

NOTICE OF MEETINGS

Board meeting to be held at the
Claiborne Building
Thomas Jefferson Rooms A&B
1201 N. 3rd Street, First Floor
Baton Rouge, Louisiana



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

BOARD OF REGENTS

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

Board of Regents Wednesday, December 15, 2021

Event	Time	Location
Joint Board of Regents/Board of Elementary and Secondary Education (BESE) Meeting hosted by BoR	9:00 a.m.	Thomas Jefferson A&B Room 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
Committee Meetings Audit Personnel** Facilities & Property Academic and Student Affairs Research and Sponsored Initiatives Statewide Programs Planning, Research & Performance Nominating	11:00 a.m. 11:15 a.m. 11:25 a.m. 11:35 a.m. 12:05 p.m. 12:20 p.m. 12:30 p.m. 12:40 p.m. .	Thomas Jefferson A&B Room 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
Board of Regents' Meeting **	1:30 p.m.	Thomas Jefferson A&B Room 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana

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

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

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

JOINT MEETING

**BOARD OF REGENTS AND
BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

Blake R. David, Chair, Board of Regents, Presiding

AGENDA

Wednesday, December 15, 2021 at 9:00 a.m.

**Thomas Jefferson Room 1-136, A & B, Claiborne Building, 1201 North Third Street
Baton Rouge, Louisiana**

I. Call to Order

II. Roll Call

III. Public Comments

IV. Approval of BESE/BoR Minutes of June 16, 2021

IV. 2021 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund Report

Mr. John Broussard, Chief Investment Officer, Department of the Treasury

V. Report from the Office of Broadband Development and Connectivity

Mr. Veneeth Iyengar, Executive Director, Office of Broadband and Connectivity

VI. Addition to Dual Enrollment TOPS Weighted GPA Grid

Dr. Susannah Craig, Deputy Commissioner, Board of Regents

Mr. Ken Bradford, Assistant Superintendent, Department of Education

VII. Report regarding HCR 39 of the 2021 Regular Legislative Session (Teacher Recruitment, Recovery and Retention Task Force)

Mr. Barry Erwin, President & CEO, Council for a Better Louisiana & Task Force Co-Chair

Dr. Susannah Craig, Deputy Commissioner, Board of Regents

Ms. Em Cooper, Deputy Assistant Superintendent of Educator Development, Department of Education

VIII. Items for Consideration

Dr. Cade Brumley, State Superintendent, Louisiana Department of Education

Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents

- i. Consideration of an update regarding Fast Forward
- ii. Consideration of an update regarding Dual Enrollment Task Force

IX. Other Business

X. Adjournment

JOINT MEETING
BOARD OF ELEMENTARY AND SECONDARY EDUCATION
AND
BOARD OF REGENTS

June 16, 2021

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) was called to order at 9:12 a.m. on Wednesday, June 16, 2021, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Ms. Sandy Hollway, President of the Board of Elementary and Secondary Education.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

Mr. Blake David, Chair
Mr. Thomas Seale, III, Vice Chair
Ms. Sonia Perez, Secretary
Mr. Robert Levy
Mr. Charles McDonald
Mr. Darren Mire
Mr. Wilbert Pryor
Mr. Gary Solomon
Ms. Terrie Sterling
Mr. Collis Temple, III
Mr. Chandler Vidrine
Mr. Felix Weill
Ms. Judy Williams-Brown

Absent

Mr. Randy Ewing
Ms. Stephanie Finley
Mr. Phillip May

Board of Elementary and Secondary Education

Present

Ms. Sandy Holloway, President
Ms. Kira Orange Jones, Vice President
Ms. Ashley Ellis, Secretary-Treasurer
Mr. Preston Castille
Dr. Belinda Davis
Mr. Jim Garvey
Mr. Michael Melerine
Mr. Ronnie Morris
Mr. Tommy Roque
Ms. Doris Voitier

Absent

Dr. Holly Boffy

Ms. Sandy Holloway, President of the Board of Elementary and Secondary Education, welcomed those in attendance.

APPROVAL OF THE MINUTES OF DECEMBER 16, 2021

On motion of Mr. Garvey, seconded by Mr. Roque, the Boards approved the minutes of the joint meeting held December 16, 2021.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT FROM THE OFFICE OF BROADBAND DEVELOPMENT AND CONNECTIVITY

Mr. Veneeth Iyengar, Executive Director of Broadband Development and Connectivity for the state of Louisiana, highlighted the following in his report to the Boards:

- the barriers to broadband access which includes infrastructure, affordability, and digital literacy;
- the goal for every resident to have access by 2029; and
- tactical solutions which includes FCC funds and programs, House Bill 648, and outreach training;

Mr. Iyengar also informed the Boards of next steps concerning broadband connection in Louisiana.

Discussion followed.

On motion of Dr. Davis, seconded by Regent Perez, the Boards received the update report from the Office of Broadband Development and Connectivity.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT REGARDING THE FAST FORWARD PROGRAM

Mr. Ken Bradford, Assistant Superintendent, shared information regarding the following in his report to the Boards:

- planning grants funded by the LDE and BOR; and
- developed pathways.

Discussion followed.

On motion of Regent Mire, seconded by Regent Perez, the Boards received the update report regarding the Fast Forward Program.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT REGARDING THE DUAL ENROLLMENT TASK FORCE

Commissioner Reed highlighted the following in her report to the Boards:

- integrating data from LDE and BOR;
- goal of all students graduating with college credit;
- courses provided and delivery method;
- participation rates;
- opportunities to strengthen college credentials and career pathways; and
- parish success.

Commissioner Reed also informed the Boards of recommendations and next steps concerning Dual Enrollment.

Discussion followed.

On motion of Ms. Orange Jones, seconded by Mr. Roque, the Boards received the report regarding Dual Enrollment.

Public comments were received from Mr. Gordon Ford, Lincoln Preparatory School.

ADJOURNMENT

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 10:55 a.m.

Agenda Item VI.
Update to Dual Enrollment Social Studies TOPS Weighted GPA Grid and BoR Core

EXECUTIVE SUMMARY

The Master Course Articulation Matrix (Matrix) was developed by the Board of Regents in 2003 as a resource for students who plan to transfer between public postsecondary institutions in Louisiana and as a reference to aid institutions in awarding appropriate course credit to transfer students. The Matrix is a comprehensive list of course equivalencies among public postsecondary institutions, primarily courses in the General Education core subject areas. During the spring semester of each year, campus faculty review the course listings and provide updates and revisions to Regents' staff.

The 2021-22 Matrix accurately reflects the current statewide articulation of those academic courses offered by at least five public postsecondary institutions. The Matrix and the Louisiana Common Course Catalog are posted on the Regents' website and can be found at this link: <https://regents.la.gov/master-course-articulation/>.

With the development of dual enrollment programs, secondary and postsecondary campuses working in tandem have relied on the Matrix and the Louisiana Common Course Catalog (LCCC) to help guide them in course development. It is critical that course offerings through dual enrollment (DE) programs transfer among all statewide institutions. BoR and LDOE work closely to ensure that new updates to the Matrix and LCCC reflect in the Taylor Opportunity Program for Students (TOPS) weighted GPA allowances, high school core course requirements, and DE.

Act 334 of the 2021 Regular Session amended R.S. 17:5025 to add African American History to the social studies core curriculum requirements for TOPS awards. This course and content were previously approved for addition to the Matrix as CHIS 2103.

Pursuant to Act 334, BoR staff shared the addition of CHIS 2103 to the BoR and TOPS curriculum cores with the Chief Academic Officers (CAOs) from all public postsecondary institutions in the state. The campus CAOs overwhelmingly approved the addition of CHIS 2103 to the social studies cores for TOPS & BoR.

*Students must now select two units from the following: Western Civilization, European History, or A.P. European History; World Geography, A.P. Human Geography, or I.B. Geography; World History, A.P. World History, or World History I.B.; History of Religion; I.B. Economics, Economics, A.P. Macroeconomics, A.P. Microeconomics; or **African American History**.*

STAFF RECOMMENDATION

Senior Staff recommends approval of the inclusion of **CHIS 2103 African American History** to the social studies electives' choices for the TOPS and BoR Cores; as well as the inclusion of this course in the calculation which provides increased weight for DE courses for the BoR and TOPS cores, beginning in Spring 2022 and beyond.

TOPS Core, 2019: Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

ENGLISH = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ENGLISH I – 1 unit						Common Course Code	Common Course Name
ENGLISH II – 1 unit							
1 Unit from the following:							
ENGLISH III – 1 unit	AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English Language Part 1: Cambridge AICE - AS Level or Literature in English Part 1: Cambridge AICE - AS Level	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
1 Unit from the following:							
ENGLISH IV – 1 unit	AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English Language Part 2: Cambridge AICE - AS Level or Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama

MATHEMATICS = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ALGEBRA I – 1 unit	* <i>Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra 1, Geometry, and Algebra II sequence.</i>					Common Course Code	Common Course Name
GEOMETRY – 1 unit							
ALGEBRA II – 1 unit							
1 Unit from the following:							
ALGEBRA III						CMAT 1213	College Algebra
ADV MATH- PRE CALC		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
PRE-CALCULUS		IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE -AS Level	Pre-Calculus	Pre-Calculus	CMAT 1233 or CMAT 1213 & 1223	Algebra & Trigonometry
ADV MATH - FUNCTIONS & STATISTICS						CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus ABAP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE -A Level Math 2 (Part 2): Cambridge AICE -A Level	Calculus I Calculus II	Calculus	CMAT 2103 CMAT 2113-5 CMAT 2123-5 CMAT 2113 CMAT 2116	Applied Calculus Calculus I Calculus II Differential Calculus I Integral Calculus I
AP COMPUTER SCIENCE A	AP Computer Science A						

SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
BIOLOGY I – 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
2 Units from the following:							
BIOLOGY II OR HUMAN ANATOMY& PHYSIOLOGY	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
EARTH SCIENCE						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
PHYSICAL SCIENCE						CPHY 1023	Physical Science
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 113 CCEM 2213	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
PHYSICS I	AP Physics I: Algebra Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRICIENCE I & II (completion of both courses is required for 1 unit of credit)							

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
US HISTORY - 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013/2023	American History I or II
1 Unit from the following:							
US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics		Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
2 Units from the following:							
WESTERN CIVILIZATION						CHIS 1013/1023	Western Civilization I or II
EUROPEAN HISTORY	AP European History		History (European): Cambridge AICE - AS Level	European History			
WORLD GEOGRAPHY	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		CGRG 2113	World Regional Geography
WORLD HISTORY	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	CHIS 1113/1123	World Civilization I or II
HIST OF RELIGION						CPHL 2213	World Religions
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
PSYCHOLOGY	AP Psychology						
AFRICAN AMERICAN HISTORY*						CHIS 2103	African American History
*For 2021-2022 graduates and thereafter							

FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang& Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: Cambridge AICE - AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV			
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			
JAPANESE	AP Japanese Lang& Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV			

ART = 1 Unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
MUSIC (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
FINE ARTS SURVEY	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
ART	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
THEATRE (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre



LOUISIANA TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE

PRELIMINARY RECOMMENDATIONS

Preliminary Recommendations for Recruitment	
LDOE	BOR
<ol style="list-style-type: none">1. Expand the pre-educator pathway strategy in high schools.2. Implement a strategy to recruit diversity in the educator workforce.3. In partnership with Board of Regents, study the impact of Praxis Core and content exams on educator preparation program enrollment.4. Create a campaign to elevate the teaching profession.5. Invest and expand the para-to-teacher model.6. Develop a strategy to attract mid-career professionals into the teaching profession.7. Study and develop statewide a plan for incentive and compensation model.8. Develop and implement statewide career ladder for teachers.9. Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement.10. Evaluate current data collection practice to create a plan for more robust data collection.11. Develop support for aspiring and current principals.12. Expand the Human Resources Fellowship.	<ol style="list-style-type: none">1. Working with the Department of Education, identify best practices for recruiting potential teachers before entering college. Explore dual enrollment opportunities to expand pre-educator pathways in high school.2. Work with the Department of Education to develop strategies for creating a pipeline of teachers of color in educator preparation programs, targeting high-need school districts in Louisiana.3. Research the feasibility of teacher loan forgiveness programs and/or additional incentives for teachers in statewide content shortage areas, as well as those at the local level.4. Encourage expanded partnerships with College of Education programs and local school districts to focus on teacher recruitment.5. Connect with states that have implemented teacher recruitment programs that have partnered and received funding support from the business, community and educational organizations.



LOUISIANA TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE

PRELIMINARY RECOMMENDATIONS

Preliminary Recommendations for Recovery	
LDOE	BOR
<ol style="list-style-type: none">1. Research the reciprocity agreements for certification in other states.2. Study the mentor teacher and residency program and reinstate the statewide work group related to teacher residency.3. Provide research and guidance for teacher well-being support and reducing teacher burnout.4. Reinstitute and implement a statewide new teacher induction program and system support.5. Complete a compensation study including return to work guidance for school districts.6. Study the current educator evaluation system and create a plan to improve the system.	<ol style="list-style-type: none">1. Explore differentiated teaching as a career offering advancement opportunities that encourage teachers to remain in the classroom.2. Partnering with the Louisiana Department of Education, compile research and develop recommendations related to teacher compensation and benefits.

Preliminary Recommendations for Retention	
LDOE	BOR
<ol style="list-style-type: none">1. Build strong support strategies for experienced teachers.2. Expand the teacher pipeline supports for aspiring and current principals. Review school culture and strategies to improve working conditions.	<ol style="list-style-type: none">1. Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.



Teacher Recruitment, Recovery, and Retention Task Force

2021

Preliminary Report



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Introduction and Background

House Concurrent Resolution No. 39 (HCR 39) of the 2021 Regular Legislative Session (Appendix A) created the Teacher Recruitment, Recovery, and Retention Task Force. Under the jurisdiction of the Board of Regents, the Task Force is charged to study for a period of two years the declining enrollment in educator preparation programs as well as strategies, and best practices that the state, individual school districts, and educator preparation programs can implement to increase rates of employment and retention of teachers. Preliminary data from both national and state sources are used to inform this preliminary report.

Understanding the educator pipeline is critical. The teaching profession is the profession that makes all others possible. With a sense of urgency and clear understanding of the importance of this mission, this baseline study was developed. Today, at a time when the premium on knowledge is higher than ever, we face a teacher shortage in Louisiana and across the country. Fewer students are preparing to be teachers and fewer teachers are remaining in the classroom. In addition, greater diversity by race and gender is needed. Understanding these challenges and targeting strategies to address them is at the heart of this legislative call to action.

In all, HCR 39 posed 21 questions to be addressed: 10 recruitment questions, 6 recovery questions, and 5 retention questions. This baseline report responds to 11 of those, providing a clear picture of the current pipeline and trends to date. This sets the table for the deeper research and analysis to be conducted over the next year. In a time of uncertainty, as Louisiana seeks to recover from a global pandemic, the onslaught of hurricanes, and other natural disasters, we are certain of the value of educators. We are also committed to increasing the pipeline of great teachers in the classrooms across our state.

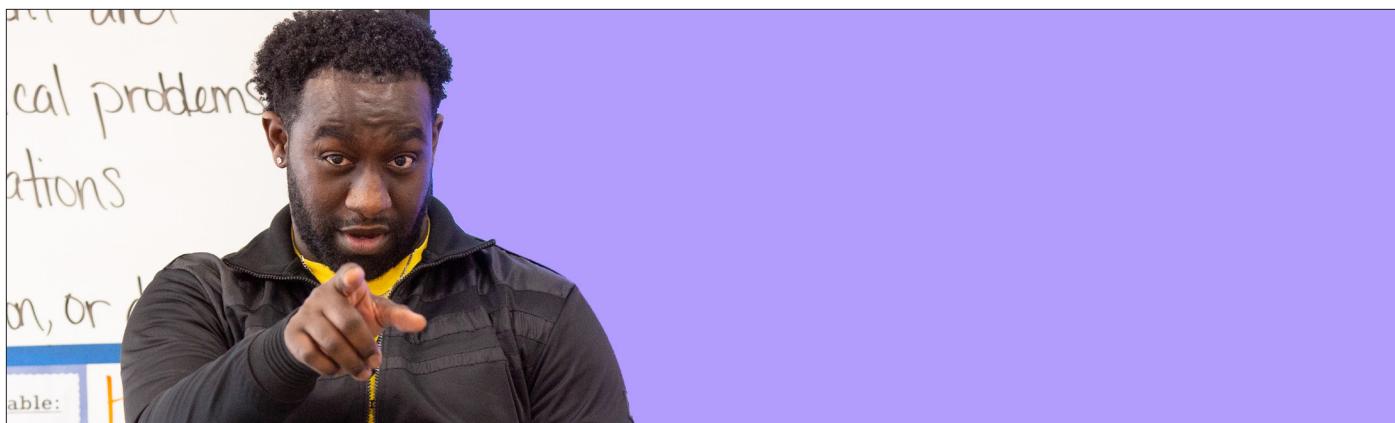
The Teacher Recruitment, Recovery, and Retention Task Force

This Task Force was created to research the factors that underlie these trends and are impacting educator preparation program enrollment, the longevity of teaching careers, changes in school culture, teacher retirement, and other factors.

HCR 39 of the 2021 Regular Legislative Session called for the Task Force to consist of 17 stakeholders from various secondary, postsecondary, professional education organizations and community representatives (see Appendix B). As shown in Table 1, HCR 39 charged the Task Force to research questions related to recruitment, recovery, and retention. The Task Force began exploring all of these questions and the data currently collected in response to each. Appendix C provides the source(s) collected for and questions to be addressed in future Task Force reports.

Table 1. Specific Questions Identified in HCR 39

Recruitment	Recovery	Retention
<ol style="list-style-type: none">How many university-level students are poised to become teachers over the next few years?How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?What can be done to recruit high school students to major in education with the intention to pursue a career in teaching math or science?What can be done to increase high school student's interest in pursuing teaching?How has the one-year residency program affected fourth-year university-level students majoring in education?<ol style="list-style-type: none">What are the consequences of university-level students majoring in education changing their major to avoid the residency program?How many students change from an education major to a different major?Is there an adequate number of mentor teachers for residency programs?<ol style="list-style-type: none">If not, why has the number declined?What best practices for recruiting people to the teaching profession are working in other states?	<ol style="list-style-type: none">Why have teachers retired early or resigned since 2012?What are the results from exit interviews of teachers who leave school districts?What are the results of CLASS Measures surveys conducted throughout the state?How have the inadequacies of accountability evaluation affected teacher morale?How has the lack of pay raises affected teacher morale?What best practices for preventing teacher burnout are working in other states?	<ol style="list-style-type: none">How many of the following are teaching in the state?<ol style="list-style-type: none">Certified teachersUncertified teachersTeachers with an alternative certificationTeachers with temporary assignment designationHow many teachers will be eligible for retirement by 2026?What can be done to increase the number of minority teachers?How can increased documentation requirements affect teacher morale?What best practices for retaining teachers are working in other states?



Since July of 2021, the Task Force has met four times (see Figure A). The agenda for each meeting of the Task Force featured an area of research and data on state and national trends related to teacher recruitment, recovery, and retention. The information presented assisted Task Force members in developing an understanding of current challenges in areas of teacher recruitment, recovery, and retention and informed the preliminary research and recommendations developed for this initial report.

Figure A. Timeline to Date of Task Force Recommendations



Process to Inform Recruitment

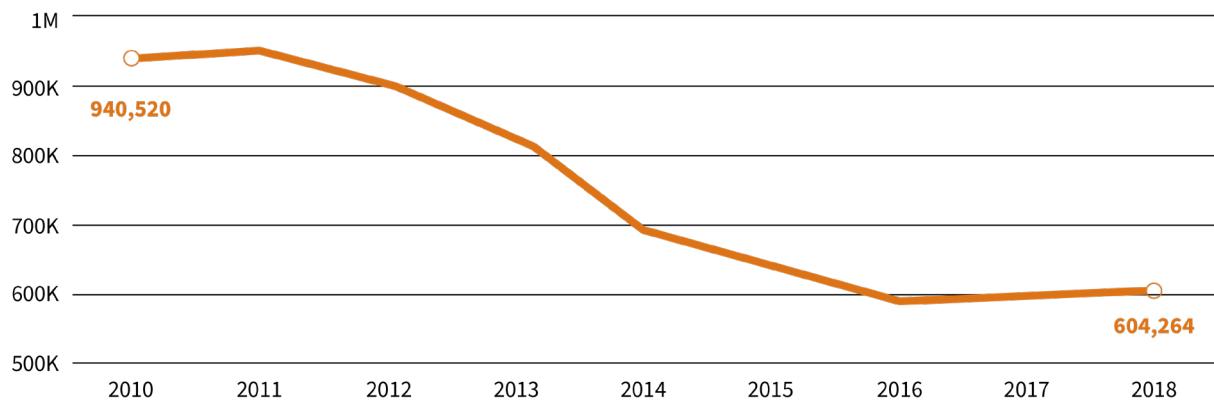
To guide the discussion of teacher recruitment, the Task Force reviewed national and state data during its August meeting. As acknowledged by national sources such as FutureEd (Jacobs & Olson, 2021), the issue of teacher supply and demand affects different geographies, content areas, and student populations in different ways and impacts vary significantly from location to location. To begin this work, the Task Force reviewed the current makeup of Louisiana's educator preparation programs and its educator workforce.

An analysis by the Center for American Progress (Jacobs & Olson, 2021) found a 35% drop nationally in teacher preparation program enrollment. Table 2 illustrates the number of education students who enrolled in teacher preparation programs declined by 25%. Mirroring this trend, Louisiana public school systems have experienced a noticeable decrease in teacher applicant pools, especially in mathematics, science, and special education.

Table 2. Educator Preparation Program Enrollment

Teacher preparation program enrollment has declined

Teacher preparation program enrollment by year, 2010-2018



Source: Author's calculations based on U.S. Department of Education, "Title II Reports," available at <https://title2.ed.gov/Public/Home.aspx> (last accessed October 2019).

In 1997, the Louisiana Legislature designated funding to establish the Center for Innovative Teaching and Learning (CITAL) within the Louisiana Board of Regents. The purpose of CITAL is to improve university-based teaching training programs in Louisiana, working to enhance K-12 educator preparation and educational leadership programs across all disciplines. This program supports Louisiana's 14 public universities and six private universities offering traditional and alternative teacher certification programs. Traditional educator preparation refers to an undergraduate program at a postsecondary institution, while alternative educator preparation programs are designed to provide a route to certification for individuals not holding an education undergraduate degree. Alternative programs may be affiliated with a postsecondary institution at the graduate school level or with individual schools, districts, or regional education service agencies.

Table 3 provides a snapshot of the components for admission into educator preparation programs as well as requirements for certification. Some providers may offer additional or different criteria from the listed minimum requirements. The process from teacher candidate to teacher is a multi-step process. There are specific eligibility requirements that a teacher candidate must complete prior to acceptance to a teacher preparation program. The teacher candidate completes coursework, short-term practice teaching experiences through methods courses, a background check, and then a year-long residency. To be eligible for certification, a teacher candidate must also pass a content area *Praxis* exam in addition to successfully completing all coursework to be eligible for graduation. A teacher preparation program submits all teacher candidates who have fulfilled these requirements to the Louisiana Department of Education for certification. For the purpose of this report, non-certified educators have not met the needed criteria described in Table 3.

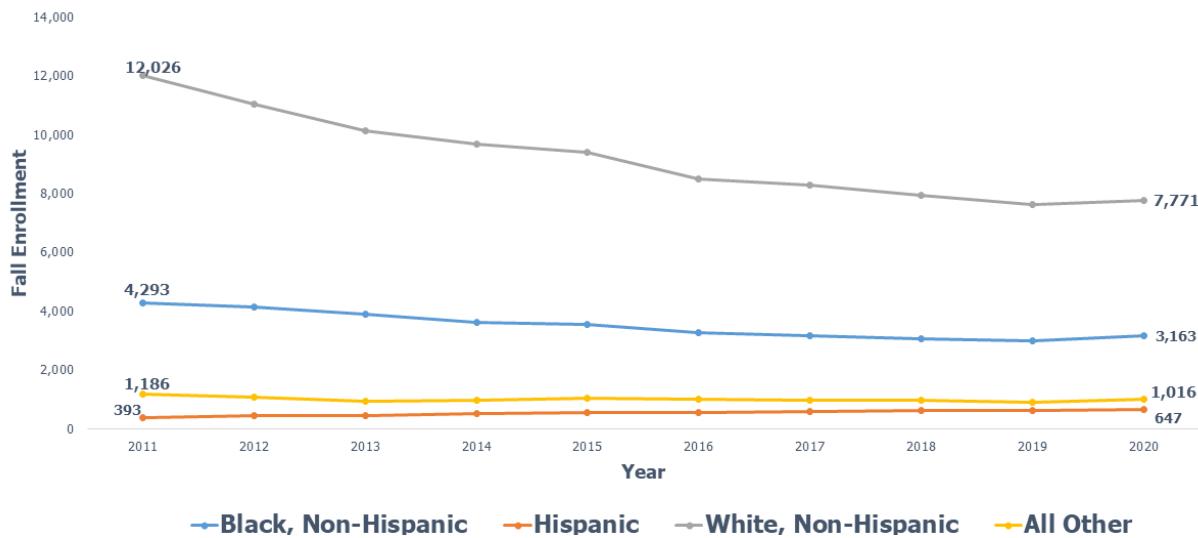


Table 3. Requirements for Educator Preparation Programs

Components of Admission into Traditional or Alternate Educator Preparation Program	Components to be Eligible for Certification in both Traditional and Alternate Educator Preparation Program
ACT composite score of 22 or SAT combined verbal and math 1030 or higher or Praxis core academic skills for educators in reading, writing, and math (traditional and alternate).	Successfully complete a state-approved traditional or alternate educator preparation program.
	Criminal Background Check
	Be recommended by a state-approved university or private program provider for certification.
	Complete a one-year residency in an approved public school with an approved mentor teacher.
Passing score on <i>Praxis</i> core academic skills for educators and current <i>Praxis</i> content area exam(s). Candidates possessing a graduate degree from an accredited college or university will be exempted from the core academic skills for educator's requirement (alternate) program (must achieve a GPA of 3.0 in the alternate program by the end of the first 12 credit hours).	Pass <i>Praxis II</i> (Content Area exam).
Possess a non-education baccalaureate degree from a regionally- accredited university (alternate).	Alternate preparation completers must receive mentoring by a school-based mentor for a minimum of 5 hours per week.
Meet a minimum GPA of 2.50 or higher-grade point average (GPA) on a 4.00 scale (traditional and alternate). Minimum of 2.20 or higher undergraduate GPA on a 4.00 scale (alternate) to enter a college or university.	2.5 GPA

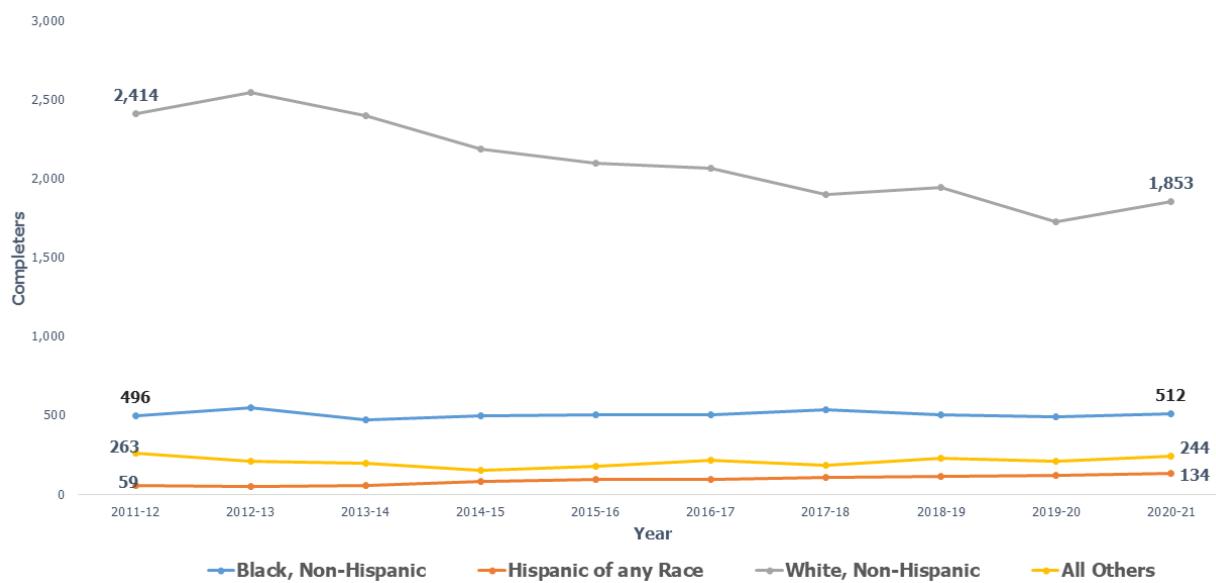
Figure B provides information regarding program enrollment by race and ethnicity over the past 10 years, revealing that 12,597 students are currently enrolled in educator preparation programs. Figure C indicates program completers among this population as 2,743 over that same time period, thus highlighting the decline from enrollment to completion in teacher preparation programs. These data indicate the urgency to develop strategies to retain students in teacher preparation programs.

