

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 Meeting Wednesday, October 21, 2020

Event	Time	Location
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none">➤ Master Plan Update➤ Finance➤ Legislative➤ Facilities and Property➤ Academic and Student Affairs➤ Research and Sponsored Initiatives➤ Planning, Research & Performance	9:30 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/

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>

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

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



Claudia H. Adley
Randy L. Ewing
Robert W. Levy
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AGENDA

BOARD OF REGENTS*

Meeting as a Committee of the Whole
Wednesday, October 21, 2020
9:30 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 September 23, 2020
- VI. Special Presentation – Senator Gerald Boudreaux
- VII. Master Plan Update – Louisiana Math Forward
- VIII. Reports and Recommendations
 - A. Finance
 1. Approval of Preliminary Formula Funding and Budget Request for FY 2021-2022
 - B. Legislative
 1. Legislative Special Session Update
 2. Approval of Medicaid Estimating Conference Slate of Nominees
 - C. Facilities and Property
 1. Consent Agenda: Small Capital Projects Report
 - a. Delgado: Maritime & Industrial Training Facility
 - b. LSU A&M: Chemistry & Materials Building Room 122 Renovations
 - c. LSU A&M: Firing Range Facility (Budget Increase)
 - d. LSU A&M: SVM Condenser Water Line Replacement

- e. LSU A&M: SVM Large Animal Operating Room – Operating Light Replacement
 - f. LSU-S: Tennis Storage Facility Renovation
- 2. FY 2021-22 Capital Outlay Budget Recommendation
- 3. 3rd Party Project: McNeese Student Union
- 4. Other Business
- D. Academic and Student Affairs
 - 1. Consent Agenda
 - a. Routine Staff Approvals
 - 2. Academic Programs
 - a. Program Proposals
 - i. AS Environmental Science – Fletcher
 - ii. UC Data Analytics – Grambling
 - iii. GC Crime Mapping & Geospatial Intelligence Analytics – LSU A&M
 - iv. GC Emerging Information Technologies for Business – LSU A&M
 - v. GC Transportation Engineering – LSU A&M
 - vi. MS Population Health Management – SLU
 - 3. Centers and Institutes
 - a. Initial Authorization of the Early Childhood Education Institute – LSU A&M
 - 4. Governor’s Military & Veteran Friendly Campus Designation
- E. Research and Sponsored Initiatives
 - 1. Consent Agenda
 - a. Appointment of Endowed Chairholder without National Search: University of Louisiana at Monroe
- F. Planning, Research and Performance
 - 1. Consent Agenda
 - a. Proprietary Schools Advisory Commission
 - i. Initial Licenses
 - (a) iWeld, LLC (Houma, LA)
 - (b) The Microblading Institute, LLC (Maurice, LA)
 - ii. Change of Ownership
 - (a) United Training Academy (Metairie, LA)
 - iii. Renewal Applications
 - (a) AAA Crane and Rigging, LLC (8/28/19)
 - (b) Accelerated Dental Assisting Academy – Baton Rouge (08/26/15)
 - (c) Accelerated Dental Assisting Academy – Denham Springs (08/24/11)
 - (d) Accelerated Dental Assisting Academy – Lafayette (08/26/15)
 - (e) Accelerated Dental Assisting Academy – Monroe (08/26/15)
 - (f) Accelerated Dental Assisting Academy – Slidell (08/26/15)
 - (g) Advance Nursing Training, LLC (08/27/14)

- (h) Arch Dental Assistant Academy (Formerly: Louisiana Dental Assistant Academy, Baton Rouge) (08/28/19)
- (i) Ark-La-Tex Dental Assisting Academy (08/26/10)
- (j) Aspire Medical Training Academy (08/24/16)
- (k) Baton Rouge School of Computers (08/28/97)
- (l) Camelot College (08/28/86)
- (m) Coastal College – Alexandria (08/28/97)
- (n) Crescent City School of Gaming & Bartending (09/14/83)
- (o) Digital Media Institute at InterTech (08/27/14)
- (p) Fortis College (08/26/10)
- (q) Healthcare Training Institute (08/27/08)
- (r) Life Care, LLC (08/21/13)
- (s) Louisiana Driver Training & Vocational Career Center, Inc. (08/28/19)
- (t) Medical Training College (08/22/96)
- (u) N.O.D.C. School for Dental Assisting (08/24/11)
- (v) Opelousas Academy of Nondestructive Testing (08/23/17)
- (w) RelyOn Nutec USA, LLC (08/24/11)
- (x) Remington College – Baton Rouge Campus (08/23/17)
- (y) River Cities School of Dental Assisting, Inc. (08/24/06)
- (z) Rock Bridge Training Institute, LLC (08/26/15)
- (aa) Stick It Phlebotomy (08/26/15)
- (bb) Unitech Training Academy – Lake Charles (08/27/09)
- (cc) Universal Technical Institute of Northern Texas, LLC (08/24/16)
- (dd) Vista College (08/23/17)

2. 2020 TOPS Report (as Required by R.S. 17:5067)

3. LCTCS Action Plan in Response to NCHEMS Report of Changes to be Considered in Response to COVID-19

4. Other Business

- a. House-Senate Articulation Transfer Report per R.S. 17:3168

IX. Chairman's Comments

X. Reports and Recommendations by the Commissioner of Higher Education

XI. Other Business

A. Calendar of Meetings for 2021

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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LA-R.S. 42.17.1 CERTIFICATION

I certify that the October 21, 2020 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 171 JBE 2020 and 118 JBE 2020 (September 11, 2020). 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 October 21, 2020 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 October 14, 2020.

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, October 20, 2020) via email to: 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#.

Marty J. Chabert, Chair
Louisiana Board of Regents

DRAFT
MINUTES
BOARD OF REGENTS
September 23, 2020

The Board of Regents met as a Committee of the Whole at 10:35 a.m., Wednesday, September 23, 2020, 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
Claudia Adley
Randy Ewing
Robert Levy
Phillip May, Jr.
Charles McDonald
Darren Mire
Sonia Pérez
Wilbert Pryor
T. Jay Seale III
Gary Solomon, Jr.
Chandler Vidrine, Student

Mgt. Board Representatives present:

Paul Price, LCTC System
Mary Werner, LSU System
Leon Tarver, SU System

Absent from the meeting were:

Gerald Theunissen
Felix Weill

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.

APPROVAL OF THE MINUTES OF AUGUST 13, 2020

On motion of Regent Temple, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of August 13, 2020.

MASTER PLAN YEAR ONE REVIEW AND THE PATH FORWARD

Chair Chabert stated that the Master Plan Year One Review and the Path Forward agenda item would be moved to the end of the meeting because Commissioner Kim Hunter Reed would be joining the meeting at a later time due to a meeting with the White House Coronavirus Task Force.

REPORTS AND RECOMMENDATIONS

FINANCE

REVIEW AND ACCEPTANCE OF FY 2020-2021 OPERATING BUDGETS

Mr. Matthew LaBruyere, Associate Commissioner for Finance and Administration, presented the Fiscal Year 2020-2021 Operating Budgets.

On motion of Regent Seale, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to accept the Fiscal Year 2020-2021 Operating Budgets.

Chair Chabert thanked Mr. LaBruyere, Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, and their team for a job well done at the previous day's budget hearings. Regent Ewing said that he was impressed with the presentation of the budget hearings. He also noted that it might be beneficial to ask the systems to formulate a plan to generate more state revenue and self-generated funding for higher education, rather than dividing the limited funds that were available. Chair Chabert noted that until the Legislature gets involved, this would be a difficult task, but he said that he would speak to Dr. Reed and the system presidents about this issue.

FACILITIES AND PROPERTY

HURRICANE LAURA UPDATE

Mr. Chris Herring, Assistant Commissioner for Facilities and Planning, gave an update on the damages to campuses as a result of Hurricane Laura as well as the ongoing recovery plans. Mr. Herring

stated that the Office of Risk Management had already been to all affected campuses and was assessing damages. He said that most campuses would be covered by insurance, but the affected Lake Charles campuses would qualify for FEMA relief as well. He said that the campuses planned to move forward efficiently and avoid the types of delays experienced during recovery from Hurricanes Katrina and Rita. He stated that he and Dr. Reed had visited campuses in Lake Charles, Eunice and Alexandria to offer support. He said that McNeese State University plans to reopen the campus by January 2021 and SOWELA Technical Community College plans to reopen campus by October 2020.

Regent May added that power had been restored to all but 1,600 people in Calcasieu, Jefferson Davis, and Cameron Parishes. Chair Chabert thanked Mr. Herring for his work and stated that he was pleased by the fast and aggressive actions of everyone involved in the recovery efforts.

ACADEMIC AND STUDENT AFFAIRS

Ms. Janet Newhall, Assistant Commissioner for Academic Affairs, provided brief explanations of the Academic and Student Affairs agenda items. Regent Ewing asked Ms. Newhall how many students would benefit from the proposed new academic programs. Ms. Newhall responded that the OTD in Occupational Therapy at LSU Health Sciences Center in Shreveport would benefit 26 students and the PhD in Construction Management at LSU A&M would benefit on average three per year, but that number was expected to increase with full implementation of the PhD program. Regent Ewing further asked what the difference and demands were regarding the OTD in Occupational Therapy versus the existing Physical Therapy program, and whether there would be duplication of instruction. Ms. Newhall said that a report, to be reviewed for this information, would be submitted for the Occupational Therapy program in July 2022. Regent McDonald asked if the University of Louisiana at Monroe (ULM) had submitted a request for an OTD in Occupational Therapy. Ms. Newhall stated that recent communications with ULM indicated that it has decided not to pursue the OTD and to stay with the Master's program at this time. Regent Solomon asked Ms. Newhall about a note in the supporting materials regarding the adequacy of faculty for the OTD program at LSUHSC-Shreveport. Ms. Newhall said that there was an issue raised in the external review because the institution did not have enough doctoral-level faculty. The institution submitted a

response indicating that two current instructors had completed/were about to complete their doctorates, helping to address this concern. The institution will also conduct further faculty searches and will not move forward with full implementation of the program until all required faculty are hired.

CONSENT AGENDA

- a. Termination of the Institute for Advanced Materials – LSU A&M
- b. Reauthorization of Existing Research Units
 - i. Center for Advancement of Meat Production & Processing – McNeese
 - ii. National Center for Advanced Manufacturing – LSU A&M
 - iii. Precision Agriculture & Unmanned Aircraft Systems Research & Applications Center – ULM
 - iv. Pugh Institute for Justice – LSU A&M
- c. Progress Reports for Conditionally Approved Academic Programs
- d. Routine Staff Approvals

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

ACADEMIC PROGRAMS

- a. Program Proposals
 - i. OTD Occupational Therapy – LSUHSC-S
 - ii. PhD Construction Management – LSU A&M

CENTERS AND INSTITUTES

- a. Full Authorization of Conditionally Approved Research Units
 - i. Kathleen Babineaux Blanco Public Policy Center – UL Lafayette
 - ii. Urban Entrepreneurship & Policy Institute – UNO

On motion of Regent Pérez, seconded by Regent Adley, the Board, acting as a Committee of the Whole, voted unanimously to:

- a. **Conditionally approve the proposed OTD in Occupational Therapy at LSU Health Sciences Center in Shreveport and PhD in Construction Management at LSU A&M, with progress reports due July 1, 2022; and**
- b. **Approve full authorization of the Kathleen Babineaux Blanco Public Policy Center at UL Lafayette and the Urban Entrepreneurship & Policy Institute at UNO, with requests for continued authorization due October 1, 2025.**

PLANNING, RESEARCH AND PERFORMANCE

Ms. LeAnn Detillier, Assistant Commissioner for Program Administration, presented the Consent Agenda items for Planning, Research and Performance. Ms. Detillier stated that once the new initial applications for State Authorized Reciprocity Agreements (SARA) were approved, there will be 100% participation of all four-year public institutions throughout the state.

CONSENT AGENDA

- a. R.S. 17:1808 (Licensure)
 - i. License Renewal
 - (a) Remington College – Garland, TX
- b. State Authorization Reciprocity Agreement (SARA) State Renewal (Louisiana)
- c. State Authorization Reciprocity Agreement (SARA)
 - i. Initial Applications
 - (a) LSU Health Sciences Center -New Orleans
 - (b) Nicholls State University
 - (c) Southern University at New Orleans
 - ii. Renewal Application
 - (a) Xavier University of Louisiana

On motion of Regent Adley, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to:

- a. Approve the items on the Consent Agenda; and**
- b. Grant authority to Planning, Research and Performance staff to approve all future routine NC-SARA renewal applications, with annual updates on approved renewals provided to the Board.**

DEFINING POSTSECONDARY QUALITY CREDENTIALS OF VALUE

Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success, presented this item, outlining the criteria and process used to establish variables to define a credential of value. Regent Seale asked if the terms “credential of value” and “on-ramp credential” were widely used. Dr. Brumfield explained that the term “postsecondary credential of value” is widely used across the country, while the term “on-ramp credential” was created by the teams that developed the policy. He further explained that on-ramp credentials are defined as preliminary to credentials of value, and by tracking these credentials, staff would have a better way to report to the Board the number of students in the pipeline toward a full credential of value. Regent Solomon stated that the Master Plan listed data from 2018 indicating that there were 40,000 credential recipients. He asked if these credentials of value

were included in that number and, if the number is adjusted, what the revised goal would be. Dr. Reed stated that all credentials of value were not included. She explained that the mechanism for collection and validation of data would have to be reassessed to determine whether the goal would change. Regent Solomon then asked if Dr. Reed was confident in the definition set by the Louisiana Workforce Commission (LWC) of three-, four- and five-star job ratings, given that the Master Plan stated that 85% of jobs that will be available in 2030 have not yet been imagined. Dr. Reed indicated that while it is a challenge to refine and improve the rating system, there is ongoing work between higher education and LWC to be sure that the information is current and accurate, and reflects projections as well as historical employment information. Regent Ewing asked if this policy is a performance of accounting, or if it really changes current credential programs, as well as why programs are offered that do not lead to a living wage. Dr. Reed stated that the policy will lift pathways that lead to better living wages by defining credentials of value. She and Dr. Brumfield also stated that students are free to enroll in the programs of their choosing, which could include professional development certificates. She said that we want students to make better-informed choices regarding the value of credentials. Regent Solomon stated that it would be helpful to the Board if staff would note credentials of value in future program proposals.

On motion of Regent David, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the Postsecondary Quality Credentials of Value Policy, which recognizes the role of academic and non-degree credentials in Louisiana's economy and workforce and will provide the Board with clarity and transparency for purposes related to attainment tracking and reporting.

STATEWIDE PROGRAMS

CONSENT AGENDA

Dr. Sujuan Boutté, LOSFA Executive Director, presented the Consent Agenda items. Dr. Boutté stated that Governor Edwards signed Proclamation 122, which gave relief waivers for students in the wake of Hurricane Laura. In addition, LOSFA staff is in communication with Legislative staff about the impacts of Hurricane Laura on TOPS recipients in order that they may consider legislation with respect to TOPS exceptions.

a. Approval of TOPS Exceptions

- b. Approval of Exception to provide documentation of initial TOPS eligibility no later than January 15 of the year following the student's final FAFSA deadline
- c. Approval of Emergency Rules to provide exceptions for TOPS, Rockefeller State Wildlife Scholarship, and GO Youth Challenge recipients who were affected by Hurricane Laura and to provide deferments for those students who are currently in repayment status for Rockefeller State Wildlife Scholarship Program Recipients and TOPS Teacher Recipients

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

MASTER PLAN YEAR ONE REVIEW AND THE PATH FORWARD

Dr. Reed said that she was proud of the Board of Regents for setting what has become the state's plan for talent development. She stated that it is incredible to look back and think that one year ago, in August, Regents, along with the Governor, System Presidents and other partners, launched our audacious attainment goal of 60% of our population having a credential of value by 2030 as a way to move people from poverty to prosperity in Louisiana. She said that our commitment to talent development is more relevant than ever. In year one, the Master Plan was validated in a report by Moody's Investment Services. This year the validation of the work is shown in \$35.7 million in external funding to support every major initiative that we have identified in our year two efforts.

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, and Dr. Brumfield presented the Year One Review and the Path Forward. Ms. Robison reviewed the attainment goal and accompanying credential production goal. She said that in order to increase attainment, the state must expand access to and success in completing postsecondary education, eliminate persistent and damaging equity gaps, and significantly increase the education level for adults. She stated that in order to double the number of college completions by 2030, we need to educate, innovate and collaborate at scale.

Dr. Brumfield reviewed year one data showing that the state has made a 3% increase in postsecondary attainment. He said that we still have considerable work to do in order to close equity gaps. Ms. Robison focused on some year one strategy wins, including adoption of statewide goals, Dual Enrollment Task Force policy recommendations and legislation, budget increases for TOPS, GO, and START, adoption of new education delivery models, and elevation of research through a \$20 million NSF

award and contributions to the state's COVID-19 response. Dr. Brumfield indicated that the trajectory is moving in the right direction for us to achieve our goals, as evidenced by increases in total enrollment, as well as enrollment of minority and Pell students. Regent Pérez inquired as to how the numbers reflect the population of the state. Dr. Reed stated that the population of the state and percentages of enrolled students versus completers would be shared to give a full picture. Ms. Robison stated that COVID-19 has highlighted that we have the right goal and we are on the right path. Regent Ewing said that there is a unique opportunity with the high unemployment rate to achieve growth in community colleges through short-term credentials which make people job-ready. He said the challenge lies in helping the community to understand that these opportunities are available. Dr. Reed said that these are very important points. Many community colleges are doing community outreach and targeting displaced workers. Ms. Robison noted that part of the \$35.7 million investment (\$10 million) was used for short-term credential offerings. She stated that Regents has secured legislative support, grant support and federal support for our efforts.

Dr. Brumfield highlighted some of the Year Two priorities, including setting system and institutional goals, developing regional attainment goals, advancing math reform, addressing the digital divide, and creating a statewide portal for dual enrollment to promote the value and availability of college courses in high school. Regent Ewing asked if we have reached out to guidance counselors in high schools and extension agents at Ag Centers to help inform more students. Dr. Reed said that LOSFA does extensive outreach and she would seek additional information for him. Regent Pérez said that the Education Workforce Taskforce has submitted recommendations to the Resilient Louisiana Commission (RLC) and the work of the RLC is not yet done. Regent Pryor commended Dr. Reed and the staff on a job well done in year one of the Master Plan.

Dr. Reed gave a brief recap of the morning's meeting with Dr. Deborah Birx of the White House Coronavirus Task Force. She said that there is campus support for and good compliance with pandemic guidelines, but that more testing is needed and that students must be good citizens in order to help stop

the spread of COVID-19. Dr. Reed also noted that the state will begin campus COVID reporting for all public and private institutions in the state.

CHAIRMAN'S COMMENTS

Chair Chabert noted the following:

- He thanked the staff for their work on the Master Plan.
- He recognized the phenomenal work of Regent May and Regent Pérez during Hurricane Laura. Chair Chabert said that having them on the Board shows the quality of leadership on the Board and in the State. Regent May said that he appreciated the kind comments and it was an honor and privilege to work for the customers of the state. He also said that everyone should reach out to their legislators because the state will need federal aid to recover from this devastation. Regent Pérez said that she was proud of her employees who prepared for the storm. In addition, she said that the inaugural launch of a blimp provided cell service to Cameron Parish and that the AT&T network was the only one that did not go down during the hurricane.
- He thanked Dr. Reed and Mr. Herring for walking damaged campuses after Hurricane Laura to help get campuses back on track. He noted that what the people of Louisiana do best is take care of each other in the face of tragedy.
- He commended the staff on their participation in the staff retreat and their generosity in the electronics recycling drive and foster youth project.
- He then asked student member, Chandler Vidrine to speak. Regent Vidrine provided updates on some of the SGA projects around the state including:
 - All four systems' strategic ways to publicize the importance of the Census;
 - COVID-19 campus updates;
 - CoSBP meeting summary;
 - Creation of a partnership with LDH on a campaign to assist in encouraging students to get tested for COVID-19; and
 - Southern University's creation of a Mental Health Task Force, the first campus to do so.

OTHER BUSINESS

Chair Chabert again asked if there were any public comments. There were none. Chair Chabert noted that there will not be an in-person Board retreat in October. Chair Chabert stated that the Special Legislative Session begins next week and that staff would keep the Board informed of key issues. He thanked everyone for their time during the budget hearings and today's meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:46 p.m.

Marty J. Chabert
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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

FINANCE

October 21, 2020

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

VIII. Reports and Recommendations

A. Finance

1. Approval of Preliminary Formula Funding and Budget Request for FY 2021-2022

EXECUTIVE SUMMARY
Wednesday, October 21, 2020

VIII.A.1. Preliminary FY 2021-2022 Formula Funding Request

Higher education is essential to recovery. In the years after hurricane Katrina, the state of Louisiana doubled down on its investment in higher education increasing state funding by 43% from FY06 to FY09. Since that time, higher education in Louisiana has had the second largest state disinvestment in the nation, but we know that investment in higher education yields increased value in the form of a skilled workforce at a time when we need it the most, as was the case after Hurricane Katrina.

The same holds true today with the need to reinvest in higher education after a national pandemic and a devastating hurricane that have plagued our state over the last seven months. Higher education attainment benefits individuals in numerous ways:

- Increased lifetime wages of \$1M as compared to high school graduates (Georgetown Center for Education and Workforce);
- Increased marketability as projections note that fifty-six percent of jobs in Louisiana will require education beyond a high school diploma (Georgetown Center for Education and Workforce); and
- Increased car and home ownership and lower debt averse outcomes for citizens in states with increased state funding for higher education (Federal Reserve Bank of New York).

These increased individual benefits of educational attainment also have a positive impact on the state. As Moody's Investors Service noted, "if the strategic plan meets objectives, Louisiana will benefit from greater economic competitiveness, a credit positive for the state." Therefore, the reinvestment package for higher education as a result of COVID-19 and Hurricane Laura consists of stability and affordability.

By making college more affordable through national best practices such as funding for need-based aid, dual enrollment and investing in open educational resources (including e-textbooks) to reduce the cost of attendance, Louisiana can improve affordability and access to higher education in our state.

In accordance with RS 39:32.1(F), the Board of Regents will submit a budget request letter to the Commissioner of Administration that outlines priorities for the ensuing fiscal year.

STAFF RECOMMENDATION

Senior Staff recommends approval of the State General Fund operating budget requests for all Higher Education systems, boards and agencies for FY 2021-2022.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
LEGISLATIVE
October 21, 2020

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

VIII. Reports and Recommendations

B. Legislative

1. Legislative Special Session Update
2. Approval of Medicaid Estimating Conference Slate of Nominees

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

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



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Wilbert D. Pryor
T. Jay Seale III
Gary N. Solomon, Jr.
Gerald J. Theunissen
Felix R. Weill
Chandler C. Vidrine, Student

EXECUTIVE SUMMARY
LEGISLATIVE COMMITTEE
October 21, 2020

2. Approval of Medicaid Estimating Conference Slate of Nominees

Act No. 347 of the 2020 Regular Legislative Session creates the Medicaid Estimating Conference and directs the Board of Regents to submit nominations of faculty members from public or private universities in the state to be considered for service as a Conference principal. Regents may submit as many as five, but not fewer than three individuals to fill this critical role. Nominations of one or more faculty members specializing in health care economics were solicited from system presidents and the executive director of LAICU. The slate approved by Regents will be forwarded to Act No. 347 author Senator Sharon Hewitt with the final selection to be made by the Conference's other principal members.

The duties of the Conference are to develop the official forecast of the Medicaid program for the purposes of budget development and enactment each fiscal year as well as development of the five-year baseline budget projection relative to the state's Medicaid program. The Medicaid Estimating Conference will present its forecasts for consideration by the Joint Legislative Committee on the Budget.

It was asked that nominees possess the expertise, qualifications, character, and overall ability to effectively fill this role. Names, curricula vitae and letters of recommendation that attest to their qualifications were submitted. Following the interview process and in order to meet the charge of Act No. 347, the following individuals are presented as a slate of candidates for consideration:

XYZ

XYZ

XYZ

STAFF RECOMMENDATION

Senior Staff recommends approval of the slate of nominees for consideration as principal of the Medicaid Estimating Conference and directs staff to transmit the slate to the Legislature for consideration.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FACILITIES AND PROPERTY

October 21, 2020

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

VIII. Reports and Recommendations

C. Facilities and Property

1. Consent Agenda: Small Capital Projects Report
 - a. Delgado: Maritime & Industrial Training Facility
 - b. LSU A&M: Chemistry & Materials Building Room 122 Renovations
 - c. LSU A&M: Firing Range Facility (Budget Increase)
 - d. LSU A&M: SVM Condenser Water Line Replacement
 - e. LSU A&M: SVM Large Animal Operating Room – Operating Light Replacement
 - f. LSU-S: Tennis Storage Facility Renovation
2. FY 2021-22 Capital Outlay Budget Recommendation
3. 3rd Party Project: McNeese Student Union
4. Other Business

Executive Summary

Facilities and Property October 21, 2020

1. Small Capital Projects Report

In accordance with the Facilities Policy, small capital project proposals are reviewed by staff and approved where appropriate, and thereafter, reported at the next meeting of the Facilities and Property Committee. Pursuant to R.S. 39:128, BoR staff may approve small capital projects internally ranging from \$175,000 to \$1,000,000 and report to the Board during a subsequent meeting.

Staff approved the following small capital projects since the previous report:

a. Delgado Community College (DCC): Maritime & Industrial Training Facility – New Orleans, LA

The new DCC Maritime & Industrial Training Facility will provide students in the New Orleans area with the knowledge and skills necessary to enter the maritime industry. The program will give students credentials that they can use to advance in an industry that is predicted to grow in the future. The scope of work involves construction of a new two-story structure. The first floor will contain a teaching kitchen and dining area where students will learn how to plan and prepare meals onboard vessels. The second floor will contain a classroom where all lectures will take place. A mock ship bridge will also be located on the second floor that will look out over a mock barge where students will participate in practical exercises. The new facility will comprise approximately 3,000 square feet (SF) of space at a cost of \$263.93/SF for a total cost of \$791,793. The project will be funded with self-generated revenues.

b. Louisiana State University and A&M College (LSU): Chemistry and Materials Building Room 122 Renovations – Baton Rouge, LA

LSU's Office of Research and Economic Development is in need of space to accommodate a new electron microscope which will be located in the Chemistry and Materials Building's Room 122. Renovations will be required in the existing lab to accommodate the new microscope. The project will also include limited work in the adjacent space (Room 144C) to address connection between the two rooms and to prepare Room 144C for the future replacement of the existing science, technology, engineering, and mathematics (STEM) microscope housed there. The renovations will also include an operator's room for the new STEM microscope and a shared facility room for both new microscopes. The work includes close coordination with the microscope vendor as well as modifications to the existing mechanical/electrical/plumbing systems. The project renovates approximately 868 SF of space at a cost of \$319.01/SF for a total cost of \$276,901. The project will be funded with self-generated revenues.

c. Louisiana State University and A&M College: Firing Range Facility (Budget Increase) – Baton Rouge, LA

LSU's prior prefabricated facility flooded in 2016 and has since been demolished. The project scope includes construction of a new facility including new power, electrical fixtures, controls, wall and floor receptacles, and HVAC units. The new facility will be approximately 1,600 SF at a cost of \$234.38/SF for a total cost of \$375,000. The project will be funded with operational funds (\$284,000) and insurance proceeds (\$91,000). This project was first reported to the Board during the June 2020 meeting at a cost of \$292,000.

d. Louisiana State University and A&M College: School of Veterinary Medicine (SVM) Condenser Water Line Replacement – Baton Rouge, LA

The condenser line is currently leaking at LSU's SVM. The project involves replacing the condenser line to correct the leak. The work includes installation of a new 24" condenser water supply line, 20" condenser water return line, and concrete sleepers. The total project cost is \$225,000 and will be funded with operational funds.

e. Louisiana State University and A&M College: SVM Large Animal Operating Rooms – Replace Operating Lights – Baton Rouge, LA

The existing operating room lights in LSU's SVM are nearing the end of their useful life and replacement parts are no longer available. The project scope involves replacing the existing operating room lights in the two large animal operating rooms. The total project cost is \$210,000 and will be funded with operational funds.

f. Louisiana State University - Shreveport: Tennis Storage Facility Renovation– Shreveport, LA

Currently LSU-S does not have permanent public restrooms that serve the tennis courts or the field area that is used for various public activities. There is an existing storage building located on the north end of the tennis courts that is suitable for renovating to install public restrooms. The project scope involves renovating the storage facility to provide ADA accessible restrooms in half the facility while utilizing the other half for storage. The project renovates approximately 1,875 SF of space at a cost of \$117.57/SF for a total cost of \$220,451. The project will be funded with tuition and fee revenues.

STAFF RECOMMENDATION

Senior Staff recommends approval of the consent agenda for the small capital projects report as presented.

2. FY2021-22 Capital Outlay Budget Recommendation

As in previous years, the Board of Regents' FY 2021-22 Capital Outlay Budget Recommendation (C.O. Rec.) used the project list submitted for the FY 2020-21 cycle as a starting point. For FY 2021-22 there continues to be a focus on Major Repairs/Deferred Maintenance, the renovation of existing space, and infrastructure improvements. The renovation of existing space and adaptive reuse of facilities through functional modifications, infrastructure improvements, and mechanical/electrical/HVAC system upgrades remain viable projects in light of deteriorating facilities across all campuses. However, the state has funded design of new facilities over the last two years and this year's C.O. Rec. seeks to continue moving these projects forward as well.

As required by law, institutions submitted project requests through their respective management boards who in turn prioritized the projects among all member institutions and forwarded the system requests to staff. In addition, eCORTS documents were prepared and submitted by each system electronically for each project contained within their capital outlay request. eCORTS documents represent an electronic request for each project containing vital project information including, but not limited to, project budget, timeline, description, types of space, etc. Staff began with projects

recommended last year in order to maintain consistency from year to year, then modified the C.O. Rec. to update for any new or completed projects. In some instances, priorities changed which resulted in projects appearing lower in the BoR prioritization compared to the FY 2020-21 C.O. Rec., or projects were simply no longer requested by the management boards.

Staff reviewed 221 project requests for consideration during the FY 2021-22 funding cycle. After reviewing all projects, a final recommendation list was compiled for Board approval. The full BoR FY 2021-22 C.O. Rec. is attached separately with this Executive Summary. Upon Board approval, the BoR's FY 2021-22 C.O. Rec. will be loaded separately into the Division of Administration's electronic system and sent to the Office of Facility Planning and Control by the November 1st deadline.

STAFF RECOMMENDATION

Senior Staff recommends approval of the FY 2011-22 Capital Outlay Budget Recommendation as presented.

3. 3rd Party Project: McNeese State University Student Union

The University of Louisiana System (ULS), on behalf of McNeese State University (MSU), submitted a 3rd party project for the purpose of constructing a new student union on the MSU campus. The university, working through Cowboy Facilities, Inc. (CFI), plans to construct a modern and open concept union not to exceed 75,000 SF consisting of spaces for dining/catering, event/function spaces, student and meeting space, general management space, postal services, and student government space. The new union will be located at 4250 Vernon Drive in the heart of the MSU campus.

MSU, through CFI, proposes to use the proceeds of revenue bonds issued through the Louisiana Local Government Environmental Facilities and Community Development Authority along with the proceeds of a promissory note with the MSU Foundation to finance the project. The total principal amount of the bonds is not expected to exceed \$10M, and the total principal amount of the note is not expected to exceed \$8M. The land for the new union will be leased to CFI, by the ULS, for the purpose of completing the project. Once the new facility is built, CFI will lease the completed facility back to the ULS with an option to purchase. Annual debt service for the bonds/note will be secured and payable from lease payments paid by the ULS, on behalf of MSU, to CFI pursuant to a facilities lease entered into by the parties. These payments will be derived from revenues pledged by MSU which include a self-assessed student union fee approved by an election of the students as well as from revenues derived from operation of the completed facility. Neither the ULS or MSU will incur any debt as a result of the project.

STAFF RECOMMENDATION

Senior Staff recommends approval of the 3rd party project submitted by the University of Louisiana System, on behalf of McNeese State University, for the purpose of constructing a new student union.

4. Other Business

Board of Regents FY2021-22 Capital Outlay Budget Recommendation

PROJECTS RECOMMENDED BY THE BOARD OF REGENTS												
Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	Remaining Total	Project Total
Emergency Projects												
1	1	ULS/LCTCS	MSU/SOWELA	Hurricane Recovery (MSU \$15M/SOWELA \$5M)		\$20,000,000						
2	2	LSU	LSU BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$14,830,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$40,000,000	\$54,830,000
3	3	ULS	ULS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,610,700	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000	\$32,610,700
4	4	SU	SUS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,400,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000	\$32,400,000
5	5	LCTCS	LCTCS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,400,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000	\$32,400,000
6	6	ULS	GSU	Elevator Deficiencies		\$105,000	\$945,000				\$1,050,000	\$1,050,000
7	7	ULS	UNO	Geology and Psychology Roof Replacement		\$800,000					\$800,000	\$800,000
8	8	LSU	LSUHSCNO	Medical Education Bldg Laboratory Renovation & Exhaust Upgrade (Self-Gen/GOB)		\$10,000,000	\$12,500,000	\$12,500,000			\$35,000,000	\$45,000,000
9	9	ULS	ULM	Strauss Hall HVAC Renovation		\$100,000	\$1,100,000				\$1,200,000	\$1,200,000
10	10	LSU	LSUS	Electrical Switch Gear & Infrastructure Replacement		\$900,000	\$900,000	\$900,000			\$2,700,000	\$2,700,000
11	11	SU	SUBR	New Campus Elevator Upgrades (ADA) [Stewart Hall, JB Moore Hall, Dunn Hall & School of Nursing]		\$250,000	\$1,000,000				\$1,250,000	\$1,250,000
12	12	ULS	NISU	ADA Upgrades, Multi-Building		\$4,544,507	\$4,544,508				\$9,089,015	\$9,089,015
13	13	LSU	LSUS	Business Continuity/Disaster Recovery Equipment		\$1,346,160					\$1,346,160	\$1,346,160
14	14	BOR	LUMCON	Roof Replacement (Cocodrie)		\$1,850,004					\$1,850,004	\$45,000,000
15	15	ULS	ULL	Campus-Wide Major Repairs		\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$5,000,000	\$5,000,000
16	16	ULS	NSU	Demolition of Cadd/Pruddhomme Halls		\$1,000,000					\$1,000,000	\$1,000,000
17	17	ULS	NISU	Fire Alarm Integration, Multi-Building		\$1,970,006					\$1,970,006	\$1,970,006
18	18	SU	SUSLA	Lewis Collier Hall Science Building Renovations (Roof Replacement/ADA Upgrades, etc.)		\$500,000	\$1,800,000	\$1,900,000			\$4,200,000	\$4,200,000
19	19	SU	SUSLA	NCR Classroom Building New Elevator (ADA)		\$625,000					\$625,000	\$625,000
20	20	ULS	UNO	Bicentennial Education Center Roof Replacement		\$700,000					\$700,000	\$700,000
21	21	ULS	GSU	Re-Roofing of Campus Bldgs (Carver, Men's Gym, CP Adams, & Others)		\$850,000	\$5,525,000	\$2,125,000			\$8,500,000	\$8,500,000
22	22	LSU	LSU BoS	Life Safety & ADA Compliance (All Campuses)		\$2,000,000	\$4,500,000	\$4,500,000	\$4,500,000	\$4,500,000	\$20,000,000	\$13,270,000
23	23	LSU	LSUHSCS	Medical School 10th Floor B-Building HVAC Replacement		\$5,100,000					\$5,100,000	\$5,100,000
24	24	ULS	ULM	ADA Accessibility - Campus Wide		\$700,000	\$7,000,000	\$700,000			\$8,400,000	\$8,400,000
25	25	SU	SULC	Mechanical HVAC & Digital Automation Controls		\$550,000					\$550,000	\$550,000
26	26	SU	SUBR	WW Stewart Hall Mechanical/HVAC/Automated Controls Renovations		\$450,000	\$1,970,000				\$2,420,000	\$2,420,000
27	27	SU	SUNO	University Center & H&PE Building Elevators		\$200,000	\$1,550,000				\$1,750,000	\$1,750,000
28	28	ULS	NSU	Replacement of Health & Human Performance Roof		\$749,710					\$749,710	\$749,710
29	29	ULS	GSU	West Campus Re-roof Various Buildings (Multiple Asbestos Slate Roofs)		\$350,000	\$2,275,000	\$875,000			\$3,500,000	\$3,500,000
30	30	SU	SUNO	Upgrade/Repair Streets, Sidewalks & Drainage		\$250,000	\$1,250,000				\$1,500,000	\$1,500,000
31	31	SU	SUSLA	Metro Campus Window System Replacement		\$200,000	\$1,500,000				\$1,700,000	\$1,700,000
32	32	ULS	TECH	Campus Utility Infrastructure		\$5,500,000	\$4,500,000				\$10,000,000	\$10,000,000
33	33	ULS	ULM	Library Cooling Tower Upgrade		\$1,500,000					\$1,500,000	\$1,861,800
34	34	ULS	UNO	Central Utilities Plant Chiller Replacement		\$2,000,000					\$2,000,000	\$1,861,800
35	35	SU	SUBR	Campus Electrical Overhead Power Line Upgrade to New Underground System		\$550,000	\$2,500,000	\$1,400,000			\$4,450,000	\$4,450,000
36	36	SU	SUBR	Campus-Wide Road/Sidewalk/Drainage Repair		\$2,200,000	\$2,200,000				\$4,400,000	\$4,400,000
37	37	SU	SUBR	Roofing System Replacements (Smith-Brown Union, Augustus Blanks Hall)		\$500,000	\$1,500,000				\$2,000,000	\$2,000,000
38	38	SU	SUBR	Campus Fire Alarm Replacements/Upgrades (21 Buildings)		\$1,020,000					\$1,020,000	\$1,020,000
39	39	LCTCS	LCTCS	Waterproofing and Reroofing of Campus Buildings		\$7,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$15,000,000	\$15,000,000
TOTAL EMERGENCY PROJECTS					\$37,240,700	\$100,360,387	\$85,059,508	\$50,900,000	\$30,500,000	\$30,500,000	\$277,319,895	\$361,204,191

Self-Generated Projects

THIS CATEGORY IS NOT PRIORITIZED

		ULS	TECH	Parking and Pedestrian Development		\$2,000,000					\$2,000,000	\$2,000,000
		ULS	NISU	Renovation and Addition to Athletic Facility		\$2,000,000					\$2,000,000	\$2,000,000
		ULS	NISU	Coastal Center Facility		\$5,000,000					\$5,000,000	\$5,000,000
		ULS	GSU	Intramural Center Expansion/Renovation		\$7,500,000					\$7,500,000	\$7,500,000
		LSU	LSU HSCNO	Medical Education Building Laboratory Renovation Phase I (Self-Gen)		\$10,000,000					\$10,000,000	\$10,000,000
		LSU	LSU HSCNO	Campus Stormwater Infrastructure Upgrades (Self-Gen)		\$1,900,000					\$1,900,000	\$1,900,000
		LSU	LSU A&M	Student Health Center Renovation and Addition (Self-Gen/RB)	\$4,000,000	\$23,890,000					\$23,890,000	\$27,890,000
		LSU	LSU-S	Student Success Health & Wellness Center (RB)		\$16,000,000					\$0	\$15,935,700
Total Self-Generated Projects					\$4,000,000	\$68,290,000	\$0	\$0	\$0	\$0	\$52,290,000	\$72,225,700

Continuing Projects

1	40	ULS	TECH	Tornado Recovery	\$16,500,000	\$24,000,000					\$24,000,000	\$40,500,000
2	41	BOR	BOR	Land Acquisition for Post-Secondary Educational Institutions Statewide	\$7,500,000	\$3,000,000	\$3,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$21,000,000	\$28,500,000
3	42	BOR	BOR	System-wide Telecommunications Wiring and Equipment (LONI)	\$5,400,000	\$12,066,344					\$12,066,344	\$17,466,344
4	43	LSU	LSU A&M	Renovation of Old Engineering Shops for Art Department (\$2Min Self-Gen)	\$8,792,400	\$11,707,600					\$11,707,600	\$20,500,000
5	44	LSU	LSU HSCNO	Interim Hospital Repurposing	\$59,000,000	\$12,950,000					\$12,950,000	\$71,950,000
6	45	ULS	NSU	Kyser Hall Replacement	\$2,250,000	\$17,585,000	\$17,585,000				\$35,170,000	\$37,420,000
7	46	ULS	ULM	Health Sciences Campus Renovation Sugar Hall & Caldwell Hall	\$475,266	\$454,734	\$10,740,000	\$930,000			\$12,124,734	\$12,600,000
8	47	LSU	LSU A&M	Science - Strategic Capital Plan Repairs & Upgrades (Self-Gen/GOB)	\$33,000,000	\$18,000,000	\$25,000,000	\$25,000,000			\$68,000,000	\$101,000,000
9	48	ULS	LSU	Contraband Bayou Erosion Retaining Wall, Phase II	\$7,516,997	\$1,000,000					\$1,000,000	\$8,516,997
10	49	LSU	LSUHSCS	Center for Medical Education & Wellness (Self-Gen/GOB)	\$33,500,000	\$9,500,000	\$9,500,000	\$7,500,000			\$26,500,000	\$60,000,000
11	50	ULS	SELU	D Vickers Renovation	\$7,080,000	\$9,527,399	\$9,527,499	\$2,100,000			\$21,154,898	\$28,234,898
12	51	SU	SUBR	New Science Building	\$1,000,000	\$4,000,000	\$10,000,000	\$15,000,000	\$15,000,000	\$3,000,000	\$47,000,000	\$48,000,000
13	52	BOR	LUMCON	LUMCON Houma Marine Campus	\$6,000,000	\$10,400,000					\$10,400,000	\$16,400,000
14	53	LSU	LSUA	Infrastructure Improvements	\$4,120,000	\$2,000,000					\$2,000,000	\$6,120,000
15	54	LCTCS	Fletcher	Maritime/Petroleum Workforce Training Academy	\$3,000,000	\$9,000,000	\$28,000,000	\$7,000,000	\$3,000,000		\$47,000,000	\$50,000,000
16	55	LSU	LSU A&M	HP Long Fieldhouse Renovation	\$7,300,000	\$15,000,000	\$6,700,000				\$21,700,000	\$29,000,000
17	56	BOR	LUMCON	LUMCON Houma Marine Campus Phase II	\$4,850,000	\$5,335,000	\$5,335,000				\$10,670,000	\$15,520,000
18	57	ULS	ULL	Madison Hall Renovation	\$2,000,000	\$18,000,000					\$18,000,000	\$20,000,000
19	58	ULS	GSU	Campus Utility Infrastructure Assessment, Emergency Repairs/Replacement	\$2,000,000	\$3,000,000					\$3,000,000	\$5,000,000
20	59	ULS	NISU	Stopher Hall ADA Restroom Upgrades	\$150,000	\$1,740,269					\$1,740,269	\$1,890,269
21	60	LSU	LSU AG	Animal and Food Science Facilities Renovations & Modernizations	\$30,038,300	\$10,000,000	\$7,345,365	\$9,698,994	\$5,644,390		\$32,688,749	\$62,727,049
22	61	SU	SUBR	SU Laboratory School Addition & Upgrades - Phase 2	\$422,800	\$3,600,000	\$2,000,000	\$650,000			\$6,250,000	\$6,672,800
23	62	LSU	LSU AG	Livestock Education Facility	\$282,600	\$2,400,000	\$2,717,400				\$5,117,400	\$5,400,000
24	63	ULS	MSU	Shearman Fine Arts Building Renovation and Addition	\$1,025,000	\$6,688,900					\$6,688,900	\$7,713,900
25	64	LSU	LSU AG	Renewable Natural Resources Building Repairs	\$4,000,000	\$3,229,880					\$3,229,880	\$7,229,880
26	65	LSU	LSUHSCS	Medical School B-Building HVAC Replacement	\$500,000	\$4,600,000					\$4,600,000	\$5,100,000
27	66	ULS	NSU	Replacement of Fournet Hall Roof	\$250,000	\$150,000					\$150,000	\$400,000
28	67	LSU	LSU A&M	Historic Core - Strategic Capital Plan Repairs & Upgrades (Self-Gen/GOB)	\$2,000,000	\$2,000,000	\$10,000,000	\$10,000,000	\$10,000,000	\$1,000,000	\$33,000,000	\$35,000,000
29	68	SU	SU AG	Disaster Relief Mega Shelter	\$16,000,000	\$7,375,000					\$7,375,000	\$23,375,000
30	69	ULS	TECH	Comprehensive ADA Assessment Remediation	\$1,000,000	\$2,500,000	\$5,000,000				\$7,500,000	\$8,500,000
31	70	ULS	NISU	Didier Field Renovation	\$194,100	\$592,625	\$6,974,875				\$7,567,500	\$7,761,600
32	71	LSU	PENNINGTON	Site Security Access System Upgrade	\$180,000	\$420,000					\$420,000	\$600,000
33	72	SU	SUSLA	New Workforce Training & Technology Center	\$200,000	\$600,000	\$3,000,000	\$5,200,000			\$8,800,000	\$9,000,000
34	73	SU	SUAG	AO Williams Hall Renovations Phase I	\$1,820,400	\$200,000					\$200,000	\$2,020,400
35	74	LSU	PENNINGTON	Pennington Biomedical Clinical Research Bldg, Imaging Ctr, & High-Tech Research Instrumentation Equip	\$49,953,018	\$46,982					\$46,982	\$50,000,000
36	75	SU	SUBR	Ravine & Bluff - Soil Erosion/Sloughing Off Repairs/Stabilization	\$6,900	\$800,000	\$3,000,000	\$2,500,000	\$1,700,000		\$8,000,000	\$8,006,900
Total Continuing Projects					\$319,307,781	\$233,469,733	\$165,425,139	\$90,578,994	\$40,344,390	\$9,000,000	\$538,818,256	\$858,126,037

