

# NOTICE OF MEETINGS

Board meeting to be held at the  
Claiborne Building  
Louisiana Purchase Room  
1201 N. 3<sup>rd</sup> 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, February 23, 2022

Event	Time	Location
<b>Board Development</b>	9:00 a.m.	North Dakota Room 1-155 Claiborne Building 1201 North Third Street Baton Rouge, Louisiana
<b>Committee Meetings</b> Legislative Facilities & Property Academic and Student Affairs Research and Sponsored Initiatives Statewide Programs Planning, Research & Performance	10:15 a.m. 10:35 a.m. 10:45 a.m. 11:05 a.m. 11:15 a.m. 11:45 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
<b>Board of Regents' Meeting**</b>	11:55 a.m.	Louisiana Purchase Room 1-100 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.*

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



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**AGENDA**

**BOARD OF REGENTS\***

Wednesday, February 23, 2022  
11:55 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*

*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from January 6, 2022
- V. Chair's Comments
- VI. Reports and Recommendations of Standing Committees
  - A. Legislative
  - B. Facilities & Property
  - C. Academic and Student Affairs
  - D. Research and Sponsored Initiatives
  - E. Statewide Programs
  - F. Planning, Research and Performance
- VII. Reports and Recommendations by the Commissioner of Higher Education
- VIII. Other Business
- IX. Adjournment

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DRAFT  
MINUTES  
BOARD OF REGENTS

January 6, 2022

The Board of Regents met as a Committee of the Whole at 10:02 a.m. on Thursday, January 6, 2022, via video conference. Chair Blake David called the meeting to order.

ROLL CALL

Ms. Doreen Brasseaux called the roll, and a quorum was established.

Present for the meeting were:

Blake David, Chair  
T. Jay Seale III, Vice Chair  
Sonia Pérez, Secretary  
Randy Ewing  
Stephanie Finley  
Camerson Jackson, Student  
Robert Levy  
Phillip May, Jr.  
Charles McDonald  
Darren Mire  
Wilbert Pryor  
Gary Solomon, Jr.  
Terrie Sterling  
Collis Temple III  
Felix Weill  
Judy Williams-Brown

Mgt. Board Representatives present:

Willie Mount, LCTC System  
Mary Werner, LSU System  
Leon Tarver, SU System  
Mark Romero, UL System

CERTIFICATION FOR VIRTUAL MEETING

Chair David referenced the Board of Regents' certification of inability to operate due to the lack of an in-person quorum. The certification is available on the Board of Regents website and was included with the meeting materials.

PUBLIC COMMENTS

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

## OATHS OF OFFICE

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

The newly appointed officers for 2022 were sworn in by Ms. Robyn Lively. She administered the oath of office to Regent Collis Temple III as Chair, Regent Gary Solomon, Jr. as Vice Chair, and Regent Sonia Pérez as Secretary.

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

The members of the 2022 Executive Committee were sworn in by Ms. Lively. Regents Blake David and T. Jay Seale III were sworn in by Ms. Lively in person, while she swore in Regents Wilbert Pryor and Felix Weill via video conference.

## CHAIR'S COMMENTS

Chair David passed the gavel to the new Chair, Collis Temple III. He was congratulated and made the following comments:

- Chair Temple expressed his gratitude to Regent Blake David for his leadership this past year.
- Chair Temple stated his intent to ensure that Louisiana prospers through his term as Chair by focusing on the students. Chair Temple reflected on his seven years on the Board and the importance of this agency and the work it does for higher education. Chair Temple stated that one of his most significant moments while serving on the Board was when Commissioner Reed was brought back to Louisiana. He also reasserted the importance of the Governor's commitment to higher education.
- He noted the members' and staff's resiliency in responding to all the challenges of 2021 through pandemics, natural disasters and social and political unrest. He also noted the consistent commitment to students.
- In the coming year, Chair Temple indicated his primary areas of focus to be:
  - **Dual Enrollment:** It is essential to instill students with the belief that they are worthy and capable of completing a college education in high school, whatever their educational paths may be.
  - **Equity in Providing Educational Access to All:** Addressing long-standing equity gaps and making postsecondary education affordable and accessible to underserved students are critical to reaching the Master Plan Attainment goal.
  - **Business Engagement Efforts:** It is important to maintain collaborative efforts between postsecondary education and business leaders to promote the value of postsecondary graduates to the local economy. Regent David's work to begin important meetings with Louisiana Association of Business and Industry (LABI) during 2021 provided a strong

foundation for Chair Temple to recruit business talent development champions and work alongside them to ensure graduates and completers are workforce ready.

- Chair Temple asked Regent Cameron Jackson, student member, to present his update.
  - Regent Jackson indicated that the COSBP Board and Governor's Task Force are waiting for submission of the subcommittee reports due to the Task Force by January 8<sup>th</sup>.
  - Regent Jackson noted that COSBP members will be traveling to Washington D.C. on January 26, 2022.
  - Regent Jackson also added that as winter break ends and students move back on campus, his team will assess ways to navigate through this current wave of COVID.

#### RATIFICATION OF COMMITTEE ASSIGNMENTS FOR 2022

**On motion of Regent Seale, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to ratify the Committee assignments for 2022.**

#### APPROVAL OF THE MINUTES OF THE DECEMBER 15, 2021 MEETING

**On motion of Regent Solomon, seconded by Regent Pryor, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of the December 15, 2021 meeting.**

#### REPORTS AND RECOMMENDATIONS

##### **LEGISLATIVE**

#### LEGISLATIVE STUDY REPORTS UPDATE

Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, provided a general update on legislative reports. This year, a total of 19 reports must be submitted: 9 annual and 10 pursuant to the 2021 Regular Legislative Session (three of which will convert to annual reports in future years).

#### 2022 LEGISLATIVE PRIORITIES

Ms. Cowser gave an overview of the Legislative Priorities for the coming 2022 Legislative Session. They include:

- Strategic Reinvestment in Higher Education
- Universal Transferability
- Nurses, Teachers Workforce Solutions

- Campus Resiliency
- Power-Based Violence Alignment
- TOPS Updates

**On motion of Regent Pérez, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to grant the Commissioner and Board Chair authority to finalize the 2022 Legislative Agenda and act on legislation as needed.**

#### POWER-BASED VIOLENCE REPORTS UPDATE

Dr. Allison Smith, Assistant Commissioner for Student Health and Wellness, presented the update on Power-Based Violence Reports. She noted the reports included updates on:

- Uniform Policies
- Training
- Administrative Reporting
- MOUs (Memorandums of Understanding)
- Data Publications
- Legislative Response

Board members posed several questions. Regent Solomon asked, regarding ‘Appendix H: Summary of the Data Report for Power Based Violence’, how Regents was able to exceed the goal of annual trainings (achieved 146%). Dr. Smith responded that the number of participants in the training exceeded the number invited (due to trainings moving to a virtual platform), causing Regents to exceed its initial goal of 100%. Regent Solomon asked whether this high number resulted from participation of individuals who were not on the initial leadership team invited. Dr. Smith confirmed that multiple representatives from campus leadership might have participated, rather than the initial representative identified. Regent Solomon asked about the participation goal for the Responsible Employee Training, with a due date of Fall 2022. Dr. Smith stated the participation goal is 100% for this training. She added that all employees of higher education systems, including Boards of Supervisors, are considered “responsible employees” under the new law. The training is available on the website for the public to view and training files will be provided to the systems this week. Regent Solomon noted that among the five formal complaints reported, none resulted in expulsion or suspension. He asked what other kind of corrective action may be taken in the event of a complaint that requires action that does not rise to the level of expulsion or suspension. Dr. Smith noted that this is a result of a dual policy encompassing

BoR's Uniform Policy and the Title IX Grievance Procedures. Title IX is more specific in definitions, while Power-Based Violence allows an informal resolution process, through which an agreement to mediation, no conduct, required training or an apology may be preferred; the option of expulsion or suspension remains for more severe crimes. Regent Solomon asked whether the data can be differentiated to determine how many of the incidents reported are Title IX or Power-Based Violence, to ensure that all formal complaints that are non-Title IX are captured and addressed. Dr. Smith agreed to do so.

Regent Seale asked whether redacted incident reports can be provided to the Board to provide context for how these incidents arise, how they are reported, and how the institution responds. Dr. Smith offered to communicate with institutions to address this request. Regent Sterling added that this informational piece would be a great addition to the Board of Regents annual training. Dr. Smith agreed, noting that the Responsible Employee Training, which will be required, provides scenarios and quizzes on Power-Based Violence. Regent Temple agreed that informational training would be a valuable Board Development topic. With no further questions, Chair Temple asked for a motion to receive the report.

**On motion of Regent David, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to receive the legislative response to Act 472 of the 2021 Regular Legislative Session and authorize Regents staff to submit this report on behalf of the Board to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Senate Education Committee, and the House Committee on Education, as well as the Senate Select Committee on Women and Children.**

#### HBCU ADVISORY COUNCIL REPORT

Ms. Cowser presented the HBCU Advisory Council Report. Chair Temple named all the HBCUs in Louisiana for clarification, citing the importance of their work.

**On motion of Regent Solomon, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to receive the 2021 HBCU Advisory Council Report, compiled pursuant to Act 236 of the 2021 Regular Legislative Session, and authorized Regents staff to submit this report on behalf of the Board to the Senate Education Committee and House Committee on Education as required by law.**

#### **FACILITIES AND PROPERTY**

#### PUBLIC-PRIVATE PARTNERSHIP LEASE AGREEMENT: LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (LSU) UTILITIES MODERNIZATION INITIATIVE

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Disaster Services, presented the Public-Private Partnership Lease Agreement: Louisiana State University and A&M College (LSU) Utilities Modernization Initiative. Ms. Mary Werner, LSU System, noted the importance of this initiative to LSU and its investment in the success of this agreement and acknowledged the work of LSU Supervisor Wayne Brown who helped those involved understand the issue so that the agreement could be developed.

**On motion of Regent Mire, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to approve the Utilities Modernization Initiative submitted by the Louisiana State University Board of Supervisors on behalf of Louisiana State University and A&M College.**

## **ACADEMIC AND STUDENT AFFAIRS**

### **ACADEMIC PROGRAM PROPOSAL**

Dr. Tristan Denley, Deputy Commissioner of Academic Affairs & Innovation, presented the Academic Program item:

#### **a. Bachelor of Applied Arts & Sciences – LSU Alexandria**

Chair Temple asked if this degree program would be useful across the state. Dr. Denley stated that it is a valuable program that could be replicated at more institutions.

**On motion of Regent David, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve the program proposal for the Bachelor of Applied Arts & Sciences at LSU Alexandria.**

### **REVISIONS TO THE ASSOCIATE OF SCIENCE IN TEACHING STATEWIDE TRANSFER AGREEMENT**

Dr. Susannah Craig, Deputy Commissioner of Strategic Planning & Student Success, presented the transfer agreement item. Regent Ewing asked whether removing some of the Math and English requirements would limit teacher flexibility and raised a scenario in which a science high school teacher must fill in for an English class. He noted that this decrease in required courses may limit their effectiveness in teaching outside of their original subject area. Dr. Craig noted that this transfer agreement



is specifically for Grades 1-5. She added that the purpose is not to limit Mathematics and Sciences course requirements but to better align curriculum so previous courses taken are optimized.

**On motion of Regent May, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the proposed changes to the Associate of Science in Teaching (Grades 1-5) transfer agreement between the Louisiana Community and Technical College System, Louisiana State University System, Southern University System, and University of Louisiana System.**

## **PLANNING, RESEARCH AND PERFORMANCE**

### RESPONSE TO HOUSE CONCURRENT RESOLUTION 19 OF THE 2021 REGULAR LEGISLATIVE SESSION (LOUISIANA MINORITY SPORTS INITIATIVE TASK FORCE)

Ms. Mellynn Baker, Assistant Commissioner for Strategic Planning & Student Success, presented an overview of House Concurrent Resolution 19 of the 2021 Regular Legislative Session, including the Task Force created in the legislation and the timeline associated with its work. She then introduced Mr. Brandon Logan, Executive Director of The Doug Williams Center for the Study of Race & Politics in Sports, Chair of the Task Force, who presented on current data trends, the content of Task Force meetings and the recommendations developed in response to HCR 19.

Regent Ewing asked for clarification on the recommendation to adjust job descriptions. Mr. Logan responded that the recommendation is to use a software-driven process or other methods to “eliminate job description language that can negatively impact a candidate pool.” He further noted that the Task Force hoped to do away with informal hiring processes in favor of a standard framework to eliminate hiring bias. Regent Pérez asked about the number of women Assistant Athletic Directors and the diversity on the task force. She also asked what incentive institutions have to sign the Diversity, Equity and Inclusion (DEI) Pledge and Promise and how its terms could be enforced.. Mr. Logan noted the difference between the incentive process the Task Force is recommending and the mandated approach taken by the State of Oregon. He added that he would like to work with Representative Ken Brass to better understand, at the state level, what incentives are possible.

Regent Solomon expressed some concerns about the report, noting the volume of reports that BoR must produce, and asked for more information on the time and money invested in producing these reports. Regarding this Task Force report, Regent Solomon commented that its recommendations could and should be applied to hiring practices for all institutional leadership roles. Dr. Reed responded that this is an important point and that Regents have discussed, through the Master Plan work, the importance of equity, opportunity, and faculty/leadership diversity across the state. She mentioned again that Louisiana has no female athletic directors as well as no female system presidents and insufficient faculty diversity. Dr. Reed stated that we need to socialize this across the state around all higher education and not just sports but noted that the Task Force did include system presidents, who hire athletics leadership as well as presidents and faculty. Regent Solomon asked if we know why Representative Brass focused on athletics specifically. Chair Temple responded that any answer to that would be speculation but noted the theory that athletics is a doorway, in many cases, to a university. Regent Solomon asked whether the Task Force discussed how this dynamic of boosters and donors might change the hiring process and affect the implementation of recommendations. Mr. Logan responded that this was central to the recommendation to standardize the hiring process, which will create guardrails around the boosters and organizations that may try to influence the hiring process. Regent Solomon also expressed concern that the recommendation of an extensive list of loopholes to circumvent the hiring process would impact an equitable hiring process and impede consideration of diverse candidates. Mr. Logan responded that having a documented hiring process is critical, even if an individual met one of these exceptions, the institution would still follow the standard hiring process to document and justify why use of an exception is valid. Mr. Logan added that the hiring process should be evaluated annually to determine whether the use of exceptions is appropriate. He noted that the Task Force tried to establish a baseline formal process with room for needed adjustments in the coming years.

