



BOARD of REGENTS  
STATE OF LOUISIANA

# Notice of Meetings

## Louisiana Board of Regents

P.O. 3677 ▪ Baton Rouge, LA 70821-3677  
Phone: (225)-342-4253 ▪ Fax: (225)-342-9318  
[www.laregents.edu](http://www.laregents.edu)

**Tuesday, March 24, 2026**

Event	Time	Location
Board Development	9:00 AM	Iowa Room 1-153
<b>Committee Meetings**</b>		
Audit Finance Legislative Academic and Student Affairs Facilities and Property Research and Sponsored Initiatives Statewide Programs Planning, Research, and Performance	10:30 AM	Louisiana Purchase Room 1-100 Claiborne Building, 1st Floor 1201 N. Third St. Baton Rouge, LA 70802
Board of Regents Meeting**	2:00 PM	Louisiana Purchase Room 1-100 Claiborne Building, 1st Floor

### ADA Accessibility Requests

If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Karlita Anderson five (5) business days before the meeting date via email at [Karlita.Anderson@laregents.edu](mailto:Karlita.Anderson@laregents.edu) or by telephone at (225) 219-7660 to discuss your accessibility needs.

**INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND AT [WWW.LAREGENTS.EDU](http://WWW.LAREGENTS.EDU).**

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

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



BOARD of REGENTS  
STATE OF LOUISIANA

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of Higher Education

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**Terrie P. Sterling**  
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**Devesh Sarda**  
Student Member

**K. Samer Shamieh, M.D.**  
1st Congressional District

**Collis B. Temple III**  
6th Congressional District

**Judy A. Williams-Brown**  
4th Congressional District

# Agenda

## Board of Regents Meeting\*

Tuesday, March 24<sup>th</sup>, 2026  
10:30 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1-100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Oaths of Office (2026 Officers)
- III. Roll Call
- IV. Public Comments
- V. Approval of Minutes from February 6, 2026
- VI. Reports and Recommendations of Standing Committees
  - A. Audit
  - B. Finance
  - C. Legislative
  - D. Academic and Student Affairs
  - E. Facilities and Property
  - F. Research and Sponsored Initiatives
  - G. Statewide Programs
  - H. Planning, Research, and Performance
- VII. Broadband Resolution
- VIII. Meauxmentum Moment – Meauxmentum Summit 4 Update
- IX. Chair’s Comments
- X. Reports and Recommendations by the Commissioner of Higher Education
- XI. Other Business
- XII. Adjournment

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

DRAFT

MINUTES

BOARD OF REGENTS EXECUTIVE COMMITTEE

February 6, 2026

The Board of Regents Executive Committee met at 10:03 a.m. on Friday, February 6, in the Board of Regents Board Conference Room (6-242), Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Misti Cordell called the meeting to order.

ROLL CALL

Emily Skaikay called the roll, and a quorum was established.

Executive Committee Members present for the meeting were:

Misti Cordell, Chair  
Terrie Sterling, Vice Chair  
Phillip May, Secretary  
Christian Creed  
Blake David  
Collis Temple III  
Judy Williams-Brown

Executive Committee Members not present were:

N/A

Non-Executive Committee Member present for the meeting was:

David Aubrey

Appendix A  
Guest List

## APPROVAL OF THE MINUTES OF THE DECEMBER 10, 2025 MEETING

**On motion of Regent Temple, seconded by Regent May, the Board voted unanimously to approve the minutes of the December 10, 2025 meeting.**

## RATIFICATION OF COMMITTEE ASSIGNMENTS FOR 2026

Chair Cordell thanked members for their willingness to serve in assigned positions. She asked if there were any questions. There were none. Chair Cordell mentioned that all committee assignments would be updated on Board materials starting with the March meeting. She also announced two additional assignments: the personnel chair will lead contract negotiations with the Commissioner of Higher Education and Regent Temple will be the lead contact for NIL issues.

**On motion of Regent Temple, seconded by Regent Sterling, the Board voted unanimously to approve the 2026 Committee Assignments.**

## REPORTS AND RECOMMENDATIONS

### **LEGISLATIVE**

#### CALEB WILSON HAZING PREVENTION TASK FORCE REPORT

The House Concurrent Resolution 37 of the 2025 Regular Legislative Session established the Caleb Wilson Hazing Prevention Task Force following the tragic death of Southern University A&M student Caleb Wilson. Brianna Golden Phillips, Director of Government Affairs, and Allison Smith, Assistant Commissioner for Student Health and Wellness, staffed the Task Force for BOR. Chair Cordell commended them on their work and asked them to present information about the report. Ms. Golden Phillips shared that BOR submits a total of 14 annual reports to the legislature. During the 2025 Regular Legislative Session four one-time reports were added, bringing the total to 18, of which 15 had been submitted.

Dr. Smith presented the report and recommendations of the Caleb Wilson Hazing Prevention Task Force. The Task Force recommended increased annual training for all students, all persons serving in advisory capacities, and appropriate faculty and staff across institutional communities. The training will include reinforcement of shared expectations, review of legal and institutional consequences of hazing, encouragement of reporting and bystander intervention, and long-term culture training. The goal of consistent training is to develop statewide understanding among faculty and advisors of the roles they play in hazing intervention. In addition, the Task Force recommended stronger accountability for reporting and compliance.

Policy implications of the recommendations of the Task Force include 1) adding a section to the annual Power-Based Violence report to capture information on hazing incidents so that they are now part of crime documentation on institutions' websites; and 2) recommending that the BOR update its existing uniform policy on hazing to include an amnesty provision that encourages reporting and help-seeking behaviors without fear of punitive consequences for policy violations. Another recommendation is to conduct a review of the appropriate evidentiary standard change, to enable institutions to act decisively to protect student safety while maintaining fairness and due process in hazing-related proceedings. Louisiana is currently the only state that requires a clear and convincing standard of evidence in hazing-related cases. The Task Force recommended reverting to the "preponderance of evidence" standard that was used before 2024.

In terms of financial implications, the Task Force recommended the adoption of clear penalties for failure to comply with public reporting requirements. To prevent inconsistent compliance, meaningful penalties should be imposed across the state to reinforce accountability and ensure consistent enforcement of all hazing prevention requirements. The Task Force also suggested requesting legislative appropriations to support mandated training.

Chair Cordell commended the group for well-run, productive meetings and for the deep engagement of Caleb Wilson's family, who gave input from their perspective. Dr. Smith added that a task force member asked her to read the following part of the report for the record: "The task force extends its sincere gratitude to the family of Mr. Caleb Wilson for their steadfast presence, engagement, and courage throughout this difficult and deeply personal process. The willingness of the Wilson family to participate in this work serves as a constant reminder of the tragic impact of hazing, the urgency of prevention, and the importance of accountability."

**On motion of Regent May, seconded by Regent Temple, the Board voted unanimously to accept the Caleb Wilson Hazing Prevention Task Force Report as requested by the legislature.**

#### NAME, IMAGE, AND LIKENESS (NIL) TASK FORCE REPORT

Chair Cordell thanked Regents Temple and Aubrey for serving on the NIL Task Force, a group organized to protect the interests of all student-athletes in Louisiana, and Ms. Golden Phillips and Jolee Liles, a representative from the Office of the Attorney General, to discuss the recommendations. Ms. Golden Phillips thanked Harry "Skip" Philips, also from the office of the Attorney General, for his contributions. She noted that the Task Force began meeting in July 2025 to discuss students' protection and how institutions can manage NIL since the House Settlement.

Ms. Liles presented a summary of the legal background of NIL which stems from the right of publicity in the use of one's name, image, or likeness. The House Settlement established that student athletes are now able to collect back pay on money they could have earned. New rules have also been instituted for scholarship caps, roster limits, and a new reporting structure for third party NIL deals. Student athletes now are required to report any NIL deal they make to the newly formed college sports commission. In addition, institutions can now pay their athletes directly from athletic revenues, with an annual cap of \$20.5 million.

Ms. Golden Phillips presented a list of Louisiana institutions that have opted to participate in the provisions of the House Settlement and referred to state and federal current and pending statutes governing NIL. She noted that members of the Task Force are discussing with LHSAA compensation for high school athletes. Ms. Liles added that there is consideration at the federal level of whether NIL should be managed on a state-by-state basis or through a federal mandate.

Ms. Golden Phillips and Ms. Liles discussed legislative recommendations set forth by the NIL Task Force, including amending state law to expand definition of "agent contract" and "athlete agent," requiring background checks and mandatory training for agents through the Attorney General's office, establishing a regulatory NIL framework for high school athletes to include sanctions that could be imposed by LHSAA for violations, and updating college NIL state laws to require all institutions to adopt policies by August 2026. In addition, the Task Force recommended studies to explore trust accounts for high school athletes and to review athletic department funding. During meetings, members also discussed mental health best practices for student-athletes, adherence to Title IX implications in developing and implementing NIL policies, and uniformity in addressing international athletes' potential NIL compensation.

Regent Temple added that the college athletics landscape is vastly different from what it used to be. Citing examples from his personal experience, he expressed appreciation for the state's attempt to put policies in place to mitigate harm to young athletes.

Regent Aubrey commended the Task Force for its work in crafting recommendations that aim to protect student-athletes but are not so restrictive as to force these athletes to go to other states. He added that some companies have created divisions to focus on NIL deals with high school and college athletes.

Chair Cordell asked Ms. Golden Phillips to share the makeup of the Task Force, which she did. Commissioner Reed mentioned that member J.T. Curtis, athletic director at John Curtis High school, highlighted the importance of student-athletes focusing on getting a degree along with excelling in their chosen sport.

**On motion of Regent Creed, seconded by Regent May, the Board voted unanimously to accept the NIL Report as requested by the legislature.**

## FY2027 HIGHER EDUCATION BUDGET REQUEST

Chair Cordell reminded the Board that the 2026 Regular Session begins on March 9 and asked Ms. Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration, to present the FY27 Higher Education Budget request. Ms. Bentley-Smith reviewed a chart summarizing the existing operating budget, General Fund request, and executive budget adjustments. She noted that the current EOB is a little over \$3B and that BOR requested \$118M for recurring expenditures. She focused on several increases in the budget adjustments included by the Division of Administration on behalf of the Governor. The request includes a \$14.5M increase for the M.J. Foster Promise Program and an additional \$4M to support the START Program software upgrade to manage the 529 programs. Ms. Bentley-Smith noted that BOR has requested formula funding as well as one time funding requests.

## 2026 LEGISLATIVE PRIORITIES

Ms. Golden Phillips then reviewed BOR's legislative priorities for the upcoming Session. Regent Aubrey asked why the M.J. Foster Promise and START Program items were highlighted on the slide, and Ms. Bentley-Smith clarified that those items included in the Executive Budget. Regent Aubrey reiterated his support for increased funding for teacher education to ensure that the state workforce is ready for new opportunities ahead.

**On motion of Regent Creed, seconded by Regent David, the Board voted unanimously to grant the Commissioner and Board Chair authority to finalize the 2026 Legislative agenda and act on legislation, as needed, with an update to the Board at the March 2026 meeting.**

## **FACILITIES AND PROPERTY**

### CONSENT AGENDA

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, reported on the Consent Agenda's Small Capital Projects report, containing fourteen projects approved by staff since the last meeting of the Facilities and Property Committee:

### SMALL CAPITAL PROJECTS

1. **Baton Rouge Community College (BRCC): Outdoor Construction Lab, Baton Rouge, LA** – BRCC Foundation \$798,000
2. **Louisiana State University – Alexandria (LSUA): Campus-Wide Signage Project, Alexandria, LA** – LSUA, Operational Funds \$375,000

3. **Louisiana State University – Alexandria (LSUA): Lot Five Resurfacing, Alexandria, LA** – LSUA, Auxiliary Revenues \$740,000
4. **Louisiana State University – Alexandria (LSUA): Modular Office Building, Alexandria, LA** – LSUA, Line-item appropriation to LSUA in Act 460 of the 2025 Louisiana Regular Session \$500,000
5. **Louisiana State University – Alexandria (LSUA): Tennis and Pickleball Courts, Alexandria, LA** – LSUA, Auxiliary Revenues \$900,000
6. **LSU A&M: Dodson Hall Auditorium Renovation, Baton Rouge, LA** – Louisiana State University and A&M College, Athletics Transfer Fund \$858,000
7. **LSU A&M: French House Honors College Site Improvements Phase Two, Baton Rouge, LA** – Louisiana State University and A&M College, LSU’s Enhancing the Core Fund and Foundation funding \$569,199
8. **LSU A&M: Petroleum Engineering Research, Training, and Testing (PERTT) Carbon Dioxide (CO2) Wellbore and Flow Loop, Baton Rouge, LA** – Louisiana State University and A&M College, U.S. Economic Development Administration H2theFuture Grant \$688,800
9. **LSU A&M: School of Veterinary Medicine (SVM) Large Animal Hospital Floor Refinishing, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$311,000
10. **LSU A&M: School of Veterinary Medicine Small Animal Hospital Intensive Care Unit Modular Building, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$350,000
11. **LSU A&M: Thomas Boyd Hall Room 103 and 105 Renovation, Baton Rouge, LA** – Louisiana State University and A&M College, Ancillary Self-Generated Revenues \$331,397
12. **LSU A&M: Tiger Stadium 2026 Preventative Maintenance, Baton Rouge, LA** – Louisiana State University and A&M College, Ancillary Revenues \$400,635
13. **Louisiana State University Health Sciences Center New Orleans (LSU HSCNO): Lions Eye Center West Restroom Renovation, New Orleans, LA** – Louisiana State University Health Sciences Center – New Orleans, Operational Funds \$400,000
14. **University of New Orleans (UNO): Maestri Field Turf Renovations, New Orleans, LA** – University of New Orleans – New Orleans, Recreation for Youth Partnership Appropriation in Act 1 of 2025 Louisiana Regular Session \$850,000

**On motion of Regent David, seconded by Regent May, the Board voted unanimously to approve the Consent Agenda, including the Small Capital Projects Report, as presented.**

## ACT 959 PROJECT REQUEST

Mr. Herring reviewed the Act 959 Project request submitted by the Louisiana State University Board of Supervisors on behalf of LSU HSCNO to renovate the third floor of LSU HSCNO's CALS facility. He noted that the original interim hospital had been repurposed to create the current state-of-the-art CALS facility to train future healthcare professionals. Growth of LSU HSCNO necessitates more space to accommodate faculty and staff. As part of the proposed project, 7,540 square feet of shell space on the third floor will be transformed into office space at an estimated cost of \$3M, funded with self-generated revenues derived from physician lease payments and ongoing grant allocations.

**On motion of Regent Creed, seconded by Regent Williams-Brown, the Board voted unanimously to approve the Act 959 Project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University Health Sciences Center New Orleans, for the purpose of renovating the third floor of the Center for Advanced Learning and Simulation.**

## THIRD-PARTY PROJECT: LOUISIANA TECH INFRASTRUCTURE IMPROVEMENT PROJECT

Mr. Herring presented details about a third-party project submitted by the University of Louisiana System, on behalf of Louisiana Tech, for the purpose of constructing infrastructure improvements. In particular, improvements would be made to a co-generation power plant, which provides heating and cooling to buildings on campus, to tie it in to local utility companies by the end of 2027. This project would make much-needed upgrades to a utility system in operation since the early 1940s at a cost of approximately \$17M to be funded by the Maintenance Reserve Account at a level of \$50,000 per year.

Regent Creed asked about the involvement of the 501c3. Mr. Herring responded that this is a typical third-party project involving leasing the sites, with the third parties will be responsible for managing the work and completing the projects. Regent Aubrey asked about the financial review of the projects. Mr. Herring mentioned that Louisiana Tech had consulted with the Bond Commission in developing the figures for the project, which are not based on cost savings from energy efficiency but represent a set cost. He also discussed the anticipated savings to be used to pay the debt service.

**On motion of Regent May, seconded by Regent Temple, the Board voted unanimously to approve the third-party project submitted by the University of Louisiana System, on behalf of Louisiana Tech University, to construct infrastructure improvements related to the removal of the existing co-generation power plant.**

## ACADEMIC AND STUDENT AFFAIRS

### CONSENT AGENDA

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda, consisting of routine items including staff approvals. Regent Creed noted his view that the addition of programs at LSU A&M's School of Construction Management is critically important to the state, especially in light of the announcement of \$70B in new investment.

**On motion of Regent Creed, seconded by Regent Williams-Brown, the Board voted unanimously to approve the items on the Consent Agenda.**

### ACADEMIC PROGRAM

Dr. Denley presented for the Board's consideration a proposed Master's Degree in Architecture at Louisiana State University and A&M College. Dr. Denley explained that the requested new degree at LSU A&M would differ from the current MR Master's Degree in Architecture, a 96-hour non-thesis degree focused on professional architects. The MS Master's Degree in Architecture would be a 36-hour, thesis-based degree that would build a pathway for students with a bachelor's degree in architecture to build toward the Doctor of Design degree.

**On motion of Regent May, seconded by Regent Williams-Brown, the Board voted unanimously to approve the academic program as presented.**

## RESEARCH AND SPONSORED INITIATIVES

### APPOINTMENT OF ENDOWED CHAIRHOLDER WITHOUT A NATIONAL SEARCH: UNIVERSITY OF NEW ORLEANS

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, noted that the University of New Orleans has requested appointing Dr. Mohammad Kabir Hassan to the James R. Moffett Chair in World Resources. Ms. Robison informed the Board that Dr. Hassan is a highly accomplished and respected researcher who has published prolifically in his field and meets all requirements for an internal appointment.

**On motion of Regent Temple, seconded by Regent May, the Board voted unanimously to approve the University of New Orleans' request to waive the national search requirement to appoint Dr. Mohammad Kabir Hassan to the James R. Moffett Chair in World Resources. As stipulated in Board policy, a copy of the Letter of Appointment sent to Dr. Hassan must be submitted to the Board within 90 days of this approval.**

## STATEWIDE PROGRAMS

### CONSENT AGENDA

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, presented the Consent Agenda, consisting of two items related to the TOPS program:

- A. TOPS Home Study Exception – TOPS statutory provision that requires a student to begin a home study program no later than at the conclusion of the tenth-grade year.
- B. TOPS Exceptions – TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

Dr. Craig indicated that one student seeks exemption under the first provision and twenty-five under the second. All of these requests have been recommended by the LOFSA Advisory Board for Board of Regents approval. Regent Creed asked one follow-up question on the process.

**On motion of Regent Williams-Brown, seconded by Regent Temple, the Board unanimously approved the recommendations of the LOFSA Advisory Board concerning the Consent Agenda items.**

### M.J. FOSTER PROMISE PROGRAM UPDATE

Dr. Craig presented an update on the M.J. Foster Promise program, which has only \$849 in available funds remaining. Funds are evenly divided between proprietary and public schools. The program has funded student requests through the end of December 2025, and more requests continue to be received. Should BOR receive additional funds from the Division of Administration, these new requests will be honored on a first-come, first-served basis. Dr. Craig reiterated that the Governor has recognized the importance of the M.J. Foster Promise Program and included in the FY27 Executive Budget an additional \$14.5M for the program. Dr. Denley reported that graduates of the program, on average, see a \$36,000 increase in annual income. Regent Aubrey asked clarifying questions regarding proprietary school participation and administrative support for the program.

### OTHER BUSINESS

Chair Cordell expressed her disappointment at not being able to attend the Meauxmentum Summit in Lafayette because of the January winter storm in North Louisiana, but commended Dr. Denley for another successful event. Regent David, who was in attendance at the Summit, said he was impressed by the number of leaders in higher education from across the country who voiced great interest in Louisiana's goals. Dr. Denley thanked Regents' staff for their contributions to planning and hosting the

Summit each year. He added that this yearly event has led to recognition and contributions from philanthropic groups. In the Summit's closing activity, based on proposals submitted for a competition modeled after *Shark Tank*, four institutions made a case for funds to support their campus Meauxmentum work and were each awarded \$10,000. Commissioner Reed added that the head of the National Association of System Heads (NASH) attended the Summit and asked if five to ten states could send a representative in 2027 since there is interest in replicating Louisiana's approach in other states. Similarly, Strong Start to Finish, a network committed to developmental education reform, brought attendees from 17 states to see the work Louisiana is doing.

Chair Cordell announced that she has decided to run for Congressional seat in Louisiana's 5<sup>th</sup> District. She intends to continue serving in her role on the BOR with the assistance of Vice Chair Terrie Sterling.

Ms. Emily Skaikay reminded the members that there is a visit to the Federal Reserve in New Orleans scheduled for Monday, February 23 starting at 10:00 a.m. This event is informational only and is optional. Regent Sterling mentioned that BOR has asked the economist from the Atlanta Federal Reserve office to present about the relationship of BOR's work to Louisiana's economic development. Regent Aubrey suggested inviting Secretary of Louisiana Economic Development Susan Bourgeois to attend a Board development meeting in the spring.

Regent Aubrey commended Regent May for his work during the recent winter storm in North Louisiana. Regent May added that the people in North Louisiana are resilient, but the recovery from the storm will require more aid, especially from the federal level.

#### ADJOURNMENT

There being no further business to come before the Board, on motion of Regent May, seconded by Regent Sterling, the meeting was adjourned at 11:37 a.m.

Appendix A  
Executive Committee Meeting Guest List  
Friday, February 6, 2026

<b>NAME</b>	<b>AFFILIATION</b>
Jason Rodrigue	Louisiana Tech
Jackie Bach	LSU A&M
Jolee Liles	Designee, LA DOJ
Jeannine O'Rourke	UL System
Lauren Tarver-Tatman	Jones Walker, LLP
Matt Kern	Jones Walker, LLP
Marwan Ghandour	LSU A&M
Kirk Deslatte	LSU Health
Jakob Ward	OPB
Bonnie Hymel	Pennington Biomedical Research Center
Luria Young	SUBR



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# Agenda Audit

Tuesday, March 24, 2026  
10:30 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1-100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Louisiana Legislative Auditor (LLA) Management Letters
  - A. Board of Regents Agency
  - B. Louisiana's Student Tuition Assistance and Revenue Trust (START) Program
- IV. Other Business
- V. Adjournment

Committee Members: Judy Williams-Brown, Chair; Stephanie A. Finley, Vice Chair; Christian C. Creed; Blake R. David; Dallas L. Hixson; Darren G. Mire  
Staff: Dr. Kim Hunter Reed, Commissioner for Higher Education

### **AGENDA ITEM III.**

#### **Louisiana Legislative Auditor Management Letters:**

##### **Board of Regents and Student Tuition Assistance and Revenue Trust Programs (START)**

The Louisiana Legislative Auditor (LLA) completes an Annual Financial and Compliance Report of the Louisiana Board of Regents to evaluate the accountability related to public funds. The annual Legislative Auditor Management Letter was issued March 3, 2026, and reflected that during the annual financial and compliance audit for FY 2024–25, the LLA reported no findings for the Board of Regents.

The Louisiana Legislative Auditor (LLA) also completes an Annual Comprehensive Financial Independent Audit of the Student Tuition Assistance and Revenue Trust Programs (START Programs) to evaluate the private purpose trust funds of the state of Louisiana for the year ending December 31, 2024. The annual Legislative Auditor Independent Auditor's Report was issued December 8, 2025. The LLA reviews the financial statements of the fiduciary fund activities as well as related notes to the financial statements; during this review, the LLA noted one finding.

- The START Programs currently maintain 3,266 START accounts totaling \$2,668,155 that were originally created in FY 2003 with scholarship funds awarded under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal program, with no mechanism to ensure compliance with federal regulations over the redistribution and/or return of related scholarship funds that have gone unused by the scholarship recipient (account beneficiary) within the prescribed number of years.
  - The Board of Regents has contacted the U.S. Department of Education (USDOE) for further instructions for returning the unspent scholarship funds to the grantor per federal guidelines.
  - Should the USDOE choose to allow the Board of Regents to maintain those funds, START shall develop written policies and procedures in accordance with federal regulations and provide additional training to staff to undertake the monitoring of account beneficiaries' completion of secondary school and status after secondary school to ensure compliance with federal regulations for the redistribution and/or return of GEAR UP funds.
- We had an anticipated completion date of December 31, 2025 but, due to the government shutdown, the corrective actions will be completed by June 30, 2026.

**This item is for informational purposes only. No action is requested.**



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# Agenda

## Finance

Tuesday, March 24, 2026

10:40 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Fiscal Year 2026–2027 Executive Budget Overview
- IV. Review and Approval of the FY 2026–27 Preliminary Funding Recommendation
- V. Other Business
- VI. Adjournment

Committee Members: Blake R. David, Chair; Dallas L. Hixson, Vice Chair; David J. Aubrey; Christian C. Creed; Collis Temple III.; Judy Williams-Brown; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration

**AGENDA ITEM III.**  
**FY 2026–2027 Executive Budget Overview**

The FY 2026–2027 Executive Budget was presented to the Joint Legislative Committee on the Budget (JLCB) on January 23, 2026, and includes a total recommended State General Fund (SGF) decrease for higher education of \$40.1M. The decrease includes one-time (non-recurring) State General Fund allocations **(\$49.4M)** and Mandated Costs reductions of \$4.2M due to retirement cost savings. The decreases are offset by increases of \$5.3M for the LSU First benefits program, a \$4.4M means of financing swap for TOPS, and \$4M for the purchase of a software platform for the START Saving programs.

The \$40.1M decrease in SGF includes the following:

- **(\$49.4M)** – Legislative line items that were non-recurred
- **(\$4.2M)** – Mandated Costs decrease
- \$4.4M – Increase to TOPS SGF due to a \$4.4M decrease in the TOPS Fund as recognized by the Revenue Estimating Committee (REC)
- \$5.3M – Increase in funds for LSU First
- \$4M – Adjustment for the START Saving Programs software platform

Additionally, the M. J. Foster Promise scholarship program has been allocated another \$14.5M to bring the total statutorily dedicated funding to \$25M.

**No action needed; informational only.**

**AGENDA ITEM IV.**  
**Review and Approval of the FY 2026–2027 Preliminary Funding Recommendation**

Annually, no later than March 31, the Board of Regents is required to submit to the Senate Education Committee, Senate Finance Committee, House Committee on Education, and House Committee on Appropriations any formula created and adopted by the Board for funding institutions of postsecondary education in the ensuing year. The formula submission is based on funds recommended for higher education in the Governor’s Executive Budget.

The Board of Regents presented the FY27 Executive Budget with a total State General Fund decrease of \$40.4M to colleges, universities, specialized institutions, and boards, including the Louisiana Office of Student Financial Assistance (LOSFA) and the Louisiana Universities Marine Consortium (LUMCON). The \$40.4M reduction includes decreases of \$49.4M for non-recurring legislative line-items and \$4.2M for Mandated Costs savings, and increases of \$5.3M for the LSU First benefits program, \$4.4M for TOPS, and \$4M for the purchase of a software platform for the START Saving programs.

This preliminary submission is based on a standstill budget for all of higher education, distributing adjustments as noted above to the respective agency/institution. Although there is a standstill budget, the new funding formula will be applied for FY27; this allocation has been reviewed and approved by all system presidents. In the event funding levels change as the appropriations bill moves through the process, a new allocation aligned with the latest version of the appropriations bill will be submitted to the Legislature.

## **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the preliminary distribution, which allocates proposed funding in accordance with the methodology listed above and will continue advocating for increased funding during the legislative process.**



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# Agenda Legislative

Tuesday, March 24, 2026  
10:50 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1-100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

I. Call to Order

II. Roll Call

III. 2026 Legislative Reports Update

A. Task Force on Career Alignment Interim Report

B. Power-Based Violence Report

IV. 2026 Legislative Priorities

V. Other Business

VI. Adjournment

Committee Members: Darren G. Mire, Chair; Phillip R. May, Jr., Vice Chair; David Aubrey; Christy Oliver Reeves; K. Samer Shamieh; Collis Temple, III.; Devesh Sarda, (Student Member), LCTC System Representative, LSU System Representative, SU System Representative, UL System Representative  
Staff: Brianna Golden, Director of Government Affairs

**AGENDA ITEM III.A.**  
**EXECUTIVE SUMMARY**

**Task Force on Career Alignment Interim Report:  
Response to SCR 38 of 2025 Regular Legislative Session**

**Background Information**

Senate Concurrent Resolution 38 (SCR 38) of the 2025 Regular Legislative Session established the Task Force on Career Alignment. This Task Force is charged with developing a statewide strategy to strengthen education-to-career coaching and alignment across Louisiana's public postsecondary institutions in order to retain more graduates in the state workforce. The Task Force is co-chaired by the Commissioner of Higher Education and the Secretary of Louisiana Works and includes representatives from higher education systems, workforce and economic development agencies, business and industry organizations, legislators, and student representatives.

The Interim Report summarizes the Task Force's first year of work and outlines emerging strategies to improve career coaching, expand work-based learning opportunities, and strengthen employer partnerships across Louisiana's higher education system.

**Staff Summary**

During 2025, the Task Force conducted a landscape analysis of career advising and workforce alignment activities across Louisiana institutions and reviewed national best practices in education-to-career guidance. The Task Force met four times to hear from workforce experts, employers, career services leaders, and national researchers, including researchers from the Strada Education Foundation.

National research reviewed by the Task Force shows that students who receive quality education-to-career guidance are more likely to secure employment aligned with their degree. For example, 69% of students who receive career guidance obtain a first job that requires a degree compared with 52% who do not receive guidance.

The Task Force also examined the current state of career services in Louisiana, including survey responses from 35 postsecondary institutions. Findings indicate that most institutions provide career services, but engagement is often voluntary and decentralized. Approximately 80% of institutions have a career center, yet only about half require student participation in career exploration activities. Work-based learning opportunities are common in some programs but uneven across institutions and disciplines. While 83% of institutions report at least one program requiring work-based learning, such experiences are frequently managed at the department level and may not be consistently tracked or coordinated with employers.

To address these challenges and strengthen Louisiana's education-to-career pipeline, the Task Force identified six initiatives for further development in 2026:

1. Develop a Louisiana Faculty Work-Based Learning Playbook to support faculty in embedding high-quality work-based learning across programs.
2. Establish a Career Coaching Transformation Network to share best practices and support statewide implementation of effective career advising strategies.
3. Explore a Work-Study-to-Work-Based Learning model that aligns campus employment

- opportunities with career skill development.
4. Create a Louisiana Opportunity Index to measure institutional progress in areas such as coaching quality, employer alignment, and work-based learning.
  5. Improve state workforce data reporting to better track internships, work-based learning experiences, and career outcomes.
  6. Strengthen employer engagement through improved coordination, technology platforms, and structured feedback mechanisms.

Together, these initiatives aim to improve career readiness, strengthen employer partnerships, and ensure that students graduating from Louisiana institutions have clear pathways to meaningful employment within the state.

### **STAFF RECOMMENDATION**

**This item is for informational purposes only.**

# Task Force on Career Alignment

Interim Report

January 2026



BOARD of REGENTS  
STATE OF LOUISIANA

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# Introduction

With the adoption of the *Louisiana Prospers* Master Plan in 2019, the Louisiana Board of Regents set out on a bold journey to significantly increase the state’s educational attainment rates and to grow Louisiana’s prosperity. Since then, together, we have raised the state’s educational attainment rate to an all-time high of 52.5%. While there is still more work to be done to reach the Master Plan’s goal of ensuring that, by 2030, 60% of working-age Louisianans will hold a postsecondary credential of value, there are also opportunities for us to refine this goal in ways that are responsive to emerging needs—for students, for our institutions, for our economy, and for our state.

Our strategies to increase college-going and our initiatives to enhance opportunities for students to complete their credentials are now bolstered by our commitment to meeting the economic needs of Louisiana. In short, Louisiana’s higher education ecosystem has increasingly taken steps to align the portfolio of credentials offered by public institutions with the state’s economic needs. Today, the Board of Regents and the state’s public postsecondary institutions utilize real-time labor-market data as well as input from Louisiana’s workforce-related agencies and regional economic development offices to anticipate opportunities and meet needs throughout the state. Although connecting institutions with Louisiana employers is vital to translating credentials into careers and retaining graduates in-state, doing so effectively will require more deliberate alignment and coordination across education and workforce systems.

As 2025 draws to a close, we find ourselves at a pivotal moment in our work, one that hinges on a paradigmatic shift in our definition of success. Success is no longer solely achieved with the completion of a certificate or a degree; instead, success *begins* with that moment and extends forward, broadening ever outward. Achieving this broader vision of success necessitates stronger, more systematic alignment between Louisiana’s public postsecondary institutions and employers to ensure that graduates are workforce ready and to maximize their opportunities to be employed in state. In this new model, we are committed to creating opportunities that enable our graduates to make good on the promise of the credentials through rewarding well-paying jobs that support them and their families—ideally right here in Louisiana.

This new model of success links college-going, retention, persistence, and completion to the beginning of a career life that can yield generational change for our learners not to mention a seismic shift in the cultivation of human talent—for our state. To meet this charge, we must continue to redesign our education programs and education-to-career pipeline in intentional, collaborative, and strategic ways. While higher education has long focused on intellectual growth and leadership development, its evolution demands an equally robust emphasis on preparing and connecting students to the workforce, thus equipping them to build a better future for themselves, their families, and their communities.

Through [Senate Concurrent Resolution 38 \(2025\)](#), the Louisiana Legislature charged the Board of Regents and Louisiana Works to strengthen the state’s education-to-career pipeline and to increase the retention of our graduates throughout the state: SCR 38 calls for us to embrace this new model of success, which starts with the recommendations of this Task Force. Our initial work has involved gathering baseline information about the current landscape of career advising in Louisiana’s colleges and universities. It has also involved an investment in the expansion of work-based learning which integrates academic coursework and authentic, real-world experience. Drawing on the wisdom of state and national experts and working hand in hand with leaders in Louisiana’s workforce and industry, this Task Force has developed a menu of best practices which are explored throughout this interim report. Our focus on refining and implementing these strategies will anchor the work of the Task Force in 2026, and that work will ensure that Louisiana builds a stronger, more responsive education-to-career pipeline that better serves students, employers, and the state’s long-term economic future. In all of these ways, Louisiana prospers.

## Progress to Date

The Task Force is co-chaired by the Louisiana Commissioner of Higher Education, Dr. Kim Hunter Reed, and Louisiana Works Secretary, Susana Schowen. Its membership includes state education leaders, legislators, workforce and economic development agencies, higher education systems, business and industry organizations, regional economic partners, and student representatives from across all higher education systems (see Appendix B for full membership).

In 2025, the Task Force prioritized a thorough landscape analysis and has convened four times to review current career advising efforts and resources available to students, discussed potential gaps, learned about nationwide best practices in coaching and career preparation, and identified a series of practices for further consideration. Beginning in 2026, the Task Force will explore:

- Developing a Work-Based Learning (WBL) Playbook for faculty that includes core elements for building and testing WBL elements for all campuses and disciplines, together with a statewide definition of *quality WBL*.
- Establishing a Career Coaching Transformation Network to promote ongoing learning and the establishment, sharing and adoption of best practices.
- Pursuing the adoption of a Work-Study-to-Work-Based Learning (WBL) model.
- Creating the Louisiana Opportunity Index, a scorecard for institutional implementation that measures and tracks progress on identified metrics, and which can be used to inform employer engagement and identify future growth opportunities.
- Ensuring workforce data reporting includes information on internships and work-based learning experiences, allowing the state to analyze and track these experiences and their impacts.

- Strengthening employer participation and engagement by centralizing processes, leveraging existing technology and partnerships to improve coordination, and collecting systematic employer feedback with an eye toward continuous improvement.

The Task Force will continue to explore these best practices in greater detail as it hears from national experts on key practices and career services practitioners at Louisiana postsecondary institutions, as well as reviews research briefs to inform the state’s efforts.

Information about the Task Force, including membership, agendas, and meeting minutes, is available on the [Louisiana Board of Regents’ website](#).

The major focus of the first year of the Task Force was to learn more about national best practices to improve education-to-workforce career guidance and gain an understanding of the current services, resources, and supports available to students at Louisiana’s postsecondary institutions. This information was pivotal in identifying a framework and a list of recommendations to explore in greater depth in the upcoming year. Table 1 provides an overview of the Task Force meetings and key topics discussed.

**Table 1: 2025 Task Force on Career Alignment Meeting Overview**

Meeting Date	Major Activities & Topics Discussed
July 24, 2025	<p>Strada Education Foundation provided an overview of their findings from nearly ten years of research on the impacts of WBL, career coaching, and other efforts to improve education-to-career outcomes.</p> <p>Task Force members engaged in a design thinking activity to discuss how campus career offices can better connect students to meaningful, in-state job opportunities through stronger education-employer partnerships.</p>
September 4, 2025	<p>Osmar Padilla, Deputy Secretary at Louisiana Works, provided an overview of hiring trends in Louisiana, giving insight into what employers are looking for and what gaps exist.</p> <p>The Task Force engaged with a panel of Louisiana employers, including Ochsner, General Dynamics Information Technology, OxyChem, and AvexMRO. The panel discussed Louisiana’s workforce needs, skills gaps, successful recruitment efforts, opportunities for stronger higher education/employer partnerships, and the benefits of WBL, including promising practices underway.</p>

Meeting Date	Major Activities & Topics Discussed
October 7, 2025	<p>The Task Force reviewed and discussed the results of a survey distributed to Office of Career Services staff across Louisiana public and private (LAICU) higher education institutions. The focus of the survey was to better understand the state of career readiness and to identify potential opportunities for improvement.</p> <p>The Task Force also engaged with a panel of Louisiana career services leaders who provided insight into current practices at institutions, opportunities to improve student awareness of services, and challenges associated with improving WBL for all students.</p>
December 3, 2025	<p>The Task Force reviewed and provided preliminary reflections on the interim report and six areas to explore in 2026. The Task Force also heard a presentation from Dr. Dave Clayton, Senior Vice President for Research at Strada Education Foundation, who provided an overview of the data behind Strada’s State Opportunity Index which will inform their development of a Louisiana-specific version of the Opportunity Index.</p>

## Principles for Quality Education-to-Career Guidance

To understand national best practices in career preparedness, the Task Force heard from [Strada Education Foundation](#) representatives who provided key insights from nearly a decade of national research on the impact of work-based learning, career coaching, and effective practices to improve education-to-career outcomes. Overall, Strada has found that 69% of students who experience education-to-career guidance have a first job that requires a degree compared to 52% of students who do not. Furthermore, students in fields where there is less direct alignment between education and the career (e.g., social sciences and liberal arts majors) experience better outcomes when quality coaching is available. For example, 77% of psychology graduates who experience quality coaching will have a first job that requires a degree compared to 37% who do not receive coaching. The gap is significantly smaller for accounting and finance majors where the gap is only 7%. This finding is particularly significant and provides evidence that career guidance must be scaled in order to ensure career pathways for all majors. Working with an advisory group of postsecondary leaders and practitioners, Strada has identified [five principles of quality education-to-career guidance](#). Initiatives should be:

- **Centered on education-to-career outcomes** by
  - integrating support for academic success with ongoing career exploration and planning.
  - directing students to identify education programs that are aligned with career pathways.
  - providing students with timely labor market and career insights for informed academic and career planning.
- **Committed to student agency** by
  - supporting students in exploring and recognizing their interests, values, and purpose.
  - guiding students in building mindsets, skills, and a sense of belonging critical to success.
  - validating students' identities and responding to students' personal circumstances and goals.
- **Foundational and universal** by
  - embedding career exploration in existing programs and services to ensure students receive guidance early on and continually throughout their program of study.
  - engaging students proactively and through multiple channels with the support of scalable technologies.
  - reaching and benefiting students who traditionally have been least served by postsecondary education.
- **Rooted in relationships** that
  - are based in interactions and relationships between students, faculty, and staff.
  - connect students to networks, resources, and services to build social capital.
  - engage students' communities of support.
- **Informed by data and evidence** that
  - can be leveraged to provide personalized and timely support.
  - incorporate recognized, evidence-based practices.
  - measure outcomes and continually improve through research and evaluation.

These principles will serve as a guide to evaluate existing practices, identify potential opportunities, and develop a strategy to transform Louisiana's education-to-career pathways. Furthermore, as the Task Force reflects on these key principles, it will also consider all aspects of career guidance, including the relevance of information, the level of engagement career guidance fosters, and the timeliness and frequency with which career guidance is delivered to Louisiana learners.

# Framework for Developing Louisiana’s Education-to-Career Coaching Strategy

Reflecting on the guiding principles, the Task Force participated in a design thinking activity in which participants discussed how campus career offices can better connect students to meaningful, in-state job opportunities through stronger education-employer partnerships; identified potential project goals; and determined next steps. The goal is to identify initiatives that leverage the institution and the local community as a whole to improve students’ career outcomes at scale. Through this activity, two areas of focus emerged which will serve as a framework to explore in 2026:

- Building Stronger Education-Employer Partnerships
- Strengthening Campus Career Offices

**Table 2: Major Themes & Initiatives to Improve Education-to-Career Coaching**

<b>Theme 1: Building Stronger Education-Employer Partnerships</b>	
<b>Types of Initiatives</b>	<b>Preliminary Goals</b>
Early Career Exposure	Career exposure should begin in middle school, extend through high school, and be offered and encouraged immediately upon entry to college.
Work-Based Learning Opportunities	Expand paid internships, apprenticeships, and course-embedded projects to test skills development and create pipelines to employment.
Employer Engagement in Education	Proactively and intentionally bring together workforce, education, and students through partnerships. Some examples include working with faculty, career services, and area businesses to co-design curricula, increase participation at career fairs, and utilize Chambers of Commerce to facilitate connections between local businesses and institutions.
Community Connections	Partner with chambers, local businesses, and community organizations to develop pathways from the classroom to the workplace.

Theme 2: Strengthening Campus Career Offices	
Types of Initiatives	Preliminary Goals
Advisor & Faculty Integration	Expand the number of faculty advisors available and engage those advisors to identify supports and resources that can be provided to students in career discussions.
Targeted Career Fairs & Networking	Organize industry-specific fairs and identify other opportunities to bring employers to campus and into the classroom.
Better Data & Awareness	Use alumni outcomes and workforce data to guide students to in-state opportunities.
Student-Centered Support	Embed career planning milestones, coaching, and transparency about wages and job opportunities into all programs.

The ability to track the success of adopted initiatives is a vital component of any strategy. As part of the design thinking activity, the Task Force identified potential outcomes and measures of success which should guide future decisions on final strategy recommendations.

- **Retaining Talent in Louisiana:** Students see clear, attractive career opportunities at home and a clear achievable path to those opportunities.
- **Stronger Student-Advisor Connections:** Advisors and faculty guide students to think intentionally about careers early and often.
- **Career Readiness for All:** Upon graduation, every Louisiana student is well-informed about local and state career opportunities and prepared for the workforce.
- **Stronger Partnerships with Employers:** Industry has a voice in shaping curricula and pathways to ensure alignment with current and future workforce needs.

These outcomes will be revisited in more detail as the Task Force explores tools, metrics, and scorecards that can be used to assess the impact of initiatives and the Louisiana-specific plan that will be developed and implemented statewide.

## Current State of Career Services in Louisiana

Understanding the current state of career services at Louisiana’s postsecondary institutions is critical to developing and implementing a strategy to improve the education-to-career pipeline. To gain a better awareness of existing services, tools, and resources, the Task Force conducted a survey and hosted panels with employers and career services staff (see [Appendix C](#) for full survey results). The findings revealed that while a vast majority of responding institutions have a

career center or offer career services (80%), only half (50%) require students to engage in career exploration. More work must be done to increase student awareness of these services (an issue raised during the employer panels) and to incorporate career exploration into the educational experience in a systematic way.

Overall, most institutions (80%) recognize that career readiness is a priority for the institution and the state, yet more work needs to be done to scale opportunities to all students. Students are often introduced to career services during university orientation, and some may have additional early career exploration during First-Year seminar courses. Career Services Offices continue to support students throughout their journeys by providing them with resume writing assistance, mock interviews, career fairs, and workshops, and some provide learning modules and other forms of career exploration that are embedded into an institution's learning management system. Typically, however, these services are provided on an on-demand basis rather than as part of an intentional integrated campus-wide strategy.

As students progress through their programs, their experiences with career exploration vary by department or even instructors. Most institutions (83%) have at least one program that includes work-based learning requirements needed for degree completion such as an internship, clinical rotation, practice, or residency. In other programs, these opportunities are optional or altogether unavailable. Even if these experiences are available, some internships are unpaid, which poses challenges to students juggling work, school, and other commitments.

Furthermore, since internships are often handled by individual academic programs or departments, coordination with employers and data collection can be fragmented. Institutions reported that when engaging with them employers are looking for clearer points of contact in order to fully develop opportunities. To expand this work, institutions need staffing, resources, and more structured employer and community engagement. Some of this can be accomplished through stronger coordination across the institution, leveraging the knowledge, relationships, and connections of faculty and staff.

## Interim Report Focus Areas

After considering national best practices and hearing more about the current state of career services in Louisiana, the Task Force has agreed as a next step to test the following six initiatives and goals for their potential to scale across Louisiana:

### **Initiative 1: Create a Louisiana Faculty Work-Based Learning (WBL) Playbook**

To support faculty and staff in designing WBL experiences across all programs, the Task Force will review research and consider the creation of a WBL Playbook. Some potential uses of the Playbook include retooling degree programs to incorporate WBL to improve career exploration and navigation as well as job placement outcomes. These changes will provide students the opportunity to practice knowledge, skills, and abilities learned in the classroom in an everyday

work setting. The WBL Playbook, in concept, will be designed to support both new and veteran faculty in redesigning program/course curriculum, testing the impact of WBL, aligning with new BOR program approval standards which emphasize the connection of academic opportunities to employer requirements and workforce demands. This Playbook will also provide a statewide definition of quality WBL, which will inform further policy and implementation decisions. The exploration activity for this initiative will focus on identifying existing best practices, assessing the resources and training needed for implementation, and determining the supports required to scale high-quality WBL opportunities across all institutions.

### **Initiative 2: Developing a Louisiana Career Coaching Transformation Network**

The Task Force will consider leveraging the existing interest and enthusiasm of career advisors by building a transformation network. This network will facilitate information-sharing on best practices and progress toward initiative implementation across the state's colleges and universities. Additionally, the Task Force will identify the campus leadership engagement needed to ensure faculty and staff work collaboratively to improve education-to-career outcomes, leveraging not only career services but the full range of campus resources. A similar approach has been used in the [Meauxmentum Scholars](#) program, where Faculty Learning Communities at each of our campuses have been established to engage faculty to drive best practices in teaching and learning. The exploration activity for this initiative will set the direction for advancing this work and identify opportunities for continuous improvement.

### **Initiative 3: Adopting a Louisiana Work-Study-to-WBL Program**

The Task Force will review research and facilitate the adoption of an integrated work-study and work-based learning model. The initial goal will be to explore how best to transform existing campus work-study opportunities, ensuring that all work-study programs in the state are infused with program objectives to help students develop and master skills that will improve their career readiness. A similar approach has been implemented at Arizona State University through its [Work+ program](#). This program has established three goals: build participants' career readiness skills, develop better relationships between supervisors and student workers, and increase students' ability to identify and articulate the career skills they are learning. The model uses existing work-study positions at the institution as an opportunity to improve skill development and make high-impact practices available to all students. This exploration activity will review several models and consider the development of a Louisiana-specific model which will strengthen an existing program to align with the career-readiness vision of this Task Force.