New Projects													
1	76	LSU	LSUHSCNO	Dental School Mechanical, Electrical Systems Upgrades			\$1,500,000	\$5,500,000	\$5,000,000			\$12,000,000	\$12,000,000
2	77	ULS	ULL	Engineering Office and Classroom Building			\$2,500,000	\$12,500,000	\$10,302,600			\$25,302,600	\$25,302,600
3	78	ULS	TECH	Madison Hall Renovation			\$3,000,000	\$16,000,000	\$16,000,000			\$35,000,000	\$35,000,000
4	79	LSU	LSU A&M	Strategic Capital Plan - Deferred Maintenance for Infrastructure and Streets			\$4,000,000	\$18,000,000	\$18,000,000			\$40,000,000	\$40,000,000
5	80	SU	SUSLA	Allen Building (School of Nursing) Renovation			\$1,500,000					\$1,500,000	\$1,500,000
6	81	SU	SULC	New Law Center Library Addition/Renovation			\$5,000,000	\$3,500,000	\$500,000			\$9,000,000	\$9,000,000
7	82	ULS	ULL	Health Education and Training Facility			\$2,500,000	\$12,500,000	\$36,380,000			\$51,380,000	\$51,380,000
8	83	LSU	LSU-S	Building Exterior Walls and Bridge Major Repairs			\$3,000,000					\$3,000,000	\$3,000,000
9	84	LSU	LSU-E	Manuel Hall Exterior Walls & Roof Major Repairs			\$1,500,000	\$1,260,000				\$2,760,000	\$2,760,000
10	85	LCTCS	Fletcher	Construction of New Facility for Precision Agriculture			\$1,500,000	\$8,000,000	\$1,500,000			\$11,000,000	\$11,000,000
11	86	ULS	MSU	Drew Hall and ETL Renovation			\$754,837	\$8,303,212				\$9,058,049	\$9,058,049
12	87	ULS	UNO	Library Roof Replacement			\$1,000,000					\$1,000,000	\$1,000,000
13	88	BOR	LUMCON	Pelican Replacement			\$3,000,000	\$11,000,000	\$11,000,000	\$11,000,000		\$36,000,000	\$36,000,000
14	89	LCTCS	BRCC	New Allied Health Facility			\$4,000,000	\$20,000,000	\$6,000,000			\$30,000,000	\$30,000,000
15	90	SU	SUBR	Road Replacement & Drainage Upgrade (Behind Hayden Hall)			\$900,000	\$800,000				\$1,700,000	\$1,700,000
16	91	LSU	LSUHSCNO	COVID BSL-3 Multi-Species Laboratory Construction			\$6,000,000	\$2,000,000				\$8,000,000	\$8,000,000
17	92	LSU	LSUHSCS	Gross Anatomy Expansion & Modernization			\$2,500,008					\$2,500,008	\$2,500,008
18	93	ULS	SLU	Baton Rouge Nursing Center Renovation			\$724,093	\$4,028,913	\$4,028,913	\$600,000		\$9,381,919	\$9,381,919
19	94	ULS	NISU	Coastal Center Facility			\$4,250,000	\$5,750,000				\$10,000,000	\$10,000,000
20	95	LCTCS	SOWELA	Resurface Campus Parking			\$872,000	\$2,000,000	\$2,000,000			\$4,872,000	\$4,872,000
21	96	LSU	LSU A&M	Library - Strategic Capital Plan Repairs & Upgrades			\$4,600,000	\$15,000,000	\$70,000,000	\$70,000,000	\$40,400,000	\$200,000,000	\$200,000,000
22	97	SU	SUBR	Campus Lighting System Upgrades			\$1,750,000	\$1,750,000				\$3,500,000	\$3,500,000
23	98	LSU	LSU A&M	Veterinary Medicine Facility Repairs			\$15,000,000	\$15,000,000				\$30,000,000	\$30,000,000
24	99	LSU	PENNINGTON	Site Safety and Building Equipment Replacements			\$1,776,000					\$1,776,000	\$1,776,000
25	100	ULS	MSU	Renovations to Classrooms and Labs Campus-Wide			\$600,000	\$6,600,000				\$7,200,000	\$7,200,000
26	101	ULS	GSU	Criminal Justice Building (Alma J Brown School)			\$700,000	\$2,800,000	\$500,000			\$4,000,000	\$4,000,000
27	102	SU	SUNO	ADA Compliant Restroom Upgrades (Multi-Bldg)			\$1,650,000					\$1,650,000	\$36,000,000
28	103	SU	SUSLA	Roads, Sidewalks and Drainage Repairs			\$1,500,000					\$1,500,000	\$1,500,000
29	104	LCTCS	NWLTC	NWLTC - Mansfield Campus Building Renovation for Health Occupations			\$1,500,000					\$1,500,000	\$1,500,000
30	105	ULS	NSU	Renovation to Warrington Nursing Building			\$293,133	\$6,203,046	\$6,203,046			\$12,699,225	\$12,699,225
31	106	ULS	ULM	Brown Auditorium Renovation			\$881,000	\$8,810,000	\$881,000			\$10,572,000	\$10,572,000
32	107	LSU	LSU-E	Energy Management System Replacement			\$1,250,000					\$1,250,000	\$1,250,000
33	108	SU	SUBR	JS Clark Admin Bldg Window System Replacement			\$1,700,000					\$1,700,000	\$1,700,000
34	109	SU	SUNO	Lighting Upgrades			\$500,000					\$500,000	\$500,000
35	110	ULS	SLU	Academic Athletic Training Facility			\$802,217	\$4,412,193	\$4,412,194	\$350,000		\$9,976,604	\$9,976,604
36	111	ULS	NISU	Ellender Library Modernization			\$4,542,944	\$10,431,792				\$14,974,736	\$14,974,736
37	112	ULS	UNO	Liberal Arts Building Renovation			\$854,310	\$12,413,410	\$300,000			\$13,567,720	\$13,567,720
38	113	LCTCS	CLTCC-Lamar Sal	Main Building Renovation/Repair			\$6,460,000					\$6,460,000	\$6,460,000
Total New Projects					\$0	\$96,360,542	\$214,562,566	\$193,007,753	\$81,950,000	\$40,400,000	\$626,280,861	\$578,207,668	

Reauthorizations

		LSU	LSU BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities								
		ULS	ULS BoS	Major Repairs and Deferred Maintenance of Building and Facilities								
		SUS	SUS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities								
		LCTCS	LCTCS BoS	Major Repairs and Deferred Maintenance of Building and Facilities								
		LSU	LSU-A	Drainage Outfall	\$897,865							
		LSU	LSU A&M	Memorial Tower Renovations	\$9,500,000							
		LSU	LSU A&M	Veterinary Medicine Accreditation Repairs (SG/GOB)	\$5,000,000							
		LSU	LSU A&M	Nicholson Gateway Infrastructure Improvements	\$3,042,000							
		LSU	LSUHSCNO	Human Development Center	\$25,542,900							
		LSU	LSU A&M	Stephenson Veterinary Hospital (SG/GOB)	\$13,000,000							
		LSU	LSU A&M	ROTC Flight Simulator	\$75,000							
		LSU	LSUHSCNO	Health Science Center Facility Renovation	\$31,184,000							
		LSU	LSUHSCS	Capital Improvement Projects	\$6,000,000							
		SU	SUAG	AO Williams Hall Renovations Phase II	\$5,660,400							
		SU	SUBR	Fisher Hall Renovation	\$6,500,000							
		ULS	GSU	Library Replacement	\$18,278,200							
		ULS	NISU	Renovation of Athletic Training & Meeting Facility	\$6,701,900							
Reauthorizations					\$131,382,265							

Projects Not Recommended by the Board of Regents for FY2021-2022

1	LSU	LSU-A	Bolton Library & Coughlin Hall HVAC Replacement		\$700,000					\$700,000	\$700,000
2	LSU	LSU-A	Remote Boiler Installation		\$813,600					\$813,600	\$813,600
3	LSU	LSU-A	Campus Wide Direct Digital Control System		\$996,000					\$996,000	\$996,000
4	LSU	LSU-E	Integrated Learning Center Renovation		\$1,000,000	\$6,750,000				\$7,750,000	\$7,750,000
5	LSU	LSU-E	STEAM Innovation Center Renovation		\$1,066,169	\$8,650,373	\$3,498,458			\$13,215,000	\$13,215,000
6	LSU	HCS D	Lallie Kemp Medical Center HVAC Replacement		\$276,000					\$276,000	\$276,000
7	LSU	HCS D	Lallie Kemp Medical Center Emergency Generator Replacement		\$852,000					\$852,000	\$852,000
8	LSU	HCS D	Administrative and Business Office Roof Replacement		\$1,800,000					\$1,800,000	\$1,800,000
9	LSU	LSU-S	HPE Renovation and Safety Compliance		\$1,152,900	\$1,000,000	\$4,000,000	\$4,000,000	\$1,376,100	\$11,529,000	\$11,529,000
10	LSU	LSU-S	Technology Center AHU & Boiler Replacement		\$900,000					\$900,000	\$900,000
11	ULS	GSU	Favrot Student Union Underground Piping		\$650,000					\$650,000	\$650,000
12	ULS	GSU	Improvements to Athletic Facilities (Robinson Stadium, Stadium Support, etc.)		\$930,000	\$6,045,000	\$2,325,000			\$9,300,000	\$9,300,000
13	ULS	GSU	Campus-Wide Major Repairs		\$300,000	\$200,000				\$500,000	\$500,000
14	ULS	NISU	Campus Safety/Technology Enhancements		\$3,316,314					\$3,316,314	\$3,316,314
15	ULS	NISU	Electrical Upgrade III		\$2,713,348					\$2,713,348	\$2,713,348
16	ULS	NISU	Roof Replacement, Multi-Building		\$2,383,064					\$2,383,064	\$2,383,064
17	ULS	NISU	Peltier Hall Renovation		\$5,089,895	\$41,417,681	\$7,551,858			\$54,059,434	\$54,059,434
18	ULS	NISU	Telephone Switch Upgrade		\$3,484,105					\$3,484,105	\$3,484,105
19	ULS	NISU	Information Technology Center Renovation		\$897,212	\$4,045,275				\$4,942,487	\$4,942,487
20	ULS	NISU	Campus Street Light Replacement		\$4,907,620					\$4,907,620	\$4,907,620
21	ULS	NISU	Air Handler Replacements (Multi-Building)		\$395,920	\$4,009,121				\$4,405,041	\$4,405,041
22	ULS	NISU	Fieldhouse	\$139,258	\$290,405	\$3,294,455				\$3,584,860	\$3,724,118
23	ULS	NISU	Leighton Drive Drainage Improvements		\$5,000,000					\$5,000,000	\$5,000,000
24	ULS	NISU	New Residence Hall Building		\$1,464,000	\$16,804,000				\$18,268,000	\$18,268,000
25	ULS	NISU	Polk Hall Window Replacement, 1st Floor		\$227,377					\$227,377	\$227,377
26	ULS	NISU	Polk Hall Window Replacement, 2nd Floor		\$151,585					\$151,585	\$151,585
27	ULS	NISU	Peltier Hall Air Handlers Replacement		\$2,748,282					\$2,748,282	\$2,748,282
28	ULS	NISU	Peltier Hall Air Handler Replacement # 10		\$200,359					\$200,359	\$200,359
29	ULS	NISU	Peltier Hall Auditorium Air Handler Replacement		\$400,715					\$400,715	\$400,715
30	ULS	NISU	Powell Hall Air Handler Replacement		\$278,248					\$278,248	\$278,248
31	ULS	NISU	Ellender Library Roof Replacement		\$1,148,476					\$1,148,476	\$1,148,476
32	ULS	NISU	Candies Hall Roof Replacement		\$140,061					\$140,061	\$140,061
33	ULS	NISU	ADA Sidewalk Replacement		\$85,868					\$85,868	\$85,868
34	ULS	NISU	Picciola Hall Roof Replacement		\$78,291					\$78,291	\$78,291
35	ULS	NISU	Gouaux Hall Roof Replacement		\$1,071,336					\$1,071,336	\$1,071,336
36	ULS	NISU	Peltier Hall AHU Replacement		\$3,375,430					\$3,375,430	\$3,375,430
37	ULS	NISU	Chiller/Cooling Tower Replacement, Campus Main Chilled Water System		\$372,266	\$4,094,927				\$4,467,193	\$4,467,193
38	ULS	NISU	Greek Life Center		\$1,400,000					\$1,400,000	\$1,400,000
39	ULS	NISU	Polk Hall Renovation		\$780,364	\$3,329,369	\$228,980			\$4,338,713	\$4,338,713
40	ULS	NISU	Guidry Stadium Structural Repairs		\$4,089,683					\$4,089,683	\$4,089,683
41	ULS	NISU	Operations and Maintenance Building		\$1,315,369	\$15,504,059				\$16,819,428	\$16,819,428
42	ULS	NSU	Public Safety/Streets/Parking Upgrades		\$1,442,400	\$7,933,200	\$7,933,200			\$17,308,800	\$17,308,800
43	ULS	NSU	Athletic Fieldhouse Improvements		\$600,000	\$5,400,000				\$6,000,000	\$6,000,000
44	ULS	NSU	Reroof Campus Buildings		\$547,965	\$4,931,685				\$5,479,650	\$5,479,650
45	ULS	NSU	Renovation of Roy Hall		\$976,332	\$4,393,494	\$4,393,494			\$9,763,320	\$9,763,320
46	ULS	NSU	ADA Compliance - All Campuses		\$1,134,540	\$12,531,510				\$13,666,050	\$13,666,050
47	ULS	NSU	Renovation of A.A. Fredericks Fine Arts Center		\$2,185,495	\$12,316,478	\$12,316,478			\$26,818,451	\$26,818,451
48	ULS	NSU	Replacement of Friedmand Student Union		\$1,758,321	\$9,970,241	\$9,970,241			\$21,698,803	\$21,698,803
49	ULS	NSU	Multi-Purpose Assembly Center	\$72,000	\$4,261,377	\$19,176,731	\$19,176,731			\$42,614,839	\$42,686,839
50	ULS	NSU	South Jefferson Extension	\$59,000	\$3,891,833					\$3,891,833	\$3,950,833
51	ULS	NSU	Replacement of Leesville Educational Center 3 Building Roof		\$407,740					\$407,740	\$407,740

52		ULS	SLU	University Center Repairs/Equipment Replacement		\$2,545,200					\$2,545,200	\$2,545,200
53		ULS	SLU	Anzalone Hall Renovation		\$372,617	\$2,099,395	\$2,099,395	\$200,000		\$4,771,407	\$4,771,407
54		ULS	ULM	Walker Hall Chiller Replacement		\$175,000					\$175,000	\$175,000
55		ULS	ULM	Hemphill Hall Cooling Tower Replacement		\$275,000					\$275,000	\$275,000
56		ULS	ULM	Digital Library Renovation and Library Carpet Replacement		\$287,000	\$4,678,805	\$134,195			\$5,100,000	\$5,100,000
57		ULS	ULM	Emergency Repair & Replacement for Underground Electrical Distribution System		\$308,333	\$3,083,334	\$308,333			\$3,700,000	\$3,700,000
58		ULS	ULM	Fant-Ewing Coliseum Renovation		\$2,800,000	\$30,600,000	\$2,800,000			\$36,200,000	\$36,200,000
59		ULS	ULL	Foster Hall Renovations		\$500,000	\$3,622,100				\$4,122,100	\$4,122,100
60		ULS	ULL	Declouet Hall Renovation		\$500,000	\$3,850,000				\$4,350,000	\$4,350,000
61		ULS	ULL	Montgomery Hall Renovation		\$2,000,000	\$15,536,000				\$17,536,000	\$17,536,000
62		ULS	UNO	Bicentennial Education Center Renovations		\$454,000	\$5,152,000	\$520,000			\$6,126,000	\$6,126,000
63		ULS	TECH	Carson Taylor Hall Renovation		\$3,500,000	\$18,000,000	\$1,000,000			\$22,500,000	\$22,500,000
64		ULS	TECH	Roofing/Waterproofing		\$3,250,000	\$3,500,000	\$2,000,000			\$8,750,000	\$8,750,000
65		ULS	TECH	Street & Drainage Repair		\$2,000,000	\$1,750,000				\$3,750,000	\$3,750,000
66		ULS	TECH	Wyly Tower Replacement		\$5,000,000	\$36,000,000	\$5,620,000			\$46,620,000	\$46,620,000
67		ULS	TECH	Pedestrian & Safety Lighting		\$500,000	\$500,000				\$1,000,000	\$1,000,000
68		LCTCS	LCTCS	Projects included in Act 391 of 2007								
69		LCTCS	LCTCS	Projects included in Act 360 of 2013								
70		LCTCS	LCTCS	Small Capital Projects for Various Projects at Tech & Community College campuses		\$5,000,000	\$5,000,000	\$2,500,000	\$2,500,000	\$2,500,000	\$17,500,000	\$17,500,000
71		LCTCS	NWLTC-Mansf	Parking Lot Repairs/Upgrades (Mansfield Campus)		\$500,000					\$500,000	\$500,000
72		LCTCS	LDCC-Bastrop	New Allied Health Programs Building (Bastrop Campus)		\$1,500,000	\$8,000,000	\$1,000,000			\$10,500,000	\$10,500,000
73		LCTCS	LDCC-Farmerville	New Allied Health Programs Building (Farmerville Campus)		\$1,500,000	\$8,000,000	\$1,000,000			\$10,500,000	\$10,500,000
74		LCTCS	SOWELA	Renovation of Mechanical Technology Building		\$500,000	\$3,500,000				\$4,000,000	\$4,000,000
75		SU	SUBR	Fisher Hall Parking Lot Repairs and Extension		\$150,000	\$1,000,000	\$320,000			\$1,470,000	\$1,470,000
76		SU	SUAG	New Bioprocessing Facility		\$550,000	\$2,500,000	\$2,000,000	\$350,000		\$5,400,000	\$5,400,000
77		SU	SUAG	New Multi-Institutional Research Teaching Facility		\$450,000	\$3,000,000	\$1,500,000			\$4,950,000	\$4,950,000
78		SU	SUAG	New Multi-Purpose Outdoor Learning Facility		\$750,000	\$3,500,000	\$3,000,000	\$300,000		\$7,550,000	\$7,550,000
79		SU	SUAG	New Hi-Tech Solar Greenhouse		\$150,000	\$800,000	\$250,000			\$1,200,000	\$1,200,000
80		SU	SUAG	New Parking Lot & Road Entry (Experimental Farm Lab)		\$250,000	\$1,000,000	\$750,000			\$2,000,000	\$2,000,000
81		SU	SUAG	Existing Meat Processing Facility Expansion & Addition		\$300,000	\$1,000,000	\$200,000			\$1,500,000	\$1,500,000
82		SU	SUAG	Road/Street & Canal Soil Erosion Improvements at SUAG Experimental Farm Station		\$300,000	\$3,000,000				\$3,300,000	\$3,300,000
83		SU	SUBR	New College of Business Building		\$3,500,000	\$20,000,000	\$12,000,000	\$5,000,000		\$40,500,000	\$40,500,000
84		SU	SUBR	New Student Union & Bookstore		\$5,000,000	\$16,000,000	\$10,000,000	\$7,000,000	\$4,000,000	\$42,000,000	\$42,000,000
85		SU	SUBR	James Lee Mechanical HVAC/Fume Hoods, etc Renovations		\$500,000	\$2,500,000	\$2,000,000			\$5,000,000	\$5,000,000
86		SU	SUSLA	Fine Arts Center Mechanical/HVAC Upgrades		\$200,000	\$2,000,000				\$2,200,000	\$2,200,000
87		SU	SUSLA	Metro Allied Health & Training Center Renovations		\$700,000	\$3,500,000	\$3,500,000	\$1,500,000		\$9,200,000	\$9,200,000
88		SU	SUSLA	New Main Campus Parking Lot		\$200,000	\$1,500,000	\$400,000			\$2,100,000	\$2,100,000
89		SU	SUSLA	New Student Orientation & Success Facility (Information Center)		\$700,000	\$1,000,000	\$1,000,000	\$2,000,000		\$4,700,000	\$4,700,000
90		SU	SUSLA	New Student Outdoor Intramural Sports/Rec Facility		\$1,000,000	\$5,200,000	\$2,800,000	\$900,000		\$9,900,000	\$9,900,000
91		SU	SUSLA	New Metro Parking Garage		\$700,000	\$7,000,000	\$1,000,000	\$583,333		\$9,283,333	\$9,283,333
92		SU	SUNO	Natural Gas Fired Emergency Generator for Information Technology Bldg & Cafeteria		\$60,000	\$450,000	\$90,000			\$600,000	\$600,000

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BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS

October 21, 2020

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

VIII. Reports and Recommendations

D. Academic and Student Affairs

1. Consent Agenda
 - a. Routine Staff Approvals
2. Academic Programs
 - a. Program Proposals
 - i. AS Environmental Science – Fletcher
 - ii. UC Data Analytics – Grambling
 - iii. GC Crime Mapping & Geospatial Intelligence Analytics – LSU A&M
 - iv. GC Emerging Information Technologies for Business – LSU A&M
 - v. GC Transportation Engineering – LSU A&M
 - vi. MS Population Health Management – SLU
3. Centers and Institutes
 - a. Initial Authorization of the Early Childhood Education Institute – LSU A&M
4. Governor’s Military & Veteran Friendly Campus Designation

AGENDA ITEM VIII.D.1.a.

Routine Academic Requests & Staff Approvals

Institution	Request
Grambling	<p>Request for several organizational adjustments and name changes to academic units resulting in greater administrative efficiency and clarity of each unit's purpose:</p> <ul style="list-style-type: none">• Separate the College of Educational and Graduate Studies into the College of Education and a separate department named Graduate Studies. The College of Education will have a Dean and Graduate Studies will have an Executive Director. The addition of the Executive Director position is budgeted at \$75,000 additional salary expense, which is expected to be covered by administrative efficiency savings and increased graduate student enrollment.• Change the name of the Political Science and Public Administration Department to the Public Administration Department to reflect the elimination of the Political Science degree.• Change the name of the Educational Leadership Department to the Department of Developmental and Higher Education Studies to better reflect program offerings in the department.• Change the name of the Computer Science Department to the Department of Computer Science and Digital Technologies to better reflect program offerings in the department.• Move the Sociology and Psychology Department from the College of Arts and Sciences to the College of Professional Studies. <u>Approved.</u>
BRCC	<p>Request to offer the existing Associate of Science in Computer Science (CIP 11.0701), the existing Associate of Science in Teaching, 1-5 (CIP 13.0101), the existing Associate of Science in Pre-Engineering (CIP 14.0101) and the existing Associate of Science Louisiana Transfer, Biological Sciences and Physical Sciences (CIP 24.0199) via 100% distance learning technologies. <u>Approved.</u></p>
Nicholls	<p>Request to offer the existing Master of Business Administration (CIP 52.0201) via 100% distance learning technologies. <u>Approved.</u></p>

AGENDA ITEM VIII.D.2.a.i.

Proposed Associate of Science in Environmental Science Fletcher Technical Community College

Background Information

Fletcher Technical Community College (FTCC) has requested Board of Regents' approval to offer an Associate of Science (AS) in Environmental Science. The program proposal was approved by the LCTCS Board of Supervisors at its August 2020 meeting.

Staff Summary

The proposed program is intended for students matriculating from high school interested in pursuing a bachelor's degree in Environmental Science and for students who want to obtain an entry level technician position. An AS in Environmental Science is an ideal starting point for students to learn fundamental principles, practices, and field techniques in preparation for careers in research, government, and academia where there is a growing demand for environmental scientists. The curriculum for the proposed program includes two concentrations: Biology and Chemistry.

Given the current unique environmental challenges faced by Louisiana and its people (e.g. coastal erosion, impacts from hurricanes, pollution, etc.), environmental scientists will be needed to address these issues. There is present demand for students with field experience in coastal restoration efforts. The goal of the proposed program is to provide students with a strong foundation in math and science as well as an introduction to environmental science that will transfer into knowledge and skills in coastal restoration, conservation and wildlife management fields of study and employment.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. Same or Similar In-state Programs: Currently no community college in the state offers an AS in Environmental Science.
- b. Workforce Demand and Job Opportunities:
 - The proposed program is designed to prepare students for employment in a variety of entry-level technician positions, many of which, according to the LA Workforce Commission, fall into the 4- and 5-star job category for the Houma-Thibodaux area. Examples include: Chemical Technician, Environmental Engineering Technician, Surveying Technician, and Environmental Science and Protection Technician.
 - According to the US Bureau of Labor Statistics, with an associate degree, the job market for environmental science and protection technicians is projected to grow 8% from 2019-2028, faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for jobs in this area.
- c. Student Enrollment: FTCC's enrollment projections are based on the need to fill positions in the local economy and indicated student interest. Students will be recruited from local high schools and the community to complete the program and build the needed workforce to fill positions that are currently available and to plan for future positions in the Bayou Region.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projections	15	30	40	50	60

2. **Resources:** Outside of revenue from tuition and fees FTCC is continually seeking grant funding to supplement the costs of the proposed program.

	Current	Needed	Additional Costs
Faculty	Hired one full-time faculty in AY19-20.	Additional adjunct may be needed after first year.	\$44.7K yr. 1 \$46K yr. 2 \$47.4K yr. 3 \$48.8K yr. 4
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	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: FTCC plans to offer courses in face-to-face, hybrid and online formats with day and evening courses.
- Affordability: Through a partnership with Lumen Learning, FTCC provides cost efficient OER options for most courses. Freshman level courses in the biology track and chemistry track use OER in the classroom. Currently, students can save approximately \$700-\$1400 over the course of the program by utilizing OER resources.
- Partnerships: FTCC's advisory board comprised of workforce and academic partners assists them in developing degree programs and other coastal restoration pathways. Some of their partners include but are not limited to: The Water Institute, CWPPRA, LUMCON, The Meraux Foundation, JESCO Inc., Royal Engineering, Nicholls State University, and the Louisiana Dept. of Environmental Quality. In addition, upon approval, FTCC plans to pursue partnerships with Nicholls, LSU, and UNO to develop seamless transfer articulation agreements.
- Work-based learning: Though no specific opportunities are identified at this time, the institution and department are continuing to build relationships with industry partners that will allow for the development of applicable internships and credit-bearing work-based learning options.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: The proposed program is designed to cater to all students including non-traditional adult students looking for a career change or to start a career.

Staff Analysis

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

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AS in Environmental Science (CIP 03.0104) at Fletcher Technical Community College, with a progress report due July 1, 2022.

AGENDA ITEM VIII.D.2.a.ii.

Proposed Undergraduate Certificate in Data Analytics Grambling State University

Background Information

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

Staff Summary

Grambling was awarded a 5-year, \$2.25 million National Science Foundation grant in part to develop undergraduate training in data analytics. The proposed certificate was designed as a focused, incremental, stackable credential, targeted both to current students as a supplement to a variety of majors and to working professionals seeking additional training that meets employer needs. Grambling faculty have incorporated data analytics into several courses in a variety of programs at the institution allowing the program to be tailored to student's educational and career goals. Some of these electives for the program include: Geospatial Analytics, Marketing Analytics, Data Mining in Bioinformatics, Social Media Analytics, and other available courses cover topics such as literary text mining and cheminformatics. According to a McKinsey Global Institute report, due to more than half the world's population having access to the internet, the volume of data now available just in the US is nearly 700 times what was available globally in 1986. Grambling's proposed program aims to meet the growing demand across industries for employees with data analytics skills. Completion of the certificate will signal to employers that graduates have these skills.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-State Programs:** Regents have recently approved two related new undergraduate certificates: the UC in Business Analytics at Northwestern (approved February 2020), and the UC Data Analytics at UNO (approved June 2019). The program at Northwestern is focused entirely on analytics from a business perspective and is comprised of business courses. The program at UNO is housed in the math department and the curriculum is primarily focused on the concepts of data analytics and statistical principles. The proposed program will provide the foundation of data analytics, but the outcomes for students are focused largely on how these skills apply to their chosen field. All three programs are available online, but are distinct enough in focus to serve the needs of students at each institution, and to appeal to different populations of external students.
- b. **Workforce Demand and Job Opportunities:**
 - US Department of Labor Bureau of Labor Statistics: A review of BLS information on data analyst jobs reveals that positions exist in a wide range of industries. While salary ranges and job growth may vary by sector, job growth is expected to be much faster than average. A few examples include:
 - Operations Research Analyst: Median salary \$84,810/yr., 25% job growth through 2029
 - Information Security Analyst: Median salary \$99,730/yr., 31% job growth through 2029
 - Market Research Analyst: Median salary \$63,790/yr., 18% job growth through 2029
 - Louisiana Workforce Commission: A 2019 LWC report indicates that the fastest growing job areas will be professional, scientific, and technical services industries with a 16.4% projected growth through 2026. The proposed program will meet demand for skills in all these sectors.
 - Business Higher Education Forum: report indicates that nearly 70% of employers currently prefer job candidates with data analytics skills.

- c. **Student Enrollment and Completion:** Enrollment projections are based on the enrollments in related courses such as Introduction to Big Data Science and a student survey that showed 69 out of 92 respondents representing a variety of majors were interested in completing a data analytics certificate. The primary source of initial enrollment is expected to be current and former Grambling students.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	10	15	20	25	30
Prog. Graduates	-	10	15	20	25

2. **Resources:** Initial costs to launch the program, including course development and software purchases, will be funded by the NSF grant. Existing faculty at Grambling will teach in the program and adjunct faculty will be hired to cover courses as needed.

	Current	Needed	Additional Costs
Faculty	Existing faculty from multiple departments at Grambling will teach courses in the curriculum.	Some adjunct faculty may be needed to teach general education courses to relieve current faculty to teach in the proposed program.	Yr1: \$9,750 Starting Yr2: \$19,500/yr
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Regular updates for technology will be required.	\$10,000/yr
Student Support	Existing resources at Grambling will be adequate to provide student advising and support.	No additional resources needed.	\$0
TOTAL			Yr1: \$19,750 Starting Yr2: \$29,500/yr.

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The program will be offered both 100% online and in-person, providing opportunities for both current students and working professionals.
 - **Increasing Attainment:** The proposed program was created to meet Grambling's strategic goals of increasing opportunities for access and student success. The program is anticipated to aid in student retention and graduation as a clear path and incremental goal to lead students toward completion of the bachelor's degree.
 - **Closing Equity Gaps:** As an HBCU, Grambling has a central commitment to closing equity gaps for black students. Young black college graduates have nearly double the unemployment rate compared to all college graduates, and of those who are employed, more than half are underemployed in positions that do not require a college degree. The proposed program is aimed at bridging those gaps by providing graduates with critical job skills that will aid in launching a successful career in various industries.

Staff Analysis

Grambling 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 Data Analytics (CIP 30.7101) at Grambling State University with a progress report due July 1, 2022.

AGENDA ITEM VIII.D.2.a.iii.

Proposed Graduate Certificate in Crime Mapping and Geospatial Intelligence Analytics 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 Crime Mapping and Geospatial Intelligence Analytics. The proposal was approved by the LSU Board of Supervisors at its June 2020 meeting and sent to the BoR for review and consideration.

Staff Summary

Geospatial Intelligence is information derived from an analysis of images and data associated with a location. Mapping crime, using Geographic Information Systems (GIS), allows crime analysts to identify crime patterns and trends, forecast future crime events, prepare statistical crime reports, and work directly with investigators to identify suspects. The purpose of the proposed 15-hour certificate is to train both traditional and non-traditional students, enhancing their career prospects in the criminal justice, intelligence/security analytics fields. The program will be taught by geospatial, sociology, and anthropology faculty. The department will also partner with several local and state criminal justice agencies (e.g., LSU FACES Lab, EBR District Attorney's Office, Louisiana State Police Crime Lab, Louisiana Commission on Law Enforcement) for student recruitment and input on the program.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-State Programs:** Although several peer institutions across the country offer graduate certificate programs in crime mapping & geospatial intelligence analytics (e.g., University of Cincinnati, University of Central Florida, Indiana University, Purdue University, University of Wisconsin-Milwaukee) the proposed GC will be the first of its kind in Louisiana.
- b. **Workforce Demand and Job Opportunities:** The proposed certificate program will enhance LSU's mission to produce highly trained interdisciplinary graduate students for the state and surrounding regions.
 - The Baton Rouge Police Department is in the process of developing a real-time crime center that would greatly benefit from having employees with the skills associated with this certificate program.
 - Police departments around the country at different levels of jurisdiction (e.g., local, city, county, state, federal) as well as urban planning agencies are hiring trained GIS crime analysts with interdisciplinary backgrounds in criminology, sociology, and anthropology.
- c. **Student Enrollment and Completion:** Projected enrollment for the proposed program is based on current enrollment in the GC in Geographic Information Systems and courses included in the proposed curriculum. Individuals who may be interested in the proposed graduate certificate program include current graduate students in other disciplines who are interested in adding spatial crime analysis and intelligence skills, and spatial analysis professionals interested in building expertise in criminal intelligence analytics.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	5	10	15	20	25

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

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

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

- Partnerships: LSU is partnering with local and state criminal justice agencies (e.g., LSU FACES Lab, Baton Rouge Police Department, East Baton Rouge District Attorney's Office, Louisiana State Police Crime Lab, Louisiana Commission on Law Enforcement) to promote learning and employment opportunities for students and graduates.

Staff Analysis

LSU has developed a program that leverages existing resources, including faculty expertise, builds on strong undergraduate programs, and addresses a growing field both regionally and nationally. The proposed program will provide a unique opportunity for students and working professionals to earn a specialized credential in a relatively new arena at the graduate level, providing growth opportunity for students.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Graduate Certificate in Crime Mapping and Geospatial Intelligence Analytics (CIP 43.0407) at Louisiana State University and A&M College, with a progress report due July 1, 2022.

AGENDA ITEM VIII.D.2.a.iv.

Graduate Certificate in Emerging Information Technologies for Business Louisiana State University and A & M College

Background Information

Louisiana State University and A&M College (LSU) is requesting approval to establish a Graduate Certificate (GC) in Emerging Information Technologies for Business. The proposal was approved by the LSU Board of Supervisors at its June 2020 meeting, then submitted to the Board of Regents for consideration.

Staff Summary

The proposed 12 hour Graduate Certificate in Emerging Information Technologies for Business will train both traditional and non-traditional students in emerging information technologies utilized in the business arena, focusing on management of artificial intelligence, cloud computing, and cyber security to facilitate organizational needs. This program differs from the recently approved GC in Cloud Computing and Machine Learning as it teaches the management of information technology in a business setting, not the technical aspects, as are taught in the Cloud Computing and Machine Learning GC. Artificial intelligence, cloud computing, and cyber security will place new demands on company Chief Information Officers. It is important that these future business leaders understand the implications these technologies will have on the business decisions of an enterprise. The courses required for this proposed GC are already taught in the online MBA program and will allow students of both the MBA and other disciplines to specialize in this focus area. The program will be available 100% online as well as in person.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-state Programs:** The proposed GC in Emerging Information Technologies for Business does not duplicate any other program in the state. The difference between the proposed program and the GC in Cloud Computing and Machine Learning is the target market. The Certificate in Cloud Computing and Machine Learning is computer-science focused on cloud computing and prepares professionals to build and create the next generation of data centers and cloud computing offerings. The Certificate in Emerging Information Technologies for Business focuses on the executives and businesses that will use these technologies to facilitate their own organizational needs. Therefore, the computer science-based program is very technical in nature while the proposed program targets MBA students and other business students to enhance their skill in managing technologies.
- b. **Workforce Demand and Job Opportunities:** Louisiana is trying to attract technology companies such as DXC Technologies which recently moved to New Orleans. However, there is a shortage of all types of professionals with skills and expertise in emerging technologies like artificial intelligence, cloud computing and cyber security. The proposed GC allows students to complement their undergraduate degree with knowledge and skills in these areas. According to the Bureau of Labor Statistics, information security analyst occupations are projected to grow by 31% by 2029.
- c. **Student Enrollment and Completion:** Initial enrollment is projected at 10, with expectations of increasing to 40 students within four years. There has been demand for a graduate certificate from LSU undergrad business students as well as MBA students. Obtaining this certificate will help distinguish these students from other applicants in the job market.

	Year 1	Year 2	Year 3	Year 4
TOTAL Program Enrollment	10	20	30	40

2. **Resources:** The proposed GC in Emerging Information Technologies for Business program will be overseen by a faculty committee, coordinated by the Graduate School, which includes representatives from the Flores MBA program. No additional faculty, facilities, equipment, or library resources are required to implement the program. All foreseeable expenses will be covered through the revenue from the program.

	Current	Needed	Addtnl Costs
Faculty	Existing faculty will provide instruction and support for the program.	Additional compensation for existing faculty to teach in the program.	\$48K per year
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- Accessibility: The program will be available both fully online and in person.
- Partnerships: The program was developed in consultation with industry to ensure the curriculum meets employer needs.

Staff Analysis

The proposed GC in Emerging Information Technologies for Business at Louisiana State University A&M College utilizes existing courses and resources and will allow students to complement their undergraduate degree or MBA with knowledge and skills in evolving areas like artificial intelligence, cloud computing and cyber security. The proposed program will provide a unique opportunity for students to earn a specialized credential in a relatively new arena at the graduate level, providing for greater prospects for students.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Graduate Certificate in Emerging Information Technologies for Business (CIP 11.0103) at Louisiana State University and A&M College, with a progress report due July 1, 2022.

AGENDA ITEM VIII.D.2.a.v.

Proposed Graduate Certificate in Transportation 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 Transportation Engineering. The proposal was approved by the LSU Board of Supervisors at its May 2020 meeting and sent to the BoR for review and consideration.

Staff Summary

The purpose of the proposed 12-hour certificate is to provide the necessary background for civil engineers to practice in the field of transportation engineering by offering a higher-level of in-depth knowledge in the relevant areas of pavement, geotechnical, and traffic engineering. The objective is to provide professionals, who are interested in advancing their knowledge base beyond a bachelor's degree and who may not be ready to complete a master's degree. Successful completion of this certificate will also allow students to use these courses toward the online Master's in Civil Engineering. The proposed program will be offered 100% online.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** This new Graduate Certificate fills a gap in the College of Engineering offerings. There are currently no academic programs within the state or the Southern region in this discipline. Several peer institutions offer similar certificates (Johns Hopkins University, The George Washington University, Illinois Institute of Technology, University of Colorado at Denver, Kansas State University, The Citadel).
 - b. **Workforce Demand and Job Opportunities:** Every four years, the American Society of Civil Engineers' Report Card for America's Infrastructure depicts the condition and performance of American infrastructure in the form of a report card assigning letter grades based on the physical condition and needed investments for improvement. In the latest report, 2017, America's infrastructure received a near failing grade of D+. Louisiana, like many other states, is suffering from an aging infrastructure that will require billions of dollars to upgrade. Training the workforce that is qualified to engage in upgrading Louisiana's and the nation's infrastructure is an important goal that the proposed certificate will help achieve.
 - c. **Student Enrollment and Completion:** Professionals from around Louisiana and beyond who have an undergraduate degree in civil engineering are expected to make up the majority of enrollment in the certificate, which will be offered through LSU Online. Projected enrollment is 12 students initially and increasing to 20 students by the fifth year.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Program Enrollment	12	14	16	18	20

2. **Resources:** Three of the four courses for the program are already developed and are currently being taught online as part of the Online Master's in Civil Engineering Program. The fourth course is under development. The LSU Department of Civil and Environmental Engineering will deliver and oversee the proposed certificate program. Current faculty, who are teaching in the online Master's program will initially meet the instructional needs. This certificate is a stackable credential into the Master's program; therefore, the courses are already being taught online. All costs will be covered by the expected revenue from tuition and fees.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

- 3. Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The program will be offered 100% online.
 - **Affordability:** The department is committed to minimizing the need for costly textbooks, and is working with industry partners to develop a need-based scholarship program.
 - **Partnerships:** The LSU Civil and Environmental Engineering Advisory Board, which has representation from several areas of civil and transportation engineering, assisted LSU in developing this program. Also consulted were members of the Louisiana Department of Transportation and Development (DOTD) as well as the Louisiana Transportation Research Center (LTRC).

Staff Analysis

The proposed program utilizes existing course structure from an online Masters in Civil Engineering program and will not require any new resources. The certificate aims to provide the necessary background for civil engineers to practice in the field of transportation engineering by offering a higher-level of in-depth knowledge in the relevant areas of pavement, geotechnical, and traffic engineering, all areas in great need of attention in the state of Louisiana.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Graduate Certificate in Transportation Engineering (CIP 14.0804) at Louisiana State University and A&M College, with a progress report due July 1, 2022.

AGENDA ITEM VIII.D.2.a.vi.

Proposed Master of Science in Population Health Management Southeastern Louisiana University

Background Information

Southeastern Louisiana University has requested Board of Regents' approval to establish a Master of Science (MS) in Population Health Management. The Letter of Intent was approved by Regents in August 2019. A draft proposal was reviewed by Dr. Charles Chima from the University of Mississippi Medical Center over the summer. The campus directly addressed all recommendations made in Dr. Chima's review in the institution's final proposal, which was approved by the UL Board of Supervisors in September 2020.

Staff Summary

Population Health is an emerging field in healthcare based on the Triple Aim, a healthcare management framework focused on: 1) health system optimization, 2) improved clinical outcomes, and 3) lowered healthcare costs. Southeastern proposes leveraging the strength of its faculty in the institution's existing undergraduate healthcare programs to establish the state's first MS in Population Health. The proposed 100% online program has been endorsed by several of the region's hospitals and healthcare organizations as well as the LA Office of Public Health.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-State Programs:** The Master of Public Health, a related degree, is offered at the LSU Health Sciences Centers in New Orleans and Shreveport. Public Health is focused generally on influences on health such as health education and control of infectious diseases while Population Health is primarily focused on healthcare delivery and patient outcomes. Southeastern's proposed MS in Population Health will be the first in the state.
- b. **Workforce Demand and Job Opportunities:** Population Health is an emerging field in healthcare, and positions are expected to continue to emerge moving forward. Graduates from the program would work as medical and health services managers and in other related positions in healthcare facilities, public health agencies, and other related organizations. In his review, Dr. Chima stated, "There is immense need for healthcare workers with knowledge and skill in population and value-based care delivery models."
 - Louisiana Workforce Commission (LWC): The LWC lists healthcare manager as a 5-star position with a current typical salary of \$96,579 per year and listed nearly 200 open positions at the beginning of this month.
 - US Department of Labor Bureau of Labor Statistics (BLS): The BLS lists the national job growth for healthcare managers through 2029 as 32%, much faster than average. The national median annual salary is \$100,980.
- c. **Student Enrollment and Completion:** The primary source of students is expected to be experienced professionals in healthcare seeking to advance their education and career. The 100% online program will be primarily offered in an asynchronous model allowing schedule flexibility for employed students. Graduates from several of Southeastern's baccalaureate programs including the BS in Health Education and Promotion, BS in Health Systems Management, and other health sciences degrees (e.g. Nursing, General Studies, Social Work, Dietetic internship) will also be a source of enrollment for the proposed program.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	10	20	20	30	35
Prog. Graduates	-	10	20	20	30

2. **Resources:** Normal operating budgets will supply necessary updates to library resources and existing facilities are sufficient to support the program. Two full-time faculty members will be added during the first four years of program implementation and adjunct faculty will be hired as needed to both teach and relieve current faculty to teach in the program. The department has also budgeted \$15K per year to support normal travel for additional faculty and supplies.

	Current	Needed	Additional Costs
Faculty	Four current full-time faculty and five current adjunct lecturers, all nine with terminal doctorates, will teach population health courses for the program.	One full time faculty member will be added for yr. 1 and another in yr. 3. Costs for additional adjuncts that may be needed has also been included in the budget for instruction.	\$81,000: yr. 1 \$94,950: yr. 2 \$169,956: yr. 3 \$173,974: yr. 4
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and related resources are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	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:** The program will be offered 100% online. Most of the program will be offered with an asynchronous model, meaning working professionals, particularly those in healthcare with irregular work schedules, will be able to complete the program on a convenient schedule.
 - **Partnerships:** Regional healthcare leaders will serve on the proposed program's Population Health Advisory Board ensuring industry input into the curriculum. The institution is working with the following organizations to establish partnerships for internships and other opportunities for students: Ochsner Health Systems, North Oaks Health System, Watershed Health, St. Thomas Community Health Center, Franciscan Missionaries of Our Lady Health Systems, and the LA Office of Public Health. Southeastern's College of Nursing and Health Sciences, through the institutions existing programs, has 790 active affiliation agreements.
 - **Work-based learning:** An internship is included in the curriculum to ensure real-world exposure and experience in the field. Students will also be able to pursue certification for health coaching and project planning as part of the program.