Regent Weill asked who would undergo the recommended awareness training. Mr. Logan stated that the focus is on athletic positions, but universal participation would be recommended. Regent May echoed Regent Solomon's previous comments and noted that having a diverse interview panel is important because it allows for the group to see different qualities in candidates. Regent Pryor stated that the exceptions could perpetuate a "good old boy network" and noted that the DEI Pledge and Promise needs to be looked at in context of the institution implementing it and that internship pathways should be included.

Regent McDonald was interested in whether the presidents and athletic directors of institutions across the state were involved in these discussions or had reviewed the report and recommendations. Mr. Logan responded that they were involved in discussions as listed in the appendices. Regent McDonald asked whether these recommendations would apply to HBCUs for diversification in their leadership and asked to revisit recommendations in the future to assess impact. Mr. Logan responded with an affirmative on HBCUs and stated his intent to develop key metrics to monitor progress and mentioned that tools to incentivize the process must be developed at the state level. Regent McDonald requested to defer action until all institutions reviewed the recommendations. Regent Finley provide some historical context, noting that issues in diverse hiring have not existed at HBCUs as these institutions were created because minority students could not attend other universities. Dr. Leon Tarver, SU System, stated that he did not assume that these recommendations would replace or supplant procedures already in place and would apply to all public colleges and universities in the state. Mr. Logan affirmed this. Commissioner Reed gave context that the Legislature asked BoR to convene all the system presidents, athletic directors and others to discuss the issue of how to diversify the talent pool. Regents' job was to convene this group; the Board of Regents does not hire faculty, presidents, coaches, and athletics directors, but does have the ability to convene those who do hire to ask for their best thinking, which this report represents. Commissioner Reed expressed her willingness to relay to the Legislature, in a cover letter, specific points that Regents raised around exceptions, diversity in the hiring pool, and

internships. She noted that these recommendations are not binding to campuses, but that all institutions have work to do to expand racial and gender diversity. She further clarified that “minority” would be interpreted as including the underrepresented populations at each institution. Chair Temple stated that he communicated with several athletic directors and presidents, who are extremely supportive of these recommendations. He suggested development of a cover letter to accompany this report that includes some unaddressed issues that Regents identified as important. Regent Seale commended Commissioner Reed on her centering of the discussion by giving the Board context on what the Legislature tasked BoR to do in HCR 19. Regent Pérez noted that the Board does not rubber stamp items and she is appreciative of valid concerns voiced by the Regents who spoke.

**On motion of Regent David, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to receive the report for HCR 19 of the 2021 Regular Legislative Session and authorize Regents staff to submit this report, along with a cover letter including items of note, on behalf of the Board to the Senate Education Committee and House Committee on Education.**

#### REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

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

- She expressed her gratitude for the Board members’ thoughtfulness and in-depth discussion.
- She gave a COVID update, discussing the return to campus for many institutions across the state during the fifth COVID surge.
  - She met with system presidents and leaders at Louisiana Department of Health, via Zoom, about the Omicron variant to discuss recommendations on mitigation and educating safely.
  - She stated that the 18-29 age group is outpacing other age groups in positivity rate and that Omicron is much more transmittable but appears to be less lethal.
  - She stated that all system presidents have agreed to keep the mask mandate in place, with Southern, Loyola and Tulane University delaying their start dates and other institutions utilizing hybrid instruction.
  - She stated that Regents staff are doing excellent work in convening partners, disseminating critical information, sharing best practices, advocating for student safety, and encouraging student persistence to complete their programs.
- Commissioner Reed met with Dr. Miguel Cardona, USDOE Secretary, as he visited Glen Oaks Magnet High School in Baton Rouge. They discussed the Master Plan and BoR’s focus on increased educational attainment.

- Before the Omicron surge, Commissioner Reed had the opportunity to host the BoR student workers at her home for a holiday lunch.
- Louisiana has the highest rate of FAFSA completion across the United States. She stated that Louisiana is outpacing the nation when it comes to year-over-year changes with FAFSA. She congratulated the LOSFA team, the schools, and everyone engaged in these efforts.
- She congratulated UL Lafayette on its designation as a Carnegie R1 University, joining LSU and Tulane University among the Top 137 universities recognized for academic excellence, elite research, innovation, and global impact. She mentioned UL Lafayette's cutting-edge work in child development, participation in development of the Pfizer COVID-19 vaccine and gave kudos to Dr. Joseph Savoie and his leadership team for their excellent work.
- She also mentioned her visit with the LSU Women's Basketball team, noting her excitement for their success as student-athletes.

Chair Temple acknowledged that Regent Phillip May is an alumnus of Glen Oaks Magnet High School, recently visited by Dr. Cardona and Commissioner Reed. Chair Temple also acknowledged the work and dedication of Commissioner Reed, specifically her promotion of higher education in the prison system including her visit to prisons, which had never previously been done by a Commissioner of Higher Education.

#### OTHER BUSINESS

Regent Ewing recommended that all Board members read *The Great Upheaval* by Arthur Levine and Scott Van Pelt and asked to convene a discussion of the direction that higher education is taking in the state and the country. Regent Ewing also emphasized the support needed for the Office of Broadband Development and Connectivity in the state of Louisiana. Chair Temple thanked Regent Ewing for his comment and noted that he is meeting with Mr. Veneeth Iyengar, Executive Director of the Office of Broadband Development and Connectivity, to discuss these very issues. With no further questions, Chair Temple informed the Board that the next BoR meeting will be held on Wednesday, February 23, 2022 in the Claiborne Building, Baton Rouge, LA. This will be a one-day, in-person meeting; if the meeting moves to a virtual setting, the Board will be informed.

#### ADJOURNMENT

There being no further business to come before the Board, on motion was made by Regent Pérez, seconded by Regent Solomon, the meeting was adjourned at 12:24 p.m.

*Collis B. Temple, III*  
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*Cameron T. Jackson, Student*

**AGENDA**  
**LEGISLATIVE COMMITTEE**

Wednesday, February 23, 2022  
10:15 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Executive Budget Overview
- IV. 2022 Legislative Priorities Overview
- V. Other Business
- VI. Adjournment

Committee Members: Sonia A. Pérez, Chair; Terrie P. Sterling, Vice Chair; Blake R. David; Robert W. Levy; Philip R. May Jr.; Charles R. McDonald; Cameron T. Jackson (student member); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Erin Cowser, Assistant Commissioner for Legislative and External Affairs

### **Agenda Item III. Executive Budget Overview**

The FY23 Executive Budget was presented to the Joint Legislative Committee on the Budget on January 25, 2022 and includes a total recommended increase of over \$110 million for higher education with \$85.6M for colleges, universities, specialized institutions and boards and \$25.5M for the Louisiana Office of Student Financial Assistance (LOSFA) programs.

The \$85.6M increase includes the following:

- \$31.7M – Faculty pay increase
- \$18M – Mandated costs increases
- \$15M – Increased funds for formula institutions
- \$14.1M – Specialized Institutions
  - \$6.6M for LSU Agricultural Center
  - \$3.1M for LSU Health Sciences Center-New Orleans
  - \$2.4M for LSU Health Sciences Center-Shreveport
  - \$0.9M for Pennington
  - \$0.8M for SU Agricultural Center
  - \$0.3M for SU Law Center
- \$10M – Louisiana Reboot 2.0 (statutory dedicated fund)
- \$10M – Broadband Training at LCTCS (statutory dedicated fund)
- \$5M – Title IX funding
- \$5M – Pennington Bariatric Center
- \$5M – Higher Education Initiatives Fund (statutory dedicated fund)

The \$25.5M for LOSFA programs include the following:

- \$15M – GO Grants for need-based aid
- \$10.5M – MJ Foster Scholars for adult-based aid (statutory dedicated fund)

### **Agenda Item IV.**

A list of proposed Legislative Priorities for the 2022 Regular Session will also be shared for information purposes only.



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### **AGENDA**

### **FACILITIES AND PROPERTY COMMITTEE**

Wednesday, February 23, 2022  
10:35 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Small Capital Projects Report
    - 1. BPCC – Sabine Valley: Fume Hood Extraction System & Installation
    - 2. LSU-A: Ultraviolet-C Lighting Additions
    - 3. LSU A&M: Chemistry & Materials Bldg. Room 144 C Renovations
    - 4. LSU A&M: Himes, Lockett, and Prescott Halls – 1<sup>st</sup> Floor Restrooms Modifications for ADA Compliance
    - 5. LSU A&M: Life Sciences Bldg. Room 512 & 515 Lab Renovations
    - 6. LSU A&M: Life Sciences Bldg. Room 613 Lab Renovations
    - 7. LSU A&M: Tiger Stadium Level 3B Structural Repairs
    - 8. LSU-E: Plumbing Fixture Upgrade
    - 9. LSU-S: Science & Technology Center Bldgs. Emergency Power System
  - B. 3<sup>rd</sup> Party Projects Report
    - 1. La Tech: Sarah & A.L. Williams Champions Plaza
    - 2. NiSU: Enclosed Batting Facility at Softball Field
    - 3. NiSU: Stopher Gym Renovations
    - 4. SELU: Inn Renovations
- IV. Act 959 Project:
  - 1. ULL: New Iberia Research Center Primate Housing
- V. Other Business

## VI. Adjournment

Committee Members: Darren G. Mire, Chair; Robert W. Levy, Vice Chair; Randy L. Ewing; Charles R. McDonald; Felix R. Weill; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative

Staff: Chris Herring, Associate Commissioner for Facilities and Planning & Disaster Services

## Executive Summary

### **Facilities and Property February 23, 2022**

#### **III. A. Consent Agenda (Small Capital Projects Report)**

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

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

##### **1. Bossier Parish Community College (BPCC) – Sabine Valley Campus: Fume Hood Extraction System & Installation – Many, LA**

The Sabine Valley campus was moved under the purview of BPCC in July of 2021. The institution is moving the welding shop to another area on campus and a ventilation system will be required. This project will furnish and install a new fume extraction system. The total project cost is \$191,764 and will be funded with monies specifically provided for the Louisiana Community and Technical College System in Act 119 (HB 1) of the 2021 Regular Session for facility improvements.

##### **2. Louisiana State University - Alexandria: Ultraviolet (UVC) Additions – Alexandria, LA**

This project will install UVC lighting in multiple areas around campus and within air units to purify the air. The project scope involves installation of UVC lighting in meeting rooms, large classrooms, the café, and gym, as well as in the air units on campus. The total project cost is \$426,500 and will be funded with CARES Act (federal) funding.

##### **3. Louisiana State University and A&M College (LSU): Chemistry and Materials Building Room 144C Renovation – Baton Rouge, LA**

LSU's Office of Research and Economic Development is in need of replacing the current microscope in room 144C with a new one. The scope of work will require renovations to the room to accommodate the new STEM microscope as well as renovations to the adjacent facility room to support the new equipment. HVAC and fire sprinkler systems will be upgraded as part of the project. The project renovates approximately 770 square feet (SF) of space at a cost of \$371.43/SF, for a total project cost of \$286,000. The project will be funded from restricted federal grants and contracts funds.

##### **4. Louisiana State University and A&M College: Himes, Lockett, and Prescott Halls 1<sup>st</sup> Floor Restrooms Modifications for ADA Compliance – Baton Rouge, LA**

LSU's Himes, Lockett, and Prescott Halls are in need of upgrades to the restrooms on the 1<sup>st</sup> floor of each facility to make improvements for ADA compliance. Both the men's and women's restrooms

will be modified for compliance. The scope of work includes modifications to the entries to each restroom, installation of ADA compliant access doors, new ADA compliant plumbing fixtures for one stall in each restroom, new toilet partitions for the ADA stall as needed, and modifications to the existing partitions as needed. Any walls affected by the work will also be repaired/repainted. The project renovates approximately 1,800 SF of space combined at a cost of \$200/SF, for a total project cost of \$360,000. The project will be funded with facility access fee revenues.

**5. Louisiana State University and A&M College: Life Sciences Building Rooms 512 and 515 Lab Renovations – Baton Rouge, LA**

Rooms 512 and 515 within LSU's Life Sciences Building require renovations to meet faculty needs. The project scope involves select demolition, new partitions, ceilings, flooring, and paint. The HVAC system will be upgraded and new plumbing, fire suppression, lighting, lab equipment, and furnishings will be installed. The project renovates 1,416 SF of space at a cost of \$158.90/SF, for a total project cost of \$225,000. The project will be funded with operational funds.

**6. Louisiana State University and A&M College: Life Sciences Building Room 613 Lab Renovation – Baton Rouge, LA**

Room 613 within LSU's Life Sciences Building also requires renovation to meet faculty needs. The project scope involves select demolition, new partitions, ceilings, flooring, and paint. The HVAC system will be upgraded and new plumbing, fire suppression, lighting, lab equipment, and furnishings will be installed. The project renovates approximately 480 SF of space at a cost of \$541.66/SF, for a total project cost of \$260,000. The project will be funded with operational funds.

**7. Louisiana State University and A&M College: Tiger Stadium Level 3B Structural Repairs – Baton Rouge, LA**

This project will provide structural repairs within Level 3B of Tiger Stadium. The scope of work involves repairs to existing structural systems in the stadium. The total project cost is \$455,000 and will be funded with auxiliary revenues.

**8. Louisiana State University – Eunice (LSU-E): Plumbing Fixture Upgrade – Eunice, LA**

LSU-E intends to make upgrades to plumbing fixtures to minimize and potentially eliminate the spread of germs, etc. during the COVID pandemic and beyond. This project will replace existing bathroom sink faucets, flushing devices, and water coolers in various buildings on campus. New touchless, automatic faucets will be installed on all sinks as well as new touchless flushers on toilets and urinals. The water coolers will be replaced with touchless water coolers with bottle fillers. The total project cost is \$268,920 and will be funded with CARES Act and American Rescue Plan (federal) funding.