### **Initiative 4: Develop a Louisiana Opportunity Index (Scorecard)**

The Task Force plans to create a performance scorecard, modeled after [Strada's State Opportunity Index](#), to establish expectations for career-focused institutions and to measure and track progress on key initiatives. Strada's Index is designed to measure the postsecondary return on investment (ROI) by evaluating each state's performance in five key areas that improve outcomes for both learners and employers. These areas are: (1) the availability of clear earnings

and career outcomes, (2) quality coaching, (3) affordability, (4) work-based learning, and (5) employer alignment of academic programs. For each category, a state receives one of four scores with the highest score listed first:

- Leading: The state meets all criteria for the category.
- Advancing: The state partially meets the criteria for the category.
- Developing: The state is in the process of developing metrics and initiatives to meet the criteria for the category.
- Foundational: The state is currently does not meet the criteria for the category.

Since the release of the inaugural report in 2024, Strada has provided an annual update to allow policymakers, education leaders, and other stakeholders the opportunity to track initiatives and set goals to improve their states' performance in these key areas. Currently, the percentage of students experiencing a positive ROI is 69%. According to [Strada's Louisiana 2025 State Summary](#), three key areas in Louisiana for improvement are quality coaching, work-based learning, and employer alignment. The benchmarking report aligns well with the vision of Louisiana to ensure students across the state are well equipped for the workforce through a direct focus on institutional and leadership engagement. The exploration activity will provide a framework for BOR not only to track and measure key outcomes that are important to the state's vision for career readiness but also to identify and elevate activities that will define "career-focused institutions" and that will help to advance outcomes at state and national levels.

### **Initiative 5: Strengthening Workforce Reporting Requirement to Track and Evaluate the Impact of Initiatives**

Data are crucial tools for measuring progress on initiatives. The Task Force will explore options, including proposing legislation, to improve the availability of data on WBL activities for students. As an example, the Task Force may consider the feasibility of expanding unemployment and insurance wage data reporting requirements to include the extent to which the employer provides internships and other WBL opportunities across the state. Improving workforce data reporting can provide new insights on: (1) the effectiveness of academic programs in advancing career readiness and work experiences for students, (2) the level of support employers are providing to college students in Louisiana, and (3) opportunities to scale WBL activities across the state through policy. The exploration activity will evaluate existing data systems, identify gaps in WBL reporting, and determine the policy and funding needs required to establish a statewide WBL data infrastructure that supports continuous informed decision-making.

### **Initiative 6: Strengthen Employer Engagement by Centralizing Processes, Leveraging Technology and Partnerships, and Systematically Collecting Employer Feedback**

As a means of building stronger education-employer partnerships and improving overall education-career alignment and guidance, the Task Force will seek to identify ways to leverage existing technology and partnerships to engage employers and economic development offices to

garner feedback. This recommendation aims to address concerns revealed by the statewide career services survey, including the need for clear points of contact and effective communication channels between employers and institutions. This focus highlights a key opportunity to build a more responsive state higher education system which is vital for ensuring economic vitality across Louisiana by directly supporting the growth and prosperity of employers. A notable example of existing work to scale is the collaboration among [Baton Rouge Area Chamber \(BRAC\)](#), [LSU A&M](#) and [Southern University A&M](#), through which these partners have created a digital one-stop-shop where students can connect with local internships and job opportunities. There are opportunities to increase the functionality of these digital hubs to garner employer feedback and provide students with career guidance as they apply to internships and job opportunities. In addition, the Task Force will explore tax incentives and other types of incentives to encourage stronger employer participation in work-based learning, including from small- and medium-sized companies, to help expand and sustain meaningful business engagement across the state.

Further, by creating a robust, feedback-driven system, such as those introduced in [Iowa](#) and [Indiana](#), these efforts will significantly improve BOR's model for academic planning. Integrating employer needs and market-relevant data will allow BOR's planning process to move beyond traditional metrics, placing a greater emphasis on stronger post-completion outcomes for students, such as employment rates, wage gains, and career advancement, tying academic offerings more directly to the state's economic and workforce needs. This exploration activity seeks to leverage current approaches across the state and nation to build the core elements necessary to gather actionable feedback.

## Conclusions & Next Steps

In 2026 the Task Force will explore the six recommendations and begin to build the Louisiana career alignment plan. Task Force members will receive research briefs in advance of each meeting and will engage with experts and practitioners in the field as they continue to develop and refine a proposed Louisiana strategy. Information on the Task Force, meeting minutes, and dates of upcoming meetings can be found on the [Task Force's website](#). The tentative schedule for 2026 meetings is as follows, with the meeting times and locations to be determined.

- February 11, 2026
- June 16, 2026
- September 10, 2026
- December 3, 2026

# Acknowledgements

The Task Force thanks Senator Rick Edmonds for carrying the associated bill on this important work and championing stronger education-to-employment opportunities in our state.

Appreciation is also due to Ruth Watkins, Kimberly Sluis, Kevin Grubb, and Dr. Melissa Leavitt from the Strada Education Foundation, who have provided important technical support including background research on the topic of career coaching as well as best practices from across the country. Finally, the following individuals are thanked for providing insights on national research and participating on panels that have informed the Task Force's work to date:

- Osmar Padilla from Louisiana Works
- Missy Hopson from Ochsner
- Jay Johnson from General Dynamics Information Technology
- Peyton Chaisson from OxyChem
- Joseph Ng from AvexMRO
- Jesse Downs from LSU A&M
- Craig Marinello from Southeastern Louisiana University
- Kate Whitehead from River Parishes Community College
- Keyo Johnson from Franciscan Missionaries of Our Lady University

# Appendix A: Senate Concurrent Resolution 38 (2025)

2025 Regular Session

**ENROLLED**

SENATE CONCURRENT RESOLUTION NO. 38

BY SENATOR EDMONDS AND REPRESENTATIVE CHASSION

## A CONCURRENT RESOLUTION

To create and provide for the Task Force on Career Alignment to study the development of a statewide strategy for implementing strategic education-to-career counseling across public postsecondary institutions in order to retain Louisiana's graduates in the state.

WHEREAS, the Legislature of Louisiana finds that establishing educational opportunities that lead to successful vocations in Louisiana is a priority and critical focus of Louisiana's higher education mission; and

WHEREAS, despite the priority of achieving successful vocations, the transition from postsecondary education to meaningful employment remains a challenge for many graduates, with national underemployment rates exceeding fifty percent in the first year after graduation; and

WHEREAS, there is an additional challenge in aligning vocational training with the location of jobs, thereby, leading many of Louisiana's credentialed graduates to leave the state to find meaningful employment elsewhere; and

WHEREAS, at the same time, many Louisiana employers cite workforce-availability as one of their top challenges and share the perception that their companies are unable to find

the talent they need for their businesses; and

WHEREAS, early and intentional education-to-employment alignment would increase Louisiana's graduate retention and boost the state's labor force participation; and

WHEREAS, a robust career services process, as well as expanded access to work-based learning experiences within Louisiana's public higher education institutions, will enable future graduates to make early connections with employers within the state, strengthen retention of Louisiana's graduates, and build a foundation for career success in the state; and

WHEREAS, research from the Strada Education Foundation, and other national studies, highlight the impact made by strategic early education-to-career counseling on student success, and workforce readiness; and

WHEREAS, education-to-career counseling should include personalized guidance, timely labor market information, structured support, and access to internships and apprenticeships; and

WHEREAS, evidence shows that education-to-career counseling and support strategies significantly reduce underemployment and expand a graduate's ability to achieve his or her career goals by connecting their credentials with suitable workforce opportunities; and

WHEREAS, Act 330 of the 2024 Regular Legislative Session advanced Louisiana's commitment to aligning education with workforce needs, reinforcing the role of the strategic partnerships among postsecondary institutions, employers, and workforce development agencies; and

WHEREAS, the Board of Regents, through its modified academic planning process

and newly adopted funding formula, has taken steps to strengthen the alignment of the state's higher education offerings with the needs of Louisiana's economy; and

WHEREAS, a Louisiana Career Alignment Task Force, is needed to develop and implement a comprehensive, scalable framework for education-to-career services across the state's public colleges and universities and the task force will enable Louisiana to retain her talent by making graduates better equipped to find meaningful employment and prosperity within this state; and

WHEREAS, the task force is needed to assist the full implementation of Act 330 of the 2024 Regular Legislative Session to align Louisiana's higher education with Louisiana's workforce needs.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby establish and provide for the Task Force on Career Alignment to study the development of a statewide strategy for implementing strategic education-to-career counseling across public postsecondary institutions in order to retain Louisiana's graduates in the state, and to propose recommendations, together with specific proposals for legislation.

BE IT FURTHER RESOLVED that the task force should include consideration of all of the following:

(1) Integrating a formal mechanism for employer feedback regarding the coordination of internship and permanent job placement in Louisiana by public and private higher education institutions and industry-driven guidance, to ensure these efforts align with current and future labor market needs.

(2) Providing recommendations to enhance Louisiana-based employer engagement within career services by establishing structured industry partnerships, integrating employer

advisory input, and aligning career counseling with Louisiana's workforce demands to better connect students with in-state job opportunities.

(3) Assessing and proposing strategies to expand work-based learning opportunities, such as internships, apprenticeships, and cooperative education programs, as a key mechanism for strengthening career readiness, fostering industry partnerships, and increasing the retention of graduates in Louisiana's workforce.

(4) Analyzing the role of education-to-career counseling at Louisiana's public two-year and four-year institutions in order to establish best practices in addressing graduate out-migration; identifying gaps in employer engagement, career advising, and work-based learning that contribute to students seeking employment outside the state.

(5) Providing recommendations to strengthen career services, expanding partnerships with all sizes of Louisiana employers and aligning counseling efforts with in-state job opportunities to improve graduate retention.

(6) Establishing a timeline for full implementation of these best practices at all public higher education institutions, in collaboration with private colleges and universities in the state.

(7) Creating a report card and accountability framework to assess student engagement, workforce outcomes, and institutional progress in implementing the best practices to address graduate out-migration.

Leveraging existing state resources and private partnerships to fund and sustain effective career counseling initiatives.

BE IT FURTHER RESOLVED that the task force shall consist of the following members:

(1) The commissioner of higher education, or her designee, who shall serve as co-

chairperson.

(2) The secretary of the Louisiana Workforce Commission, or his designee, who will serve as co-chairperson.

(3) The chairman of the Senate Committee on Education, or his designee.

(4) The chairwoman of the House Committee on Education, or her designee.

(5) One member appointed by the governor.

(6) The secretary of Louisiana Economic Development, or his designee.

(7) The chief executive officer of the Leaders for a Better Louisiana, or his designee.

(8) The state Superintendent of Education, or his designee.

(9) One representative of Louisiana's regional economic development organizations, appointed by the secretary of the Louisiana Workforce Commission.

(10) One representative of the Louisiana Community and Technical College System, appointed by the system president.

(11) One representative of the University of Louisiana System, appointed by the system president.

(12) One representative of the Southern University System, appointed by the system president.

(13) One representative of the Louisiana State University System, appointed by the system president.

(14) One representative of the Louisiana Association of Independent Colleges and Universities, appointed by the association's president.

(15) One member appointed by the president and chief operating officer of the Louisiana Association of Business and Industry.

(16) One member who is a student of the Louisiana State University System, appointed by the system president.

One member who is a student of the University of Louisiana System, appointed by the system president.

(1) One member who is a student of the Southern University System, appointed by the system president.

(2) One member who is a student of the Louisiana Community and Technical Colleges System, appointed by the system president.

(3) One member appointed by the president of the Public Affairs Research Council of Louisiana.

BE IT FURTHER RESOLVED that each designating authority shall submit the names of designees for the task force to the commissioner of higher education no later than July 15, 2025.

BE IT FURTHER RESOLVED the task force shall convene for its first meeting no later than August 1, 2025, at the call of the commissioner of higher education, and shall meet at least quarterly.

BE IT FURTHER RESOLVED that in conducting this study the task force may request staff support from the commissioner of higher education.

BE IT FURTHER RESOLVED that a majority of the task force shall constitute a quorum for the transaction of business. All official actions of the task force shall require the affirmative vote of a majority of the members.

BE IT FURTHER RESOLVED that the members of the task force shall serve without compensation, except per diem or expenses reimbursement to which they may be individually entitled as members of their constituent organizations.

BE IT FURTHER RESOLVED that the task force shall submit an interim report no later than January 21, 2026, with a final report to be submitted no later than January 21, 2027.

BE IT FURTHER RESOLVED that both the interim and final reports shall be submitted to the governor, the Board of Regents, the chairs of the House and Senate Committees on Education, and to the David R. Poynter Legislative Research Library as required by R.S. 24:771 and 772.

BE IT FURTHER RESOLVED that the task force shall terminate on the date of the submission of its final report or January 21, 2027, whichever occurs first.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the commissioner of higher education, the secretary of the Louisiana Workforce Commission, the governor, the secretary of Louisiana Economic Development, the Leaders for a Better Louisiana, the state Superintendent of Education, the secretary of the Louisiana Workforce Commission, the president of the Louisiana Community and Technical College System, the president of the University of Louisiana System, the president of the Southern University System, the president of the Louisiana State University System, the president of the Louisiana Association of Independent Colleges and Universities, the president of the Louisiana Association of Business and Industry, and the president of the Public Affairs Research Council of Louisiana.

## Appendix B: Task Force Members

Name	Title, Institution/Organization
Dr. Kim Hunter Reed, Co-Chair	Commissioner of Higher Education
Secretary Susana Schowen, Co-Chair	Secretary of Louisiana Works
Senator Rick Edmonds	Chairman of the Senate Committee on Education
Representative Barbara Freiberg	Chairwoman of the House Committee on Education
Dr. Sabrah Kingham	Member appointed by the Governor
Tedra Cheatham	Secretary of Louisiana Economic Development or designee
Adam Knapp	Chief Executive Officer of the Leaders for a Better Louisiana or designee
Dr. Cade Brumley	Louisiana Superintendent of Education or designee
Angie White	Representative from one of Louisiana’s regional economic development organizations
AcQueena Grant	Representative from the Louisiana Community and Technical College System
Dr. Katie Dawson	Representative from the University of Louisiana System
Dr. Scott Wicker	Representative from the Southern University System
Dr. Jackie Bach	Representative from the Louisiana State University System
Dr. Eric Turner	Representative from the Louisiana Association of Independent Colleges and Universities
Mary Beth Dickerson	Appointee of the president and chief operating officer of the Louisiana Association of Business and Industry
Abry Layrisson	Student from the Louisiana State University System
Cruz Cassard	Student from the University of Louisiana System
Sean Inman	Student from the Southern University System
Caleb Walker	Student from the Louisiana Community and Technical College System
Dr. Steven Procopio	Appointee of the President of the Public Affairs Research Council of Louisiana

## Appendix C: Survey Results

### Office of Career Services Task Force on Career Alignment Survey

This survey was conducted in September 2025 across all Louisiana public higher education institutions and the Louisiana Association of Independent Colleges and Universities. A total of 35 institutions submitted responses prior to this Task Force meeting.

1. **Does your institution currently have a career center/career services office?**
  - Yes: 80%
  - No: 20%
  
2. **Is career readiness in your institution’s strategic plan or a stated priority in some other way?**
  - Yes: 80%
  - No: 20%
  
3. **If yes, how is career readiness in the institution’s strategic plan?**
  - **Career Readiness as a Strategic Priority:** Embedded in strategic plans with goals for internships, job placement, and graduate employment.
  - **Work-Based Learning Expansion:** Multiple institutions report substantial increases in student participation in internships, apprenticeships, and experiential learning, with initiatives like Tulane’s \$10M Mussafer Internship Initiative and LSU A&M’s goals to require experiential learning for all majors.
  - **Quality Enhancement Plans (QEPs):** Several institutions are developing QEPs focused on curriculum-based career readiness activities, academic pathways, and co-curricular supports to ensure students are workforce-ready upon graduation
  - **Institutional and Leadership Commitment:** Presidents, provosts, deans, and faculty strongly support career alignment efforts, fostering employer partnerships, advisory boards, and early career exploration through first-year success programs and mandatory advising.
  - **Alumni and Employer Engagement:** Career services integrate alumni as mentors and recruiters while building structured partnerships with employers and offering job fairs, mentoring, and shadowing opportunities in regulated professions like law and nursing.
  - **Continuous Career Support:** Career readiness begins with exploration and planning in the freshman year, continues through internships and skill-building in junior year, and extends after graduation through lifelong access to career services and alumni networks.

4. Are students required to engage in career services activities?

- Yes: 50%
- No: 50%

5. Describe the requirements of engagement.

- **Capstone and Program Requirements:** Several programs mandate internships, practica, or capstone courses with career readiness lessons, while others strongly encourage engagement with Career Services.
- **Curriculum Integration:** Career readiness is built into courses, with assignments like resumes, mock interviews, career exploration projects, and faculty-mandated participation in fairs and workshops.
- **First-Year and Advising Initiatives:** Many institutions tie Career Services to first-year seminars, advising, and early assessments (e.g., Focus2, Handshake, Type Focus) to start career planning early.
- **Professional Development and Experiences:** Students gain skills through experiential learning, career fairs, professional development seminars, mock interviews, and structured student employment programs.

6. How early in an academic career is a student encouraged to engage in career services activities?

- **Majority Response:** Most institutions encourage engagement in the first semester or freshman year, often beginning with orientation, University 101, or First-Year Seminar courses.
- **Earliest Touchpoints:** Some institutions introduce career services as soon as students apply, at pre-orientation, or on day one of New Student Orientation.
- **Advising Integration:** Several responses indicate that career services are introduced during first advising appointments or embedded in early required courses (e.g., LSUA 1001, LSUS First Year Seminar).
- **Targeted Approach:** At-risk students are sometimes encouraged to meet with career coaches earlier than peers.
- **Later Engagement:** A few institutions acknowledged that while encouragement starts early, most students actually engage more fully in their sophomore or junior year.

7. How are students encouraged to engage?

- **Orientation and First-Year Courses:** Students are introduced to Career Services at new student orientation, University 101/First Year Seminar classes, and through required career-related assignments.

- **Faculty and Curriculum Integration:** Faculty embed career activities into coursework, such as resume writing, mock interviews, career exploration projects, and often require attendance at career events.
- **Workshops, Fairs and Programs:** Engagement happens through mandatory or encouraged participation in workshops, career fairs, networking events, job readiness trainings, and specialized programs like career bootcamps.
- **Targeted Outreach:** Career Services offices use emails, flyers, social media, event calendars, and in-class presentations to consistently promote opportunities.
- **Partnership and Support Models:** Collaboration with advisors, student affairs, and community/industry partners helps reinforce career readiness; some institutions also incentivize engagement through course credit, extra points, or co-curricular transcripts.

**8. Do any programs at your institution include a work-based learning requirement?**

- Yes: 83%
- No: 17%

**9. Specify which programs and indicate whether the work-based learning is paid or unpaid.**

- **Widespread WBL Requirements:** Many programs across institutions (e.g., Nursing, Allied Health, Education, Business, Criminal Justice, Social Work) require internships, clinical rotations, practica, or residencies as part of degree completion.
- **Paid vs. Unpaid Mix:** Technical and industry-based programs (e.g., Process Technology, Drafting, Industrial Manufacturing) often offer paid internships (\$15–\$25/hr), while health sciences and education programs typically require unpaid clinicals or practica.
- **Credit-Bearing Internships:** Numerous programs tie internships directly to course credit, with structured requirements for hours worked, employer supervision, and faculty approval.
- **Innovative Models and Partnerships:** Institutions offer service learning, externships, small business incubator placements, Wolves at Work (paid healthcare internships), and Nexus degrees that embed large internship components (LSUS in development).

**10. What is the goal of the Career Services Office?**

- **Career Services Mission:** Offices aim to prepare students for lifelong career success through counseling, advising, skill-building, and connections with employers.

- **Student Readiness:** Emphasis on developing job search skills, professional identity, and confidence to transition smoothly from college to the workforce.
- **Work-Based Learning:** Many institutions highlight internships, apprenticeships, and employer partnerships as essential pathways to career readiness.
- **Serving All Students:** Most institutions express a commitment to serving all students, including underserved and non-traditional populations, by providing broad career exploration and opportunities.

### 11. Who does the Career Services Office serve?

- All enrolled students plus alumni: 38%
- All students, alumni, and community members: 24%
- All students at any level: 18%
- Other: 20%
  - Southern University Law Center (SULC) specified *SULC students only*.
  - LSU Health New Orleans noted *Medical School students only*.
  - Some LCTCS institutions identified *Adult Education programs* as part of their service population.
  - One institution indicated they serve *Students (Degree Programs, Workforce, and Adult Education), Alumni, and Staff Members*.

### 12. In which ways does the Career Services Office serve/prepare/education students in career readiness? (Check all that apply)

- One-on-one appointments: 31 responses
- Workshops and programming: 31 responses
- Print resources (career guides, worksheets, handouts): 30 responses
- Class presentations: 30 responses
- Drop-in/triage appointments: 27 responses
- Integrations into curricula: 22 responses
- Group appointments: 20 responses
- Comprehensive education website: 19 responses
- Learning modules via Moodle, Canvas, etc.: 16 responses
- Co-curricular integrations: 16 responses
- Peer advising: 14 responses
- Asynchronous resources that leverage AI (resume review tools, interview tools, etc.): 12 responses
- Other: 3 responses
  - Developing a Canvas course
  - Guided Reflection on Work program
  - Resume writing and search tools

**13. What types of services does your institution utilize? (Check all that apply):**

- One-on-one coaching: 30 responses
- By appointment: 30 responses
- Other: 12
  - **Expanded Offerings:** Services include peer advising, expert-in-residence programs, faculty partnerships, workshops, class presentations, and career services days.
  - **Accessibility:** Many institutions tailor services for non-traditional, commuter, and online students through virtual and hybrid delivery.

**14. Which of the following does your institution facilitate to connect students with employers? (Check all that apply):**

- Career fairs: 32 responses
- Job board: 27 responses
- On-campus interviewing program: 24 responses
- Employer information sessions: 24 responses
- Employer table sits: 22 responses
- Employer integrated into career preparation activities: 20 responses
- Student organizations and employer connections: 19 responses
- Corporate partner program (sponsorships): 16 responses
- Employers connected to capstone projects: 13 responses
- Consulting services to employers regarding engagement on your campus: 11 responses
- Other: 5 responses
  - Newsletter
  - Grants

**15. Open-ended description of options in #14.**

- **Career Fairs:** Institutions host multiple fairs each year, ranging from large all-majors events to niche fairs in business, STEM, health, and technical fields, drawing hundreds of employers and students.
- **Employer Engagement:** Employers connect with students through job boards (Handshake), on-campus interviews, information sessions, table sits, classroom presentations, and capstone collaborations.
- **Work-Based Learning and Partnerships:** Many programs integrate employers into internships, mock interviews, career prep workshops, advisory boards, and corporate partner programs that provide scholarships, mentorship, and sponsorships.

- **Student Access:** Career services ensure students have multiple pathways, from fairs to job boards to direct employer contact, to explore opportunities and build professional networks.

**16. Does the Office of Career Services engage with the local or state chamber?**

- Yes: 38%
- No: 44%
- Not Sure: 18%

**17. How are internships managed on campus?**

- **Internship Management:** Most institutions manage internships at the department or program level, often supported by Career Services for postings, employer connections, and student preparation.
- **Data Collection:** Internship data is fragmented, captured through tools like Symplicity/Handshake, employer reports, faculty tracking, and surveys, with no consistent central system at many institutions.
- **Growth and Participation:** Internship participation has grown significantly in recent years, with expanding employer partnerships.
- **Challenges and Future Goals:** Key challenges include decentralization, limited staffing, and inconsistent tracking; strategic plans call for centralizing internships under Career Services to improve data access and employer engagement.

**18. How do partnerships and/or collaborative work with local businesses occur?**

- **Everyday Collaboration:** Higher education institutions work daily with employers through calls, meetings, and site visits, often co-developing programs like apprenticeships and industry-led instruction.
- **Events and Outreach:** Partnerships occur via career fairs, networking events, classroom presentations, guest speakers, mentorship, and panel discussions.
- **Work-Based Learning:** Employers provide internships, job shadowing, cooperative education, and project-based learning opportunities that align academics with workforce needs.
- **Community and Advisory Boards:** Local chambers, advisory boards, and industry associations play a central role in sustaining partnerships and aligning curricula with labor market demands.

**19. Does the institution receive feedback from businesses on collaborations?**

- Yes: 80%
- No: 20%

**20. If yes, what does the feedback indicate?**

- **Positive Employer Feedback:** Businesses consistently commend students for professionalism, preparedness, technical ability, and eagerness to learn.
- **Key Improvement Areas:** Employers highlight the need to strengthen soft skills (communication, teamwork, adaptability) and expand exposure to industry-specific technologies.
- **Structured Feedback Channels:** Feedback is gathered via surveys, advisory boards, career fair evaluations, and direct dialogue, helping institutions adjust programs and services.
- **Actionable Insights:** Employers request clearer single points of contact, more staff/resources for career services, and expanded work-based learning to strengthen pipelines.

**21. Does the Career Services Office have annual goals and/or metrics for which they are accountable?**

- Yes: 80%
- No: 20%

**22. If yes, please provide examples of the metrics.**

- **Student Engagement Growth:** Career services track advising sessions, event attendance, platform use (Handshake, Focus2Career), and student satisfaction, showing strong increases in engagement year over year.
- **Employment Outcomes:** Metrics include placement rates (e.g., 90% within nine months), graduate salaries, and first-destination survey data, ensuring accountability for student success.
- **Skill Development and Readiness:** Programs measure resume reviews, mock interviews, workshops, and networking strategies, with benchmarks for student competency gains.
- **Employer and Community Partnerships:** Offices monitor employer engagement, internships, and recruiting participation, often linking goals to strategic plans and accreditation standards

**23. Are there any areas in which you feel the institution needs support to complete this work?**

- **Staffing Needs:** Many institutions report being understaffed, sometimes just one person serving thousands of students, making it difficult to sustain partnerships, employer outreach, and student support.
- **Resource Gaps:** Additional funding, technology upgrades, and professional development are needed to expand career services, host more events, and improve tracking of outcomes.

- **Employer and Community Engagement:** Institutions want more structured support to expand employer networks, integrate career services into strategic plans, and strengthen pipelines that keep graduates in Louisiana.

**24. Do you have any additional comments to share related to this survey?**

- **Funding and Staffing Challenges:** National Association of Colleges and Employers (NACE) benchmarks and institutional feedback highlight insufficient budgets and staff, leaving students with limited career support.
- **High Value of Career Services:** Institutions stress the critical role career professionals play in preparing students, building employer connections, and advancing state workforce goals.
- **Need for Awareness and Support:** Calls for greater institutional recognition, professional development, and statewide alignment (Task Force work) to sustain progress.
- **Campus Commitment:** Despite resource gaps, institutions express strong dedication to career readiness, with some emerging as proactive models.

### Completed Survey Responses

The survey was distributed on September 5, 2025, with a completion deadline of September 24, 2025. Listed below are all higher education institutions that submitted responses.

<b>Louisiana Community and Technical College System</b>
1. Baton Rouge Community College
2. Bossier Parish Community College
3. Nunez Community College
4. Fletcher Technical Community College
5. Louisiana Delta Community College
6. River Parishes Community College
7. South Louisiana Community College
8. SOWELA Technical Community College
9. Northshore Technical Community College
10. Central Louisiana Technical Community College
11. Northwest Louisiana Technical Community College
<b>Southern System</b>
12. Southern University and A&M College
13. Southern University Law School
14. Southern University at New Orleans
15. Southern University at Shreveport
<b>LSU System</b>
16. Louisiana State University and A&M College
17. Louisiana State University of Alexandria
18. Louisiana State University Eunice
19. Louisiana State University Shreveport

20. LSU Health Shreveport
21. LSU Health New Orleans
<b>University of Louisiana System</b>
22. McNeese State University
23. Nicholls State University
24. Northwestern State University
25. Southeastern Louisiana University
26. University of Louisiana at Lafayette
27. University of Louisiana at Monroe
28. University of New Orleans
<b>Louisiana Association of Independent Colleges and Universities</b>
29. Centenary College of Louisiana
30. Dillard University
31. Franciscan Missionaries of Our Lady University
32. Louisiana Christian University
33. Loyola University New Orleans
34. Tulane University
35. University of Holy Cross

**AGENDA ITEM III.C.**  
**EXECUTIVE SUMMARY**

**Power-Based Violence 2025 Annual Report:  
Compliance with R.S. 17:3399.13.1**

**Background Information**

Act 472 of the 2021 Regular Session of the Louisiana Legislature created the Campus Accountability and Safety Act, which was designed to establish processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees on their campuses.

This report provides a summary of 2025 institutional employee training and power-based violence incident reports in addition to legislative and programmatic recommendations to advance this work. Regents and all Louisiana's postsecondary systems remain committed to ensuring a safe learning environment for students and the higher education community.

**Staff Summary**

State law requires all public postsecondary employees to complete annual training on power-based violence. By the end of Fall 2025, 34,359 employees (94%) across the four systems completed the required training. Institutions also designated 200 confidential advisors to provide support services to victims, and 100% completed required annual training.

For the 2025 reporting period, a total of 119 formal complaints of power-based violence were reported across the four public postsecondary systems. Complaints were reported through the required April and October reporting cycles and resulted in a range of outcomes, including findings of responsibility, informal resolutions, withdrawn complaints, and cases that remain under review.

The report recommends several actions to strengthen Louisiana's response to power-based violence on public postsecondary campuses. These include clarifying statutory language to ensure the definition of power-based violence aligns with sex-based misconduct provisions, expanding the law to explicitly address emerging forms of technology-facilitated misconduct such as AI-generated sexual content and deepfakes, enhancing campus safety education so students receive consistent information about prevention and reporting throughout the academic year, and continuing collaboration with public postsecondary systems and state partners to update and strengthen statewide training requirements. Together, these recommendations aim to improve prevention efforts, clarify reporting processes, and ensure institutions have the tools necessary to effectively address incidents of power-based violence.

**STAFF RECOMMENDATION**

**This item is for informational purposes only.**



BOARD of REGENTS  
STATE OF LOUISIANA



# **POWER-BASED VIOLENCE** **2025 REPORT**



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**IMAGE SOURCES (Covers):** Getty Images.

# Overall

Act 472 of the 2021 Regular Session of the Louisiana Legislature created the Campus Accountability and Safety Act, which was designed to establish processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees on their campuses. The law significantly extended the policy environment to add power-based violence, a term that includes but is not limited to sexual misconduct and Title IX conduct. This law charged the Louisiana Board of Regents (Regents) to establish uniform policies and best practices to address the reporting and prevention of power-based violence at postsecondary campuses, as well as communication between institutions regarding incidents of power-based violence.

Campuses are mandated to provide a safe learning environment that is free from sexual misconduct, as set forth in Title IX of the Education Amendments of 1972 and its implementing regulations, along with other applicable state and federal laws. Title IX and its regulations prohibit any form of discrimination or harassment on the basis of sex for all students and employees of educational systems that receive federal funding.

Since the implementation of Act 472, Regents has continued collaboration with higher education stakeholders, including public postsecondary systems, as we focus on strengthening campus safety and educating our students.

Through collaboration with public postsecondary systems and engagement of the Power-Based Violence Review Panel, discussions have focused on process improvements and emerging issues affecting the postsecondary environment, including the potential impact of artificial intelligence on college campuses.

This report provides a summary of 2025 institutional employee training and power-based violence incident reports in addition to legislative and programmatic recommendations to advance this work. Regents and all Louisiana's postsecondary systems remain committed to ensuring a safe learning environment for students and the higher education community.

Act 472 ([Appendix A](#)) requires Regents to establish uniform policies and best practices for the reporting and prevention of power-based violence, as well as the processes needed to implement these actions. The current Board of Regents Uniform Policy on Power-Based Violence can be found at the link provided in [Appendix C](#).

Likewise, Louisiana public postsecondary systems are required to establish individual policies. The Louisiana Community and Technical College System (LCTCS) policy can be found in [Appendix G](#); the Louisiana State University System's in [Appendix H](#); the Southern University System's in [Appendix I](#); and the University of Louisiana System's in [Appendix J](#).

# Administrative Reporting

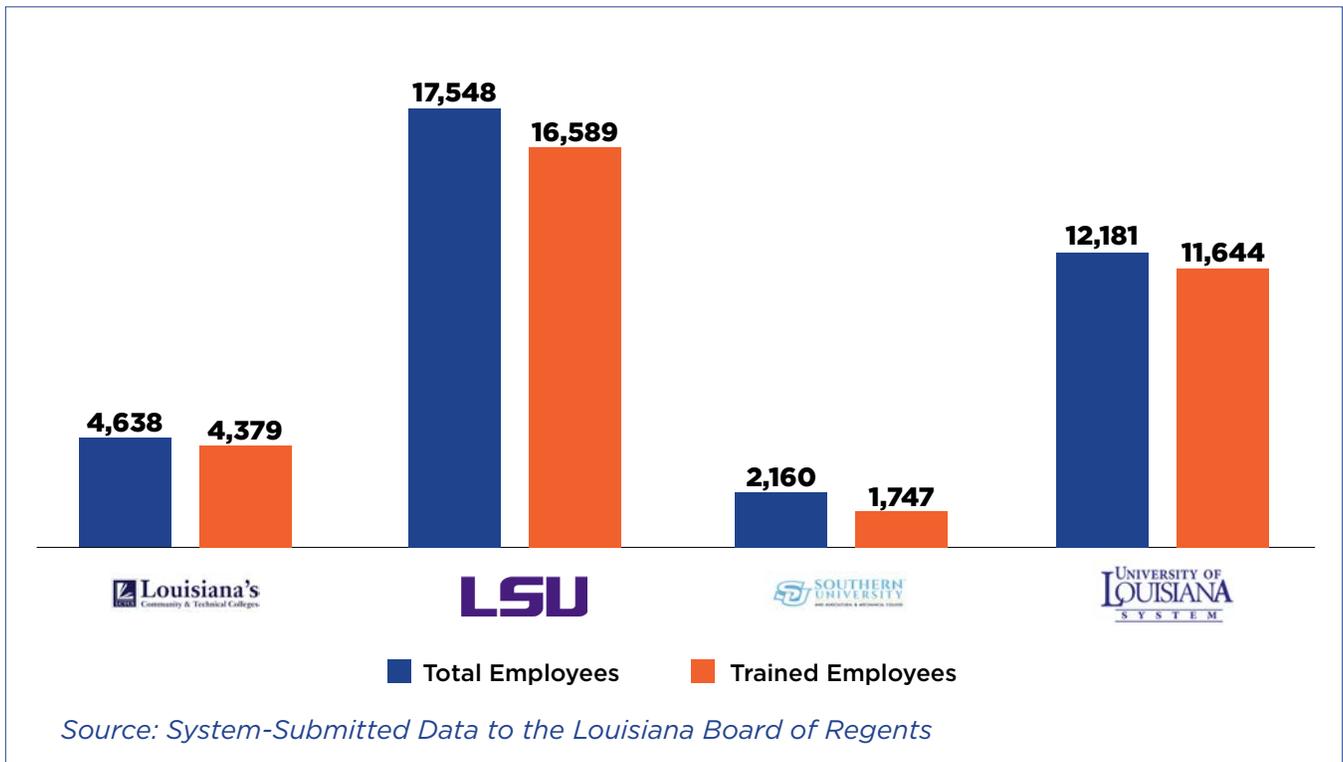
Act 472 (2021) and the Board of Regents Uniform Policy on Power-Based Violence require significant reporting from multiple levels of the supervisory chain, by each institution’s Title IX coordinator, chancellor, system president, and system management board. The report includes information on (1) annual training completion for employees and confidential advisors and (2) campus incidents of power-based violence.

The Board of Regents summary report can be found in [Appendix K](#). Individual system reports for 2025 can be found in further report appendices.

## ► Training

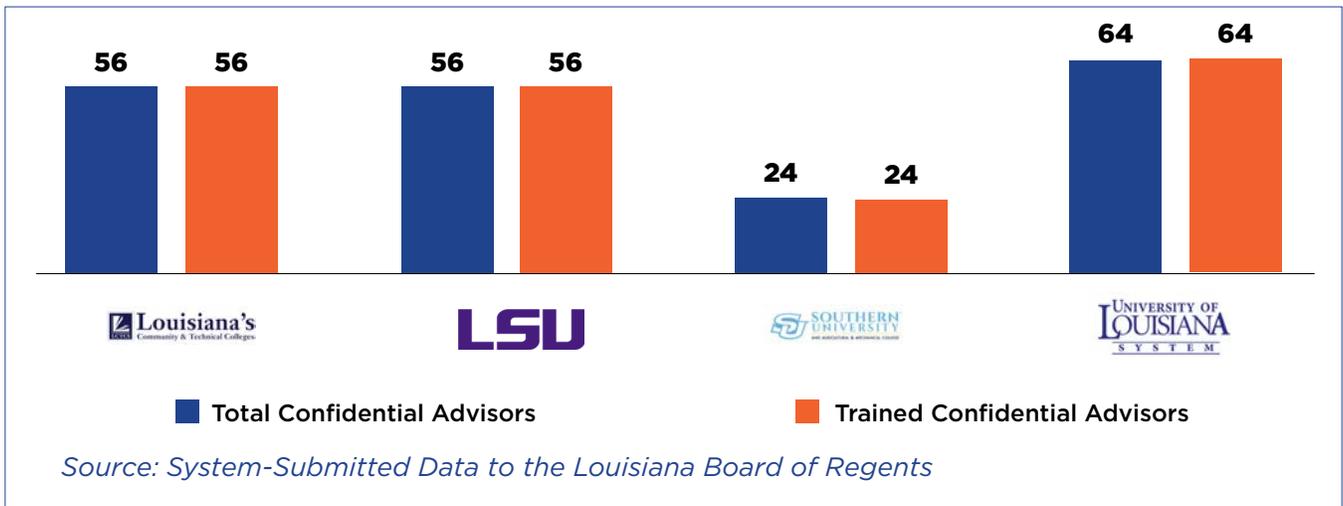
Act 482 (2024) ([Appendix B](#)) requires all public postsecondary employees to complete annual training on power-based violence by January 30 each year. Across all four public postsecondary systems, 34,359 (94%) employees completed annual training on power-based violence. **Figure 1** shows the total number of employees trained by system.

**Figure 1.** Statewide Training, Employees by System.



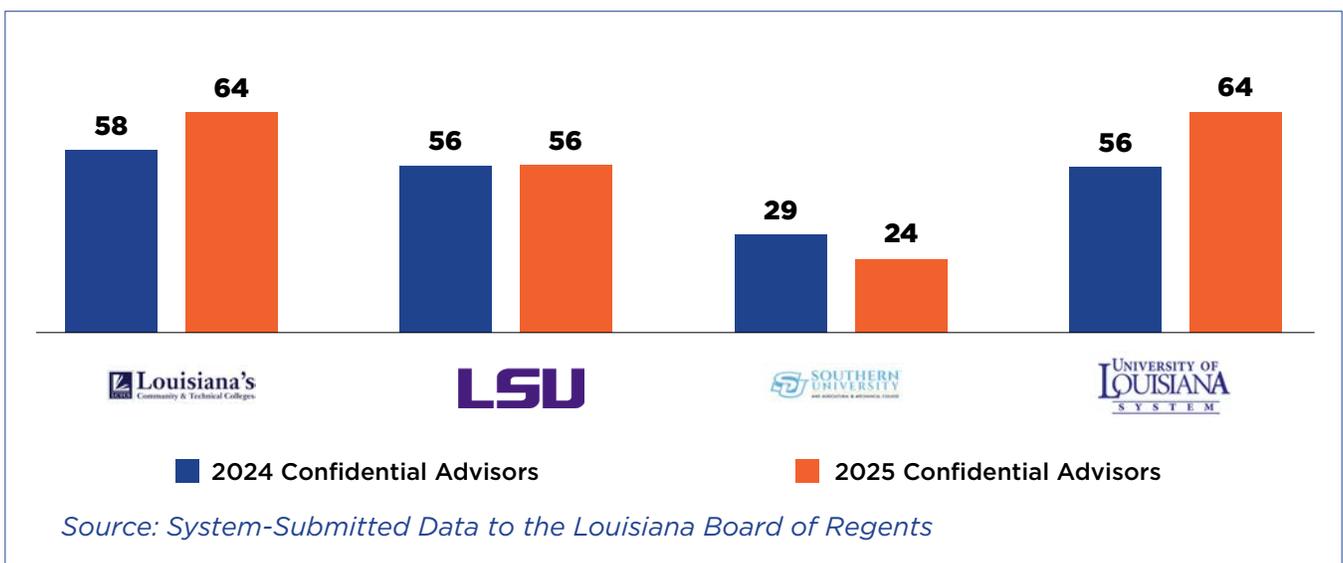
A confidential advisor is defined as a person designated by an institution to provide emergency and ongoing support to students who are alleged victims of power-based violence. Currently, a total of 200 employees across all four systems have been designated as confidential advisors and all (100%) have received annual training to serve students who have reported incidents of power-based violence. **Figure 2** shows the distribution of confidential advisors across the four public postsecondary systems and the status of their training.

**Figure 2.** Statewide Training, Confidential Advisors by System.



The law requires that by January 1 of each year Regents review and recommend the number of confidential advisors serving each institution, which is currently at a ratio of one advisor per 1,500 students. The ratio currently in place was adopted from the International Accreditation of Counseling Services (IACS) Standards for University and College Counseling Services as no national recommended ratio of confidential advisors to students has been developed. Regents will continue to utilize 1:1,500 as its required confidential-advisor-to-student ratio for 2026. All public institutions have met or exceeded this ratio. **Figure 3** shows a comparison of the number of confidential advisors reported per system in 2024 and 2025.

**Figure 3.** Confidential Advisors by System, 2024 vs. 2025.



Individual system training reports for 2025 can be found in further report appendices: Louisiana Community and Technical College System (LCTCS) in [Appendix L](#); Louisiana State University System (LSUS) in [Appendix M](#); Southern University System (SUS) in [Appendix N](#); and University of Louisiana System (ULS) in [Appendix O](#).

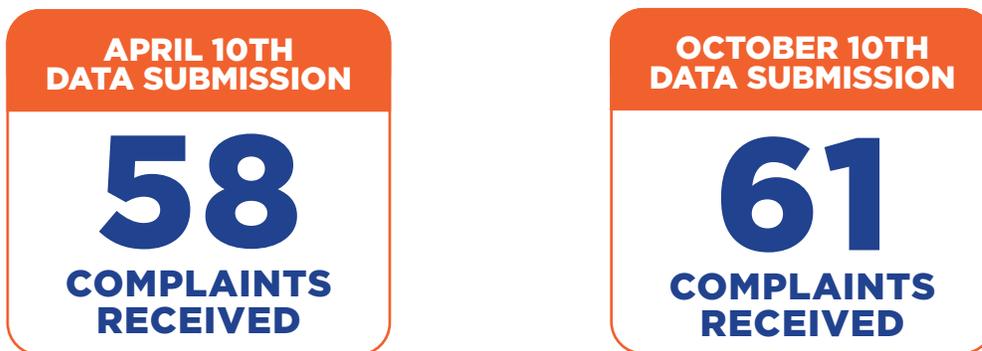
## ► **Reported Incidents**

Act 472 requires that each postsecondary education management board publish an annual report that outlines the number of formal complaints filed at each campus within the system on April 10 and October 10 of the calendar year. A formal complaint is defined as a signed document filed by a Complainant or executed by the Title IX Coordinator alleging power-based violence or retaliation and requesting the institution investigate and possibly adjudicate the alleged incident.

Annually, by December 31, each management board is required to submit to Regents a system-wide summary incident report based on combined data from the April 10 and October 10 submissions. The following information therefore represents data collected from October 2024 to September 2025.

At the end of fall 2025, 119 formal complaints had been filed across all four systems. **Figure 4** shows a comparison of complaints received in the April 10 and October 10 reports.

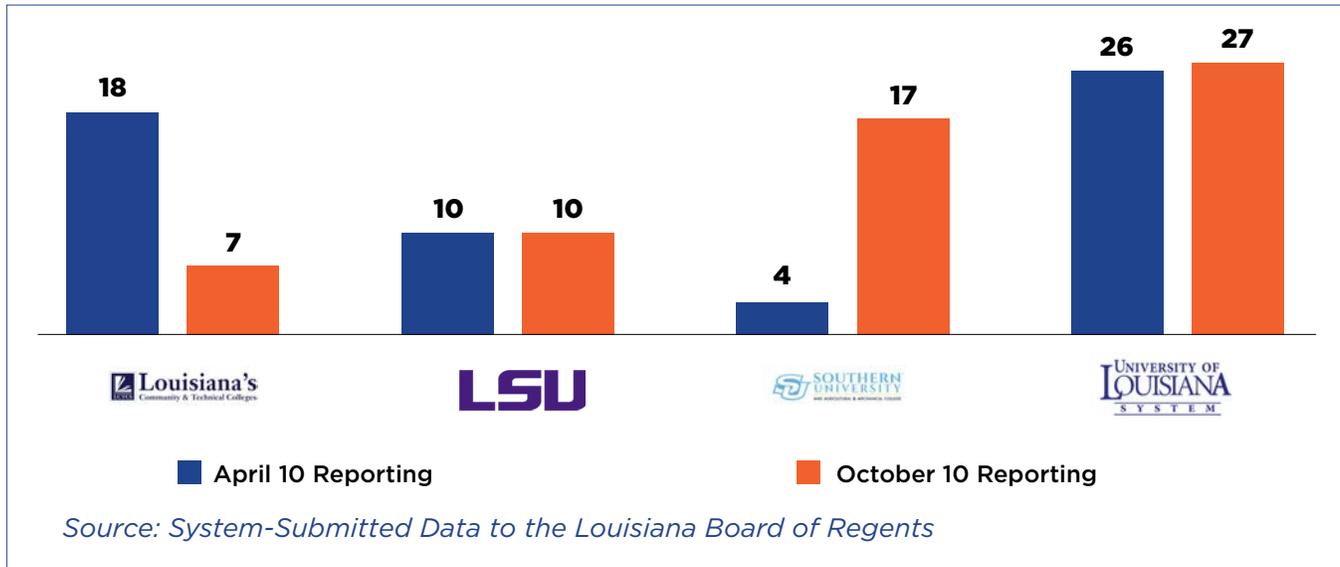
**Figure 4.** Comparison of Complaints between April 2025 and October 2025 Reporting.



*Source: System-Submitted Data to the Louisiana Board of Regents*

**Figure 5** also shows a comparison of the number of formal complaints reported by the public postsecondary systems in the April 10 and October 10 reporting.