Staff Analysis

Southeastern has developed a program that will serve the rapidly growing healthcare industry, giving students the opportunity to develop skills in an emerging area of healthcare management. The focus of population health as a field, while related to public health, is distinctly different enough that it will not be duplicative of the state's existing programs, but complement the state's graduate level healthcare education options. Staff will monitor the recruitment efforts and enrollment growth in the program as the degree is fully implemented over the next several years.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed MS Population Health Management (CIP 51.2212 at Southeastern Louisiana University with a progress report due July 1, 2022.

AGENDA ITEM VIII.D.3.a.

Conditional Approval of the Early Childhood Education Institute Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU) is requesting initial authorization of the new Early Childhood Education Institute (ECE Institute) for a period of one-year. According to Regents policy, the institution will then request approval of full authorization at the end of that period. The proposed ECE Institute was approved by the LSU Board of Supervisors at its August 2020 meeting.

Staff Summary

1. Description and Need

The basis for the creation of the ECE Institute is the economic impact of Louisiana's early childhood programs. Early childhood education has been shown to provide a return on investment for high-quality, birth-through-4 early education, narrow achievement gaps, and increase cognitive development. The development of and continued investment in high-quality early education is dependent upon ongoing research that investigates promising approaches leading to sustained growth in cognitive development and school readiness. The returns to society outweigh the initial costs of early childhood programs, with long term social and economic benefits to children, parents, and the state.

The ECE Institute aims to serve as an umbrella organization that promotes research and the dissemination of recommended practices in early childhood care and education. In collaboration with both LSU's Early Childhood Education academic degree programs and the LSU Early Childhood Education Laboratory Preschool, the ECE Institute will promote recommended practices through discovery, curricula, programs, and strategic partnerships to provide an evidence-based focus on developing recommended practices in early childhood care and education for Louisiana and the nation. The ECE Institute will link LSU's expertise in early childhood education with the critical need for a highly educated early childhood workforce of researchers and advocates to advance the profession of early care and education.

The Louisiana Department of Education's new Birth through Kindergarten (B-K) Teacher Certification will establish, for the first time, a degreed certification structure for those working in childcare. B-K undergraduate students and new teachers in Louisiana will be entering the workforce needing experienced, degreed and certified mentors in B-K teaching. The ECE Institute will be positioned to assist in this effort through research, education, and outreach.

2. Initiatives and Objectives

The primary goal of the ECE Institute during the first year is to seek and establish sustainable funding through self-generated revenues, grant and contract funding, and philanthropic support through major gifts and naming opportunities. The Institute will collaborate with leaders and organizations that both shape and implement policy within Louisiana, and will seek partnerships with organizations such as Louisiana Policy Institute for Children; Picard Center (CLASS certification/quality assurance); Early Childhood Quality Providers Library for the LDOE; Louisiana Office of Student Accountability (ACT 3); Louisiana Department of Labor (laws related to early childhood and workforce development); Louisiana Department of Health (healthy children initiatives/accessing resources to promote health); Governor's Office of Homeland Security and Emergency Preparedness (daycare emergency plan); Institute of Infant & Child Mental Health (Tulane); Early Steps of Louisiana (identification and resources for children with special needs); Child Care Assistance (access resources for child care); Volunteers of America (childcare resource & referral); and the Early Childhood Community Network (ECCN).

Future plans also include an application to the National Association for the Education of Young Children (NAEYC) to become the Louisiana Affiliate Chapter and the establishment of the Early Childhood Ancillary Certificate (which has already been submitted for final approval by BoR/BESE). Both initiatives will bring recognition to the ECE Institute and provide sustainable funding streams to support the work of the Institute.

3. Resources and Administration

The ECE Institute will be administered by the College of Human Sciences and Education, and the institute's executive director will report directly to the college's associate dean for research & graduate studies. Administrative support available to the institute through the college includes communications and engagement services, development, finance and human resource management, information technology services, and sponsored program administration. The ECE Institute will be aligned within the same organizational structure as the School of Education, which serves as the administrative home to the Early Childhood Education academic program and the Early Childhood Education Laboratory Preschool. The Institute will be physically housed in the ECE Laboratory Preschool building and thus no additional costs for facilities are required.

4. Budget

The College of Human Sciences and Education and the School of Education have committed an initial investment \$35,000 in the form of seed funding to support the launch of the Institute. This funding will cover a \$12,000 stipend for the institute's Executive Director; \$18,000 for a graduate assistant; and \$5,000 for supplies and travel. The institute is expected to secure external funding in the form of grants, contracts, and donations to support future activities and the ECE Institute's growth.

Staff Analysis

The proposed ECE Institute leverages LSU's strengths in its education degree programs and the on-campus LSU Early Childhood Education Laboratory Preschool. With local and national research increasingly highlighting the importance of early childhood education, the proposed institute's objectives are timely and will provide support critical to the success of future Louisiana generations.

STAFF RECOMMENDATION

Senior Staff recommends one-year conditional approval of the Early Childhood Education Institute. A progress report and request for full authorization shall be due by October 1, 2021.

AGENDA ITEM VIII.D.4.

Designation as a “Governor’s Military & Veteran Friendly Campus”

Background Information

[Act 232](#) of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans in their transition from military service to enrollment in postsecondary education. Targeting the need for faculty and staff awareness of “veterans’ culture” and for orientation and mentoring programs designed specifically for veterans, the law required the Board of Regents (BoR) to establish a process for designating an institution as a *Governor’s Military and Veteran Friendly Campus* (GMVFC, or Friendly Campus), beginning in Fall 2015. It specifies nine criteria for the designation—five mandatory, and at least three of four additional required criteria.

With advice from the Statewide Articulation and Transfer Council and Faculty General Education Committee (SATC-GE), the BoR developed an application process for institutions interested in receiving the designation. In Fall 2015, 28 of the 29 public colleges and universities were submitted to the Governor for initial designation. The law specifies that the designation is to be renewed on an annual basis, with an institution’s renewal application to include a report containing a series of prescribed data elements from the previous year pertaining to veterans’ participation in campus offerings. The due date for new or renewal applications is July 15 of each year, starting in 2016. Any institution that fails to maintain Friendly Campus status must complete the application for initial designation if or when the campus chooses to seek it again.

This year, all 2019-20 Friendly Campuses applied and were approved for continued designation for AY 2020-21. River Parishes CC and Southern University-Shreveport submitted initial applications for consideration and are newly approved as Friendly Campuses for the 2020-21 academic year. This represents 100% participation in this program by public post-secondary institutions in the state.

STAFF SUMMARY

BoR staff reviewed each application to determine whether the institution met the requirements for initial or continued designation as a Friendly Campus, with a particular focus on the specific data required by law:

- (1) the number of veterans granted application fee waivers;
- (2) the number who attended the specialized orientation program;
- (3) the number who participated in the priority class registration; and
- (4) the number of students (veterans and dependents) who benefitted from the articulation & transfer process, including the number of credits accepted and a list of the courses credited.

Most institutions have been able to adjust their student record systems and establish business processes to identify veterans (and spouses/dependents of veterans) and provide all the data required for the 2019-20 year. As with previous reporting cycles, the most common concern involved the transfer/articulation data (Requirement #4). This is the only provision that also includes the veteran’s spouse, a student classification that is particularly unique, continues to be a challenge for institutions to flag, and that requires a listing of transfer courses that runs into the thousands for some institutions.

It should be noted that AY 2019-20 reporting for the Governor’s Friendly Campus designation was impacted by the COVID-19 pandemic and Hurricane Laura. Board of Regents extended the deadline for submission of new and renewal applications to August 14, 2020.

Mandatory Criteria for Continued Designation as a GMVFC:

1. Waive Application Fees for Veterans. Among the participating institutions, 1,196 application fee waivers were reported, a decrease of 1,267 from the previous year. As the LCTCS Board had voted in

2015 to no longer charge an application fee at any of its member institutions, application fees were waived for all LCTCS students, regardless of whether they were identified as veterans.

2. Veterans' Orientation. Several campuses have developed on-line orientation programs for veterans, usually in addition to the regular orientation session for entering students. Institutions reported 3,326 students participating in the special sessions in AY2019-20.

3. Priority Class Scheduling. Institutions reported that 5,796 students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY2019-20.

4. Military Articulation & Transfer Process. Outside of the specific attention to the recognition of military education, training, or experience, the requirements for the military articulation and transfer process mirror the services sought for every transfer student (e.g., to assist students in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, advising and testing). In AY 2019-20, 3,466 veterans were identified as transferring 39,231 credit hours, and their 3,506 spouses/dependents transferred 41,601 credits. Friendly Campuses reported serving 6,972 veteran or dependent transfer students who transferred 80,832 course credits in AY2019-20.

The System breakdown of total transfer and articulation reported for veterans and their spouses/dependents is shown below:

2019-20	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits
LCTCS	1815	14,993	2,311	16,898
LSU	68	5,398	382	3,060
SUS	29	853	24	530
ULS	1,554	17,987	789	21,113
TOTALS	3,466	39,231	3,506	41,601

STAFF ANALYSIS

The bulk of the workload demands on the part of campuses seeking the GMVFC designation has involved revising student record systems and devising means to count and track the many elements needed to meet the annual reporting requirements. Though every campus has a Veterans Affairs function to assist eligible students with enrollment verifications and related support for benefits such as the G.I. Bill or survivors' benefits, few were initially set up to flag all veterans throughout the system, and none identified and flagged spouses/dependents – a requirement for Friendly Campus status. This continues to be a significant challenge for campuses. In the past five years since the passage of the law, campuses continue to report issues with identification of this population.

The area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past five years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. The Office of Veterans Affairs' LaVetCorps program now posts representatives on all campuses statewide to help advise and provide additional resources for these students.

Institutions are performing exceptional work with our Veteran and Military students:

- LSU provides graduating seniors red, white and blue honor cords to honor their academic achievements and military records at graduation;
- LSU-Shreveport has implemented a GREEN Zone training program which certifies Faculty and Staff to become advocates for military students;
- Southern University Shreveport developed the Purple Portal – a comprehensive career resource where Veteran and Military students can view job listings related to their major as well as receive help on their resumes;
- Grambling State University partnered with the LaVetCorps to provide a venue for Military and Veteran Students to interview for job opportunities;
- Louisiana Tech University established a Veteran's Resource Center (VRC) in military-dense Northwest, LA for military affiliated students wishing to enter the post-secondary system;

- Northwestern State University has begun to give credit for Prior Learning Assessment (PLA); and
- Central Louisiana Technical Community College partnered with the Rapides Parish Business and Career Solutions Center to provide additional assistance for Veteran students seeking to enter the workforce.

Based upon the applications received, staff have determined that the 28 institutions listed below meet the requirements specified in RS 17:3138.5 for designation as a “Governor’s Military and Veteran Friendly Campus” for the 2019-20 academic year. This represents 100% participation by statewide institutions in this program for the 2019-20 academic year.

STAFF RECOMMENDATION

Senior Staff recommends approval to forward the following 28 institutions to the Governor with an endorsement as having met requirements for continued designation as Governor's Military & Veteran Friendly Campus:

Louisiana Community and Technical College System

- **Baton Rouge CC**
- **Bossier Parish CC**
- **Central Louisiana TCC**
- **Delgado CC**
- **Fletcher Technical CC**
- **Louisiana Delta CC**
- **Northshore TCC**
- **Northwest Louisiana Technical CC**
- **Nunez CC**
- **River Parishes CC**
- **South Louisiana CC**
- **SOWELA**

Louisiana State University System

- **LSU A&M**
- **LSU Alexandria**
- **LSU Eunice**
- **LSU Shreveport**

Southern University System

- **Southern University, Baton Rouge**
- **Southern University, New Orleans**
- **Southern University, Shreveport**

University of Louisiana System

- **Grambling State University**
- **Louisiana Tech University**
- **McNeese State University**
- **Nicholls State University**
- **Northwestern State University**
- **Southeastern Louisiana University**
- **University of Louisiana, Lafayette**
- **University of Louisiana, Monroe**
- **University of New Orleans**

Louisiana Board of Regents

APPLICATION for INITIAL/CONTINUED DESIGNATION as a
GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS

** Due: 14 August 2020 **

Institution:	Date:
Primary Contact Person (& Contact Info) for this application:	

INITIAL/CONTINUED Designation as a Governor's Military & Veteran Friendly Campus

To be designated as a *Governor's Military & Veteran Friendly Campus*, an applicant institution must be able to demonstrate or affirm that it currently meets the 5 Mandatory criteria listed below, at least 3 of the required Additional criteria.

**** Institutions that fail to renew the designation each year
must reapply for the designation, addressing all required criteria below. ****

CRITERIA [[ACT 232](#), 2015 Legislative Session]**-- ALL of the following Mandatory Criteria:**

1. Adopt and fully implement a process to:
 - a. Recognize & align military education/training/experience with appropriate coursework.
 - b. Provide for transfer of academic credit hours, earned by veterans and their spouses from regionally accredited institution, that are aligned w/ receiving institution's course & program requirements.
2. Offer waivers of application fees for veterans.
3. Offer special veterans orientation programs providing detailed information on available programs, services, and accommodations.
4. Maintain deployment readmission policies that provide for the prompt readmission of veterans with the same academic status that they had when last attending or admitted.
5. Offer priority class scheduling to veterans:
 - a. at least as early as honors college, athletes, disabled &/or spring invitational students, or
 - b. at least a day prior to general undergraduate class registration, if the campus does not offer other priority scheduling to any of the groups listed above.

-- AT LEAST 3 of the following Additional Criteria:

6. Offer at least one course each semester (Fall, Spring) in History, Political Science, English, or Mathematics or a Credit Course introducing the college experience, covering transition, leveraging benefits, & disability issues – either course to be **specifically designed for and exclusively available to veterans.**
7. Offer free tutoring to veterans
8. Host a workshop at least twice/year to provide instruction on career opportunities, interviewing skills, resume writing, and networking.
9. Host an ROTC program affiliated with any branch of the armed services.

RS 13:5364 defines "veteran" for purposes of this law as a *former or current member of the U.S. Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the U.S. Coast and Geodetic Survey.*

Institutions must have a method in place to identify and verify military members/ veterans and their spouses (or dependents, which would include the spouse) in the student record system.

MVFC Checklist

Institution:	
MANDATORY. <i>[Must have ALL IN PLACE (implemented).]</i>	
STATUS	CRITERIA
In Place	
	1- Waive Application Fees for veterans. Process in place to verify veteran status and waive or refund admission application fee. Be able to track numbers of waivers granted.
	2- Veterans' Orientation. Offer special orientation program or session to provide detailed information on available programs, services, and accommodations for veterans. It could be an online program, but campus must be able to track number of veterans attending.
	3- Priority Class Scheduling. Offer priority scheduling for veterans that is either (a) at least a day prior to general undergraduate class registration, or (b) at least as early as athletes, disability services, honors college, and spring invitational (early freshman orientation) students. Be able to track veterans using the priority access.
	4- Military Articulation & Transfer Process. Adopt and fully implement process to recognize & align military education, training and experience with appropriate coursework. Be able to track number and rubric/subject of courses transferred or credited.
	5- Deployment/Readmission Policy. Campus policy and process providing for prompt readmission of veterans whose enrollment was interrupted by mobilization or active duty.
Must Have At Least 3 of the Following in Place.	
	A- Course Designed For & Exclusively Available to Veterans. Offer at least one <u>credit-bearing</u> course/section <u>each semester</u> that is <i>specifically designed for and exclusively available to veterans</i> . The course must be in History, Political Science, English, Mathematics, or an introduction to the college experience, including transition, leveraging benefits, and disability issues. Describe the course.
	B- Free Tutoring for Veterans. Describe free tutoring services offered and made available to veterans, including how they know about it, and what measures of participation are in place.
	C- Veterans' Career Placement Workshop. Host workshop for veterans at least twice a year to provide instruction regarding career opportunities, interviewing skills, resume writing, and networking. Need not be exclusive to veterans, but invitations and content must clearly target veteran participation.
	D- Host an ROTC Program. Describe the campus- hosted ROTC program(s), e.g., branch; office space; class offerings; enrollment in the last three semesters/terms; number of students on contract; name/contact of detachment commander(s).

Attachment – GMVFC Requirements & Checklist

Louisiana Board of Regents

Military & Veteran Friendly Campus Designation – Application Detail

Referencing the checklist description, summarize the process *in place* and report participation. All required criteria must be in place. Application for New/Initial designation is due **14 August**. Submit to LA Board of Regents: lupe.lamadrid@laregents.edu

**** Mandatory (1-4 for Continuing Applicants Only): ****

1. Waive Application Fees for veterans.

Fee Waivers per 2019-2020 Semester/Term.		
# Veterans Granted Admission Application Fee Waivers.		
Check here if your institution does not charge an application fee: <input type="checkbox"/>		
	Semester/Term	Total # of Veterans receiving waivers
2019	Fall	
	Winter	
2020	Spring	
	Summer	
TOTAL, AY19-20		
NARRATIVE: In the space below, briefly describe how the application fee waiver process works.		

2. Veterans' Orientation

Attendance per 2019-2020 Semester/Term.		
	Semester/Term	Total # of Attendees
2019	Fall	
	Winter	
2020	Spring	
	Summer	
TOTAL, AY19-20		
NARRATIVE: In the space below, describe orientation activities and programs.		

3. Priority Class Scheduling

# Veterans Using Priority Registration per AY19-20 Semester/Term.		
	Semester/Term	Total # of Veterans
2019	Fall	
	Winter	
2020	Spring	
	Summer	
TOTAL, AY19-20		
NARRATIVE: In the space below, describe the process by which Veterans are informed of priority registration and whether the process is programmatic or manual.		

4. Military Articulation & Transfer Process

ENTER # Transfers (Students) & sum of Credit Hours in the chart below.			
# Courses Accepted in Transfer – for Veterans, and for Spouses			
	Semester/Term	Veterans	Spouse &/or Dependents
2019	Fall		
	Winter		
2020	Spring		
	Summer		
TOTAL, AY19-20			
Attach a separate list of Courses Accepted in Transfer. See example below – for Veterans, and Spouses			
***EXAMPLE OF EXCEL SPREADSHEET with list & TOTAL HOURS of Courses credited in transfer ***			
<i>Students</i>	<i>Courses</i>	<i>Transfer Credit Hours</i>	

15 registrants	ENGL 101, Engl Composition I (3Cr)	45
10 registrants	HIST 204, US History I (3Cr)	30
TOTAL: 25	--	75

NARRATIVE: In the space below, provide an explanation and observations regarding effectiveness of Veteran services on your campus.

Initial Classification Applicants - Complete this page.**5. Deployment/Readmission Policy***AcAf 2.21 or System/Campus policy*

Attach copy, or provide web reference.

**** Must have at least 3 of the following Additional Criteria: ******A. Course Designed For & Exclusively Available to Veterans**

Course Rubric, # & Title; Schedule of Offerings for 2019-2020 Semester/Term

Veterans enrolling in special course offering.

	Course	Veterans Enrolled	Total Enrolled
Fall 2019			
Spring 2020			

NARRATIVE: Course description, student response (enrollments, completions).**B. Free Tutoring for Veterans.**

Veterans Using Free Tutoring per 2019-2020 Semester/Term.

	Semester/Term	# of Veterans
2019	Fall	
	Winter	
2020	Spring	
	Summer	
TOTAL, AY19-20		

NARRATIVE/Notes: In the space below, provide other measures of participation.**C. Veterans' Career Placement Workshop.**

of Veterans Attending Workshops, and Dates Offered in 2019-20.

	Semester/Term	Veterans
2019	Fall	
	Winter	
2020	Spring	
	Summer	
TOTAL, AY19-20		

NARRATIVE: In the space below, include description of how invitations & content target Veterans.**D. Host an ROTC Program.**

BRANCH	Headcount →	Total Students Enrolled	Contract Students	Commissioned
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Attachment – GMVFC Requirements & Checklist

	Fall 2019				
	Winter 2019				
	Spring 2020				
	Summer 2020				
NARRATIVE/Notes:					

CERTIFICATIONS:

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

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



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Felix R. Weill

Chandler C. Vidrine, Student

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
RESEARCH AND SPONSORED INITIATIVES
October 21, 2020

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

VIII. Reports and Recommendations

E. Research and Sponsored Initiatives

1. Consent Agenda

- a. Appointment of Endowed Chairholder without National Search: University of Louisiana at Monroe

AGENDA ITEM VIII.E.1.a.

Appointment of Endowed Chairholder without National Search: University of Louisiana at Monroe

Background Information

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

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

Staff Summary

The Joseph Biedenharn Eminent Scholars Chair in Gerontology, a \$1 million Chair matched by the Board of Regents Support Fund in FY 1992-93, has been vacant since 2016. In accordance with current policy, the University of Louisiana at Monroe has requested waiver of the Board's national search requirement to appoint Dr. Anita Sharma, Gerontology Program Director, to the Chair. Dr. Sharma's qualifications were reviewed and determined to be appropriate to requirements outlined in the Endowed Chairs program policy.

STAFF RECOMMENDATION

Senior Staff recommends approval of the University of Louisiana at Monroe's request to appoint Dr. Anita Sharma, Gerontology Program Director, to the Joseph Biedenharn Eminent Scholars Chair in Gerontology without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Sharma must be submitted to the Board within 90 days of this approval.

Marty J. Chabert
Chair

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Vice Chair

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH and PERFORMANCE
October 21, 2020

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

VIII. Reports and Recommendations

F. Planning, Research and Performance

1. Consent Agenda
 - a. Proprietary Schools Advisory Commission
 - i. Initial Licenses
 - (a) iWeld, LLC (Houma, LA)
 - (b) The Microblading Institute, LLC (Maurice, LA)
 - ii. Change of Ownership
 - (a) United Training Academy (Metairie, LA)
 - iii. Renewal Applications
 - (a) AAA Crane and Rigging, LLC (8/28/19)
 - (b) Accelerated Dental Assisting Academy – Baton Rouge (08/26/15)
 - (c) Accelerated Dental Assisting Academy – Denham Springs (08/24/11)
 - (d) Accelerated Dental Assisting Academy – Lafayette (08/26/15)
 - (e) Accelerated Dental Assisting Academy – Monroe (08/26/15)
 - (f) Accelerated Dental Assisting Academy – Slidell (08/26/15)
 - (g) Advance Nursing Training, LLC (08/27/14)
 - (h) Arch Dental Assistant Academy (Formerly: Louisiana Dental Assistant Academy, Baton Rouge) (08/28/19)
 - (i) Ark-La-Tex Dental Assisting Academy (08/26/10)
 - (j) Aspire Medical Training Academy (08/24/16)
 - (k) Baton Rouge School of Computers (08/28/97)
 - (l) Camelot College (08/28/86)
 - (m) Coastal College – Alexandria (08/28/97)
 - (n) Crescent City School of Gaming & Bartending (09/14/83)
 - (o) Digital Media Institute at InterTech (08/27/14)
 - (p) Fortis College (08/26/10)
 - (q) Healthcare Training Institute (08/27/08)
 - (r) Life Care, LLC (08/21/13)
 - (s) Louisiana Driver Training & Vocational Career Center, Inc. (08/28/19)

- (t) Medical Training College (08/22/96)
- (u) N.O.D.C. School for Dental Assisting (08/24/11)
- (v) Opelousas Academy of Nondestructive Testing (08/23/17)
- (w) RelyOn Nutec USA, LLC (08/24/11)
- (x) Remington College – Baton Rouge Campus (08/23/17)
- (y) River Cities School of Dental Assisting, Inc. (08/24/06)
- (z) Rock Bridge Training Institute, LLC (08/26/15)
- (aa) Stick It Phlebotomy (08/26/15)
- (bb) Unitech Training Academy – Lake Charles (08/27/09)
- (cc) Universal Technical Institute of Northern Texas, LLC (08/24/16)
- (dd) Vista College (08/23/17)

- 2. 2020 TOPS Report (as Required by R.S. 17:5067)
- 3. LCTCS Action Plan in Response to NCHEMS Report of Changes to be Considered in Response to COVID-19
- 4. Other Business
 - a. House-Senate Articulation Transfer Report per R.S. 17:3168

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Minutes
Board of Regents' Proprietary Schools Advisory Commission
September 16, 2020

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met virtually on Wednesday, September 16, 2020 at 10:01. Chair Fontenot called the meeting to order. Following an introduction and word of welcome from Chair Fontenot to new Commission member Chris Broadwater, an appointee of the Louisiana Community and Technical College System, and the administering of the Oath of Office to Mr. Broadwater by Assistant Attorney General Patricia Wilton, the roll was called.

Commission Member Present

Melanie Amrhein
Chris Broadwater
James Dorris
James Fontenot, Chair
Jada Lewis
Mary Lou Potter

Commission Members Absent

Sherrie Despino
Carmen Million

Staff Members Present

Courtney Britton
Chandra Cheatham
Kristi Kron
Denise Kirkland

Guests Present

(See Appendix A)

The first item of business was the approval of the minutes from its meeting of July 14, 2020.

On motion of Melanie Amrhein, seconded by Chris Broadwater, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the July 14, 2020 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was an initial license application from iWeld Institute, LLC, located in Houma, Louisiana, and represented by the school's owner, Mr. Derrick Prentice. Ms. Britton reviewed the materials for the Commission members, informing them that the institution was proposing to offer one program of study in Basic Welding that would be a 280 clock hours program and that iWeld Institute, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the market for skilled welders, iWeld's curriculum with focus on hands on training, plans for bringing women and minorities into the welding field, the potential income for certified welders, tuition costs of the program, and the school's plans for implementing safety measures to address Covid-19 protocols.

On motion of James Dorris, seconded by Mary Lou Potter, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for iWeld Institute, LLC, located in Houma, Louisiana.

The next agenda item considered by the Commission was an initial license application from The Microblading Institute, located in Maurice, Louisiana, and represented by the school's owner, Mrs. Victoria Racca. Ms. Kron reviewed the materials for the Commission members, informing them that the institution was proposing to offer one program of study in Microblading Basics that would be a 28 clock hours program and that The Microblading Institute, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the history and industry of microblading, where

students might find employment after completing the program, marketing plans for the school, the need for more skilled microblading practitioners in Louisiana, and specifics of the class and program structure, possible expansion, tuition costs and potential salary ranges for microblading artists.

On motion of Melanie Amrhein, seconded by James Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for The Microblading Institute, located in Maurice, Louisiana.

The next agenda item considered by the Commission involved a change of ownership license application from United Training Academy, formerly New Horizons Computer Learning Center of New Orleans. United Training Academy is a limited liability company that is located in Metairie, Louisiana, and was represented by the institution's Manager of Career Development Compliance, Alexis Amburgey. This school has been licensed by the Board of Regents since May 25, 2000. Ms. Kron reminded the Commission that the Proprietary Schools Law requires that a change of ownership be treated no differently than an initial license application. Under the change of ownership at United Training Academy, the new owner is continuing to offer the following programs: Network System Administrator Professional - 540 clock hours / 30 Weeks, Security IT Associate - 180 clock hours / 10 Weeks, Medical Office Administration - 180 clock hours / 10 Weeks, Business Administration Professional - 540 clock hours / 25 Weeks, and Business Administration Associate - 216 clock hours / 12 Weeks. United Training Academy had met all the legal and administrative requirements to be approved for a change of ownership license.

Following further discussion regarding student funding for programs from GI Bills, Workforce funding and how students pay for courses, as well as internships for students, motivation for the sale of original franchise and the new owner's purchase of this location and several other schools across the country, as well as the stability of upper management structure.

On motion of Mary Lou Potter, seconded by Chris Broadwater, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve a change of ownership license for United Training Academy, located in Metairie, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Britton informed the Commission members that there were thirty (30) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

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

AAA Crane and Rigging, LLC (8/28/19)
Accelerated Dental Assisting Academy - Baton Rouge (08/26/15)
Accelerated Dental Assisting Academy - Denham Springs (08/24/11)
Accelerated Dental Assisting Academy - Lafayette (08/26/15)
Accelerated Dental Assisting Academy - Monroe (08/26/15)
Accelerated Dental Assisting Academy – Slidell (08/26/15)
Advance Nursing Training, LLC (08/27/14)
Arch Dental Assistant Academy (Formerly: Louisiana Dental Assistant Academy (Baton Rouge)) (08/28/19)
Ark-La-Tex Dental Assisting Academy (08/26/10)
Aspire Medical Training Academy (08/24/16)
Baton Rouge School of Computers (08/28/97)
Camelot College (08/28/86)
Coastal College—Alexandria (08/28/97)
Crescent City School of Gaming & Bartending (09/14/83)
Digital Media Institute at InterTech (08/27/14)

Fortis College (08/26/10)
Healthcare Training Institute (08/27/08)
Life Care, LLC (08/21/13)
Louisiana Driver Training & Vocational Career Center, Inc. (08/28/19)
Medical Training College (08/22/96)
N.O.D.C. School for Dental Assisting (08/24/11)
Opelousas Academy of Nondestructive Testing (08/23/17)
RelyOn Nutec USA, LLC (08/24/11)
Remington College - Baton Rouge Campus (08/23/17)
River Cities School of Dental Assisting, Inc. (08/24/06)
Rock Bridge Training Institute, LLC (08/26/15)
Stick It Phlebotomy (08/26/15)
Unitech Training Academy--Lake Charles (08/27/09)
Universal Technical Institute of Northern Texas, LLC (08/24/16)
Vista College (08/23/17)

Ms. Britton informed the Commission that there was one institution that did not renew their license this renewal cycle and one that closed prior to its renewal next cycle: Louisiana Dental Assistant Academy (Alexandria) and Accelerated Dental Assisting Academy - Mandeville. Both schools were operated by organizations who maintain currently licensed schools in Louisiana and staff has confirmed that the corporations will continue to maintain student records for the closed schools.

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

Under Report from Staff, Ms. Denise Kirkland of the Board of Regents' Finance Division presented a financial summary of the proprietary school activities, as well as a summary of the Student Record Administration Account of the Student Protection Fund for FY 2019-2020. Ms. Britton shared with the Commission a numerical summary of proprietary school activities for the past fiscal year. Commission members asked if staff had seen any change in the number of open schools

due to Covid. Ms. Britton shared that staff believes that any Covid-19 effects would be more apparent on FY21 numbers, and that based on staff's conversations with current schools there is an expectation of increased program additions or modifications as schools work to add online or hybrid courses to their catalogs. Ms. Britton also added that staff had been in touch with schools located in Lake Charles after Hurricane Laura, and that all schools had escaped major damage and the storm had limited effect on operations compared to other post-secondary schools in the area.

Under Other Business, Ms. Britton discussed the schedule of proposed meeting dates for calendar year 2021 for members to review for formal adoption at the November 2020 meeting of the Commission. The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, November 10, 2020, at 10:00 a.m, but format will be decided closer to time based on the current phase of reopening. Mr. Dorris and the other commission members extend additional welcome to Mr. Broadwater and there being no further business, the meeting adjourned at 10:54 a.m.

APPENDIX A
GUESTS

Alexis Amburgey

United Training Academy

Derek Prentiss

iWeld Institute, LLC

Victoria Racca

The Microblading Institute

Patricia Wilton

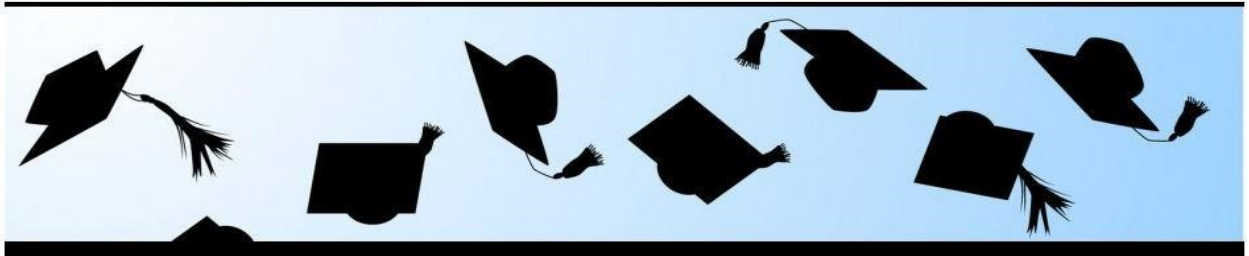
LA Department of Justice

AGENDA ITEM VIII.F.2.

2020 TOPS Report (as Required by R.S. 17:5067)

STAFF RECOMMENDATION

Senior Staff recommends approval of the “TOPS Report: Analysis of the TOPS Program from 2010-2019” and authorization of the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.



TOPS Report:
Analysis of the TOPS Program, 2010-2019

Louisiana Board of Regents

October 2020



Contents

Executive Summary.....	3
Introduction and Background	4
TOPS Legislation.....	4
Brief History of the Taylor Opportunity Program for Students (TOPS)	6
Eligibility Criteria, Levels of Award, Renewal Requirements, Distribution of Awards	6
TOPS Report: Historical Analysis of the TOPS Program, 2009-2020	8
Preparation.....	9
Participation.....	10
Persistence.....	13
Graduation	16
Funding TOPS	22
Conclusions.....	24
Appendix A: Act 1202 from 2001 Regular Legislative Session	26
Appendix B: Act 587 from 2014 Regular Legislative Session	27
Appendix C: Act 227 from 2015 Regular Legislative Session	28
Appendix D: TOPS Tech Analysis	29
Appendix E: TOPS Core Curriculum.....	30
Appendix F: 2020 High School Grads TOPS Eligible by School and Parish	31

Executive Summary

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, also known as TOPS) was created by Act 1375 of the 1997 Regular Legislative Session. The first college freshman class to receive TOPS awards entered postsecondary education in the fall of 1998.

Act 1202 of the 2001 Regular Legislative Session requires the Louisiana Board of Regents (BoR) to prepare a report analyzing various aspects of the TOPS program. Act 227 of the 2015 Regular Legislative Session modifies prior law to clarify and specify data points, without making any substantive changes to the program.

In accordance with Act 227, this report includes:

- An analysis of the relationship between high school courses taken and the student's score on the American College Test (ACT);
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college;
- Persistence (retention) rates of TOPS recipients;
- The number of and reasons for students losing award eligibility;
- Graduation data; and
- TOPS time-to-degree and degree attainment information.

Act 587 of the 2014 Regular Legislative Session added several additional types of information to the TOPS report, including:

- Demographic information of program award recipients (race, gender, parents' income);
- High school GPA and ACT scores of program award recipients grouped by mean; and
- Average high school GPA and average ACT scores of students who lost the award.

The information in the report includes current and historical data on TOPS students (students receiving an *Opportunity, Performance, or Honors Award*) and where appropriate non-TOPS students to allow for comparison. Act 227 requires that this report be submitted annually to the Senate Committee on Education and the House Committee on Education, by December 1st. Therefore, in order to comply with the Act's deadline, data on 2019-2020 TOPS recipients are not included.

Overall, the findings indicated that:

- From 2010 to 2019, 81.7% of students deemed eligible for a TOPS award accepted the award and subsequently enrolled in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2010 and 2020 was 24 and the average high school GPA (Core GPA) was 3.41.

- From 2009-2010 to 2018-2019 the majority of TOPS recipients were white (72.5%) and female (57.7%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.
- The average time-to-degree for TOPS recipients pursuing an associate's degree is 4.0 years, compared with 6.1 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.5 years, compared with 7.3 years for non-TOPS.

Introduction and Background

TOPS Legislation

Act 1202 of the 2001 Regular Legislative Session charged the Board of Regents (BoR) to develop a uniform TOPS reporting system for the purposes of policy analysis and program evaluation, and to provide accurate data and statistics relative to the program's impact on the state and on students (Appendix A). In addition to the development of a TOPS reporting system, Act 1202 also required the BoR to prepare a report on various aspects of the TOPS program. To satisfy the reporting requirements, BoR staff developed interfaces between the major systems needed to identify and track TOPS students as they moved through the postsecondary education enrollment cycle. According to Act 1202, the "TOPS report" should include:

- An analysis of the relationship between the high school courses taken and students' scores on the ACT;
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college;
- Persistence (retention) rates of TOPS students, by award level;
- The number of and reasons for students losing award eligibility;
- Graduation rates by award category (within 100% and 150% of time); and
- The number of students eligible for TOPS, by award category, school, and parish.

Act 587 (Appendix B) of the 2014 Regular Legislative Session added several additional types of information to the annual TOPS report, including:

- Demographic information of program award recipients;
- High school GPA and ACT scores of program award recipients grouped by mean, median, and mode; and
- Average high school GPA and average ACT scores of those who lost the award and those who were placed on probationary status.

Act 587 mandates that this report be submitted to the Senate Committee on Education and the House Committee on Education no later than December 1st of each year. Therefore, in order to comply with the Act's established deadline, data on 2019-2020 TOPS recipients are not included.

Act 227 of the 2015 Regular Legislative Session amended Act 1202 for statutory clarity. The new law reorganizes, renumbers, and recodifies existing law without making any substantive changes to the program beyond requiring additional data points to assess TOPS recipients' to time to degree.

In addition, during the 2016, 2017, and 2018 Regular Legislative Sessions, there were several bills passed that will impact the TOPS program. The 2019 Regular Legislative Session passed a Study Resolution (SR 10) which requires BoR to study the feasibility of updating TOPS reporting requirements to include data on scholarship recipients' employment outcomes and other relevant information. Although a discussion of these statutes is necessary, the impact of some of these laws will not be reflected in the data until future reports.

The Acts of the 2016 Regular Session of the Louisiana Legislature that impact TOPS are as follows:

- **Act 18** sets a floor for the TOPS Award Amount and provides that the qualifying ACT score shall be truncated to a whole number rather than rounded to the next whole number. These changes were effective beginning with the fall semester of 2016.
- **Act 388** increases the *core* grade point average (GPA) requirement to qualify for a TOPS *Performance* Award from 3.0 to 3.25 and increases the GPA requirement to qualify for a TOPS *Honors* Award from 3.0 to 3.50. These changes are effective for high school graduates of 2022 (per Acts 245 and 346 of the 2020 Regular Legislative Session).
- **Act 503** changes the methodology for eliminating students' TOPS Awards in the event of a budget shortfall. When there is a budget shortfall, each student's TOPS award -- including *Performance* and *Honors* Award stipends -- is subject to a reduction; National Guard stipends and TOPS Tech Early Start are not reduced. TOPS Awards will be distributed to all students according to a pro-rata distribution of the available funds. Under Act 503, a student is allowed to "opt out" of receiving his TOPS Award during a budget shortfall. This change was effective beginning with the AY 2016-2017 award year.

The Act **of the 2017 Regular Session** of the Louisiana Legislature which impacts TOPS is as follows:

- **Act 44** further clarified Act 18 of the 2016 Regular Session that the level of the award shall be the amount of tuition charged to students during the AY 2016-2017.

The Acts of the 2018 Regular Session of the Louisiana Legislature that impact TOPS are as follows:

- **Act 671** changes certain TOPS initial eligibility requirements and provides relative to the sharing of certain student data.
- **Act 583** establishes the TOPS Income Fund as a special treasury fund. Monies in the fund can be combined with other funds; however, all monies in the TOPS Income Fund shall be used solely to fund the TOPS Program.

Brief History of the Taylor Opportunity Program for Students (TOPS)

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, also known as TOPS), Louisiana's merit-based student aid program, was created via Act 1375 of the 1997 Regular Legislative Session. The first freshman class to receive TOPS awards entered postsecondary education in the fall of 1998. Although the founding legislation does not directly document the goals of the program, the four generally accepted purposes of TOPS are to:

- Promote academic success by requiring completion of a rigorous high school core curriculum;
- Provide financial incentives as a reward for good academic performance;
- Keep Louisiana's best and brightest in the state to pursue postsecondary educational opportunities and become productive members of Louisiana's workforce; and
- Promote access to and success in postsecondary education.

Eligibility Criteria, Levels of Award, Renewal Requirements, Distribution of Awards

There are four TOPS awards available to students enrolling at Louisiana's colleges and universities: TOPS Tech, *Opportunity*, *Performance*, and *Honors*. Because the TOPS Tech Award has historically been underutilized, this report focuses only on those students receiving an *Opportunity*, *Performance* or *Honors* Award. Limited statistical analysis on the TOPS Tech Award can be found in Appendix D. Act 230 of the 2015 Regular Session made changes to the TOPS Tech program. Under Act 230, students graduating from high school during the 2016-2017 school year and thereafter are able to use the TOPS Tech Award to pursue an associate's degree or other shorter-term training and education credential, including skill, occupational, vocational, technical, certificate, and academic, that the Workforce Investment Council and the Board of Regents determine is aligned to state workforce priorities. These changes are expected to increase participation, allowing for a more detailed analysis of the TOPS Tech program in future reports.

The eligibility criteria for the *Opportunity*, *Performance* and *Honors* Awards includes completion of a defined high school core curriculum, with a minimum grade point average (GPA) in core courses and a minimum ACT composite score. Table 1 lists current eligibility criteria and award components of TOPS. Currently, the TOPS Core Curriculum consists of 19 units. The specific course requirements of the TOPS Core Curriculum are contained in Appendix E.

Historically, the administration of TOPS was statutorily assigned to the Louisiana Student Financial Assistance Commission (LASFAC). However, Act 314 of the 2016 Regular Session abolished LASFAC and transferred its duties to the Board of Regents. Therefore, the Louisiana Office of Student Financial Assistance (LOSFA) has been administering the TOPS program under the direction of the BoR since that date. The Free Application for Federal Student Aid (FAFSA) or TOPS Online Application are the mechanisms for applying for

TOPS. Program eligibility is determined by using the high school transcript from the Louisiana Department of Education's Student Transcript System (STS) and official composite ACT scores.

Table 1: TOPS Eligibility Criteria and Award Components, AY 2019-2020				
Award	Core Units	Core GPA	ACT Composite	Duration
Opportunity	19	2.5	Prior year state average, currently 20	4 years or 8 semesters
Performance	19	3.0	23	4 years or 8 semesters
Honors	19	3.0	27	4 years or 8 semesters

Source: LOSFA website - TOPS Brochures & Flyers

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 semester hours each academic year (fall, spring and summer), and maintain satisfactory academic progress as demonstrated by the cumulative grade point average. Table 2 lists the minimum renewal requirements for each award. Continuing eligibility is determined by LOSFA based on data received from the postsecondary institution in which the student is enrolled.

Table 2: Minimum Renewal Requirements, AY 2019-2020			
Award	Hrs. Earned /AY	Cumulative GPA for continuation	Award Reinstated* (Upon recovery of req. GPA)
Opportunity	24	2.3 after 24 hrs. 2.50 after 48 hrs. Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes
Performance	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity
Honors	24	3.0 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity

Source: LOFSA website - TOPS Brochures & Flyers

*Achievement of the required GPA must occur within 2 years.

Table 3 illustrates the distribution of TOPS awards across systems for AY 2019-2020. In this year, the majority (55.5%) of TOPS awards went to students attending a UL System campus. Data also indicate that nearly one-half (47.5%) of students with TOPS awards had an *Opportunity* Award. Of students with the highest level of award, the *Honors* Award, 47.2% attended a UL System campus.

Table 3: Distribution of Award Types Across Systems, AY 2019-2020							
Award	LSU System	Southern System	UL System	LCTC System	Private Institutions	Proprietary Schools	% of all Awards
<i>Opportunity</i>	26.9%	2.3%	57.2%	7.2%	5.7%	0.7%	47.5%
<i>Performance</i>	29.2%	1.0%	60.4%	2.9%	6.2%	0.3%	27.2%
<i>Honors</i>	41.4%	0.2%	47.2%	0.6%	10.5%	0.1%	25.3%
% of all awards	31.2%	1.4%	55.5%	4.4%	7.0%	0.4%	100.0%

Source: LOSFA - TOPS Payment Summary by Award Level for Academic Year 2019-2020 as of 07/27/2020

TOPS Report: Historical Analysis of the TOPS Program, 2009-2020

The information in this report includes current and historical data on TOPS students (receiving an *Opportunity*, *Performance*, or *Honors* Award) and, where appropriate, non-TOPS students, to allow for comparison. Some of the data provided in the “Preparation” section and all of the data provided in the “Participation,” “Persistence” and “Graduation” sections of this report do not include private postsecondary institutions since those institutions do not currently participate in Regents’ reporting systems. The report is presented in an order that follows a student’s progression through the postsecondary enrollment process, from preparation, to participation in postsecondary education, to persistence, to graduation.

Preparation

TOPS academic eligibility criteria require students to take high school courses that will prepare them for success after high school, particularly in postsecondary education. With the 2001 Master Plan, the BoR adopted the *TOPS Core* as the *Regents' Core*, the most important element of the minimum standards established for admission to the state's public four-year colleges and universities. With this change, students had a double incentive to complete the college-preparatory curriculum.

A study of the 2020 Louisiana high school graduates conducted by ACT examined the correlation between the ACT Core – which is closely aligned with the TOPS Core – and students' performance on the ACT. Findings indicated that students who reported taking the ACT Core earned higher composite ACT scores than students who did not take the ACT Core.