**9. Louisiana State University – Shreveport (LSU-S): Science and Technology Center Buildings - Emergency Power System – Shreveport, LA**

Persistent power failures for any duration longer than the current capacity of the uninterrupted power supply continue to create failures in the scientific and computer science equipment contained

within LSU-S' Science and Technology Center buildings. The sophistication of the electronic components throughout these types of equipment is not conducive to abrupt shutdowns without damage occurring. This project would install an emergency generator, a new automatic transfer switch, and upgrade the electrical system to provide more reliable power during outage situations. The total project cost is \$305,000 and will be funded with operational funds.

### **III.B. Consent Agenda (3<sup>rd</sup>-Party Project Report)**

In accordance with the revisions made to the Facilities Policy during the October 25, 2017 meeting of the Board of Regents, 3<sup>rd</sup>-party project proposals are reviewed by staff, approved where appropriate, and thereafter reported at the next meeting of the Facilities and Property Committee. Pursuant to the revised policy, BoR staff may approve 3<sup>rd</sup>-party projects funded without the issuance of debt, similar to the small capital project approval process.

Staff approved the following 3<sup>rd</sup>-party projects since the previous report:

#### **1. Louisiana Tech University: Sarah and A.L. Williams Champions Plaza – Ruston, LA**

The University of Louisiana System Board of Supervisors (ULS), on behalf of Louisiana Tech University (La Tech), submitted a 3<sup>rd</sup>-party project for the purpose of constructing a new champions plaza to recognize the most highly decorated student-athletes and teams for their contributions to the university's history. The plaza will be located in the north endzone of Joe Alliet Stadium and will be named after Sarah and A.L. Williams recognizing their contributions to the school. La Tech will enter into a ground lease with the La Tech University Foundation to construct the plaza. The Foundation has secured private donations to cover the estimated \$1,750,000 project cost. Once the project is complete, the lease will expire and all improvements will be donated to the University.

#### **2. Nicholls State University: Enclosed Batting Facility at Softball Field – Thibodaux, LA**

The ULS, on behalf of Nicholls State University (NiSU), submitted a 3<sup>rd</sup>-party project for the purpose of constructing a new enclosed batting facility at the softball field. NiSU will enter into a ground lease with the NiSU Foundation to construct the new facility at the rear of the softball field. The total project cost is \$100,000 and will be funded with donations secured by the Foundation. Upon completion of the project, the Foundation will donate the new facility back to NiSU.

#### **3. Nicholls State University: Stopher Gym Renovations – Thibodaux, LA**

The ULS submitted a second 3<sup>rd</sup> party project on behalf of NiSU for the purpose of renovating the interior of the Stopher Gym on campus. The project scope involves installation of new seating, repainting the interior, and other related work. NiSU will enter into a ground lease with the NiSU Foundation to renovate the facility. The total project cost is \$1,250,000 and will be funded with donations secured by the Foundation. Upon completion of the project, the Foundation will donate the improvements back to NiSU.

#### **4. Southeastern Louisiana University: Inn Renovations – Hammond, LA**

The ULS, on behalf of Southeastern Louisiana University (SELU), submitted a 3<sup>rd</sup>-party project

for the purpose of renovating “The Inn” on the SELU campus to provide additional office space needed to integrate office and meeting space to further advance the efforts of the SELU Foundation, Development Office, and Advancement Services. The work includes the installation of new furnishings and equipment. SELU will enter into a ground lease with the SELU Foundation for the purpose of making the improvements. The total project cost is \$600,000 and will be funded with donations secured by the Foundation. Upon completion of the project, the foundation will donate the improvements back to SELU.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the consent agenda, including the small capital and 3<sup>rd</sup>-party projects reports, as presented.**

#### **IV. Act 959 Project: University of Louisiana – Lafayette New Iberia Research Center Primate Housing**

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$5M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds. The ULS submitted an Act 959 project on behalf of the University of Louisiana – Lafayette (ULL) to construct two new indoor/outdoor primate housing facilities at their New Iberia Research Center (NIRC). The project scope involves construction of two new 11,000 SF animal housing buildings consisting of 20 individual units complete with fenced cage containment. Each unit will be open to a contained outside area with animal perches and watering faucets. The facilities will be conditioned by heating units only and exhausted as required to maintain governing agency airflow requirements.

The NIRC secured a \$3.5M grant from the National Institutes of Health (NIH) to build the new facilities. ULL and the NIRC will own and operate the buildings once they are complete and operational to further the scientific research conducted or sponsored by the NIH and other federal agencies as well as for health-related programs and educational/research activities. There will be 20 years of federal oversight of the buildings once complete to confirm their use for approved biomedical research use.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Act 959 project submitted by the University of Louisiana System Board of Supervisors, on behalf of the University of Louisiana - Lafayette, to construct two new primate housing facilities on the New Iberia Research Center campus.**

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*

*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

## **BOARD OF REGENTS**

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## **AGENDA**

### **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Wednesday, February 23, 2022

10:45 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Terminations
  - B. Progress Reports
  - C. Routine Staff Approvals
- IV. Academic Programs
  - A. Associate of Applied Science in Diagnostic Medical Sonography – Bossier Parish CC
  - B. Bachelor of Science in Hospitality & Food Industry Leadership – Southern Baton Rouge
- V. 2020-21 Articulation and Transfer Report
- VI. Other Business
- VII. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Wilbert D. Pryor; Gary N. Solomon, Jr.; Terrie P. Sterling; Judy A. Williams-Brown; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

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

### **Program Terminations**

#### **Staff Summary**

##### **Baton Rouge Community College AAS Paramedic:**

In 2013, the National Registry of Emergency Medical Technicians (NREMT) implemented a requirement that applicants for the National Paramedic Certification must have completed a Commission on Accreditation of Allied Health Professionals (CAAHEP)-accredited associate degree for certification eligibility. Regents approved the BRCC AAS Paramedic in August 2013 in response to the new requirement. The NREMT has since reversed that requirement, and the majority of BRCC students now exit the program after completing the associate degree's embedded certificate of technical studies (CTS) in paramedics without completing the AAS, which has led to significant decline in enrollment. Bossier Parish CC, South Louisiana CC, and Louisiana Delta CC still currently offer an associate degree for paramedics averaging a total of 45 graduates per year.

##### **Louisiana Tech University GC Cyber Technology:**

The program was developed in collaboration with industry to offer graduate level cyber security training to working professionals and to provide a bridge to the institution's planned MS in Cyber Technology and approved by Regents in January 2018. In its 2019 progress report, the institution indicated that the program had not been implemented due to change in ownership of a key industry partner. The 2021 progress report indicated that the program had still not been implemented. LA Tech has indicated it intends to submit a new proposal for the program once the appropriate industry partnerships have been established. The institution also halted development of the MS in Cyber Technology.

##### **University of Louisiana Monroe Doctor of Occupational Therapy (OTD):**

Regents approved ULM's request to establish the OTD in 2018. The institution established the program in response to new requirements by the Accrediting Council of Occupational Therapy Education (ACOTE). ACOTE later reversed their position on the doctorate as the required credential in the field. ULM graduates from the institution's existing Master of Occupational Therapy therefore meet ACOTE requirements, and the OTD has never been implemented. The LSU Health Sciences Center in Shreveport established the OTD in 2020 for students who wish to study at the doctoral level.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the termination of the following degree programs:**

- 1. AAS Paramedic at Baton Rouge Community College**
- 2. GC Cyber Technology at Louisiana Tech University**
- 3. Doctor of Occupational Therapy (OTD) at the University of Louisiana Monroe**



**AGENDA ITEM III.B.**  
**PROGRESS REPORTS for CONDITIONALLY APPROVED**  
**ACADEMIC PROGRAMS**

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Programs below that are shaded have met standards to be removed from regular reporting.

Program	Staff Analysis	Staff Recommendation for Board Action
<b>LCTCS</b>		
<b>Baton Rouge CC</b> <b>AAS Computing &amp; Information Systems</b> CIP 11.0501 Approved February 2019. Implemented Fall 2019.	The program graduated its first student last year and anticipates 10 this year with 58 students currently enrolled. Since approval, BRCC has added concentrations in cloud computing and cybersecurity. BRCC has received funding from LED to update technology and provide faculty professional development. The program has developed a partnership with Tara High School in Baton Rouge and IBM to provide a process technology pathway with coursework focusing on engineering and computer science.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Bossier Parish CC</b> <b>AAS Fire Science</b> CIP 43.0202 Approved October 2019. Implemented Summer 2020.	The new program expects their first 3 graduates this spring with 21 students currently enrolled. The institution has developed a transfer pathway with Northwestern's BS in Unified Public Safety Administration for those students who wish to go on to leadership roles in public safety. The institution attributes strong enrollment to the program being offered 100% online, partnerships that support prior learning assessment, and alignment with workforce needs through engagement with the program's industry advisory board.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Delgado CC</b> <b>AAS Cloud Computing</b> CIP 11.0902 Approved August 2019. Implemented Spring 2020.	The program graduated its first 2 students last year and anticipates 5 this year with 32 students currently enrolled. The institution will begin the Association of Technology, Management, and Applied Engineering (ATMAE) approval at the end of this year. The program is actively marketed to completers of the program's embedded Certificate of Technical Studies program and other Delgado students looking to specialize in Cloud Computing.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Delgado CC</b> <b>AAS Surgical Technology</b> CIP 51.0909 Approved August 2020. Implemented Spring 2021.	Delgado's surgical tech program has 141 students enrolled, many of whom will complete the embedded Certificate of Technical Studies (CTS) and exit the program. After these existing CTS students complete the program, the institution will start the process of fully eliminating the CTS to align with revised Commission of the Accreditation of Allied Health Programs (CAAHEP) accreditation and professional certification requirements. The institution will then transition the program to AAS only and expects its first 25 graduates next year.	Receive and accept the report. A subsequent report is due 7.1.23.

<b>Fletcher TCC</b> <b>AAS Business Administration</b> CIP 52.0101 Approved October 2015. Implemented Fall 2016.	The program currently averages 26 graduates per year over the past 3 years. The institution was granted accreditation by the Association of Collegiate Business Schools and Programs in Fall 2019. Fletcher has added 3 new concentrations in response to student and employer demand including general business, entrepreneurship, and paralegal studies.	Receive and accept the report. No further reporting is required.
<b>Fletcher TCC</b> <b>AAS Care &amp; Development of Young Children</b> CIP 19.0709 Approved June 2019. Implemented Spring 2020.	The program currently has 48 students enrolled and expects its first 30 graduates this year. The program anticipates hiring one additional faculty member this year to support enrollment growth. Fletcher has applied for a grant to support on-campus childcare with the aim to provide learning opportunities for students and has developed partnerships with providers in Lafourche and Terrebonne parishes.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Fletcher TCC</b> <b>AS Geology</b> CIP 40.0601 Approved February 2020. Implemented Fall 2020.	The program currently has 4 students enrolled and expects its first 2 graduates next year. The new program has faced difficulties recruiting students due to COVID-19. The institution replaced one faculty position shortly after the program was approved and anticipates completion of new geology labs this fall.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Louisiana Delta CC</b> <b>AAS Information Technology</b> CIP 11.0901 Approved March 2018. Implemented Fall 2018.	Current enrollment is 75, but most of these students are expected to leave the program after completing one of the program's several embedded workforce-based certificates that lead to an Industry Based Credential (IBC). There were 9 AAS graduates last year with 7 expected this year. LDCC plans to seek Association of Technology Management and Applied Engineering (ATMAE) accreditation this spring. An additional full time faculty member has been hired and new concentrations for cybersecurity & information assurance, and data analytics, are both under development.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Louisiana Delta CC</b> <b>Associate of Science in Teaching (AST)</b> CIP 13.0101 Approved June 2020. Implemented Fall 2021.	In January 2022, the Board of Regents approved revisions to the statewide agreement for the AST to ensure curricular flexibility necessary for students to successfully transfer to one of the state's 4-year education degrees. The program has therefore not yet been fully implemented and LDCC is currently in the process of adjusting the program accordingly.	Receive and accept the report. A subsequent report is due 7.1.23.

<b>Louisiana Delta CC</b> <b>AAS Full Stack Cloud Developer</b> CIP 11.0902 Approved December 2019. Implemented Fall 2020.	The program has 8 students enrolled and they anticipate having their first graduate this year. The institution has increased recruitment efforts in the past year and expects enrollment to increase to 20 next year. Additional advanced courses to meet workforce demands are under development.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Nunez CC</b> <b>AAS Coastal Studies &amp; GIS Technology</b> CIP 45.0799 Approved June 2019. Implemented Fall 2019.	Current enrollment is 6 students with 11 expected next year. The first 4 graduates are expected to complete the program this year with 3 of those students planning to continue with further education. The curriculum is currently under revision, including the addition of evening courses, to ensure alignment with the state's coastal workforce needs and to ensure program access for working adults. Field data collection equipment was purchased with funds from a St. Bernard Parish government grant.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>SOWELA TCC</b> <b>AAS Machine Tool Technology</b> CIP 48.0501 Approved December 2019. Implemented Fall 2020.	The program currently has 21 students enrolled with 25-30 projected next year. The first 6 graduates are expected to complete the program this year with 3 of those already completing the program's embedded CTC in Machinist/Millwright Helper. Plans are in place to hire an additional instructor for the upcoming year and the institution is in the process of purchasing additional equipment as recommended by the program's industry advisory committee to ensure graduates are learning on current industry technology.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>LSU</b>		
<b>LSU A&amp;M</b> <b>BA Art</b> CIP 50.0702 Approved January 2020. Implemented Fall 2020.	The program's first 16 graduates last year were existing LSU students who switched into the new major from other programs at the institution. Current enrollment is 160 with 45 graduates projected this year. The BFA has not suffered enrollment decline from the addition of the program, which was an initial concern upon program approval. The National Association of Schools of Art and Design accreditation visit took place in October. Updates to the Barnes-Ogden Studio Arts Complex are expected to be complete by this June.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>LSU A&amp;M</b> <b>BS Entrepreneurship</b> CIP 52.0701 Approved February 2017. Implemented Fall 2017.	The program graduated 7 students in each of the past two years and anticipates 11 this year. The program was established with a requirement that students have a 2 <sup>nd</sup> major, which the institution determined was prohibitively costly in time and expense which led to the removal of the 2 <sup>nd</sup> major requirement. This change has led to a significant increase in enrollment from 49 last year to 115 current students. The institution successfully recruited a nationally recognized entrepreneurship faculty member who now holds the H.T. Norman Saurage/Community Coffee Inc. endowed chair of Entrepreneurship.	Receive and accept the report. A subsequent report is due 7.1.23.

