 33 of the 2020 Regular Session. Chair David asked if the Department of Revenue, Workforce Commission and LOSFA were in concurrence. Ms. Baker said that staff has circulated the draft to other agencies, and we hope to have feedback from the final agency before we submit the report to the Legislature. Chair David asked if there has been any resistance. Dr. Reed explained that, at one point, Louisiana had one of the best longitudinal data systems in the country, but due to legislation related to student data privacy, the system was not retained. She said that Representative Freiberg has asked for a study on whether we can both protect student privacy and collect the data necessary for a strong longitudinal system. Chair David suggest that

we draft a plan based on the successful Arkansas model. Regent Seale asked which legislative committees have jurisdiction and Dr. Reed said the Education Committees heard the previous bills in this area. Ms. Werner said that LSU stands in full support of the changes discussed.

#### CONSENT AGENDA

##### **a. Routine Staff Approval**

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

#### RESPONSE TO HOUSE CONCURRENT RESOLUTION 33 OF THE 2020 REGULAR SESSION

**On motion of Regent Chabert, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to receive the response to House Concurrent Resolution 33 of the 2020 Regular Session, authorizing Regents staff to incorporate feedback as received by collaborating agencies and submit this report on behalf of the Board to the House and Senate Committees on Education.**

#### **RESEARCH AND SPONSORED INITIATIVES**

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented the Consent Agenda item, which would allow LSU AgCenter to appoint an Endowed Chairholder without a national search. Ms. Robison also provided the Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations for FY 2021-22.

#### CONSENT AGENDA

##### **a. Appointment of Endowed Chairholder without National Search: LSU AgCenter**

**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.**

#### BOARD OF REGENTS SUPPORT FUND (BoRSF) PLAN AND BUDGET, FY 2021-22

**On motion of Regent McDonald, seconded by Regent Weill, the Board, acting as a Committee of the Whole, voted unanimously to approve the FY 2021-22 Board of Regents Support Fund Plan and Budget, with contingencies, as presented.**

## STATEWIDE PROGRAMS

Dr. Sujuan Boutte, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), presented the Consent Agenda item. Regent McDonald said that we should make sure the TOPS appeals were for dire circumstances and asked for examples for reasons for appeals. Dr. Boutte reported that some examples included temporary disabilities, death of parents due to COVID, students who had COVID, students experiencing homelessness with no way to attend classes, and students whose parents had lost their jobs.

### CONSENT AGENDA

#### a. Approval of TOPS Exceptions

**On motion of Regent May, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the item on the Consent Agenda.**

## PLANNING, RESEARCH AND PERFORMANCE

Dr. Craig presented the Consent Agenda items.

### CONSENT AGENDA

- a. **R.S. 17:1808 (Licensure)**
  - i. **Renewal Application**
    - a. **Herzing University**
    - b. **University of Southern California**
  - b. **State Authorization Reciprocity Agreement (SARA)**
    - i. **Renewal Application**
      - (a) **Southeastern Louisiana University**

**On motion of Regent McDonald, seconded by Regent Williams-Brown, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.**

## REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

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

- She said that she is optimistic about 2021 and shares Chair David's enthusiasm for our new members, our new Board leaders, the entire Board and the continued dedication of our outstanding staff.

- She said that 2021 provides great opportunity for higher education to accelerate its priorities while continuing to identify areas where innovative solutions can increase degree completion and support economic recovery.
- She noted that the Regents was recently notified it will be receiving a \$2M competitive federal grant from the U.S. Department of Education. These dollars will be used by the Louisiana Library Network (LOUIS) Team to develop 25 general education courses for dual enrollment and online settings using Open Educational Resources (known as OER). All four of our public systems, as well as the Louisiana Association of Independent Colleges and Universities (LAICU), were involved in this effort, and it is an exciting win for the state.
- She said that also, from a federal perspective, there is a lot of promise in the stimulus bill, which not only provides funding, but also policy benefits which we believe will be game changers for today's students.
  - The FASFA, which is the federal financial aid form that is a gateway to Pell Grants and other support, has been simplified to make it easier for students and their families to understand and complete.
  - PELL has been increased and the restoration of the Second Chance Pell Program, which allows PELL access to finance education for incarcerated students, will be significant in supporting our attainment efforts and the state's prison reform efforts as well.
  - Federal legislation creates a new emergency broadband benefit, extending eligibility to students who are eligible for the Pell Grant.
  - A total of \$285 million was included for the Connecting Minority Communities Pilot Program, which can be used by institutions of higher education including Historically Black Colleges and Universities (HBCUs), and other Minority-Serving Institutions (MSIs) to assist students with connectivity challenges.
- She said that our medical, nursing and allied health students and faculty are now included in Phase 1B for receiving vaccines, and we are working with LDH to support our state's efforts to get the vaccine distributed as quickly and safely as possible.

#### OTHER BUSINESS

There was no other business.

#### ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:07 p.m.



BOARD of REGENTS  
STATE OF LOUISIANA

## **Louisiana Board of Regents Bylaws, Policies and Procedures Table of Contents**

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**BYLAWS**  
**FOR THE INTERNAL OPERATION AND THE**  
**TRANSACTION OF BUSINESS FOR THE BOARD OF REGENTS**  
**FOR THE STATE OF LOUISIANA**

**ARTICLE I**  
**CREATION AND MEMBERS**

**1.1     Creation and Functions.** The Board of Regents is created as a body corporate under the 1974 Louisiana Constitution (Const. Article VIII, Section 5 A) and under La. R.S. 17:3121 (A). It shall plan, coordinate, and have budgetary responsibility for all public postsecondary education and shall have other powers, duties, and responsibilities as provided in the Constitution or by law (Const. Article VIII, Section 5 A).

**1.2     Board Members.** The Board of Regents shall be composed as provided by law (Const. Article VIII, Section 5 B, C; Section 8 B; R.S. 17:3121 (B)).

**1.3     Ethics.** All members of the Board are appointed public officials of the State of Louisiana. As such, they are subject to the 1974 Louisiana State Constitution and the laws of the State, including the Louisiana Code of Governmental Ethics.

**ARTICLE II**  
**DOMICILE**

**2.1     Domicile.** The domicile of the Board of Regents, a body corporate, shall be in the City of Baton Rouge, East Baton Rouge Parish, Louisiana (R.S. 17:3123 (A)).

## **ARTICLE III**

### **MEETINGS**

**3.1 Regular Meetings.** The Regents shall meet on or before the second Monday in January of each year, and at other times as fixed by the Board, or upon call of the Chair (R.S. 17:3123 (E)). The Regents shall meet twice yearly on mutually agreed upon dates with the State Board of Elementary and Secondary Education (Const. Article VIII, Section 5 D; R.S. 17:3123 (E)).

**3.2 Special and Emergency Meetings.**

- a. Special Meetings may be called at any time by the Chair in consultation with the Commissioner of Higher Education, or upon written request signed by the majority of members specifying the purpose of the desired meeting. Written or electronic notification along with the purpose of the meeting shall be sent to each member in a timely manner.
- b. Emergency Meetings may be called at any time by the Chair in consultation with the Commissioner of Higher Education. Written or electronic notification along with the purpose of the meeting shall be sent to each member in a timely manner that is reasonable under the circumstances.

**3.3 Orientation for New Board Members and Board Member Professional Development.** The Board shall provide for the orientation and continued professional development for members of the Board of Regents. Training will focus on assisting members to become more informed and active participants in shaping postsecondary education in the State (BPP 3.3 [a]). No formal business will be conducted during these sessions.

**3.4 Location of Meetings.** The Board of Regents may hold meetings at any location in the state. Virtual meetings may be held in instances of a gubernatorially declared disaster or emergency involving a geographic area within the jurisdiction of the Board of Regents (R.S. 42:17.1).

**3.5 Notice of Meetings.** Written or printed notice stating the dates, times, places and

proposed agenda of Board and/or committee meetings shall be executed in accordance with State open meetings law (R.S. 42:11 et seq). The Board will require that Notice be transmitted as soon as feasible (BPP 3.5 [a]).

**3.6 Quorum.** Eight members of the Board shall constitute a quorum and no action may be taken without a favorable vote of a majority of the members of the Board (R.S. 17:3123 (C)).

**3.7 Proxies.** Any manner of proxy voting or secret balloting shall be prohibited (R.S. 42:14 (B)).

**3.8 Rules of Order.** When not in conflict with any of the provisions of these Bylaws or any policies of the Board, meetings shall be conducted in accordance with *Robert's Rules of Order*.

**3.9 Order of Business.** The order of business of the Board shall be as follows:

- a. Call to Order.
- b. Roll Call.
- c. Public Comments (BPP 3.9.c [a]).
- d. Correction and approval of the minutes of the preceding Regular Meeting and all Special and Emergency Meetings.
- e. Reports and recommendations of standing committees.
- f. Reports and recommendations of special committees.
- g. Reports and recommendations of the Commissioner of Higher Education.
- h. Resolutions for Board action.
- i. Other business.
- j. Adjournment.

If the meeting is a special meeting or a joint meeting with the State Board of Elementary and Secondary Education, then the Order of Business on the Agenda shall be set forth in the call.

**3.10 Agenda.** When feasible, at least ten days prior to each regular meeting, the Commissioner of Higher Education shall prepare and forward to the Chair a tentative agenda for the meeting. The Commissioner shall place on the agenda any item requested in writing by at least four (4) members of the Board. The approved Agenda shall be posted on the website in accordance with Bylaws 3.5.

In accordance with R.S. 42:19 (A), any item may be acted on even though not listed on the published agenda with unanimous approval of the members present. Any such item shall be identified in a motion with reasonable specificity, including the purpose for the addition to the agenda, and entered into the minutes of the meeting. Prior to any vote on the motion to take up an item not on the agenda by the Board, there shall be an opportunity for public comment on any such motion in accordance with R.S. 42:14 (D).

**3.11 Minutes.** As a public body, the Board of Regents will keep written minutes of its open meetings R.S. 42:20 (A). The minutes of all meetings shall include official actions of the Board. In all cases when the action is not by a unanimous vote, the yeas, nays, and abstentions of the individual members shall be recorded. As a public body, the Board of Regents will comply with State public records laws (R.S. 44:1 et seq) (BPP 3.11 [a]).

Copies of said minutes shall be transmitted to each member of the Board prior to the next scheduled meeting. The minutes shall be considered as tentative until approved by the Board at its next regular meeting. Following approval by the Board, the minutes shall be posted on the website.

## **ARTICLE IV**

### **OFFICERS**

**4.1 Officers.** The members of the Board shall elect a Chair and Vice Chair (R.S. 17:3123 B) and Secretary. These officers shall be elected by the Board at its meeting in December of each year and shall serve for a period of one year. Nominations are made in accordance with Bylaws policy BPP 4.1 (a). A nominee must be a Regent member whose service is not contingent upon reappointment for the year for which he or she is elected to serve as an officer.

Vacancies occurring in an office shall be filled by election by the Board for the remainder of the unexpired term of said office. An officer of the Board shall not succeed himself more than one time unless he has been elected to fill less than one-half of an unexpired term or in extraordinary circumstances as described below.

The Board may allow an officer to succeed himself more than one time if the State has suffered an extraordinary event and the Board believes that it is in the best interest of postsecondary education to have one or more of its officers remain in office. The candidate who will be succeeding himself more than one time must be elected by a favorable vote of two-thirds of the members of the Board.

**4.2 Chair of the Board.** It shall be the duty of the Chair of the Board to preside over all meetings of the Board; to appoint, subject to approval of the Board, the members and officers of all standing and special committees, except those management board members serving on standing committees; and to expand any standing committee in accordance with the provisions of the Bylaws. The Chair shall perform any duties assigned to him in these Bylaws.

The Chair and the Commissioner of Higher Education are designated spokespersons and representatives for the Board.

**4.3 Vice Chair of the Board.** In the absence of the Chair, the Vice Chair shall preside over the meetings of the Board and perform any other duties as requested by the Chair or by a vote of the Board.

**4.4 Secretary of the Board.** It shall be the responsibility of the Secretary to see to the filing, indexing and preservation of all minutes, papers, and documents pertaining to the business and proceedings of the Board and its committees, and shall be the custodian of the seal of the Board.

A Board Secretary shall be appointed by the Board upon recommendation of the Commissioner of Higher Education. Such Board Secretary, under the supervision and control of the Secretary of the Board of Regents (as noted above in 4.4 of Article 4), shall retain the actual custody of the Board's seal and records. The Board Secretary shall be the custodian of public records (R.S. 44:11 et seq).

## **ARTICLE V COMMITTEES**

**5.1 Executive Committee.** The Executive Committee shall consider such matters

as are referred to it by the Board. It shall execute such orders and resolutions as shall be assigned to it at any meeting of the Board. It shall also take such action as is necessary when an emergency requiring immediate action arises during an interim between Board meetings. All acts of the Executive Committee shall be submitted to the board for ratification at its next scheduled meeting except in matters where the Board shall have delegated to the Executive Committee full power to act.

Each member of the Executive Committee may serve as an ex-officio member of each standing committee.

**5.1.1 Membership.** The Executive Committee shall be composed of the Chair, the Vice Chair, the Secretary and four (4) members elected by the Board from its membership.

**5.1.2 Officers.** The Chair of the Board will be the Chair of the Executive Committee, and the Vice Chair of the Board will be the Vice Chair of the Committee. The Vice Chair will preside in the Chair's absence.

**5.1.3 Quorum.** A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business. A favorable vote of a majority shall be necessary to take affirmative action. A quorum, once obtained, shall not thereafter be lost during the meeting. The absence of a quorum negates further action by the Committee but does not require adjournment of the meeting.

**5.2 Standing Committees.** The standing committees of the Board, including those in statute, shall be as follows:

- a. Finance.\*
- b. Academic and Student Affairs.\*
- c. Legislative.\*
- d. Facilities and Property.\*
- e. Planning and Research\* and Performance.
- f. Personnel.
- g. Research and Sponsored Initiatives.
- h. Nominating Committee. (BBP 4.1 [a])
- i. Statewide Programs.

j. Audit Committee.

\* Committee required by R.S. 17:3399.5 (A)and (B).

**5.2.1 Membership.** All standing committees shall consist of no less than five voting members unless and until otherwise decided by the vote of a majority of the membership of the Board.

Each standing committee designated by law in subsection A of R.S. 17:3399.5 (i.e., Finance, Academic and Student Affairs, Legislative, and Facilities and Property) shall include as a member, a member of each of the postsecondary education management boards as designated by each board. If the management board member on any Regents' committee is unable to attend any meeting, an alternate management board member previously designated by that board may attend and vote on his behalf.

If a Regents Board member on a standing committee is absent from any meeting, a member of the Executive Committee may serve as an alternate and shall thereafter be entitled to vote, regardless of the arrival of additional standing committee members.

Upon written notice, the Chair of the Board may expand a standing committee to include the entire Board to meet as a Committee of the Whole, for a specified time. At meetings thereof, the officers of said committee shall continue to serve in their respective capacities.

**5.2.2 Officers.** The chair, vice chair, and members of all standing committees shall be appointed by the Board Chair and such appointments shall be presented by the Chair for ratification by the Board at a duly scheduled Board meeting in January. Committee appointees shall serve at the pleasure of the Chair of the Board.

The chair of each committee will call and preside over necessary meetings. The chair will conduct meetings according to the provisions of Bylaws Article IV, Section 4.10.

**5.2.3 Quorum.** A majority in number of the specified appointed members to each committee shall constitute a quorum. A favorable vote of a majority shall be necessary to take affirmative action. A quorum, once obtained, shall not thereafter be lost during the meeting. The absence of a quorum negates further action by the

Committee but does not require adjournment of the meeting.

**5.3 Special Committees.** As the need arises, the Board or the Chair of the Board may create special committees for temporary periods with such functions, powers and authority as may be determined. The term of a special committee shall be prescribed at the time of its appointment but shall not exceed the term of the Chair. Unless otherwise provided in the action creating such a committee, the Chair of the Board shall designate the number of its members and the chair and vice chair thereof. The Chair may also appoint ad hoc committees for special assignments for specified periods of existence not to exceed the completion of the assigned task.

**5.3.1 Officers.** The committees shall each have a chair, who shall be the presiding officer, and a vice chair to preside in the chair's absence. Both shall be appointed by the Chair of the Board, subject to the Board's approval.

**5.3.2 Quorum.** A majority in number of the specified appointed members to each committee shall constitute a quorum. A favorable vote of a majority shall be necessary to take affirmative action. A quorum, once obtained, shall not thereafter be lost during the meeting. The absence of a quorum negates further action by the Committee but does not require adjournment of the meeting.

## ARTICLE VI

### STAFF

**6.1 Commissioner of Higher Education.** The Board shall employ a Chief Administrative Officer whose title shall be Commissioner of Higher Education for the State of Louisiana. The duties and responsibilities of the Commissioner of Higher Education shall be prescribed by the Board (BPP 6.1 [a]). The Commissioner of Higher Education shall be appointed in accordance with state law (R.S. 17:3123.1) and their performance and competence shall be evaluated annually by the Board in accordance with the Commissioner of Higher Education Evaluation Policy.

**6.2 Other Staff.** The Board, through the Commissioner of Higher Education, will

hire additional employees as it may deem necessary for the performance of its functions and in accordance with policies and procedures in the *Board Internal Operations Policies and Procedures Manual*. Internal policies pertaining to Board approval for hiring and firing of certain level employees and retirees cannot be amended without Board approval.

## **ARTICLE VII OPERATING BUDGET**

**7.1 Budget.** The Board shall annually adopt an internal operating budget covering the period from July 1 to June 30 of each fiscal year.

**7.2 Obligations.** Once the budget is adopted and funds have been appropriated, the obligations therein reflected may be incurred by the Board.

## **ARTICLE VIII ADOPTION OF BYLAWS, PUBLICATIONS AND AMENDMENTS**

**8.1 Adoption of Bylaws.** The original rules for the Board of Regents were presented to and adopted by the Board of Regents in the State of Louisiana on the 9th day of January 1975.

**8.2 Amendments.** New bylaws may be adopted and may be amended or repealed by a majority vote at any meeting of the board, but no such action shall be taken unless notice of such proposed adoption, amendment, or repeal shall have been given at a previous meeting or notice in writing of the proposed change shall have been served upon each member of the Board at least thirty (30) days in advance of the final vote upon such change. However, the requirements of the 30-day notice may be waived at any time by a vote of two-thirds (2/3) of the entire membership of the Board.

All amendments or additions to the Bylaws shall become effective on the 10<sup>th</sup> day after Board adoption unless otherwise stated.

**8.3 Repealing Clause.** All rules, regulations, orders or resolutions heretofore enacted by the Board which are in conflict with these Bylaws, are hereby repealed.

**8.4 Publications.** All publications of the Board of Regents will be handled and transmitted in accordance with State public records law (R.S. 44:1 et seq).

Adopted: January 9, 1975

Amended: February 27, 1975

Amended: February 23, 1978

Amended: March 27, 1986

Amended: November 14, 1989

Amended: May 27, 1993

Amended: January 29, 1998

Amended: March 19, 1998

Amended: September 24, 1998

Amended: April 24, 2003

Amended: May 27, 2004

Amended: January 5, 2006

Adopted: March 23, 2011

Adopted: September 25, 2014 (Revised BPP 6.1 (a))

Adopted: June 29, 2016

Adopted: September 27, 2017 (Revised Section 5.2 of Bylaws)

Adopted: February 24, 2021

| <b>Louisiana Board of Regents</b>     |  |
|---------------------------------------|--|
| <b>Bylaws Policies and Procedures</b> |  |
| <b>Policy Number</b>                  | <b>BPP 1.2 (a)</b>   |
| <b>Chapter</b>                        | <b>Bylaws</b>  |
| <b>Effective Date</b>                 | <b>3/23/11</b>   |
| <b>Subject</b>                        | <b>Election Process for Student Member of the Board of Regents</b> |

### **Election Process**

The student member shall be elected in an open meeting of the newly elected Council of Student Body Presidents of the member colleges and universities, after the spring election of all student body presidents has taken place. The student member shall be elected for a one-year term beginning on June 1<sup>st</sup> of each year.\*

The student member shall not be elected from the same management system within two consecutive years.

A student representing each of the management systems, under the jurisdiction of the Board, shall be elected to the Board of Regents at least once every five years. At the time of the appointment, the student shall be classified as full-time at the college or university at which enrolled.

### **Vacancy**

A vacancy in the office of the student member shall be filled for the unexpired portion of the term in the manner and from the same management system that the original appointment was made and by and from a council of student body presidents then in office and as otherwise provided by the Board.

June 25, 1981: Initial adoption by the Board of Regents  
 June 1988: Date changed from June 1 to September 1 by R.S. 17:3121.1  
 \*May 24, 2001: Date changed from September 1 to June 1 by Act 93 of 2001

| <b>Louisiana Board of Regents</b>     |  |
|---------------------------------------|--|
| <b>Bylaws Policies and Procedures</b> |  |
| <b>Policy Number</b>                  | <b>BPP 3.3 (a)</b>   |
| <b>Chapter</b>                        | <b>Bylaws</b>  |
| <b>Effective Date</b>                 | <b>3/23/11</b>   |
| <b>Subject</b>                        | <b>Orientation for New Board Members and Board Member Professional Development</b> |

### **Overview**

The Board is the constitutionally authorized policy-making and coordinating body for Louisiana's postsecondary education system. To effectively meet the challenges of postsecondary education, the Board and staff must function together as a leadership team. All must understand the vision, structure, accountability, and advocacy needed to provide quality educational programs and services. Participation in orientation and professional development activities will assist in achieving these goals.

This policy establishes guidelines and requirements for the orientation and continued professional development of members of the Board of Regents. The responsibility for such training will rest with the Commissioner of Higher Education. The main focus of this training will be toward assisting members of the Board to become informed and active participants in policy making and coordinating Louisiana postsecondary education in accordance with its constitutional and statutory responsibilities.

### **Orientation of New Board Members**

The orientation session is designed to acquaint new members with the role and activities of the Board as well as the scope of its responsibilities. Additionally, the purpose of the session is to inform new members of the Board's functions, policies, procedures, and current issues. The session also serves as an opportunity for members to ask and have questions answered.

The session shall be conducted within sixty (60) days following the new member's appointment. The administrative staff of the Board may be designated to assist new members in understanding the Board's functions, policies, and procedures as they relate to specific functions.

An Orientation Manual will be provided that contains selected reference materials, Board policies, regulations, budget and finance documents and other helpful information. New members will attend meetings of the Board and be encouraged to participate in periodic professional development sessions.

Each newly appointed member shall be provided a copy of the *Louisiana Code of Governmental Ethics* and the Sexual Harassment Policy.

The Louisiana Department of Boards and Commissions will provide each newly appointed Board member a "Related Party Disclosures" and a "Compliance with the Code of Governmental Ethics" form for his/her review and completion.

**Professional Development**

Several opportunities for members of the Board to participate in professional development activities will be provided yearly. Board members are encouraged to attend all training sessions. These sessions may be in the form of a retreat, workshop, seminar, or forum and each will focus on an area of interest or need as identified by the Chair of the Board or the Commissioner of Higher Education. Sessions will be conducted by Board staff or consultants and typically last between one to three hours.

| <b>Louisiana Board of Regents</b>     |                           |
|---------------------------------------|---------------------------|
| <b>Bylaws Policies and Procedures</b> |                           |
| <b>Policy Number</b>                  | <b>BPP 3.5 (a)</b>        |
| <b>Chapter</b>                        | <b>Bylaws</b>             |
| <b>Effective Date</b>                 | <b>3/23/11</b>            |
| <b>Subject</b>                        | <b>Notice of Meetings</b> |

### **Procedures**

It shall be the policy of the Board of Regents that all interested parties and the public may be informed of all activities of the Board. All meetings, as defined by R.S. 42:14, shall be open to all who wish to attend.

Written or printed notices of Board agendas and/or committee meetings shall be executed in accordance with R.S. 42:19 and note the dates, times, places and the agendas for the meetings.

When feasible, the written or printed notice shall be transmitted to appropriate individuals or agencies either personally, by mail, or by fax not less than:

1. Seven (7) days before the meeting date for the Regular Meetings,
2. Two (2) days (48) hours before the meeting date for Special Meetings; and
3. One (1) day (24) hours before the meeting date for Emergency Meetings.

However, nothing herein shall be construed to mean that a meeting cannot be held if not noticed within these timelines.

| <b>Louisiana Board of Regents</b>     |                       |
|---------------------------------------|-----------------------|
| <b>Bylaws Policies and Procedures</b> |                       |
| <b>Policy Number</b>                  | <b>BPP 3.9.c.(a)</b>  |
| <b>Chapter</b>                        | <b>Bylaws</b>         |
| <b>Effective Date</b>                 | <b>3/23/11</b>        |
| <b>Subject</b>                        | <b>Public Comment</b> |

### **Policy**

In accordance with R.S. 42:14 (D), the Board of Regents will allow an opportunity for public comment at each Committee/Board meeting at any point in the meeting prior to action on an agenda item upon which a vote is to be taken.

### **Guidelines**

1. Any individual interested in addressing the Board must register in writing with the Board Secretary. Registration may be handled in advance through the Regents' website, by calling the Board Secretary at (225) 342-4253, or by fax at (225) 342-9318. Registration may also occur onsite on meeting days.
2. At the time of registration, individuals must identify themselves, the topic on which they will comment, and the entity they represent, if appropriate.
3. Topic(s) to be addressed are limited to those issues included on the meeting agenda. Comments may not be extended to individual personnel issues or litigation.
4. Each presentation will be limited to a maximum of 5 minutes unless otherwise noted by the Chair.
5. No one will be allowed to disrupt the meeting or act in a disruptive manner.

| <b>Louisiana Board of Regents</b>     |                                    |
|---------------------------------------|------------------------------------|
| <b>Bylaws Policies and Procedures</b> |                                    |
| <b>Policy Number</b>                  | <b>BPP 3.11 (a)</b>                |
| <b>Chapter</b>                        | <b>Bylaws</b>                      |
| <b>Effective Date</b>                 | <b>3/23/11</b>                     |
| <b>Subject</b>                        | <b>Public Records and Requests</b> |

### **Policy and Procedures**

The Board of Regents is a public body and any documents that are created, used, or kept in order to perform the business of the Board are subject to public records laws of the State (R.S. 44:1 et seq).

At no cost, members of the public may examine any public record in the office where it is kept during regular working hours. Special permission must be granted to view a record in a different place or at a different time.

According to the law, the custodian is the person in charge of releasing or protecting records. At the Board of Regents, the custodian is defined in the Bylaws as the Board Secretary. The custodian is also the person that determines, based on the law, if the record is public or not.

A request to view public records may be made to the Board Secretary over the phone, in person, by e-mail, or in a letter. It is recommended that such request be in writing and dated to ensure an accurate and timely response. Written requests for public records can be sent to the address below or faxed to the Office of the Board of Regents at 225-342-9318:

Board Secretary  
Louisiana Board of Regents  
Post Office Box 3677  
Baton Rouge, Louisiana 70821-03677

Upon receipt of the request for public records, the custodian will determine whether the record is public or not and shall notify the Commissioner of Higher Education of the request. The custodian has three business days within receipt of the request to either provide the public document or provide a written response regarding the legal reason that the document is not public.

If the record is a public record and it is available, it must be provided immediately. If it is a public record and it is not available, the custodian must respond in writing giving a specific time, within three business days of the request, as to when the record will be available. Prior to providing the document, the custodian will ask for the name and affiliation of the person making the request and ask the person making the request to sign a list so as to keep track of who has seen or copied a certain record.

There is no cost to examine a public record; however, requests requiring the viewing of records outside of regular working hours may require a fee to cover the cost of keeping the office open.

If copies of the document are requested, the Board of Regents will charge 25 cents per page for regular size paper documents and basic computer printouts. Additional fees may be charged for larger paper copies or if special work is required to pull information stored in a computer system.

Public records must be kept for at least three years from the date on which the public record was made (R.S. 44:36 (A)).

| <b>Louisiana Board of Regents</b>     |  |
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| <b>Bylaws Policies and Procedures</b> |  |
| <b>Policy Number</b>                  | <b>BPP 4.1. (a)</b>                          |
| <b>Chapter</b>                        | <b>Bylaws</b>                                |
| <b>Effective Date</b>                 | <b>3/23/11</b>                               |
| <b>Subject</b>                        | <b>Election of New Officers to the Board</b> |

### **Procedures**

In October of each year, the Board Secretary submits the list of returning incumbent members from the previous year to the Board Chair. The Board Chair will select from the list a Chair of the Nominating Committee and four additional Board members to serve on the Committee.

At the regularly scheduled meeting of the Board in December, the Nominating Committee shall submit a slate of nominees to the Board for the following positions:

1. Board Officers – Chair, Vice Chair, Secretary;
2. Four Non-Officer Members to also serve on the Executive Committee; and
3. One representative to serve on the Board of Regents' Proprietary Schools Advisory Commission.

A majority vote of the Board is required to fill each position for the next year. These officers shall be installed at the scheduled Board meeting at the beginning of January.

| <b>Louisiana Board of Regents</b>     |  |
|---------------------------------------|--|
| <b>Bylaws Policies and Procedures</b> |  |
| <b>Policy Number</b>                  | <b>BPP 6.1 (a)</b>   |
| <b>Chapter</b>                        | <b>Bylaws</b>  |
| <b>Effective Date</b>                 | <b>9/25/14</b>   |
| <b>Subject</b>                        | <b>Louisiana Commissioner of Higher Education<br/>Position Description</b> |

### **Structure and Reporting**

The Commissioner of Higher Education is hired by and works directly for the Louisiana Board of Regents (Board). The appointment is subject to Senate confirmation.

The Commissioner is chief executive officer of the Board and reports directly to the Board of Regents. The Commissioner works collaboratively with the presidents of Louisiana's four systems of public postsecondary education (Louisiana Community and Technical College System, Louisiana State University System, Southern University System, and the University of Louisiana System) and the president of the Louisiana Association of Independent Colleges and Universities (LAICU).

### **Duties and Responsibilities of the Commissioner**

- Interacts effectively with state and postsecondary officials and the public
- Conducts the affairs of the Board and coordinates the statewide activities for the state's postsecondary education enterprise
- Executes and enforces all the decisions, orders, rules, and regulations of the Board
- Acts on behalf of the Board of Regents in fulfilling its responsibilities as spokesperson for postsecondary education in addressing and making recommendations to the Governor, Legislature, and the public on matters of policy
- Oversees Staff in:
  - Revision or elimination of degree programs, departments of instruction, divisions or similar subdivisions
  - Approval, disapproval, or modification of proposed degree programs, departments of instruction, divisions, or similar subdivisions
  - Studies of recommendations regarding the creation, merging, or elimination of institutions or branches
  - Formulation and revision of a master plan for postsecondary education including a formula for equitable distribution of funds to the institutions of postsecondary education
  - Budget recommendations for all systems of postsecondary education and recommendation of priorities for capital construction and improvements

- Meets regularly with system presidents to discuss mutual matters of concern or interest
- Addresses items of statewide concern and coordinates all presentations at meetings of the Board
- Coordinates senior staff personnel in preparing recommendations to the Board
- Sets the agenda for Board meetings in consultation with the Board Chair
- Employs and directs staff who serve at the will of the Board. Deputy-level appointments are subject to ratification by the Board
- Works collaboratively with the Board to establish yearly short- and long-term goals, objectives and priorities
- As required, serves and participates on numerous committees, commissions, boards and groups
- Performs other duties prescribed by the Board for the efficient operation of the office

The Commissioner serves at the will of the Board at a salary and benefits fixed by the Board. The Commissioner is also subject to Senate confirmation (R.S. 17:3123.1).

The Commissioner shall be annually evaluated on performance and competence by the Board in accordance with the Commissioner of Higher Education Evaluation Policy.

Revised: September 25, 2014

Revised: February 24, 2021

## Master Plan: Louisiana Prosperity Index

### Executive Summary

The Board of Regents Master Plan adopted in 2019, has established a goal to achieve postsecondary attainment among 60% of the working-age population in Louisiana by 2030. This is necessary to not only address the state’s growing economic and workforce demands, but it is critical toward achieving meaningful prosperity and improving the quality of life for Louisianans.

To capture data that collectively measures Louisiana’s prosperity, the Master Plan calls for the creation of the Louisiana Prosperity Index. This Index is designed to “report broader, society-wide measures such as income, poverty, and employment through a Prosperity Index.”<sup>1</sup> Regents staff collaborated with the Institute for Educational Leadership (IEL) to develop the Prosperity Index to visually represent the determinants of prosperity in Louisiana and the conditions that facilitate prosperity. This was informed by a comprehensive literature review, two focus groups, and five interview sessions with leaders of cross-sector Louisiana agencies.

In this Index, prosperity is defined as “the state of flourishing and thriving in all aspects of well-being.” The research completed by IEL yielded five core dimensions of prosperity, including Education, Economy, Wellness, Infrastructure, and Society. The Prosperity Index measures long-term, high-level changes in prosperity over time. This pilot Index is designed for the Louisiana context and offers a comprehensive way to understand prosperity across the five core dimensions and compare them across Louisiana Regional Labor Market Areas. This pilot Index utilizes publicly available data sources that were readily available to utilize in the pilot Index. Additional data elements may be added to complete the full development of the Prosperity Index aligned to the Master Plan in addition to reflecting the impact of the global pandemic on prosperity in Louisiana.

The Index can be applied in numerous situations to examine the effects of systems-level policy changes and is designed to complement the Master Plan Dashboard. The Index expands past the traditional educational data metrics and has been developed as a pilot to look at the many dimensions which inform a prosperous Louisiana.

---

<sup>1</sup> Louisiana Prospers: Driving Our Talent Imperative, pg. 19. <https://masterplan.regents.la.gov/wp-content/uploads/2019/08/Full-Report-FINAL.pdf>

# Louisiana Prosperity Framework

Drawing from a comprehensive literature review, two focus groups, and five interview sessions with leaders of cross-sector Louisiana agencies, this Prosperity Framework outlines core dimensions of prosperity and key indicators within each dimension.

Prosperity is defined as the state of flourishing and thriving in all aspects of well-being, comprised of five core dimensions: education, economy, wellness, infrastructure, and society.

Within each dimension, key indicators were identified, taking into account the following considerations: 1) whether indicators have demonstrated connection to prosperity in prior research; 2) whether indicators align with perceptions of prosperity specific to Louisiana; and 3) whether accurate and reliable data is available.



Framework prepared by the  
Institute for Educational Leadership,  
Washington, D.C.

## EDUCATION



- Preschool enrollment
- 3rd Grade English Language Arts (LEA) Proficiency
- 8th Grade Math Proficiency
- Algebra I
- Student absenteeism
- Teacher absenteeism
- Access to STEM Honors and AP classes
- High school graduation
- High school attainment
- Postsecondary participation & achievement
- Postsecondary attainment

## ECONOMY



- Median household income
- Median wages
- Unemployment rate
- Not in labor force to population ratio
- Income to poverty ratio
- GDP per capita
- Income inequality

## WELLNESS



- Health insurance coverage
- Access to primary care providers
- Low birth weight
- Deaths due to drugs, alcohol, suicide and homicide

## INFRASTRUCTURE



- Travel time to work
- Housing affordability
- Access to broadband
- Access to cellular data plan
- Food access

## SOCIETY



- High school disconnection rate
- Postsecondary disconnection rate
- Workforce disconnection rate
- Government assistance

# INTERPRETING THE LOUISIANA PROSPERITY INDEX

Note that all scores are calculated by **Regional Labor Market Areas (RLMAs)**



## Prosperity Index & Dimension Scores

- ▶ Scored on a standardized scale of **0 to 100**
- ▶ A **higher score** indicates higher levels of prosperity
- ▶ Interpretation **should** compare RLMAs with each other and with state-level averages
- ▶ Interpretation **should NOT** assume any score is "good" or "bad"



## Indicator Scores

- ▶ Scored on a standardized scale of **0 to 100**
- ▶ A **higher score** always indicates **better outcomes** for indicators
- ▶ Interpretation **should** compare RLMAs with each other and with state-level averages
- ▶ Interpretation **should NOT** consider scores as actual values
- ▶ Interpretation **should NOT** assume any score is "good" or "bad"



## Indicator Values by Race/Ethnicity

- ▶ Estimates of **actual values** are presented
- ▶ Interpretation **should** consider the indicator definition to understand whether **higher or lower** values are better
- ▶ Values **should** be interpreted directly
- ▶ Interpretation **should** compare: gaps between racial groups; gaps across RLMAs; and gaps seen in state-level averages

The purpose of the Louisiana Prosperity Index is to measure prosperity across the state, with a focus on whether prosperity is achieved equitably. For more detailed information on definitions and methodology, please see the Louisiana Prosperity Index Technical Document.

# PROSPERITY IN LOUISIANA: INTERPRETATION EXAMPLES

Note that all data are from 2015 to 2018.\*



## Prosperity Index & Dimension Scores

Out of all Regional Labor Market Areas (RLMAs):

### BATON ROUGE

ranks **highest** in:

|  |           |       |
|--|-----------|-------|
|  | Education | 56.96 |
|  | Economy   | 58.91 |
|  | Society   | 77.77 |

### LAFAYETTE

ranks **highest** in

|  |          |       |
|--|----------|-------|
|  | Wellness | 61.88 |
|--|----------|-------|

### LAKE CHARLES

ranks **highest** in

|  |                |       |
|--|----------------|-------|
|  | Infrastructure | 63.08 |
|--|----------------|-------|



## Indicator Index Scores

Indicator Index Scores can be compared across RLMAs or across indicators because they are measured on a consistent scale of 0 to 100, where 100 is **always** the most optimal outcome.

### POSTSECONDARY ATTAINMENT INDEX SCORE

|       |              |
|-------|--------------|
| 79.22 | New Orleans  |
| 65.01 | Baton Rouge  |
| 60.30 | Shreveport   |
| 50.47 | Lake Charles |
| 33.31 | Monroe       |
| 31.33 | Alexandria   |
| 30.80 | Lafayette    |
| 13.59 | Houma        |

HIGHER SCORES - OPTIMAL OUTCOMES

### UNEMPLOYMENT INDEX SCORE

|              |       |
|--------------|-------|
| Houma        | 70.63 |
| New Orleans  | 62.47 |
| Baton Rouge  | 61.21 |
| Alexandria   | 58.09 |
| Lake Charles | 50.29 |
| Lafayette    | 47.96 |
| Shreveport   | 44.58 |
| Monroe       | 42.22 |



## Indicator Values by Race/Ethnicity

Indicator Values - estimates of actual values - are useful to examine racial equity gaps.

### POSTSECONDARY PARTICIPATION & ACHIEVEMENT (IN %)

Baton Rouge

Houma



White Black Hispanic Other\*\*

\*Note that all data are from 2015 to 2018. For more detailed information on definitions, data sources, and methodology, please see the Louisiana Prosperity Index Technical Document.

\*\*Other category includes individuals who identified as American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, or Two or More Races. This represents approx. 2% of the population in Louisiana.

Report prepared by The Institute for Educational Leadership, Washington, D.C.



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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**AUDIT**

**February 24, 2021**

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

**IX. Reports and Recommendations**

**A. Audit**

1. Internal Audit Contract Discussion
2. Internal Audit Reports Presentation

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS  
FACILITIES AND PROPERTY**

**February 24, 2021**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

**IX. Reports and Recommendations**

**B. Facilities and Property**

1. Act 959 Project: LSU A&M Fred C. Frey Computing Services Center Building Uninterrupted Power Supply System # 1 Replacement and Upgrades

## Executive Summary

### **Facilities and Property**

**February 24, 2021**

#### **IX.B.1. Act 959 Project: Louisiana State University and A&M College Fred C. Frey Computing Services Center Building Uninterrupted Power Supply (UPS) System # 1 Replacement and Upgrades**

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$5M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds. The Louisiana State University (LSU) Board of Supervisors submitted an Act 959 project on behalf of LSU A&M to replace UPS System #1 within the Fred C. Frey Computing Services Center Building. Built in 1995-96, the data center is the primary computing facility for LSU and the center also supports other state entities. Over the last 24 years computing and associated facility systems have taken exponential technological leaps while Frey's original 500-kilowatt (kW) UPS has not been upgraded. The system has now reached the end of its useful life and needs replacement. Installed when the building was built, the system can no longer be held under a maintenance contract. This is a critical, single point of failure that protects a large portion of the data center equipment from power loss. Failure of this system would cripple approximately half of the computing power of the entire facility and could permanently fail creating substantial operational and financial challenges.

The UPS system continually conditions power to the servers and automatically switches power to battery backup systems in case of a commercial utility power outage. The new UPS system will be built to accommodate power supplied from two sources thus allowing for redundancy necessary to minimize downtime interruptions. The project scope involves replacing the existing 24-year-old 500kW rotary UPS system and associated batteries and support equipment, providing 750kW of new UPS infrastructure with lithium ion batteries, and preparing the UPS electrical infrastructure to support the additional IT load in the data center moving from the current 500kW to 750kW. The estimated project cost is \$2.5M and will be funded with auxiliary revenues.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Act 959 project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University and A&M College, to replace the uninterrupted power supply system #1 and associated upgrades.**

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS  
ACADEMIC AND STUDENT AFFAIRS**

**February 24, 2021**

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

**IX. Reports and Recommendations**

**C. Academic and Student Affairs**

1. Consent Agenda
  - a. Addition of ALEKS to A.A. Policy 2.18
  - b. Addition of Duolingo to the Minimum Admissions Standards Policy
  - c. Routine Staff Approvals
2. Response to Senate Resolution 190 of the 2019 Regular Session with Addendum from LSU
3. Responses to House Concurrent Resolutions of the 2020 Regular Session
  - a. HR 52
  - b. HCR 45
4. Academic Program Proposals
  - a. AAS Engineering Technology – Southern University at Shreveport
  - b. UC Remote Systems Science & Technology – Northwestern
  - c. BFA Film & TV – LSU A&M
  - d. BS Professional Pilot – UNO
  - e. GC Healthcare Analytics – LSU A&M
  - f. GC Healthcare Systems Engineering – LSU A&M
  - g. MS Nutritional Sciences – McNeese
5. Revisions to Center and Institute Approval Process

## **AGENDA ITEM IX.C.1.a.**

### **Amendment to Academic Affairs Policy 2.18: Addition of ALEKS Assessment for Determination of College Proficiency in Math**

#### **Staff Summary**

In response to the COVID-19 pandemic in early Spring 2020, the Board of Regents (BoR), in consultation with the Louisiana Department of Education (LDOE), Louisiana Office of Student Financial Assistance (LOSFA), and campus Chief Academic Officers, developed guidance to assist secondary and postsecondary institutions in navigating changes to admissions and placement processes necessitated by the cancellation of standardized tests. The Emergency Policy for Dual Enrollment, Admissions, and Placement was approved by the Board of Regents at its April 22, 2020 meeting and made effective through Spring 2021 for dual enrollment and Fall 2020 for admissions and placement.

In light of the pandemic and weather-related interruptions of the college application and placement process, the BoR has responded to these issues by working with campuses statewide to ensure that Louisiana's prospective college freshmen are not negatively impacted. Currently, BoR A.A. Policy 2.18 affords institutions the flexibility to submit additional alternate assessments as needed or requested for Board of Regents approval.

In compliance with A.A. Policy 2.18, LSU A&M has submitted an assessment for Board consideration to determine math proficiency. LSU A&M has proposed the addition of the Assessment and Learning in Knowledge Spaces (ALEKS) test for math placement to A.A. Policy 2.18, which the institution currently utilizes to determine placement in high level math courses. ALEKS utilizes adaptive learning technology to meet each student where they are, identifies those areas of weakness that the student needs to work on and improves outcomes by coaching students through those modules that the student needs to master to attain proficiency.

This proposal was vetted by the Chief Academic Officers and Chief Enrollment Management Officers. Approval of the ALEKS test as an alternate measure to A.A. Policy 2.18 would expand the current menu of placement options (ACT/SAT, and Accuplacer NG) available to campuses.

#### **Staff Analysis**

Board of Regents staff has reviewed ALEKS and presents the following findings for consideration:

- a) ALEKS is a nationally normed placement exam that allow students to receive feedback, understand their deficits in the subject areas, and correct them.
- b) Upon intensive review of ALEKS and scholarly research conducted on this instrument, Regents' staff determined that ALEKS is more robust than just a score on the ACT or SAT and provides a more applied overview of students' math skills.
- c) Approving ALEKS for all statewide institutions would afford our campuses an alternate placement instrument that is considered a trusted resource to determine math proficiency.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the addition of Assessment and Learning in Knowledge Spaces (ALEKS) math proficiency test to A.A. Policy 2.18.**

## AGENDA ITEM IX.C.1.b.

### **Amendment to the Louisiana Board of Regents Minimum Admission Standards Policy: Addition of Duolingo English Literacy Placement Instrument for International Student Admission**

#### **STAFF SUMMARY**

In response to the COVID-19 pandemic in early Spring 2020, the Board of Regents (BoR), in consultation with the Louisiana Department of Education, Louisiana Office of Student Financial Assistance, and campus Chief Academic Officers, developed guidance to assist secondary and postsecondary institutions in navigating changes to admissions and placement processes necessitated by the cancellation of standardized tests. The Emergency Policy for Dual Enrollment, Admissions, and Placement was approved by the Board of Regents at its April 22, 2020 meeting and made effective through Spring 2021 for dual enrollment and Fall 2020 for admissions and placement.

At that time, several campuses reported difficulties impacting the admission of prospective international students due to interrupted, postponed, or canceled standardized test administrations of English proficiency exams such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Louisiana Tech University and the University of New Orleans presented Regents' staff with an online English proficiency instrument, Duolingo, and proposed the addition of this instrument to the Emergency Policy for Dual Enrollment, Admissions, and Placement. Regents approved the addition of this online proficiency exam, Duolingo, to the Emergency Policy at its April 22, 2020 meeting.

The policy was updated to allow for the following:

*Incoming students from non-English speaking countries who do not have access to the TOEFL or IELTS English proficiency exams (per Academic Affairs 2.18) due to disruptions caused by COVID19 may meet English proficiency requirements through the Duolingo English exam if accepted by the institution. Scores on the Duolingo English exam must be concorded and comparable to the current TOEFL and IELTS minimum scores needed to indicate proficiency (Interim Emergency Policy, pg. 3).*

#### **STAFF ANALYSIS**

When first approved, the **Emergency Policy for Dual Enrollment, Admissions, and Placement** was given an effective date through Fall 2020 for the Admissions and Placement sections. Institutions that elected to implement Duolingo have now requested that it be permanently added to the **BoR Minimum Admission Standards Policy** as an option for the determination of English literacy for incoming international students.

The Duolingo Test is an affordable, online option that has facilitated uninterrupted admission of qualifying international students throughout the pandemic. Reliability studies and Test-Retest data comparing Duolingo with TOEFL and IELTS finds a comparable performance between the three tests.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends that the Duolingo English Proficiency Exam be added to the current list of literacy options available to international students in the Board of Regents Minimum Admission Standards Policy.**

**AGENDA ITEM IX.C.1.c.**

**Routine Academic Requests & Staff Approvals**

| <b>Institution</b> | <b>Request</b>   |
|--------------------|--|
| BPCC               | Request to offer the existing AALT Louisiana Transfer (CIP 24.0199), the ASLT Louisiana Transfer (CIP 24.099), the AAS in Care and Development of Young Children (CIP 19.0709), the AAS in Communication Media (CIP 10.0299) and the AAS in Systems Administration (CIP 11,1001) 100% online. <b>Approved</b>  |
| LDCC               | Request to offer the existing AALT Louisiana Transfer (CIP 24.0199), the ASLT Louisiana Transfer (CIP 24.099), the AAS in Business Technology (CIP 52.001), the AAS in Business Office Administration (CIP 52.0401), the AAS in Criminal Justice (CIP 43.0104), the AAS in Full Stack Cloud Developer (CIP 11.0902), the AAS in Information Technology (CIP 11.0901) and the AS in Computer Science (CIP 11.0701) 100% online. <b>Approved</b> |
| LSU                | Request to offer the existing BS in General Business (CIP 52.0201) 100% online. <b>Approved</b>  |
| LSU                | Request to establish the Department of African & African American Studies in the College of Humanities & Social Sciences. The Department will be established with existing resources and faculty. <b>Approved</b>  |
| Nicholls           | Request to change CIP of the BS/Geomatics from (15.1102) to (14.3801) to reflect updated instructional and learning outcome changes. <b>Approved</b>   |
| Southeastern       | Request to offer the existing Master of Education in Educational Leadership (CIP 13.0401) 100% online. <b>Approved</b>   |
| ULM                | Request to change CIP of the BBA and PBC/Computer Information Systems (52.1201) to (11.0103) to reflect changes in content and focus of the degrees. <b>Approved</b>   |

## **Agenda Item IX.C.2.**

### **Senate Resolution 190 of the 2019 Regular Session with Addendum from the LSU System**

#### **Executive Summary**

Senate Resolution 190 of the 2019 Regular Session of the Louisiana Legislature (SR 190) charged Regents to “study how the state can optimally meet the oral health needs of our citizens through the establishment of a school of dentistry in northern Louisiana.” This legislative response was presented to the Board of Regents (BOR) by staff on January 9, 2020, examining the oral health, dental workforce, and educational needs present in North Louisiana. Based on careful research, analysis and interviews with individuals throughout the state, BOR found a clear need for increased access to dental care but did not find sufficient evidence to support the establishment of a new school of dentistry in North Louisiana as the best immediate solution. BOR staff provided three recommendations in response to SR 190, which included:

- **Recommendation 1:** Increase Access to Dental Care
- **Recommendation 2:** Target Incentives to Increase Rural Providers
- **Recommendation 3:** Understand the Health Care Environment and Address Immediate and Long-Term Needs through consolidated efforts.

Prior to transmitting the legislative response to the appropriate committees, BOR sought a response from the LSU system regarding the recommendations of the SR 190 report. The LSU Board of Supervisors created a working group on March 6, 2020 to respond to the request of BOR. This working group was charged with assessing and developing the most efficient and effective delivery method for providing dental services to underserved communities in Northwest Louisiana, or any other part of the state.