According to ACT, 53,488 students in the 2020 graduating class took the ACT test. Of these students, approximately 59% took the ACT Core and 20% took less than the Core. (Because some students did not indicate whether they completed the ACT Core, the numbers do not add up to 100%.) The average ACT composite (Table 4) for those who reported completing the ACT Core in 2020 was 20.5, whereas the average ACT composite score for those who did not report completing the ACT Core was 15.8.¹

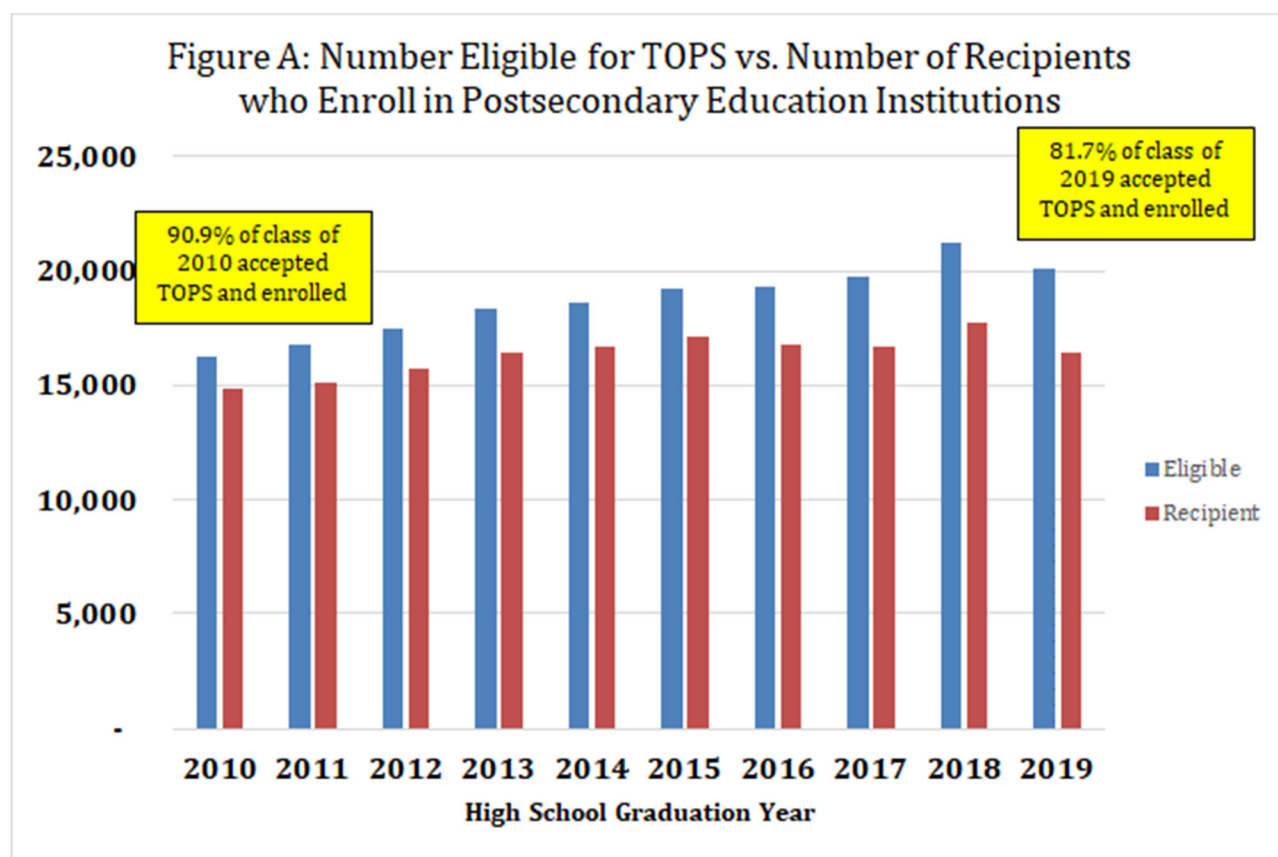
The TOPS Core eligibility criteria are more rigorous than the ACT Core as they require students to take a more rigorous and prescriptive high school curriculum, which in turn better prepares them for the ACT and for success in postsecondary education. Since the 2003 high school graduating cohort, data indicate that the percentage of students completing the TOPS University Core has risen from 75.7% to 90.7%. Since the TOPS Core and ACT Core are closely aligned, students who complete the TOPS Core earn higher ACT composite scores than students who do not complete the TOPS Core.

Table 4: Average ACT Composite, AY 2015-2020		
High School Grad Year	Average ACT Composite for students completing ACT Core	Average ACT Composite for students not completing ACT Core
2015	20.7	16.1
2016	20.7	16.2
2017	20.8	16.3
2018	20.7	16.1
2019	20.6	15.6
2020	20.5	15.8
Source: The ACT Profile Report - State Graduating Class 2020 Louisiana		

¹ ACT Core or more results correspond to students taking the four or more years of English and three or more years each of math, social studies, and natural science. Those who did not complete the ACT Core would most probably have completed the Louisiana Jump Start curriculum.

Participation

A generally accepted purpose of TOPS is to attract and retain Louisiana's high school graduates who are more likely to persist and attain a postsecondary credential. In fact, a common slogan associated with the TOPS program has been to "retain the best and brightest" students to attend Louisiana's colleges with the hope that they will enter the state's workforce after graduation. To that end, of the 187,213 students deemed eligible for a TOPS *Opportunity*, *Performance* or *Honors* Award between 2010 and 2019, 163,630 (or 87.4%) accepted the award and enrolled in a postsecondary education institution in Louisiana (see Figure A). If one were to define the best and brightest as students who were deemed eligible for the TOPS *Honors* Award, approximately 81.5% accepted TOPS *Honors* and enrolled in a postsecondary education institution in Louisiana. The lower acceptance rate (81.5%) compared to the overall TOPS acceptance rate (87.4%) can be attributed to the larger number of postsecondary options (in-state and out-of-state) available to *Honors* Award-eligible students.



Since 2010-2011, the average high school Core GPA of TOPS recipients has increased, as illustrated in Table 5. In 2010-2011, the average TOPS Core GPA was 3.35. By 2019-2020, the average TOPS Core GPA had increased to 3.65. Both the average ACT scores and TOPS Core GPAs of TOPS recipients have been consistently higher than the minimum requirements for a TOPS *Opportunity* Award. See Appendix F for an analysis of 2019-2020 high school graduates eligible for TOPS by award category, school, and parish.

Table 5: Mean ACT and Core GPA of TOPS Recipients*			
HS Graduating Cohort	TOPS Recipients' Average Composite ACT Score	Statewide Average ACT Composite Score **	TOPS Recipients' Average Core GPA
2010-2011	24	20.2	3.35
2011-2012	24	20.3	3.36
2012-2013	24	19.5	3.37
2013-2014	24	19.2	3.35
2014-2015	24	19.4	3.35
2015-2016	24	19.5	3.38
2016-2017	24	19.4	3.40
2017-2018	24	19.2	3.54
2018-2019	24	18.8	3.58
‡ 2019-2020	25	18.7	3.65
* Since 2010, the average overall composite ACT score of TOPS recipients is 24, and the overall average GPA is 3.41			
** The statewide average includes all graduating high school students. Source: ACT Profile Report			
‡ Of those eligible. Source: ACT Profile Report			

As Table 6 indicates, TOPS recipients are predominantly white. In 2018-2019, 72.5% of TOPS recipients were white while the total first-time entering freshman student population was 48.9% white; this percentage reflects all enrolled first-time freshmen (including in-state, out-of-state, TOPS recipients and non-TOPS students). This trend is found in other states with similarly large merit-based scholarship programs. Despite the racial gaps present among TOPS recipients, the number of minority students receiving TOPS has increased over time. For example, in 2018-2019, 2,859 African Americans were TOPS recipients, compared to 2,343 in 2009-2010. This represents a 22% increase since 2009-2010.

Table 6: TOPS Recipients, by Race*							
HS Graduating Cohort	Asian	American Indian	African American	White	Hispanic	Other	Total
2009-2010	411	79	2,343	11,491	289	0	14,613
2010-2011	400	71	2,462	11,545	339	70	14,887
2011-2012	480	76	2,814	11,659	421	95	15,545
2012-2013	492	82	2,946	12,175	412	138	16,245
2013-2014	517	111	2,764	12,139	461	144	16,136
2014-2015	540	110	3,073	12,488	508	149	16,868
2015-2016	508	102	3,085	12,082	546	154	16,477
2016-2017	504	97	2,921	12,168	536	194	16,420
2017-2018	559	117	3,277	12,690	583	258	17,484
2018-2019	510	72	2,859	11,903	568	257	16,169
* It should be noted that 2,902 individuals did not report their race. Therefore they were not included in this analysis.							
Source: LOSFA internal data files as of August 2020.							

Additionally, initial TOPS recipients have been predominantly female. As noted in Table 7, in 2018-2019, 57.7% of TOPS recipients were female. In comparison, 55.3% of the total 2019 first-time freshman undergraduate population was female; this percentage reflects all enrolled first-time freshmen (includes in-state, out-of-state, TOPS recipients and non-TOPS students).

Table 7: TOPS Recipients, by Gender*			
HS Graduating Cohort	Female	Male	Total
2009-2010	8,672	6,130	14,802
2010-2011	8,761	6,357	15,118
2011-2012	9,055	6,674	15,729
2012-2013	9,596	6,850	16,446
2013-2014	9,777	6,920	16,697
2014-2015	10,128	7,017	17,145
2015-2016	9,915	6,846	16,761
2016-2017	9,756	6,891	16,647
2017-2018	10,270	7,394	17,664
2018-2019	9,473	6,880	16,353
* It should be noted that over the ten-year period, 384 individuals did not report their gender and are not included in this analysis.			
Source: LOSFA internal data files as of August 2020			

As indicated in Table 8, TOPS recipients are increasingly coming from middle- and upper-income families. Since 2009-2010, the number of TOPS recipients from households with incomes of \$150,000 or more increased by 66.0%, whereas the number of recipients from households with incomes of \$14,999 or less (below the poverty line), decreased by 13.5% over the same time frame. These data align with national trends.

High School Graduation Cohort	\$0-\$14,999	\$15,000-\$24,999	\$25,000-\$34,999	\$35,000-\$49,999	\$50,000-\$69,999	\$70,000-\$99,999	\$100,000-\$129,999	\$130,000-\$149,999	\$150,000+
2009-2010	1,024	1,107	1,034	1,394	1,754	2,684	2,125	812	2,069
2010-2011	900	1,124	1,065	1,397	1,741	2,616	2,049	858	2,226
2011-2012	918	1,233	1,115	1,501	1,727	2,715	2,115	849	2,421
2012-2013	1,014	1,243	1,102	1,514	1,759	2,637	2,235	1,044	2,737
2013-2014	980	1,238	1,128	1,525	1,622	2,621	2,216	1,055	3,086
2014-2015	1,091	1,255	1,162	1,585	1,740	2,585	2,238	1,082	3,271
2015-2016	998	1,235	1,129	1,576	1,677	2,500	2,201	1,070	3,331
2016-2017	1,014	1,227	1,152	1,402	1,562	2,514	2,165	1,175	3,355
2017-2018	1,121	1,363	1,242	1,702	1,766	2,548	2,316	1,114	3,393
2018-2019	886	1,217	1,081	1,496	1,640	2,278	2,207	1,069	3,434

* It should be noted that over the past ten years, 11,252 individuals either did not report their income or reported a negative income. Therefore, those individuals were not included in this analysis

Source: LOSFA internal data files as of August 2020

Persistence

Persistence in postsecondary education is usually measured by the rate at which first-time, full-time, degree-seeking students are retained in (or return for) their second year. As illustrated in Tables 9, 10 and 11, students who begin college with a TOPS award return to postsecondary education in subsequent years at higher rates than non-TOPS students. Furthermore, students who receive the *Performance* and *Honors* Awards are retained at higher rates than students who receive the *Opportunity* Award. Because TOPS students are better prepared generally for postsecondary education, it is not surprising that these students persist at higher rates than non-TOPS students.

Table 9 examines the overall retention rate (retention at any Louisiana public postsecondary institution, not necessarily the institution at which the student started) through the second, third and fourth years of students with TOPS who began at a four-year institution compared to those who began without TOPS.

Previous reports included Louisiana residents as well as out-of-state and international students in the non-TOPS category. Beginning with the 2018 TOPS Report, out-of-state and international students will be excluded since they are not eligible for TOPS.

Table 9: Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Four-Year Institution

Fall Semester Entering Class	2 nd Yr. Retention		3 rd Yr. Retention		4 th Yr. Retention	
	TOPS	Non-TOPS	TOPS	Non-TOPS	TOPS	Non-TOPS
2009	89%	70%	82%	59%	77%	51%
2010	88%	69%	82%	58%	77%	51%
2011	88%	69%	81%	58%	75%	50%
2012	87%	69%	81%	57%	75%	50%
2013	87%	68%	81%	57%	76%	49%
2014	87%	68%	81%	56%	75%	50%
2015	87%	65%	80%	54%	75%	48%
2016	87%	67%	81%	56%	76%	49%
2017	88%	67%	81%	56%	0%	0%
2018	87%	66%	0%	0%	0%	0%

Source: BoR internal data files as of September 2020, Non-TOPS is limited to Louisiana Residents

Table 10 examines the overall retention rate of TOPS students who began at a four-year institution through the second, third and fourth years by award level.

Table 10: Statewide Retention Rates of TOPS Students Who Began at a Four-Year Institution by TOPS Award Level

Fall Semester Entering Class	2 nd Yr. Retention			3 rd Yr. Retention			4 th Yr. Retention		
	Opportunity	Performance	Honors	Opportunity	Performance	Honors	Opportunity	Performance	Honors
2008	89%	88%	95%	82%	84%	91%	76%	82%	89%
2009	88%	88%	93%	80%	84%	92%	74%	81%	88%
2010	87%	88%	94%	79%	85%	93%	73%	81%	89%
2011	87%	87%	94%	78%	84%	91%	71%	81%	87%
2012	86%	88%	94%	77%	84%	91%	71%	81%	88%
2013	86%	86%	94%	78%	83%	91%	72%	79%	88%
2014	85%	87%	94%	77%	83%	92%	70%	80%	89%
2015	85%	87%	94%	77%	83%	92%	70%	79%	88%
2016	86%	88%	93%	78%	84%	90%	71%	80%	87%
2017	85%	89%	93%	77%	85%	91%	0%	0%	0%
2018	84%	89%	93%	0%	0%	0%	0%	0%	0%

Source: BoR internal data files as of September 2020

Table 11 examines the overall retention rate to the second year of students who began with TOPS at a two-year institution compared to those who began without TOPS.

Table 11: Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Two-Year Institution		
Fall Semester Entering Class	2 nd Yr. Retention	
	TOPS	Non-TOPS
2008	81%	57%
2009	77%	52%
2010	77%	52%
2011	72%	52%
2012	74%	51%
2013	72%	50%
2014	73%	49%
2015	75%	48%
2016	73%	45%
2017	75%	46%
2018	75%	47%
Source: BoR internal data files as of September 2020, Non-TOPS is limited to Louisiana residents		

Students who receive a TOPS award must meet minimum academic criteria to retain their award. (See Table 2.) The award is cancelled when students fail to maintain full-time and continuous enrollment and earn the required 24 hours of credit per academic year or maintain the required minimum GPA. TOPS Awards are initially suspended for GPA and are permanently canceled only after 2 years have passed and the student has not attained the required GPA. As shown in Table 12, the number of awards cancelled has declined over time.

Furthermore, between fall 2009 and spring 2019, 161,825 students received TOPS awards. Of these TOPS award recipients, 38,634 (24%) had their TOPS award cancelled at some point during their postsecondary academic career. During the time period of 2009-2010 to 2018-2019, the cumulative total of cancelled awards was 38,634. Of these 38,634 cancelled awards, 31,652 were cancelled due to students' failure to earn 24 hours of college credit during an academic year; 3,456 awards due to the GPA requirement; 3,526 due to non-continuous enrollment; and 6,117 due to student resignations. The vast majority of awards are cancelled due to the 24-hour requirement.

Table 12: Percentage of TOPS Award Cancelled** by Cohort											
Entering Cohort	Total # of Awards	Total # of Awards Cancelled*		Cancelled: 24 Hr. Requirement		Cancelled: GPA Requirement		Cancelled: Non-Continuous Enrollment		Cancelled: Student Resignation	
2009-2010	14,480	5,021	35%	3,418	24%	385	3%	1,218	8%	537	4%
2010-2011	14,805	4,668	32%	3,156	21%	489	3%	1,023	7%	605	4%
2011-2012	15,125	4,231	28%	3,029	20%	520	3%	682	5%	588	4%
2012-2013	15,816	4,102	26%	3,466	22%	540	3%	96	1%	599	4%
2013-2014	16,453	4,276	26%	3,649	22%	516	3%	111	1%	656	4%
2014-2015	16,704	4,147	25%	3,686	22%	363	2%	98	1%	663	4%
2015-2016	17,297	4,176	24%	3,744	22%	330	2%	102	1%	666	4%
2016-2017	16,703	3,686	22%	3,371	20%	227	1%	88	1%	615	4%
2017-2018	16,690	2,437	15%	2,285	14%	86	1%	66	0%	658	4%
2018-2019	17,752	1,890	11%	1,848	10%	0	0%	42	0%	530	3%
2019-2020	*	*	*	*	*	*	*	*	*	*	*
Grand Total	161,825	38,634		31,652		3,456		3,526		6,117	
Source: LOSFA internal data files as of September 2020, TOPS Tech award recipients not included.											
* Due to change in methodology by LOSFA in 2018 regarding a timeframe change from 90 days to 9 months for data collection. For awards cancelled for 2019-2020, these data are not available at this time and will be reported in the next year.											
**Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.											

The average ACT score of all the TOPS recipients who had their awards cancelled between 2007-2008 and 2018-2019 (due to failure to earn the required 24 hours of credit per academic year, earn the required minimum GPA, or maintain full-time and continuous enrollment) was 23. Among this group, the average high school GPA was 3.14 (Table 13).

Table 13: Average ACT Score and High School GPA of TOPS Recipients Who had Their Award Cancelled*, 2007-2008 to 2018-2019		
Reason Cancelled	Average ACT Composite	Average High School GPA
24 Hour	23.1	3.14
GPA	22.8	3.10
Non-Continuous Enrollment	23.2	3.17
*Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.		

Graduation

A graduation rate is typically measured by calculating the rate at which first-time, full-time degree-seeking students earn their academic degrees within 150% of the time anticipated (i.e., within six years for baccalaureate degrees and within three years for associate's degrees). However, because TOPS recipients are only eligible for the award for up to four years (or 8 semesters), it is important to examine graduation rates at both 100% and 150% of time.

As noted in Figures B and C, students who begin a baccalaureate degree program with TOPS graduate within 100% and 150% of time at much higher rates than do students without a TOPS award. In order to compare the same cohorts, the 2013 class will be used as both 100% and 150% data are available. Findings indicate that 35% of the 2013 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students. Furthermore, 63% of the 2013 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 150% of time, compared with 29% of non-TOPS students.

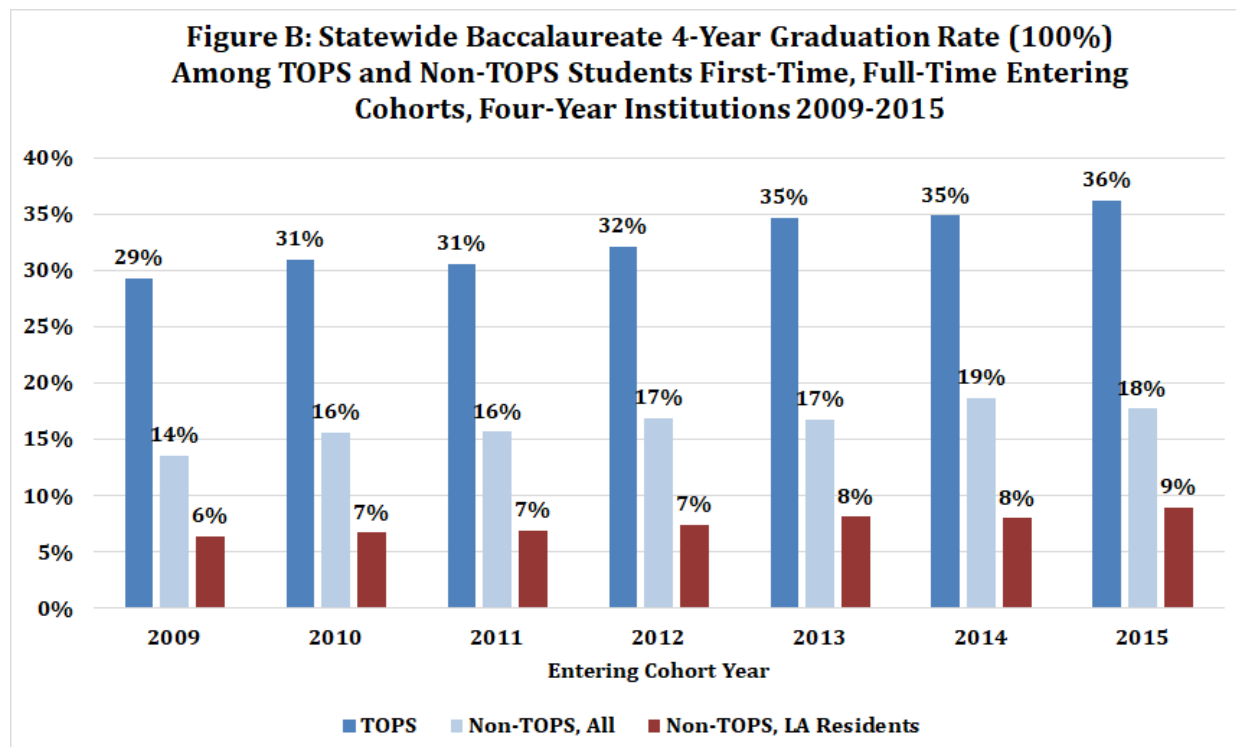
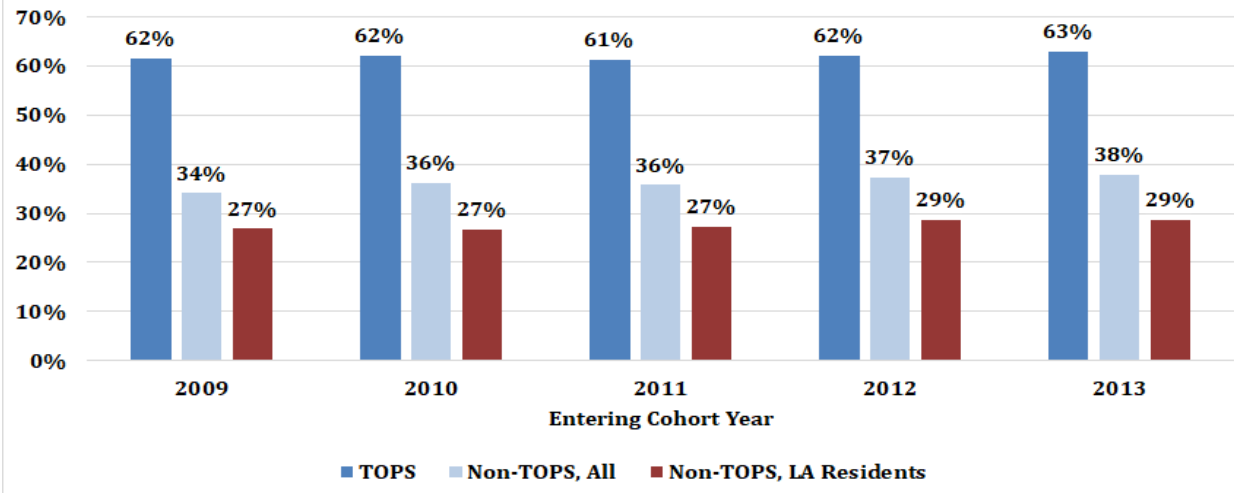


Figure C: Statewide Baccalaureate 6-Year Graduation Rate (150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2009-2013



Graduation rates also differ across the type of award received. TOPS *Honors* Award recipients graduate at much higher rates than TOPS *Performance* and *Opportunity* Award recipients. As above, in order to compare the same cohorts, the 2013 class will be used as both 100% and 150% data are available. As noted in Figures D and E, 66% of TOPS *Honors* Award recipients in the 2013 entering cohort completed a baccalaureate degree within 100% of time and 86% within 150% of time, compared with 51% and 22% within 100% of time and 74% and 54% within 150% of time for TOPS *Performance* and *Opportunity* Award recipients, respectively.

Figure D: Statewide Baccalaureate 4-Year Graduation Rate (100%) By Opportunity, Performance, Honors

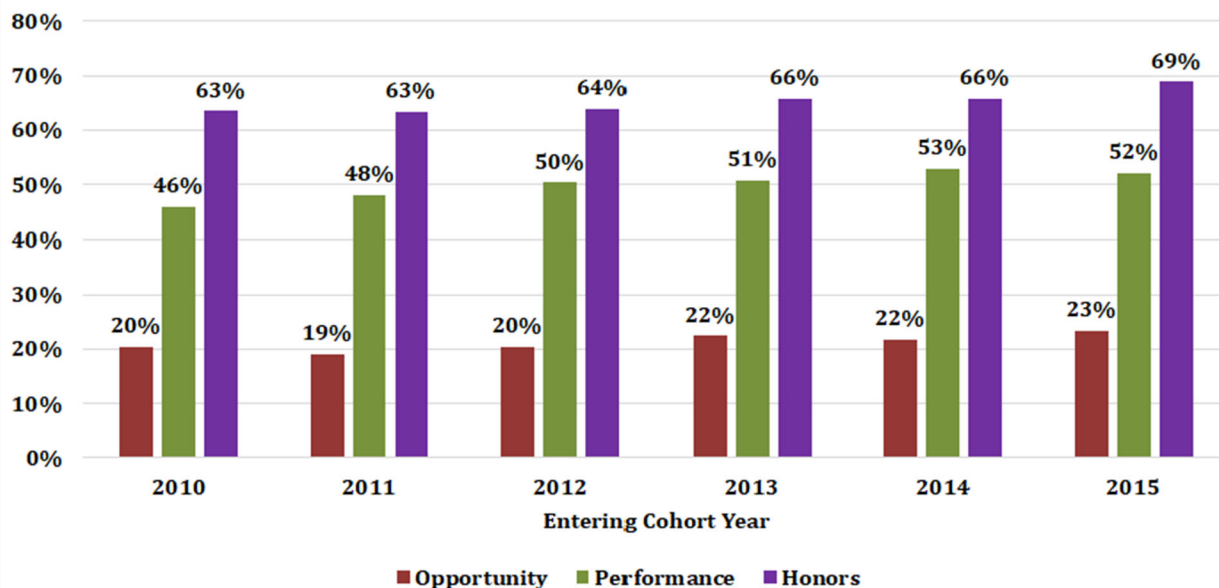
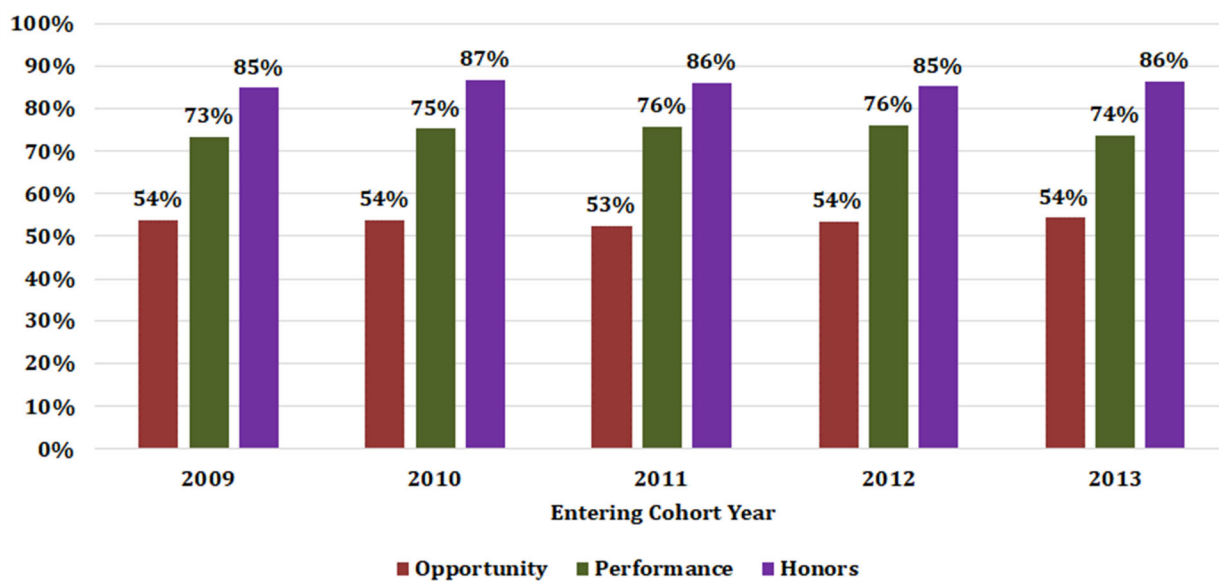
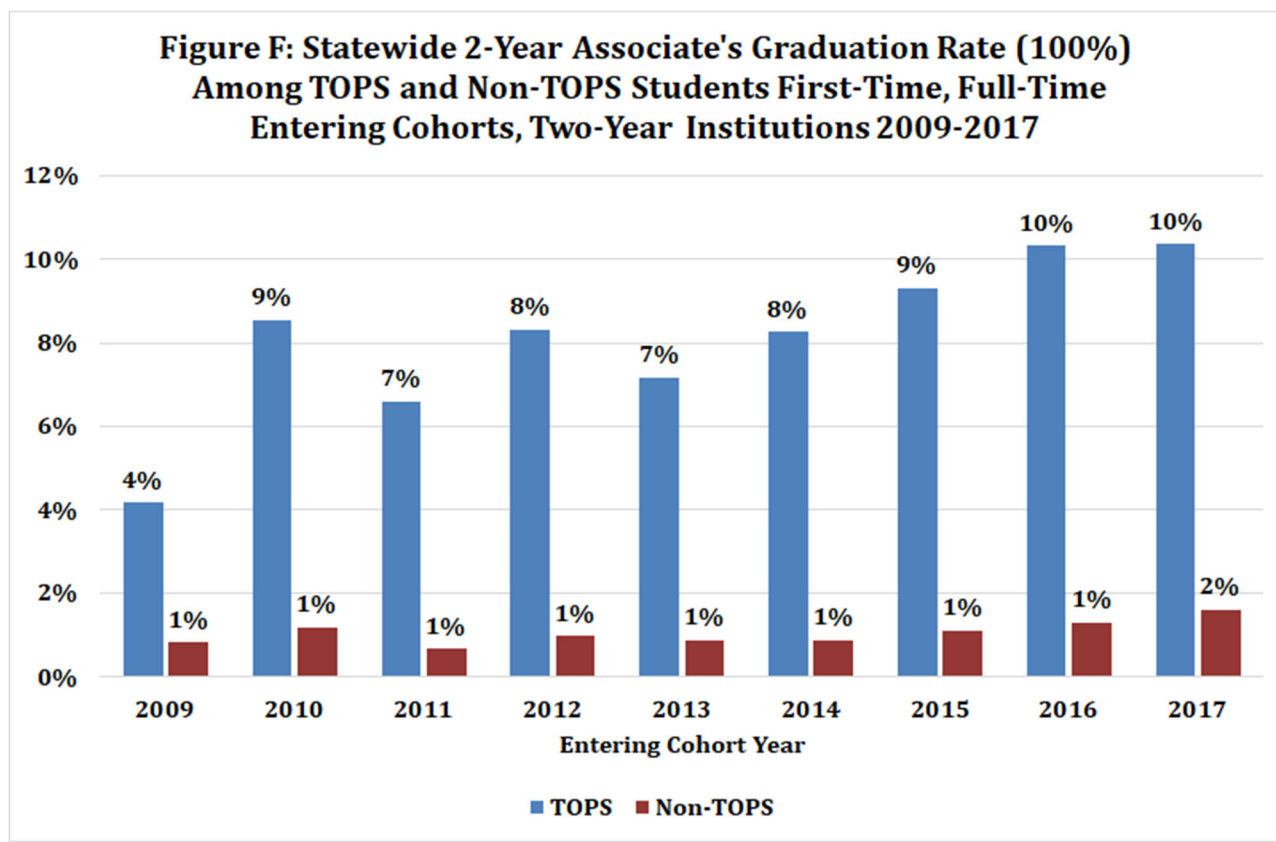


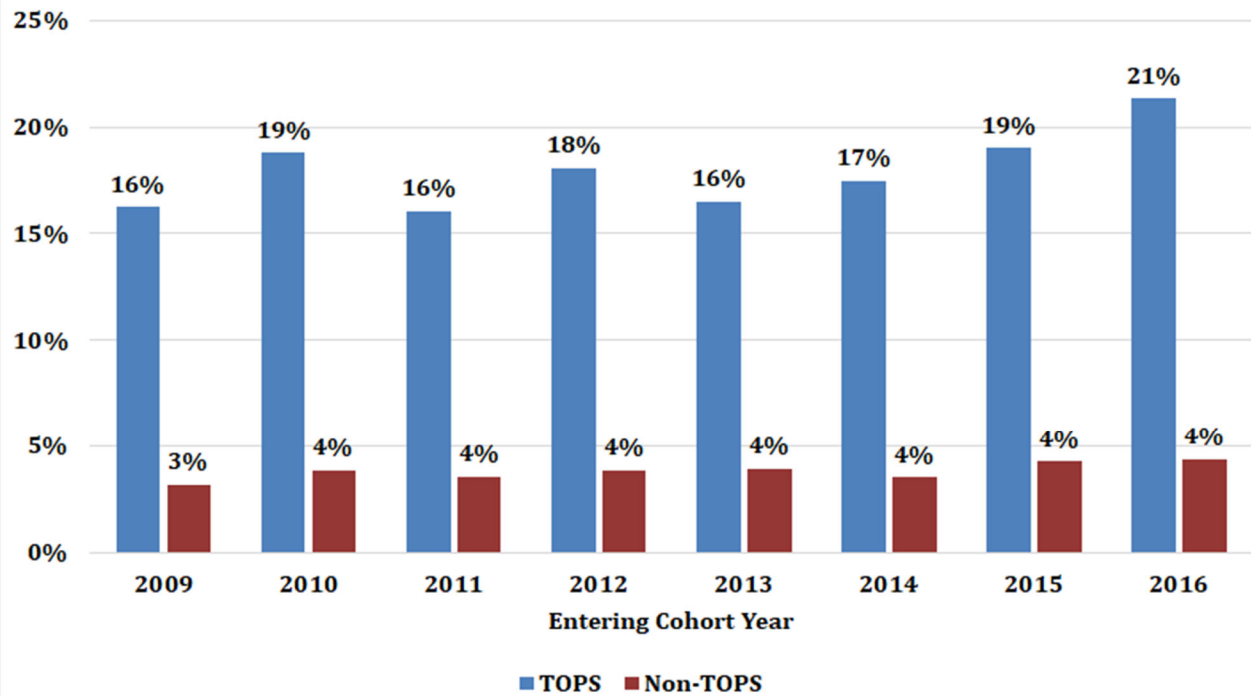
Figure E: Statewide Baccalaureate 6-Year Graduation Rate (150%) By Opportunity, Performance, Honors



Similar to TOPS baccalaureate degree seekers, TOPS recipients who begin an associate's degree program graduate at much higher rates than students without a TOPS award. In order to compare the same cohorts, the 2016 class was used as both 100% and 150% data are available. As shown in Figures F and G, 10% of the 2016 first-time, full-time entering cohort of TOPS recipients completed an associate's degree within 100% of time, compared with 1% of non-TOPS students. Within 150% of time, 21% of the 2016 first-time, full-time entering cohort of TOPS recipients completed an associate's degree, compared with 4% of non-TOPS students. These rates do not include the substantial number of TOPS recipients who initially enroll in two-year institutions and transfer to four-year institutions prior to receiving an associate's degree. Performance measures for out-of-state and international students were negligible and did not affect the data.



**Figure G: Statewide 2-Year Associate's Graduation Rate (150%)
Among TOPS and Non-TOPS Students First-Time, Full-Time
Entering Cohorts, Two-Year Institutions 2009-2016**



National Student Clearinghouse (NSC) [2016] defines time-to-degree as “the time between initial enrollment in a postsecondary institution and graduation with a college degree.” Table 14 examines this metric for TOPS recipients compared with non-TOPS students for the 2019-2020 Academic Year. Consistent with trends discussed in this report, TOPS students took less time to complete the degree than their non-TOPS counterparts. Within the three tiers of TOPS (*Opportunity*, *Performance* and *Honors*), the higher the scholarship level, the fewer semesters taken to graduate.

Table 14: 2019-2020 Average Time-to-Degree of TOPS & Non-TOPS Recipients*	
Average Time-To-Degree (Calendar Years)	
Associate Degree Recipients	
TOPS	4.0
Non-TOPS	6.1
Total	5.4
Baccalaureate Degree Recipients	
TOPS Opportunity	5.0
TOPS Performance	4.0
TOPS Honors	3.9
TOPS Total	4.5
Non-TOPS	7.3
Baccalaureate Total	4.9
* does not include out-of-state or international students	

Funding TOPS

As depicted in Figure H, the state spent approximately \$3.60 billion funding the TOPS program from 1999 to 2019. The 2016-2017 AY was the first time that TOPS was not fully funded, caused by budget shortfalls. The 2017-2018 AY saw the state restore TOPS funding to previous levels. During that time, total expenditures on the TOPS program substantially increased. The growth is largely attributable to two factors: (1) the increase in tuition amounts at the state's public institutions of higher education (Figure H); and (2) increases in the number of students receiving the award (Figure I). As illustrated in Figure I, in 1998-1999 the number of TOPS recipients was 23,561. By 2019-2020, the number of TOPS recipients had more than doubled, to 54,669. From 1998-1999 to 2019-2020, the average tuition at Louisiana's public four-year institutions more than quadrupled (Figure H). As illustrated in Figure H, in 1998-1999 the average tuition was \$2,269. By 2018-2019, the average tuition had increased fourfold, to \$9,610.

Figure H: TOPS Program Funding, 1998-1999 to 2019-2020* Growth in TOPS Expenditures and Recipients Compared with Average Public 4-Year Tuition

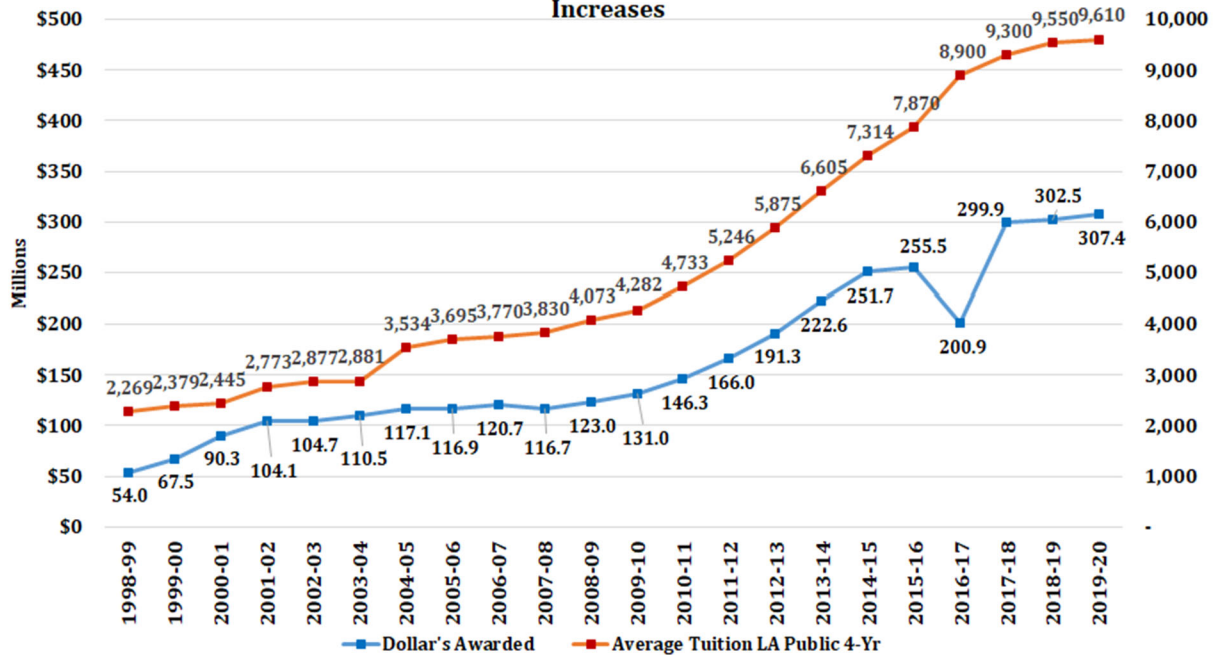
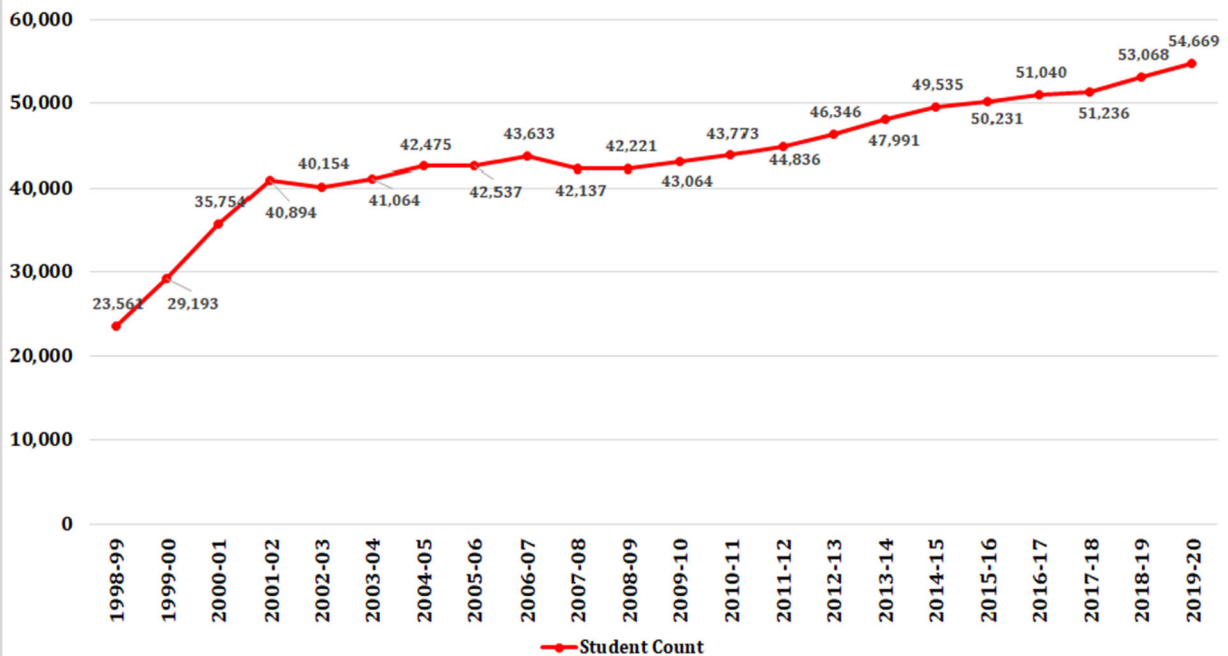


Figure I: TOPS Student Counts, 1998-1999 to 2018-2020



Conclusions

The TOPS eligibility criteria require students to take a more rigorous high school curriculum, which better prepares them for the ACT and for success in postsecondary education. A study of the 2020 Louisiana high school graduates conducted by ACT indicated that the average ACT composite score for those who completed the ACT Core – which is closely aligned with the TOPS core – was 20.5, while the average composite score for those who did not complete the ACT Core was 15.8. Although there are some variations between the ACT Core and TOPS Core, students who complete the TOPS Core also earn higher ACT composite scores than students who do not complete the TOPS Core.

Data indicate that the TOPS program has succeeded in keeping Louisiana's high school graduates in the state to pursue postsecondary education. Since 2008-2009, of the 187,213 students deemed eligible for a TOPS *Opportunity*, *Performance* or *Honors* Award, 163,630 (or 87.4%) have accepted a TOPS *Opportunity*, *Performance* or *Honors* Award and enrolled in a postsecondary education institution in Louisiana.

TOPS recipients consistently attain ACT scores and high school core GPAs above the minimum required for TOPS eligibility. Among TOPS recipients from 2010-2011 to 2019-2020, the average ACT score was 24 (four points above the required minimum for eligibility for a TOPS *Opportunity* Award) and the average high school GPA (Core GPA) was 3.41 (significantly higher than the 2.5 minimum required for a TOPS *Opportunity* Award).

Data also indicate that the majority of initial TOPS recipients are white and female. Although there are significant racial disparities across TOPS recipients, the number of minorities receiving TOPS has significantly increased over time, with a 22% increase in the number of African American TOPS recipients from 2009-2010 to 2018-2019. However, the past several years have seen a trend of TOPS students increasingly coming from middle- and upper-income households.

In terms of persistence, students who begin college with a TOPS award return to postsecondary education in subsequent years at a higher rate than non-TOPS students. Overall, approximately 23.9% of TOPS recipients between 2009-2010 and 2018-2019 had their awards cancelled, with the majority of cancellations due to students' failure to earn 24 hours of college credit during an academic year.

Data indicate that students who began a baccalaureate or an associate's degree program with a TOPS award graduated within 100% and 150% of time at much higher rates than did students without a TOPS award. Thirty-five percent (35%) of the 2013 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students.

Data indicate that there may be a correlation of TOPS awards with time-to-degree, as TOPS recipients graduated in fewer semesters than non-TOPS students.