<b>LSU A&amp;M</b> <b>BS Learning Experience Design &amp; Innovation</b> CIP 13.0607 Approved December 2019. Implemented Spring 2020.	The program currently has 4 students enrolled and expects 5 more next year. The institution has developed additional courses for the program and worked toward increased curriculum flexibility to facilitate timely program completion. Natural disasters and the COVID-19 pandemic have hindered recruitment efforts.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>LSU A&amp;M</b> <b>GC Cloud Computing &amp; Machine Learning</b> CIP 11.0902 Approved August 2020. Implemented Spring 2021.	The new program currently has 2 students enrolled with 5 anticipated for next year. Students enrolled in the courses required for the program have all been from other programs at the institution.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>LSU A&amp;M</b> <b>MS Child &amp; Family Studies</b> CIP 19.0701 Approved February 2019. Implemented Fall 2019.	The first 3 graduates completed the program last year with 13 expected this year. Current enrollment is 21. The department is currently conducting a search to replace one full time faculty who left and plans to add one additional full time faculty member next year. Facilities are being renovated, which will be completed by late 2022. Recruitment efforts are focused on undergraduate CFS programs nationally.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>LSU A&amp;M</b> <b>MS Sport Management</b> CIP 31.0504 Approved April 2020. Implemented Fall 2020.	The program had its first 28 completers last year with 65 students currently enrolled and 30 graduates projected for this year. Recent graduates have moved on to other graduate programs including law and business or have moved into higher levels of responsibility in their sport management careers.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>ULS</b>		
<b>Grambling State U</b> <b>BS Nursing</b> CIP 51.3801 Approved August 2017. Implemented Fall 2018.	The program's first 7 graduates completed the program last year and Grambling anticipates 20 this spring. Of the program's graduates, 6 are licensed and 5 of the licensed graduates are employed in nursing. The institution started the accreditation process in April 2020 and was granted full accreditation by the Commission on Colleges of Nursing Education (CCNE) effective January 2021. The institution was successfully able to replace 2 faculty who left the institution and added an additional part-time clinical faculty member.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>LA Tech</b> <b>GC Business Administration</b> CIP 52.0201 Approved May 2018. Implemented Fall 2018.	The GC Business Administration was designed as a mechanism for students to enroll in graduate level, MBA required courses without a GMAT score. Students who achieve a 3.2 GPA in the program may be directly admitted into the MBA program without completing the GMAT. Last year, the program had 24 completers. Of those, 22 moved into the MBA program, 1 moved into the Ph.D. in Engineering program, and 1 moved into the MS in Engineering program.	Receive and accept the report. A subsequent report is due 7.1.23.

<b>McNeese State U</b> <b>BS Chemical Engineering</b> CIP 14.0701 Approved April 2020. Implemented Fall 2020.	The new program has no graduates yet but anticipates their first 30 graduates in spring 2022. Current enrollment is 57. The program is currently working toward meeting the Accreditation Board for Engineering and Technology (ABET) requirements for the program. Since fall 2020 program faculty have secured nearly \$200,000 in external funding to support technology upgrades.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>McNeese State U</b> <b>Doctor of Nursing Practice</b> CIP 51.3810 Approved September 2019. Implemented Fall 2021.	The program enrolled its first 6 students this year. The program is currently undergoing the substantive change process with SACSCOC since it is the institution's first doctoral degree and is developing the Commission on Colleges of Nursing Education (CCNE) accreditation timeline.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>McNeese State U</b> <b>PBC Strategic Corporate Communication</b> CIP 09.0999 Approved March 2018. Implemented Fall 2018.	While the program was implemented in fall 2018, financial aid issues delayed recruitment for the program. The COVID-19 pandemic and natural disasters in Lake Charles have further delayed the program's full implementation and no students have enrolled. The institution intends to reinvigorate recruitment activities this year.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>McNeese State U</b> <b>PMC Applied Behavior Analysis</b> CIP 42.0101 Approved April 2016. Implemented Fall 2017.	The program enrolled 5 students in its first year and 1 graduate in 2019 but little to no enrollment since. The COVID-19 pandemic and natural disasters in Lake Charles along with 2 of 4 applied behavior faculty leaving the institution have all hindered the program's growth. The institution is currently undergoing a search to fill the vacant faculty positions. The program was converted from a Graduate Certificate to a Post-master's Certificate in December 2021 to better reflect program requirements and Behavior Analysis Certification Board's approved program requirements.	Receive and accept the report. A subsequent report is due 7.1.23.
<b>Northwestern State U</b> <b>MS Computer Information Systems</b> CIP 11.0401 Approved August 2019. Implemented Fall 2020.	The program currently has 25 students enrolled and expects its first 5 graduates this spring. The program projected needing 2 additional faculty to support the program as it grows, but these positions have not yet been approved due to institution-wide holds on faculty hiring due to financial constraints during the COVID-19 pandemic. Courses so far have been covered by existing faculty.	Receive and accept the report. A subsequent report is due 7.1.23.

**AGENDA ITEM III.C.**

**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
U of New Orleans	Request to offer the existing Master of Education in Higher Education (CIP 13.0406) 100% online. <b>Approved.</b>

## AGENDA ITEM IV.A.

### Proposed Associate of Applied Science in Diagnostic Medical Sonography Bossier Parish Community College

#### **Background Information**

Bossier Parish Community College (BPCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Diagnostic Medical Sonography. 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.

#### **Staff Summary**

The proposed AAS in Diagnostic Medical Sonography is a 61-credit hour program designed to provide students with the necessary knowledge, skills, values, and competencies for a career in diagnostic ultrasound. The curriculum is based on requirements of the American Registry of Diagnostic Medical Sonography (ARDMS). Graduates will be eligible to take the ARDMS exam upon completion of the program.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Same or Similar In-state Programs:** Baton Rouge Community College and LSU Eunice each offer an associate degree in sonography. There are no public institutions currently offering the program in northern Louisiana.
  - b. **Workforce Demand and Job Opportunities:**  
According to the U.S. Bureau of Labor Statistics, there is a 23% growth for employment of sonographers by the year 2026. Specifically, in the Shreveport-Northwest Regional Labor Market Region 7, the Louisiana Workforce Commission projects a 27% increase in the need for Diagnostic Medical Sonographers between 2018 and 2028. The primary employers of Diagnostic Medical Sonographers in the Shreveport area include Ochsner's Health System, Willis Knighton Health Systems, and Christus Health System, each submitted letters of support for the proposed program indicating a current and projected ongoing shortage of available Diagnostic Medical Sonographers. Graduates of BPCC allied health and nursing programs are also recruited for employment in medical facilities in northeast Texas and south Arkansas.
  - c. **Student Enrollment:** The proposed program will provide an additional pathway for students in the region interested in healthcare professions including students from BPCC allied health and nursing programs. Based on current interest in BPCC's other healthcare programs, regional workforce needs, and the support from local healthcare providers, the institution anticipates enrolling approximately 20 students per year depending on the availability of clinical positions and based on enrollment in other similar programs.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Enrollment</b>	15	20	20	20	20
<b>Projected Graduates</b>	0	10	16	16	16

2. **Resources:** Existing faculty are sufficient to provide the required general education courses required for the program. One new full-time faculty member will be hired for the first year to develop sonography courses, teach introductory classes during the first year, and serve as program director. A second full time faculty member will be hired for the second year to ensure students have all required courses available and to support the first cohort of students entering the clinical phase of their studies. Classroom and lab space are available to support the program. The institution has allocated funds, including from the Carl D.

Perkins Vocational and Technical Education Act funding and LCTCS Rapid Response grant funds, to purchase needed simulation lab equipment and technology and for other program related expenses.

	<b>Current</b>	<b>Needed</b>	<b>Additional Costs</b>
<b>Faculty</b>	Program can be implemented with current general education faculty.	One full time faculty program director in Yr. 1, another full time faculty in Yr. 2.	Yr. 1: \$70,000 Yr. 2+: \$125,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facility space is adequate for the program.	Lab equipment and technology.	Yr 1: \$120,000
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Accessibility:** BPCC will deliver the program in a hybrid format. The general education portion may be obtained via 100% distance education, in-person, or a combination of both with clinical experiences in person. This will allow more flexibility for working age adults with full-time jobs to enroll in and complete the program.
- **Affordability:** OER resources have already been established throughout the general education curriculum and more will be implemented as options become available.
- **Partnerships:** BPCC has received support for the program and its graduates from three major employers within the Shreveport-Bossier area to include Ochsner's Health System, Willis Knighton Health Systems, and Christus Health System.
- **Work-based Learning:** Through the clinical phase of the program, students will work with clinical affiliates for hospital-based instruction to complete the three ultrasound practicum courses for program completion.

### **Staff Analysis**

BPCC's proposed AAS in Diagnostic Medical Sonography will serve as the only associate degree of its kind offered at a public institution in the northern part of the state. BPCC has developed partnerships in the Shreveport-Bossier Region with major employers of Diagnostic Medical Sonographers. The institution has indicated a commitment to providing the necessary resources to ensure the success of the program and aims to increase enrollment to ensure that it meets regional workforce needs.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed AAS in Diagnostic Medical Sonography (CIP 51.0910) at Bossier Parish Community College, with a progress report due July 1, 2023.**



## **AGENDA ITEM IV.B.**

### **Proposed Bachelor of Science in Hospitality and Food Industry Leadership Southern University and A&M College**

#### **Background Information**

Southern University and A&M (SUBR) requests Board of Regents approval to establish a Bachelor of Science (BS) in Hospitality and Food Industry Leadership (HFIL). The proposal was approved by the Southern University Board of Supervisors then submitted to Regents for consideration.

#### **Staff Summary**

The hospitality and tourism industry in Louisiana has long been a significant contributor to the state's economy. Pre-pandemic, the industry was the fourth largest employer in Louisiana. In 2020, the COVID-19 pandemic brought the sector to an almost complete standstill. However, latest research from the World Travel and Tourism Council (WTTC) indicates that as the world begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year with the potential creation of 58 million jobs in 2022.

SUBR's proposed BS in Hospitality and Food Industry Leadership is a 120-semester hour professional hospitality leadership program and includes courses from three focus areas: 1) food and beverage/restaurant industry, 2) lodging management, and 3) event management. Coursework in the proposed program will be taught 100% online providing an accessible option for working professionals and other returning adults to the program. The HFIL curriculum will also include an experiential learning opportunity for students – either in the form of a study abroad element or through practicum courses.

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

- a. **Same or Similar In-state Programs:** Several 2-year institutions offer programs that could feed into the proposed program, and UL Lafayette, Northwestern, and UNO offer 4-year hospitality management or tourism degrees. While Southern's proposed program will be similar to these programs, it will be uniquely positioned to increase diversity at the management level of the industry and will provide access to non-traditional students through its 100% online format. During the statewide CAO review, no institution indicated that this program would be unnecessarily duplicative.
- b. **Workforce Demand and Job Opportunities:** Louisiana attracted a record 51.3 million visitors in 2018, according to the Lieutenant Governor's office, up 9% from the previous year. According to the US Bureau of Labor Statistics, the number of lodging manager positions is projected to grow 9% nationally 2020-2030 and food service manager positions are projected to grow 15% during the same period. The hospitality industry is now increasingly requiring college graduates who can go directly into management positions.
- c. **Student Enrollment and Completion:** The program is expected to attract Louisiana students who may otherwise have enrolled in an online hospitality program in another state, especially those who have completed an associate degree in business or other related field. The program structure will attract both new students and working professionals.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Enrollment</b>	20	30	45	65	85
<b>Program Graduates</b>	0	23	34	49	64

## 2. Resources

While the proposed program will require significant additional resources, SUBR anticipates that the program will attract new students to the institution and that the additional tuition will cover all startup and regular operation costs by the fourth year. The institution has committed funds to the initial costs to update culinary labs and classrooms as well as initial costs to add necessary library resources.

	Current	Needed	Additional Costs
<b>Faculty</b>	An adjunct faculty member plus 4 full time faculty with expertise in the food industry will teach and support the proposed program.	Two additional tenure track faculty will be hired by year 3 to support the program. Adjunct faculty will be hired as needed during implementation in the first 2 years.	Yr. 1: \$50,000 Yr. 2: \$90,000 Yr. 3+: \$140,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	The program will operate along with existing culinary and food management programs in Pinkie Thrift Hall.	Labs, classrooms, and library resources will be updated for implementation. After the first year, additional costs include travel and supplies.	Yr. 1: \$75,000 Yr. 2+: \$12,500
<b>Student Support</b>	Institutional student support resources will be adequate for the proposed program.	The program will be launched with part time staff support, and a full time staff position will be added by Yr. 3.	Yr. 1-2: \$20,000 Yr. 3+: \$50,000

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

- Accessibility: All coursework can be completed 100% online.
- Affordability: The program has been designed to support the 2+2 model to accommodate students who have completed an associate degree in business and the institution is working to develop articulation agreements with the state's 2-year institutions to ensure smooth transfer and minimal cost to complete the program. The institution aims to reduce costs for students by prioritizing OER and access to credit for prior learning for all programs.
- Partnerships: SUBR is working to secure partnerships with community colleges for transfer and articulation agreements and industry partners to support student experiential learning and post-graduation employment.
- Work-based Learning: The program includes two required practicum courses where students will gain crucial hands-on workplace experience with industry partners. A study abroad option broadens experiential learning opportunities.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learners: The proposed program is in line with the SUBR strategic plan objective to promote online education as a viable option to deliver undergraduate education for the convenience of adult learners. Closing equity gaps for minority students is central to the SUBR mission as an HBCU.

### **Staff Analysis**

SUBR has clearly designed the proposed BS in HFIL program with access, affordability, and diversity as top priorities. Although the hospitality industry has suffered due to the pandemic, it is expected to fully recover and grow. The proposed program will fit a need for students as well as industry.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed Bachelor of Science in Hospitality and Food Industry Leadership (CIP 52.0901) at Southern University and A&M with a progress report due October 1, 2023.**

## **AGENDA ITEM V.**

### **2020-21 Report: Articulation and Transfer**

#### **Introduction**

Act 356 of the 2009 Regular Session of the Louisiana Legislature mandated the establishment of a comprehensive and prescriptive statewide transfer and articulation framework for Louisiana's public secondary and postsecondary institutions. Progressive for its time, this legislation encompassed four specific cornerstones for statewide transfer admission and articulation of coursework.