Figure B. Teacher Enrollment by Ethnicity and Race Over Ten Years



Source: Statewide Student Profile System, Louisiana Board of Regents, September 2021

Figure C. Teacher Completers by Ethnicity and Race Over Ten Years



Source: Statewide Student Profile System, Louisiana Board of Regents, September 2021

These trends are similarly reflected in the workforce as reported by the Louisiana Department of Education (LDOE). Figure D depicts the current gender and racial makeup of teachers in Louisiana in Academic Year 2019-20. These data show Louisiana with almost 44,000 teachers, and Figure E provides their certification status, indicating that 24% of these teachers are out-of-field or uncertified. Figure F further elaborates on Figure E data, providing the insight that the majority of uncertified teachers are currently teaching math and science, supporting the need for recruitment and retention strategies to be targeted in order to produce and retain educators in these high-need subject areas.

Figure D. Louisiana Educator Workforce

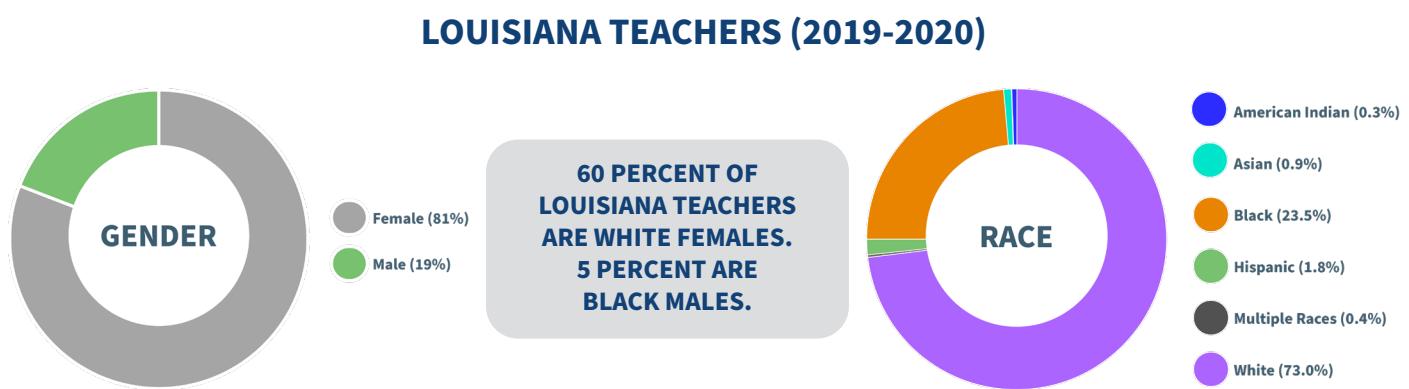


Figure E. Teachers by Certification Status

TEACHERS BY CERTIFICATION STATUS (2019-2020)

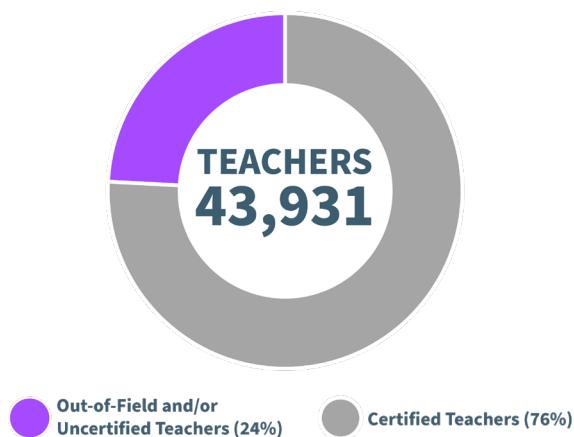
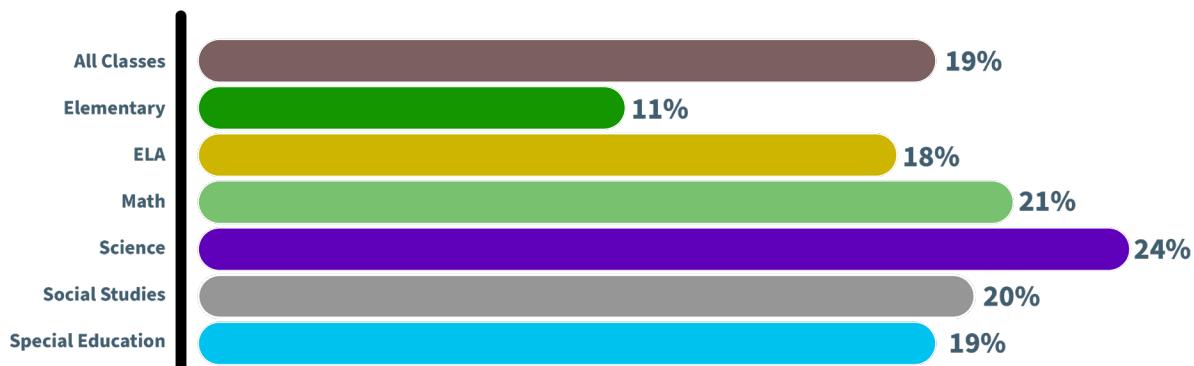


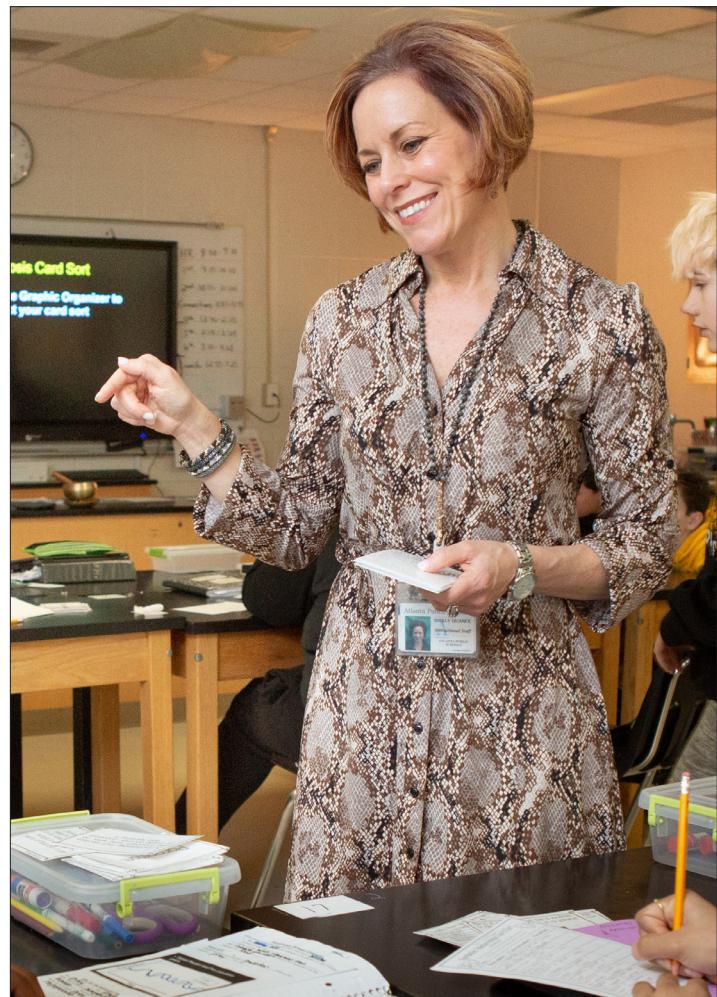
Figure F. Percentage of Classes Taught by Out-of-Field or Uncertified Teachers

PERCENTAGE OF CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS



The LDOE shared with the Task Force the statewide strategies it is undertaking to target recruitment and retention efforts. The first strategy focuses on pre-educator pathways. This program is designed to cultivate highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. In addition to the pre-educator pathway, the teacher residency requirement is also targeted to support recruitment efforts. The teacher residency program was created through a pilot program in 2014, then fully approved in October 2016 by the Board of Elementary and Secondary Education (BESE). As of July 2018, all educator preparation programs (traditional and alternate) must include a year-long residency alongside an expert mentor, as well as include a competency-based design. Since the program began, over 1,200

aspiring teachers have completed this residency program, with over 1,600 experienced teachers serving as mentor teachers. Statewide, the LDOE finds an adequate number of mentor teachers, but acknowledges that there are not adequate numbers in every certification area and geographic region. In addition to the programs the LDOE directly supports, the Task Force reviewed recruitment best practices recommended by the Education Commission of the States including early exposure for high school students to explore the teaching profession, financial incentives such as scholarships and forgivable loans, and teacher residency programs (Evans, Erwin, Macdonald, Pompelia, Aragon, & Perez, 2019).

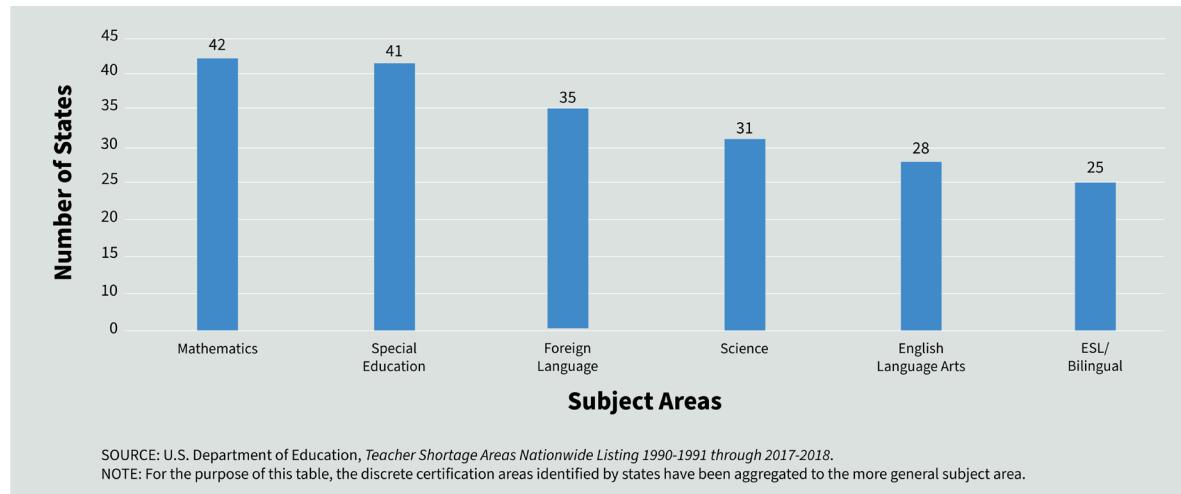


National trends support the data provided by the LDOE. Nationally, the majority of teacher shortages can be sorted into three major categories: subject area-specific shortages, geographic shortages, and diversity shortages.

According to national trends identified by the United States Department of Education (USDOE) (2019), mathematics, special education, foreign language, science, English language arts, and ESL/Bilingual education continue to have the

greatest percentages of teacher shortages. Table 4 illustrates the total number of states identifying teacher shortages in each of these areas: mathematics, 42 states; special education, 41 states; foreign language, 35 states; science, 31 states; English language arts, 28 states; and English as a second language (ESL)/bilingual, 25. These data correspond with Louisiana data, which indicate that Louisiana subject-area teacher shortages are concentrated in mathematics, science, and special education.

Table 4. State-reported Teacher Shortages, by Subject Areas



As other states in the nation wrestle with the same issues as Louisiana, some best practices have emerged to combat shortages and support the recruitment of teachers in the highest-need areas.

Several states are addressing specific shortage areas by first identifying the hardest-to-staff and highest-need schools, geographies, and student populations and then compensating teachers working in those areas at higher levels -- creating an additional incentive for teachers to teach in those shortage areas. For example, the Texas legislature passed the Teacher Incentive Allotment (TIA)(H.B. 3, 2019); TIA launched with an initial cohort of districts implementing a new pay scale for teachers based on school poverty levels, geographies, and their own teaching experience.

In addition, to combat subject-area shortages, several states have implemented strategies to recruit and retain teachers. Some states are offering tuition assistance and loan-forgiveness programs for those willing to be certified (and teach) in high-need grades and subjects that may be outside of their personal preferences. A USDOE (2019) report recommends that states offer tuition offset programs that consider the size of investments based on the severity of the shortages. The report recommends a sliding scale of benefits through tuition assistance in those certification areas and geographic regions which have the highest teacher shortages.

Another strategy to support teacher recruiting is to facilitate funding for the educator preparation experience. For example, districts can leverage several federal funding streams (COVID-19 stimulus funds, Title I, Title IV) and potentially state funding streams to pay future teachers to serve as high-impact tutors -- a win-win strategy proposed by Deans for Impact (2020) to boost the quality of the workforce and expand existing pathways into the profession. Texas offers one emerging case study for mobilizing aspiring teachers as tutors. In coordination with the Texas Education Agency, state board members supported the creation and implementation of the Vetted Texas Tutor Corps, one of several accelerated learning programs. The Vetted Texas Tutor Corps has a pathway specifically designed to attract more educator preparation programs to mobilize aspiring teachers as tutors. By becoming a recognized provider, the Vetted Texas Tutor Corps' district partners can access federal relief dollars that have been explicitly set aside to provide stipends to teacher candidates providing tutoring services. By creating an educator preparation programs-only pathway to serving as a Vetted Texas Tutor Corps provider, Texas has sent a clear signal that it values the field of educator preparation and is committed to supporting it.

Tutoring is one of several efforts that seek to remove financial barriers for future teachers; other innovative ideas by the Mary Lou Fulton Teachers College (2021) and Opportunity Culture (2021) include licensing teacher candidates using substitute teaching certificates, reimagining educator roles to create teams of educators, sustainably funding teacher residency positions, and exploring accelerated pathways for specific populations (e.g. paraprofessionals and other educational aides). When considering these alternatives, the LDOE and the BoR must take into consideration the potential impact such policy changes might have on the recruitment and retention of the teacher workforce.

Another national trend in teacher shortages rests in geographic issues. Most commonly shortages are in rural, urban, and schools with large proportions of underserved students. Solutions for addressing these types of shortages often require local action, but shortages can be heavily mitigated by ensuring all teacher candidates experience clinical practice opportunities in multiple settings (i.e. rural, suburban, urban). According to an educational evaluation and policy analysis (Krieg, Theobald, & Goldhaber, 2016), meaningful, high-quality placements and the strategic placement of candidates in high-need and hard-to-staff schools serve as means to attract those candidates as first-year teachers. In this large-scale study across Washington State, 15% of teachers were hired into the same school where they completed student teaching and 40% were hired into the same district. There is also some evidence that teachers hired into the school where they completed student teaching are stronger first-year teachers than their peers (Krieg, Theobald, & Goldhaber, 2016; Gordon & Jiang, 2018). One promising example is emerging in Colorado, where the Department of Higher Education is offering a \$10,000 stipend for candidates willing to work for at least one year in a hard-to-staff school; the Department covers half of the stipend and the higher education institution covers the other.



The third type of teacher shortage centers around diversity. Addressing diversity-based shortages requires addressing specific challenges with the current pipeline as well as historic and lasting inequities. Solutions offered in the FutureED report (Olson, 2021) include investing in and increasing the capacity of Minority-Serving Institutions. In the District of Columbia, all staff in a position to make hiring decisions receive anti-bias training in hiring practices. In North Carolina, the Department of Education and the Governor's DRIVE (Develop a Representative and Inclusive Vision for Education) Task Force on Educator Diversity have made a commitment to "hire a workforce of educators that aligns to the demographic makeup of [its] students" (NCSTRIDE, 2021).

The research questions from HCR 39 provided a framework to guide state and national research and specific conversations with the Task Force surrounding recruitment. The August Task Force meeting focused discussions on teacher candidate recruitment into teacher preparation programs and teacher recruitment into school districts. These discussions informed additional research and have led to preliminary recommendations from LDOE and BoR to improve teacher candidate and teacher recruitment practices. Table 5 lists the preliminary recommendations.

Table 5. Preliminary Recommendations for Recruitment

LDOE	BOR
<ol style="list-style-type: none">1. Expand the pre-educator pathway strategy in high schools.2. Implement a strategy to recruit diversity in the educator workforce.3. In partnership with Board of Regents, study the impact of Praxis Core and content exams on educator preparation program enrollment.4. Create a campaign to elevate the teaching profession.5. Invest and expand the para-to-teacher model.6. Develop a strategy to attract mid-career professionals into the teaching profession.7. Study and develop statewide a plan for incentive and compensation model.8. Develop and implement statewide career ladder for teachers.9. Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement.10. Evaluate current data collection practice to create a plan for more robust data collection.11. Develop support for aspiring and current principals.12. Expand the Human Resources Fellowship.	<ol style="list-style-type: none">1. Working with the Department of Education, identify best practices for recruiting potential teachers before entering college. Explore dual enrollment opportunities to expand pre-educator pathways in high school.2. Work with the Department of Education to develop strategies for creating a pipeline of teachers of color in educator preparation programs, targeting high-need school districts in Louisiana.3. Research the feasibility of teacher loan forgiveness programs and/or additional incentives for teachers in statewide content shortage areas, as well as those at the local level.4. Encourage expanded partnerships with College of Education programs and local school districts to focus on teacher recruitment.5. Connect with states that have implemented teacher recruitment programs that have partnered and received funding support from the business, community and educational organizations.

Process to Inform Recovery

HCR 39 identifies specific questions related to retirement and recovery. To respond to questions surrounding retirement, LDOE provided information from teacher exit interviews as well as from the Teachers' Retirement System of Louisiana (TRS). According to TRS data, K-12 employees' average age of entry into the system is 34 years old while the average age of retirement is 60 years old; TRS employees average nearly 24 years of service at the time of retirement. Figure G provides a snapshot of the total number of retirements since 2012, while Figure H shows that by Fiscal Year 2026, 29,952 TRS members will be eligible to retire.

Figure G. TRSL K-12 Retirements by Fiscal Year

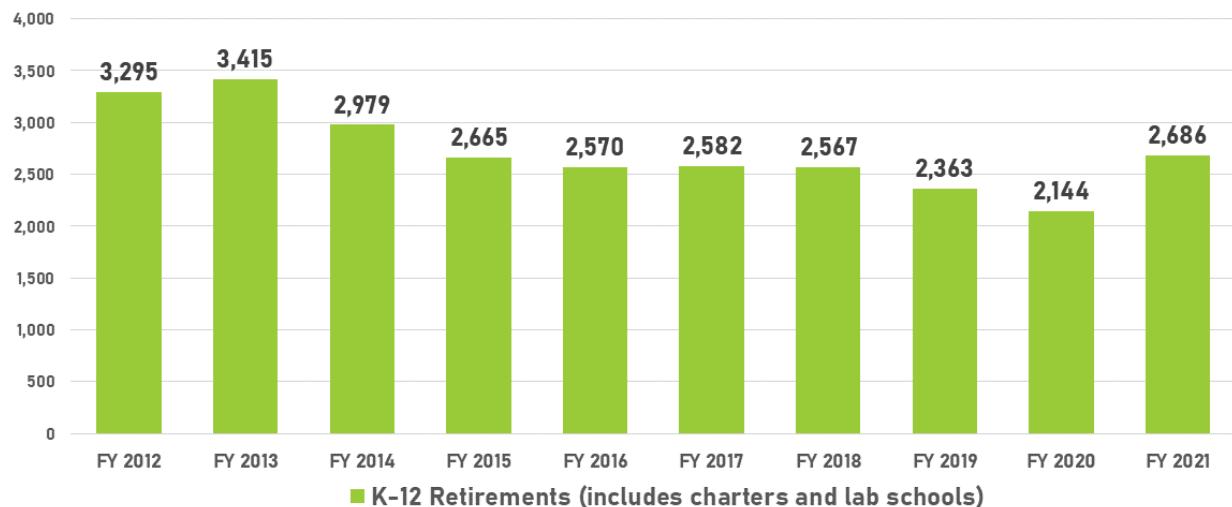


Figure H. TRSL Members Eligible to Retire by 2026

Fiscal Year 2026 (July 1 – June 30)

	Early Retirement (20 years at any age)	Normal Retirement*	After DROP Retirees	Total
K-12	11,145	14,571	3,444	29,160
Lab Schools	39	32	5	76
Charter	229	433	54	716
Total	11,413	15,036	3,503	29,952

*Determined by when member joined system

According to LDOE, exit interviews of teachers leaving school districts showed that 74% of teachers who responded were retiring, transferring to another in-state school system, or leaving due to personal reasons. LDOE conducted a comparative data analysis to identify what techniques are working in other states to address teacher burnout and received the following answers: surveying teachers, giving teachers a break, stopping tracking of work hours, creating shared agreements, conducting regular informal check-ins, scheduling planning time for teachers and modeling and supporting wellness (Gonser, 2021). LDOE also launched a recent program created in partnership with Ochsner Health targeting educator mental health and well-being, which offers four free teletherapy sessions with licensed mental health professionals to each educator and school support staff across the state.

National trends indicate that teaching through the pandemic has increased and accelerated the exhaustion of teachers. In many places, only one to two months into the new school year, teachers were reporting the same level of exhaustion that might be expected heading into the winter holiday or the end of the school year. There were several surveys done ahead of the start of the school year that suggest teachers reporting burnout in advance of Academic Year 2021-22. In June 2021, a nationwide survey found that 32% of teachers indicated they planned to leave the classroom earlier than expected -- a



finding that would exacerbate teacher workforce shortages, which were under discussion even before the pandemic (Gonser, 2021). According to the Rand Corporation (Steiner & Woo, 2021), teachers indicate that stress is the number one reason why they are leaving the profession; the COVID-19 pandemic has accelerated the high levels of stress that were already in existence. In a Brookings study (Zamarro, Camp, Fuchsman, & McGee, 2021), nearly 42% of teachers surveyed indicated that during the pandemic they have considered leaving the profession. According to Annenberg Brown University (2021), local school districts, systems, and even states need to be intentional in adopting strategies to improve morale in the classroom. Principals need to create a “culture of mutual trust, respect, and open communication among teachers and school leaders [that] allow teachers to work together to improve practices and solve problems” (EdResearch, 2021). In addition, ensuring that schools and school systems are built on mutual respect and trust has the potential to encourage teachers to remain in the classroom longer.

Teachers of color face unique barriers to entering and staying in the profession; COVID-19 has likely exacerbated these barriers. According to EdResearch for Recovery (2021), creating a “schoolwide commitment to social and racial justice and to affirming educators’ identities can help counter the forces that contribute to high rates of burnout and turnover for teachers of color.” In addition, financial barriers are a challenge, making teachers of color more likely to enter teaching through alternative pathways due to the high cost of traditional educator preparation programs and the debt burden faced by college students of color.

Research shows that recruiting and retaining a diverse teacher workforce is key to improving outcomes for all students and closing achievement gaps (Steiner & Woo, 2021). While white students also benefit by learning from teachers of color, the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and are more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning.

An Alliance for Education report (2014) cites Richard Ingersoll's findings in offering insights into why turnover in the U.S. is so high. Teachers departing because of job dissatisfaction link their decision to leave to inadequate administrative support, isolated working conditions, poor student discipline, low

“In short, the data suggest that school staffing problems are rooted in the way schools are organized and the way the teaching occupation is treated and that lasting improvements in the quality and quantity of the teaching workforce will require improvements in the quality of the teaching job.”

*Richard Ingersoll
Alliance for Education report (2014)*

salaries, and a lack of collective teacher influence over schoolwide decisions. Ingersoll writes, “In short, the data suggest that school staffing problems are rooted in the way schools are organized and the way the teaching occupation is treated and that lasting improvements in the quality and quantity of the teaching workforce will require improvements in the quality of the teaching job.”

The research questions from HCR 39 provided a framework to guide state and national research and specific conversations with the Task Force and with TRSL surrounding recovery. The September Task Force meeting provided a presentation from TRSL on teacher retirement and focused discussions on recovery and retention of teachers in school districts. These discussions informed additional research and have led to preliminary recommendations from the LDOE and BoR. Table 6 identifies the preliminary recommendations for recovery.

Table 6. Preliminary Recommendations for Recovery

LDOE	BOR
<ol style="list-style-type: none">1. Research the reciprocity agreements for certification in other states.2. Study the mentor teacher and residency program and reinstate the statewide work group related to teacher residency.3. Provide research and guidance for teacher well-being support and reducing teacher burnout.4. Reinststitute and implement a statewide new teacher induction program and system support.5. Complete a compensation study including return to work guidance for school districts.6. Study the current educator evaluation system and create a plan to improve the system.	<ol style="list-style-type: none">1. Explore differentiated teaching as a career offering advancement opportunities that encourage teachers to remain in the classroom.2. Partnering with the Louisiana Department of Education, compile research and develop recommendations related to teacher compensation and benefits.

Process to Inform Retention

Loan forgiveness, scholarship, residency, mentor, and induction programs are often cited as best practices for increasing the retention of new and novice teachers.