The addendum to SR 190 submitted by the LSU System was approved by the LSU Board of Supervisors on January 15, 2021. This addendum was jointly prepared by the LSU Health Sciences Center New Orleans’ School of Dentistry and the LSU Health Sciences Center Shreveport. The addendum provides additional research on the strong need for oral health services in central and northern Louisiana. This research led to the proposed plan by the LSU System to strategically place dental annexes across the state in partnership with regional hospitals, medical centers, Federally Qualified Health Clinics and Rural Health Clinics. This addendum includes discussion of the phases of this plan, the tentative timeline for implementation, and estimated profit/loss financials. The combined legislative response compiled by BOR staff along with the addendum submitted by the LSU System provide a roadmap to ensuring effective solutions to the oral health needs for the citizens of North Louisiana, thus addressing the challenges outlined in SR 190 of the 2019 Regular Legislative Session.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends that the Board receive the response to Senate Resolution 190 of the 2019 Regular Legislative Session and authorize staff to forward the response and addendum from the LSU System on behalf of the Board to the House and Senate Committees on Education.**

**RESPONSE TO SENATE RESOLUTION 190  
OF THE 2019 REGULAR SESSION OF THE  
LOUISIANA LEGISLATURE**

**LOUISIANA BOARD OF REGENTS**



BOARD *of* REGENTS  
STATE OF LOUISIANA

**February 2021**

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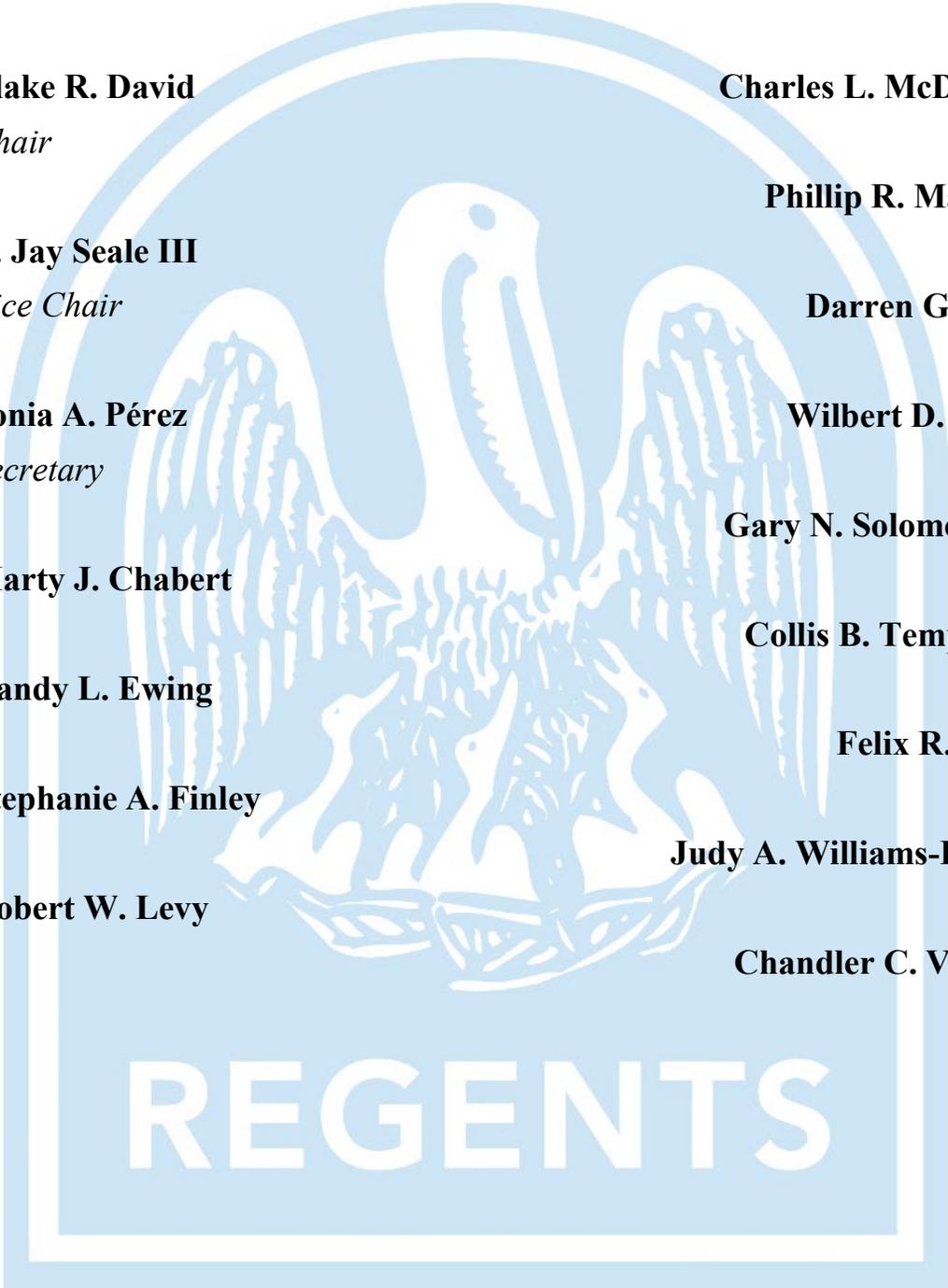
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*Commissioner of Higher Education*

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## **Introduction**

Senate Resolution 190 of the 2019 Regular Session of the Louisiana Legislature (SR 190) charged the Louisiana Board of Regents (BOR) to “study how the state can optimally meet the oral health needs of our citizens through the establishment of a school of dentistry in northern Louisiana.” SR 190 requests a “report of its findings and recommendations to the Senate Committee on Education and House Committee on Education.” The full resolution is attached as Appendix A.

## **Methodology**

As provided in Article VIII, Section 5.(D)(3)(a) of the 1974 Louisiana Constitution the Board of Regents, as related to public institutions of postsecondary education, shall have the responsibility “to study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution.” If a new institution is proposed, the Board “shall report its written findings and recommendations to the legislature within one year.”

In conducting this study, BOR staff completed the following tasks:

- I. Reviewed and synthesized oral health needs in North Louisiana utilizing existing Louisiana Department of Health data concerning:
  - Prevalence of disease
  - Disparities in access to oral health
- II. Examined dental healthcare workforce needs in North Louisiana
- III. Assessed the dental school educational demand analyzing:
  - Current institutional offerings
  - Number of applicants, enrollments, and completers in each program.
- IV. Analyzed the financial costs of operation of the existing dental school in Louisiana: Louisiana State University Health Sciences Center-New Orleans School of Dentistry (LSUHSC-NO SD)

To complete the project, BOR staff reviewed several recent studies relevant to the work. Chief among these were:

- “Closing the Gap on Dental HPSAs: Louisiana Oral Health Workforce Assessment” prepared by Louisiana Department of Health in August 2018
- “Louisiana Oral Health Workforce Expansion Program” prepared by the Louisiana Public Health Institute in August 2018

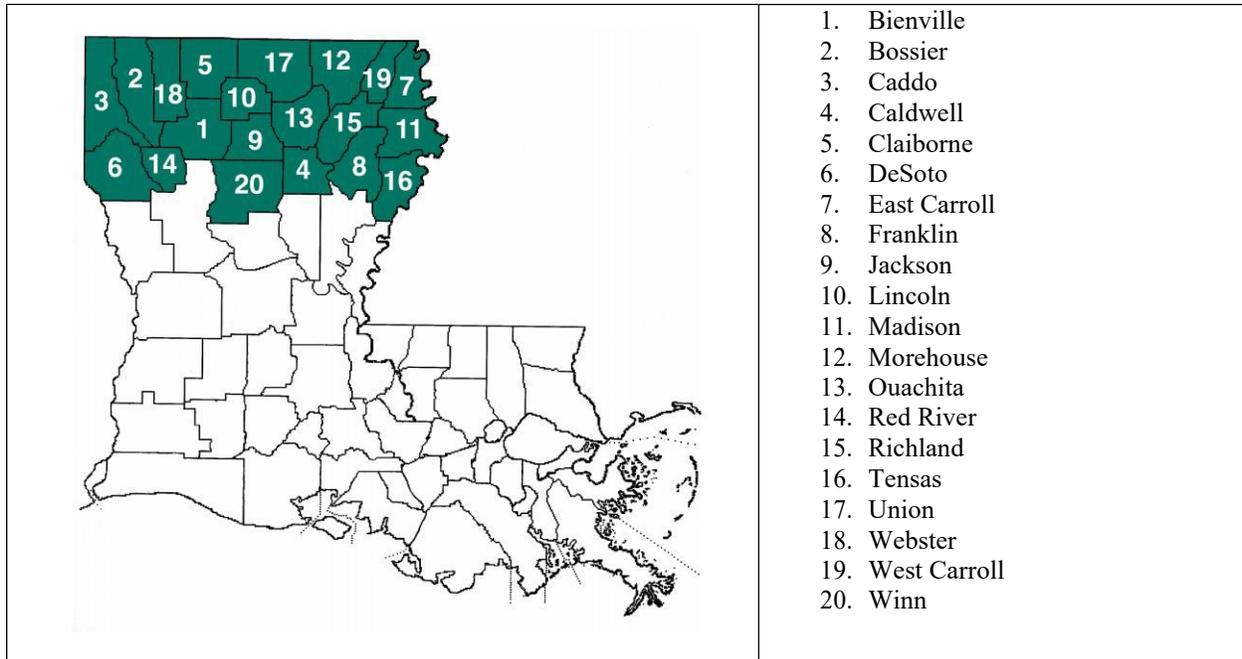
As further context-setting work, BOR staff conducted semi-structured interviews with individuals who offered different perspectives on the oral health and educational needs in the region. Included among these interviewees were:

- Local dentists and health care professionals
- Deans of educational institutions in the region
- Heads of colleges and university systems

From these sources, the data and information were gleaned which led to the conclusions and recommendations within the report.

In this study, “North Louisiana” was defined utilizing the virtual map maintained by the Center for Louisiana Studies. This map identifies 20 parishes as comprising North Louisiana,<sup>1</sup> as shown in Figure 1. This group which will be referred to as North Louisiana for the purposes of this legislative response.

**Figure 1:** North LA Parishes



Source: Adapted from Center for Louisiana Studies, University of Louisiana at Lafayette. (2016).

## I. Oral Health in North Louisiana

Oral health, as defined by the Louisiana Department of Health, is the health of the mouth, teeth, and gums. In the Louisiana Oral Health Workforce Assessment of 2018, oral health is cited as a “critical challenge for both adults and children, affecting their overall health and quality of life and is essential for health development and aging.”<sup>2</sup> To assess the need for a dental school in North Louisiana, this analysis first examined the oral health needs in the region, specifically analyzing the prevalence of disease and disparities in access to oral health care.

### A. Prevalence of Disease

#### 1. Children

Oral health is important to overall health. Oral health among children affects not only their physical wellbeing, but also their self-esteem and academic success, making preventative care crucial to their current and future quality of life. The 2017-2018 Bright Smiles for Bright Future: Basic Screening Survey (BSS) revealed that, overall, oral health among children is improving in Louisiana, as compared to the 2007-2009 reporting (See Table 1).<sup>3</sup>

**Table 1: Oral Health Among Children in Louisiana**

| <b>Findings</b>            | <b>1998</b> | <b>2002</b> | <b>2007-2009</b> | <b>2017-2018</b> |
|----------------------------|-------------|-------------|------------------|------------------|
| Untreated cavities (%)     | 38.1        | 37.3        | 41.9             | 26.2             |
| Dental sealants (%)        | 22.1        | 18          | 33.2             | 28.7             |
| Referred for treatment (%) | 34.7        | 38.5        | 42.7             | 23.1             |

Source: Adapted from Louisiana Department of Health (2018). Bright Smiles for Bright Futures Report, Findings from Louisiana’s Oral Health Basic Screening Survey, 2017-2018.

**Table 2: Prevalence of Disease in North Louisiana, Children (ages 6 to 9 years old) 2017-2018**

| <b>Findings</b>            | <b>North LA Percentage</b> | <b>Statewide Percentage</b> |
|----------------------------|----------------------------|-----------------------------|
| Untreated cavities (%)     | 23.0                       | 26.2                        |
| Dental sealants (%)        | 29.8                       | 28.7                        |
| Referred for treatment (%) | 14.2                       | 23.1                        |

Source: Adapted from Louisiana Department of Health (2018). Bright Smiles for Bright Futures Report, Findings from Louisiana’s Oral Health Basic Screening Survey, 2017-2018.

Table 2 details the prevalence of disease in North Louisiana children compared to the state rate. The statewide findings for oral health among children is improving (per Table 1), which includes a slight decrease in untreated cavities in North Louisiana. It can also be noted the presence of dental sealants remains higher in North Louisiana.<sup>3</sup>

## 2. Adults

Adults in Louisiana remain below the national average in oral health indicators. Far below the national average of 67.6% of adults visiting a dentist, only 58.1% of adults in Louisiana reported a dental visit in 2018.<sup>4</sup> As indicated by the Centers for Disease Control and Prevention statistics in Table 3, Louisiana citizens remain below the national average in oral health indicators among adults and there are oral health disparities present in Louisiana that need to be addressed.<sup>2,4</sup>

**Table 3: Comparative Dental Outcomes**

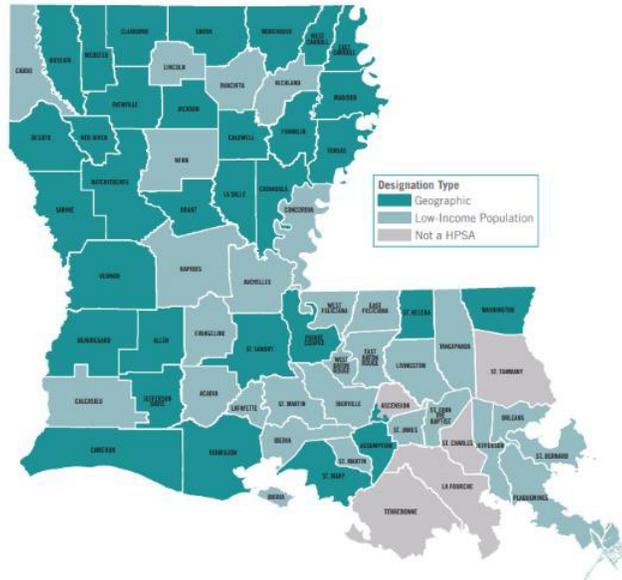
| <b>Dental Outcomes</b> | <b>National</b> | <b>Louisiana</b> |
|------------------------|-----------------|------------------|
| Adult Tooth Removal    | 41.3%           | 49%              |
| Adult Dental Visit     | 67.6%           | 58.1%            |

Source: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health. (2018). BRFSS Prevalence & Trends Data.

### B. Dental Health Professional Shortage Areas

Oral health care is provided by dentists and dental hygienists, with support from dental assistants. Dentists provide diagnostic, preventative, therapeutic, and restorative oral health services. In Louisiana 84% of the state falls within a Dental Health Professional Shortage Area (HPSA).<sup>2</sup> Compiled by the Bureau of Primary Care and Rural Health, Figure 2 reveals dental care shortages which may be due to geography, whether population or facility-based.<sup>5</sup>

**Figure 2:** Louisiana Dental HPSAs



Source: Louisiana Department of Health, Well-Ahead LA (2019) *Dental HPSAs*.

The HPSA score indicates the shortage of dentists based on the population-to-provider ratio. With a scale ranging from zero to 26, higher numbers indicate a greater population-to-provider ratio. Table 4 indicates the HPSA scores of each North Louisiana parish, showing that 11 of the 20 North Louisiana parishes have an HPSA of 20 or higher. Data indicate a substantial dental professional shortage in rural parishes such as East Carroll (23), Franklin (22), Lincoln (22), and Tensas (22).<sup>5</sup>

**Table 4:** HPSA Scores of North Louisiana Parishes

| Parish       | HPSA Score | Parish       | HPSA Score |
|--------------|------------|--------------|------------|
| Bienville    | 20         | Madison      | 20         |
| Bossier      | 6          | Morehouse    | 16         |
| Caddo        | 19         | Ouachita     | 20         |
| Caldwell     | 12         | Red River    | 20         |
| Claiborne    | 16         | Richland     | 16         |
| DeSoto       | 20         | Tensas       | 22         |
| East Carroll | 23         | Union        | 20         |
| Franklin     | 22         | Webster      | 16         |
| Jackson      | 20         | West Carroll | 12         |
| Lincoln      | 22         | Winn         | 16         |

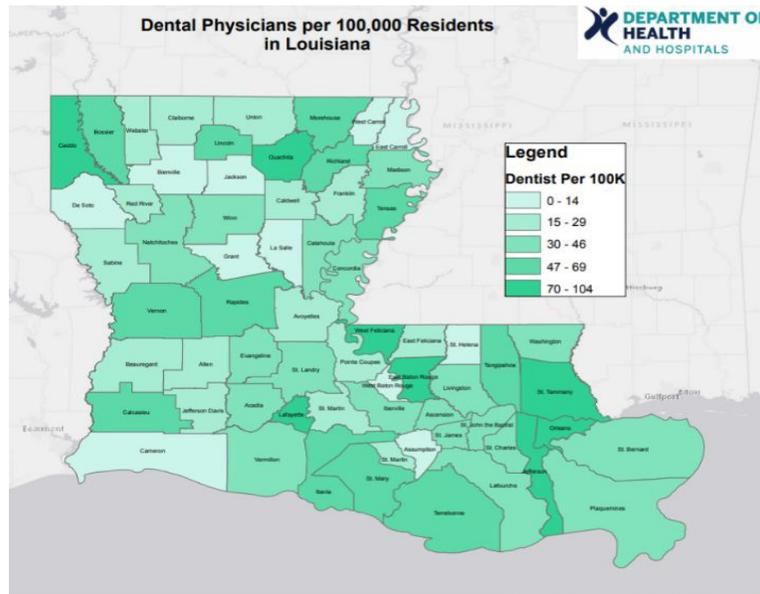
Source: Louisiana Department of Health, Well-Ahead LA (2019) *Dental HPSAs*.

## II. Dental Workforce and Capacity

In the United States in 2018, the number of dentists per 100,000 people was 60.9, while Louisiana had a ratio of 47.81 dentists per 100,000 people.<sup>8</sup> Figure 3 and Table 5, compiled with information from the Louisiana Department of Health, depict the state’s supply of dentists per 100,000 residents in 2019. Louisiana has fewer dentists per 100,000 residents in rural parishes,

while the supply of dentists in urban parishes is higher than the statewide average.<sup>6</sup> The rural communities, in parishes with lighter shading, correspond to areas deemed health professional shortage areas (HPSAs). Residents in Louisiana face many barriers to receiving oral health care; one barrier is the lack of oral health care professionals, particularly among low-income, minority, and rural populations.<sup>2</sup>

**Figure 3:** Number of Dental Physicians per 100,000 Residents in Louisiana



Source: Louisiana Department of Health (2019). *Dental Physicians per 100,000 Residents in Louisiana*.

**Table 5:** Number of Dentists in North Louisiana Parishes

| Parish       | HPSA Score | Number of Dentists | Parish       | HPSA Score | Number of Dentists |
|--------------|------------|--------------------|--------------|------------|--------------------|
| Bienville    | 20         | 2                  | Madison      | 20         | 1                  |
| Bossier      | 6          | 25                 | Morehouse    | 16         | 6                  |
| Caddo        | 19         | 153                | Ouachita     | 20         | 80                 |
| Caldwell     | 12         | 3                  | Red River    | 20         | 1                  |
| Claiborne    | 16         | 3                  | Richland     | 16         | 10                 |
| DeSoto       | 20         | 2                  | Tensas       | 22         | 1                  |
| East Carroll | 23         | 1                  | Union        | 20         | 4                  |
| Franklin     | 22         | 3                  | Webster      | 16         | 10                 |
| Jackson      | 20         | 2                  | West Carroll | 12         | 5                  |
| Lincoln      | 22         | 15                 | Winn         | 16         | 4                  |

Source: Louisiana Department of Health (2019). *Dental Physicians per 100,000 Residents in Louisiana*. & Louisiana Department of Health, Well-Ahead LA (2019) *Dental HPSAs*.

According to the Louisiana Workforce Commission’s Long-Term Occupational Projections, by 2026, a total of 220 additional dentists will be needed to service Region 7 (the ten parishes in the Shreveport labor market region) and Region 8 (the 11 parishes in the Monroe labor market region), filling new jobs or meeting the replacement needs of employers.<sup>7</sup>

*A. Diversity (in Age, Ethnicity, and Race)*

According to data from the American Dental Association’s Health Policy Institute as well as the Louisiana Oral Health Workforce Assessment, Louisiana follows a similar trajectory to the nation regarding its dentist workforce. The average age of dentists has increased, more dentists are female, and dentists are waiting longer to retire.<sup>2,8,9</sup>

**Table 6:** National Dental Workforce

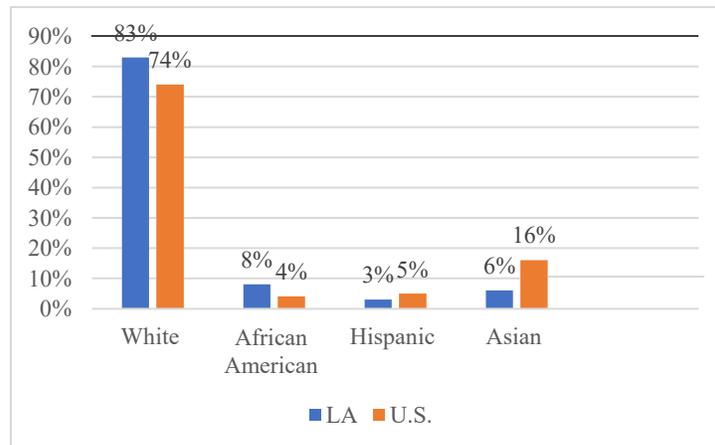
|   | 2005  | 2015 |
|---|-------|------|
| Average age of dentists is increasing                   | 48.5  | 50   |
| Average age of dentists at retirement is increasing     | 66.1  | 68.8 |
| Higher share of dentists are female                     | 20%   | 29%  |
| Proportion of female dental school graduates is growing | 43.8% | 48%  |

Source: American Dental Association, Health Policy Institute (2019). *The Dentist Workforce- Key Facts*.

Ethnic and racial diversity among dentists is not representative of the U.S. population, with more White and Asian dentists represented in the profession compared to the U.S. population, and less representation of Hispanic and African American dentists. To address and improve the racial diversity among dental candidates, LSUHSC-NO SD implemented the Summer Enrichment Program in 2008 with a goal of increasing the number of underrepresented minority students applying and being accepted into dental school. As of 2014, of the 79 participants who attended this program, 32 had enrolled or were accepted into dental schools.<sup>2</sup>

According to the American Dental Association’s Health Policy Institute in 2016, 17% of the licensed dentists in Louisiana are minorities. Of those, only 8% are African American which, although higher than the national average of 4%, still does not reflect Louisiana’s population.<sup>8</sup> According to 2014 U.S. Census data, 63.4% of Louisiana’s population is white and 32.5% is African American, with the remaining population comprised of other minorities.<sup>10</sup>

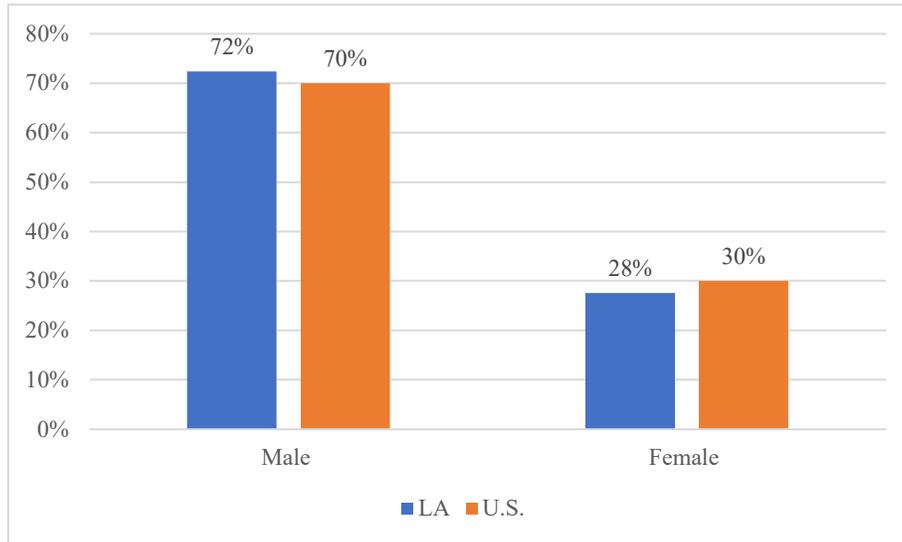
**Figure 4:** Dentist Workforce by Race/Ethnicity, 2016



Source: American Dental Association, Health Policy Institute (January 2018). *Dentist Profile Snapshot by State 2016*.

Licensed female dentists make up 28% of the workforce in Louisiana, while females represent 51% of the state population.<sup>8,10</sup> LSUHSC-NO SD has seen an increase in applications from and admission of female students. The incoming class of 2019 was 60% female at LSUHSC-NO SD, within the range of the 40-65% female student population since 2009.<sup>11</sup>

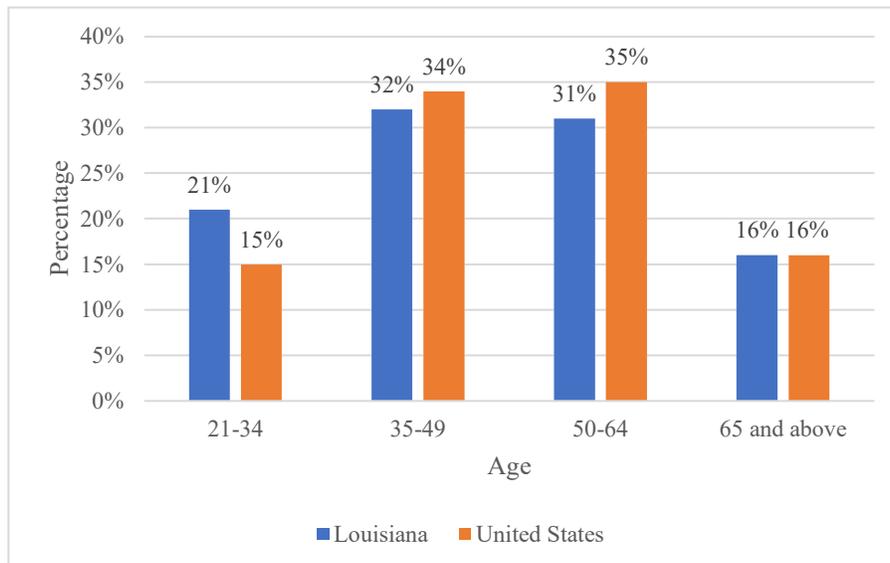
**Figure 5: Dentist Workforce by Gender, 2016**



Source: American Dental Association, Health Policy Institute (January 2018). *Dentist Profile Snapshot by State 2016*.

The average age of practicing dentists in Louisiana is 49.2, which falls below the national average of 50.1 years old. Louisiana has a higher average, compared nationally, of dentists under 35 and matches the national average in dentists 65 and older.<sup>8</sup>

**Figure 6: Dentist Workforce by Age Group, 2016**



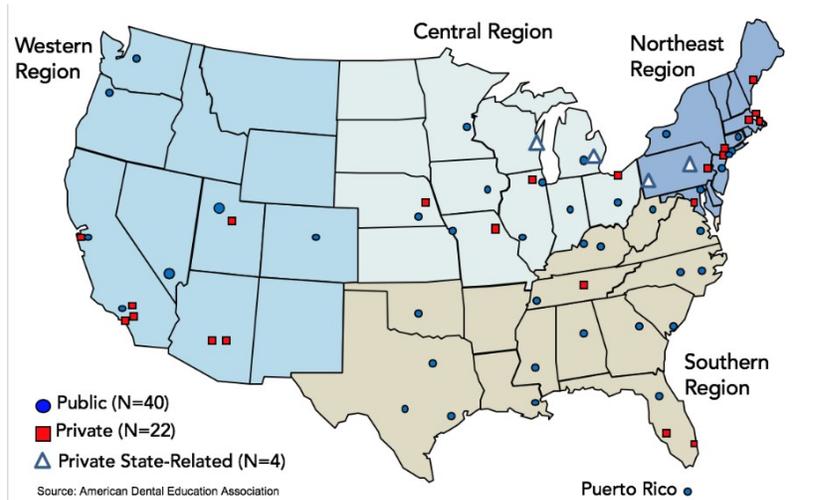
Source: American Dental Association, Health Policy Institute (January 2018). *Dentist Profile Snapshot by State 2016*.

### III. Dental Educational Capacity

#### A. Regional Institutions

To become a dentist, an individual must complete an accredited four-year doctoral-level dental degree. According to the American Dental Education Association, there are 66 accredited public and private dental schools in the United States. LSUHSC-NO SD is the only training institution for dentists in the state. There are 16 public schools of dentistry within the southern region, wherein only Kentucky, North Carolina, and Texas have more than one public school of dentistry, and Arkansas has none<sup>13</sup> (see Figure 7).

**Figure 7:** Distribution of Public and Private U.S. Dental Schools with 2017 Entering Classes



Source: American Dental Education Association (2017). *Educational Institutions, D.D.S./D.M.D. Map*.

**Table 7:** Southern Region States with 2 + Dental Schools

| School   | Location        | 2018-2019 Entering Class Size |
|--|-----------------|-------------------------------|
| University of Texas Health Science Center at Houston School of Dentistry | Houston, TX     | 105                           |
| University of Texas Health Science Center at San Antonio Dental School   | San Antonio, TX | 104                           |
| Texas A&M University College of Dentistry                                | Dallas, TX      | 105                           |
| University of Kentucky College of Dentistry                              | Lexington, KY   | 65                            |
| University of Louisville School of Dentistry                             | Louisville, KY  | 120                           |
| East Carolina University School of Dental Medicine                       | Greenville, NC  | 52                            |
| University of North Carolina Chapel Hill School of Dentistry             | Chapel Hill, NC | 84                            |

Source: American Dental Association, Health Policy Institute (2019). *Dental Education, Report 1: Academic Programs, Enrollment, and Graduates*.

**Table 8:** Southern Region States with 2 + Dental Schools, State Population and HPSA Designation

| State          | Population Size | Total Dental HPSA Designations | Percentage of Need Met* | Practitioners Needed to Remove HPSA Designation |
|----------------|-----------------|--------------------------------|-------------------------|---|
| Louisiana      | 4.65 million    | 149                            | 53.96%                  | 254   |
| Texas          | 28.7 million    | 290                            | 44.5%                   | 328   |
| Kentucky       | 4.46 million    | 167                            | 40.8%                   | 109   |
| North Carolina | 10.38 million   | 175                            | 19.5%                   | 489   |

Source: Kaiser Family Foundation (2019) Dental Care Health Professional Shortage Areas (HPSAs) & United States Census Bureau (2018) *QuickFacts Population Estimates July 1, 2018*.

\*Percentage of Need Met is computed by dividing the number of dentists available to serve the population of the area, group or facility by the number of dentists that would be necessary to eliminate the HPSA.

Table 7 details the states in the southern region with more than one dental school as well as the entering class size of each institutions, while Table 8 indicates the number of HPSAs in the state.<sup>14,15</sup> Although Texas and Kentucky have more than one dental school, their percentage of need met remains above 40%, indicating significant gaps in service to their populations. By comparison Louisiana has less dental HPSA designations, according to this study, than Texas, Kentucky, and North Carolina, all states with more than one dental school.

Most first-year dental students from Louisiana attend LSUHSC-NO SD. Table 9 indicates that 18 Louisiana residents attended dental school outside of Louisiana in 2018-2019, while Table 10 shows that only seven of the 75 first-year students at the LSUHSC-NO SD were out-of-state residents.<sup>15</sup>

**Table 9:** First-Year Louisiana Residents in United States Dental Schools, 2018-2019

| School                                     | State | Number of Students |
|--|-------|--------------------|
| Western University of Health Sciences      | CA    | 1                  |
| Howard University                          | DC    | 3                  |
| LSU Health Science Center-New Orleans      | LA    | 68                 |
| University of Maryland                     | MD    | 1                  |
| University of Missouri, Kansas City        | MO    | 1                  |
| Missouri School of Dentistry & Oral Health | MO    | 2                  |
| Meharry Medical College                    | TN    | 7                  |
| University of Texas at Houston             | TX    | 1                  |
| Roseman University of Health Sciences      | UT    | 1                  |
| Marquette University                       | WI    | 1                  |
| <b>Total</b>                               |       | <b>86</b>          |

Source: American Dental Association, Health Policy Institute (2019). *Dental Education, Report 1: Academic Programs, Enrollment and Graduates*.

**Table 10:** LSU Health Science Center-New Orleans School of Dentistry  
*State of Residence of First-Year (United States) Dental Students, 2018-2019*

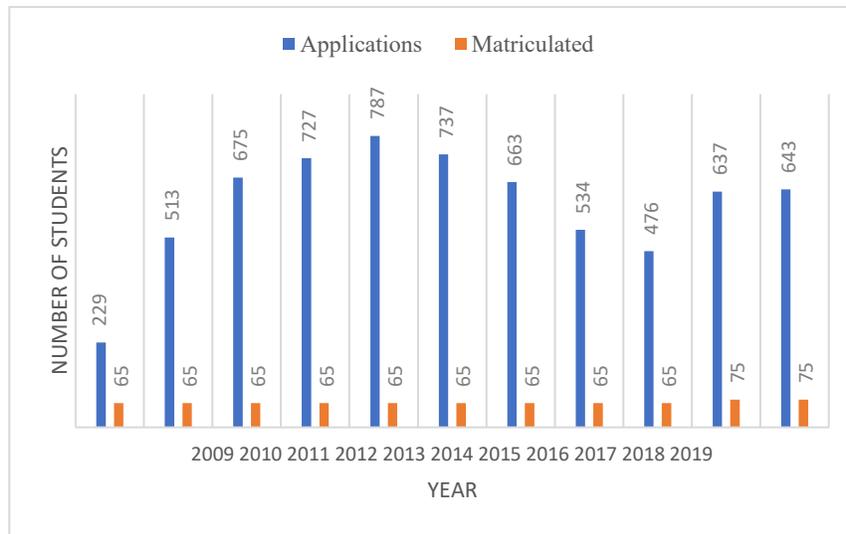
| State        | Number of Students |
|--------------|--------------------|
| Arkansas     | 4                  |
| Florida      | 1                  |
| Georgia      | 1                  |
| Louisiana    | 68                 |
| Wisconsin    | 1                  |
| <b>Total</b> | <b>75</b>          |

Source: American Dental Association, Health Policy Institute (2019). *Dental Education, Report 1: Academic Programs, Enrollment, and Graduates*.

*B. LSUHSC-NO SD*

Since 1968 close to 6,000 dentists have graduated from LSUHSC-NO SD. Today, approximately 80 percent of the dental professionals in Louisiana are graduates of the SD in New Orleans.<sup>11</sup>

**Figure 8:** LSUHSC-NO SD Applications and Matriculation Trends



To gain admission to LSUHSC-NO SD Doctor of Dental Surgery (DDS) program, candidates must complete a minimum of 90 hours of undergraduate courses, including prerequisite courses, although a four-year degree is preferred. Applicants must also complete the Dental Admission Test (DAT) and provide supporting materials such as evaluation letters. LSUHSC-NO SD gives preference to residents of Louisiana and considers up to 15 students from Arkansas under the Arkansas Health Education Loan program.<sup>16</sup> Tables 11 and 12 detail the recent data on the grade point average (GPA) and DAT scores of students accepted to LSUHSC-NO SD. According to the institution, approximately 50% of applicants who apply have below-average GPA and DAT scores. Table 13 indicates the number of completers, i.e., those earning a DDS from LSUHSC-NO SD.

**Table 11:** LSUHSC-NO SD Average Applicant GPA

| 2015 | 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|------|
| 3.61 | 3.7  | 3.65 | 3.57 | 3.64 |

**Table 12:** LSUHSC-NO SD Average Applicant DAT

|                              | 2015  | 2016 | 2017 | 2018 | 2019 |
|------------------------------|-------|------|------|------|------|
| DAT Academic Average (AA)    | 20.92 | 20.3 | 20.5 | 20.2 | 20.8 |
| DAT Perceptual Ability (PAT) | 19.8  | 20.3 | 20.4 | 20   | 20.7 |

**Table 13:** LSUHSC-NO SD Completers

| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-----------|-----------|-----------|-----------|-----------|
| 63        | 64        | 64        | 63        | 59        |

Source: LSUHSC-NO SD (2019) *School of Dentistry status update submitted to BOR.*

In addition to degrees in dentistry, LSUHSC-NO SD offers degrees in dental hygiene and dental laboratory technology. Two other institutions in North Louisiana, not affiliated with LSUHSC-NO SD, have dental hygiene programs: the University of Louisiana at Monroe (ULM) and Southern University at Shreveport (SUSLA).<sup>17,18</sup> Further, LSU Health Sciences Center-Shreveport offers two post-professional programs: Oral and Maxillofacial Surgery Clinical Fellowships in Oncology and Craniofacial.<sup>19</sup> As a component of clinical education, LSUHSC-NO SD provides patient services in New Orleans and across the state, including student, resident and faculty clinics. Table 14 shows the dental clinics provided by LSUHSC-NO SD.<sup>20</sup> The campus does not currently provide dental clinics in North Louisiana.

**Table 14:** LSUHSC-NO SD Clinics around the State

| City            | Location   |
|-----------------|--|
| Baton Rouge, LA | LSUHSC School of Dentistry General Residency Clinic  |
| Baton Rouge, LA | LSU Health Baton Rouge Oral and Maxillofacial Surgery Clinic   |
| Pineville, LA   | Pinecrest Supports and Services Center   |
| Houma, LA       | Leonard J. Chabert Medical Center  |
| Lafayette, LA   | LSUHSC School of Dentistry Dental Hygiene Clinic   |
| New Orleans, LA | LSUSD Student and Resident Clinics, Faculty Dental Practice, Orthodontics Faculty Practice, Pediatric Dentistry Faculty Practice |
| New Orleans, LA | Medical Center of Louisiana at New Orleans   |
| New Orleans, LA | Children's Hospital  |
| New Orleans, LA | HIV Outpatient Dental Clinic   |
| New Orleans, LA | St. Thomas Community Health Center- Columbia Parc Location   |

Source: Louisiana State University Health Science Center New Orleans, School of Dentistry (2019). *LSUSD Clinics Around the State.*

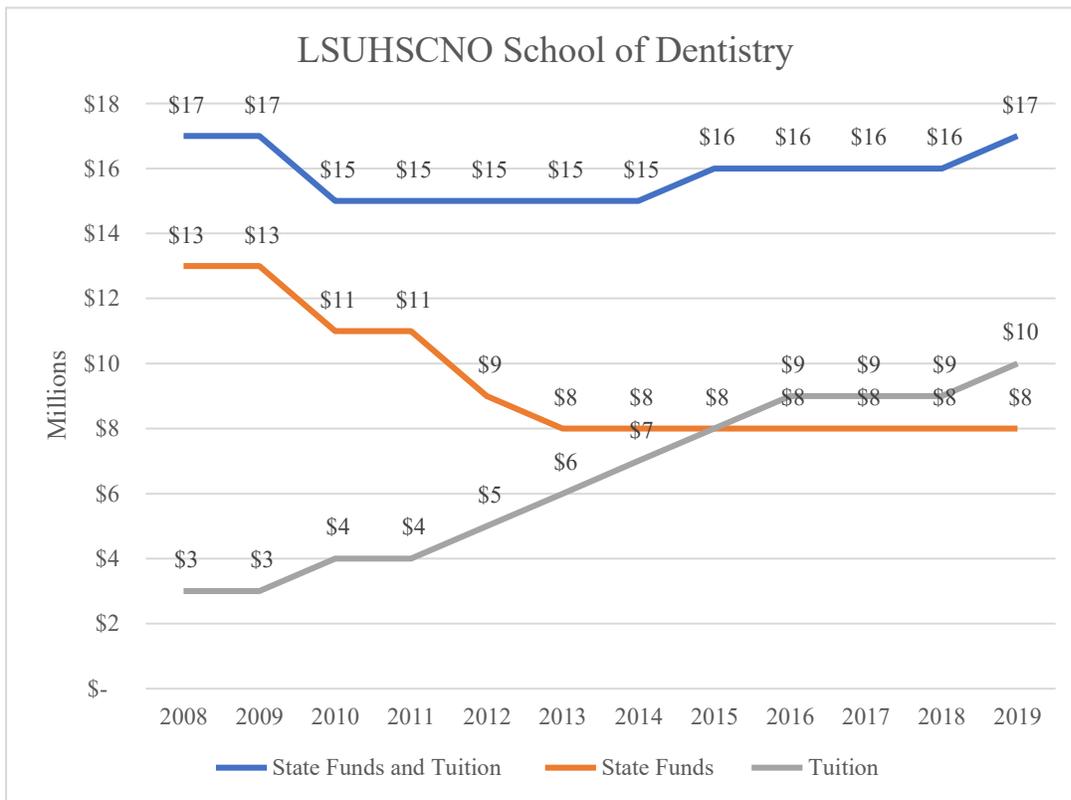
ULM and SUSLA both have student clinics supporting oral health needs in North Louisiana. ULM supports oral health through its on-campus dental hygiene clinic, the mobile dental hygiene

unit, and the school-based dental hygiene clinic at Riser Elementary and Middle School.<sup>17</sup> SUSLA, which also has a dental hygiene program, has a campus clinic that provides oral health services such as teeth cleaning and dentist referrals for Shreveport residents.<sup>18</sup>

*C. LSUHSC-NO SD Finances*

Figure 9 depicts LSUHSC-NO SD revenue since 2008, showing a decrease in state funds since 2011 and an increase in tuition revenue. As a result, the institution has decreased the number of faculty and supporting personnel (see Table 15), while concurrently increasing the student population and maintaining a health care facility to treat patients on campus.<sup>11</sup>

**Figure 9:** LSUHSC-NO SD State Funds and Tuition Since 2008



**Table 15:** Personnel at LSUHSC-NO SD

|                               | 2005 | 2019 |
|-------------------------------|------|------|
| Full-Time & Part-Time Faculty | 131  | 102  |
| Staff                         | 192  | 142  |
| DDS Students                  | 240  | 280  |
| Advanced Ed Students          | 90   | 90   |
| Allied Dental Students        | 65   | 81   |

In addition to state funding and tuition, LSUHSC-NO SD generates revenue through clinical services, grants, and contracts. Though state allocations have decreased, the School has been able to increase its clinical revenue through its clinical residency program, generating nearly \$7

million in the fiscal year 2019. Unlike medical education, for which students primarily acquire their clinical skills in a hospital setting, students at LSUHSC-NO SD participate in a clinical residency program, which allows the School to generate revenue while providing undergraduate and dental residents clinical experience under the strict supervision of clinical faculty. In addition, in FY 2019 the School obtained \$10 million in grant and contract funding for sponsored research and graduate medical education for the Advanced Education hospital-based programs.<sup>11</sup>

#### **IV. Interview and Survey Findings**

To further analyze the need for a school of dentistry in North Louisiana, Board of Regents staff conducted 14 semi-structured interviews among individuals with varying perspectives of the oral health and educational needs in the region. Participants consisted of local health care professionals, dentists, deans of educational institutions in the region, and heads of colleges (see Appendix B). Several themes emerged, including: oral health, dentistry workforce, and education needs.

##### *A. Interview Themes*

###### *1. Oral Health*

During each interview, the oral health of the surrounding area was discussed to frame the conversation concerning the need for a school of dentistry. Each individual interviewed discussed the high need for oral health services in rural communities. One local health care provider commented that there is a “lack of access to care in rural regions,” while another local health care provider discussed the need for oral health education specifically in rural communities.

###### *2. Workforce Needs*

Each participant interviewed expressed the high need for dentists in rural communities, specifically, emphasizing a maldistribution of dentists. Several noted the volume of dentists in major cities such as Shreveport and Monroe, while noting that workforce shortages appear most prevalent in rural communities. Suggested solutions to the high workforce need in rural communities included emphasizing the rural track program, a program created in partnership with Bureau of Primary Care and Rural Health with LSUHSC-NO SD to increase the number of dentists practicing in rural areas as well as incentivizing dentists to establish practices that accept Medicaid, particularly in high-need rural communities.

###### *3. Educational Demand*

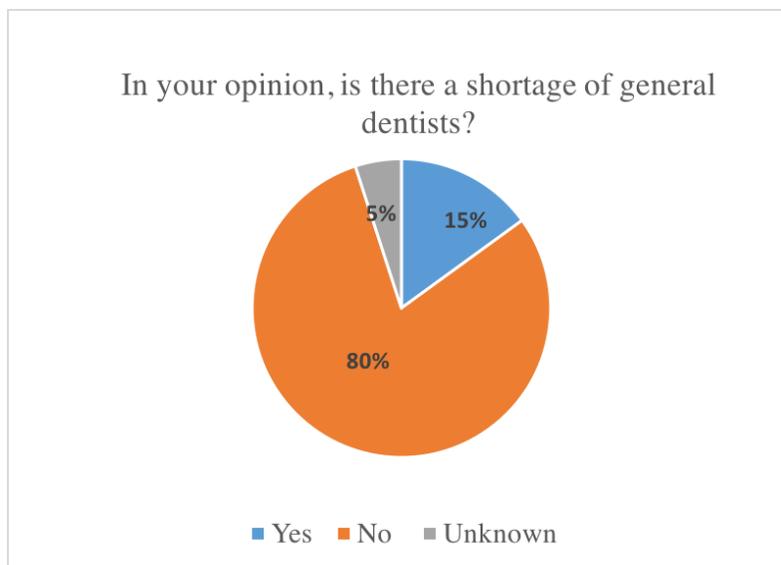
Among the 14 interviews conducted, six interviewees stated that an additional school of dentistry would not solve the maldistribution of dentists in North Louisiana; four indicated support for an additional school of dentistry; and three did not state a preference. Those in favor of an additional school emphasized the benefit of a dentistry school clinic to provide services for high-need, low-income populations. Those not in favor of an additional school of dentistry emphasized how increasing the number of dentists in North Louisiana would not incentivize

service to or ameliorate the need in rural communities. One solution repeated throughout the interviews among local healthcare professionals and dentists was to increase residency programs in North Louisiana.

### *B. Workforce Needs Assessment Survey Findings*

In August 2018 the Louisiana Department of Health (LDH), in partnership with the Louisiana Public Health Institute (LPHI), conducted a workforce needs assessment survey of 282 dentists throughout Louisiana.<sup>2</sup> With permission from LDH, BOR filtered responses from the 20 North Louisiana parishes in response to the survey question, “In your opinion, is there a shortage of general dentists?”

**Figure 10:** Opinion Survey Results



As shown in Figure 10, participating dentists in North Louisiana do not feel that there is a shortage of dentists. In one interview the respondent stated, “It’s not a shortage issue; it’s a geographic spread issue.” Another responded, “There’s no shortage. There are enough dentists per capita... (or at least a) sufficient number... the worst Louisiana could do is pump out a bunch of dentists that are potentially poor quality like they did in the ‘70s.” Additional comments were made concerning the need for dentists to serve low-income populations. One dentist provided the insight that it is expensive to establish private practices, particularly in rural communities, which results in patients needing to travel to urban areas in order to obtain dentistry services.<sup>2</sup>

### **V. Summary**

An analysis of the oral health needs in North Louisiana and throughout the state, the state’s dental educational landscape, and interview feedback and survey results highlights the following conclusions:

- Oral Health

Preventative dental care in Louisiana appears to be a low priority among many adults. Several factors may attribute to this issue: fear, difficulty of access, and cost of dental care. According to the Louisiana Oral Health Workforce Assessment, limited knowledge (“low dental IQ”) may be an additional barrier to seeking preventative dental care. In addition, the costs for low-income and uninsured individuals create a barrier for access. Medicaid plays an important role in dental care access, but many practices do not accept Medicaid patients.<sup>2</sup>

In North Louisiana there appears to be a demand for additional access to dental services and increased dental education. Though below the state average, health reports suggest a need exists in the region to address untreated decay and continue to increase the use of dental sealants in six to nine- year old children in that region in 2017-2018.<sup>3</sup>

- Workforce Needs

Urban areas in the state do not appear to have a shortage of dentists. Instead, there is a maldistribution of dentists across the state, particularly in rural communities. This can be attributed to a lack of incentives for dentists to work in rural areas, difficulties of establishing private practices in these communities, and hesitance of dentists to accept Medicaid patients.

Research clearly shows a shortage of rural health care providers in North Louisiana along with other rural parts of the state, suggesting a need for targeted incentives and solutions to specifically address the state’s underserved populations.

- School of Dentistry Needs

Louisiana currently has one school of dentistry, LSUHSC-NO SD. Although LSUHSC-NO SD has seen a decrease in the number of completers of its Doctorate in Dental Surgery, the school increased the class size from 65 students to 75 students in 2018.<sup>11</sup> In the Southern Region of the United States, as defined by the American Dental Education Association, only Arkansas does not have a dental school, while North Carolina, Kentucky and Texas have more than one public dental school.<sup>13</sup> Of the Louisiana residents who attended dental school as first-year students in the 2018-2019 school year, 90% enrolled at LSUHSC-NO SD.<sup>15</sup> Therefore, LSUHSC-NO SD serves as the primary institution for Louisiana residents to attend dental school.

## **VI. Recommendations**

Senate Resolution Number 190 of the 2019 Regular Session of the Louisiana Legislature (SR 190) charged the Louisiana Board of Regents (BOR) to “study how the state can optimally meet the oral health needs of our citizens through the establishment of a school of dentistry in northern Louisiana.” In response to this request, BOR staff examined the oral health, dental workforce and educational needs present in North Louisiana. Based on careful research, analysis and interviews with individuals throughout the state, the Board of Regents finds a clear need for increased access to dental care but does not find sufficient evidence to indicate that the establishment of a new school of dentistry in North Louisiana is the best immediate solution.

As previously stated, oral health is cited as a “critical challenge for both adults and children, affecting their overall health and quality of life and is essential for health development and aging.”<sup>2</sup> According to the American Dental Association (ADA), three elements must be adequately addressed to improve access to dental care: 1) demand for dental care, 2) the dental workforce, and 3) the economic environment. The ADA notes that all three elements must be addressed; resolving one alone will not solve the oral health issues facing our state.<sup>2</sup>

The recommendations presented herein are therefore offered in consideration of these individual elements and the need to balance all three. In order to meet the oral health needs of our citizens, the BOR presents the following recommendations.

### **Recommendation 1: Increase Access to Dental Care**

The Board of Regents finds a real opportunity exists within the LSU System to better serve the health care needs, including the dental health needs, of rural communities across the state. LSU should develop clinical offerings in North Louisiana in partnership with LSUHSC-NO SD and LSUHSC-Shreveport as well as ULM and SUSLA’s dental hygiene programs to expand access through a level of collaboration that prioritizes the health care needs of the region. Effectively meeting the needs of our citizens requires considerations of “turf” to be set aside in favor of a full commitment to partnership and progress.

LSU should facilitate the review of the established **academic and clinical collaboration agreement** to include dental clinics and residencies and set a timetable and implementation plan to resolve barriers to regional partnerships. Additional private healthcare providers should be engaged in confecting this overall plan of action so that all resources can be leveraged for success.

### **Recommendation 2: Target Incentives to Increase Rural Providers**

In Louisiana, 84% of the state falls within a Dental Health Professional Shortage Area (HPSA);<sup>2</sup> therefore addressing the needs of underserved populations must be a significant priority. Providing additional funding to the **Rural Scholars Track Program (RST) can help**. Established in 2016, in cooperation with LSUHSC-NO SD, Area Health Education Center, Southeast Louisiana (SELAHEC) and the Bureau of Primary Care and Rural Health (BPCRH) the RST program was designed to increase the number of dentists who practice in rural areas. RST recipients receive tuition waivers when they commit to practicing in rural areas of Louisiana upon graduation. Currently, LSUHSC-NO SD has two student participants in the RST. This is not enough. The state should increase the number of dental students in the program, thus creating a pipeline of dentists working in health professional shortage areas specific to North Louisiana and other high-need rural areas across the state.

### **Recommendation 3: Understand the Health Care Environment and Address Immediate and Long-Term Needs Through Consolidated Efforts**

It is important to understand the overall health care environment in the state. Again, we see a significant opportunity for the LSU System to leverage its two geographically unique medical schools to collaborate in developing statewide plans that address overall healthcare workforce

demands of Louisiana, with specific attention to the needs of rural communities. The opportunity for them to partner, as well as to harness the expertise of Pennington Biomedical Center, in designing coordinated solutions would be invaluable to our state as we focus on ensuring that Louisiana Prospers. Specifically addressing the need for North Louisiana dental residency programs, increased class sizes, and new public-private partnerships would set a course to resolve a serious health crisis in Louisiana and capitalize on both immediate and long-term opportunities for growth and success.

The Board of Regents is committed to advocating for improved access to dental health care across the state and looks forward to working in tandem with the LSU System in bringing forth effective solutions that meet the needs of the citizens of Louisiana.

## References:

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**Appendix A:**

2019 Regular Session

**ENROLLED**

SENATE RESOLUTION NO. 190

BY SENATORS PEACOCK AND TARVER

A RESOLUTION

To urge and request the Board of Regents to study how the state can optimally meet the oral health needs of our citizens through the establishment of a school of dentistry in northern Louisiana.

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 dental school in northern Louisiana in order to meet the educational needs of students, the economic and workforce development needs of the region, and the healthcare needs of the area's citizens; and

WHEREAS, oral health is an important component of overall health for the citizens of Louisiana; and

WHEREAS, Louisiana lags behind the rest of the country in key indicators in oral health; and

WHEREAS, in 2016, Louisiana had only forty-eight dentists per one hundred thousand population, which is well below the national average of sixty-one dentists per one hundred thousand population; and

WHEREAS, the federal Health Resources and Services Administration (HRSA) has designated fifty-nine of our sixty-four parishes, and all of the parishes in northern Louisiana, as health professions shortage areas for dental health; and

WHEREAS, Louisiana citizens in rural areas or who have low income have been shown to have even more significant challenges in accessing dental care; and

WHEREAS, in 2016, the Louisiana Bureau of Primary Care and Rural Health received a HRSA grant to support the Louisiana Oral Health Workforce Expansion Program which set a goal to establish a rural track dental scholars program; and

WHEREAS, the northern region of the state lacks a dental school; and

WHEREAS, a dental school in north Louisiana would greatly expand access to dental care to an area of the state that is underserved.