Its authors provided for 1) the creation of a statewide articulation and transfer council and related matters, 2) a comprehensive system of articulation and transfer of credit between and amongst Louisiana public secondary and postsecondary educational systems, 3) the creation of a statewide articulation and transfer articulation agreement including a common core curriculum with a statewide numbering system, seamless transfer of students from two to four-year programs of study via the Associate of Science (ASLT) or Associate of Arts Louisiana Transfer (AALT) degree, and 4) the establishment of monitoring, compliance and reporting systems based upon uniform data collection and reporting methods to ensure statewide and institutional compliance with policy.

In the thirteen years since this legislation was enacted, the Board of Regents (BoR), the State Board of Elementary and Secondary Education (BESE), and statewide public institutions have met many of the mandates of Act 356 and subsequent clarifying legislation. However, there were instances where the rule of law could not be implemented due to financial and logistical constraints, as explicitly stated in Act 356. Consultation with legislative stakeholders ensured they were informed of these issues and reached a suitable compromise.

#### **Considerations**

To meet the Regents' Master Plan attainment goal of a 60% educated populace by 2030, Louisiana educational stakeholders will have to ensure that more categories of students other than traditional freshmen enter the various education pipelines beginning in secondary education through to the attainment of credentials.

To increase credential attainment in the state, aside from the traditional full-time freshman population, this includes increasing the enrollment of high school students attaining academic and technical dual enrollment credit, growing transfer student enrollment at two and four-year institutions, expanding recruitment of military and adult students articulating credit for prior learning assessment and the intentional curation of high demand transfer pathways from two to four-year high demand degree programs, designed with students success in mind.

Current transfer student enrollment and completion rates are fundamentally static. Too few students are completing their ASLT and AALT curricula, and of those who do complete, too few are using that degree for its intended purpose and transferring to a baccalaureate degree. While these programs do guarantee the transfer of the general education core, students are often still required to take additional courses when they transfer that could have been part of their ASLT or AALT curriculum if the student had clear information on these requirements earlier in the process. The Statewide Articulation Matrix is a widely used resource by both secondary and postsecondary advisors; however, there are still many disciplines where courses are not articulated as direct equivalents to degree requirements.

## **Moving Forward**

ACT 356 (2009) can be amended to include the mechanisms mentioned above and take Louisiana's Statewide Articulation and Transfer initiatives into their next iteration.

The following *20-21 Report: Articulation and Transfer* meets the statutory requirements of the law and provides an environmental landscape of statewide transfer and articulation. Therefore, it is appropriate that the following report be considered in context with the future needs of the state and the expansion of Act 356 (2009) to move Articulation and Transfer Articulation to the next level.

## **STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the 2020-21 Report: Articulation and Transfer and authorize Regents staff to submit this report on behalf of the Board to the House and Senate Committees on Education.**

## 2020-21 Report: Articulation and Transfer

### **Background**

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

It is significant to note that the data for this 2020-21 report reflects enrollment and completion trends that were impacted by the COVID-19 pandemic and weather events during 2020 and 2021.

### **Associate Transfer Degree Programs**

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

At its inception, enrollment in the LT program grew steadily from 214 in 2010 to 3,220 in 2020. But that growth has stalled and even begun to decline, with students in the 3,220 Louisiana Transfer majors representing only 33% of the total AA, AS, ASLT, and AALT majors in 2020-2021. Similarly, the number of graduates from the ASLT and AALT programs has leveled out in the mid-three-hundreds and also begun to decline. This is exacerbated by the 11% yield of majors to graduates.

Similarly, Associate of Science in Teaching graduates have declined for the past three academic years (2018-19, 2019-20, and 2020-21) by 36, 21, and 19, respectively (Chart 2). The AST degree represented a 4% (Chart 2) yield of majors to graduates this year due to mismatched requirements between the AST and DOE mandated revisions to 4-year program curricula. Modifications to the AST program structure were approved at the January 2022 Regent’s meeting to ensure the program aligns with the state’s 4-year programs and to remove barriers to graduation, including passage of the Praxis II. In contrast to the LT graduates, 76% of AST graduates enroll in a 4-year program.

Currently, 33% of the total number of baccalaureate completers began as transfer students, providing only a fraction of the graduates needed to meet Master Plan priorities.

Campuses continue to promote the LT as an option for students aspiring to pursue a bachelor’s degree. However, the reduction in the size of the LT programs cannot be assigned solely to external factors such as natural disasters or the pandemic over the last two years. Instead, the structure of the degree should be revisited and enhanced to better help reach the 2030 goal.

**Chart 1: Louisiana Transfer Degree: Majors and Graduates, 2020-21**

	-- AALT --		-- ASLT --		--TOTALS--	
	Majors Fall 2020	Graduates 2020-2021	Majors Fall 2020	Graduates 2020-2021	Majors, Fall 2020	Graduates 2020-2021
<b>Baton Rouge CC</b>	473	69	187	25	660	94
<b>Bossier Parish CC</b>	172	18	58	6	230	24
<b>Delgado CC</b>	239	36	261	16	500	52
<b>Elaine P. Nunez CC</b>	67	0	72	0	139	0
<b>L.E. Fletcher TCC</b>	19	10	66	4	85	14
<b>Louisiana Delta CC</b>	123	7	94	7	217	14
<b>LSU Eunice</b>	297	27	279	13	576	40
<b>River Parishes CC</b>	123	72	147	11	270	83
<b>South Louisiana CC</b>	75	10	76	7	151	17
<b>SU-Shreveport</b>	371	4	0	0	371	4
<b>SOWELA TCC</b>	17	1	4	0	21	1
<b>Total</b>	<b>1,976</b>	<b>254</b>	<b>1,244</b>	<b>89</b>	<b>3,220</b>	<b>343</b>

**Chart 2: Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2020-21**

AS/Teaching, Grades 1-5		
	Majors, Fall 2020	Graduates, 2020-21
<b>Baton Rouge CC</b>	179	4
<b>Bossier Parish CC</b>	131	3
<b>Delgado CC</b>	137	8
<b>Elaine P. Nunez CC</b>	30	1
<b>River Parishes CC</b>	47	3
<b>Total</b>	524	19

**Associate Transfer Degrees and University Enrollment**

The Louisiana Transfer Degree was designed with a structured but flexible meta-major curriculum designed to fold directly into an undergraduate major with a guarantee of transfer of all 60 hours, block transfer of the General Education Core, and junior level standing in the university. Since its creation in 2010, 1,450 LT graduates have enrolled in a university. The top university enrollees of ASLT graduates are UNO (92), LSU (89), and UL-Lafayette (62); the top universities enrolling AALT graduates are LSU (258), SLU (164), and UL-Lafayette (108). While overall numbers for Louisiana Transfer students fell this year, students transferred and graduated from four-year institutions in higher numbers than last year.

**Chart 3: Associate Transfer Degrees and University Enrollment**

<b>L.T. Grad. Year</b>	<b>Degree</b>	<b>L.T. Graduates</b>	<b>Enrolled in a University</b>	<b>Percentage</b>
<b>2010-11</b>	AALT	1	0	0%
	ASLT	6	2	33%
	<b>LT (Total)</b>	<b>7</b>	<b>2</b>	<b>29%</b>
<b>2011-12</b>	AALT	38	30	79%
	ASLT	47	32	68%
	<b>LT (Total)</b>	<b>85</b>	<b>62</b>	<b>73%</b>
<b>2012-13</b>	AALT	64	49	77%
	ASLT	51	35	69%
	<b>LT (Total)</b>	<b>115</b>	<b>84</b>	<b>73%</b>
<b>2013-14</b>	AALT	69	54	78%
	ASLT	60	43	72%
	<b>LT (Total)</b>	<b>129</b>	<b>97</b>	<b>75%</b>
<b>2014-15</b>	AALT	125	89	71%
	ASLT	74	52	70%
	<b>LT (Total)</b>	<b>199</b>	<b>141</b>	<b>71%</b>
<b>2015-16</b>	AALT	150	115	77%
	ASLT	79	45	57%
	<b>LT (Total)</b>	<b>229</b>	<b>160</b>	<b>70%</b>
<b>2016-17</b>	AALT	198	133	67%
	ASLT	75	54	72%
	<b>LT (Total)</b>	<b>273</b>	<b>187</b>	<b>68%</b>
<b>2017-18</b>	AALT	204	141	69%
	ASLT	73	46	63%
	<b>LT (Total)</b>	<b>277</b>	<b>187</b>	<b>68%</b>
<b>2018-19</b>	AALT	280	192	69%
	ASLT	75	48	64%
	<b>LT (Total)</b>	<b>355</b>	<b>240</b>	<b>68%</b>
<b>2019-20</b>	AALT	262	168	64%
	ASLT	86	50	58%
	<b>LT (Total)</b>	<b>348</b>	<b>218</b>	<b>63%</b>
<b>2020-21</b>	AALT	254	53	21%
	ASLT	89	19	21%
	<b>LT (Total)</b>	<b>343</b>	<b>72</b>	<b>21%</b>

*Note: 2020-21 numbers include graduates in Summer or Fall 2020 who had enrolled in a university by the 2020-21 academic year (e.g., before the summer term, 2021).*



It leads to a specific teacher education major and has seen comparable success to the LT in having its graduates continue enrollment to a university.

**Chart 4: Associate of Science in Teaching (Grades 1-5)**

AS Grad Year	AS/Teaching Graduates	Enrolled in University	Percentage
2010-11	43	35	81%
2011-12	59	46	78%
2012-13	27	24	89%
2013-14	46	36	78%
2014-15	35	30	86%
2015-16	32	27	84%
2016-17	22	17	77%
2017-18	27	19	70%
2018 -19	36	23	64%
2019-20	21	14	67%
2020-21	19	9	47%
<b>Total</b>	<b>367</b>	<b>280</b>	<b>76%</b>

*Note: 2020-21 numbers include completers in Summer or Fall 2020 who had enrolled in a university by the 2020-21 academic year ended; it does not include completers who will have enrolled in Fall 2021.*

All associate degrees except the Associate of Applied Science (AAS) are generally considered transfer degrees in that they contain primarily transferable academic coursework and a portion of the 39-hour general education core for all bachelor's degrees. These would include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), AS Criminal Justice (ASCJ), and AS Nursing (ASN), as well as the Louisiana Transfer (AALT, ASLT) degrees. The table below shows the number of associate degree graduates in the 2019-20 academic year (Summer/Fall/Winter/Spring semesters or terms) that had transferred to a university through 2020-21.

**Chart 5: 2019-20 Graduates with Associate Degrees Who Enrolled in a University**

Associate Degree	2019-20 Graduates	Enrolled in University	Percentage
AA	196	36	18%
AALT	262	168	64%
AAS	2,362	275	12%
AGS	1,405	336	24%
ASCJ	22	9	41%
ASLT	86	50	58%
AS	767	218	28%
ASN	807	100	12%
AST	21	14	67%
<b>Grand Total</b>	<b>5,928</b>	<b>1,206</b>	<b>20%</b>

The data suggest that those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies, just as initially envisioned. The AALT, ASLT, and AST have higher continuation rates with university enrollment (at 58%-67%). The ASN, which leads to licensure as a Registered Nurse, and the AAS, designed for direct workforce training and application, continues to have the lowest continuation rates (12%). Graduates from these programs generally go straight into the workforce rather than directly transferring and continuing their studies.

### **Transfer Students and the Baccalaureate Degree**

The table below shows that 33.3% of 2020-21 baccalaureate graduates began as transfer students, which varies significantly among institutions. For Academic Year 2020-21, LSUS, McNeese, SLU, SUBR, and SUNO showed modest increases in their transfer completers from the previous year.

It is essential to highlight that the 33.3% rate of transfer baccalaureate completers does not represent the opportunity for growth that needs to exist to meet the Master Plan's 60 by 30 goal. Too few students are enrolling and completing the LT degrees with subsequent transferal to complete their baccalaureate at 4-year institutions to impact the numbers needed for the future.

**Chart 6: Baccalaureate Completers that Began as Transfer Students 2020-21**

Institution	2019-20		2020-21		Total Bacc Completers		% that Began as Transfers	
	Total	w/Assoc Degree	Total	w/Assoc Degree	2019-20	2020-21	2019-20	2020-21
<b>GSU</b>	229	10	204	10	509	524	45%	39%
<b>LA Tech</b>	284	88	258	78	1,520	1,492	19%	17%
<b>LSU</b>	857	63	787	69	4,854	4,566	18%	17%
<b>LSUA</b>	337	72	313	78	501	467	67%	67%
<b>LSUS</b>	285	36	320	20	416	447	69%	72%
<b>MSU</b>	295	35	336	49	1,023	1,096	29%	31%
<b>Nicholls</b>	304	44	335	45	906	1,028	34%	33%
<b>NSU</b>	655	117	599	124	1,374	1,323	48%	45%
<b>SLU</b>	607	64	642	75	1,760	1,853	34%	35%
<b>SUBR</b>	256	35	272	30	722	724	35%	38%
<b>SUNO</b>	182	55	177	50	245	233	74%	76%
<b>ULL</b>	1,097	68	981	79	3,011	2,849	36%	34%
<b>ULM</b>	456	269	429	285	1,267	1,200	36%	36%
<b>UNO</b>	654	95	664	108	1,090	1,148	60%	58%
<b>Grand Total</b>	<b>6,498</b>	<b>1,051</b>	<b>6,317</b>	<b>1,100</b>	<b>19,198</b>	<b>18,950</b>	<b>33.8%</b>	<b>33.3%</b>

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

**Chart 7: Average Enrollment Time to Degree (Years) - 2019-20 and 2020-21 Graduates**  
*(Based on 1<sup>st</sup> semester of enrollment at the Awarding University)*

	Average Time to Degree (Years) Baccalaureate Completers					
	Began as Freshman		Began as Transfer		All Graduates	
Awarding University	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
<b>GSU</b>	5.4	5.6	4.5	4.7	5.0	5.3
<b>LA Tech</b>	4.1	4.2	3.4	3.7	3.9	4.1
<b>LSU</b>	4.3	4.3	3.4	3.3	4.2	4.2
<b>LSUA</b>	5.8	7.4	3.9	3.1	4.5	4.5
<b>LSUS</b>	6.3	5.9	3.8	3.5	4.6	4.1
<b>MSU</b>	5.4	5.3	3.9	4.1	5.0	4.9
<b>Nicholls</b>	5.4	5.5	4.2	4.2	5.0	5.0
<b>NSU</b>	5.4	5.4	4.2	4.3	4.8	4.9
<b>SLU</b>	5.3	5.0	3.9	3.8	4.8	4.6
<b>SUBR</b>	5.9	5.6	4.6	4.2	5.4	5.1
<b>SUNO</b>	7.0	8.7	4.8	6.1	5.3	6.7
<b>ULL</b>	5.1	5.1	3.4	3.6	4.4	4.6
<b>ULM</b>	4.9	5.0	3.3	3.8	4.3	4.5
<b>UNO</b>	5.7	5.5	3.6	3.8	4.5	4.5
<b>Grand Total</b>	4.9	4.9	3.8	3.8	4.5	4.6

Statewide transfer students in 2020-21 graduated in an average of 3.8 semesters compared to first-time freshmen who graduated in 4.9 semesters. This number varies greatly by institution; this year, students from LSUA had the shortest average time to completion with 3.1 semesters. LSU (3.3), LSUS (3.4), and ULL (3.6) followed with subsequent shortest average times to completion.