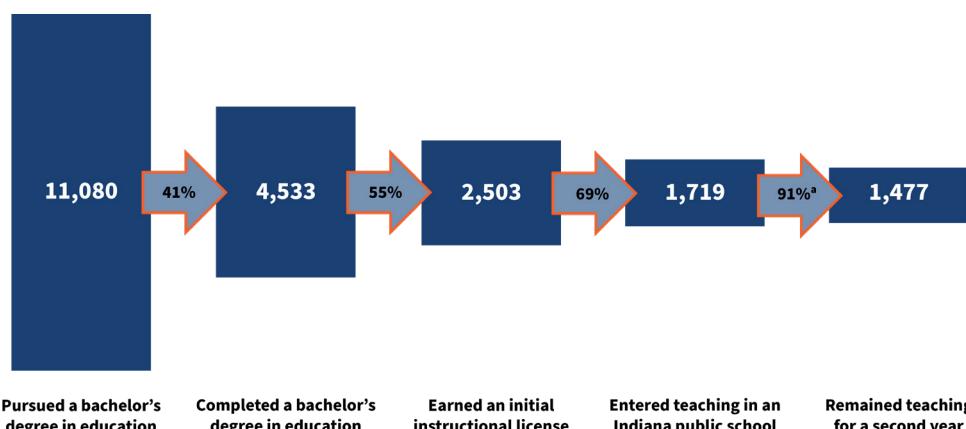
HCR 39 further charges the Task Force to look at strategies for retaining teachers. Table 7 indicates the number of teachers in Louisiana, further broken down by certification type. According to the LDOE (2021), 12.8% of teachers are uncertified and 3.0% are teaching with a temporary teaching assignment designation. The majority of teachers, 87.2%, are certified.

Table 7. Percentage of Teachers by Certification Type

Louisiana Teacher Workforce	
Certified Teachers	87.2%
Uncertified Teachers	12.8%
Teachers with Alternative Certification and Temporary Assignment Designation	
Teachers with an alternative certification	18.7%
Teachers with a temporary teaching assignment designation	3.0%

So why should schools, local education agencies, and the state focus on retention policies? Simply, it is a well-documented financial issue. In an Alliance for Education report (2014), the annual estimate for teacher turnover costs is \$2.2 billion. The Learning Policy Institutes (2017) reported that “urban districts, on average, spend more than \$20,000 on each new hire.”

Figure I offers evidence from the Indiana Department of Education to support the need to focus retention efforts earlier in the teacher pipeline. Teacher candidates are leaving the profession before they even graduate with a degree in education. The Institute of Education Sciences conducted a study specific to the pipeline in Indiana and found the largest attrition of teachers occurs before they ever enter the classroom (Wan, Pardo, & Xia, 2021). The United States Department of Education cites too many teachers beginning their careers feeling unprepared, leading to increased attrition within the first few years of service. In 2020, the LDOE administered a “New Teacher Induction Survey” to determine whether induction programs for new teachers were present across the state and to collect information on their basic structures and perception of impacts. The majority of school districts have induction programs (82%) including professional development sessions for curriculum (76%) and classroom management (76%). Professional development, observations, and mentoring are most common in programs, with very few (4%) providing technology training.

Figure I. Fewer than half of undergraduate education students in the 2010-2011/2012-2013 cohorts completed a bachelor's degree in education by 2017-2018

NOTE: The values shown in the arrows are percentages of the number in the box preceding the arrow.

a. The percentage of teachers who entered teaching before 2018-2019 and remained teaching for a second year. The calculation excluded 96 teachers who entered in 2018-2019 for the first time.

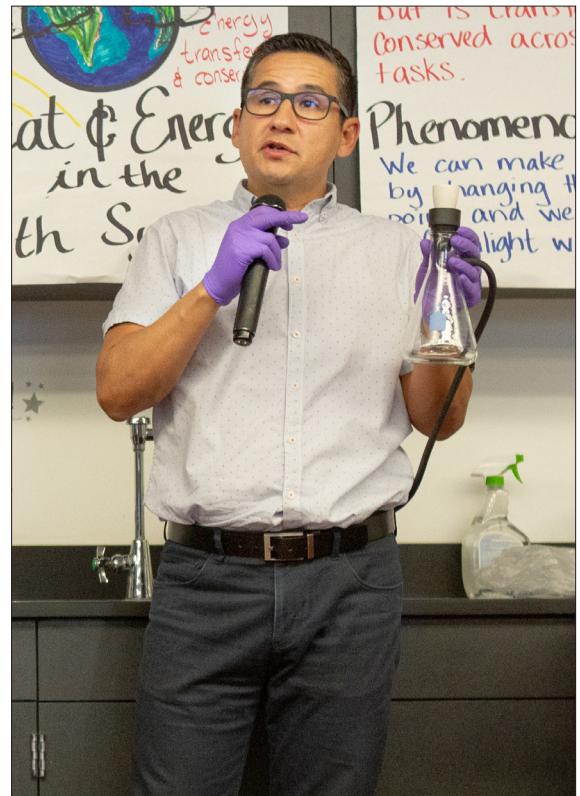
SOURCE: Authors' analysis of data provided by the Indiana Department of Education and the Indiana Commission for Higher Education.

There are several strategies that support and improve retention, such as a sound teacher induction model, improved school climate, and adoption of high-quality instructional materials.

Responding to the value of a sound teacher induction model, Ingersoll and Strong (2011) argue that “investments that enhance the effectiveness of new teachers can add to the attractiveness of the job, improve teacher retention and improve other outcomes.” The studies reviewed by Ingersoll and Strong (2011) “provide empirical support for the claim that induction for beginning teachers, and teacher mentoring programs, in particular, have a positive impact.” Further, “beginning teachers who participated in some kind of induction had higher satisfaction, commitment or retention.” The studies also imply that content, duration of the induction program, and financial cost have an impact on the performance of teachers in the classroom.

School climate also plays a significant role in the retention of teachers. The report by The Learning Policy Institute (Darling-Hammond, & Cook-Harvey, 2018) discusses the importance of improving school climates and serving the whole child as a means to support student success. Other strategies for improving school climate include assessing school climate through surveys and other instruments, implementing educative and restorative approaches to student discipline, and creating a multi-tier system of support for teachers and students, including mental health services.

One promising policy solution relates to the use of High-Quality Instructional Materials (HQIM) in classrooms. There’s been a dramatic shift in K-12 curricular materials over the past decade, as more and more districts adopt HQIM, which are curricula designed to support students in meeting college- and career-ready standards. According to RAND (Diliberti, Schwartz, & Grant, 2021), even with this shift to HQIM, nearly 90% of elementary school teachers report using Pinterest and Teachers Pay Teachers to plan their lessons. This is part of what is exhausting educators everywhere: late-night scrambles to create their own instructional materials instead of focusing on delivering instruction that ensures all students are accessing meaningful, grade-level content. Preparation involves not just what happens in courses, but the alignment of coursework and clinical experiences. Future teachers should hear the same messages about HQIM from their faculty, their university supervisors, and their mentor teachers during early field experiences and student teaching. They should receive coaching and feedback grounded in HQIM. In recent years, the Louisiana Department of Education has shifted its textbook adoption focus to its Tier 1 curriculum and has leveraged federal dollars to support professional development on this curriculum.



The leaky pipeline in educator preparation programs and the first five years of teaching has impacted the number of certified teachers in the classroom. Increased accountability measures and the COVID-19 pandemic have exacerbated the stress levels of the current teacher workforce. The research questions from HCR 39 provided a framework to guide state and national research and specific conversations with the Task Force surrounding retention. The September Task Force meeting focused discussions on teacher recovery and retention in school districts. These discussions informed additional research and have led to preliminary recommendations from the LDOE and BoR. Table 8 provides preliminary recommendations for retention.

Table 8. Preliminary Recommendations for Retention

LDOE	BOR
<ol style="list-style-type: none">1. Build strong support strategies for experienced teachers.2. Expand the teacher pipeline supports for aspiring and current principals. Review school culture and strategies to improve working conditions.	<ol style="list-style-type: none">1. Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.

Conclusion

HCR 39 of the 2021 Regular Legislative Session created the Teacher Recruitment, Recovery, and Retention Task Force, which has spent five months reviewing local, state, and national data to illuminate and investigate the challenges that the State of Louisiana faces related to teacher recruitment, recovery, and retention. With a joint vision to shore up the leaky pipeline, the Louisiana Department of Education and the Louisiana Board of Regents plan to embark on a bold vision to review current policy and create new programs to recruit prospective teachers in high school, provide guidance and direction through these students' postsecondary years, and provide targeted support during the first five formative years in their teaching careers. The shared goal of a larger, more effective workforce of prepared teachers will guide and direct future studies over the next year.

Next Steps

This preliminary report with priority recommendations from the Task Force will be presented at the Joint BoR and Board of Elementary and Secondary Education (BESE) meeting in December 2021 and forwarded to the Legislature in January 2022. The Task Force will continue to meet bi-monthly to discuss research and provide solutions to the unanswered questions identified in HCR 39. Appendix C provides the questions and the answers that have been determined to date. Moving forward the LDOE and BoR will continue to work together to implement all included recommendations in this report based on the priorities as identified by the Task Force. The focus of 2022 will be on the unanswered questions in HCR 39 and new ideas for research identified in Task Force discussions. The final report will be presented to the Joint BoR and BESE meeting in December 2022 and forwarded to the Legislature in January 2023.

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Appendix A: HCR 39

ENROLLED

2021 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 39

BY REPRESENTATIVE MINCEY AND SENATORS ABRAHAM, BARROW, BOUDREAUX, BOUIE, CATHEY, CONNICK, FIELDS, HEWITT, JACKSON, LAMBERT, MCMATH, ROBERT MILLS, MORRIS, PEACOCK, POPE, TALBOT, AND WOMACK

A CONCURRENT RESOLUTION

To create the Teacher Recruitment, Recovery, and Retention Task Force to study the declining enrollment in teacher preparation programs and to study strategies and best practices by which the state and individual school districts where there are teacher shortages can increase rates of employment and retention of teachers and to provide a written report of findings and recommendations to the governor, state superintendent of education, president of the State Board of Elementary and Secondary Education, House Committee on Education, and Senate Committee on Education not later than January 14, 2022.

WHEREAS, the number of education degrees conferred by American colleges and universities dropped by twenty-two percent between 2006 and 2019, despite an overall increase in university graduates; and

WHEREAS, many public school systems throughout the state of Louisiana have experienced a decline in teacher applicant pools, especially in the subjects of mathematics and science and in special education; and

WHEREAS, school systems must proactively seek to overcome employment challenges by maintaining strong school leaders, positive work environments, and competitive compensation packages; and

WHEREAS, the current shortage of teachers is a statewide concern among districts; it is essential that Louisiana attract the most talented and ambitious teachers in the country to our schools; and

WHEREAS, the members of the Legislature of Louisiana believe that structured dialogue and engagement will illuminate the path forward in facing this challenge.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana hereby creates the Teacher Recruitment, Recovery, and Retention Task Force to research strategies to overcome the state's current and future teacher shortage challenge and secure a stronger educator workforce.

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

- (1) The chairman of the House Committee on Education or his designee.
- (2) The chairman of the Senate Committee on Education or his designee.
- (3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
- (4) The commissioner of higher education or his designee.
- (5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
- (6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
- (7) The president of the State Board of Elementary and Secondary Education or his designee.
- (8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
- (9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
- (10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
- (11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.
- (12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.

(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.

(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.

(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.

(16) The president of the Senate or his designee.

(17) The speaker of the House of Representatives or his designee.

BE IT FURTHER RESOLVED that the commissioner of higher education shall be responsible for designating Board of Regents staff to assist the task force in performing its duties, shall serve as co-chair of the task force, and shall call the first meeting of the task force, which shall be held not later than July 16, 2021, and at which the task force shall adopt rules of procedure, a work schedule, and any additional measures that it deems necessary for the timely performance of its duties, including selection of another co-chair and other officers.

BE IT FURTHER RESOLVED that the termination date of the task force shall be two years after the convening of its first meeting.

BE IT FURTHER RESOLVED that members of the task force shall serve without compensation.

BE IT FURTHER RESOLVED that the task force shall submit a written report of findings and recommendations, including proposed legislation, relative to why the number of university-level students majoring in education has declined, why teachers are leaving the profession, and what can be done to reverse the trend toward a teacher workforce shortage.

BE IT FURTHER RESOLVED that the report shall be submitted to the governor, the state superintendent of education, the House Committee on Education, the Senate Committee on Education, the president of the State Board of Elementary and Secondary Education, and the commissioner of higher education by January 14, 2022, and that such recommendations shall include but not be limited to exploring answers to the following questions:

(A) Recruitment:

(1) How many university-level students are poised to become teachers over the next few years?

(2) How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?

(3) What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?

(4) What can be done to increase high school students' interest in pursuing teaching?

(5)(a) How is the one-year residency program affecting fourth year university-level students majoring in education?

(b) What are the consequences of university-level students majoring in education changing their major to avoid the residency program?

(c) How many students change from an education major to a different major?

(6)(a) Is there an adequate number of mentor teachers for residency programs?

(b) If no, why has the number declined?

(7) What best practices for recruiting people to the teaching profession are working in other states?

(B) Recovery:

(1) Why have teachers retired early or resigned since 2012?

(2) What are the results from exit interviews of teachers who leave school districts?

(3) What are the results of class measures surveys conducted throughout the state?

(4) How have the inadequacies of accountability evaluations affected teacher morale?

(5) How has a lack of pay raises affected teacher morale?

(6) What best practices for preventing teacher burnout are working in other states?

(C) Retention:

(1) How many of the following are teaching in the state?

(a) Certified teachers

(b) Uncertified teachers

(c) Teachers with an alternative certification

(d) Teachers with a temporary teaching assignment designation

(2) How many teachers will be eligible for retirement by 2026?

- (3) What can be done to increase the number of minority teachers?
- (4) How have increased documentation requirements affected teacher morale?
- (5) What best practices for retaining teachers are working in other states?

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

Appendix B: Roster of Task Force

Member	Seat Information as Listed in Statute
Representative Mark Wright	(1) The chairman of the House Committee on Education or his designee.
Dr. Esrom Pitre	(2) The chairman of the Senate Committee on Education or his designee
Em LeBlanc Cooper	(3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
Dr. Kim Hunter Reed	(4) The commissioner of higher education or his designee.
Dr. Janet Pope	(5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
Dr. Karen Peace	(6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
Sandy Holloway	(7) The president of the State Board of Elementary and Secondary Education or his designee.
Mike Faulk	(8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
Bruce Chaffin	(9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
Dr. Paula Calderon	(10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
Kenyotta Williams	(11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.
Edward Parks	(12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.
Gladys Mouton	(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.
Barry Erwin	(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.
Alex Jerrell	(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.
Senator J. Rogers Pope	(16) The president of the Senate or his designee.
Representative Buddy Mincey	(17) The Speaker of the House of Representatives or his designee.

Appendix C: HCR 39 Questions

HCR 39 Question	Source	Answer in December 2021 Report Page Number
Recruitment		
1. How many university-level students are poised to become teachers over the next few years?	Board of Regents	Pages 7-8
2. How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?	Board of Regents	Pages 7-8 – total enrollment
3. What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?	Data not currently collected.	Future Reporting
4. What can be done to increase high school students' interest in pursuing teaching?	Data not currently collected. Louisiana Department of Education & Board of Regents	Page 13. Recommendation to explore dual enrollment opportunities to expand pre-educator pathways.
5a. How is the one-year residency program affecting fourth year university-level students majoring in education?	Data not currently collected. Louisiana Department of Education	Page 13. Recommendation to study the effectiveness of the current teacher residency model and identify areas of improvement.
5b. What are the consequences of university-level students majoring in education changing their major to avoid the residency program?	Data not currently collected.	Future Reporting
5c. How many students change from an education major to a different major?	Data not currently collected.	Future Reporting
6a. Is there an adequate number of mentor teachers for residency programs?	Department of Education	Page 10
6b. What best practices for recruiting people to the teaching profession are working in other states?	Louisiana Department of Education & Board of Regents	Pages 10-13

HCR 39 Question	Source	Answer in December 2021 Report Page Number
Recovery		
1. Why have teachers retired early or resigned since 2012?	Louisiana Department of Education	Page 14
2. What are the results from exit interviews of teachers who leave school districts?	Louisiana Department of Education	Page 14
3. What are the results of class measures surveys conducted throughout the state?	Data not currently collected.	Future Reporting
4. How have the inadequacies of accountability evaluations affect teacher morale?	Data not currently collected.	Future Reporting
5. How has a lack of pay raises affected teacher morale?	Data not currently collected.	Future Reporting
6. What best practices for preventing teacher burnout are working in other states?	Louisiana Department of Education & Board of Regents	Pages 14-15
Retention		
1. How many of the following are teaching in the state? (a) Certified Teachers (b) Uncertified Teachers (c) Teachers with an alternative certification (d) Teachers with a temporary teaching assignment designation	Louisiana Department of Education	Page 17
2. How many teachers will be eligible for retirement by 2026?	Teachers' Retirement System of Louisiana	Page 14
3. What can be done to increase the number of minority teachers?	Louisiana Department of Education & Board of Regents	Page 15
4. How have increased documentation requirements affected teacher morale?	Data not currently collected.	Future Reporting
5. What best practices for retaining teachers are working in other states?	Louisiana Department of Education & Board of Regents	Pages 16-18





LOUISIANA DUAL ENROLLMENT TASK FORCE

The Dual Enrollment Task Force was created by the legislature in 2019 to identify the significant challenges and opportunities Louisiana must address to reach its goal of providing universal access to dual enrollment in high schools across our state. The following agency priorities were first adopted in February 2020. Due to the COVID-19 pandemic, some initiatives have been delayed, yet several have moved forward or have been accomplished.

Board of Regents (Higher Education)		
	2020 February Report Recommendations	2021 Updates
	Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification.	At its April 2021 meeting, the Board of Regents approved the interim dual enrollment eligibility policy extension into Academic Year 2022-23 to expand access and analyze impact.
	Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment.	In January 2021, LOUIS secured a \$2 million federal grant to support the development of 25 general education master courses using OER and interactive ancillaries to support dual enrollment. Implementation expected in Academic Year 2022-23.
	In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels	First annual dual enrollment report presented to join Board of Regents and Board of Elementary and Secondary Education in June 2021.
	Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.	Research of a centralized dual enrollment communication infrastructure completed. Dual Enrollment portal designed. The launch of phases 1 and 2 expected in January 2022.



Board of Elementary and Secondary Education (K-12)		
	2020 February Report Recommendations	2021 Updates
	Consider a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.	Fast Forward was approved by BESE in June 2021 and available pathways were presented to both BESE and BOR. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or high-demand apprenticeship. Accountability updates have been suggested to BESE to accelerate dual enrollment participation. These have not yet been approved.
	Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.	Timeline of priority shifted due to the COVID-19 pandemic.
	Widespread implementation of transition courses.	Timeline of priority shifted due to the COVID-19 pandemic.

Department of Education (K-12)		
	2020 February Report Recommendations	2021 Updates
	In coordination with BoR, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.	First annual dual enrollment report presented to joint Board of Regents and Board of Elementary and Secondary Education in June 2021.
	Continue alignment of technical dual enrollment courses with Jumpstart programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.	Interagency work proceeding on implementation of Jump Start 2.0 and Perkins V state plan and accountability metrics. The Department launched Fast Forward.
	Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.	Timeline of priority shifted due to COVID-19 pandemic.
	Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.	School systems retained funds to carryover from 2019-20 to 2020-21.

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

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AGENDA
BOARD OF REGENTS*
Wednesday, December 15, 2021
1:30 p.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B, Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from October 20, 2021
- V. Chair's Comments
- VI. Master Plan – Student Success Council Action Plan 2022-2025
- VII. Reports and Recommendations of Standing Committees
 - A. Audit
 - B. Personnel
 - C. Facilities & Property
 - D. Academic and Student Affairs
 - E. Research and Sponsored Initiatives
 - F. Statewide Programs
 - G. Planning, Research and Performance
 - H. Nominating
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. 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

October 20, 2021

The Board of Regents met as a Committee of the Whole at 10:15 a.m. on Wednesday, October 20, 2021, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Vice Chair T. Jay Seale III called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Blake David, Chair
T. Jay Seale III, Vice Chair
Randy Ewing
Stephanie Finley
Cameron Jackson, Student Member
Robert Levy
Darren Mire
Gary Solomon, Jr.
Terrie Sterling
Collis Temple III
Felix Weill
Judy Williams-Brown

Mgt. Board Representatives present:

Mark Romero, UL System

Absent from the meeting were:

Phillip May, Jr.
Charles McDonald
Sonia Pérez, Secretary
Wilbert Pryor

Appendix A
Guest List

PUBLIC COMMENTS

Vice Chair Seale asked if there were any public comments. There were none.

APPROVAL OF THE MINUTES OF THE SEPTEMBER 22, 2021 MEETING

On motion of Regent Ewing, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of the September 22, 2021 meeting.

CHAIR'S COMMENTS

Vice Chair Seale made the following comments:

- Vice Chair Seale said that last week, during LSU Homecoming, Commissioner Reed was named an LSU Legend by the A.P. Tureaud Black Alumni Chapter. He noted that A.P. Tureaud, Jr. was the first Black undergraduate student to attend LSU and his father, A.P. Tureaud, Sr., sued the university so that his son and others could attend. He said that we celebrate Dr. Reed with tremendous pride and admiration for her many accomplishments.
- Vice Chair Seale said that tomorrow Dr. Reed will be recognized in New Orleans at the Girl Scouts of East Louisiana's Juliette Gordon Low Leadership Luncheon with the Four Pillars Award, given to a notable woman in the community in recognition of her service to the four pillars of Girl Scouting: STEM, outdoors, leadership skills and entrepreneurship. He said that the award is designed to recognize the many contributions that Dr. Reed has made to our state and highlight her as a role model for Girl Scouts everywhere. In addition, former Regents member Charlotte Bollinger is also being recognized as the Girl Scouts' Outstanding Woman of the Year. He expressed congratulations to Dr. Reed and former Regent Bollinger.
- Vice Chair Seale noted Chair David's appointment of the following members to the Nominating Committee:
 - T. Jay Seale III, Chair
 - Sonia A. Pérez
 - Randy L. Ewing
 - Wilbert D. Pryor
 - Felix R. Weill
- He acknowledged Student Member Cameron Jackson's leadership during challenging times at Grambling and asked him to share his report. Regent Jackson provided updates on some of the SGA action items around the state:
 - Regent Jackson reported that there was a shooting on Grambling State University's campus during homecoming. He noted that this was a traumatic experience and that he, along with other student body presidents, has begun a campaign against gun violence.
 - Regent Jackson presented his COVID update:
 - He met with Ms. Sheree Taillon, Louisiana Department of Health, to discuss vaccine campaign initiatives, focusing on why students choose to opt out of receiving the COVID-19 vaccine. He is also a part of a COVID-19 Task Force which will be focused on engagement, data collection, communication and mental health. In addition, he hosted an information session with students.
 - He is promoting the Mask UP, Vax Up, Stack Up campaign and encouraging those who have received the vaccine to share their reasons for getting vaccinated, or "tell your why."
 - He noted that progress is being made with a plan to divide Louisiana into two regions – north and south – to promote information to students regarding vaccinations.

- Regent Jackson said that the Pushing Undergraduate Students Higher in Louisiana (PUSH LA) campaign is underway, and data will be collected at the end of the semester.
- He expressed interest in working on a scholarship project to target first-generation students with a focus on breaking boundaries. He noted that he is a first-generation student and expressed a deep, personal interest in the importance of getting first-generation students to college.
- Finally, Regent Jackson said that he is promoting the “Get You Ready for the Race” program to assist students in building resumes.

MASTER PLAN – LOUISIANA MATH FORWARD

Ms. Janet Newhall, Assistant Commissioner for Academic Affairs, and Ms. Mellynn Baker, Assistant Commissioner for Academic Innovation, presented the update on Louisiana Math Forward. Ms. Newhall reminded the Board that last October they heard from Dr. Alison Kadlec of Sova, who introduced them to the importance of developmental education reform and Louisiana Math Forward, an initiative to support accelerated implementation of high-quality corequisite math models across the state in order to significantly increase the number of students who pass gateway math courses in their first year, noting that traditional remediation leaves a majority of students behind, and that enrolling students directly in a college-level math course with just-in-time support through the corequisite model is a significantly more successful method. Ms. Newhall said that the Master Plan identifies improving student success as a key component of reaching our state’s attainment goals, with developmental education reform and the implementation of Math Pathways as the two highest priorities for improving student outcomes. She said that Regents staff pursued an opportunity with the Education Commission of the States’ developmental education reform project, Strong Start to Finish, through which we received a Strategy Site grant to launch our efforts. She then highlighted strategic activities used to advance the initiative including an interactive series of workshops that covered targeted data analysis, accurate placement of students in the best courses, evidence-based corequisite models, classroom practices that support student success, and high-quality student advising, noting that the workshops’ average attendance was 140 representatives from all 28 of the state’s public undergraduate institutions. She noted that the funding from Strong Start to Finish allowed us to offer mini grants to our colleges and universities for additional targeted assistance and that 21 institutions are currently working with technical assistance

providers on activities like deep-dive data analysis and faculty professional development to implement, scale, and improve corequisite math.

Ms. Baker shared preliminary analysis of outcomes for students in Louisiana taking remedial math. She noted that remedial math is the required non-credit course before enrollment in college-level math and that, for every 100 students who enroll in remedial math in Louisiana, only 50 students pass and of those only 20 took a college-level math course in the Spring semester with only 11 passing their college-level math course in Academic Year 2020-21. She compared that with corequisite math where 49 passed a college-level math course in Spring 2021 out of the 100 students enrolled. She said that the performance trend associated with remedial courses is consistent to national performance as states are engaging in conversations related to reforming developmental education, with some states taking measures to end remedial education. She said that preliminary analysis will inform our next steps related to Math Forward and our work to scale math corequisite work, noting that we are conducting a comprehensive review of the effectiveness of the placement and corequisite policies based on national best practices, but rooted in Louisiana data. She then welcomed Dr. James Ammons, Chancellor of Southern University at New Orleans (SUNO), to speak to the impact of Math Forward and scaling high-quality math corequisite models.

Chancellor Ammons thanked the Board and Dr. Reed for allowing him to speak on behalf of the Southern University System and expressed his enthusiastic support for Louisiana Math Forward and developmental education reform. He said that he was pleased to report that all three of the Southern University campuses have participated in all five of the workshops that have been conducted, with participants including campus leadership, student success staff and math faculty. He noted that all three campuses were also participating in extra support through the mini grant, and thanked the Regents for providing some of the resources needed to make environments better for student success. He said that the mini grant project at SUNO, with Student-Ready Strategies, is engaged in one-on-one student support as well as virtual workshops geared toward improving student success. In addition, SUNO has received external funding which allowed it to open a STEM lab, which will include a component for math, and a

writing lab. He noted that the work of the Southern University Baton Rouge (SUBR) campus was inspired by the Charles Dana Center as well as that of Dr. Tristan Denley, Chief Academic Officer at the University of Georgia, who made presentations in Louisiana on best practices in student success. He said that SUBR has taken an in-depth look at high-failure-rate courses to examine barriers of student success within these courses. As a result, SUBR developed a Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools, with student success as its focus. In closing, Dr. Ammons said that, in this era of institutional effectiveness, campuses will monitor and assess these practices and will continue to support Louisiana Math Forward.