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Board of Regents to study how the state can optimally meet the oral health needs of our citizens through the establishment of a school of dentistry in northern Louisiana.

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 be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

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PRESIDENT OF THE SENATE

## Appendix B:

### Participants in Board of Regents Semi-Structured Interviews

|  |   |
|--|---|
| <p><b>Dr. Robert E. Barsley, DDS, JD</b><br/>Professor and Director, Oral Health Services<br/>LSU Health New Orleans School of Dentistry</p>           | <p><b>Dr. Henry Gremillion, DDS, MAGD</b><br/>Dean and Professor<br/>LSU Health New Orleans School of Dentistry</p>                   |
| <p><b>Dr. G.E. Ghali, DDS, MD, FACS, FRCS (Ed)</b><br/>Chancellor<br/>LSU Health Shreveport</p>  | <p><b>W. Jeff Reynolds</b><br/>Vice Chancellor for Administration &amp; Finance<br/>LSU Health Shreveport</p>                         |
| <p><b>Katie Parnell, CEO</b><br/>Morehouse Community Medical Centers, Inc.</p>   | <p><b>MeChaune Butler, MPA</b><br/>Oral Health Promotion Manager<br/>Well-Ahead Louisiana</p>   |
| <p><b>Georgena Desrosier, MPH</b><br/>Oral Health Promotion Coordinator<br/>Well-Ahead Louisiana</p>   | <p><b>Ward Blackwell</b><br/>Executive Director<br/>Louisiana Dental Association</p>  |
| <p><b>Kimberly Brent, MPA</b><br/>Division Manager for Community Clinical Linkages<br/>Well-Ahead Louisiana</p>  | <p><b>Chris Vidrine</b><br/>Assistant Vice President of Governmental Relations &amp; Public Policy<br/>Louisiana State University</p> |
| <p><b>Liz Sumrall</b><br/>Director of Health Care Policy<br/>Louisiana State University</p>  | <p><b>Jordan Anderson, RDH, BS, MDH</b><br/>Associate Professor<br/>University of Louisiana at Monroe</p>                             |
| <p><b>Sharon Chaney</b><br/>Assistant Professor &amp; Director of Dental Hygiene<br/>School of Allied Health<br/>University of Louisiana at Monroe</p> | <p><b>Lynne Eatman</b><br/>Interim Director of Dental Hygiene<br/>Southern University Shreveport</p>                                  |
| <p><b>Jo Ann Brown</b><br/>Dean of Allied Health Southern<br/>University Shreveport</p>  | <p><b>Dr. Blaine Calahan, President</b><br/>Northwest Louisiana Dental Association</p>  |
| <p><b>Dr. Michael Haydel, Former President</b><br/>Northwest Louisiana Dental Association</p>  | <p><b>Barrie Black</b><br/>Program Manager, Healthy Communities<br/>Louisiana Public Health Institute</p>                             |

## **ADDENDUM SUBMITTED BY THE LOUISIANA STATE UNIVERSITY SYSTEM**

### **Report on the Expansion of Dental Services in Louisiana *January 13, 2021***

This Report on the Expansion of Dental Services in Louisiana is submitted to the LSU President and was jointly prepared by the LSU Health Sciences Center New Orleans' School of Dentistry and the LSU Health Sciences Center Shreveport. This report is submitted pursuant to the LSU Board of Supervisors' resolution of March 6, 2020 requiring a plan for expanded dental services throughout the state. This report was spurred by Senate Resolution 190 of the 2019 Regular Session and in response to the Board of Regents study related to that resolution.

#### **SUBJECT**

Expansion of Oral Health Services (OHS) throughout the state of Louisiana via the efforts of LSU Health New Orleans and Shreveport.

#### **BACKGROUND**

LSU Health New Orleans and Shreveport believe the citizens of Louisiana need unrestricted access to OHS for public health, safety and wellness. The LSU Health New Orleans School of Dentistry and LSU Health Shreveport expansion initiative serves to increase access to general dental services and limited specialty-level dental services to the citizens of various regions of Louisiana by providing safe, affordable and quality OHS.

#### **DISCUSSION**

There exists a strong need for OHS services in central and northern Louisiana. There are 3,397 citizens per general dental practice in Louisiana, on average, which is higher than the current U.S. average of 3,018. On average, there are 6,936 citizens per specialty practice in Louisiana, which is higher than the current U.S. average of 5,783.

Approximately 87.5% of Louisiana is designated as a Dental Health Professional Shortage Area (DHPSA). The state suffers from an uneven distribution of oral healthcare workers, with the greatest concentrations in larger metropolitan areas. Of the 64 Louisiana parishes, three have no dentist and 23 have one to five dentists, with the highest dentist shortages in parishes in the northern and central portions of the state.

The total U.S. spending on dental services per capita is \$277, compared to \$174 in Louisiana. Therefore, Louisiana spends less on dental services as compared to other states.

Based on recently identified needs as well as assessments completed, Louisiana needs to invest in the provision of dental services for the most vulnerable and needy populations as well as in the recruitment and education of would-be dentists (dentists in training) who are willing to practice in rural areas upon completion of their education. Investment in the LSU Rural Scholars Track Program will further the goals of the state in the areas of workforce development and workforce expansion in hard-to-recruit professions and geographic locations. LSU Health New Orleans has an extremely limited amount of money to support its Rurals Scholars Track Program for Dentists (RST-D) Program and Rural Scholars Track Scholarships. The purpose of the DRST is to encourage practice in Louisiana's rural and underserved areas and ultimately overcome the state's substantial lack of dentists available to vulnerable populations. DSRT supports dental students by providing tuition waivers for students willing to practice in rural areas for at least a specified period of time.

The Rural Scholars Track for Physicians has been very successful, having graduated over 24 physicians now practicing in rural areas of the state. Louisiana is a largely rural state, with 57 of 64 parishes and 32 percent of its population classified as rural. Rural areas do not have enough physicians, including dentists, resulting in inadequate access to appropriate and necessary care for residents. Research has shown that physicians who practice in rural areas likely were raised there and physicians from rural areas who received part of their education or training in rural areas have a substantially greater-than-average propensity to set up practices in rural areas.

The LSU Rurals Scholars Track Program for Dentists (RST-D) can play a pivotal role in recruiting and retaining individuals who could join the LSU Health faculty serving rural areas or possibly as Program Directors for the dental annexes overseeing residents. The RST-D Program is modeled after the very successful Rural Scholar Track Program for Physicians (see above). The cost to support a single dental student through the RST-D Program is approximately \$134,000, which is borne by the Dental School in the form of waived tuition. Currently there are only four rural dental scholars in this program; however, with additional funding and expansion to North Louisiana, this program could offer additional manpower to meet the dental needs of our populations.

The number of Commission on Dental Accreditation (CODA) accredited General Practice Residency (GPR) programs is currently 177. In 2019-2020 the total number of applications for GPR programs was 11,341. The 177 CODA-accredited GPR programs enrolled 1,113 residents. LSU Health New Orleans and Shreveport expansion initiative will create two GPR Programs in Louisiana. These programs will contribute to providing an extra year of post

graduate education for dental students and allow the students/residents to enter the program directly providing services in underserved and rural areas.

There are currently 19 Federal Dental Programs in Louisiana. These are operated in concert with Federally Qualified Health Centers (FQHC). Nine of the 19 are located throughout the Northern region of the state. Many FQHC facilities have dentists in them and some FQHC's are set up with dental operatory equipment but do not have dentists on site nor additional support staff. Based upon recent discussion and past history of working with the FQHCs, LSU Health plans include working with them to place dental residents with faculty supervision in these sites and expand services. This will also include credentialing of faculty who can provide oversight at the FQHCs. In addition to the FQHCs, there are numerous rural health clinics (RHCs) located across the state, which will also provide ideal sites to expand dental health services.

### **PROPOSED PLAN**

**Expand the LSU Health footprint throughout the state via dental annexes in partnership with regional hospitals, medical centers, FQHCs and RHCs. The annexes will be strategically placed to allow all Louisiana citizens access to safe and quality dental care. This will be done in three phases over the next five years.**

In our strategizing and for processing of any plans developed, we will take into full consideration the concerns of and ensure we work with other stakeholders, institutions, and community partners to accomplish the mission.

### **Phases**

- Phase I – proposed areas of expansion of dental services to include Shreveport and Monroe in year 1.
- Phase II – proposed areas of expansion to include Lake Charles and Alexandria in years 2, 3 and 4 respectively.
- Phase III – proposed area of expansion to include Lafayette/Opelousas in year 5.

Opening stand-alone dental clinics is cost-prohibitive. Partnering with regional hospitals to share costs, utilize regional and General Medical Education (GME) resources to provide services to communities in immediate and surrounding areas is the most cost-effective model. Furthermore, if partnerships with FQHCs and RHCs throughout the state were to be established, this would provide additional staffing of clinics and additional sites for General Practice Residency (GPR) resident rotations.

Hospitals identified for potential partnerships include Ochsner LSU Health Shreveport, Ochsner LSU Health Monroe, Rapides Regional Medical Center, Lafayette General Health, and Lake Charles Memorial.

One GPR Program will be established in the Northern Region of Shreveport and Monroe. Ochsner LSU Health Shreveport will establish a program consisting of six GPR residents in year one. LSU Health Shreveport has had preliminary discussions with its hospital partner (OLHS-NL) and it has verbally agreed to fund the proposed six (6) residents for each academic year and two (2) full-time-equivalent faculty positions. In addition, an interim GPR Program Director has been engaged while the permanent position is being recruited.

The LSU Health Shreveport GPR program will be a one-year experience in hospital dentistry sponsored by LSU Health Shreveport School of Medicine and based in the university's affiliate hospitals. The GPR Program will enable dental students to rotate through the participating hospitals under the guidance of a faculty supervisor and provide services to both adults and children. The program will intensively train general dentists to understand and competently manage medically complex dental patients, including those with mental, emotional, and physical compromised conditions, and also take into consideration the age of the patient (geriatric and pediatric), utilizing the resources and facilities of a hospital. Advanced training will be provided in all areas of dentistry for residents to develop the skills required as part of the postdoctoral education. Residents will complete the program having obtained the skills and professional judgement which is commensurate of the residency requirements.

The program will enroll six (6) residents each year and residents will spend approximately four (4) months in general adult and pediatric dentistry based in the clinics of Dentistry, a division of LSU Health Shreveport Department of Oral & Maxillofacial Surgery, which supports all activities of the program.

The remaining eight (8) months include scheduled rotations in anesthesia, internal medicine, and oral & maxillofacial surgery, programs which currently exist in Shreveport. Didactic and clinical instruction covers clinical dentistry, inpatient care, emergency care, pain control and anesthesia, oral surgery, oral pathology, practice management, research, and temporomandibular disorders.

Mentioned earlier in this document as potential dental clinic sites, LSU Health Shreveport has identified two FQHCs in the Shreveport and Bossier area which are suitable for launching the program; there are already dentists onsite at these FQHCs, which are in close proximity to the Health Sciences Center and easy to access for training. Meetings have been set up with the CEO of these sites to discuss next steps.

**The tentative timeline for the inception of the GPR Program in Shreveport is as follows:**

October - November 2020 – Advertisement of GPR Slots

January 2021 – Interviews of Candidates

July 1, 2021 – Program begins with six residents

LSU Health Shreveport is working currently on its application to CODA.

Expansion to the central and southern regions of Louisiana will be done through LSU Health New Orleans School of Dentistry in a model identical to the LSU Health Shreveport General Practice Residency (GPR) Program and the current LSU Health Baton Rouge and New Orleans GPR Programs.

Ideally, each clinic will have six dental operatories to provide general dental services, limited specialty services, and hygiene services. These clinics will include six GPRs in the northern region and nine to eleven GPRs in the central and southern regions. A total of nine dental hygiene students will be assigned to clinics in the central and southern regions. Two full-time faculty members (one general dentist/site director and one hygienist) will provide resident and student supervision. Additional faculty will be drawn from the community and serve as part-time faculty. Each clinic will be staffed with three to five qualified dental assistants and one to two front office/insurance personnel. Again, LSU Health New Orleans will build upon and work along with existing programs and health care entities.

The clinics will be hospital-owned. Hospitals will provide funding for faculty and resident salaries, which will in turn be run through the GME offices. Tuition for hygiene students will be charged through LSU Health New Orleans' School of Dentistry.

In exchange for services, clinics will provide on-call 24/7 dental services, dental services for all cancer and cardiac patients in need of clearance prior to radiation and/or surgery, and inpatient consultations. Members of the community of any age will have access to care through the LSU Dental Clinic Annex.

The LSU Dental Clinics will generate revenue through dental procedures and consultations, with the hospitals collecting technical fees and LSU collecting professional fees. Clinics will accept Medicare/Medicaid as well as dental insurance. Smart Credit through Campus Federal Credit Union will also be made available.

Every attempt to offset the costs of dental materials and supplies will be made by seeking donations and deep discounts from corporations in support of Dental Health Professional Shortage Areas of Louisiana.

Dental hygiene faculty and staff salaries will be paid from professional fees generated by the clinics. LSU Health will work with the Louisiana schools of dental hygiene, including those at Southern University and UL-Monroe.

Educational lectures and conferences will be conducted through both direct and distance learning via Zoom. Coordination will be through the Program Directors for the General Practice Residency and Dental Hygiene. LSU Health New Orleans School of Dentistry will provide support for any specialty-level services as needed, which may be provided either on-site or virtually.

Through this collaborative partnership, LSU Health will add GPRs, dental hygienists, and faculty across the state to directly address the OHS needs of the citizens of Louisiana.

**Estimated Profit/Loss Financials**

Values taken from existing GPR Program in BR, LA; includes 5 GPR residents & 2 faculty

|   | Scenario 1<br>Hospital covers no<br>Dental or Hygiene<br>Faculty Salaries (0<br>FTE) | Scenario 2<br>Hospital covers<br>Full-time Dental<br>Faculty Salary<br>(1 FTE) | Scenario 3<br>Hospital covers<br>Full-time Dental<br>Faculty and<br>Hygiene Faculty<br>Salaries (2 FTE) |
|---|--|--|---|
| <b><u>Revenue (Monthly)</u></b>           |  |  |   |
| GPR Production                            | \$43,998.51  | \$43,998.51  | \$43,998.51   |
| Hygiene Students - Tuition (3)            | \$1,379.23   | \$1,379.23   | \$1,379.23  |
| Hygiene Students - Production             | \$206.25   | \$206.25   | \$206.25  |
| <b>Total Revenue</b>                      | <b>\$45,583.99</b>   | <b>\$45,583.99</b>   | <b>\$45,583.99</b>  |
| <b><u>Expense (Monthly)</u></b>           |  |  |   |
| <b><u>DDS/RDH Faculty (Personnel)</u></b> |  |  |   |
| Full-time Dentist salary                  | \$9,166.67   |  |   |
| Full-time Hygienist salary                | \$4,166.67   | \$4,166.67   |   |
| Full-Time Salary Total                    | \$13,333.34  | \$4,166.67   |   |
| Full-time Faculty Fringe Benefits 46%     | \$6,133.34   | \$1,916.67   |   |
| Full-time Faculty Subtotal                | \$19,466.68  | \$6,083.34   |   |
| Part-time Dentist Salary                  | \$3,666.67   | \$3,666.67   | \$3,666.67  |
| Part-time Hygienist Salary                | \$833.33   | \$833.33   | \$833.33  |
| Part-time Faculty Subtotal                | \$4,500.00   | \$4,500.00   | \$4,500.00  |
| <b>DDS/RDH Faculty Total</b>              | <b>\$23,966.68</b>   | <b>\$10,583.34</b>   | <b>\$4,500.00</b>   |
| <b><u>Clinical Staff (Personnel)</u></b>  |  |  |   |
| Dental Assistant 1                        | \$2,583.33   | \$2,583.33   | \$2,583.33  |
| Dental Assistant 2                        | \$2,583.33   | \$2,583.33   | \$2,583.33  |
| Dental Assistant 3                        | \$2,583.33   | \$2,583.33   | \$2,583.33  |
| Hospital Admin Tech 1                     | \$2,333.33   | \$2,333.33   | \$2,333.33  |
| Clinical Staff Total                      | \$10,083.32  | \$10,083.32  | \$10,083.32   |
| Clinical Staff Fringe Benefits            | \$4,638.33   | \$4,638.33   | \$4,638.33  |
| <b>Clinical Staff Total</b>               | <b>\$14,721.65</b>   | <b>\$14,721.65</b>   | <b>\$14,721.65</b>  |
| <b>Grand Total Personnel (Monthly)</b>    | <b>\$38,688.33</b>   | <b>\$25,304.99</b>   | <b>\$19,221.65</b>  |
| Rent - 3200 Sqft at \$18                  | \$4,800.00   | \$4,800.00   | \$4,800.00  |
| Utilities/Internet/Phones                 | \$1,103.51   | \$1,103.51   | \$1,103.51  |
| Supplies and Lab fees                     | \$11,315.87  | \$11,315.87  | \$11,315.87   |
| <b>Total Monthly Expenses</b>             | <b>\$55,907.71</b>   | <b>\$42,524.37</b>   | <b>\$36,441.03</b>  |
| <b>Monthly Net Income\Loss</b>            | <b>(\$10,323.72)</b>   | <b>\$3,059.62</b>  | <b>\$9,142.96</b>   |
| <b>Annual Profit\Loss</b>                 | <b>(\$123,884.64)</b>  | <b>\$36,715.44</b>   | <b>\$109,715.52</b>   |



## **AGENDA ITEM IX.C.3.a.**

### **Final Report Submitted by LCTCS in Response to House Resolution 52 of the 2020 Regular Legislative Session**

#### **Executive Summary**

House Resolution 52 (HR 52) of the 2020 Regular Legislative Session urged and requested, “the Louisiana Community and Technical College System Board of Supervisors and the Board of Regents, to study and make recommendations relative to any academic, operational, structural, or technological changes that should be considered for the Louisiana Community and Technical College System (LCTCS) in response to COVID-19.” The legislative response, received at the June 17, 2020 BOR meeting, was developed by the National Center for Higher Education Management Systems (NCHEMS). In its response, NCHEMS identified the conditions facing LCTCS institutions and established recommendations regarding steps the System and its constituent institutions may have to take to address the challenging external environment arising from the COVID-19 pandemic.

At the October 21, 2020 BOR meeting, LCTCS provided an action plan in response to the NCHEMS HR 52 legislative response. As a final component and at the request of HR 52, LCTCS has provided a final report of the progress to date on recommendations brought forth by NCHEMS. In this report, LCTCS acknowledges the challenges created by the COVID-19 pandemic and remains committed to creating a strong response to its environmental and financial impacts.

**Report is for informational purposes only. No Board action required.**

**RESPONSE TO HOUSE RESOLUTION 52  
OF THE 2020 REGULAR SESSION  
OF THE LOUISIANA LEGISLATURE**

**LOUISIANA BOARD OF REGENTS**



BOARD *of* REGENTS  
STATE OF LOUISIANA

**February 2021**

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**Report 1:**

**LCTCS: Changes to be Considered in Response to COVID-19**

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Submitted to: LCTCS Board of Supervisors  
Louisiana Board of Regents

by



National Center for Higher Education Management Systems

June 2, 2020

# Introduction

The Louisiana Community and Technical College System (LCTCS) is being faced with a perfect storm of environmental forces. COVID-19 has created circumstances in which the campuses have had to unexpectedly devote unbudgeted resources to online formats in order to complete the 2019-20 academic year. The increased expenditures have been accompanied by reduced revenues, particularly from those sources generally labeled as auxiliary enterprises. These conditions are exacerbated by external economic conditions. For the coming fiscal year the state of Louisiana is facing a budget hole of at least \$867 million because of reduced state revenues. Given the state's resource allocation practices, much of this shortfall is anticipated to be covered by reduced appropriations to higher education and health care programs. Fortunately, the Legislature and the Governor, through use of federal funds made available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act were able to create a proposed FY21 budget that minimizes cuts to higher education. This, however, is a one-time, one-year solution. It is in the following fiscal years when the real threat to higher education funding will be felt.

The state's revenue shortfall is largely attributable to decreases in severance and sales tax revenues in the state. However, it can be expected that unemployment levels will be reflected in lower family incomes and reduced sales taxes. This condition affects the colleges directly as well as indirectly—parents and students are both unemployed or underemployed making it difficult to compensate for reduced appropriations by increasing tuition rates and revenues. This is a major issue in that more than 60% of LCTCS revenues are derived from tuition. Raising tuition (which is already high in comparison to surrounding states) in this environment is particularly difficult in a state that underinvests in need-based student aid, the kind of aid that would be most helpful to the most at-risk students.

In light of these conditions, the House of Representatives of the Louisiana Legislature during the 2020 Regular Session passed House Resolution 52 urging and requesting “the Louisiana Community and Technical College System Board of Supervisors and the Board of Regents, to study and make recommendations relative to any academic, operational, structural, or technological changes that should be considered for the Louisiana Community and Technical College System in response to COVID-19.” The full text of the Resolution is attached as Appendix A.

To carry out this study, the Board of Regents (BoR) contracted with the National Center for Higher Education Management Systems (NCHEMS). This document details the findings and recommendations of that study.

## Methodology

In carrying out this study NCHEMS staff conducted a variety of activities. These activities included:

- a) A review of documents. Among the documents reviewed were descriptions of the BoR resource allocation model and a 2019 report prepared by NCHEMS for the BoR and LCTCS entitled “Pricing, Enrollment, and Affordability in Louisiana.”
- b) Interviews with the leadership of both BoR and the LCTCS including the Commissioner and financial staff of the Board of Regents and the President of the LCTCS as well as the Chief Financial Officer and Chief Academic Affairs Officer of the System.

- c) Analyses of data provided by both the BoR and LCTCS in response to specific requests made by NCHEMS. These data included state appropriations allocated to each college, the total number of weighted Student Credit Hours (SCH) calculated as part of the Regent’s funding model, tuition revenues for each college, and parish of origin of students enrolled at each college. Data from the federal government’s Integrated Postsecondary Education Data Set (IPEDS), the Bureau of the Census and the Southern Regional Education Board (SREB) were also utilized.

## Findings

As a result of these activities, NCHEMS pulled together a set of facts that bear on the task at hand—together they paint a picture of the conditions facing the LCTCS institutions and lay the groundwork for a set of recommendations regarding steps the System and its constituent institutions will have to take to deal with a challenging external environment.

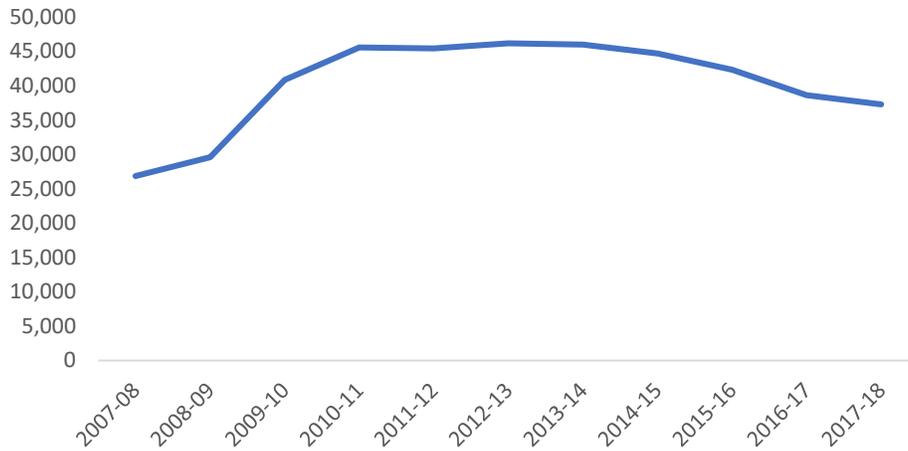
Figure 1 depicts the array of audiences that can be served by community colleges and the kinds of programs they provide. This diagram provided guidance to the kinds of data compiled in the conduct of the project.

**Figure 1. Array of Community College Services**

| The Array of Services   | Audiences/Clients                           |                                    |        |           |
|---|---|------------------------------------|--------|-----------|
|   | In-School Youth<br>(Secondary<br>Education) | Recent<br>High School<br>Graduates | Adults | Employers |
| Remedial & Developmental Education                                    |   |                                    |        |           |
| General Education   |   |                                    |        |           |
| Transfer Preparation  |   |                                    |        |           |
| Career Preparation  |   |                                    |        |           |
| Customized Training, Rapid Response<br>Workforce Development          |   |                                    |        |           |
| Community Service (Non-Credit and<br>Other Services to the Community) |   |                                    |        |           |
| Brokering and Serving as a<br>Delivery Site for Other Providers       |   |                                    |        |           |

- a. **Enrollment Trends.** The System has experienced consistent credit enrollment declines since the end of the Great Recession.

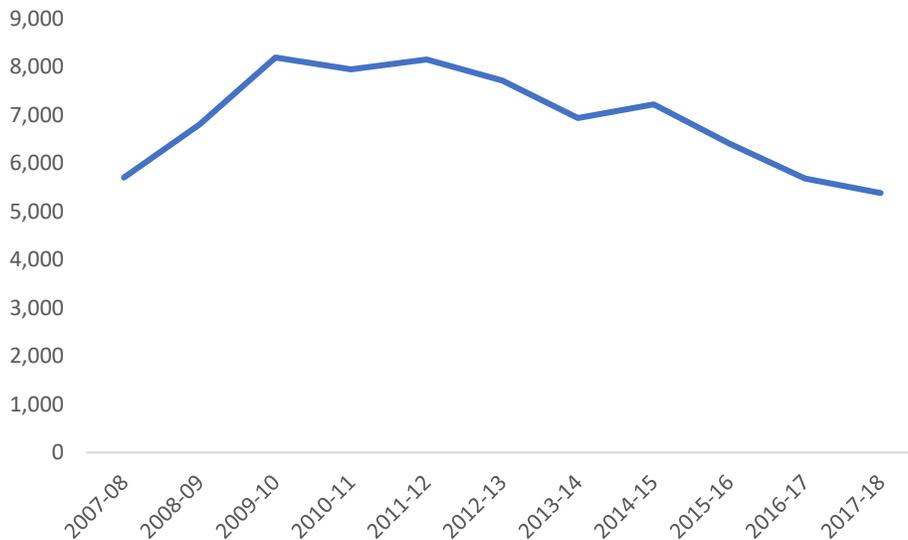
**Figure 2. FTE Enrollments Over Time, LCTCS Institutions**



Source: NCES, IPEDS 12-Month Enrollment Survey.

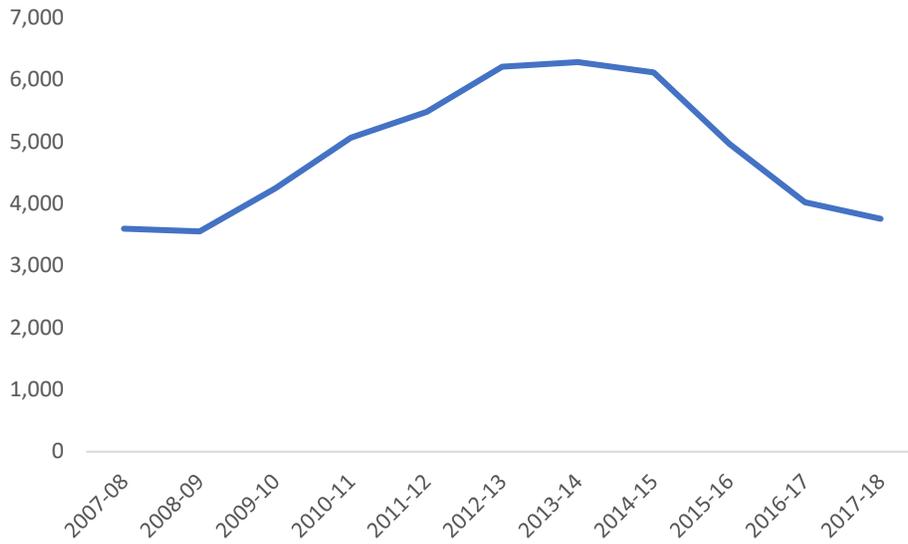
This is true for most, but not all, the institutions in the System. The exceptions are Northshore, Nunez, SOWELA, and South Louisiana as is shown in the following figures.

**Figure 3. FTE Enrollments Over Time, Baton Rouge Community College**



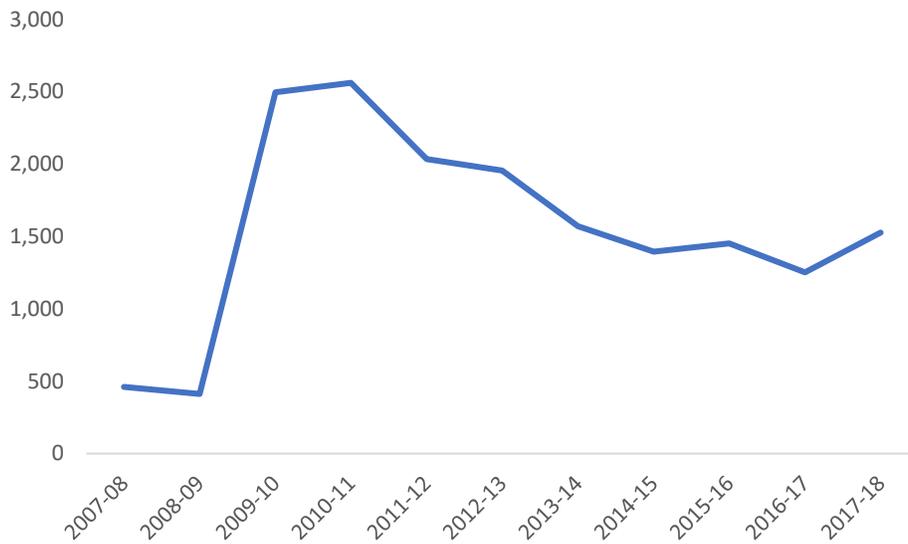
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 4. FTE Enrollments Over Time, Bossier Parish Community College**



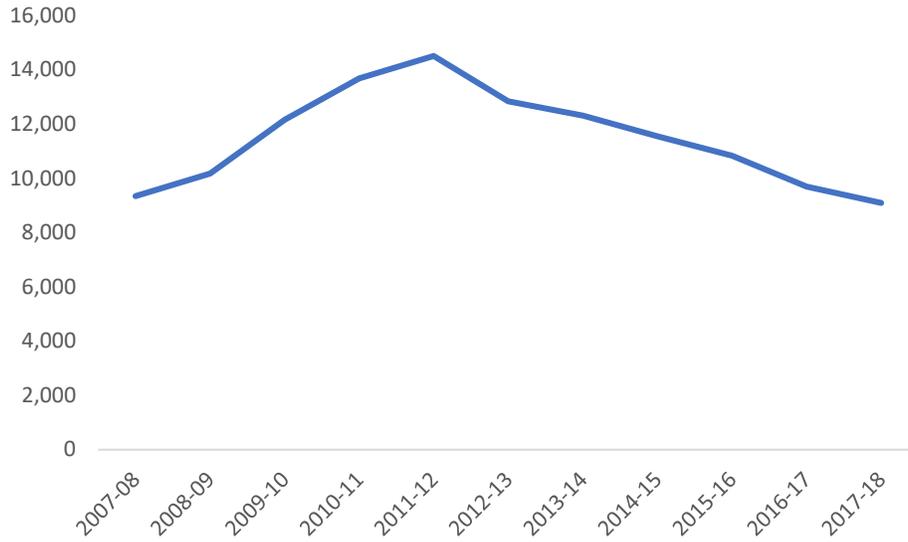
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 5. FTE Enrollments Over Time, Central Louisiana Technical Community College**



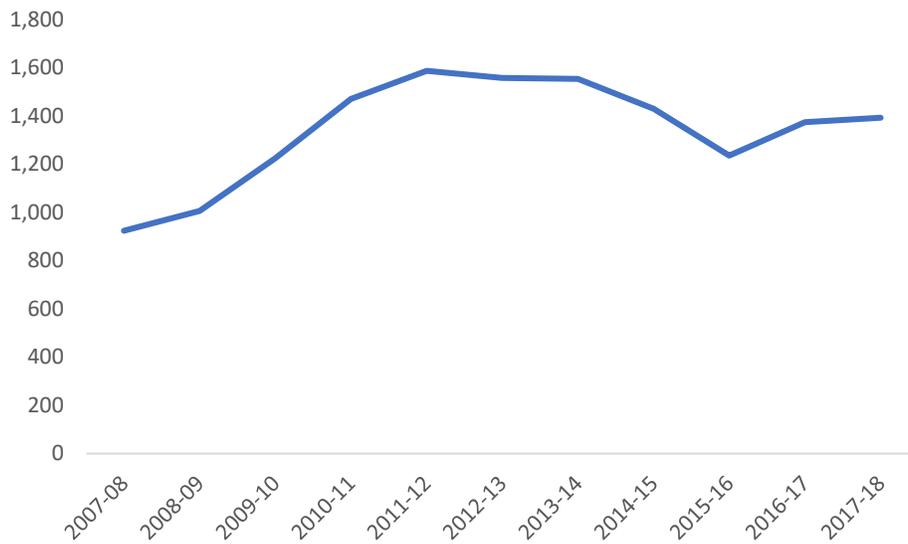
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 6. FTE Enrollments Over Time, Delgado Community College**



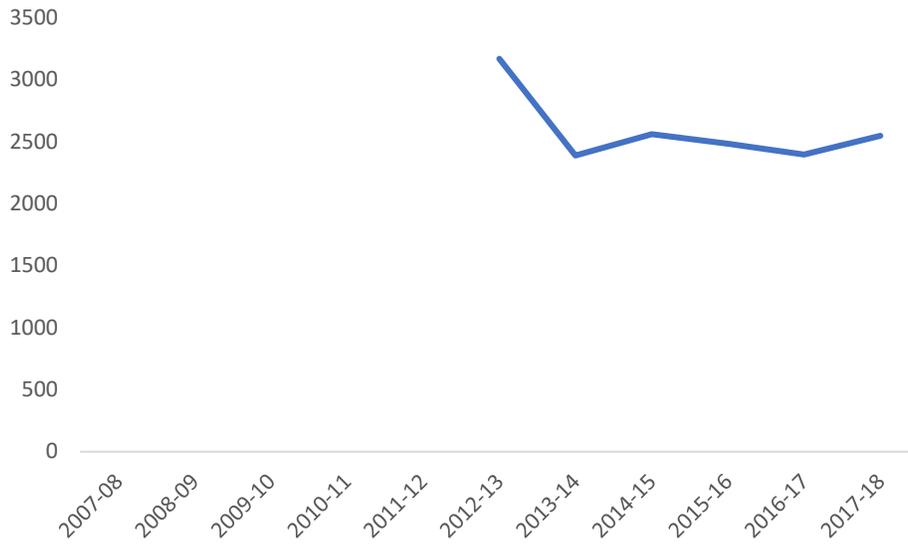
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 7. FTE Enrollments Over Time, Fletcher Technical Community College**



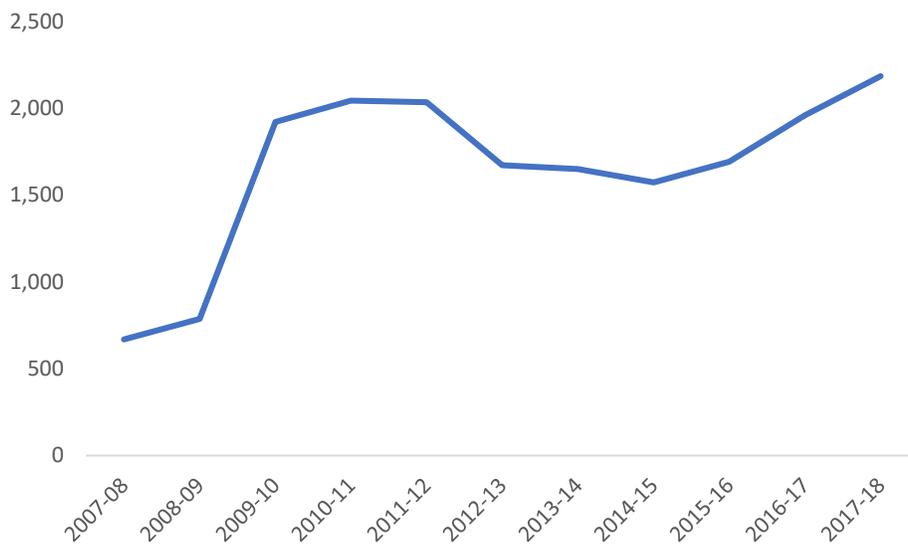
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 8. FTE Enrollments Over Time, Louisiana Delta Community College**



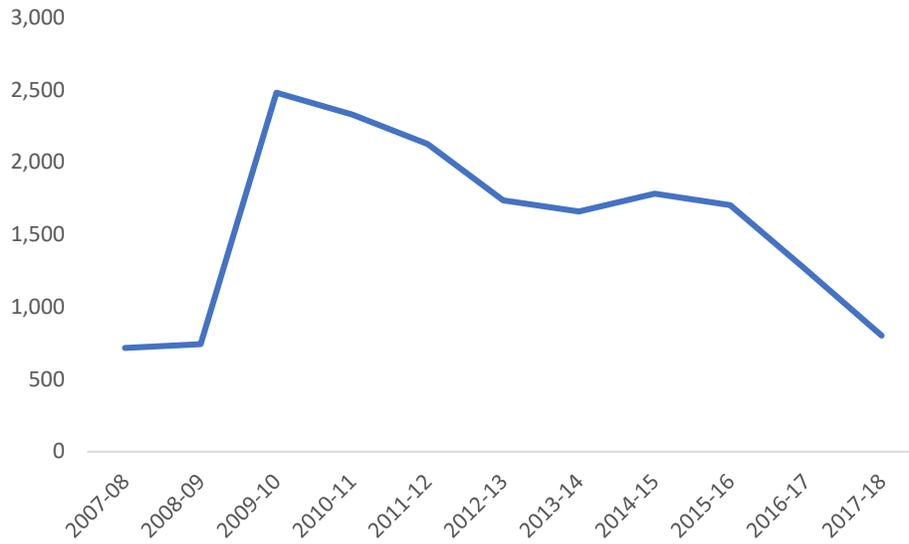
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 9. FTE Enrollments Over Time, Northshore Technical Community College**



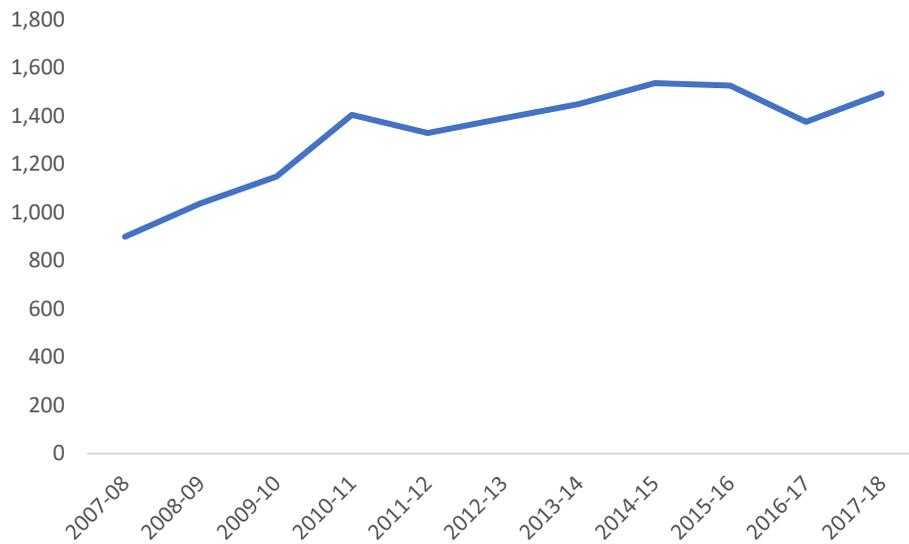
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 10. FTE Enrollments Over Time, Northwest Louisiana Technical Community College**



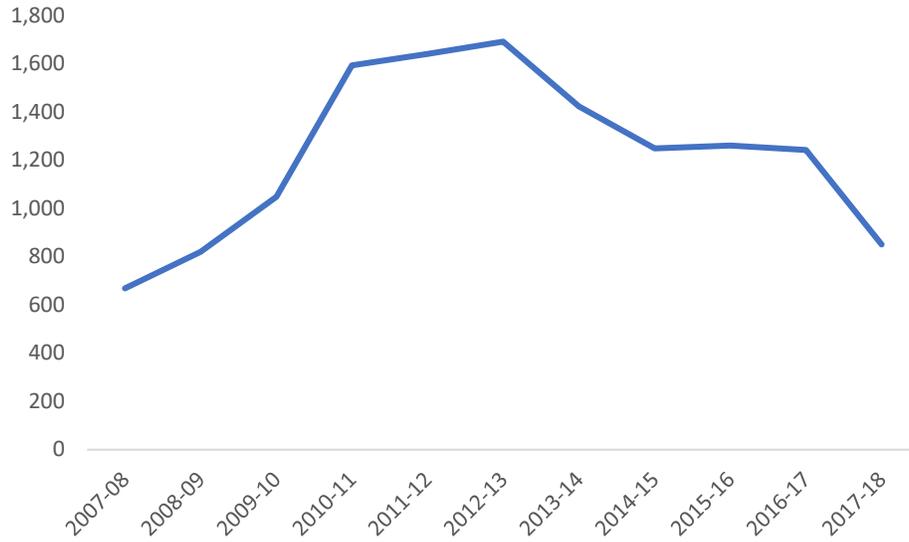
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 11. FTE Enrollments Over Time, Nunez Community College**



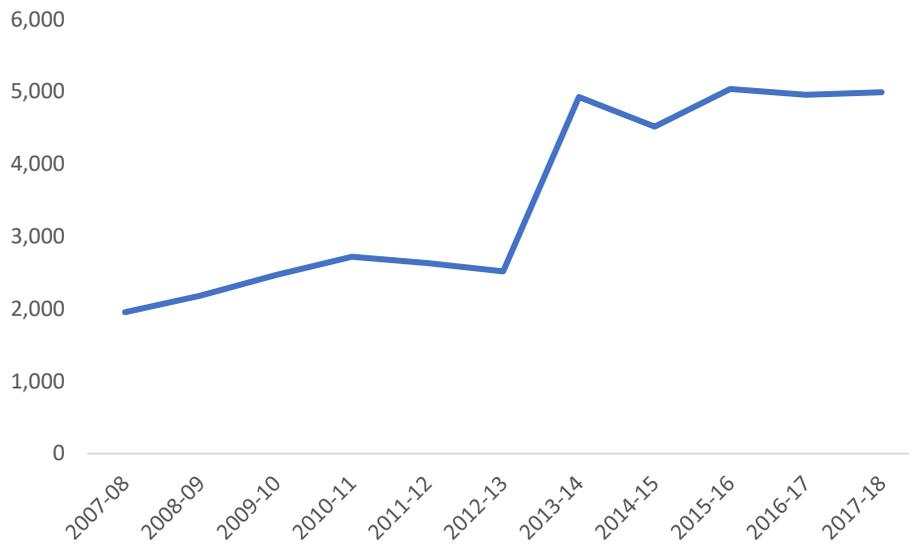
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 12. FTE Enrollments Over Time, River Parishes Community College**



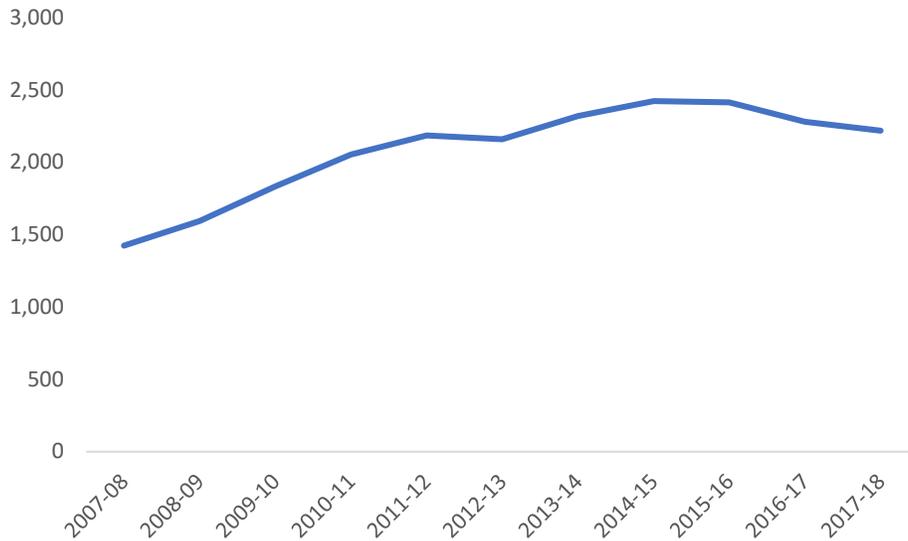
Source: NCES, IPEDS 12-Month Enrollment Survey.

**Figure 13. FTE Enrollments Over Time, South Louisiana Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

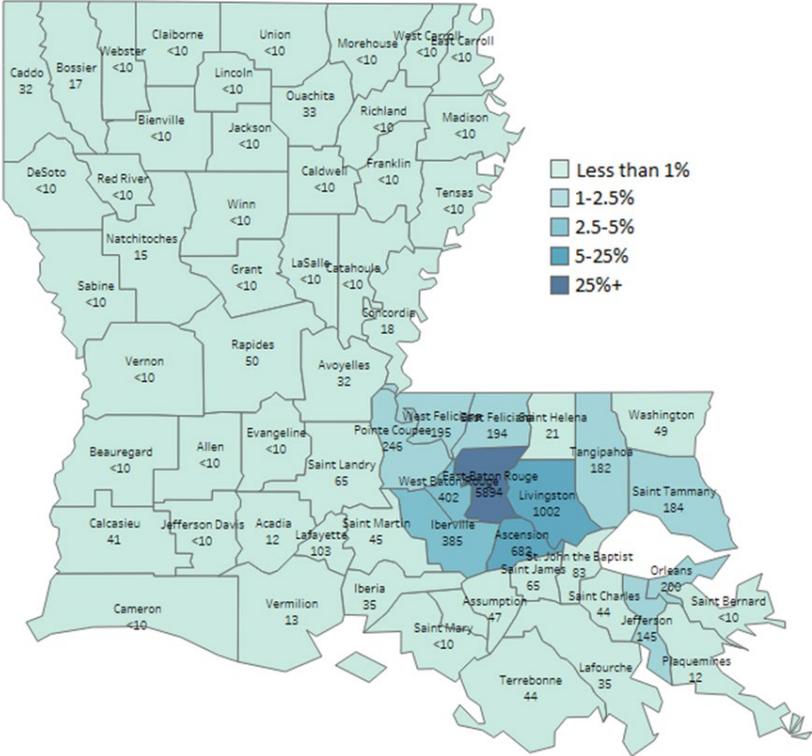
**Figure 14. FTE Enrollments Over Time, SOWELA Technical Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

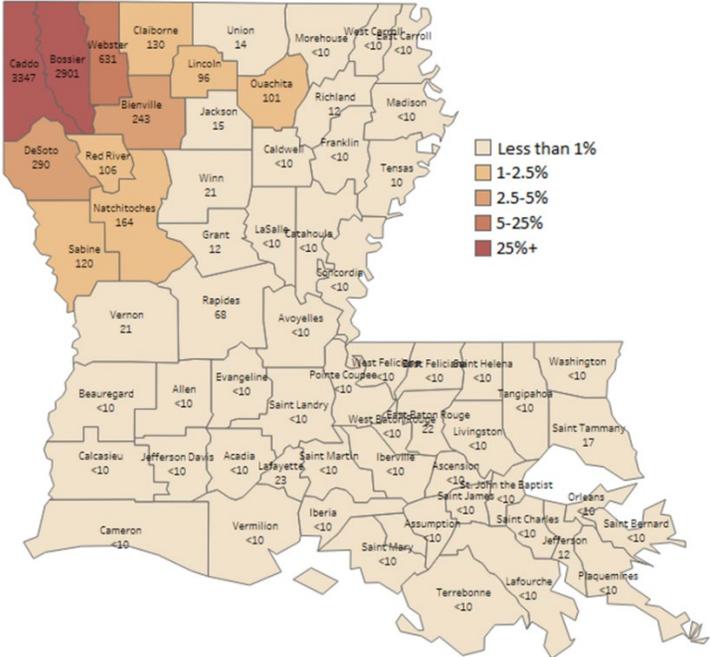
The enrollment consequences of COVID-19 for the LCTCS institutions are particularly difficult to predict. The history for community colleges across the nation is that, when unemployment rises, enrollment in community colleges also rises as individuals seek to acquire skills that will improve their chances in the job market. However, there is considerable doubt about the extent to which this pattern will hold in this specific instance. Reports of surveys of students indicate that many are rethinking their options regarding fall enrollment. (Source: Strada Consumer Insights). The news is both good and bad for community colleges. The bad news is that many students are not fully committed to returning to college for the Fall semester—the interruption experienced during the Spring semester is leaving many questioning whether to return at all. Financial considerations play a large part in their indecision, but the question of whether colleges can provide a safe environment also looms large. The good news is that those students who have financial or health-related concerns appear to be leaning toward attending college close to home. There is also some anecdotal evidence suggesting that students may choose to avoid large, 4-year universities in favor of attending smaller nearby community colleges. The following figures show that all LCTCS colleges serve students from nearby parishes. Therefore, the colleges have some advantages in these regards. The extent to which these advantages will translate into actual enrollments remains a very large unknown.