The state's growing investment in TOPS to date is attributable to (1) the increase in the number of students receiving the award and (2) the increase in tuition at Louisiana's public institutions of higher education. From the 1998 -1999 through 2019-2020 fiscal years, the state spent approximately \$3.6 billion on the TOPS program.

Appendix A:
Act 1202 from 2001 Regular Legislative
Session

<https://www.legis.la.gov/legis/ViewDocument.aspx?d=817880>

Appendix B:
Act 587 from 2014 Regular Legislative Session

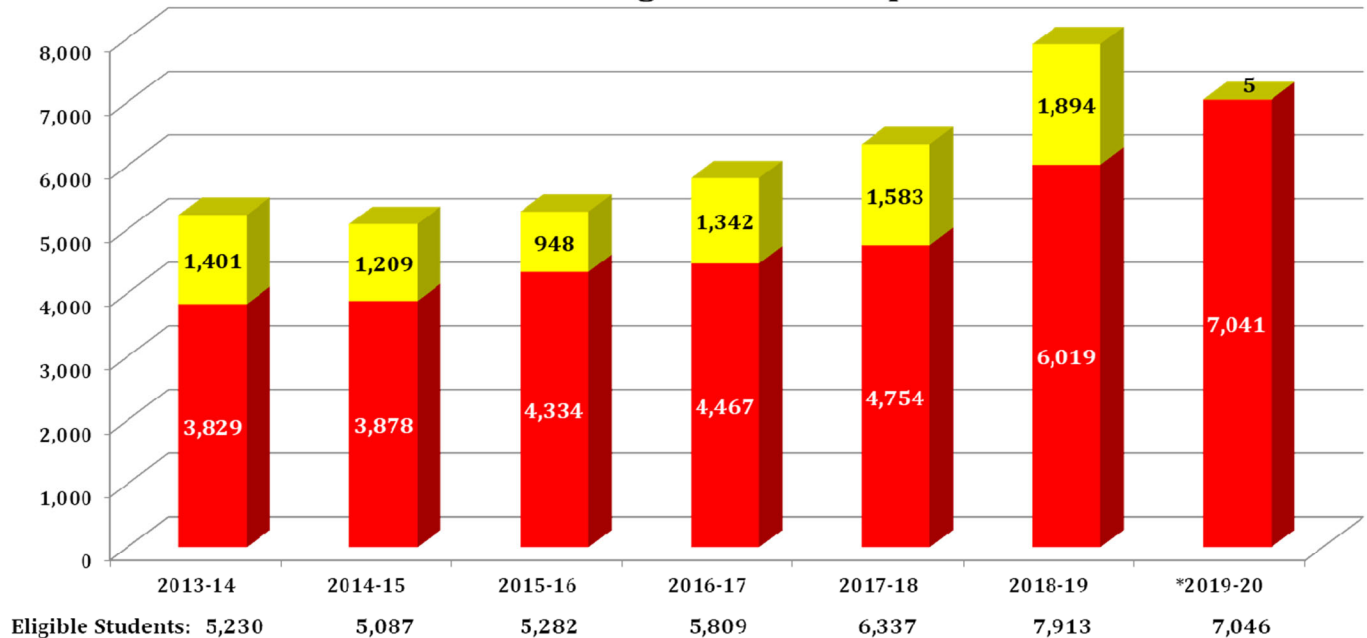
<http://legis.la.gov/Legis/ViewDocument.aspx?d=911152>

Appendix C:
Act 227 from 2015 Regular Legislative Session

<https://legis.la.gov/legis/ViewDocument.aspx?d=954697>

Appendix D: TOPS Tech Analysis

TOPS Tech Eligibles and Recipients



*Students have until the first college semester following the first anniversary of the date they graduate from high school to accept a TOPS award. Therefore, the data reported in the chart above for the class of 2019-20 represent only those students in the 2019-20 high school graduating cohort who accepted a TOPS award by the fall 2020 semester. The remaining cohort of eligible students has until the fall 2021 semester to accept a TOPS award. Also, not all institutions have billed for fall 2020 tuition payments therefore, more students will become recipients when bills are received for eligibles.

SOURCE: LOSFA Award System

Appendix E: TOPS Core Curriculum



TOPS Core Curriculum

For the *Opportunity, Performance and Honors Awards*
For High School graduates of 2018 and thereafter

Units	Courses ¹
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)
1 Unit from the following:	English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Computer Science A
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II or AP Chemistry or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics I, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, or IB Physics II, or AP Physics II; Biology II or AP Biology or IB Biology II or Human Anatomy and Physiology
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
1 Unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
2 Units from the following:	Western Civilization, European History, or AP European History; World Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics, Economics, AP Macroeconomics, AP Microeconomics or AP Psychology
FOREIGN LANGUAGE = 2 Units	
	Foreign Language, both units in the same language, which may also include the following AP and IB courses: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, IB French IV, IB French V, IB Spanish IV, IB Spanish V, Mandarin Chinese I-IV, Hindi I – IV, Portuguese I-IV, Vietnamese I-IV
ART = 1 Unit	

1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; IB Theatre I, Drafting, Media Arts I - IV; Photography I, Photography II, or Digital Photography
TOTAL = 19 Units	
<i>Please see reverse side for core (substitute) equivalents to the TOPS Core Curriculum</i>	

Core Curriculum Course(s)	Recently Approved Equivalent (Substitute) Course(s)
Art	Digital Image & Motion Graphics, Digital Storytelling, Engineering Design & Development, Sound Design
Environmental Science	Environmental Awareness
World Geography	Physical Geography
Probability & Statistics	Statistical Reasoning
Physical Science	Principles of Engineering

¹ **GIFTED COURSES:** Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum.

Beginning with students entering the 9th grade in 2014-2015 and graduating in the 2017-2018 school year and thereafter, the calculation of the TOPS Core Curriculum grade point average (GPA) will use a five- (5.00) point scale for grades earned in certain designated Advanced Placement (AP) courses; International Baccalaureate (IB) courses; Gifted courses; Dual Enrollment courses, Honors courses and Articulated courses offered for college credit by the Louisiana School for the Math, Science and the Arts used to complete the TOPS Core Curriculum. The courses currently designated to be calculated on the 5.00 point scale can be viewed at <https://www.osfa.la.gov/5scale>. For the designated courses, five quality points will be assigned to a letter grade of "A", four quality points will be assigned to a letter grade of "B", three quality points will be assigned to a letter grade of "C", two quality points will be assigned to a letter grade of "D", and zero quality points will be assigned to a letter grade of "F". Note that students earning credit in courses graded on the five (5.00) point scale may earn a grade point average on the TOPS Core Curriculum that exceeds 4.00.



This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute.

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Updated: 02/06/2019



**Appendix F: 2020 High School Grads TOPS Eligible
by School and Parish**

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech	Total	Honors	Performance	Opportunity	Tech
190000	ABBEVILLE HIGH SCHOOL	VERMILION	P	66	42	12	5	10	15	-	-	-	-	-
192142	ABRAMSON SCI ACADEMY	ORLEANS	P	92	43	-	4	17	22	-	-	-	-	-
991619	ACADEMIC RECOVERY OMBUDSMAN	CADDO	P	-	-	-	-	-	-	-	-	-	-	-
191731	ACADEMY OF OUR LADY	JEFFERSON	N	90	70	8	24	26	12	-	-	-	-	-
191985	ACADEMY OF THE SACRED HEART	ORLEANS	N	35	33	13	10	10	-	-	-	-	-	-
191070	ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
191947	ACADIANA CHRISTIAN SCHOOL	IBERIA	N	9	7	-	1	1	5	-	-	-	-	-
191414	ACADIANA HIGH SCHOOL	LAFAYETTE	P	213	135	6	28	48	53	-	-	-	-	-
190318	AIRLINE HIGH SCHOOL	BOSSIER	P	301	217	52	47	72	46	-	-	-	-	-
190035	ALBANY HIGH SCHOOL	LIVINGSTON	P	96	66	8	15	16	27	-	-	-	-	-
190038	ALEXANDRIA SENIOR HIGH SCHOOL	RAPIDES	P	221	128	30	31	43	24	-	-	-	-	-
191449	ALFRED M BARBE HIGH SCHOOL	CALCASIEU	P	318	260	64	73	67	56	-	-	-	-	-
ALTELG	ALTERNATE ELIGIBLE (2)			49	19	4	4	9	2	-	-	-	-	-
991579	AMIKIDS ACADIANA	ACADIA	P	-	-	-	-	-	-	-	-	-	-	-
190075	AMITE HIGH SCHOOL	TANGIPAOHA	P	50	27	-	3	9	15	-	-	-	-	-
190090	ANACOCO HIGH SCHOOL	VERNON	P	40	34	4	7	12	11	-	-	-	-	-
190261	ANGLES ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190105	ARCADIA HIGH SCHOOL	BIENVILLE	P	34	18	-	2	8	8	-	-	-	-	-
191777	ARCHBISHOP CHAPELLE HIGH SCH	JEFFERSON	N	103	97	18	27	28	24	-	-	-	-	-
191763	ARCHBISHOP HANNAN HIGH SCHOOL	SAINT TAMMANY	N	114	104	50	28	18	8	-	-	-	-	-
191778	ARCHBISHOP RUMMEL HIGH SCHOOL	JEFFERSON	N	111	88	22	21	29	16	-	-	-	-	-
191722	ARCHBISHOP SHAW HIGH SCHOOL	JEFFERSON	N	62	41	7	15	15	4	-	-	-	-	-
190188	ARLINGTON PREPARATORY ACADEMY	EAST BATON ROUGE	P	7	-	-	-	-	-	-	-	-	-	-
191049	ASCENSION CHRISTIAN HIGH	ASCENSION	N	34	32	7	10	10	5	-	-	-	-	-
190700	ASCENSION DIOCESAN REGIONAL	ASCENSION	N	25	21	1	6	8	6	-	-	-	-	-
191488	ASCENSION EPISCOPAL SCH	LAFAYETTE	N	59	56	21	20	11	4	-	-	-	-	-
191905	ASSUMPTION HIGH SCHOOL	ASSUMPTION	P	193	116	12	16	34	54	-	-	-	-	-
190135	ATLANTA HIGH SCHOOL	WINN	P	4	2	-	2	-	-	-	-	-	-	-
191855	AVOYELLES HIGH SCHOOL	AVOYELLES	P	56	30	-	2	5	23	-	-	-	-	-
191681	AVOYELLES PUB. CHARTER SCHOOL	AVOYELLES	P	50	49	9	19	15	6	-	-	-	-	-
190145	BAKER HIGH SCHOOL	EAST BATON ROUGE	P	50	11	1	-	5	5	-	-	-	-	-
190155	BASILE HIGH SCHOOL	EVANGELINE	P	30	15	1	6	7	1	-	-	-	-	-
190165	BASTROP HIGH SCHOOL	MOREHOUSE	P	98	25	4	2	3	16	-	-	-	-	-
190197	BATON ROUGE INTERNATIONAL SCHOOL	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190179	BATON ROUGE MAGNET HIGH SCHOOL	EAST BATON ROUGE	P	317	295	117	72	88	18	-	-	-	-	-
190115	BEAU CHENE HIGH SCHOOL	SAINT LANDRY	P	119	58	6	10	17	25	-	-	-	-	-
190172	BEEKMAN CHARTER SCHOOL	MOREHOUSE	P	75	38	4	7	9	18	-	-	-	-	-
190182	BELAIRE HIGH SCHOOL	EAST BATON ROUGE	P	80	17	1	1	5	10	-	-	-	-	-
190255	BELL CITY HIGH SCHOOL	CALCASIEU	P	33	28	2	6	12	8	-	-	-	-	-
190257	BELLE CHASSE HIGH SCHOOL	PLAQUEMINES	P	165	126	18	38	40	30	-	-	-	-	-
192006	BENJAMIN FRANKLIN HIGH SCHOOL	ORLEANS	P	224	217	153	45	19	-	-	-	-	-	-
190287	BENS FORD CHRISTIAN SCHOOL	WASHINGTON	N	13	11	-	5	1	5	-	-	-	-	-
190270	BENTON HIGH SCHOOL	BOSSIER	P	187	152	29	45	44	34	-	-	-	-	-
191071	BERCHMAN'S ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
190282	BERWICK HIGH SCHOOL	SAINT MARY	P	94	78	14	24	24	16	-	-	-	-	-
191312	BETHEL CHRISTIAN SCHOOL	JEFFERSON DAVIS	N	4	3	-	-	2	1	-	-	-	-	-
192587	BETHEL CHRISTIAN SCHOOL	LINCOLN	N	1	1	-	-	-	1	-	-	-	-	-
190285	BIENVILLE HIGH SCHOOL	BIENVILLE	P	-	-	-	-	-	-	-	-	-	-	-
191350	BLOCK HIGH SCHOOL	CATAHOULA	P	29	13	-	-	2	11	-	-	-	-	-
190290	BOGALUSA HIGH SCHOOL	WASHINGTON	P	69	17	-	-	5	12	-	-	-	-	-
190040	BOLTON HIGH SCHOOL	RAPIDES	P	64	32	7	6	8	11	-	-	-	-	-
191776	BONNABEL MAGNET ACADEMY HIGH SCHOOL	JEFFERSON	P	140	73	-	4	13	56	-	-	-	-	-
192675	BOOKER T WASHINGTON NEW TECHNOLOGY HS	CADDO	P	110	23	-	1	6	16	-	-	-	-	-
190325	BOSSIER HIGH SCHOOL	BOSSIER	P	77	39	5	4	9	21	-	-	-	-	-
190345	BREAUX BRIDGE SENIOR HIGH SCH	SAINT MARTIN	P	137	80	5	13	18	44	-	-	-	-	-
191503	BRIARFIELD ACADEMY	EAST CARROLL	N	4	4	1	2	1	-	-	-	-	-	-
190193	BRIGHTER HORIZON SCHOOL OF BATON ROUGE	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190201	BRIGHTON SCHOOL	EAST BATON ROUGE	N	4	2	-	-	1	1	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

190183	BROADMOOR HIGH SCHOOL	EAST BATON ROUGE	P	119	36	-	2	7	27	-	-	-	-	-
192015	BROTHER MARTIN HIGH SCHOOL	ORLEANS	N	171	158	60	44	49	5	-	-	-	-	-
190365	BRUSLY HIGH SCHOOL	WEST BATON ROUGE	P	108	52	9	13	18	12	-	-	-	-	-
190370	BUCKEYE HIGH SCHOOL	RAPIDES	P	114	93	24	16	30	23	-	-	-	-	-
190375	BUNKIE NEW TECH HIGH SCHOOL	AVOYELLES	P	43	23	-	3	9	11	-	-	-	-	-
192680	C E BYRD HIGH SCHOOL	CADDO	P	374	309	77	89	91	52	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

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190104	C.F. ROWLEY ALTERNATIVE SCHOOL	SAINT BERNARD	P	-	-	-	-	-	-	-	-	-	-	-
192103	CABRINI HIGH SCHOOL	ORLEANS	N	90	80	11	22	31	16	-	-	-	-	-
192679	CADDO PARISH MAGNET HIGH SCH	CADDO	P	231	194	87	40	63	4	-	-	-	-	-
975774	CADDO VIRTUAL ACADEMY	CADDO	P	21	16	1	-	7	8	-	-	-	-	-
190518	CALDWELL PARISH HIGH SCHOOL	CALDWELL	P	52	36	5	5	8	18	-	-	-	-	-
192704	CALVARY BAPTIST ACADEMY	CADDO	N	47	41	9	8	14	10	-	-	-	-	-
190400	CALVIN HIGH SCHOOL	WINN	P	12	11	1	2	5	3	-	-	-	-	-
190190	CAPITOL HIGH SCHOOL	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
192678	CAPTAIN SHREVE HIGH SCHOOL	CADDO	P	268	164	17	27	66	54	-	-	-	-	-
190420	CARENCRO HIGH SCHOOL	LAFAYETTE	P	90	46	5	7	8	26	-	-	-	-	-
191815	CARROLL MAGNET HIGH SCHOOL	OUACHITA	P	98	24	-	-	4	20	-	-	-	-	-
190430	CASTOR HIGH SCHOOL	BIENVILLE	P	27	20	2	2	6	10	-	-	-	-	-
192230	CATHOLIC HIGH OF POINTE COUPEE	POINTE COUPEE	N	30	26	5	7	10	4	-	-	-	-	-
190195	CATHOLIC HIGH SCHOOL	EAST BATON ROUGE	N	219	210	110	45	50	5	-	-	-	-	-
191948	CATHOLIC HIGH SCHOOL	IBERIA	N	70	57	11	18	26	2	-	-	-	-	-
190435	CECILIA HIGH SCHOOL	SAINT MARTIN	P	101	71	2	13	13	43	-	-	-	-	-
192588	CEDAR CREEK SCHOOL	LINCOLN	N	49	48	25	11	10	2	-	-	-	-	-
190440	CENTERVILLE HIGH SCHOOL	SAINT MARY	P	28	19	1	4	4	10	-	-	-	-	-
191870	CENTRAL CATHOLIC HIGH SCHOOL	SAINT MARY	N	40	32	7	9	13	3	-	-	-	-	-
191352	CENTRAL HIGH SCHOOL	CATAHOULA	P	7	5	-	-	2	3	-	-	-	-	-
190205	CENTRAL HIGH SCHOOL	EAST BATON ROUGE	P	208	136	28	32	50	26	-	-	-	-	-
191600	CENTRAL LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	212	180	26	40	49	65	-	-	-	-	-
190146	CENTRAL PRIVATE SCHOOL (CENTRAL COMM.)	EAST BATON ROUGE	N	27	25	2	9	7	7	-	-	-	-	-
191059	CENTRAL SCHOOL CORPORATION	DESOTO	N	-	-	-	-	-	-	-	-	-	-	-
190445	CHALMETTE HIGH SCHOOL	SAINT BERNARD	P	292	184	27	44	55	58	-	-	-	-	-
190475	CHOUDRANT HIGH SCHOOL	LINCOLN	P	39	36	6	6	9	15	-	-	-	-	-
190577	CHRIST EPISCOPAL SCHOOL	SAINT TAMMANY	N	25	22	17	3	1	1	-	-	-	-	-
991601	CHRISTIAN ACRES ALTERNATIVE SCHOOL	MADISON	P	-	-	-	-	-	-	-	-	-	-	-
190480	CHURCH POINT HIGH SCHOOL	ACADIA	P	91	62	5	14	17	26	-	-	-	-	-
191172	CLAIBORNE ACADEMY	CLAIBORNE	N	10	9	1	2	3	3	-	-	-	-	-
192984	CLAIBORNE CHRISTIAN SCHOOL	OUACHITA	N	9	9	2	-	5	2	-	-	-	-	-
192044	COHEN COLLEGE PREP	ORLEANS	P	20	4	-	1	2	1	-	-	-	-	-
190074	COLLEGIATE BATON ROUGE	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
991680	COMMUNITY OMBUDSMAN	CADDO	P	-	-	-	-	-	-	-	-	-	-	-
191730	CONQUERING WORD CHRISTIAN ACMDY	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
991691	CONQUERING WORD CHRISTIAN ACMDY - EASTBANK	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190530	CONVERSE HIGH SCHOOL	SABINE	P	21	14	1	5	2	6	-	-	-	-	-
191220	COVENANT CHRISTIAN ACADEMY	TERREBONNE	N	14	10	2	2	3	3	-	-	-	-	-
190575	COVINGTON HIGH SCHOOL	SAINT TAMMANY	P	249	156	24	29	59	44	-	-	-	-	-
192097	CRESCENT CITY CHRISTIAN SCHOOL	JEFFERSON	N	14	9	-	3	1	5	-	-	-	-	-
190028	CRISTO REY BATON ROUGE HIGH SCHOOL	EAST BATON ROUGE	N	20	-	-	-	-	-	-	-	-	-	-
190605	CROWLEY HIGH SCHOOL	ACADIA	P	67	51	1	7	16	27	-	-	-	-	-
190870	D'ARBONNE WOODS CHARTER SCHOOL	UNION	P	39	29	5	8	10	6	-	-	-	-	-
191048	DAVID THIBODAUX STEM MAGNET ACADEMY	LAFAYETTE	P	149	127	19	34	32	42	-	-	-	-	-
192020	DE LA SALLE HIGH SCHOOL	ORLEANS	N	74	50	7	8	17	18	-	-	-	-	-
190680	DE RIDDER HIGH SCHOOL	BEAUREGARD	P	91	70	12	19	23	16	-	-	-	-	-
190630	DELCAMBRE HIGH SCHOOL	IBERIA	P	48	36	9	5	12	10	-	-	-	-	-
190634	DELHI CHARTER	RICHLAND	P	49	36	4	6	13	13	-	-	-	-	-
190638	DELHI HIGH SCHOOL	RICHLAND	P	31	9	-	-	1	8	-	-	-	-	-
190901	DELTA CHARTER SCHOOL, MST	CONCORDIA	P	-	-	-	-	-	-	-	-	-	-	-
190655	DENHAM SPRINGS SENIOR HIGH SCH	LIVINGSTON	P	418	297	46	79	92	80	-	-	-	-	-
190670	DEQUINCY HIGH SCHOOL	CALCASIEU	P	50	37	3	7	10	17	-	-	-	-	-
190685	DESTREHAN HIGH SCHOOL	SAINT CHARLES	P	219	137	21	25	43	48	-	-	-	-	-
190695	DODSON HIGH SCHOOL	WINN	P	18	10	1	3	2	4	-	-	-	-	-
190705	DONALDSONVILLE HIGH SCHOOL	ASCENSION	P	67	20	-	3	4	13	-	-	-	-	-
190725	DOWNSVILLE CHARTER SCHOOL	UNION	P	20	8	-	4	1	3	-	-	-	-	-
191585	DOYLE HIGH SCHOOL	LIVINGSTON	P	59	44	7	6	17	14	-	-	-	-	-
190730	DOYLINE HIGH SCHOOL	WEBSTER	P	17	14	-	3	3	8	-	-	-	-	-
192019	Dr. M.L.K. CHARTER SCHOOL FOR SCIENCE & TECH	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

190993	DUTCHTOWN HIGH SCHOOL	ASCENSION	P	392	311	85	99	87	40	-	-	-	-	-
191446	EARLY COLLEGE ACADEMY	LAFAYETTE	P	62	57	23	16	15	3	-	-	-	-	-
191045	EAST ASCENSION HIGH SCHOOL	ASCENSION	P	221	159	18	35	48	58	-	-	-	-	-
190683	EAST BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	44	31	4	4	13	10	-	-	-	-	-
191286	EAST FELICIANA HIGH SCHOOL	EAST FELICIANA	P	57	29	-	2	10	17	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

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192825	EAST IBERVILLE HIGH SCHOOL	IBERVILLE	P	29	9	-	4	3	2	-	-	-	-	-
191780	EAST JEFFERSON HIGH SCHOOL	JEFFERSON	P	137	79	1	12	24	42	-	-	-	-	-
192530	EAST SAINT JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	229	103	9	14	24	56	-	-	-	-	-
192235	EBARB HIGH SCHOOL	SABINE	P	23	22	2	3	3	14	-	-	-	-	-
190249	EBR READINESS SUPERINTENDENT ACADEMY	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
190024	EBR VIRTUAL ACADEMY	EAST BATON ROUGE	P	3	2	-	-	2	-	-	-	-	-	-
192023	ECOLE CLASSIQUE	JEFFERSON	N	9	7	1	2	1	3	-	-	-	-	-
192032	EDNA KARR SECONDARY SCHOOL	ORLEANS	P	171	88	1	15	27	45	-	-	-	-	-
192850	EDWARD D WHITE CATHOLIC HIGH	LAFOURCHE	N	117	96	33	33	28	2	-	-	-	-	-
976159	EDWARD J. SAM ACCELERATED SCHOOL OF LAFAYETTE	LAFAYETTE	P	13	3	-	-	1	2	-	-	-	-	-
190017	EINSTEIN CHARTER HIGH SARAH TOWLES REED	ORLEANS	P	25	12	1	-	6	5	-	-	-	-	-
192021	ELEANOR MCMAIN SECONDARY SCHOOL	ORLEANS	P	19	5	-	1	1	3	-	-	-	-	-
190054	ELEARNING ACADEMY	LAFOURCHE	N	-	-	-	-	-	-	-	-	-	-	-
190790	ELIZABETH HIGH SCHOOL	ALLEN	P	25	22	4	6	7	5	-	-	-	-	-
191227	ELLENDER MEMORIAL H S	TERREBONNE	P	113	67	-	2	21	44	-	-	-	-	-
190800	ELTON HIGH SCHOOL	JEFFERSON DAVIS	P	31	26	2	2	4	18	-	-	-	-	-
190207	EPISCOPAL HIGH SCHOOL	EAST BATON ROUGE	N	85	78	44	20	13	1	-	-	-	-	-
191419	EPISCOPAL SCHOOL OF ACADIANA	SAINT MARTIN	N	42	41	30	7	4	-	-	-	-	-	-
190820	EPPS HIGH SCHOOL	WEST CARROLL	P	2	1	-	-	-	1	-	-	-	-	-
190823	ERATH HIGH SCHOOL	VERMILION	P	85	67	17	14	22	14	-	-	-	-	-
190855	EUNICE HIGH SCHOOL	SAINT LANDRY	P	92	63	7	14	19	23	-	-	-	-	-
192671	EVANGEL CHRISTIAN ACADEMY	CADDO	N	44	31	3	8	10	10	-	-	-	-	-
190865	EVANS HIGH SCHOOL	VERNON	P	18	13	1	4	-	8	-	-	-	-	-
191085	FAIRVIEW HIGH SCHOOL	ALLEN	P	22	20	-	2	8	10	-	-	-	-	-
191546	FAITH TRAINING CHRISTIAN ACADEMY	VERNON	N	8	7	1	4	1	1	-	-	-	-	-
192214	FALSE RIVER ACADEMY	POINTE COUPEE	N	7	6	2	-	3	1	-	-	-	-	-
190214	FAMILY CHRISTIAN ACADEMY	EAST BATON ROUGE	N	5	4	1	-	3	-	-	-	-	-	-
193023	FAMILY COMMUNITY CHRISTIAN SCHOOL	FRANKLIN	N	22	20	-	7	7	6	-	-	-	-	-
192289	FAMILY WORSHIP CHRISTIAN ACDMY	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
190900	FERRIDAY HIGH SCHOOL	CONCORDIA	P	50	14	-	-	4	10	-	-	-	-	-
192751	FIRST BAPTIST CHRISTIAN	SAINT TAMMANY	N	3	2	1	1	-	-	-	-	-	-	-
191429	FIRST BAPTIST CHRISTIAN SCHOOL	LAFAYETTE	N	-	-	-	-	-	-	-	-	-	-	-
191443	FISHER MIDDLE/HIGH SCHOOL	JEFFERSON	P	57	42	-	6	3	33	-	-	-	-	-
190920	FLORIEN HIGH SCHOOL	SABINE	P	20	14	1	2	7	4	-	-	-	-	-
191659	FONTAINEBLEAU HIGH SCHOOL	SAINT TAMMANY	P	322	245	67	68	75	35	-	-	-	-	-
190930	FOREST HIGH SCHOOL	WEST CARROLL	P	23	18	3	7	4	4	-	-	-	-	-
193024	FRANKLIN ACADEMY	FRANKLIN	N	10	10	1	2	5	2	-	-	-	-	-
193026	FRANKLIN PARISH HIGH SCHOOL	FRANKLIN	P	103	48	4	12	18	14	-	-	-	-	-
190945	FRANKLIN SENIOR HIGH SCHOOL	SAINT MARY	P	42	25	2	3	9	11	-	-	-	-	-
190965	FRANKLINTON HIGH SCHOOL	WASHINGTON	P	142	86	5	17	30	34	-	-	-	-	-
190983	FRENCH SETTLEMENT HIGH SCHOOL	LIVINGSTON	P	57	44	11	6	13	14	-	-	-	-	-
192037	G. W. CARVER COLLEGIATE ACADEMY	ORLEANS	P	111	39	-	1	7	31	-	-	-	-	-
191510	GENERAL TRASS HIGH SCHOOL	EAST CARROLL	P	46	10	-	2	1	7	-	-	-	-	-
190995	GEORGETOWN HIGH SCHOOL	GRANT	P	16	7	1	3	1	2	-	-	-	-	-
191005	GIBSLAND-COLEMAN HIGH SCHOOL	BIENVILLE	P	2	-	-	-	-	-	-	-	-	-	-
190208	GLEN OAKS SENIOR HIGH SCHOOL	EAST BATON ROUGE	P	66	10	-	-	2	8	-	-	-	-	-
191795	GLENBROOK SCHOOL	WEBSTER	N	7	4	1	2	1	-	-	-	-	-	-
191020	GLENMORA HIGH SCHOOL	RAPIDES	P	43	29	4	3	7	15	-	-	-	-	-
190044	GRACE CHRISTIAN SCHOOL	RAPIDES	N	23	22	4	7	7	4	-	-	-	-	-
191779	GRACE KING HIGH SCHOOL	JEFFERSON	P	172	89	6	8	30	45	-	-	-	-	-
191080	GRAND ISLE HIGH SCHOOL	JEFFERSON	P	9	7	1	2	2	2	-	-	-	-	-
191455	GRAND LAKE HIGH SCHOOL	CAMERON	P	33	30	3	7	12	8	-	-	-	-	-
190740	GRANT HIGH SCHOOL	GRANT	P	63	48	6	12	10	20	-	-	-	-	-
190213	GREATER BATON ROUGE HOPE ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
192684	GREEN OAKS PERFORMING ARTS ACADEMY	CADDO	P	47	10	-	-	2	8	-	-	-	-	-
191120	GUEYDAN HIGH SCHOOL	VERMILION	P	25	23	3	7	4	9	-	-	-	-	-
191089	H L BOURGEOIS HIGH SCHOOL	TERREBONNE	P	183	134	20	24	29	61	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

191125	HACKBERRY HIGH SCHOOL	CAMERON	P	12	5	-	-	3	2	-	-	-	-	-
191135	HAHNVILLE HIGH SCHOOL	SAINT CHARLES	P	256	163	26	41	46	50	-	-	-	-	-
191456	HAMILTON CHRISTIAN ACADEMY	CALCASIEU	N	10	7	-	3	3	1	-	-	-	-	-
191150	HAMMOND HIGH SCHOOL	TANGIPAHOA	P	176	114	23	27	25	39	-	-	-	-	-
190950	HANSON MEMORIAL HIGH SCHOOL	SAINT MARY	N	20	16	4	3	7	2	-	-	-	-	-
191160	HARRISONBURG HIGH SCHOOL	CATAHOULA	P	18	10	-	-	3	7	-	-	-	-	-
191315	HATHAWAY SENIOR HIGH SCHOOL	JEFFERSON DAVIS	P	38	34	6	10	3	15	-	-	-	-	-

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191170	HAUGHTON HIGH SCHOOL	BOSSIER	P	153	111	23	30	38	20	-	-	-	-	-	-
191793	HAYNES ACAD SCHOOL FOR ADVANCED STUDIES	JEFFERSON	P	116	114	94	14	6	-	-	-	-	-	-	-
191180	HAYNESVILLE JR/SR HIGH SCHOOL	CLAIBORNE	P	17	14	1	3	2	8	-	-	-	-	-	-
191166	HELEN COX HIGH SCHOOL	JEFFERSON	P	62	29	1	1	9	18	-	-	-	-	-	-
191543	HICKS HIGH SCHOOL	VERNON	P	20	16	-	4	7	5	-	-	-	-	-	-
191949	HIGHLAND BAPTIST CHRISTIAN	IBERIA	N	7	4	1	1	1	1	-	-	-	-	-	-
191195	HOLDEN HIGH SCHOOL	LIVINGSTON	P	37	30	3	6	7	14	-	-	-	-	-	-
192030	HOLY CROSS HIGH SCHOOL	ORLEANS	N	97	87	25	21	36	5	-	-	-	-	-	-
190045	HOLY SAVIOR MENARD CENTRAL HS	RAPIDES	N	67	60	19	20	14	7	-	-	-	-	-	-
191205	HOMER HIGH SCHOOL	CLAIBORNE	P	21	16	1	2	1	12	-	-	-	-	-	-
969999	HOMESTUDY (2)			215	190	60	55	42	33	-	-	-	-	-	-
191215	HORNBECK HIGH SCHOOL	VERNON	P	18	12	2	2	6	2	-	-	-	-	-	-
191221	HOUMA CHRISTIAN SCHOOL	TERREBONNE	N	41	37	7	14	10	6	-	-	-	-	-	-
192590	HOWARD SCHOOL	LINCOLN	P	-	-	-	-	-	-	-	-	-	-	-	-
192691	HUNTINGTON HIGH SCHOOL	CADDO	P	41	8	-	-	3	5	-	-	-	-	-	-
191261	INDEPENDENCE HIGH SCHOOL	TANGIPAHOA	P	62	46	-	1	6	39	-	-	-	-	-	-
	INDIAN BIBLE ACADEMY	ALLEN	N	-	-	-	-	-	-	-	-	-	-	-	-
192141	INTERNATIONAL HIGH SCHOOL	ORLEANS	P	49	20	1	2	6	11	-	-	-	-	-	-
191270	IOTA HIGH SCHOOL	ACADIA	P	78	63	9	9	23	22	-	-	-	-	-	-
191280	IOWA HIGH SCHOOL	CALCASIEU	P	57	41	2	9	14	16	-	-	-	-	-	-
192045	ISIDORE NEWMAN SCHOOL	ORLEANS	N	34	31	20	6	5	-	-	-	-	-	-	-
190210	ISTROUMA HIGH SCHOOL	EAST BATON ROUGE	P	76	10	-	-	3	7	-	-	-	-	-	-
972953	J G JONES YOUTH SHLTR-DET CTR	BOSSIER	P	-	-	-	-	-	-	-	-	-	-	-	-
991615	JAKE DROST SCHOOL FOR EXCEPTIONAL CHILDREN	CALCASIEU	P	-	-	-	-	-	-	-	-	-	-	-	-
193083	JCFA LAFAYETTE	LAFAYETTE	P	2	1	-	-	1	-	-	-	-	-	-	-
191302	JEANERETTE HIGH SCHOOL	IBERIA	P	44	13	1	1	4	7	-	-	-	-	-	-
190012	JEFFERSON CHAMBER FOUNDATION ACAD - EAST	JEFFERSON	P	7	2	-	-	2	-	-	-	-	-	-	-
191162	JEFFERSON CHAMBER FOUNDATION ACADEMY	JEFFERSON	P	2	2	-	-	1	1	-	-	-	-	-	-
190204	JEHOVAH-JIREH	EAST BATON ROUGE	N	1	-	-	-	-	-	-	-	-	-	-	-
191310	JENA HIGH SCHOOL	LASALLE	P	69	53	5	16	21	11	-	-	-	-	-	-
191330	JENNINGS HIGH SCHOOL	JEFFERSON DAVIS	P	102	66	4	13	24	25	-	-	-	-	-	-
192050	JESUIT HIGH SCHOOL	ORLEANS	N	208	194	122	30	42	-	-	-	-	-	-	-
191375	JEWELL M SUMNER HIGH SCHOOL	TANGIPAHOA	P	72	56	3	5	17	31	-	-	-	-	-	-
192053	JOHN CURTIS CHRISTIAN SCH	JEFFERSON	N	60	48	5	8	23	12	-	-	-	-	-	-
191724	JOHN EHRET HIGH SCHOOL	JEFFERSON	P	256	160	2	28	44	86	-	-	-	-	-	-
192143	JOHN F. KENNEDY HIGH SCHOOL	ORLEANS	P	57	10	-	1	2	7	-	-	-	-	-	-
191448	JOHN PAUL THE GREAT ACADEMY	LAFAYETTE	N	18	15	6	4	4	1	-	-	-	-	-	-
190408	JOHNSON BAYOU HIGH SCHOOL	CAMERON	P	3	3	1	-	-	2	-	-	-	-	-	-
191335	JONESBORO-HODGE HIGH SCHOOL	JACKSON	P	52	23	-	-	2	21	-	-	-	-	-	-
192309	JS CLARK LEADERSHIP ACADEMY	SAINT LANDRY	P	-	-	-	-	-	-	-	-	-	-	-	-
191360	KAPLAN HIGH SCHOOL	VERMILION	P	80	52	9	16	18	9	-	-	-	-	-	-
190046	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	JEFFERSON	P	80	39	1	11	21	6	-	-	-	-	-	-
191385	KENTWOOD MAGNET HIGH SCHOOL	TANGIPAHOA	P	31	13	1	-	3	9	-	-	-	-	-	-
191390	KILBOURNE HIGH SCHOOL	WEST CARROLL	P	9	3	-	1	-	2	-	-	-	-	-	-
191400	KINDER HIGH SCHOOL	ALLEN	P	61	50	4	13	16	17	-	-	-	-	-	-
190022	KIPP BOOKER T WASHINGTON	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-	-
192092	KIPP RENAISSANCE HIGH SCHOOL	ORLEANS	P	79	36	1	8	13	14	-	-	-	-	-	-
191164	KNIGHTS ACADEMY & HIGH SCHOOL	JEFFERSON	N	1	1	-	-	1	-	-	-	-	-	-	-
191727	L W HIGGINS HIGH SCHOOL	JEFFERSON	P	133	61	1	2	18	40	-	-	-	-	-	-
192113	L. B. LANDRY - OLIVER PERRY WALKER HS	ORLEANS	P	129	-	-	-	-	-	-	-	-	-	-	-
191460	LA GRANGE SENIOR HIGH SCHOOL	CALCASIEU	P	140	65	4	6	16	39	-	-	-	-	-	-
192375	LA NEW TECH AT PLAIN DEALING	BOSSIER	P	20	7	-	1	4	2	-	-	-	-	-	-
192280	LA SALLE HIGH SCHOOL	LASALLE	P	-	-	-	-	-	-	-	-	-	-	-	-
191410	LACASSINE HIGH SCHOOL	JEFFERSON DAVIS	P	28	24	4	3	8	9	-	-	-	-	-	-
191439	LAFAYETTE CHRISTIAN ACADEMY	LAFAYETTE	N	57	48	10	12	13	13	-	-	-	-	-	-
191425	LAFAYETTE HIGH SCHOOL	LAFAYETTE	P	362	261	87	56	67	51	-	-	-	-	-	-
191445	LAKE ARTHUR HIGH SCHOOL	JEFFERSON DAVIS	P	32	29	2	10	8	9	-	-	-	-	-	-
191466	LAKE CHARLES COLLEGE PREP	CALCASIEU	P	78	20	1	5	3	11	-	-	-	-	-	-
191657	LAKESHORE HIGH SCHOOL	SAINT TAMMANY	P	191	144	38	41	41	24	-	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

190018	LAKESIDE CHRISTIAN ACADEMY	SAINT TAMMANY	N	-	-	-	-	-	-	-	-	-	-	-
192705	LAKESIDE JUNIOR-SENIOR HIGH SCHOOL	WEBSTER	P	46	38	1	6	10	21	-	-	-	-	-
190415	LAKEVIEW HIGH SCHOOL	NATCHITOCHES	P	62	27	1	4	7	15	-	-	-	-	-
190222	LEE HIGH SCHOOL	EAST BATON ROUGE	P	193	166	27	38	71	30	-	-	-	-	-
191545	LEESVILLE HIGH SCHOOL	VERNON	P	115	64	10	10	19	25	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

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192104	LIFE OF CHRIST ACADEMY/ALT	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190021	LIGHTHOUSE CHRISTIAN HIGH	VERMILION	N	5	1	-	-	-	1	-	-	-	-	-
191055	LINCOLN PREPARATORY SCHOOL	LINCOLN	P	25	15	-	1	1	13	-	-	-	-	-
192965	LIVE OAK HIGH SCHOOL	LIVINGSTON	P	233	183	40	49	48	46	-	-	-	-	-
190034	LIVINGSTON COLLEGIATE ACADEMY	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
191590	LIVONIA HIGH SCHOOL	POINTE COUPEE	P	76	65	5	13	23	24	-	-	-	-	-
191605	LOGANSPOUT HIGH SCHOOL	DESOTO	P	35	22	3	2	5	12	-	-	-	-	-
191630	LORANGER HIGH SCHOOL	TANGIPAHOA	P	108	72	2	11	16	43	-	-	-	-	-
191635	LOREAUVILLE HIGH SCHOOL	IBERIA	P	63	48	10	10	13	15	-	-	-	-	-
974451	LOUIS MILLER TERREBONNE CAREER AND TECHNICAL HIGH	TERREBONNE	P	-	-	-	-	-	-	-	-	-	-	-
190225	LOUISIANA NEW SCHOOL ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190379	LOUISIANA SCH FOR AGR SCIENCES	AVOYELLES	P	49	45	2	6	5	32	-	-	-	-	-
191917	LOUISIANA SCH MATH SCI ARTS	NATCHITOCHES	P	107	104	85	18	1	-	-	-	-	-	-
190212	LOUISIANA STATE SCH FOR DEAF	EAST BATON ROUGE	P	8	-	-	-	-	-	-	-	-	-	-
190211	LOUISIANA STATE SCH FOR VISUALLY IMPAIRED	EAST BATON ROUGE	P	3	1	1	-	-	-	-	-	-	-	-
192135	LOUISIANA VIRTUAL CHARTER ACADEMY	EAST BATON ROUGE	P	55	37	4	7	14	12	-	-	-	-	-
192690	LOYOLA COLLEGE PREPARATORY SCHOOL	CADDO	N	97	87	29	31	18	9	-	-	-	-	-
190245	LSU LABORATORY HIGH SCHOOL	EAST BATON ROUGE	P	103	99	52	29	16	2	-	-	-	-	-
192041	LUSHER CHARTER SCHOOL	ORLEANS	P	134	127	51	48	26	2	-	-	-	-	-
191640	LUTCHER HIGH SCHOOL	SAINT JAMES	P	116	72	14	17	22	19	-	-	-	-	-
192026	LUTHERAN HIGH SCHOOL	JEFFERSON	N	16	7	1	1	1	4	-	-	-	-	-
192831	MADISON HIGH SCHOOL	MADISON	P	-	-	-	-	-	-	-	-	-	-	-
190229	MADISON PREPARATORY ACADEMY	EAST BATON ROUGE	P	103	30	-	3	7	20	-	-	-	-	-
192047	MAGNET ACAD FOR CULTURAL ARTS	SAINT LANDRY	P	34	22	1	4	7	10	-	-	-	-	-
190058	MAGNOLIA SCHOOL OF EXCELLENCE	CADDO	P	-	-	-	-	-	-	-	-	-	-	-
191650	MAMOU HIGH SCHOOL	EVANGELINE	P	89	47	5	14	16	12	-	-	-	-	-
191660	MANDEVILLE HIGH SCHOOL	SAINT TAMMANY	P	375	301	112	76	87	26	-	-	-	-	-
191665	MANGHAM HIGH SCHOOL	RICHLAND	P	42	33	1	12	5	15	-	-	-	-	-
191675	MANSFIELD HIGH SCHOOL	DESOTO	P	55	22	1	2	4	15	-	-	-	-	-
191685	MANY HIGH SCHOOL	SABINE	P	44	29	1	2	8	18	-	-	-	-	-
191720	MARKSVILLE HIGH SCHOOL	AVOYELLES	P	74	49	-	1	11	37	-	-	-	-	-
192055	MARTYN ACADEMY FOR CAREER PREPARATION	JEFFERSON	P	5	2	-	-	1	1	-	-	-	-	-
191740	MAUREPAS HIGH SCHOOL	LIVINGSTON	P	16	13	1	2	8	2	-	-	-	-	-
192090	MCDONOGH 35 COL. PREP SCH./CAREER ACAD.	ORLEANS	P	62	17	-	-	2	15	-	-	-	-	-
190215	MCKINLEY SENIOR HIGH SCHOOL	EAST BATON ROUGE	P	188	75	7	12	34	22	-	-	-	-	-
190253	MENTORSHIP ACADEMY DIGITAL ARTS	EAST BATON ROUGE	P	118	25	-	-	3	22	-	-	-	-	-
190231	MENTORSHIP ACADEMY SCI TECH	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
191775	MERRYVILLE HIGH SCHOOL	BEAUREGARD	P	24	18	-	3	6	9	-	-	-	-	-
190031	MESSIAH MONTESSORI	TERREBONNE	N	3	2	1	1	-	-	-	-	-	-	-
191782	METAIRIE PARK COUNTRY DAY SCH	JEFFERSON	N	24	22	13	3	5	1	-	-	-	-	-
191785	MIDLAND HIGH SCHOOL	ACADIA	P	46	45	6	5	19	15	-	-	-	-	-
191800	MINDEN HIGH SCHOOL	WEBSTER	P	115	63	14	17	15	17	-	-	-	-	-
191845	MONTEREY HIGH SCHOOL	CONCORDIA	P	31	20	2	5	9	4	-	-	-	-	-
191850	MONTGOMERY HIGH SCHOOL	GRANT	P	18	10	1	2	-	7	-	-	-	-	-
191865	MORGAN CITY HIGH SCHOOL	SAINT MARY	P	95	71	7	9	27	28	-	-	-	-	-
190033	MORRIS JEFF COMMUNITY SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
192105	MOUNT CARMEL ACADEMY	ORLEANS	N	243	234	89	93	49	3	-	-	-	-	-
191895	MOUNT HERMON HIGH SCHOOL	WASHINGTON	P	27	9	-	-	2	7	-	-	-	-	-
190133	MOUNT OLIVE CHRISTIAN SCHOOL	CLAIBORNE	N	5	4	1	-	1	2	-	-	-	-	-
191109	MUSLIM ACADEMY	JEFFERSON	N	17	13	-	-	5	8	-	-	-	-	-
191920	NATCHITOCHES CENTRAL HIGH SCH	NATCHITOCHES	P	230	124	16	22	34	52	-	-	-	-	-
191924	NATCHITOCHES PARISH TECHNICAL AND CAREER CENTER	NATCHITOCHES	P	9	-	-	-	-	-	-	-	-	-	-
191940	NEGREET HIGH SCHOOL	SABINE	P	20	13	2	2	3	6	-	-	-	-	-
191825	NEVILLE HIGH SCHOOL	OUACHITA	P	168	115	37	16	29	33	-	-	-	-	-
191967	NEW IBERIA SENIOR HIGH SCHOOL	IBERIA	P	189	111	12	33	34	32	-	-	-	-	-
192591	NEW LIVING WORD SCHOOL	LINCOLN	N	-	-	-	-	-	-	-	-	-	-	-
192109	NEW ORLEANS CENTER FOR CREATIVE ARTS	ORLEANS	P	50	46	12	11	16	7	-	-	-	-	-
192112	NEW ORLEANS CHARTER SCIENCE & MATH HS	ORLEANS	P	53	35	-	4	13	18	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