**Figure 5.** Formal Complaints by System, April 2025 Reporting vs. October 2025 Reporting.



Of these complaints, additional categorized key findings include:

- ▶ **18 – Responsible Findings:** Complaints resulted in a determination of responsibility.
- ▶ **16 – Informal Resolutions:** Cases resolved through supportive measures, no-contact orders, or similar actions.
- ▶ **7 – Not Responsible:** Investigations determined the respondent was not responsible.
- ▶ **14 – Withdrawn Complaints:** Complainants discontinued participation or withdrew their complaint.
- ▶ **7 – Ongoing Cases:** Complaints are still under review.
- ▶ **23 – Transferred Cases:** Complaints were referred to more appropriate offices.
- ▶ **23 – Respondent No Longer Affiliated:** Respondents were unenrolled, resigned, terminated, or graduated.
- ▶ **11– Unsubstantiated Complaints:** Complaints lacked sufficient evidence to proceed.

Additionally, there were eight reports of retaliation received across four of the systems: Southern (1), LCTCS (3), LSU (3), and ULS (1). Of these reports from LCTCS, there was one finding that retaliation did occur and two that it did not occur. The Southern University System found that retaliation did not occur, and the LSU system reported one finding that retaliation did occur, with the other two reports pending investigation per the system report. According to the UL System report, the retaliation complaint is still pending and has not yet been advanced to the investigation stage.

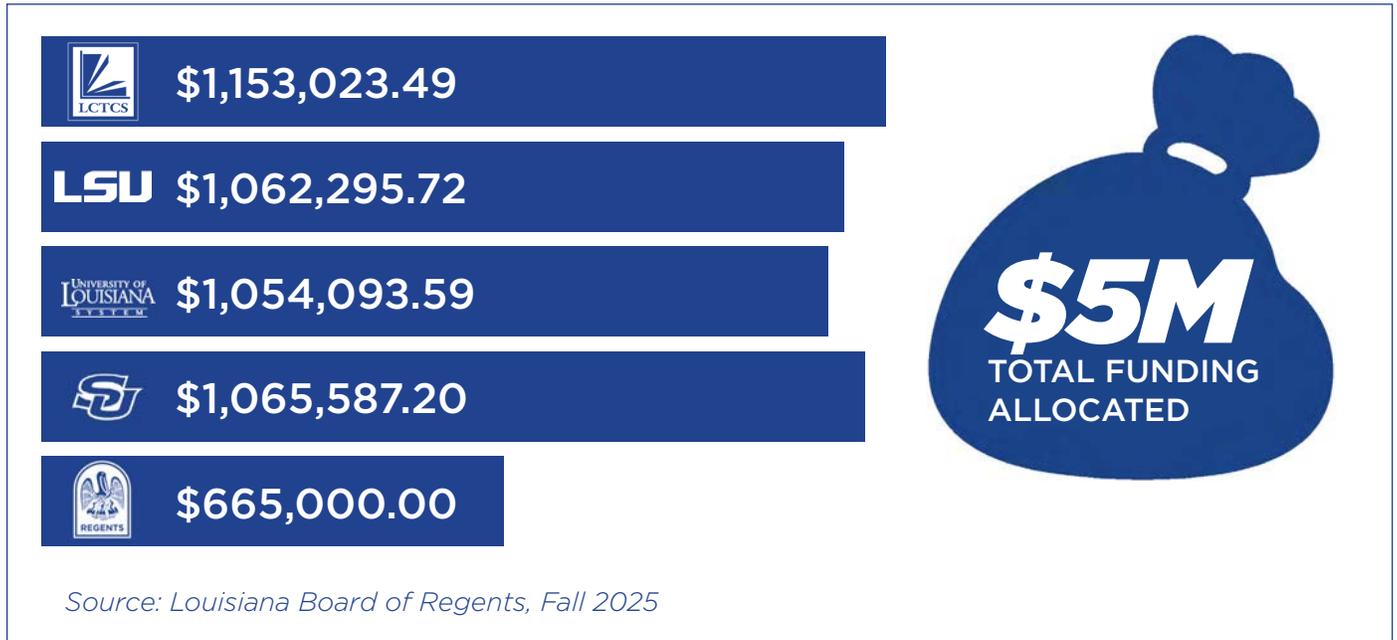
Individual system incident reports for 2025 can be found in further report appendices: Louisiana Community and Technical College System (LCTCS) in [Appendix P](#); Louisiana State University System (LSUS) in [Appendix Q](#); Southern University System (SUS) in [Appendix R](#); and University of Louisiana System (ULS) in [Appendix S](#).

## Power-Based Violence Funding

In 2025 the Louisiana Legislature allocated \$5 million in recurring funding to strengthen Title IX offices across the state. The systems have continued to utilize this funding allocation to support ongoing employee training and professional development, promote power-based violence education and prevention events and other relevant awareness programming on campuses, disseminate supporting materials, and provide investigative services.

**Figure 6** shows the allocation of funding provided by the Legislature across the management boards and Regents to specifically support these services.

**Figure 6.** 2025 Title IX Funding Allocation.



## Report Recommendations

These recommendations strengthen Louisiana’s response to power-based violence by addressing emerging challenges, including AI-generated sexual content, clarifying statutory definitions, enhancing year-round prevention and reporting education, and updating state-mandated training. Together, they promote consistent protections for victims, clear reporting mechanisms, and effective prevention and response across public postsecondary campuses.

### ► Legislative Recommendations

#### **Expand Statutory Coverage to Include Unlawful Deepfake and AI-Generated Sexual Content**

It is recommended that the Legislature explicitly include unlawful deepfake and AI-generated sexual imagery within the scope of power-based violence. These forms of misconduct are increasingly used as tools of coercion, harassment, and exploitation, particularly in educational settings. Codifying their inclusion ensures that institutions have clear authority to address such conduct and that victims receive consistent protections under existing reporting and response frameworks.

#### **Enhanced Campus Safety and Power-Based Violence Awareness and Reporting Education**

It is recommended to strengthen campus safety education requirements to ensure that students receive consistent and ongoing information, throughout the academic year, regarding power-based violence prevention and the reporting of potential safety threats. Materials should cover recognizing warning signs, understanding reporting procedures, and accessing campus safety resources. Developed in consultation with campus or local law enforcement, these programs should include clear reporting mechanisms—allowing anonymous submissions—aimed at promoting early risk identification, increasing awareness, and strengthening prevention and response efforts.

## Statutory Alignment and Clarity

It is also recommended to clarify the definition of “power-based violence” to make clear that it applies only to conduct committed on the basis of a person’s sex, consistent with the sex-based offenses already listed in the statute (see R.S. 17:3399.12). This ensures that incidents are directed to the appropriate offices and addressed under the proper policies. Additionally, the clarification reinforces the statute’s focus on protecting individuals from harm, intimidation, or coercion because of their sex while keeping it aligned with existing law.

## ► Programmatic Recommendations

### Training Updates and Enhancements

The Board of Regents will continue to collaborate with Louisiana’s public postsecondary systems and key stakeholders, such as Louisiana’s Offices of the Governor and Attorney General, to review, enhance, and update the state-mandated power-based violence training requirements. This effort will ensure training content remains current, legally compliant, and responsive to emerging issues affecting campus communities, including technology-facilitated misconduct. Updates will emphasize clear reporting obligations, due process protections, and practical, scenario-based instruction to strengthen prevention and response statewide.

## Conclusion

Regents and Louisiana’s public postsecondary ecosystem remains committed to addressing power-based violence on public postsecondary campuses. As higher education evolves, it is essential that state law and institutional practices remain clear, consistent, and responsive.

The legislative and programmatic recommendations outlined in this report support continued efforts to strengthen Louisiana’s response to power-based violence. By addressing emerging forms of technology-facilitated misconduct—such as unlawful deepfakes and AI-generated sexual content—and maintaining collaboration among the Board of Regents, public postsecondary systems, and key stakeholders, including the Governor’s Office, Attorney General’s Office, and the Power-Based Violence Review Panel, the state can further advance training, prevention, and assessment efforts.

These measures provide a proactive framework to address and improve safe campus environments across Louisiana. The elevation of this work will continue through the engagement of the Power-Based Violence Review Panel, established through Act 441 of the 2021 Regular Legislative Session ([Appendix C](#)), as amended by Act 689 of the 2022 Regular Legislative Session ([Appendix D](#)) and Act 211 of the 2023 Regular Legislative Session ([Appendix E](#)). Regents is grateful for the support of Senator Regina Barrow and Senator Beth Mizell, the Select Committees on Women and Children, the Power-Based Violence Review Panel, the Legislature, and key stakeholders for their steadfast commitment to campus safety.

# Appendices

- A.** [Act 472 of the 2021 Regular Legislative Session](#)
- B.** [Act 482 of the 2024 Regular Legislative Session](#)
- C.** [Act 441 of the 2021 Regular Legislative Session](#)
- D.** [Act 689 of the 2022 Regular Legislative Session](#)
- E.** [Act 211 of the 2023 Regular Legislative Session](#)
- F.** [Board of Regents Power-Based Violence Policy](#)
- G.** [LCTCS Policy](#)
- H.** [LSU System Policy](#)
- I.** [Southern University System Policy](#)
- J.** [University of Louisiana System Policy](#)
- K.** [Board of Regents Summary Report](#)
- L.** [LCTCS Training Report](#)
- M.** [LSU System Training Report](#)
- N.** [Southern University System Training Report](#)
- O.** [University of Louisiana System Training Report](#)
- P.** [LCTCS Incident Report](#)
- Q.** [LSU System Incident Report](#)
- R.** [Southern University System Incident Report](#)
- S.** [University of Louisiana System Incident Report](#)



BOARD of REGENTS  
STATE OF LOUISIANA

**AGENDA ITEM IV.**

**2026 Legislative Priorities**

An update on Legislative priorities for the 2026 Legislative Session will be shared for informational purposes only.

**STAFF RECOMMENDATION**

**This item is for informational purposes only.**



# Board of Regents Legislative Priorities

## PRIORITY

### Career Alignment



- ▶ Requires the Board of Regents to create and maintain a public statewide dashboard connecting degree programs to workforce outcomes while protecting privacy and institutional autonomy. Additionally, requires Regents, in collaboration with Louisiana Works, to collect and analyze data on work-based learning programs and assess how academic credit may be awarded for those experiences.

### Dual Enrollment Single Application



- ▶ Advances Task Force recommendations to include strategies such as a single statewide application process, simplifying student access to dual enrollment across public postsecondary institutions.

### Hazing Prevention



- ▶ Requires comprehensive annual campus-wide education and enhances accountability through improved reporting, fair adjudication, consistent consequences, and statewide oversight.

### Digital Misuse



- ▶ Includes digital misconduct, sexual exploitation, and emerging technologies such as AI-generated and deepfake imagery within the definition of power-based violence. It also requires public postsecondary institutions to provide educational resources on power-based violence four times per academic year through in-person and/or online delivery.

UPDATED: FEBRUARY 24, 2026

## PRIORITY



### Name, Image, and Likeness (NIL)

- ▶ Establishes a framework for high school and postsecondary NIL activities, including safeguards for minors, prohibited industries, required education, and institutional compliance oversight.



### Athletic Department Funding

- ▶ Requests a comprehensive study of the financial implications of NIL and revenue-sharing activities on athletic programs and the long-term sustainability of collegiate sports funding.



### Support Fund

- ▶ Preserves the public character and original restrictions of Board of Regents Support Fund endowment matching dollars, requiring institutions' continued compliance with matching conditions and endowment protections regardless of changes to the Kevin P. Reilly, Sr., Louisiana Quality Education Trust Fund.



### Phased Retirement

- ▶ Authorizes public postsecondary education systems to develop a voluntary phased retirement program policy to support faculty and staff recruitment, retention, knowledge transfer, and succession planning, with such program to begin no earlier than July 1, 2027.

## OTHER BILLS OF INTEREST

- ▶ **Accreditation**
- ▶ **TOPS Study Resolution**
- ▶ **TOPS Data Sharing**



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**Judy A. Williams-Brown**  
*4th Congressional District*

# Agenda

## Academic and Student Affairs

Tuesday, March 24, 2026

11:20 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1–100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Routine Staff Approvals
  - B. Terminations
- IV. Academic Programs
  - A. AS Health Studies – Baton Rouge Community College
  - B. BS Aviation – Louisiana State University of Alexandria
  - C. BS Artificial Intelligence – Louisiana State University and A&M College
- V. Accelerated Bachelor’s degree (AccB)
- VI. AccB Programs – Louisiana State University of Alexandria
  - A. AccB Information Technology
  - B. AccB Bioinformatics
- VII. Faculty Annual Review
- VIII. Other Business
- IX. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Ted H. Glaser III; Christy Oliver Reeves; K. Samer Shamieh; Devesh Sarda (Student Member); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

**AGENDA ITEM III.A.**

**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
LSU A&M	Request to change the name of the School of Theatre to the School of Theatre and Film to better reflect the school's expanded scope. <b>Approved.</b>
LSU Shreveport	Request to rename the Department of Kinesiology and Health Science to the Department of Public Health and Human Performance to better represent its academic offerings, mission, and scope. <b>Approved.</b>
LSU Shreveport	Request to rename the Bachelor of Science in Occupational Physiology to the Bachelor of Science in Human Performance to better reflect the program's curriculum and align with standard national terminology in the field. <b>Approved.</b>
LSU HSC New Orleans	Request to reorganize the basic sciences departments within its School of Medicine as follows: <ul style="list-style-type: none"> <li>• Merge the Department of Genetics with the Department of Microbiology, Immunology, and Parasitology to create the Department of Microbiology, Genetics, and Immunology; and</li> <li>• Merge the Department of Biochemistry &amp; Molecular Biology with the Department of Pharmacology &amp; Experimental Therapeutics to create the Department of Pharmacology, Biochemistry, and Experimental Therapeutics.</li> </ul> <b>Approved.</b>
Louisiana Tech	Request to update the CIP code for the Graduate Certificate (GC) in Health Informatics from 51.9999 (Health Professions and Related Clinical Sciences, Other) to 51.0706 (Health Information/Medical Records Administration/Administrator) to better reflect the program's content. <b>Approved.</b>
Louisiana Tech	Request to establish an Undergraduate Certificate (UC) in Revenue Cycle Management (CIP 51.0714) and Applied Behavioral Analysis (CIP 42.2814). <b>Approved.</b>
Nicholls	Request to change the name and CIP code of the MS in Community/Technical College Mathematics (CIP 27.0199) to MS in Mathematics (CIP 27.0101) to better reflect the program's content and align with other MS Mathematics programs nationwide. <b>Approved.</b>
Nicholls	Request to establish an Undergraduate Certificate (UC) in Sports Broadcasting (CIP 09.0906). <b>Approved.</b>
Southeastern	Request to reorganize and rename the College of Nursing and Health Sciences and the College of Education as follows: <u>Current Structure:</u> <ul style="list-style-type: none"> <li>• College of Nursing and Health Sciences <ul style="list-style-type: none"> <li>○ School of Nursing</li> <li>○ Department of Health and Human Sciences</li> <li>○ Department of Kinesiology and Health Studies</li> </ul> </li> <li>• College of Education</li> </ul>

	<ul style="list-style-type: none"> <li>○ Department of Teaching and Learning</li> <li>○ Department of Educational Leadership and Foundations</li> </ul> <p><u>Proposed Structure:</u></p> <ul style="list-style-type: none"> <li>● College of Nursing <ul style="list-style-type: none"> <li>○ School of Nursing</li> </ul> </li> <li>● College of Education, Health and Applied Human Sciences <ul style="list-style-type: none"> <li>○ Department of Educator Preparation</li> <li>○ Department of Educational Leadership and Counseling</li> <li>○ Department of Kinesiology and Health Sciences</li> <li>○ Department of Applied Family and Human Sciences</li> </ul> </li> </ul> <p><b>Approved.</b></p>
SU A&M	<p>Request to offer the following programs 100% online:</p> <ul style="list-style-type: none"> <li>● BS Accounting (CIP 52.0301)</li> <li>● BS Finance (CIP 52.0801)</li> <li>● BS Management (CIP 52.0201)</li> <li>● BS Marketing (CIP 52.1401)</li> <li>● BBA Risk Management and Insurance (CIP 52.1701)</li> <li>● BBA Entrepreneurship (CIP 52.0701)</li> </ul> <p><b>Approved.</b></p>
SU A&M	<p>Request to establish a Graduate Certificate (GC) in Government Procurement and Contracts Management (CIP 52.0202).</p> <p><b>Approved.</b></p>
SUNO	<p>Request to establish Graduate Certificates (GC) in Postsecondary English Education (CIP 13.1214) and Postsecondary Mathematics Education (CIP 13.1214).</p> <p><b>Approved.</b></p>

**AGENDA ITEM III.B.**  
**Program Termination Requests**

**LSU A&M**

**GC Urban and Community Education (CIP 13.0410)**

The certificate has experienced low enrollments and completers. No faculty changes are anticipated as a direct result of this termination.

**RPCC**

**AAS Business Office Administration (CIP 52.0401)**

The development of universal transfer pathways resulted in overlapping among business programs at the college which led to the institution's decision to discontinue admission into this degree program. Currently enrolled students will be allowed to complete the program or be offered options to change their declared program of study.

**UL Monroe**

**BA Modern Languages (CIP 16.0101)**

Despite multiple curricular changes and the hiring of a new coordinator/director, the program has seen continued decline in enrollment and completion.

**BBA Management (CIP 52.0201)**

Enrollment in the program has fallen short of expectations for programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). Completers have hovered at the bare minimum with the lowest number in the past three years.

**BS Agribusiness (CIP 01.0101)**

The demand for the program has not grown as initially expected and as industry and the community had hoped. Discussions with external partners have shown that graduates need stronger business skills combined with some knowledge of agribusiness. Plans are being made to convert this degree into a concentration within the BBA Business Administration degree.

**BS Health Studies (CIP 51.9999)**

The program has primarily served as an off ramp for students who have trouble with the academic rigor of the more defined and structured health programs. There are other programs available for these students (General Studies with Health and Wellness concentration) needing the off-ramp to successful degree completion.

**MA Gerontology (CIP 30.1101)**

The program has not grown successfully despite changes to the curriculum, adoption of the GERO Institute, reduction in concentrations, and adjustments to primary instructor roles. The institution was unable to secure a partnership with third-party recruiter Risepoint, an educational technology company that helps universities develop and expand their programs, due to lack of market demand for the program.

**Legend**

BA = Bachelor of Arts

BBA = Bachelor of Business Administration

BS = Bachelor of Science

GC = Graduate Certificate

MA = Master of Arts

PBC = Post-Baccalaureate Certificate

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the requests for termination for each of the degree programs listed above.**

**AGENDA ITEM IV.A.**

**Proposed Associate of Science in Health Studies  
Baton Rouge Community College**

**Background Information**

Baton Rouge Community College (BRCC) requests approval from the Board of Regents to offer an Associate of Science (AS) in Health Studies. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and then submitted to Regents for consideration. The proposal was favorably reviewed by Chief Academic Officers statewide.

**Staff Summary**

The proposed AS in Health Studies is a two-year foundational degree primarily intended to prepare students for admission to selective health care programs or transfer into four-year health-related degrees. It combines general education with core science and health courses, such as anatomy, physiology, microbiology, and medical terminology.

**1. Value:**

- a. Workforce Demand and Job Opportunities: The demand for healthcare workers in Louisiana is projected to grow significantly in the coming years. Construction of the recently completed state-of-the-art Nursing and Allied Health building on BRCC’s Mid-City campus, in partnership with Our Lady of the Lake Health, clearly supports this predicted growth and will allow BRCC to enroll more students, increase the number of faculty, and help fill the shortage of healthcare workers in the state.
- b. Curriculum Alignment with Employer Needs: The program’s curriculum was designed with input from regional healthcare administrators and partners, including Our Lady of the Lake.
- c. Same or Similar In-State Programs: While four postsecondary institutions in Louisiana offer baccalaureate degrees in Health Sciences, Health Studies, or Allied Health, this proposed program would be only the second AS in Health Studies in the state.
- d. Student Enrollment and Completion: The demand for students wanting to enroll in BRCC’s current health care programs, including Registered Nursing, Diagnostic Medical Sonography, Surgical Technology, and Veterinary Technology, greatly exceeds the number of students these competitive programs can admit. Many of these students end up enrolling in the Associate of General Studies (AGS) or the Associate of Science Louisiana Transfer (ASLT) degree program. The proposed AS in Health Studies will offer an extra pathway for students interested in healthcare careers.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
TOTAL Estimated Program Enrollment	75	95	120	250
TOTAL Estimated Program Graduates	45	57	72	150

- 2. **Resources**: BRCC does not anticipate additional costs to offer the program since faculty, facilities, and equipment are already in place to support the program.

	<b>Current</b>	<b>Needed</b>	<b>Additional Costs</b>
<b>Faculty</b>	Existing faculty and adjuncts will support the program.	No additional resources projected.	\$0

<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are adequate to support the program.	No additional resources projected.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Accessibility:** The proposed program will be offered in both hybrid and online modalities to meet the needs of working students.
- **Affordability:** Open Educational Resources (OER) have been developed for many of the courses required for the proposed AS in Health Studies degree, including major courses and several general education electives.
- **Partnerships:** The AS Health Studies program builds upon BRCC’s existing partnerships with Southeastern Louisiana University, Northwestern State University, Louisiana State University, and Franciscan University to provide an additional pathway for students entering allied healthcare fields. The program will also expand BRCC’s collaboration with regional healthcare providers such as Our Lady of the Lake Health, Woman’s Hospital, and Ochsner Health. These partnerships will help ensure that the program remains aligned with current workforce needs by incorporating employer guidance on regional labor demands, in-demand credentials, and emerging healthcare skill sets. In addition, these industry partners will support student success through opportunities for clinical exposure, workforce engagement, and employment pathways.
- **Work-based Learning:** The approved Health electives will focus on short-term healthcare credentials that incorporate work-based learning through clinical instruction and supervised skills training, including Medical Assisting, Phlebotomy, Patient Care Technician, and Nurse Aide. The program will also create opportunities to expand offerings through structured partnerships with regional healthcare providers, which may support the development of apprenticeships, internship placements, and preparation for additional industry-recognized certifications aligned with workforce demand.
- **Other program attributes that align with the Meauxmentum Framework:** The AS in Health Studies program is designed to educate and support a diverse student population through its open access and noncompetitive admissions, which provides all students access to a healthcare career.

**Staff Analysis**

The proposed AS in Health Studies will further the mission of BRCC by opening access to higher levels of training for students interested in medical careers. The Health Studies degree pathway is non-competitive and open access to students.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Science in Health Studies (CIP 51.0000) at Baton Rouge Community College, with a progress report on program implementation to be submitted as part of the institution’s 2026–2027 Academic Plan.**

## AGENDA ITEM IV.B.

### **Proposed Bachelor of Science in Aviation Louisiana State University of Alexandria**

#### **Background Information**

Louisiana State University of Alexandria (LSUA) requests Board of Regents' approval to offer a Bachelor of Science in Aviation. The proposal was approved by the LSU Board of Supervisors then submitted to Regents for consideration. The program received positive reviews from Chief Academic Officers across the state and was incorporated into the institution's 2025–2026 Academic Plan.

#### **Staff Summary**

The proposed Bachelor of Science in Aviation develops from two existing concentrations within LSUA's Bachelor of General Studies. This new degree will use those curricula with minimal changes but will enhance the achievements of graduates by highlighting the specific area of study named in the degree. It will encompass the two current concentrations, Professional Aviation and Aviation Management, both of which have strong enrollments (a total of 128 students). The former will lead to students receiving three industry certificates and a professional rating, while the latter will lead to receiving one certificate. These credentials, along with the degree itself, will improve graduates' marketability as they enter a field already facing a pilot shortage, a situation expected to grow over the next twenty years. This growth is mainly driven by two factors: a post-COVID surge in travel and the retirement of many long-time pilots. Graduates are therefore likely to find immediate, well-paying jobs in the state or elsewhere nationwide. The new program will also pursue accreditation from the Aviation Accreditation Board International (AABI).

Students in the new program will complete flight training, both in the air through Gulf Coast Aviation, LSUA's flight school partner, and on the ground using Gulf Coast Aviation's flight simulator. There is an extra cost for this, but the program will reduce overall expenses by using OER resources and offering or promoting several support opportunities, not just through TOPS and PELL, but also via scholarships from local partners (see below).

LSUA's new program will attract high school students, transfer students from other colleges, and those who have completed military service and are looking to transition into civilian careers. One other Louisiana institution offers similar degrees: Louisiana Tech, home to both a BS in Professional Aviation and a BS in Aviation Management. However, the demonstrated need for specialists in aviation, including pilots, indicates that the market can not only support but strongly sustain another such program in the state. The new program will be among the several highly successful applied programs at LSUA.

LSUA's existing concentrations have been strongly supported by local and regional partners, primarily those in aviation: Gulf Coast Aviation, with which LSUA has brokered a Cooperative Endeavor Agreement; England Airpark Authority (AEX); Alexandria International Airport; and Million Air AEX, which has developed a tuition assistance program for its employees who enroll in the program. In addition, a local law firm has pledged \$100,000 in scholarships that will provide \$5,000 support for two students each year, and the Alexandria VFW has pledged another \$25,000. The development of the BS in Aviation is a key component in LSUA's Aviation Career and Education (ACE) initiative, a collaboration including England Airpark and Central Louisiana Technical and Community College (CLTCC).

- 1. Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** The BS in Aviation meets a pressing need that is not

unique to the region but also to the state and nation. The 4- and 5-star jobs listed in the full proposal range in salary from \$92,000 to \$127,000, and growth over the next ten years is projected to be about 10%.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Commercial Pilot	5-star	996	1083	9.2	\$127,175
Airline Pilots, Copilots	4-star	136	150	10.3	\$94,762

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. Curriculum Alignment with Employer Needs: As noted earlier, the BS in Aviation prepares students to meet current and future employment needs across the state. The program proposal has strong backing from local partners, including Gulf Coast Aviation, the England Airpark Authority, the Alexandria International Airport (AEX), and Million Air AEX.
- a. Same or Similar In-State Programs: Only one other institution in Louisiana offers a similar degree at the bachelor's level: Louisiana Tech provides both the BS in Professional Aviation and the BS in Aviation Management. The full proposal makes a strong case for the need for this program in Alexandria, not only to meet regional needs and to capitalize on existing partnerships but also to produce graduates who can serve the state and, beyond that, the nation.
- b. Student Enrollment and Completion: Results of a campus-level survey, including of those students in the existing concentrations, indicates a high level of interest in the new program. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	70	85	100	115
TOTAL Estimated Program Graduates	5	8	12	15

- 2. **Resources**: Existing departmental faculty, facilities, and technology will support the new degree upon implementation, but one additional hire will be necessary, as indicated below. Projected revenue for the first four years is \$1,3336,182. Projected costs, including accreditation (\$14,000 total) are \$434,000.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will initially support the program.	One new non-tenure-track faculty will be needed.	Faculty cost will be \$105,000/year.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	No additional resources needed.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program.	No additional resources needed.	\$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:** Aviation-related courses in the proposed program will, out of necessity, be offered in person, but students may choose to take other courses, including General Education courses, in hybrid or online delivery modes.
- **Affordability:** The proposal acknowledges that while flight training will incur costs for students, the use of OER and the availability of TOPS, PELL, and scholarships provided by local partners can help offset some expenses. Students will also participate in internships or other work-based learning experiences, which will assist them in covering enrollment costs.
- **Partnerships:** The proposed program has grown from two existing concentrations that have been strongly and enthusiastically supported by local partners whose backing will continue and grow with the new degree. These include Gulf Coast Aviation, the England Airpark Authority, the Alexandria International Airport (AEX), and Million Air AEX. Program leaders are exploring new partnership possibilities with local high schools, two-year institutions, and community organizations.
- **Work-based Learning:** The program proposal notes that work-based learning “will be an integral part of [students’] program experience.” This includes flight training and, for those in the Aviation Management concentration, opportunities for part-time employment as well as paid and unpaid internships for students in both concentrations.
- **Other program attributes that align with the Meauxmentum Framework:** Marketing to underserved students will follow the traditional approach: print and electronic promotional materials, participation in recruiting events, and a strong presence during LSUA’s “Spend the Day” events.

### **Staff Analysis**

The proposed Bachelor of Science in Aviation offers students opportunities to build careers in a vital industry with a clear need for more degreed professionals. It prepares graduates to enter a rapidly expanding and highly rewarding market and to make a long-term contribution to the economies of the state and the nation.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Aviation (CIP 49.0102) at Louisiana State University of Alexandria, with a progress report on program implementation to be submitted as part of the institution’s 2026–2027 Academic Plan.**

## AGENDA ITEM IV.C.

### Proposed Bachelor of Science in Artificial Intelligence Louisiana State University and A&M College

#### **Background Information**

Louisiana State University and A&M College (LSU) requests approval from the Board of Regents to offer a Bachelor of Science in Artificial Intelligence. The proposal was approved by the LSU Board of Supervisors and then submitted to the Regents for consideration. The program received favorable reviews from Chief Academic Officers statewide and is included in the institution's 2025–2026 Academic Plan.

#### **Staff Summary**

The proposed BS in Artificial Intelligence addresses a rising demand in the job market, which is expected to outpace the current supply of applicants for the foreseeable future. As the proposal states, “AI is the cornerstone of economic development and innovation,” and new industries such as Meta and Amazon, both of which have announced significant developments in Louisiana, will create opportunities for graduates of the program who will help meet “a critical workforce need.” The degree features experiential and work-based learning, including internships, faculty-mentored research, and a capstone project that will connect students directly with industry partners. The program, offering technical expertise, ethical awareness, and professional skills, will position LSU A&M as a national leader in AI education. It aligns with state and national workforce priorities and addresses a talent gap within the state. The proposed program “strengthens Louisiana’s competitiveness in attracting investment, research funding, and top talent.” It also aligns with one of the five Pentagon Priorities and responds to a pressing national security need.

Initially, the program will be offered in person, but it will gradually transition to a hybrid model to improve access. The curriculum will facilitate easy transfer from other LSU campuses, significantly expanding the potential applicant pool, and it will “[support] LSU’s scope and mission to expand educational opportunity, drive economic innovation, and supply Louisiana’s employers with graduates who are ready to lead in digital technology fields across sectors like energy, healthcare, manufacturing, and defense.” The program was developed in conversations with representatives from over 30 regional employers, and strong letters of support from 365 Labs, QiMana, Inc., Our Lady of the Lake Healthcare Systems, and Entergy are included as part of the proposal. The absence of similar degrees in the state will position LSU as a leader in this area, particularly as the field of AI grows.

1. **Value:** Per Regent’s policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** The BS in Artificial Intelligence addresses a growing need in the state, not to mention the nation: “AI areas such as machine learning engineering, AI software development, and AI research are high-growth, high-salary fields.” Nationally, the median salaries in these areas range from about \$102,000 to \$145,000. While the statewide market for graduates of a program such as this is “nascent, but growing,” the investments of companies such as Meta and Amazon show the promise for degree completers to enjoy meaningful, lucrative careers in the state.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
<b>Machine Learning Engineers (included in Data Scientists)</b>	5-star	202,900	275,000	33%	\$108,020
<b>AI Research Scientists (Computer &amp; Info Research Sci)</b>	5-star	36,600	46,000	26%	\$145,080
<b>AI Software Developers (Software Devs, QA &amp; Testers)</b>	5-star	4,802	6,277	31%	\$102,353

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. Curriculum Alignment with Employer Needs: As noted above, the BS in Artificial Intelligence prepares students to meet existing and anticipated employment demands throughout the state. The program proposal includes letters of support from 365 Labs, QiMana, Inc., Our Lady of the Lake Healthcare System, and Entergy.
- a. Same or Similar In-State Programs: The proposal mentions several comparable programs across the country, most of which have been launched recently or are planned soon. The proposal does not list any similar programs within the state; the closest is at Rice University in Texas.
- b. Student Enrollment and Completion: Both domestic and international prospective students have shown interest in studying AI, and the AI-related courses now offered at LSU show consistently high enrollment. The program will also serve as an on ramp to LSU’s accelerated Master’s degree in Computer Science. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	20	39	66	70
TOTAL Estimated Program Graduates	0	0	0	0

- 2. **Resources:** Existing departmental faculty, facilities, and technology will support the new degree once it is implemented, but additional hires will be necessary starting in Year Two and extending into Year Three. There will also be costs associated with graduate assistantships.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will support the program.	Hire two non-tenure-track faculty in Year 2 as well as an undergraduate program coordinator.	By Year Three, allocate \$240,000 for faculty and \$60,000 for support staff.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are adequate to support the program.	No additional resources needed.	\$0

<b>Student Support</b>	Existing resources will meet the needs of the program for the first year.	Graduate assistantships will be offered to students: 2 in Year 2, 3 in Year 3, and 4 in Year 4.	Yr. 1: \$0 Yr. 2: \$80,000 Yr. 3: \$120,000 Yr. 4: \$160,000
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3. **Master Plan Priorities:** The following elements of the proposal directly align with the priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** The proposed program will initially be offered in person but will migrate to a hybrid format, making it more easily accessible for students. Transfer pathways will be made available to students from other campuses, including LSUA, LSUE, LSUS, SUBR, and UNO.
- **Affordability:** The proposal notes that “affordability will be supported through efficient curriculum design and careful use of existing resources.” For example, by overlapping course offerings with the existing Computer Science program, costs will be kept relatively low. Students will also complete internships or other work-based learning experiences which will help them cover costs of enrollment.
- **Partnerships:** The proposed program has grown from multiple conversations with over 30 representatives from industry, including those institutions from which letters of support are offered. These include 365 Labs, QiMana, Inc., Our Lady of the Lake Healthcare System, and Entergy.
- **Work-based Learning:** The proposed program offers two work-based learning opportunities: a three-hour internship and a three-hour capstone, both requiring students to conduct AI-focused research at a campus of one of the program’s industry partners.
- **Other program attributes that align with the Meauxmentum Framework:** The program proposal incorporates five approaches to serving underserved populations: transitioning to a hybrid format, establishing transfer pathways, early exploration of fit, offering internships and work-based learning.

**Staff Analysis**

The proposed Bachelor of Science in Artificial Intelligence will offer students opportunities to engage in research within a cutting-edge field, complete the degree prepared to enter a rapidly expanding and highly lucrative market, and make long-term contributions to the state’s economy, considering the increasing number of positions expected to become available in Louisiana in the coming years.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Artificial Intelligence (CIP 11.0102) at Louisiana State University and A&M College with a progress report on program implementation to be submitted as part of the institution’s 2026–2027 Academic Plan.**

## AGENDA ITEM V.

### Proposed Three-Year Bachelor's Degrees

#### Staff Summary

Senior staff supports amending Academic Affairs Policy 2.15 to include a new degree type, an “accelerated bachelor’s degree.” Accelerated Bachelor’s degrees include the traditional General Education sequence but replace up to 12 hours of that work with faculty-identified, discipline-specific classes that achieve the learning goals of the General Education curriculum while accelerating students’ learning in the major. In addition, the total number of hours for the degree, 90, accelerates time to completion. Accelerated baccalaureate degrees may be awarded upon approval at all four-year Louisiana public post-secondary institutions.

Many such degrees will also embed a work-based learning experience intended to put into practice the knowledge gained from the regular classroom. The Accelerated Bachelor’s degree provides both breadth and depth, ensuring a strong, innovative learning experience for students.

Accelerated Bachelor’s degrees must go through the standard review process, starting at the campus level, then be reviewed by the management board, and finally be reviewed by the Regents. Implementation may proceed following approval.

**Accelerated Baccalaureate Degree (AccB) – A 90-hour academic degree program with a comprehensive general education core and a specialized curriculum developed by faculty in collaboration with industry partners, usually focused on a high-demand career field. Final approval authority: Board of Regents.**

#### STAFF RECOMMENDATION

**Senior Staff recommends approval of the proposed Accelerated Baccalaureate Degree (AccB) as presented above.**

## AGENDA ITEM VI.A.

### Proposed Accelerated Bachelor's degree in Information Technology Louisiana State University of Alexandria

#### **Background Information**

Louisiana State University of Alexandria requests Board of Regents' approval to offer an Accelerated Bachelor's degree in Information Technology. This is one of two such requests from LSUA, collectively the first of their kind in the state: an accelerated bachelor's degree is a 90-hour option intended for students who wish to gain mastery of disciplinary knowledge and core skills while moving quickly to degree completion and marketplace readiness. The proposal was developed at the campus level following consultation with Regents' senior staff, approved by the Louisiana State University Board of Supervisors, and submitted to Regents for consideration. The proposal was reviewed by CAOs throughout the state.

#### **Staff Summary**

Accelerated bachelor's degrees form one recent curricular innovation that is gaining traction nationwide. The Louisiana model requires the usual General Education sequence to be completed but allows for up to 12 hours of that work to be drawn from courses in the major as long as they align with the learning outcomes of the General Education core. By reducing the total number of degree hours to 90 and providing deep preparation in the field of study, an accelerated bachelor's degree supports student success by saving time and reducing cost while fully preparing graduates to enter the marketplace career-ready.

The AccB in Information Technology offers what the proposal characterizes as “a streamlined, workforce-oriented pathway to an IT degree.” It comprises core General Education and major requirements and exemplifies the “academic rigor found in traditional IT programs.” Disciplinary focus includes “essential IT competencies” such as an emphasis on programming, system administration, networking, cybersecurity, databases, web development, and cloud computing. The proposal lists a number of potential student groups who may wish to accelerate their time to completion, including high school students, students transferring out of two-year institutions, and individuals who have paused their pursuit of higher education and wish to return, including veterans. Prior learning assessment (PLA) may offer yet another way to accelerate time to completion. In addition, the AccB in Information Technology will be available to a wide variety of students: it will be offered in two delivery modes—hybrid and 100% online—and in two formats—7-week and 15-week semesters—thereby serving students throughout the region, state, and nation. This, along with the accelerated design, distinguishes the degree from similar subject area offerings at other institutions in the state including Grambling, Louisiana Tech, LSU A&M, Northwestern State, and Southeastern. Graduates in the last year from those programs range from 16 (Grambling) to 100 (LSU A&M). This suggests a relatively consistent level of interest in the field throughout the state. Costs will be kept low: students will not be required to purchase technology or specialized equipment; OER will be employed when possible; and PLA credit will be available as will access to the usual sources of funding—TOPS, Pell, Federal Work Study, and scholarships provided by the LSUA Foundation, including those reserved for first-generation students. Both in the program and after completion, students will find strong support in the region from industry partners who have established relationships with LSUA and who have shown enthusiasm for this innovation.

The proposal states that the AccB in Information Technology addresses “a critical applied field that requires practical and technical experience”; thus, the model of the accelerated bachelor's degree is ideally suited to offer a pathway for students who seek classroom learning with opportunities for practical application, not only in courses such as a capstone but also in internship experiences which the program intends to develop with local partners including C3 Integrated Solutions, CLECO, Kinetix, Turner Teleco Alexandria, P&G,

Crest Industries, SameDayMed, and CSCI. Partners such as these were instrumental in helping craft the curriculum for the program and will play key roles in providing hands-on experiences for students and career pipelines for graduates. While the proposed program shares common features with LSUA’s BS in Computer Science and the BS in Cybersecurity, the subject matter is significantly different. That and the accelerated design make the AccB in Information Technology a distinctive—and distinctively valuable—degree. Graduates will be well prepared to seek positions at schools, libraries, healthcare providers, small businesses, regional and state government offices, and public institutions. While no specialized accreditation is required, during the first year of the program’s life, faculty intend to seek voluntary accreditation since the program will meet ABET standards for undergraduate-level information technology. Initial costs for this specialized accreditation are estimated at \$22,500 with an annual maintenance fee of \$825.

**1. Value:** Per Regents’ policy, this program meets the criteria of a Quality Credential of Value.

- a. **Workforce Demand and Job Opportunities:** The AccB in Information Technology “[addresses] critical workforce needs in the Information Technology field, a field essential for the implementation of technological interventions that enhance the efficacy of medical care.” According to the proposal, among those positions for which graduates will be well qualified are the following, suggesting the promise for degree completers to enjoy meaningful, lucrative careers in the state.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Computer and Information System Manager	5-star	2,046	2,322	7.4%	\$122,059
Information Security Analysts	5-star	476	609	28%	\$90,090

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** As noted above, the AccB in Information Technology prepares students to meet existing and anticipated employment demands throughout the state and nation. The program proposal offers evidence of an extensive history of support from a number of local partners including C3 Integrated Solutions, CLECO, Kinetix, Turner Teleco Alexandria, P&G, Crest Industries, SameDayMed, and CSCI.
- a. **Same or Similar In-State Programs:** There are undergraduate programs in this area throughout the state, and the enrollments in most are healthy; however, the AccB in Information Technology will be distinctive in offering students freedom of choice in both mode (hybrid or 100% online) and format (7-week or 15-week semesters). In addition, the accelerated design of the program will decrease a student’s time to completion, preparing them with the knowledge and skills they need to enter the IT field earlier than those who are completing traditional 4-year programs.
- b. **Student Enrollment and Completion:** Interest in the new program, based on student responses to surveys and admissions inquiries, bodes well for a robust enrollment from the very first year. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	70	85	100	115
TOTAL Estimated Program Graduates	5	8	12	15

2. **Resources:** Existing departmental faculty, facilities, and technology will provide most of the support the new degree upon implementation, but one new hire will be needed at \$85,000. In order to meet the likely salary demands for that individual, the program “plans to offer competitive salary packages, leverage industry partnerships to attract professionals transitioning to academia and provide mentorship and professional development.” Despite any faculty- and accreditation-related costs, the budget projections are healthy: by year three, expected revenue (\$2,598,450) will far outpace anticipated expenses (\$277,315).

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will help support the program.	One new faculty will be needed upon implementation.	\$85,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	No additional resources needed.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the first year.	No additional resources needed.	\$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 proposed program will initially be offered in two modes—hybrid and 100% online—and in two formats—7-week and 15-week semesters—making the program available to a wide variety of students, both locally and away, who have various needs and time commitments. Transfer agreements will be established with local community colleges, again expanding access for a large number of potential students.
  - **Affordability:** Student cost will be relatively low: students will not be required to purchase specialized equipment or technology; OER will be used; PLA will be available; and LSUA will provide information about opportunities for financial aid.
  - **Partnerships:** The proposed program has been developed in collaboration with a number of partners including C3 Integrated Solutions, CLECO, Kinetix, Turner Teleco Alexandria, P&G, Crest Industries, SameDayMed, and CSCI. Some of these will eventually offer students internship opportunities and graduates career pipelines out.
  - **Work-based Learning:** The program includes applied experiences through a capstone course in which students will work in teams with their peers to apply disciplinary knowledge to “solving real-

world technology issues.”

- **Other program attributes that contribute to closing the achievement gap among underserved populations:** The AccB in Information Technology should follow the trend at LSUA of underserved students enrolling in its programs and benefiting from multiple kinds of assistance: federal grants and loans; Work Study; and the many scholarship opportunities provided through the LSUA Foundation, including those designated for first-generation students. According to the proposal, at LSUA, “during fall 2025, 5,678 of 7,343 potentially eligible students...received some form of financial aid... [and] 3,309 of 7,343 potentially eligible students received Pell grant[s].”.

### **Staff Analysis**

The proposed Accelerated Bachelor’s degree in Information Technology will provide an attractive option for students who wish to pursue study in a growing field, and it will prepare them to enter quickly and successfully into a growing marketplace. Given state-level employment projections, many of the students who complete the degree are likely to remain in Louisiana, thereby contributing long-term to the state’s economy.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Accelerated Bachelor’s degree in Information Technology (CIP 11.0103) at Louisiana State University of Alexandria with a progress report on program implementation to be submitted as part of the institution’s 2026–2027 Academic Plan.**

## **AGENDA ITEM VI.B.**

### **Proposed Accelerated Bachelor's degree in Bioinformatics Louisiana State University of Alexandria**

#### **Background Information**

Louisiana State University of Alexandria requests Board of Regents' approval to offer an Accelerated Bachelor's degree in Bioinformatics. This is one of two such requests from LSUA, collectively the first of their kind in the state: an accelerated bachelor's degree is a 90-hour option intended for students who wish to gain mastery of disciplinary knowledge and core skills while moving quickly to degree completion and marketplace readiness. The proposal was developed at the campus level following consultation with Regents' senior staff, approved by the Louisiana State University Board of Supervisors, and submitted to Regents for consideration. The proposal was reviewed by CAOs throughout the state.

#### **Staff Summary**

Accelerated bachelor's degrees form one recent curricular innovation that is gaining traction nationwide. The Louisiana model requires the usual General Education sequence to be completed but allows for up to 12 hours of that work to be drawn from courses in the major as long as they align with the learning outcomes of the General Education core. By reducing the total number of degree hours to 90 and providing deep preparation in the field of study, an accelerated bachelor's degree supports student success by saving time and reducing cost while fully preparing graduates to enter the marketplace career-ready.

The AccB in Bioinformatics has been developed in response to what the proposal characterizes as “the growing demand for professionals who can analyze, manage, and interpret large-scale biological datasets.” The curriculum draws from multiple areas, including applied programming, quantitative reasoning, analytics, artificial intelligence, and core biological knowledge. Upon completion, students will be fully prepared for entry-level positions in a variety of fields such as biotechnology, health informatics, data analytics, genomic research, and machine learning. Many of the courses that comprise the curriculum are already offered as part of two existing degrees, the BS in Biology and the BS in Computer Science, so there will be few costs involved in the implementation of the degree. The AccB in Bioinformatics incorporates applied learning in a number of classes as well as an off-site internship so that students will leave the program as effective practitioners of the discipline. Further, the AccB in Bioinformatics will add to LSUA's growing portfolio of online offerings, thereby increasing access to students who are out of the region. No specialized accreditation is required to offer this program, although such accreditation may be sought at a later date.

The AccB in Bioinformatics will be offered in two delivery modes—hybrid and 100% online—and in two formats—7-week and 15-week sessions. This should appeal to a wide range of students including those completing high school, those transferring from two-year institutions, and returning students who are searching for an efficient pathway to a fulfilling career in areas such as hospital settings, clinical laboratories, diagnostic companies, and precision medicine. Such careers are available at the local, state, and national levels, although housing such an innovative program at LSUA will prove a wise investment since the area has a well-established history of offering programs in the health sciences and is positioned in a healthcare hub. Costs will be kept relatively low: students will not be required to purchase technology or specialized equipment; OER will be employed when possible, and prior learning assessment (PLA) credit will be available as will access to the usual sources of funding—TOPS, Pell, Federal Work Study, and scholarships provided by the LSUA Foundation including those reserved for first-generation students. Both in the program and after completion, students will find strong support in the region from industry partners who have established relationships with LSUA and who have shown enthusiasm for this innovation. If approved, the AccB in Bioinformatics will be the only such undergraduate program in the state.