This year, the 2020-21 baccalaureate completers who began as part-time (<12 hours/semester) first-time students took 5.3 semesters to graduate, compared to first-time students who took minimum full-time (12-15 hours/semester) course loads who graduated in 5.5 semesters. The minimum course load recommended is > or = to 15 hours/semester, as those students graduated in an average of 4.7 semesters, a full year less than that taken by students with a course load of 14.9 hours or <.

**Chart 8: Average Time to Degree (Years) – 2020-21 Graduates, by 1<sup>st</sup> Semester Enrollment Status**

1 <sup>st</sup> Semester Enrollment Status	Began as Freshmen	Began as Transfer	All Students (in Category)
<b>&lt; 12 hours (Part time)</b>	5.3	4.0	4.4
<b>12-14.9 hours (Minimum Full Time)</b>	5.5	4.0	4.8
<b>&gt;=15 hours (Recommended)</b>	4.7	3.6	4.4
<b>2019-20 Graduates</b>	4.9	3.8	4.6

Of the 18,950 baccalaureate graduates during the 2020-21 academic year, 67% began as first-time freshmen at the university from which they graduated, and 6,317 (33%) were transfers. Of the 11,883 full-time freshmen, 8,571 (72%) enrolled in 15 or more credit hours their first semester.

Among the total baccalaureates, only 12.5% (2,364 students) began their university experience with part-time enrollment, and most (68.3%) of those part-time students were transfers. Of the 4,703 full-time transfer

students in 2020-21, half (2,339, or 49.7%) enrolled in 15+ credit hours in the first semester. This continues to reflect favorably for the Board of Regents *Master Plan* initiatives to increase the number of graduates, decrease time to degree, and increase Louisiana's education attainment level to 60% by the year 2030.

### **Academic Transfer Opportunities**

The Board of Regents continues to work with statewide public postsecondary institutions to collaborate and develop quality transfer programs. The Statewide Articulation Transfer Council (SATC) met quarterly during Academic Year 2020-21 and approved the addition of the Louisiana Association of Independent Colleges and Institutions (LAICU) members (non-publics) to the statewide Articulation Matrix, developed a statewide draft model for prior learning assessment currently under review, and is conducting a review of transfer policies to increase access and equity to Louisiana's public postsecondary institutions.

Dual Enrollment (DE) opportunities continue to grow and flourish following statewide recommendations made by the DE Task Force. A one-stop-shop online portal, [ladualenrollment.com](http://ladualenrollment.com), was launched on January 25<sup>th</sup>, 2022, to provide students, counselors, and parents with a convenient and user-friendly location to obtain information regarding all aspects of dual enrollment, particularly the transferability of coursework. Board of Regents staff have already begun meeting with prospective vendors to develop an electronic Matrix, an online platform that will host the Articulation Matrix. This application will move the Articulation Matrix from its present iteration as an Excel spreadsheet to an interactive online user-friendly application.

In addition, the Board of Regents Teacher and Leadership Initiatives office convened representatives from 2-year and 4-year institutions to review and revise graduation requirements for the Associate of Science in Teaching. New policy recommendations were approved at the January 2022 Board meeting removing completion barriers.

### **Military Articulation and Transfer: Veterans and Spouses**

Expedited articulation and transfer assist all students in pursuing their educational goals. In this seventh year of the *Governor's Military and Veteran Friendly Campus (GMVFC)* designation (per Act 232 of the 2015 Session & Act 429 of the 2021 Session), public colleges and universities reported increased numbers in all elements specifically required for veterans and their spouses. These increases could perhaps be attributed to expanding specific services and increased outreach and communication with veterans and their families.

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

Due to the pandemic, almost all campuses reported pivoting to online programming to support their military and veteran students this past academic year 2020-21. The military student community is very engaged and prefers in-person participation on campus; with the pandemic, most campuses reported a reduction in participation numbers. However, campuses continue to provide innovative and high-quality programming for their veteran and military students.

Academic year 2020-21 represented the second year in a row with the full participation of all statewide public postsecondary campuses in the *GMVFC* program. At the October 2021 Board of Regents meeting, a statewide "Uniform Policy for the Governor's Military and Veteran Campuses" was approved, further clarifying policies related to this population. SATC and the Board of Regents are also currently reviewing the evaluation of military credit through the American College of Education (ACE) to establish a statewide matrix of equivalencies in the upcoming year.

**Chart 9: Overview of Veteran & Spouse/Dependent Transfer Activity for 2020-2021**

<b>SYSTEM</b>	<b>CAMPUS</b>	<b>Veterans</b>	<b>Transfer Credits</b>	<b>Spouse/ Dep</b>	<b>Transfer Credits</b>	<b>TOTAL Credits</b>
<b>LSU</b>	LSU	24	1,564	483	10,351	12,398
	LSUA	87	8,720	0	0	8,720
	LSUE	511	3,361	476	3,385	7,222
	LSUS	20	196	12	355	563
<b>SUS</b>	SUBR	272	528	13	301	842
	SUNO	3	82	0	0	82
	SUSLA	12	463	28	232	723
<b>ULS</b>	GSU	6	368	9	278	655
	LA Tech	923	2,326	137	377	2,840
	McNeese	57	2,769	178	4,433	7,380
	Nicholls	39	846	7	153	1,006
	NSULA	2	0	0	0	0
	SLU	86	3,363	43	1,084	4,490
	ULL	88	3,635	45	2,827	6,507
	ULM	67	3,694	88	2,788	6,570
	UNO	15	677	6	195	878
<b>LCTCS</b>	BRCC	212	2,651	339	4,465	7,455
	BPCC	511	3,361	476	3,385	7,222
	CLTCC	96	509	44	521	1,074
	Delgado	1,277	3,780	3,075	3,937	10,792
	FTCC	54	190	154	484	828
	LDCC	1,046	1,920	1,886	3,461	7,267
	Northshore	51	734	77	1,124	1,935
	NWLTC	0	0	0	0	0
	Nunez	51	322	17	216	555
	RPCC	1,116	2,072	1,213	2,067	5,352
	SLCC	106	1,626	166	2,838	4,630
	SOWELA	63	1,376	68	1,663	3,107
<b>GRAND TOTAL*</b>		<b>6,795</b>	<b>51,133</b>	<b>9,040</b>	<b>50,920</b>	<b>111,093</b>

*\*Data Available as of 9/30/2021*

## **Summary**

The Board of Regents, the Statewide Articulation and Transfer Council, and the entire postsecondary education system continues to promote student success and improve the transfer and articulation experience statewide. Plans are underway to transfer the current Articulation Matrix to a web-based, user-friendly application and expand the Matrix to include technical and dual enrollment courses. The transfer of dual enrollment courses will be front and center as increasing numbers of students enroll in DE.

All students benefit as campuses broaden their approach to evaluating prior learning and awarding or articulating credit students bring with their enrollment. A statewide policy for Prior Learning Assessment (PLA) has been drafted with plans to present to the Board of Regents later in spring 2022. Linking credentials to certifications, as LCTCS is doing with several of its technical programs, will make it easier to grant articulated college credits for certifications achieved as students turn to the colleges to continue their education.

Considering the disruptions of COVID-19 and natural disasters impacting education this year, efforts to improve outreach and communication effectiveness must continue so that students, from K-12 through retirement age, can easily find their path to a postsecondary degree or credential. Most critically, transfer students of all types will be crucial in attaining the Master Plan's overarching goal, for 60% of the population to have a credential of value by 2030. Consequently, the current legislative and policy structure concerning transfer and articulation should be expanded and the structure of the LT should be revised to enable more students to successfully complete their degree and to ensure smooth and efficient articulation into baccalaureate degrees.

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

**BOARD OF REGENTS**

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*[www.regents.la.gov](http://www.regents.la.gov)*

**AGENDA**

**RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

Wednesday, February 23, 2022  
11:05 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase, Room 1-100  
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. Other Business

V. Adjournment

Committee Members: Felix R. Weill, Chair; Phillip R. May, Jr., Vice Chair; Stephanie A. Finley; Darren G. Mire; T. Jay Seale III; Gary N. 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 William W. Rucks, IV Endowed Chair of Management, a \$2 million Chair at Louisiana State University and A&M College matched by the Board of Regents Support Fund in FY 2000-01, recently became vacant upon the death of its previous occupant. LSU A&M is requesting to appoint Dr. Thomas Greckhamer to the Rucks Chair without a national search. Dr. Greckhamer, on the LSU faculty since 2005 and promoted to full professor in 2017, is a highly productive and nationally accomplished expert in the field of Management and LSU A&M is confident that he would be selected to hold the Rucks Chair if a national search were to be conducted. Dr. Greckhamer's qualifications and experience have been reviewed and deemed appropriate to requirements outlined in the Endowed Chairs program policy for appointment of an internal candidate without a national search.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of Louisiana State University and A&M College's request to appoint Dr. Thomas Greckhamer to the William W. Rucks, IV Endowed Chair of Management without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Greckhamer must be submitted to the Board within 90 days of this approval.**



*Collis B. Temple, III*  
*Chair*

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*Vice Chair*

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**AGENDA**  
**STATEWIDE PROGRAMS COMMITTEE**  
Wednesday, February 23, 2022  
11:15 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Approval of Final Rulemaking to implement the provisions of Act 334 and Act 95 of the 2021 Regular Session of the Louisiana Legislature
  - B. Approval of TOPS Exceptions
- IV. TOPS Funding Update
- V. Adjournment

Committee Members: Randy Ewing, Chair; Charles McDonald, Vice Chair; Stephanie A. Finley, Darren G. Mire, Wilbert D. Pryor, Felix R. Weill, Cameron T. Jackson (*student member*)

## **Agenda Item III.A.**

### **Consent Agenda: Approval of Final Rulemaking**

Approval of Final Rulemaking to Implement Act 334 and Act 95 of the 2021 Regular Session of the Louisiana Legislature.

#### **Background:**

At its August 25, 2021, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on November 20, 2021. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking implements Act 334 and Act 95 of the 2021 Regular Session of the Louisiana Legislature, as follows:

- Adds African American History as a course which may be used to satisfy the TOPS core curriculum requirement for social studies;
- Changes all references to regional accrediting agency to institutional accrediting agency to comply with a change in federal regulations;
- Extends the deadline for achieving a qualifying score on the ACT to July of the year of a student's high school graduation, with a one semester penalty;
- Adds the ability for the administering agency to grant exceptions to the ACT deadline and to the requirement that students begin a home study program no later than the end of the 10<sup>th</sup> grade year.

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

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize publication of the final rule.**

## **Agenda Item III.B.**

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

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

#### **Background:**

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

Two requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of January 13, 2022. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

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

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

## Agenda Item IV.

### TOPS Mid-Year Update

Based upon current enrollment trends outlined, LOSFA is not requesting an increase in funding for the 2022-2023 fiscal year. The Preliminary Enrollment Survey conducted by the Louisiana Board of Regents estimates a decrease of 2.6% in undergraduate enrollment for fall 2021 at Louisiana Public Universities. The preliminary decrease in TOPS eligible recipients for fall 2021 shows a similar decrease of 3.1% at Public Louisiana Universities and an overall total decrease of 3.4% when Louisiana Private and Proprietary/Cosmetology schools are included.

#### Reasons for TOPS Level Funding Request

1. Decrease in High School Graduates Processed
2. Decline in Acceptance Rates of TOPS Eligible students

The TOPS model has annually projected a 1% increase in the graduating class. The number of high school graduates processed for TOPS eligibility decreased for the 2021-22 fiscal year, along with the number of students eligible for TOPS and the number accepting the award. **See Appendix A for more detail.**

HS Grad Year	Graduates Processed	TOPS Eligible Students	% Eligible	Increase/ Decrease in % Eligible	TOPS Recipients	Acceptance Rate	Increase/ Decrease in Acceptance Rate
2015-16	36,472	24,634	67.50%		17,745	72.00%	
2016-17	36,644	25,573	69.80%	3.41%	18,065	70.60%	-1.94%
2017-18	43,955	27,609	62.80%	-10.03%	19,399	70.30%	-0.42%
2018-19	42,582	28,100	66.00%	5.10%	18,865	67.10%	-4.55%
2019-20	39,230	26,248	66.90%	1.36%	17,399	66.30%	-1.19%
2020-21	37,519	24,653	65.70%	-1.79%	15,094	61.20%	-7.69%

Students not accepting TOPS immediately could be:

- Enrolling out of state initially, then returning to Louisiana later to claim TOPS
- Taking a year to work and earn money to pay expenses
- Attending postsecondary part time during the year after high school graduation– and TOPS does not pay for less than full time enrollment

3. Decline in Enrollment

Overall enrollment has declined in post-secondary institutions both nationally and statewide. An article by Audrey Williams June published on January 13, 2022 in the *Chronicle of Higher Education* cites data from the National Student Clearinghouse Research Center which indicates a national overall postsecondary enrollment decline of 2.7% and a national undergraduate enrollment decline of 3.1%. (Retrieved from <https://www.chronicle.com/article/falls-final-enrollment-count-is-in-colleges-lost-more-than-475-000-students>) The statewide decline is estimated to be 2.6% according to BOR preliminary data.