Regent Finley asked if there was any indication whether the writing lab was helping students. Dr. Ammons said that the lab had just opened and there was no data available at this time. Regent Ewing asked for clarification of the distinction between remedial courses and corequisite courses. Dr. Ammons explained that, unlike remedial courses, corequisite courses were longer, three- to five-hour courses, generating credit toward the students' degrees, with tutoring access available. Regent Ewing said that he hoped the new system proves to be effective. Dr. Ammons reminded the Board that corequisite math students are passing college-level courses at a rate of 50% and reiterated that no data was available for the reading and writing programs yet. Regent Weill asked about the level of corequisite courses as opposed to traditional college-level math courses. Ms. Newhall explained that the corequisite courses are college-level courses, including college algebra, finite math, statistics, and Math Pathways. She explained that the corequisite courses are offered as supplemental math courses that apply to the degree. Regent Mire commended Dr. Ammons and Southern University, saying that he was looking forward to seeing more data in the future. Regent Ewing asked how many institutions were still offering remedial courses and suggested a greater focus on dual enrollment. Ms. Newhall said that many institutions are transitioning to the corequisite model and that she said she would provide the requested information to him. Dr. Reed explained that both Dual Enrollment and corequisite courses are needed, especially since many students needing remediation are non-traditional students. Regent Sterling said that she would like staff to keep track of the transition and provide more data in the future.

Ms. Baker thanked Chancellor Ammons, the members of the Math Forward steering committee, and Alison Kadlec and Quintina Barnett-Gallion from Sova, who through Strong Start to Finish provided expertise and support throughout the duration of this grant and said that she looks forward to continuing the work of Louisiana Math Forward to enable more students to meet college math requirements, acquire skills needed for both college and work and persist to complete their credentials.

REPORTS AND RECOMMENDATIONS

FINANCE

APPROVAL OF PRELIMINARY FORMULA FUNDING AND BUDGET REQUEST FOR FY 2022-2023

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, presented an overview of the budget request for Fiscal Year 2022-2023, which, by law, must be submitted to the Division of Administration next month. Regent Ewing asked what the percentage increase was over the previous year's request and how much of the increase is to fund new programs. Mr. Ginn responded that it is a 19% increase and listed the new programs. Regent Levy asked how much of the request would go toward the formula. Mr. Ginn noted that \$15M will be run through the formula to get to 50% base, 25% outcomes and 25% cost. Mr. Ginn noted that outcomes must be a priority in the formula, and that we need to lower our reliance on the base and put more emphasis on cost.

On motion of Regent Solomon, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2022-2023.

FACILITIES AND PROPERTY

CONSENT AGENDA

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Disaster Services, presented the Consent Agenda items.

- a. **Small Capital Projects Report**
 - i. **LSU A&M: Chemical Engineering Building – Shop Renovations**

- ii. **LSU A&M: French House – Honors College Site and Landscaping Improvements Phase 1a**
- iii. **LSU A&M: Life Sciences Annex – Waterproof East and North Water Infiltration Study**
- iv. **LSU HSC-S: Stonewall Facility Renovations and Addition**
- v. **LSU-S: Bronson Hall Elevator Equipment and Cab Upgrades**
- vi. **LSU-S: HPE Building Equipment Pavilion Climate Chamber (Budget Increase)**
- vii. **SOWELA: Oakdale Electrical/Instrumentation Instructional Space**
- viii. **ULM: Chemistry and Natural Sciences Building Chiller Replacement**
- ix. **ULM: Schulze Dining Hall Generator Project**

b. Third-Party Projects

- i. **La Tech: New Pedestrian Plaza**
- ii. **NiSU: New Baseball Field House**
- iii. **ULM: Baseball Field Turf Replacement**
- iv. **ULM: Softball Student Athlete Leadership Center**

On motion of Regent Levy, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda, including the small capital and third-party projects reports, as presented.

ACT 959 PROJECT: GSU JOHNSON CENTER OF EXCELLENCE AND STUDENT SUCCESS

Mr. Herring presented a brief overview on the Act 959 Project at Grambling University to create a student success center. Regent Jackson said that this project will greatly help to elevate student success at Grambling State University.

On motion of Regent Jackson, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the Act 959 project submitted by the University of Louisiana System Board of Supervisors, on behalf of Grambling State University, to create the new Johnson Center of Excellence and Student Success within Jeanes Hall.

LEASE AGREEMENT: UNO CERM BUILDING

Mr. Herring presented a brief overview of a lease agreement between the University of New Orleans and the UNO Research and Technology Foundation, Inc., to create a business and economic development hub within the University's Center for Energy Resources Management facility. Regent Seale asked how this lease compared in terms of structure to university housing leases. Mr. Herring said that usually for the housing leases a facilities corporation will lease the site and the contractor build the facility and upon completion, if there is no debt associated with the

project, the contractor donates the facility back to the campus. He noted that this lease agreement is a straight lease, with the Foundation responsible for maintenance and operations for the life of the agreement.

On motion of Regent Mire, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the lease agreement submitted by the University of Louisiana System Board of Supervisors, on behalf of the University of New Orleans and the University of New Orleans Research and Technology Foundation, to create a business and economic development hub within the University's Center for Energy Resources Management facility.

BOR FY 2022-2023 CAPITAL OUTLAY BUDGET RECOMMENDATION

Mr. Herring presented a brief overview of the annual Capital Outlay recommendation that will be presented to the Division of Administration. Regent Ewing asked how Deferred Maintenance needs were captured in the budget request. Mr. Herring explained that the Deferred Maintenance is included in the overall budget request.

On motion of Regent Weill, seconded by Regent Ewing, the Board, acting as a Committee of the Whole, voted unanimously to approve the FY 2022-2023 Capital Outlay Budget Recommendation as presented.

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

Dr. Susannah Craig, Deputy Commissioner for Academic Affairs, Student Success and Innovation, presented the Consent Agenda items.

- a. Program Terminations**
- b. Routine Staff Approvals**

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

REPORTS

- a. Governor's Military Friendly Campus Annual Report and Policy Revisions**

Dr. Craig presented an overview of the Governor's Military and Veteran Friendly Campus

Annual Report and policy revisions. She noted that all 28 public institutions have met the requirements to be classified as Military and Veteran Friendly campuses, which represents 100% participation of our public institutions.

On motion of Regent Finley, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve staff to forward the 28 institutions listed below to the Governor with an endorsement as having met requirements for continued designation as Governor's Military & Veteran Friendly Campus and to approve the Board of Regents Uniform Policy on Governor's Military and Veteran Friendly Campuses.

Louisiana Community and Technical College System

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

Louisiana State University System

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

Southern University System

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

University of Louisiana System

- **Grambling State University**
- **Louisiana Tech University**
- **McNeese State University**
- **Nicholls State University**
- **Northwestern State University**

- **Southeastern Louisiana University**
- **University of Louisiana, Lafayette**
- **University of Louisiana, Monroe**
- **University of New Orleans**

b. TOPS Annual Report

Dr. Craig presented the TOPS Annual Report. She noted that while the statewide average ACT score has declined, the core GPA for TOPS recipients has increased. She highlighted some of the data showing large equity gaps in the state. Regent Sterling asked when we started requiring all students to take the ACT. Dr. Sujuan Boutté, Executive Director of LOSFA, replied that all students were required to take the ACT beginning in 2012-2013. Chair David noted a decline in TOPS recipients in 2016-2017 and asked about the cause. Dr. Craig said that it was hard to determine the exact cause, but that it could be related to that particular cohort of students. Regents Temple and Sterling asked to see the TOPS distribution by parental income broken down by higher income levels. Dr. Craig shared that information verbally and indicated that information would also be provided via email by LOSFA. Regent Temple asked if there was a way to tier/cap the award based on parental income to ensure we prioritize the neediest students. Regent Levy said that this was discussed during Governor Foster's administration but that TOPS has become a middle-class entitlement. Dr. Reed noted that there has been significant discussion of this issue and that the response has been to add funding to GO Grants. She said with so much poverty in Louisiana we must decouple student success from family income, reminding the Board that affordability and access are critical for us to move people from poverty to prosperity in order to reach the Master Plan goals. Regent Ewing said that the TOPS program was designed to be merit-based, to incentivize students to do well in high school and college. He added that he thinks the current TOPS program has become an entitlement program and doesn't address the poverty in the state. Regent Sterling said that we must also try to find a way to leverage funds to keep promising students in our state after graduation, to better the state.

On motion of Regent David, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve the “TOPS Report: Analysis of the TOPS

Program from 2011-2020" and authorize the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.

ACADEMIC AFFAIRS PROGRAM POLICY AND PROCESS REVISIONS

- a. 2.04 Letters of Intent for Projected New Academic Programs
- b. 2.05 Proposals for New Academic Programs/ Research Units

Ms. Newhall provided an overview of Academic Affairs program policy and process revisions related to new academic programs, noting that the new streamlined process would allow for more efficient review of planned program concepts; a coordinated statewide review of programmatic alignment with workforce, identification of programmatic gaps; and better planning and coordination for Regents' review. Regent Temple asked if any feedback had been received from campuses. Ms. Newhall responded that there is institutional support for the new process but that continued collaboration is needed between campuses and system chief academic officers to finalize the details of the actual process. Regent Ewing asked if the Board should expect the same level of detail in proposals as they currently receive, and Ms. Newhall assured him that they would. Regent Seale inquired about the weight given to the workforce/economic development part of the request. Dr. Reed and Ms. Newhall said that current policies already require workforce/economic development partnership information regarding each program proposal, and that while the exact weight of this information was not yet determined, it would definitely remain a factor in the new process. Regent Seale asked whether there will be a fast-track approval mechanism. Ms. Newhall stated that this existed in other states and that staff would consider the best way to address that need. Chair David asked if the submissions would be by campus and when would they be due. Ms. Newhall responded that the submissions would be by campus and that staff are still working out the details of when the submissions would be due. Dr. Reed noted that Senior Staff was requesting approval of the policy change and that the details of the process will follow. Chair David asked if it would be possible for institutions to submit off-cycle requests and Ms. Newhall said yes we are working on an off-cycle submission process.

On motion of Regent Finley, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the revised AA Policy 2.04 and AA Policy 2.05, effective January 1, 2022, and authorize staff to develop relevant guidelines, templates, and forms to support those revised policies, and grant staff authority to grant conditional approval of undergraduate- and graduate-level certificate programs, with regular reporting to the Board.

STATEWIDE PROGRAMS

CONSENT AGENDA

Dr. Boutté presented Consent Agenda item.

a. Approval of Rulemaking to implement Act 457 of the 2021 Regular Session of the Louisiana Legislature

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

PLANNING, RESEARCH AND PERFORMANCE

Dr. Craig presented the Consent Agenda items.

CONSENT AGENDA

- a. R.S. 17:1808 (Licensure)**
 - i. Renewal Applications**
 - (a) Bard Early College in New Orleans (BECNO)
 - (b) Central Michigan University (CMU)
 - (c) South University (SU)
 - (d) University of St. Augustine for Health Sciences (USA)
 - b. State Authorization Reciprocity Agreement (SARA)**
 - i. Initial Applications**
 - (a) Digital Media Institute at InterTech
 - c. Proprietary Schools Advisory Commission**
 - i. Initial Applications**
 - (a) 160 Driving Academy, Metairie
 - (b) Durham Transport Academy, Shreveport
 - (c) Excel Health Careers, LaPlace
 - (d) Houma Dental Assisting School, Houma
 - (e) Phlebotomy Training Specialist, Baton Rouge
 - ii. Change of Ownership Applications**
 - (a) BARBRI Holdings, Inc., Baton Rouge
 - (b) BARBRI Holdings, Inc., New Orleans
 - iii. Renewal Applications**
 - (a) Accelerated Dental Assisting Academy, Baton Rouge (8/21/2011)
 - (b) Accelerated Dental Assisting Academy, Denham Springs (6/19/2019)

- (c) Accelerated Dental Assisting Academy, Lafayette (8/26/2015)
- (d) Accelerated Dental Assisting Academy, Monroe (8/26/2015)
- (e) Accelerated Dental Assisting Academy, Slidell (8/26/2015)
- (f) Advance Nursing Training, New Orleans (8/27/2014)
- (g) Arch Dental Assistant Academy, Baton Rouge (8/2/2019)
- (h) Ark-La-Tex Dental Assisting Academy, LLC, Shreveport (8/26/2010)
- (i) Baton Rouge School of Computers, Baton Rouge (8/28/1997)
- (j) Camelot College, Baton Rouge (8/28/1986)
- (k) Coastal College - Alexandria (8/28/1997)
- (l) Cross Road CDL Academy, LLC, Harvey (8/13/2020)
- (m) Digital Media Institute at Inter Tech, Shreveport (8/27/2014)
- (n) Fortis College, Baton Rouge (8/26/2010)
- (o) Healthcare Training Institute, LLC, Kenner (8/27/2008)
- (p) Life Care, LLC, Marrero (8/21/2013)
- (q) Medical Training College, Baton Rouge (8/22/1996)
- (r) N.O.D.C. School of Dental Assisting, Harvey (8/24/2011)
- (s) NOLA Institute of Gaming, New Orleans (8/13/2020)
- (t) Opelousas Academy of Nondestructive Testing, Opelousas (8/23/2017)
- (u) RelyOn Nutec USA, LLC, Houma (8/24/2011)
- (v) Remington College, Baton Rouge (8/23/2017)
- (w) River Cities School of Dental Assisting, Inc., Shreveport (8/24/2006)
- (x) Rock Bridge Training Institute, Shreveport (8/26/2015)
- (y) Stick It Phlebotomy, Jonesboro (8/26/2015)

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

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

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

- Dr. Reed noted that last week Louisiana's ACT results for the Class of 2021 were released, showing that the state's composite score declined for the fourth consecutive year, with the average composite score down this year to 18.4 from 18.7 in 2020. She noted that there was some good news in that an estimated 98% of the graduating class of 2021 took the test, and Louisiana ranked number two in the nation for the number of waivers requested and used, which speaks to the persistence of the Louisiana education community in prioritizing participation in ACT testing, encouraging students to take the test multiple times, and requesting and using fee waivers to address testing affordability for students. She said that improving minority student performance related to college readiness benchmarks must be a priority in order to expand prosperity in our state.
- Dr. Reed thanked Louisiana Congresswoman Julia Letlow, who serves on the U.S. House Committee on Education and Labor, for hosting a round-table discussion with higher education leaders focused on the priorities of our colleges and universities as we develop talent in our state.

- Dr. Reed said that she had a great conversation with congressional staffers and other national policy leaders through and the Postsecondary National Policy Institute about state authorization and how Louisiana is set to begin collecting student outcomes data from our proprietary institutions. She said that the meeting was followed by a panel discussion on Monday with the Education Writers Association, which was moderated by Delece Smith-Brown, education editor at *Politico* magazine. She noted that there was interest in the bipartisan infrastructure package and reconciliation bill in terms of what it means for free community college, broadband expansion, retention and completion grants, and Pell expansion. In addition, they were able to talk about Louisiana's efforts in shifting our Master Plan attainment agenda to a recovery agenda, knowing that poverty is the enemy and education the lifeboat when it comes to pandemic- and disaster-proofing our citizens.

OTHER BUSINESS

Vice Chair Seale said that the Calendar of Meetings for 2022 was included in the Board materials.

On motion of Regent Temple, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the 2022 Calendar of Meetings.

Vice Chair Seale noted that the Board holiday social will be held on December 14th, followed by the Joint BoR/BESE and regular Committee and Board meetings on December 15th.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:34

p.m.

Appendix A
Board Meeting Guest List
Wednesday, October 20, 2021

NAME	AFFILIATION
Zackeus Johnson	SUBR
James H. Ammons	SUS/SUNO
Matt Lee	LSU
Anna Bartel	LSU
Jeannine Kahn	UL System

STUDENT SUCCESS COUNCIL
ACTION PLAN 2022-25

LOUISIANA BOARD OF REGENTS



BOARD *of* REGENTS
STATE OF LOUISIANA

December 2021

LOUISIANA BOARD OF REGENTS

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Gary N. Solomon, Jr.

Terrie P. Sterling

Collis B. Temple III

Felix R. Weill

Judy A. Williams-Brown

Cameron T. Jackson

REGENTS

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

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I. Introduction and Background

Louisiana's talent imperative depends on an accessible and effective system of postsecondary education delivery to meet the industry and prosperity demands of the state. This includes ensuring learners from all walks of life and all corners of the state receive equitable opportunities to not only embark on educational study beyond high school but also to be successful in pursuing a credential of value. To accomplish this, a coordinated effort led by the higher education community is necessary to identify barriers to achieving this vision as well as ensure practice and policy is developed and implemented in ways that address the needs of all Louisianans who seek to contribute to the state's economy and improve their own quality of life. A collaborative approach toward those ends will not only benefit current and future students, but also assist colleges and universities in achieving their mission to effectively support all students and successfully prepare them to be meaningful contributors in the workforce and their respective communities.

The Louisiana Board of Regents serves as the state's leading force for talent development through quality, affordable postsecondary education for all. **In the Board of Regents Master Plan, *Louisiana Prospers*, adopted in 2019, the Board has established a goal to achieve a level of 60% postsecondary attainment among the working-age population in Louisiana by 2030.** This is necessary not only to address the state's growing economic and workforce demands but also to achieve meaningful prosperity and improve the quality of life for Louisianans. To reach this goal, the Master Plan identifies key strategies and objectives essential to double within the next decade the number of degrees and high-value credentials awarded annually (to reach 85,000).

As noted in *Louisiana Prospers*, the Board recognizes that "Our Talent Imperative includes a relentless commitment to today's students – the traditional secondary-to-postsecondary, first-in-family, working parents in need of training/retraining, adults in rural communities, returning veterans, and the incarcerated and formerly incarcerated." Toward that end, the Student Success Council (Council) has been established to research, implement, and recommend strategies to accelerate student success and reach the Master Plan goals.

II. Purpose and Charge of Council

The Student Success Council was established to leverage expertise and evidence-based research to support Louisiana's students, understand the types of interventions that are most effective, and develop recommendations for implementation of policies and practice at scale. **The mission of the Council is to advise the Louisiana Board of Regents (BoR) on student-centered efforts to reach the Master Plan's talent development goals.**

The Council, convened by BoR staff on a quarterly basis, is charged with identifying trends, obstacles, and solutions to inform policies and practices targeting the state's attainment goals. It will evaluate progress toward Master Plan objectives and provide guidance to accelerate credential completion. The stated objectives of the Council include:

- Identify barriers to completion of credentials aligned with workforce demand;
- Determine and adopt best practices for supporting students at scale;
- Develop strategies to close equity gaps; and
- Research and recommend policy solutions to improve service to students.

III. Subcommittees' Charge and Organizational Structure

After the first Council meeting, held in January 2021, the Council was organized into three subcommittees: (1) Access to Success, (2) Continuing Students/Completers, and (3) Focus on Adults. These subcommittees were formed to discuss and address specific issues necessary to support Master Plan goals, in addition to other matters related to student success.

Figure 1: Student Success Council Subcommittees

Subcommittee Name	Focus
Access to Success	Expanding access to and success in completing postsecondary education.
Continuing Students/Completers	Eliminating persistent and damaging equity gaps.
Focus on Adults	Significantly increasing the education level of adults.

The Council is comprised of experts from Louisiana two- and four-year postsecondary institutions, both public and private. These individuals are among those best positioned to view the work of the Council through an equity lens and to understand the needs of Louisiana students inside and outside the classroom. The Council is comprised eighteen voting members representing diverse constituencies including students, faculty, and staff at all public and private postsecondary institutions across the state (see Appendix A).

IV. Definitions

To ensure common language across the work of the Council, Appendix B includes a list of definitions utilized by the Council and in this report. Central to the work of the Council are diversity, equity, and inclusion. The three definitions below anchor the work of this Council to ensure its recommendations and goals are focused on eliminating the persistent and damaging equity gaps in Louisiana.

- **Equity** – The quality of being fair and impartial. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.
- **Equitable Environment** – The existence of an environment in which policies, practices, and beliefs are grounded in the principle of fairness, honoring the diversity of humanity.
- **Racial Equity** – The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. Racial equity includes a set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all.

As the Council works to identify barriers, it is committed to offering recommendations for policy and practice that will remove systemic barriers, rather than focusing solely on helping students overcome barriers.

V. Subcommittee Themes & Goals

At the first quarter Student Success Council meeting in January 2021, the Council discussed several topics that are barriers to success, along with critical cultural issues impacting student success and past efforts to keep in mind regarding student success (see Appendix C). As a result of the first meeting's discussion, each of the three subcommittees began working to create specific, measurable, attainable, relevant, and time-bound (S.M.A.R.T.) goals. Through the work of the subcommittees, common topics emerged leading to the identification of some specific overlapping subcommittee themes including awareness of college affordability options, math pathways, advising, and supporting adult students. Table A indicates the specific goals which accompany each theme.

Subcommittee Goal Themes



College Affordability



Math Pathways



Best Practices in Advising



Supporting Adult Learners

Table A: Student Success Council Goals

Theme	Goal (s)
College Affordability	<ul style="list-style-type: none"><i>Develop a set of financial literacy concepts for incorporation into a statewide training for all institutions to be shared with students, faculty, and staff.</i><i>Conduct a dual enrollment finances study exploring the feasibility of any adjustments to the current funding structure to promote equity and access within dual enrollment, a Master Plan initiative.</i>
Math Pathways	<ul style="list-style-type: none"><i>Build on the Louisiana Math Forward developmental math reform initiative by establishing math pathways that better align college-level math with a student's intended area of study.</i>
Best Practices in Advising	<ul style="list-style-type: none"><i>Establish statewide recommendations and best practices for secondary school counselors and postsecondary institutions to advise students on college and career pathways.</i>
Supporting Adult Learners	<ul style="list-style-type: none"><i>Building on the work of the Governor's Education Workforce Sub-Cabinet, expand education and benefit alignment work with students to reduce barriers to enrollment.</i>

	<ul style="list-style-type: none"> • <i>Review and provide statewide recommendations of completion strategies for adults including reverse transfer, prior learning assessment, WorkReadyU, and other opportunities that align with workforce demands.</i> • <i>Research other state practices and provide recommendations for statewide work-based learning opportunities including internships and apprenticeships.</i> • <i>Compile and research other states' practices for collecting pre- and post-graduate earnings.</i>
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The following section outlines the eight goals that the Council will work towards in the coming years. Each goal includes the specifics, measurement strategies, and timeline for implementation.

A. College Affordability

Louisiana Prospers acknowledges the need to commit to greater college affordability, particularly for low- and moderate-income Louisianans. Council discussion included presentations by the Louisiana Office of Student Financial Assistance (LOSFA) and breakout discussions acknowledging that tuition and fees are not the sole components of completing a credential. Non-academic factors including food and housing insecurity, childcare, health care, transportation, and work responsibilities emerged as items of consideration in addressing credential completion. This acknowledgment led to two specific Council goals to support college affordability and financial literacy.

Goal: Develop a set of financial literacy concepts for incorporation into a statewide training for all institutions to be shared with students, faculty, and staff.	
Why?	To increase institutional and student knowledge of and skill levels for financial aid practices, budgeting, financial responsibility, financial decision-making, credit awareness, and resource availability.
The Specifics	This goal will encompass a statewide landscape review of all financial aid programs and initiatives with the intent of identifying how those initiatives are socialized to students, parents, and postsecondary financial aid offices and examine application processes for those programs. This landscape will inform a future financial literacy training.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Landscape review of all financial aid programs and initiatives. 2. Determination of knowledge gaps in financial literacy components. 3. Pre- and post-surveys created to accompany financial literacy training.
Timeline	<p>Completion of financial aid landscape review by end of Academic Year 2022-23.</p> <p>Prioritization and selection of training concepts by end of Academic Year 2023-24.</p> <p>Training implemented by the beginning of Academic Year 2024-25.</p>

Goal: Conduct a dual enrollment finances study exploring the feasibility of any adjustments to the current funding structure to promote equity and access within dual enrollment, a Master Plan initiative.	
Why?	The Dual Enrollment Task Force, legislatively created in 2019, continues to explore funding options to support scaling and increasing dual enrollment access across Louisiana. This study will support the efforts to explore the various funding structures of dual enrollment and the feasibility of any adjustments needed to support this initiative. Research across the country shows that dual enrollment builds the academic momentum of students and results in cost savings.
The Specifics	This goal will result in a report that provides a funding analysis and scenarios associated with providing dual enrollment.
The Measurement of the Goal	The publication of the report will serve as the first measurable outcome of this goal.
Timeline	<p>Determine stakeholders needed for the analysis and feasibility study by Spring 2022.</p> <p>Publish the study providing an analysis of the current funding structures and the second report will display the impact of any funding adjustments by January 2023.</p> <p>Use the analysis and feasibility study to facilitate discussions with relevant stakeholders related to the study as well as to dual enrollment finances in Spring 2023.</p>

B. Math Pathways

Louisiana Math Forward, funded through a grant from Strong Start to Finish, established a foundation for scaling co-requisite math remediation in Louisiana. *Louisiana Prospers* acknowledges the barrier created by students not being placed in the appropriate math course for their course of study, which led to the Council setting a goal specific to Math Pathways that will expand the efforts established by Louisiana Math Forward.

Goal: Build upon the Louisiana Math Forward developmental math reform initiative by establishing math pathways that better align college-level math with a student's intended area of study.	
Why?	College-level math is often a barrier to higher education success. Math pathways encourage students to enroll in and complete gateway, college-level courses in their first academic year by providing options that are relevant to a student's program of study.
The Specifics	This goal will create a statewide defined list of gateway, college-level math courses relevant to different programs of study for students to complete during their first academic year.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Track institutions that adopt math pathways aligned to an individual student's area of study. 2. Conduct an analysis of passage rates of gateway, college-level math courses including a statewide list disaggregated by race and gender. 3. After the first academic year of implementation, examine any improvements in gateway college-level math pass rates.
Timeline	Creation of a math pathways recommended list by the end of Academic Year 2022-23.

	Institutions to adopt the statewide list and implement math pathways by Academic Year 2023-24.
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C. Best Practices in Advising

At the July Council meeting, a statewide academic advising survey summary was shared with Council members. This survey revealed 55% of institutions require academic advising of all students, while 38.8% do not. This led to Council and subcommittee discussions concerning ways to leverage advising at both postsecondary and secondary levels, as members noted that advising impacts students' learning and success as well as their futures in college and career.