**Figure 15. Baton Rouge Community College Parishes of Origin**



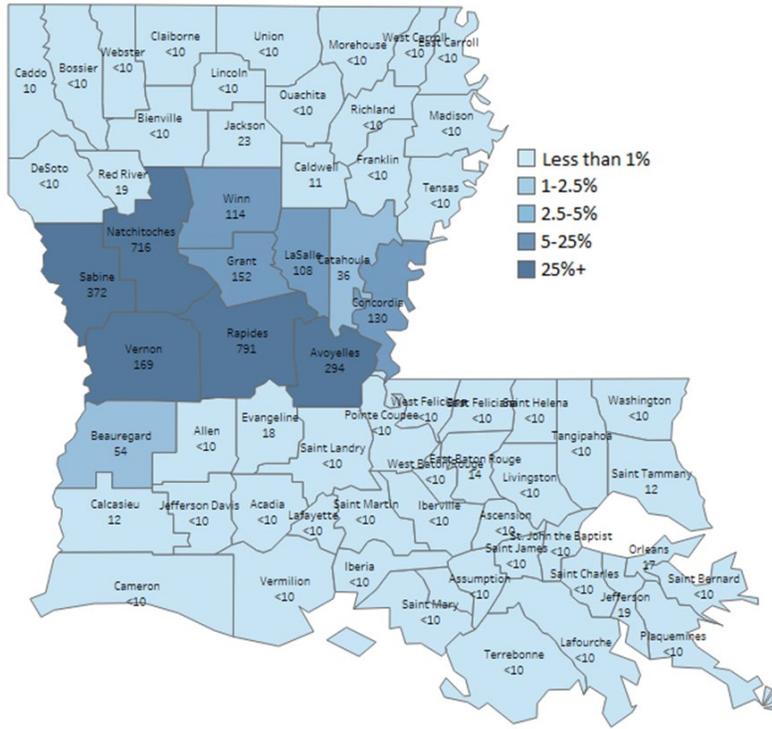
Source: The Louisiana Community and Technical College System

**Figure 16. Bossier Parish Community College Parishes of Origin**



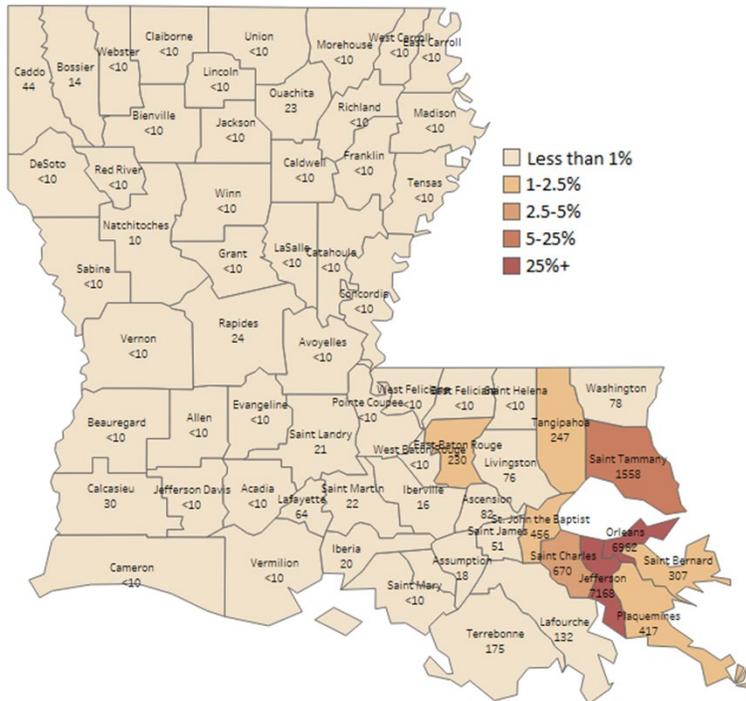
Source: The Louisiana Community and Technical College System

**Figure 17. Central Louisiana Technical Community College Parishes of Origin**



Source: The Louisiana Community and Technical College System

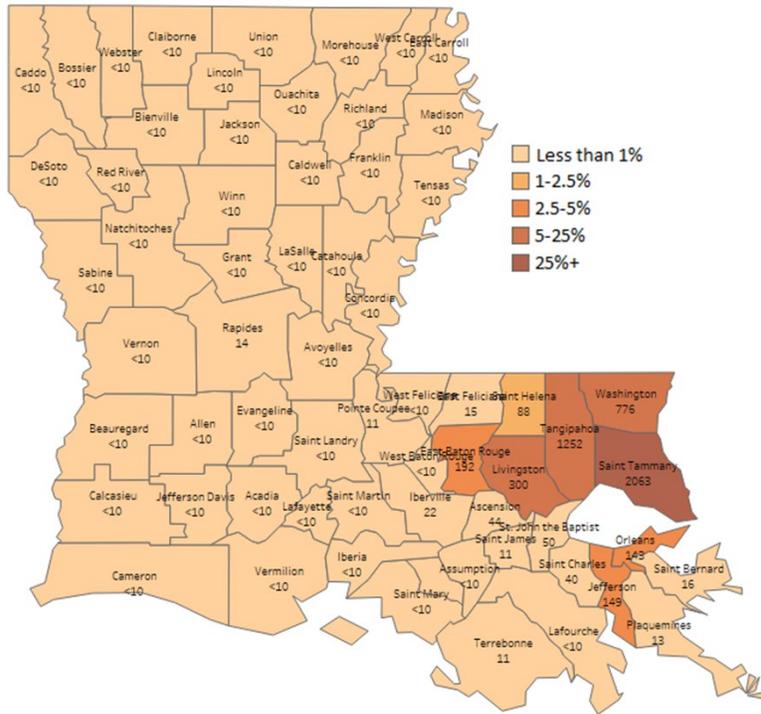
**Figure 18. Delgado Community College Parishes of Origin**



Source: The Louisiana Community and Technical College System

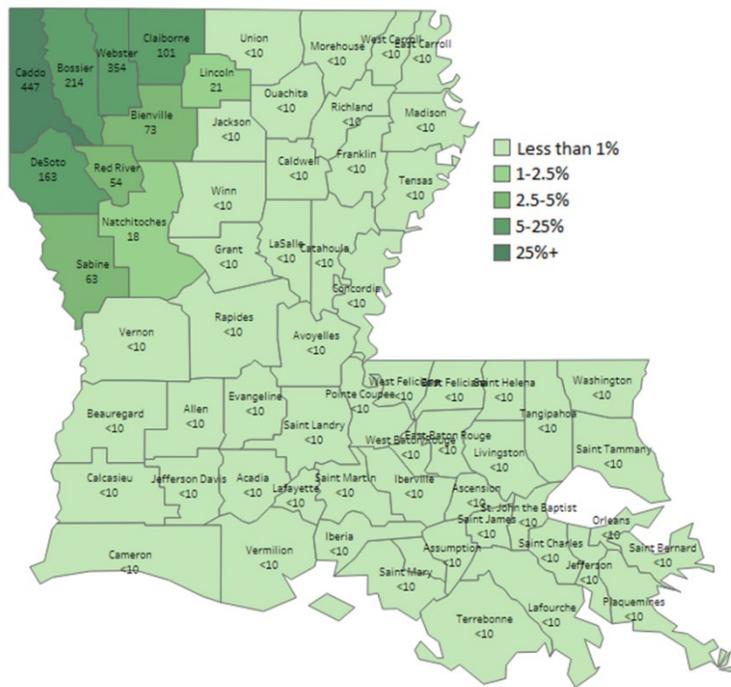


**Figure 21. Northshore Technical Community College Parishes of Origin**



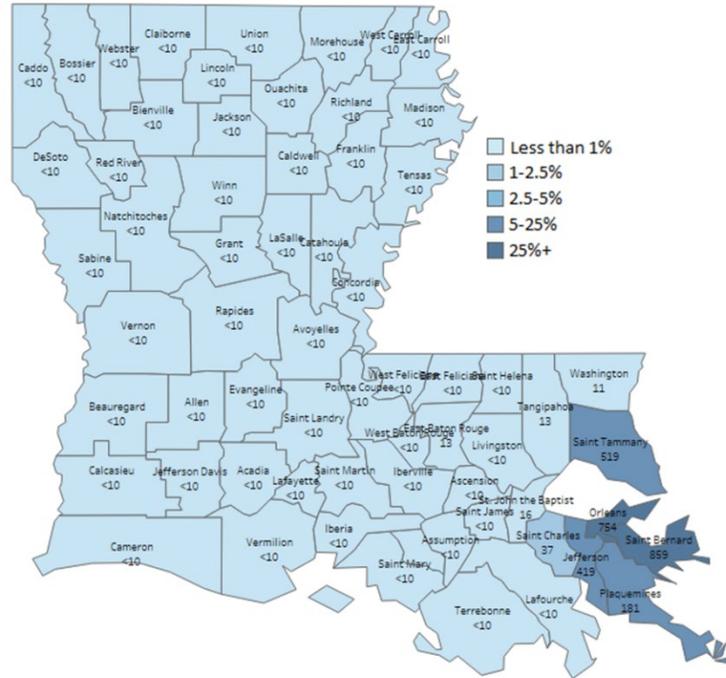
Source: The Louisiana Community and Technical College System

**Figure 22. Northwest Louisiana Technical Community College Parishes of Origin**



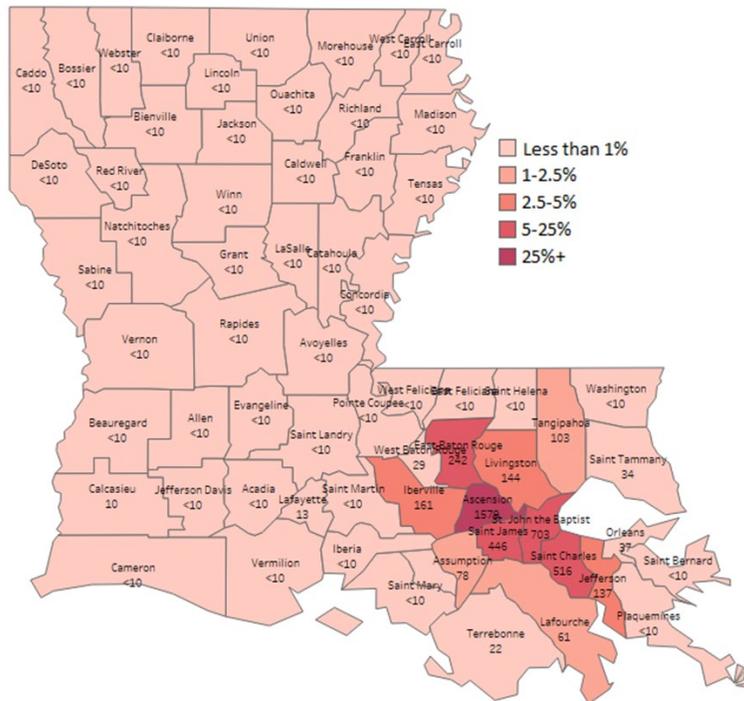
Source: The Louisiana Community and Technical College System

**Figure 23. Nunez Community College Parishes of Origin**



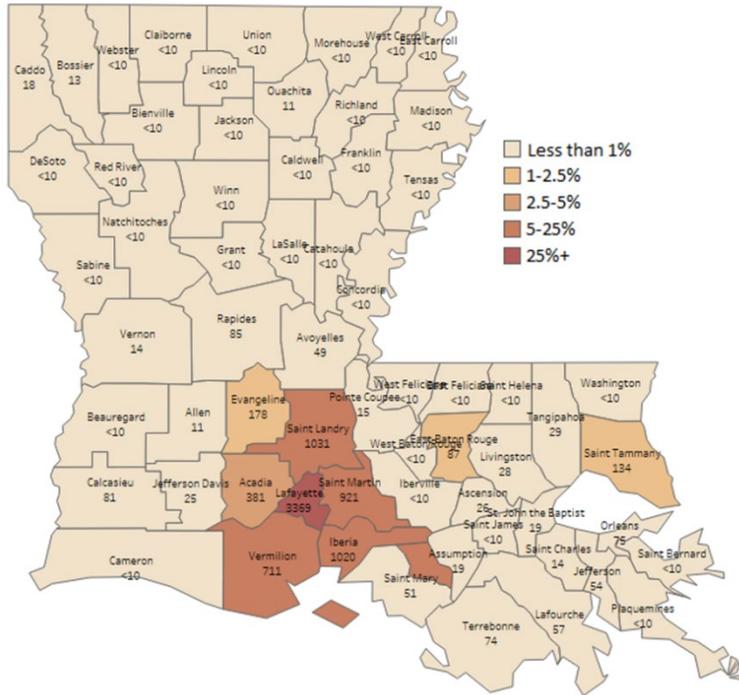
Source: The Louisiana Community and Technical College System

**Figure 24. River Parishes Community College Parishes of Origin**



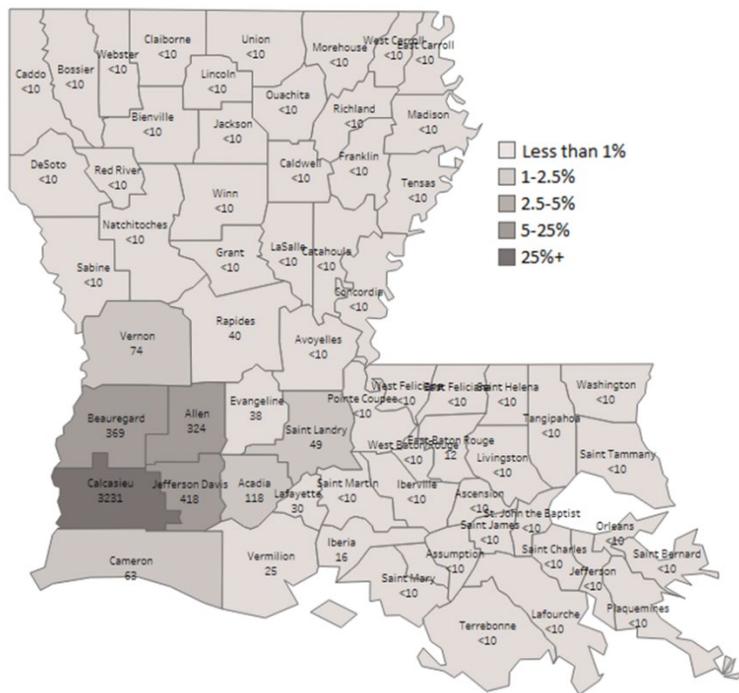
Source: The Louisiana Community and Technical College System

**Figure 25. South Louisiana Community College Parishes of Origin**



Source: The Louisiana Community and Technical College System

**Figure 26. SOWELA Technical Community College Parishes of Origin**



Source: The Louisiana Community and Technical College System

- b. **Non-credit instruction.** One area in which LCTCS has shown continued growth over the past several years is in the area of non-credit instruction. As revealed in the data presented in Figure 27, this growth was consistent across the institutions in the System with few exceptions.

**Figure 27. Non-Credit Enrollments in LCTCS Institutions**

| Institution                                     | 2016-2017<br>Unduplicated<br>Headcount | 2017-2018<br>Unduplicated<br>Headcount | 2018-2019<br>Unduplicated<br>Headcount |
|---|--|--|--|
| Bossier Parish Community College                | 6596                                   | 7938                                   | 8957                                   |
| Baton Rouge Community College                   | 2395                                   | 4,410                                  | 6,213                                  |
| Central Louisiana Technical Community College   | 411                                    | 708                                    | 1450                                   |
| Delgado Community College                       | 5,413                                  | 5,059                                  | 6,156                                  |
| Louisiana Delta Community College               | 3,545                                  | 691                                    | 7,313                                  |
| Fletcher Technical Community College            | 728                                    | 6882                                   | 1702                                   |
| Northshore Technical Community College          | 1,609                                  | 1,635                                  | 1,189                                  |
| Nunez Community College                         | 136                                    | 769                                    | 420                                    |
| Northwest Louisiana Technical Community College | 1040                                   | 342                                    | 1237                                   |
| River Parishes Community College                | 628                                    | 1436                                   | 2,459                                  |
| South Louisiana Community College               | 1,150                                  | 2,758                                  | 3,998                                  |
| SOWELA Technical Community College              | 1176                                   | 1,323                                  | 2,245                                  |
| <b>Total</b>                                    | <b>24,827</b>                          | <b>33,951</b>                          | <b>43,339</b>                          |

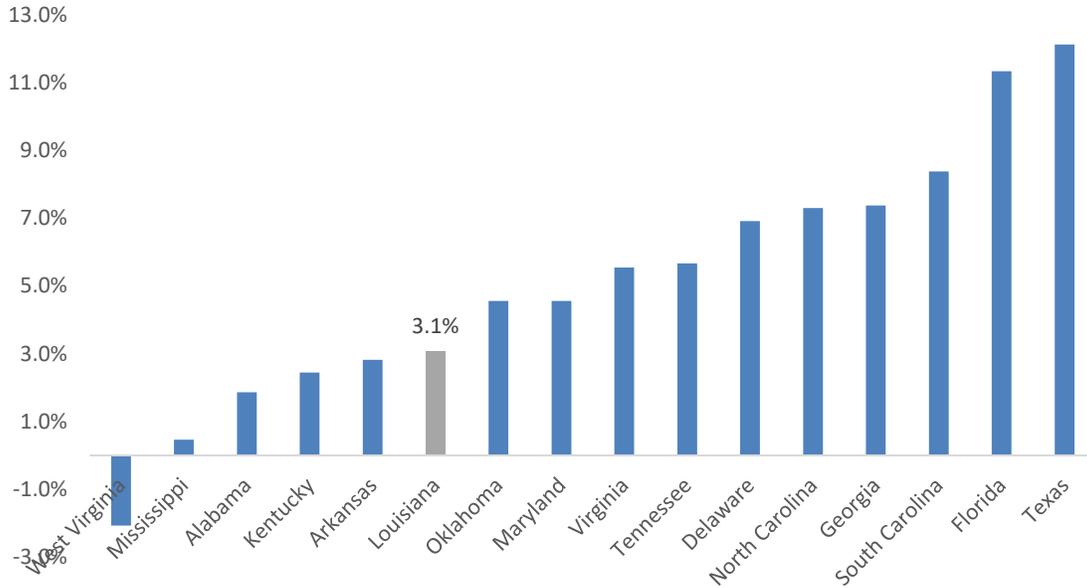
Source: Louisiana Board of Regents

In many cases these enrollments are subsidized by the students' employers. Given the uncertainties for employers in the current economy, it is very likely that employers will be cutting back on payments for employee training. As a result, this revenue stream, like all others for LCTCS institutions, is likely to be reduced in the near term and perhaps for a longer period.

The juxtaposition of for-credit and non-credit enrollment trends is worth noting. For-credit enrollments—those enrollments that bring higher tuition revenues and are eligible for state funding support—are on the decline. Not-for-credit enrollments—those that generate less tuition revenue and are not eligible for state funding support—are on the increase. Finding ways to increase the revenue stream from non-credit instruction is a major issue for the LCTCS.

- c. **Demographic trends.** As a state, Louisiana’s overall population is growing much more slowly than most of the other SREB states.

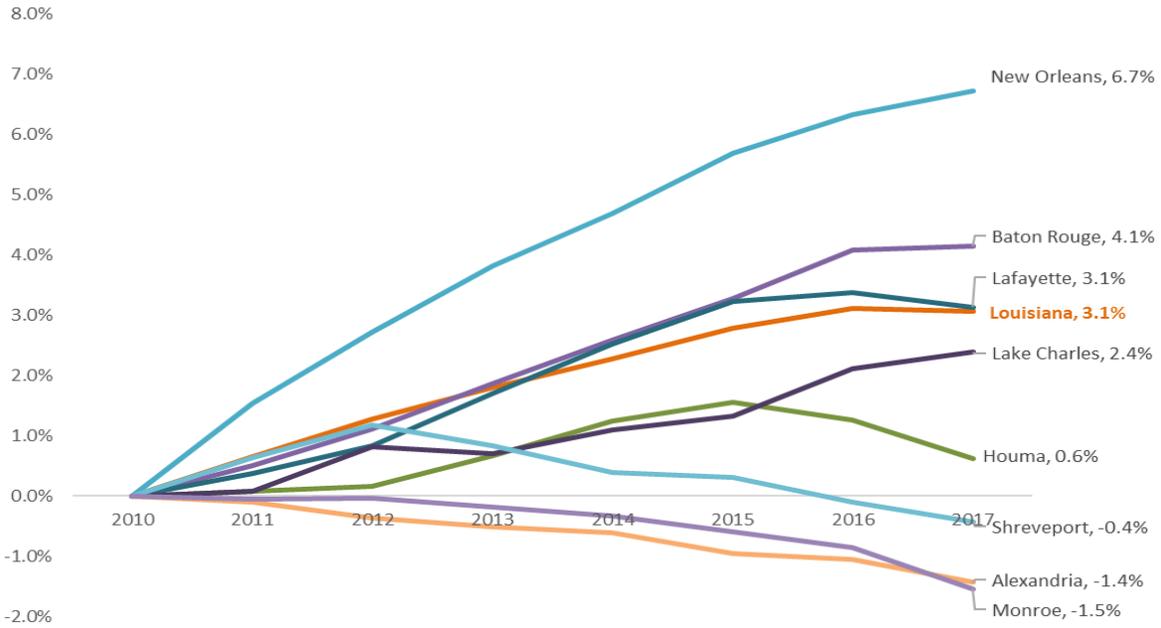
**Figure 28. Percent Growth in SREB States, Total Population Comparison between 2010 and 2017**



Source: U.S. Census Bureau County Population Estimates.

The population growth that the state is experiencing is very unevenly distributed across the state. Labor market regions of the state along the I-10 corridor are growing faster than the state average. All other labor market regions of the state are growing at a rate slower than the statewide average. Regions in the central and northern parts of the state are losing population at a slow rate.

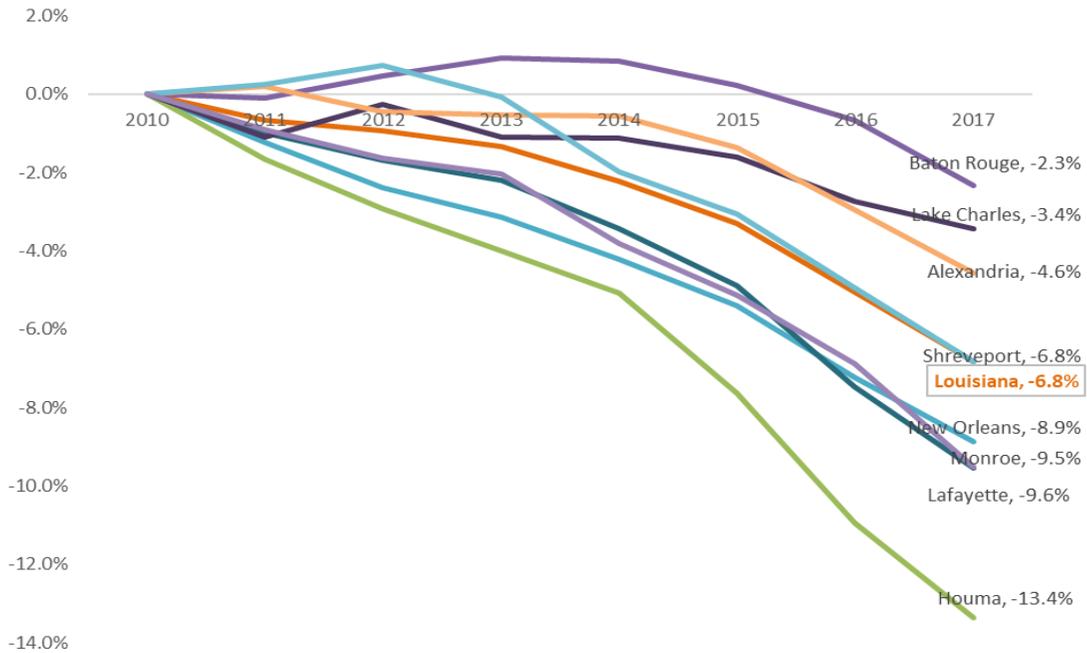
**Figure 29. Population Change by Regional Labor Market Area 2010-2017**



Source: U.S. Census Bureau County Population Estimates.

Even in those regions of the state showing overall population growth, the population changes among the demographic most likely to enroll in college, 15-24 year-olds, has been negative over the last few years. The extent of decrease is shown in Figure 30.

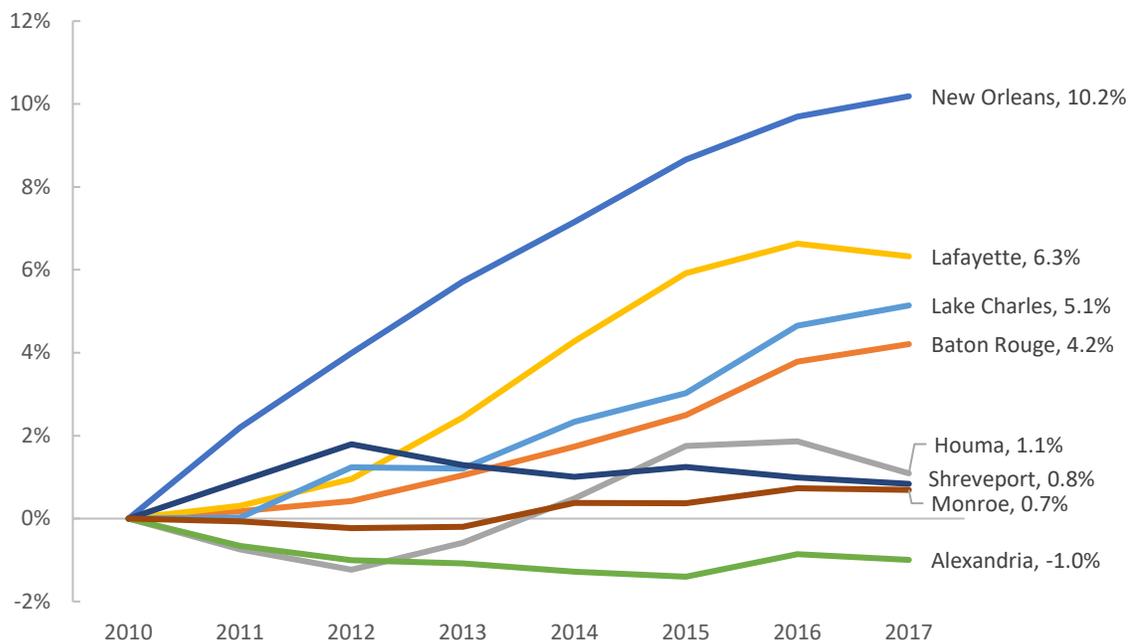
**Figure 30. Population Change, Age 15-24, by Regional Labor Market Area, 2010-2017**



Source: U.S. Census Bureau County Population Estimates.

The data in Figure 31 shows the opposite pattern for 25-44 year-olds, making this population group a target of opportunity.

**Figure 31. Population Change, Age 25-44, by Regional Labor Market Area 2010-2017**



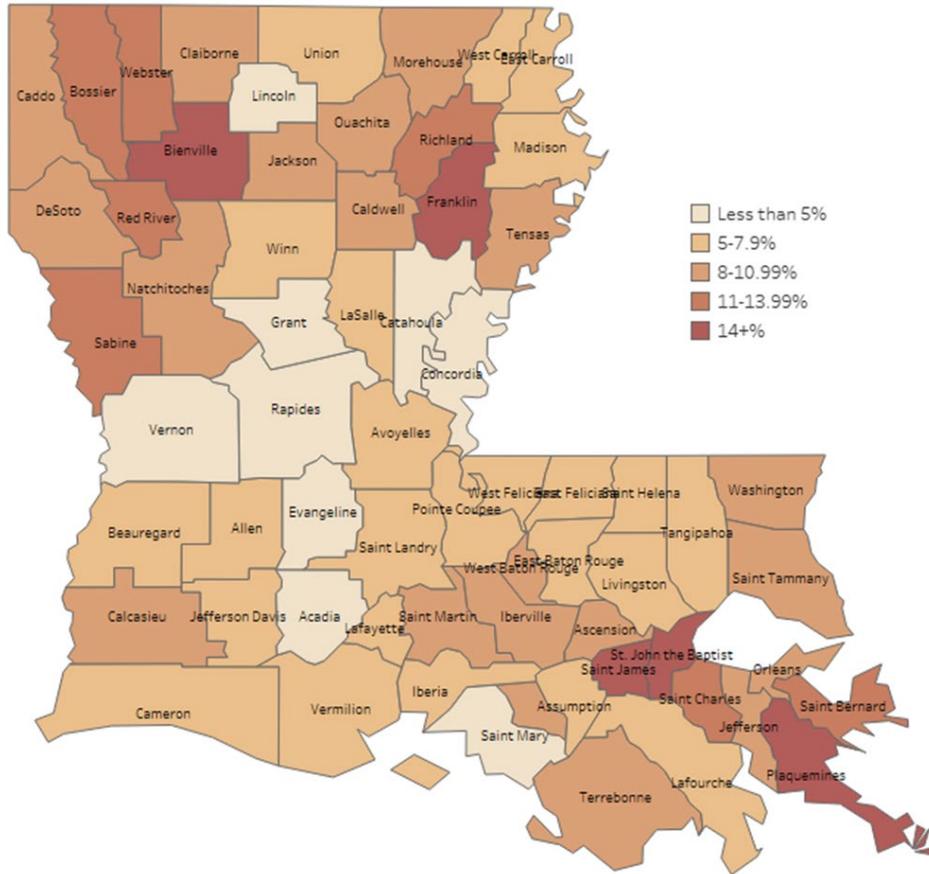
Source: U.S. Census Bureau County Population Estimates.

Combined, these data serve to indicate that LCTCS institutions have a diminishing market among those populations they have historically served. The younger population is the population that enrolls in full-time for-credit educational programs. The loss of numbers in this market has direct economic ramifications because of the effects on tuition revenues. In light of negative trends among younger groups, growth can only occur if colleges find ways to serve students who are older, and likely employed full-time or seeking a fast track to employment. LCTCS has historically done a good job of serving this adult population. A substantial portion of the for-credit enrollments already comes from this demographic group. LCTCS will be successful in pursuit of more of these students only if they change the programs offered and the ways those offerings are packaged—short courses that add up to stackable credentials/certificates that are accessible at times and in formats that meet the needs of working adults. This includes providing instruction and training that may be on-demand, competency-based, and not limited to traditional forms of delivery.

- d. Participation Rates.** When viewed regionally, population trends among the most likely college goers suggest future enrollment problems for the LCTCS colleges. However, when enrollment patterns are viewed on a parish-by-parish basis, the picture has some bright spots. NCHEMS calculated participation rates at LCTCS institutions for each parish—in doing so, enrollments at all LCTCS colleges from each parish were examined as a percent of the 15-29-year-old population in that parish. The map in Figure 32 shows the very large disparities in LCTCS participation

from one parish to the next. Increasing participation rates in all parishes to a rate of at least 10% is a potential strategy for increasing enrollments in the system.

**Figure 32. Participation Rate Between 15-29 Years of Age at LCTCS Institutions by Parish**



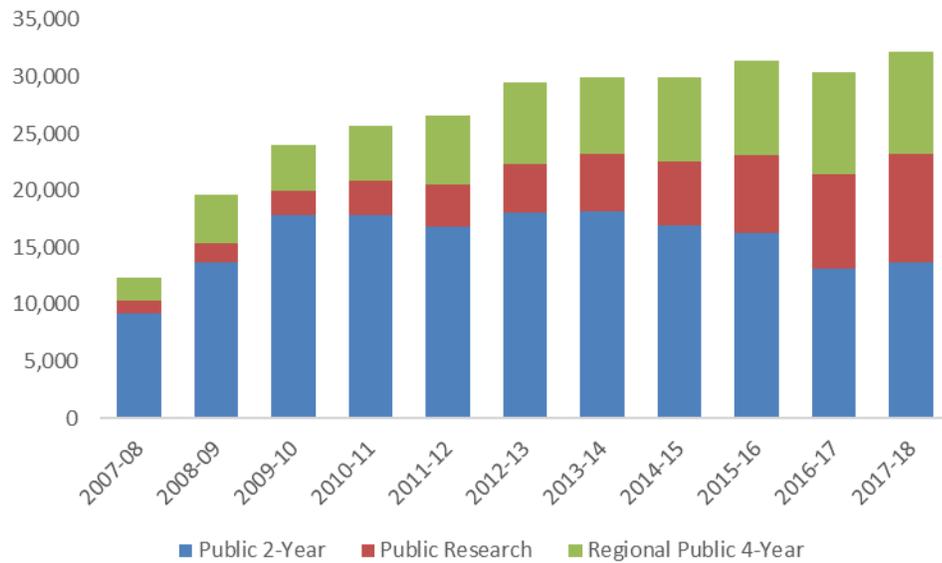
Source: LCTCS; ACS 2018 5-Yr Estimates

Figure 32 reveals that the lowest overall rates of participation are in the more rural parts of the state. Increasing participation rates in these regions creates a challenge for LCTCS in that the colleges serving these regions provide a narrower array of programs than do the institutions in the urban areas; furthermore, the costs of providing programs to small numbers of students are higher. In addition, job opportunities requiring a college degree are fewer—the benefits of going to college are not as immediately evident to students in these parishes. The terms of the Resolution to which this study is addressed require LCTCS to continue to serve these more sparsely populated parishes. Saving money and balancing the System budget by eliminating access in portions of the state is not an option—this approach would be in conflict with the Resolution and the mission of the System to serve all parts of the state. A more appropriate strategy would be to increase, not decrease, access in these regions.

- e. **Dual Enrollment.** One of the audiences served by community colleges is high school students seeking to get a head start on their college careers. Colleges are

anxious to serve these students for two reasons. First, in some states this provides another revenue stream to the college. While such courses are seldom as lucrative as enrollments of regular college students, the revenue helps. And it is an audience that can be tapped when numbers of high school graduates are on the decline. Second, it can provide exposure to students considering postsecondary study beyond high school. When students gain familiarity with a college, they are more likely to be positively disposed to enrolling in that college after graduation from high school. As recently as 2015 community colleges in the state were the dominant provider of dual credit instruction. Since then the 4-yr institutions in the state have aggressively entered this market. The results are shown in Figure 33.

**Figure 33. Dual Enrollment Student Credit Hours by Institution Type, 2007-08 through 2017-18**



Source: Louisiana Board of Regents

Given the goal set by the Board of Regents and the Board of Elementary and Secondary Education to have every high school senior by 2029 graduate with college credit or a credential, this serves as an opportunity for greater LCTCS engagement. The Louisiana Dual Enrollment Task Force has recognized a need for greater CTE dual enrollment participation, signaling an interest in expanded LCTCS offerings.

- f. **Relatively low levels of funding from the State.** Community colleges in Louisiana have only two sources of revenue--appropriated funds from the state and student tuition and fees. For many years Louisiana's institutions of higher education have been funded at levels well below SREB state averages. The state was making strides toward parity in the early years of the 21<sup>st</sup> century but in the aftermath of Hurricane Katrina the institutions lost ground that has not been recovered. For LCTCS institutions the size of the current disparity is shown in Figure 34.

**Figure 34. State Revenues Compared to SREB Averages, 2017-18**

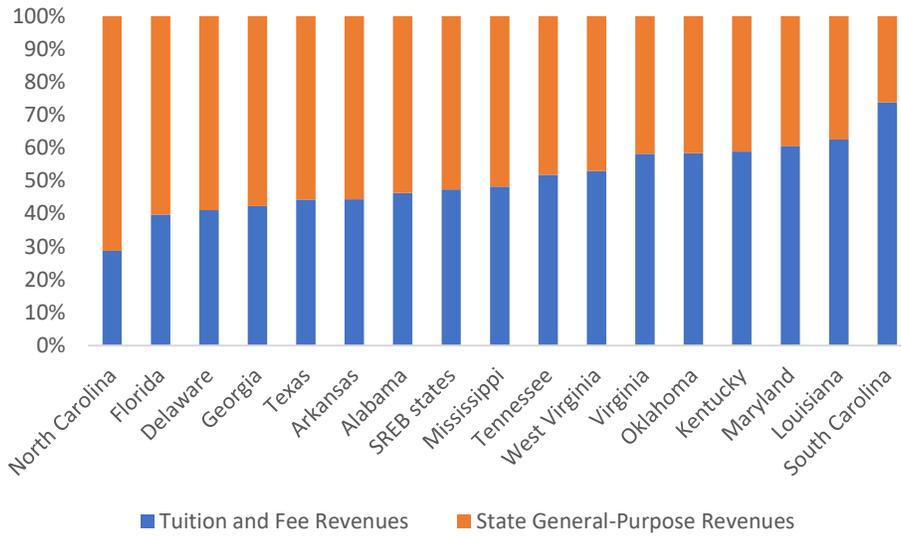
| <b>Institution</b>                              | <b>State Appropriation/FTE</b> |
|---|--------------------------------|
| <b>Smaller Institutions (&lt;5,000)</b>         |                                |
| <i>SREB Average</i>                             | \$6,715                        |
| Central Louisiana Technical Community College   | \$4,185                        |
| Bossier Parish Community College                | \$2,990                        |
| Fletcher Technical Community College            | \$2,541                        |
| Louisiana Delta Community College               | \$3,042                        |
| Northshore Technical Community College          | \$2,573                        |
| Northwest Louisiana Technical Community College | \$5,560                        |
| Nunez Community College                         | \$2,522                        |
| River Parishes Community College                | \$4,077                        |
| <b>Larger Institutions (5,000-10,000)</b>       |                                |
| <i>SREB Average</i>                             | \$5,401                        |
| Baton Rouge Community College                   | \$2,821                        |
| Delgado Community College                       | \$2,980                        |
| South Louisiana Community College               | \$2,601                        |

Note: SREB averages exclude Louisiana  
 Source: IPEDS

The data in this figure reveal that the smaller institutions receive less than half the SREB average funding per FTE student. The exceptions are the more technically oriented institutions and River Parishes, but even these institutions receive far less from the state than their SREB counterparts. While these smaller institutions receive less state funding than their SREB counterparts, they receive more than the larger institutions in the LCTCS system. When faced with economic stress one must question how long the state will/can continue to maintain funding at these disparate levels. The picture is much the same for the three larger colleges in the system; all receive about half the amount of money per student from the state as their counterparts elsewhere in the SREB region. This low level of support from the state puts enormous pressure on tuition as the source of revenue that must be depended on to keep LCTCS campuses viable.

- g. Dependence on tuition revenues.** In only one other state in the SREB region are two-year institutions more dependent on tuition and fees revenues than is the case in Louisiana. In Louisiana well more than half of LCTCS institutional revenues are derived from students as is shown in 0.

**Figure 35. Public Two-Year Institutions, Revenue from Tuition & State General-Purpose Revenues per FTE, SREB States, 2017-18**



Source: SREB-State Data Exchange.

This dependence on tuition revenue varies from one institution to another within the system. The extent of this variation is shown in Figure 35.

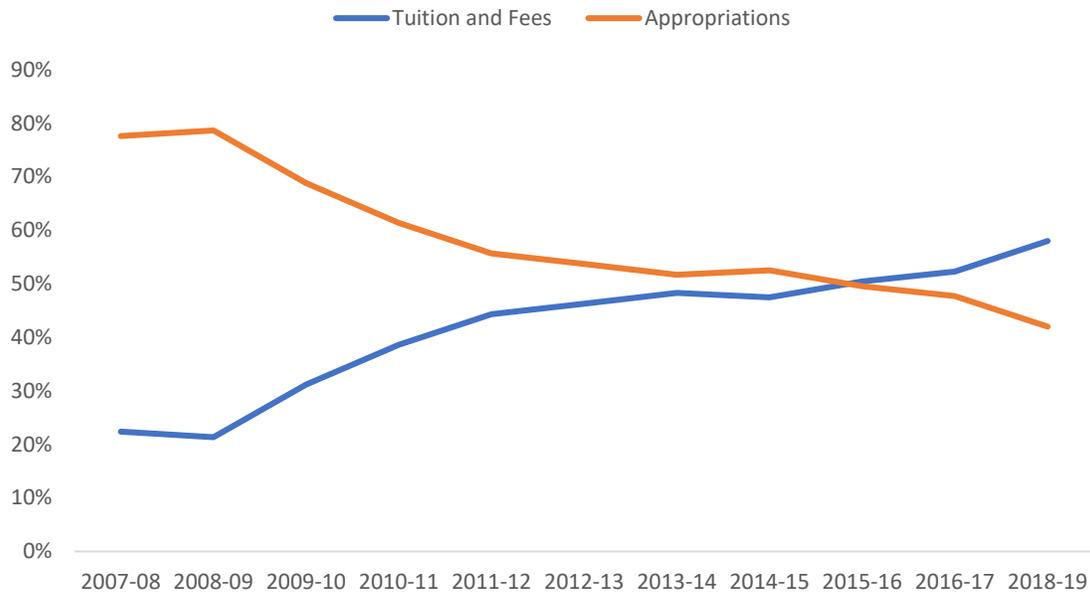
**Figure 35. Tuition as a Proportion of General Fund Revenues**

| <b>Institution</b> | <b>Tuition as a Proportion of General Fund Revenues</b> |
|--------------------|---|
| BPCC               | 61.2%   |
| BRCC               | 60.2  |
| CENLA              | 52.8  |
| DCC                | 60.0  |
| LDCC               | 38.0  |
| FTCC               | 65.7  |
| NTCC               | 61.2  |
| Nunez              | 56.7  |
| NWTCC              | 33.8  |
| RPCC               | 63.4  |
| SLCC               | 54.5  |
| SOWELA             | 50.5  |
| <b>Total</b>       | <b>57.5</b>   |

These data show that the smaller, more technically oriented institutions are least dependent on tuition; they are more dependent on state funding. Given that tuition is likely to be a more dependable source of revenue (at least a source over which the institutions have greatest control), those institutions that are most dependent on state funding are at greater financial risk than those more dependent on tuition.

The condition in which institutions have become predominantly funded by students has evolved very quickly since the end of the Great Recession as is shown in Figure 37. Tuition rates have essentially doubled in this period. It should be noted that, even with this rapid increase tuition rates in Louisiana are just slightly above the median for SREB states.

**Figure 37. Louisiana Public Two-Year Institutions, Revenue from Tuition and Fees and State Appropriations per FTE**



Source: NCES IPEDS Finance Survey and 12-Month Enrollment Survey.

Given the demographics described previously in this report and the unknown impacts of COVID-19, this dependence on tuition means that a substantial portion of institutional revenues are at risk in the near term. The circumstances are worse for four-year institutions, where approximately 70% of institutional revenues come from students.

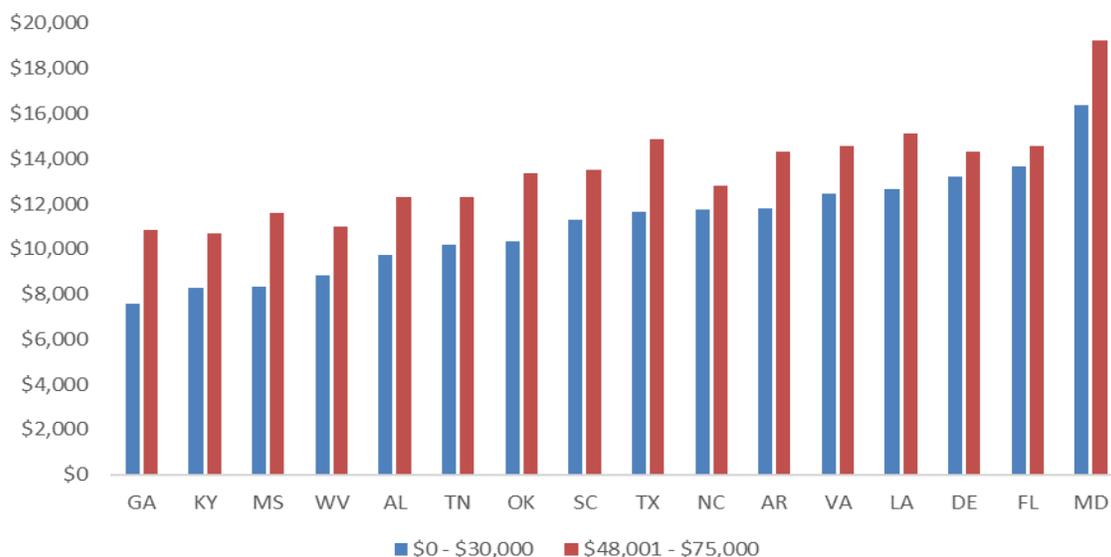
This situation does not have uniform impact on the institutions within the LCTCS. Prices charged to students are essentially the same across the system. However, the costs of programs provided by these institutions vary considerably from one institution to another. Half of the student credit hours produced by BRCC are in low cost liberal arts courses. At CENLA Technical Community College and NW LA Technical Community College that percentage is less than 2%. Only a small portion of the overall allocation built into the BoR’s funding model recognizes these different cost factors. This set of funding realities means that it is more difficult for some institutions to adjust to reduced funding than it is for others.

- h. **LCTCS Funding Reallocation Authority.** The allocation of state funds to LCTCS institutions is determined by the Board of Regents through its funding model. Final allocations are made directly to the colleges rather than to the LCTCS System Office. The System Office can reallocate a statutorily limited 5% of an institution’s allocation on its own authority. Under current circumstances this amount of flexibility is likely

insufficient to ensure that each institution has the level of funding required to support its mission at a high level of quality.

- i. **Affordability.** The net prices—cost of attendance less all grant aid—of community colleges in Louisiana are higher than in most other SREB states. Only three other states have higher net prices for the lowest income students (family income less than \$30,000) and only one other state has higher net prices for middle income families (those with incomes \$48,000 to \$75,000). See Figure 36.

**Figure 36. Net Price, SREB Public Two-Year Institutions, \$0 - \$30,000 and \$48,001 - \$75,000 Income Level, 2016-17**



Note: Data are weighted averages. Sorted by increasing net price for \$0 - \$30,000 income level.

Sources: NCES IPEDS Institutional Characteristic Surveys and Student Financial Aid Survey.

This level of net price leaves LCTCS with little “cap space” for increasing tuition and fees. Cuts to state funding and revenue reductions resulting from declining enrollments will not be able to be offset by increasing prices to those students who do enroll.

- j. **Louisiana is a poor state.** Only four states in the US have lower per capita incomes than Louisiana. This puts severe constraints on the extent to which LCTCS can go to the well of increasing tuition rates as the solution to its need for additional resources. Another factor to be considered in this context is the relatively low level of need-based student financial aid provided to students in Louisiana. The bulk of student financial aid funding in the state is provided through the TOPS program, a program that benefits relatively few community college students—its eligibility criteria tend to reward students with less need who enroll in four-year institutions.

**k. The incidence of small sections.** Across the system, almost 38.9% of all course sections taught have fewer than 10 enrolled students. There is wide variation across the campuses with very high proportions at the Technical Community Colleges (71.2% at CENLA and 72.1% at NWLTCC) and much lower at BPCC, RPCC, and BRCC (28.8%, 28.9%, and 18.1% respectively). Understandably, technical courses that involve a good deal of hands on experience are much more likely to require smaller class sizes. And in some cases, especially in health care programs, accreditation requirements mandate small class sizes—especially for classes involving clinical experiences. To investigate the opposite extreme, the proportions of small classes in the Liberal Arts were calculated. These classes have no lab work and no hands-on requirements. System-wide 4.2% of such classes are taught in sections of fewer than 10 students. There is much less variation in this figure across the campuses. Interestingly, the lowest proportions of small Liberal Arts classes are found in the Technical Colleges and the highest proportions are at Nunez, Delgado, and BRCC. At several of the campuses the highest proportion of small Liberal Arts sections were in Developmental Ed classes. The data behind these statements are presented in 0.

**Figure 39. Small (<10 Students) Sections, By Campus, 2018-19**

| <b>Institution</b>                              | <b>Total Sections</b> | <b>Sections &lt;10</b> | <b>&lt;10 Gen Ed</b> | <b>% &lt;10</b> | <b>%&lt;10 Gen Ed</b> |
|---|-----------------------|------------------------|----------------------|-----------------|-----------------------|
| Bossier Parish Community College                | 3342                  | 964                    | 201                  | 28.8            | 6.0                   |
| Baton Rouge Community College                   | 3422                  | 622                    | 116                  | 18.1            | 3.4                   |
| Central Louisiana Technical Community College   | 2271                  | 1616                   | 19                   | 71.2            | 3.5                   |
| Delgado Community College                       | 7955                  | 2636                   | 282                  | 33.1            | 3.7                   |
| Louisiana Delta Community College               | 3535                  | 2070                   | 175                  | 58.6            | 5.0                   |
| Fletcher Technical Community College            | 1328                  | 445                    | 32                   | 33.5            | 2.4                   |
| Northshore Technical Community College          | 2719                  | 1437                   | 147                  | 52.9            | 6.6                   |
| Nunez Community College                         | 1433                  | 549                    | 95                   | 38.3            | 6.6                   |
| Northwest Louisiana Technical Community College | 1446                  | 1042                   | 0                    | 72.1            | 0                     |
| River Parishes Community College                | 1852                  | 535                    | 91                   | 28.9            | 4.9                   |
| South Louisiana Community College               | 3629                  | 977                    | 183                  | 26.9            | 5.0                   |
| SOWELA Technical Community College              | 2499                  | 900                    | 145                  | 36.0            | 5.8                   |
| <b>Total</b>                                    | <b>35442</b>          | <b>13793</b>           | <b>1486</b>          | <b>38.9</b>     | <b>4.2</b>            |

While in many cases arguments can be made for the need for small section sizes, the reality is that this very high incidence of classes with fewer than 10 students points to an opportunity to gain efficiencies (and reduce costs) by rethinking pedagogy and the ways that education is delivered in the System.

**1. Disparities in funding.** As noted earlier the unrestricted revenues for the LCTCS institutions come from two primary sources—state appropriations as allocated by the Board of Regents and student tuition and fees. Tuition and fee rates are essentially the same for all colleges in the System. Variations in tuition and fees revenues are a

function of scale, not prices to students. The one area of variation is the revenue received by institutions for noncredit instruction. As was revealed in Figure 33, there is wide variation among the colleges in noncredit enrollments (and thus the revenues gleaned from such enrollments).

The Board of Regents allocation model has three major components. The first is a cost component that generally follows the cost model used in Texas with elements for weighted student credit hours, facilities operations, and general support costs. This component accounts for 17% of the allocation. The second is an outcomes component that is worth 20% in the overall calculation. The final component, worth 63%, is a base funding element—an amount that is based on the prior year’s allocation. To assess the extent to which the overall approach to funding the LCTCS institutions results in a reasonably level play field, NCHEMS made a rough calculation of unrestricted revenues (appropriations + tuition) per weighted credit hour produced. The weighted credit hour figures were taken from the cost component of the BoR allocation model. The results of these calculations are shown in 0.

**Figure 40. Unrestricted Revenue per Weighted SCH, 2018-19**

| Institution                                     | State                | Tuition              | Total                | Weighted SCH     | Total per Weighted SCH |
|---|----------------------|----------------------|----------------------|------------------|------------------------|
| Bossier Parish Community College                | \$11,524,333         | \$18,151,049         | \$29,675,382         | 189,922          | \$156                  |
| Baton Rouge Community College                   | \$14,972,399         | \$22,653,596         | \$37,625,995         | 220,693          | \$170                  |
| Central Louisiana Technical Community College   | \$5,599,557          | \$6,251,481          | \$11,851,038         | 84,237           | \$141                  |
| Delgado Community College                       | \$27,030,280         | \$40,480,581         | \$67,510,861         | 393,949          | \$171                  |
| Louisiana Delta Community College               | \$7,668,749          | \$10,562,946         | \$18,231,695         | 126,594          | \$144                  |
| Fletcher Technical Community College            | \$4,488,505          | \$6,168,216          | \$10,656,721         | 63,175           | \$169                  |
| Northshore Technical Community College          | \$6,090,523          | \$9,492,998          | \$15,583,521         | 110,617          | \$141                  |
| Nunez Community College                         | \$4,052,951          | \$5,317,304          | \$9,370,255          | 68,834           | \$136                  |
| Northwest Louisiana Technical Community College | \$4,042,769          | \$2,066,863          | \$6,109,632          | 51,010           | \$120                  |
| River Parishes Community College                | \$5,484,128          | \$9,517,932          | \$15,002,060         | 100,620          | \$149                  |
| South Louisiana Community College               | \$14,929,107         | \$17,906,820         | \$32,835,927         | 200,783          | \$164                  |
| SOWELA Technical Community College              | \$9,488,675          | \$9,671,725          | \$19,160,400         | 117,799          | \$163                  |
| <b>Total</b>                                    | <b>\$115,371,976</b> | <b>\$156,241,959</b> | <b>\$271,613,935</b> | <b>1,728,236</b> | <b>\$157</b>           |

Source: State revenues and weighted FTE from BOR. Dedicated appropriations not included  
Tuition revenues from LCTCS. Tuition from non-credit instruction not included

These data are admittedly rough, especially since the effects of noncredit instruction are not taken into account. The most notable finding revealed in this Figure is the

fact that the institutions that are most heavily engaged in technical education fare least well according to these calculations. River Parishes is the exception. All of these institutions are small, a circumstance that makes them particularly vulnerable. The combination of small class sizes, tuition that is the same for high-cost programs as low-cost programs, and a generally heavy dependence on tuition revenues creates a particularly difficult revenue picture for these institutions. Another factor is lack of state funding for workforce related non-credit instruction. To test the results presented in Figure 40, NCHEMS calculated the weighted student credit hours using weights it has used in many other states when conducting such analyses. The variations found were negligible.

One of the major challenges going forward for LCTCS is how to deal with this systemic inequity in a time of diminished resources.