BOR Undergraduate Enrollment					TOPS Recipients			
Institution	Fall 2020*	Fall 2021**	Diff	% Chg	Fall 2020***	Fall 2021***	Diff	% Chg
LSU SYSTEM	38,851	39,601	750	1.9%	17,342	17,266	-76	-0.4%
SU SYSTEM	11,097	11,302	205	1.8%	683	646	-37	-5.4%
UL SYSTEM	79,601	75,067	-4,534	-5.7%	29,278	27,784	-1,494	-5.1%
LCTC SYSTEM	52,604	51,528	-1,076	-2.0%	3,825	3,840	15	0.4%
<b>Public HIED Sub Total</b>	<b>182,153</b>	<b>177,498</b>	<b>-4,655</b>	<b>-2.6%</b>	<b>51,128</b>	<b>49,536</b>	<b>-1,592</b>	<b>-3.1%</b>
PRIVATE SCHOOLS	29,642	30,762	1,120	3.8%	3,598	3,370	-228	-6.3%
P&C SCHOOLS		Not Available			358	309	-49	-13.7%
<b>State Total</b>	<b>211,795</b>	<b>208,260</b>	<b>-3,535</b>	<b>-1.7%</b>	<b>55,084</b>	<b>53,215</b>	<b>-1,869</b>	<b>-3.4%</b>

\* Regents Statewide Student Profile System, end of term enrollment for the prior fall term.

\*\* Current enrollment is as of census date and may not include all enrollments for the fall term.

\*\*\*Includes TOPS OPH & Tech payments made for given Fall as of 1-19-22.

**Source: Regents Enrollment Survey, LAICU Enrollment Report & TOPS Payments as of 1-19-22**

#### 4. Exceptions

Hurricanes: 2020-Laura, Delta, Zeta

	Laura/Delta/Zeta*
• Number of TOPS recipients enrolled at time of hurricanes	55,819
• Number of TOPS recipients eligible to receive automatic hurricane exception	46,001
• Number of TOPS recipients who enrolled and received hurricane exceptions	41,405
• Number of TOPS recipients not enrolled/reenrolled after hurricane	8,865**

\* Eligible students are those who attended school in or whose home of record was in a parish where individuals were eligible for FEMA individual disaster assistance, which includes eligibility for DSNAP. The following parishes were affected:

Acadia, Allen, Beauregard, Caddo, Calcasieu, Cameron, Grant, Iberia, Jackson, Jefferson, Jefferson Davis, Lafayette, Lafourche, Lasalle, Lincoln, Morehouse, Natchitoches, Orleans, Ouachita, Plaquemines, Rapides, Sabine, St. Bernard, St. Landry, St. Martin, Terrebonne, Union, Vermilion, Vernon, Winn

\*\*This number primarily comprises students who earned a credential, graduated or received TOPS for the maximum number of semesters (totaling 34%) and students who were eligible to receive a TOPS payment but did not enroll (56%). Some of these students have requested and been granted an exception, and some may still request/receive an exception for the 2021-22 academic year.

Students eligible to receive exceptions were exempt from the following TOPS requirements:

#### High School Students

- Must live in Louisiana and complete their last four (4) semesters at a Louisiana high school or their parents must reside in Louisiana for the 24 months preceding high school graduation.
- Score a minimum of 23 on the ACT to receive the Opportunity Award if graduated from an out of state high school.

- Begin a home study program no later than the end of their 10th grade year.

#### College Students

- Annual hours
- Steady academic progress
- Minimum grade point average
- Deadlines for students whose award is suspended for failure to meet the grade point average needing to bring his grade point average up to that required in the applicable statute within a specified time period
- One semester of TOPS eligibility be reduced for each semester attended full time at an out of state institution

#### Hurricane: 2021 Ida

	Ida**
• Number of TOPS recipients enrolled at time of hurricanes	53,022
• Number of TOPS recipients eligible to receive automatic hurricane exception	24,639
• Number of TOPS recipients who enrolled and received hurricane exceptions	15,528
• Number of TOPS recipients not enrolled/reenrolled after hurricane***	See note below

\*\*Eligible students are those who attended school or whose home of record was in a parish where individuals qualified for FEMA housing assistance, which includes both DSNAP benefits as well as assistance in locating and/or reimbursing expenses for housing. The following parishes were affected: Jefferson, Lafourche, Livingston, Plaquemines, St. Charles, St. Helena, St. James, St. John the Baptist, Tangipahoa, and Terrebonne.

\*\*\*Billings are still in process for Spring 2022. This figure will be provided after the majority of bills are received. We anticipate this will occur by March 1, 2022.

Students eligible to receive exceptions were exempt from the following TOPS requirements:

#### High School Students

- Must live in Louisiana and complete their last four (4) semesters at a Louisiana high school or their parents must reside in Louisiana for the 24 months preceding high school graduation.
- Score a minimum of 23 on the ACT to receive the Opportunity Award if graduated from an out of state high school.
- Begin a home study program no later than the end of their 10th grade year.

#### College Students

- Annual hours
- Steady academic progress
- Minimum grade point average
- Deadlines for students whose award is suspended for failure to meet the grade point average needing to bring his grade point average up to that required in the applicable statute within a specified time period
- One semester of TOPS eligibility be reduced for each semester attended full time at an out of state institution

**Corresponding Decline in Current-Year TOPS Billings: Data as of January 31, 2022**

<b>TOPS Billing to Date Comparison - January 31, 2022</b>				
<b>School System</b>	<b>2020</b>	<b>2021</b>	<b>Variance</b>	<b>% Change</b>
LSU	\$64,343,608	\$64,501,554	\$157,946	0.2%
Southern	\$1,725,188	\$1,650,950	(\$74,237)	-4.3%
UL	\$87,948,194	\$84,627,987	(\$3,320,207)	-3.8%
LCTC	\$6,677,987	\$6,601,992	(\$75,995)	-1.1%
Private Schools	\$10,951,147	\$10,389,784	(\$561,363)	-5.1%
Proprietary	\$668,961	\$725,974	\$57,013	8.5%
<b>Total Awards</b>	<b>\$ 172,315,085</b>	<b>\$ 168,498,241</b>	<b>\$ (3,816,844.24)</b>	<b>-2.2%</b>

LOSFA has spent 51.2% of the TOPS total allocation this year compared to 53.6% at this same time last year.

**The TOPS Projection Tool**

- The TOPS Projection tool assumed a 1% increase in the number of high school graduates. There was a 4% decrease (39,230 in 2020 to 37,519 in 2021) in high school graduates for AY 20-21.
- The projection tool uses a 5-year weighted average for acceptance rates, which resulted in a projected 68.8% acceptance rate; however, the actual acceptance rate was a historically low 61.2% for TOPS eligible students.
- The original projection assumed a 2% increase in TOPS expenditures; the current projection shows a 2% decrease in TOPS expenditures.

The Board of Regents-LOSFA is not requesting an increase in TOPS funding this year and will continue to monitor enrollment and acceptance rates adjusting the projections accordingly. **See Appendix B for more detail on historical funding and expenditure trends.**

## **Appendix A**

### **Changes in Eligibility and Acceptance Rates by Ethnicity and Income Bands**



### Number of High School Graduates Eligible for TOPS

Ethnicity	Number of High School Graduates Processed 2020	Number of High School Graduates Eligible for TOPS OPH 2020	Number of High School Graduates Eligible for TOPS TECH 2020	Number of High School Graduates Eligible for ALL TOPS 2020	Number of High School Graduates Processed 2021	Number of High School Graduates Eligible for TOPS OPH 2021	Number of High School Graduates Eligible for TOPS TECH 2021	Number of High School Graduates Eligible for ALL TOPS 2021	Percent Difference in OPH Eligible	Percent Difference in TECH Eligible
American Indian or Alaskan Native	227	85	68	153	235	92	75	167	8.2%	10.3%
Asian	857	644	59	703	844	625	80	705	-3.0%	35.6%
Black	14,136	3,291	3,091	6,382	12,971	2,712	2,830	5,542	-17.6%	-8.4%
Hispanic/Latino	1,623	747	308	1,055	1,556	686	295	981	-8.2%	-4.2%
Multiple Races	626	323	134	457	661	304	134	438	-5.9%	0.0%
Native Hawaiian or Other Pacific Island	33	22	4	26	34	23	5	28	4.5%	25.0%
Not Reported	364	267	59	326	420	265	75	340	-0.7%	27.1%
White	21,397	13,614	3,551	17,165	20,848	12,740	3,765	16,505	-6.4%	6.0%
Total	39,263	18,993	7,274	26,267	37,569	17,440	7,252	24,706	-8.2%	-0.3%

### Number of Eligible Students Accepting TOPS

Ethnicity	Number of Eligible High School Graduates 2020	Number of Eligible High Graduates Accepting TOPS OPH 2020	Number of Eligible High Graduates Accepting TOPS TECH 2020	Number of Eligible High Graduates Accepting ALL TOPS 2020	Number of Eligible High School Graduates 2021	Number of Eligible High School Graduates Accepting TOPS OPH 2021	Number of Eligible High School Graduates Accepting TOPS TECH 2021	Number of Eligible High School Graduates Accepting ALL TOPS 2021	Percent Difference in OPH Acceptance	Percent Difference in TECH Acceptance
American Indian or Alaskan Native	153	70	21	91	167	72	16	88	2.9%	-23.8%
Asian	703	530	12	542	705	498	12	510	-6.0%	0.0%
Black	6,382	2,633	467	3,100	5,542	2,011	286	2,297	-23.6%	-38.8%
Hispanic/Latino	1,055	591	67	658	981	525	57	582	-11.2%	-14.9%
Multiple Races	457	254	28	282	438	228	22	250	-10.2%	-21.4%
Native Hawaiian or Other Pacific Island	26	15	1	16	28	17	2	19	13.3%	100.0%
Not Reported	326	248	25	273	340	230	17	247	-7.3%	-32.0%
White	17,165	11,390	1,073	12,463	16,505	10,227	960	11,187	-10.2%	-10.5%
Total	26,267	15,731	1,694	17,425	24,706	13,808	1,372	15,180	-12.2%	-19.0%

### Number of Eligible Students Not Accepting TOPS

Ethnicity	Number of Eligible High School Graduates 2020	Number of Eligible High Graduates NOT Accepting TOPS OPH 2020	Number of Eligible High Graduates NOT Accepting TOPS TECH 2020	Number of Eligible High Graduates NOT Accepting ALL TOPS 2020	Number of Eligible High School Graduates 2021	Number of Eligible High School Graduates NOT Accepting TOPS OPH 2021	Number of Eligible High School Graduates NOT Accepting TOPS TECH 2021	Number of Eligible High School Graduates NOT Accepting ALL TOPS 2021	Percent Increase/Decrease in Students NOT Accepting TOPS OPH*	Percent Increase/Decrease in Students NOT Accepting TOPS TECH*
American Indian or Alaskan Native	153	15	47	62	167	20	59	79	33.3%	25.5%
Asian	703	114	47	161	705	127	68	195	11.4%	44.7%
Black	6,382	658	2,624	3,282	5,542	701	2,544	3,245	6.5%	-3.0%
Hispanic/Latino	1,055	156	241	397	981	161	238	399	3.2%	-1.2%
Multiple Races	457	69	106	175	438	76	112	188	10.1%	5.7%
Native Hawaiian or Other Pacific Island	26	7	3	10	28	6	3	9	-14.3%	0.0%
Not Reported	326	19	34	53	340	35	58	93	84.2%	70.6%
White	17,165	2,224	2,478	4,702	16,505	2,513	2,805	5,318	13.0%	13.2%
Total	26,267	3,262	5,580	8,842	24,706	3,639	5,887	9,526	11.6%	5.5%

\* Positive percentage means more students did not accept their TOPS award. Negative percentage means less students did not accept their TOPS award.

### Number of High School Graduates Eligible for TOPS

Parental Income	Number of High School Graduates Processed 2020	Number of High School Graduates Eligible for TOPS OPH 2020	Number of High School Graduates Eligible for TOPS TECH 2020	Number of High School Graduates Eligible for ALL TOPS 2020	Number of High School Graduates Processed 2021	Number of High School Graduates Eligible for TOPS OPH 2021	Number of High School Graduates Eligible for TOPS TECH 2021	Number of High School Graduates Eligible for ALL TOPS 2021	Percent Difference in OPH Eligible	Percent Difference in TECH Eligible
Less than \$0	199	148	20	168	199	133	31	164	-10.1%	55.0%
\$0 to \$49,999	15,864	5,283	3,538	8,821	14,997	4,624	3,467	8,091	-12.5%	-2.0%
\$50,000 to \$99,999	7,601	4,385	1,452	5,837	7,195	3,925	1,510	5,435	-10.5%	4.0%
\$100,000 to \$149,999	5,169	3,634	759	4,393	5,013	3,312	877	4,189	-8.9%	15.5%
\$150,000 to \$199,999	2,419	1,856	281	2,137	2,555	1,951	313	2,264	5.1%	11.4%
\$200,000 to \$249,999	1,086	884	96	980	1,178	941	124	1,065	6.4%	29.2%
Greater than \$250,000	1,882	1,859	100	1,759	1,900	1,662	104	1,766	0.2%	4.0%
Not Reported	5,043	1,144	1,028	2,172	4,532	899	833	1,732	-21.4%	-19.0%
<b>Total</b>	<b>39,263</b>	<b>18,993</b>	<b>7,274</b>	<b>26,267</b>	<b>37,569</b>	<b>17,440</b>	<b>7,252</b>	<b>24,706</b>	<b>-8.2%</b>	<b>-0.3%</b>