1. **Value:** Per Regents’ policy, this program meets the criteria of a Quality Credential of Value.
- a. **Workforce Demand and Job Opportunities:** The AccB in Bioinformatics addresses a growing need in the state, not to mention the nation. According to the proposal, “employment in this emerging field is projected to grow significantly with estimates including a 23% increase by 2032. Among those positions for which graduates will be well qualified are the following, suggesting the promise for degree completers to enjoy meaningful, lucrative careers in the state.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Data Scientist	4	559	743	32.9%	\$68,730
Database Administrator	4	375	424	13.1%	\$103,601
Software Developer	5	2684	3327	23.9%	\$104,954

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** As noted above, the AccB in Bioinformatics prepares students to meet existing and anticipated employment demands throughout the state. The program proposal includes letters of support from Pennington Biomedical Research Center and lists several local partners and potential partners including institutions in health-related fields.
- a. **Same or Similar In-State Programs:** There are no undergraduate programs in this area in the state of Louisiana, and only one institution—LSU Health Sciences Center-New Orleans—offers graduate degrees in biostatistics.
- b. **Student Enrollment and Completion:** Interest in the new program, based on student responses to surveys and admissions inquiries as well as the healthy enrollments in the companion programs, the BS in Biology and the BS in computer Science, all bode well for a robust enrollment from the very first year. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	35	60	84	107
TOTAL Estimated Program Graduates	0	4	8	12

2. **Resources:** Existing departmental faculty, facilities, and technology will support the new degree upon implementation, but an additional hire will be needed in Year Three. Instructional costs more generally will be kept low since the curriculum will draw many courses from those already offered for the BS in Biology and the BS in Computer Science: of all courses in the program, only 18 hours will be new. It is important to note, though, that the AccB in Biostatistics is a unique and completely different degree from either of these, so while there is overlap, there is no duplication. Overall, the projected cost by the end of Year Three is just \$75,000, and the projected total revenue for Years 1–3 is \$968,050.

	Current	Needed	Additional Costs
Faculty	Initially, existing faculty will support the program.	Hiring of one non-tenure faculty in Year Three.	In year three, \$75,000

<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	No additional resources needed.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the first year.	No additional resources needed.	\$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 proposed program will initially be offered in two modes—hybrid and 100% online—and in two formats—7-week and 15-week semesters—making the program available to a wide variety of students, both locally and away, who have various needs and time commitments. Transfer agreements will be established with local community colleges including Central Louisiana Technical Community College (CLTCC), LSU of Eunice (LSUE), Baton Rouge Community College (BRCC), and Delgado Community College (DCC), thereby expanding access to a large number of potential students.
- **Affordability:** Student cost will be relatively low: students will not be required to purchase specialized equipment or technology; OER will be used; and LSUA will provide information about opportunities for financial aid.
- **Partnerships:** The proposed program has been enthusiastically received by a number of local and regional partners in health and health-care-related institutions.
- **Work-based Learning:** The program places a heavy emphasis on the application of disciplinary knowledge, and it includes a required off-site internship. Applied courses include: BIOL 4210, Genomics and Sequence Analysis; BIOL 3310, Biological Databases and Annotation; BIOL 4510, Phylogeny and Synteny; BIOL 3901, Internship in Biological Sciences; and BIOL 4901, Bioinformatics Capstone.
- **Other program attributes that contribute to closing the achievement gap among underserved populations:** The AccB in Bioinformatics should follow the trend at LSUA of underserved students enrolling in its programs and benefiting from multiple kinds of assistance: federal grants and loans; Work Study; and the many scholarship opportunities provided through the LSUA Foundation. According to the proposal, at LSUA, “during fall 2025, 5,678 of 7,343 potentially eligible students...received some form of financial aid... [and] 3,309 of 7,343 potentially eligible students received Pell grant[s].”.

**Staff Analysis**

The proposed Accelerated Bachelor’s degree in Bioinformatics will provide an attractive option for students who wish to pursue study in a growing field, and it will prepare them to enter successfully into a growing marketplace. Given state-level employment projections, students who complete the degree are likely to remain in Louisiana, thereby contributing long-term to the state’s economy.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Accelerated Bachelor's degree in Bioinformatics (CIP 26.1103) at Louisiana State University of Alexandria with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.**

## **AGENDA ITEM VII.**

### **Faculty Annual Review**

At the request of the Regents, staff in Academic Affairs and Innovation reached out through the four system-level Chief Academic Officers to inquire about the process and frequency for faculty annual review. That inquiry confirmed that all faculty at Louisiana's public institutions are reviewed each year based on their assigned portfolios. In this informational item Dr. Denley will provide details of the various levels of faculty review, and the structure of accountability that is in place surrounding those reviews.

### **STAFF RECOMMENDATION**

**This item is for informational purposes only. No action is required.**



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*4th Congressional District*

# Agenda

## Facilities and Property

Tuesday, March 24, 2026  
1:00 PM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1–100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Additions to Board of Regents FY 2026–27 Capital Outlay Budget Recommendation
  - A. LSU A&M: Alex Box Stadium Improvements
  - B. LSUA: Workforce Academic Center
- IV. Other Business
- V. Adjournment

Committee Members: David J. Aubrey, Chair; Collis B. Temple III, Vice Chair; Ted H. Glaser III; Phillip R. May; Darren G. Mire; Wilbert D. Pryor; Samer Shamieh; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Chris Herring, Associate Commissioner for Facilities Planning & Emergency Management

## **AGENDA ITEM III**

### **Additions to Board of Regents FY 2026–27 Capital Outlay Budget Recommendation:**

#### **A. Louisiana State University and A&M College (LSU) Alex Box Stadium Improvements**

The LSU Board of Supervisors (BOS) submitted two projects for inclusion in the Board of Regents (BOR) Fiscal Year 2026–27 Capital Outlay Budget Recommendation. The first project involves various upgrades to the Alex Box facility. Specifically, the project will build an addition to the batting cage facility at Alex Box Stadium and renovate existing spaces. The addition includes the construction of 11,500 square feet (SF) of space dedicated to new batting cages and a new 30,000 SF indoor practice facility. The practice facility will contain a full-size synthetic turf field. The existing batting cages will be renovated to create a new 8,000 SF pitching lab.

The final component of the project involves construction of a new alumni viewing deck in right center field of the stadium. The new viewing deck will provide additional seating opportunities and enhance the fan experience. The total cost of the project is estimated to be \$18M and will be funded with self-generated revenues. The project is scheduled to be complete for the 2028 college baseball season.

#### **B. Louisiana State University - Alexandria (LSUA) Workforce Academic Center**

The second project submitted by the LSU BOS for consideration involves a request from LSUA to construct a new Workforce Academic Center. LSUA's enrollment growth has created a critical need for additional instructional space, faculty and staff offices, and modern academic resources. To address this challenge, the institution is proposing the construction of a state-of-the-art two-story facility comprising approximately 46,600 SF with workforce development as its central mission. The facility is envisioned as a modern, multidisciplinary facility that will house instructional and collaborative spaces for high-demand academic programs aligned with central Louisiana's economic priorities. With all existing campus buildings operating at 100% capacity, this building will support LSUA's continued enrollment growth and programmatic expansion.

To demonstrate LSUA's commitment to the project, the university will provide \$2M in institutional funds to fully support the planning and development phase during year one of the capital outlay timeline, and no state funding will be requested for the initial phase. Should the \$2M be insufficient to cover design costs, LSUA is prepared to add additional funding. Upon completion of the planning effort, the institution will seek approximately \$21.3M in state funds to cover the cost of construction. The request for state funding will be submitted in a future capital outlay cycle. Any future BOR recommendation will consider the LSU BOS priority ranking for this project alongside other LSU System capital priorities.

## **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the addition of two capital outlay projects to the Board of Regents FY 2026–27 Capital Outlay Budget Recommendation submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University and A&M College and Louisiana State University - Alexandria, for the purpose of improvements to the Alex Box Stadium facility and construction of a new Workforce Academic Center, respectively.**



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STATE OF LOUISIANA

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# Agenda

## Research and Sponsored Initiatives

Tuesday, March 24, 2026  
1:10 PM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1-100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. FY 2025–26 Board of Regents Support Fund Award Recommendations
- IV. Other Business
- V. Adjournment

Committee Members: Dallas L. Hixson, Chair; Darren G. Mire, Vice Chair; Stephanie A. Finley; Ted H. Glaser III; Wilbert D. Pryor; K. Samer Shamieh  
Staff: Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives

**AGENDA ITEM III.**

**FY 2025–26 Board of Regents Support Fund Award Recommendations**

**SECTION A: INTRODUCTION**

**A.1 Constitutionally Prescribed Program Components**

The Constitution specifies that the Board of Regents Support Fund (BoRSF) may be used to support “any or all” of the following activities:

- a. The carefully defined research efforts at public and private universities in Louisiana;
- b. The endowment of chairs for eminent scholars;
- c. The enhancement of the quality of academic, research or agricultural departments or units within a university; and
- d. The recruitment of superior graduate students.

**A.2 FY 2025–26 Board of Regents Support Fund Plan and Budget**

**a. Projected Budget and Funds Available**

On December 11, 2024, the Board of Regents adopted the FY 2025–26 Plan and Budget for the BoRSF, which was approved by the Governor and the Legislature as part of Act 1 of the 2025 Regular Legislative Session. Following passage of Act 222 of the 2025 Regular Session, which proposes to repeal the Support Fund during FY26 following a vote on May 16, 2026, the Board of Regents adopted an adjusted Plan and Budget to adapt to this uncertainty. Based on Revenue Estimating Conference (REC) projections, the adjusted Plan and Budget allocated \$17,000,000 across Support Fund components.

<b>FY 2025–26 Support Fund Allocations by Program As Set Forth in the Board’s Adjusted Plan and Budget</b>	
Endowment of Chairs for Eminent Scholars	\$ 2,020,000
Research and Development	\$ 5,414,204
Enhancement of the Quality of Departments/Units	\$ 7,945,333
Recruitment of Superior Graduate Students	\$ 1,020,000
Board of Regents Administrative Expenses	\$ 590,722
<b>Total Funds Budgeted</b>	<b>\$16,990,259</b>

**b. Actual Funds Available**

Since approval of the FY 2025–26 BoRSF Plan and Budget in December 2024, the REC has issued multiple opinions relative to the amount of money projected to be available for higher education’s portion of the Support Fund. The most recent adopted estimate, released in December 2025, was \$17,500,000. This projection is higher than the budget amount in Act 1, indicating that sufficient funds will be available in the Support Fund to accommodate the budget as approved. Revenues received will, however, be affected by processes put in place by the Treasury to liquidate the Support Fund should the constitutional amendment enabling repeal receive a positive vote from the electorate in May 2026.

The recommendations below reflect the programmatic distribution of available funds across BoRSF components. All proposed awards require funding only from FY 2025–26.

## **SECTION B: ENDOWED CHAIRS FOR EMINENT SCHOLARS COMPONENT**

### **B.1 Competitive Endowed Chairs**

Fifteen (15) proposals were submitted from ten (10) institutions and deemed eligible for funding consideration this year under the Competitive subprogram. Twelve (12) proposals requested \$400,000, while two (2) proposals requested \$800,000 and one (1) requested \$1,200,000 from the Support Fund to endow new chairs or additional increments of existing chairs.

### **B.2 Restricted Bequest Endowed Chairs**

No requests for matching of restricted bequests were submitted in FY 2025–26.

### **B.3 Summary of the Endowed Chairs for Eminent Scholars Program**

The fifteen (15) Endowed Chairs proposals requested a total of \$7,600,000 in matching funds from the Support Fund. All disciplines were eligible to apply. A team of out-of-state consultants assessed and ranked the proposals using the guidelines and scoring rubric provided in the Board’s RFP and subprogram policy. See **Appendix A** for the rank-order list of FY 2025–26 Endowed Chairs recommended proposals.

It should be noted that the following stipulation in the Board’s Endowed Chairs policy is relevant to proposals submitted in the Competitive subprogram: “...When requests exceed funds available, the following limitations apply relative to the amount of money that will be awarded per campus under the competitive program: (a) each public campus will be limited to \$1.2 million per fiscal year; and (b) all LAICU institutions combined will be limited to a total of \$1.2 million per fiscal year.”

The \$2,020,000 projected in the FY 2025–26 Plan and Budget to be available in the Endowed Chairs for Eminent Scholars subprogram includes \$20,000 for consultants, with \$2,000,000 remaining for endowment match. This amount will enable funding for proposals ranked 1 through 4, with two proposals ranked fourth, in the Competitive subprogram.

## **STAFF RECOMMENDATION**

**Senior Staff recommends provision of Support Fund money at levels requested to complete the endowments for five proposals, ranked 1–4 in the Consultants’ Report (i.e., proposals 007EC, 005EC, 008EC, 015EC, and 012EC). (See Appendix A.)**

**SECTION C: ENHANCEMENT OF THE QUALITY OF DEPARTMENTS OR UNITS COMPONENT**

The \$7,945,333 figure cited in the FY 2025–26 Plan and Budget for Enhancement included the following distributions:

<b>Prior Commitments</b>	
Departmental Enhancement, including BoR/SREB	\$1,980,333
Federal Matching Grants	\$ 375,000
<b>New Awards</b>	
Federal Matching Grants	\$ 900,000
Endowed Two-Year Workforce Scholarships	\$2,010,000
Endowed Professorships	\$2,680,000
<b>TOTAL</b>	<b>\$7,945,333</b>

**C.1 Endowed Professorships (including First-Generation Undergraduate Scholarships)**

The BoRSF Endowed Professorships subprogram requires the submitting college or university to raise funds at prescribed levels from external sources, which are matched by Support Fund dollars to establish a permanently endowed professorship or first-generation scholarship. In FY 2025–26, institutions had the option to submit requests for endowed professorships, first-generation undergraduate scholarships, or both. The subprogram policy guarantees each eligible campus a total of two matching slots of any type. In November 2016, the Board of Regents approved a change in the match rate from \$40,000 for a \$60,000 non-state contribution to \$20,000 for an \$80,000 non-state contribution. Institutions were permitted to submit requests at the previous matching level through June 30, 2017, resulting in a large number of slots needing \$40,000 in match, along with new slots at the \$20,000 match rate submitted beginning in FY 2017–18. Additional provisions have been made to extend the 60%/40% match rate in certain circumstances, including for incremental donations to these programs for which the donor intended the campus to seek BoRSF match and began contributions prior to November 2, 2016 and for any campus with fewer than 15 BoRSF-matched Endowed Professorships and/or First-Generation Scholarships.

The FY 2025–26 Support Fund Plan and Budget allocates a total of \$2,680,000 to the Endowed Professorships subprogram. With all requests validated, the Board received by the February 28, 2026 deadline applications for 92 matching slots from nine institutions, requiring a combined total of \$2,640,000 in BoRSF matching funds. A complete list of applications submitted for matching consideration in FY 2025–26 appears in **Appendix B**.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of \$2,640,000 from the Support Fund for the Endowed Professorships subprogram, including First-Generation Undergraduate Scholarships, to match all new and prior-year requests at nine institutions. (See Appendix B.)**

## **C.2 Endowed Two-Year Student Workforce Scholarships**

The competitive Endowed Two-Year Student Workforce Scholarships subprogram provides scholarship opportunities for two-year institutions to prepare students for the Louisiana workforce in the following ways: (a) train students for immediate entrance into selected, high-demand, four- and five-star jobs, including positions in nursing and allied health; and/or (b) prepare students to become job-ready in STEM fields after completing degrees at four-year institutions. Non-state contributions are combined with BoRSF matching yield permanent endowments.

The FY 2025–26 Support Fund Plan and Budget allocates a total of \$2,010,000 to the Two-Year Student Workforce Scholarships subprogram, to be awarded on a competitive basis. With all requests validated, the Board has received applications for the matching of 34 proposals at six (6) institutions, requesting BoRSF funding of \$1,760,000. The list of submitted proposals appears in **Appendix C**.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of \$1,760,000 from the Support Fund to match thirty-four (34) applications submitted in FY 2025–26 under the Endowed Two-Year Workforce Scholarships subprogram. (See Appendix C.)**

## **SECTION D: RESEARCH AND DEVELOPMENT COMPONENT**

### **D.1 Continuation of Previously Funded Research and Development (R&D) Projects and Other Prior Commitments**

The \$5,414,204 cited in the FY 2025–26 Plan and Budget as being available for Research and Development (R&D) includes \$3,324,204 in prior commitments needed for Support Fund R&D awards approved in previous years, as well as approximately \$135,000 in consultants' costs for the FY 2025–26 R&D review process.

### **D.2 Recommended New Research Competitiveness Subprogram Projects**

The Research Competitiveness Subprogram (RCS) solicits proposals that strengthen the research foundations and competitiveness of Louisiana colleges and universities and help to promote long-term economic development. Eligible disciplines in RCS for FY 2025–26 include Biological Sciences, Chemistry, Computer and Information Sciences, Earth and Environmental Sciences, Engineering B (Industrial, Materials, Mechanical, etc.), and Health and Medical Sciences.

During winter 2025 and early 2026, subject-area and final panels comprised of out-of-state experts in the eligible disciplines reviewed, evaluated, and ranked RCS proposals according to the Board's RFP guidelines and evaluation criteria. The following table summarizes consultants' recommendations:

	<b>Number of Proposals Submitted</b>	<b>Total Funds Requested</b>	<b>Number of Proposals Recommended</b>	<b>Total Awards Recommended</b>
Research Competitiveness Subprogram	228	\$31,342,939	19	\$ 2,090,000

A rank-order list of Priority I recommended proposals appears in **Appendix D**.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of disbursement of \$2,090,000 estimated to be available in FY 2025–26 to fund the nineteen (19) Research Competitiveness Subprogram proposals selected. (See Appendix D.)**

**SECTION E: RECRUITMENT OF SUPERIOR GRADUATE STUDENTS COMPONENT**

**E.1 Endowed Superior Graduate Student Scholarships**

The Endowed Superior Graduate Student Scholarships subprogram matches non-state contributions of at least \$60,000 with \$40,000 from the BoRSF to create endowed scholarships that may be used in support of graduate and first-professional students as well as post-doctoral fellows. Higher levels of non-state contributions, in minimum increments of \$60,000, may be matched with additional \$40,000 contributions from the Support Fund. The initial corpus of the endowment must remain intact, while income above the corpus may be used to benefit the student recipient in the form of scholarships, fellowships, and/or experiential opportunities, including internships, externships, conference travel, and field work.

The following stipulation in the Board’s Endowed Superior Graduate Student Scholarships program policy is relevant to proposals submitted in this cycle: “...Louisiana State University and A&M College, due to its distinctive public flagship status, may receive a maximum of 50% of subprogram funds budgeted...; each submitting campus with a five-year average total graduate and first professional student enrollment of 1,000 or more may receive a maximum of 30% of subprogram funds...; and each submitting campus with a five-year average total graduate and first professional student enrollment of less than 1,000 or with post-doctoral fellow positions but no student enrollment may receive a maximum of 20%.”

The FY 2025–26 Support Fund Plan and Budget allocates a total of \$1,020,000 to the Endowed Superior Graduate Student Scholarships subprogram, including \$20,000 for competitive review, with the remaining \$1,000,000 to be awarded on a competitive basis. With all requests validated, the Board has received applications from five institutions for the matching of forty-five (45) scholarships, requesting BoRSF funds of \$4,320,000. A rank-order list of Priority I recommended proposals appears in **Appendix E**.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of \$1,000,000 from the Support Fund to match fourteen (14) applications, ranked 1–13, submitted in FY 2025–26 under the Endowed Superior Graduate Student Scholarships subprogram. (See Appendix E.)**

**SECTION F: CONTINGENCY PLAN FOR BUDGETARY SHORTFALL**

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the following contingency plan for a budgetary shortfall: should available Support Fund revenues not achieve the amount cited herein during FY 2025–26, any shortfall shall be accommodated through a proportionate reduction in the amounts allocated for proposals in the competitive program components.**

**SECTION G: INSTITUTIONAL SUCCESS RATES**

Success rates (the percentage of proposals funded based on the total number submitted) vary widely within BoRSF programs. In general, in FY 2025–26 the success rate in the single grant program was 8%. In competitive endowment programs, the overall success rate was 55%, with both programs receiving more proposals than could be supported with funds available with approximate rates of 32%. **Appendix F** contains a chart that summarizes – by institution and program – the number of proposals submitted to competitive Support Fund components, proposals recommended for funding, and funding recommended for all Priority I proposals during the FY 2025–26 BoRSF competitive cycle.

## **APPENDIX A**

**Board of Regents Support Fund Endowed Chairs for Eminent Scholars Program FY 2025–26 Review Cycle  
Priority I Proposals Recommended for Funding by Out-of-State Consultants**

**Competitive Subprogram**

<b>Rank</b>	<b>Proposal Number</b>	<b>Institution</b>	<b>Title of Chair</b>	<b>BoRSF Match Recommended</b>
1	007EC-26	Tulane University	Michael A. Fitts Presidential Chair in Environmental Informatics and Artificial Intelligence	\$400,000
2	005EC-26	South Louisiana Community College	LHC Group/Myers Family Foundation Endowed Chair in Nursing and Home Health	\$400,000
3	008EC-26	Tulane University Health Sciences Center	Drs. Philip and Cheryl Leone Presidential Chair in Medicine	\$400,000
4	015EC-26	University of Louisiana at Monroe	Sharon Griffith Turrentine Super Endowed Chair in VAPA	\$400,000
4	012EC-26	University of Louisiana at Lafayette	Valery, Ruby, and Georgie Coco/BORSF Endowed Chair in Education for Educational Innovation, Research, and Policy	\$400,000

Proposals Submitted:	15
Total Funds Requested:	\$7,600,000

## **APPENDIX B**

**BoRSF ENDOWED PROFESSORSHIPS/UNDERGRADUATE SCHOLARSHIPS MATCHING REQUESTS SUBMITTED FY 2025-26**

<b>Institution</b>	<b>BATON ROUGE COMMUNITY COLLEGE</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Our Lady of the Lake Endowed Professorship in Nursing and Allied Health I	1	P	New	1	\$60,000	\$40,000
	Our Lady of the Lake Endowed Professorship in Nursing and Allied Health II	1	P	New	2	\$60,000	\$40,000
<b>Totals</b>	<b>2</b>	<b>2</b>				<b>\$120,000</b>	<b>\$80,000</b>
<b>Institution</b>	<b>GRAMBLING STATE UNIVERSITY</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Joel L. Fletcher, Jr. and Ralph W.E. Jones, Sr. Scholarship	4	S	P/Y Request	1	\$320,000.00	\$80,000.00
	Modestine Gill Knighton and Beaver Bishop Knighton	4	S	P/Y Request	2	\$320,000.00	\$80,000.00
	Dr. Neari F. Warner Endowed Student Scholarship	2	S	P/Y Request	3	\$120,000.00	\$60,000.00
	AKA-HBCU Endowed Scholarship	2	S	P/Y Request	4	\$160,000.00	\$40,000.00
	Doug Williams Peyback Endowed Scholarship	2	S	P/Y Request	5	\$160,000.00	\$40,000.00
	Georgia Harris Endowed Memorial Student Scholarship	1	S	New	6	\$60,000.00	\$40,000.00
	Lonnie B. Smith Jr. Endowed Scholarship	1	S	P/Y Request	7	\$80,000.00	\$20,000.00
	Diageo North America, Inc. Endowed Scholarship Fund	1	S	P/Y Request	8	\$80,000.00	\$20,000.00
	Hunt Forest Products LLC Endowed Scholarship	1	S	P/Y Request	9	\$80,000.00	\$20,000.00
	Monroe/Ouachita Alumni Chapter Endowed Scholarship	1	S	New	10	\$80,000.00	\$20,000.00
	Rick Gallot Endowed Scholarship	1	S	P/Y Request	11	\$80,000.00	\$20,000.00
	The Duplantier Family Scholarship	1	S	New	12	\$80,000.00	\$20,000.00
	The Mouton Family Scholarship	1	S	New	13	\$80,000.00	\$20,000.00
	The Shade Room First Generation Endowed Scholarship	1	S	P/Y Request	14	\$80,000.00	\$20,000.00
<b>Totals</b>	<b>14</b>	<b>23</b>				<b>\$1,780,000</b>	<b>\$500,000</b>
<b>Institution</b>	<b>LOUISIANA STATE UNIVERSITY AND A&amp;M COLLEGE</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	E. J. Ourso Professorship in Consumer Behavior #3	6	P	P/Y Request	1-6	\$360,000	\$240,000
	E. J. Ourso Professorship in Marketing Strategy	7	P	P/Y Request	7-13	\$420,000	\$280,000
	E. J. Ourso Professorship in Information Systems & Decision Sciences #2b	4	P	P/Y Request	14-17	\$240,000	\$160,000
	E. J. Ourso Professorship in Information Systems & Decision Sciences #3	6	P	P/Y Request	18-23	\$360,000	\$240,000
	U.J. LeGrange Endowed Professorship in Accounting #11	1	P	P/Y Request	24	\$60,000	\$40,000
	Professional Ethics Professorship #5	1	P	P/Y Request	25	\$60,000	\$40,000
	Professional Ethics Professorship #6	1	P	P/Y Request	26	\$60,000	\$40,000
	Adele W. and Robert D. Anding Professorship #2	1	P	P/Y Request	27	\$60,000	\$40,000
	U.J. LeGrange Endowed Professorship in Accounting #12	1	P	P/Y Request	28	\$60,000	\$40,000
	Charles M. Smith Medical Physics Endowed Professorship #1	8	P	P/Y Request	29-36	\$480,000	\$320,000
	Dr. Bobby and Lori Kent Savoie Professorship in Mechanical and Industrial Engineering	3	P	P/Y Request	37-39	\$240,000	\$60,000
	Robey H. Clark Distinguished Professorship #4	1	P	P/Y Request	40	\$80,000	\$20,000
	Dr. Robert and Julia Simmons Professorship in Pathobiological Sciences	2	P	P/Y Request	41-42	\$160,000	\$40,000
	Callais and Woods College of the Coast and Environment Dean's Professorship #2	1	P	New	43	\$80,000	\$20,000
	Edward Beauregard Picou, Jr. Distinguished Professorship	1	P	New	44	\$80,000	\$20,000
<b>Totals</b>	<b>15</b>	<b>44</b>				<b>\$2,800,000</b>	<b>\$1,600,000</b>
<b>Institution</b>	<b>LOUISIANA TECH UNIVERSITY</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	D. Cameron and Marietta Mills Murchison Endowed Professorship	1	P	New	1	\$80,000	\$20,000
<b>Totals</b>	<b>1</b>	<b>1</b>				<b>\$80,000</b>	<b>\$20,000</b>

<b>Institution</b>	<b>SOUTHEASTERN LOUISIANA UNIVERSITY</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Dr. Brian R. O'Callaghan Endowed Professorship in Mathematics	1	P	New	1	\$80,000	\$20,000
<b>Totals</b>	<b>1</b>	<b>1</b>				<b>\$80,000</b>	<b>\$20,000</b>
<b>Institution</b>	<b>TULANE UNIVERSITY</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Cochran Family Professorship in Earth and Environmental Sciences Endowed Fund VI	1	P	New	1	\$80,000	\$20,000
	Joseph H. Boyer Professorship in Chemistry Endowed Fund V	1	P	New	2	\$80,000	\$20,000
<b>Totals</b>	<b>2</b>	<b>2</b>				<b>\$160,000</b>	<b>\$40,000</b>
<b>Institution</b>	<b>TULANE UNIVERSITY HEALTH SCIENCES CENTER</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Meyer J. Kern, MD Early Career Professorship in Ophthalmology Endowed Fund II	1	P	New	1	\$80,000	\$20,000
	Raoul P. Rodriguez, MD Professorship in Orthopaedics I	1	P	New	2	\$80,000	\$20,000
<b>Totals</b>	<b>2</b>	<b>2</b>				<b>\$160,000</b>	<b>\$40,000</b>
<b>Institution</b>	<b>UNIVERSITY OF LOUISIANA AT LAFAYETTE</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Flora Levy/BORSF Professorship in English II	1	P	New	1	\$80,000	\$20,000
	Thelma & Jamie Guilbeau/BORSF Professorship in History Instruction VI	1	P	New	2	\$80,000	\$20,000
	Thelma & Jamie Guilbeau/BORSF Professorship in History Instruction VII	1	P	New	3	\$80,000	\$20,000
<b>Totals</b>	<b>3</b>	<b>3</b>				<b>\$240,000</b>	<b>\$60,000</b>
<b>Institution</b>	<b>UNIVERSITY OF NEW ORLEANS</b>						
	<b>Name of Professorship</b>	<b>Slots</b>	<b>Type</b>	<b>P/Y Request</b>	<b>Priority</b>	<b>Donation</b>	<b>Match Sought</b>
	Twenty-First Century Endowed First-Generation Scholarship XXXVI	1	S	P/Y Request	1	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXVII	1	S	P/Y Request	2	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXVIII	1	S	P/Y Request	3	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXIX	1	S	P/Y Request	4	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXX	1	S	P/Y Request	5	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXI	1	S	P/Y Request	6	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXII	1	S	P/Y Request	7	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXIII	1	S	P/Y Request	8	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXIV	1	S	P/Y Request	9	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXV	1	S	P/Y Request	10	\$80,000	\$20,000
	Twenty-First Century Endowed First-Generation Scholarship XXXVI	1	S	P/Y Request	11	\$80,000	\$20,000
	The Bill and Joanne Chauvin Endowed First-Generation Scholarship	1	S	New	12	\$80,000	\$20,000
	The Philip J. Gunn & Jeanne M. Turner Endowed First-Generation Academic Scholarship #3	1	S	New	13	\$80,000	\$20,000
	Godfred & Isabel Singer Memorial Scholarship I in Sciences	1	S	New	14	\$80,000	\$20,000
<b>Totals</b>	<b>14</b>	<b>14</b>				<b>\$1,120,000</b>	<b>\$280,000</b>

TOTAL FIGURES FOR ENDOWED FIRST GENERATION SCHOLARSHIPS AND ENDOWED PROFESSORSHIPS REQUESTED FY 2019-2020	Endowed First Generation	Endowed Professorships (New)	Endowed Professorships (Previously Requested)	All Endowed First Generation Scholarships and Professorships
Count	28	13	13	54
Slots	37	13	42	92
Donations	\$ 2,900,000.00	\$ 1,000,000.00	\$ 2,640,000.00	\$ 6,540,000.00
Match Requested	\$ 780,000.00	\$ 300,000.00	\$ 1,560,000.00	\$ 2,640,000.00

## **APPENDIX C**

**BoRSF Endowed Two-Year Workforce Scholarships  
Proposals Recommended for Funding  
FY 2025-26**

<b>Proposal #</b>	<b>Campus</b>	<b>Scholarship Name</b>	<b>Match Requested</b>	<b>Funds Recommended</b>
001EWF-26	Baton Rouge Community College	Louisiana Charities Trust Endowed Scholarship, Chancellor Willie E. Smith, Sr. Endowed Healthcare Scholarship, Women's Hospital Endowed Scholarship in Nursing, Eugene J. Rutter, III Memorial Endowed Scholarship in Nursing, St. James Place Scholars: N	\$180,000	\$180,000
002EWF-26	Baton Rouge Community College	The Credit Bureau of Baton Rouge Foundation Endowed Scholarship	\$40,000	\$40,000
003EWF-26	Baton Rouge Community College	Allen and Jeannette Guillory Thomason Foundation Endowed Scholarship in Construction Crafts, Louisiana Construction Education Foundation Endowed Scholarship in Construction Pathway Training Program, BRCC Construction Craft Endowment for Two-Year Work	\$180,000	\$180,000
004EWF-26	Bossier Parish Community College	Citizens National Bank/John R. McConathy Endowed Workforce Scholarship in Business	\$80,000	\$80,000
005EWF-26	Bossier Parish Community College	Juanita Epps Endowed Workforce Scholarship in Accounting & Finance	\$20,000	\$20,000
006EWF-26	Bossier Parish Community College	Louisiana State Contractor's Licensing Board (LCLB) Endowed Workforce Scholarship in Construction Crafts	\$20,000	\$20,000
007EWF-26	Bossier Parish Community College	John & Joanna Magale Endowed Workforce Scholarship in Allied Health	\$60,000	\$60,000
008EWF-26	Bossier Parish Community College	Louisiana Healthcare Connections Endowed Workforce Scholarship in Allied Health	\$100,000	\$100,000
009EWF-26	Bossier Parish Community College	BPCC Foundation Endowed Workforce Scholarship in Business for Student Athletes	\$20,000	\$20,000
010EWF-26	Delgado Community College	Joseph A. Jaeger, Jr. Endowed Two-Year Student Workforce Scholarship in Construction Arts	\$15,000	\$10,000
011EWF-26	Delgado Community College	Barbara Ann Pitre Philipps '61 Charity Alumni Endowed Two-Year Student Workforce Scholarship in Nursing (SOC Code: 29-1141)	\$60,000	\$60,000
012EWF-26	Delgado Community College	Patricia Haggerty Horn '50 Charity Alumni Endowed Two-Year Student Workforce Scholarship in Nursing (SOC Code: 29-1141)	\$10,000	\$10,000
013EWF-26	Fletcher Technical Community College	BP Endowed Scholarship- STEM Transfer	\$10,000	\$10,000
014EWF-26	Fletcher Technical Community College	Thomason Family Endowed Workforce Scholarship in Construction Crafts- Air Conditioning & Refrigeration	\$20,000	\$20,000
015EWF-26	Fletcher Technical Community College	BP Endowed Scholarship - Energy Production Technologies	\$20,000	\$20,000
016EWF-26	Fletcher Technical Community College	Terrebonne General Health System- Practical Nursing (LPN)	\$50,000	\$50,000
017EWF-26	Fletcher Technical Community College	Terrebonne General Health System- AS Nursing (RN)	\$50,000	\$50,000
018EWF-26	Fletcher Technical Community College	Thomason Family Endowed Workforce Scholarship in Education- Care and Development of Young Children (CDYC)	\$100,000	\$100,000
019EWF-26	Northshore Technical Community College	Chris and Marianne King Endowed Scholarship in STEM Transfer	\$10,000	\$10,000
020EWF-26	Northshore Technical Community College	Thomason Family Endowed Scholarship in Construction Trades	\$80,000	\$80,000
021EWF-26	Northshore Technical Community College	Northshore Mustang Club and Banner Ford Endowed Scholarship in Automotive	\$20,000	\$20,000
022EWF-26	Northshore Technical Community College	Harold Vesper, Jr., Memorial Endowed Scholarship in Automotive	\$20,000	\$20,000
023EWF-26	Northshore Technical Community College	Virginia Weeks Endowed Scholarship in Registered Nursing	\$240,000	\$240,000
024EWF-26	Northshore Technical Community College	Sullivan Vocational Foundation and Construction Education Trust Fund Endowed Scholarship in Construction Trades	\$80,000	\$80,000

**BoRSF Endowed Two-Year Workforce Scholarships  
Proposals Recommended for Funding  
FY 2025-26**

029EWF-26	South Louisiana Community College	Charles A. Patout Memorial Endowed Scholarship	\$20,000	\$20,000
030EWF-26	South Louisiana Community College	Kevin V. Breaux Memorial Endowed Scholarship	\$20,000	\$20,000
031EWF-26	South Louisiana Community College	Dr. Bruce Payne Endowed Scholarship in Education	\$20,000	\$20,000
032EWF-26	South Louisiana Community College	Dr. Joseph Odess Prejean Endowed Scholarship in Education	\$20,000	\$20,000
033EWF-26	South Louisiana Community College	Ted James Broussard Memorial Endowed Scholarship in Education	\$20,000	\$20,000
034EWF-26	South Louisiana Community College	Allen and Jeannette Guillory Thomason Foundation Endowed Scholarship in Construction Industry	\$120,000	\$120,000
035EWF-26	South Louisiana Community College	Garrett Family Endowed Scholarship	\$10,000	\$10,000
036EWF-26	South Louisiana Community College	Roy L. Chip Wyble III Memorial Endowed Scholarship	\$10,000	\$10,000
037EWF-26	South Louisiana Community College	ExxonMobil Endowed Scholarship	\$20,000	\$20,000
038EWF-26	South Louisiana Community College	Pearl Mouton Latour Endowed Scholarship in Education	\$20,000	\$20,000
<b>TOTAL</b>			<b>\$1,765,000</b>	<b>\$1,760,000</b>

## **APPENDIX D**

**Board of Regents Support Fund Research Competitiveness Subprogram (RCS) FY 2025-26 Review Cycle  
Priority I Proposals Recommended for Funding by Out-of-State Consultants**

<b>Rank</b>	<b>Proposal #</b>	<b>PI Name</b>	<b>Project Title</b>	<b>Institution</b>	<b>Funds Recommended</b>	<b>Cumulative Funds Recommended</b>
BIOI-1	104A-26	Weinan Zhou	Role of Adipokines in Cholestatic Liver Diseases	Louisiana Tech University	\$125,000	\$125,000
BIOI-2	009A-26	Madison Flasco	The Impact of Potyvirus Infection on Phloem Translocation in Sweet Potatoes	LSU Agricultural Center	\$130,000	\$255,000
BIOI-3	087A-26	Stephanie Ander	MADV as a Non-Select Agent Model for EEEV Interactions with Heparan Sulfate	LSU Health Sciences Center - Shreveport	\$60,000	\$315,000
BIOII-1	219A-26	Santiago Claramunt	Genomic Drivers of Climate Adaptability and Evolutionary Diversification in Birds	University of New Orleans	\$125,000	\$440,000
BIOII-2	139A-26	Alex Gunderson	Investigating Lead (Pb) Mutagenesis in Somatic and Gametic Cells at the DNA Sequence Level in the Brown Anole Lizard Model	Tulane University	\$100,000	\$540,000
BIOII-3	061A-26	Sydney Moyo	Unravelling the Effects of Aquatic Subsidies on Terrestrial Consumers	Louisiana State University and A&M College	\$90,000	\$630,000
BIOII-4	015A-26	Erin McKinley	Building Nutrition Research Capacity in Louisiana through Consumer Insights on Functional Mushroom Supplements	LSU Agricultural Center	\$25,000	\$655,000
CHEM-1	080A-26	Clifton Wagner	Synthesis and Magnetic Characterization of Low-Coordinate Cobalt Dimers of Diazaarines to Investigate the Interaction of Spin Polarization with High Local Magnetic Anisotropy	Louisiana State University and A&M College	\$50,000	\$705,000
CHEM-2	121A-26	Adonay Sissay	Propagator Mixed with Machine Learning for the Time-Dependent Kohn-Sham Equations	Northwestern State University	\$31,766	\$736,766

**Board of Regents Support Fund Research Competitiveness Subprogram (RCS) FY 2025-26 Review Cycle  
Priority I Proposals Recommended for Funding by Out-of-State Consultants**

<b>Rank</b>	<b>Proposal #</b>	<b>PI Name</b>	<b>Project Title</b>	<b>Institution</b>	<b>Funds Recommended</b>	<b>Cumulative Funds Recommended</b>
CHEM-3	032A-26	Noemie Elgrishi	Targeting Enhanced Cost-Effectiveness and Selectivity of Molecular Sponges for PFAS Removal	Louisiana State University and A&M College	\$78,354	\$815,120
CHEM-4	124A-26	Prem Chanda	Boron Enediolates in the Stereoselective Alpha-Functionalization of Free Carboxylic Acids	Southeastern Louisiana University	\$75,000	\$890,120
CIS-1	033A-26	Tasnuva Farheen	Pulse-to-Circuit Security: Characterizing and Mitigating Crosstalk Attacks in Multi-Tenant Superconducting Quantum Hardware	Louisiana State University and A&M College	\$73,926	\$964,046
CIS-2	036A-26	Reza Ghaiumi Anaraky	AI-Powered Multi-Interface Career Support System for Older Adults in Louisiana	Louisiana State University and A&M College	\$183,668	\$1,147,714
EES-1	011A-26	Peng Fu	From 30 m to 3 m: Cross-Sensor Mapping of Coastal Wetland Aboveground Biomass Change and Its Drivers Using HLS and PlanetScope	LSU Agricultural Center	\$192,512	\$1,340,226
ENGB-1	065A-26	Zhihong Pang	Privacy-Aware Data-Driven Energy Management for Smart and Resilient Communities	Louisiana State University and A&M College	\$177,988	\$1,518,214
ENGB-2	079A-26	Georgios Veronis	Optimized Nanophotonic Platforms for High-Sensitivity Orientation Imaging of Single Molecules via Second Harmonic Generation	Louisiana State University and A&M College	\$143,613	\$1,661,827

**Board of Regents Support Fund Research Competitiveness Subprogram (RCS) FY 2025-26 Review Cycle  
Priority I Proposals Recommended for Funding by Out-of-State Consultants**

<b>Rank</b>	<b>Proposal #</b>	<b>PI Name</b>	<b>Project Title</b>	<b>Institution</b>	<b>Funds Recommended</b>	<b>Cumulative Funds Recommended</b>
ENGB-3	097A-26	Kevin Nixon	Investigating the Structure-Property-Performance Relationships in Bio-Derived Sulfonated Block Polymers for Proton Exchange Membrane Applications	Louisiana Tech University	\$68,173	\$1,730,000
HM-1	162A-26	Hua Lu	Development of c-di-GMP as an Anti-Metastatic Breast Cancer Therapy by Targeting the PSMD3-TBK1-NF-KB Signaling Axis	Tulane University Health Sciences Center	\$180,000	\$1,910,000
HM-2	164A-26	Maria Pereda Ginocchio	Phase 1 Trial of Ruxolitinib Added to Conditioning for Hapoidentical or Mismatched Unrelated Donor Transplantation in Relapsed or Refractory Idiopathic Severe Aplastic Anemia	Tulane University Health Sciences Center	\$180,000	\$2,090,000

<b>Number of Proposals Submitted</b>	<b>228</b>
<b>Total Money Requested</b>	<b>\$31,342,939</b>
<b>Number of Proposals Recommended</b>	<b>19</b>
<b>Total Money Recommended</b>	<b>\$2,090,000</b>

## **APPENDIX E**

**Board of Regents Support Fund Endowed Superior Graduate Student Scholarships FY 2025-26 Review Cycle  
Priority I Proposals Recommended by Out-of-State Consultants**

<b>Rank</b>	<b>Proposal #</b>	<b>Institution</b>	<b>Endowment Name</b>	<b>Match Recommended</b>	<b>Cumulative Funds Recommended</b>
1	020EGS-26	Louisiana State University and A & M College	Bill and Peggy Jenkins Scholarship	\$40,000	\$40,000
1	004EGS-26	Louisiana State University and A & M College	Riddick Scholarship #2	\$40,000	\$80,000
3	007EGS-26	Louisiana State University and A & M College	Robert R. and Melissa B. Rabalais Energy Law Endowed Scholarship #2	\$40,000	\$120,000
3	013EGS-26	Louisiana State University and A & M College	Thomas and Susan Shirley Superior Graduate Scholarship	\$80,000	\$200,000
5	036EGS-26	Louisiana State University Health Sciences Center - New Orleans	Drs. Linda Cao and Phuong Nguyen Opportunity Scholarship	\$80,000	\$280,000
6	003EGS-26	Louisiana State University and A & M College	Adah Proctor Sturgis Superior Graduate Student Scholarship in Chemistry and Biochemistry	\$120,000	\$400,000
7	035EGS-26	Louisiana State University Health Sciences Center - New Orleans	Class of 1973 Superior Graduate Scholarship	\$40,000	\$440,000
7	038EGS-26	Louisiana State University Health Sciences Center - New Orleans	Drs. William G. '64 and Hannelore H. '63 Giles Superior Graduate Scholarship	\$80,000	\$520,000
7	037EGS-26	Louisiana State University Health Sciences Center - New Orleans	Jesse & Kim E. Roberts, Jr., MD Superior Graduate Scholarship	\$40,000	\$560,000
7	040EGS-26	University of Louisiana at Lafayette	Marsha J. Kramer / BoRSF Endowed Superior Graduate Student Scholarship in Computer Science	\$120,000	\$680,000
11	043EGS-26	University of Louisiana at Monroe	The Thomas and Mayme P. Scott Endowed Superior Graduate Scholarship in Physical Therapy	\$80,000	\$760,000
12	039EGS-26	Northwestern State University	G. Stanley Lewis Endowed Superior Graduate Student Scholarship in Special Education	\$120,000	\$880,000
13	042EGS-26	University of Louisiana at Monroe	The Michael C. Echols Superior Graduate Scholarship Endowment	\$40,000	\$920,000
13	041EGS-26	University of Louisiana at Monroe	The Wells Family Super Superior Graduate Endowed Scholarship	\$80,000	\$1,000,000
<b>Proposals Submitted:</b>		<b>45</b>			
<b>Funds Requested:</b>		<b>\$4,320,000</b>			
<b>Funds Recommended:</b>		<b>\$1,000,000</b>			

## **APPENDIX F**

**BOARD OF REGENTS SUPPORT FUND  
COMPETITIVE\* PROGRAMS, BY COMPONENT  
SUMMARY OF PRIORITY I RECOMMENDATIONS, FY 2025-26**

Institution	Research Competitiveness			Competitive Endowments			Endowed Workforce Scholarships			ALL PRIORITY I RECOMMENDATIONS		
	Submitted	Rec.	Total \$ Rec.	Submitted	Rec.	Total \$ Rec.	Submitted	Rec.	Total \$ Rec.	Submitted	Rec.	Total \$ Rec.
BRCC							3	3	\$400,000	3	3	\$400,000
BPCC							6	6	\$300,000	6	6	\$300,000
Centenary	1	0	\$0							1	0	\$0
Central Louisiana												
Delgado							3	3	\$80,000	3	3	\$80,000
Dillard	1	0	\$0							1	0	\$0
Fletcher							6	6	\$250,000	6	6	\$250,000
FMOLU												
Grambling	2	0	\$0							2	0	\$0
Louisiana Christian U												
LCTCS												
Louisiana Delta												
LSU - Ag Center	16	3	\$347,512							16	3	\$347,512
LSU - Alexandria												
LSU and A&M	63	7	\$797,549	35	5	\$480,000				98	12	\$1,277,549
LSU - Eunice												
LSU - Pennington												
LSU - Shreveport												
LSUHSC-NO	3	0	\$0	5	4	\$280,000				8	4	\$280,000
LSUHSC-S	2	1	\$60,000							2	1	\$60,000
Louisiana Tech	16	2	\$193,173	1	0	\$0				17	2	\$193,173
Loyola												
LUMCON	1	0	\$0							1	0	\$0
McNeese	8	0	\$0							8	0	\$0
Nicholls	6	0	\$0							6	0	\$0
Northshore							6	6	\$450,000	6	6	\$450,000
Northwestern	3	1	\$31,766	2	1	\$40,000				5	2	\$71,766
Nunez												
River Parishes												
St. Joseph Seminary												
South Louisiana				1	1	\$400,000	10	10	\$280,000	11	11	\$680,000
SELU	5	1	\$75,000	1	0	\$0				6	1	\$75,000
Southern and A&M												
SUNO	3	0	\$0							3	0	\$0
SU Shreveport												
SOWELA												
Tulane	22	1	\$100,000	1	1	\$400,000				23	2	\$500,000
TUHSC	20	2	\$360,000	1	1	\$400,000				21	3	\$760,000
UHC												
UL - Lafayette	36	0	\$0	5	2	\$440,000				41	2	\$440,000
UL - Monroe	5	0	\$0	8	4	\$560,000				13	4	\$560,000
UNO	14	1	\$125,000							14	1	\$125,000
Xavier	1	0	\$0							1	0	\$0
<b>TOTALS</b>	<b>228</b>	<b>19</b>	<b>\$2,090,000</b>	<b>60</b>	<b>19</b>	<b>\$3,000,000</b>	<b>34</b>	<b>34</b>	<b>\$1,760,000</b>	<b>322</b>	<b>72</b>	<b>\$6,850,000</b>

\*\* Table represents competitive program recommendations only; does not include Endowed Professorships and First-Generation Endowed Undergraduate Scholarships



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# Agenda

## Statewide Programs

Tuesday, March 24, 2026  
1:20 PM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1–100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. TOPS Home Study Exceptions – TOPS statutory provision that requires students to begin a home study program no later than the conclusion of the tenth-grade year
  - B. TOPS Exceptions – TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year
- IV. Statewide Programs Spotlight: Louisiana Universities Marine Consortium (LUMCON)
- V. Other Business
- VI. Adjournment

Committee Members: Christy Oliver Reeves, Chair; Wilbert Pryor, Vice Chair; Ted H. Glaser III; Phillip R. May, Jr.; Terri P. Sterling; Devesh Sarda (Student Member)  
Staff: Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives

## **AGENDA ITEM III.A.**

### **Consent Agenda: TOPS Home Study Exceptions**

Requests for exception to the TOPS statutory provision that requires students to begin a home study program no later than the conclusion of the tenth-grade year

#### **BACKGROUND**

The TOPS statute requires that a student begin a home study program no later than the conclusion of the tenth-grade year. Act 95 of the 2021 Regular Session of the Louisiana Legislature implemented a provision which allows the administering agency to grant exceptions to this requirement when a student provides documentation that the transfer to a home study program later than the statutorily provided timeframe was beyond the student's control.