192136	NEW ORLEANS MILITARY AND MARITIME ACAD	ORLEANS	P	106	60	3	9	26	22	-	-	-	-	-
192940	NORTH CADDO HIGH SCHOOL	CADDO	P	57	31	2	6	12	11	-	-	-	-	-
192320	NORTH CENTRAL HIGH SCHOOL	SAINT LANDRY	P	29	13	2	2	2	7	-	-	-	-	-
192795	NORTH DESOTO HIGH SCHOOL	DESOTO	P	117	69	11	24	18	16	-	-	-	-	-
190015	NORTH VERMILION HIGH SCHOOL	VERMILION	P	112	97	16	25	38	18	-	-	-	-	-
192775	NORTH WEBSTER HIGH SCHOOL	WEBSTER	P	65	30	1	7	9	13	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

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190217	NORTHDAL MAGNET ACADEMY	EAST BATON ROUGE	P	6	1	-	-	1	-	-	-	-	-	-
192996	NORTHEAST BAPTIST SCHOOL	OUACHITA	N	7	7	1	2	2	2	-	-	-	-	-
991692	NORTHEAST CLAIBORNE CHARTER (JUNCTION CITY)	CLAIBORNE	P	11	3	-	1	1	1	-	-	-	-	-
193060	NORTHEAST HIGH SCHOOL	EAST BATON ROUGE	P	57	34	-	1	5	28	-	-	-	-	-
190583	NORTHLAKE CHRISTIAN SCHOOL	SAINT TAMMANY	N	52	41	12	15	10	4	-	-	-	-	-
192747	NORTHSHORE HIGH SCHOOL	SAINT TAMMANY	P	244	191	61	43	64	23	-	-	-	-	-
190614	NORTHSIDE CHRISTIAN SCHOOL	ACADIA	N	14	14	2	3	5	4	-	-	-	-	-
191437	NORTHSIDE SENIOR HIGH SCHOOL	LAFAYETTE	P	79	29	1	2	7	19	-	-	-	-	-
192305	NORTHWEST HIGH SCHOOL	SAINT LANDRY	P	104	55	1	8	13	33	-	-	-	-	-
192692	NORTHWOOD HIGH SCHOOL	CADDO	P	137	72	7	15	21	29	-	-	-	-	-
190330	NORTHWOOD HIGH SCHOOL	RAPIDES	P	23	10	-	-	6	4	-	-	-	-	-
190615	NOTRE DAME HIGH SCHOOL	ACADIA	N	69	59	15	15	21	8	-	-	-	-	-
190077	OAK FOREST ACADEMY	TANGIPAHOA	N	52	40	9	12	11	8	-	-	-	-	-
192265	OAK GROVE HIGH SCHOOL	WEST CARROLL	P	44	28	3	8	4	13	-	-	-	-	-
190795	OAK HILL HIGH SCHOOL	RAPIDES	P	48	36	3	4	12	17	-	-	-	-	-
192255	OAKDALE HIGH SCHOOL	ALLEN	P	59	31	5	5	8	13	-	-	-	-	-
192275	OBERLIN HIGH SCHOOL	ALLEN	P	39	36	1	8	5	22	-	-	-	-	-
190491	OLD BETHEL CHRISTIAN ACADEMY	CALDWELL	N	5	3	-	1	1	1	-	-	-	-	-
192285	OPELOUSAS CATHOLIC SCHOOL	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
192300	OPELOUSAS SENIOR HIGH SCHOOL	SAINT LANDRY	P	102	50	7	7	10	26	-	-	-	-	-
191829	OUACHITA CHRISTIAN SCHOOL	OUACHITA	N	39	36	11	10	15	-	-	-	-	-	-
192988	OUACHITA PARISH ALTERNATIVE	OUACHITA	P	-	-	-	-	-	-	-	-	-	-	-
191830	OUACHITA PARISH HIGH SCHOOL	OUACHITA	P	169	122	9	24	41	48	-	-	-	-	-
191417	OVEY COMEAUX HIGH SCHOOL	LAFAYETTE	P	169	112	14	28	37	33	-	-	-	-	-
190218	PARKVIEW BAPTIST SCHOOL	EAST BATON ROUGE	N	84	76	35	17	19	5	-	-	-	-	-
190328	PARKWAY HIGH SCHOOL	BOSSIER	P	212	158	24	39	56	39	-	-	-	-	-
991681	PATHWAYS IN EDUCATION - LOUISIANA INC	CADDO	P	2	-	-	-	-	-	-	-	-	-	-
991891	PATHWAYS IN EDUCATION - NORTH MARKET	CADDO	P	3	2	-	-	1	1	-	-	-	-	-
191161	PATRICK TAYLOR SCI & TECH ACAD	JEFFERSON	P	78	75	54	18	3	-	-	-	-	-	-
192325	PATTERSON HIGH SCHOOL	SAINT MARY	P	91	57	5	14	14	24	-	-	-	-	-
190050	PEABODY MAGNET HIGH SCHOOL	RAPIDES	P	100	50	2	2	7	39	-	-	-	-	-
192327	PEARL RIVER HIGH SCHOOL	SAINT TAMMANY	P	144	98	9	20	31	38	-	-	-	-	-
190425	PHOENIX HIGH SCHOOL	PLAQUEMINES	P	8	-	-	-	-	-	-	-	-	-	-
191550	PICKERING HIGH SCHOOL	VERNON	P	36	18	-	3	7	8	-	-	-	-	-
190970	PINE HIGH SCHOOL	WASHINGTON	P	64	33	1	2	14	16	-	-	-	-	-
192345	PINE PRAIRIE HIGH SCHOOL	EVANGELINE	P	60	43	-	8	20	15	-	-	-	-	-
192350	PINEVILLE HIGH SCHOOL	RAPIDES	P	230	146	21	39	52	34	-	-	-	-	-
192365	PITKIN HIGH SCHOOL	VERNON	P	35	32	1	6	10	15	-	-	-	-	-
191025	PLAINVIEW HIGH SCHOOL	RAPIDES	P	12	8	-	1	3	4	-	-	-	-	-
192390	PLAQUEMINE SENIOR HIGH SCHOOL	IBERVILLE	P	171	88	4	13	21	50	-	-	-	-	-
192415	PLEASANT HILL HIGH SCHOOL	SABINE	P	13	10	-	3	4	3	-	-	-	-	-
192425	PONCHATOU LA HIGH SCHOOL	TANGIPAHOA	P	271	207	31	47	54	75	-	-	-	-	-
192746	POPE JOHN PAUL II HIGH SCHOOL	SAINT TAMMANY	N	41	38	10	11	14	3	1	-	-	1	-
192435	PORT ALLEN HIGH SCHOOL	WEST BATON ROUGE	P	55	21	1	-	6	14	-	-	-	-	-
192440	PORT BARRE HIGH SCHOOL	SAINT LANDRY	P	65	39	1	5	11	22	-	-	-	-	-
190176	PRAIRIE VIEW ACADEMY	MOREHOUSE	N	7	5	-	-	2	3	-	-	-	-	-
190319	PROVIDENCE CLASSICAL ACADEMY	BOSSIER	N	7	7	5	1	-	1	-	-	-	-	-
190025	QUESTECH LEARNING	OUACHITA	N	-	-	-	-	-	-	-	-	-	-	-
192470	QUITMAN HIGH SCHOOL	JACKSON	P	44	37	4	3	14	16	-	-	-	-	-
191542	RAPIDES HIGH SCHOOL	RAPIDES	P	55	28	3	5	9	11	-	-	-	-	-
991617	RAPIDES TRAINING ACADEMY	RAPIDES	P	-	-	-	-	-	-	-	-	-	-	-
192490	RAYNE HIGH SCHOOL	ACADIA	P	81	63	3	11	21	28	-	-	-	-	-
192505	RAYVILLE HIGH SCHOOL	RICHLAND	P	46	12	1	1	4	6	-	-	-	-	-
190553	RED RIVER HIGH SCHOOL	RED RIVER	P	37	25	1	-	6	18	-	-	-	-	-
192520	REEVES HIGH SCHOOL	ALLEN	P	9	5	-	1	1	3	-	-	-	-	-
991595	RENEW ACCELERATED HIGH SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
191834	RICHWOOD HIGH SCHOOL	OUACHITA	P	43	20	-	1	5	14	-	-	-	-	-
191783	RIDGEWOOD PREPARATORY SCHOOL	JEFFERSON	N	4	3	-	1	2	-	-	-	-	-	-
192550	RINGGOLD HIGH SCHOOL	BIENVILLE	P	11	7	-	3	2	2	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

191831	RIVER OAKS SCHOOL	OUACHITA	N	19	18	6	8	3	1	-	-	-	-	-
190568	RIVERDALE ACADEMY	RED RIVER	N	11	9	-	3	5	1	-	-	-	-	-
192120	RIVERDALE HIGH SCHOOL	JEFFERSON	P	204	143	6	25	54	58	-	-	-	-	-
192517	RIVERFIELD ACADEMY	RICHLAND	N	22	18	4	5	7	2	-	-	-	-	-
192538	RIVERSIDE ACADEMY	SAINT JOHN THE BAPTIST	N	44	33	6	14	6	7	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

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991571	RIVERSIDE ALTERNATIVE HIGH SCHOOL (OJJ)	JEFFERSON	P	9	-	-	-	-	-	-	-	-	-	-
192580	ROSEFINE HIGH SCHOOL	VERNON	P	60	41	5	10	11	15	-	-	-	-	-
190223	RUNNELS HIGH SCHOOL	EAST BATON ROUGE	N	39	37	20	7	10	-	-	-	-	-	-
192595	RUSTON HIGH SCHOOL	LINCOLN	P	224	159	37	41	44	37	-	-	-	-	-
192915	SACRED HEART HIGH SCHOOL	EVANGELINE	N	41	36	12	7	14	3	-	-	-	-	-
192145	SAINT AUGUSTINE HIGH SCHOOL	ORLEANS	N	80	50	4	7	20	19	-	-	-	-	-
190690	SAINT CHARLES CATHOLIC HIGH SC	SAINT JOHN THE BAPTIST	N	80	68	12	16	20	20	-	-	-	-	-
190860	SAINT EDMUND HIGH SCHOOL	SAINT LANDRY	N	23	20	1	5	8	6	-	-	-	-	-
191835	SAINT FREDERICK HIGH SCHOOL	OUACHITA	N	21	18	4	10	3	1	-	-	-	-	-
191095	SAINT HELENA COLLEGE AND CAREER ACADEMY	SAINT HELENA	P	-	-	-	-	-	-	-	-	-	-	-
192623	SAINT JAMES HIGH SCHOOL	SAINT JAMES	P	65	39	7	5	12	15	-	-	-	-	-
192395	SAINT JOHN HIGH SCHOOL	IBERVILLE	N	23	19	2	6	10	1	-	-	-	-	-
192405	SAINT JOSEPH HIGH SCHOOL	AVOYELLES	N	7	2	-	-	1	1	-	-	-	-	-
190235	SAINT JOSEPHS ACADEMY	EAST BATON ROUGE	N	252	230	103	67	53	7	-	-	-	-	-
191470	SAINT LOUIS CATHOLIC HIGH SCH	CALCASIEU	N	130	115	39	35	34	7	-	-	-	-	-
191784	SAINT MARTINS EPISCOPAL SCHOOL	JEFFERSON	N	39	37	16	6	14	1	-	-	-	-	-
192647	SAINT MARTINVILLE SR HIGH SCH	SAINT MARTIN	P	90	43	2	7	12	22	-	-	-	-	-
191930	SAINT MARY HIGH SCHOOL	NATCHITOCHES	N	24	23	2	7	6	8	-	-	-	-	-
192165	SAINT MARYS ACADEMY	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
192170	SAINT MARYS DOMINICAN HIGH SCH	ORLEANS	N	151	138	45	42	47	4	-	-	-	-	-
190590	SAINT PAUL'S HIGH SCHOOL	SAINT TAMMANY	N	162	150	79	33	34	4	-	-	-	-	-
190595	SAINT SCHOLASTICA ACADEMY	SAINT TAMMANY	N	70	67	32	20	11	4	-	-	-	-	-
191662	SAINT THERESA ACADEMY	JEFFERSON	N	2	-	-	-	-	-	-	-	-	-	-
191438	SAINT THOMAS MORE HIGH SCHOOL	LAFAYETTE	N	219	201	77	60	55	9	-	-	-	-	-
192650	SALINE HIGH SCHOOL	BIENVILLE	P	22	19	2	7	7	3	-	-	-	-	-
192748	SALMEN HIGH SCHOOL	SAINT TAMMANY	P	145	63	12	15	19	17	-	-	-	-	-
191487	SAM HOUSTON HIGH SCHOOL	CALCASIEU	P	172	142	32	36	41	33	-	-	-	-	-
190240	SCOTLANDVILLE MAGNET HIGH SCH	EAST BATON ROUGE	P	186	50	-	4	17	29	-	-	-	-	-
192702	SHREVEPORT JOB CORPS OPPORTUNITY CENTER	CADDO	P	-	-	-	-	-	-	-	-	-	-	-
192710	SICILY ISLAND HIGH SCHOOL	CATAHOULA	P	13	6	1	1	-	4	-	-	-	-	-
991893	SIHAF K-12 LEARNING ACADEMY	CADDO	N	-	-	-	-	-	-	-	-	-	-	-
190493	SILLIMAN INSTITUTE	EAST FELICIANA	N	30	26	5	7	10	4	-	-	-	-	-
192735	SIMPSON HIGH SCHOOL	VERNON	P	19	16	2	1	3	10	-	-	-	-	-
192740	SIMSBORO HIGH SCHOOL	LINCOLN	P	26	16	-	4	6	6	-	-	-	-	-
192745	SINGER HIGH SCHOOL	BEAUREGARD	P	6	4	-	-	1	3	-	-	-	-	-
192739	SLAUGHTER COMMUNITY CHARTER SCHOOL	EAST FELICIANA	P	42	25	5	9	3	8	-	-	-	-	-
192750	SLIDELL HIGH SCHOOL	SAINT TAMMANY	P	247	159	36	36	56	31	-	-	-	-	-
192139	SOPHIE B WRIGHT LEARNING ACADEMY	ORLEANS	P	59	26	-	3	6	17	-	-	-	-	-
191625	SOUTH BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	73	58	12	11	10	25	-	-	-	-	-
190602	SOUTH CAMERON HIGH SCHOOL	CAMERON	P	17	6	-	2	4	-	-	-	-	-	-
190985	SOUTH LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	143	109	15	37	31	26	-	-	-	-	-
192448	SOUTH PLAQUEMINES HIGH SCHOOL	PLAQUEMINES	P	55	42	6	5	7	24	-	-	-	-	-
191245	SOUTH TERREBONNE HIGH SCHOOL	TERREBONNE	P	130	85	10	16	32	27	-	-	-	-	-
190200	SOUTHERN UNIVERSITY LAB SCHOOL	EAST BATON ROUGE	P	26	13	-	-	3	10	-	-	-	-	-
991836	SOUTHERN UNIVERSITY LAB VIRTUAL SCHOOL	EAST BATON ROUGE	P	3	2	1	1	-	-	-	-	-	-	-
191107	SOUTHLAND CHRISTIAN ACADEMY	LIVINGSTON	N	3	3	-	-	2	1	-	-	-	-	-
191838	SOUTHSIDE ALTERNATIVE HIGH SCHOOL	OUACHITA	P	4	-	-	-	-	-	-	-	-	-	-
190041	SOUTHSIDE HIGH SCHOOL	LAFAYETTE	P	221	172	30	39	50	53	-	-	-	-	-
192699	SOUTHWOOD HIGH SCHOOL	CADDO	P	192	73	3	4	27	39	-	-	-	-	-
192765	SPRINGFIELD HIGH SCHOOL	LIVINGSTON	P	71	44	4	13	14	13	1	1	-	-	-
192601	ST AMANT HIGH SCHOOL	ASCENSION	P	403	310	47	80	105	78	1	-	1	-	-
192526	ST JOHN ALTERNATIVE SCHOOL	SAINT JOHN THE BAPTIST	P	-	-	-	-	-	-	-	-	-	-	-
192210	ST KATHERINE DREXEL PREPARATORY SCHOOL	ORLEANS	N	30	16	-	3	7	6	-	-	-	-	-
191154	ST THOMAS AQUINAS DIOCESAN	TANGIPAHOA	N	46	36	8	8	10	10	-	-	-	-	-
190186	ST. MICHAEL THE ARCHANGEL	EAST BATON ROUGE	N	98	69	18	25	21	5	-	-	-	-	-
191610	STANLEY HIGH SCHOOL	DESOTO	P	15	6	-	2	3	1	-	-	-	-	-
192780	STARKS HIGH SCHOOL	CALCASIEU	P	14	14	-	3	5	6	-	-	-	-	-
	STEM MAGNET ACADEMY OF POINTEE COUPEE (thru 10th Grade)	POINTEE COUPEE	P	-	-	-	-	-	-	-	-	-	-	-
192793	STERLINGTON HIGH SCHOOL	OUACHITA	P	99	87	15	29	22	21	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

192805	SULPHUR HIGH SCHOOL	CALCASIEU	P	244	201	28	50	74	49	-	-	-	-	-
192810	SUMMERFIELD HIGH SCHOOL	CLAIBORNE	P	17	13	-	1	5	7	-	-	-	-	-
192833	TALLULAH ACADEMY-DELTA CHRISTIAN SCHOOL	MADISON	N	8	5	-	2	2	1	-	-	-	-	-
190081	TANGIPAHOA ALTERNATIVE PROGRAMS	TANGIPAHOA	P	-	-	-	-	-	-	-	-	-	-	-
190242	TARA HIGH SCHOOL	EAST BATON ROUGE	P	61	16	-	1	3	12	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech	Total	Honors	Performance	Opportunity	Tech
192630	TENSAS ACADEMY	TENSAS	N	-	-	-	-	-	-	-	-	-	-	-
192769	TENSAS HIGH SCHOOL	TENSAS	P	12	4	-	-	1	3	-	-	-	-	-
191250	TERREBONNE HIGH SCHOOL	TERREBONNE	P	185	126	28	21	48	29	-	-	-	-	-
191421	TEURLINGS HIGH SCHOOL	LAFAYETTE	N	144	117	38	36	37	6	-	-	-	-	-
190962	THE BOWLING GREEN SCHOOL	WASHINGTON	N	27	19	4	3	6	6	-	-	-	-	-
190051	THE CHRISTIAN ACADEMY OF LOUISIANA	WEST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190244	THE DUNHAM SCHOOL	EAST BATON ROUGE	N	43	41	19	7	13	2	-	-	-	-	-
192080	THE LOUISE MCGEEHEE SCHOOL	ORLEANS	N	28	27	17	6	4	-	-	-	-	-	-
193086	THE NET 2 CHARTER HIGH SCHOOL	ORLEANS	P	14	-	-	-	-	-	-	-	-	-	-
190010	THE NET CHARTER HIGH SCHOOL	ORLEANS	P	17	4	1	-	1	2	-	-	-	-	-
192860	THIBODAUX HIGH SCHOOL	LAFOURCHE	P	257	186	16	41	48	81	-	-	-	-	-
191122	THOMAS JEFFERSON SENIOR HIGH	JEFFERSON	P	99	95	49	30	13	3	-	-	-	-	-
991575	THRIVE	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
192865	TIOGA HIGH SCHOOL	RAPIDES	P	139	105	15	28	27	35	-	-	-	-	-
991590	TRAVIS HILL SCHOOL AT YOUTH STUDY CENTER	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
193061	TRINITY CHRISTIAN ACADEMY (ZACHARY)	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190027	TRINITY HIGH SCHOOL	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
191544	U.S. YOUTH SERVICES (RED RIVER ACADEMY)	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
190826	UNION CHRISTIAN ACADEMY	UNION	N	10	8	3	2	1	2	-	-	-	-	-
190875	UNION PARISH HIGH SCHOOL	UNION	P	87	38	4	7	13	14	-	-	-	-	-
192347	UNIVERSITY ACADEMY OF CENLA (CENLA CHRISTIAN AC.)	RAPIDES	N	33	25	3	5	13	4	-	-	-	-	-
190196	UNIVERSITY VIEW ACADEMY, INC.	EAST BATON ROUGE	P	191	126	21	21	54	30	-	-	-	-	-
192195	URSULINE ACADEMY	ORLEANS	N	59	54	14	16	20	4	-	-	-	-	-
191230	VANDEBILT CATHOLIC HIGH SCHOOL	TERREBONNE	N	156	131	52	42	34	3	-	-	-	-	-
192885	VARNADO HIGH SCHOOL	WASHINGTON	P	42	18	-	2	6	10	-	-	-	-	-
190020	VERMILION CATHOLIC HIGH SCHOOL	VERMILION	N	61	54	12	18	15	9	-	-	-	-	-
192900	VIDALIA HIGH SCHOOL	CONCORDIA	P	60	27	2	7	11	7	-	-	-	-	-
192925	VILLE PLATTE HIGH SCHOOL	EVANGELINE	P	57	24	5	3	8	8	-	-	-	-	-
192930	VINTON HIGH SCHOOL	CALCASIEU	P	35	27	4	7	7	9	-	-	-	-	-
192853	VIRTUAL ACADEMY OF LAFOURCHE	LAFOURCHE	P	23	12	2	1	2	7	-	-	-	-	-
192945	WALKER HIGH SCHOOL	LIVINGSTON	P	274	157	19	36	54	48	1	1	-	-	-
991572	WARE YOUTH CENTER	RED RIVER	P	-	-	-	-	-	-	-	-	-	-	-
192205	WARREN EASTON SENIOR HIGH	ORLEANS	P	183	88	1	4	39	44	-	-	-	-	-
191495	WASHINGTON/MARION MAGNET HS	CALCASIEU	P	34	14	-	2	5	7	-	-	-	-	-
192970	WELSH HIGH SCHOOL	JEFFERSON DAVIS	P	69	46	-	8	9	29	-	-	-	-	-
192615	WEST FELICIANA HIGH SCHOOL	WEST FELICIANA	P	114	76	16	21	22	17	-	-	-	-	-
191165	WEST JEFFERSON HIGH SCHOOL	JEFFERSON	P	93	37	-	2	10	25	-	-	-	-	-
192995	WEST MONROE HIGH SCHOOL	OUACHITA	P	340	268	63	64	76	65	-	-	-	-	-
190388	WEST OUACHITA HIGH SCHOOL	OUACHITA	P	160	131	12	25	54	40	-	-	-	-	-
190770	WEST ST JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	33	18	-	1	4	13	-	-	-	-	-
190152	WEST ST. MARY HIGH SCHOOL	SAINT MARY	P	60	31	-	5	13	13	-	-	-	-	-
191970	WESTGATE HIGH SCHOOL	IBERIA	P	118	63	4	8	22	29	-	-	-	-	-
192982	WESTLAKE HIGH SCHOOL	CALCASIEU	P	68	54	10	8	18	18	-	-	-	-	-
192304	WESTMINSTER CHRISTIAN ACADEMY	SAINT LANDRY	N	41	36	17	11	7	1	-	-	-	-	-
190030	WESTMINSTER CHRISTIAN ACADEMY OF LAFAYETTE	LAFAYETTE	N	-	-	-	-	-	-	-	-	-	-	-
191345	WESTON HIGH SCHOOL	JACKSON	P	26	26	3	4	5	14	-	-	-	-	-
193000	WHITE CASTLE HIGH SCHOOL	IBERVILLE	P	27	13	-	-	3	10	-	-	-	-	-
193018	WINNFIELD SENIOR HIGH SCHOOL	WINN	P	64	47	6	7	23	11	-	-	-	-	-
190250	WOODLAWN HIGH SCHOOL	EAST BATON ROUGE	P	164	78	9	16	30	23	-	-	-	-	-
192703	WOODLAWN LEADERSHIP ACADEMY	CADDO	P	83	29	-	1	1	27	-	-	-	-	-
192707	WORD OF GOD ACADEMY	CADDO	N	6	6	-	4	1	1	-	-	-	-	-
191112	WORD OF LIFE ACADEMY	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
191843	WOSSMAN HIGH SCHOOL	OUACHITA	P	95	30	-	6	9	15	-	-	-	-	-
193070	ZACHARY HIGH SCHOOL	EAST BATON ROUGE	P	291	215	67	44	67	37	-	-	-	-	-
193080	ZWOLLE HIGH SCHOOL	SABINE	P	22	17	1	2	4	10	-	-	-	-	-
	Total			35,271	23,986	4,978	5,310	6,979	6,719	4	2	1	1	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech	Total	Honors	Performance	Opportunity	Tech

Notes:

- (1) This count includes Louisiana resident and nonresident students that graduated from high school in the indicated high school academic year (September 1st of the previous year to August 31st of the indicated year) and LOSFA received a completed FAFSA or TOPS Online Application.
- (2) Louisiana resident students that did not graduate from an eligible Louisiana High School and nonresident applicants are evaluated for TOPS eligibility under the TOPS Alternate Eligibility Criteria. Students screened under the TOPS Homestudy Alternate Eligibility Criteria are included in the "Homestudy" category, while all other students screened using the TOPS Alternate Eligibility Criteria are grouped in the "Alternate Eligibility" category. In addition, students displaced by Hurricanes Katrina and Rita were granted an exception to the TOPS core curriculum requirements and are grouped in the "Distance Diploma" category (2006-2008 graduates only).
- (3) A TOPS Recipient is a student who has received on their behalf at least one TOPS payment.
- (4) These numbers can change over time as students submit paperwork that changes their eligibility status, return from enrollment in an out-of- state postsecondary institution, enroll in school after an active duty period in the military, or delay enrollment in a postsecondary institution among other reasons.

AGENDA ITEM VIII.F.3.

Action Plan submitted by LCTCS in Response to NCHEMS Study of Changes to be Considered in Response to COVID-19

Executive Summary

At the June 17, 2020 Board of Regents meeting, the Board received the response to House Resolution 52 of the 2020 Regular Legislative Session. This legislation 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 meeting was conducted by the National Center for Higher Education Management Systems (NCHEMS). In this study, NCHEMS articulated the conditions facing the LCTCS institutions and established recommendations regarding steps the System and its constituent institutions may have to take to deal with a challenging external environment due to the COVID-19 pandemic.

This action plan submitted by LCTCS serves as an addendum to the response crafted by NCHEMS. LCTCS acknowledges the challenges created by the COVID-19 pandemic and remains steadfast in creating a strong response to the environmental and financial impact the pandemic brings.

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the action plan submitted by LCTCS as an addendum to the report by NCHEMS.

Senior staff recommends the Board authorize staff to transmit this addendum in response to House Resolution 52 of the 2020 Regular Session to the speaker of the House of Representatives and the House Committee on Education.

LCTCS Action Plan in Response to NCHEMS Study of Changes to be Considered in Response to COVID-19

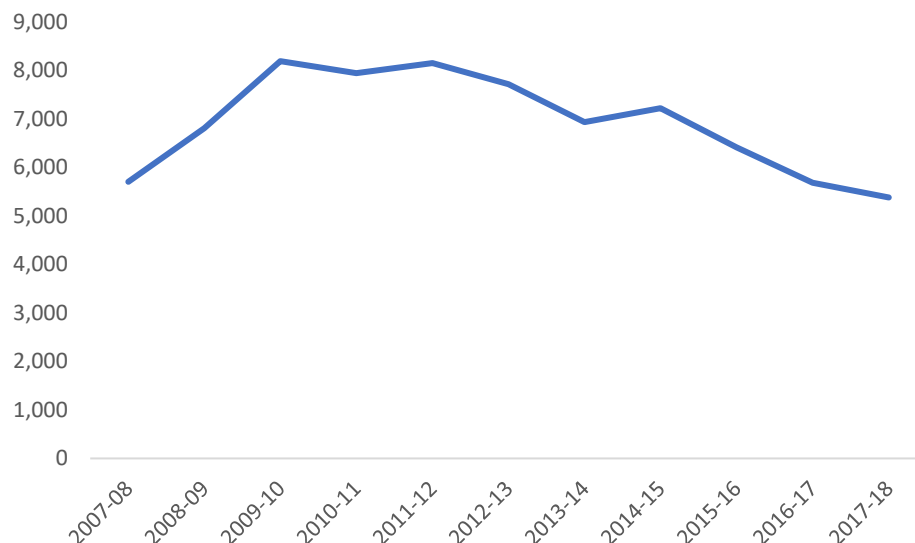
I. Introduction

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. This analysis included a review of enrollment trends and revenue. To provide further context for the information provided by NCHEMS, this action report includes additional context for data provided in the NCHEMS report.

II. LCTCS Response to NCHEMS Findings

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

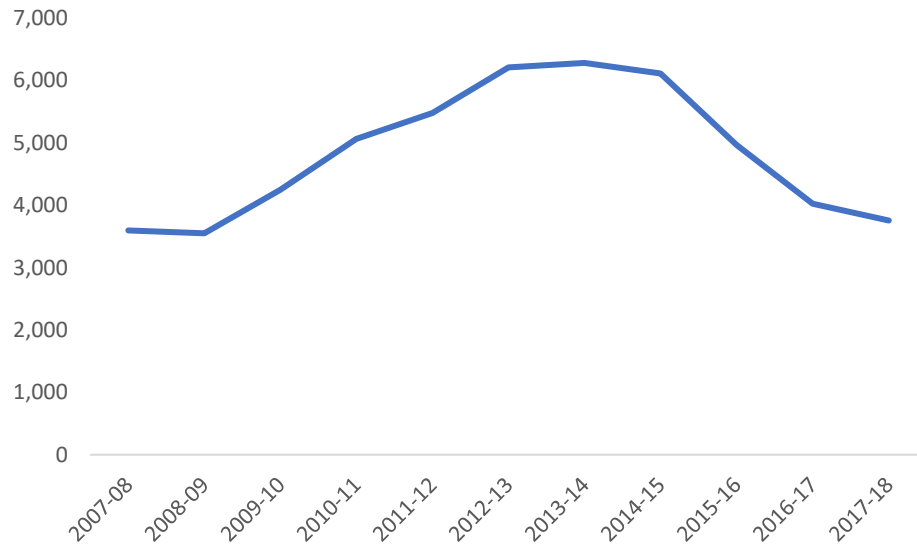
Figure 1. FTE Enrollments Over Time, Baton Rouge Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 1, Baton Rouge Community College, absorbed Capital Area Technical College in Fall 2012, 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.

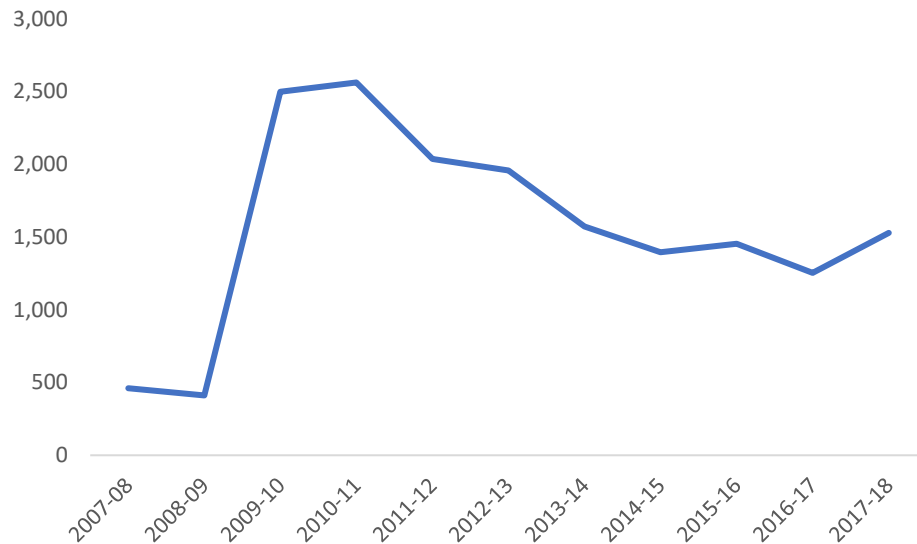
Figure 2. FTE Enrollments Over Time, Bossier Parish Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

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

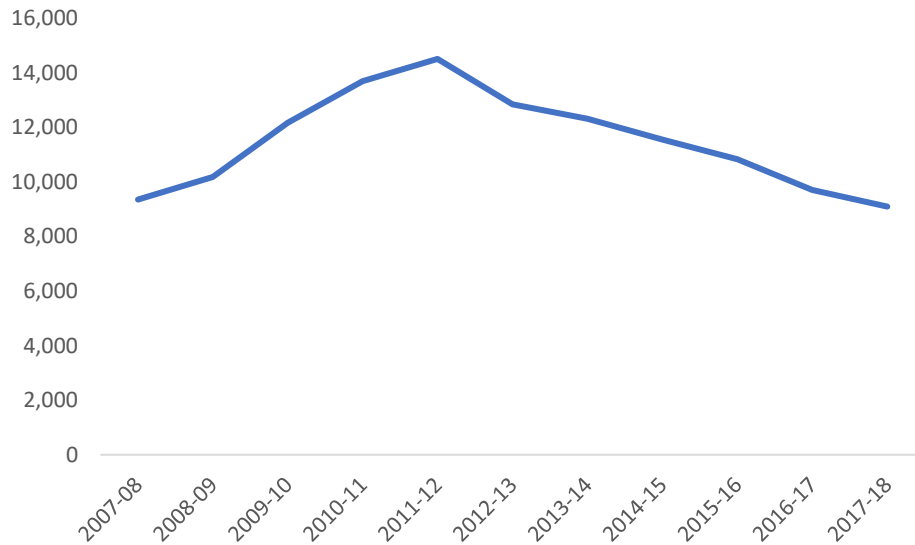
Figure 3. FTE Enrollments Over Time, Central Louisiana Technical Community College



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.

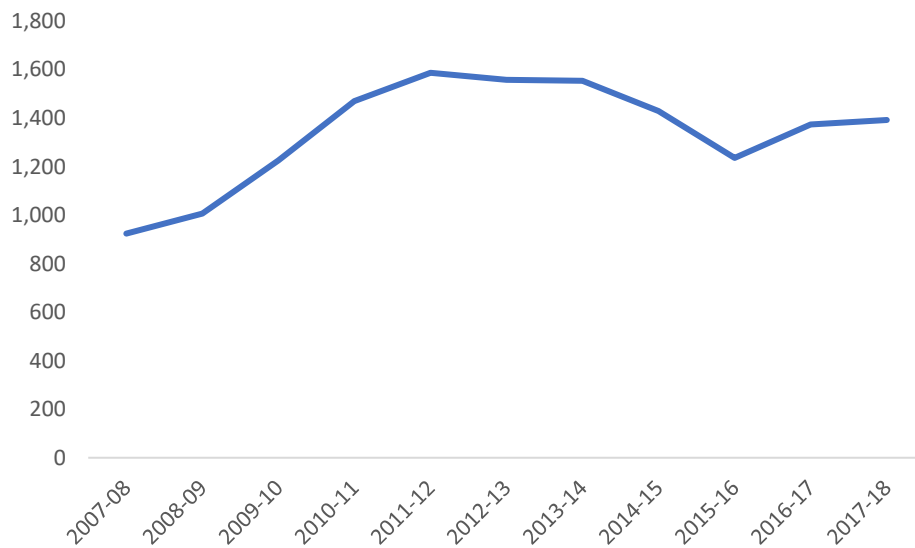
Figure 4. FTE Enrollments Over Time, Delgado Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 4, Delgado Community College, absorbed 2 campuses (Jefferson and West Jefferson) from the former Louisiana Technical College Region 1 in Fall of 2010.

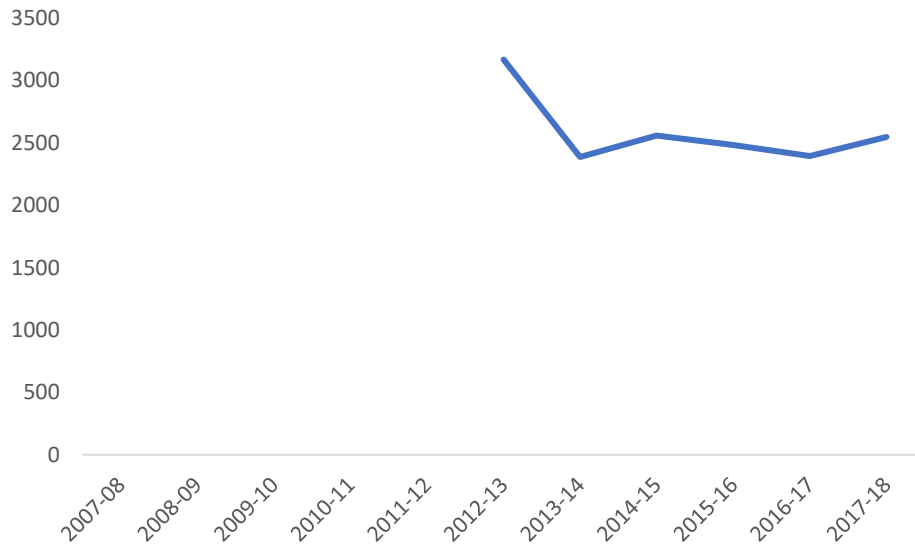
Figure 5. FTE Enrollments Over Time, Fletcher Technical Community College



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.

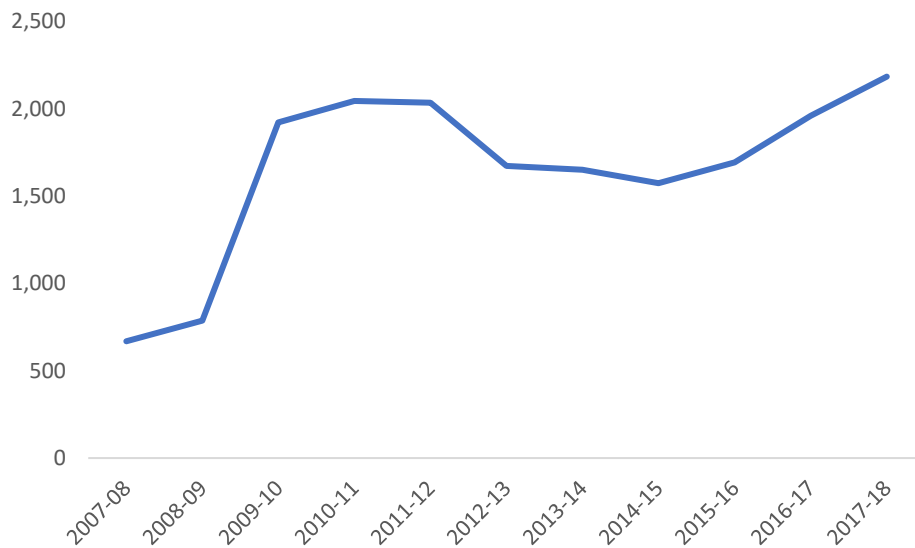
Figure 6. FTE Enrollments Over Time, Louisiana Delta Community College



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 the years of 2009 and 2011.

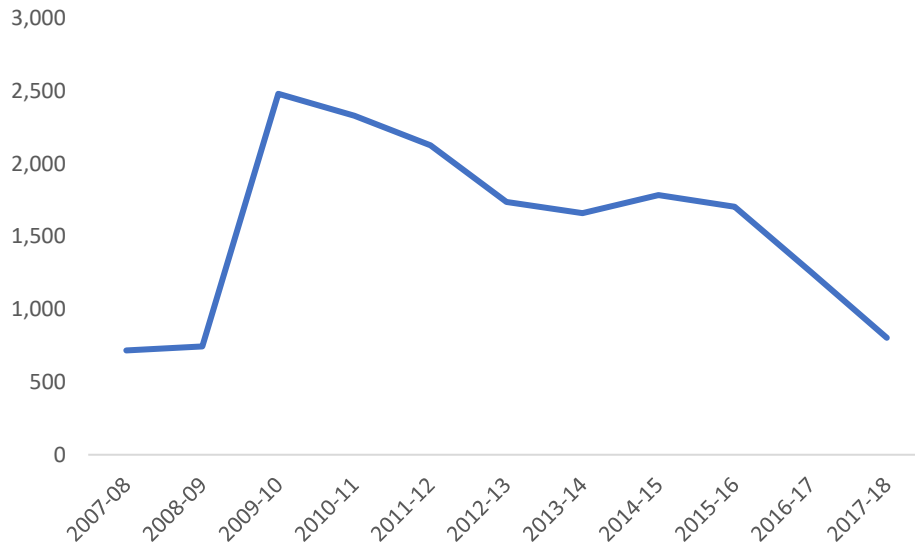
Figure 7. FTE Enrollments Over Time, Northshore Technical Community College



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) and has since added two additional campuses. The Lacombe campus in the Fall of 2017 and the Livingston campus in Fall 2019.

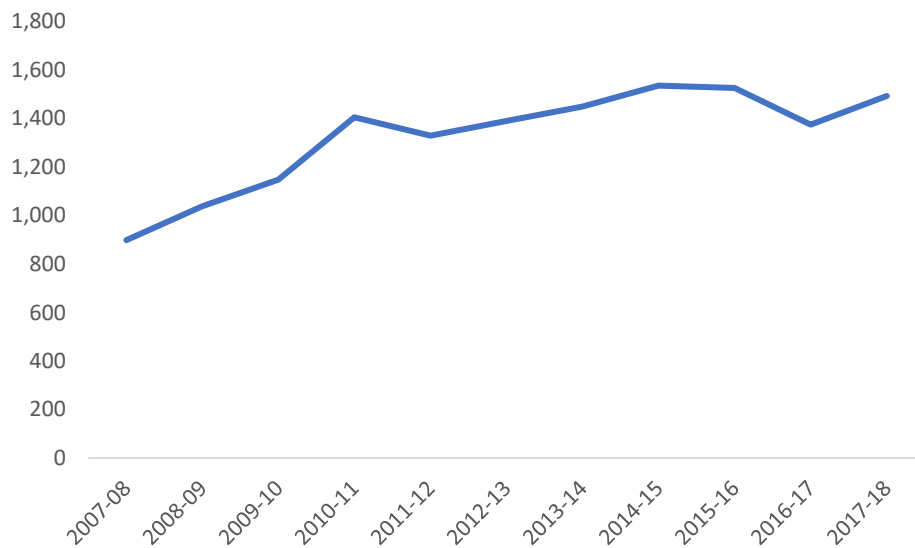
Figure 8. FTE Enrollments Over Time, Northwest Louisiana Technical Community College



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.

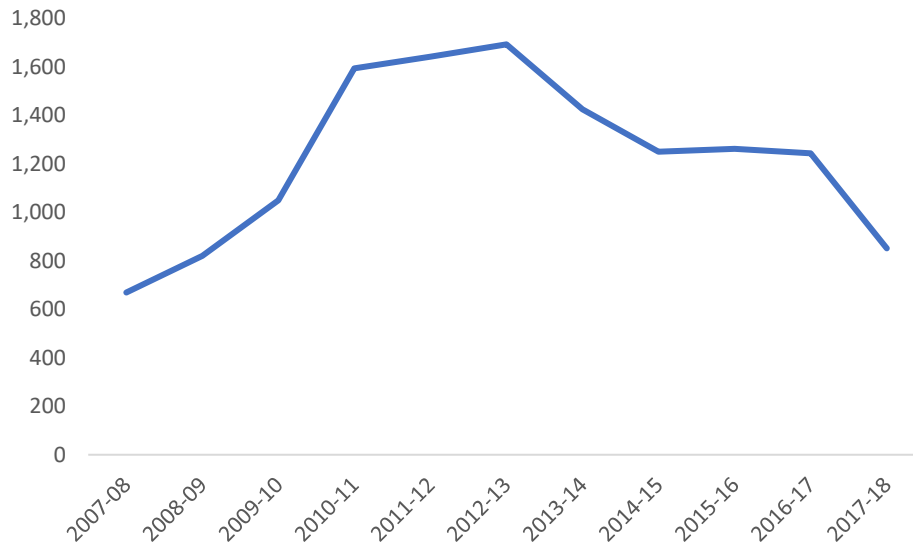
Figure 9. FTE Enrollments Over Time, Nunez Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

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

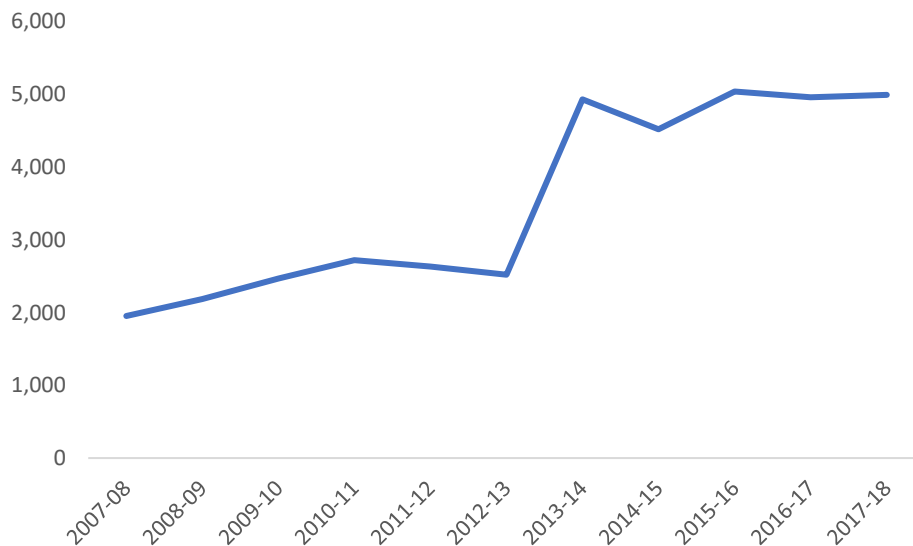
Figure 10. FTE Enrollments Over Time, River Parishes Community College



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.