- m. The tendency of LCTCS to function more as a federation of institutions than as a true system.** LCTCS is a young system, just 20 years old with a recognized value to the state. While the system has focused on both efficiency and effectiveness, additional opportunities must be addressed. Under current arrangements each institution is left to solve its economic problems on its own. The collection of institutional actions in this environment is unlikely to add up to solutions that best serve the priority needs of the state. The results are sub-optimized, not optimized solutions. Having said this, LCTCS has taken steps that position it to function more as a system. This is particularly true in its centralization of back-office operations. While LCTCS has made strides in the administrative services area, the current financial environment will require the system to move as a unified entity in the core academic and workforce areas of its mission. The viability of the system in the future will depend on its ability to continue moving in the direction of functioning more as a system.
- n. LCTCS has the technology infrastructure to do more on-line education.** The System has a single Learning Management System (Canvas) and the protocols in place to allow more wide-scale use of technology in the delivery of courses and programs. Mechanisms have been established to allow students to take courses from multiple colleges while maintaining enrollment at a home campus. The use of this capacity has been at small scale to date, but the fundamental elements for larger scale are in place. This includes technology infrastructure, protocols for revenue-sharing, and policies that allow institutional collaboration in delivery of a student's education while keeping all student processes located at the home campus.

Because of the COVID-19 crisis all campuses now have experience in delivering courses through remote or distance learning. To date such delivery has been out of necessity, not an individual campus choice. LCTCS has developed a strategy—the Digitally Inclusive Education Framework—for moving more courses (or course modules) to on-line or hybrid delivery as a system-wide strategy for both providing access to a wider array of programs and for controlling costs. The importance of system leadership and policy necessary to foster significant increases in the level of multi-campus collaboration in the delivery of education is crucial. Leadership is moving this agenda forward. The only question is whether or not sufficient progress can be made fast enough to generate the level of educational improvement and

economic savings that will be required by the current set of unexpected circumstances and significant uncertainty.

## The Challenge to LCTCS

The data presented in the previous section describe the complex set of issues that LCTCS must address. While exacerbated by the COVID-19 crisis, most of these issues are based in circumstances that were present before the advent of the virus and will remain after the immediate crisis passes). In sum, the challenges are:

- a) Assuring that community college services are provided to residents in all parts of the state, particularly rural regions that are sparsely populated and where it is difficult to enroll enough students in courses and programs to allow efficient delivery. This situation plays out differently for (particularly smaller) institutions in different circumstances. For CLTCC and NWLTCC, their lack of SACS-COC accreditation makes it impossible for them to offer a broader array of arts and sciences programs—programs that do not require the more expensive equipment and hands-on experiences of their technical programs. This condition exacerbates the problems associated with serving less densely populated parts of the state. Other institutions find it difficult to achieve efficient scale due to the smaller population base of their respective service areas. Fletcher, Northshore, Nunez, and River Parishes fall into this category.
- b) Dealing with demographic realities. Louisiana is a slow-growth state and the primary college-going cohort is projected to continue to decline. The size of these effects varies from one region of the state to another, but no region escapes the underlying trends. Reversing downward enrollment trends will require the institutions to increasingly serve additional markets—primarily adults and employers. Serving these markets well will require the institutions to adopt new approaches to educational delivery—more credit for prior learning, shorter courses, and more emphasis on workforce ready certifications.
- c) Traditionally low levels of funding, especially from the state, and total dependence on two undependable revenue streams, students and the state, create problematic conditions, especially in the COVID-19 crisis environment. Unlike two-year institutions in some other states, LCTCS institutions do not have financial support from their local communities that would provide some stability of funding when economic conditions are particularly difficult for both students and state government. Community Colleges in half the SREB states get substantial levels of funding from local tax revenues. The extent of this funding is shown in Figure 37.

**Figure 37. Sources of Funding for Community Colleges in SREB states, 2018**

|                | <b>Net Tuition &amp; Fee Revenues per FTE</b> | <b>State Appropriations per FTE</b> | <b>Local Appropriations per FTE</b> | <b>Total Revenue per FTE</b> |
|----------------|---|-------------------------------------|-------------------------------------|------------------------------|
| Maryland       | \$4,306                                       | \$4,205                             | \$5,674                             | \$14,187                     |
| Delaware       | \$5,579                                       | \$8,212                             | \$0                                 | \$13,792                     |
| North Carolina | \$1,365                                       | \$6,198                             | \$1,521                             | \$9,085                      |
| Texas          | \$2,031                                       | \$2,699                             | \$4,235                             | \$8,968                      |
| Arkansas       | \$2,290                                       | \$5,711                             | \$917                               | \$8,920                      |
| Missouri       | \$2,491                                       | \$2,577                             | \$2,744                             | \$7,814                      |
| Alabama        | \$2,467                                       | \$5,284                             | \$49                                | \$7,802                      |
| Virginia       | \$3,517                                       | \$4,039                             | \$26                                | \$7,583                      |
| South Carolina | \$3,426                                       | \$2,626                             | \$1,252                             | \$7,306                      |
| Oklahoma       | \$2,282                                       | \$3,388                             | \$1,499                             | \$7,171                      |
| Tennessee      | \$2,328                                       | \$4,561                             | \$0                                 | \$6,891                      |
| Georgia        | \$2,611                                       | \$4,261                             | \$7                                 | \$6,880                      |
| West Virginia  | \$2,137                                       | \$4,215                             | \$75                                | \$6,428                      |
| Mississippi    | \$1,597                                       | \$3,606                             | \$1,163                             | \$6,367                      |
| Kentucky       | \$2,155                                       | \$3,952                             | \$0                                 | \$6,108                      |
| Louisiana      | \$3,024                                       | \$2,913                             | \$0                                 | \$5,937                      |
| Florida        | \$1,900                                       | \$3,851                             | \$0                                 | \$5,753                      |

These data make clear the importance of local funding to community colleges. With one exception, all of the states that provide the highest level of support per student have local funding as part of their resource strategy. None of the states with the lowest level of support have local funding. The combination of no local support and low state support creates a serious financial problem in Louisiana.

- d) A heavy dependence on tuition. The fiscal health of LCTCS institutions is inextricably linked to tuition revenues. Students provide well more than half (60+ %) of the general operating revenues of system institutions. This dependence coupled with the demographic trends described above and enrollment uncertainty means that LCTCS institutions will be faced with on-going revenue problems. System institutions are constrained in their ability to increase tuition rates by several other important factors:
  - i. Tuition rates have increased more rapidly in Louisiana than in any other state in the SREB region
  - ii. Community college tuition rates in Louisiana are already comparatively high
  - iii. Louisiana is a relatively poor state. In 2017 only four states—Arkansas, Kentucky, Mississippi, and West Virginia—had per capita incomes lower than Louisiana. The same pattern holds for Average Household Income per capita. This low level of income puts limits on how much tuition can be increased without having adverse impacts on enrollments.

Increasing tuition rates is not a solution for the System’s revenue problems.

- e) Uncertain state funding. Although the state is the “junior partner” in institutional funding, state appropriations remain a major component of unrestricted institutional revenues. The direct and indirect impacts of COVID-19 will have immediate short-term impacts. The

addition of federal funds made available through the CARES Act, has made it possible to minimize reductions to planned allocations to higher education for Fiscal Year 2021. It is subsequent years that provide the greatest threat to higher education allocations. The economy may rebound, but if the recovery from the Great Recession earlier in this century is a precursor, it is unlikely that the economy (and state funding for higher education) will rebound to the level achieved prior to the advent of the COVID-19 crisis. State tax revenues can be expected to be constrained for years into the future. LCTCS must plan for this eventuality.

- f) A state funding model that does not recognize non-credit instruction. As the system institutions serve more and more adults, it will be faced with demands for short-term certification programs. Such programs are typically very workforce-relevant, but many have been offered as non-credit programs. In some states such programs are provided state funding through the funding model. In other states, institutions have found ways to award credit for what was historically non-credit instruction. Given the upward trend in non-credit instruction and the downward trend in credit enrollments, figuring out the appropriate way to price and fund non-credit work, especially that which is workforce related, is a challenge for both LCTCS, the BoR, and the Legislature.

As the model is used in future years, the influence of base funding will decrease as the amounts allocated on the basis of costs and outcomes increases. The law that created the formula stipulated that stability should be a feature of its design, thus the inclusion of the base component.

- g) Uneven levels of funding across the institutions in the System. The structure of the BoR allocation model gives dominant weight to the prior year's level of funding. Played out over time, this model serves to lock in advantages for some institutions and create disadvantages for others. Those most disadvantaged are 1). small institutions, 2). in rural areas, 3). with a limited array of academic programs, most of which are in technical fields. While the Regents continue to assess the funding model, increased allocations based on outcomes are recommended.
- h) The limited ability of LCTCS as a system to take steps to ameliorate the funding inequities within the System. State law allows the system to reallocate a maximum of 5% of the state allocation. This is insufficient, particularly in times of potentially significant revenue shortfalls. The System cannot provide a safety net to the economically most threatened institutions within current policy constraints.

## Recommendations

In light of these findings, and in keeping with the mandates incorporated in the Resolution, NCHEMS makes the following recommendations.

- a) The LCTCS continue to offer educational programs at all its current sites. This recommendation ensures that the System conforms to the mandate stated in Resolution 52 that no campuses/sites be closed as a way of dealing with the fiscal constraints resulting from COVID-19.

While all sites should remain open, this does not suggest "business as usual." Considerable changes to the education delivery models must be made if the System is to continue to serve

all parts of the state within the limits of the resources that will be available. The presence of the system in all parts of the state, particularly in those regions where college participation has not been high, means that LCTCS has an opportunity to increase enrollments—and maximize revenue—if it finds innovative ways to deliver a wider array of programs to students in underserved regions.

- b) LCTCS create a mechanism for providing early warning information to the System Office regarding financial conditions of each of the campuses. In the current economic environment, much closer oversight than normal is appropriate.
- c) LCTCS address the challenges it faces through actions as a System, not through the actions of individual, free-standing institutions. While there are some administrative savings that can be made by structural changes within the system, those savings will be insufficient to close the likely funding gap. The steps needed to achieve major administrative savings have already been taken through consolidation of most of the back-office operations in the system. The real savings to be realized in the future must be found on the academic side, through system-lead efforts that increase course enrollments to capture efficiencies. Evidence of this is found in the data that reveal that nearly 40% of all sections taught throughout the system have fewer than 10 enrolled students. Part of the solution to addressing inefficiencies is to grow institutions in a manner that will allow for class sizes that more effectively balance the needs of students with the operational viability of the institution. Another part is collaborative action that yields the same results. The crisis brought on by COVID-19 creates an environment that not just allows, but demands, that LCTCS seriously rethink how, through the collective action of its constituent campuses, it provides world class community and technical college education to the citizens of Louisiana within fiscal constraints.
- d) While the specifics of how a new LCTCS would function will have to arise from within the System, the following is offered as an outline of the key components:
  - i. As stated earlier, educational services should continue to be offered at all current campuses/sites with system improvements.
  - ii. The branches of the central institutional campuses should be staffed with sufficient employees to ensure that the facility is maintained and the necessary technology is available and functioning, that the essential student services are provided, and that students have access to an academic mentor. They should employ only as many faculty as can be economically justified-- that is, only faculty required to teach classes with enrollments over the minimum size of 10, 12 or whatever number may be determined appropriate by LCTCS.
  - iii. Technology should be utilized to ensure that minimum class sizes are maintained.
    - 1. The ultimate vision is that students at any site can receive instruction from any other site in the System.
    - 2. Sustainable class sizes may be achieved by enrolling students at multiple sites in the same section.
    - 3. In the best of all worlds, programs are delivered collaboratively by faculty at multiple sites—each faculty member taking the lead in delivering one or more courses and overseeing the hands-on portions of the program for students at their home campus. These arrangements are already being utilized in a limited number of cases; the number of such arrangements needs to be

considerably expanded. Leadership of the System Chief Academic Affairs Officer will be key in the implementation of such arrangements. This work will take time—starting first with the most obvious possibilities and building on experiences gained.

- iv. Collaborative arrangements can take multiple forms:
  - 1. Faculty at two or more sites work together to deliver a program.
  - 2. Faculty at a single institution deliver their program to students at another site. In this case, the student is treated as a student at the faculty's institution but staff at the students' site provide the "high touch" counseling/advising/support needed for student success.
- e) Curricula across the System should be more widely standardized. Initial steps in this direction have already been taken—a transfer core general education curriculum is in place and agreed to by the four-year institutions in the state. The next step is to expand these agreements to lower division courses in the most popular majors. This work should be led/facilitated by the Academic Affairs staff of the Board of Regents. The role of LCTCS is to:
  - i. Participate in this process
  - ii. Eliminate courses that
    - 1. Aren't required by LCTCS technical programs
    - 2. Won't transfer—a more focused set of general education courses should be the objective.
  - iii. Ensure that the courses that remain can be delivered at a high level of quality and cost-effectiveness.
- f) Emphasize CTE in the dual-credit offerings of the System institutions to diversify the postsecondary pipeline for students who do not intend to pursue an academic credential beyond high school. Though this will help expand the market share of students participating in LCTCS programs, it will also increase the awareness of CTE opportunities and benefits
- g) LCTCS move toward competency-based education (CBE) as the norm within the system.
  - i. In technical programs this provides the basis for communicating with employers about the skills that graduates need and have acquired through the program.
  - ii. For general education courses and possibly lower-level major specific courses, this allows for a greater range of instructional delivery that can be recognized and articulated by public universities and among the colleges across the System.
  - iii. This makes programs much more attractive to adults (especially veterans) since it provides a way for them to radically shorten their time to degree or certificate by allowing them get credit for what they've learned in the service or on the job. They are able to demonstrate the skills and knowledge they have already mastered. With assistance from accredited colleges and universities, organizations such as the American Council on Education have already articulated certain job and service-related experiences to general education and other academic content. As has been implemented in other states and independent institutions, existing practices such as

this can be readily adopted and leveraged to accelerate progress to completion of postsecondary credentials.

iv. CBE also allows adult students more flexibility as to when a student begins a course and the time needed to demonstrate learning outcomes. For example, this can allow a student to complete a course or program at a pace that is shorter than a traditional semester, quarter, or academic year if proficiency is demonstrated for the required outcomes. There are examples of successful implementation of CBE. For example, Salt Lake Community College has moved all CTE programs to CBE and, in the process, improved both enrollments and completions.

h) Policy changes be made as follows:

i. At the Legislature

1. The statutory change, increase the 5% limit imposed on LCTCS regarding reallocation of state funds allocated to campuses through the BoR allocation model. While the BoR model can determine the amount of money made available to LCTCS as a system, the System should have more discretion as to how those funds are distributed across the campuses. The funding model in use yields uneven funding levels across system institutions with the more rural and more technically oriented institutions being the most disadvantaged. Given the construction of the allocation model this may well be due to the weight given to the base amount in the formula calculation—those institutions that started out disadvantaged have a difficult time gaining parity even if they demonstrate growth and superior outcomes performance. In addition, the System will need additional discretionary resources to ensure that the educational delivery changes suggested above can be implemented.
2. Explore the possibility of diversifying the funding base for the LCTCS institutions through adding a local funding component to the revenue mix. The BoR cannot implement such action—this would require legislative action and gubernatorial concurrence. Nor is it likely that such a change could gain approval in this economic climate. But the circumstances are right for starting this conversation.

ii. At the Board of Regents

1. Reduce the portion of the allocation model driven by base (past year) funding and increase the portion based on outcomes. This reinforces the importance of attention to the state attainment goals and can prompt institutional attention to both pedagogy and student support services. The importance of providing wrap-around student supports, out of economic necessity, should lead to more collaborative content delivery.
2. Create a mechanism for providing LCTCS with funding for non-credit instruction that results in workforce-related certifications. There are ways to accomplish this within the structure of the existing funding model, but doing so would create incentives for institutions under all other management boards to invade the space that is appropriately that of LCTCS. A simpler and more direct approach would be to create a pool of resources that could be used to reward institutions (perhaps a fixed amount) for every such

certification awarded. As part of this recommendation, it will be incumbent on the LCTCS System to assist the BoR in developing more comprehensive and consistent systems for collecting and reporting data regarding workforce-related non-credit instruction.

3. Establish policy to preclude refusal to accept transfer course credits earned through distance delivered modalities. The ability of LCTCS to provide community and technical college education to citizens in all part of the state in a cost-effective manner depends on the use of technology to deliver a much greater proportion of course and program content. The transfer mission of LCTCS institutions will be severely hampered if courses taught in this way cannot transfer. Mode of delivery should not be a consideration in determining eligibility of credit for transfer. More generally, the BoR should take the leadership in establishing policy that paves the way for transfer of credit earned through Prior Learning Assessment (PLA) and Competency Based Education (CBE). Policy should also be considered that speaks to the overall articulation of Regents' general education credit across all systems.
4. Work with the Legislature to explore the possibility of diversifying the funding base for the LCTCS institutions through adding a local funding component to the revenue mix. The BoR cannot implement such action—this would require legislative action and gubernatorial concurrence. But the BoR can undertake studies and provide information that would inform Legislative decision-making.

iii. At the LCTCS

1. Fine-tune the revenue sharing algorithm used to distribute tuition revenues from students who:
    - a. Take courses that are taught in a collaborative manner by faculty from two or more institutions.
    - b. Are based at one campus but take their coursework from another campus. The students' institution serves as a receive site for programs delivered from other institutions.
  2. The objective should be to provide sufficient economic incentives to encourage LCTCS and member institutions to serve students in their service areas through collaborative delivery rather than by attempting to offer them on their own.
- i) Consideration of Structural Changes. Whenever institutions are stressed to the extent likely to be experienced by some of the smaller LCTCS campuses, the possibility of consolidations or mergers inevitably arises as a solution to be considered. The overlap of service areas makes it obvious which institutions might be merged with other institution in some cases. In other cases, there is much less clarity regarding obvious matches. While attractive on the surface, the benefits are seldom as large as advertised and the costs of implementing are almost always greater than anticipated. Additionally, local communities often struggle with losing ownership of "their" college. An option is to offer these communities the opportunity to contribute economically to the on-going support of their local institution. In the current stressed economic times, it may be unlikely that there would be an appetite for such an option, but it nevertheless should be considered. LCTCS is aware of the costs and benefits

associated with consolidations; it has successfully engaged communities and managed the process in previous instances. Information from LCTCS leadership indicates that approximately \$1.5 million in annual expenditures have saved in each prior instance of consolidation. Additional savings were realized through avoidance of expenses associated with accreditation.

The major savings to be generated will be found in thoughtfully increasing class sizes and reducing per student instructional costs. These savings can be achieved through collaborative delivery without the costs—both economic and political—associated with formal mergers. Because much more sharing of academic resources will be required of all institutions in the system in coming years, it is recommended that time, energy, and political capital be first invested in making these critical academic changes rather in administrative mergers.

The severity of the financial and other threats in the external environment may necessitate extreme actions such as mergers. NCHEMS is not recommending that such actions be taken off the table, only that mergers be considered as a measure of last resort. By their nature, community colleges should have a robust relationship with the communities they serve. In keeping with their missions, any proposed merger should factor in the level of buy-in from these communities. LCTCS leadership has managed a number of successful mergers in the past. These moved forward only after there was community agreement to the structural change.

If mergers are considered, it would be appropriate to consider colleges that fall into two categories. First, those colleges that have not yet achieved SACS-COC accreditation. Those colleges are at a high financial risk in this economic environment because of their inability to deliver popular (and less expensive) liberal arts curricula. The two colleges that fall into this category are CLTCC and NWTCC. If merger is considered for CLTCC, consideration should be given to consolidation with Louisiana Delta Community College. Similarly, for NWTCC consideration should be given to a merger with either Bossier Parish Community College or Louisiana Delta Community College. Both CLTCC and NWTCC serve distinct regions of the state that in normal financial times should have their own regional college. Merger may present an opportunity to speed the colleges to SACS-COC accreditation with the possibility of once again becoming stand-alone college when finances allow.

The second category of colleges are those with a relatively small enrollment size—5,000 credit enrollments or fewer. If consolidations are considered to solve the issue of scale at these institutions, it would be appropriate to take into account a number of factors prior to making merger decisions, with specific attention given to:

1. Geographic proximity
2. Demographic and commuting patterns of the population served by the colleges
3. Overlap and commonality of the regional economy(ies) served by the colleges.

## Conclusion

The combination of economic and demographic threats creates a set of circumstances that will imperil the viability of several of the smaller institutions in the system. The magnitude of the threat is such that the institutions cannot be expected to resolve them on their own. The problems will

require System-level, not campus-level, action. The recommended budget allocation for FY21 may give the System a year's grace period, providing LCTCS with a short window of time in which it can prepare for what is very likely to be a worse situation in FY22—federal emergency money will be gone and the state's economy will not have rebounded to pre-COVID-19 levels.

There are several strategies and solutions that should be considered in order to expand access, accelerate recovery, and strengthen the fiscal viability of System institutions. The idea of consolidations should remain on the table with the recognition that it is not a silver bullet. Merging creates a larger institution, but this strategy presumes that, by forming a larger enterprise, campus-level solutions can be made to work. The recommendations presented above suggest that a larger community of solution—the System collectively—is more likely to lead to successful outcomes.

# Appendix A

## House Resolution 52

HLS 20RS-2402

ORIGINAL

2020 Regular Session

HOUSE RESOLUTION NO. 52

BY REPRESENTATIVE SCHEXNAYDER

COLLEGES/COMMUNITY AND TECHNICAL: Requests that the Board of Supervisors of Community and Technical Colleges and Board of Regents study and report relative to changes needed for community and technical colleges in response to COVID-19

1

### A RESOLUTION

2 To urge and request the Board of Supervisors of Community and Technical Colleges and the  
3 Board of Regents to study and make recommendations relative to any academic,  
4 operational, structural, or technological changes that should be considered for the  
5 institutions of the Louisiana Community and Technical College System in response  
6 to COVID-19 and to submit to the speaker of the Louisiana House of  
7 Representatives and the House Committee on Education an initial written report by  
8 June 2, 2020, and final written report by not later than 60 days prior to the 2021  
9 Regular Session of the Legislature.

10 WHEREAS, COVID-19 has dramatically altered the ways that the people of  
11 Louisiana work and learn; and

12 WHEREAS, the impact of COVID-19 on the state, national, and global economy has  
13 been significant, will continue for some time, and will require creative strategies to ensure  
14 that Louisiana continues to meet the needs of students and employers through the delivery  
15 of educational services; and

16 WHEREAS, Louisiana's community and technical colleges are faced with a  
17 landscape that has shifted dramatically in terms of educational delivery, funding, and market  
18 demands; and

1           WHEREAS, it is incumbent upon the state to move decisively and strategically in  
2 order to ensure that Louisiana is a leader in the development of talent that will drive the  
3 state's economy; and

4           WHEREAS, the ability of the Louisiana Community and Technical College System  
5 (LCTCS) to succeed in fulfilling its mission to rapidly train the workforce of today and  
6 prepare students for transferring to state universities is more important than ever due to the  
7 need to rapidly stimulate the state's economy; and

8           WHEREAS, there is a growing need for the provision of online education, which will  
9 require strategic investments and creative strategies to ensure that rural areas both increase  
10 and maintain opportunities for rural students to access this education; and

11           WHEREAS, the Board of Supervisors of Community and Technical Colleges, as the  
12 LCTCS management board, and the Board of Regents, as the coordinating body for  
13 postsecondary education, are best positioned to evaluate and make recommendations relative  
14 to how LCTCS institutions can continue to effectively fulfill their mission in a landscape  
15 significantly altered by COVID-19.

16           THEREFORE, BE IT RESOLVED that the House of Representatives of the  
17 Legislature of Louisiana does hereby urge and request Board of Supervisors of Community  
18 and Technical Colleges and the Board of Regents to study and make recommendations  
19 relative to any academic, operational, structural, or technological changes that should be  
20 considered for the institutions of the Louisiana Community and Technical College System  
21 in response to COVID-19.

22           BE IT FURTHER RESOLVED that in conducting this study, the boards shall  
23 consider how to minimize administrative costs while broadening access to education  
24 provided by LCTCS institutions and not closing any LCTCS campuses.

25           BE IT FURTHER RESOLVED that any monetary savings derived from the  
26 implementation of recommendations resulting from this study shall be used to continue  
27 fulfillment of the LCTCS mission statewide.

28           BE IT FURTHER RESOLVED that the two boards shall either separately or jointly  
29 submit a written report of findings, including any recommendations for changes in policy  
30 or state law relative to the issues studied, to the speaker of the Louisiana House of

1 Representatives and the House Committee on Education; an initial report shall be submitted  
2 not later than June 2, 2020, and a final report shall be submitted not later than sixty days  
3 prior to the beginning of the 2021 Regular Session of the Legislature.

4 BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the  
5 chairman of the Board of Supervisors of Community and Technical Colleges, the chairman  
6 of the Board of Regents, and the commissioner of higher education.

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DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

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HR 52 Original

2020 Regular Session

Schexnayder

Requests that the Bd. of Supervisors of Community and Technical Colleges and Bd. of Regents study and make recommendations relative to any changes that should be considered for the institutions of the La. Community and Technical College System in response to COVID-19 and submit to the speaker and the House Education Committee an initial report of findings by June 2, 2020, and a final report by not later than 60 days prior to the 21RS.

**Report 2:**

**LCTCS Final Report in Response to  
NCHEMS Study of Changes to be Considered in Response to COVID-19**

*February 24, 2021*

**I. Introduction**

The report conducted by the National Center for Higher Education Management Systems (NCHEMS) in response to House Resolution 52 of the 2020 Regular Legislative Session details the conditions facing LCTCS stemming from the COVID-19 pandemic. This final report serves as an addendum to each recommendation provided by NCHEMS in the original legislative response. In addition, LCTCS has provided additional data, including a review of enrollment trends and revenue in the System.

**II. LCTCS Status of NCHEMS Recommendations**

| <b>Recommendation by<br/>NCHEMS</b>                              | <b>October 2020 Status</b>   | <b>February 2021 Status</b>   |
|--|--|---|
| Continue to offer educational programs at all its current sites. | The offering of educational programs at current sites in their current format will continue to present challenges, particularly at small rural campuses with limited student enrollments. As such, the LCTCS will review program offerings across all LCTCS college campuses with regards to the travel patterns of students to determine where it may be feasible to consolidate program offerings across college campuses in providing more of a critical mass of instruction where appropriate. Additionally, the LCTCS will continue to explore the possibility for the delivery of online courses and greater program offerings through cross-college agreements. | LCTCS continues to explore options through cross-college agreements for the delivery of online courses and increased program offerings. Bossier Parrish Community College (BPCC) representatives presented to the Chief Academic Officers (CAOs) during the January 2021 meeting and discussed the process of how to implement this new initiative. Sample programs were discussed, such as cybersecurity course sharing between BPCC and L.E. Fletcher Technical Community College (Fletcher).<br><br>Sharing of courses and programs is occurring across the state. An example is the Mechatronics training program in the Greater New Orleans region with Delgado Community College (Delgado), Elaine P. Nunez Community College (Nunez), and Northshore Technical Community College (Northshore). Another example is Commercial Vehicle Operations programs (CVO), with Northwest Louisiana Technical Community College (NLTCC) and BPCC forming a new partnership that will expand CVO to BPCC students. This is one of the first regional designs of delivery including Transportation and Logistics programs. South Louisiana Community College (SLCC) |

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|  |  | and SOWELA Technical Community College (SOWELA) currently have a regional design for delivering CVO training across South and Southwest Louisiana, with students benefiting from either regional employment partner. River Parishes Community College (RPCC) and Fletcher are anticipating in establishing a similar partnership for CVO training in an effort to work internally across the system. |
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| <b>Recommendation by NCHEMS</b>  | <b>October 2020 Status</b>  | <b>February 2021 Status</b>  |
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| <p>Create a mechanism for providing early warning information to the System Office regarding financial conditions of each of the campuses.</p> | <p>In addition to college quarterly financial reporting to the Board of Supervisors, the LCTCS has provided to the Board of Supervisors a fiscal health index to indicate the colleges' fiscal health going into the fiscal year with regards to financial reserves as compared to the operating budget. Also, monthly financial reports are generated automatically by the accounting system and emailed to each college Chief Financial Officer (CFO) and chancellor with regards to cash flow analysis and revenue and expense reporting. The revenue and expense reports are provided at the college, campus and departmental levels. These reports can facilitate analysis of campus-specific financial data and can be set up to automatically highlight areas of concern with regards to highlighting negative balances (expenditures over revenues) or variance levels as compared to data reported in the prior year period.</p> | <p>LCTCS continues to provide to its Board of Supervisors monthly financial reports.</p> |

| Recommendation by NCHEMS  | October 2020 Status   | February 2021 Status  |
|---|---|---|
| <p>Address the challenges faced through actions as a System, not through the actions of individual, free-standing institutions.</p> | <p>LCTCS, as a system, has a better understanding of the data, baselines, gaps, progression, etc. A lot of focus and effort has been placed in ensuring data accuracy and integrity by developing edit reports and standardizing data input. LCTCS over the years combined various software and tools including its student information system (Banner) and learning management system (Canvas).</p> <p>As part of data integration efforts, LCTCS has developed a variety of dashboards allowing for a comprehensive snapshot of course offerings, demographics, and enrollment data. The use of real-time data and visualizations can assist in making better decisions.</p> <p>In addition, LCTCS is in communication with Dallas College (formerly Dallas County Community College District) to gain insight on their operations as a cohesive unit. Dallas College is one of the largest community colleges in Texas and was operated as a district of seven independently accredited colleges until recently (2020) when those colleges came together under the same name to offer students a more streamlined, more convenient experience.</p> | <p>The purpose of LCTCS is to be the workforce development engine of the entire state. As a response to budget challenges and constrains, system institutions began sharing resources and combining efforts. Some of these include the previously noted Banner and Canvas implementations while others include shared payroll services, admission processing support, common degree auditing software, financial aid processing and other centralized services that maximize the expertise of our people at our colleges while continuing to provide services to students in all parts of the state.</p> <p>The goal is similar to the purpose for the creation of LCTCS, to be the workforce development engine. Specifically, to this recommendation, LCTCS aims to continue adding shared services in response to budget challenges and being efficient in the programs LCTCS offers. This is an ongoing effort with a few examples slated for 2021 completion:</p> <p>In addition to the Cloud Computing Associate of Applied Science (AAS), developed in partnership with state economic development agents, regional companies and Amazon Web Services, which is common across the state, the faculty are looking to start a common AAS in cybersecurity. Also, LCTCS Transportation and Logistics programs have adopted this approach. Since August, CVO programs have achieved course commonality within program requirements, program curriculum, and program name. Working groups and roundtable discussions as a system were able to help stakeholders to understand challenges of CVO programs, with a result that a Corporate Endeavor Agreement was secured for all CVO programs working internally, to receive preventative maintenance and roadside assistance. This will reduce the cost of our fleet and ensure safety of training rigs while reducing the cost of operations systemwide.</p> |

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|  |  | <p>Another example of this work can be seen in Heavy Equipment (HE) Operations programs, in collaborations with Office of Community Development and Louisiana Workforce Commission initiatives to enhance and/or expand five HE Operator programs across the state, in response to flood recovery efforts. Under this initiative the colleges will streamline HE programs so that courses have at least 80% commonality, and to ensure that entry requirements and pricing are the same.</p> |
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| <b>Recommendation by NCHEMS</b>  | <b>October 2020 Status</b>  | <b>February 2021 Status</b>   |
|--|---|---|
| <p>Technology should be utilized to ensure that minimum class sizes are maintained with the vision that students at any site receive instruction from any other System site.</p> | <p>LCTCS is developing a capacity dashboard allowing for a comprehensive snapshot of course offerings. The use of real-time data and visualizations can assist in making better instructional decisions and can offer insight into revenue opportunities through optimization of scheduling by identifying overloaded and underutilized courses. The dashboard will allow the end user to filter by term, college, campus, subject and capacity level. Once filtered, the end user can access a report with specific course information. Additionally, the end user will be able to compare themselves to a system standard. The LCTCS has a mature infrastructure for administrative and electronic course sharing procedures for students, faculty, and administration. In 2009, LCTCS began using online learning to expand access to courses for students across all colleges. The initiative established procedures to combine students from various colleges into one common course for instruction. The original model evolved</p> | <p>In an effort to expand the transparency of data, LCTCS has a public-facing dashboard to provide enrolled students, graduates, and faculty/staff demographic data and has published results of Our Louisiana 2020 on a public-facing site. In addition, we have developed a course capacity dashboard allowing for a comprehensive snapshot of course offerings. This is available to all faculty and staff across the system via the employee portal. The use of real-time data and visualizations can assist in making better instructional decisions and can offer insight into revenue opportunities through optimization of scheduling by identifying overloaded and underutilized courses. The dashboard allows the end user to filter by term, college, campus, subject and capacity level. Once the data is filtered, the end user can access a report with specific course information. Additionally, the end user will be able to compare campus data with other colleges within the System. LCTCS developed content for over 25 general education courses, to be used by faculty across the system and continues to share course resources. For example, NTCC students can take BPCC computing courses. Another example of content expert teaching across college campuses can be found at SOWELA within its Practical Nursing Program (telepresence).</p> |

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|  | <p>through the years and in 2016, the LCTCS established a new infrastructure for administrative and electronic course sharing through a tuition sharing model. This new structure uses current LCTCS systems to collect students from across Louisiana into one course and pairs them with an instructor so that minimum class sizes are maintained, and efficiencies are realized.</p> <p>In addition to online course sharing, LCTCS also has an infrastructure to pair on-campus courses using compressed video or internet technology. These technologies and the associated administrative database coding make it possible for faculty on one campus to teach students across other physical locations. We are in communication with Ivy Tech Community College of Indiana for guidance and insight on their statewide delivery of courses. With more than 40 locations teaching classes in more than 75 communities in Indiana, Ivy Tech offers hands-on experience in the state's most advanced training facilities with more than 1,000 online classes offered statewide. Ivy Tech provides the opportunity for students at any of their sites with access to coursework delivered statewide as well as a variety of programmatic offerings.</p> |  |
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| Recommendation by NCHEMS   | October 2020 Status   | February 2021 Status  |
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| <p>Curricula across the System should be more widely standardized.</p> | <p>As a system of higher education, we have the responsibility to expand education and training for the current and future workforce while helping students, supporting instructors, and meeting industry demands. In order to produce a highly skilled workforce, we need to standardize our curricula across the System. Benefits of more common programs include: a better experience for students, especially those who transfer in and out of programs; customized professional development for faculty in their subject areas; and valued partnerships with Business and Industry to build a qualified, consistent employee pool. With our version of standardization, there is still room for customization needed in the varying workforce regions in which our colleges are housed. The support of the Board, college leadership, and faculty is essential in accomplishing this goal. By investing in the initial standardization work and providing program-specific training to faculty, LCTCS will be in a better position to scale this work. Three examples of this work include our Credit for Prior Learning (CPL) policy, statewide Process Technology (PTEC), and Cloud Computing programs.</p> <p><i>Credit for Prior Learning Policy</i><br/>LCTCS revised the Credit for Prior Learning policy to include an Industry-Based Credential (IBC) to Credit Matrix along with a Military</p> | <p>LCTCS continues work on standardization of programs, and the Nursing and Allied Health peer group has an initiative relative to healthcare programs. Currently, steps are being taken to decrease hours systemwide among Nurse Aide Programs so that course hours align. In addition, co-chairs are leading efforts to standardize the Practical Nursing Programs curriculum. The peer group plans to have at least 75% alignment within 5 years. Both initiatives require working with state regulatory agencies.</p> <p>LCTCS’s Workforce Division recently developed a streamlined process to approve Industry-Based Credentials (IBCs). New IBCs must be approved by a subcommittee, to ensure each credential is recognized and accepted by local, state and/or regional employers and verified against a set of predetermined standards. The new process will help to ensure credentials offered increase marketability to employers and job prospects for students. It also allows colleges to align their curricula with industry-based competencies.</p> <p>LCTCS’s Transportation and Logistics Program in November 2020 adopted a standard curriculum for CVO and Logistics workforce programs. These programs have established training content minimums in preparation for upcoming federal regulations and requirements, to continue offering CVO training through a unified model in every region of the state.</p> |

Education and Training Crosswalk. Credit for prior learning evaluation is the process of earning credit for college-level learning acquired through a variety of resources. Through credit for prior learning evaluation, students have the opportunity to earn college credit for knowledge and skills attained through educational or work experiences. The policy was revised to establish a system-wide mechanism for awarding college credits to students. Students receive credit for demonstrated mastery of learning objectives that are equivalent to the learning objectives of courses offered for credit. The matrix and crosswalk were created to show students exactly what their experience or IBC corresponds to in meaningful credit hours and what specific programs are available to continue their education across all twelve institutes. This streamlining benefits the students and allows for more consistency in equivalencies in the system.

*Statewide Process Technology (PTEC) Program*

As part of a statewide collaborative effort to standardize and optimize core competencies taught and required for industrial processing occupations (PTEC), changes were made to the curriculum that enhance hands-on training and reduce courses determined redundant in content for the process technician field of study. In collaboration with the Louisiana Chemical Association, the LCTCS PTEC Faculty Expertise Group decided to strive for a common exit point embedded within the

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|  | <p>Associate of Applied Science (AAS) pathway that would strengthen and align the competencies taught from one school to another. The changes also better align with the North American Process Technology Alliance (NAPTA) core curriculum standards.</p> <p><i>LCTCS Cloud Computing Program</i><br/>In May 2019, Governor Edwards announced a collaboration between the LCTCS and Amazon Web Services (AWS) to unlock new opportunities for cloud computing in Louisiana. The LCTCS two-year cloud computing degree program was built with short-term, high value certificates to address the growing number of tech employers throughout Louisiana and the demand for employees with cloud computing skills. Academic and workforce representatives from each of the LCTCS colleges worked with AWS to establish the Cloud Computing program. LCTCS colleges are partnering with Louisiana high schools and four-year universities to build a pathway for students to access these cloud programs. These relationships establish a pipeline for continuous enrollment and completion ensuring that Louisiana will develop the qualified workforce needed to attract employers. LCTCS is working with a K-12 partner to submit the application to have the Amazon Web Services (AWS) Cloud Practitioner Certification added to the Louisiana Workforce Investment Council Industry-Based Certification (IBC) State Focus List. The AWS Cloud Practitioner Certification recognizes an individual who has a</p> |  |
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|  | <p>comprehensive understanding of the AWS Cloud. This certification is an excellent example of a stackable credential for the information technology pathway as a recommended step toward achieving advanced level certifications from AWS which are highly sought after by the tech industry.</p> <p>Changes in curricula, such as the above-mentioned examples, aid in course transferability throughout the state enabling better options for students and institutions alike. These changes are in alignment with statewide and institutional strategic plans aimed at reducing student costs and time for completion as well as collaboration among institutions ultimately enhancing resources and costs of operations. Future curriculum changes will be reviewed and approved by advisory boards and institutional committees. The programmatic changes typically do not affect the administrative structure and/or allocation of departmental funds. These curricular changes will help students save money and accelerate programming while streamlining transfers and adding consistency to program outcomes across the state.</p> |  |
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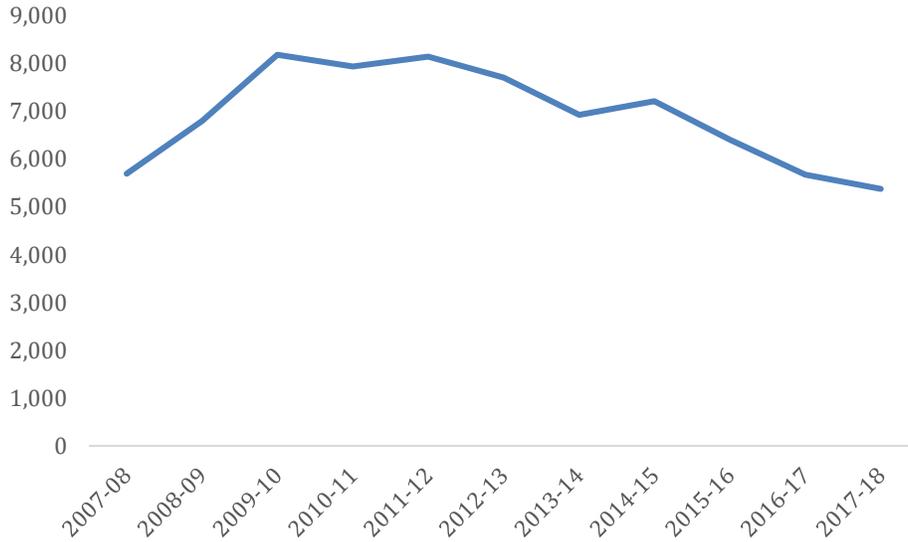
| <b>Recommendation by NCHEMS</b>   | <b>October 2020 Status</b>   | <b>February 2021 Status</b>   |
|---|--|---|
| <p>Emphasize CTE in the dual-credit offerings of System institutions.</p> | <p>LCTCS collaborated with LDOE where a number of credentials (industry certifications, certificates, and technical diplomas) are included as part of Jump Start 2.0. Our IBC to credit matrix provides course credit and course equivalencies to 100s of certifications and courses. In addition, a dual enrollment catalog of programs and credentials is being developed. With the onset of Perkins V, not only was the state plan a collaborative effort of partners – secondary, postsecondary, economic development, and workforce – but also was the design of programs of study. In an effort to streamline CTE programs for students, programs of study in each workforce region were purposefully shaped through a collaboration of Jump Start, LCTCS colleges, and Work Ready U adult education programs. Now, each region of the state has streamlined programs for students from K-12 through college, including the adult learner population who may be working towards high school equivalency while earning a meaningful credential.</p> | <p>LCTCS, working with the Louisiana Motor Transport Association, is developing a Transportation and Logistics (CVO, Logistics and HE programs) dual enrollment pathway, to include internships.</p> <p>Staff from LDOE facilitated a meeting with LCTCS staff, Chief Academic Officers, and Chancellors in January 2021 to discuss the Fast Forward- Associate degree initiative. Institutions are currently conducting conversations with their respective districts concerning Fast Forward application.</p> |

| <b>Recommendation by NCHEMS</b>  | <b>October 2020 Status</b>  | <b>February 2021 Status</b>  |
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| <p>Consideration of Structural Changes. The possibility of consolidations or mergers inevitably arises as a solution to be considered.</p> | <p>Structural changes can be considered in varying contexts. The traditional context would be to merge or consolidate struggling campuses with other colleges for them to manage in bearing their resources to assist these campuses. The other method could be to keep campuses under their current college administrations but to assist in managing them through a system initiative that brings cross collegiate instructional resources through a systemwide perspective</p> | <p>LCTCS is finalizing a contract for third-party consulting services to assist staff in making critical decisions to improve institutional efficiencies for institutions in Central and North Louisiana. The firm to be selected for this contract will have substantive higher education experience in business analytics and information technology assessment. Objectives of this effort include identifying thresholds of financial sustainability not only for colleges but also for various programs and locations at each college; identifying units that lack sustainability; and identifying strategies to improve academic, administrative, and information technology efficiencies. Through this process, structure and organization will be carefully considered and recommendations may be tendered for realignment of locations to provide sustainability and enhanced services to clientele.</p> |

### III. LCTCS Response to NCHEMS Findings

- a. **Enrollment Trends.** NCHEMS provided an analysis of enrollment trends to LCTCS institutions. This update provides additional context to each institutional enrollment figure provided by NCHEMS.

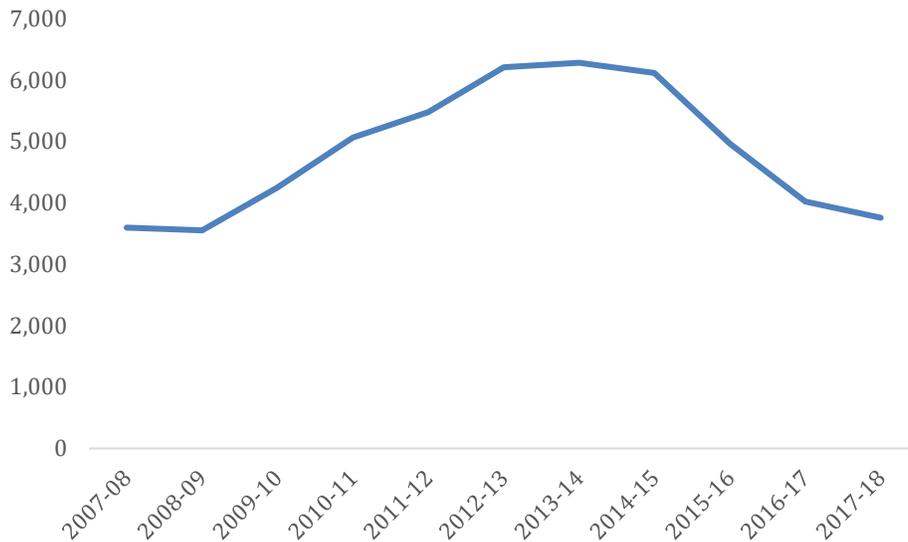
**Figure 1. FTE Enrollments Over Time, Baton Rouge Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 1: In Fall 2012 Baton Rouge Community College absorbed Capital Area Technical College, which consolidated four campuses (Baton Rouge, Folkes, Jumonville, and Westside) and four correctional educational program facilities (Angola, LA Correctional Institute for Women, Hunt Correctional, Dixon Correctional). In 2017, the Westside Campus was transitioned to River Parishes Community College.

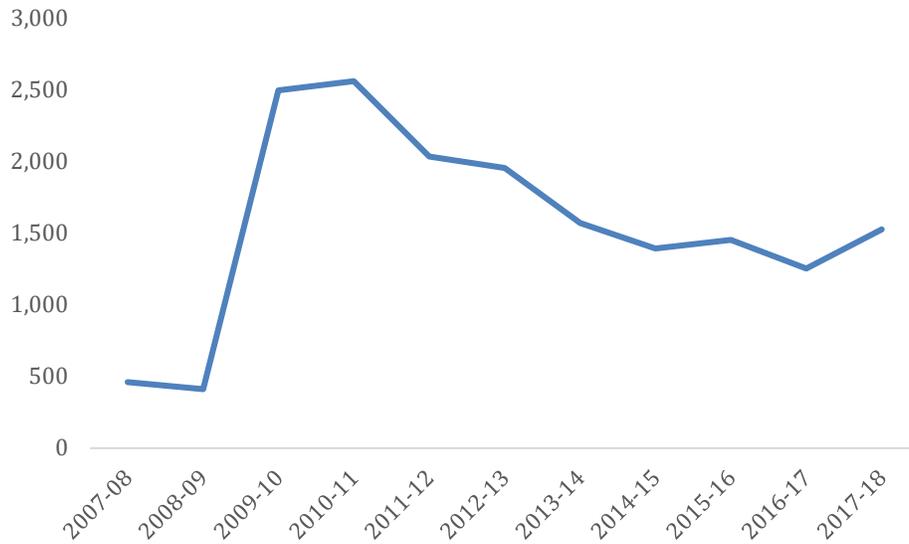
**Figure 2. FTE Enrollments Over Time, Bossier Parish Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 2: Bossier Parish Community College has had no changes during this period.

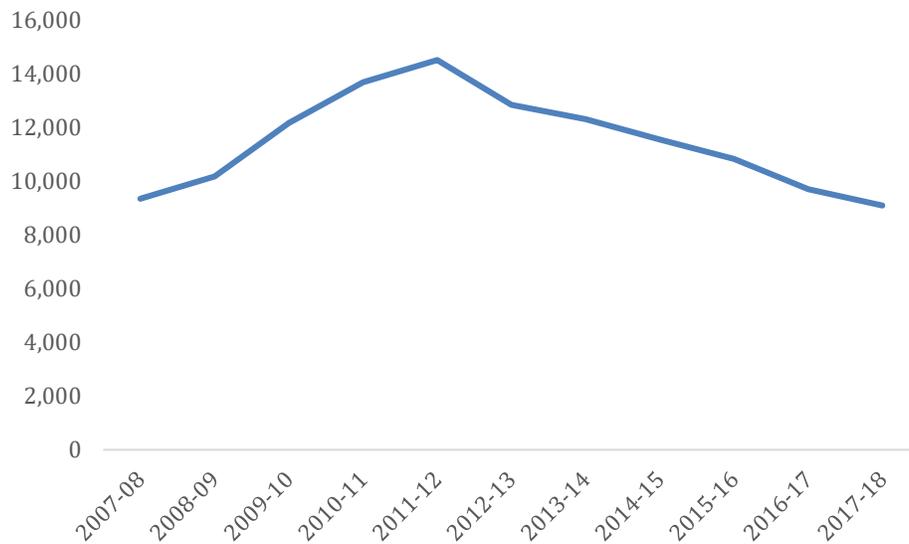
**Figure 3. FTE Enrollments Over Time, Central Louisiana Technical Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 3: Central Louisiana Technical Community College absorbed two campus sites (Sabine Valley and Natchitoches) from Northwest Louisiana Technical College in Fall of 2017. In the Summer of 2018, Central Louisiana Technical Community College transitioned the Oakdale Campus to SOWELA Technical Community College.

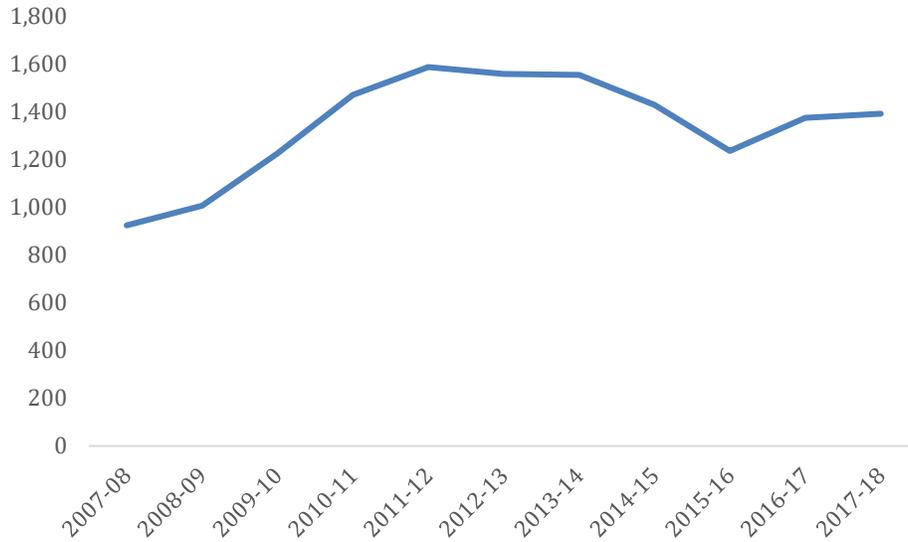
**Figure 4. FTE Enrollments Over Time, Delgado Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 4: Delgado Community College absorbed two campuses (Jefferson and West Jefferson) from the former Louisiana Technical College Region 1 in Fall of 2010.

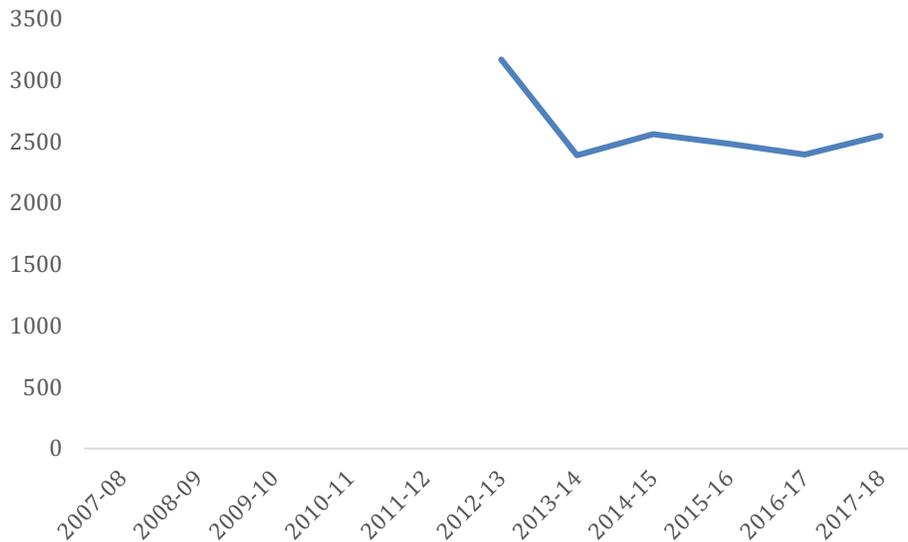
**Figure 5. FTE Enrollments Over Time, Fletcher Technical Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 5: L.E. Fletcher Technical Community College absorbed the Lafourche Campus from the former South Central Louisiana Technical College in Summer of 2018.