Four requests for exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting of February 10, 2026. The students have presented facts and documentation that they believe justify the granting of an exception as an exceptional circumstance.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends approval of the requests for exception to the deadline to begin a home study program no later than the conclusion of the tenth-grade year.**

## **AGENDA ITEM III.B.**

### **Consent Agenda: TOPS Exceptions**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year

#### **BACKGROUND**

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

Fourteen requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on February 10, 2026. The students have presented facts and circumstances that they believe justify the granting of an exception as an exceptional circumstance.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends approval of the requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.**

## **AGENDA ITEM IV.**

### **Statewide Programs Spotlight: Louisiana Universities Marine Consortium (LUMCON)**

#### **BACKGROUND**

LUMCON was established in statute in 1979 (R.S. 17:3451) as a consortium “with the primary function of conducting research and promoting education in the marine sciences and marine technology, particularly where related to coastal resources and the impact of energy related industries on these energy related industries”. From its foundation, LUMCON has acted as a consortium of higher education institutions, operating from its “campus,” as required in statute, at the DeFelice Marine Center in Cocodrie as the hub and facilitator of a group currently including more than 40 partners at every educational level, from technical to doctoral studies (including members of the Louisiana State University System, University of Louisiana System, Southern University System, Louisiana Community and Technical College System, and Louisiana Association of Independent Colleges and Universities). Act 314 of 2016 moved LUMCON under the governance of the Board of Regents and maintained LUMCON’s existing Science and Education Advisory Council comprised of consortium campus members assisting in establishing strategic directions and in determining activities.

LUMCON undertakes a strategic planning process every five years. The current strategic plan, now in its second year of implementation, established high-level goals aligned with the mission, vision, and structure of LUMCON as well as a detailed action plan. Strategies and implementation were developed in collaboration with LUMCON’s consortium members and other stakeholders across the state. This process, already yielding significant progress, ensures that LUMCON pursues the broad priorities and concerns of the full consortium, as well as those of the core leadership. Additional details are provided in LUMCON’s 2025 annual report, attached.

#### **STAFF RECOMMENDATION**

**This item is for information only; no action is required.**

# LOUISIANA UNIVERSITIES MARINE CONSORTIUM



## ANNUAL REPORT FISCAL YEAR 2025



CONNECT | ENRICH | TRANSFORM



# A MESSAGE FROM OUR EXECUTIVE DIRECTOR

Fiscal year 2024–2025 was a year for both looking back into LUMCON’s past and ahead into an exciting future. Since her first voyage in 1985, the *R/V Pelican*, depicted on the cover of this report, has served as the flagship of our state’s marine research fleet—becoming the most heavily used vessel of her size in the U.S. Academic Research Fleet and earning her reputation as the “Workhorse of the Gulf.” Since her christening in February 1985 and first research cruise in June of that year, the *RV Pelican* has been at sea almost 7400 days (over 180 days each year). While we celebrate all of her contributions, we are equally excited that the contract to construct its replacement, the *RV Pelican II*, was

awarded to Thomas-Sea Marine Constructors, LLC in May with an anticipated completion in summer 2027. The design for the Marine Operations Center that will be built next to the recently completed boat slip and bulkhead project on the Houma Maritime Campus was completed in FY25, with an estimated bid date for the project of November 2025. This further expansion of our vessel capabilities and the Maritime campus we share with Fletcher Technical Community College in the middle of maritime industrial complex is a reason for excitement about the future.

This fiscal year did test the resilience of our facilities, teams, and our community with the passing of Hurricane Francine in September which brought over 8 feet of water into the parking lot and lower level of the Marine Center in Cocodrie. The storm brought significant challenges, but our staff responded with dedication and efficiency, ensuring continuity of operations and reaffirming our commitment to coastal communities. The continued improvements to the facility have increased our resilience to flooding events.

The past year saw significant growth and progress for LUMCON as we strengthened our research capacity, expanded educational offerings, and deepened our engagement in our community, across the state, and beyond. LUMCON saw its faculty grow with the hiring of Dr. Zhengchen (John) Zang, who began his appointment at the Maritime Campus in February, and Dr. Ken Krauss, who joined us as our new Associate Director of Science at the Marine Center in April. Their expertise supports our growing research enterprise and advances our long-term vision for coastal and marine science excellence which achieved milestone productivity this year as described below. FY25 also saw levels of usage and engagement in research, education and outreach programs, and vessel operations not seen since before the pandemic if ever before. This usage and engagement will only increase in the future with our ongoing investment in equipment and facilities to support researchers, students, and visiting groups. We also made important strides in expanding our footprint and community connections. We hosted our first Meet the Fleet Open House at the Blue Works facility in Houma, and our E&O team launched several new programs at Blue Works, broadening access to coastal science learning. In March 2025, we held the third annual State of the LUMCON Consortium (SoLC) meeting at Blue Works which continued progress on developing opportunities for collaboration and continued partnerships moving forward.

As we look ahead, LUMCON remains committed to advancing scientific discovery, expanding education and outreach, and strengthening the partnerships that position Louisiana as a leader in coastal and marine science innovation, collaboration and community action. We look forward to building on this year’s momentum in the year to come.

A handwritten signature in blue ink that reads "B. Roberts".

**DR. BRIAN ROBERTS, PH.D.**

EXECUTIVE DIRECTOR AND CHIEF SCIENTIST



# CONSORTIUM

LUMCON takes great pride in being a consortium of all of the higher education institutions in Louisiana. Our strategic plan consortium goal is to ensure that Louisiana assumes leadership of coastal and marine science for the nation by leveraging the collective strengths of all of its members and partners to optimize our shared competitiveness at regional, national and global scales. We aim to provide an open and collaborative structure that maximizes opportunities for members to engage with each other and LUMCON’s core staff, facilities and services to meet the needs of Louisiana.

One of LUMCON’s primary goals throughout FY25 was to continue to engage and strengthen collaborations with and throughout the consortium. In March, we held the third annual State of the LUMCON Consortium (SoLC) in-person meeting at the Blue Works facility on the Houma Maritime Campus. This productive meeting brought together representatives from over 25 consortium member institutions to discuss shared priorities and identify new opportunities for collaborative growth. A highlight of this year’s meeting was the introduction of new collaborative request for proposals funded by the Joe W and Dorothy Dorsett Brown Foundation. The RFP was co-developed by LUMCON and the Brown Foundation to address “Louisiana Coastal and Marine Challenges and Solutions for Early Career Faculty at LUMCON institutions”. The new opportunity is designed to support pre-tenured faculty across the consortium with a winning award of \$150,000 and 3 additional finalist pilot awards of \$15,000 after finalist presentations to the Brown Foundation Board and LUMCON staff in fall 2025. Members also advanced plans for an online field station database housed on the new “Consortium” webpages of the LUMCON website—an interactive map highlighting field sites, facilities, and natural study areas statewide—to improve transparency and access to shared resources. Other topics discussed were the composition of a LUMCON Council to help inform LUMCON leadership and prioritize needs across the consortium ahead of meetings and additional opportunities for engagement (e.g. fall virtual SoLC meetings). LUMCON remains committed to supporting these initiatives and strengthening the network of institutions working together to advance coastal and marine science across Louisiana.

**496**

Scientific usage days by consortium partners

**15**

Consortium graduate students mentored

**1,857**

Faculty hours spent mentoring consortium students



LUMCON is committed to working with our consortium members to create and maintain an academic pipeline to meet the maritime workforce needs of Louisiana and the region. We continue to offer accessible, low-cost, high-quality and relevant opportunities in coastal/marine science and other STEM disciplines for Louisiana students of all ages. This pre-K to gray pipeline is fueled through the continued success of our high school residential camps (LUMCON’s Estuarine Awareness and Discovery (LEAD) Camp and Field Marine Science (FMS) Camp) and our various teacher professional development workshops at the Marine Center in Cocodrie, all of which had successful programs in FY25. Additionally, we were able to expand our offerings through non-residential programs at the Blue Works facility at the Maritime Campus in Houma in FY25 (see Education and Outreach section below). LUMCON’s E&O programs continue to play integral roles in workforce development for several large collaborative projects led by consortium partners. The NAS Gulf Research Program’s MissDelta project is co-led by **Louisiana State University** and **Tulane University** and includes collaborations with **Southern University at Baton Rouge**, **Xavier University of New Orleans**, **Grambling State University**, **Dillard University**, **University of Louisiana at Lafayette**, and The Water Institute as well as 5 out-of-state institutions. Dr. Roberts is on the Workforce Development Team for the NSF Engines (Future Use of Energy in Louisiana (FUEL)) project led by **Louisiana State University** (including ~50 partners across the state) which has a goal to support energy transition and decarbonization through technology and talent development across Louisiana.

LUMCON had a very productive year of engagement with undergraduate and graduate students within and outside the consortium through teaching, mentorship, providing research opportunities, and hands-on training. Consortium students worked alongside our faculty and staff through fieldwork, lab training, workshops, and vessel operations, benefiting from direct access to LUMCON’s facilities, equipment, and expertise. In the summer of 2025, we hosted our 4th STEM Prep program (<https://lumcon.edu/stem-prep/>) cohort which consisted of five students (one each from **Loyola University** and **LSU-Shreveport** and three from **Nicholls State University**). Summer 2025 also saw LUMCON host its 15<sup>th</sup> cohort of our NSF-funded Research Experiences for Undergraduates program which included eight interns from around the country including a student from **Southern University at Baton Rouge** and one from **University of Louisiana at Lafayette** as well as student that resides in New Orleans. Enrollment in LUMCON semester courses was again high with a total of 46 students enrolled in either Oceans and Society in fall 2024 (16) or Changing Coastal Oceans in spring 2025 (30) with students from **University of Louisiana at Lafayette**, **University of New Orleans** and **Northwestern State University** participating. LUMCON hosted 1294 K-12 students from 22 parishes and almost 200 university students from 13 LA institutions on field trips in FY25 (see Education and Outreach section below).



LUMCON faculty continued to excel at establishing collaborative research programs with many of our consortium members. LUMCON faculty had a total of 16 funded research grants which either continued (13) or began (3) in FY25 that included collaborations with scientists from consortium member institutions (**Baton Rouge Community College, Louisiana State University, LSU Ag Center, University of Louisiana Lafayette, University of New Orleans, Nicholls State University, and/or Tulane University**--not including all of the institutions participating in the MissDelta and NSF Engines (FUEL) projects). LUMCON faculty published a total of 17 peer-reviewed publications in FY25 that included co-authors from consortium member institutions (**University of Louisiana Lafayette, Louisiana State University, LSU Ag Center, Nicholls State University, Tulane University, and/or University of New Orleans**). Additionally, LUMCON faculty collaborated on numerous unfunded and/or pilot research projects and on the development of proposals with collaborators from these same institutions as well as other institutions within the consortium.

During FY25, LUMCON Faculty served as primary advisor and/or on the graduate committees for 8 MS and 18 PhD students with 15 of the graduate students at consortium institutions (**Louisiana State University, LSU Ag Center, LSU-Shreveport, University of Louisiana at Lafayette, University of New Orleans, Nicholls State University, Southern University, and Tulane University**) Graduate students from **Nicholls State University, Tulane University, Louisiana State University, LSU Ag Center, University of New Orleans, and University of Louisiana Lafayette** all conducted research on LUMCON's DeFelice Marine Center grounds and/or used it as a base of operations for conducting their research for a total of 496 person days in FY25.

17

Publications with consortium co-authors

13

Continuing research grants with consortium co-PIs

3

New research grants with consortium co-PIs

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# INSTITUTION

LUMCON's institutional goal continues to be positioning itself as a hub for coastal and marine science research, education, and community engagement at local, state, regional, and national levels. During FY 2025, LUMCON made strong progress toward this vision by expanding partnerships and strengthening collaborations at all levels. This included continued work with native communities, nonprofits, and local governments on environmental monitoring, resilience planning, and community-focused projects. LUMCON is collaborating with several native communities on a variety of projects including working with the the Pointe-au-Chien Indian Tribe (PACIT), LA Sea Grant and the Gulf Coastal Ocean Observing System (GCOOS) on an expansion of our environmental monitoring program with new stations that benefit the community and serving on the external advisory committee for a NASEM GRP project led by LA Sea Grant to evaluate the potential for living shoreline projects to benefit the community, working with the United Houma Nation in support of their climate resilience grant and providing spaces for meetings, and the Grand Caillou/Dulac band of Biloxi Chitimacha Choctaw on the design of recycled oyster shell reef to be installed at the Marine Center in FY26. LUMCON continues to collaborate with the the Tulane ByWater Institute, Greater New Orleans Foundation, Greater New Orleans Inc, the City of New Orleans Office of Resilience and Sustainability, the University of New Orleans Center for Hazards Assessment, Response & Technology (UNO-CHART), and Waggoner & Ball Architects on urban water policy and planning. Relatedly, LUMCON has been an active participant in the National Academies of Science Gulf Research Programs Adaptive Capacities for Transformation (ACT) Initiative efforts in New Orleans throughout FY25. At the state level, LUMCON continues to collaborate with the Coastal Protection and Restoration Authority (CPRA) on several projects including the designation of the Atchafalaya NERR, participating in CAT and regional working groups for the Coastal Master Plan, participating in the Atchafalaya Master Plan Coastal Engagement Group, participating in the Gulf Coast Carbon working group, and the contribution to numerous research projects. LUMCON continues to partner with the The Water Institute, the Greater Lafourche Port Commission, and others on the Partnership for our Working Coast (POWC) which held its first RFP in FY25). Finally, LUMCON staff continue to hold numerous advisory panel and board posts at organizations ranging from local, state, national, and international levels.



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During FY25, LUMCON relaunched our LUMCON Synthesis Center (<https://lumcon.edu/marine-synthesis-center/>) for addressing challenges, opportunities, and solutions in coastal and marine science, conservation, management, education and outreach, and community initiatives and to provide opportunities for collaborative initiatives amongst our consortium member institutions. LUMCON hosted a multi-day meeting of the NSF-funded Saltwater Intrusion and Sea-Level Rise (SWISLR) Research Coordination Network (RCN) in May as part of this reboot. The Blue Works facility on the Houma Maritime Campus is central to our role as a collaborative hub, providing space for partners, students, and community groups to gather and engage in coastal science in a location not quite as remote as the Marine Center in Cocodrie. This facility has already become a desired location for meetings and events in the region holding dozens of part-day to multi-day events in FY 25. These efforts continue to expand LUMCON’s visibility and capacity to serve as a statewide resource for research, education, workforce development, and public engagement.

The overall usage of LUMCON has continued to increase coinciding with the growth experienced over the past several years. Scientific usage of LUMCON facilities (886 person days) was the highest since we began charting the statistic prior to the pandemic. Similarly, our E&O programs reached over 2900 learners which was the highest numbers in the last 7 years. The total revenue generated by the cafeteria, residential areas, and marine education was the highest (~\$240K) we have recorded to date. The science staff published its highest number of peer-reviewed publications (40) in a single year in FY25. Vessel operations saw the highest number of operation days for both the *RV Pelican* and *RV Point Sur* in several years. More details on each of these can be found in later sections of this report.

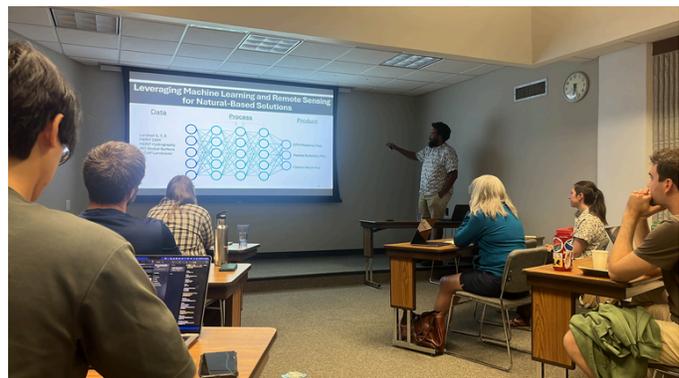
In summary, FY25 saw tremendous gains in meeting LUMCON’s Institutional Goals as it continues to grow as a hub for coastal and marine science, research, education and community engagement. Perhaps even more encouraging is the positive trajectory LUMCON is on in all of these areas as we move into FY26 and beyond.

**886**

Scientific usage  
person-days

**\$240K**

Cafeteria, residential area, and  
Marine E&O revenue



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# LUMCON'S MEET THE FLEET AT THE HOUMA MARITIME CAMPUS

On Saturday, May 3, LUMCON hosted its first Meet the Fleet event at the Houma Maritime Campus, welcoming hundreds of community members, students, educators, and partners to explore the vessels, technology, and scientific work that drive Louisiana's coastal and marine research activities.

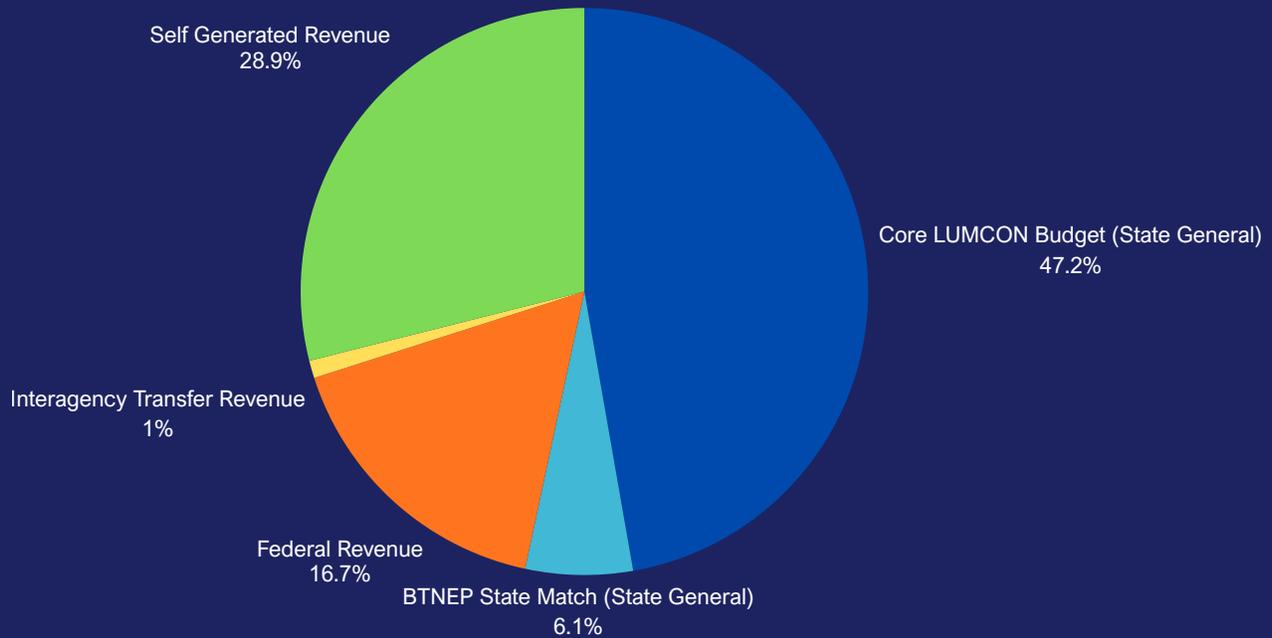
This year's event featured hands-on demonstrations led by LUMCON scientists and staff, including remotely operated vehicle (ROV) displays, interactive oceanography labs, and vessel tours aboard LUMCON's RV *Pelican* and RV *Acadiana*. A highlight for many families was the youth Knowledge Quest, which encouraged kids of all ages to engage directly with booths and learn more about marine science and innovation.

LUMCON was proud to collaborate with consortium members and local partners, including Fletcher Technical Community College, Nicholls State University, Universities of Louisiana Maritime Academy, the Barataria-Terrebonne National Estuary Program (BTNEP), and Bayou STEM to showcase career paths in marine operations, restoration, and coastal stewardship. These efforts reflect LUMCON's continued commitment to education, workforce development, and public engagement aligned with Louisiana's strategic priorities.



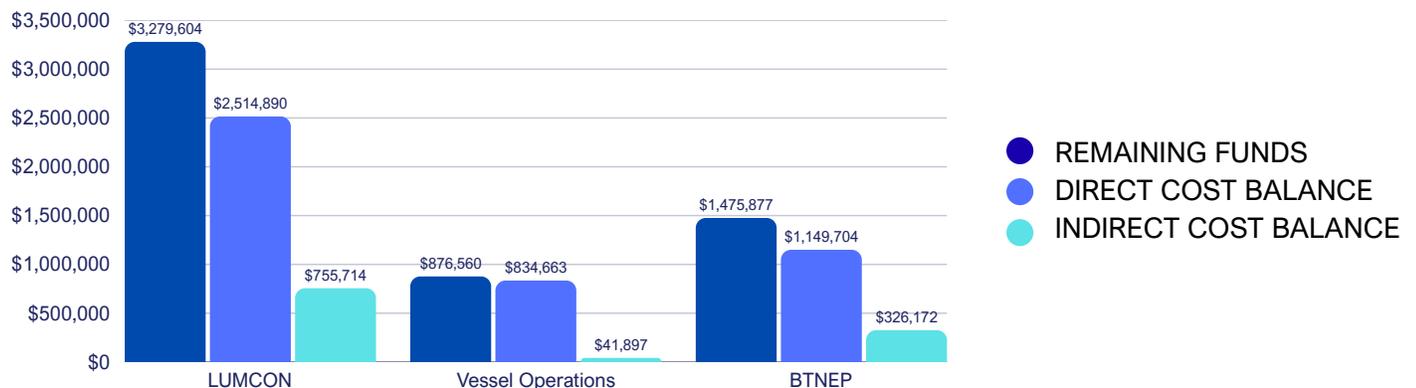
# FINANCE AND DEVELOPMENT

## LUMCON FY 2025 REVENUE



LUMCON’s total revenue in FY25 (\$13.9M) was slightly lower than in FY24 (\$15.6M). This difference was largely due to one-time funds received during FY24 (\$1M) that were not repeated in 2025 and a slight reduction in the core LUMCON budget allocated through state general funds (~\$400K). The decrease in federal revenue in FY25 was largely offset by an increase in self-generated revenue. It is anticipated that federal revenue will increase in FY26 as several continuing and new projects are anticipated to reach peak activity of the efforts (see below).

### Current Grant Status



Note: Most of vessel operations revenue is the result of invoicing (self-generated funds) and not grants.

# RESEARCH AND SCIENCE

Faculty research, collaboration, and educational commitment reached a pivotal point this year reaching ten faculty-led laboratories for the first time in LUMCON's history, each maintaining a specific focus on coastal and marine ecosystems of Louisiana and the Gulf region. LUMCON faculty participated in 25 continuing and 10 new research grants during FY25 (Appendix A). Research activities resulted in 40 new scientific publications during the fiscal year (Appendix B), equating to a significant increase from previous years as new capabilities were added. The faculty also gave 26 invited seminars / presentations / panels, more than 40 contributed presentations at conferences, organized seven special symposia at national and international scientific meetings, and contributed to the development and teaching of three college courses during the year. LUMCON Faculty served as primary advisor and/or on the graduate committees for 8 MS and 18 PhD students with 15 of the graduate students at consortium institutions (LSU-BR, LSU Ag Center, LSU-Shreveport, UL-Lafayette, University of New Orleans, Nicholls State University, Southern University, and Tulane University). Faculty also provided mentorship to a total of 26 undergraduate students through the REU (15) and STEM Prep programs (11) in FY25 with 14 based at consortium institutions. LUMCON's faculty have been cited over 26,000 times in the scientific literature, emphasizing their continued presence in scientific advancement and understanding of coastal and marine ecosystems.

## MEET LUMCON'S RESEARCH LABORATORIES

Dr. Stephanie K. Archer  
Benthic Ecology Lab

Dr. Marshall W. Bowles  
Geomicrobiology Lab

Dr. Brianne Du Clos  
Biodiversity Lab

Dr. Kevin T. Du Clos  
Ocean Biofluids Lab

Dr. Alex S. Kolker  
Coastal Geosciences Lab

Dr. Ken W. Krauss  
Wetland Eco-physiology Lab

Dr. Guillaume Rieucou  
Coastal Behavioral Ecology Lab

Dr. Havalend E. Steinmuller  
Coastal Biogeochemistry Lab

Dr. Brian J. Roberts  
Ecosystem Ecology and Biogeochemistry Lab

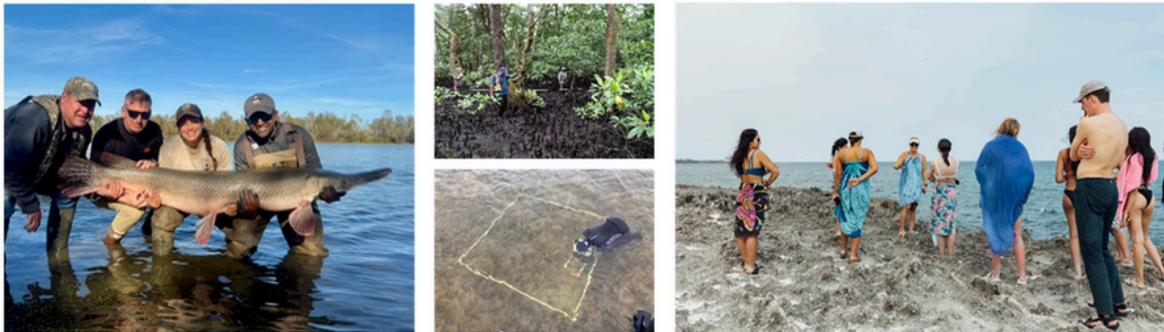
Dr. Zhengchen (John) Zang  
Coupled Ocean Modeling Lab

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## NEW FACULTY

Dr. Zhengchen (John) Zang joined the LUMCON faculty as an Assistant Professor in February 2025 and established his Coupled Ocean Modeling Laboratory at LUMCON's Blue Works facility on the Maritime Campus in Houma. Dr. Zang earned a BS in earth information sciences and technology and MS in marine geology from Ocean University of China in Qingdao, and a PhD in Oceanography from Louisiana State University. Dr. Zang also served as a post-doctoral research scientist at Woods Hole Oceanographic Institution (2020-2022) and Assistant Professor-Research within LSU's Ocean Modeling Group (2023-2025) before moving to LUMCON.

Dr. Ken Krauss joined the LUMCON faculty in April 2025 as Professor and Associate Director of Science with his laboratory and office located at the DeFelice Marine Center in Cocodrie. Dr. Krauss retired early from the U.S. Geological Survey after 28 years as a supervisory senior scientist with wetland research projects in nine countries, including territories of the US and France. Dr. Krauss serves as the Head-of-Faculty, maintaining a research focus on coastal forested wetlands and scaling physiological processes associated with water and carbon.



## BRIEF HIGHLIGHTS OF THE RESEARCH ACTIVITIES OF LUMCON'S SCIENTISTS

**Dr. Stephanie Archer** published eight journal articles this year, co-taught LUMCON's *Changing Coastal Oceans* course and led a *Caribbean Marine Ecology* course in the Bahamas. Her lab continued its focus on stressors in seagrass beds including a new project starting in Florida Bay, biodiversity on oyster and artificial reefs in Louisiana's estuaries, and the ecology and heavy metal uptake of freshwater sponges.

**Dr. Marshall Bowles** was promoted to Associate Professor, served as chief scientist on a 10-day Gulf research expedition exploring methane fluxes from the seafloor, was lead instructor for LUMCON's *Changing Coastal Oceans* course, and was awarded funding from both the National Science Foundation and the U.S. Space Force. Dr. Bowles' Lab continued studies of nearshore and marine microbial ecology, chemistry, and methane dynamics.

**Dr. Brianne Du Clos** published seven journal articles this year on mobilizing biodiversity occurrence data and established the LUMCON Biodiversity Lab, which focuses on managing and mobilizing marine biodiversity occurrence data. The Lab accessioned a large benthic macroinvertebrate collection gathered after the DWH oil spill from the Harte Research Institute.

**Dr. Kevin Du Clos** received new funding from the National Science Foundation to study trophic dynamics of understudied gelatinous marine predators, such as jellyfish, and from the Brown Foundation to study the factors affecting oyster larval settlement on natural and artificial reefs. Dr. Du Clos also co-taught LUMCON's *Changing Coastal Oceans* course.

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**Dr. Alex Kolker** published a paper on Neptune Pass, the Mississippi River’s newest crevasse which received widespread media attention in Louisiana and resulted in invitation to co-lead a panel discussion at the 2025 State of the Coast Conference. Dr. Kolker was interviewed multiple times this year on coastal science and sustainability issues in Louisiana, reaching people across the Louisiana and beyond. He co-taught LUMCON’s *Oceans and Society* course.

**Dr. Ken Krauss’s** focus this FY was to on-board, begin establishing a new laboratory, and transfer project collaborations to LUMCON. Dr. Krauss co-organized two special sessions at the State of the Coast and AGU conferences, and gave several invited and plenary talks at US and Chinese universities and in Abu Dhabi. Dr. Krauss served on a basic science and interdisciplinary frontiers plenary panel at the World Laureates Forum in Shanghai.

**Dr. Guillaume Rieucan** was promoted to Associate Professor and serves as LUMCON’s Maritime Campus Science Lead. Dr. Rieucan’s research centered on the behavioral ecology of marine animals in south Louisiana, the Gulf, and Caribbean. Dr. Rieucan conducted pilot hydroacoustic monitoring in a spring in Texas and participated to the Floridian Manatee Health Assessment in Crystal River, Florida. Dr. Rieucan was lead instructor for LUMCON’s *Oceans and Society* course.



**Dr. Brian Roberts** and his lab worked on a variety of projects focused on marsh vegetation and gas flux dynamics, ribbed mussels as a living shoreline augmentation, wetland porewater methane and methane fluxes at local, landscape, and national scale, methane fluxes from marine sediments, denitrification rates, dredging impacts on primary production, *Phragmites* expansion, mangrove-marsh ecotones, and wetland restoration & blue carbon.

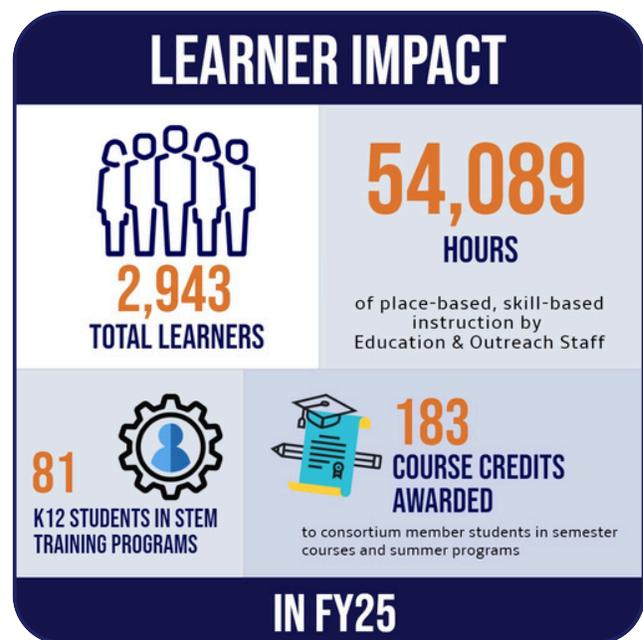
**Dr. Havalend Steinmuller** was awarded a Brown Foundation grant to study root recalcitrance and soil organic carbon stability at the marsh–mangrove boundary and received finalist funding from the same foundation. She submitted multiple competitive proposals, several of which were collaborative with consortium partners. She also co-authored a large collaborative synthesis paper on “blue nitrogen” stocks and burial rates in mangroves.

**Dr. Zhengchen (John) Zang’s** focus was to establish his research program at LUMCON through grant writing, including leading a Brown Foundation project on coastal Louisiana water quality forecasting system development. Dr. Zang contributed to the Atlantic sea scallop population dynamics assessment and coastal Louisiana wind farm projects as a co-PI.

# EDUCATION AND OUTREACH

In FY25, LUMCON advanced a new era of education and outreach by expanding innovative, community-centered programming at Blue Works while continuing to deliver high-impact place-based, skill-based experiential learning at the Marine Center. This year marked significant growth in public engagement through community-focused and non-traditional initiatives, with new workshops, science semesters, and hands-on learning opportunities designed to reach broader and more diverse audiences. These initiatives connected learners of all ages with coastal environments, introduced foundational STEM skills, and provided direct interaction with scientists and coastal professionals that support learner growth and regional workforce needs.

At the Marine Center, LUMCON’s E&O team continued to offer strong, place-based programs that prepare students for future coastal and marine science pathways. In FY25, staff reached more than 2,900 participants and delivered over 54,000 contact hours of field-based and laboratory instruction, mentorship, and applied research training. Summer 2025 marked the 15th year of the NSF-funded REU Site program (8 students) and 4th year of the STEM Prep program (5 students). Across both campuses, LUMCON’s education efforts emphasized practical skill development aligned with emerging workforce needs, reinforcing our commitment to supporting Louisiana’s next generation of coastal learners, professionals, and community leaders.



## E&O Program Impact in FY25

### Field Trip Learning Experiences

- Number of University Participants: 264 (from 13 LA institutions & 3 out-of-state schools)
  - Instructional Contact Hours: 3,948
- Number of K-12 Participants: 1,294 (from 22 parishes)
  - Instructional Contact Hours: 7,987

### Workforce Development / Public Education Programs

- Number of K-12 students in training programs: 92
- Number of undergraduate students in training programs: 17
- Number of Educators attending workshops: 7
- Public members attending events: 469

## NEW PROGRAM OFFERINGS IN FY 2025

Community-focused marine science programs help residents understand these issues, build environmental literacy, and develop practical skills through hands-on field and classroom experiences. By connecting science directly to the people and places it affects, these programs foster connection, workforce development, and resilient communities equipped to protect and manage Louisiana’s vital coastal ecosystems.

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## SCIENCE SUMMIT

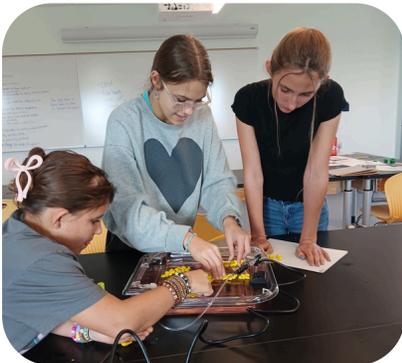
The event transformed LUMCON's Blue Works facility into a kid-friendly exploration zone where children (aged 5-10) engaged directly with marine scientists, microscopes, specimens, and interactive activities as they rotated through themed stations focused on coastal animals, habitats, ocean technology, and engineering. Each activity emphasized inquiry, creativity, and observation—building early STEM skills in a playful, supportive environment. The 2025 Youth Science Summit showcased LUMCON's commitment to making marine science accessible to all ages, inspiring the next generation of coastal stewards, and supporting learners in Louisiana

## FIELD SITE TO LAB BENCH - TEACHER PROFESSIONAL DEVELOPMENT

LUMCON can help to meet shifting classroom expectations and provide support and resources that help teachers incorporate active, place-based, and technology-enhanced science learning for all students. The new Field Site to Lab Bench workshop modelled how teachers can successfully blend relevant Louisiana focused marine science content and curriculum standards with student-centered inquiry in the classroom.

## SCIENCE SEMESTER

LUMCON launched the Marine Science Semester to bring science learning beyond the traditional classroom. This 7-week modular program combines hands-on labs, fieldwork, and locally focused coastal topics to give homeschool students an engaging and practical STEM experience. Offered each spring and fall, the program will continue to expand to include younger learners and additional topics.



## ART AND SCIENCE CAMP

LUMCON's one-week Marine Art & Science Camp offered students a hands-on spring break experience that blended coastal exploration with artistic expression. Through activities that linked observation, creativity, and scientific inquiry, students strengthened both their scientific understanding and creative skills in an engaging, immersive environment.

## GULF LAGNIAPPE WORKSHOPS

During FY25, LUMCON offered four workshops for adult audiences on a variety of marine and coastal science topics. Gulf Lagniappe Workshops give Louisiana residents a hands-on look at the science happening along the coast and in the Gulf. In a relaxed, interactive setting, participants engage with LUMCON scientists and educators through short presentations, discussions, hands-on activities, and practice in using research methods and equipment.

## WHITE BOOT EXPLORERS CLUB

Launched in December 2024, the club has grown rapidly as a digital, self-paced program offering hands-on marine science enrichment. Local students deepen their connection to coastal ecosystems, while participants from farther away gain an engaging introduction to Louisiana's unique marine environments.

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# FACILITIES AND RESOURCES

## DEFELICE MARINE CENTER

The FY24 project to revitalize and upgrade the public spaces of the DeFelice Marine Center was extended to many of the shared spaces during F25. This included a remodeling of the former natural history collection and storage space into a large shared equipment room with movable lab tables, fume hoods, drying ovens, muffle furnaces, autoclave, freeze-drier, climate controlled incubators, and other scientific equipment (see picture of part of the space). This space provides space for LUMCON staff scientists but also consortium member researchers and visiting scientists & educators using the Marine Center.



FY25 saw the completion of the sewer treatment plant project at the Marine Center which replaced a 12-year-old treatment tank that had deteriorated significantly due to extensive rust and corrosion, making a complete rebuild necessary. The project involved the installation of a new 10,000-gallon-per-day sewer treatment plant, ensuring improved reliability, efficiency, and compliance with environmental standards. The project to restore and stabilize the foundation of the Marine Center Wet Lab, which had sustained damage resulting from Hurricane Ida, was completed in fall 2024. Looking forward to FY26, the deferred maintenance project to replace the HVAC system for the Cocodrie campus will be put out for bid and begin construction. This will be a welcome improvement to the climate control of the campus.

These critical repairs safeguarded the building's structural integrity, as a result, the space is now fully operational, providing enhanced functionality for scientific research, educational programs, and marine science initiatives that support LUMCON's mission.

## HOUMA MARITIME CAMPUS

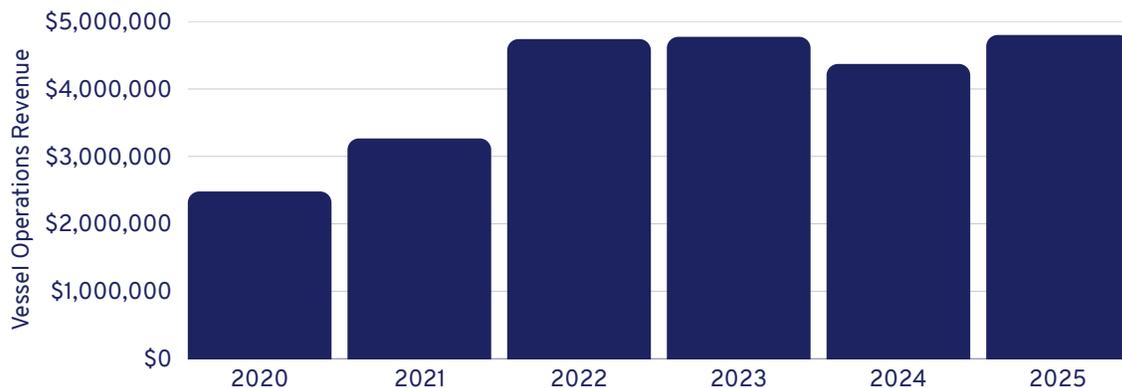
The construction of a new bulkhead and boat slip to expand the operational capabilities of the Maritime Campus was completed in FY25 (see photo). This vital infrastructure will provide safe, dependable docking for both the *RCRV Gilbert R. Mason* and the *R/V Pelican II*. In addition to supporting next-generation research vessels, the project enhances long-term resilience and strengthens the efficiency of LUMCON's marine operations.



LUMCON's Marine Operations Center (MOC) is in development at the Houma Maritime Campus. The project involves the construction of a new 2-story office/warehouse building that includes 25,000 square feet of space on the first floor and 7000 square feet on the second-floor mezzanine. The project will also include the installation of a small boat launch next to the current slip and a continuation of the bulkhead. The MOC is vital for continuing to keep Louisiana a leader in oceanographic research with the infrastructure that is needed to maintain an active research fleet. The anticipated bid date for this project is November 2025.

# VESSELS AND DIVE OPERATIONS

LUMCON’s vessels and dive operations continue to serve as essential foundations for coastal and marine science research, education, and workforce development across the Gulf region. Our fleet supported a wide range of activities this year—from university field courses and K-12 STEM programs to multi-institution research cruises—resulting in strong utilization across both educational and research days. The following graph highlights that FY25 marked the highest revenues generated by vessel operations since the onset of the pandemic in 2020. A breakdown of the usage of different vessels follows below.



LUMCON’s vessel fleet remained a vital platform for research and education in FY25. The *R/V Pelican* completed 185 operational days, supporting twenty-six Gulf research cruises ranging from acoustic surveys and hypoxia studies to ROV and sampling operations, and successfully passed its eCMID and OVID inspections to maintain offshore readiness. The FY25 operational days were the highest usage of the *RV Pelican* since prior to the pandemic.

The *R/V Point Sur* logged 158 operational days across twenty-four cruises, including ROV missions for NOAA and USGS, deep-water MOCNESS tows, and student-engaged trips with EPA, USM, and Texas A&M.

The *R/V Acadiana* added 79 sea days, approximately evenly divided between education and research activities. Together, these vessels advanced LUMCON’s mission by providing essential access to coastal and offshore environments.

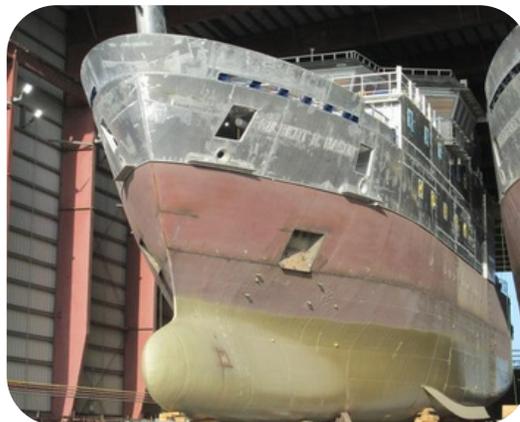
LUMCON’s small vessel fleet continued to serve an important role in aiding researchers and educators in wetland and nearshore coastal activities. Small vessel usage remained high in FY25 with a total of 245 days. This total included 169 research and 76 education days over the year.



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## FLEET UPDATES

The *R/V Gilbert R. Mason*, the third vessel in NSF's Regional Class Research Vessel fleet, will be jointly operated by LUMCON and the University of Southern Mississippi for the Gulf-Caribbean Oceanographic Consortium. Construction at Bollinger Shipyards in Houma, LA is progressing well, with the hull nearing completion, the aluminum superstructure installed, and major wire-ways and electrical systems now being fitted. Lessons learned from the first two sister ships are being incorporated to enhance performance and reliability. Once completed, the vessel will greatly expand oceanographic research and education capacity in the region. Anticipated delivery is in 2027.



The *R/V Pelican II* (Hull 169) is officially under construction by Thoma-Sea Constructors as of early June 2025. A kick-off meeting was held on June 10, which gave the shipyard the authority to proceed with construction. Monthly meetings are being held between the shipyard, ship designers (JMS Naval Architects), State of Louisiana project managers at Facilities & Planning and LUMCON. Ship design and detailed engineering drawings are being validated and completed. Initial focus areas are major mechanical systems, structural arrangements, stability and tonnage. Plans are for steel to begin being cut during the 4th quarter of 2025.

LUMCON's small boat fleet also grew in FY25 with the addition of a new 24 foot aluminum hull Hanko boat filling an important need for LUMCON and consortium institution researchers.

## DIVE OPERATIONS

In FY25, LUMCON's Diving Safety Program supported diverse research and training efforts across the region. Divers from Dr. Archer's and Dr. Glaspie's labs conducted low-visibility work in Terrebonne Bay deploying hydrophones and assessing bottom communities, and completed dives during the 2024 Hypoxia Cruise to identify future near-rig test sites. Under Letters of Reciprocity, divers from Dr. Holstein's LSU lab assisted NOAA and Texas A&M Galveston with coral reef health assessments at the Flower Garden Banks National Marine Sanctuary. The Diving Safety Office provided oversight, delivered emergency response and CPR/First Aid training for vessel crews, assisted with vessel inspections and clearing of fouled gear, and participated in the 2025 AAUS Annual Conference.

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# BTNEP

## BARATARIA-TERREBONNE NATIONAL ESTUARY PROGRAM

In FY25, the BTNEP team made significant advances in its mission of protecting and restoring the Barataria-Terrebonne National Estuary through several core programs and initiatives: improving water quality, combating invasive species, cultivating native plants for use in restoration projects, protecting wildlife and the habitats they rely on, improving community resilience and sustainability through education, outreach, and volunteer efforts, and improving engagement and reach with stakeholders and citizens in more reaches of the estuary than ever before.

This year, BTNEP awarded \$1.1 Million dollars for eleven new projects. That brings BTNEP's total to forty-five active projects that are restoring and protecting the natural resources, culture, community, and economy of the sixteen-parish region that makes up the estuary. Program staff expanded its reach to more of the estuary this year launching its Estuary Explorer campaign where we will highlight BTNEP's work in each parish, feature the parish's unique qualities and eco-tourism opportunities, and provide followers with a "call-to-action". Additionally, we hosted our quarterly Management Conference meetings in St. Charles, Jefferson, Iberville, and Lafourche Parishes, and our annual Paddle the Estuary event in West Baton Rouge Parish for the first time.

In November, BTNEP welcomed Michelle Felterman as the program's new deputy director. Michelle joins the team with a Master's degree in Marine and Environmental Biology from Nicholls State University and a Juris Doctor from Tulane Law School. She was a 2018 Knauss Fellow with the Office of the Assistant Secretary of the Navy. She has valuable experience in coastal and environmental project and program management, law and policy, and ecology with the Naval Facilities Engineering Command and the Louisiana Coastal Protection and Restoration Authority.