Goal: Establish statewide recommendations and best practices for secondary school counselors and postsecondary institutions for advising students on college and career pathways.	
Why?	Presently there are no statewide recommendations or best practices specific to student advising.
The Specifics	<p>This goal aims to create statewide recommendations pertaining to the following topics:</p> <ul style="list-style-type: none"> • Advising high school students on college and career pathways. • Encouraging postsecondary institutions to create mechanisms to proactively identify students in need of additional student support services. These can include the creation of momentum metrics and programs. • Establishing recommendations related to institutions establishing support teams targeted to providing wrap-around services for students.
The Measurement of the Goal	Published recommendations, alongside a review of metrics, including retention, to determine impact after recommendations are released.
Timeline	<p>Create two separate workgroups, a secondary school counselor workgroup and a postsecondary workgroup, by end of Academic Year 2021-22.</p> <p>The workgroups will produce recommendations by January 2023, then focus groups will be formed to provide feedback for each set of recommendations.</p> <p>Recommendations of each group will be published by the start of Academic Year 2023-24. Webinars will be hosted in relation to each set of recommendations.</p>

D. Supporting Adult Learners

The Council's Focus on Adults subcommittee was created to focus on significantly increasing the education level for adults. College students over the age of 25 are often overlooked in efforts to increase student success. As workforce demands evolve, so too will the credentials sought by employers, making it imperative for colleges and universities to implement programs and structures to support returning and first-time adult students.

Goal: Building on the work of the Governor's Education Workforce Sub-Cabinet, expand education and benefit alignment with students to reduce barriers to enrollment.	
Why?	Public benefits are essential to ensuring low-income students are able to successfully enroll and complete their postsecondary education then enter the workforce. Braiding public benefits programs (like Medicaid, Supplemental Nutrition Assistance Program,

	and childcare subsidies) with the postsecondary experience will result in increasing the number of low-income students completing education and training programs.
The Specifics	Addressing this goal will include a review of the recommendations provided by the Center for Law and Social Policy (CLASP) in order to inform future priorities of benefits alignment. CLASP provided recommendations to Governor John Bel Edwards' Subcabinet on Workforce and Education in 2019, which will serve as a foundation for the future work of this goal. Based on this work, developing recommendations to accomplish within the next five years are a priority.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Develop written recommendations related to CLASP priorities. 2. Establish a timeline and action plan associated with each prioritized recommendation.
Timeline	Review of CLASP priorities to be completed by the end of Academic Year 2021-22. Prioritization of CLASP priorities and timeline to be published in advance of Academic Year 2022-23.

Goal: Review and provide statewide recommendations on completion strategies for adults including reverse transfer, prior learning assessment, WorkReadyU, and other opportunities that align with workforce demands.	
Why?	To find success in a rapidly evolving economy, more adults need to pursue higher education and training opportunities. This goal will provide recommendations directly targeting adult students. The ultimate goal of recommendations is to increase the number of adults with some college but no degree and adults with high school equivalency who go on to complete a credential of value.
The Specifics	This goal requires an inventory of current programs and an analysis of the strengths and weaknesses of current policy and programs. This will inform discussion, which may include focus groups, to develop statewide recommendations for completion strategies.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Completion of an inventory of policies and programs. 2. Focus groups conducted to determine strengths and weaknesses associated with each program. 3. Publication of statewide recommendations for completion strategies.
Timeline	The inventory of policies and programs will be completed by the end of Academic Year 2021-22. The publication of statewide recommendations will be published by January 2023.

Goal: Research other states' practices and provide recommendations to develop statewide work-based learning opportunities, including internships and apprenticeships.	
Why?	Work-based learning is viewed as a strong strategy for providing opportunities for students to learn, develop, and demonstrate career-readiness skills. The challenge lies

	in creating a statewide framework to ensure a meaningful experience for students that includes the necessary industry and entity connections to the statewide program.
The Specifics	First, this goal will include a review of other states' approaches. Second, stakeholders will be engaged to review the structures that would be needed for work-based learning implementation in Louisiana. Lastly, recommendations will be developed to implement statewide work-based learning opportunities.
The Measurement of the Goal	The publication of the recommendations and implementation plan for a statewide work-based learning framework.
Timeline	The review of other states' approaches will be completed by Summer 2022. The publication of the recommendations and framework will be published by January 2023.

Goal: Compile and research other states' practices for collecting pre- and post-graduate earnings.	
Why?	Data are needed to ensure that, within one year after credential completion, adults are increasing earnings and living above the federal poverty guidelines and on a pathway to prosperity.
The Specifics	Research will be conducted to inform the development of a mechanism to review earnings at the beginning of a program of study and earning a year after the completion of a degree or credential in order to analyze the difference in pre- and post-graduation based on the program of study and other variables.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Review of other states' practices for collecting earnings. 2. Establishment of the steps necessary to produce the first report.
Timeline	The review of other state practices will be complete by Summer 2022 and the recommendations for producing an annual report will be developed by January 2023.

VI. Next Steps & Conclusion

The Student Success Council will continue to meet quarterly, while the three subcommittees will transition into working groups focused on the themes which emerged from the subcommittee goal development process. The current subcommittees will be organized into four working groups: awareness of college affordability options, math pathways, advising, and supporting adult learners. The Council will also continue to work alongside other established councils and task forces as the work of each goal may overlap with existing groups that the Board of Regents convenes (see Appendix D). Throughout this

work, each goal will prioritize equity, taking an intentional look at disaggregating data to assist with the research, recommendations, and actions of the Council.

In addition to the goals outlined in this action plan, the Student Success Council will continue to develop thoughtful strategies that are both aspirational and practical in terms of meeting the needs of students. The Council will continue to serve as a network of problem-solvers across the state's higher education enterprise, valuing a spirit of cooperation, collaboration, and innovation that truly addresses the best interest of students. Annually the Council will update this action plan in hopes of not only advancing the goals pursued by the Board of Regents but also of ensuring that Louisiana prospers.

Appendix A: Student Success Council Membership Roster

Name	Title/Organization
Dr. Jose Aviles	Vice President for Enrollment Management, LSU
Dr. Katherine Bearden	Director of Institutional Research and Planning, Centenary College
Dr. Amy D. Cable	Executive Director, Process Improvement, LCTCS
Taylor DeCuir	Student, FranU
La'Charlotte' C. Garrett	Financial Aid Director, Office of Student Financial Aid, SUNO
Dr. Jessica Jones	AA/EEO Officer/Director of Student Success, LSUE
Stacey (Ainsworth) Lynch	Director IR and Effectiveness, LA Delta
Dr. Taniecea A. Mallery	Executive Director of Strategic Initiatives & Chief Diversity Officer, ULL
Tara Mitchell	Student, BRCC
Dr. Lonnie McCray	Dean of Arts, Humanities, and Social Sciences, SUSLA
Bradley Narcisse	Director of Adult Education, Nunez CC
Debbie Tabchouri	Director of Enrollment Management, SLCC
Dawn Mitchell	Director of Institutional Research, Northwestern State University
Dr. Joel Stake	Lecturer, School of Biological Sciences, LA Tech University
Dr. Janice Thompson-Sanchez	Assistant Professor of Mathematics, Dillard University
Chandler Vidrine	Regents Member, COSBP, SUBR
Shannon Williamson	Director, Learning Resource Center, UNO
Advisors	
Ken Bradford	Associate Superintendent, DOE
Susie Schowen	Director of Workforce Initiatives, LED FastStart
Ex-Officio	
Dr. James Ammons	System CAO, Southern
Dr. Rene Cintron	System CAO, LCTCS
Dr. Matt Lee	System CAO, LSU
Dr. Jeannine Kahn	System CAO, UL
Dr. Kenya Messer	President, LAICU
Dr. Kevin Cope	President of Association of LA Faculty Senates
BoR Staff Liaisons	
Mellynn Baker	Board of Regents Subcommittee Liaison
Lupe Lamadrid	Board of Regents Subcommittee Liaison
Dr. Lisa Williams	Board of Regents Subcommittee Liaison
Adronisha Frazier	Board of Regents Subcommittee Liaison
Dr. Susannah Craig	Board of Regents Council Liaison
Kim Kirkpatrick	Board of Regents Institutional Research and Performance Assessment
Jennifer Stevens	Board of Regents Executive Assistant

Appendix B: Student Success Council Definitions

- **Access** – Ability to engage the resources necessary to actively pursue a higher education degree or credential of value.
- **Adult Learner** – Typically defined as a student 25 or older.
- **Continuing Student** – A degree-seeking student (graduate or undergraduate) who has enrolled after a semester in which the student was new-to-degree or new-to-university.
- **Diversity** – The range of all human differences.
- **Equity** – The quality of being fair and impartial. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.
- **Equitable Environment** – The existence of an environment in which policies, practices, and beliefs are grounded in the principle of fairness, honoring the diversity of humanity.
- **Inclusion** – Involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive environment promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.
- **Racial Equity** – The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. Racial equity is a set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all.
- **Student Success** – According to the Education Advisory Board's Student Success Collaborative, student success, for students, is not just good grades and steady progress towards graduation but also includes a holistic sense of fulfillment. This fulfillment allows students to become strong candidates for careers in their chosen fields and successful in their lives beyond completing their postsecondary programs.

Appendix C: Landscape of Louisiana Programs

At the first quarter Student Success Council meeting on January 27, 2021, Council members broke into groups to discuss Louisiana's landscape of programs. Following are the themes of these breakout meetings.

a. Financial Aid and Literacy

Strengths	Various programming hosted by the Louisiana Office of Student Financial Assistance (LOSFA) was identified as a strength and asset to Louisiana. Efforts mentioned by Council members included webinars on FAFSA, and workshops on financial aid conducted at high schools.
Weaknesses	Challenges surrounding navigating financial aid and ensuring students are connected to financial aid opportunities were identified as weaknesses and areas for improvement.

b. Digital Divide

Strengths	The Council identified mobile units which were utilized during the COVID-19 pandemic to provide Wi-Fi access.
Weaknesses	The pandemic brought to light broadband issues throughout the state, particularly in rural regions, which limited students' ability to participate in online courses.

c. Placement Policy

Strength	The Council discussed the corequisite pilot currently in Academic Affairs Policy 2.18, which allows for placement of students into corequisite courses. This pilot is seen as a strength and opportunity to provide additional support to students who do not meet the criteria for placement in entry-level college math or English courses.
Weaknesses	The ACT was identified as a barrier, especially considering the testing cancellations due to the pandemic.

d. Student Support Services

Strengths	Federal TRIO Programs were identified as a strength and best practice for supporting students from low-income, first-generation or disabled populations. These programs are able to successfully support students throughout the academic pipeline, from middle school to their postsecondary programs. Compete Louisiana, a program of the University of Louisiana System, was also identified as a strength in supporting adult learners to complete their degrees.
Weaknesses	The Council identified secondary school counselor ratios as a challenge to supporting students as well as the need to create robust wraparound

	student services to adapt to different needs of students. The need to develop a more integrated approach to advising was also identified.
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e. Campus Culture

Strengths	The Council identified tracking students' progress and preparation as a strength of some campus cultures.
Weaknesses	Competitiveness among institutions was identified as a barrier in terms of campus culture, linking to students' feelings that institutions value dollar amount over the success of individual students. The Council emphasized the need to become more united, focusing on students and reducing competitive relationships among institutions. A need was identified for institutions to be understanding of student-parents' challenges in terms of child care as well as ways in which family obligations contribute to student success.

In addition to the five themes described above, a knowledge deficit was also identified across the state as to the principles of diversity, equity, and inclusion and how they can and should be embedded in educational and social supports to ensure prosperity is achievable for citizens from all walks of life.

Appendix D: Board of Regents-Supported Councils and Committees



COUNCILS AND COMMITTEES

Data Governance Council

In an effort to facilitate data collection efforts initiated by the Louisiana Board of Regents, Regents has developed a Data Governance and Advisory Council with representation from each system as well as the Association of Independent Colleges and Universities (LAICU). These individuals will serve as a point of contact for systems regarding information and/or procedural changes needed relative to Regents reporting. They will also help keep appropriate system staff informed on data submitted by institutions in response to Regents requests. This will ensure that system offices are engaged in messaging exchanged across institutions for data collection purposes. Furthermore, the group will establish regular meetings in an effort to enable continuous improvement not only for data collection and reporting purposes, but to also flag emerging trends across the postsecondary landscape in Louisiana. The council will be coordinated by Kimberly Kirkpatrick from Regents.

<https://regents.la.gov/data-governance-advisory-council/>

Point of Contact: Kim Kirkpatrick, LA Board of Regents

Student Success Council

The mission of the Student Success Council (Council) is to provide advisement to the Louisiana Board of Regents (BoR) on student-centered efforts to reach the talent development goals set forth in the Master Plan. These include improving student outcomes, closing Louisiana's achievement gaps, mapping and stacking credentials, dual enrollment - start strong, make pathways attainable by making them affordable, and innovating for a prosperity pipeline. The purpose of the Council is to leverage the knowledge of the stakeholders who are most directly involved with student success to drive improved outcomes, scale high impact practices and provide practical guidance on the BoR's strategic planning process and its priorities aligned to our Master Plan goal of doubling the number of credentials in our state.

<https://regents.la.gov/student-success-council-2/>

Point of Contact: Dr. Susannah Craig & Mellynn Baker, LA Board of Regents

HBCU Advisory Council

During the 2018 legislative session, the legislature approved ACT 236 to establish an advisory council to focus on Louisiana's six Historically Black Colleges and Universities (HBCUs), both public and private. In partnership with the Board Regents, the Council focuses on ways to strengthen the capacity of HBCUs to provide the highest quality education, increase opportunities for HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country. The council shall: advise the commissioner of higher education regarding methods to enhance the capabilities of HBCUs, strengthen the capacity of HBCUs to participate in federal and state programs, strengthen the capacity of HBCUs to fully participate in Louisiana's workforce and economic development activities.

<https://regents.la.gov/regents-resources/hbcu-advisory-council/>

Chair: Dr. Kim Hunter Reed, LA Board of Regents

Reports: [2018 Year-End Report of the Advisory Council on Historically Black Colleges and Universities](#)

Louisiana Math Forward Steering Committee

To scale evidence-based reform of remediation, specifically the implementation of co-requisite math, to lower artificial barriers to student success & significantly increase the number of students who pass gateway math in the first year. The committee, comprised of math faculty representing all four systems, is charged with leading statewide efforts designed to scale effective developmental education reform and the co-requisite math model.

<https://regents.la.gov/louisiana-math-forward/>

Point of Contact: Janet Newhall and Mellynn Baker, LA Board of Regents

Dual Enrollment Task Force

ACT 128 of the 2019 Regular Session, created the Dual Enrollment Framework Task Force. The Task Force is charged to review existing laws, policies, and efforts in Louisiana and other states on dual enrollment to design a statewide framework to expand access to dual enrollment (academic and career technical courses) for all high school students in our state. In addition, it seeks to coordinate all dual enrollment efforts of the Board of Regents, the State Board of Elementary and Secondary Education, the state Department of Education, public postsecondary education management boards and institutions, and the governing authority of each public high school.

<https://regents.la.gov/divisions/legal-external-affairs/dual-enrollment-task-force/>

Co-Chairs: Dr. Kim Hunter Reed, LA Board of Regents, and Mr. Mike Faulk, Association of School Superintendents

Point of Contact: Mellynn Baker, LA Board of Regents

Reports: [Dual Enrollment Task Force Report](#) (Feb. 2020) & [2021 Annual Dual Enrollment Report](#)

Digital Inclusion Action Team

In spring of 2020, facing an unprecedented pandemic and the resultant shift to online course delivery, the Louisiana Board of Regents (BOR) assembled a Strategic Action Team to explore how a “digital divide” is impacting the immediate continuation of higher education, to identify short- and long-term needs, and to co-create a plan for technology-enhanced learning for all citizens of Louisiana seeking postsecondary education. The plan provides context on the impacts of digital inclusion, digital equity, and digital literacy on higher education nationally, examines data on the state of the state, and codifies the action team recommendations that will lead to meaningful changes for the benefit of students. Furthermore, this plan supports and is critical to achieving the goals of the Louisiana Master Plan for Higher Education.

The team are organized as follows to launch a scalable and sustainable statewide digital inclusion initiative:

- **Strategic Action Team:** Comprised of senior non-technical and technical leaders from systems, institutions, BOR, and the eLearning Task Force, the strategic action team (SAT) sets the direction and timeline for completion of phase 1 of the digital inclusion initiative.
- **Operational Action Team:** The operational action team (OAT) carries out the logistical, policy, financial, and associated administrative tasks to empower the tactical action team (TAT).
- **Tactical Action Team:** Composed of faculty and other student support professionals, this team ensures that faculty undergo appropriate professional development and that the student experience is maximized. Expert operational staff from statewide programs, systems, institutions, BOR, eLearning Task Force are engaged. The TAT also coordinates assessment of the overall initiative.

Point of Contact: Dr. Susannah Craig and Laurie Blandino, LA Board of Regents

LaSTEM Advisory Council

Act 392 of the 2017 Regular Session commissioned the Louisiana Science, Technology, Engineering, and Mathematics (LaSTEM) Advisory Council. Under the auspices of the Louisiana Board of Regents, this council is tasked with overseeing the creation, delivery, and promotion of STEM education programs; increasing student interest and achievement in the fields of STEM; ensuring the alignment of education, economic development, industry, and workforce needs; and increasing the number of women who graduate from a postsecondary institution with a STEM degree or credential.

<https://lastem.regents.la.gov/>

Chair: Dr. Kim Hunter Reed, LA Board of Regents

Point of Contact: Dr. Clint Coleman, LA Board of Regents

Reports: [2021 LaSTEM Advisory Council Status Report to the Louisiana Senate and House Committees on Education](#)

Cybersecurity Education Management Council (CEMC)

ACT 57 of the 2020 Regular Session commissioned the Cybersecurity Education Management Council and created the Louisiana Cybersecurity Talent Initiative Fund. Under the auspices of the Louisiana Board of Regents, the Cybersecurity Education Management Council is tasked to do the following: Advise and make recommendations to the Louisiana Board of Regents with respect to distributions from the fund; annually review the list of degree and certificate programs upon which the distribution is based and the final distribution amounts; and provide updates on the work of the Council, recommendations, distribution of funds, and the distribution impact on the workforce.

<https://regents.la.gov/cybersecurity-education-management-council-cemc/>

Chair: Greg Trahan, Director of Economic Development, Louisiana State University

Point of Contact: Dr. Clint Coleman, LA Board of Regents

Reports: [Cybersecurity Education Management Council Status Report to the Louisiana Senate Education, Senate Finance, House Education and House Appropriations Committees \(January 2021\)](#)

Postsecondary Education Agriculture Technology Study Commission

Senate Concurrent Resolution 81 (SCR 81) of the 2019 Regular Legislative Session created the Postsecondary Education Agriculture Technology Study Commission. This Commission is charged to study and make recommendations regarding needs and opportunities related to the creation of an Agriculture Technology Training Program for the State. In Louisiana, the agriculture and forestry industries annually contribute an estimated \$10 billion to the economy. As this economic sector in Louisiana continues to grow, so do the technology and equipment utilized in it. Given the rapid advancement of high-tech tools, the maintenance and repair of agriculture machinery and equipment increasingly requires specialized training.

<https://regents.la.gov/divisions/legal-external-affairs/postsecondary-ed-ag-tech/>

Chair: Dr. Kristine Strickland, Fletcher Technical Community College

Point of Contact: Mellynn Baker, LA Board of Regents

Health Works Commission

The purpose of the commission is to serve as a collaborative working group to integrate and coordinate resources relative to health care workforce development within various state departments and key organizations.

<https://regents.la.gov/health-works-commission/>

Chair: Demetrius Poche, LSUHSC- New Orleans

Point of Contact: Mellynn Baker, LA Board of Regents

Nursing Supply and Demand Council

The mission of this council is to:

- (1) Study all aspects of the supply of and demand for nursing assistants, licensed practical nurses, registered nurses, nurses who have a baccalaureate degree, certified registered nurse anesthetists, and nurse educators, particularly the following issues:
 - (a) Training and licensing requirements for each level and type of nurse or nurse assistant.
 - (b) The availability of nursing training for each level and type of nurse or nurse assistant, whether the training is provided in a public, quasi-public, or private institution or agency.
 - (c) The nature and difficulties of articulation among the various nurse training programs.
 - (d) The size of the potential student pool, particularly including the number of applicants who are not admitted to the program of their choice because of a lack of available space.
 - (e) The employment opportunities for nurses and the number of unfilled nursing vacancies in the public and private sector.
 - (f) The nature and level of compensation for nurses in various employment fields and its relationship, if any, to the availability of nurses.
- (2) Make annual reports to the Louisiana Health Works Commission on all issues required in this Subsection to be studied, particularly including any changes in the nature of the supply and demand situation since the last report.

Chair: Dr. Bronwyn Doyle, Louisiana Association of Independent Colleges & Universities

Point of Contact: Mellynn Baker, LA Board of Regents

Simulation Council

The purpose of the council is to develop an infrastructure and governing process to coordinate and maximize simulation training resources and expertise, in both urban and rural areas of the state, and to enhance effective use of simulation training for students, faculty, and practitioners throughout the health professions statewide.

Chair: Dr. Lisa Broussard, University of Louisiana at Lafayette

Point of Contact: Mellynn Baker, LA Board of Regents

Statewide Articulation and Transfer Council

The council, established by Act 356 of 2009; meets at least four times per year to coordinate, oversee, and make recommendations relative to the transfer of college credit between institutions and related matters including but not limited the statewide course catalog, the master course articulation matrix, and the Associate of Art/Science Louisiana Transfer degrees. The initial charge was for the postsecondary education management boards, the State Board of Elementary and Secondary Education, and city, parish, and other local public school boards shall jointly develop and implement articulation and transfer programs and agreements that facilitate and maximize the seamless transfer of credits between and among public secondary and postsecondary educational institutions and that make the most efficient use of faculty, equipment, and facilities. Regionally accredited independent colleges and universities that are members of the Louisiana Association of Independent Colleges and Universities are encouraged to participate with public educational institutions in developing programs and agreements to expedite the transfer of students and credits between secondary and postsecondary educational institutions.

Chair: Dr. Matthew Lee, Vice Provost, LSU

Point of Contact: Janet Newhall, LA Board of Regents

Higher Education Maritime Campus Consortium Task Force

Created in Senate Concurrent Resolution Number 92 of the 2019 Regular Session, the Higher Education Maritime Campus Consortium Task Force is comprised of nine members including representatives of two- and four-year colleges, the Executive Director of LUMCON, and the Commissioner of Higher Education. Its mission is to ensure the effective delivery of training and support to the maritime industry sector that will assist the industry in continuing to be an economic driver in Louisiana, regionally, nationally, and globally. To accomplish this mission, the Task Force has adopted four goals: leveraging the expertise of several established academic institutions to create new educational and economic opportunities; increasing maritime and coastal science infrastructure, especially related to vessel operations, to support research and educational programs; expanding current programs and developing new workforce training opportunities in marine, coastal, and restoration disciplines; and building academic, government, non-governmental agency, and corporate partnerships in research through a new multi-use campus. A report was submitted to the Legislature as required by February 1, 2020, and the group continues to meet quarterly.

<https://regents.la.gov/divisions/legal-external-affairs/higher-ed-maritime-campus-consortium-taskforce/>

Chair: Dr. Kristine Strickland, Chancellor, Fletcher Technical Community College

Teacher Recruitment, Recovery, and Retention Task Force

House Concurrent Resolution 39 of the 2021 Regular Legislative Session created the Teacher Recruitment, Recovery, and Retention Task Force. The legislation requires the Task Force to study the declining enrollment in teacher preparation programs and review strategies that can be utilized by the state and individual school districts in locations of teacher shortages to reverse declines. This Task Force is charged to provide a written report of findings and recommendations to the Governor, State Superintendent of Education, President of the State Board of Elementary and Secondary Education, House Committee on Education, and Senate Committee on Education no later than January 14, 2022.

<https://regents.la.gov/divisions/legal-affairs/teacher-recruitment-recovery-and-retention-task-force/>

Chairs: Dr. Kim Hunter Reed, LA Board of Regents and Barry Erwin, Council for a Better Louisiana

M.J. Foster Promise Program Advisory Council

Act 457 of the 2021 Regular Legislative Session created the M.J. Foster Promise Program. This legislation also created the M.J. Foster Promise Program Advisory Council under the jurisdiction of the Board of Regents. This Council is to provide for program awards including establishing eligibility requirements and award amount limitations to provide for the funding and administration of the program. This Council is to meet at least once every three years and review the workforce priorities of the state and each of its workforce regions.

Chair: Dr. Kim Hunter Reed, LA Board of Regents

Power-Based Violence Review Panel

Created by Act 441 of the 2021 Regular Legislative Session. This panel is charged with the following tasks:

- (1) Evaluating policies and practices of institutions of public postsecondary education, public postsecondary education management boards, and the Board of Regents regarding reporting, investigating, and adjudicating power-based violence by and against students and recommend revisions to improve such policies and practices.
- (2) Advising and assisting institutions of public postsecondary education, public postsecondary education management boards, and the Board of Regents in coordinating procedures to provide power-based violence prevention programs.
- (3) Serving as an advisory agency to the legislature, the governor, the Board of Regents, and the public postsecondary education management boards regarding power-based violence.

Chair: Senator Regina Barrow **Vice-Chair:** Kevin Taylor Jarrell, Southern University System

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

P. O. Box 3677
Baton Rouge, LA 70821-3677
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Agenda
AUDIT COMMITTEE
Wednesday, December 15, 2021
11:00 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Internal Audit Presentation
 - A. Status Update for Contract Year 4
 - B. Endowments Process Assessment
- IV. Other Business
- V. Adjournment

Committee Members: T. Jay Seale III, Chair; Phillip May, Jr., Vice Chair; Randy Ewing; Darren Mire; Felix Weill; Judy Williams-Brown
Staff: Dr. Kim Hunter-Reed, Commissioner of Higher Education

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
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Agenda
PERSONNEL COMMITTEE
Wednesday, December 15, 2021
11:15 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Division of Deputy Commissioner and Appointment for Academic Affairs and Innovation Position
- IV. Appointment of Deputy Commissioner for Finance and Administration Position
- V. Other Business
- VI. Adjournment

*NOTE: The Personnel Committee of the Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:16 et seq., to discuss personnel matters

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
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AGENDA
FACILITIES AND PROPERTY COMMITTEE
Wednesday, December 15, 2021
11:25 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Additions to BoR FY 2022-23 Capital Outlay Budget Recommendation
- IV. Other Business
- V. Adjournment

Committee Members: Darren Mire, Chair; Robert Levy, Vice Chair; Randy Ewing; Stephanie Finley; Cameron T. Jackson (*student member*); Charles McDonald; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Chris Herring, Associate Commissioner for Facilities and Planning & Emergency Management

Executive Summary

Reports and Recommendations Facilities and Property December 15, 2021

III. Additions to BoR FY 2022-23 Capital Outlay Budget Recommendation

The University of Louisiana System (ULS) submitted five capital outlay projects for Board of Regents (BoR) consideration after the BoR approved the capital outlay budget recommendation during the October meeting. Four projects were submitted on behalf of the University of Louisiana – Lafayette (ULL) and one for Grambling State University (GSU).