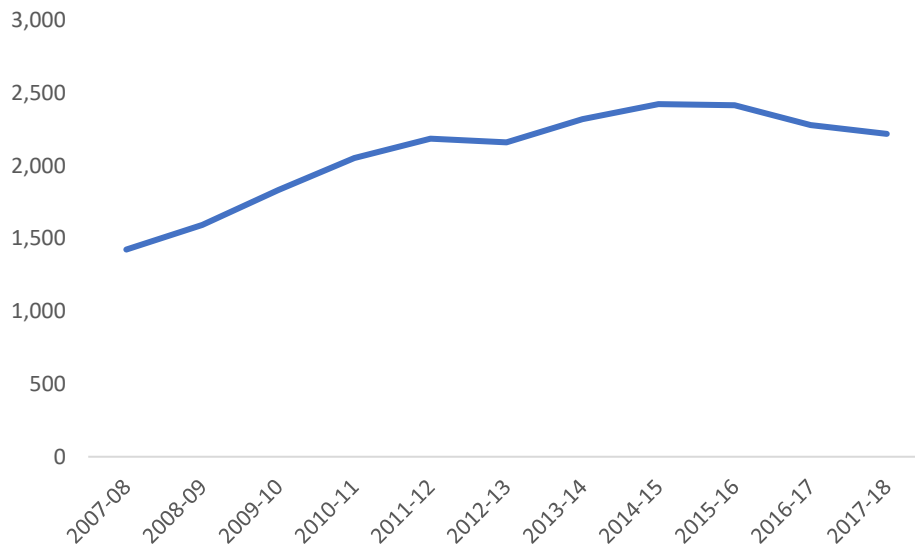
Figure 11. FTE Enrollments Over Time, South Louisiana Community College



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 that 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 for 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 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 system 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 way 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.

III. LCTCS Status of NCHEMS Recommendations

NCHEMS provided recommendations in light of the findings. This action plan serves as an update to each recommendation.

Recommendation by NCHEMS	Status
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.
Create a mechanism for providing early warning information to the System Office regarding financial conditions of each of the campuses.	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 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.
Address the challenges faced through actions as a System, not through the actions of individual, free-standing institutions.	<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>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.</p> <p>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 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.</p> <p>LCTCS is 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>
<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</p>

	<p>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></p> <p>LCTCS revised the Credit for Prior Learning policy to include an Industry-Based Credential (IBC) to Credit Matrix along with a Military 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.</p> <p><i>Statewide Process Technology (PTEC) Program</i></p> <p>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 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></p> <p>In May 2019, Governor Edwards announced a collaboration between the LCTCS and Amazon Web Services (AWS) to unlock new</p>
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	<p>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.</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>
Emphasize CTE in the dual-credit offerings of the System institutions.	<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.</p> <p>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 WRU 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>
Consideration of Structural Changes. The possibility of consolidations or mergers	<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</p>

inevitably arises as a solution to be considered.	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.
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IV. Conclusion

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

In order to address the digital divide beyond devices and internet access, LCTCS has taken the steps to ensure digital inclusiveness. During this worldwide crisis, the LCTCS chancellors have taken a stand coming together to focus our efforts. An LCTCS Chancellor’s Task Force named “Beyond the Pandemic” was formed to review how we can best serve students, prepare faculty and staff, and the community. The group met to discuss issues encountered through the COVID-19 crisis, how these issues have changed our business model, what we have learned during and from this crisis, and ideas of how we move 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 to provide high-quality educational services that lead to family-sustaining employment. According to the chancellors’ taskforce, careful planning must take place in order to ensure that the appropriate remote instructional delivery systems (digitally inclusive educational environments) are in place and 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 mission of our colleges

Focused by the LCTCS call to action we are also engaged in the Board of Regents statewide Digital Inclusion Plan using 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 the 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 their Northstar digital literacy testing center capacity to Louisiana along with 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, Chromebook, Wi-Fi access) for those in need. In the same manner they will be able to provide access to the necessary software tools that 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 approach 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 enhance a new environment that incorporates virtual educational technologies that are conducive to learning and demonstrate learning outcomes of courses and programs. Every course and training will now incorporate virtual educational technologies, whether synchronously or asynchronously, to expand our current social distance learning methods. Business operations are changing to meet these requirements as well so that not all student services are handled in-person. We are removing unnecessary barriers to student success and completion while ensuring faculty and staff are provided with the professional development opportunities, and our business/industry partners have access to training that meet the demands of our new normal.

The expanded use of technology is our commitment to 21st 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 communities we serve. We are creating futures for our students and faculty to be more competitive in today and tomorrow's digitally inclusive workforce.

Appendix A:

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

Submitted to: LCTCS Board of Supervisors
Louisiana Board of Regents

by



National Center for Higher Education Management Systems

June 2, 2020

1 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.

2 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.

3 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.

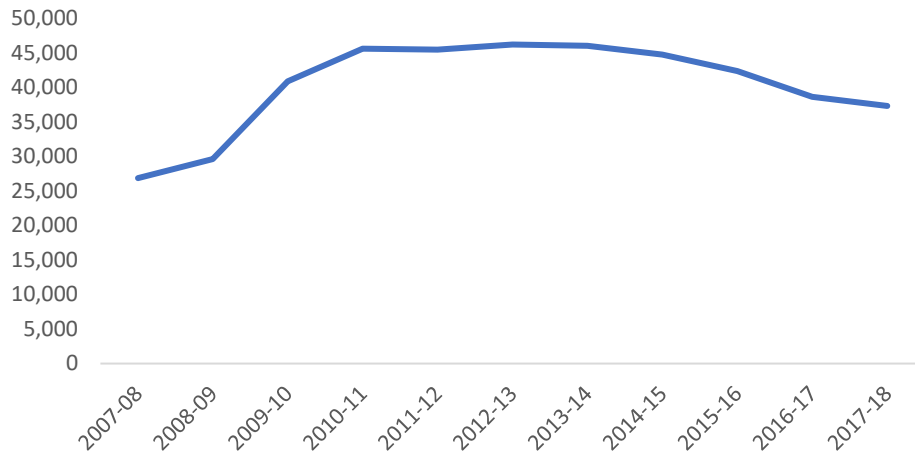
Figure 13 depicts the array of audiences that can be served by community colleges and the kinds of programs they provide. This diagram provided guidance to the kinds of data compiled in the conduct of the project.

Figure 13. Array of Community College Services

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

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

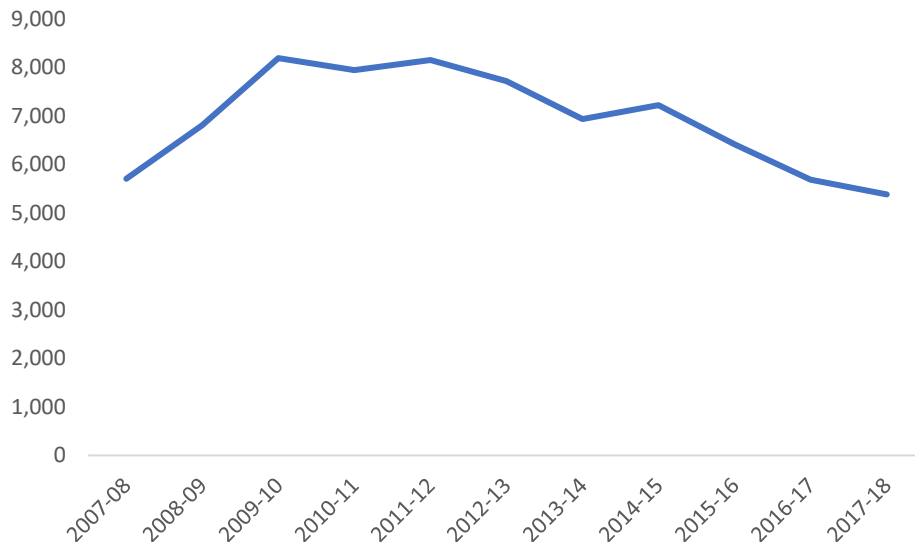
Figure 14. FTE Enrollments Over Time, LCTCS Institutions



Source: NCES, IPEDS 12-Month Enrollment Survey.

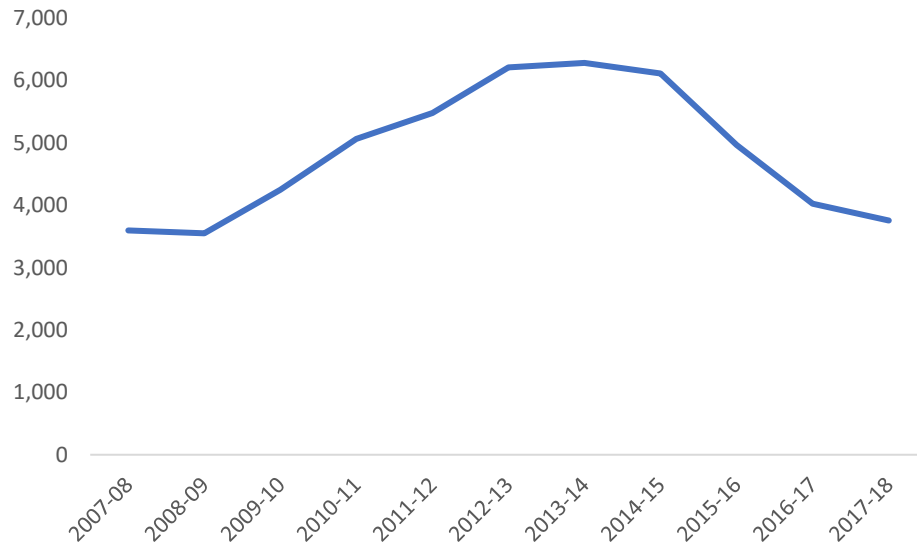
This is true for most, but not all, the institutions in the System. The exceptions are Northshore, Nunez, SOWELA, and South Louisiana as is shown in the following figures.

Figure 15. FTE Enrollments Over Time, Baton Rouge Community College



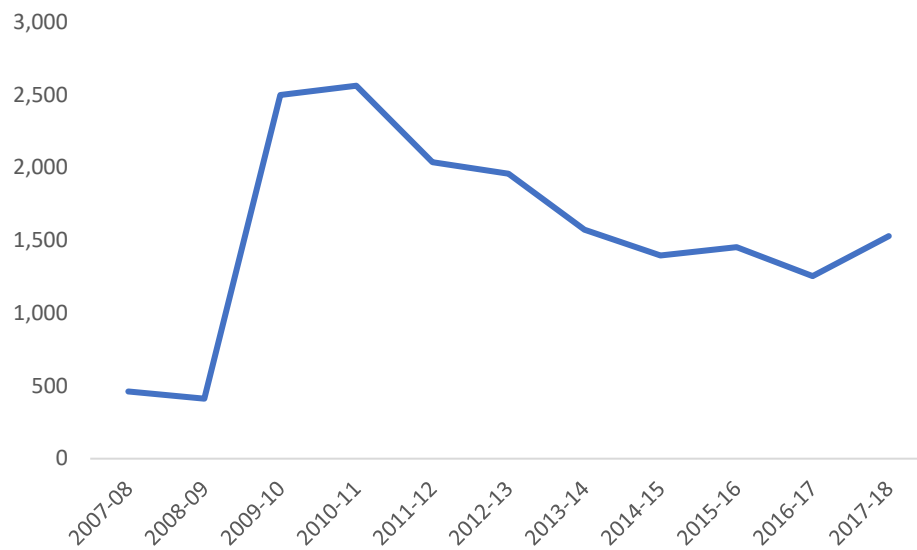
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 16. FTE Enrollments Over Time, Bossier Parish Community College



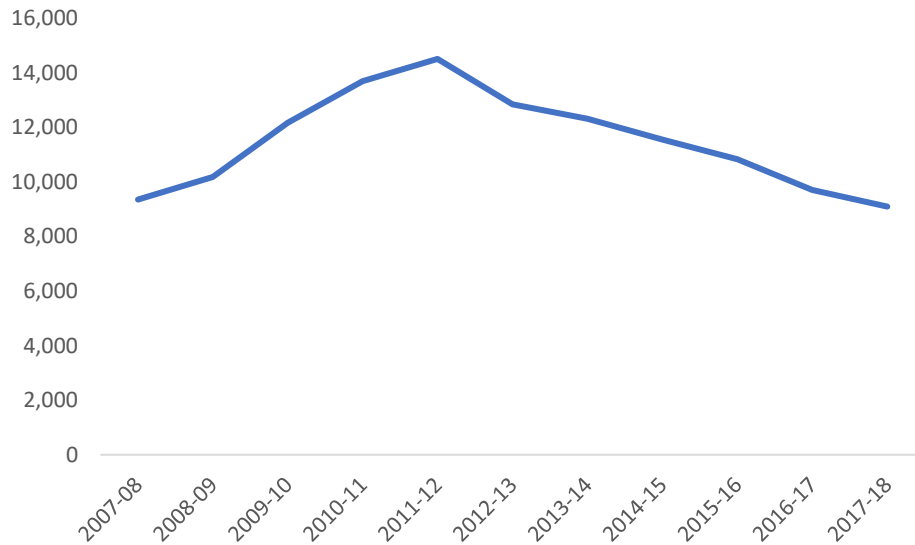
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 17. FTE Enrollments Over Time, Central Louisiana Technical Community College



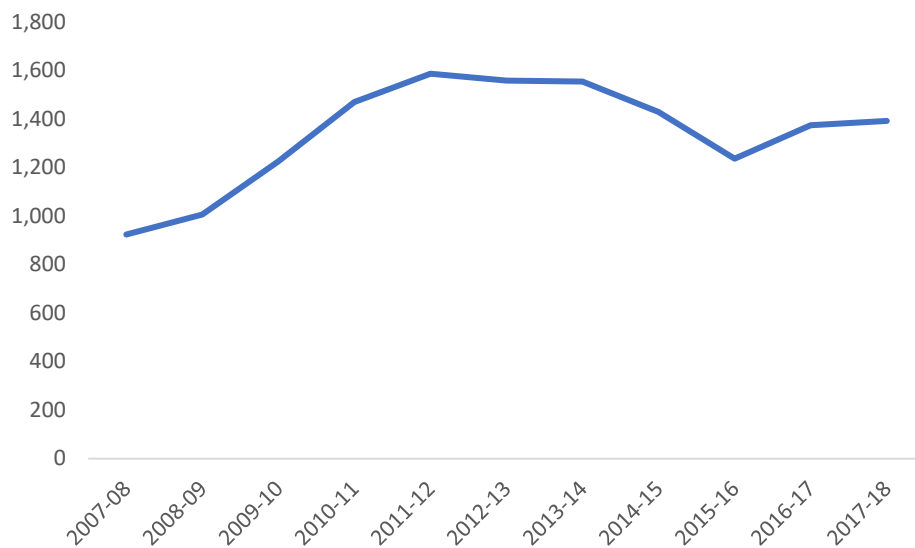
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 18. FTE Enrollments Over Time, Delgado Community College



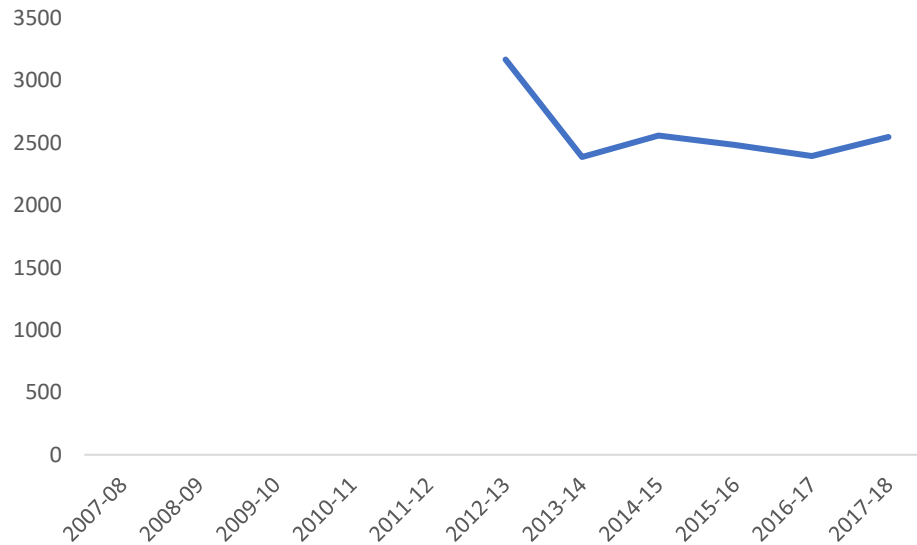
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 19. FTE Enrollments Over Time, Fletcher Technical Community College



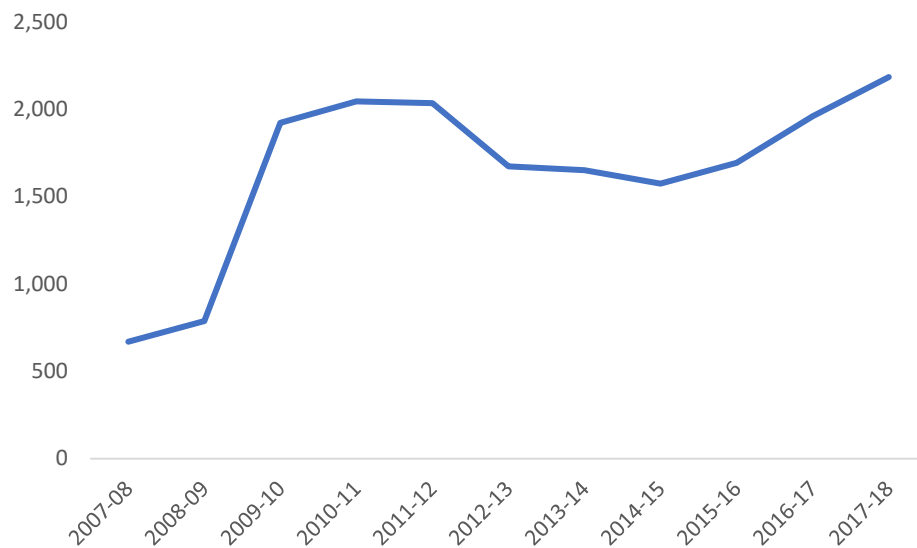
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 20. FTE Enrollments Over Time, Louisiana Delta Community College



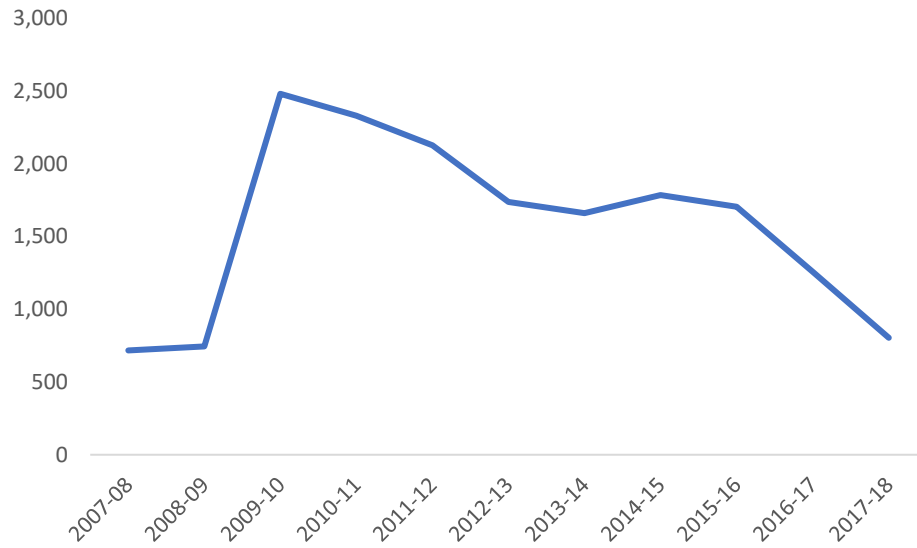
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 21. FTE Enrollments Over Time, Northshore Technical Community College



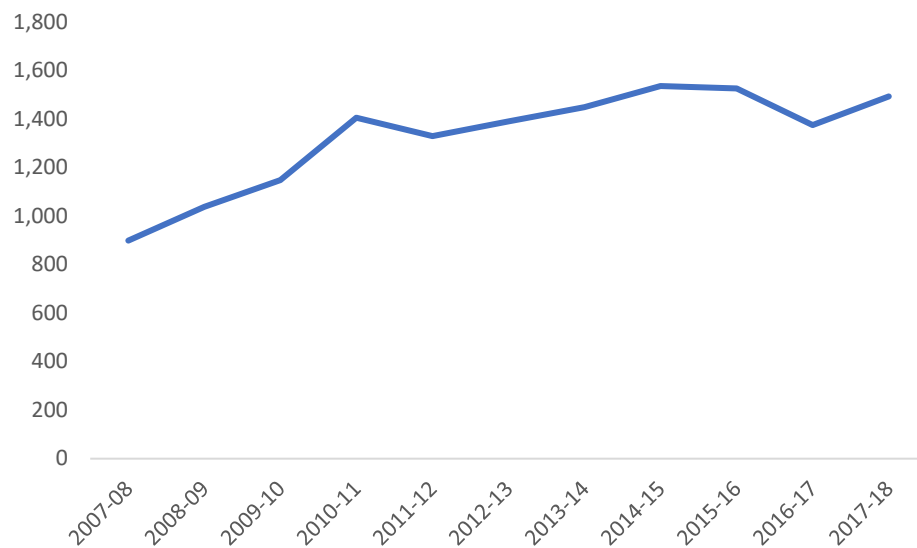
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 22. FTE Enrollments Over Time, Northwest Louisiana Technical Community College



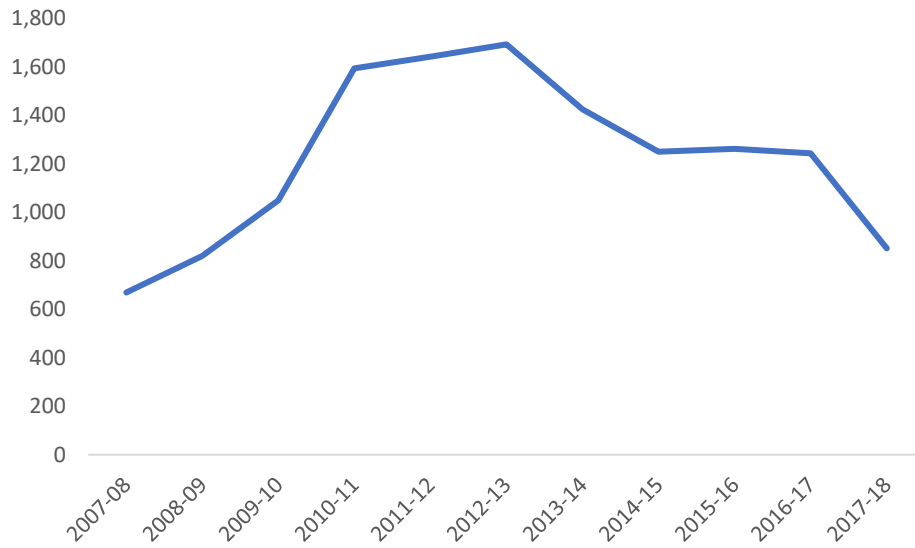
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 23. FTE Enrollments Over Time, Nunez Community College



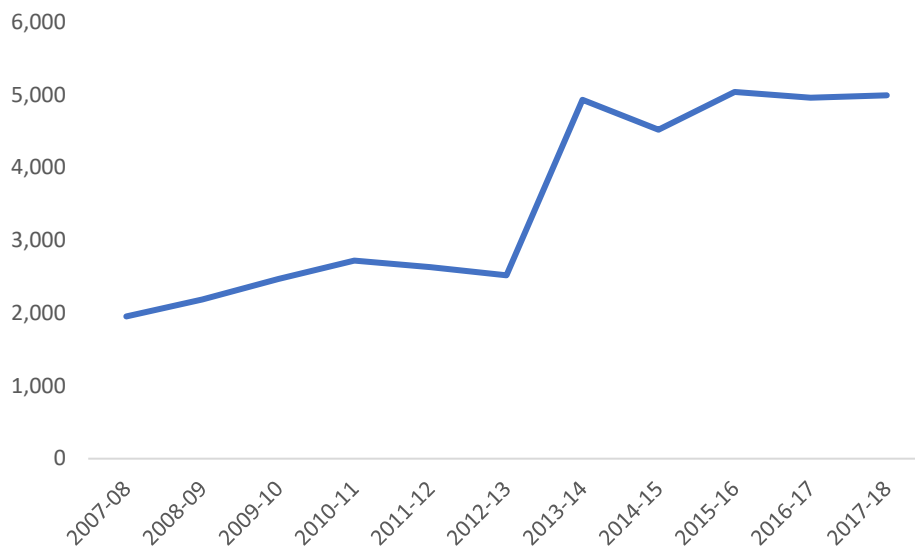
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 24. FTE Enrollments Over Time, River Parishes Community College



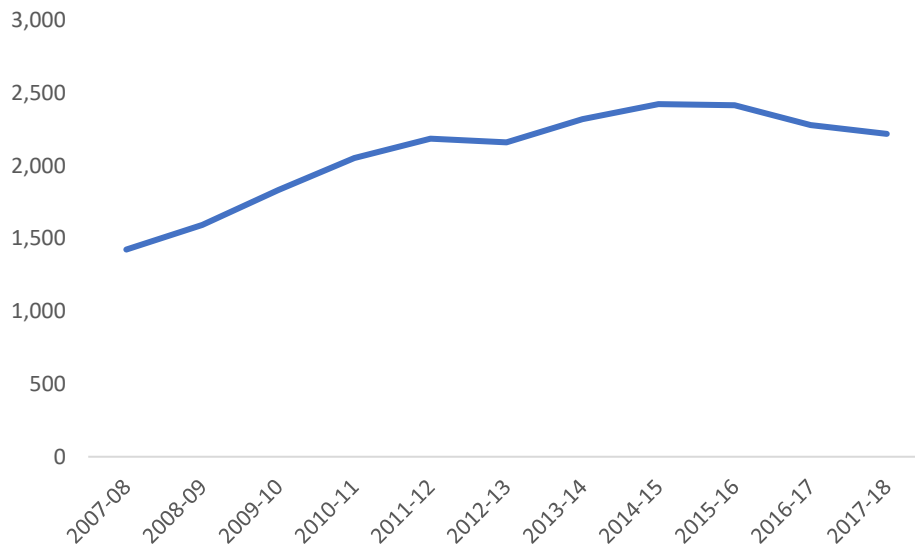
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 25. FTE Enrollments Over Time, South Louisiana Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

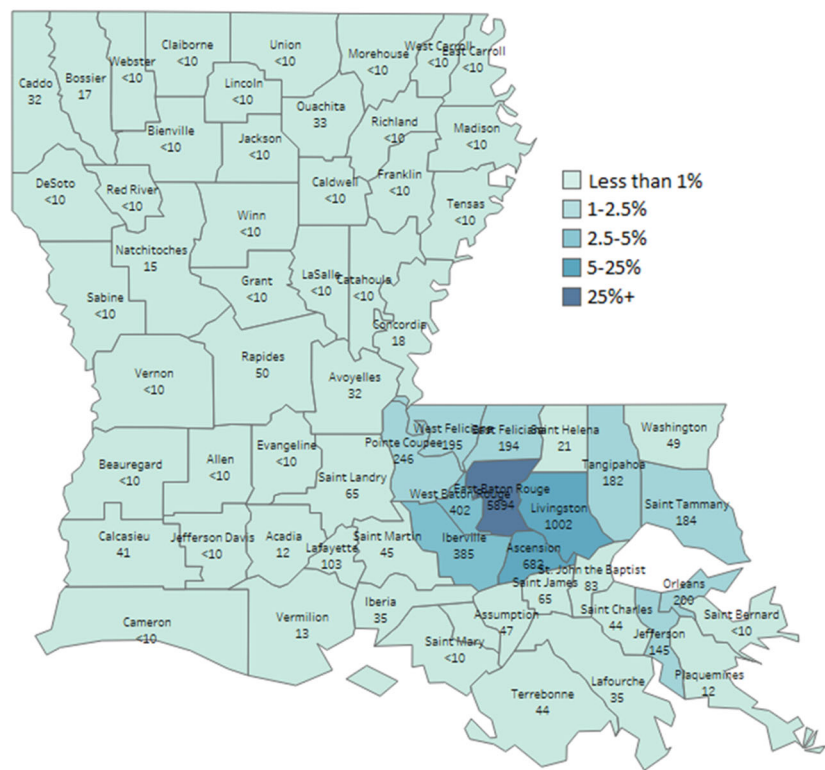
Figure 26. FTE Enrollments Over Time, SOWELA Technical Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

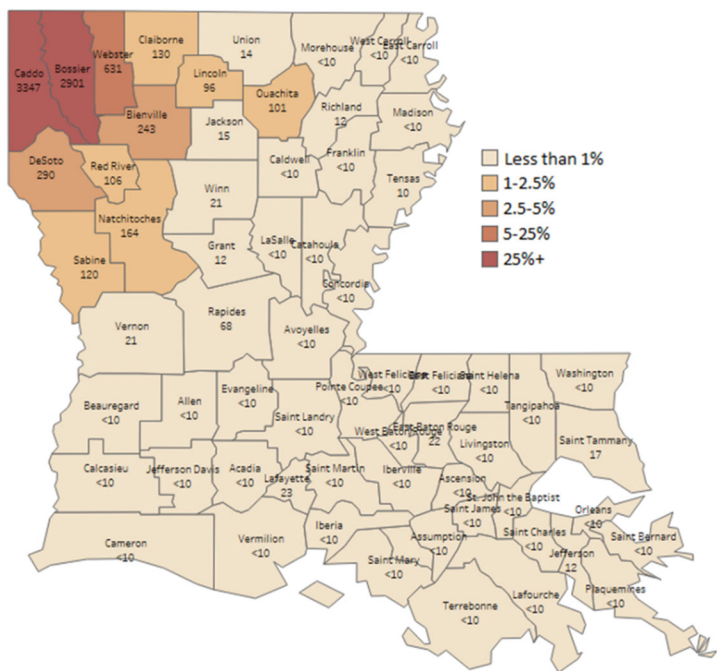
The enrollment consequences of COVID-19 for the LCTCS institutions are particularly difficult to predict. The history for community colleges across the nation is that, when unemployment rises, enrollment in community colleges also rises as individuals seek to acquire skills that will improve their chances 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 27. Baton Rouge Community College Parishes of Origin



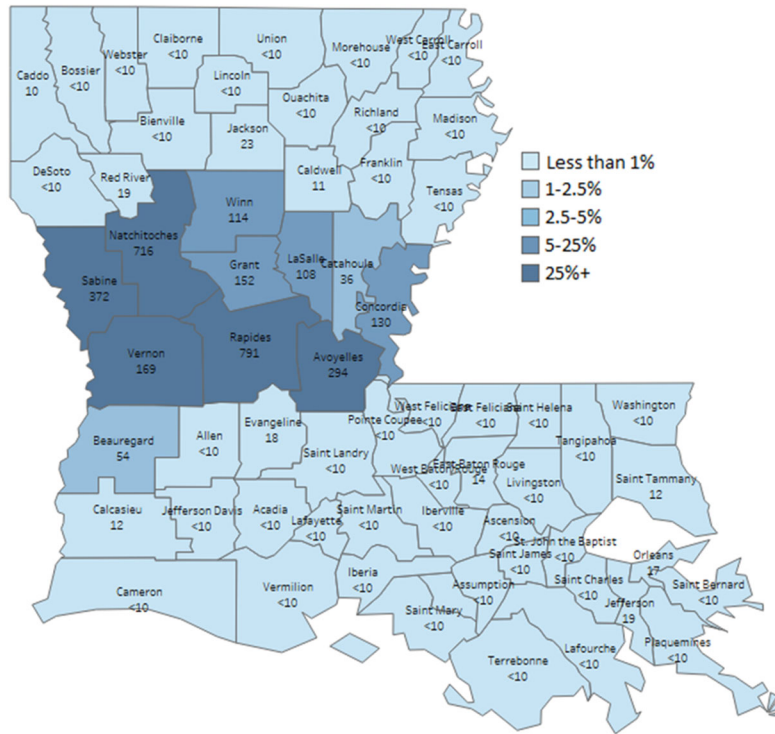
Source: The Louisiana Community and Technical College System

Figure 28. Bossier Parish Community College Parishes of Origin



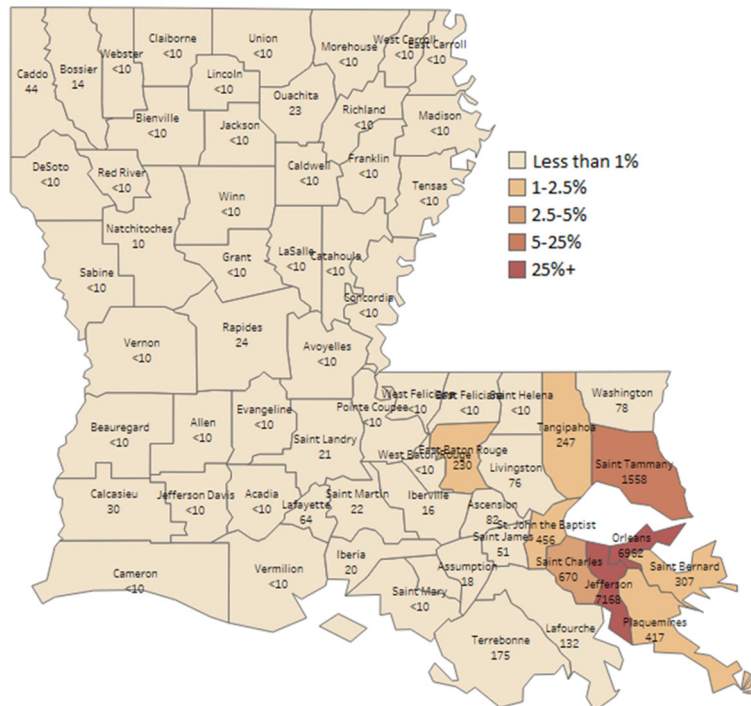
Source: The Louisiana Community and Technical College System

Figure 29. Central Louisiana Technical Community College Parishes of Origin



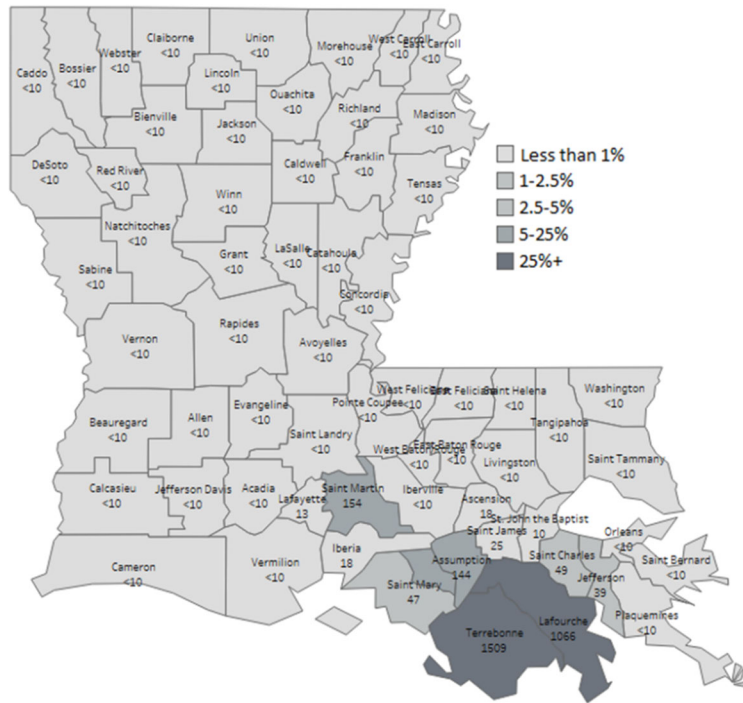
Source: The Louisiana Community and Technical College System

Figure 30. Delgado Community College Parishes of Origin



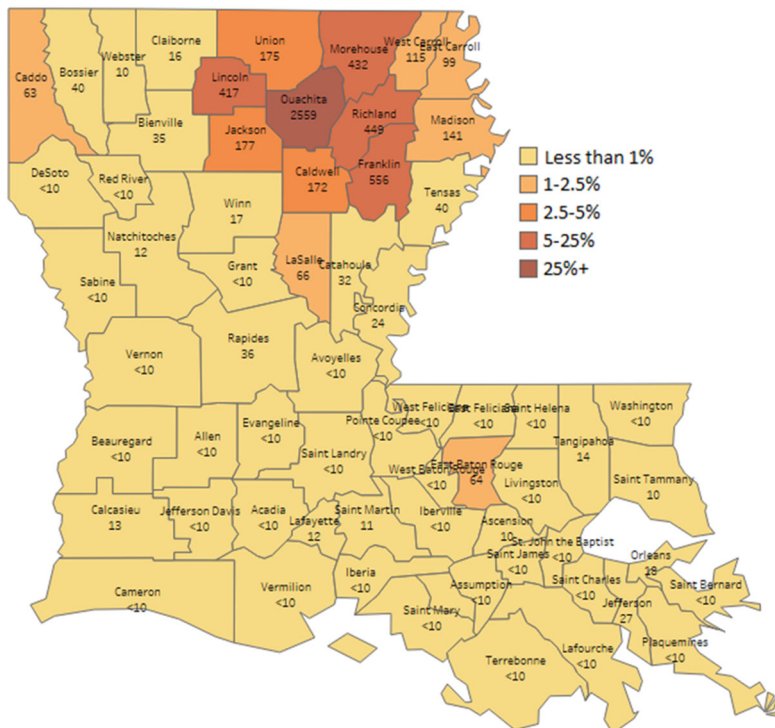
Source: The Louisiana Community and Technical College System

Figure 31. Fletcher Technical Community College Parishes of Origin



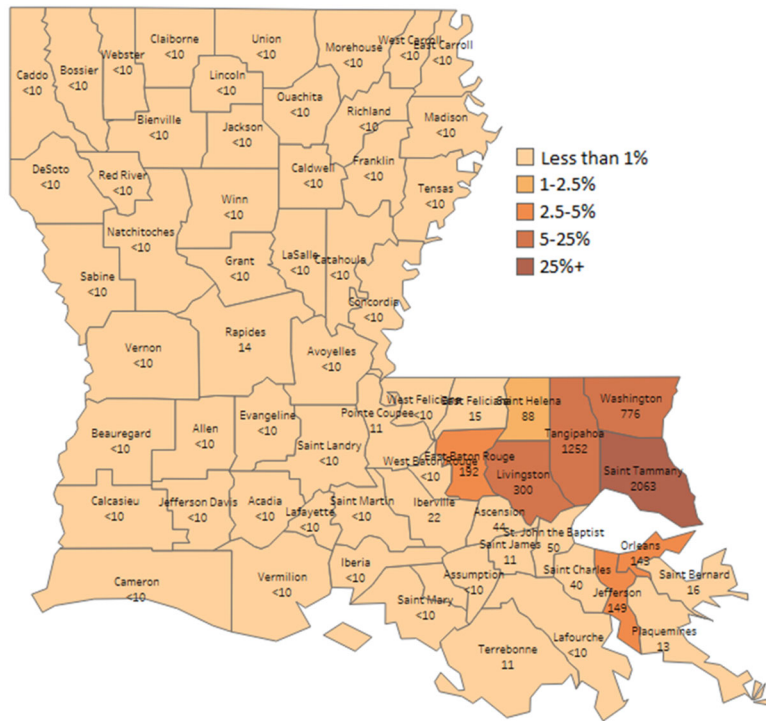
Source: The Louisiana Community and Technical College System

Figure 32. Louisiana Delta Community College Parishes of Origin



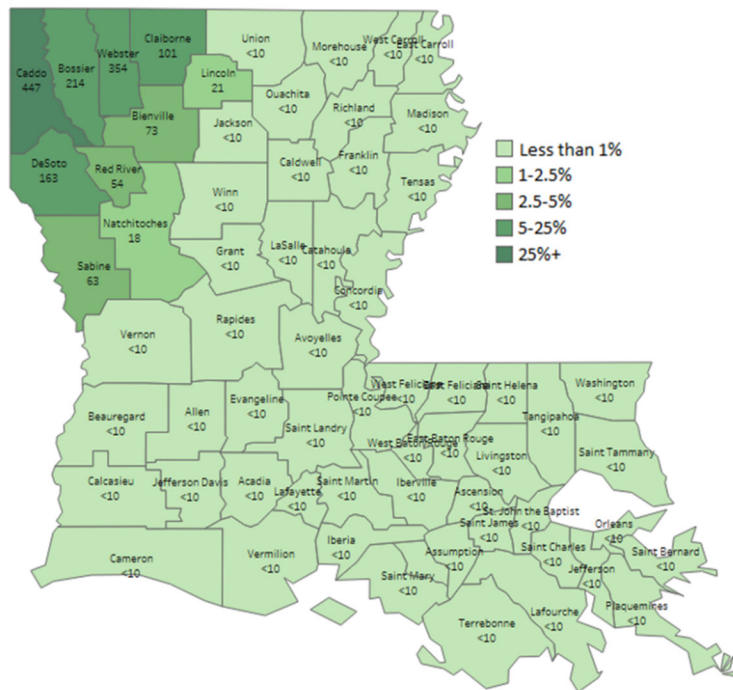
Source: The Louisiana Community and Technical College System

Figure 33. Northshore Technical Community College Parishes of Origin



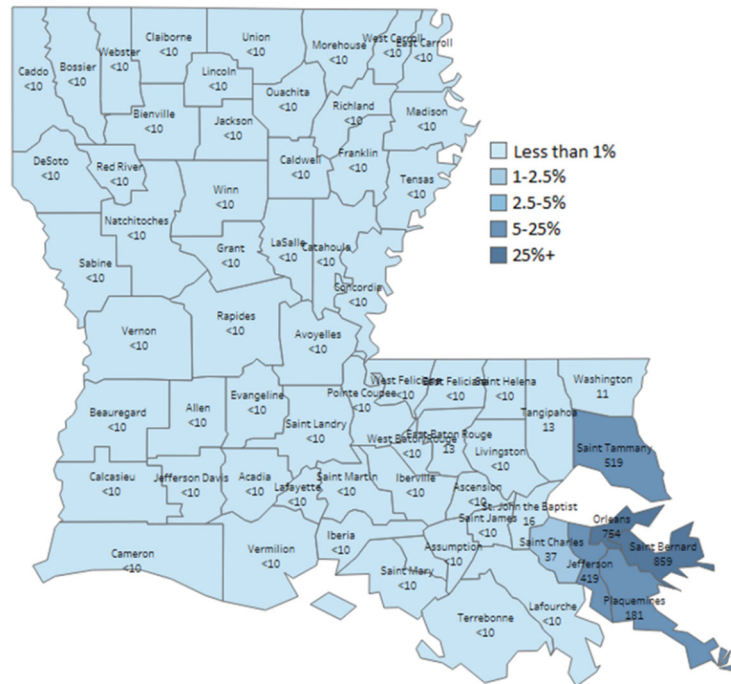
Source: The Louisiana Community and Technical College System

Figure 34. Northwest Louisiana Technical Community College Parishes of Origin



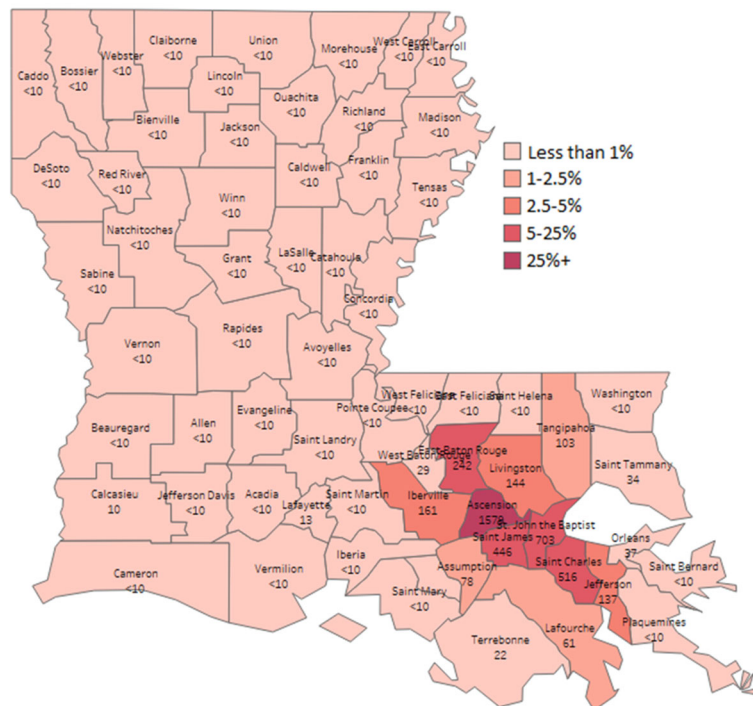
Source: The Louisiana Community and Technical College System

Figure 35. Nunez Community College Parishes of Origin



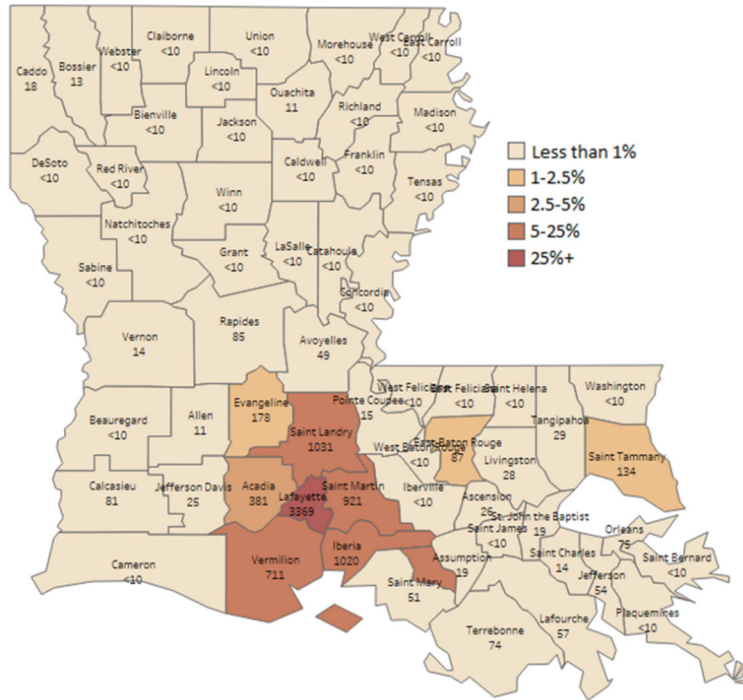
Source: The Louisiana Community and Technical College System

Figure 36. River Parishes Community College Parishes of Origin



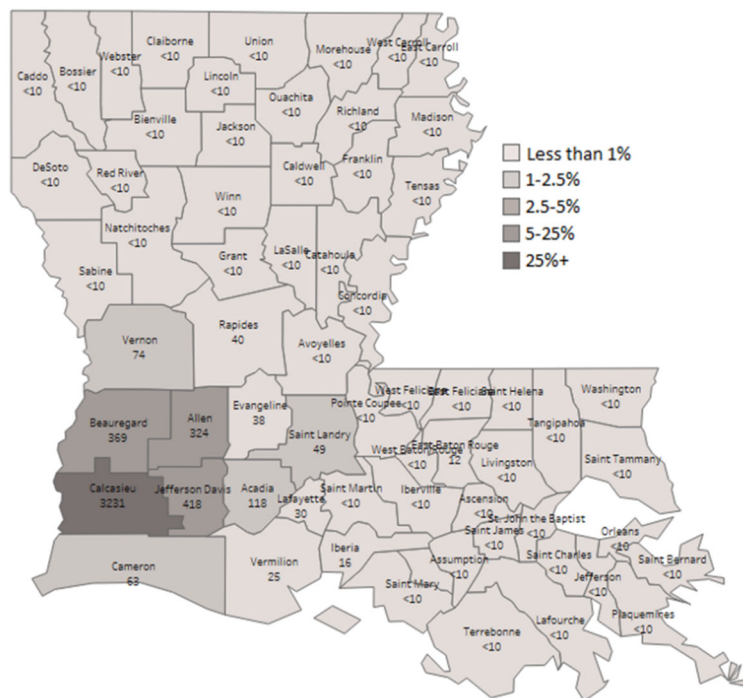
Source: The Louisiana Community and Technical College System

Figure 37. South Louisiana Community College Parishes of Origin



Source: The Louisiana Community and Technical College System

Figure 38. 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 39, this growth was consistent across the institutions in the System with few exceptions.