**MICHELLE FELTERMAN**  
**DEPUTY DIRECTOR**



# BTNEP FY25 IMPACT HIGHLIGHTS

Protecting, Restoring, & Exploring the  
Barataria-Terrebonne Estuary

## MONITORING AND BRANDING

**54** Purple Martin Gourds

**2** Wren Nest Boxes

**2** Prothonotary Warbler Nest Boxes

**2** Chickadee Nest Boxes



**2** Red Knots

**2** Purple Martins

**2** Carolina Wrens



## KEY RESEARCH PROJECTS

### *Louisiana Red Knots Project*

Tracking the movements and survival of the threatened Red Knot to inform conservation action

**19** Red Knots Banded

**2** Red Knot Recaptures



### *Urban Native Greens Project*

Studying how native urban plantings benefit habitat and breeding success for Purple Martins, Prothonotary Warblers, Carolina Wrens, and Chickadees.

## FY25 PROJECTS FUNDED

**\$1.2 Million**

Awarded in FY2025

**17 Projects**

Funded throughout  
the Estuary

## COMMUNITY OUTREACH



Increased engagement by more than **170%** on all platforms combined

Gained more than **500** followers across all platforms

Increased overall posting by **40%**

## HABITAT RESTORATION



**337**

*Iris nelsonii* grown to restore population



**22+**

Tons of trash collected along Bayou Lafourche and Elmer's Island

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# APPENDIX A. LUMCON GRANTS IN FY25

## CONTINUING GRANTS

**SK Archer** - *The role of ecological memory in nearshore seagrass beds affected by multiple stressors*, co-PI with E.W. Stoner (Bentley University) and E.R. Whitman (Florida International University). National Science Foundation, Biological Oceanography, 10/2021-09/2024. Total award: \$676,239; LUMCON portion: \$140,726

**SK Archer** - *Continuous measurement of valve movements to monitor grow-out conditions of farmed oysters*, co-PI with R. Lavaud (Louisiana State University), B. Callum (Louisiana SeaGrant), and J. La Peyre (Louisiana State University). Louisiana Sea Grant's Aquaculture Program, 10/2022-09/2024. Total award: \$117,789; LUMCON portion: \$5,986

**SK Archer** - *Sponges as passive samplers for heavy metals in freshwater and brackish systems*, co-PIs: M. Miller (Baton Rouge Community College) and P. Zito (University of New Orleans). Louisiana Sea Grant-Omnibus Funding, 2024-2026. Total award: \$193,409; LUMCON portion: \$50,993

**SK Archer** - *Assessing which, when, and why fishes use artificial reefs through passive acoustics and capture based methods*. Louisiana Sea Grant Artificial Reef Research Assistantship Program, 01/2023-12/2025. LUMCON portion: \$106,668

**SK Archer** - *Louisiana deltaic estuaries MBON: sea level rise sentinels*, co-PI with C. Glaspie (LSU), M. Dance (LSU), E. D'Sa (LSU), S. Giordano (National Oceanographic and Atmospheric Administration), F. Gayanilo (Texas A&M, GCOOS), and K. Klieber (Image Water Works). NOAA's Marine Biodiversity Observatory Network, 01/2023-01/2028. Total award: \$1,749,971; LUMCON portion: \$425,152

**SK Archer** - *Sponges as passive samplers for heavy metals in freshwater and brackish systems*, co-PIs: M. Miller (Baton Rouge Community College) and P. Zito (University of New Orleans). Barataria-Terrebonne National Estuary Program, 2024-2026. Total award: \$107,342; LUMCON portion: \$34,000

**MW Bowles, BJ Roberts** - *Methane efflux from river influenced coastal marine sediments*, co-PIs: C.D. Meile (University of Georgia) and K. Maiti (LSU). National Science Foundation, Division of Ocean Sciences, Chemical Oceanography, 2022-2025. Total award: \$1,298,171; LUMCON portion: \$1,038,171

**KT Du Clos, SK Archer** - *Tracking oyster larval abundance and settlement to enhance oyster restoration in coastal Louisiana*. Louisiana Sea Grant - UROP Funding, 05/2024-12/2024. Total award: \$3,500; LUMCON portion: \$0

**AS Kolker** - *Neptune Pass/Quarantine Bay sediment mass and volume balance to evaluate sub-delta development*, co-PI with H.D. Weathers (Delta Geo-Marine and University of New Orleans, C. Swann (RCOAST, University of New Orleans), and T. Cloutier (RCOAST). Louisiana Coastal Protection and Restoration Authority/National Wildlife Federation, 2022-2025. Total award: \$103,048; LUMCON portion: \$25,000

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**KW Krauss** - *Tidal freshwater forested wetlands as sentinel ecosystems for impacts from sea-level rise and watershed changes: measurement, mapping, modeling, and synthesis*, co-PI with G.B. Noe (U.S. Geological Survey – Delaware). USGS Land Change Science R&D Program, 2024-2029. Total award: \$3,160,000; LUMCON portion: \$0 (in-kind since departing USGS)

**KW Krauss** - *Carbon stock assessment, restoration planning, and monitoring of terrestrial, intertidal, and sub-tidal ecosystems for U.S. Naval Base Guam*, co-PI with K.M. Thorne (U.S. Geological Survey, California), M. La Peyre (LSU), and K.J. Buffington (U.S. Geological Survey, Colorado). U.S. Department of the Navy, 2023-2028. Total award: \$1,820,336; LUMCON portion: \$0 (in-kind since departing USGS)

**KW Krauss** - *Transforming coastal lowland systems threatened by sea-level rise into prosperous communities*, co-PI with A.S. Swales (Earth Sciences New Zealand), C.E. Lovelock (University of Queensland), K.M. Thorne (U.S. Geological Survey, California), and G.R. Guntenspergen (U.S. Geological Survey, Minnesota). ENDEAVOUR Fund, Earth Sciences New Zealand (formerly NIWA), 2022-2027. Total award: \$7,850,000; LUMCON portion: \$0 (reimbursable travel only)

**JD Malbrough, BJ Roberts** - *R/V Pelican Ship Operations CY 18 – 25*. National Science Foundation OCE-1827654, 2018-2025. LUMCON portion: \$5,011,266

**G Rieucou** - *Monitoring the recovery of ecological functions of restored living shorelines in a South Louisiana salt marsh using imaging sonar*. U.S. Environmental Protection Agency, Barataria-Terrebonne National Estuary Program Clean Water Act Section 320, 2024-2026. LUMCON portion (through 2025): \$37,723

**G Rieucou** - *The past, present and future of Lower Mississippi River restoration: adaptive management for floodplain restoration: improving aquatic connectivity and reforesting the River*, co-PI with A Rodgers (U.S. Fish and Wildlife Service) and S. David (University of Minnesota). National Fish and Wildlife Foundation – Lower MS Alluvial Valley Restoration Fund 2023, 2024-2027. Total award: \$433,090; LUMCON portion: \$54,323

**BJ Roberts** – *SRS-RN: Hybrid water infrastructure and regional sustainability - planning a convergence science approach in Greater New Orleans*, co-PI with J. Lewis (ByWater Institute, Tulane University), M.T. Ferris (University of New Orleans), E. Meselhe (Tulane University, River-Coastal Science and Engineering), and S. van Bael (Tulane University, Ecology and Evolutionary Biology). National Science Foundation, Sustainable Regional Systems Research Networks Program Track 2 Planning Grant, 2022-2026. Total award: \$149,343; LUMCON portion: \$0

**BJ Roberts** - *NSF Engines: Louisiana energy transition engine: Future Use of Energy in Louisiana (FUEL)*, co-PI with A. Maas (LSU), with team of 50 partners including Roberts's role on Work Force Development Working Group. National Science Foundation, 2024-2033. Total award: \$160,000,000; LUMCON portion: \$125,000

**BJ Roberts** - *Water quality and harmful algal bloom monitoring at LUMCON's DeFelice Marine Center*, BTNEP EPA 320 Funding, 2025–2026. LUMCON portion: \$40,000

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**BJ Roberts** - *Building a network of nutrient sensing in the northern Gulf of Mexico*, co-PI with B. Stauffer (University of Louisiana at Lafayette). Gulf Coast Ocean Observing System, 2022-2026. LUMCON portion: \$125,000

**BJ Roberts, MW Bowles** - *Methane dynamics across microbe-to-landscape scales in coastal wetlands*, co-PIs with A.S. Engel (University of Tennessee), C.A. Schutte (Rowan), H. Huang (LSU), D. Justic (LSU), G. Mariotii (LSU), K. Yeager (Old Dominion University), National Science Foundation, Frontier Research in Earth Sciences, 2022-2027. Total award: \$2,949,601; LUMCON portion: \$994,902

**BJ Roberts BJ, JP Conover** - *REU site: interdisciplinary research experiences in Louisiana's changing coastal environments*. National Science Foundation OCE, 2022-2026. LUMCON portion: \$529,225

**BJ Roberts, M Conover** - *The Mississippi River Delta Transition Initiative (MissDelta)*, co-PI with S. Bentley (LSU), M. Allison (Tulane), and 47 other investigators at 16 total institutions. National Academies of Science, Gulf Research Program, 2023-2028. Total award: \$22,000,000; LUMCON portion: \$779,833

**Roberts BJ, J Malbrough** - *Collaborative proposal: proposal for the operation of regional class research vessel #3 in the Gulf of Mexico, Caribbean Sea, and Southwestern Atlantic Ocean*. National Science Foundation, 2019-2025. LUMCON portion: \$3,173,061

**BJ Roberts, G Rieucan** - *Ecological function and recovery of biological communities within sand shoal habitats within the Louisiana Gulf region*, co-PIs are J. Nelson (University of Georgia), K. Xu (LSU), and D. Johnson (Virginia Institute of Marine Science). U.S. Department of the Interior, Bureau of Ocean Energy Management, 2023-2026. Total award: \$1,798,596; LUMCON portion: \$702,922

**Z Zang** - *Disentangling recruitment and growth dynamics of the Atlantic sea scallop, *Placopecten magellanicus**, co-PI with K. Meyer-Kaiser (Woods Hole Oceanographic Institute) and R. Ji (Woods Hole Oceanographic Institute). National Oceanic and Atmospheric Administration, 07/01/2024-06/31/2026. Total award: \$448,756; LUMCON portion: \$143,022.

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## NEW GRANTS

**KT Du Clos** - *Tentaculate ambush predators in 3D: trophic effects of tentacle arrangement and morphology in an understudied group*, co-PI with K. Sutherland (University of Oregon). NSF Biological Oceanography Program. Total award: \$732,584, LUMCON portion: \$330,189

**KT Du Clos** - *Tracking larval abundance and recruitment to enhance oyster restoration in southern Louisiana*. Joe W. and Dorothy Dorsett Brown Foundation. LUMCON portion: \$15,000

**KW Krauss** - *Quantifying large unaccounted coastal wetland carbon pools on DoD installations*, co-PI with A.S. Rovai (Smithsonian Environmental Research Center, Maryland), D.A. Friess (Tulane University), I. Santos (University of Gothenburg, Sweden), and G. Sneddon (U.S. Geological Survey, Louisiana). U.S. Department of Defense, Strategic Environmental Research and Development Program (SERDP), 2025-2027. Total Award: \$1,539,072; LUMCON portion: \$0 (in-kind since departing USGS)

**G Rieucan** - *The Barton Springs' landscape of fear: assessing predation pressure on the Barton Springs Salamander (*Eurycea sosorum*) using innovative sonar technology*. City of Austin - Watershed Protection. LUMCON portion: \$140,391

**BJ Roberts, A Fontenot** - *Environmental monitoring network: providing critical data to the Gulf Coast community*, Gulf of Mexico Coastal Ocean Observing System (GCOOS), 2024-2029. LUMCON portion: \$499,966

**BJ Roberts** - *LUMCON Environmental Monitoring Network: providing critical data to the Pointe-au-Chien Indian Tribe (PACIT) community*, Gulf of Mexico Coastal Ocean Observing System (GCOOS), 2024-2029. LUMCON portion: \$587,950

**HS Steinmuller** - *Characterizing the role of root recalcitrance in soil organic carbon stability within the marsh-to-mangrove encroachment zone*. Joe W. and Dorothy Dorsett Brown Foundation, 01/2025-12/2026. LUMCON portion: \$149,922

**HS Steinmuller** - *Characterizing the role of root recalcitrance in soil organic carbon stability within the marsh-to-mangrove encroachment zone*. Joe W. and Dorothy Dorsett Brown Foundation, Finalist Award, 01/2025-12/2026. LUMCON portion: \$15,000

**Z Zang** - *Developing a model-based coastal Louisiana water quality forecasting system*. Joe W. and Dorothy Dorsett Brown Foundation. LUMCON portion: \$15,000

**Z Zang** - *Geological and physical studies to optimize wind farm site selections in the state waters of Cameron Parish of Louisiana*, co-PI with Z. George Xue (LSU) and Kehui Xu (LSU). LSU Institute for Energy and Innovation. Total award: \$249,858; LUMCON portion: \$56,530

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## APPENDIX B. LUMCON PUBLICATIONS IN FY25

**SBrooks CN.** 2025. Using spectrophotometry to measure nutrient concentrations in the field. *Nature Reviews Earth & Environment*. 6(3):161. doi:10.1038/s43017-025-00648-z

**Brooks CN, Field EK.** 2024. Microbial community response to hydrocarbon exposure in iron oxide mats: an environmental study. *Frontiers in Microbiology*. 15:1388973. doi:10.3389/fmicb.2024.1388973

**Brooks CN, Brooks S, Beasley J, Valley J, Opata M, Karatan E, Bleich RM.** 2025. The influence of environmental factors on the detection and quantification of SARS-CoV-2 variants in dormitory wastewater at a primarily undergraduate institution. *Microbiology Spectrum*. 13(2):e02003-24. doi:10.1128/spectrum.02003-24

**Calhoun-Grosch S, Ruzicka JJ, Robinson KL, Wang VH, Sutton T, Ainsworth C, Hernandez F.** 2024. Simulating productivity changes of epipelagic, mesopelagic, and bathypelagic taxa using a depth-resolved, end-to-end food web model for the oceanic Gulf of Mexico. *Ecological Modelling*. 489:110623. doi:10.1016/j.ecolmodel.2024.110623

**Campanino FM, Archer SK, Tupitza JC, Glaspie CN, La Peyre MK.** 2025. Comparison of two benthic assemblage sampling gears for use on intertidal oyster reefs in Louisiana. *PeerJ*. 13:e19346. doi:10.7717/peerj.19346

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Cecchetto MM, Smith CR, **Nunnally CC**, Sweetman AK. 2024. High benthic community respiration and ecosystem response to phytodetrital input in a subpolar fjord on the West Antarctic Peninsula. *Limnology and Oceanography*. 69(11):2610-2623. doi:10.1002/lno.12688

Chapman ST, LeBlanc C, Nelson JA, **Roberts BJ**, Polito MJ. 2025. Vegetation and habitat classification of created and natural brackish marshes via Unoccupied Aerial Systems (UAS): a case study of the Lake Hermitage marsh creation project. *Estuaries and Coasts*. 48(3):82. doi:10.1007/s12237-025-01516-1

Chen L, Schoolmaster DR, **Krauss KW**, Stagg CL, Cormier N, Moss RF, Xiong Y, Weston NB. 2025. Elevated CO<sub>2</sub> enables brackish marsh transgression into freshwater forested wetlands while stimulating CH<sub>4</sub> emissions. *Estuarine, Coastal and Shelf Science*. 323:109385. doi:10.1016/j.ecss.2025.109385

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Clower PO, Maiti K, **Bowles MW**. 2024. Contrasting organic carbon respiration pathways in coastal wetlands undergoing accelerated sea level changes. *Science of the Total Environment*. 949:174898. doi:10.1016/j.scitotenv.2024.174898

Damian-Serrano A, Walton KA, Bishop-Perdue A, Bagoye A, **Du Clos KT**, Gemmell BJ, Colin SP, Costello JH, Sutherland KR. 2025. Colonial architecture modulates the speed and efficiency of multi-jet swimming in salp colonies. *Journal of Experimental Biology*. 228(6):jeb249465. doi:10.1242/jeb.249465 2/19/2025

Darras, KFA, Rountree RA, Van Wilgenburg SL, Cord AF, Pitz F, Chen Y, Dong L, Rocquencourt A, Desjonquères C, Diaz PM, et al. (including **Archer SA**). 2025. Worldwide soundscapes: a synthesis of passive acoustic monitoring across realms. *Global Ecology and Biogeography*. 34(5):e70021. doi:10.1111/geb.70021

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Dunham A, Iacarella JC, Hunter KL, Davies SC, Dudas S, Gale KSP, Rubidge E, **Archer SK**. 2024. Conserving ecosystem integrity: Using ecological theory as a guide for marine protected area monitoring. *Ecological Applications*. 34(6):e3005. doi:10.1002/eap.3005

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Gurung S, **Du Clos KT**, Aldaddi A, Murphy DW. 2024. Aggregation of zooplankton in a Stommel Retention Zone in a laboratory model of Langmuir circulation. *Limnology and Oceanography*. 69(S1):S42-S53. doi:10.1002/lno.12489

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Klinges D, Martin CW, **Roberts BJ**. 2025. Ecological associations of the coastal marsh periwinkle snail *Littoraria irrorata*: field and laboratory evidence of vegetation habitat preferences. *PeerJ*. 13:e19071. doi:10.7717/peerj.19071

**Kolker AS**, Weathers HD, Swann C, Renfro AA. 2025. Distributary development in a 21st century river: The evolution of Neptune Pass and its delta, the largest new offshoot of the Mississippi River. *PLoS ONE*. 20(4):e0320502. doi:10.1371/journal.pone.0320502

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Lavaud R, **Archer SK**, La Peyre M, *Campanino F*, Casas S, La Peyre J. 2024. In-situ valve opening response of eastern oysters to estuarine conditions. *Marine Biology*. 171(9):174. doi:10.1007/s00227-024-04488-1

Levenson H, **Du Clos B**, Smith T, Jepsen S, Everett J, Williams N, Woodard S. 2024. A call for standardization in wild bee data collection and curation. *Journal of Melittology*. 123(2):4-17. doi:10.17161/jom.vi123.22533

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**Liner SR**, **Roberts BJ**, Coxe N, Lavaud R, La Peyre JF, La Peyre, M. 2024. Vulnerability of Gulf ribbed mussels to marsh surface maximum temperatures. *Journal of Shellfish Research*. 44(1):45-53. doi:10.2983/035.044.0105

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May-Collado LJ, Kiszka JJ, Castelblanco-Martínez DN, Brady B, **Rieucan G**, Gonzalez-Socoloske D, Sousa-Lima R, Reiss D, Magnasco M, Mast R, et al. 2025. Dr. Eric Angel Ramos - a shooting star that inspired marine mammalogists and beyond (1987 - 2024). *Latin American Journal of Aquatic Mammals*. 20(1):76-81. doi:10.5597/lajam00348

McClain CR, Amon D, **Bowles MW**, Bryant SRD, **Hanks G**, McDermott S, Thomas E, Young E. 2025. The hidden forests below: a review of the ecology and evolution of wood falls on the deep seafloor. *Marine Ecology*. 46(2):e70008. doi:10.1111/maec.70008

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Mesman JP, Barbosa CC, Lewis AS, Olsson F, **Calhoun-Grosch S**, Grossart HP, Ladwig R, La Fuente RS, Münzner K, Nkwilale LG, et al. 2024. Challenges of Open Data in aquatic sciences: issues faced by data users and data providers. *Frontiers in Environmental Science*. 12:1497105. doi:10.3389/fenvs.2024.1497105

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**Quade AH**, Ferrara A, Fontenot Q, Boyle KS, David SR, **Rieucan G**. 2025. Spotting gar using imaging sonar: the effects of river – floodplain habitat connectivity on a lepisosteid assemblage. *Transactions of the American Fisheries Society*. 154(2):115-126. doi:10.1093/tafafs/vnae006

**Quade AH**, Ferrara A, Fontenot Q, Harland R, Boyle KS, **Rieucan G**. 2025. Mississippi River-floodplain connectivity level mediates fish assemblage dynamics. *Journal of Limnology*. 84:2213. doi:10.4081/jlimnol.2025.2213

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**Steinmuller HE**, Breithaupt JL, Rovai AS, Engelbert KM, Smoak JM, Chambers LG, Radabaugh KR, Moyer RP, Chappel A, Vaughn DR, et al. 2024. Using loss-on-ignition to estimate total nitrogen content of mangrove soils. *Geoderma*. 448:116956. doi:10.1016/j.geoderma.2024.116956

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**Judy A. Williams-Brown**  
*4th Congressional District*

# Agenda

## Planning, Research, and Performance

Tuesday, March 24, 2026  
1:40 PM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room (1–100)  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. R.S. 17:1808 - Academic Licensure
    1. Renewal Applications
      - a. Aspen University – Phoenix, AZ
      - b. Bard Early College in New Orleans – New Orleans, LA
      - c. California State University – Northridge – Northridge, CA
      - d. Lamar State College Orange – Orange, TX
      - e. Liberty University – Lynchburg, VA
      - f. Moreland University – Washington, DC
      - g. William Carey University – Hattiesburg, MS
    - B. Advisory Commission on Proprietary Schools
      1. Initial License Applications
        - a. Southeastern Louisiana Technical College – Kentwood, LA
      2. Renewal Applications
        - a. Brow Design By Dina – Denham Springs – License #2345
        - b. Compass Career College – Hammond – License #2327
        - c. Gonzales Medical Assistant School – Gonzales – License #2164
        - d. Infinity College – Lafayette – License #2140
        - e. National Driving Academy – Greensburg – License #978
        - f. New Orleans Culinary & Hospitality Institute (NOCHI) – New Orleans – License #2237
        - g. Shreveport Bossier City Massage Academy – Shreveport – License #2396
        - h. Tulsa Welding School-Tulsa Campus – Tulsa, OK – License #2096
        - i. Williams Technical College – Houma – License #2141
- IV. 2025 Health Works Commission Annual Report
- V. Other Business
- VI. Adjournment

Committee Members: Ted H. Glaser III, Chair, Judy Williams-Brown, Vice Chair, Blake R. David, Dallas L. Hixson, Darren G. Mire, Christy Oliver Reeves, Devesh Sarda (Student Member)  
Staff: Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

## **AGENDA ITEM III.A.1.a.**

### **Aspen University**

#### **Phoenix, AZ**

#### **BACKGROUND**

Aspen University (Aspen) is a private institution with its main campus located in Phoenix, AZ. The university is accredited by the Distance Education Accrediting Commission (DEAC). Aspen is authorized by the Arizona State Board for Private Postsecondary Education.

#### **ACADEMIC PROGRAM**

Aspen offers one associate degree program, eight bachelor's degree programs, fourteen master's degree programs, four doctorate programs, and two certificate programs to Louisiana students. The subject areas include early childhood studies, education specializations, healthcare, technology, and business administration. Currently, this institution has 20 students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	8
Master's	9
Bachelor's	1
Associate	1
Certificate	1
Other	0
Total	20

#### **FACULTY**

Aspen has 2 full-time and 204 part-time faculty with either a doctorate, special/professional, or master's degree.

#### **FACILITIES**

Aspen offers online instruction for Louisiana students with in-state clinical placement for select programs.

#### **STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, and DEAC accreditation, Senior Staff recommends approval of the application for *renewal* licensure from Aspen University (Aspen).**

**AGENDA ITEM III.A.1.b.**  
**Bard Early College in New Orleans**  
**New Orleans, Louisiana**

**BACKGROUND**

Bard Early College in New Orleans (BECNO) is a private institution with its local campus located in New Orleans, Louisiana and the main campus located in Annandale-on-Hudson, New York. This university is accredited by the Middle States Commission on Higher Education (MSCHE).

**ACADEMIC PROGRAM**

BECNO offers high school students the opportunity to enroll in higher education courses for credit as well as offering one associate degree program. The academic program offered to Louisiana students is an Associate in Arts degree. The college credit courses offered to 11<sup>th</sup> and 12<sup>th</sup> grade students are English/seminar, composition and a series of electives. The university currently has 126 students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	118
Certificate	0
Other	8
Total	126

**FACULTY**

Bard Early College in New Orleans (BECNO) has 10 full-time and 9 part-time faculty members with either a master's or doctorate degree.

**FACILITIES**

BECNO offers classroom lecture and classroom laboratory instruction to Louisiana residents.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Bard Early College in New Orleans (BECNO).**

**AGENDA ITEM III.A.1.c.**  
**California State University Northridge**  
**Northridge, California**

BACKGROUND

California State University Northridge (CSUN) is a public university with its main campus located in Northridge, California. This university is accredited by the Western Association of Schools and Colleges – Senior College and University Commission.

ACADEMIC PROGRAM

CSUN offers seventeen online programs including fifteen master’s degree programs, one bachelor’s degree program, and two certificate programs centered around technology; engineering; business; economics; humanities and liberal arts; health sciences; and social sciences.

The university does not currently have any Louisiana students enrolled in their programs.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master’s	0
Bachelor’s	0
Associate	0
Certificate	0
Other	0
Total	0

FACULTY

California State University Northridge has 87 part-time and 107 full-time faculty members with either a doctorate, special/professional, or master’s degree.

FACILITIES

CSUN offers online instruction for Louisiana students with in-state clinical placement for select programs.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution’s campus, and DEAC accreditation, Senior Staff recommends approval of the application for *renewal* licensure from California State University Northridge (CSUN).**

**AGENDA ITEM III.A.1.d.**  
**Lamar State College - Orange**  
**Orange, Texas**

**BACKGROUND**

Lamar State College Orange (LSCO) is a public community college with its main campus located in Orange, Texas. This university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).

**ACADEMIC PROGRAM**

LSCO offers 25 programs at the associate or certificate level. The associate degrees offered include programs in social sciences, business, information technology, criminal science, and health sciences. Certificate programs include business, health sciences, criminal justice, and technology. The university currently has 162 students enrolled in these programs according to the Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	108
Certificate	54
Other	0
Total	162

**FACULTY**

Lamar State College Orange (LSCO) has 57 full-time faculty and 75 part-time and members with various degrees including doctorate, special/professional, master's, bachelor's, and other degrees.

**FACILITIES**

LSCO offers online instruction and independent study to Louisiana students.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for *renewal* licensure from the Lamar State College Orange (LSCO).**

## AGENDA ITEM III.A.1.e.

### Liberty University Lynchburg, Virginia

#### BACKGROUND

Liberty University (LU) is a private institution with its main campus located in Lynchburg, Virginia. This university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).

#### ACADEMIC PROGRAM

LU offers a Bachelor of Science in Aviation and partners with two local flight schools in Baton Rouge and New Orleans for the flight training portion of the degree program. The university currently has 48 students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	48
Associate	0
Certificate	0
Other	0
Total	48

#### FACULTY

Liberty University has 78 part-time and 24 full-time faculty members with either a master's or doctorate degree.

#### FACILITIES

LU offers online instruction and training through local flight school partners.

#### STAFF RECOMMENDATION

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for *renewal* licensure from Liberty University (LU).**

**AGENDA ITEM III.A.1.f.**  
**Moreland University**  
**Washington, District of Columbia**

**BACKGROUND**

Moreland University (MU) is a privately held, online university based in Washington, DC. The university is licensed by the District of Columbia Higher Education Licensure Commission and accredited by both the Distance Education Accrediting Commission (DEAC) and Council for the Accreditation of Educator Preparation (CAEP).

**ACADEMIC PROGRAM**

MU offers a master's degree in education via eight academic programs and an academic teaching certificate. Currently, the university has 30 students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	6
Bachelor's	0
Associate	0
Other	24
Total	30

**FACULTY**

MU has 84 part-time faculty members with either a doctorate, special/professional, or master's degree.

**FACILITIES**

MU is planning to offer 100% online instruction to Louisiana residents with clinical practicums required for most programs.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institutional accreditation, and the general oversight by the home state governing body, Senior Staff recommends approval of the application for *renewal* licensure from Moreland University (MU).**

**AGENDA ITEM III.A.1.g.**  
**William Carey University**  
**Hattiesburg, Mississippi**

BACKGROUND

William Carey University (WCU) is a private institution with its main campus located in Hattiesburg, Mississippi. WCU has a local campus in Baton Rouge, Louisiana. This university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), as well as the Commission on Collegiate Nursing Education.

ACADEMIC PROGRAM

WCU offers a Bachelor of Science in Nursing program, but with four different pathways of completion. The university currently has 104 Louisiana students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	104
Associate	0
Certificate	0
Other	0
Total	104

FACULTY

William Carey University (WCU) has four full-time faculty members with either a master's degree or a doctorate.

FACILITIES

WCU offers online instruction, classroom lecture, classroom laboratory, and clinical lab experiences.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for *renewal* licensure from William Carey University (WCU).**



BOARD of REGENTS  
STATE OF LOUISIANA

**Minutes  
Advisory Commission on Proprietary Schools  
January 13, 2026**

The Louisiana Board of Regents' Advisory Commission on Proprietary Schools met on Tuesday, January 13, 2026, in Room 1–190 in the Claiborne Building. Chair James Fontenot called the meeting to order at 9:59 a.m. The roll was then called by Ms. Courtney Britton, and a quorum was established. There were no public comments to be read.

**Commission Members Present**

Melanie Amrhein, Vice Chair  
Carmen Million  
Sherrie Despino  
James Fontenot, Chair  
Larry Tremblay

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Mighan Johnson  
Antonio Williams  
Allison Vicknair

**Commission Members Absent**

Chris Broadwater  
Benjamin Baudoin  
Chandler LeBoeuf  
Hunter Thevis

**Guests Present**

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting on November 18, 2025, as presented.

**On motion of Melanie Amrhein, seconded by Carmen Million, the Advisory Commission on Proprietary Schools unanimously adopted the minutes, as corrected, of the November 18, 2025, Advisory Commission on Proprietary Schools meeting.**

The next item considered by the Commission was the initial license application from Southeastern Louisiana Technical College, located in Kentwood, Louisiana, which was deferred from the November 18, 2025 meeting. The school, which was represented by the owner, Tamika Mustafa, would offer five programs: Construction Site Safety Supervisor at 160 clock hours over ten weeks, Project Management at 105 clock hours over eight weeks, Site Safety & Health Officer at 120 clock hours over eight weeks, NCCER Core at 80 clock hours over three weeks, and Construction Site Safety Technician at 150 clock hours over ten weeks. Discussion included thanks from the Commission members for the updated financial documentation that was submitted as requested, how the applicant found the process of updating the

financial documentation beneficial to her, how she would maintain the school while playing multiple roles for the school, and the applicant's motivation.

**On motion of Sherrie Despino, seconded by Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously voted to approve the initial license application for Southeastern Louisiana Technical College.**

The next agenda item considered by the Commission was submitted license renewal applications. Over the previous two months, nine schools submitted complete renewal applications.

**On motion of Larry Tremblay, seconded by Carmen Million, the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents renew the licenses of the following proprietary schools:**

1. Brow Design By Dina – Denham Springs – License #2345
2. Compass Career College – Hammond – License #2327
3. Gonzales Medical Assistant School – Gonzales – License #2164
4. Infinity College – Lafayette – License #2140
5. National Driving Academy – Greensburg – License #978
6. New Orleans Culinary & Hospitality Institute (NOCHI)– New Orleans – License #2237
7. Shreveport Bossier City Massage Academy – Shreveport – License #2396
8. Tulsa Welding School-Tulsa Campus – Tulsa, OK – License #2096
9. Williams Technical College – Houma – License #2141

Staff also discussed the following non-renewals:

- Southern Security School, New Orleans, LA, License #2260
- The Laser and Medical Aesthetic Academy at ACWH, Houma, LA, License #2367

The next agenda item was program approval updates. The commission was reminded that program approvals were approved by staff, and the provided list was for informational purposes only. There was only one program update during the reporting period.

- New Orleans Dental Assistant School – New Orleans, LA
  - Amend (Tuition Price)  
Dental Assistant-Hybrid –180.0 Clock hours

The next agenda item discussed was staffing and department updates. The discussion included the transition of Antonio Williams's and Chandra Cheatham's promotions to different positions with the agency, the move of the Proprietary team to the Galvez building and the process of the move, the new structure of Board of Regents during the full absorption of LOSFA, the impact the move will have on future Commission meetings, the direction of staffing for Proprietary in the next six months, rulemaking for compliance training, and the purpose of the move.

During the final agenda item, "Other Business," the discussion covered updates on rulemaking for compliance training, voting for officers of the commission at the next commission meeting, and the updates from the Secretary of State regarding schools' business names.

There being no further business, the meeting adjourned at 10:22 a.m. The next meeting of the Commission is scheduled for March 10, 2026, at 10:00 a.m. in the Claiborne Building.

APPENDIX A  
GUESTS

Harley Fredieu

LA Department of Justice

Tamika Mustafa

Southeastern Louisiana Technical College

**AGENDA ITEM III.B.**  
**EXECUTIVE SUMMARY**

**Health Works Commission 2025 Annual Report:  
Compliance with R.S. 17:2048.51**

**Background Information**

The Louisiana Health Works Commission is tasked with coordinating resources across state agencies, educational institutions, and healthcare organizations to address healthcare workforce challenges in Louisiana. The Commission works to analyze workforce needs, strengthen education and training pipelines, and provide recommendations to ensure the state can meet current and future healthcare workforce demands.

During the 2025 Legislative Session, Act 379 restructured the Commission by integrating the Nursing Supply and Demand Council and the Simulation Medical Training and Education Council as committees within the Commission's framework. The 2025 report provides a statewide overview of healthcare workforce supply and demand and highlights the Commission's activities and accomplishments over the past year.

**Staff Summary**

Healthcare remains a major and growing sector of Louisiana's economy. The industry currently employs more than 270,000 workers and has grown 10.1% since 2015. Employment is projected to grow an additional 9.5% by 2035, adding approximately 25,749 jobs statewide and generating significant economic impact through increased GDP, labor income, and tax revenue. Public higher education institutions play a central role in workforce development, producing 77.1% of healthcare graduates, with the number of graduates increasing 19% since 2019 due to targeted investments and program expansion.

Despite this progress, Louisiana continues to face significant workforce shortages. The state experiences an estimated annual shortfall of more than 11,000 healthcare workers, driven by an aging population, increased healthcare utilization, and workforce turnover. Nearly 80% of unmet demand occurs in support and entry-level care roles, particularly home health aides, nursing assistants, licensed practical nurses, and medical assistants.

To address these challenges, the Commission recommends expanding training capacity in high-shortage occupations, strengthening partnerships between higher education and healthcare employers, and supporting regional workforce pipelines, particularly in rural areas. Additional recommendations include improving recruitment and retention through incentives and career mobility strategies, encouraging innovative training pathways and flexible credentialing models, strengthening workforce data collection, and expanding simulation training infrastructure to increase clinical education capacity. Collectively, these efforts aim to strengthen Louisiana's healthcare workforce pipeline and help ensure the state is well positioned to meet the growing healthcare needs of its residents through the continued work of the Health Works Commission and its member organizations.

**STAFF RECOMMENDATION**

**This item is for informational purposes only.**



# Health Works Commission 2025 REPORT

Healthcare is one of Louisiana's most critical economic and public health sectors. The state's healthcare system employs over 270,000 workers and is projected to grow faster than the national average through 2035.

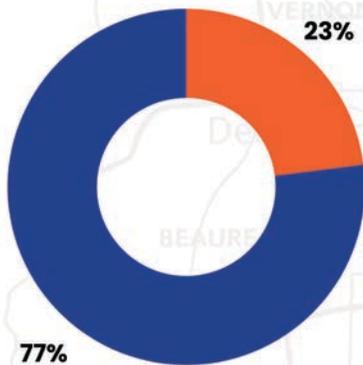


*\*FASTER-THAN-AVERAGE GROWTH THROUGH 2035*

Strategic investments in education, training, and workforce alignment have been essential to meeting rising employee demand and ensuring access to care statewide; continued progress is critical to meeting Louisiana's growing healthcare needs.

## ► Building the Workforce Pipeline

Louisiana's public colleges and universities produce 77% of the state's healthcare graduates. **Completions have increased by 19% since 2019 as a result of targeted public-private investments.**



- PUBLIC INSTITUTION HEALTHCARE GRADUATES
- PRIVATE INSTITUTION HEALTHCARE GRADUATES



**+19%**  
COMPLETIONS  
SINCE 2019

## ► Projected Impact by 2035

If investments are sustained and accelerated, Louisiana is projected to realize the following economic impacts:

**25,749**

NEW HEALTHCARE  
JOBS IN LOUISIANA

**\$3.9B**

ADDED TO  
LOUISIANA GDP

**\$3.04B**

IN NEW  
LABOR INCOME

**\$236.8M**

IN STATE AND LOCAL  
TAX REVENUE

*SOURCE: Health Works Commission Report. (2025). Economic impact modeling of healthcare workforce growth in Louisiana using IMPLAN.*

# Workforce Demand and Strategy

SCAN HERE



TO READ  
2025 REPORT

## ► Areas of Greatest Need

Louisiana faces persistent shortages across nearly all major healthcare occupations driven by increased demand for employees and/or high turnover. Each unfilled position represents an opportunity for meaningful employment as well as lost economic value and reduced care capacity across Louisiana.

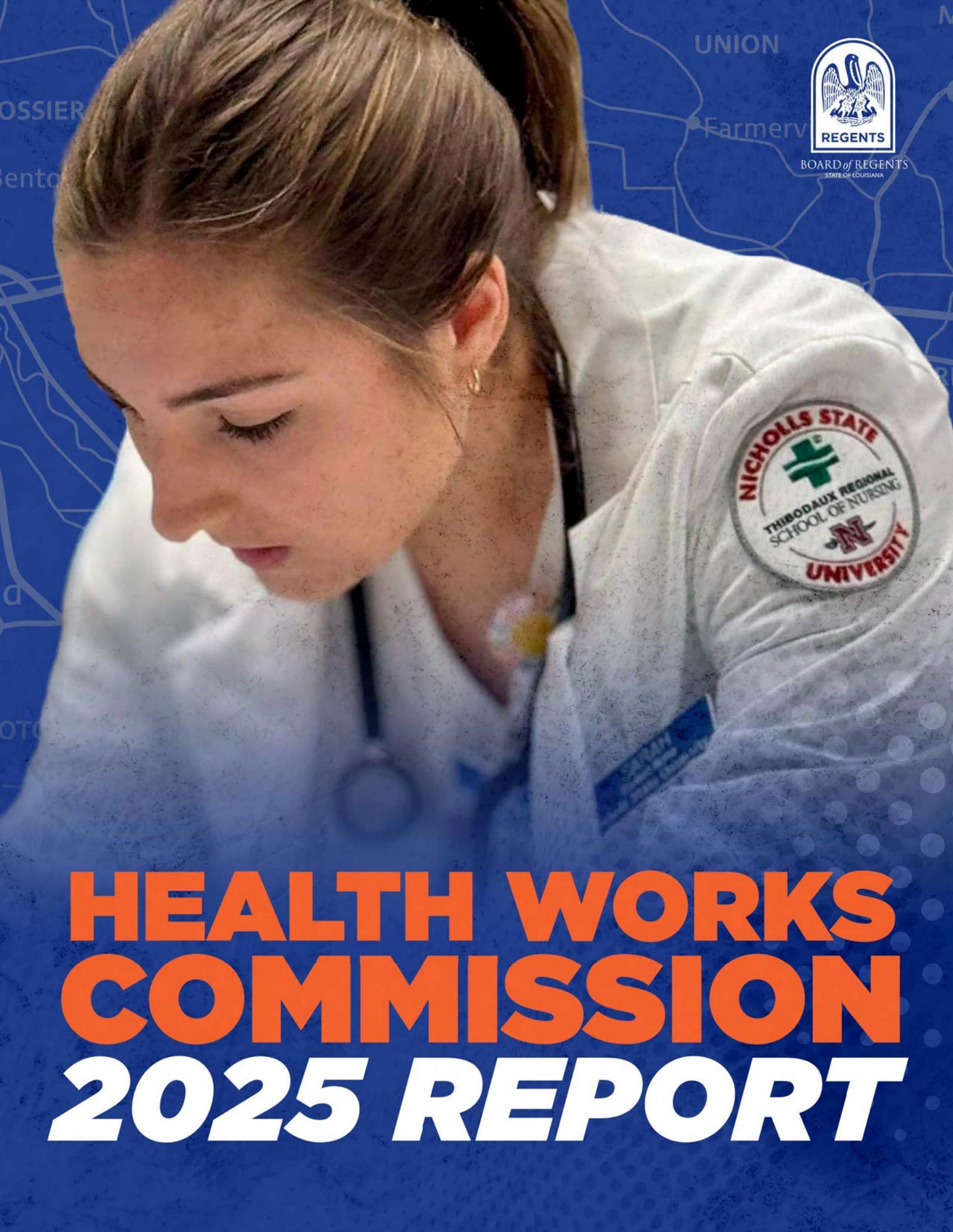
### Top Annual Job Openings (2025):

- ▶ Home Health & Personal Care Aides (7,000+ openings)
- ▶ Registered Nurses (3,700+ openings)
- ▶ Nursing Assistants (3,300+ openings)
- ▶ Medical Assistants (2,200+ openings)
- ▶ Licensed Practical Nurses (1,700+ openings)
- ▶ Physicians (1,400+ openings)

## ► Health Works Commission Focus Areas

To address persistent healthcare workforce shortages and to meet projected demand, the Health Works Commission recommends the following strategic priorities:

 <p><b>ACCESS</b></p>	<ul style="list-style-type: none"><li>▶ Expand regional rural training pathways through flexible delivery models, innovation, and clinical capacity investments.</li></ul>
 <p><b>POLICY</b></p>	<ul style="list-style-type: none"><li>▶ Sustain targeted funding to scale high-need healthcare programs and strengthen statewide workforce planning.</li></ul>
 <p><b>WORKFORCE CONNECTION</b></p>	<ul style="list-style-type: none"><li>▶ Strengthen education–employer partnerships and retention strategies to improve recruitment, career mobility, and long-term workforce stability.</li></ul>



BOARD of REGENTS  
STATE OF LOUISIANA



# HEALTH WORKS COMMISSION 2025 REPORT



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**IMAGE SOURCES (Covers):** Nicholls State University  
**IMAGE SOURCES (Interior):** Delgado Community College, Northwestern State University, Louisiana State University and A&M College, University of Louisiana at Lafayette, University of Louisiana Monroe.

# Report Overview

This document serves as the 2025 Annual Report of the Louisiana Health Works Commission. Tasked with coordinating resources across state departments and organizations to address healthcare workforce challenges, the Commission partnered with a labor market economist to project Louisiana’s healthcare workforce needs to 2035.

During the 2025 Legislative Session, Act 379 restructured the Health Works Commission, integrating the Nursing Supply and Demand Council and the Simulation Medical Training and Education Council into the Commission as committees within its framework. This report provides both a “state of the state” and forecasting overview of Louisiana’s healthcare workforce and a summary of the Commission’s progress and accomplishments over the past year (see Appendix B).

**Table 1.** Health Works Commission Overview and Objectives.

Group	Legislative Charge
Health Works Commission (La. R.S. 17:2048.51 (C) (14))	The Commission includes representatives from educational institutions, healthcare organizations, and public health offices, facilitating comprehensive recommendations of healthcare workforce needs. (See <b>Appendix A</b> for Membership Roster)
Nursing Supply and Demand Committee (La. R.S. 17:2048.51 (C) (14))	This committee consists of representatives from all organizations previously represented on the Nursing Supply and Demand Council, focusing on nursing workforce issues. (See <b>Appendix A</b> for Membership Roster)
Simulation Medical Training and Education Committee (La. R.S. 17:2048.51 (C) (14))	This committee includes representatives from organizations involved in medical training and education, aiming to enhance the quality of simulation training in healthcare education. (See <b>Appendix A</b> for Membership Roster)



## Executive Summary

Louisiana’s healthcare sector employs over 270,000 workers, expanding 10.1% since 2015, compared to 16.8% growth nationally during the same timeframe. Louisiana’s healthcare employment is projected to rise 9.5% by 2035, adding 25,749 jobs, to exceed the national projection of 7.2%. Projected Louisiana economic impacts of this growth include:

- \$3.9 billion added to state Gross Domestic Product (GDP)
- \$3.04 billion in new labor income
- \$236.8 million in state and local tax revenue
- 44,330 total jobs supported statewide (direct, indirect, and induced)

## Workforce Supply and Shortages

Louisiana’s public colleges and universities produce 77.1% of all healthcare program graduates annually, compared to 22.9% by private higher education institutions. Since 2019, healthcare graduates from public institutions have increased by 19%, reflecting significant progress toward meeting workforce demand. This growth is the direct result of targeted program scaling and strategic state investments (see [Appendix C](#) and [Appendix D](#) for individual funding summaries).

**Table 2** provides current (2025) annual job openings for the top twenty healthcare occupations, underscoring the scale of ongoing hiring demand in Louisiana’s health care workforce. It is important to note that labor shortages are driven not only by employment growth but also by turnover rates, which can be mitigated through retention programs, competitive compensation, and supportive work environments. In many cases, the volume of openings far exceeds the number of workers entering these occupations each year, creating sustained hiring pressure even when overall employment levels appear stable. As a result, high job openings should be interpreted as a signal of structural workforce strain rather than a short-term labor market.

**Table 2.** Current Annual Job Openings (2025).

Occupation	Job Openings
Home Health and Personal Care Aides	7,871
Registered Nurses	3,742
Nursing Assistants	3,311
Medical Assistants	2,224
Licensed Practical and Licensed Vocational Nurses	1,765
Physicians	1,427
Emergency Medical Technicians and Paramedics	1,055
Dental Assistants	708
Physical Therapist Assistants and Aides	536
Nurse Practitioners	458
Phlebotomists	446
Clinical Laboratory Technologists and Technicians	362
Radiologic Technologists and Technicians	301
Medical Records Specialists	283
Dental Hygienists	252
Physician Assistants	224
Physical Therapists	196
Occupational Therapists	192
Respiratory Therapists	190
Dentists	165

*Note: Job openings reflect new job growth and job turnover from occupational changes and retirements.*

SOURCES: Author calculations using [Lightcast](#) (2025), "Occupation Table: Year 2025" and [Louisiana Works](#) (2025), "Long-term Occupational Projections for All Occupations to 2032." Retrieved October 2025.

To fill existing job openings, Louisiana must ensure that healthcare graduates are incentivized and encouraged to remain in the state, while also implementing strategies to reduce turnover among existing healthcare professionals. Louisiana’s targeted public investments hold the potential to significantly reduce gaps in average annual job openings for registered nurses, nursing and medical assistants, physicians, radiologic technologists and technicians, and dentists. Realizing this potential will require that these investments are prioritized and sustained over time.

## Economic Implications

Workforce shortages could limit the realization of the projected \$3.9 billion in state GDP tied to healthcare expansion. Every unfilled position represents forgone economic value and diminished healthcare access. Addressing these shortages requires expanding training capacity, improving retention, and aligning education with regional demand.