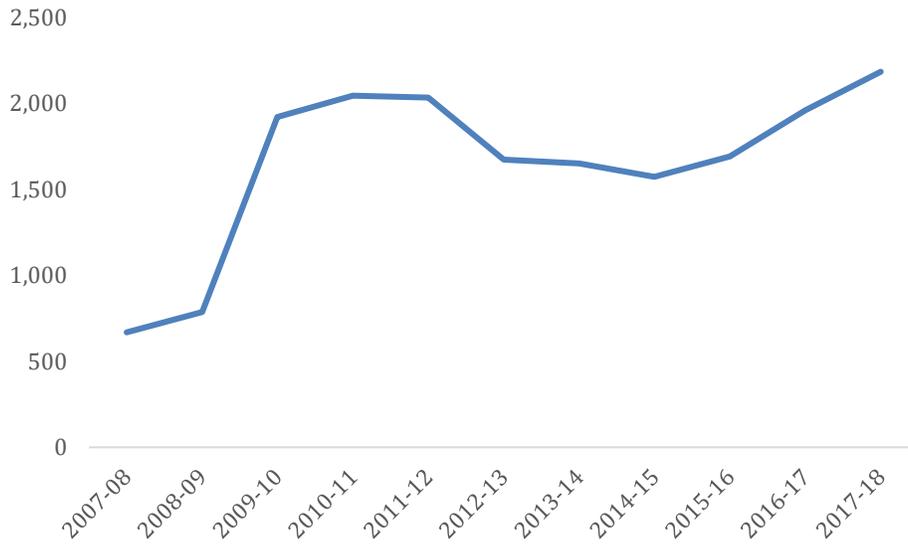
**Figure 6. FTE Enrollments Over Time, Louisiana Delta Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 6: Louisiana Delta Community College absorbed six campuses (Bastrop, Delta, North Central, Northeast, Ruston and Tallulah) from the former Northeast Louisiana Technical College between 2009 and 2011.

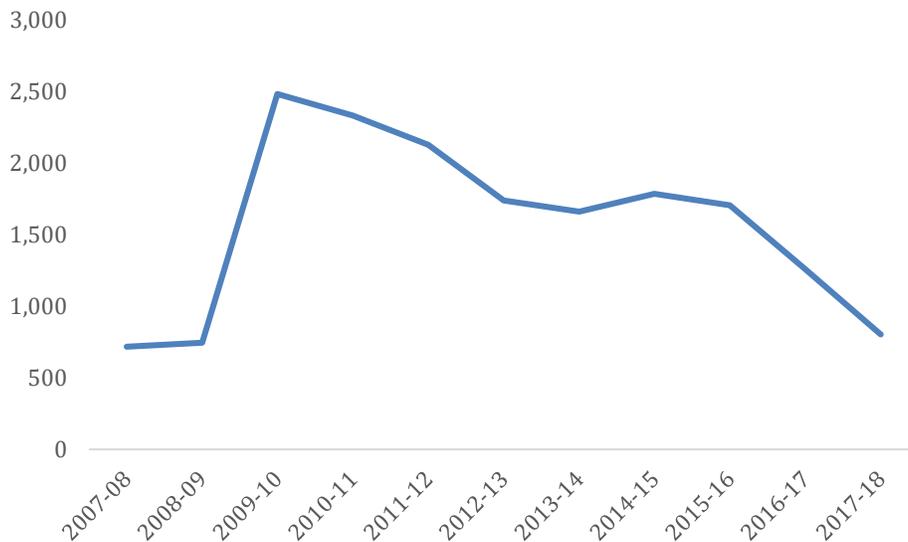
**Figure 7. FTE Enrollments Over Time, Northshore Technical Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 7: Northshore Technical Community College, started in 2007 as three technical college campuses (Florida Parishes, Hammond, and Sullivan), has since added two additional campuses: the Lacombe Campus in the Fall of 2017 and the Livingston Campus in Fall 2019.

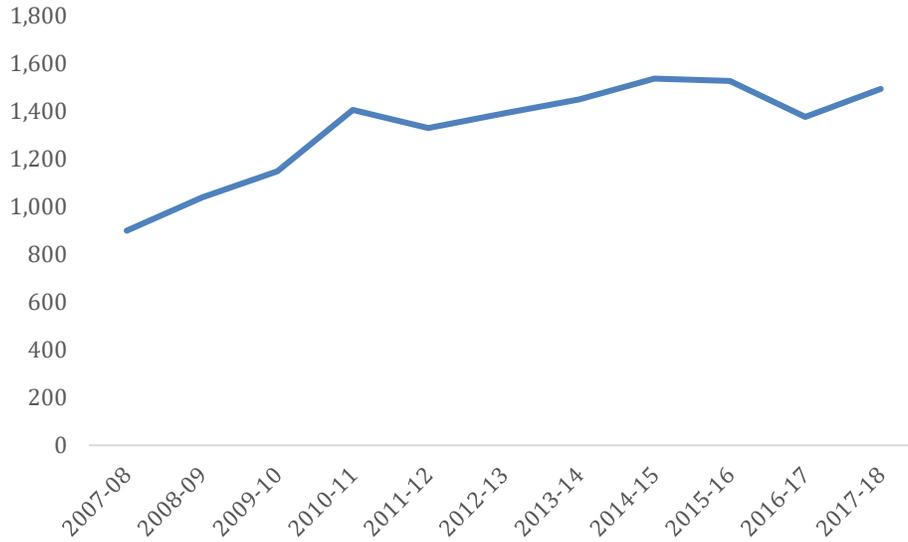
**Figure 8. FTE Enrollments Over Time, Northwest Louisiana Technical Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 8: Northwest Louisiana Technical Community College had two of its campuses (Sabine Valley and Natchitoches) realigned with Central Louisiana Technical Community College during the Fall of 2017.

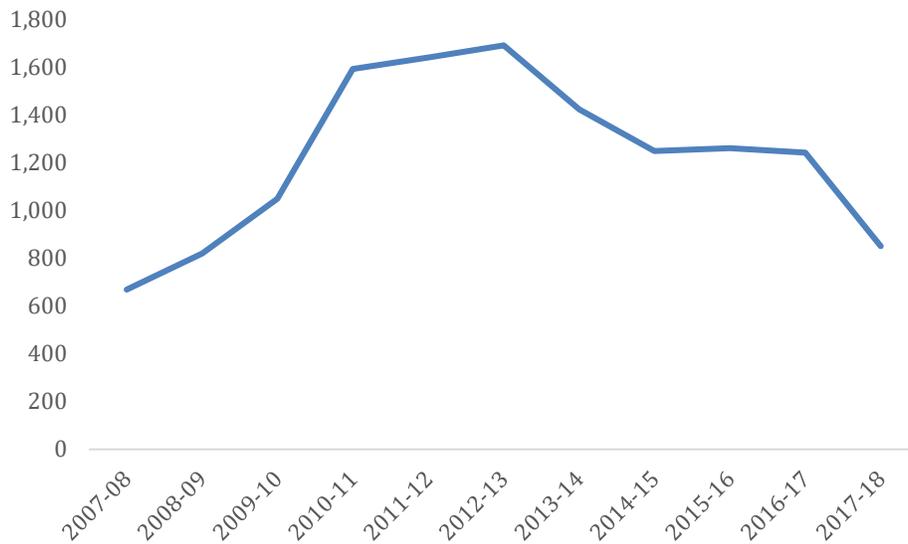
**Figure 9. FTE Enrollments Over Time, Nunez Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 9: Nunez Community College has had no changes during this period.

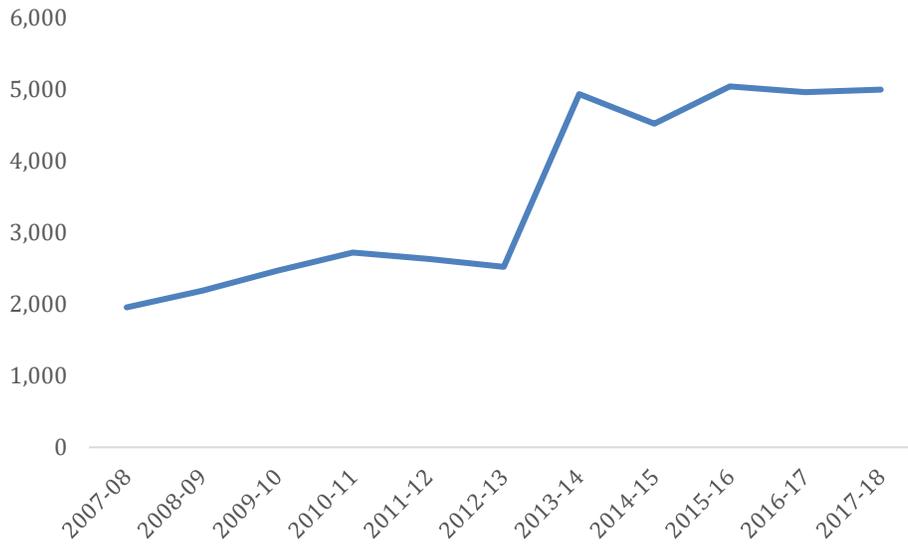
**Figure 10. FTE Enrollments Over Time, River Parishes Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 10: River Parishes Community College absorbed the Westside Campus from Baton Rouge Community College in the Summer of 2017. RPCC also absorbed the Reserve Campus from the former South Central Louisiana Technical College in the Summer of 2018.

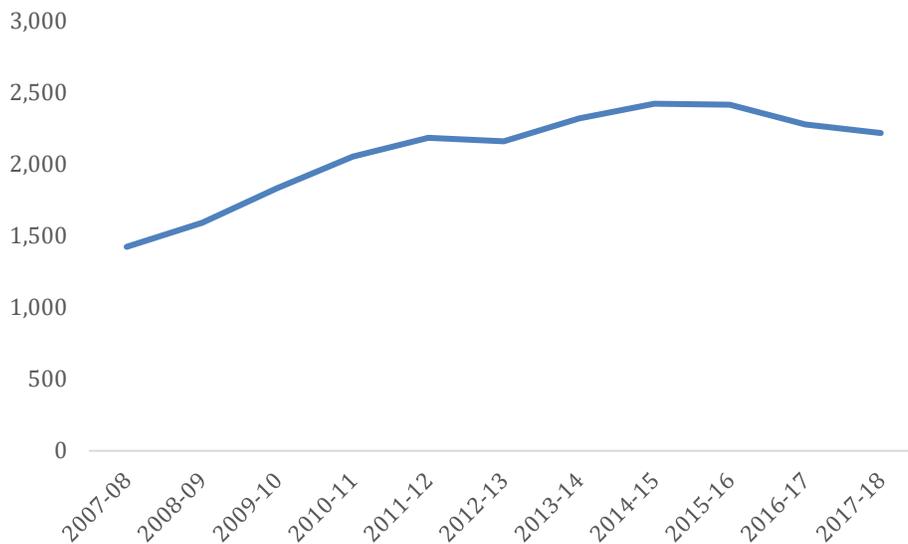
**Figure 11. FTE Enrollments Over Time, South Louisiana Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 11: South Louisiana Community College absorbed the former Acadian Technical College, which consisted of seven campuses (Acadian, Charles B. Coreil, Evangeline Gulf Area, Lafayette, T.H. Harris, Tech Area) during the 2012-2013 academic year. SLCC has since absorbed one additional campus (Young Memorial) from the former South Central Louisiana Technical Community College.

**Figure 12. FTE Enrollments Over Time, SOWELA Technical Community College**



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 12: SOWELA Technical Community College absorbed the Morgan Smith Campus from the former Acadian Technical College in Fall 2010. SOWELA later gained the Oakdale Campus from Central Louisiana Technical Community College in the Summer of 2018.

LCTCS has a history of closely monitoring enrollment trends to understand the needs of our communities throughout the state – both business/industry and students. These two groups focus our efforts, so programming and opportunities are designed with them in mind. Because our world has changed due to COVID-19, we are monitoring enrollment now more than ever. As an example, LCTCS is now developing a dashboard to allow college administrators to use real-time data to monitor enrollment.

The diversity of our student population and the services we offer are unique among our Louisiana higher education colleagues. We provide the opportunity to pursue high school equivalency, associate’s degrees, certificates, and industry-based credentials leading to high-wage, high-demand careers via 100% virtual, hybrid, synchronous, and asynchronous offerings, as well as small-group, socially distanced in-person classes. As a system, we continue to look for the most effective way to maintain a student information network that will capture the needs of all individuals we serve (internal and external). In doing so, LCTCS has organized a system-wide data integration project to find the most effective ways to maintain and utilize operational data and information. To that end, LCTCS staff and college leadership meet on a regular basis to discuss these efforts and to monitor the enrollment trends and related innovative opportunities to expand access to students.

#### **IV. Conclusion**

As LCTCS embarked on the transition to online education and expanding the use of educational technology during the COVID-19 pandemic, a long-standing issue has resurfaced: the digital divide in our state. While we were aware of technology challenges, it became even more evident that our students and faculty are impacted by lack of access to basic internet services and technology equipment in various areas of our state. The need to ensure students and faculty have the devices and connectivity necessary to remain engaged in coursework is paramount.

In order to address the digital divide beyond devices and internet access, LCTCS has taken steps to ensure digital inclusiveness. During this worldwide crisis, the LCTCS chancellors have taken a stand, coming together to focus our efforts. An LCTCS Chancellors’ Task Force named “Beyond the Pandemic” was formed to review how we can best serve students, prepare faculty and staff, and engage the community. The group met to discuss issues encountered throughout the COVID-19 crisis, how these issues have changed our business model, what we have learned during and from this crisis, and ideas for moving forward.

The meeting resulted in a call to action identifying five principles that were then further developed into a road map which will be used to help guide the future direction of our colleges in providing high-quality educational services that lead to family-sustaining employment. According to the Chancellors’ Task Force, careful planning must take place in order to ensure that the appropriate remote instructional delivery systems (digitally inclusive educational environments) are in place and that the equipment and training necessary to make these delivery systems functional are readily available for student and faculty use. Beyond the pandemic, our efforts will shift to well-planned, multi-modal distance learning experiences that accommodate the diverse missions of our colleges

Focused by the LCTCS call to action, we are also engaged in the Board of Regents statewide Digital Inclusion Plan, which uses a multipronged approach to address the digital divide:

- Digital literacy – Using the Governor’s CARES Act for the Governor’s Emergency Education Relief Fund (GEER) program in partnership with the Louisiana Library Network (LOUIS), we will implement a digital literacy program under the direction of Commissioner of Higher

Education Dr. Kim Hunter Reed, and LOUIS Executive Director Dr. Teri Gallaway. This program was developed through the Board of Regents (BoR) Digital Inclusion Strategic Action Team, which identified improving digital literacy as one strategy the Louisiana higher education community could embrace to address the negative impact of the digital divide during the COVID-19 pandemic. We have partnered with Literacy Minnesota to bring its Northstar digital literacy testing center capacity to Louisiana, along with providing a professional development series on testing center administration and delivery of digital literacy educational programming.

- Technology (device and internet access) – \$1.2 million in GEER funds is also allocated for LCTCS colleges' reimbursement for computer equipment and software purchases, so that our colleges can continue to provide education services. LCTCS colleges will use these funds to provide technology (laptops, Chromebooks, Wi-Fi access) for those in need. In the same manner campuses will be able to provide access to the software tools needed to enable and support electronic instruction.
- Professional Development – LCTCS colleges are allocated \$116,250 in GEER funds reimbursement for the professional development required to support LCTCS colleges' delivery of educational services and ongoing functionality

Dealing with a global pandemic has created the need to urgently respond to difficult, unprecedented challenges; however, as we address these challenges, there is opportunity to modernize our approaches to delivering education and training and providing services to students in Louisiana within all aspects of the LCTCS: academic programs, student services, adult education, workforce preparation, and manufacturing support. As a system of public community and technical colleges, touching every corner of the State of Louisiana, governed by a single Board of Supervisors, we are now accelerated into being able to expand efficient and effective methods of instruction to provide a new environment incorporating virtual educational technologies that are conducive to learning and demonstrate learning outcomes for courses and programs. Every course and training will now incorporate virtual educational technologies, whether synchronously or asynchronously, to expand our current socially distanced learning methods. Business operations are changing to meet these requirements as well, to ensure that not all student services are handled in-person. We are removing unnecessary barriers to student success and completion while offering faculty and staff with professional development opportunities and providing our business/industry partners access to training that meets the demands of our new normal.

The expanded use of technology is our commitment to 21<sup>st</sup>-century learning and business operations. Our long-term strategy is focused on education and providing vital services to meet the needs of all stakeholders: students, faculty, staff, administrators, business/industry partners, and the communities we serve. We are creating opportunities for our students and faculty to be more competitive in today's and tomorrow's digitally inclusive workforce.



## **AGENDA ITEM IX.C.3.b.**

### **Report in Response to House Concurrent Resolution 45 of the 2020 Regular Legislative Session**

#### **Executive Summary**

House Concurrent Resolution No. 45 (HCR 45) of the 2020 Regular Session of the Louisiana Legislature charged the Board of Regents (Regents), in consultation with the public postsecondary education management boards, to “study issues and compile data relative to faculty at public postsecondary education institutions.” Specifically, the resolution requests Regents to study matters relating to “the home state or country of the faculty at public postsecondary education institutions, efforts to recruit Louisiana residents as faculty at such institutions, and language requirements for faculty.” Regents was also asked to explore faculty salaries at Louisiana institutions relative to peer states and Louisiana postsecondary system and institution policies that ensure a diversity of faculty ideologies. Regents staff consulted national data resources and research, reviewed institutional hiring policies relating to anti-discrimination and instructor English language proficiency, and surveyed institutions on advertising and faculty requirement practices. The report is a summary of staff findings.

**Report is for informational purposes only. No Board action required.**

**RESPONSE TO HOUSE CONCURRENT RESOLUTION 45  
OF THE 2020 REGULAR SESSION  
OF THE LOUISIANA LEGISLATURE**

**LOUISIANA BOARD OF REGENTS**



**February 2021**

# LOUISIANA BOARD OF REGENTS

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## **I. Introduction**

House Concurrent Resolution No. 45 (HCR 45) of the 2020 Regular Session of the Louisiana Legislature charged the Board of Regents (Regents), in consultation with the public postsecondary education management boards, to “study issues and compile data relative to faculty at public postsecondary education institutions” (see Appendix A). Specifically, the resolution requests Regents to study matters relating to “the home state or country of the faculty at public postsecondary education institutions, efforts to recruit Louisiana residents as faculty at such institutions, and language requirements for faculty.” Regents was also asked to explore faculty salaries at Louisiana institutions relative to peer states, and Louisiana postsecondary system and institution policies that ensure a diversity of faculty ideologies. This report will provide data and references to address these questions. The focus of this report is on the state’s 28 public undergraduate degree-granting institutions.

## **II. Methodology**

Regents staff conducted research for this report by consulting national data resources such as the American Association of University Professors (AAUP), the Southern Regional Education Board (SREB), and the Chronicle of Higher Education, as well as Louisiana’s four public-postsecondary systems and their institutions. Specific activities included:

1. Consulted with AAUP research staff and utilized several national faculty data resources to find state, regional, and national data on faculty residency status and salaries;
2. Reviewed hiring and employment policies relating to anti-discrimination and English language proficiency from Louisiana institutions and systems; and
3. Surveyed all institutions on advertising and faculty recruitment practices and surveyed three institutions in the state with the highest proportions of non-resident faculty for non-resident faculty country of origin.

## **III. Home State or Country of Louisiana Faculty**

An analysis of faculty data revealed that the home states of faculty are not collected and reported. Institutional immobility, or the practice of hiring one’s own graduates, is generally avoided in higher education to ensure a diversity of academic and administrative perspectives and a breadth of experience, as well as to avoid pitfalls such as perpetuation of power dynamics.<sup>1</sup> Data on faculty home country are collected to show whether faculty are non-resident, or specifically working at an institution on a work visa, typically the H-1B, which is for specialty workers, or the J-1, which allows for temporary exchange visitors to participate in work-and study-based exchange visitor programs.<sup>2</sup>

### ***a. Non-resident Faculty for all LA Institutions***

Regents staff worked with Mr. Glenn Colby, Senior Research Officer at AAUP, to determine the extent of non-resident faculty (any individual who is not a U.S. citizen or U.S. national who has not passed the green card test or the substantial presence test) representation in the faculty at Louisiana institutions compared to SREB peers and the nation. The following table was compiled using data from the U.S. Department of Education National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

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<sup>1</sup> Altbach, P.G., Yudkevich, M. & Rumbley, L.E. Academic inbreeding: local challenge, global problem. *Asia Pacific Educ. Rev.* **16**, 317–330 (2015). <https://doi.org/10.1007/s12564-015-9391-8>

<sup>2</sup> Department of Homeland Security, U.S. Citizenship and Immigration Services “Working in the United States”. <https://www.uscis.gov/working-in-the-united-states>

**Table 1: Percent Non-resident Full-Time Faculty - Louisiana Public Institutions (2018)** <sup>3</sup>

| <b>Institution</b>                            | <b># Full Time Faculty</b> | <b>% Non-Resident</b> |
|---|----------------------------|-----------------------|
| Baton Rouge Community College                 | 152                        | 5.30%                 |
| Bossier Parish Community College              | 133                        | 0.80%                 |
| Central Louisiana Technical Community College | 76                         | 0.00%                 |
| Delgado Community College                     | 336                        | 0.60%                 |
| Fletcher Technical Community College          | 51                         | 0.00%                 |
| Grambling State University                    | 156                        | 0.00%                 |
| Louisiana Delta Community College             | 83                         | 2.40%                 |
| Louisiana State University A&M                | 1,331                      | 7.30%                 |
| Louisiana State University-Alexandria         | 91                         | 4.40%                 |
| Louisiana State University-Eunice             | 77                         | 1.30%                 |
| Louisiana State University Shreveport         | 119                        | 9.20%                 |
| Louisiana Tech University                     | 382                        | 13.10%                |
| McNeese State University                      | 257                        | 4.70%                 |
| Nicholls State University                     | 242                        | 4.50%                 |
| Northshore Technical Community College        | 80                         | 2.50%                 |
| Northwest Louisiana Technical College         | 39                         | 0.00%                 |
| Northwestern State University of Louisiana    | 319                        | 4.10%                 |
| Nunez Community College                       | 44                         | 0.00%                 |
| River Parishes Community College              | 48                         | 0.00%                 |
| South Louisiana Community College             | 159                        | 0.60%                 |
| Southeastern Louisiana University             | 501                        | 2.00%                 |
| Southern University and A & M College         | 228                        | 0.00%                 |
| Southern University at New Orleans            | 89                         | 0.00%                 |
| Southern University at Shreveport             | 64                         | 0.00%                 |
| SOWELA Technical Community College            | 95                         | 3.20%                 |
| University of Louisiana at Lafayette          | 639                        | 4.10%                 |
| University of Louisiana at Monroe             | 323                        | 0.00%                 |
| University of New Orleans                     | 282                        | 3.50%                 |
| <b>SUBTOTAL: Public, two-year</b>             | <b>1,437</b>               | <b>1.40%</b>          |
| <b>SUBTOTAL: Public, four-year or above</b>   | <b>4,959</b>               | <b>4.90%</b>          |
| <b>TOTAL</b>                                  | <b>6,396</b>               | <b>4.10%</b>          |

The state’s community colleges have the lowest rates of non-resident full-time faculty, which is consistent with national trends. The highest percentages are found at the state’s urban, research-intensive, and STEM-

<sup>3</sup> The National Center for Education Statistics Integrated Postsecondary Education Data System.  
<https://nces.ed.gov/ipeds/use-the-data>

intensive institutions. The three institutions with the highest number of non-resident full-time faculty are LSU A&M, LA Tech, and UL Lafayette.

At institutions that include a tenure track faculty rank system, primarily at four-year institutions, the rank of “assistant professor” is given to all entry-level tenure-track faculty before they achieve full tenure. An initial analysis of all full-time, tenure-track faculty revealed that those at the assistant professor rank are more likely than tenured associate and full professors to be non-residents. The following table, also compiled using IPEDS data, shows the twenty SREB research-intensive public institutions with the highest percentage of non-resident assistant professors.<sup>4</sup> LSU A&M and LA Tech are in the top ten when considering just those full-time faculty with the assistant professor rank.

**Table 2: Nonresident Faculty Members among Full-Time Tenure-Track Assistant Professors at SREB Research-Intensive Institutions**

| <b>Institution</b>                                  | <b>% Non-resident</b> |
|---|-----------------------|
| Georgia Institute of Technology-Main Campus         | 37.97%                |
| Morgan State University                             | 26.80%                |
| <b>Louisiana State University A&amp;M</b>           | <b>24.19%</b>         |
| Texas A & M University-Commerce                     | 23.86%                |
| University of Houston                               | 22.78%                |
| <b>Louisiana Tech University</b>                    | <b>22.45%</b>         |
| Georgia State University                            | 21.19%                |
| University of Arkansas at Little Rock               | 21.05%                |
| The University of Texas at San Antonio              | 19.64%                |
| University of North Carolina at Charlotte           | 19.16%                |
| Florida International University                    | 18.68%                |
| Texas A & M University-College Station              | 18.46%                |
| Mississippi State University                        | 18.32%                |
| Jackson State University                            | 18.18%                |
| The University of Texas Rio Grande Valley           | 18.02%                |
| University of Mississippi                           | 17.93%                |
| College of William and Mary                         | 17.76%                |
| Auburn University                                   | 17.43%                |
| Virginia Polytechnic Institute and State University | 17.18%                |
| North Carolina State University at Raleigh          | 17.12%                |

Additional national and regional comparisons provided by the AAUP can be found in Appendix B.

***b. Countries of Origin at Institutions with Highest Number of Non-Resident Faculty***

The following table indicates the number of full-time non-resident faculty as reported by Louisiana’s three institutions with the highest number of non-resident faculty – LSU A&M, LA Tech, and UL Lafayette – as of February 4, 2021. These three institutions reported faculty originating from 50 different countries. The table below shows the top five countries represented.

<sup>4</sup> SREB states include Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

**Table 3: Top Five Countries Represented by Non-resident Full-time Faculty at LSU A&M, LA Tech, and UL Lafayette <sup>5</sup>**

| <b>Country</b> | <b>Total</b> |
|----------------|--------------|
| China          | 51           |
| India          | 23           |
| Canada         | 12           |
| Korea, South   | 12           |
| Iran           | 10           |

#### **IV. Efforts to Recruit Louisiana Residents as Faculty**

All public institutions in the state were surveyed to determine how they advertise for faculty position openings, and whether there are any specific recruiting tactics enlisted for seeking faculty from Louisiana. While all LCTCS institutions and a few four-year institutions indicated advertising on Louisiana-focused job sites, all indicated that there is no specific recruiting effort placed on recruiting for full-time faculty positions from within Louisiana. Southern University and A&M College indicated an emphasis on hiring faculty from within the U.S. but found it difficult to find qualified faculty candidates for positions in Business, Engineering, and Technology. The survey results also indicated that most non-resident faculty hired had graduated from U.S. institutions.

According to institutional responses, institutions use the following resources to advertise for faculty position openings. Additionally, all responding institutions indicated advertising on their respective institutions' websites, and with industry- or discipline-specific channels, including but not limited to:

- Louisiana.gov Jobs, LA Careers, and/or LA Works
- Institutional websites
- HigherEdJobs.com
- LinkedIn
- Indeed.com
- Inside Higher Ed
- The Chronicle of Higher Education
- Discipline-specific journals, websites and/or listservs
- Diversity-focused job sites

#### **V. English Fluency Requirements for Faculty**

Pursuant to fulfillment of mandates of Act 754 of the 1991 Louisiana Legislature (R.S. 17.3388), the Board of Regents established Academic Affairs Policy 2.20, Assessment and Certification of Faculty English Proficiency, which requires all institutions to “assess and certify faculty English proficiency” of instructional faculty members prior to employment, with reports of certifications due to the systems annually. <sup>6</sup> The method of assessment is at the discretion of systems and institutions. Systems prepare annual reports for

<sup>5</sup> Compilation of data provided by each institution.

<sup>6</sup> Louisiana Board of Regents Academic Affairs Policy 2.20: Assessment and Certification of Faculty English Proficiency. <https://regents.la.gov/divisions/planning-research-and-academic-affairs/academic-affairs/academic-affairs-policies-and-procedures/academic-affairs-policy-2-20/>

submission to Regents. As an example, the UL System policy and sample institutional policies are included in Appendix C.

**VI. Supplemental Information**

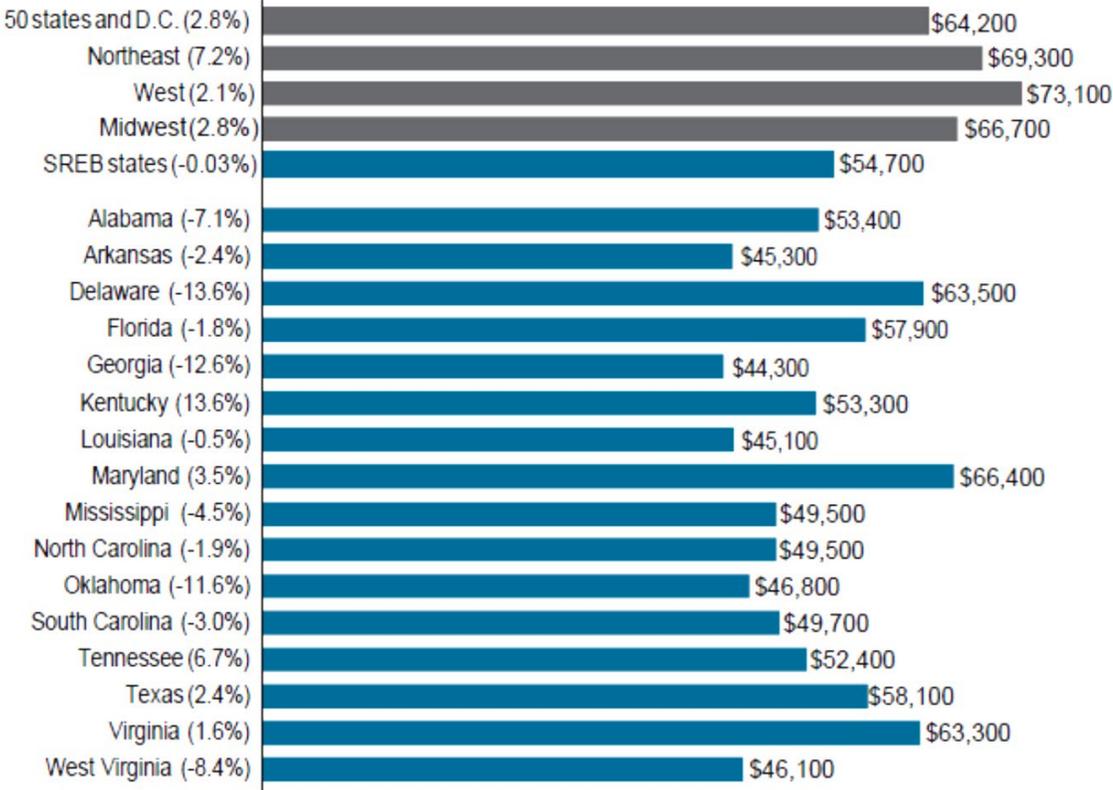
As requested, Regents also examined faculty salaries in Louisiana relative to SREB states and the nation; and reviewed anti-discrimination hiring policies at the state’s institutions.

*a. Faculty Salaries*

HCR 45 charged Regents staff to analyze the issues relative to faculty members in Louisiana’s public postsecondary institutions. One element of this analysis is salary and how Louisiana faculty salaries compare to the Southern Region. As seen in Figures 1 and 2, according to the most recent data available, SREB states’ faculty salary averages were the lowest of the four major U.S. regions in 2017-2018, and Louisiana ranks second-to-last among SREB states in average salaries for full-time faculty at both two-year and four-year public institutions.

**Figure 1**

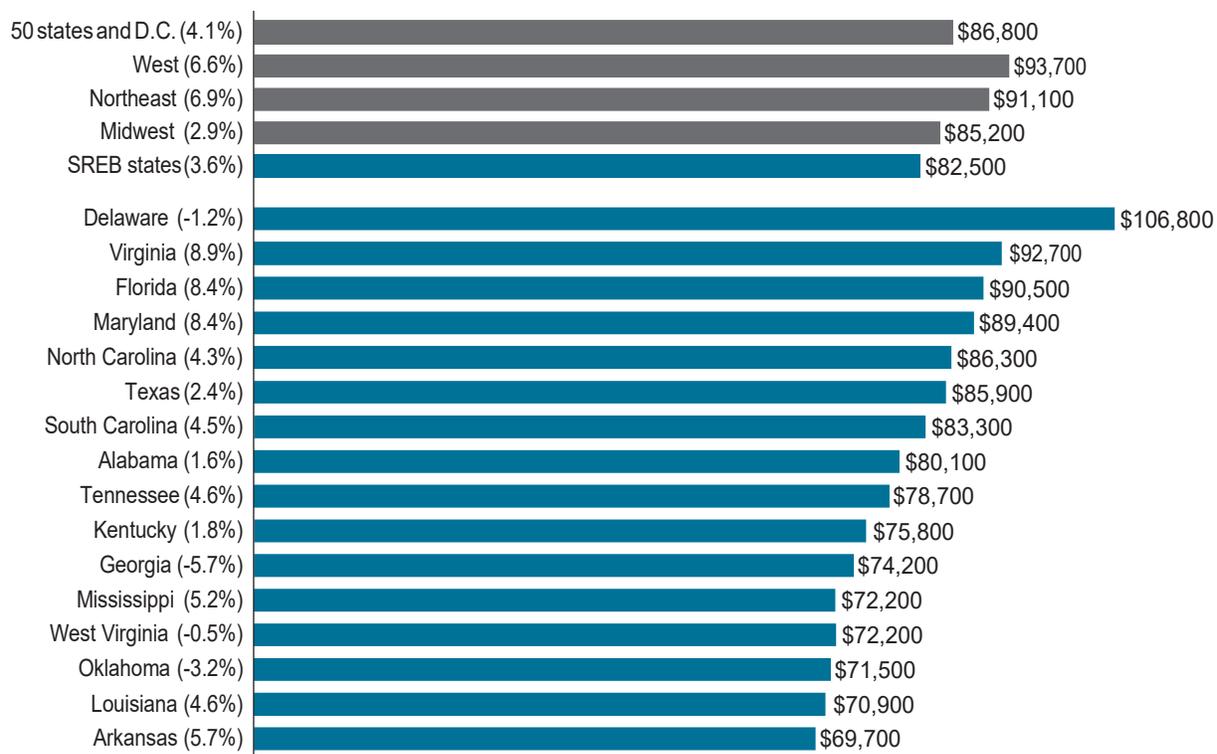
**Average Salaries, Full-Time Instructional Faculty at Public Two-Year Colleges, 2017-18**



Note: Inflation-adjusted change 2012-13 to 2017-18 shown in parentheses.  
Sources: SREB-State Data Exchange and SREB analysis of National Center for Education Statistics data.

**Figure 2**

**Average Salaries, Full-Time Instructional Faculty at Public Four-Year Colleges and Universities, 2017-18**



Note: Inflation-adjusted change 2012-13 to 2017-18 shown in parentheses.

Sources: SREB-State Data Exchange and SREB analysis of National Center for Education Statistics data.

According to the SREB 2019 Higher Education Fact Book, salaries show considerable variation between smaller colleges and universities and larger, more complex institutions.<sup>7</sup> Pay is generally higher at larger public universities, which have more advanced degree programs and higher research productivity. In SREB states, average faculty salaries in 2017-18 ranged from \$60,500 at four-year colleges and universities that award few graduate degrees to \$94,900 at large universities that award the most doctoral degrees. Faculty salaries also vary among academic disciplines. In the 2017-18 SREB survey of faculty at four-year institutions, the College and University Professional Association for Human Resources found that the median salary for full-time faculty with the rank of professor ranged from \$82,600 for those in visual and performing arts to \$130,000 for law professors. The median salaries of new assistant professors ranged from \$55,500 for visual and performing arts to \$115,000 for business faculty.

<sup>7</sup> Campbell Lounsbury, S., Datubo-Brown, C. SREB Fact Book on Higher Education: U.S. Regions and 50 States in Perspective. (2019). [https://www.sreb.org/sites/main/files/file-attachments/2019factbook\\_web.pdf?1561062852](https://www.sreb.org/sites/main/files/file-attachments/2019factbook_web.pdf?1561062852)

### ***a. Anti-discrimination Policies***

Louisiana Employment Discrimination law prohibits discriminatory employment practices based on age, disability, race, color, religion, sex, national origin, genetic information, sickle cell trait and pregnancy (LA Rev. Stat. Sec. 23:301 et seq). This law, which pertains to employers with 20 or more employees, applies to all public higher education institutions.

Regents staff surveyed the four public postsecondary management boards for policies related to antidiscrimination. At either the system and/or institution level, each institution is governed by one or more policies guiding equal employment opportunity and nondiscrimination in decisions of recruitment, hiring, promotions and other terms of employment.

All four public post-secondary systems have system-level antidiscrimination policies that include language prohibiting discrimination on the bases of race, color, creed or religion, sex, national origin, age, veteran status, sexual orientation, or disability.<sup>8, 9, 10, 11</sup> Southeastern Louisiana University's policy additionally prohibits discrimination based on political affiliation (see Appendix D).

## **VII. Summary**

This report aims to provide data and other supporting information to address the charges of HCR 45, as well as requests for additional information relating to hiring and employment of faculty at Louisiana's public postsecondary institutions. Regents staff consulted national data resources, system and institutional policies, and institutional human resource offices to collect this information. Staff discovered that U.S. state of origin is not a standard demographic detail collected for full-time faculty employment, but whether a faculty member is a non-resident along with country of origin is collected. The highest proportions of non-resident faculty are primarily employed at the state's urban, research-focused, or STEM -focused institutions. Southern University A&M commented that the supply of qualified U.S. applicants for positions in business, technology, and engineering is limited.

All institutions list faculty job openings on their respective websites and many also advertise using Louisiana-focused resources such as LA Works, LA Careers and the LA Jobs websites. No institutions indicated a specific focus on hiring Louisiana residents as full-time faculty, but many rely on local residents to fill temporary adjunct positions. Only Southern University A&M indicated a priority on hiring U.S. residents over non-residents.

Act 754 of the 1991 Louisiana Legislature (R.S. 17:3388) led to the creation of Regents' Academic Affairs Policy 2.20 Assessment and Certification of Faculty English Proficiency, which requires all state institutions to verify English fluency of instructors before they are permitted to teach. The method of fluency verification is at the discretion of institutions. This report includes a sample system policy and sample institution policies.

In response to requests for information beyond what is named in HCR 45, Regents staff also investigated Louisiana faculty salaries compared to peer states. This research confirmed that Louisiana remains near the bottom for average faculty salaries compared to other SREB states, and that SREB states are at the bottom

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<sup>8</sup> Louisiana State University, Equal Opportunity Policy, <https://www.lsu.edu/administration/policies/pmfiles/pm-55.pdf>

<sup>9</sup> Southern University System, Equal Opportunity and Statement of Non-Discrimination Policies, <https://www.subr.edu/page/4001>

<sup>10</sup> Louisiana Community & Technical College System, Equal Opportunity Policy, [https://campussuite-storage.s3.amazonaws.com/prod/1558543/91b64910-2d2e-11e8-8c09-0a7155647e8a/1778107/00538da6-584f-11e8-8259-12be56b8d5f6/file/6022\\_Equal-Opportunity\\_12152016.pdf](https://campussuite-storage.s3.amazonaws.com/prod/1558543/91b64910-2d2e-11e8-8c09-0a7155647e8a/1778107/00538da6-584f-11e8-8259-12be56b8d5f6/file/6022_Equal-Opportunity_12152016.pdf)

<sup>11</sup> UL System, Prohibiting Workplace Harassment, and Discrimination Policy, [https://s25260.pcdn.co/wp-content/uploads/2017/11/M-\\_\\_11\\_\\_Prohibiting\\_Workplace\\_Harassment\\_and\\_Discrimination\\_12\\_3\\_2010.pdf](https://s25260.pcdn.co/wp-content/uploads/2017/11/M-__11__Prohibiting_Workplace_Harassment_and_Discrimination_12_3_2010.pdf)

compared to the other three major U.S. regions. Regents staff also responded to the request for information related to institutional efforts to ensure diversity of ideologies among faculty by reviewing anti-discrimination policies. System and institutional policies are all governed by federal and Louisiana anti-discrimination laws, and some add other discrimination categories beyond those required by law.

2020 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 45 BY

REPRESENTATIVE HODGES

A CONCURRENT RESOLUTION

To urge and request the Board of Regents, in consultation with public postsecondary education management boards, to study issues and compile data relative to faculty at public postsecondary education institutions.

WHEREAS, it is in the best interest of the state of Louisiana for the Board of Regents to study a number of issues relative to faculty members at the state's public postsecondary education institutions; and

WHEREAS, the Legislature of Louisiana is interested in how the board and public postsecondary education institutions recruit educators from Louisiana to become professors and adjunct professors at their institutions; and

WHEREAS, the legislature is also interested in the number of professors in Louisiana and in the United States broken down by home state or country; and

WHEREAS, a determination of what, if any language requirements, are imposed upon faculty would also be valuable.

THEREFORE, BE IT FURTHER RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents, in consultation with the public postsecondary education management boards, to study matters relating to the home state or country of the faculty at public postsecondary education institutions, efforts to recruit Louisiana residents as faculty at such institutions, and language requirements for faculty and to report its findings to the House Committee on Education and the Senate Committee on Education no later than sixty days prior to the convening of the 2021 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the

commissioner of higher education.

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SPEAKER OF THE HOUSE OF REPRESENTATIVES

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PRESIDENT OF THE SENATE

**Appendix B Comparison of Average Salaries, Number of Faculty, and Percent Non-resident Faculty of Total Number of Faculty**

**Louisiana Public 4-Year Colleges and Universities**

*A Comparison of Average Salaries, Number of Faculty, and Percent of Total Number of Faculty by Race and Ethnicity and U.S. Residency*



| Tenure Category / Academic Rank | N          | Region, State, or System | Average Salary  | Number of Faculty | Percent of Total Number of Faculty |
|---------------------------------|------------|--------------------------|-----------------|-------------------|------------------------------------|
|                                 |            |                          |                 |                   | Non-resident                       |
| <b>All Full-Time Faculty</b>    | <b>681</b> | <b>US</b>                | <b>\$89,530</b> | <b>355,093</b>    | <b>4.4%</b>                        |
|                                 | 254        | SREB                     | \$89,902        | 133,587           | 4.0%                               |
|                                 | 14         | Louisiana                | \$72,075        | 4,959             | 4.9%                               |
|                                 | 3          | LSU                      | \$87,880        | 1,541             | 7.3%                               |
|                                 | 2          | Southern U               | \$63,410        | 317               | < 0.1%                             |
|                                 | 9          | U of LA                  | \$65,353        | 3,101             | 4.3%                               |
| <b>Tenured/Tenure-Track</b>     | <b>653</b> | <b>US</b>                | <b>\$98,069</b> | <b>241,480</b>    | <b>4.3%</b>                        |
|                                 | 244        | SREB                     | \$91,982        | 91,120            | 4.2%                               |
|                                 | 14         | Louisiana                | \$79,685        | 3,555             | 5.6%                               |
|                                 | 3          | LSU                      | \$97,281        | 1,441             | 8.2%                               |
|                                 | 2          | Southern U               | \$63,799        | 271               | < 0.1%                             |
|                                 | 9          | U of LA                  | \$72,326        | 2,143             | 4.9%                               |
| Professor                       | 600        | US                       | \$123,698       | 92,900            | 1.2%                               |
|                                 | 234        | SREB                     | \$117,275       | 33,174            | 1.2%                               |
|                                 | 14         | Louisiana                | \$99,094        | 1,212             | 0.9%                               |
|                                 | 3          | LSU                      | \$119,027       | 483               | 1.2%                               |
|                                 | 2          | Southern U               | \$74,399        | 102               | < 0.1%                             |
|                                 | 9          | U of LA                  | \$87,757        | 627               | 0.8%                               |
| Associate Professor             | 598        | US                       | \$87,827        | 74,938            | 2.5%                               |
|                                 | 231        | SREB                     | \$83,909        | 29,569            | 2.3%                               |
|                                 | 14         | Louisiana                | \$73,141        | 1,086             | 2.9%                               |
|                                 | 3          | LSU                      | \$82,462        | 320               | 2.8%                               |
|                                 | 2          | Southern U               | \$60,394        | 67                | < 0.1%                             |
|                                 | 9          | U of LA                  | \$70,095        | 699               | 3.3%                               |
| Assistant Professor             | 598        | US                       | \$76,432        | 63,699            | 11.5%                              |
|                                 | 230        | SREB                     | \$72,751        | 25,150            | 10.8%                              |
|                                 | 14         | Louisiana                | \$66,660        | 1,221             | 12.4%                              |
|                                 | 3          | LSU                      | \$80,342        | 337               | 23.4%                              |
|                                 | 2          | Southern U               | \$55,502        | 101               | < 0.1%                             |
|                                 | 9          | U of LA                  | \$62,210        | 783               | 9.2%                               |
| Other                           | 292        | US                       | \$60,859        | 9,943             | 1.6%                               |
|                                 | 103        | SREB                     | \$55,092        | 3,227             | 0.7%                               |
|                                 | 4          | Louisiana                | \$65,431        | 36                | 11.1%                              |
|                                 | 1          | LSU                      | --              | < 5               | --                                 |
|                                 | 1          | Southern U               | --              | < 5               | --                                 |
|                                 | 2          | U of LA                  | \$66,565        | 34                | 11.8%                              |
| <b>Not Tenured/Tenure-Track</b> | <b>663</b> | <b>US</b>                | <b>\$71,312</b> | <b>113,613</b>    | <b>4.6%</b>                        |
|                                 | 247        | SREB                     | \$63,042        | 42,467            | 3.8%                               |

|    |            |          |       |        |
|----|------------|----------|-------|--------|
| 14 | Louisiana  | \$52,807 | 1,404 | 3.3%   |
| 3  | LSU        | \$59,158 | 400   | 4.5%   |
| 2  | Southern U | \$61,119 | 46    | < 0.1% |
| 9  | U of LA    | \$49,756 | 958   | 2.9%   |

Source: IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.

## Notes

Figures represent public, degree-granting 4-year or above baccalaureate, master's, or doctoral institutions only based on Carnegie Classifications. Associate's, Tribal, and Special Focus institutions (e.g. Law, Arts, Health Professions) are excluded.

The *Southern Regional Education Board (SREB)* region includes the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Race and ethnicity categories are mutually exclusive and are defined by the US Department of Education (see <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions>).

The term *underrepresented minority (URM)* is used here in accordance with prior research and encompasses the IPEDS categories of Black, Hispanic, Pacific Islander, American Indian/Alaska Native, and Two or More Races.

*Louisiana State University System* includes Louisiana State University-Alexandria, Louisiana State University and Agricultural & Mechanical College, and Louisiana State University-Shreveport.

*Southern University System* includes Southern University and A & M College and Southern University at New Orleans.

*The University of Louisiana System* includes Louisiana Tech University, University of New Orleans, University of Louisiana at Lafayette, University of Louisiana at Monroe, Grambling State University, McNeese State University, Nicholls State University, Northwestern State University of Louisiana, and Southeastern Louisiana University.

## Appendix C Sample system and institution faculty English proficiency policies

**Policy Number:** FS-III.I.C-1

**University of Louisiana System**

**Title:** ASSESSMENT AND  
CERTIFICATION OF  
FACULTY ENGLISH  
PROFICIENCY

**Effective Date:** August 27, 2007

**Cancellation:** None

**Chapter:** Faculty and Staff

### **Policy and Procedures Memorandum**

The following policy aligns with Board of Regents Academic Affairs Policy 2.20 pursuant to mandates in Act 745 of the 1991 Session of the Louisiana Legislature.

#### A. Definition of Terms

1. "Postsecondary Systems and Institutions" (hereinafter referred to as "systems" and institutions" shall mean: the Louisiana State University System and its Member institutions; the Southern University System and its member institutions; the University of Louisiana System and its member institutions; and the Louisiana Community and Technical College System and its member institutions, as defined by state law.
2. "Faculty" shall mean all full-time and part-time instructional personnel (excepting visiting faculty, but including graduate assistants) employed by affected systems and institutions and who teach undergraduate-level courses.
3. "Instruction(al)" shall mean the delivery of pedagogical content required of course fulfillment, not including: foreign language courses designed to be taught primarily in a foreign language; student participatory/activity courses such as clinics, studios, seminars, and/or laboratories; special arrangement courses such as individualized instruction and/or independent study; and non-credit (i.e., continuing education) courses.

#### B. Policy

1. Prior to employment of new instructional faculty defined above, the campus

administration shall assess and certify faculty English proficiency.

2. The method of assessment shall be left up to the discretion of affected systems/institutions, but may include (although not limited to); written and oral English testing using standardized, recognized measurements graded by appropriate assessors; analysis of written examples with a related oral question/answer session with an appropriate audience of assessors; sample classroom instruction with related exchange involving an appropriate audience of assessors; sample research presentation with related exchange with an appropriate audience of assessors, etc. It is again up to the discretion of the affected system/institutions to decide the position and qualifications of assessors, but should include an appropriate mix of administrators, faculty, and/or students.
3. Annually, in a manner and format prescribed by the UL System office and two weeks prior to September 1, campuses shall submit to the System office certification of English proficiency of all new instructional faculty.
4. Such materials shall be maintained, made available, and preserved as required by state law at each University of Louisiana System campus.
5. At any time, the Louisiana Board of Regents may require systems/institutions to submit relevant materials and/or documentation related to fulfillment of mandates. If the Board of Regents determines that any system/institution is not in full policy compliance, it may insist on necessary remediating action and/or impose a penalty as deemed appropriate.

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*Policy References:*

Act 751 of the 1991 Regular Session  
Board of Regents Academic Affairs Policy 2.20

*Review Process:*

Vice Presidents for Academic Affairs

*Distribution:*

Vice Presidents for Academic Affairs University President

## **POLICY STATEMENT 81**

### **CERTIFICATION OF PROFICIENCY IN SPOKEN ENGLISH FOR FACULTY/ TEACHING ASSISTANTS**

#### POLICY DIGEST

Monitoring Unit: Office of Academic Affairs

Initially Issued: November 17, 1992

Last Revised: April 1, 2016

#### **I. PURPOSE**

Act 754 of the Louisiana legislature requires that all instructional personnel teaching one or more undergraduate courses in public universities and colleges be certified as being proficient in spoken English. Certification must be provided for both faculty and graduate teaching assistants. A lack of proficiency in spoken English shall preclude teaching assignments at the undergraduate level. This policy assumes that native speakers of English need not be certified, since they are proficient in the language by the time they are employed by the University. Those for whom English is a second language must be certified according to the provisions of this policy statement.

#### **II. PROCEDURE**

##### A. Certification of Faculty

Certification shall be the responsibility of the department chair and the dean. Department chairs and deans shall verify the adequacy of the faculty member's spoken English by one or more of the following methods and are encouraged to use multiple approaches.

1. personal interview with faculty member
2. attendance at public lecture given by faculty member
3. monitoring of faculty member's classroom performance

The department chair and dean will forward to the central administration a statement of the adequacy of spoken English proficiency for each of these faculty members. See attached form. In the case of units with no chairs, the entire process shall be conducted by the dean, but a second certification by an associate dean or other college official will be necessary. Verification of English proficiency must be submitted with faculty appointment forms.

Certification of current faculty shall be carried out prior to **NOVEMBER 15, 1992**; certification of subsequent new hires shall be carried out as part of the interview process. Should department chairs or deans receive substantial complaints from students regarding the faculty member's proficiency in spoken English, they may elect to revoke the certification of proficiency. Such revocation must be accomplished by immediate written notice to the faculty member and to the Executive Vice President & Provost. No undergraduate teaching assignment may be made until the revocation is successfully appealed by the faculty member.

2

Faculty members may appeal the denial/revocation of certification to the next highest officer in the supervisory chain above the point of denial/revocation. The decision of the Executive Vice President & Provost is final. Faculty members must provide evidence of proficiency in spoken English in a classroom or public lecture setting AND on a standard test in order to successfully appeal denial/revocation of certification.