Figure 39. Non-Credit Enrollments in LCTCS Institutions

Institution	2016-2017 Unduplicated Headcount	2017-2018 Unduplicated Headcount	2018-2019 Unduplicated 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
Total	24,827	33,951	43,339

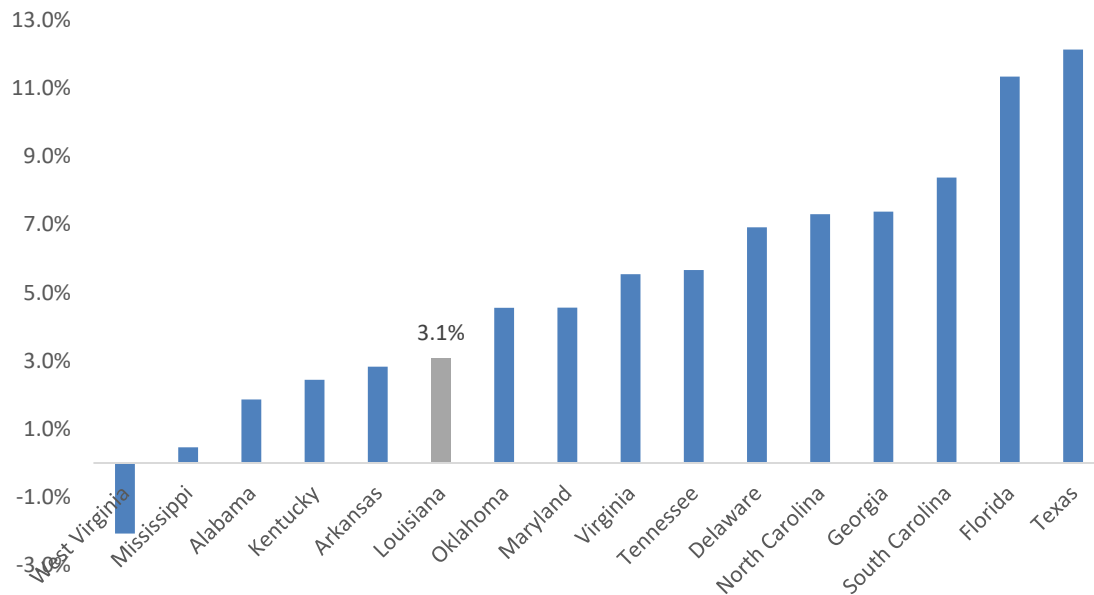
Source: Louisiana Board of Regents

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.

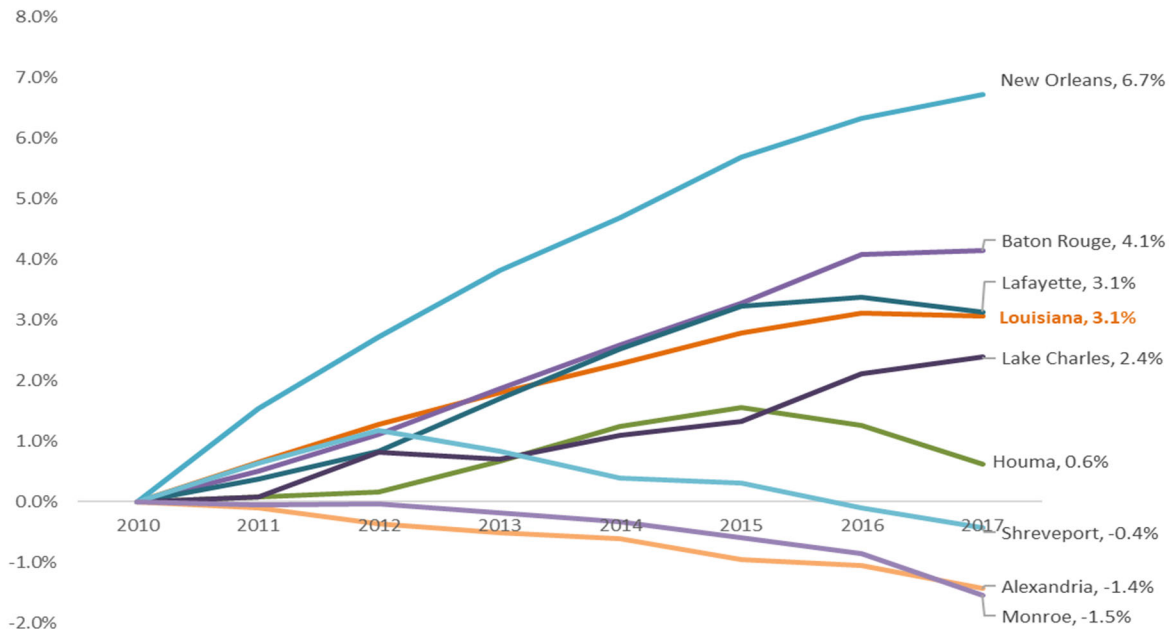
Figure 40. Percent Growth in SREB States, Total Population Comparison between 2010 and 2017



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.

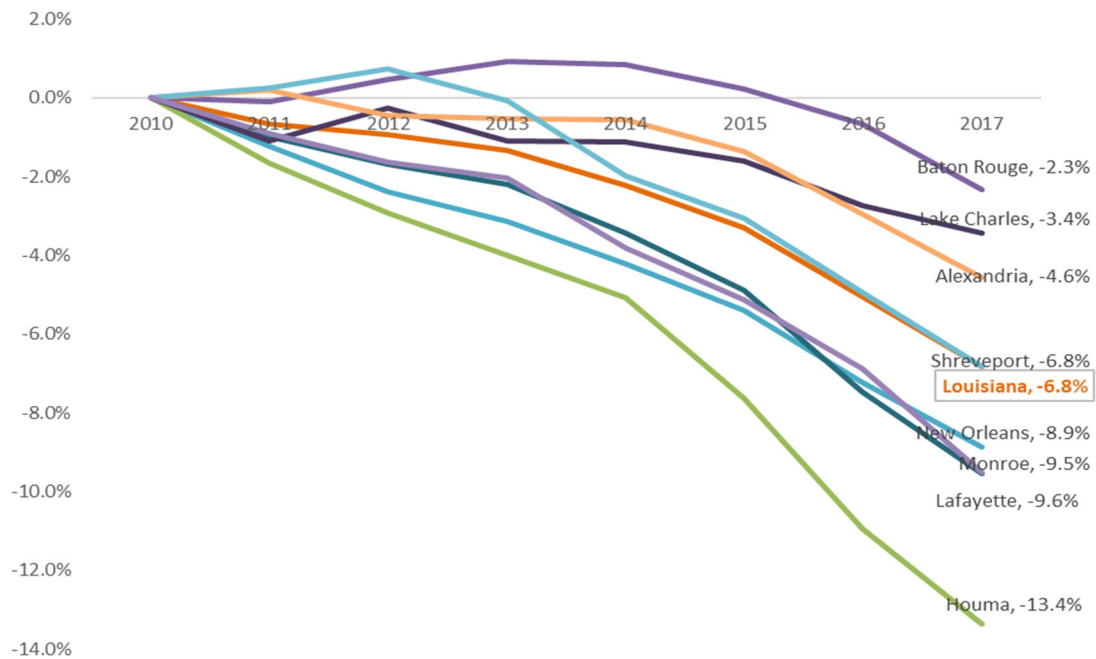
Figure 41. Population Change by Regional Labor Market Area 2010-2017



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 42.

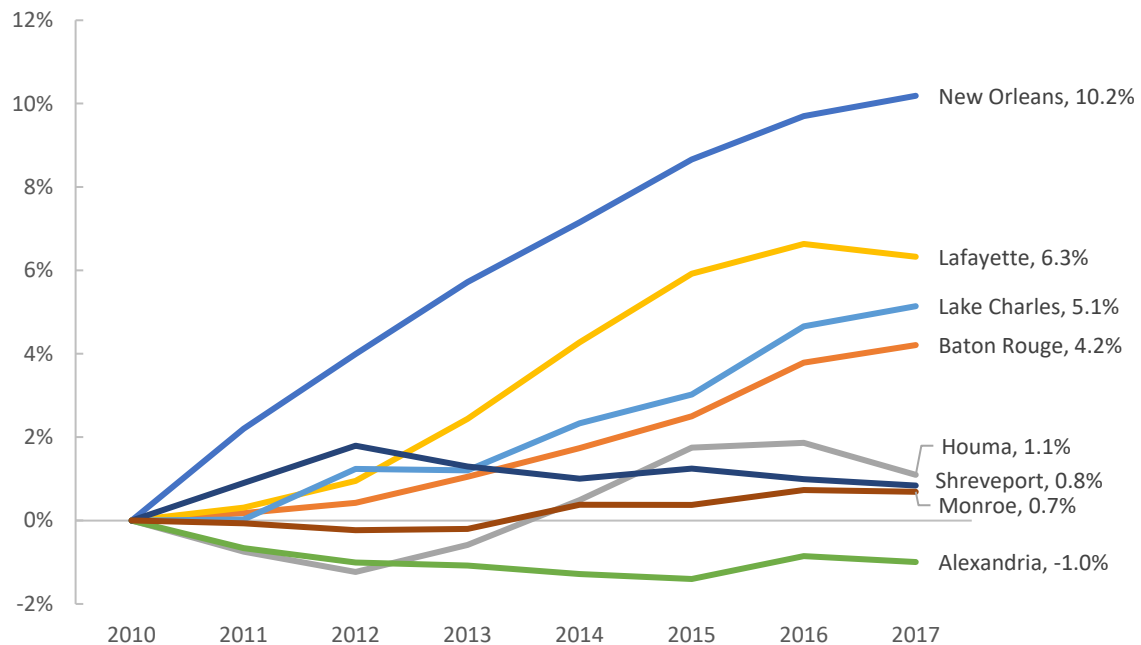
Figure 42. Population Change, Age 15-24, by Regional Labor Market Area, 2010-2017



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 43. Population Change, Age 25-44, by Regional Labor Market Area 2010-2017



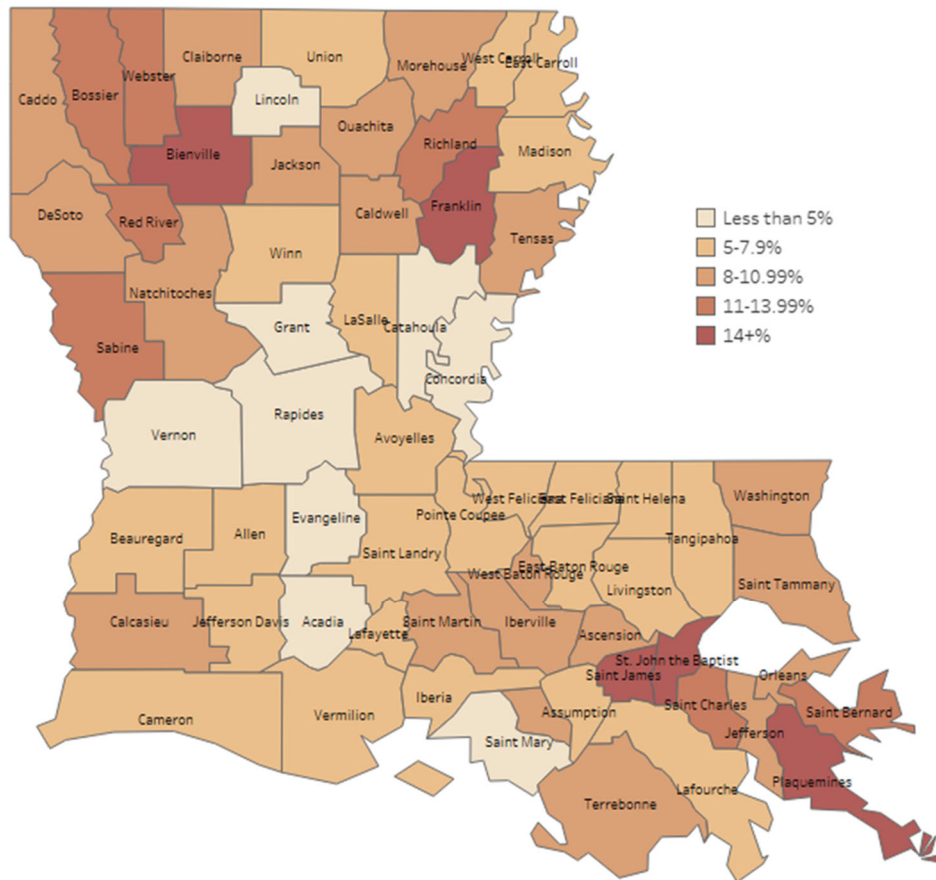
Source: U.S. Census Bureau County Population Estimates.

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 44 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 44. Participation Rate Between 15-29 Years of Age at LCTCS Institutions by Parish



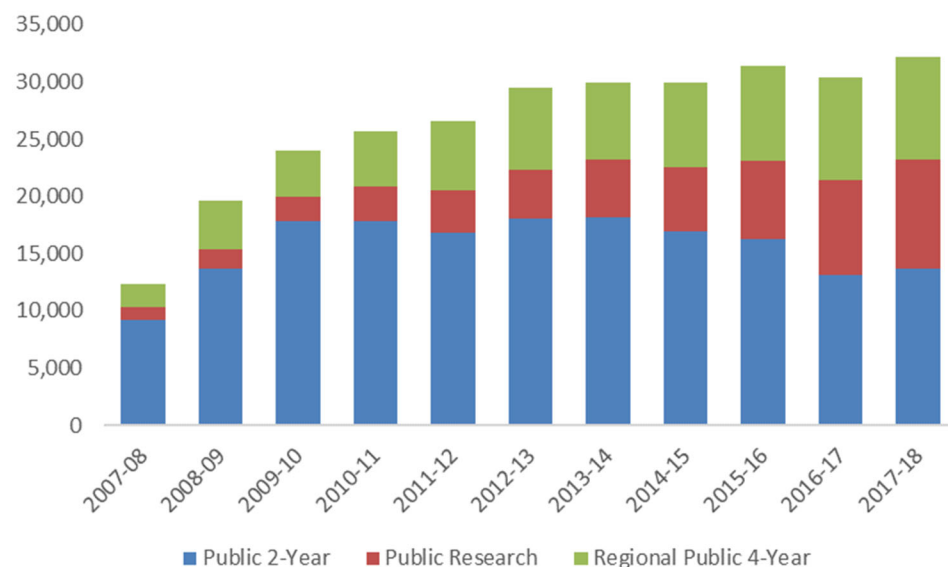
Source: LCTCS; ACS 2018 5-Yr Estimates

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 45.

Figure 45. 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 21st 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 46.

Figure 46. State Revenues Compared to SREB Averages, 2017-18

Institution	State Appropriation/FTE
Smaller Institutions (<5,000)	
<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
Larger Institutions (5,000-10,000)	
<i>SREB Average</i>	\$5,401
Baton Rouge Community College	\$2,821
Delgado Community College	\$2,980
South Louisiana Community College	\$2,601

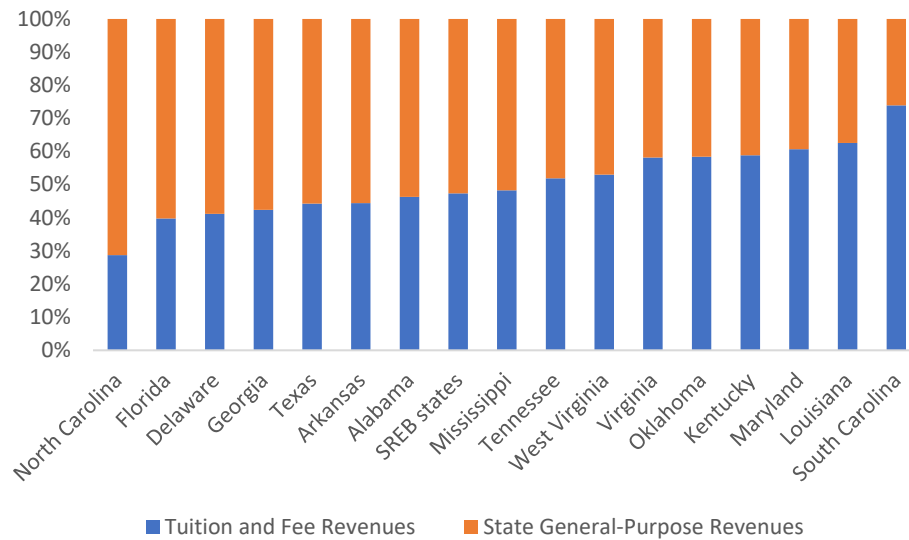
Note: SREB averages exclude Louisiana

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.

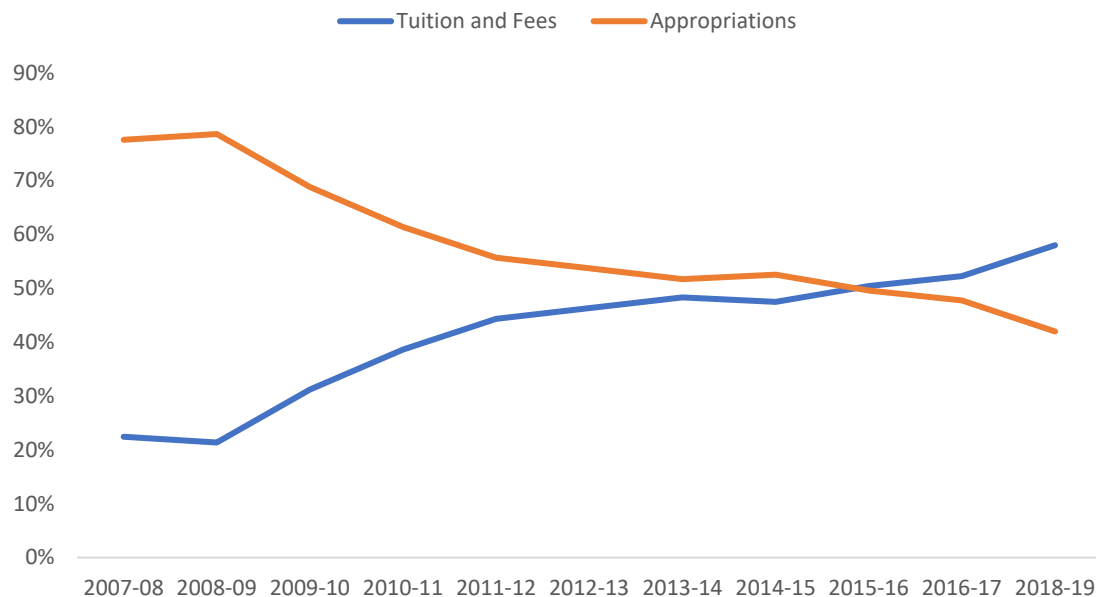
Figure 47. Tuition as a Proportion of General Fund Revenues

Institution	Tuition as a Proportion of General Fund Revenues
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
Total	57.5

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.

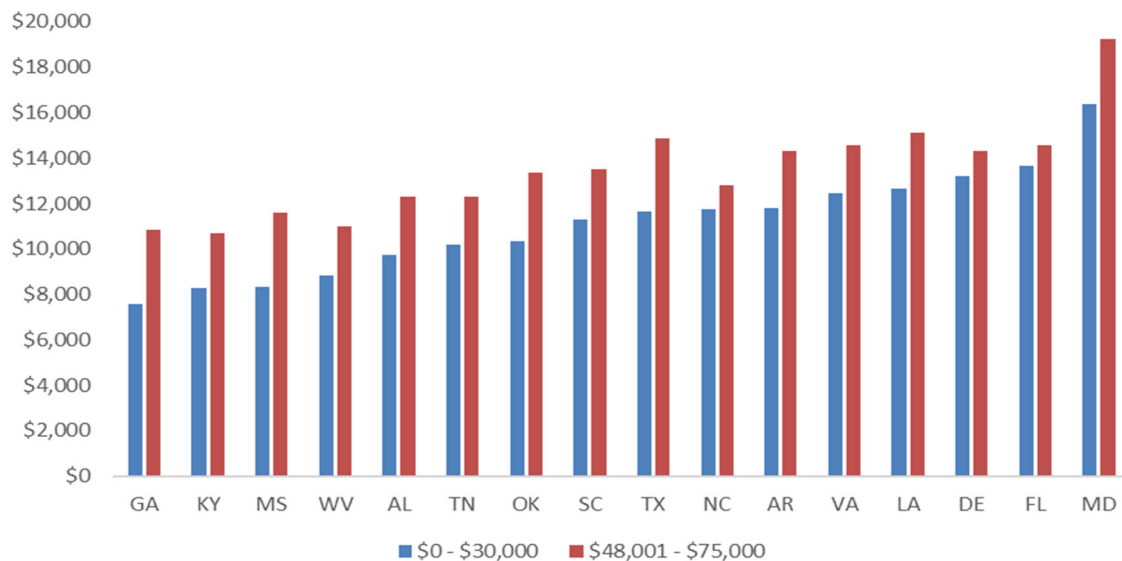
This situation does not have uniform impact on the institutions within the LCTCS. Prices charged to students are essentially the same across the system. However, the costs of programs provided by these institutions vary considerably from one institution to another. Half of the student credit hours produced 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 48. 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

Institution	Total Sections	Sections <10	<10 Gen Ed	% <10	%<10 Gen Ed
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
Total	35442	13793	1486	38.9	4.2

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.

- l. 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
Total	\$115,371,976	\$156,241,959	\$271,613,935	1,728,236	\$157

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.

4 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 49.

Figure 49. Sources of Funding for Community Colleges in SREB states, 2018

	Net Tuition & Fee Revenues per FTE	State Appropriations per FTE	Local Appropriations per FTE	Total Revenue per FTE
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 state 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:
- Tuition rates have increased more rapidly in Louisiana than in any other state in the SREB region
 - Community college tuition rates in Louisiana are already comparatively high
 - 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.

5 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 NWLTCC. If merger is considered for CLTCC, consideration should be given to consolidation with Louisiana Delta Community College. Similarly, for NWLTCC consideration should be given to a merger with either Bossier Parish Community College or Louisiana Delta Community College. Both CLTCC and NWLTCC 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.

6 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.

House Resolution 52

ORIGINAL

BY REPRESENTATIVE SCHEXNAYDER

A RESOLUTION

To urge and request the Board of Supervisors of Community and Technical Colleges 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 institutions of the Louisiana Community and Technical College System in response to COVID-19 and to submit to the speaker of the Louisiana House of Representatives and the House Committee on Education an initial written report by June 2, 2020, and final written report by not later than 60 days prior to the 2021 Regular Session of the Legislature.

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

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

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

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)]

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.

AGENDA ITEM VIII.F.4.a.
Louisiana Board of Regents
2019-20 Report: Articulation and Transfer
September 2020

Background

R.S. 17:3168 requires an annual report relevant to the articulation and transfer of credits across public colleges and universities, focusing particularly on transfer associate degree programs. It directs that the report address: (1) the number and percentage of students who complete a transfer associate degree program; (2) the number and percentage of students who earn a transfer associate degree and subsequently transfer to a four-year college or university; (3) the number and percentage of transfer students who complete a baccalaureate degree; (4) a comparison of the academic performance of transfer students and native students, including the number of credits earned, degrees awarded, and time to completion of degree; (5) status of development and implementation of the academic transfer module process; and (6) articulation of credits earned by veterans and spouses. Those elements are addressed, to the extent possible, within this report.

Associate Transfer Degree Programs

In May 2010, the Louisiana Board of Regents (BoR) approved the Associate of Arts and Associate of Science Louisiana Transfer (AALT and ASLT, or “LT”) degrees to be added to the curriculum inventory of every SACS-accredited two-year and community college for implementation in Fall 2010. The degrees are now offered by 11 institutions: Baton Rouge CC, Bossier Parish CC, Delgado CC, Elaine P. Nunez CC, L. E. Fletcher TCC, La Delta CC, LSU Eunice, River Parishes CC, South Louisiana CC, Southern University at Shreveport, and SOWELA TCC.

This is the first time in three years where enrollment (declared majors) in the LT degree programs has risen (by 390 majors), a significant positive trend since the inception of the program in 2010, though the number of graduates decreased from 355 in 2018-19 to 348 in 2019-2020.

Campuses continue to promote the LT as the best option for students aspiring to continue for a bachelor’s degree, but there are also more 2+2 agreements being crafted which are specifically tailored to smoothing the way between neighboring institutions. Since its first implementation, LT graduates have grown from 7 to 348 in 2019-20. There were 3,732 Louisiana Transfer majors in Fall/2019.

Louisiana Transfer Degree: Majors and Graduates, 2019-2020

	-- AALT --		-- ASLT --	
	Majors, Fall/2019	Graduates, 2019-2020	Majors, Fall/2019	Graduates 2019-2020
Baton Rouge CC	496	73	173	18
Bossier Parish CC	222	16	69	1
Delgado CC	215	20	269	13
Elaine P. Nunez CC	68	9	74	3
L.E. Fletcher TCC	18	0	65	0
Louisiana Delta CC	137	14	100	7
LSU Eunice	322	27	352	20
River Parishes CC	169	90	158	14
South Louisiana CC	93	9	94	10
SU, Shreveport	343	1	258	0
SOWELA TCC	31	3	6	0
Total	2,114	262	1,618	86

The Associate of Science in Teaching (Grades 1-5), established in 2007, is also an associate transfer degree preparing the graduate to transfer directly into a university baccalaureate program in teacher education leading to certification. Interest in the AS/Teaching degree has fluctuated, with graduates going from lows of 25 in 2009-10 and 2012-13, to a high of 59 in 2011-12. This year, there were 563 declared majors in Fall/2019 and 21 graduates over the academic year. Students interested in teacher education can also pursue the Louisiana Transfer degree.

Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2019-20

	Majors, Fall 2019	Graduates, 2019-20
Baton Rouge CC	193	3
Bossier Parish CC	125	3
Delgado CC	156	8
Elaine P. Nunez CC	38	2
River Parishes CC	51	5
Total	563	21

The 369 Louisiana Transfer and AS/Teaching (Grades 1-5) degrees accounted for 6.2% of the 5,942 total associate degrees awarded by Louisiana's public postsecondary institutions in 2019-20. Subtracting the 2,361 AAS degrees which are more terminal, direct-to-the-workforce degrees (and were 39.7% of the associate degrees awarded), there were 3,581 (or 60.3%) of the associate degrees awarded in academic year 2019-20 that were transferrable associate's degrees.

Associate Transfer Degrees and University Enrollment

The Louisiana Transfer Degree was designed to be a completely portable degree that graduates may hold until they are ready to continue their education. The degree comes with a structured but flexible *meta-major* curriculum that can be designed to fold directly into an undergraduate major with a guarantee of transfer of all 60 hours, block transfer of the General Education core, and junior-level standing in the university. It has been gaining in interest and application among students: to date, 1,187 LT graduates have enrolled in a university. The top university recipients of ASLT graduates are UNO (84), LSU (67) and UL Lafayette (37); the top universities with AALT graduates are LSU (197), SLU (124) and UNO (87).

LT Graduation Year	Degree	LT Graduates	Enrolled in a University	Percentage
2010-2011	AALT	1	0	0%
	ASLT	6	2	33%
	LT (Total)	7	2	29%
2011-2012	AALT	38	30	79%
	ASLT	47	31	66%
	LT (Total)	85	61	72%
2012-2013	AALT	64	49	77%
	ASLT	51	35	69%
	LT (Total)	115	84	73%
2013-2014	AALT	69	54	78%
	ASLT	60	41	68%
	LT (Total)	129	95	74%
2014-2015	AALT	125	86	69%
	ASLT	74	50	68%
	LT (Total)	199	136	68%
2015-2016	AALT	150	114	76%
	ASLT	79	44	56%

	LT (Total)	229	158	69%
2016-2017	AALT	198	133	67%
	ASLT	75	54	72%
	LT (Total)	273	187	68%
2017-2018	AALT	204	133	65%
	ASLT	73	45	62%
	LT (Total)	277	178	64%
2018-2019	AALT	280	181	65%
	ASLT	75	45	60%
	LT (Total)	355	226	64%
2019-2020	AALT	262	46	18%
	ASLT	86	14	16%
	LT (Total)	348	60	17%

Note: 2019-20 numbers include graduates in Summer or Fall 2019 who had enrolled in a university by the 2019-20 academic year ended (e.g., before the Summer term, 2020).

The Associate of Science in Teaching (Grades 1-5) leads to a particular teacher education major, but it has experienced similar success in having its graduates continue to a university.

AS Grad Year	AS/Teaching Graduates	Enrolled in University	Percentage
2010-11	43	35	81%
2011-12	59	46	78%
2012-13	27	24	89%
2013-14	46	36	78%
2014-15	35	30	86%
2015-16	32	27	84%
2016-17	22	17	77%
2017-18	27	19	70%
2018 -19	36	21	58%
2019-20	21	7	33%
Total	348	262	75%

Note: 2019-20 numbers include completers in Summer or Fall 2019 who had enrolled in a university by the 2019-20 academic year ended; it does not include completers who will have enrolled in Fall 2020.

All associate degrees except the Associate of Applied Science (AAS) are generally considered transfer degrees in that they contain primarily transferable academic coursework and a portion of the 39-hour general education core for all bachelor's degrees. These would include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), AS Criminal Justice (ASCJ), and AS Nursing (ASN) as well as the Louisiana Transfer (AALT, ASLT) degrees. The table below shows the number of graduates in the 2018-19 academic year (Summer/Fall/Winter/Spring semesters or terms) that had transferred to a university through 2019-20. Associates are college degrees, and graduates do not always go directly to the university to continue their education: the numbers will change over time.

2018-19 Graduates with Associate Degrees Who Enrolled in a University			
Associate Degree	2018-19 Graduates	Enrolled in University	Percentage
AA	201	39	19%
AALT	280	181	65%
AAS	2,414	253	10%
AGS	1,416	398	28%
ASCJ	5	3	60%

ASLT	75	45	60%
AS	732	232	32%
ASN	793	86	11%
AS-T	36	21	58%
Grand Total	5,952	1,258	21%

The data suggest that the designated transfer degrees are being used as they were envisioned, in that the AALT, ASLT, and AS-T have the higher continuation rates with university enrollment (at 58%-65%). The ASN, which leads to licensure as a Registered Nurse, and the AAS, designed for direct workforce training and application, continue to have the lowest continuation rates (10-11%).

Transfer Students and the Baccalaureate Degree

In previous Articulation and Transfer reports, data originated from each institution's submission for compliance with the LA GRAD Act. The GRAD Act expired in 2016. In 2017, staff continued to utilize a data match between the completer and statewide student profile system, and the associate degree completers are only from our public postsecondary two-year institutions. A comparison of previous reports with the current report may present anomalies that can be attributed to this change. The table below shows that 33.6% of 2019-20 baccalaureate graduates began as transfer students. This varies significantly among institutions.

Baccalaureate Completers that Began as Transfer Students 2019-20

Institution	2018-2019		2019-2020		Total Bacc Completers		% that Began as Transfers	
	Total	w/Assoc Degr	Total	w/Assoc Degr	2018-19	2019-20	2018-19	2019-20
Grambling	289	17	229	10	552	509	52%	45%
LA Tech	308	31	283	36	1,484	1,519	21%	19%
LSU	857	84	856	88	4,977	4,852	17%	18%
LSUA	219	29	317	63	391	473	56%	67%
LSUS	253	82	281	72	424	412	60%	68%
McNeese	340	39	295	35	1,024	1,020	33%	29%
Nicholls	281	28	303	44	958	905	29%	33%
Northwestern	538	110	645	117	1,192	1,363	45%	47%
Southeastern	597	53	607	64	1,746	1,760	34%	34%
SUBR	295	39	256	35	729	722	40%	35%
SUNO	186	55	182	55	283	245	66%	74%
ULL	1,064	267	1,075	269	2,876	2,989	37%	36%
ULM	414	72	452	68	1,230	1,261	34%	36%
UNO	643	108	651	95	1,060	1,086	61%	60%
Grand Total	6,284	1,014	6,432	1,051	18,926	19,116	33.2%	33.6%

The Board of Regents uses annual completer report data to determine time to degree for 'native' and 'transfer' graduates. In the table below, 'Began as Freshmen' graduates are 'native' students who first enrolled as entering freshmen. 'Began as Transfer' graduates are those who enrolled at the degree-granting university after having enrolled at another, e.g., they could have transferred 0~100+ credits. Data on the actual number of credits earned by students/graduates are not available.

Average Enrollment Time to Degree (Years) - 2018-2019 and 2019-2020 Graduates
(Based on 1st semester of enrollment at the Awarding University)

Average Time to Degree (Years) Baccalaureate Completers						
Awarding University	Began as Freshman		Began as Transfer		All Graduates	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Grambling	5.9	5.4	3.9	4.5	4.9	5.0
LA Tech	4.0	4.1	3.3	3.4	3.9	3.9
LSU	4.3	4.3	3.4	3.4	4.2	4.2
LSUA	7.1	5.8	4.2	3.9	5.4	4.6
LSUS	5.5	6.3	4.3	3.8	4.8	4.6
McNeese	5.5	5.7	4.3	4.3	5.1	5.3
Nicholls	5.3	5.5	4.3	4.3	5.0	5.1
Northwestern	6.0	5.7	4.1	4.1	5.0	4.9
Southeastern	5.2	5.3	4.0	3.9	4.8	4.8
SUBR	6.0	5.9	4.3	4.6	5.3	5.4
SUNO	9.3	6.9	5.7	4.7	6.9	5.3
ULL	5.1	5.1	3.3	3.4	4.5	4.5
ULM	4.9	4.8	3.2	3.3	4.4	4.3
UNO	5.3	5.7	4.3	3.6	4.7	4.5
Grand Total	5.0	4.9	3.9	3.8	4.6	4.5

This year, the 2019-2020 baccalaureates who began as part-time (less than 12 hours/semester) students took 5.6 semesters to graduate, compared to students who took minimum full-time (12-15 hours/semester) course loads who graduated in 5.4 semesters. This may be attributed to the higher incidence of students beginning college with dual enrollment credit. However, the minimum course load recommended is greater than or equal to 15 hours/semester, as those students graduated in an average of 4.4 semesters, a full year less than that taken by students with a course load of 14 hours or less.

Average Time to Degree (Years) – 2019-20 Graduates, by 1st Semester Enrollment Status

1 st Semester Enrollment Status	Began as Freshmen	Began as Transfer	All Students (in Category)
Less than 12 hours (Part time)	5.6	3.9	4.3
12-15 hours (Minimum Full Time)	5.4	4.1	4.8
Greater than or equal to 15 hours (Recommended)	4.7	3.4	4.4
2019-20 Graduates	4.9	3.8	4.5

Of the 19,116 baccalaureate graduates during the 2019-20 academic year, 66% began as first-time freshmen at the university from which they graduated, and 6,432 (34%) transferred there. Of the 12,069 full time freshmen, 8,506 (71%) enrolled in 15 or more credit hours their first semester.

Among the total baccalaureates, only 11.7% (2,235 students) began their university experience with part-time enrollment, and most (72.5%) of those part-time students were transfers. Of the 4,812 full-time transfer students in 2019-20, half (2,397, or 50%) enrolled in 15+ credit hours in the first semester. This continues to reflect favorably for Louisiana's progress in the *Think 30* efforts (Complete College America's *15 to Finish* national initiative) and the Board of Regents *Master Plan* initiatives to increase the number of graduates, decrease time to degree and increase Louisiana's education attainment level to 60% by the year 2030.

Academic Transfer Opportunities

The Board of Regents continues to work with statewide public postsecondary institutions in the development, collaboration, and implementation of quality transfer programs. The Statewide Articulation Transfer Council has met and set an agenda for expansion of the articulation matrix, a statewide model for prior learning assessment and review of transfer policies in light of increasing access and equity to Louisiana's public postsecondary institutions.

Military Articulation and Transfer: Veterans and Spouses

Expedited articulation and transfer assist all students in pursuing their educational goals. In this fifth year of the *Governor's Military and Veteran Friendly Campus (GMVFC)* designation (per Act 232 of the 2015 Session), public colleges and universities reported increased numbers in some of the required elements specifically required for veterans and their spouses by Act 232 of the 2015 Session. This increase could perhaps be attributed to the expansion of specific services and increased outreach and communication with veterans and their families, along with many institutions having dedicated spaces and centers for advising and other assistance.

The area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past five years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. The Office of Veterans Affairs' LaVetCorps program now posts representatives on all campuses statewide to help advise and provide additional resources for these students and their spouses/dependents.

Data collection required significant programming changes in application design and student record systems. It remains challenging to differentiate credit earned for military education, training, or experience from those transferred from a postsecondary institution, as in many cases the former is articulated as credit values with a course or departmental equivalency. Reporting requirements for this element were clarified for the 2017 application-reports for continued GMVFC designation; however, several institutions continue to struggle with how to fully capture course and credit hours for veterans and their spouses/dependents.

Military Articulation of Transfer Veterans and Spouses

SYSTEM	CAMPUS	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits	TOTAL Credits
LSU	LSU	11	265	369	2,670	2,935
	LSUA	24	3,636	0	0	3,636
	LSUE	0	0	0	0	0
	LSUS	33	1,497	13	390	1,887
SUS	SUBR	11	354	13	349	703
	SUNO	10	455	5	159	614
	SUSLA	8	44	6	22	66
ULS	GSU	5	139	11	664	803
	LA Tech	1,204	2,848	193	53	2,901
	McNeese	70	3,387	208	5,825	9,213
	Nicholls	39	846	7	153	999
	NSULA	2	0	0	0	0
	SLU	88	4,110	240	9,175	13,285
	ULL	48	3,176	43	2,282	5,458
	ULM	79	3,370	81	2,826	6,196
	UNO	19	112	6	135	247
LCTCS	BRCC	567	3,855	1,090	7,034	10,889

	BPCC	222	2,067	30	276	2,343
	CLTCC	36	275	16	297	572
	Delgado	13	442	0	0	442
	FTCC	351	981	253	716	1,697
	LDCC	36	2,494	51	3,276	5,769
	Northshore	17	153	27	414	567
	NWLTC	0	0	0	0	0
	Nunez	13	378	5	83	461
	RPCC	0	0	0	0	0
	SLCC	209	954	286	1,249	2,203
	SOWELA	351	3,394	553	3,553	6,947
	GRAND TOTAL *	3,466	39,231	3,506	41,601	80,833

**Data Available as of 9/30/2020*

Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and the entire postsecondary education system continue to promote student success and work to improve the transfer and articulation experience statewide. Plans are underway for transfer of the current Articulation Matrix to a web-based user-friendly application and expansion of the Matrix to include technical and dual enrollment courses. Creative collaboration between and among institutions continues to expand. The LT continues to remain a solid choice as a general transfer degree, and the expansion of 2+2 pathways between partnering institutions offer detailed, specific guides for students seeking a particular major. All students benefit as campuses broaden their approach to evaluating prior learning and awarding or articulating credit for what the student brings with his/her enrollment. Linking credentials to certifications, as LCTCS is doing with several of its technical programs, will make it easier to grant articulated college credits for certifications achieved as students turn to the colleges to continue their education. In light of the disruptions of COVID-19 and natural disasters impacting education this year, efforts to improve outreach and communication effectiveness must continue so that students, from K-12 through retirement age, can easily find their path to a postsecondary degree or credential.

AGENDA ITEM XI.A.
Calendar of Meetings for 2021

	Time	Room	Reason
January 2021			
Wednesday, January 6	9:00 am	Purchase	Oaths, Committee and Board Meetings
February 2021			
Wednesday, February 24	9:00 am	Off site	Committee and Board Meetings
March 2021			
Wednesday, March 24	9:00 am	Iowa/ND Purchase	Committee and Board Meetings
April 2021			
Wednesday, April 21	9:00 am	Purchase	Committee and Board Meetings
May 2021 – no meeting			
June 2021			
Tuesday, June 15	noon	Iowa/ND	Tentative Board Development
Wednesday, June 16	9:00 am 10:30 am	Purchase TJ A&B	Joint BoR/BESE, Committee and Board Meetings
July 2021 – no meeting			
August 2021			
Wednesday, August 25	9:00 am	Purchase	Committee and Board Meetings
September 2021			
Tuesday, September 21	9:00 am- 4:30 pm	BCR	Budget Hearings
Wednesday, September 22	9:00 am	Purchase	Committee and Board Meetings
October 2021			
Tuesday, October 19	9:00 am	Off site	Potential Board Retreat
Wednesday, October 20	9:00 am	Off site	Committee and Board Meetings
November 2021 – no meeting			
December 2021			
Tuesday, December 14	noon	TJ A&B	Board Development
Wednesday, December 15	9:00 am 10:30 am	TJ A&B	Joint BoR/BESE, Committee and Board Meetings