# Introduction

Louisiana’s healthcare sector is one of the state’s most vital and dynamic economic pillars, not only providing essential public health services but also serving as a major driver of employment, income, and regional development. In 2024, the healthcare field accounted for more than 270,000 jobs statewide, representing about 14% of total nonfarm (non-agriculture) employment. Over the past decade, the sector has expanded by 10.1%, adding roughly 25,000 new positions across hospitals, outpatient clinics, and long-term care facilities. While this growth has been slower than the 16.8% national average, Louisiana’s healthcare system has shown remarkable resilience, maintaining steady expansion through economic downturns and recovering more quickly than many other sectors from pandemic-era disruptions.

This report examines the current and projected dynamics of Louisiana’s healthcare labor market to assess whether the state’s workforce systems are adequately positioned to meet future demand. Specifically, it investigates the balance between labor supply and demand, identifying where shortages exist, how they vary by occupation and region, and what these trends imply for the state’s broader economy. By integrating data from the U.S. Bureau of Labor Statistics, the Louisiana Workforce Commission, and the Louisiana Board of Regents, this report presents a comprehensive view of the healthcare employment landscape from both economic and educational perspectives.

**“ Can Louisiana’s workforce pipeline meet the healthcare sector’s growing labor needs? ”**

The analysis proceeds from a central question:  
Can Louisiana’s workforce pipeline meet the healthcare sector’s growing labor needs?

This report aims to provide a data-driven picture of a healthcare system at a critical inflection point (Bustamante, 2025). On one hand, Louisiana’s healthcare industry is poised for sustained expansion – projected to grow by 9.5% from 2024 to 2035, adding nearly 26,000 direct jobs. On the other hand, persistent labor shortages threaten to constrain this growth, particularly in patient-facing roles.

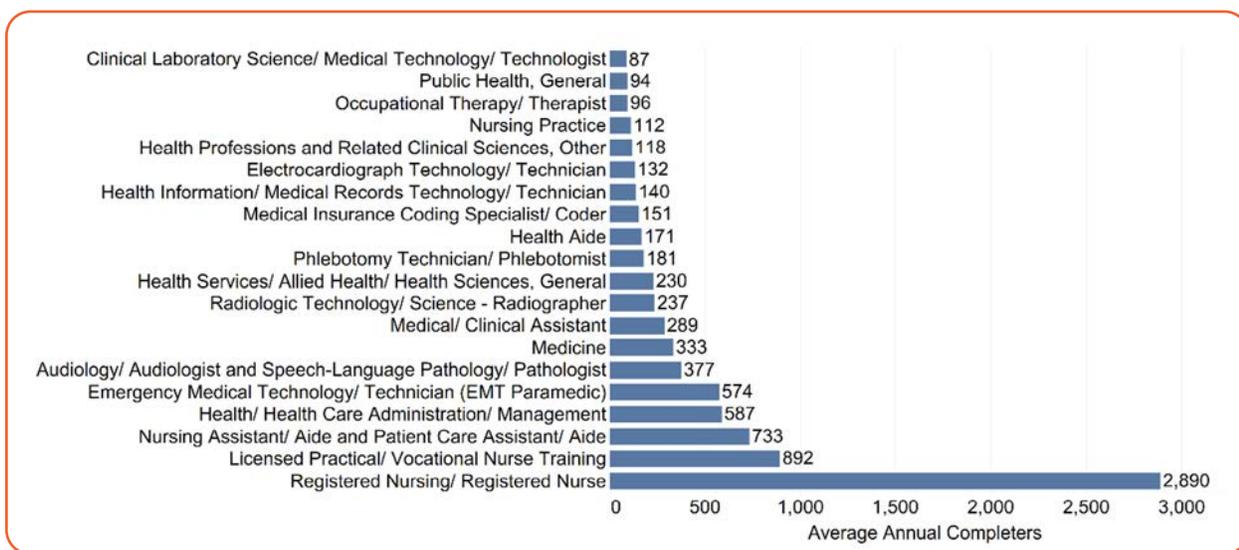
The stakes extend beyond the healthcare sector itself. Employment growth in healthcare generates strong multiplier effects, with each new job supporting 1.7 total jobs statewide and contributing approximately \$151,500 to state GDP; yet these economic gains can only be realized if new positions are filled by qualified workers. Without sufficient workforce supply, Louisiana risks leaving substantial economic value untapped. Ensuring that education, training, and employment systems are aligned with the state’s evolving healthcare needs is essential not only to meet patient demand but also to sustain one of Louisiana’s most important engines of economic growth.



## Workforce Supply

Between 2022 and 2024, Louisiana public institutions produced an average of 5,558 healthcare completers annually. Registered nurses accounted for 2,890 completers per year, followed by licensed practical nurses (892), nursing assistants (733), and medical assistants (289). Since 2019, public postsecondary programs, particularly registered nurses, licensed practical nursing and nursing assistant programs, have experienced significant growth, with licensed practical nurse completers increasing by more than 40%, registered nurses completers by 8%, and nursing assistant completers by over 9%. These gains reflect the impact of sustained state investment and have contributed to reductions in healthcare workforce gaps.

**Figure 1.** Louisiana Public Higher Education Program Completers by Top Healthcare Program, 2022–2024.



SOURCE: Author calculations using [Louisiana Board of Regents](#) (2025), Degrees and Certificates Awarded: CMLPRACE Academic Years 2022-2023, 2023-2024, and 2024-2025. Retrieved October 2025.

About 56% of completers earned sub-baccalaureate credentials (certificates or associate's degrees), while 44% earned bachelor's or graduate-level degrees. Short-term credentials made up roughly one-third of all completions and were concentrated in high-turnover occupations such as nursing assistants, medical assistants, and LPNs. Four-year and graduate degrees were concentrated in roles like registered nursing, medicine, physical therapy, and nursing practice.

Despite these outputs, Louisiana's healthcare system shows clear structural supply gaps. The state averaged 11,700 annual job openings across healthcare occupations during this period but produced only about 5,600 completers, roughly one new worker for every two openings. These patterns reflect persistent shortages across both entry-level and advanced healthcare roles. Higher-level programs produce steady but narrow pipelines, while high-turnover support roles rely heavily on employer-based pathways. Closing these gaps, and maximizing the impact of projected healthcare sector growth, will require strengthening education-to-employment pipelines to ensure credential production aligns with workforce demand across all tiers of Louisiana's healthcare system.

## Employment Trends and Labor Shortages

Louisiana's healthcare sector remains one of the state's largest and most stable employers, supporting over 270,000 jobs and generating billions in annual economic activity. Between 2015 and 2024, the sector expanded by 10.1%, adding roughly 25,000 new jobs, while national healthcare employment grew by 16.8%. Projections indicate continued growth of 9.5% from 2024 to 2035, resulting in an additional 25,749 new positions statewide.

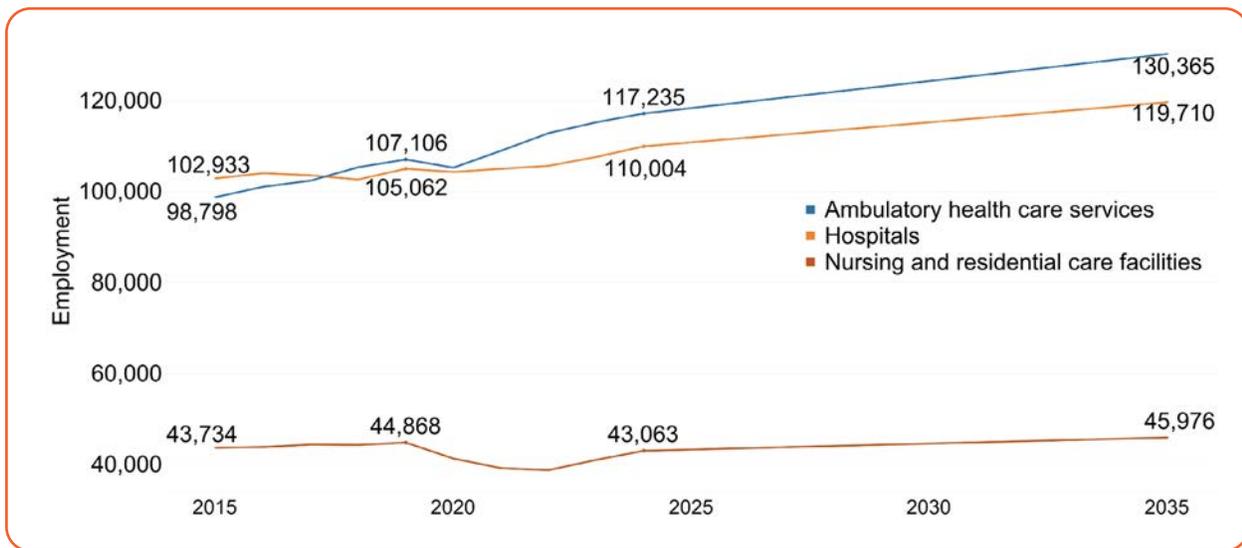
- Healthcare employment in Louisiana is distributed across three primary industries: ambulatory (outpatient services), healthcare services, hospitals, and nursing and residential care facilities.
- Ambulatory healthcare services have shown the strongest and most consistent growth, expanding from 102,933 jobs in 2015 to 117,235 by 2025, with projections reaching 130,365 by 2035.
- Hospitals remain the second-largest employer, with jobs increasing from 98,798 in 2015 to 110,004 in 2025 and an expected 119,710 in 2035.
- Nursing and residential care facilities, while essential to long-term care, are growing modestly, from 43,734 jobs in 2015 to a projected 45,976 in 2035.



This industrial composition reflects the continued shift toward outpatient and community-based care models, driven by technological advances, reimbursement changes, and the heightened emphasis on preventive and home-based care.

The economic significance of employment growth extends well beyond the healthcare system itself. The addition and successful filling of these new positions are expected to generate far-reaching multiplier effects, producing an estimated \$3.9 billion in new state GDP and \$3.04 billion in labor income. Altogether, the sector’s expansion is projected to support more than 44,000 total jobs across Louisiana’s economy, including both indirect and induced employment in related industries such as retail, housing, and professional services. The accompanying \$236.8 million in state and local tax revenue underscores the fiscal importance of a strong and well-staffed healthcare workforce.

**Figure 2.** Louisiana Healthcare Employment by Industry, 2015-2035.



SOURCE: U.S. Bureau of Labor Statistics Quarterly Census of Employment and Wages, Lightcast, 2025.

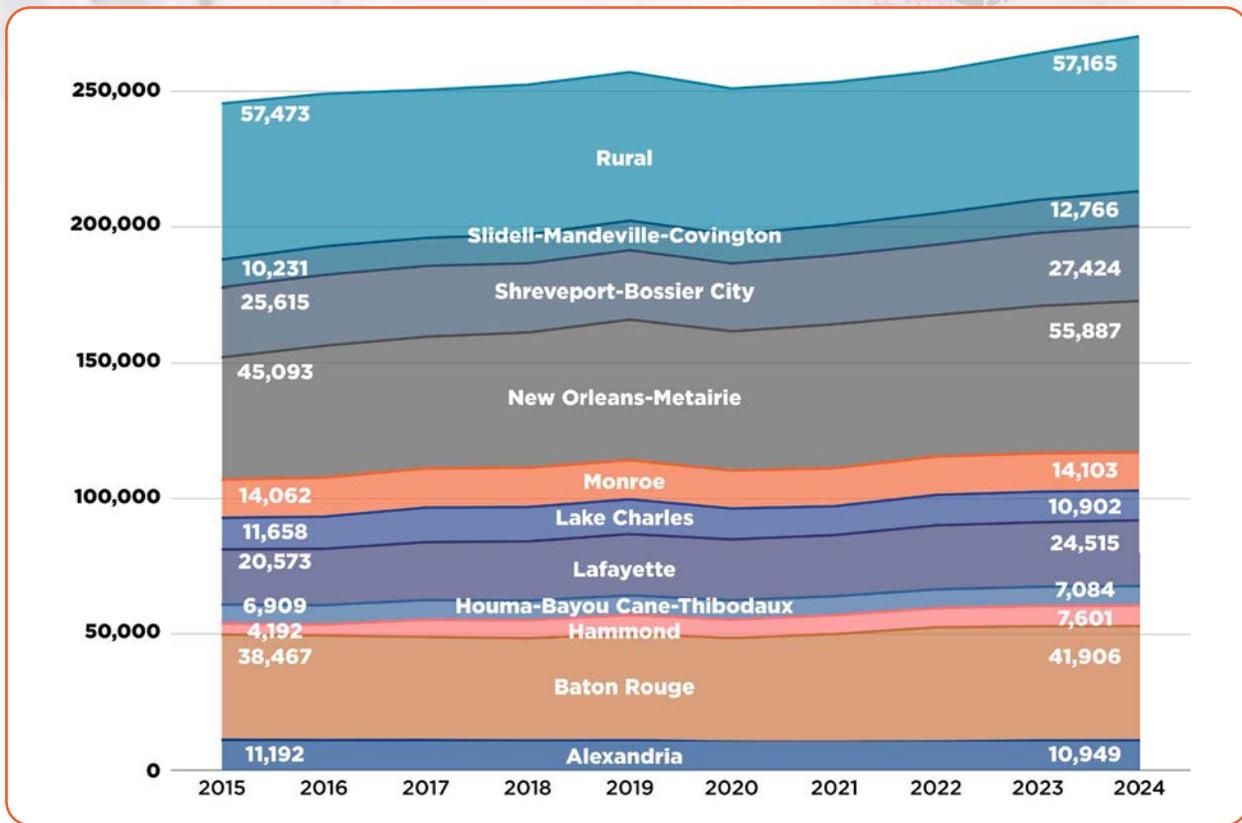
Healthcare employment in Louisiana is regionally concentrated but maintains a strong statewide footprint:

- The New Orleans–Metairie metropolitan area leads with 55,887 healthcare jobs in 2024, followed by Baton Rouge (41,906), Shreveport–Bossier City (27,424), and Lafayette (24,515).
- Rural regions collectively employ over 57,000 healthcare workers, underscoring the sector’s role in supporting access to care and local economic stability.
- Emerging regional hubs such as Hammond and Slidell–Mandeville–Covington have experienced rapid healthcare employment growth due to population shifts and expanding healthcare infrastructure.

Overall, the data highlight that healthcare is a distributed economic anchor, with employment in every region and increasing suburban participation since 2015.



**Figure 3.** Louisiana Healthcare Employment by Area, 2015-2024.



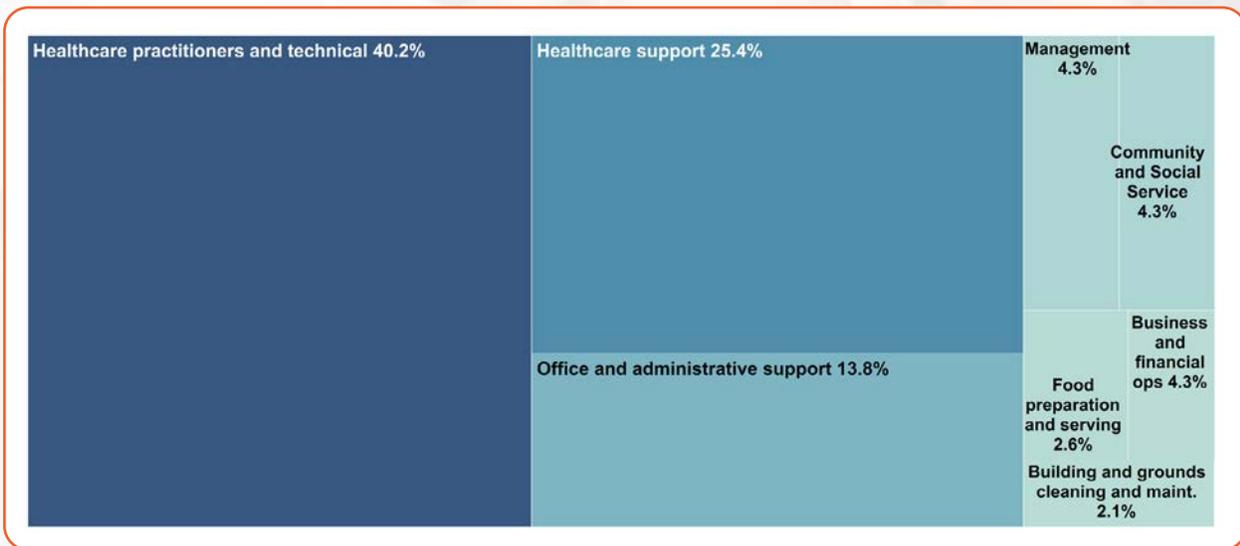
SOURCE: U.S. Bureau of Labor Statistics (2025), "Quarterly Census of Employment and Wages (QCEW): Years 2015-2024." Retrieved October 2025.

The structure of healthcare employment is dominated by direct patient-care occupations:

- Healthcare practitioners and technical occupations, including physicians, nurses, and therapists, account for 40.2% of total healthcare employment.
- Healthcare support occupations represent 25.4%, reflecting the critical role of nursing aides, assistants, and home health workers.
- Office and administrative support, essential to coordination and billing functions, makes up 13.8%.
- Remaining employment includes management, community and social services, and maintenance roles.

This occupational mix underscores the labor-intensive nature of healthcare, where more than two-thirds of all jobs are direct-care or clinical-support roles dependent on consistent workforce pipelines.

**Figure 4.** Louisiana Healthcare Sector Employment Share by Occupational Group, 2024.



SOURCE: [U.S. Bureau of Labor Statistics](#) (2025), "Employment Projections: National Employment Matrix Year 2024." Retrieved October 2025.

Projected occupational data illustrate where the greatest employment gains are expected over the next decade:

- Registered Nurses (RNs): Employment will increase from 47,420 in 2025 to 50,160 in 2035, maintaining RNs as the largest share of the professional healthcare workforce.
- Home Health and Personal Care Aides: Expected to grow from 44,232 in 2025 to 49,419 by 2035, reflecting the aging population and expansion of in-home care.
- Nursing Assistants: Employment will rise modestly from 20,858 to 21,664, showing stabilization after a period of pandemic-related volatility.
- Medical Assistants: Expected to grow from 14,367 to 16,062, supporting outpatient and ambulatory services.
- Nurse Practitioners: Will expand rapidly from 4,738 to 6,467, reflecting shifts toward advanced nursing care.

**Figure 5.** Louisiana Healthcare Employment by Occupation, 2015-2035.

	2015	2025	2035
Registered Nurses	44,978	47,420	50,160
Home Health and Personal Care Aides	40,837	44,232	49,419
Nursing Assistants	22,093	20,858	21,664
Licensed Practical and Licensed Vocational Nurses	20,491	18,758	18,596
Medical Assistants	7,286	14,367	16,062
Physicians	6,307	7,917	8,416
Dental Assistants	4,902	4,513	4,957
Nurse Practitioners	2,248	4,738	6,467
Emergency Medical Technicians and Paramedics	3,716	4,530	4,952
Clinical Laboratory Technologists and Technicians	4,329	3,911	4,134
Radiologic Technologists and Technicians	3,051	3,576	3,757
Physical Therapists	3,243	3,046	3,500
Physical Therapist Assistants and Aides	2,949	3,099	3,445
Phlebotomists	2,425	2,948	3,084
Medical Records Specialists	2,093	2,874	3,084
Dental Hygienists	2,182	2,736	3,028
Occupational Therapists	1,857	2,088	2,320
Physician Assistants	1,130	1,968	2,467
Dentists	1,203	1,299	1,436
Nurse Anesthetists	758	888	960

SOURCES: Author calculations using [Lightcast](#) (2025), “Occupation Table: Years 2015-2035” and [Louisiana Works](#) (2025), “Long-term Occupational Projections for All Occupations to 2032.” Retrieved October 2025.

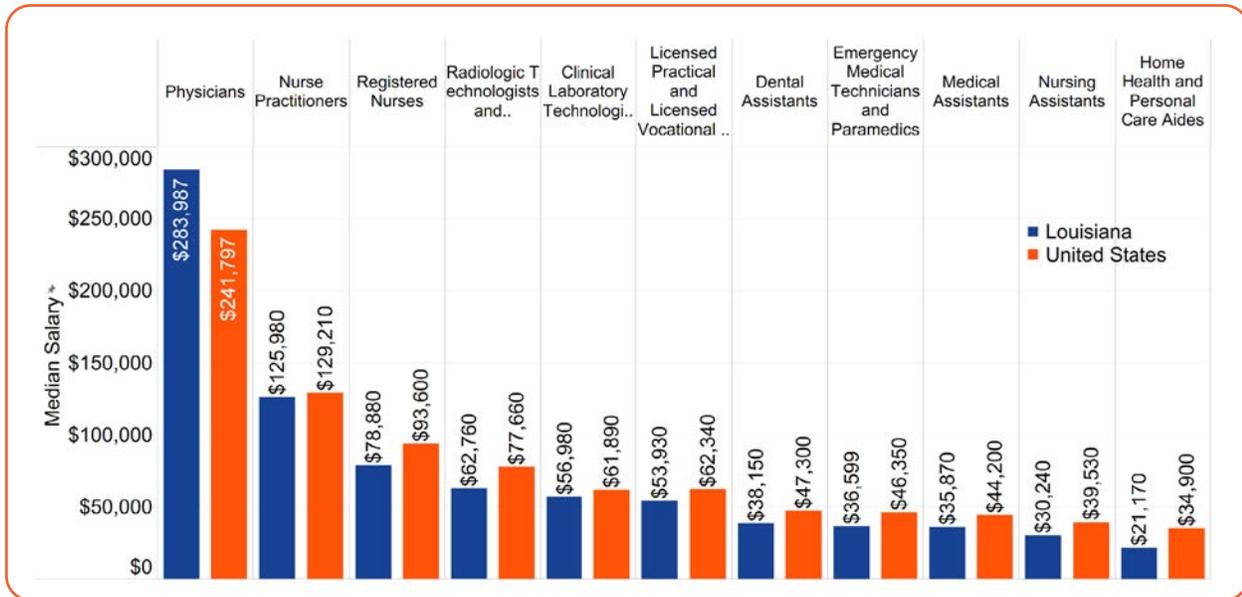
## Salary and Wage Trends

Disparities between Louisiana wages and national averages remain significant across most healthcare occupations:

- Physicians earn a median salary of \$283,987, exceeding the national median of \$241,797, reflecting regional scarcity and high demand.
- Nurse Practitioners earn \$125,980, just 2% below the national median of \$129,210.
- Registered Nurses earn \$78,880, 16% below the national median of \$93,600.
- Mid-skill occupations such as LPNs (\$53,930) earn 13% less than the national median of \$62,340.
- Medical Assistants (\$35,870) also trail national wage levels by 19%, which can limit recruitment and retention.
- Nursing Assistants (\$30,240) and Home Health Aides (\$21,170) represent the lowest-paid segments, with wages 51% and 39%, respectively, below national averages.

As seen in **Figure 6**, disparities, especially in support roles, contribute to workforce instability and turnover, exacerbating the sector’s chronic staffing shortages.

**Figure 6.** Louisiana and U.S. Median Salary by Occupation, 2024.



SOURCES: Author calculations using [Lightcast](#) (2025), “Occupation Table: Year 2024” and [U.S. Bureau of Labor Statistics](#) (2025), “Occupational Employment and Wage Statistics (OES): May 2024 State Occupational Employment and Wage Estimates.” Retrieved October 2025.

## Job Openings and Shortages

Statewide, Louisiana faces an average annual shortfall of thousands of healthcare workers. Today, employers across hospitals, long-term care, primary care, and behavioral health report persistent difficulty filling positions. These shortages reflect both structural demand growth – driven by population aging and expanding healthcare needs – and high turnover, particularly in entry-level and mid-skill roles that are critical to patient care delivery.

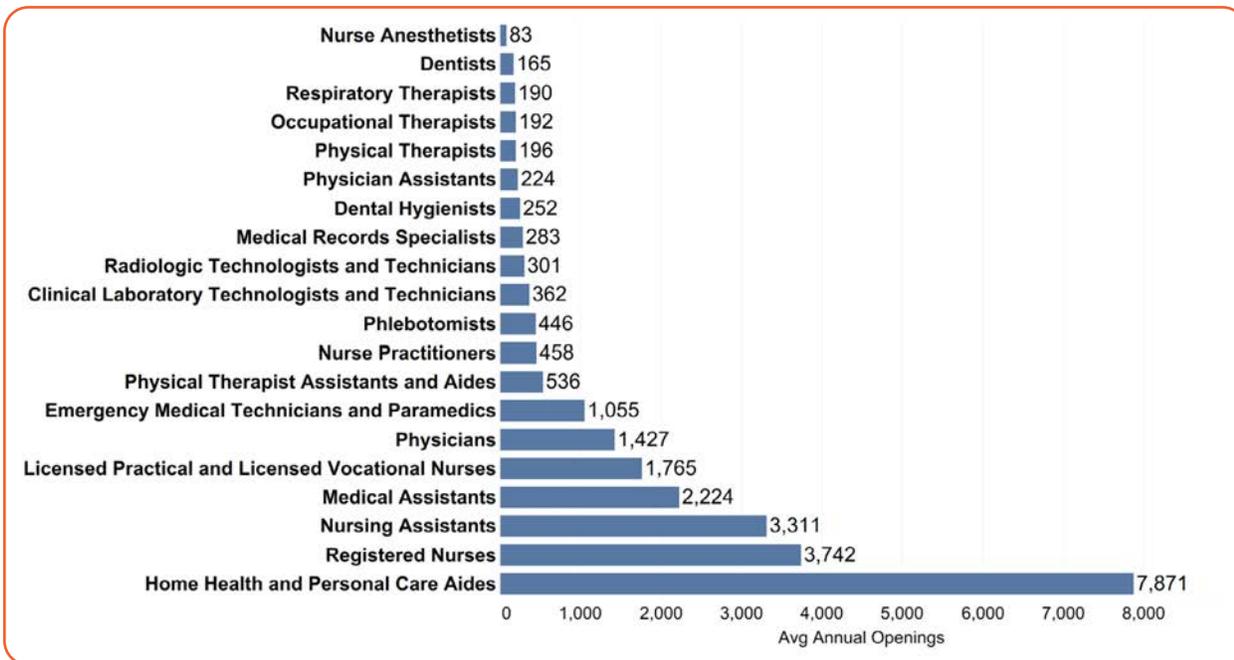
Louisiana’s health care workforce shortages are largely the result of extraordinarily high annual job openings, which exceed the number of workers entering these professions each year. Job openings reflect both new job growth and the replacement needs created by turnover, retirement, and career transitions. Because health care is a labor-intensive sector with high rates of occupational mobility and an aging workforce, replacement demand can be several times greater than new job creation – resulting in sustained hiring pressure even in periods of stable employment.

For many critical occupations, these job openings translate directly into measurable annual shortages. Registered nurses generate 3,742 openings per year, leaving 525 positions unfilled even after accounting for program completers and workforce entrants. Licensed practical nurses face 1,765 annual openings and a 726-worker shortage, while medical assistants, with 2,224 openings, experience a 935-worker gap. A similar dynamic appears in therapy, dental, and diagnostic fields: clinical laboratory technologists and technicians (362 openings; 215 shortage), dental hygienists (252 openings; 179 shortage), and physical therapists (196 openings; 93 shortage).

While shortages are currently present across nearly all major occupations, several are expected to narrow over time as a result of public investments, program expansions, and targeted scaling within Louisiana's higher education institutions. In occupations where program completions have grown fastest, projected supply is beginning to align more closely with average annual job openings through 2035.

- **Home Health and Personal Care Aides** face the largest shortage in the field, with 7,700 unfilled positions today and a projected annual gap of 6,792 through 2035. The magnitude reflects both rapid employment growth in home-based care and high job turnover.
- **Nursing Assistants** show the second-largest gap, with a current shortage of 2,485 workers and an average annual projected shortage of 2,130 workers. These positions are foundational to hospitals, nursing homes, and rehabilitation centers, but high turnover and modest wages contribute to chronic hiring challenges. Despite sizable annual completions at community and technical colleges, the volume of new workers entering the field is insufficient to replace those leaving.
- **Medical Assistants** experience a current shortage of 935 workers and an average annual projected gap of 567 workers. Growth in this occupation is closely tied to the rise in ambulatory care (outpatient clinics and physician practices) and administrative support functions across the healthcare system.
- **Licensed Practical and Licensed Vocational Nurses (LPNs/LVNs)** face a current shortage of 726 workers and an average annual projected shortage of 549 workers. LPN's are critical in both hospital and long-term care settings. Recent initiatives such as expansion of nursing program capacity and dual enrollment pathways have increased the number of LPNs steadily over the past five years, but strategic investment and growth will be essential to maintain adequate regional supply.
- **Registered Nurses (RNs)** have a current shortage of 525 workers, but limited future shortages are expected, reflecting successful scaling of nursing programs. Appendices C and D highlight targeted investments that have expanded nursing program capacity in Louisiana. Continued strategic investment and growth will be essential to maintain an adequate regional supply.
- **Physicians** currently lack 925 doctors, but future statewide shortages are projected to be less severe due to increased medical school and residency capacity. However, significant geographic imbalances persist, with some regions facing far greater shortfalls than others. Targeted investment and strategic growth must be considered in order to ensure an adequate physician supply at the regional level.
- **Physical Therapist Assistants and Aides** show an estimated shortage of 469 workers and a projected gap of 428 workers per year, reflecting steady growth in rehabilitative and outpatient therapy services. These occupations often face regional supply constraints, particularly outside major metro areas.
- **Nurse Practitioners (NPs)** have a current shortage of 346 workers and a projected annual shortage of 316 workers, driven by the rapid expansion of primary care, telemedicine, and chronic disease management services. While NP employment has grown quickly, the state's advanced nursing programs produce fewer graduates than required to meet projected demand.
- **Phlebotomists** show an existing gap of 265 workers and an estimated annual shortage of 226 workers, reflecting growing diagnostic and laboratory service demand, particularly in hospital and outpatient settings.
- **Clinical Laboratory Technologists and Technicians** face a shortage of 215 workers and a projected gap of 132 workers per year, representing ongoing challenges in recruiting and retaining specialized technical staff for diagnostic services across the state's hospitals and labs.

**Figure 7.** Louisiana Average Annual Job Openings by Occupation, 2025.



Note: Job openings reflect new job growth and job turnover from occupational changes and retirements (2025).

SOURCES: Author calculations using [Lightcast](#) (2025), “Occupation Table: Year 2025”; [Louisiana Works](#) (2025), “Long-term Occupational Projections for All Occupations to 2032”; and [Louisiana Board of Regents](#) (2025), “Degrees and Certificates Awarded: CMLPRACE Academic Years 2022-2023, 2023-2024, and 2024-2025.” Retrieved October 2025.

This demonstrates that health care shortages in Louisiana are a demand-driven problem, shaped by structural forces: aging population, expanded care utilization, post-pandemic workforce exits, and competition across states for credentialed workers. The result is a labor market where high openings—not low supply—are the primary engine of persistent shortages. As a whole, the state’s healthcare system faces an estimated average annual shortage of more than 11,000 workers across the top employing occupations. Nearly 80% of this unmet demand is concentrated in support and entry-level care occupations, particularly home health, personal care, and nursing assistants. These are the same roles with the highest turnover rates and lowest wage levels, underscoring the structural nature of the labor supply challenge. While this report examines the overall healthcare workforce pipeline needed to meet labor demands, future research will need to analyze how the healthcare workforce continues to evolve and how these demands shift over time.



## Conclusion

The report's findings make clear that the pace of workforce development has not kept up with the pace of job creation. While Louisiana higher education institutions have strengthened educational pipelines for physicians, registered nurses, licensed practical nurses, and other high-skill practitioners, persistent gaps exist, and strategies are needed to fill the rapidly growing opportunities for home health aides, nursing assistants, licensed practical nurses, and medical assistants. These persistent shortages – totaling more than 10,000 unfilled positions each year – severely constrain growth and service delivery.

The analysis underscores a central conclusion: Louisiana's healthcare labor market exhibits both structural strength and systemic imbalance. On the supply side, due to strategic state investments, Louisiana maintains a diversified educational network producing a steady flow of healthcare graduates across all major credential levels. To sustain this growth, strategic and targeted investment in programs coupled with incentives to encourage remaining in Louisiana for employment must continue. On the demand side, demographic shifts – especially an aging population and rising chronic care needs – are fueling faster employment growth than the system can replenish.

Addressing this gap requires a coordinated strategy linking education, workforce development, and employer engagement. Expanding training capacity at higher education institutions, improving retention through career ladders and supportive workplaces, and strengthening pathways from education to employment are all essential steps toward ensuring that healthcare demand can be met locally. Such alignment would not only stabilize the healthcare labor market but also unlock the full economic potential of projected job growth, estimated to contribute an additional \$3.9 billion to state GDP through 2035.

Based on these findings, the Health Works Commission approved seven recommendations on December 5, 2025 (see pages 16-17). These recommendations will guide the Commission's continued efforts to address workforce challenges and accelerate progress in reducing shortages across key healthcare occupations in Louisiana.

# Recommendations

Based upon the findings of this report, the Commission recommends the following:

Action Item	Authority to Fulfill Action Item
<p><b>1. Prioritize Scaling Programs for High-Shortage, High-Turnover Occupations.</b> Continue to provide capitation funds to enable postsecondary education institutions to maintain the increased capacity of RN and LPN programs in Louisiana. Given that 80% of unmet demand is concentrated in home health aides, nursing assistants, LPNs, and medical assistants, if additional funding is made available the Board of Regents should prioritize targeted expansion of these programs.</p>	<ul style="list-style-type: none"> <li>▶ Louisiana Legislature</li> <li>▶ Louisiana Board of Regents/ Louisiana Technical and Community College System (LCTCS)</li> </ul>
<p><b>2. Strengthen Alignment of Higher Education and Healthcare Employers.</b> Request Louisiana Department of Health advocate for funding of academic-practice partnerships to leverage public and private investments designed to encourage innovation, increase the capacity of healthcare programs, and address regional healthcare workforce needs.</p>	<ul style="list-style-type: none"> <li>▶ Louisiana Legislature</li> <li>▶ Louisiana Department of Health</li> </ul>
<p><b>3. Expand Regional Workforce Pipelines to Address Geographic Imbalances.</b> While New Orleans and Baton Rouge remain the largest healthcare hubs, rural regions employ 57,000+ workers and face disproportionately higher shortages. The Commission, alongside the LDH H.E.R.O. Fund and sustained funding through the Louisiana Legislature, should support region-specific strategies: mobile and hybrid training, rural clinical rotation expansion, local apprenticeship models, and partnerships with rural employers to ensure supply meets localized demand.</p>	<ul style="list-style-type: none"> <li>▶ Louisiana Legislature</li> <li>▶ Louisiana Department of Health</li> <li>▶ Louisiana Works</li> <li>▶ Louisiana Board of Regents</li> </ul>
<p><b>4. Strengthen Recruitment and Retention through Wage and Career Mobility Strategies.</b> The report highlights significant wage compression, especially for support roles, nearly 40% below national averages for key occupations like home health aides. The Commission, alongside LDH H.E.R.O. Fund programming, could review incentives such as wage-enhancement pilots, retention bonuses, career ladder models, and tuition assistance tied to service commitments to reduce turnover and improve long-term workforce stability.</p>	<ul style="list-style-type: none"> <li>▶ Louisiana Legislature</li> <li>▶ Louisiana Department of Health</li> <li>▶ Louisiana Works</li> <li>▶ Louisiana Board of Regents</li> </ul>

<p><b>5. Encourage Innovative Program Models and Flexible, Tiered Pathways.</b> Healthcare licensing boards should enable innovative program models and tiered licensure pathways that allow students to exit at multiple points and obtain related credentials. Boards should ensure that rulemaking supports flexible, competency-based, and scalable training approaches, especially those that expand the workforce in high-need and underserved areas.</p>	<ul style="list-style-type: none"> <li>▶ Healthcare Licensing Boards</li> </ul>
<p><b>6. Improve Healthcare Workforce Data by Encouraging Participation from Private Institutions.</b> To strengthen statewide workforce planning, the Commission recommends that private universities provide healthcare program data include program, enrollment and completion. The inclusion of LAICU institutions in statewide reporting will improve demand forecasting, reduce data gaps, and ensure that policy decisions respond to the full healthcare education landscape.</p>	<ul style="list-style-type: none"> <li>▶ Louisiana Board of Regents</li> <li>▶ Louisiana Association of Independent Colleges and Universities (LAICU)</li> </ul>
<p><b>7. Advance Long-Term Simulation and Training Infrastructure through the New Committee Structure.</b> With the new Simulation Medical Training and Education Committee, the Commission is positioned to modernize clinical training capacity. Recommendations should include expanded simulation labs, shared regional simulation hubs, standardized simulation curricula, and investment in faculty training to ease clinical site shortages and accelerate pipeline growth, especially in high-demand nursing and allied health fields.</p>	<ul style="list-style-type: none"> <li>▶ Louisiana Health Works Commission</li> <li>▶ Simulation Medical Training and Education Committee</li> </ul>

# Methodology and References

This report analyzes Louisiana’s healthcare workforce using a combination of federal, state, and proprietary labor market data sources. Estimates of current employment and wage distributions are derived primarily from the U.S. Bureau of Labor Statistics (BLS), while projections and workforce gap analysis incorporate data from Louisiana Works, the Louisiana Board of Regents (BOR), and Lightcast.

## ► Methodology

### Employment and Wage Estimates

Employment levels and median wages were compiled for healthcare-related industries (NAICS 62) and detailed healthcare occupations (SOC codes beginning with 29 and 31). Parish-level data were aggregated to produce metro-level employment totals.

### Occupational Projections

Projected growth rates were applied to current employment estimates to model expected job additions and average annual job openings through 2035. These projections were used to estimate industry- and occupation-specific workforce demand.

### Labor Shortages and Workforce Gap Estimates

Labor shortages were identified by comparing projected occupational demand using average annual job openings with estimated worker supply derived from educational program completer outputs. The Board of Regents Statewide Completers System provided annual counts of graduates by Classification of Instructional Programs (CIP) code, which were mapped to healthcare-related Standard Occupational Classifications (SOC). This linkage enabled estimation of the training pipeline’s contribution to workforce supply for key healthcare occupations such as registered nurses, licensed practical nurses, and medical assistants.

### Economic Impact Modeling

Forecasted employment and wage growth in healthcare-related industries modeled in IMPLAN to estimate total economic impacts (direct, indirect, and induced) on Louisiana’s economy. The model quantifies how projected increases in healthcare employment and earnings contribute to state GDP, total labor income, tax revenues, and job creation across related industries. Multipliers specific to Louisiana’s industrial and income structure were applied to ensure regional accuracy.

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# Appendix A

## Task Force Member Rosters

### ► Health Works Commission

Member	Seat Information
Demetrius Porche, Chair	LSU Health Sciences Center New Orleans
Emily DiPalma	Louisiana Workforce Commission
Drew Maranto	Louisiana Department of Health
Paul Salles	Louisiana Hospital Association
Wes Hataway	Louisiana Nursing Home Association
Jim Carlson	Senate Health and Welfare Committee
Rep. Dustin Miller	House Committee on Health and Welfare
Austin Lewis	Governor's Office
Susannah Craig	Louisiana Board of Regents
Aimee Cloyd	Nursing Supply and Demand Committee
Sharon Dunn	LSU Health Sciences Center Shreveport
Karen Lyon	Louisiana State Board of Nursing
Wendi Palermo	Louisiana Community and Technical College System
Brian Rash	Louisiana Association of Independent Colleges and Universities
Bruce Greenstein	Louisiana Department of Health
Kaffia Arvie	Occupational Forecasting Conference
Rick Gallot	University of Louisiana System
Christina Costanza	Louisiana State Board of Practical Nurse Examiners
Jeffery Williams	Louisiana State Medical Society
Sandra Brown	Southern University System
Ragan LeBlanc	Louisiana Academy of Family Physicians
Melissa Nunn	Louisiana Association of Nurse Practitioners
Lesley Tilley	Louisiana State Nurses Association

## ► Nursing Supply and Demand Committee

Member	Seat Information
Aimee Cloyd, Chair	Louisiana Hospital Association
Christina Costanza	Louisiana State Board of Practical Nurse Examiners
Karen Lyon	Louisiana State Board of Nursing
Wes Hataway	Louisiana Nursing Home Association
Lesley Tilley	Louisiana State Nursing Association
Susannah Craig	Louisiana Board of Regents
Kelly Lanigan	Office of Public Health
Bronwyn Doyle	Louisiana Association of Independent Colleges and Universities
Mary Kelly	New Orleans Black Nurses Association
Kristine Stout	Louisiana Council of Administrators of Nursing Education
Jennifer Badeaux	Louisiana Association of Nurse Anesthetists
Laurence Vincent	Louisiana Organization of Nurse Leadership
Kathy Baldrige	Louisiana Association of Nurse Practitioners
Nathalie Walker	Louisiana Council of Perioperative Registered Nurses
VACANT	Louisiana School Nurses Organization
Sandra Brown	Southern University School of Nursing
Wendi Palermo	Louisiana Community and Technical College System

## ► Simulation Medical Training and Education Committee

Member	Seat Information
Tabitha Jones-Thomas, Chair	Louisiana Association of Independent Colleges and Universities
Trudy Williams, Vice Chair	Southern University System
Susannah Craig	Louisiana Board of Regents
Drew Maranto	Louisiana Department of Health
Emily DiPalma	Louisiana Workforce Commission
Charmaine Cureton	Department of Education
Daryl Lofaso	LSU Health Sciences Center New Orleans
Kelly Pagidas	LSU Health Sciences Center Shreveport
Ann Warner	University of Louisiana System
Aimme McCauley	Louisiana State University System
Wendi Palermo	Louisiana Community and Technical College System
Ashley Orphe	Louisiana Area Health Education Center Program
Aimee Cloyd	Louisiana Hospital Association
Wes Hataway	Louisiana Nursing Home Association
Evon Smith	Louisiana Ambulance Alliance
Vincent Culotta	Louisiana State Board of Medical Examiners
Karen Lyon	Louisiana State Board of Nursing
Christina Costanza	Louisiana State Board of Practical Nurse Examiners
Rep. Peter Egan	Louisiana House of Representatives
Sen. Beth Mizell	Louisiana Senate
Manada Smith	Governor's Office of Elderly Affairs
Andrew Kilshaw	Governor's Policy Advisor on Healthcare
Jennifer Calzada	Tulane School of Medicine
Lisa Broussard	Louisiana Council of Administrators of Nursing Education
John Lipka	Edward Via School of Osteopathic Medicine
Wenona Bell	Franciscan Missionaries of Our Lady University

# Appendix B

## Commission Accomplishments

### ► Simulation Medical Training and Education Committee

Action Item	Description
Funded Three Committee Initiatives	<ol style="list-style-type: none"><li>1. Facilitated Camp Fast Forward, a Middle School Healthcare Career Exploration: Focusing on middle school student healthcare workforce exploration through simulation training, this camp benefited 100 students.</li><li>2. Staff Member Simulation Training: Funding allowed McNeese State University faculty to create simulation modules. The module is titled: Dissemination of Non-Immersive VR Modules for Behavior Analysts and Psychiatric Nurses to Support Safety, Community, and Independent Living Skills.</li><li>3. Provided modules for 20 Faculty to participate in ongoing training: Willis Knighton staff had access to online simulation training to teach novice simulation educators to apply evidence-based practice in simulation and enhance moulage practices.</li></ol>
Conducted “Lunch and Learn” Webinars	Lunch and Learn Webinars on Best Practices in Simulation were held in October 2024 and March 2025.

# ***Appendix C***

## **Regional Healthcare Innovation Partnership Program Institutional Updates**

# Regional Healthcare Innovation Partnership Program

## ► Fletcher Technical Community College

### Regional Partners

Terrebonne General Health System, Cardiovascular Institute of the South, Terrebonne Parish Recreation District #7, Ochsner Health Chabert, Mr. and Mrs. Mike Callais (for use of their event venue, "Popie's Palace," in Cut Off), Franklin Library



### Program Summary

South Louisiana is experiencing a shortage of medical assistants and cardiovascular sonographers, with demand expected to rise by 2031. Fletcher will expand its Medical Assistant program and launch a hybrid Cardiovascular Sonography program, supported by local partnerships that provide training facilities and clinical experience.

- **Contract Amount:** \$391,061.00
- **Amount Spent FY24:** \$55,250.68
- **YTD Spent FY26:** \$23,819.00

- **Contract Period:** July 1, 2023 – June 30, 2026
- **Amount Spent FY25:** \$182,785.91

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>• Admit 3 cohorts of 10 students each into the Medical Assistant program in different locations of the Fletcher community.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 students were admitted to the 1st cohort, in Cut Off.</li> <li>• 7 students were admitted to the 2nd cohort, in Grand Caillou.</li> <li>• 8 students were admitted to the 3rd cohort, in Franklin.</li> </ul>
<ul style="list-style-type: none"> <li>• Program completion rates of the Medical Assistant program will be greater than or equal to 80%.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of the 1st cohort completed the Medical Assistant program.</li> <li>• 100% of the 2nd cohort completed the Medical Assistant program.</li> <li>• 25% of the 3rd cohort completed the Medical Assistant program.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of the Medical Assistant Program graduates will pass the certification exam on the first attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of the 1st cohort passed their certification exam on the first attempt.</li> <li>• 43% of the 2nd cohort passed their certification exam on the first attempt.</li> <li>• No data to report for the 3rd cohort.</li> </ul>
<ul style="list-style-type: none"> <li>• Admit one cohort of 10 students into the Cardiovascular Sonography Program.</li> </ul>	<ul style="list-style-type: none"> <li>• 12 students were admitted.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► Franciscan Missionaries of Our Lady University (Fran U)

### Regional Partners

Franciscan Missionaries of Our Lady Health System, HOPE Ministries

### Program Summary

Fran U has launched a comprehensive program to expand and diversify the nursing workforce in Greater Baton Rouge. The program offers academic support services such as intrusive advising, mentoring by diverse registered nurses, and career coaching through HOPE Ministries.



- **Contract Amount:** \$249,945.00
- **Amount Spent FY24:** \$90,178.63

- **Contract Period:** July 1, 2023 – June 30, 2025
- **Amount Spent FY25:** \$147,809.36

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>• Enroll a total of 24 Accelerated Bachelor of Nursing (ABSN) students into the Wolves on the RISE program.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 students started in Spring 2024 cohort. 14 students starting in Fall 2024 cohort.</li> </ul>
<ul style="list-style-type: none"> <li>• 40% of both cohorts will identify as under-represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal met for both cohorts.</li> </ul>
<ul style="list-style-type: none"> <li>• 85% of students from both cohorts will remain in progression in the nursing program at the end of the Spring 2025 semester.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% retention rate.</li> </ul>
<ul style="list-style-type: none"> <li>• 50% of students who are in the Wolves on the RISE program will express an intention to be employed as nurses in Regional Labor Market Area (RLMA) regions 1, 2, and 4 upon completion of the ABSN program.</li> </ul>	<ul style="list-style-type: none"> <li>• Only Spring 2024 cohort has graduated; of that group, 100% of students who reported employment information at graduation (May 2025) are employed in RMLA regions 1, 2, or 4; continuing to collect employment data for the next 12 months for the spring 2024 cohort and will collect this data from the Fall 2024 cohort when they graduate.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► Louisiana Tech University

### Regional Partner

Northeast Louisiana Healthcare Alliance



**LOUISIANA TECH**  
UNIVERSITY

### Program Summary

Louisiana Tech University launched the Freshman Advanced Summer Term (FAST) program to support 24 incoming Associate of Science in Nursing (ASN) students by giving them an early start on foundational science courses and essential study skills. The intensive NursesFAST program also fosters lasting peer and mentor relationships to enhance student success throughout their nursing education.