GSU Project

(1) Campus-Wide Protective Barrier

The GSU project involves construction of a new campus-wide protective barrier due to recent events on campus occurring after the University submitted their original capital outlay request. GSU conducted a full review of campus safety and security as well as reviewed how other institutions of higher learning employed safety and security measures. The University determined that a new campus-wide protective barrier will assist the University to better control traffic entering the campus and mitigate against future risk. A perimeter structure is important to the overall security and safety of the University's students, faculty, and staff and this component is part of an increased focus to upgrade security and safety measures at GSU. The total project cost is \$18M with a year one request of \$1.8M.

ULL Projects

The ULS submitted four projects on behalf of ULL that were not included in the original ULS submission. The four projects below represent significant strategic priorities of the institution's academic and research missions in the areas of life sciences, workforce and economic development, and biomedical research for future pandemic preparedness. The first two projects directly resulted from ULL's work in COVID vaccine development and distribution as the institution realized having the two facilities below in place could have greatly expedited bringing the COVID vaccine to market. Outside parties and donors approached the institution relative to submitting the next two projects after the original submission was made.

(2) New Iberia Research Center (NIRC) Bio-Safety Level (BSL) 3 Lab and Animal Housing

ULL's NIRC is a BSL 2 Research facility that has over 9,400 non-human primates (NHPs) that are invaluable in the current pandemic and many other National Institute of Health (NIH) and pharmaceutical company research programs. The NIH recently approved over \$3.5M in funds for the construction of new primate housing at the NIRC. Recent conversations with federal agencies, pharmaceutical client companies, and state leaders have resulted in a renewed interest to capitalize on the recent successes of the NIRC. One of the delays in getting the COVID-19 vaccination ready for the world was having to transport NIRC-vaccinated NHPs to other facilities for the pre-clinical testing of the vaccines. Having a BSL-3 Lab and facilities associated with the NIRC could have reduced the development and approval of one of the vaccines by three months which would have likely saved many lives. The closest BSL-3 labs are in other states

competing for federal and private research funds and projects. This project will construct a new BSL 3 facility that will speed up the pre-clinical testing and approval of major pharmaceutical products like the COVID-19 vaccine in the future. The cost of this project is estimated to be \$24.6M with a year one request of \$2.46M.

(3) NIRC Iberia Bio-Innovation Accelerator

This project will create a Good Manufacturing Practices (GMP)-certified manufacturing facility as a Contract Drug Manufacturing Organization (CDMO) to meet the current national security risk issue of reliance on foreign pharmaceutical manufacturing. The proposed CDMO will leverage NIRC's clients as it will be the only entity of its kind connected to a BSL-3 facility in the U.S. As this project became more of a possibility, the University and local officials have identified the value of combining the nationally recognized facility with existing 30 plus year relationships the NIRC has with the Louisiana petrochemical industry to create the only (GMP) recognized Contract Drug Manufacturing Organization in Louisiana. This project is also taking advantage of the New Iberia Economic Development District land being donated along with infrastructure improvements being put into place for utilities and high-speed fiber optics communication and connectivity currently being built out. The cost of this project is estimated at \$25.4M with a year one request of \$2.54M.

(4) ULL/LSU Health Sciences Education Collaboration Building

This project seeks to add 35,000 square feet of health sciences education training facilities in collaboration with LSU Health Sciences Center (LSU HSC) to mirror a program and facility at Our Lady of the Lake in Baton Rouge that is used by LSU HSC entities to provide training and services to Louisiana students and citizens. Currently there is a need for additional medical education programs and facilities in Louisiana. This project will help alleviate the shortage and will complement the new nursing education facility currently planned for the Lady of Lourdes site being acquired by ULL. Significant infrastructure including medical office buildings and parking garages remain on the Lady of Lourdes site. However, the previous medical center has been demolished. This project is for new construction to replace the previously demolished medical center with a new medical education training facility. The cost of this project is estimated at \$35M with a year one request of \$3.5M.

(5) ULL Learning Lab

This is a project to renovate, rebuild, and expand the Federal National Marine Fisheries Building located on the University Commons property. The building will revert to ULL property once the federal agencies move out. As the largest producer of teachers for Louisiana classrooms, the ULL College of Education is re-imagining teacher preparation by embedding a demonstration lab school showcasing and immersing future Louisiana teachers in an innovative teaching and learning environment that breaks the mold of traditional schooling. The ULL Learning Lab and Collective is an initiative led by a team of faculty across all departments within the College of Education. The laboratory school will provide a living model of research-based, globally inspired best practices in teaching and learning to immerse ULL education majors in a school culture encouraging inquiry, innovation, and growth. It will provide new research opportunities to the University's 653 undergraduates, 278 Masters, and 128 doctoral students in the College of Education, as well as interdisciplinary research across campus. The project entails renovating the current building space and adding new building(s) to create a new Learning Lab School with up to 100,000 square feet of K-8 and High School Educational Resources. The cost of this project is estimated at \$35M with a year one request of \$3.5M.

STAFF RECOMMENDATION

Senior Staff recommends approval of the additions to the Board of Regents' FY 2022-23 Capital Outlay Budget Recommendation as presented.

*Blake R. David
Chair*

*T. Jay Seale III
Vice Chair*

*Sonia A. Pérez
Secretary*

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BOARD OF REGENTS

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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Wednesday, December 15, 2021
11:35 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
- IV. Academic Programs
 - A. AA American Sign Language Studies – Baton Rouge CC
 - B. AAS Heating, Air Conditioning & Refrigeration – Nunez CC
 - C. BA Theatre – Southeastern Louisiana U
 - D. BS Occupational Therapy Assistant – UL Monroe
 - E. MS Clinical Nutrition & Dietetics Leadership – Nicholls State U
- V. 2020 Admissions Audit
- VI. Other Business
- VII. Adjournment

Committee Members: Phillip May, Jr., Chair; Gary Solomon, Jr., Vice Chair; Stephanie Finley; Wilbert Pryor; Terrie Sterling; Collis Temple III; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Susannah Craig, Deputy Commissioner for Academic Affairs, Student Success and Innovation

AGENDA ITEM III.A.
Routine Academic Requests & Staff Approvals

Institution	Request
LSU A&M	Request to offer the existing BS in Psychology (CIP 42.0101) via 100% online. Approved.
LSU A&M	Request to establish a UC in Construction Management (CIP 52.2001). Approved.
LA Tech	Request to establish the following undergraduate and graduate certificates: <ul style="list-style-type: none"> • UC Communication & Media Studies (CIP 09.0199) • UC Game Design (CIP 50.0411) • UC Sport Coaching (CIP 31.0501) • GC Computer Science Education (CIP 13.1321) • GC Data Science (CIP 30.7101) • GC Online Teaching & Learning (CIP 13.1211) Approved.
McNeese	Request to convert the Graduate Certificate (GC) in Applied Behavior Analysis to the Post Master's Certificate (PMC) in Applied Behavior Analysis to better reflect the Behavior Analysis Certification Board's approved program requirements. Approved.
McNeese	Request to: <ul style="list-style-type: none"> • Change the degree designation of the Master of Education (MEd) in School Counseling to the Master of Science (MS) in School Counseling. • Change the total credit hours for the program from 48 to 60 to comply with Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. A teach out plan will apply to students currently enrolled in the MEd for the next two years. • Move the program from the Burton College of Education to the College of Nursing and Health Professions. Approved.
Southeastern	Request to offer the existing Master of Education in Special Education (CIP 13.1001), the Master of Education in Curriculum & Instruction (CIP 13.0301) and the Master of Arts in Teaching (CIP 13.1206) via 100% online. Approved.
SUBR	Request to offer the Master of Education in Educational Leadership (CIP 13.0401) 100% online. Approved.
SUNO	Request to rename the existing Bachelor of General Studies as the Bachelor of Interdisciplinary Studies to better reflect the program's curriculum, and to offer the degree 100% online. Approved.

UL Lafayette	<p>Request to make the following administrative changes:</p> <ul style="list-style-type: none"> • College of Education: <ul style="list-style-type: none"> ○ Change the name of the College of Education to the College of Education & Human Development. ○ Change the name and CIP code of the MS Counselor Education (CIP 13.1101) to the MS Counseling (CIP 51.1508) to better represent program content and the qualifications of graduates. ○ Change the name of the Department of Counselor Education to the Department of Counseling. • College of Liberal Arts <ul style="list-style-type: none"> ○ Change the name of the BS Child & Family Studies to the BS Human Development & Family Science to better reflect current terminology and the field's focus on the entire human lifespan. ○ Change the name of the Department of Sociology, Anthropology, and Child & Family Studies to the Department of Sociology, Anthropology, and Human Development & Family Science. <p>Approved.</p>
UL Monroe	<p>Request to establish a UC in Professional Creative Writing (CIP 23.1301).</p> <p>Approved.</p>

AGENDA ITEM IV.A.

Proposed Associate of Arts in American Sign Language Studies Baton Rouge Community College

Background Information

Baton Rouge Community College (BRCC) has requested Board of Regents' approval to offer an Associate of Arts (AA) in American Sign Language Studies (ASLS). The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and forwarded to the Board of Regents for consideration. After conversations with Regents' staff, the institution worked to address issues raised during the initial review process. Staff corresponded and met with BRCC administration to further clarify curriculum and degree value for the unique proposed program.

Staff Summary

The proposed Associate of Arts in American Sign Language Studies (AA-ASLS) is a 60-credit hour program that will provide students with a foundation in American Sign Language (ASL). Graduates of the program will be prepared to go on to advanced study at a four-year college or university for a baccalaureate degree in ASL, which is required for interpreter certification. The proposed program will also serve students who desire to gain a marketable communication skill that can be applied to careers in healthcare, education, and other sectors that serve the public. The degree focuses on preparing students to engage in practical, interactive ASL conversation, particularly ASL to spoken English and spoken English to ASL. Students will complete courses that present the fundamentals of ASL communication, insights into Deaf culture and community, and an overview of the role ASL interpreters play as participants in equitable and ethical communication. While Louisiana does not currently have certification requirements to be employed as an interpreter, the Louisiana Commission for the Deaf (LCD) is working to establish new statewide systems and standards for ASL interpreting. LCD is in full support of the proposed program and acknowledges that the program would provide a two-year college option for individuals that would meet the certification testing requirements for some broadly focused organizations that require applicants to have a minimum of 30 credit hours from an accredited college or university.

- 1. Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** Currently, Delgado Community College (DCC) is the State's only two-year institution offering a sign language degree at the associate level. Although many of the courses in BRCC's proposed program are similar to DCC's, BRCC did not adopt DCC's upper-level interpretation courses which are more specifically designed to prepare students to be ASL interpreters. BRCC's ASLS Advisory Board recommended that the college provide a program to serve as an introduction to beginning level ASL interpretation while simultaneously focusing on general ASL studies by exposing students to Deaf culture and community through social engagement in a variety of settings.
 - b. **Workforce Demand and Job Opportunities:** According to BRCC's American Sign Language Studies (ASLS) Advisory Board, the state currently has approximately 85 certified ASL interpreters - too few to meet the needs of Louisiana's Deaf community. The Bureau of Labor Statistics projects a 29% growth in employment through 2024 for interpreting service professions. Graduates of this program will be prepared to work for interpretation companies, individual organizations, or private clients in a variety of settings such as school, hospitals, courtrooms, meeting rooms and conference centers.

Student Enrollment: BRCC anticipates drawing students who are potential education majors seeking to work with special needs students or those interested in careers in law, social services, and healthcare. The program is also expected to draw deaf students who are interested in ASL related

careers and/or plan to transfer to four- year ASL programs. BRCC will also seek to partner with high schools that offer ASL classes such as those at Walker High school for dual enrollment opportunities and to establish a cohort of students to enroll into the program. BRCC anticipates enrolling 20 students in the program during the first year reaching approximately 100 students by year five.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	20	40	60	80	100
Projected Graduates	0	15	20	25	30

2. Resources: The main cost associated with program implementation and sustainability is the hiring of one new full-time faculty member and one part-time faculty member in Year 1 with the addition of another new adjunct faculty member in Year 3 depending on increased enrollment. This additional cost will be covered with state appropriations and tuition and fees.

	Current	Needed	Additional Costs
Faculty	Current faculty will teach the general education courses required in the program.	One full-time instructor and one adjunct will be hired for yr. 1; An additional adjunct may be hired in yr. 3 if needed to support growth in enrollment.	\$85.7K yr. 1 \$103.8 yr. 3
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Minimal additional resources projected for publications and memberships.	\$300 annually
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- Accessibility: The proposed program will be offered in face-to-face and online format. However, the majority of ASLS classes necessitates a focus on face-to-face instruction for acquired signing skills.
- Affordability: Approximately 45% of the program courses will utilize open educational resource materials. Opportunities for prior learning assessment for students who possess prior American Sign Language training and transfer of completed credit will be assessed to decrease time to degree and cost.
- Partnerships: Although Louisiana does not currently have a baccalaureate-level ASL interpreter training program, BRCC has established articulation agreements with Southeastern Louisiana University (SELU) and University of Louisiana-Lafayette (ULL) to allow for transfer of its beginning level, general education ASLS courses. BRCC has established a 2+2 seamless transfer articulation agreement with the University of Arkansas – Little Rock into its bachelor's degree in ASL. BRCC's proposed program has also received support from the Louisiana Commission for the Deaf, Louisiana School for the Deaf, Sign Language Services International, Inc., The Helen Keller National Center for DeafBlind Youths and Adults and the LSU Health Sciences Human Development Center, Louisiana DeafBlind Project for Children and Youth.
- Work-based learning: All students majoring in the ASLS program will be required to complete a

practicum that assesses the students' abilities to directly engage with the deaf community as fluent ASL communicators. BRCC has established partnerships with the Louisiana Commission for the Deaf, Louisiana School for the Deaf and Sign Language Services International to support the program.

Staff Analysis

BRCC's proposed AA in American Sign Language Studies will allow students to successfully complete foundational ASL coursework while also acquiring the basic general education competencies that will increase both employment and educational opportunities. Staff worked with the institution for additional evidence of need and support for the program as well as evidence of employability of graduates. The institution provided several letters of support that indicated the program would address a gap in the ASL interpreter workforce. While there are currently no ASL bachelor's degrees in Louisiana, BRCC has established strong transfer partnerships with out of state ASL programs and in-state education programs. Through regular progress reports, staff will closely monitor the costs of instructors in relation to enrollment growth and monitor program value by tracking the outcomes of graduates including employment and transfer.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed AA in American Sign Language Studies (CIP 16.1601) at Baton Rouge Community College, with a progress report due July 1, 2023.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Heating, Air Conditioning and Refrigeration Nunez Community College

Background Information

Nunez Community College (Nunez) has requested Board of Regents' approval to establish an Associate of Applied Science (AAS) in Heating, Air Conditioning and Refrigeration (HACR). The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and submitted to Regents for consideration.

Staff Summary

The proposed AAS in HACR is a 61-credit hour program that utilizes technical classroom instruction and real-life, hands-on lab exercises providing the skills needed for gainful employment opportunities as entry-level air conditioning and refrigeration helpers, installers, mechanics, and technicians. The degree will improve graduates' competitiveness for available supervisory positions that require technical skills as well as evidence of analytical, communication, and problem-solving skills. It will also expand educational opportunities for graduates as the general education courses will transfer to baccalaureate degree programs, should the student wish to pursue further education.

- 1. Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - Same or Similar In-State Programs:** While several LCTCS colleges have similar programs in heating, AC and/or refrigeration, this will be the first program of its kind at the associate degree level.
 - Workforce Demand and Job Opportunities:** The program was developed on the advice of industry employers and following the guidelines of the HVAC Excellence Organization, the largest and oldest accrediting agency for Heating, Ventilation, and Air Conditioning (HVAC) programs. According to GNO, Inc., unique job postings for HVAC occupations increased by 35% from 2017 to 2021 in the Greater New Orleans area.
 - Student Enrollment and Completion:** Projected enrollment in the program is based on the expansion of the successful CTS programs at Nunez. Students will be recruited from the CTS in Heating, Air Conditioning and Refrigeration Technician programs. Following suit with the College's Strategic Enrollment Plan, Nunez predicts enrollment to increase by 3% each year beginning with 50 students in year one and increasing to 58 students by year five.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Program Enrollment	50	52	54	56	58
Projected Graduates	-	42	44	46	48

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

	Current	Needed	Additional Costs
Faculty	Current faculty will teach courses and assist with advising.	No additional resource needs projected.	\$0

Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and resources are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing student support resources are adequate for the proposed program.	No additional resource needs projected.	\$0

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

- Accessibility: Courses in the proposed program will be offered in a hybrid mode to provide flexibility for students and to ensure skill practice on campus. General Education courses will be available 100% online or in person.
- Partnerships: Nunez's HACR program currently has established partnerships with Bernhard/MCC, JC Services AC, Keefe's AC and Heating, H&E Comfort Services, Nash AC, Precise Comfort & Climate Specialists, and J&R AC and Heating.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: General education courses are transferrable. Through the duration of the program, the student will receive a total of 7 IBCs. The proposed program is structured for students to attend two evenings a week to earn a degree. The goal is to assist those students who are underemployed.

Staff Analysis

The proposed program will allow Heating, Air Conditioning and Refrigeration students to pursue bachelor's degrees in areas such as management, technology, or other disciplines related to the field. The degree will also improve graduates' appeal for supervisory positions that require technical and analytical skills. The success of the existing CTS program and the program's unique position is the only associate level degree in the state indicate that the proposed program will be successful.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Associate of Applied Science in Heating, Air Conditioning and Refrigeration (CIP 47.0201) at Nunez Community College with a progress report due July 1, 2023.

AGENDA ITEM IV.C.

Proposed Bachelor of Arts in Theatre Southeastern Louisiana University

Background Information

Southeastern Louisiana University (SLU) requests Board of Regents approval to establish a Bachelor of Arts (BA) in Theatre. The Letter of Intent was approved by Regents in December 2020. The proposal was approved by the University of Louisiana System (ULS) Board of Supervisors then submitted to Regents for consideration.

Staff Summary

Southeastern's planned Bachelor of Arts in Theatre provides students with knowledge and skills in theatre and film specifically focused on acting, stage management, and directing within a liberal arts environment. The program will build on the successful existing concentration in theatre design, which is the fastest growing concentration in the Department of Visual Art and Design. The proposed degree will emphasize instruction in acting as well as direction and production management, and graduates will be prepared for direct entry into careers in theatre and film in positions from acting to management to designer, or graduate study.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** LSU offers a BA in Theatre that averages 37 graduates per year; UNO offers the BA in Film and Theatre Arts averaging nine graduates per year; and Northwestern offers the Bachelor of Science (BS) in Theatre that averages 25 graduates per year. Theatre concentrations also exist at several other institutions in the state. Some indication was given during the statewide CAO review that the proposed program may be unnecessary duplication, but enrollment in Southeastern's current theatre courses, minor, and concentration indicate that there is enough interest in the region to support the addition of a full program.
 - b. **Workforce Demand and Job Opportunities:** Due to adjustments in the state's tax structure, Louisiana has become a popular spot in the country for film production, and the industry continues to grow. There is also evidence that theatre productions are similarly growing in the state. The Actors Equity 2018 Regional Theatre Report, a report of the country's largest theatrical actors' union indicated a 68% increase in work for theatre employees in New Orleans from 2015 to 2017. Several major films have been filmed on location in Hammond including *Ray* and *The Campaign*. In addition, major theatre productions such as *Escape to Margaritaville* and the Tennessee Williams Festival have all employed Southeastern theatre graduates.
 - c. **Student Enrollment and Completion:** Southeastern currently has 35 students enrolled in the Theatre minor, and 14 enrolled in the Theatre Design concentration, the fastest growing concentration in the department. Of the 478 students enrolled in Introduction to Theatre in Spring 2018, 28% indicated they would consider a theatre degree if available and of the 74 students enrolled in upper level theatre courses, 80% said they would consider enrolling in the major. Southeastern's theatre program currently produces four plays a year, each involving 30-60 undergraduate students. The institution's Alpha Psi Omega, a national theatre honorary chapter, currently has about 60 student members. Given the interest in and success of theatre at Southeastern, it estimates 25 students enrolled in the first year growing to 65 by year three.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	25	30	40	50	65
Program Graduates	0	5	10	20	25

2. Resources

Theatre is supported by the operating budget of the Department of Visual Art & Design, the College of Arts, Humanities and Social Sciences development funds, as well as ticket sales. Theatre productions are supported through a student-assessed fee paid by all students. Southeastern's existing theatre facilities, equipment, and scene and costume shop budget and resources are adequate to support the program and its projected growth. Current faculty are sufficient to launch the program. An additional full-time faculty member will be hired in year two if enrollment projections are met. The industry standard salary for junior faculty in theatre is \$45,000 to \$55,000 per year. Tuition, and other theatre revenue sources, is expected to cover this cost. D. Vickers Hall, which houses the existing Theatre minor, is adequate to support program implementation. A combined total of \$28 million in State Capital Outlay funds and private funds have been allocated to renovate the space with target completion in 2023. The project, which is estimated at approximately \$28 million, is an approved State Capital Outlay project, which includes a private match. Approximately \$5 million of the funds are secured through a private donation and more than half of those funds have already been received. Of the remaining \$23 million, approximately \$6 million has already been bonded, with approximately \$1 million already spent on design and testing. Renovations will include the theatre, scene shop, costume shop, theatre lobby, and faculty offices. The work will also include the addition of a computer lab and additional classroom space.

	Current	Needed	Additional Costs
Faculty	Six current faculty members will support the program through the first year.	One additional full-time faculty member will be hired in year two and part-time lecturers may be hired as needed.	Yr 2+: \$77,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and equipment that support the theatre minor will be adequate for implementation of the proposed program.	Theatre program facilities in D. Vickers Hall will undergo renovations with target completion in 2023.	\$28 million
Student Support	Existing non-academic student support resources will be adequate for the proposed program.	No additional resource needs projected.	\$0

3. Master Plan Priorities:

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

- Accessibility: Courses will be offered in person both during the day and in the evening.
- Affordability: The institution has a textbook rental program to reduce textbook costs for students. According to LendEDU, Southeastern graduates have the least student loan debt of all universities in the state, which may be attributed to strong student advising and an institutional focus on connecting students with local industry.
- Partnerships: Southeastern has a strong history of placing graduates into local theatre and film productions including at the Columbia Theatre in downtown Hammond, regional acting talent agencies, and New Orleans-based productions.

Staff Analysis

Southeastern is proposing the development of a theatre program with a unique focus on preparing undergraduate students for acting and production management both on stage and in film. The number of students in the current theatre minor and general studies degree concentration is evidence that Southeastern's draw of students in the the program supports the addition of the full degree program and will provide placebound students the opportunity to earn a theatre degree in the region. Graduates of the program will be prepared to enter the workforce or move on to graduate study. The institution provided clarity in the proposal on how the program at Southeastern will be unique in the state with it's specific focus on film and theatre acting, the singular focus on undergraduate education and performance opportunities. The institution also provided evidence that the industry is recovering from the slowdown due to COVID 19 and there is high demand for local talent. Staff will monitor the outcomes of graduates and the total enrollment and completion of theatre graduates statewide.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Arts in Theatre (CIP 50.0501) at Southeastern Louisiana University with a progress report due July 1, 2023.

AGENDA ITEM IV.D.

Proposed Bachelor of Science in Occupational Therapy Assistant University of Louisiana Monroe

Background Information

The University of Louisiana at Monroe (ULM) has requested Board of Regents' approval to establish a Bachelor of Science (BS) in Occupational Therapy Assistant (BSOTA). The Letter of Intent was approved by Regents in August 2020. The proposal was approved by the ULS Board of Supervisors then submitted to Regents for consideration.

Staff Summary

In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE) adopted a policy of dual entry-level degrees at both the associate level and baccalaureate level for Occupational Therapy Assistant (OTAs). ULM continues to offer the AS in Occupational Therapy (ASOTA) and proposes converting the existing 75-credit hour associate degree to a 120-credit hour bachelor's degree. The proposed BSOTA will provide students with a more in-depth education in Occupational Therapy and better prepare them for graduate study including the Master of Occupational Therapy (MOT) degree also offered by ULM. Prior to 2006, ULM offered a bachelor's degree in OT and an associate degree in OTA. The bachelor's degree in OT was terminated in 2006 when the Accreditation Council for Occupational Therapy Education (ACOTE) mandated that all entry-level OT programs transition to a master's degree; however, the ASOTA program remained viable and valuable. Because entry into the MOT requires a bachelor's degree, the planned program would help prepare students as both Occupational Therapy Assistants upon graduation but also ensure they are ready to move onto graduate study if they choose. Both ULM's ASOTA and MOT programs have been successful with nearly 100% graduation rates, national board passage rates, and employment rates.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** ULM's program would be the first bachelor's degrees in Occupational Therapy Assistant in the state. Bossier Parish Community College and Delgado Community College both continue to offer the AAS in Occupational Therapy Assistant.
 - b. **Workforce Demand and Job Opportunities:**
 - The Louisiana Workforce Commission (LWC) lists OTA as a 5-star job and one of the fastest growing occupations in the northeast Louisiana regional labor market through 2024.
 - The Bureau of Labor Statistics (BLS) reports that overall employment of Occupational Therapy Assistants is projected to grow 31% from 2018 to 2028, much faster than average for all other occupations. The median annual salary for OTAs was about \$60K per year in 2018.
 - c. **Student Enrollment and Completion:** Currently, 85% of ULM's ASOTA graduates go on to earn a bachelor's degree in anticipation of moving on to the MOT. The program enrolls approximately 30 students per year, and the proposed bachelor's degree expects similar numbers. The institution anticipates enrolling the first BSOTA students in January 2024 after SACSCOC and ACOTE approval of the new program.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	30	60	90	90	90
Prog. Graduates	-	~30	~30	~30	~30

2. Resources: Transitioning the program to the baccalaureate level will require three additional faculty members (two in the first year, the third in the second year) to meet the needs of additional students, more courses, and ACOTE accreditation requirements. Revenue from the program is expected to cover the additional costs once the program is fully implemented and 60 students are enrolled in the program. Faculty are also engaged in seeking external funding to provide additional support to the program.

	Current	Needed	Additional Costs
Faculty	Three full time faculty currently work in the ASOTA program and all will transition to the BSOTA.	Three additional full-time faculty.	\$241K/yr
Physical (Facilities, Equipment, Library, & Technology)	Renovations to existing OT program facilities will be completed before program implementation.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Partnerships:** ULM will leverage partnerships with local healthcare providers developed through the existing ASOTA program to provide experiential learning opportunities for students including for fieldwork and clinical requirements.
- **Industry-based credentials:** Graduates of the program will be prepared to take the National Board for Certification of Occupational Therapy to become Certified Occupational Therapy Assistants. Graduates will also be prepared for entry into Master's degree programs to become Occupational Therapists.
- **Accessibility:** The proposed program will include three semesters of pre-professional coursework instead of the more typical two, which will allow for flexibility in student course load as needed to improve retention. Pre-requisite courses are available both in person and on-line.
- **Affordability:** The proposed program will simplify financial aid, reduce time to completion, and eliminate additional administrative costs for the 85% of ASOTA graduates who go on to enroll in and complete a bachelor's degree. The proposed program also eliminates the summer course requirements of the ASOTA, which reduces program costs and better aligns financial aid with the 120 credit hour curriculum.