#### B. Certification of Graduate Teaching Assistants

See PS-21 (Graduate Assistants), p. 2, #5

Department chairs/deans will follow procedures established by the Graduate School. Certification must be submitted to this office no later than **NOVEMBER 15, 1992**. In subsequent years, certification must be submitted prior to **SEPTEMBER 1**.

**UNIVERSITY OF LOUISIANA AT MONROE  
POLICIES AND PROCEDURES MEMORANDUM**

**Title: ASSESSMENT AND CERTIFICATION OF FACULTY ENGLISH  
PROFICIENCY**

*Effective Date: October 22, 2008*

**Academic Affairs**

**NONE**

**NONE**

*Update Responsibility:*

*Update Date:*

*Cancellation Date:*

**1. PURPOSE/PREAMBLE**

Pursuant to fulfillment of mandates of Act 754 of the 1991 Louisiana Legislature, the Louisiana Board of Regents instituted [Academic Affairs Policy 2.20](#) establishing policies for the assessment and certification of faculty English proficiency for all public postsecondary systems and campuses. The University of Louisiana System also established [Policies and Procedures Memorandum FS-III.I.C-1](#) to be applied at all member institutions. The University of Louisiana at Monroe (ULM) hereby establishes this policy and these procedures, consistent with the above, for its budget units.

**2. DEFINITIONS/BACKGROUND**

A. "Faculty" shall mean all full-time and part-time instructional personnel (excepting visiting faculty, but including graduate assistants) employed by ULM to teach undergraduate-level courses.

B. "Instruction(al)" shall mean the delivery of pedagogical content required of course fulfillment, not including: foreign language courses designed to be taught primarily in a foreign language; student participatory/activity courses such as clinics, studios, seminars, and/or laboratories; special arrangement courses such as individualized instruction and/or independent study; and non-credit (i.e. continuing education) courses.

C. "Budget unit(s)" shall mean all colleges, schools, departments, or other groups that employ instructional faculty.

**3. ITEMS**

A. Prior to employment of new instructional faculty (as defined above), each affected budget unit shall assess and certify faculty English proficiency.

B. The method of assessment shall be at the discretion of affected budget units, but may include (although not limited to): written and oral English testing using standardized, recognized measurements graded by appropriate assessors; analysis of written examples with a related oral question/answer session with an appropriate audience of assessors; sample classroom instruction with related exchange involving an appropriate audience of assessors; sample research presentation with related exchange with an appropriate audience of assessors, etc. It is again up to the discretion of the affected budget unit to decide the position and qualifications of assessors, but should include an appropriate mix of administrators, faculty, and/or students.

C. By the fifth class day of each fall semester or by August 27 of each year (whichever occurs first), affected colleges or equivalent budget units shall submit to the Vice President for Academic Affairs a memorandum certifying that each new instructional faculty member employed in the prior 12 months has English proficiency. Included in that memorandum will be a description of the method(s) used to certify English proficiency and a list of the following information for each individual being certified: full legal name, Campus-wide Identification Number, rank at hire, budget unit name, and date

of employment.

D. Relevant materials certifying English proficiency of all new instructional faculty members shall be stored in the office of the affected dean or equivalent budget unit head. These materials shall be stored in a fashion that ensures the maintenance, availability, and preservation of such materials as required by state law.

*Policy References:*

- *Louisiana Board of Regents Academic Affairs Policy 2.20:*  
<http://www.regents.state.la.us/Academic/PP/Policies/2-20.html>
- *University of Louisiana System Policy and Procedures Memorandum FS-III.I.C-1:*  
<http://www.ulsystem.net/assets/docs/searchable/boards/assessmentcert2.pdf>

*Review Process:*

Academic Affairs  
Academic Deans

*Distribution:*

Faculty Senate President  
Director of Continuing Education  
Academic Deans

2 of 2

## Appendix D Sample faculty anti-discrimination policy

Updated Summer 2013, Revised Summer 2016, Revised Fall 2016, President's Staff Updated Summer 2018 pursuant to the Office of Civil Rights Requirements



### Equal Employment Opportunity/Affirmative Action Plan

#### **NOTICE OF NONDISCRIMINATION**

It is the policy of Southeastern Louisiana University not to discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, age, disability, veteran status, retirement status, or genetic information in its admission and recruitment of students, educational programs, and activities, or employment policies. The University, in its relationship with students, faculty, and staff, always treats with absolute fairness all those who apply for membership in the Southeastern community. These policies also apply to all sources of referral of applicants for admission and employment as well as all unions or professional organizations holding collective bargaining or professional agreements with Southeastern Louisiana University.

This policy reflects the requirements of the Title VII of the Civil Rights Act of 1964, as amended; the Equal Employment Opportunity Act of 1972; Executive Order 11246; Title IX of the Educational Amendments of 1972; Sections 503/504 of the Rehabilitation Act of 1973, as amended; Vietnam Era Veterans Readjustment Assistance Act of 1974; Louisiana Executive Order JBE 16-11; the American's With Disabilities Act of 1990; the Civil Rights Act of 1991; and the Genetic Information Non-Discrimination Act.

Any person having inquiries concerning Southeastern Louisiana University's compliance with the regulations or any of the foregoing laws is directed to contact Gene Pregeant, EEO/ADA & Title IX Officer, Dyson Hall, Rm. 120, 985-549-5888, who has been designated to coordinate the institution's efforts to comply with those laws and regulations.

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the Institution's compliance with the regulations implementing Title II, Title VI, Title IX, The Age Discrimination in Employment Act, or Section 504.

## **EQUAL OPPORTUNITY IN EMPLOYMENT**

The University takes affirmative action to ensure that the following are implemented at all levels of administration: recruit, hire, place, train, and promote in all job classifications without regard to non-merit factors, except where sex is a bona fide occupational qualification; identify and use existing talent and potential through upgrading and promoting present employees (all promotions are based only on valid equal employment requirements); base decisions on employment so as to further the principles of equal employment opportunity; and ensure that all personnel actions be administered without regard to race, color, religion, sex, sexual orientation, gender identity, age, national origin, political affiliation, veteran status, disability, genetics, or any other non-merit factor.

**AGENDA ITEM IX.C.4.a.**

**Proposed AAS in Engineering Technology  
Southern University at Shreveport**

**Background Information**

Southern University at Shreveport (SUSLA) has requested Board of Regents’ approval to offer the Associate of Applied Science (AAS) in Engineering Technology. The proposal was approved by the Southern University System Board and sent to the BoR for review and consideration.

**Staff Summary**

The purpose of SUSLA’s proposed Engineering Technology program is to offer a robust foundation preparing graduates to transition into the Louisiana workforce, while also providing for a seamless transition into a four-year Engineering Technology degree program. Engineering technology is the hands-on practical application of science and engineering to a wide range of real-world problems. Graduates of the proposed AAS degree program will be able to work as technicians, operate equipment, and perform system maintenance. Students enrolled in the proposed degree program will select from three areas of concentration: Electrical/Computer Engineering, Industrial Engineering, or Process Engineering.

1. **Value:** Per Regents’ policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Same or Similar In-State Programs:** Although Engineering Technology programs exist at other public colleges and universities in North Louisiana, each program addresses the local and regional workforce needs for those specific areas of the state and the residents in which those institutions serve. SUSLA’s proposed program also seeks to attract African Americans into the engineering and technology employment pipeline.
  - b. **Workforce Demand and Job Opportunities:** A well-educated workforce is necessary to attract industry to Northwest Louisiana where unemployment is higher than that of the national average. According to Louisiana Labor Market projections, engineering technician or technologists’ median salaries range from \$65,720 annually to \$31.60 hourly. According to data from the Louisiana Workforce Commission (LWC) for Region 7 (Northwest Louisiana), electrical and electronic engineering technician jobs are 5-star occupations with total annual openings in the region between 50 and 70.
  - c. **Student Enrollment:** Prospective students currently enrolled in Pre-Engineering will now be provided with a specific career option that can also serve as a pathway for them to enter into a four-year bachelor’s degree program. Projected enrollment is based on previous enrollment trends in similar programs.

|                             | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>NEW Prog. Enrollment</b> | 10            | 13            | 15            | 20            | 25            |
| <b>Prog. Graduates</b>      | -             | 7             | 10            | 13            | 15            |

2. **Resources:** The program will establish the Engineering and Technology Division within the Department of Engineering. Two additional full-time faculty members will be needed to serve as coordinators of the program and 3 adjunct faculty will be needed to assist with course delivery starting in year 2. Outdated lab equipment and software will need updating. SUSLA is applying for a NSF Advancement of Technology in Education (ATE) grant to help support the proposed degree program.

|  | Current   | Needed   | Additional Costs   |
|--|---|--|--|
| <b>Faculty</b>   | Current faculty will teach courses in the program and serve as program administrator.             | Two additional full-time faculty will be needed to serve as Program Coordinators for Process Technology & Industrial Engineering areas; 3 adjunct faculty will be needed for increased course delivery starting in year 2. | Yr. 1: \$110,000<br>Yr. 2: \$146,000<br>Yr. 3: \$146,000<br>Yr. 4: \$146,000 |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing equipment and technology need updating.  | Updates to lab equipment & software; expenses for supplies and ABET (Accreditation Board of Engineering and Technology) accreditation.   | Yr. 1: \$161,000<br>Yr. 2: \$111,000<br>Yr. 3: \$66,000<br>Yr. 4: \$21,000   |
| <b>Student Support</b>   | Existing resources will assist with start-up of the program and additional support person needed. | A support personnel position will be needed at .5 FTE for Years 1 & 2, increasing to 1 FTE for Years 3 and Year 4.   | Yr. 1: \$15,000<br>Yr. 2: \$15,000<br>Yr. 3: \$30,000<br>Yr. 4: \$30,000     |

**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: With the addition of new 8- and 12-week minimesters, as well as the traditional 16-week semester, and various modalities of learning (online, hybrid and face-to-face), the proposed program will allow non-traditional adult students the opportunity to pursue the proposed program.
- Affordability: SUSLA’s scholarship and grant program through the SUSLA Foundation and its Continuing and Workforce Development Department will provide financial resources to students. SUSLA and the Southern University System established an agreement with major book publishers to provide students with electronic materials at a cost of \$25 per credit hour, giving them access to all major textbooks, online instructional materials and resources, and assist with the cost of textbooks.
- Partnerships: Industry partnerships have been and continue to be developed in support of SUSLA’s Engineering Technology program. The current list includes Southwestern Electric Power Company (SWEPCO), Entergy, Exxon, and the Frymaster Corporation. In addition, SUSLA worked directly with Southern University A&M in development of the proposed degree program to allow for seamless transfer to their 4-year program for students wishing to continue their education.
- Work-based learning: Industry partners have expressed significant interest in providing internships and cooperative learning experiences. Further, SUSLA was approved by the U.S. Department of Education Federal Financial Department to leverage work study dollars for industry internship opportunities.

**Staff Analysis**

SUSLA’s proposed program will provide a robust foundation for students to transition into the workforce while also preparing graduates for transfer into a four-year degree.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Engineering Technology (CIP 15.0000) at Southern University at Shreveport, with a progress report due October 1, 2022.**

## AGENDA ITEM IX.C.4.b.

### Proposed Undergraduate Certificate in Remote Systems Science and Technology 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. Undergraduate Certificates are comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level. Northwestern State University (NSU) has requested Regents approval of a UC in Remote Systems Science and Technology (RSST) that has been approved by the UL Board of Supervisors.

#### **Staff Summary**

The use of aerial remote systems, popularly referred to as drones, has expanded rapidly from primarily military use to a wide range of industrial, public, and academic research applications with current and future economic impact that is measured in the billions of dollars. The proposed 18-hour curriculum consists of purposefully- designed new courses and select existing courses that will prepare students to assess the need for remote systems in each situation; to select and employ the appropriate system following all applicable national, state, and local laws; and to process the data/images acquired by the selected remote system. Because of the widespread applicability of remote systems science and technology and the increasing demands for skilled operators, the proposed RSST UC will be an interdepartmental, multidisciplinary effort which can serve as an add-on to enhance a wide variety of existing undergraduate degree programs.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Same or Similar In-State Programs:** Northwestern's proposed RSST UC complements the University of Louisiana at Monroe's existing Undergraduate Certificate and Bachelor of Science in Unmanned Aircraft Systems Management, both of which focus primarily on aviation. The goal of the NSU program is to provide students with a foundation in aerial, terrestrial and underwater remote systems applications.
  - b. **Workforce Demand and Job Opportunities:**
    - The Alliance for Drone Innovation estimates that the demand for drones in the workplace will create nearly 104,000 jobs by 2025.
    - The proposed RSST UC will help to address the predicted dramatic increase in the demand for remote system operations in a wide range of disciplines over the course of the next five years including, but not limited to, construction, land survey, forestry, wildlife biology, agriculture, law enforcement, fire and rescue, journalism, filmmaking, photography, computer programming, retail business, real estate, infrastructure inspection services, and tourism.
    - Letters of support provided by the Louisiana Department of Agriculture & Forestry, Natchitoches Soil and Water Conservation District, and Air Data Solutions corroborate the fact that the reliance on remote operated systems will only increase in years to come with Air Data Solutions pledging to hire graduates of the program and to support the effort through guest lecturing.
  - c. **Student Enrollment and Completion:** NSU students from various majors have expressed interest in the proposed program. The RSST UC will serve as an add-on to existing majors, give degrees added value, and increase students' employability in their chosen fields.

|                             | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------------|--------|--------|--------|--------|--------|
| <b>NEW Prog. Enrollment</b> | 10     | 15     | 25     | 35     | 45     |
| <b>Prog. Graduates</b>      | -      | 10     | 15     | 25     | 35     |

2. **Resources:** The University will be able to offer the proposed RSST UC at no additional costs; however, demand would warrant the hiring of an additional adjunct faculty member. Grant funding will be sought to supplement equipment needs and to expand offerings. Initial industry partners have expressed interest in assisting the University in that regard as well as providing hands-on learning opportunities, guest lecturers, and other forms of support.

|  | Current   | Needed   | Additional Costs |
|--|---|--|------------------|
| <b>Faculty</b>   | Existing faculty from multiple departments at NSU will teach courses in the curriculum. | Adjunct faculty will be hired as needed. NSU has budgeted .25 FTE for year one | \$2,640 per year |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities are adequate to support the program.                                | No additional resources projected.   | \$0              |
| <b>Student Support</b>   | Existing resources are adequate to provide student advising and support.                | 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.
- **Accessibility:** Multiple modalities will be utilized to deliver both required and elective courses: face-to-face, online, and hybrid.
  - **Affordability:** The proposed certificate will include use of laptops and remote systems for students as needed, allows for transfer credit where appropriate, and has provisions in place for assessment of prior learning and experience. Open Educational Resources and other cost-saving course materials programs are also currently in place at NSU.
  - **Partnerships:** NSU is actively pursuing partnerships with Southwestern Electric Power Company (SWEPCO) and with the University of Texas at Tyler. Their interest in the proposed NSU Remote Systems Science and Technology (RSST) program was a major factor in development of the proposal. In addition, the institution also received letters of support from the Louisiana Department of Agriculture and Forestry and the Natchitoches Soil and Water Conservation District regarding the proposed UC.
  - **Work-based learning:** NSU has benefited from a long-running Memorandum of Agreement with the US Forest Service, which has provided work-based learning opportunities for graduate and undergraduate students, and from an established relationship with the NSU Cultural Resource Office, which has funded graduate assistantships and student worker positions.

**Staff Analysis**

NSU has developed a certificate with a specific, market-driven focus that will be useful to students from a variety of disciplines. The proposed program is a strong example of the intended purpose of the undergraduate certificate by providing a curriculum that prepares students with a set of high-demand skills giving them an advantage in the job market.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Undergraduate Certificate in Remote Systems Science and Technology (CIP 45.0702) at Northwestern State University with a progress report due July 1, 2022.**

**AGENDA ITEM IX.C.4.c.**

**Proposed Bachelor of Fine Arts in Film and Television  
Louisiana State University and A&M College**

**Background Information**

Louisiana State University and A&M College (LSU) has requested Board of Regents approval to establish a Bachelor of Fine Arts (BFA) in Film and Television. The Letter of Intent (LOI) was approved by the LSU Board of Supervisors in March 2019 and after the statewide CAO review, was approved by the Regents in August 2019. The proposal was approved by the LSU Board of Supervisors in October 2020 and sent to the Board of Regents for review and consideration.

**Staff Summary**

The School of Theatre in the College of Music and Dramatic Arts has been offering a Film and Television concentration within the Bachelor of Arts in Theatre since 2012. The proposed degree program leverages the strength of the existing concentration and recognizes the important historical evolution of digital storytelling from the theatre tradition. In addition to serving a contingent of students who are expressly interested in the filmmaking process, the BFA is designed to enhance the experience and training of Theatre majors who seek to work across mediums in the entertainment industry. Since its inception, the existing concentration has grown. The proposed degree was designed in collaboration with the College of Humanities and Social Sciences and complements the recently approved BA in Screen Arts, building LSU’s degree options that serve the Theatre and Film industries. Upon approval of the BFA in Film and Television, the School of Theatre will eliminate the current concentration in Film and Television within the BA in Theatre.

1. **Value:** Per Regents’ policy, this program meets the criteria of a Quality Credential of Value.
  - a. Same or Similar In-State Programs: There is no public university in Louisiana that offers a BFA in Film and Television.
  - b. Workforce Demand and Job Opportunities: In 2017, the Louisiana Legislature passed several revisions to the Motion Picture Production Tax Credit Program providing extra incentives to encourage entertainment companies to locate to Louisiana long-term and for independent Louisiana filmmakers. Motion picture productions are now pouring back into Louisiana with more than a dozen film and television productions filmed in 2018 and ten major motion pictures filmed in 2019. These productions have continued to create a surplus of occupational opportunities for LSU graduates; they routinely secure internships and paid positions on feature films.
  - c. Student Enrollment and Completion: Projected enrollment for the proposed program is based on current enrollment in the BA in Theatre concentration in Film and Television.

|                             | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>NEW Prog. Enrollment</b> | 45            | 50            | 60            | 70            | 75            |
| <b>Prog. Graduates</b>      | 10            | 12            | 12            | 15            | 15            |

2. **Resources:** The program will utilize existing campus facilities and resources. There are no additional resources required to implement the proposed program.

|  | <b>Current</b>  | <b>Needed</b>                      | <b>Additional Costs</b> |
|--|---|------------------------------------|-------------------------|
| <b>Faculty</b>   | Current faculty are presently teaching courses required in the program.           | No additional resources projected. | \$0                     |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities are adequate to support the program.                          | No additional resources projected. | \$0                     |
| <b>Student Support</b>   | Existing resources will meet the needs of the program for the foreseeable future. | 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.

- **Accessibility:** In addition to traditional course offerings, the School has offered some Film and Television courses as online, evening, and through 8-week half-semester sessions. The School anticipates continuing to offer courses through traditional and non-traditional modes of delivery.
- **Affordability:** The Film and Television concentration was implemented through a partnership with Baton Rouge Community College. As such, many courses offered through BRCC easily transfer into the BFA program. The School anticipates continuing to explore ways to recruit students from other community colleges and to explore opportunities for Prior Learning Assessments for non-traditional students who enter the program with significant professional experience.
- **Partnerships:** The Film and Television concentration has a history of forging partnerships with industry professionals, companies, and other support organizations. Representatives from the Baton Rouge Film Commission and Louisiana Entertainment as well as professionals from across the industry have served as adjunct instructors, guest speakers and adjudicators for the School’s annual juried film festival.
- **Work-based Learning:** The School of Theatre maintains numerous connections to industry organizations, affording students opportunities for internships, co-ops, and post-graduation employment.

**Staff Analysis**

LSU has developed a program that leverages existing resources, including faculty expertise, builds on a strong concentration, and addresses a growing field both regionally and nationally. The proposed program will train students not just in the art of filmmaking but also across multiple mediums to better prepare them for a variety of careers in the entertainment industry.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Fine Arts in Film and Television (CIP 50.0602) at Louisiana State University and A&M College, with a progress report due July 1, 2023.**

## AGENDA ITEM IX.C.4.d.

### Proposed Bachelor of Science in Professional Pilot University of New Orleans

#### **Background Information**

The University of New Orleans (UNO) has requested Board of Regents' approval to offer a Professional Pilot Bachelor of Science degree. The UL Board of Supervisors approved the proposal and sent it to the BoR for review and consideration. The proposal was circulated to the Chief Academic Officers (CAO) for review and comment. Due to the highly technical aspect and increased cost associated with this program, BoR staff also engaged the assistance of an external reviewer to assess the proposal. Dr. Razvan Rusovici, an Associate Professor in Aerospace Engineering at the Florida Institute of Technology, conducted the external review. Dr. Rusovici, who is also a Federal Aviation Administration (FAA) certified Airline Transport Pilot and Advanced Instrument Ground Instructor, submitted a very favorable report regarding the proposed degree program in October 2020.

#### **Staff Summary**

The purpose of the proposed BS in Professional Pilot program is to prepare students for a career in the field of aviation and will include all courses and labs necessary to obtain the following FAA flight certificates and ratings: Private Pilot, Instrument Rating, Commercial Pilot Certificate, Airplane Single and Multi-engine Land, and Certified Flight Instructor. The 120-hour curriculum will be offered by UNO in collaboration with the New Orleans Aerial Tours and Flight Training (NOAT & FT) facility. The NOAT & FT is an approved Part 141 Flight Training facility located 10 miles from the UNO campus. Part 141 schools utilize the most structured, rigorous training programs according to the FAA. The proposed program will allow students to engage in technology-enhanced traditional classrooms as well as actual flight training experience to provide a strong foundation for a career as a leader in the aviation industry.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Same or Similar In-State Programs:** Currently, Louisiana Tech University offers the only other baccalaureate aviation program in the state. Each year the number of applicants for Tech's program exceeds the number of students the University can admit. In Fall 2019, 190 students interviewed for the 30 available seats in Tech's aviation program, indicating the need for another program of this type in Louisiana.
  - b. **Workforce Demand and Job Opportunities:** In Louisiana, the 10-year growth projection for commercial pilots is 320 with an annual total of 80 openings per year from new jobs in the occupation because of retirement and/or turnover. Despite the pandemic forcing airlines to decrease operations and furlough employees, and Boeing Corporation, the world's largest producer of airlines, lowering their global pilot predictions to include a predicted 3-year COVID-induced downturn, the long-term need remains robust. As noted by Boeing in their Pilot and Technician Outlook 2020-2039, "In recent decades, aviation has experienced external forces that have affected demand, such as 9/11, SARS, and the Great Financial Crisis. Recovery had generally followed several years later, as the fundamentals driving passenger and air traffic demand remain strong."
  - c. **Student Enrollment and Completion:** Since the letter of intent was approved, UNO has received numerous calls and emails from potential students interested in the proposed program. Interest has come from current UNO students as well as students not enrolled in UNO. The projections are based on the heightened demand for pilots both regionally and nationally.

|                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|--------|--------|--------|--------|--------|
| <b>TOTAL Prog. Enrollment</b> | 20     | 35     | 50     | 45     | 45     |
| <b>Prog. Graduates</b>        | -      | -      | -      | 20     | 15     |

2. **Resources:** Existing faculty, support staff, and courses in place will support startup of the program. No additional facilities are required. NOAT & FT will provide flight courses. The program will be fully self-supported. The rate with NOAT & FT is a contractual rate.
- The cost of the program at \$157,440 (total for 4 years of study) is very competitive with other universities and includes examiner fees, pilot supplies, and multiple levels of FAA trainings. External reviewer Dr. Rusovici indicated that projected costs are realistic and in line with other flight schools and programs. Dr. Rusovici further stated that UNO's budget was thoroughly designed and that tuition rates are reasonable compared to those incurred by students enrolled in pilot courses within the College of Aeronautics at the Florida Institute of Technology.

|  | Current   | Needed  | Additional Costs   |
|--|---|---|--|
| <b>Faculty</b>   | Existing faculty and courses in place will support start-up of program; flight courses will be taught by NOAT & FT. | Four new adjunct faculty and a graduate assistant will be needed in first 5 years | \$38,625 per year  |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities are adequate to support the program.  | Marketing and other supplies  | \$20,000 per year  |
| <b>Student Support</b>   | Existing resources will meet the needs of the program.  | One additional support staff needed   | \$25,000 per year  |
| <b>NOAT&amp;FT Cost</b>  | -   | \$29,333.25 per student per year  | Yr 1 (20 students) \$586,665<br>Yr 2 (35 students) \$1,026,664<br>Yr 3 (50 students) \$1,466,663<br>Yr 4 (65 students) \$1,906,661 |

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 offer courses via face-to-face (limited numbers), hybrid and online. The field portion of the training will require students to go to the NOAT & FT facility.
  - **Affordability:** UNO offers students the ability to rent or purchase textbooks at a reduced cost, as well as offering many courses through OER. This program will also honor current and future articulation agreements with other campuses and there is a process for providing credit for prior learning.
  - **Partnerships/Work-based Learning:** Along with industry affiliate NOAT & FT, UNO will establish a partnership with the airline industry with the goal of providing internships (and employment) for graduates.
  - **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner:** UNO will provide scholarships and financial aid through current programs. Moreover, American Airlines, United, and other commercial airlines have pledged support for students, particularly historically underrepresented minorities in the industry.

### **Staff Analysis**

UNO has developed a program in partnership with aviation facility, NOAT & FT, that has a solid and safe track record in flight training and is certified by the FAA. The program is designed around existing infrastructure so that required startup resources are modest. The program benefits from well-trained, certified faculty and provides a clear path for students to attain multiple flight certifications.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Professional Pilot (CIP 49.0102) at University of New Orleans, with a progress report due July 1, 2023.**

## AGENDA ITEM IX.C.4.e.&f.

### **Proposed Graduate Certificate in Healthcare Analytics and Graduate Certificate in Healthcare Systems Engineering Louisiana State University and A&M College**

#### **Background Information**

Louisiana State University and A&M College (LSU) has requested Board of Regents approval to establish a Graduate Certificate (GC) in Healthcare Systems Engineering and a Graduate Certificate in Healthcare Analytics. The proposals were approved by the LSU Board of Supervisors at its October 2020 meeting and sent to the BoR for review and consideration.

A Graduate Certificate (GC) is a graduate-level academic offering addressing a specific topical area, and while the number of required courses varies, the typical range is 12-18 credits. Academic Affairs Policy 2.15 “Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates” describes graduate certificates as follows:

“GCs provide a shortened, condensed, and focused course of study that supplements an existing Bachelor’s, Master’s, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline.”

The proposed GCs are comprised primarily of existing courses already offered by the institution and will require no additional state or institutional resources including faculty, facilities, and supplies that support the program such as technology or library resources. Our Lady of the Lake Regional Medical Center (LOL) has partnered with LSU to develop the proposed programs and is providing \$100,000 seed money for initial online program development and implementation.

#### **Staff Summary**

The Bureau of Labor Statistics (2020) states that demand for industrial engineers in healthcare fields will grow faster than the average for all occupations by 10% from 2019-2029. Growth in healthcare and changes in how healthcare is delivered have created a demand for industrial engineers in professional, scientific, and consulting services. National health spending is projected to grow at an average rate of 5.6% per year from 2016-2025. As a result, the healthcare share of GDP is expected to rise from 17.8% in 2015 to 20% in 2025. According to Kellermann and Jones (2013), a simple 1.5% annual productivity improvement would reduce projected national healthcare spending by \$1 trillion and a 4% improvement would result in \$2 trillion in savings. Data analytics and systems optimization are key to improving productivity.

The Department of Mechanical & Industrial Engineering at LSU A&M within the College of Engineering will manage and oversee the proposed certificate programs. The current IE faculty are equipped to teach the online courses. LSU Online will also provide support for program development, course design & development, marketing, recruitment, retention, and business management. The LOL/LSU partnership provides seed money of \$100,000 for developing a future healthcare system engineering graduate program. The proposed certificates will each serve specific industry needs and together the certificates are the first step towards full graduate degree development.

- **GC Healthcare Analytics**

The proposed program will prepare students with a foundation of knowledge and skills to address the complex healthcare problems that contribute to the staggering cost increases experienced yearly. The certificate is designed for engineers, information technology, and healthcare professionals looking to learn research and analytical skills to collect, organize, and visualize data in order to change the healthcare landscape. Using data analytics in a healthcare setting can improve patient outcomes, lower costs, improve the quality of care, enhance health delivery system performance, and optimize

business operations. Graduates of this program will be able to develop statistical modeling as a process that includes exploratory health data analysis, model identification, and model validation as well as learning how to effectively communicate and present translatable analytics to actionable recommendations to solve problems for organizations.

The proposed curriculum consists of four courses (12 credit hours) in industrial engineering research methods, analytics and data science in industrial engineering, and advanced engineering statistics. The online program is designed to attract students with a variety of educational backgrounds including not only industrial engineers, but also healthcare professionals such as physicians and hospital business staff. Projected initial enrollment is 27 students increasing to 154 students by year five.

- **GC Healthcare Systems Engineering**

The proposed healthcare industry-focused program will prepare students to apply industrial engineering tools to common problems in healthcare using lean engineering, evidence-based thinking and analysis, testing management processes, and quality management systems across an organizational setting. This certificate differs from the certificate in Healthcare Analytics in that it does not concentrate on statistical modeling for healthcare data sets but rather focuses on the ways in which industrial engineering can optimize healthcare processes with the integration of people, money, knowledge, information, equipment, energy, and materials. Graduates will be prepared to address healthcare effectiveness, efficiency, timeliness, safety, and quality. Industrial engineers have contributed their skills to manufacturing, commodity production, information technology, and healthcare industries, which are all vital to Louisiana.

The proposed curriculum consists of four courses (12 credit hours) in healthcare engineering, industrial engineering research methods, quality management, and project management. Projected enrollment begins with 20 students and increasing to 100 students by year five.

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

- **Accessibility and Affordability:** The proposed program will be offered 100% online providing access to working adults including industry professionals and those wishing to redirect their career direction. The short, 12-credit-hour program includes courses designed to provide the maximum benefit with minimal cost.
- **Partnership with Industry:** The partnership with OLOL will help ensure the programs continue to serve the specific needs of the regional healthcare industry as well as providing students with skills leading to professional development and employment including practical experiences connecting their education and profession.

**Staff Analysis**

LSU's partnership with OLOL has resulted in the development of curricula that meet specific industry needs. The seed funding will solidify the partnership ensuring a direct connection between employer and program graduates, though due to the broad need for healthcare efficiency professionals, graduates will serve industry needs throughout the state and region. Enrollment, completion, and graduate employment from these programs will inform the future master's or doctoral programs being considered by the institution for future development.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Graduate Certificate in Healthcare Analytics (CIP 14.2701) and the Graduate Certificate in Healthcare Systems Engineering (CIP 14.2701) at Louisiana State University and A&M College, with progress reports due July 1, 2022.**

## AGENDA ITEM IX.C.4.g.

### Proposed Master of Science in Nutritional Sciences McNeese State University

#### **Background Information**

McNeese State University has requested Board of Regents' approval to establish a Master of Science (MS) in Nutritional Sciences. Because the proposed program is a conversion of an existing concentration and does not require any additional resources, the Letter of Intent (LoI) was waived per Regents authorization for staff waivers in August 2019. A draft proposal was favorably reviewed by Dr. Brenda Bertrand, Professor and Director of the MS in Nutrition Sciences at the University of Alabama at Birmingham. The campus directly addressed all recommendations made in Dr. Bertrand's review in the institution's final proposal, which was approved by the UL Board of Supervisors and submitted to the Regents for approval.

In January 2020, the Commission on Dietetics Registration (CDR) changed the entry-level registration eligibility education requirements for dietitians from a baccalaureate degree to a minimum of a graduate degree, beginning in 2024. Currently, McNeese students can become eligible to sit for the national Registration Examination for Dietitians by completing a baccalaureate degree as well as the required Dietetic Internship (DI) via McNeese's Master of Science (MS) in Health and Human Performance with a concentration in Nutrition and Wellness. McNeese State University is the only university in Louisiana that requires a combined MS/DI program to receive a verification statement to graduate. In preparation for the next professional reaccreditation cycle (Accreditation Council for Education in Nutrition and Dietetics, ACEND), MSU is requesting approval to transition the existing MS/DI program to an MS in Nutritional Sciences in order to better align with accreditation standards.

#### **Staff Summary**

The Commission on Dietetic Registration requires a MS degree to sit for the registration exam to become a registered dietitian nutritionist (RDN), a credential that is required to practice in Louisiana. The proposed program will be a transition of an existing concentration to meet accreditation requirements. The University will terminate the Nutrition and Wellness concentration in the MS Health and Human Services program upon receiving approval to offer the MS in Nutritional Sciences.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Same or Similar In-State Programs:** LSU and LA Tech currently offer a similar MS program. Given that McNeese already has a successful concentration at the graduate level and anticipates similar cohort sizes, the proposed program is not considered unnecessary duplication.
  - b. **Workforce Demand and Job Opportunities:** As the role of food in preventing and treating diseases is increasingly considered a critical component of overall healthcare, more dietitians and nutritionists will be needed to provide care for patients with various medical conditions that plague Louisiana.
    - US Department of Labor Bureau of Labor Statistics (BLS): Employment of dietitians and nutritionists is projected to grow 11% from 2018 to 2028, faster than average for all occupations.
  - c. **Student Enrollment and Completion:** The existing MS in Health and Human Performance with a concentration in Nutrition and Wellness receives approximately 35-45 applicants each year and selects ten (10) students to begin the program each fall semester. The University anticipates the same for the proposed MS in Nutritional Sciences.

|                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|--------|--------|--------|--------|--------|
| <b>NEW Prog. Enrollment</b>   | 10     | 10     | 10     | 10     | 10     |
| <b>TOTAL Prog. Enrollment</b> | 10     | 20     | 20     | 20     | 20     |
| <b>Prog. Graduates</b>        | -      | 10     | 10     | 10     | 10     |

2. **Resources:** The proposed program will require no additional resources including faculty, facilities, and library or technology holdings. The program is a conversion of an existing undergraduate concentration and enrollment in the graduate program is expected to be the same as in the undergraduate program.

|  | <b>Current</b>   | <b>Needed</b>                           | <b>Additional Costs</b> |
|--|--|---|-------------------------|
| <b>Faculty</b>   | The current program director as well as other faculty currently teaching courses in the existing MS Health and Human Performance program will support the proposed new MS. | No additional resource needs projected. | \$0                     |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities and related resources are adequate to support the program.   | No additional resource needs projected. | \$0                     |
| <b>Student Support</b>   | Existing student services will adequately support the program.   | No additional resource needs 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.

- **Accessibility:** Academic classes in the program will be offered fully online.
- **Partnerships:** McNeese has affiliation agreements with fourteen facilities including hospitals, school systems, state agencies, and long-term health care facilities for student clinical, community, and management rotations.
- **Work-based learning:** Unpaid internships required to sit for the Registered Dietitian National Exam are completed at partner organizations.

### Staff Analysis

McNeese's proposed program is a natural progression from a successful concentration already at the institution, particularly since it will more readily meet accreditation requirements and the employability of its graduates. The need for robust programs in healthcare is apparent. Staff have no concerns that the proposed program is unnecessary duplication of other successful programs in the state. The external review was highly favorable, and the institution addressed minor recommendations for improvement including the consideration of future administrative needs, if the program grows larger than anticipated.

### STAFF RECOMMENDATION

**Senior Staff recommends conditional approval of the proposed MS in Nutritional Sciences (CIP 51.3101) at McNeese State University with a progress report due July 1, 2022.**

## AGENDA ITEM IX.C.5

### Revisions to the Approval Process for Centers and Institutes

#### **Background Information**

The Board of Regents grants approval of academic research units referred to as a center or an institute. These units are often interdisciplinary and collaborative in nature and rely as much as possible on external funding. The monikers “center” and “institute” are defined in section B of Board of Regents Academic Affairs policy 2.05:

#### **Center**

The primary purpose of a center is to conduct research, but closely related academic or public service activities may also be included. A center typically resides within an existing academic unit (college, department) and reports to the head of that unit but may cross college lines and report to a senior academic officer. A center is not directly involved in the offering of courses for credit or degree programs. A center may also serve as a formalized link between the academic community and the professional community. A center should also facilitate efforts of the institution to attract external funding for related research.

#### **Institute**

The primary purpose of an institute is to conduct research and offer associated instruction, but closely related academic or public service activities may also be included. An institute is typically an autonomous unit which reports directly to an academic dean or chief academic/research officer. An institute may serve as a formalized link between the academic community and the professional community. An institute may independently offer courses for credit and/or degree programs. An institute should also facilitate efforts of the institution to attract external funding for related research.

#### **Staff Summary**

Staff have analyzed the center and institute approval process, and make the following recommendations for improving efficiency:

- **Current Process**: Staff receive requests for new centers and institutes, as well as requests for full or continued authorization on a rolling basis. Those requests are then reviewed by staff and recommendations are presented at Board meetings throughout the year. In recommending approval for these requests, staff conduct a rigorous analysis of: a unit’s financial stability including successfully securing external funding such as contracts or research grants; engagement with students, faculty, and the broader academic community; connection to the regional economy and community; and continued value to the institution, academia, and the state. All requests are included on Board agendas and presented to the Board including initial requests, requests for full approval, requests for continued authorization, and terminations. Name changes are considered routine items, and the Board has granted staff authority to approve those requests.
- **Proposed Revision**: Staff will present all new research units to the Board for approval, but the Board grants staff authority to approve routine requests for reauthorization of existing units with the same rigorous analysis of the unit’s viability and value. Staff will present a summary of all such approvals to the Board once per year.

## Summary of Recommendations

| <b>Current Process</b>  | <b>Proposed Revision</b>  |
|---|---|
| Initial authorization, full authorization, and continued authorization require presentation to and approval by the Board. | Initial authorization requires presentation to and approval by the Board. Board grants authority for staff approval of reauthorization of existing units following rigorous review. |
| Board presentations for center and institute approvals are spread throughout the year.                                    | Staff present all required Board actions and report on routine staff approvals once per year.   |

### STAFF RECOMMENDATION

**Senior Staff recommends that the Board grant Regents Academic Affairs staff the authority to approve reauthorizations of existing centers and institutes following rigorous review. A report on these actions will be presented to the Board once per year.**

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*P. O. Box 3677*

*Baton Rouge, LA 70821-3677*

*Phone (225) 342-4253, FAX (225) 342-9318*

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**STATEWIDE PROGRAMS**

**February 24, 2021**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

**IX. Reports and Recommendations**

**D. Statewide Programs**

**1. Consent Agenda**

- a. Approval of Rulemaking to Implement COVID-19 as an Objective Circumstance for which Students May Request an Exception to the Continuous Enrollment, Full Time, and Earned Annual Hours Requirements for TOPS
- b. Approval of TOPS Exceptions

**2. Response to Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Legislature.**

## **Agenda Item IX.D.1.a.**

### **Consent Agenda: Approval of rulemaking to implement COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS.**

#### **Background:**

As the COVID-19 pandemic lingers and efforts to mitigate its spread continue to be implemented on postsecondary institution campuses, students are increasingly requesting exceptions to the continuous enrollment, full time enrollment, and earned annual hours requirements for TOPS. In August, staff provided guidance to students for the type of documentation that would be required to obtain an exception based on exceptional circumstances. The LOSFA Advisory Board has recommended approval of these exceptions repeatedly since August 2020, and the Board of Regents has approved the requests.

In order to expedite the processing of these exceptions, staff recommends that they be incorporated into the administrative rules as an objective circumstance for which an exception may be granted. The rulemaking includes the circumstances and incorporates the same documentation requirements that have been repeatedly approved by both the LOSFA Advisory Board and the Board of Regents. The rulemaking also provides for a time frame within which the exception will be available for the fall semester/quarter of 2020 through the fall semester of 2021/winter quarter of 2021-2022. Extending the availability of these exceptions through this period should allow for a return to normalcy, and the exception should no longer be needed by that time.

This rulemaking also adds Differential Calculus I and Integral Calculus I as an equivalent to Calculus in the TOPS core curriculum, and it provides that these courses will be graded on a 5.0 scale. The Board of Regents approved these additions to the TOPS core equivalents at its meeting of December 16, 2020.

Finally, this rulemaking provides that a proprietary or cosmetology school who enrolls a former foster care student who is receiving a Chafee Educational and Training Voucher (ETV) shall report whether a student is making satisfactory academic progress in accordance with the school's policy regarding a student's continued eligibility to participate in federal financial aid programs. Current rulemaking provides that all schools who accept a Chafee ETV on behalf of an eligible student report a student's hours attempted, hours earned, and quality points for the purpose of determining whether a student meets the continuing eligibility requirements for the program. Since the vast majority of proprietary and cosmetology schools utilize clock hours rather than credit hours, reporting the information to LOSFA as currently provided in the administrative rules requires a conversion, which could result in errors. In addition, LOSFA accepts a report of steady academic progress for TOPS students attending proprietary and cosmetology schools, and this addition to the administrative rules will align the reporting requirements for the two programs.

#### **LOSFA Advisory Board Recommendation:**

**The LOSFA Advisory Board recommends that the Board of Regents adopt the rulemaking in emergency rules and authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.**

## **Agenda Item IX.D.1.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.”

Sixteen requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of January 14, 2021. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

#### **LOSFA Advisory Board Recommendation:**

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

**Agenda Item IX.D.2.**

**Response to Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Legislature.**

Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Louisiana Legislature urges and requests that the Board of Regents study the feasibility of making TOPS-Tech and GO Grant awards available to low-income students for use during the summer semester immediately following high school graduation.

The report analyzes each program separately, setting forth the eligibility requirements for each as well as logistical and funding implications should one or both of the programs be made available for use by low income students during the summer immediately following a student's high school graduation.

**STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the response to Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Legislature and authorize the submission of the report to the Senate and House Committees on Education on its behalf.**

## **Introduction**

Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Louisiana Legislature urges and requests that the Board of Regents study the feasibility of making TOPS-Tech and GO Grant awards available to low-income students for use during the summer semester immediately following high school graduation.

This report analyzes each program separately, setting forth the eligibility requirements for each as well as logistical and funding implications should one or both of the programs be made available for use by low income students during the summer immediately following a student's high school graduation.

## **TOPS Tech**

The TOPS Tech Award is a merit-based program that was created by the Louisiana Legislature with the intention of promoting a skilled workforce in Louisiana.

### **Legislation**

Legislation governing TOPS Tech is set forth in Louisiana Revised Statutes 17:5001-17:5069. TOPS Tech legislation establishes the program, sets forth initial and continuing eligibility requirements, and states that the Board of Regents, "Board", shall administer the program. Pursuant to La.R.S. 17:5061, the Board shall provide by rule adopted as provided by the Administrative Procedure Act for all matters necessary to the implementation of TOPS.

Program rules governing TOPS Tech can be found in Title 28, Part IV, Chapter 8.

### **Initial Eligibility Requirements**

To be eligible for TOPS Tech, students must meet certain residency and academic requirements, including completion of a specified high school core curriculum and achievement of at least a 17 on the ACT or a Silver Level Score on the ACT WorkKeys Assessment. Detailed information for all of the TOPS Tech Initial Eligibility requirements can be found in Appendix A.

### **Institutions Where the TOPS Tech Award May Be Used and Award Amounts**

TOPS Tech may only be used to enroll in programs of study that are aligned to state workforce priorities as determined by the Board and the Louisiana Workforce Investment Council. The award amount differs depending upon the student's institution and program of study:

- A technical program at a public college or university: The student will receive the Award Amount set by the administering agency for a student at that school during the 2016-2017 academic year;
- Associate's degree program/shorter term training and education program at a 2 year public college or university: The student will receive the Award Amount set by the administering agency for a student at that school during the 2016-2017 academic year;
- Approved program at a four year public college or university that does not offer a baccalaureate degree in the approved program: The student will receive an Award Amount that is equivalent to the TOPS Opportunity award set by the administering agency for a student at that school during the 2016-2017 academic year;
- Approved program at a four year public college or university that does offer a baccalaureate degree in the approved program AND at approved proprietary and cosmetology schools: the student will receive the average of the TOPS Award Amount for students enrolled in technical programs of study in public colleges and universities during the 2016-2017 academic year.

See Appendix B for award amounts provided at each postsecondary institution during the 2020-2021 academic year.

### **Length of Award**

A student is eligible to receive the TOPS Tech Award for two years, provided that he meets all continuing eligibility requirements. These requirements include enrolling full time each semester or term of the academic year, earning at least 24 hours during the academic year, maintaining a minimum cumulative grade point average of at least 2.50 at the end of each academic year, and maintaining enrollment in an eligible program of study. The TOPS Tech academic year, as currently defined, begins with the fall term of the award year and concludes immediately before the next fall term commences. The academic year includes all intersessions and summer sessions. For recent high school graduates, the academic year currently begins with the fall semester following high school graduation and concludes with the summer session.

The TOPS Tech award is paid for the fall and spring semesters/terms. Payment of all TOPS Awards, including TOPS Tech, are based upon the availability of sufficient appropriations/funding. Therefore, the TOPS Tech award is only paid for the summer if funding is available after all payments have been made to students for the fall and spring semesters/terms.

### **Feasibility Considerations**

Should TOPS Tech be approved for payment for summer sessions beginning immediately after high school graduation for low-income students only, the following should be considered:

- Introduction of a Need-Based Component to a Merit-Based Program
- Funding Cycle

- Budget Shortfalls
- Packaging Policies
- ACT Deadline
- Receipt of Student Transcript System Records
- Current usage of TOPS for summer school

A statutory amendment would be needed to implement payment of TOPS Tech, available only to low-income students, during the summer immediately following high school graduation.

### **Introduction of a Need-Based Component to a Merit-Based Program**

Currently, all components of TOPS are awarded based upon a student's academic merit as demonstrated by completion of specified core curriculum in high school, achievement of at least a 2.50 grade point average in those core curriculum courses, and achievement of at least a 17 on the ACT or a Silver score on the WorkKeys Assessment . Introduction of a need-based component for receipt of the award for college attendance during the summer immediately following high school graduation alters the current requirements and as such would require legislative action to implement.

Data indicates that historically the majority of students qualifying for the TOPS Tech award are low-income students and students of color; however, historically students in this demographic accept the award at a lower rate.

## Ethnicity of TOPS Tech Eligibles

| Ethnicity                               | High School Graduation Year |       |              |       |              |       |              |       |              |       |
|---|-----------------------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
|   | 2015-16                     |       | 2016-17      |       | 2017-18      |       | 2018-19      |       | 2019-20      |       |
|   | Eligibles*                  |       | Eligibles*   |       | Eligibles*   |       | Eligibles*   |       | Eligibles*   |       |
| American Indian or Alaskan Native       | 43                          | 0.8%  | 54           | 0.9%  | 45           | 0.7%  | 71           | 0.9%  | 66           | 0.9%  |
| Asian                                   | 52                          | 1.0%  | 66           | 1.1%  | 70           | 1.1%  | 75           | 0.9%  | 53           | 0.7%  |
| Black                                   | 2,645                       | 50.1% | 2,753        | 47.4% | 3,001        | 47.4% | 3,660        | 46.3% | 3,024        | 42.6% |
| Hispanic/Latino                         | 134                         | 2.5%  | 189          | 3.3%  | 214          | 3.4%  | 300          | 3.8%  | 295          | 4.2%  |
| Multiple Races                          | 51                          | 1.0%  | 74           | 1.3%  | 78           | 1.2%  | 111          | 1.4%  | 133          | 1.9%  |
| Native Hawaiian or Other Pacific Island | 1                           | 0.0%  | 6            | 0.1%  | 2            | 0.0%  | 4            | 0.1%  | 3            | 0.0%  |
| Not Reported                            | 37                          | 0.7%  | 50           | 0.9%  | 46           | 0.7%  | 64           | 0.8%  | 52           | 0.7%  |
| White                                   | 2,318                       | 43.9% | 2,617        | 45.1% | 2,881        | 45.5% | 3,628        | 45.8% | 3,470        | 48.9% |
| <b>Total</b>                            | <b>5,281</b>                |       | <b>5,809</b> |       | <b>6,337</b> |       | <b>7,913</b> |       | <b>7,096</b> |       |

\*Unduplicate count

## Parental Income of TOPS Tech Eligibles

| Parental Income as Reported on FAFSA | High School Graduation Year |       |              |       |              |       |              |       |              |       |
|--------------------------------------|-----------------------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
|                                      | 2015-16                     |       | 2016-17      |       | 2017-18      |       | 2018-19      |       | 2019-20      |       |
|                                      | Eligibles*                  |       | Eligibles*   |       | Eligibles*   |       | Eligibles*   |       | Eligibles*   |       |
| Less than \$0                        | 11                          | 0.2%  | 12           | 0.2%  | 23           | 0.4%  | 26           | 0.3%  | 19           | 0.3%  |
| Between \$0K and \$49,999            | 2,743                       | 51.9% | 2,988        | 51.4% | 3,331        | 52.6% | 4,174        | 52.7% | 3,462        | 48.8% |
| Between \$50K and \$99,999           | 987                         | 18.7% | 1,068        | 18.4% | 1,145        | 18.1% | 1,450        | 18.3% | 1,416        | 20.0% |
| Over \$100K                          | 787                         | 14.9% | 859          | 14.8% | 890          | 14.0% | 1,098        | 13.9% | 1,217        | 17.2% |
| Not Reported                         | 754                         | 14.3% | 882          | 15.2% | 948          | 15.0% | 1,165        | 14.7% | 982          | 13.8% |
| <b>Total</b>                         | <b>5,282</b>                |       | <b>5,809</b> |       | <b>6,337</b> |       | <b>7,913</b> |       | <b>7,096</b> |       |

\*Unduplicate count

### Ethnicity of TOPS Tech Recipients

| Ethnicity                               | High School Graduation Year |       |              |       |              |       |              |       |              |       |
|---|-----------------------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
|   | 2015-16                     |       | 2016-17      |       | 2017-18      |       | 2018-19      |       | 2019-20      |       |
|   | Recipients*                 |       | Recipients*  |       | Recipients*  |       | Recipients*  |       | Recipients*  |       |
| American Indian or Alaskan Native       | 9                           | 1.0%  | 17           | 1.3%  | 13           | 0.8%  | 25           | 1.3%  | 15           | 1.3%  |
| Asian                                   | 4                           | 0.4%  | 21           | 1.6%  | 19           | 1.2%  | 17           | 0.9%  | 8            | 0.7%  |
| Black                                   | 288                         | 30.8% | 418          | 31.6% | 554          | 35.4% | 637          | 33.0% | 337          | 29.3% |
| Hispanic/Latino                         | 19                          | 2.0%  | 36           | 2.7%  | 51           | 3.3%  | 62           | 3.2%  | 51           | 4.4%  |
| Multiple Races                          | 5                           | 0.5%  | 14           | 1.1%  | 21           | 1.3%  | 30           | 1.6%  | 20           | 1.7%  |
| Native Hawaiian or Other Pacific Island | 1                           | 0.1%  | 2            | 0.2%  | .            | .     | 1            | 0.1%  | .            | .     |
| Not Reported                            | 15                          | 1.6%  | 15           | 1.1%  | 22           | 1.4%  | 30           | 1.6%  | 17           | 1.5%  |
| White                                   | 594                         | 63.5% | 801          | 60.5% | 886          | 56.6% | 1,129        | 58.5% | 704          | 61.1% |
| <b>Total</b>                            | <b>935</b>                  |       | <b>1,324</b> |       | <b>1,566</b> |       | <b>1,931</b> |       | <b>1,152</b> |       |
| *Unduplicate count                      |                             |       |              |       |              |       |              |       |              |       |

### Parental Income of TOPS Tech Recipients

| Parental Income as Reported on FAFSA | High School Graduation Year |       |              |       |              |       |              |       |              |       |
|--------------------------------------|-----------------------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
|                                      | 2015-16                     |       | 2016-17      |       | 2017-18      |       | 2018-19      |       | 2019-20      |       |
|                                      | Recipients*                 |       | Recipients*  |       | Recipients*  |       | Recipients*  |       | Recipients*  |       |
| Less than \$0                        | 1                           | 0.1%  | 3            | 0.2%  | 6            | 0.4%  | 5            | 0.3%  | 5            | 0.4%  |
| Between \$0K and \$49,999            | 366                         | 39.1% | 570          | 43.1% | 720          | 46.0% | 853          | 44.2% | 471          | 40.9% |
| Between \$50K and \$99,999           | 240                         | 25.7% | 297          | 22.4% | 342          | 21.8% | 438          | 22.7% | 269          | 23.4% |
| Over \$100K                          | 236                         | 25.2% | 295          | 22.3% | 308          | 19.7% | 420          | 21.8% | 286          | 24.8% |
| Not Reported                         | 92                          | 9.8%  | 159          | 12.0% | 190          | 12.1% | 215          | 11.1% | 121          | 10.5% |
| <b>Total</b>                         | <b>935</b>                  |       | <b>1,324</b> |       | <b>1,566</b> |       | <b>1,931</b> |       | <b>1,152</b> |       |
| *Unduplicate count                   |                             |       |              |       |              |       |              |       |              |       |

## Funding Cycle

Funding for TOPS Awards is provided each year as one appropriation for all awards, including TOPS Tech Early Start, TOPS Tech, TOPS Opportunity, TOPS Performance, and TOPS Honors. The funding amount is determined based on the TOPS Projection Model developed by LOSFA, and it is based upon historical data relative to student behavior. Such data includes student acceptance rates, retention of students from year to year as well as semester to semester, colleges in which students enroll, etc.