► **Contract Amount:** \$251,112.00

► **Amount Spent FY24:** \$2,203.85

► **YTD Spent FY26:** \$85,418.54

► **Contract Period:** July 1, 2023 – June 30, 2026

► **Amount Spent FY25:** \$119,858.51

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>Admit cohort of 24 ASN students.</li> </ul>	<ul style="list-style-type: none"> <li>23 started and finished Summer 2024 session (Cohort 1).</li> <li>24 started Summer 2025 (Cohort 2).</li> </ul>
<ul style="list-style-type: none"> <li>&gt;85% complete Biological Sciences (BISC) 225/226 (Human Anatomy and Physiology I Lab).</li> </ul>	<ul style="list-style-type: none"> <li>100% of cohorts 1 and 2 successfully completed BISC 225 and 226 summer sessions.</li> </ul>
<ul style="list-style-type: none"> <li>&gt;75% complete BISC 227 (Human Anatomy and Physiology II).</li> </ul>	<ul style="list-style-type: none"> <li>Goal met 95.5% for Cohort 1 (1 withdrew and re-enrolled Winter 2025)</li> <li>No data yet. Will be evaluated in November 2025.</li> </ul>
<ul style="list-style-type: none"> <li>&gt;50% of cohort from underrepresented groups or rural high school.</li> </ul>	<ul style="list-style-type: none"> <li>Target met &gt;50% of first and second cohort was from an underrepresented group or rural high school.</li> </ul>
<ul style="list-style-type: none"> <li>&gt;60% nursing clinical cohort will graduate on time.</li> </ul>	<ul style="list-style-type: none"> <li>Goal will be evaluated May 2027. This is seven (7) quarters after cohort members begin the clinical nursing program.</li> </ul>
<ul style="list-style-type: none"> <li>&gt;95% report satisfied or highly satisfied with program.</li> </ul>	<ul style="list-style-type: none"> <li>Goal partially met at 94.74% for cohort 1.</li> <li>Goal exceeded goal at 100% for cohort 2.</li> </ul>
<ul style="list-style-type: none"> <li>&gt;95% report improvement in study skills.</li> </ul>	<ul style="list-style-type: none"> <li>Goal met at 96% for cohort 1 and 2.</li> </ul>
<ul style="list-style-type: none"> <li>&gt;80% report greater self-confidence in ability to complete nursing curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Goal met at 89.5% for cohort 1.</li> <li>Goal will be evaluated in November 2025 for cohort 2.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ▶ LSU Alexandria

### Regional Partners

Rapides Regional Medical Center, CHRISTUS St. Frances Cabrini Hospital, Avoyelles Hospital, CHRISTUS Central Louisiana Surgical Hospital



### Program Summary

Survey feedback from the Central Louisiana (CENLA) region highlights strong interest in a Registered Nurse (RN) licensure program for Licensed Practical Nurses (LPNs) and Paramedics, prompting LSUA to collaborate with regional hospitals to develop an ASN pipeline. To support this initiative, healthcare partners are contributing adjunct faculty for clinical training, and LSUA offers tuition waivers and appointed a dedicated professional advisor to guide student success.

- ▶ **Contract Amount:** \$686,560.00
- ▶ **Amount Spent FY24:** \$93,689.64
- ▶ **YTD Spent FY26:** \$50,363.42
- ▶ **Contract Period:** July 1, 2023 – June 30, 2026
- ▶ **Amount Spent FY25:** \$159,752.23

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>Admit at least 10 LPNs who are currently employed at partnering facilities each fall and spring semesters AY 2024-2025 to provide financial support in successful completion of the undergraduate nursing program at LSUA placing additional registered nurses into the workforce within Regional Labor Market Area (RLMA) 6.</li> </ul>	<ul style="list-style-type: none"> <li>In Academic Year 2024-2025, seven LPNs currently employed at partnering facilities have received scholarships at \$2,000 per award.</li> <li>In Academic Year 2025-2026, six LPNs currently employed at partnering facilities have received scholarships at \$2,000 per award.</li> </ul>
<ul style="list-style-type: none"> <li>Admit at least three paramedics who are currently employed at partnering facilities for the fall and spring semesters AY 2024-2025 to pre-licensure Paramedic-ASN nursing students providing financial support to successfully complete the undergraduate nursing program at LSUA placing additional registered nurses into the workforce within RLMA 6.</li> </ul>	<ul style="list-style-type: none"> <li>In April 2024, LSUA increased its goal to 10 paramedics and 20 pre-licensure Paramedic-ASN scholarships.</li> <li>The program launched in Spring 2025 with two paramedics in prerequisite courses. One \$2,000 scholarship was awarded in Q3. In Q1, there have been three paramedic-ASN scholarship funded.</li> </ul>
<ul style="list-style-type: none"> <li>Fund a total of one adjunct faculty from partnering facility for fall and spring semesters AY 2024-2025 to support the additional clinical groups without penalty of using their personal time off from their full-time employer, thereby increasing the number of graduates within the LPN and Paramedic-ASN programs from LSUA entering the nursing workforce within RLMA 6.</li> </ul>	<ul style="list-style-type: none"> <li>Increased LPN-ASN enrollment has led to more students being eligible for their second clinical semester.</li> <li>Fall 2024: 20 students enrolled; adjunct position funded (including fringe) by this award.</li> <li>Spring 2025: 28 students enrolled; funding continued for the additional adjunct position.</li> <li>Fall 2025: 28 students enrolled; funding continued for the additional adjunct position.</li> </ul>
<ul style="list-style-type: none"> <li>Fund the equivalent of one full-time faculty position for the development of a Paramedic-ASN program for fall and spring semesters for the implementation with teaching workload for fall and spring semesters AY 2024-2025 with a plan that the increased enrollment will sustain the faculty position.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum was fully implemented, reviewed in May 2025 with student feedback incorporated, and approved for inclusion in the Fall 2025 course catalog.</li> <li>Faculty personnel and fringe benefit expenses will be incurred beginning Fall 2025.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► LSU Health Sciences Center Shreveport

### Regional Partner

Ochsner Lafayette General



### Program Summary

In the Lafayette region, there is a substantial need for health diagnosing and treating practitioners, who are primarily physical therapists. In addition, there is presently no physical therapy program in this labor market or in immediately surrounding areas. To meet this need LSU Health Sciences Center Shreveport (LSUHSCS), working in partnership with Ochsner Lafayette General, is creating a Doctorate of Physical Therapy program in Lafayette.

► **Contract Amount:** \$229,000

► **Amount Spent FY24:** \$0

► **Contract Period:** April 1, 2024 - June 30, 2025

► **Amount Spent FY25:** \$129,976.42

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>Hire one full-time faculty member who will serve as the official contact person to provide onsite leadership in Lafayette, in addition to teaching, research, and service roles. This person will also have a role in the accreditation process for the Lafayette site.</li> </ul>	<ul style="list-style-type: none"> <li>Individual hired and began in September 2024.</li> </ul>
<ul style="list-style-type: none"> <li>Hire a second faculty member who will have a role in clinical education placements as well as traditional faculty roles related to teaching, research, and service. This position will be paid for by LSUHSCS.</li> </ul>	<ul style="list-style-type: none"> <li>On track to complete Spring 2026.</li> </ul>
<ul style="list-style-type: none"> <li>Purchase physical-therapy-related equipment that will meet the curriculum needs and ensure the students at the Lafayette campus have the same quality learning experiences as students in Shreveport.</li> </ul>	<ul style="list-style-type: none"> <li>The equipment contract between LSUHSCS and Ochsner Lafayette General (OLG) was finalized February 19, 2025. The equipment has been received.</li> </ul>
<ul style="list-style-type: none"> <li>Procure enough clinical site placements to meet the needs of all enrolled students for all clinical experiences at both the Shreveport and Lafayette campuses.</li> </ul>	<ul style="list-style-type: none"> <li>Educational Management Platform (Exxat) Clinical Placement software will be used to track clinical site contracts.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate with Ochsner Lafayette General (OLG) to acquire a physical location that will meet the needs of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Signed agreement from Ochsner describing its agreed-upon commitment of space and resources for the partnership.</li> </ul>
<ul style="list-style-type: none"> <li>Obtain approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and from the Commissions on Accreditation in Physical Therapy Education (CAPTE) to offer the doctoral degree at the Lafayette campus as an extension of the LSUHSCS Doctor of Physical Therapy program.</li> </ul>	<ul style="list-style-type: none"> <li>Goal partially met. SACSCOC approval was received in December 2024. The proposal was submitted to CAPTE in April 2025 and will be reviewed at an upcoming meeting.</li> </ul>
<ul style="list-style-type: none"> <li>Admit one cohort of 16 students into the Doctor of Physical Therapy program on the Lafayette campus in Summer 2025 (May 2025).</li> </ul>	<ul style="list-style-type: none"> <li>Goal was amended to admit one cohort of 16 students into the Doctor of Physical Therapy program on the Lafayette campus in Summer 2026 (May 2026).</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► McNeese State University

### Regional Partners

CHRISTUS Ochsner Southwest Louisiana Health, Lake Charles Memorial Hospital System

### Program Summary

To establish financial support for Licensed Practical Nurses (LPNs) returning to complete the Bachelor of Science in Nursing (BSN) through partnerships with local healthcare agencies. McNeese supports Licensed Practical Nurses employed by CHRISTUS Ochsner Southwest Louisiana Health and Lake Charles Memorial Hospital (LCMHS) to create a pipeline for LPNs to receive a BSN.



- **Contract Amount:** \$501,214.00
- **Amount Spent FY24:** \$9,212.82
- **YTD Spent FY26:** \$43,056.00

- **Contract Period:** April 1, 2024 – June 30, 2026
- **Amount Spent FY25:** \$84,288.95

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>• Revise current LPN to BSN curriculum to reduce barriers for LPNs returning to complete the BSN.</li> </ul>	<ul style="list-style-type: none"> <li>• The LPN advisor is reviewing assessment tools and prior learning policies to better align with LPN backgrounds and support smoother entry into the BSN program.</li> <li>• A Fall 2025 Curriculum Committee proposal was submitted to award credit for prior coursework, reducing barriers for returning LPNs and supporting recruitment of non-traditional and transfer students.</li> </ul>
<ul style="list-style-type: none"> <li>• Establish financial support for LPNs returning to complete the BSN through partnerships with local healthcare agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• 11 of 18 students are receiving financial support utilizing H.E.R.O. funding to complete the BSN.</li> </ul>
<ul style="list-style-type: none"> <li>• Establish professional mentoring support program for LPNs returning to school to include MSU faculty and healthcare agency nurses.</li> </ul>	<ul style="list-style-type: none"> <li>• Current partner agencies include CHRISTUS Ochsner, and LCMHS. Events and mentorships continue: SMART START and Career Journeys sessions provided academic and career guidance; both were recorded and shared with students.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► Northwestern State University

### Regional Partner

Natchitoches Regional Medical Center

### Program Summary

To increase the number of Registered Nurses (RNs) in northwest Louisiana, Northwestern State University (NSU) will support Licensed Practical Nurses (LPNs) employed by a local hospital who are interested in and willing to become RNs. Northwestern is establishing an LPN-to-RN program with the local hospital and will increase the number of RNs graduating to support the needs of the region. The healthcare provider allows flexible scheduling around classes and clinical time to accommodate program participants.



► **Contract Amount:** \$740,400.00

► **Amount Spent FY24:** \$97,645.50

► **YTD Spent FY26:** \$31,591.88

► **Contract Period:** July 1, 2023 – June 30, 2026

► **Amount Spent FY25:** \$185,181.78

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>Admit three cohorts of approximately 5-10 students each fall semester during Academic Years 2023, 2024, and 2025.</li> </ul>	<ul style="list-style-type: none"> <li>In Fall 2024, six students were admitted to the cohort, joined by two continuing students awarded stipends and all graduated in August 2025.</li> <li>In Fall 2025, five students were admitted.</li> </ul>
<ul style="list-style-type: none"> <li>Cohort retention rates of &gt; 90%.</li> </ul>	<ul style="list-style-type: none"> <li>Cohort retention rates are 100% at this time.</li> </ul>
<ul style="list-style-type: none"> <li>90% of program graduates will pass the National Council Licensure Examination (NCLEX) on the first attempt (the pass rate will be &gt; to the state average).</li> </ul>	<ul style="list-style-type: none"> <li>100% of graduates passed the National Council Licensure Examination (NCLEX) on the first attempt.</li> </ul>
<ul style="list-style-type: none"> <li>100% of NRMC participants who complete the program will remain employed at NRMC for six months post-graduation.</li> </ul>	<ul style="list-style-type: none"> <li>100% of NRMC participants who complete the program will remain employed at NRMC for six months post-graduation.</li> </ul>
<ul style="list-style-type: none"> <li>85% of program graduates will remain employed within RLMA 6 or 7 for one year post-graduation.</li> </ul>	<ul style="list-style-type: none"> <li>At this time, all graduates are employed within RLMA 6 or 7 for one year post-graduation.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► Elaine P. Nunez Community College

### Regional Partners

Louisiana Children’s Medical Center, New Orleans East Hospital



### Program Summary

Elaine P. Nunez Community College is partnering with a hospital system to help current non-nursing staff pursue careers as Licensed Practical Nurses (LPNs). The program offers compensation, class time, scholarships, and support services to remove barriers and meet workforce demands.

- **Contract Amount:** \$432,724.00
- **Amount Spent FY24:** \$81,056.63
- **YTD Spent FY26:** \$15,677.38

- **Contract Period:** July 1, 2023 – June 30, 2026
- **Amount Spent FY25:** \$104,029.04

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>• Admit a maximum of 20 incumbent workers as students in the nursing program who are employed by Louisiana Children’s Medical Center (LCMC) and/or New Orleans East Hospital (NOEH) in two groups with a limit of 10 students per group. Each group will be split into two cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Admitted nine NOEH employees and one UMC employee into the nursing program across cohorts from Fall 2023 through Fall 2025</li> <li>• Expanded program eligibility to the MCMC Hospital System Employees, One employee enrolled in Fall 2024.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of those enrolled in the nursing program will successfully complete all required nursing courses within four semesters (not including prerequisites).</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 9 students enrolled across three cohorts (Fall 2023: 3; Spring 2024: 5; Fall 2024: 1, later increasing to 3). No new students were admitted in Spring 2025.</li> <li>• Despite some attrition, reentry pathways supported persistence; 3 students graduated in May 2025, and 3 active students remain on track to graduate in December 2025.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of successful completers from cohorts 1 and 2 will pass PN-NCLEX for licensure on the first attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• All three PN graduates who attempted the PN-NCLEX in May 2025 passed on the first attempt and received licensure, with three additional graduates scheduled to test after December 2025.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► Southern University and A&M College

### Regional Partners

Ochsner Health, Southern University System Foundation



### Program Summary

Southern University and A&M College is strengthening the registered nurse pipeline through student support programs, workforce initiatives like Career Day and internships, and early engagement with local K-12 schools. Partnering with Ochsner, the university is also providing mentoring and access to clinical simulation resources to better prepare students for healthcare careers.

- **Contract Amount:** \$249,500.00
- **Amount Spent FY24:** \$217,178.84

- **Contract Period:** July 1, 2023 – June 30, 2024

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>• There will be a 20% increase in student pass rate within the first clinical nursing courses (Nursing 201).</li> </ul>	<ul style="list-style-type: none"> <li>• There was a 21% increase in pass rate from Fall 2023 semester (68%) to Spring 2024 semester (82%).</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of senior-level students participating in the Summer Internship Program will receive a rating of satisfactory or above.</li> </ul>	<ul style="list-style-type: none"> <li>• A survey taken to gauge the satisfaction of program showed that 100% of participants agreed that they were satisfied with the overall program.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of senior-level students participating in the Ochsner Clinical Simulation will receive a rating of satisfactory or above. Create a student satisfaction instrument to obtain this data.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal Achieved. Senior-level nursing students had the opportunity to rotate through various units at Ochsner Health's O'Neal and Grove campuses.</li> <li>• The student satisfaction survey showed 100% of students were satisfied with the program.</li> </ul>
<ul style="list-style-type: none"> <li>• At least 80% of graduating seniors will participate in the Career Day</li> </ul>	<ul style="list-style-type: none"> <li>• Goal Achieved. 97% (69 of 71) graduating seniors attended the Fall 2023 Career Day on November 6, 2023.</li> </ul>
<ul style="list-style-type: none"> <li>• At least 80% of graduating seniors will participate in the Career Expos and Talent Ambassador Talks.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% percent of the graduating senior-level students attended. Seventy students moved to the Talent Acquisition process. Three SUSON students were hired on-site. Eight (8) SUSON students scheduled shadow shifts. Twenty-two (22) SUSON students are in-queue for future roles.</li> </ul>
<ul style="list-style-type: none"> <li>• At least 3-5 schools will be selected to participate in a 4-week Summer Enrichment and Mentorship Program (June 1 - June 30)</li> </ul>	<ul style="list-style-type: none"> <li>• The Summer Enrichment and Mentorship Program successfully selected students from a diverse array of high schools across three states. In total, students from 16 high schools were chosen to participate in this initiative.</li> </ul>

# Regional Healthcare Innovation Partnership Program

## ► University of Louisiana at Lafayette

### Regional Partners

Ochsner Lafayette General, Oceans Healthcare



UNIVERSITY of  
**LOUISIANA**  
L A F A Y E T T E

### Program Summary

To address Louisiana’s shortage of mental health professionals, UL Lafayette’s LHC Group • Myers School of Nursing is launching a 20-credit-hour online Post-Master’s Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate Program. Supported by Ochsner Lafayette General and Oceans Healthcare through preceptorships, the program will help fill provider gaps with highly qualified PMHNPs.

- **Contract Amount:** \$694,285.00
- **Amount Spent FY24:** \$189,883.54
- **YTD Spent FY26:** \$16,982.50

- **Contract Period:** July 1, 2023 – June 30, 2026
- **Amount Spent FY25:** \$200,692.01

### Program Goals and Accomplishments

Goal	Status (as of August 2025)
<ul style="list-style-type: none"> <li>• Admit three cohorts of seven students each fall and spring semester during AY 2023-2024 (14 students), AY 2024-2025 (21 students), and AY 2025-2026 (14 students).</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2023 (Cohort 1): 6 admitted, 1 withdrew, 5 graduated (May 2025).</li> <li>• Spring 2024 (Cohort 2) : 6 admitted, 1 withdrew, 5 accelerated the program and graduated August 2025.</li> <li>• Fall 2024 (Cohort 3): 7 admitted, 2 withdrew, 5 are progressing through the program and projected to complete in May 2026.</li> </ul>
<ul style="list-style-type: none"> <li>• Cohort retention rates are ≥ 90%</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2023: 6 admitted – 5 retained (83%).</li> <li>• Spring 2024: 6 admitted – 5 retained (83%).</li> <li>• Fall 2024: 7 admitted – 5 retained (71%).</li> <li>• Overall retention rate is 79.9%.</li> </ul>

# Appendix D

## Funding Allocations, Nurse Capitation

### ► Louisiana Community and Technical College System (LCTCS)

Spring 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$546,000</b>	Baton Rouge Community College	\$31,500	ASN	9
	Bossier Parish Community College	\$70,000	ASN	20
	Central Louisiana Technical CC	\$98,000	PN	28
	Northshore Technical CC	\$262,500	PN	75
	Northwest Louisiana Technical CC	\$56,000	PN	16
	SOWELA Technical CC	\$28,000	ASN, PN	8

Summer 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$434,000</b>	Central Louisiana Technical CC	\$98,000	PN	28
	Delgado Community College	\$56,000	ASN	16
	Northshore Technical CC	\$203,000	PN	58
	Northwest Louisiana Technical CC	\$49,000	PN	14
	SOWELA Technical CC	\$28,000	ASN, PN	8

Fall 2020 Semester (Payment 1)				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$147,000</b>	Baton Rouge Community College	\$31,500	ASN	9
	Bossier Parish Community College	\$59,500	ASN	17
	Delgado Community College	\$56,000	ASN	16

Fall 2020 Semester (Payment 2)				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$532,000</b>	Bossier Parish Community College	\$66,500	ASN	19
	Central Louisiana Technical CC	\$87,500	PN	25
	Fletcher Technical Community College	\$35,000	PN	10
	Louisiana Delta Community College	\$115,500	ASN, PN	33
	Northshore Technical CC	\$189,000	PN	54
	Northwest Louisiana Technical CC	\$38,500	PN	11

### Spring 2021 Semester

System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$717,500</b>	Baton Rouge Community College	\$84,000	ASN	24
	Bossier Parish Community College	\$161,000	ASN	46
	Central Louisiana Technical CC	\$66,500	PN	19
	Delgado Community College	\$119,000	ASN	34
	Fletcher Technical Community College	\$14,000	ASN	4
	Louisiana Delta Community College	\$105,000	ASN, PN	30
	Northshore Technical Community CC	\$112,000	PN	32
	Northwest Louisiana Technical CC	\$28,000	PN	8
	SOWELA Technical Community College	\$28,000	PN	8

### Fall 2021 Semester

System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$581,000</b>	Baton Rouge Community College	\$122,500	ASN	35
	Bossier Parish Community College	\$98,000	ASN	28
	Delgado Community College	\$45,500	ASN	13
	Fletcher Technical Community College	\$28,000	ASN	8
	Louisiana Delta Community College	\$56,000	PN	16
	Northshore Technical Community CC	\$178,500	PN	51
	SOWELA Technical Community College	\$52,500	PN	15

### Spring 2022 Semester

System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$889,000</b>	Bossier Parish Community College	\$84,000	ASN	24
	Baton Rouge Community College	\$189,000	ASN	54
	Central Louisiana Technical CC	\$189,000	PN	54
	Delgado Community College	\$21,000	ASN	6
	Louisiana Delta Community College	\$56,000	ASN	16
	Nunez Community College	\$14,000	PN	4
	River Parishes Community College	\$14,000	PN	4
	South Louisiana Community College	\$87,500	PN	25
	SOWELA Technical Community College	\$52,500	PN	15
	Northshore Technical Community CC	\$182,000	PN	52

<b>Summer 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$108,500</b>	South Louisiana Community College	\$56,000	ASN	16
	Baton Rouge Community College	\$52,500	ASN	15

NOTES: PN = Practical Nursing, ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► Louisiana State University System

<b>Spring 2020 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$80,500</b>	LSU Health Sciences New Orleans	\$38,500	BSN	11
	LSU Alexandria	\$42,000	ASN	12

<b>Summer 2020 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$70,000</b>	LSU Health Sciences New Orleans	\$35,000	BSN	10
	LSU Alexandria	\$35,000	ASN	10

<b>Fall 2020 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$24,500</b>	LSU Alexandria	\$24,500	ASN	7

<b>Spring 2021 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$115,500</b>	LSU Alexandria	\$94,500	ASN	27
	LSU Health Sciences New Orleans	\$21,000	BSN/RN	6

<b>Fall 2021 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$101,500</b>	LSU Shreveport	\$38,500	ASN	11
	LSU Health Sciences New Orleans	\$63,000	BSN	18

<b>Spring 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$66,500</b>	LSU Shreveport	\$38,500	ASN	11
	LSU Health Sciences New Orleans	\$28,000	BSN	8

<b>Summer 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$31,500</b>	LSU Eunice	\$31,500	ASN	9

<b>Fall 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$21,000</b>	LSU Health Sciences New Orleans	\$21,000	BSN	6

<b>Spring 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$42,000</b>	LSU Health Sciences New Orleans	\$24,500	BSN	7
	LSU Shreveport	\$17,500	ASN	5

<b>Fall 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$77,000</b>	LSU Eunice	\$73,500	ASN	21
	LSU Alexandria	\$3,500	BSN	1

<b>Spring 2024 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$87,500</b>	LSU Eunice	\$73,500	ASN	21
	LSU Alexandria	\$14,000	BSN	4

<b>Fall 2024 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$297,500</b>	LSU Health Sciences New Orleans	\$126,000	BSN	21
	LSU Shreveport	\$73,500	PN	18
	LSU Eunice	\$63,000	ASN	36
	LSU Alexandria	\$35,000	ASN	10

Spring 2025 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$266,000</b>	LSU Health Sciences New Orleans	\$105,000	BSN	29
	LSU Eunice	\$87,500	ASN	25
	LSU Shreveport	\$45,500	PN	13
	LSU Alexandria	\$28,000	ASN	8

NOTES: PN = Practical Nursing, ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

### ► University of Louisiana System

Spring 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$168,000</b>	Louisiana Tech University	\$28,000	ASN	8
	Northwestern State University	\$112,000	ASN, BSN	32
	University of Louisiana at Monroe	\$28,000	BSN	8

Summer 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$38,500</b>	Southeastern Louisiana University	\$38,500	BSN	11

Fall 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$196,000</b>	Louisiana Tech University	\$28,000	ASN	8
	Northwestern State University	\$101,500	ASN, BSN	29
	Southeastern Louisiana University	\$38,500	BSN	11
	University of Louisiana Monroe	\$28,000	BSN	8

Spring 2021 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$196,000</b>	Louisiana Tech University	\$28,000	ASN	8
	Northwestern State University	\$101,500	ASN, BSN	29
	Southeastern Louisiana University	\$38,500	BSN	11
	University of Louisiana at Monroe	\$28,000	BSN	8

<b>Fall 2021 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$150,500</b>	Louisiana Tech University	\$10,500	ASN	3
	Northwestern State University	\$70,000	ASN	20
		\$70,000	BSN	20

<b>Spring 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$224,000</b>	Louisiana Tech University	\$63,000	ASN	18
	McNeese State University	\$7,000	BSN	2
	Northwestern State University	\$91,000	ASN	26
		\$35,000	BSN	10
	Southeastern Louisiana University	\$28,000	BSN	8

<b>Fall 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$259,000</b>	Louisiana Tech University	\$63,000	ASN	18
	Northwestern State University	\$119,000	ASN	34
		\$49,000	BSN	14
	Southeastern Louisiana University	\$28,000	BSN	8

<b>Spring 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$98,000</b>	Louisiana Tech University	\$35,000	ASN	10
	Northwestern State University	\$35,000	ASN	10
	Southeastern Louisiana University	\$28,000	BSN	8

<b>Fall 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$406,600</b>	Grambling State University	\$24,500	NP	7
	Louisiana Tech University	\$38,500	ASN	11
	McNeese State University	\$24,500	BSN	7
	Northwestern State University	\$59,500	BSN	17
		\$84,000	ASN	24
		\$105,000	NP	30
	Southeastern Louisiana University	\$28,000	BSN	8
		\$14,000	NP	4
	University of Louisiana Lafayette	\$28,000	NP	8

Spring 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$259,000</b>	Grambling State University	\$14,000	NP	4
	Louisiana Tech University	\$24,500	ASN	7
	McNeese State University	\$52,500	BSN	15
	Northwestern State University	\$7,000	BSN	2
		\$21,000	ASN	6
		\$66,500	NP	19
	Southeastern Louisiana University	\$31,500	BSN	9
University of Louisiana Lafayette	\$42,000	NP	12	

Fall 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$525,000</b>	Grambling State University	\$14,000	NP	4
	Louisiana Tech University	\$66,500	ASN	4
	McNeese State University	\$21,000	BSN	6
	Northwestern State University	\$196,000	BSN	56
		\$101,500	ASN	29
		\$45,500	NP	13
	Southeastern Louisiana University	\$28,000	BSN	8
University of Louisiana Lafayette	\$38,500	NP	11	

Spring 2025 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
<b>\$283,500</b>	Louisiana Tech University	\$49,000	ASN	14
	Northwestern State University	\$38,500	ASN	11
		\$154,000	BSN	44
	Southeastern Louisiana University	\$28,000	BSN	8
		\$14,000	NP	4

NOTES: PN = Practical Nursing, ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

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## ► Southern University System

Spring 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$105,000	Southern University and A&M College	\$56,000	BSN	16
	Southern University Shreveport	\$49,000	ASN	14

Fall 2020 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$56,000	BSN	16
	Southern University Shreveport	\$56,000	ASN	16

Spring 2021 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$56,000	BSN	16
	Southern University Shreveport	\$56,000	ASN	16

Fall 2021 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$98,000	Southern University and A&M College	\$56,000	BSN	16
	Southern University Shreveport	\$42,000	ASN	12

Spring 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$84,000	Southern University and A&M College	\$56,000	BSN	16
	Southern University Shreveport	\$28,000	ASN	8

Fall 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	BSN	16

Spring 2023 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	BSN	16

Fall 2023 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$56,000	BSN	16
		\$56,000	NP	16

Spring 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$56,000	BSN	16
		\$56,000	NP	16

Fall 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$122,500	Southern University and A&M College	\$56,000	BSN	16
		\$56,000	NP	16
	Southern University Shreveport	\$10,500	ASN	3

Spring 2025 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$56,000	BSN	16
		\$56,000	NP	16

Notes: PN = Practical Nursing, ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► Franciscan Missionaries of Our Lady University (FranU)

Semester	Funding Amount	Program(s)	# Students Past Baseline Enrollment
Spring 2020	\$35,000	BSN	10
Summer 2020	\$35,000	BSN	10
Fall 2020	\$35,000	BSN	10
Spring 2021	\$70,000	BSN	20
Fall 2021	\$122,500	BSN	35
Spring 2022	\$87,500	BSN	25
Fall 2022	\$115,500	BSN	33
Spring 2023	\$70,000	BSN	20
Fall 2023	\$52,500	BSN	15
Spring 2024	\$38,500	BSN	11
Fall 2024	\$91,000	BSN	26
Spring 2025	\$49,000	BSN	14

Notes: PN = Practical Nursing, ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## Funding Allocations, Allied Health Capitation

### ► Louisiana Community and Technical College System

Spring 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$203,000	Louisiana Delta Community College	\$28,000	MA	8
	River Parishes Community College	\$175,000	MA	50

Summer 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$49,000	Bossier Parish Community College	\$24,500	MA	7
	River Parishes Community College	\$24,500	MA	7

Notes: MA = Medical Assistant, RCT= Respiratory Care Technology

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► Louisiana State University System

Summer 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$10,500	LSU Eunice	\$10,500	Rad Tech	3

Fall 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$14,000	LSU Eunice	\$14,000	Rad Tech	4

Spring 2023 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$10,500	LSU Eunice	\$10,500	Rad Tech	3

Fall 2023 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$38,500	LSU Eunice	\$24,500	Rad Tech	7
		\$14,000	Resp Care	4

Spring 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$38,500	LSU Eunice	\$28,000	Rad Tech	8
		\$10,500	Resp Care	3

Fall 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$42,000	LSU Eunice	\$24,500	Rad Tech	7
		\$17,500	Resp Care	5

Spring 2025 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$38,500	LSU Eunice	\$38,500	Rad Tech	11

Notes: Rad Tech = Radiologic Technology

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

► **University of Louisiana System**

<b>Spring 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$119,000</b>	Northwestern State University	\$35,000	NP	10
	Southeastern Louisiana University	\$14,000	NP	4
		\$14,000	SLP	4
	University of Louisiana Monroe	\$45,000	OT	13
		\$10,500	Rad Tech	3

<b>Summer 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$112,000</b>	Northwestern State University	\$35,000	NP	10
		\$35,000	NP	10
	Southeastern Louisiana University	\$14,000	NP	4
	University of Louisiana Monroe	\$28,000	NP	8

<b>Fall 2022 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$196,000</b>	Northwestern State University	\$108,500	NP	31
	Southeastern Louisiana University	\$14,000	NP	4
		\$14,000	SLP	4
	University of Louisiana Monroe	\$56,000	OT	16
		\$3,500	Rad Tech	1

<b>Spring 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$108,500</b>	Grambling State University	\$17,500	NP	5
	Southeastern Louisiana University	\$14,000	NP	4
		\$14,000	SLP	4
	University of Louisiana at Lafayette	\$7,000	OT	7
	University of Louisiana Monroe	\$56,000	OT	16

<b>Spring 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$84,000</b>	Southeastern Louisiana University	\$14,000	SLP	4
	University of Louisiana Monroe	\$70,000	OT	20

<b>Fall 2023 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$84,000</b>	Southeastern Louisiana University	\$14,000	SLP	4
	University of Louisiana Monroe	\$70,000	OT	20

<b>Spring 2024 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$80,500</b>	Southeastern Louisiana University	\$14,000	SLP	4
	University of Louisiana Monroe	\$66,500	OT	19

<b>Fall 2024 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$56,000</b>	Southeastern Louisiana University	\$14,000	SLP	4
	University of Louisiana Monroe	\$42,000	OT	12

<b>Spring 2025 Semester</b>				
<b>System Amount</b>	<b>Institution</b>	<b>Funding Amount</b>	<b>Program(s)</b>	<b># Students Past Baseline Enrollment</b>
<b>\$63,000</b>	Southeastern Louisiana University	\$14,000	SLP	4
	University of Louisiana Monroe	\$49,000	OT	14

Notes: Rad Tech = Radiologic Technology, NP = Nurse Practitioner, SLP = Speech Language Pathology, OT = Occupational Therapy

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► Southern University System

Spring 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	NP	16

Fall 2022 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$84,000	NP	24
		\$28,000	SLP	8

Spring 2023 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$112,000	Southern University and A&M College	\$56,000	NP	16
		\$56,000	SLP	16

Fall 2023 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	SLP	16

Spring 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	SLP	16

Fall 2024 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	SLP	16

Spring 2025 Semester				
System Amount	Institution	Funding Amount	Program(s)	# Students Past Baseline Enrollment
\$56,000	Southern University and A&M College	\$56,000	SLP	16

Notes: Rad Tech = Radiologic Technology

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► Louisiana Christian University

Semester	Funding Amount	Program(s)	# Students Past Baseline Enrollment
Spring 2022	\$7,000	PTA	2
Summer 2022	\$14,000	PTA	4
Summer 2023	\$14,000	PTA	4

Notes: PTA = Physical Therapy Assistant, Rad Tech = Radiologic Technology

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► Franciscan Missionaries of Our Lady University (FranU)

Semester	Funding Amount	Program(s)	# Students Past Baseline Enrollment
Spring 2022	\$91,000	PTA	26
Fall 2022	\$91,000	Rad Tech	26
	\$70,000	RCT	20
Spring 2023	\$91,000	Rad Tech	26
	\$70,000	RCT	20

Notes: Rad Tech = Radiologic Technology, RCT= Respiratory Care Technology, PTA = Physical Therapy Assistant

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

## ► University of Holy Cross

Semester	Funding Amount	Program(s)	# Students Past Baseline Enrollment
Fall 2023	\$7,000	Rad Tech	2

Notes: Rad Tech = Radiologic Technology

The Allied Health Capitation program is designed to increase the number of students admitted past the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average). Therefore, semester-to-semester duplicated headcount may occur.

# Funding Allocations, Nurse Assistant (CNA)

## ► Louisiana Community and Technical College System

Fall 2022 Semester			
System Amount	Institution	# of Recipients	Total Funding
<b>\$29,500</b>	Baton Rouge Community College	5	\$625.00
	Bossier Parish Community College	20	\$2,500.00
	Central Louisiana Technical Community College	4	\$500.00
	Delgado Community College	13	\$1,625.00
	Fletcher Technical Community College	12	\$1,500.00
	Louisiana Delta Community College	29	\$3,625.00
	Northwest Louisiana Technical Community College	15	\$1,875.00
	Northshore Technical Community College	37	\$4,625.00
	Nunez Community College	41	\$5,125.00
	South Louisiana Community College	58	\$7,250.00
	SOWELA Technical Community College	2	\$250.00

Spring 2023 Semester			
System Amount	Institution	# of Recipients	Total Funding
<b>\$20,500</b>	Bossier Parish Community College	12	\$1,500.00
	Central Louisiana Technical Community College	54	\$6,750.00
	Delgado Community College	4	\$500.00
	Fletcher Technical Community College	6	\$750.00
	Louisiana Delta Community College	27	\$3,375.00
	Northshore Technical Community College	36	\$4,500.00
	South Louisiana Community College	25	\$3,125.00

Fall 2023 Semester			
System Amount	Institution	# of Recipients	Total Funding
<b>\$13,500</b>	Bossier Parish Community College	28	\$3,500.00
	Fletcher Technical Community College	9	\$1,125.00
	Louisiana Delta Community College	24	\$3,000.00
	Northwest Louisiana Technical Community College	15	\$1,875.00
	South Louisiana Community College	32	\$4,000.00

### Spring 2024 Semester

System Amount	Institution	# of Recipients	Total Funding
<b>\$36,500</b>	Baton Rouge Community College	25	\$2,500.00
	Central Louisiana Technical Community College	86	\$9,300.00
	Fletcher Technical Community College	17	\$1,950.00
	Northshore Technical Community College	76	\$8,100.00
	Nunez Community College	76.5	\$7,650.00
	South Louisiana Community College	32	\$4,000.00
	SOWELA Technical Community College	30	\$3,000.00

### Fall 2024 Semester

System Amount	Institution	# of Recipients	Total Funding
<b>\$41,500</b>	Baton Rouge Community College	63	\$6,300.00
	Bossier Parish Community College	50	\$5,000.00
	Central Louisiana Technical Community College	40	\$4,000.00
	Delgado Community College	40	\$4,000.00
	Fletcher Technical Community College	17	\$1,700.00
	Louisiana Delta Community College	25	\$2,500.00
	Northshore Technical Community College	37	\$3,700.00
	Northwest Louisiana Technical Community College	20	\$2,000.00
	Nunez Community College	35	\$3,500.00
	River Parishes Community College	15	\$1,500.00
	South Louisiana Community College	43	\$4,300.00
	SOWELA Technical Community College	30	\$3,000.00

### Spring 2025 Semester

System Amount	Institution	# of Recipients	Total Funding
<b>\$21,850</b>	Baton Rouge Community College	25	\$2,500.00
	Central Louisiana Technical Community College	86	\$9,300.00
	Fletcher Technical Community College	17	\$1,950.00
	Northshore Technical Community College	76	\$8,100.00
	<b>TOTAL</b>		

## Funding Allocations, Louisiana Council of Administrators of Nursing Education (LACANE)

Fall 2024 Semester		
Institution	Number of Recipients	Total Funding
Grambling State Louisiana	1	\$4,020.00
Louisiana Delta Community College	1	\$5,000.00
LSU Alexandria	3	\$12,850.00
LSU Health Sciences New Orleans	1	\$4,500.00
Louisiana Tech University	1	\$1,500.00
Loyola University New Orleans	1	\$2,800.00
McNeese State University	3	\$12,005.00
Northwestern State University	4	\$9,335.39
Southeastern Louisiana University	2	\$6,141.75
University of Louisiana Monroe	3	\$10,491.72
<b>TOTAL</b>	<b>20</b>	<b>\$68,643.86</b>

Spring 2025 Semester		
Institution	Number of Recipients	Total Funding
Dillard University	1	\$5,000.00
Grambling State University	2	\$7,160.00
Louisiana Delta Community College	1	\$5,000.00
LSU Alexandria	2	\$7,688.22
McNeese State University	2	\$7,985.00
Nicholls State University	3	\$2,879.82
Northshore Technical Community College	1	\$2,016.00
Northwestern State University	6	\$14,350.92
Southeastern Louisiana University	2	\$4,744.25
University of Louisiana Monroe	4	\$12,637.24
<b>TOTAL</b>	<b>23</b>	<b>\$69,461.45</b>
<b>TOTAL FUNDING, 2024-2025</b>		<b>\$138,105.31</b>

Note: This program was established to increase the number of nursing faculty prepared at the master's or doctoral level, to meet programmatic accreditation standards.

REGIONAL LABOR MARKET AREA (RLMA) DATA

# New Orleans-Metairie Region Healthcare Workforce



**Healthcare employment is 55,887**

and projected to rise 9.5%, adding 5,292 healthcare jobs by 2035.



## 2025 Top 10 Healthcare Labor Shortages in Region

	Median Salary
Nursing Assistants	\$32,640
Registered Nurses	\$84,080
Medical Assistants	\$38,160
Physicians	\$300,940
Licensed Practical Nurses	\$58,740
Nurse Practitioners	\$128,140
Dental Assistants	\$41,700
Medical Records Specialists	\$38,830
Physical Therapist Aides	\$29,960
Physician Assistants	\$126,800

*\*Median Salary listed for 2025*

## Projected Economic Impacts of Growth

Projected growth in state GDP **\$801 Million**

Projected new labor income **\$625 Million**

Projected state and local tax revenue **\$48 Million**



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REGIONAL LABOR MARKET AREA (RLMA) DATA

# Greater Baton Rouge Region Healthcare Workforce



**Healthcare employment is 41,906**

and projected to rise 11.4%, adding 4,770 healthcare jobs by 2035.



**2025 Top 10 Healthcare Labor Shortages in Region**

	Median Salary
Nursing Assistants	\$31,290
Medical Assistants	\$36,470
Physicians	\$341,610
Registered Nurses	\$78,380
Licensed Practical Nurses	\$57,490
Nurse Practitioners	\$128,030
Dental Assistants	\$37,530
Physical Therapist Aides	\$23,320
Dental Hygienists	\$94,720
Phlebotomists	\$36,210

*\*Median Salary listed for 2025*

## Projected Economic Impacts of Growth

Projected growth in state GDP **\$723 Million**

Projected new labor income **\$564 Million**

Projected state and local tax revenue **\$44 Million**



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REGIONAL LABOR MARKET AREA (RLMA) DATA

# Houma-Thibodaux Region Healthcare Workforce



**Healthcare  
employment  
is 7,084**

and projected to rise 7.4%,  
adding 522 healthcare jobs  
by 2035.



**2025 Top 8  
Healthcare  
Labor Shortages  
in Region**

	Median Salary
Physicians	\$272,550
Nursing Assistants	\$28,860
Medical Assistants	\$32,860
Licensed Practical Nurses	\$51,790
Dental Assistants	\$38,460
Physical Therapist Aides	\$23,650
Registered Nurses	\$73,930
Emergency Medical Technicians	\$38,470

*\*Median Salary listed for 2025*

## Projected Economic Impacts of Growth

Projected growth  
in state GDP                      \$80 Million

Projected new  
labor income                      \$62 Million

Projected state  
and local tax  
revenue                              \$5 Million



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REGIONAL LABOR MARKET AREA (RLMA) DATA

# Lafayette-Acadiana Region Healthcare Workforce



**Healthcare  
employment  
is 24,515**

and projected to rise 6.3%,  
adding 1,551 healthcare jobs  
by 2035.



**2025 Top 10  
Healthcare  
Labor Shortages  
in Region**

	Median Salary
Nurse Assistants	\$29,750
Registered Nurses	\$76,800
Medical Assistants	\$32,810
Licensed Practical Nurses	\$49,340
Physicians	\$209,310
Dental Assistants	\$37,690
Emergency Medical Technicians	\$39,720
Nurse Practitioners	\$121,820
Physical Therapy Aides	\$29,410
Phlebotomists	\$34,640

*\*Median Salary listed for 2025*

## Projected Economic Impacts of Growth

Projected growth  
in state GDP                      \$235 Million

Projected new  
labor income                      \$183 Million

Projected state  
and local tax  
revenue                              \$14 Million



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REGIONAL LABOR MARKET AREA (RLMA) DATA

# Lake Charles-SWLA Region Healthcare Workforce



**Healthcare  
employment  
is 10,902**

and projected to rise 6.8%,  
adding 743 healthcare jobs  
by 2035.



**2025 Top 10  
Healthcare  
Labor Shortages  
in Region**

	Median Salary
Physical Therapists	\$93,220
Radiologic Technologists	\$63,140
Physician Assistants	\$64,930
Medical Assistants	\$37,460
Phlebotomists	\$35,740
Dentists	\$96,690
Physicians	\$253,870
Dental Assistants	\$38,750
Registered Nurses	\$78,170
Licensed Practical Nurses	\$51,550

*\*Median Salary listed for 2025*

## Projected Economic Impacts of Growth

Projected growth  
in state GDP                      \$113 Million

Projected new  
labor income                      \$88 Million

Projected state  
and local tax  
revenue                              \$7 Million



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REGIONAL LABOR MARKET AREA (RLMA) DATA

# Alexandria-CENLA Region Healthcare Workforce



**Healthcare  
employment  
is 10,949**

and projected to rise 6.2%,  
adding 681 healthcare jobs by  
2035.



**2025 Top 10  
Healthcare  
Labor Shortages  
in Region**

	Median Salary
Nursing Assistants	\$30,010
Physicians	\$280,570
Licensed Practical Nurses	\$51,100
Medical Assistants	\$31,440
Registered Nurses	\$78,740
Dental Assistants	\$36,380
Phlebotomists	\$35,310
Physical Therapist Aides	\$25,380
Emergency Medical Technicians	\$36,490
Nurse Practitioners	\$119,050

*\*Median Salary listed for 2025*

## Projected Economic Impacts of Growth

Projected added  
to state GDP                      \$103 Million

Projected new  
labor income                      \$81 Million

Projected state  
and local tax  
revenue                              \$6 Million



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REGIONAL LABOR MARKET AREA (RLMA) DATA

# Shreveport-Bossier Region Healthcare Workforce



**Healthcare  
employment  
is 27,424**

and projected to rise 8.1%,  
adding 2,231 healthcare jobs  
by 2035.



**2025 Top 10  
Healthcare  
Labor Shortages  
in Region**

## Projected Economic Impacts of Growth

Projected added to state GDP	\$34 Million
Projected new labor income	\$264 Million
Projected state and local tax revenue	\$21 Million



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	Median Salary
Nursing Assistants	\$31,470
Licensed Practical Nurses	\$57,080
Medical Assistants	\$35,230
Physicians	\$294,610
Registered Nurses	\$83,510
Physical Therapist Aides	\$41,190
Dental Assistants	\$37,330
Phlebotomists	\$35,400
Clinical Laboratory Technologists	\$60,660
Nurse Practitioners	\$122,320

*\*Median Salary listed for 2025*

REGIONAL LABOR MARKET AREA (RLMA) DATA

# Monroe-Ruston Region Healthcare Workforce



**Healthcare  
employment  
is 14,103**

and projected to rise 9%,  
adding 1,264 healthcare jobs  
by 2035.



**2025 Top 10  
Healthcare  
Labor Shortages  
in Region**

	Median Salary
Nursing Assistants	\$30,190
Licensed Practical Nurses	\$52,850
Dental Assistants	\$36,110
Nurse Practitioners	\$120,170
Physical Therapist Aides	\$26,800
Physicians	\$268,800
Medical Assistants	\$31,280
Phlebotomists	\$34,630
Registered Nurses	\$75,190
Emergency Medical Technicians	\$34,620

*\*Median Salary listed*

## Projected Economic Impacts of Growth

Projected growth  
in state GDP                      \$192 Million

Projected new  
labor income                      \$149 Million

Projected state  
and local tax  
revenue                              \$12 Million



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