Staff Analysis

ULM seeks to better leverage the institution's resources to fulfill its mission as a four-year institution, and meet the needs and demand of current students and industry by transitioning to a bachelor's degree program. ACOTE and industry certification standards in healthcare fields in general continue to increase, and ULM will be well positioned to ensure its graduates meet industry standards as well as being prepared to continue on to the MOT. Strong application, enrollment, and graduation numbers in the ASOTA as well as the high number of students who go on to complete a bachelor's degree indicates that ULM will be able to meet enrollment targets to support the additional faculty and other program costs. The curriculum has been developed to ensure students will graduate eligible for admission into graduate occupational therapy programs.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Science in Occupational Therapy Assistant (CIP 51.0803) at the University of Louisiana at Monroe with a progress report due July 1, 2023

AGENDA ITEM IV.E.

Proposed Master of Science in Clinical Nutrition & Dietetics Leadership Nicholls State University

Background Information

Nicholls State University (Nicholls) has requested Board of Regents' approval to establish a Master of Science in Clinical Nutrition & Dietetics Leadership. The Letter of Intent was approved by the Board of Regents in August of 2020. A draft proposal was reviewed by Dr. Tracy Bruen, Clinical Assistant Professor and Director of the MS Clinical Nutrition/ Dietetic Internship at the University of Memphis. Dr. Bruen provided positive feedback noting that the program does an excellent job of aligning with the goals and priorities of the key regulatory agencies within the dietetics profession. The full proposal was then approved by the University of Louisiana System (ULS) Board of Supervisors and submitted to Regents for consideration.

Staff Summary

Nicholls currently offers a Bachelor of Science (BS) in Dietetics that graduates 15 students annually as well as a Dietetics Internship (DI) that accepts 10-14 interns annually. Presently, completion of the BS and DI allow for a student to sit for the national Registration Examination for Dieticians. The purpose of the proposed MS in Clinical Nutrition and Dietetics Leadership is to meet future credentialing requirements set forth by the Commission on Dietetics Registration (CDR). The CDR has mandated that, by January 2024, in order to earn the credentials of Registered Dietician (RD) a student must earn a master's degree in addition to completion of a dietetic internship program. The proposed graduate program will also provide current RDs and dietetic students an opportunity to build upon their professional knowledge and skills.

The proposed 36 credit hour graduate program will have a core focused on leadership in primary aspects of nutrition and dietetics including clinical nutrition, food service management, public policy and advocacy, and research. Didactic courses will be offered 100% online and the proposed program will offer two degree paths: one to serve dietetics professionals who are already credentialed, and one to serve dietetic interns and students who have not yet completed an internship program.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. Same or Similar In-State Programs: While McNeese currently offers a master's degree in Health and Human Performance with a concentration in Nutrition and Wellness and Louisiana Tech offers a master's degree in Nutrition and Dietetics, the MS proposed by Nicholls is uniquely focused on Clinical Nutrition and Dietetics Leadership, making it the only program of its kind at a public postsecondary institution in the state.
 - b. Workforce Demand and Job Opportunities: Employment of dieticians is projected to grow 15% from 2016 to 2026, faster than the average for all occupations. The Bureau of Labor Statistics states that, "Interest in the role of food and nutrition in promoting health and wellness has increased, particularly as part of preventative healthcare in medical settings." More dieticians and nutritionists will be needed to provide care for people with diabetes and heart disease, typically associated with obesity, which is prevalent in Louisiana. The program will prepare nutrition practitioners to serve in leadership positions in acute and long-term healthcare, public health nutrition, food service management, and community programs in the greater Bayou Region.
 - c. Student Enrollment and Completion: Projected enrollment in the program is based on survey responses from 80 local nutrition and dietetics students and professionals, with 80% of respondents indicating that they strongly agree that the proposed MS degree would be beneficial to them in their current and

future careers. Nearly 90% of respondents reported that the online learning environment would be conducive to their needs. As more RDs enter the field with the MS, the institution expects a decrease in recruitment from registered dietitians.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Program Enrollment	24	48	48	48	42
Projected Graduates	0	22	22	22	22

2. Resources: The main cost associated with program implementation and sustainability is the hiring of one new faculty member in Year 2. This additional cost will be covered with state appropriations and tuition and fees.

	Current	Needed	Additional Costs
Faculty	No new faculty needed to initiate the program as current faculty will teach courses and assist with advising.	As enrollment grows, the institution projects the need for one additional faculty in Yr. 2.	Yr. 1: \$0 Yr. 2+: \$61,600
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and related resources are adequate to support the program.	Conference travel, recruitment, and teaching materials & computer for new faculty member.	Yr. 1: \$1,500 Yr. 2: \$2,140 Yr. 3+: \$1,500
Student Support	Existing student support resources will be adequate for the proposed program.	No additional resource needs projected.	\$0

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

- Accessibility: The proposed degree program will be offered 100% online.
- Affordability: The proposed program will utilize the university's online library holdings, which as part of the LOUIS network has access to peer-reviewed journal articles, books, and datasets.
- Partnerships: North Oaks Medical Center in Hammond, LA has a dietetic internship program and will need to collaborate with an institution that offers an online master's program. The internship coordinator has expressed interest in sending students to Nicholls to earn their master's degree.

Staff Analysis

The proposed program's strong points, as noted by the external reviewer, include a focused concentration on clinical nutrition and dietetics leadership not currently available to students in the area. The proposed MS in Clinical Nutrition & Dietetics Leadership will meet the future credentialing requirements set forth by the Commission on Dietetics Registration (CDR) for students who wish to earn the credentials of Registered Dietician (RD) while also providing current RDs and dietetic students an opportunity for building upon and enhancing professional knowledge and skills.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed MS in Clinical Nutrition & Dietetics Leadership (CIP 51.3101) at Nicholls State University with a progress report due June 1, 2023.

Agenda Item V.

Admissions Fall 2020 Audit Summary

Background Information:

The Louisiana Board of Regents (BoR) establishes statewide minimum admissions standards at Louisiana's public postsecondary institutions as part of its constitutionally designated master planning responsibilities. All Louisiana public institutions are required to report data used to determine admissions decisions through the Statewide Student Profile System (SSPS). Effective Fall 2020, the BoR's admissions standards were amended; however, temporary emergency COVID-19 provisions were enacted for the incoming class of Fall 2020, which expired prior to Fall 2021 and will not impact future reviews. Therefore, auditors limited the review of the Fall 2020 audit to verifying data reported to BoR for admissions decisions and institutions not previously reviewed. Audit reviewed the following institutions: Louisiana State University of Alexandria, Louisiana Tech University, McNeese State University, Nicholls State University, Southeastern Louisiana University, and University of Louisiana at Monroe.

Scope and Objectives:

The scope and objective of the Fall 2020 audit were to verify the accuracy of admissions data reported in SSPS for Fall 2020. Only institutions not reviewed in previous audits were selected for this review. The scope of testing was limited to verifying fields required to make a final admissions decision and *did not include reviewing admissions decisions*. The SSPS fields reviewed included the Regents/TOPS Core Curriculum Flag, Regents/Tops Core Grade Point Average (GPA), Overall High School GPA, Admissions Composite, and Math and English Placement Test Scores.

Methodology:

Due to health concerns and restrictions necessitated by COVID-19, Audit did not perform physical site visits. BoR auditors held meetings and conducted interviews with university admissions and enrollment staff via virtual communication to discuss the scope and objectives of the current audit. Supporting documentation, institutional policies, and data were reviewed to determine compliance with applicable SSPS reporting specifications and Academic Affairs Policy 2.18, *Minimum Placement Requirements for Entry-Level, College-Level Mathematics and English*.

Executive Summary:

Of the six institutions reviewed, McNeese State University's, Nicholls State University's, and Southeastern Louisiana University's Fall 2020 admissions data for first-time freshmen did not contain material inconsistencies within the sampled data. Louisiana Tech University's (LA Tech's) SSPS submission contained errors resulting from material weaknesses in controls over admissions data reporting. The University of Louisiana at Monroe (ULM) did not properly report Accuplacer scores when necessary to determine admissions and placement decisions. Louisiana State University of Alexandria (LSUA) did not ensure accurate reporting of certain admissions fields in its SSPS submission.

Audit Summary Results:

McNeese State University (MSU), Nicholls State University (NSU), and Southeastern Louisiana University (SLU)

For the institutions listed above, the Fall 2020 first-time freshman admissions samples of data did not contain any material exceptions. While audits identified minor inconsistencies, there were no indications of larger material weaknesses in SSPS reporting. Therefore, the BoR did not recommend data resubmissions for these three institutions.

Louisiana Tech University

Material Weakness in Controls Over Admissions Data Reporting

Louisiana Tech University (LA Tech) did not have the proper controls in place to ensure accurate admissions data were reported through the BoR's Statewide Student Profile System (SSPS) for the Fall 2020 semester. In a random sample of thirty first-time freshmen, auditors noted among admissions reporting the following error rates: BoR Core Curriculum Flag - 27%, High School Grade Point Average (GPA) - 7%, Regents Core Grade Point Average (Core GPA) - 90%, Composite Test Score - 7%, Placement English Test Score - 37%, and Placement Math Test Scores - 23%. LA Tech's data capture and reporting procedures were inconsistent with SSPS specifications, which resulted in inaccurate reports in the LA Tech Fall 2020 submission. If corrections are not made the BoR will be unable to rely on LA Tech's data to conduct an exception rate audit in subsequent years.

Recommendation: Louisiana Tech University must immediately correct data reports and implement additional internal controls to ensure accuracy in compliance with Statewide Student Profile System (SSPS) specifications. Additionally, Louisiana Tech University should resubmit the corrected Fall 2020 SSPS data to the BoR timely.

Management's Response: Louisiana Tech University's President concurred with the observation and recommendation in Appendix 1. The Associate Vice President for Institutional Effectiveness, Research, and Planning will be responsible for implementing corrective action, which will be completed by November 30, 2021.

University of Louisiana at Monroe

Noncompliance in Reporting Admissions Placement Scores

The University of Louisiana at Monroe (ULM) did not have adequate controls in place to ensure Accuplacer scores were properly reported when necessary to determine admissions and placement decisions. ULM's Admissions Office enters test scores necessary for admissions and placement decisions into the student information system and determines student placement. However, the institution's query, which aggregates student data for submission to SSPS, did not insert Accuplacer scores when used for placement decisions, resulting in noncompliance with SSPS reporting specifications.

Recommendation: University of Louisiana at Monroe must immediately correct data reports and implement additional internal controls to ensure accuracy in compliance with Statewide Student Profile System (SSPS) specifications. Additionally, the University of Louisiana at Monroe should submit the corrected Fall 2020 SSPS data to the BoR timely.

Management's Response: University of Louisiana at Monroe's President concurred with the observation and recommendation in Appendix 2. The Director of University Planning and Analyses will be responsible for implementing corrective action, which will be completed by November 30, 2021.

Louisiana State University of Alexandria

Noncompliance with Statewide Student Profile System Reporting Specifications

Louisiana State University of Alexandria (LSUA) did not have adequate controls in place to ensure correct admissions test types, SAT admissions composite scores, and, in some cases, non-STS student Core Grade Point Averages (Core GPA) were reported accurately to the BoR. LSUA's Admissions Office enters information necessary for admissions and placement decisions into their student information system. Errors in the query used to aggregate and report SSPS data to BoR resulted in noncompliance with SSPS reporting specifications in fields for admissions test types, admissions test composite scores, and Core GPA.

Recommendation: Louisiana State University of Alexandria must immediately correct data reports and implement additional internal controls to ensure compliance with Statewide Student Profile System (SSPS) specifications. Additionally, Louisiana State University of Alexandria should submit the corrected Fall 2020 SSPS data to the BoR timely.

Management's Response: Louisiana State University of Alexandria's Chancellor concurred with the observation and recommendation in Appendix 3. The Vice Chancellor for Enrollment Management and the Director of Institutional Research and Effectiveness will be responsible for implementing corrective action, which will be completed by December 1, 2021.

Staff Recommendation:

Senior Staff recommends the Academic Affairs committee receive the Fall 2020 Admissions Audit report.



LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

November 3, 2021

Louisiana Tech University

Response: Material Weakness in Controls Over Admissions Data Reporting

The Board of Regents (BoR) Audit and Compliance division completed the Fall 2020 Admissions review at Louisiana Tech University. The review identified proper controls were not in place to accurately report the BoR Core Curriculum Flag, High School Grade Point Average, Regents Core Grade Point Average, Composite Test Score, Placement English Test Score, and Placement Math Test Score.

The BoR recommended Louisiana Tech University resubmit the Fall 2020 SSPS data and implement additional internal controls to ensure compliance with the Statewide Student Profile System (SSPS).

Louisiana Tech University concurred with the findings and identified that

- a. the data coming from the mainframe contained the highest Composite Test Scores with the corresponding English and Math Placement Test Scores. The code did not contain the controls to identify each of the highest English and Math Test sub-scores. The students included in the Admission's Fall 2020 Sample provided by the BoR were used to verify that the data was correct in the mainframe and the data warehouse.
- b. the data related to BoR Core Curriculum Flag, High School Grade Point Average, and Regents Core Grade Point Average were only loaded at the beginning of the quarter. The Admission's Office continues to update these scores throughout the Fall Quarter. The data warehouse was not capturing these updates. The students included in the Admission's Fall 2020 Sample provided by the BoR were used to verify that the data was correct in the mainframe and the data warehouse.
- c. The following corrective action plan has already been implemented:
 1. The code was modified by the Computing Center to identify the highest Composite Test Score as well as the highest English and Math Placement sub-scores and include these in the data files loaded to the data warehouse.
 2. The tables in the data warehouse containing the BoR Core Curriculum Flag, High School Grade Point Average, and Regents Core Grade Point Average are now scheduled be loaded at the beginning and end of each quarter.

The following corrective action plan will be implemented by November 30, 2021.

3. In addition to numbers 1 and 2 above,
 - a. Supplemental data (BoR Core Curriculum Flag, High School Grade Point Average, and Regents Core Grade Point Average) will be loaded for the current and previous quarter. For example, Fall Quarter data will be loaded again at the beginning and the end of the Fall Quarter, **and** it will also be loaded at the beginning and end of the subsequent Winter Quarter.
 - b. Prior to submission of the BoR SSPS file, the supplemental data will be manually loaded to the warehouse.
 - c. A random sample of students will be selected to verify that the BoR Core Curriculum Flag, High School Grade Point Average, Regents Core Grade Point Average, Composite Test Score, Placement English Test Score, and Placement Math Test Score match in the mainframe and data warehouse.
 - d. The BoR SSPS file will be generated, and any errors/missing data will be corrected in the mainframe by the Admission's Office.
 - e. Upon correction of all errors in the mainframe, the supplemental data will be manually uploaded again to generate the final BoR SSPS file. This will allow for the most recent data to be loaded to the warehouse prior to submission of the BoR SSPS file.

Dr. Sangam Mulmi and Dr. Sheryl Shoemaker are the responsible persons for the corrective action.

The corrective action plan and resubmission of the Fall 2020 SSPS data submission will be completed by November 30, 2021.



Leslie K. Guice
President



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000
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November 16, 2021

Elizabeth K. Bourgeois, CIA, CISA, MBA
Assistant Commissioner for Audit and Compliance
Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677

Re: Fall 2020 Admissions Review at University of Louisiana at Monroe

Dear Ms. Bourgeois,

After reviewing your November 9th draft, I concur with your observation and recommendation and submit the following corrective action plan.

Observation: Noncompliance in Reporting Admissions Placement Scores

We have completed the following as of November 16, 2021:

Identified the root cause of the problem to be a mistake in the coding that aggregates the Statewide Student Profile System (SSPS) report.

Corrected the logic for ranking and pulling admissions and placement scores.

We plan to do the following by November 30, 2021:

Complete and test the new code that aggregates SSPS to ensure it is working correctly.

Submit a corrected Fall 2020 SSPS report to the Board of Regents.

Jason Constant, Director of University Planning and Analysis, will be the person responsible for ensuring the corrective action plan is implemented. We anticipate the corrective actions will be implemented by November 30, 2021.

Sincerely,

A handwritten signature in red ink, appearing to read 'Ronald L. Berry'.

Ronald L. Berry, D.B.A.
President

#TAKEFLIGHT



Office of the Chancellor
(318) 473-6444 • Fax: (318) 473-6480

8100 Highway 71 South
Alexandria, LA 71302-9121

November 18, 2021

Elizabeth Bourgeois
Assistant Commissioner for Audit and Compliance
Louisiana Board of Regents
1201 N 3rd Street, #6
Baton Rouge, LA 70802

Dear Ms. Bourgeois,

We would first like to thank you and your team for your work on the Fall 2020 Admissions review that was recently completed.

Below you will find our responses to the audit finding. We have outlined our corrective actions, along with timeline and follow-up measures. Please let us know what other, if any, actions need to be taken.

Corrective Actions:

To correct the accurate reporting of admissions test types and SAT admissions composite scores, Scott Colley, Director of Institutional Research and Institutional Effectiveness, has reviewed and already made changes to the file layout of SPSS data and will submit corrected data to the Board of Regents by December 1, 2021.

To correct the inconsistencies of reported non-STS student Core Grade Point Averages, Shelly Gill, Assistant Vice Chancellor for Enrollment Management, will add columns to the high school transcript evaluation form that will capture grade, units and quality points of each Core Class. This will ensure the Core GPA is calculated correctly. The additions to the high school evaluation form and training of staff will take place the week of November 29, 2021. All Fall 2022 applications will be reviewed again using the new evaluation form.

Again, thank you for your assistance in these matter.

Sincerely,

Paul Coreil, Ph.D.
Chancellor

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

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AGENDA

RESEARCH AND SPONSORED INITIATIVES COMMITTEE

Wednesday, December 15, 2021

12:05 p.m.

Claiborne Building, First Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Appointment of Endowed Chairholder without National Search: LSU and A&M College
- IV. Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2022-23
- V. Adjournment

Committee Members: Felix Weill, Chair; Sonia Pérez, Vice Chair; Stephanie Finley; Phillip May, Jr.; Darren Mire; T. Jay Seale III; Gary Solomon, Jr.
Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs

AGENDA ITEM III.A.

Appointment of Endowed Chairholder without National Search: LSU and A&M College

Background Information

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

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

Staff Summary

The Kenneth Burns Endowed Chair in Veterinary Medicine, a \$1 million Chair matched by the Board of Regents Support Fund in FY 2009-10, was vacated when Dr. Joel Baines, former Dean of the School of Veterinary Medicine, left the faculty of LSU and A&M College. In accordance with current policy, LSU A&M has requested waiver of the Endowed Chairs national search requirement to appoint Dr. Oliver Garden, Dr. Baines' successor as Dean and a highly accomplished scholar and researcher, to the Burns Chair. Dr. Garden's qualifications were reviewed and determined to be appropriate to requirements outlined in the Endowed Chairs program policy.

STAFF RECOMMENDATION

Senior Staff recommends approval of LSU and A&M College's request to appoint Dr. Oliver Garden, Dean of the School of Veterinary Medicine, to the Kenneth Burns Endowed Chair in Veterinary Medicine, without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Garden must be submitted to the Board within 90 days of this approval.

AGENDA ITEM IV.

Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2022-23

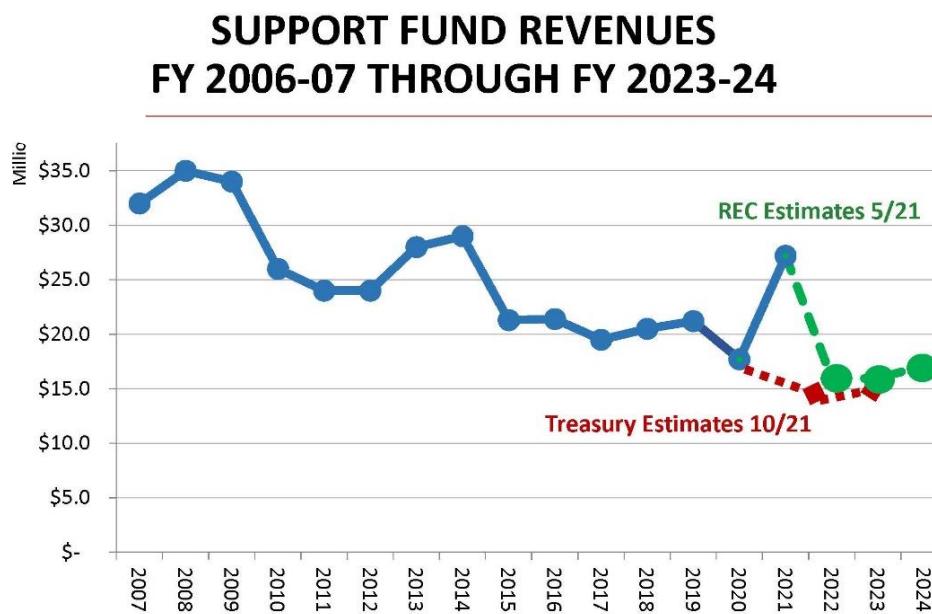
Background Information

The Board of Regents Support Fund (BoRSF), constitutionally designated and managed by the Board of Regents, receives revenues on an annual basis from the Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF). These dollars, separate from State General Fund appropriations, cannot be used for operating costs, but are designated to support supplementary and enhancing programs to improve the quality of higher education and contribute to Louisiana's economic development. Accordingly, within the parameters set forth in the Constitution, the Board of Regents operates competitive programs and subprograms through the BoRSF appropriations, to bolster performance in priority areas through a variety of activities, including departmental enhancements, research and development, endowment matching, and targeted student support.

The Board is required by Article VII, Section 10 of the Constitution to submit an annual plan and budget to the Legislature and the Governor not less than 60 days prior to the beginning of the Regular Legislative Session. This document outlines proposals for expenditure across the four constitutionally permitted components of the Support Fund: Endowed Chairs for Eminent Scholars, Recruitment of Superior Graduate Students, Research and Development, and Enhancement.

Staff Summary

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers both trends over the recent past and the annual projection of the Treasury. Annual revenues generated for the Support Fund declined steadily and significantly for the period FY 2006-07 through FY 2019-20, from a peak of \$35 million to less than \$18 million. While revenues recovered to \$27 million in FY 2020-21, this was a result of significant sell-offs to accommodate statutory caps on investment in securities, and does not represent a general improvement in Trust Fund performance.



Given the recent history of the Trust Fund income, projections of the Treasurer and Revenue Estimating Conference are similar and very low, ranging from \$15.25 million (Treasurer) to \$15.95 million (REC). If these revenue estimates are realized, these will be the second-lowest earnings in the 34-year history of the BoRSF; only the first year of earnings, realized in 1988, was lower. In light of last year's earnings, new REC forecasts, to be provided prior to the 2022 Regular Session, may increase the previous REC estimate, though this is highly uncertain. Due to the substantial surplus of FY 2020-21 revenues, which could not be expended during that fiscal year, the Support Fund is well positioned to budget in excess of these estimates.

There is still a significant degree of uncertainty around BoRSF revenues, for multiple reasons: interest rates at historic lows along with recent inflationary pressures; the unknown strength of the economic recovery from the COVID-19 disruptions; statutory restrictions on how the LEQTF may be invested and a constitutional amendment that would increase flexibility going to the voters in fall 2022; and continuing volatility in the oil market. It seems reasonable, however, to expect that some of these challenges will begin to be clarified or resolved during FYs 2021-22 and 2022-23, and the extent of need across higher education for investment in its stability and improvement argues for using excess earnings from FY 2020-21 to bolster the FY 2022-23 budget. Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$20 million is a reasonable budget level for the BoRSF in FY 2022-23, with significant contingencies to accommodate uncertainties.

The Board is constitutionally required to submit a plan and budget for the upcoming fiscal year 60 days prior to the start of the next Regular Legislative Session, meaning that decisions must be made before the current economic situation fully stabilizes. Though in excess of fall 2021 estimates, the recommended \$20 million budget level will enable full support for existing contracts and matching obligations and reasonable levels of new monies for all BoRSF grant and endowment programs. The structure of the Support Fund, with RFPs released at the beginning of the fiscal year and funding allocated at the end, gives the Board ample opportunity to adjust as the budget picture clarifies over the spring and summer of 2022. Recommended contingencies call for staff to monitor updated revenue estimates and make a recommendation in spring/summer 2022 relative to the advisability of taking reduction in new monies before the competitive cycle for FY 2022-23 begins. If estimates continue to be well below the recommended budget level, staff will make pro-rata reductions to new monies for competitive programs, in accordance with contingencies outlined in the plan and budget. Only under extreme exigency would federal matching dollars, guaranteed donor matches in Endowed Professorships (two slots per campus), or prior commitments be reduced.

Operating in this manner will minimize risk to this long-standing and highly valuable activity of the Board of Regents, allowing flexibility to adjust approaches over time. The contingencies recommended enable the Board and the staff to reassess and make necessary changes as the BoRSF's financial situation becomes more clear.

Program allocations, as well as all contingencies in the event that revenues are higher or lower than projected, are detailed in Attachment A. Brief descriptions of each program/subprogram included in the budget are provided in Attachment B.

STAFF RECOMMENDATION

Senior Staff recommends approval of the BoRSF Plan and Budget for FY 2022-23, with contingencies, as presented.

ATTACHMENT A

FY 2022-23 Board of Regents Support Fund Budget: BoRSF Planning Committee/Staff Recommendation

Support Fund Program/Subprogram	FY 2022-23 PROPOSED BUDGET		FY 2021-22 APPROVED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
Federal Matching	\$1,550,000	\$375,000	\$1,675,000	\$250,000
Endowed Chairs	\$0	\$2,420,000	\$0	\$2,020,000
Graduate Fellows	\$0	\$1,120,000	\$757,500	\$1,010,000
Traditional (GF)			\$0	\$0
BoR/SREB Fellowships			\$0	\$0
Endowed Grad Scholarships			\$1,120,000	\$1,010,000
Research & Development	\$3,391,575	\$2,500,000	\$3,071,047	\$2,300,000
Research Competitiveness	\$2,312,694	\$1,350,000	\$2,136,673	\$1,250,000
Industrial Ties/PoCP	\$1,078,881	\$750,000	\$934,374	\$700,000
Awds to Artists & Scholars	\$0	\$400,000	\$0	\$350,000
Enhancement	\$1,733,268	\$6,321,154	\$2,180,662	\$6,137,422
Departmental ENH (includes BoR/SREB)	\$1,733,268	\$3,321,154	\$2,180,662	\$3,137,422
Endowed Professorships	\$0	\$2,000,000	\$0	\$2,000,000
Endowed WF Scholarships	\$0	\$1,000,000	\$0	\$1,000,000
Administration (Formula)	\$0	\$589,003	\$0	\$598,369
TOTAL	\$6,674,843	\$13,325,157	\$7,684,209	\$12,315,791
FISCAL YEAR BUDGET	\$20,000,000		\$20,000,000	

CONTINGENCIES:

Higher than Budgeted:

- Additional revenues allocated as approved by the Board
- No increase in spending authority

Lower than Budgeted

- Summer 2022 consideration of REC spring 2022 projections to determine whether budget reductions are needed prior to competitive cycle launch. If cuts are needed, federal matching, BoR/SREB, and Endowed Professorships will be maintained as possible
- If partial reductions are needed, proportionate cuts taken in first-year amounts allocated for proposals across all competitive programs and subprograms
- If additional cuts are needed after all competitive programs eliminated, reductions taken to the non-competitive Endowed Professorships subprogram once funding guarantees are met
- If additional cuts needed after all first-year funds are eliminated, reductions made to federal matching commitments and/or prior contractual obligations

ATTACHMENT B

Board of Regents Support Fund Program/Subprogram Descriptions

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

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

Programs and subprograms are divided among these categories, to ensure the BoRSF is structured in accordance with the constitutional provisions.