Currently, the availability of funding for summer payment for any TOPS Award is determined in May of the applicable academic year after all billing requests for all students who attended school during the fall and spring semesters and the fall, winter, and spring quarters of the current academic year have been received. This practice is in effect in order to reduce the occurrence of a funding shortfall that would result in a pro-rata reduction of TOPS awards. The following example illustrates the funding cycle issue that would need to be addressed in order to avoid potential reductions in awards for spring and summer semester/terms by illustrating the effect mandatory funding of TOPS Tech for summer would have if it were in effect this current fiscal year.

The following chart demonstrates that we have a 4.2% increase in TOPS billings compared to this time last year. The current projection can only accommodate a 3.7% increase. If the projection for retention for the spring semester of 2021 is accurate, payment for any TOPS Award for the summer of 2021 will not be available unless a supplemental appropriation is made for that purpose.

| <b>TOPS BILLING TO DATE COMPARISON - JANUARY 4, 2021</b> |                       |                       |
|--|-----------------------|-----------------------|
| <b>School System</b>                                     | <b>2019</b>           | <b>2020</b>           |
| LSU  | 59,059,693            | 64,356,219            |
| Southern   | 1,830,923             | 1,747,038             |
| UL   | 86,242,921            | 87,760,157            |
| LCTC   | 6,524,882             | 6,671,854             |
| Private Schools  | 10,926,452            | 10,918,252            |
| Proprietary  | 409,991               | 548,349               |
| <b>Total Awards</b>                                      | <b>\$ 164,994,862</b> | <b>\$ 172,001,868</b> |

## Budget Shortfalls

The TOPS statutes provide that in the event there are insufficient funds appropriated by the Legislature for payment of the full award amount for all students, TOPS awards shall be pro-rated such that all students receive a percentage of the total award. Students are provided with the ability to “opt-out” of payment of a TOPS Award during any year in which the Legislature does not appropriate sufficient funding. When a student opts out, he is not required to meet the requirements to enroll full time in school, to maintain continuous enrollment in school, or to earn at least 24 hours during the academic year, and he preserves that semester of eligibility for a time when it will be fully funded.

Historically, TOPS has been fully funded for all but one of its twenty-three years. In the year that it was not fully funded, students were notified that TOPS was not fully funded prior to the beginning of the applicable academic year such that they were able to make an informed decision as to whether to enroll and accept TOPS or to opt out.

| TOPS APPROPRIATION HISTORY |                     |                  |   |
|----------------------------|---------------------|------------------|---|
| Academic Year              | Original Allocation | Final Allocation | Notes   |
| 2019-2020                  | \$ 311,032,540      | \$ 307,532,540   | In March 2020 LOSFA voluntarily returned \$3.5 million in TOPS funding when it became clear that we would not need it all to pay current-year TOPS invoices |
| 2018-2019                  | \$ 294,561,972      | \$ 302,530,923   | There was an unanticipated \$7,968,951 increase due to an 8% increase in TOPS eligible students and a 3.3% increase in TOPS awards.                         |
| 2017-2018                  | \$ 291,240,917      | \$ 293,604,296   | The original TOPS allocation would have been short by less than 1%. LOSFA was awarded additional funding in April   |
| 2016-2017                  | \$ 201,626,684      | \$ 201,626,684   | TOPS was not fully funded in FY 2016-2017   |
| 2015-2016                  | \$ 265,170,030      | \$ 265,170,030   |   |

The data indicates that the TOPS appropriation has historically been very close to the amount needed to pay all student awards during the fall, winter (if applicable), and spring semesters/terms. If funding is not available to pay all anticipated awards for summer school, summer school TOPS payment has not been provided.

The following chart illustrates TOPS utilization during summer school when funding has been available.

| SUMMER TOPS HISTORICAL DATA |               |               |               |               |                 |
|-----------------------------|---------------|---------------|---------------|---------------|-----------------|
| Year                        | Honors        | Performance   | Opportunity   | Tech          | Total Paid      |
| 2019-20                     | \$ 409,300.35 | \$ 392,044.77 | \$ 454,722.64 | \$ 175,980.19 | \$ 1,432,047.95 |
| 2018-19                     | \$ 154,913.00 | \$ 205,324.53 | \$ 295,167.68 | \$ 149,415.52 | \$ 804,820.73   |
| 2017-18                     | \$ 94,010.17  | \$ 84,074.70  | \$ 141,187.96 | \$ 93,176.77  | \$ 412,449.60   |
| 2016-17                     | \$ 126,139.30 | \$ 193,231.80 | \$ 291,322.91 | \$ 94,211.37  | \$ 704,905.38   |
| 2015-16                     | \$ -          | \$ -          | \$ -          | \$ -          | \$ -            |
| 2014-15                     | \$ 220,989.04 | \$ 232,236.43 | \$ 423,784.36 | \$ 175,348.48 | \$ 1,052,358.31 |
| 2013-14                     | \$ 174,799.88 | \$ 192,885.96 | \$ 347,603.63 | \$ 130,562.65 | \$ 845,852.12   |
| 2012-13                     | \$ 142,122.97 | \$ 182,534.25 | \$ 293,122.01 | \$ 98,568.40  | \$ 716,347.63   |
| 2011-12                     | \$ 116,277.22 | \$ 143,598.35 | \$ 290,951.14 | \$ 74,269.00  | \$ 625,095.71   |
| 2010-11                     | \$ 84,138.96  | \$ 95,247.83  | \$ 175,242.42 | \$ 59,534.00  | \$ 414,163.21   |

It is unknown whether the summer attendance rate as indicated in this chart would increase should TOPS Tech be made available for summer immediately following high school graduation for low-income students since this variable would be determined solely by student behavior.

Factors that impact summer attendance include:

- Cost of attendance for summer school is much less than those semesters/quarters of the traditional academic year;
- Students use an entire semester of eligibility if they use TOPS for summer school;
- Students work during the summer to pay for living expenses to be incurred in the following fiscal year;
- Students who attend school away from home leave school during summer to return to their hometowns.

Funding levels for summer are contingent upon appropriation. Since we do not know if TOPS funding will be available for summer sessions until May and the legislature does not finalize the budget until June, usage of TOPS Tech immediately following high school graduation would require a dedicated/supplemental appropriation. If demand becomes greater than the dedicated/supplemental appropriation, summer payments would be issued on pro-rata basis.

## Packaging Policies:

The majority of postsecondary institutions in Louisiana offer financial aid packaging policies that begin with fall as a header, as opposed to summer. Therefore, financial aid packages are presented as fall, spring, then summer as a trailer. Permitting students to use TOPS Tech beginning with summer would require institutions to reconsider their packaging policies and potentially to incur costs to program their operating systems to implement the change.

| <b>HOW SCHOOLS HANDLE SUMMER</b>          |               |                |
|---|---------------|----------------|
| <b>Postsecondary School</b>               | <b>Header</b> | <b>Trailer</b> |
| <b>LSU SYSTEM SCHOOLS</b>                 |               |                |
| LSU-Baton Rouge                           | ✓             |                |
| LSU-Eunice                                |               | ✓              |
| LSU-Alexandria                            |               |                |
| LSU-Shreveport                            |               | ✓              |
| LSUHSC-New Orleans                        |               | ✓              |
| <b>SU SYSTEM SCHOOLS</b>                  |               |                |
| Southern University-Baton Rouge           |               | ✓              |
| Southern University-New Orleans           |               | ✓              |
| Southern University-Shreveport            |               | ✓              |
| <b>UL SYSTEM SCHOOLS</b>                  |               |                |
| Grambling State University                |               |                |
| La Tech University                        |               | ✓              |
| McNeese State University                  |               | ✓              |
| Nicholls State University                 |               | ✓              |
| Northwestern State University             |               | ✓              |
| Southeastern LA University                |               |                |
| University of New Orleans                 |               | ✓              |
| University of Louisiana - Lafayette       |               | ✓              |
| University of Louisiana - Monroe          |               |                |
| <b>LAICU SCHOOLS</b>                      |               |                |
| Centenary College                         |               | ✓              |
| Dillard University                        |               | ✓              |
| Louisiana College                         |               | ✓              |
| Loyola University                         |               | ✓              |
| Franciscan Missionaries of Our Lady Univ. |               |                |
| Tulane University (uses both)             | ✓             | ✓              |
| Xavier University                         |               |                |
| <b>LCTCS SCHOOLS</b>                      |               |                |
| Bossier Parish CC                         |               | ✓              |
| Baton Rouge CC                            |               | ✓              |
| Central LA Technical CC                   |               | ✓              |
| Delgado Community College                 |               | ✓              |
| LA Delta CC                               |               | ✓              |
| Nunez CC                                  | ✓             |                |
| Northshore Technical Community College    |               | ✓              |
| Northwest Technical Community College     |               | ✓              |
| River Parishes Community College          | ✓             |                |
| SOWELA Technical Community College        | ✓             |                |
| South LA Community College                |               | ✓              |

## **ACT Completion**

Students must achieve a qualifying score on the ACT by April of their senior year of high school in order to receive an award for two full academic years. Should a student receive a qualifying score after April, but before July 1, the student will receive a one semester reduction in TOPS Award eligibility, and this reduction occurs at the end of their eligibility rather than at the beginning. Note that this provision does not apply to graduates of 2020 due to cancellation of ACT tests due to actions taken to reduce the spread of COVID-19 and multiple hurricanes impacting the state.

## **Receipt of Student Transcript System (STS) Records**

As stated previously, students must complete a specified core curriculum in high school to be eligible for TOPS Tech. LOSFA receives high school transcript information, including course completion and grades, from the Louisiana Department of Education through the Student Transcript System (STS). Historically, this information is received beginning in June following the high school academic year, and a student's eligibility for TOPS Tech cannot be made until this information is received. As a result, making a determination as to a student's eligibility for TOPS Tech before June presents a significant challenge. This challenge is significant since schools cannot bill for a TOPS Tech award unless and until a student is made eligible.

## **GO Grant**

### **Legislation**

Legislation governing GO Grant can be found in La. R. S.17: 3046- 3046.2. GO Grant legislation sets forth the eligibility requirements and provides for the administration of the program.

### **Eligibility**

GO Grant is a need-based aid program, therefore funds are already awarded to low-income students. GO Grant legislation does not prevent students from utilizing GO Grant funding beginning the summer immediately following high school graduation. Insufficient funding is the factor that currently prohibits the use of GO Grant during summer school.

Pursuant to statute, the Board of Regents, the "Board", is responsible for establishing the criteria for initial and continuing eligibility, the method for determining the award amount, and other program requirements. The Board of Regents, through the Louisiana Office of Student Financial Assistance, "LOSFA", administers the program and adopts rules necessary to implement the program.

Eligibility set forth in GO Grant's Program Rules are consistent with those listed in the statutes. To be eligible for Louisiana GO Grant, a student must:

| <b>GO GRANT ELIGIBILITY</b>  |
|--|
| <b>To be eligible for Louisiana GO Grant, a student must:</b>  |
| Be a Louisiana resident; *   |
| File a Free Application for Federal Student Aid (FAFSA);   |
| Receive a Federal Pell grant;  |
| Have remaining financial need after deducting Estimated Family Contribution (EFC) and all federal/state/institutional grant or scholarship aid ("gift aid") from student's Cost of Attendance (COA); |
| Be a student enrolled in an eligible Louisiana institution on at least a half-time basis (minimum 6 hours at semester school or 4 hours at a quarter school).  |

Historically, GO Grant has not been available during the summer. The administrative rules provide that GO Grants are only available during the summer if specifically authorized by the Board and only if the post-secondary institution provides students with Pell Grants or financial need grants during the summer session. GO funding has historically been awarded and exhausted for students' attendance during the fall and spring semesters and the fall, winter, and spring quarters, resulting in lack of funding for summer semesters/terms.

**Institutions Where GO Grant May Be Used**

The GO Grant is available at Louisiana public colleges or universities and regionally accredited independent colleges or universities in the state that are members of the Louisiana Association of Independent Colleges and Universities (LAICU). It is also available at Louisiana public colleges that have been granted regional candidacy status and who provide financial need grants to students, but who are not yet eligible to participate in title IV programs. Candidacy status institutions must require students to complete a FAFSA.

**Award Amounts and GO Grant Packaging Policies**

GO Grant is awarded to students in amounts ranging from \$300 to \$3,000 and are based upon the college's GO Grant Packaging Policy. Per the administrative rules, each college that is eligible to participate in the GO Grant Program must develop a GO Grant Packaging Policy which provides general procedures that comply with the law and the administrative rules as well as the following:

- Semester, quarter or term award amounts that are equal to the annual maximum amount at the institution divided by the number of semesters, quarters or terms during the academic year (excluding summer sessions, quarter and terms);
- Basis for any institutionally set maximum award amount that is less than the authorized maximum amount established in the GO Grant framework;
- Priority for students who are 25 or older;
- Award amounts for students who attend school less than full-time;
- Procedures for identification of transfer and re-entering students that ensure such students receive awards on the same basis as continuing students.

Colleges are permitted to set their own minimum and maximum GO Grant award amounts as long as the range provided is within the minimum and maximum set by the Board. Colleges may not provide GO Grant awards in an amount that would cause the student's gift aid to exceed 60% of his cost of attendance.

Due to current funding limitations, eligibility for an award during any particular semester, quarter or term does not guarantee that a student will receive the GO Grant in a subsequent semester, quarter or term. Meeting the eligibility criteria does not guarantee that a student will receive a GO Grant.

## **Length of Award**

Currently, students must be receiving a Pell grant or a financial need grant to receive GO Grant. Once eligibility to receive the Pell grant or financial need grant expires, the student is no longer eligible for GO Grant. Currently, this period is the equivalent of 12 full time semesters.

## **Institutional Allocation**

The annual allocation of funds to eligible participating colleges is based on the annual legislative appropriation. The amount allocated to an eligible institution is determined by dividing the amount of the institution's prior year's allocation that was expended by the total amount appropriated for that academic year, multiplied by the total amount appropriated for the current year. Uncommitted funds allocated to a particular institution are reallocated if not committed by the deadline set by LOSFA. Uncommitted funds are apportioned among those institutions that have committed all funds allocated to the institution before the deadline and that have students who are eligible for an award who did not receive it.

The financial aid office at each institution determines if a student qualifies for GO Grant at their institution, in accordance with the requirements in the Program Rules, the allocation to the institution, the institution's financial aid packaging policy, and the guidance established by the Board and published by LOSFA. Institutions are expected to make a good faith effort to distribute their GO Grant allocations in the manner that reaches students with the most financial need.

## **Feasibility of Starting GO Grant in the Summer**

The following should be considered in determining whether GO Grant should be made available to students for the summer session immediately following high school graduation:

- fiscal implications
- funding shortfall
- packaging policies

Please note any changes to the GO Grant framework will require changes to the GO Grant framework developed by the Board in accordance with statute and the administrative rules.

## **Fiscal implications**

Award amounts to eligible students are based on the institution's allocation of GO Grant funding and their Packaging Policy. Award amounts may vary by each academic year and by student, even if the student remains enrolled at the same school for the entirety of his period of eligibility.

## **Funding Shortfall**

GO Grant historically has been underfunded. As a result, students who are eligible for the award do not necessarily receive it. As demonstrated in the charts below, approximately \$268 million would be needed to fully fund all awards at the maximum allowable award of \$3,000. Approximately \$86 million would be needed to fully fund all eligible awards at the maximum allowable award as set by the individual colleges. Further, less than half of GO Grant eligible students actually receive the award.

## GO GRANT FUNDING SURVEY - FEBRUARY 2020 (19-20)

| SCHOOL NAME                  | 2019-2020 ALLOCATION | Number of ALL eligible Go Grant students (regardless of enrollment status) at your institution for academic year 2019-2020 | Dollar amount needed to fund ALL eligible students the maximum award of \$3,000 | Based on your school's 2019-2020 Go Grant Packaging Policy and annual award amounts, estimated dollar amount needed to fund ALL students (full-time and part-time) who are eligible for a Go Grant | Your school's 2019-2020 maximum Go Grant award amount for full-time students | Your school's 2019-2020 maximum Go Grant award amount for half-time students |
|------------------------------|----------------------|--|---|--|--|--|
| <b>LSU SYSTEM</b>            |                      |  |   |  |  |  |
| LSU-BR                       | 2,220,320.00         | 3,468  | 10,404,000.00   | 3,069,742.00   | 1,500.00   | 750.00   |
| LSU - A                      | 317,475.00           | 1,394  | 4,182,000.00  | 1,520,095.00   | 1,600.00   | 800.00   |
| LSU - E                      | 279,508.00           | 1,029  | 3,087,000.00  | 3,087,000.00   | 3,000.00   | 3,000.00   |
| LSU - S                      | 972,304.00           | 755  | 2,265,000.00  | 1,691,574.00   | 3,000.00   | 1,500.00   |
| LSUMC - NO                   | 202,523.00           | 248  | 630,000.00  | 582,000.00   | 3,000.00   | 1,500-3,000  |
| LSUMC - S                    | 10,375.00            | 8  | 24,000.00   | 24,000.00  | 3,000.00   | 1,500.00   |
| <b>SU SYSTEM</b>             |                      |  |   |  |  |  |
| Southern - BR                | 1,340,500.00         | 3,973  | 11,919.00   | 3,586,500.00   | 1,000.00   | 500.00   |
| Southern - NO                | 289,107.00           | 215  | 500,000.00  | 1,000,000.00   | 750.00   | 500.00   |
| Southern - S                 | 226,877.00           | 1,951  | 5,853,000.00  | 2,926,500.00   | 1,500.00   | 1,000.00   |
| <b>UL SYSTEM</b>             |                      |  |   |  |  |  |
| Grambling                    | 1,054,036.00         | 2,700  | 8,100,000.00  | 1,500,000.00   | 3,000.00   | 3,000.00   |
| LA Tech                      | 1,162,145.00         | 2,089  | 6,267,000.00  | 3,090,600.00   | 1,500.00   | 900.00   |
| McNeese                      | 1,550,837.00         | 1,365  | 4,095,000.00  | 2,730,000.00   | 2,000.00   | 1,000.00   |
| Nicholls                     | 1,128,064.00         | 1,134  | 3,402,000.00  | 1,150,000.00   | 1,000.00   | 500.00   |
| Northwestern                 | 1,647,728.00         | 3,724  | 11,181,000.00   | 4,053,600.00   | 1,200.00   | 600.00   |
| Southeastern                 | 3,081,858.00         | 4,702  | 14,106,000.00   | 9,404,000.00   | 2,000.00   | 1,000.00   |
| University of LA - Lafayette | 2,518,170.00         | 3,133  | 9,399,000.00  | 8,145,800.00   | 2,600.00   | 1,150.00   |
| University of LA - Monroe    | 1,737,486.00         | 1,240  | 3,291,325.00  | 3,291,325.00   | 2,000.00   | 1,000.00   |
| University of New Orleans    | 1,221,437.00         | 1,125  | 3,375,000.00  | 2,500,000.00   | 3,000.00   | 1,500.00   |
| <b>LCTC SYSTEM</b>           |                      |  |   |  |  |  |
| Baton Rouge CC               | 642,093.00           | 3,610  | 108,300,000.00  | 3,610,000.00   | 1,000.00   | 1,000.00   |
| Bossier Parish CC            | 269,021.00           | 3,000  | 300,000.00  | 300,000.00   | 1,000.00   | 0.00   |
| Central Louisiana Tech CC    | 80,015.00            | 27   | 81,000.00   | 60,000.00  | 1,500.00   | 750.00   |

|  |                      |               |                       |                      |          |          |
|--|----------------------|---------------|-----------------------|----------------------|----------|----------|
| Delgado<br>Comm. Coll.                             | 2,683,909.00         | 6,840         | 20,520,000.00         | 6,840,000.00         | 1,000.00 | 1,000.00 |
| L E Fletcher<br>Tech CC                            | 107,387.00           | 2,160         | 6,480,000.00          | 4,320,000.00         | 1,000.00 | 500.00   |
| Louisiana<br>Delta CC                              | 281,289.00           | 1,931         | 5,793,000.00          | 429,000.00           | 1,000.00 | 1,000.00 |
| Northshore<br>Technical CC                         | 38,700.00            | 1,201         | 3,450,000.00          | 1,150,000.00         | 500.00   | 300.00   |
| Northwest<br>Louisiana<br>Tech College             | 86,287.00            | 741           | 2,223,000.00          | 2,223,000.00         | 1,000.00 | 500.00   |
| Nunez CC   | 76,520.00            | 541           | 1,623,000.00          | 1,623,000.00         | 1,500.00 | 700.00   |
| River Parishes<br>CC                               | 83,341.00            | 1,772         | 5,316,000.00          | 1,772,000.00         | 1,000.00 | 1,000.00 |
| South LA CC  | 466,489.00           | 3,100         | 9,300,000.00          | 4,340,000.00         | 1,400.00 | 700.00   |
| Sowela Tech.<br>CC                                 | 250,758.00           | 1,800         | 5,400,000.00          | 520,000.00           | 2,000.00 | 1,000.00 |
| <b>LAICU</b>                                       |                      |               |                       |                      |          |          |
| Centenary  | 65,484.00            | 25            | 75,000.00             | 75,000.00            | 3,000.00 | 1,500.00 |
| Dillard  | 315,533.00           | 258           | 774,000.00            | 774,000.00           | 3,000.00 | 1,000.00 |
| LA College   | 233,846.00           | 417           | 1,251,000.00          | 1,251,000.00         | 3,000.00 | 3,000.00 |
| Loyola   | 284,480.00           | 615           | 1,845,000.00          | 579,000.00           | 3,000.00 | 1,000.00 |
| University of<br>Holy Cross                        | 65,423.00            | 825           | 2,475,000.00          | 1,650,000.00         | 2,000.00 | 1,000.00 |
| Franciscan<br>Missionaries<br>of Our Lady<br>Univ. | 364,742.00           | 275           | 825,000.00            | 425,000.00           | 1,500.00 | 750.00   |
| Tulane   | 355,377.00           | 187           | 477,000.00            | 308,000.00           | 2,000.00 | 2,000.00 |
| Xavier   | 717,664.00           | 336           | 1,008,000.00          | 642,451.00           | 2,000.00 | 1,000.00 |
| <b>TOTALS</b>                                      | <b>28,429,108.00</b> | <b>63,914</b> | <b>267,689,244.00</b> | <b>86,244,187.00</b> |          |          |

|               | Number of<br>Students Eligible | Number of Students<br>Awarded | % of GO Eligible<br>Students that<br>receive award |
|---------------|--------------------------------|-------------------------------|--|
| LSU SYSTEM    | 6,902                          | 3,177                         | 46%  |
| SU SYSTEM     | 6,139                          | 1,740                         | 28%  |
| UL SYSTEM     | 21,212                         | 10,732                        | 51%  |
| LCTC SYSTEM   | 26,723                         | 6,484                         | 24%  |
| LAICU         | 2,938                          | 1,447                         | 49%  |
| <b>TOTALS</b> | <b>63,914</b>                  | <b>23,580</b>                 | <b>37%</b>   |

## **Packaging Policies**

If colleges are eligible to participate in Title IV federal financial aid programs, they are required to have financial aid packaging policies aside from the GO Grant Packaging Policy discussed previously. It is within this financial aid policy that colleges provide whether Pell grant is a header or a trailer to the traditional academic year. As previously shown, most schools do not use summer as a header.

Since students must be receiving the Pell grant or a financial need grant to receive GO Grant, allowing GO Grant to be paid to students in the summer immediately following high school graduation would require a dedicated funding source.

If dedicated funding was not provided, a college would have to set aside funding from the prior year's allocation so that funding would be available for payment of GO Grant in summer. In order to do this, colleges would have to reduce the award amounts provided during the traditional academic year, reduce the number of students who receive GO Grant funding during the academic year, or reduce both. This could result in the GO Grant funds that have been set aside not being used and returned to the state at the end of the fiscal year since it is unknown how many qualifying students would attend school in summer immediately following high school graduation.

## Appendix A

| <b>TOPS TECH STANDARD ELIGIBILITY REQUIREMENTS</b>   |
|--|
| <b>To be eligible for TOPS Tech, a student must:</b>   |
| Have a minimum TOPS Core Curriculum GPA of 2.50 (GPA computed on TOPS Core Curriculum courses only)  |
| Complete 21 units that comprise the TOPS Tech JumpStart Core Curriculum  |
| Students may also qualify for the TOPS Tech Award by completing the 19 units that comprise the TOPS Core Curriculum for the Opportunity, Performance and Honors Awards           |
| Minimum ACT Score (or SAT Equivalent) of 17 or the Silver level score on ACT WorkKeys (Click here for the LOSFA ACT and SAT codes needed to be added to your test registrations) |
| Must enroll full-time as a first time freshman, by the first semester following the first anniversary of high school graduation  |
| Be a US citizen or permanent resident  |
| Meet TOPS Louisiana Residency requirements   |

**TOPS OPH ANNUAL AWARD AMOUNTS FOR 2020-21**

| Institutions  | Legislatively Set TOPS Annual Amount | 2020-21 TOPS Annual Amount(3) (5) | Fall Semester/ Quarter 2020-21 TOPS Maximum Payment | Winter Quarter 2020-21 Maximum TOPS Payment | Spring Semester/ Quarter 2020-21 Maximum TOPS Payment | TOPS Stipend Amounts  |
|---|--------------------------------------|-----------------------------------|---|---|---|---|
| <b>2 Year</b>   |                                      |                                   |   |   |   | <b>HONORS = \$800</b><br><b>PERFORMANCE = \$400</b><br><b>Annually</b><br><br><b>HONORS = \$400/semester or \$266.66/quarter/term</b><br><br><b>PERFORMANCE = \$200/semester or \$133.33/quarter/term</b> |
| Baton Rouge Community College(1)  | \$3,086.08                           | \$3,086.08                        | \$1,543.04  |   | \$1,543.04  |   |
| Bossier Parish Community College(1)   | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| Central Louisiana Technical Community Col.(1)   | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| Delgado Community College(1)  | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| L. E. Fletcher Technical Comm. Col.(1)  | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| Louisiana Delta Community College(1)  | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| LSU – Eunice  | \$2,710.64                           | \$2,710.64                        | \$1,355.32  |   | \$1,355.32  |   |
| Northshore Technical Community College(1)   | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| Northwest Louisiana Technical Comm. Col.(1)   | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| Nunez Community College(1)  | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| River Parishes Community College(1)   | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| South Louisiana Community College(1)  | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| SOWELA Technical Comm. College(1)   | \$3,214.15                           | \$3,214.15                        | \$1,607.07  |   | \$1,607.08  |   |
| SU-Shreveport   | \$2,618.00                           | \$2,618.00                        | \$1,309.00  |   | \$1,309.00  |   |
| <b>4 Year</b>   |                                      |                                   |   |   |   |   |
| Grambling State University  | \$5,139.75                           | \$5,139.75                        | \$2,569.87  |   | \$2,569.88  |   |
| LSU – Alexandria  | \$4,894.25                           | \$4,894.25                        | \$2,447.12  |   | \$2,447.13  |   |
| LSU – BR  | \$7,462.98                           | \$7,462.98                        | \$3,731.49  |   | \$3,731.49  |   |
| LSU HSC – NO  | Allied Health                        | \$7,673.22                        | \$7,673.22  | \$3,836.61                                  | \$3,836.61  |   |
|   | Nursing                              | \$5,611.50                        | \$5,611.50  | \$2,805.75                                  | \$2,805.75  |   |
|   | Dental Hygiene                       | \$5,517.00                        | \$5,517.00  | \$2,758.50                                  | \$2,758.50  |   |
|   | Dental Lab Tech                      | \$4,987.26                        | \$4,987.26  | \$2,493.63                                  | \$2,493.63  |   |
|   | Public Health                        | \$8,858.00                        | \$8,858.00  | \$4,429.00                                  | \$4,429.00  |   |
| LSU HSC – Shreveport  | \$7,182.56                           | \$7,182.56                        | \$3,591.28  |   | \$3,591.28  |   |
| LSU – Shreveport  | \$5,372.29                           | \$5,372.29                        | \$2,686.14  |   | \$2,686.15  |   |
| Louisiana Tech University (Quarters)  | \$5,553.00                           | \$5,553.00                        | \$1,851.00  | \$1,851.00                                  | \$1,851.00  |   |
| McNeese State University  | \$5,147.34                           | \$5,147.34                        | \$2,573.67  |   | \$2,573.67  |   |
| Nicholls State University   | \$4,922.28                           | \$4,922.28                        | \$2,461.14  |   | \$2,461.14  |   |
| Northwestern State University   | \$5,180.00                           | \$5,180.00                        | \$2,590.00  |   | \$2,590.00  |   |
| Southeastern La University  | \$5,652.21                           | \$5,652.21                        | \$2,826.11  |   | \$2,826.10  |   |
| SU-Baton Rouge  | \$4,973.10                           | \$4,973.10                        | \$2,486.55  |   | \$2,486.55  |   |
| SU-New Orleans  | \$4,236.21                           | \$4,236.21                        | \$2,118.10  |   | \$2,118.11  |   |
| UL – Lafayette  | \$5,406.96                           | \$5,406.96                        | \$2,703.48  |   | \$2,703.48  |   |
| UL – Monroe   | \$5,787.52                           | \$5,787.52                        | \$2,893.76  |   | \$2,893.76  |   |
| University of New Orleans   | \$6,090.37                           | \$6,090.37                        | \$3,045.19  |   | \$3,045.18  |   |
| <b>Out-of-State Institutions for Hearing Impaired Students (2)</b>  |                                      |                                   |   |   |   |   |
| Gallaudet University  | \$5,718.00                           | \$5,718.00                        | \$2,859.00  |   | \$2,859.00  |   |
| Rochester Institute of Tech.  | \$5,718.00                           | \$5,718.00                        | \$2,859.00  |   | \$2,859.00  |   |
| <b>LAICU Institutions: Centenary, Dillard, Louisiana College, Loyola, NO Baptist Seminary, University of Holy Cross, Franciscan Missionaries of Our Lady University (Formerly OLOL), St. Joseph's, Tulane, Xavier</b> |                                      |                                   |   |   |   |   |
| All Schools (Academic Programs - including Graduate and Professional Programs)  | \$5,718.00                           | \$5,718.00                        | \$2,859.00  |   | \$2,859.00  |   |
| <b>Proprietary and Cosmetology Schools</b>  |                                      |                                   |   |   |   |   |
| Proprietary and Cosmetology Schools   | \$2,380.00                           | \$2,380.00                        | \$793.33  | \$793.33                                    | \$793.34  |   |
| <b>TOPS Eligible Students in a Public Graduate or Professional Programs</b>   |                                      |                                   |   |   |   |   |
| All Graduate Programs(4) (Semester)   | \$8,858.00                           | \$8,858.00                        | \$4,429.00  |   | \$4,429.00  |   |
| All Graduate Programs(4) (Quarter)  | \$8,858.00                           | \$8,858.00                        | \$2,952.67  | \$2,952.67                                  | \$2,952.66  |   |

Notes: (1) Includes all campuses within the designated colleges.

(2) Schools/Programs that are specifically designed to accommodate deaf and hard-of-hearing students. Includes both Academic and Technical Programs.

(3) The total amount does not include summer payments allowed for students enrolled full time in technical programs or students in an academic program that elect to have their award paid for a qualified summer session. The amount of the award may not exceed the tuition amount charged to the student for summer attendance.

(4) The TOPS Award Payment for TOPS eligible students enrolled in a graduate/professional program is limited to the full tuition charged by a school for enrollment in the respective graduate program or the maximum TOPS Award amount listed here, whichever is less.

(5) Actual amounts payable subject to appropriation and funding.

Revised 7-6-20

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



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*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*Gary N. Solomon, Jr.*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Chandler C. Vidrine, Student*

**BOARD OF REGENTS**

*P. O. Box 3677*

*Baton Rouge, LA 70821-3677*

*Phone (225) 342-4253, FAX (225) 342-9318*

*[www.regents.la.gov](http://www.regents.la.gov)*

*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS  
PLANNING, RESEARCH and PERFORMANCE**

**February 24, 2021**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

**IX. Reports and Recommendations**

**E. Planning, Research and Performance**

**1. Consent Agenda**

- a. R.S. 17:1808 (Licensure)
  - i. Initial Applications
    - (a) Miami International University of Art & Design
    - (b) Western University of Health Sciences
  - ii. Renewal Application
    - (a) Northcentral University (NU)
  - iii. Extension Request
    - (a) World Quant University (WQU)
- b. State Authorization Reciprocity Agreement (SARA)
  - i. Initial Application
    - (a) Infinity College
  - ii. Renewal Applications
    - (a) Louisiana State University A&M
    - (b) Louisiana State University Health Sciences Center Shreveport
    - (c) McNeese State University
    - (d) Northwestern State University
    - (e) River Parishes Community College
    - (f) University of Holy Cross
- c. Proprietary Schools Advisory Commission
  - i. Initial Licenses
    - (a) United Dental Institutes, LLC – Baton Rouge
    - (b) United Dental Institutes, LLC – Lafayette
    - (c) United Dental Institutes, LLC – New Orleans
    - (d) Next Level Educational Services, LLC
  - ii. Renewal Applications

- (a) Academy of Acadiana (12/02/10)
- (b) Accelerated Dental Assisting Academy – Hammond (12/10/15)
- (c) Accelerated Dental Assisting Academy – Lake Charles (12/11/19)
- (d) Advanced Welding School, LLC (12/11/17)
- (e) Alexandria Dental Assistant School (12/08/11)
- (f) Infinity College, Inc. (12/02/10)
- (g) Kingdom Technical College (12/11/2019)
- (h) Learning Bridge Career Institute (12/02/10)
- (i) Melba Beauty (12/11/19)
- (j) NASCAR Technical Institute (12/05/02)
- (k) National Driving Academy, Inc. (12/05/96)
- (l) New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)
- (m) Southeastern Louisiana Technical College (12/11/19)
- (n) Southern Security School, Inc. (12/07/16)
- (o) Tulsa Welding School (12/07/06)
- (p) Unitech Training Academy – Alexandria (12/04/08)
- (q) Unitech Training Academy – New Orleans (12/07/11)

- 2. Notice of Proprietary Schools Administration Rulemaking
- 3. Northwest Louisiana Technical Community College Mission Statement

**AGENDA ITEM IX.E.1.a.i.(a)**  
**Miami International University of Art & Design**  
**Miami, Florida**

**BACKGROUND**

Miami International University of Art & Design (MIUAD) is a private, for-profit higher education institution with its main campus located in Miami, Florida. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the Council for Interior Design Accreditation.

**ACADEMIC PROGRAM**

MIUAD offers 11 academic programs in visual design, interior design, marketing, animation and effects, film and production, and fashion at the master's, bachelor's, associate, and other degree levels. Currently, the university has no students in its Louisiana Unduplicated Headcount Enrollment.

| <b>Degree Level</b> | <b>Louisiana Unduplicated Headcount Enrollment</b> |
|---------------------|--|
| Doctorate           | 0  |
| Master's            | 0  |
| Bachelor's          | 0  |
| Associate           | 0  |
| Other               | 0  |
| Total               | 0  |

**FACULTY**

MIUAD has 91 full-time and part-time faculty at various degree levels.

**FACILITIES**

MIUAD is planning to offer 100% online instruction to Louisiana residents.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for an *initial* license from Miami International University of Art & Design (MIUAD).**

**AGENDA ITEM IX.E.1.a.i.(b)**  
**Western University of Health Sciences**  
**Pomona, California**

**BACKGROUND**

Western University of Health Sciences (WUHS) is a private higher education institution with its main campus in Pomona, California and an additional medical school in Lebanon, Oregon. The university is accredited by the Western Association of Schools and Colleges (WASC) and the Accreditation Council on Optometric Education.

**ACADEMIC PROGRAM**

WUHS offers one academic program in optometry that leads to doctorate degrees. The university currently has four students in its Louisiana Unduplicated Headcount Enrollment.

| <b>Degree Level</b> | <b>Louisiana Unduplicated Headcount Enrollment</b> |
|---------------------|--|
| Doctorate           | 4  |
| Master's            | 0  |
| Bachelor's          | 0  |
| Associate           | 0  |
| Other               | 0  |
| Total               | 4  |

**FACULTY**

WUHS has five full-time faculty at the doctorate degree level.

**FACILITIES**

WUHS offers clinical education instruction to Louisiana residents.

**STAFF RECOMMENDATION**

**Given the scope of the program and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for an *initial* license from Western University of Health Sciences (WUHS).**

**AGENDA ITEM IX.E.1.a.ii.(a)**  
**Northcentral University**  
**La Jolla, California**

**BACKGROUND**

Northcentral University (NU) is a higher education institution with its main campus in La Jolla, California. The university is accredited by the Western Association of Schools and Colleges (WASC).

**ACADEMIC PROGRAM**

NU offers academic programs in business, education, health sciences, marriage and family therapy, psychology, social work, and technology that lead to doctorate, master's, bachelor's, and other degrees. The university currently has 313 students in its Louisiana Unduplicated Headcount Enrollment.

| <b>Degree Level</b> | <b>Louisiana Unduplicated Headcount Enrollment</b> |
|---------------------|--|
| Doctorate           | 164  |
| Master's            | 138  |
| Bachelor's          | 1  |
| Associate           | 0  |
| Other               | 10   |
| Total               | 313  |

**FACULTY**

NU has 154 full-time faculty at various degree levels.

**FACILITIES**

NU offers 100% online instruction to Louisiana residents.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Northcentral University (NU).**

## **Agenda Item IX.E.1.a.iii.**

### **World Quant University New Orleans, Louisiana**

#### **BACKGROUND**

Revised Statute 17:1808 requires the Board of Regents (BoR) to register and license academic degree-granting, postsecondary institutions in Louisiana. Regents' rules and regulations reflect the revised statutes with particular emphasis placed on the attainment of appropriate accreditation. During the initial licensure process, World Quant University (WQU) identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. The university offers a Master of Science in Financial Engineering, made available completely online.

#### **Chronology of Activities Related to Board of Regents' Consideration of the Application for Licensure for World Quant University (WQU):**

August 2015: BoR approves a three-year conditional license effective until September 1, 2018 for WQU.

September 2016 & September 2017: WQU submits annual reports outlining activities related to gaining accreditation with DEAC.

September 2018: WQU requests an extension of their conditional license until January 2019 explaining that the four-month delay in submission of their DEAC application was attributable to a change in university leadership which prompted a change in institutional mission. At that time, BoR extends the conditional operating license for WQU until February 1, 2019.

January 15, 2019: WQU submits its Application for Accreditation and supporting documents to DEAC and staff confirms that the application is deemed "accepted" by DEAC.

February 27, 2019: BoR approves renewal of a two-year conditional license for WQU with the following stipulations: by February 2021, WQU shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider denial of further licensure.

February 2020: WQU reports a successful site visit by DEAC.

April 7, 2020: Chair's Report from the DEAC evaluation team detailing the findings of the site visit is received by WQU. The University provides a comprehensive response to DEAC to ten accreditation standards determined as partially met, and one standard that is not met.

January 2021: WQU appears on the agenda for the DEAC Accrediting Commission Meeting seeking initial accreditation.

February 9, 2021: BoR staff is notified by DEAC's Executive Director that actions taking place at the January 2021 Commission meeting will not be made public until the end of February, and BoR will not receive official notification until March 1, 2021.

### **STAFF RECOMMENDATION**

**Given the circumstances described above, Senior Staff recommends approval of a limited extension of World Quant University's current conditional license, until March 24, 2021, at which time the University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider denial of further licensure.**

## **AGENDA ITEM IX.E.1.b.i.(a)**

### **State Authorization Reciprocity Agreement (SARA) Initial Application**

#### **Infinity College Lafayette, Louisiana**

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 35 institutions. In January 2021, Infinity College submitted their application for Regents' consideration. Infinity is a licensed, accredited proprietary school located in Lafayette, Louisiana specializing in health-related programs such as practical nursing, medical assistant, and pharmacy technician. Regents' staff have reviewed their application and determined that Infinity College meets all requirements for initial membership in SARA.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the initial application for institutional participation in SARA for Infinity College and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.**

**Agenda Item IX.E.1.b.ii.**

**State Authorization Reciprocity Agreement (SARA)  
Renewal Applications**

**Louisiana State University A&M, Louisiana State University Health Sciences Center Shreveport,  
McNeese State University, Northwestern State University, River Parishes Community College, and  
the University of Holy Cross**

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, 35 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually to maintain their membership.

Six institutions have submitted SARA renewal applications this month: Louisiana State University A&M, Louisiana State University Health Sciences Center Shreveport, McNeese State University, Northwestern State University, River Parishes Community College, and the University of Holy Cross. Regents' staff reviewed the renewal applications and determined that they meet requirements for continuing their membership in SARA.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Renewal Applications for Institutional Participation in SARA for Louisiana State University A&M, Louisiana State University Health Sciences Center Shreveport, McNeese State University, Northwestern State University, River Parishes Community College, and the University of Holy Cross and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.**

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



**BOARD OF REGENTS**

*P. O. Box 3677*  
*Baton Rouge, LA 70821-3677*  
*Phone (225) 342-4253, FAX (225) 342-9318*  
[www.regents.la.gov](http://www.regents.la.gov)

*Marty J. Chabert*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
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*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*Gary N. Solomon, Jr.*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Chandler C. Vidrine, Student*

**Minutes**

**Board of Regents' Proprietary Schools Advisory Commission**  
**January 12, 2021**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met virtually on Tuesday, January 12, 2021 at 10:00am. Chair Fontenot called the meeting to order, roll was then called, and it was determined that we had a quorum.

**Commission Members Present**

Carmen Million  
Sherrie Despino  
James Dorris  
James Fontenot, Chair  
Jada Lewis  
Melanie Amrhein  
Chris Broadwater

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Mighan Johnson  
Jennifer Stevens  
Randall Brumfield

**Commission Members Absent**

Mary Lou Potter

**Guests Present**

(See Appendix A)

The first item of business was the election of officers for the Commission for 2021. 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. With there being no other nominations,

**On motion of Ms. Amrhein, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously elected Mr. Fontenot as Chair for 2021.**

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

**On motion of Ms. Despino, seconded by Mr. Fontenot, the Proprietary Schools Advisory Commission unanimously elected Ms. Amrhein as Vice-Chair for 2021.**

The next item of business was approval of the minutes from its meeting of November 10, 2020.

**On motion of Ms. Despino, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 10, 2020 Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was the initial license applications from United Dental Institutes, LLC – Baton Rouge, Lafayette, New Orleans. The schools were represented by the schools' owners, Dr. Thuy and Tuan Nguyen. Ms. Britton reviewed the materials for the Commission members, informing them that the institutions were proposing to offer two (2) programs: (1) Dental Assisting – 80 clock hours/4 weeks and (2) Orthodontics for Dental Assisting – 32 clock hours/2 weeks. Both programs met all legal and administrative requirements to be approved for an initial license for all three locations.

Following further discussion included background and the need for opening of schools, structure of training and preparation, purchase of equipment/partnerships, and outreach and marketing to potential students.

**On motion of Mr. Broadwater, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously voted the Board of Regents approve an initial operating license for United Dental Institutes in Baton Rouge, Lafayette, and New Orleans.**

The next agenda item considered by the Commission was an initial application from Next Level Educational Services, LLC. It is located in LaPlace, Louisiana, and was represented by the institution's owner, Krystal Placide-Taylor. Ms. Johnson reviewed the materials for the Commission members, informing them that this school offers one program, Phlebotomy Technician – 808 clock hours/7 weeks. Next Level Educational Services met all the legal and administrative requirements to be approved for an initial license.

Further discussion included the vision and decision of Ms. Taylor for opening the school, need for the program in the area and its hybrid-structure, after-program assistance with resume preparation, hospital/clinic locations within the area, class size and recruitment, and purchasing of assets.

**On motion of Ms. Amrhein, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve an initial operating license for Next Level Educational Services, LLC, located in LaPlace, Louisiana.**

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

Ms. Britton informed the Commission members that there were sixteen (16) schools who submitted renewal applications. Martin International, Inc. of Louisiana did not submit their application on time and staff is following up with next steps for reapplying licensure or collecting student records.

Mr. Broadwater asked about the location of the NASCAR Technical Institute since their physical address was located in North Carolina. Ms. Britton stated that they do not have a physical location in the state; however, Ms. Cheatham further explained that since they have a recruiter in the state, it is considered having a physical presence, and therefore must be licensed.

**On motion of Mr. Broadwater, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents renew the licenses of the following proprietary schools.**

**Academy of Acadiana (12/02/10)**  
**Accelerated Dental Assisting Academy- Hammond (12/10/15)**  
**Accelerated Dental Assisting Academy- Lake Charles (12/11/19)**  
**Advanced Welding School, LLC (12/11/17)**  
**Alexandria Dental Assistant School (12/08/11)**  
**Infinity College, Inc. (12/02/10)**  
**Kingdom Technical College (12/11/2019)**  
**Learning Bridge Career Institute (12/02/10)**  
**Melba Beauty (12/11/19)**  
**NASCAR Technical Institute (12/05/02)**  
**National Driving Academy, Inc. (12/05/96)**  
**New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)**  
**Southeastern Louisiana Technical College (12/11/19)**  
**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 (12/07/2011)**

The next agenda item 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. No questions were brought forward regarding program approvals.

Under Other Business, Ms. Britton introduced Amanda LaGroue, who will be joining Mr. Alex Reinboth as an Executive Counsel.

Ms. Britton also notified the Commission that they are approving a temporary modality change policy in relation to the Pandemic/COVID-19, through August 2021. Chair Fontenot asked if a program change needed to be submitted in order to start offering hybrid and online programs? Ms. Britton stated that under the policy, schools would need to notify the BoR and make sure that any of their accrediting bodies or other dual-approval bodies are also aware and approve.

In addition, Ms Britton also informed the Commission that the BoR is exploring upcoming rule changes and updates to Louisiana Code, Title 28 Part III to ensure the code reflects the law and to add language regarding the safe and secure transmission of student-level data. Dr. Randall Brumfield added that the Board of Regents legal team is working on the specifications and noted the opportunity for having all stakeholders and Commission members involved with providing feedback as possibilities are explored.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 9, 2021, at 10:00 a.m., with location to be determined at a closer time. With there being no further business, the meeting adjourned at 10:39 a.m.

APPENDIX A  
GUESTS

|                        |   |
|------------------------|---|
| Dr. Thuy Nguyen        | United Dental Institute – Baton Rouge, Lafayette, New Orleans |
| Dr. Tuan Nguyen        | United Dental Institute – Baton Rouge, Lafayette, New Orleans |
| Krystal Placide-Taylor | Next Level Educational Services, LLC                          |
| Alex Reinboth          | LA Department of Justice                                      |
| Amanda LaGroue         | LA Department of Justice                                      |

**Agenda Item IX.E.2.**  
**Board of Regents Policy Master Plan**  
**Notice of Proprietary Schools Administration Rulemaking**

**Executive Summary**

**Background**

Pursuant to the Board of Regents Master Plan adopted in 2019, the Board has established a goal to achieve postsecondary attainment among 60% of the working age population in Louisiana by 2030. This is necessary to not only address the state's growing economic and workforce demands, but it is critical toward achieving meaningful prosperity and improving the quality of life for Louisianans. To reach this goal, the Master Plan identifies key strategies and objectives essential toward doubling the number of degrees and high value credentials awarded by the next decade (85,000). Included in the effort to achieve 60% attainment are public and private institutions, as well as proprietary schools. As a result, the Board acknowledges the role of each in increasing educational attainment and helping Louisiana prosper.

**Purpose of Rules Changes**

New and existing proprietary schools are required to provide information to the Board of Regents and the Proprietary Schools Advisory Commission as part of licensure requirements. Changes sought to the administration of these requirements include the streamlining of reporting processes and amending of licensure renewal requirements. Reporting processes will be updated to include items such as providing for the digital submission of materials, expediting student complaint resolutions, and clarifying the types of records to be submitted to the Board of Regents. This will assist to provide greater clarity and efficiency for the operations of proprietary schools and agency administration.

With regard to licensure renewal processes, ongoing program-level collection will transition to one-time annual reporting of student-level data. Through verification of workforce outcomes at the student level, the Board of Regents and the Proprietary Schools Advisory Commission will be able to validate the postsecondary education and training contributions made by proprietary schools to Louisiana and the attainment goals adopted in the Master Plan.

**Timeline**

Changes in rules will be introduced to the Proprietary Schools Advisory Commission on March 9, 2021. These changes will be shared in detail with the Board at its next meeting on March 24<sup>th</sup>.

**This item is for information purposes only.**

**Agenda Item IX.E.3.**  
**Board of Regents Policy Master Plan**  
**Northwest Louisiana Technical Community College Mission Statement**

**Executive Summary**

**Background**

Article VIII of Louisiana’s Constitution authorizes the Board of Regents to develop a master plan for higher education in Louisiana. This Master Plan provides a broad vision for the State’s higher education system and acknowledges its interdependence with the economy and its many contributions towards better lives for Louisiana’s citizenry. Basic to planning for Louisiana’s postsecondary education system is the recognition of the need for differentiation of functions among the various colleges and universities serving the state. Each institution must contribute its own unique strengths to a system of institutions that collectively meets the postsecondary education and workforce needs of the people.

**History**

Northwest Louisiana Technical College (NLTC), formerly Northwest Louisiana Vocational-Technical School, was established in Minden in 1952. Throughout most of its history serving the Northwest region through its campuses in Minden, Camp Minden, Shreveport, and Mansfield, the primary mission of the college focused on the development of technical skills. In response to the growing need to accommodate multiple pathways to a career, enactment of HB 89/Act 287 of the 2019 Regular Legislation, R.S. 17:3217.1 authorized the college to deliver technical and applied credentials that are transferable to other postsecondary institutions. The act also changed the name of the institution to Northwest Louisiana Technical Community College (NLTCC), which more accurately reflects the breadth of training and instruction provided by the institution.

**Summary of Mission Statement Change**

Prior to these changes, the mission statement approved by the Board in the revised 2012 Master Plan indicates: *“Northwest Louisiana Technical College is a regional technical college responsible for providing the full range of technical college services in its region. As a technical college, Northwest Louisiana Technical College uses a traditional open admission process.”*

With the need for changes to be amended to the Board’s Master Plan, the Louisiana Community and Technical College System has indicated the institution name and mission be updated to reflect: *“Northwest Louisiana Technical Community College is committed to providing quality workforce training and transfer opportunities to students seeking a competitive edge in today’s global economy. As a community college, NLTCC uses a traditional open admission process.”*

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of updating the Master Plan to reflect the new institution name Northwest Louisiana Technical Community College and its mission: “Northwest Louisiana Technical Community College is committed to providing quality workforce training and transfer opportunities to students seeking a competitive edge in today’s global economy. As a community college, NLTCC uses a traditional open admission process.”**