Enhancement of the Quality of Academic, Research & Agricultural Departments and Units

1. Departmental Enhancement

Departmental Enhancement is a competitive infrastructure-building component with the goal of improving the educational and research infrastructure and capacity in academic, research, and agricultural departments and units. Departmental Enhancement is available to any eligible formally recognized department or unit, and includes a Multidisciplinary component. Awards will be made for comprehensive (multi-year, multi-activity, broad-impact) projects, as well as targeted (short-term, smaller-scale) projects. All institutions are eligible to compete to support educational, research, and workforce activities. A spectrum of activities, from equipment purchases to curricular redesign, are allowed and encouraged; support for graduate students, either as fellowships/scholarships or assistantships, is also permitted. Disciplines are eligible every other year, on a rotating basis.

2. BoR/Southern Regional Education Board Doctoral Support Initiative to Promote Student and Faculty Diversity

The Board of Regents/SREB Doctoral Support Initiative to Promote Student and Faculty Diversity provides up to ten (10) support slots per year statewide to help recruit and retain underrepresented minority students seeking doctoral degrees. Awards are made to graduate schools or governing units for graduate education at eligible institutions, which then determine the distribution of individual slots among qualified departments. Each slot includes an academic-year supplement for student support, membership in SREB’s Doctoral Scholars Program, and participation in SREB’s annual Institute on Teaching and Mentoring.

3. Endowed Professorships

Endowed Professorships is a non-competitive subprogram designed to help campuses recruit or retain faculty whose research, teaching, and/or public service uniquely contribute to the mission of their departments and institutions. Participation requires a contribution of at least \$80,000 from an external source, to be matched with \$20,000 from the BoRSF; campuses with fewer than 15 matched Professorships may continue to request matching at the previous rate of \$40,000 BoRSF for \$60,000 non-State contribution until the threshold of 15 is reached. Each eligible campus is guaranteed, but not necessarily restricted to, two matching slots per year, provided that required external contributions are raised and documented. Beginning in FY 2019-20, campuses are permitted to submit requests for matching of Endowed First-Generation Undergraduate Scholarships under the same terms as Endowed Professorships, with the guarantee of two matching slots total, inclusive of both types, per campus.

4. Endowed Two-Year Student Workforce Scholarships

The competitive Endowed Two-Year Student Workforce Scholarships subprogram provides scholarship opportunities for students on two-year campuses to enter 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 on four-year campuses. Non-State contributions combined with a BoRSF match will produce permanent endowments.

5. Federal Matching

The Board of Regents manages several major federal research and education awards from agencies such as the National Science Foundation, NASA, the National Institutes of Health, and the Department of Energy. Many State-level federal grant opportunities require matching be provided, and the BoRSF has been the source of Louisiana's match since 1987. BoRSF matching funds have leveraged more than \$7 in federal funding for every dollar committed.

Targeted Research and Development

1. Research Competitiveness Subprogram (RCS)

RCS funds projects that strengthen the fundamental research base and competitiveness of Louisiana's public and private universities. The subprogram is a stimulus opportunity available to researchers who are currently not competitive for federal support but show strong potential for achieving national research competitiveness in an area funded by the federal government within a limited span of time. Research funded through RCS must make fundamental contributions to knowledge in eligible scientific and engineering disciplines rather than simply seek to apply existing knowledge. RCS also includes a one-year award to assist faculty who may already be competitive through short-term pilot awards to

conduct novel scientific and engineering research leading to near-term federal support. RCS has been a highly successful initiative: a recent survey showed more than \$9 in federal/private research funding received for every \$1 in RCS funds awarded.

2. Industrial Ties Research Subprogram (ITRS)

ITRS supports research efforts that show significant potential for contributing to the development and diversification of Louisiana's economy in the near term. Funded projects are required to involve significant private sector or Federal funding or, at a minimum, include a plan to leverage substantial Federal or private sector funding in the near future; and link research efforts to establishment of a new or enhancement of an existing Louisiana business or industry. A consolidated component of ITRS, the Proof-of-Concept/Prototyping Initiative provides funding to enable technology transfer research and activities, to advance innovations toward commercialization. Like RCS, ITRS has leveraged significant external investment in Louisiana research, attracting more than \$10 for every BoRSF dollar invested.

3. Awards to Louisiana Artists and Scholars (ATLAS)

The BoRSF Awards to Louisiana Artists and Scholars (ATLAS) Subprogram provides support to faculty members in arts, humanities, and social sciences disciplines to complete major scholarly and artistic productions with the potential to have a broad impact on a regional, national, and/or international level. The primary focus of ATLAS is the scholarly or artistic merit of the proposed work. Projects are assessed based on their necessity, importance, originality, and likelihood to have an impact on a broad academic and/or artistic community. ATLAS has supported major scholarly and creative works that have received significant recognition and accolades across the region, the nation, and the world.

Recruitment of Superior Graduate Students

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.

Endowed Chairs for Eminent Scholars

Endowed Chairs for Eminent Scholars, introduced in 1987, is a highly competitive program designed to enhance the recruitment and retention of distinguished university faculty at institutions throughout Louisiana. The program pairs a 60% private-sector match with a 40% Board of Regents award to endow a chair at a minimum level of \$1 million. The Chair, operating from the income generated by investment of the permanent endowment, must be filled in perpetuity by scholars of high renown and great ability. Given the permanent commitment of funding, Endowed Chairs must be aligned clearly with institutional role, scope, mission, and strategic priorities, and the campus must demonstrate the long-term value of the Chair to academic, teaching, and/or service work in the discipline. Campuses must provide each Chair, at a minimum, with a salary line sufficient to engage a senior scholar/leader.

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron Jackson, Student

BOARD OF REGENTS
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AGENDA
STATEWIDE PROGRAMS COMMITTEE
Wednesday, December 15, 2021
12:20 p.m.

Claiborne Building, First Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

I. Call to Order

II. Roll Call

III. Consent Agenda

- A. Approval of Rulemaking extending the applicability of COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS from the fall semester/winter quarter of 2021 through the summer of 2022
- B. Approval of Rulemaking to amend the Scholarship and Grants program rules to add Dual Enrollment African American History as a course that may be graded on a 5.0 scale
- C. Approval of TOPS Exception

IV. Adjournment

Committee Members: Randy Ewing, Chair; Charles McDonald, Vice Chair; Sonia Pérez, Terrie Sterling, Collis Temple III, Cameron T. Jackson (student member), Felix Weill, Judy Williams-Brown

Agenda Item III.A.

Consent Agenda: Approval of Rulemaking

Rulemaking extending the applicability of COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS from the fall semester/winter quarter of 2021 through the summer of 2022

Background:

At its meeting of February 24, 2021, the Board of Regents approved rulemaking to add COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full-time and earned hours annual requirements for TOPS. That rulemaking provided an end-date of the fall semester/winter quarter of 2021 for applicability of the rule.

As the COVID-19 pandemic, particularly the Delta variant and the recent emergence of the Omicron variant of the virus, lingers and efforts to mitigate its spread continue to be implemented on postsecondary institution campuses, students have continued to request exceptions to the TOPS requirements noted. As a result, staff proposes to extend the applicability of the rule providing for an objective exception based on COVID-19 through the end of the 2022 academic year (summer of 2022).

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish a notice of intent to make permanent rules which extend the applicability of the provision for an objective exception based on COVID-19 from the fall semester/winter quarter of 2021 to the end of the 2022 academic year (summer of 2022).

Agenda Item III.B.

Consent Agenda: Approval of Rulemaking

Rulemaking to amend the Scholarship and Grants program rules to add Dual Enrollment African American History as a course that may be graded on a 5.0 scale

Background:

The TOPS statutes authorize the Board of Regents to “establish course equivalencies for any course included in the definition of core curriculum” provided that the Board of Elementary and Secondary Education (BESE) has given prior approval. The statute also requires recommendations from the Board of Regents on establishing a TOPS Core Curriculum course equivalency.

In addition to authorizing the establishment of course equivalencies, the TOPS statutes provide that certain honors, advancement placement, gifted, and dual enrollment courses will be graded on a 5.0 grading scale for purposes of calculating students’ grade point average on the TOPS core curriculum courses beginning with 2018 high school graduates. The TOPS statutes provide that the Board of Regents and the Board of Elementary and Secondary Education will determine which of these courses will be eligible for the heightened grading scale.

LOSFA received notification on November 9, 2021, that the Louisiana Department of Education would be presenting Dual Enrollment – African American History as a course to be graded on a 5.0 scale at the joint Board of Regents/ BESE meeting on December 15, 2021. This amendment will be effective for graduates of 2022 and later.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends that the Board of Regents authorize the Executive Director of LOSFA to publish notice of intent to make these rules permanent, subject to Board of Regents/BESE approval.

Agenda Item III.C.

Consent Agenda: TOPS Exception

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

Background:

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

One request for exception was reviewed and approved by the LOSFA Advisory Board at its meeting of October 14, 2021. The student has presented facts and circumstances that the student believes justify the granting of an exception as an exceptional circumstance.

LOSFA Advisory Board Recommendation

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

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
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Charles R. McDonald
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AGENDA

PLANNING, RESEARCH and PERFORMANCE COMMITTEE

Wednesday, December 15, 2021

12:30 p.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

I. Call to Order

II. Roll Call

III. Consent Agenda

- A. R.S. 17:1808 (Licensure)
 - 1. Initial Applications
 - a. Rocky Vista University (RVU)
 - 2. Renewal Applications
 - a. California State University Sacramento (CSUS)
 - b. Lamar State College Orange (LSCO)
 - c. Liberty University (LU)
 - d. Teachers College, Columbia University (TC)
 - e. William Carey University
- B. State Authorization Reciprocity Agreement (SARA)
 - 1. Initial Applications
 - a. Dillard University
- C. Proprietary Schools Advisory Commission
 - 1. Initial Applications
 - a. Brow Design By Dina, Denham Springs
 - b. The Laser and Medical Aesthetic Academy at ACWH, Gonzales
 - 2. Change of Ownership Applications
 - a. SIHAF Career Institute, Shreveport
 - 3. Renewal Applications
 - a. Academy of Interactive Entertainment, Lafayette, LA (09/22/2010)
 - b. Acadiana Area Career College Lafayette, LA (09/28/2012)
 - c. Accelerated Dental Assisting Academy - Metairie, Metairie, LA (09/24/2015)
 - d. Accelerated Dental Assisting Academy - Houma, Houma, LA (09/24/2015)
 - e. Ayers Career College, Shreveport, LA (10/25/1990)

- f. Becker Professional Education - New Orleans, New Orleans, LA (10/24/1996)
- g. Coastal College - Baton Rouge, Baton Rouge, LA (09/28/2000)
- h. Coastal Truck Driving School of New Orleans, Harvey, LA (09/25/2014)
- i. Crescent City School of Gaming & Bartending, New Orleans, LA (09/14/1983)
- j. Delta College Inc. - Slidell Branch, Slidell, LA (09/23/2004)
- k. Delta College, Inc. - Covington, Covington, LA (10/26/1995)
- l. Diesel Driving Academy - Shreveport, Shreveport, LA (10/06/1974)
- m. Eastern College of Health Vocations, New Orleans, LA (09/23/1985)
- n. iWeld Institute, Houma, LA (10/21/2020)
- o. Joshua Career Institute of Louisiana, Shreveport, LA (09/25/2019)
- p. Lafayette Dental Assistant School, Lafayette, LA (09/22/2016)
- q. Mia's Medical Academy, Baton Rouge, LA (09/25/2014)
- r. National Aesthetic Laser Institute, Baton Rouge, LA (09/26/2018)
- s. New Orleans Dental Assistant School, Terrytown, LA (09/22/2016)
- t. Nursing Assistant Network Association (NANA), New Orleans, LA (10/27/1994)
- u. Over Drive Truck Driving School of Louisiana, LLC, Deville, LA (09/27/2017)
- v. Pelican Chapter, ABC - Baton Rouge Campus, Baton Rouge, LA (09/27/2012)
- w. Pelican Chapter, ABC - Southwest Campus, Westlake, LA (09/27/2012)
- x. Shreveport Dental Assistant School, Shreveport, LA (09/22/2016)
- y. The Captain School, LLC, Marrero, LA (09/22/2011)
- z. The Microblading Institute, Maurice, LA (10/21/2020)
- aa. Thomas Training and Developmental Center, Inc., Bakertown, LA (10/26/1995)
- bb. Unitech Training Academy - Baton Rouge, Baton Rouge, LA (09/22/2016)
- cc. Unitech Training Academy - West Monroe, West Monroe, LA (09/23/2004)
- dd. United Training Academy, Metairie, LA (10/21/2020)
- ee. Woodland Healthcare Training, LLC, Denham Springs, LA (09/27/2018)

IV. Other Business

V. Adjournment

Committee Members: Sonia Pérez, Chair; Phillip May, Jr., Vice Chair; Stephanie Finley; Robert Levy; Charles McDonald; Terrie Sterling; Wilbert Pryor; Felix Weill

Staff: Susannah Craig, Deputy Commissioner for Academic Affairs, Student Success, and Innovation

AGENDA ITEM III.A.1.a.

Rocky Vista University

Parker, Colorado

BACKGROUND

Rocky Vista University (RVU) is a private institution with its main campus located in Parker, Colorado. This university is accredited by the Higher Learning Commission.

ACADEMIC PROGRAM

RVU offers a Doctor of Osteopathic Medicine, Masters in Physician Assistant, and Masters in Biomedical Sciences. The university currently has five students enrolled in these graduate programs according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	2
Master's	3
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	5

FACULTY

Rocky Vista University (RVU) has 62 part-time and 67 full-time faculty members with either a professional or doctorate degree.

FACILITIES

RVU offers classroom lecture and laboratory at its main campus and implements clinical rotations/supervised field experiences through educational affiliation agreements with hospitals, clinics, and doctors' offices.

STAFF RECOMMENDATION

Given the programs' scope 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 *initial* licensure from the Rocky Vista University (RVU).

AGENDA ITEM III.A.2.a.
California State University, Sacramento
Sacramento, California

BACKGROUND

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

ACADEMIC PROGRAM

CSUS offers twelve online programs including four master's degree programs, three bachelor's degree programs, and five certificate programs centered around business, education, technical studies, operations specialties, criminal justice, and psychology. CSUS also offers 30 CEU-granting courses (Continuing Education Units) that offer classes in ASL and various technical and operational studies.

The university currently has 121 students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Certificate	0
Other (CEU-courses)	121
Total	121

FACULTY

California State University, Sacramento has 34 part-time and 72 full-time faculty members with various degrees including doctorate, special/professional, master's and certifications.

FACILITIES

CSUS offers online and correspondence instruction for Louisiana students.

STAFF RECOMMENDATION

Given the programs' scope 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 California State University, Sacramento (CSUS).

AGENDA ITEM III.A.2.b.
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.

ACADEMIC PROGRAM

LSCO offers a variety of degree and certificate programs including 18 associates degrees, 25 certificate programs and six continuing education courses and institutional awards. The associates degrees offered include programs in social sciences, business, information technology, criminal science and health sciences. Certificates and continuing education programs include business, health sciences, criminal justice, technology, and various vocational programs. The university currently has 158 students enrolled in these programs according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	50
Certificate	108
Other	0
Total	158

FACULTY

Lamar State College Orange (LSCO) has 60 part-time and 40 full-time faculty members with various degrees including doctorate, special/professional, master's, bachelor's and other degrees.

FACILITIES

LSCO offers online instruction, classroom lecture, classroom laboratory and independent study.

STAFF RECOMMENDATION

Given the programs' scope 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.2.c.**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.

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 35 students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	35
Associate	0
Certificate	0
Other	0
Total	35

FACULTY

Liberty University has 40 part-time and 11 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 programs' scope 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 Liberty University (LU).

AGENDA ITEM III.A.2.d.
Teachers College, Columbia University
New York, New York

BACKGROUND

Teachers College, Columbia University (TC) is a private institution with its main campus located in New York, New York. TC has a local campus (Summer Principals Academy) in New Orleans, Louisiana. This university is accredited by the Middle States Commission on Higher Education.

ACADEMIC PROGRAM

TC offers the Summer Principals Academy (TC-SPA) that allows students to earn either a Master of Arts (M.A.) or Master of Education (M.Ed.). The course work and content are the same for the program, but there are two master's degrees that can be acquired at the completion of this program. The Master of Arts (M.A.) is a 36-credit program and the Master of Education (M.Ed.) is 36 credits plus 24 transfer credits from a previous graduate degree. This allows students who have previous graduate credit to use this along with the course work provided at the SPA to earn their master's degree. The university currently has 65 students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	65
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	65

FACULTY

Teachers College, Columbia University – Summer Principals Academy (TC-SPA) has 20 part-time and two full-time faculty members with either a bachelor's, master's, or doctorate degree.

FACILITIES

TC-SPA offers classroom lecture and laboratory instruction.

STAFF RECOMMENDATION

Given the programs' scope 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 Teachers College, Columbia University (TC).

AGENDA ITEM III.A.2.e.**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 as well as the Commission on Collegiate Nursing Education.

ACADEMIC PROGRAM

WCU offers a Pre-Licensure Bachelor of Science in Nursing program. This program takes eighteen months to complete and there are two pathways to receiving this degree on the LA campus including: the pre-licensure BSN program or the LPN advanced placement option. The university currently has 89 students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	89
Associate	0
Certificate	0
Other	0
Total	89

FACULTY

William Carey University (WCU) has seven 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 programs' scope 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 William Carey University (WCU).

AGENDA ITEM III.B.1.a.

State Authorization Reciprocity Agreement (SARA) Initial Application

Dillard University New Orleans, Louisiana

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

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

To date, the Board of Regents has approved applications for institutional participation in SARA from 37 institutions. In November 2021, Dillard University submitted an application for Regents' consideration. Dillard is a four-year private liberal arts HBCU located in New Orleans, LA and a member of the Louisiana Association of Independent Colleges & Universities (LAICU). Regents' staff has reviewed their application and determined that Dillard University meets all requirements for initial membership in SARA.

STAFF RECOMMENDATION

Senior Staff recommends approval of the initial application for institutional participation in SARA for Dillard University and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

*Blake R. David
Chair*

*T. Jay Seale III
Vice Chair*

*Sonia A. Pérez
Secretary*

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Minutes

**Board of Regents' Proprietary Schools Advisory Commission
November 9, 2021**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, November 9, 2021. As both the Chair and Vice-Chair were unable to attend, a Pro-Tem Chair was elected.

On motion of Ms. Potter, seconded by Mr. Broadwater, the Proprietary Advisory Commission unanimously approved Ms. Sherrie Despino to serve as Chair of the meeting.

Chair Despino called the meeting to order at 10:02 and asked Ms. Britton to call roll. The roll was then called and a quorum was established.

Commission Members Present

Chris Broadwater
Sherrie Despino
James Dorris
Carmen Million
Randy Plaisance
Mary Lou Potter

Staff Members Present

Nancy Beall
Courtney Britton
Chandra Cheatham
Mighan Johnson

Guests Present

(See Appendix)

Commission Members Absent

Melanie Amrhein
James Fontenot, Chair
Jada Lewis

The next item of business was the approval of the minutes from the September 20, 2021, Proprietary Schools Advisory Commission meeting.

On motion of Mr. Broadwater, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the September 20, 2021, Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was the initial license application from Brow Design by Dina, LLC. The school will be located in Denham Springs, Louisiana. The school was represented by Dr. Cliff Richardson. Ms. Britton reviewed the materials for the Commission members. The school would offer Powder and Ombré Brows, 24 clock hours/one week, and Permanent Makeup Intro, 32 clock hours/one week.

Following further discussion including background of owner, motivation for opening the school, the need to keep students in Louisiana for training, and examples of the types of procedures performed on live models.

On motion of Mr. Broadwater, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Brow Design by Dina, Denham Springs, Louisiana.

The next agenda item considered by the Commission was the initial license application from The Laser and Medical Aesthetic Academy at ACWH. The school will be located in Gonzales, Louisiana. The school was represented by the school owners, Dr. Steven Adams and Ms. Ivy Adams. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer Comprehensive Laser and Medical Aesthetics Training, 72 clock hours/three weeks. The program met all legal and administrative requirements to be approved for an initial license.

Following further discussion including background of owner, motivation for opening the school, the need for the program, admission requirements, and examples of the types of procedures performed.

On motion of Ms. Despino, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Laser and Medical Aesthetic Academy at ACWH, Gonzales, Louisiana.

The next agenda item considered by the Commission was the change of ownership application from SIHAF Career Institute, Shreveport, Louisiana. The school was represented by the school's Administrator and one of the owners, Brenda Giles, Assistant Administrator, Carol January, and CDL Instructor, Ronald Bradford. Ms. Britton reviewed the materials for the Commission members, informing them that the application met all legal and administrative requirements to be approved for licensure, to offer Accounting

Administrative Assistant, 552 clock hours/three weeks; Executive Administrative Assistant, 480 clock hours/twenty weeks; Healthcare Office Administration, 672 clock hours/thirty weeks; and Entry Level Driver Training (ELT), 817 clock hour/ten weeks.

Following further discussion including the motivation to continue the school after her daughter's passing, types of aid for students, including childcare, and number of students currently enrolled.

On motion of Mr. Broadwater, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the change of ownership license for SIHAF Career Institute, Shreveport, Louisiana.

The next agenda item considered by the Commission was operating license renewals. There were 31 schools to submit renewal applications. Ms. Britton noted one school Saint Agatha Career School, license #2303, did not to renew its proprietary school license.

On motion of Mr. Broadwater, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents renew the licenses of the following proprietary schools.

Academy of Interactive Entertainment – Lafayette (License#: 2136)
Acadiana Area Career College-A Div of Blue Cliff – Lafayette (License#: 2175)
Accelerated Dental Assisting Academy – Metairie (License#: 2230)
Accelerated Dental Assisting Academy – Houma (License#: 2228)
Ayers Career College – Shreveport (License#: 828)
Becker Professional Education - New Orleans (License#: 976)
Coastal College - Baton Rouge (License#: 2019)
Coastal Truck Driving School of New Orleans (License#: 2200)
Crescent City School of Gaming & Bartending (License#: 594)
Delta College Inc. – Slidell Branch (License#: 2066)
Delta College, Inc. – Covington (License#: 947)
Diesel Driving Academy – Shreveport (License#: 369)
Eastern College of Health Vocations – New Orleans (License#: 2001)
iWeld Institute – Houma (License#: 2323)
Joshua Career Institute of Louisiana – Shreveport (License#: 2307)
Lafayette Dental Assistant School – Lafayette (License#: 2251)
Mia's Medical Academy – Baton Rouge (License#: 2202)
National Aesthetic Laser Institute – Baton Rouge (License#: 2295)
New Orleans Dental Assistant School – New Orleans (License#: 2252)
Nursing Assistant Network Association (NANA) – New Orleans (License#: 920)
Over Drive Truck Driving School of Louisiana, LLC – DeVille (License#: 2283)
Pelican Chapter, ABC – Baton Rouge Campus (License#: 2172)
Pelican Chapter, ABC – Southwest Campus (License#: 2173)
Shreveport Dental Assistant School – Shreveport (License#: 2253)
The Captain School, LLC – Marrero (License#: 2161)
The Microblading Institute – Maurice (License#: 2324)
Thomas Training and Developmental Center, Inc. – Bakertown (License#: 948)

Unitech Training Academy – Baton Rouge (License#: 2256)
Unitech Training Academy – West Monroe (License#: 2068)
United Training Academy – Metairie (License#: 2325)
Woodland Healthcare Training, LLC – Denham Springs (License#: 2284)

The next agenda item was an update on program approvals. Chair Despino reminded the Commission that program approvals were being shared for informational purposes only. No questions were brought forward regarding program approvals.

Cross Road CDL Academy - Harvey, LA (New Programs)

- CDL Refresher Course A-1 – 40.0 Clock Hours
- CDL Refresher Course A-2 – 80.0 Clock Hours

Unitech Training Academy – Metairie, LA (Amended Programs)

- Medical Office Administration – 216.0 clock hours
- Network Systems Administrator Professional – 648.0 clock hours
- IT Networking & Security – 216.0 clock hours

Unitech Training Academy – Metairie, LA (New Programs)

- Cisco Networking – 216.0 clock hours
- IT Desktop Networking & Infrastructure – 432.0 clock hours
- IT Desktop Networking & Security – 432.0 clock hours
- IT Networking Security and Infrastructure – 432.0 clock hours
- Microsoft Cloud Desktop Administration – 216.0 clock hours

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, January 18, at 10:00 a.m., in Room 1-153 of the Claiborne Building. With there being no further business, the meeting adjourned at 10:39 a.m.

APPENDIX A
GUESTS

Dr. Jason Adams	Laser and Medical Aesthetic Academy at ACWH
Ivy Adams	Laser and Medical Aesthetic Academy at ACWH
Ronald Bradford	SIHAF Career Institute
Brenda Giles	SIHAF Career Institute
Carol January	SIHAF Career Institute
Amanda LaGroue	LA Department of Justice
Dr. Cliff Richardson	Brow Design By Dina

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
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Randy L. Ewing
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AGENDA
NOMINATING COMMITTEE
Wednesday, December 15, 2021
12:40 p.m.

Claiborne Building 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street, Baton Rouge, LA

- I. Call to Order
- II. Roll Call
- III. Nomination of Board Officers for 2022 (Chair, Vice Chair and Secretary)
- IV. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2022
- V. Other Business
- VI. Adjournment

PROCEDURES FOR THE NOMINATING COMMITTEE

The Nominating Committee is a special committee of the Board of Regents and meets each year at the regularly scheduled Board of Regents' meeting in December to determine recommendations to be made to the Board regarding the following Board positions for the following year. (*See Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana, Article IV, Section 4.3.*)

1. Board officers – Chair, Vice Chair, Secretary; and
2. Four Non-Officer Members to also serve on the Executive Committee.
3. Representatives to the Board of Regents' Proprietary Schools Advisory Commission (as needed based on vacancies).

In October of each year, the Board Secretary submits the list of incumbents from the previous year to the Board Chair. The Board Chair is to next select a Chair, Vice Chair and three additional Board members to serve on the Nominating Committee (five total).

After the Nominating Committee has been selected, the Chair of the Nominating Committee seeks board member input regarding nominations for the above positions.

At the December meeting, nominations are offered for each of the above stated positions. Motions are made to adopt the nominations offered.

According to the Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana of the Board of Regents, the officers of the Board shall be installed at the first meeting in January of each year. (*See Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana, Article III, Section 3.1.*)