### Number of Eligible Students Accepting TOPS

Parental Income	Number of Eligible High School Graduates 2020	Number of Eligible High Graduates Accepting TOPS OPH 2020	Number of Eligible High Graduates Accepting TOPS TECH 2020	Number of Eligible High Graduates Accepting ALL TOPS 2020	Number of Eligible High School Graduates 2021	Number of Eligible High School Graduates Accepting TOPS OPH 2021	Number of Eligible High School Graduates Accepting TOPS TECH 2021	Number of Eligible High School Graduates Accepting ALL TOPS 2021	Percent Difference in OPH Acceptance	Percent Difference in TECH Acceptance
Less than \$0	168	117	7	124	164	103	6	109	-12.0%	-14.3%
\$0 to \$49,999	8,821	4,310	652	4,962	8,091	3,604	506	4,110	-16.4%	-22.4%
\$50,000 to \$99,999	5,837	3,695	415	4,110	5,435	3,157	341	3,498	-14.6%	-17.8%
\$100,000 to \$149,999	4,393	3,170	261	3,431	4,189	2,780	244	3,024	-12.3%	-6.5%
\$150,000 to \$199,999	2,137	1,600	111	1,711	2,264	1,602	99	1,701	0.1%	-10.8%
\$200,000 to \$249,999	980	728	39	767	1,065	750	39	789	3.0%	0.0%
Greater than \$250,000	1,759	1,226	29	1,255	1,766	1,141	19	1,160	-6.9%	-34.5%
Not Reported	2,172	885	180	1,065	1,732	671	118	789	-24.2%	-34.4%
<b>Total</b>	<b>26,267</b>	<b>15,731</b>	<b>1,694</b>	<b>17,425</b>	<b>24,706</b>	<b>13,808</b>	<b>1,372</b>	<b>15,180</b>	<b>-12.2%</b>	<b>-19.0%</b>

### Number of Eligible Students Not Accepting TOPS

Parental Income	Number of Eligible High School Graduates 2020	Number of Eligible High Graduates NOT Accepting TOPS OPH 2020	Number of Eligible High Graduates NOT Accepting TOPS TECH 2020	Number of Eligible High Graduates NOT Accepting ALL TOPS 2020	Number of Eligible High School Graduates 2021	Number of Eligible High School Graduates NOT Accepting TOPS OPH 2021	Number of Eligible High School Graduates NOT Accepting TOPS TECH 2021	Number of Eligible High School Graduates NOT Accepting ALL TOPS 2021	Percent Increase/Decrease in Students NOT Accepting TOPS OPH*	Percent Increase/Decrease in Students NOT Accepting TOPS TECH*
Less than \$0	168	31	13	44	164	30	25	55	-3.2%	92.3%
\$0 to \$49,999	8,821	973	2,886	3,859	8,091	1,020	2,961	3,981	4.8%	2.6%
\$50,000 to \$99,999	5,837	690	1,037	1,727	5,435	768	1,169	1,937	11.3%	12.7%
\$100,000 to \$149,999	4,393	464	498	962	4,189	532	633	1,165	14.7%	27.1%
\$150,000 to \$199,999	2,137	256	170	426	2,264	349	214	563	36.3%	25.9%
\$200,000 to \$249,999	980	156	57	213	1,065	191	85	276	22.4%	49.1%
Greater than \$250,000	1,759	433	71	504	1,766	521	85	606	20.3%	19.7%
Not Reported	2,172	259	848	1,107	1,732	228	715	943	-12.0%	-15.7%
<b>Total</b>	<b>26,267</b>	<b>3,262</b>	<b>5,580</b>	<b>8,842</b>	<b>24,706</b>	<b>3,639</b>	<b>5,887</b>	<b>9,526</b>	<b>11.6%</b>	<b>5.5%</b>

\* Positive percentage means more students did not accept their TOPS award. Negative percentage means less students did not accept their TOPS award.

## **Appendix B**

### **Funding History and Expenditure Trends**

### TOPS Funding History with Projections

Year	Student Count	Original Appropriation	Actual Expenditures	Variance %
1998-99	23,562	\$53,406,789	\$54,033,634	1.17%
1999-00	29,194	\$66,965,658	\$67,441,803	0.71%
2000-01	35,755	\$90,891,825	\$90,246,182	-0.71%
2001-02	40,894	\$103,473,059	\$104,032,660	0.54%
2002-03	40,154	\$103,805,136	\$104,661,661	0.83%
2003-04	41,066	\$110,956,204	\$110,513,876	-0.40%
2004-05	42,475	\$118,881,788	\$117,072,574	-1.52%
2005-06	42,537	\$116,202,755	\$116,937,262	0.63%
2006-07	43,634	\$121,959,604	\$120,656,594	-1.07%
2007-08	42,141	\$117,145,624	\$121,117,451	3.39%
2008-09	42,222	\$123,032,162	\$122,993,272	-0.03%
2009-10	43,077	\$129,868,148	\$130,997,795	0.87%
2010-11	43,795	\$134,612,279	\$144,449,583	7.31%
2011-12	44,866	\$154,375,000	\$166,886,167	8.10%
2012-13	46,378	\$172,193,295	\$192,085,151	11.55%
2013-14	48,051	\$217,532,809	\$224,627,136	3.26%
2014-15	49,660	\$249,995,430	\$249,995,430	0.00%
2015-16	51,679	\$265,170,030	\$265,170,030	0.00%
2016-17*	51,093	\$209,378,062	\$209,378,062	0.00%
2017-18	51,446	\$291,240,917	\$293,604,296	0.81%
2018-19	53,329	\$294,604,296	\$302,782,569	2.78%
2019-20	54,175	\$310,103,076	\$306,603,076	-1.13%
2020-21	55,846	\$320,085,341	\$321,685,341	0.50%
Year	Projected Student Count	Original Appropriation/ Projected Appropriation Needed		
2021-22	56,985	\$330,934,875		
2022-23	56,985	\$330,934,875		
2023-24	58,296	\$338,546,377		
2024-25	59,636	\$346,332,944		
2025-26	61,127	\$354,991,267		
2026-27	62,289	\$361,736,101		

\* 2016-17 First time TOPS not fully funded. Had TOPS been fully funded, the expenditure total would have been \$289,124,625



### TOPS Expenditure History

Year	Student Count	Actual Expenditures	% Expense Increase/Decrease from Year to Year
1998-99	23,562	\$54,033,634	
1999-00	29,194	\$67,441,803	24.81%
2000-01	35,755	\$90,246,182	33.81%
2001-02	40,894	\$104,032,660	15.28%
2002-03	40,154	\$104,661,661	0.60%
2003-04	41,066	\$110,513,876	5.59%
2004-05	42,475	\$117,072,574	5.93%
2005-06	42,537	\$116,937,262	-0.12%
2006-07	43,634	\$120,656,594	3.18%
2007-08	42,141	\$121,117,451	0.38%
2008-09	42,222	\$122,993,272	1.55%
2009-10	43,077	\$130,997,795	6.51%
2010-11	43,795	\$144,449,583	10.27%
2011-12	44,866	\$166,886,167	15.53%
2012-13	46,378	\$192,085,151	15.10%
2013-14	48,051	\$224,627,136	16.94%
2014-15	49,660	\$249,995,430	11.29%
2015-16	51,679	\$265,170,030	6.07%
2016-17*	51,093	\$209,378,062	-21.04%
2017-18**	51,446	\$293,604,296	40.23%
2018-19	53,329	\$302,782,569	3.13%
2019-20	54,175	\$306,603,076	1.26%
2020-21	55,846	\$321,685,341	4.92%
Year	Projected Student Count	Current Appropriation/ Projected Appropriation Needed	% Expense Increase/Decrease from Year to Year
2021-22	56,985	\$330,934,875	2.88%
2022-23	56,985	\$330,934,875	0.00%
2023-24	58,296	\$338,546,377	2.30%
2024-25	59,636	\$346,332,944	2.30%
2025-26	61,127	\$354,991,267	2.50%
2026-27	62,289	\$361,736,101	1.90%

\* 2016-17 First time TOPS not fully funded. Had TOPS been fully funded, the expenditure total would have been \$289,124,625

\*\* Larger increase because the prior year was not fully funded

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*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*

*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

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**AGENDA**

**PLANNING, RESEARCH and PERFORMANCE COMMITTEE**

Wednesday, February 23, 2022

11:45 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

I. Call to Order

II. Roll Call

III. Consent Agenda

A. R.S. 17:1808 (Licensure)

1. Renewal Application

a. California State University - Northridge

B. Proprietary Schools Advisory Commission

1. Initial Applications

a. The H.E.A.R.T. Academy, Baton Rouge

b. TruCare Medical Training Center, Gonzales

2. Renewal Applications

a. Academy of Acadiana-Lake Charles – License #: 2139

b. Accelerated Dental Assisting Academy - Hammond – License #: 2235

c. Accelerated Dental Assisting Academy - Lake Charles – License #: 2308

d. Advanced Welding School – License #: 2285

e. Compass Career College – License #: 2327

f. Gonzales Medical Assistant School – License #: 2164

g. Infinity College, Inc. – License #: 2140

h. Learning Bridge Career Institute – License #: 2141

i. Melba Beauty – License #: 2311

j. National Driving Academy, Inc. – License #: 978

k. New Orleans Culinary & Hospitality Institute (NOCHI) – License #: 2237

l. Southeastern Louisiana Technical College – License #: 2310

m. Southern Security School – License #: 2260

n. Tulsa Welding School - Tulsa Campus – License #: 2096

o. Unitech Training Academy - Alexandria – License #: 2116

p. Unitech Training Academy - New Orleans – License #: 2166

IV. Other Business

V. Adjournment

Committee Members: Terrie P. Sterling, Chair; Judy A. Williams-Brown, Vice Chair; Stephanie A. Finley; Robert W. Levy; Charles R. McDonald; Sonia A. Pérez; Wilbert D. Pryor; Felix R. Weill  
Staff: Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

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

**BACKGROUND**

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

**ACADEMIC PROGRAM**

CSUN offers eighteen online programs including twelve master's degree programs, two bachelor's degree programs, and four certificate programs centered around technology, engineering, business, economics, humanities and liberal arts, health sciences, and social sciences.

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

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	3
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	3

**FACULTY**

California State University Northridge has 52 part-time and 95 full-time faculty members with either a doctorate, special/professional, or master's degrees.

**FACILITIES**

CSUN offers online 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 Northridge (CSUN).**



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*Cameron T. Jackson, Student*

**Minutes**  
**Board of Regents' Proprietary Schools Advisory Commission**  
**January 18, 2022**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, January 18, 2022 via Zoom. 2021 Chair, James Fontenot called the meeting to order at 10:04 a.m. The roll was then called and a quorum was established.

**Commission Members Present**

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

**Commission Members Absent**

Chris Broadwater  
Randy Plaisance  
Mary Lou Potter

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Dr. Susannah Craig  
Mighan Johnson  
Kelly West

**Guests Present**

(See Appendix)

The first item of business was the election of officers for the Commission for 2022. Chair Fontenot reminded the Commission members that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Commission member Melanie Amrhein nominated James Fontenot as Chair. With there being no other nominations,

**On motion of Melanie Amrhein, seconded by Sherrie Despino, the Proprietary Schools Advisory Commission unanimously elected James Fontenot as Chair for 2022.**

Commission member Sherrie Despino nominated Melanie Amrhein as Vice-Chair. With there being no other nominations,

**On motion of Sherrie Despino, seconded by Carmen Million, the Proprietary Schools Advisory Commission unanimously elected Melanie Amrhein as Vice-Chair for 2022.**

The next item of business was the approval of the minutes from the November 9, 2021, Proprietary Schools Advisory Commission meeting.

**On motion of Sherrie Despino, seconded by Carmen Million, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 9, 2021, Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was the initial license application from The H.E.A.R.T. Academy, LLC. The school will be located in Baton Rouge, Louisiana. The school was represented by owner, Marsharae Cage. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer a Certified Nurse Aide program, 80 clock hours/five weeks. The application met all legal and administrative requirements to be approved for an initial license.

Discussion included the school's lower tuition cost and small class size, the school owner's background and motivation for starting the school, as well as marketing plans and community partners to recruit students.

**On motion of Melanie Amrhein , seconded by Jada Lewis , the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for The H.E.A.R.T. Academy, Baton Rouge, Louisiana.**

The next agenda item considered by the Commission was the initial license application from TruCare Medical Training Center, LLC. The school will be located in Gonzales, Louisiana. The school was represented by the school owner, Jacquia Wells. Ms. Britton reviewed the materials for the Commission members, informing them that the institution was proposing to offer a Certified Nurse Aide program, 80 clock hours/four weeks. The application met all legal and administrative requirements to be approved for an initial license.

Discussion included motivation for starting the school, the path the owner took in career after earning her CNA certification, the school's equipment acquisition and plans to start with both day and night classes.

**On motion of James Dorris, seconded by Jada Lewis, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for TruCare Medical Training Center, Gonzales, Louisiana.**

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

16 schools to submit complete renewal applications. Ms. Britton noted one school the NASCAR Technical School, did not renew their license as their license is no longer required under the Louisiana's agreement with NC-SARA. Two additional schools did not renew their license due to incomplete renewal applications: Kingdom Technical College, license 2309 and Royal Angels Anointed Hands, license 2326. Staff will work to obtain any student records from these two schools, unless the schools reapply for licensure.

**On motion of Sherrie Despino, seconded by James Dorris, the Proprietary Schools Advisory Commission unanimously voted the Board of Regents renew the licenses of the following proprietary schools.**

Academy of Acadiana-Lake Charles – License #: 2139  
Accelerated Dental Assisting Academy - Hammond – License #: 2235  
Accelerated Dental Assisting Academy - Lake Charles – License #: 2308  
Advanced Welding School – License #: 2285  
Compass Career College – License #: 2327  
Gonzales Medical Assistant School – License #: 2164  
Infinity College, Inc. – License #: 2140  
Learning Bridge Career Institute – License #: 2141  
Melba Beauty – License #: 2311  
National Driving Academy, Inc. – License #: 978  
New Orleans Culinary & Hospitality Institute (NOCHI) – License #: 2237  
Southeastern Louisiana Technical College – License #: 2310  
Southern Security School – License #: 2260  
Tulsa Welding School - Tulsa Campus – License #: 2096  
Unitech Training Academy - Alexandria – License #: 2116  
Unitech Training Academy - New Orleans – License #: 2166

The next agenda item was an update on program approvals. Chair Fontenot reminded the Commission that program approvals were being shared for informational purposes only. No questions were brought forward regarding program approvals, but discussion was had about the increase in program change submission, particularly for online and hybrid programs.

**Advance Nurse Training – New Orleans, LA**

- Add: Phlebotomy Technician – 75 Clock Hours
- Add: Clinical Medical Assistant – 340 Clock Hours

**Ayers Career College – Shreveport, LA**

- Add: Healthcare Administration Assistant – 720 Clock Hours

**Charity Health Training Institute – Lafayette, LA**

- Amend: CNA Tuition – 80 Clock Hours
- Amend: Hybrid Phlebotomy – 300 Clock Hours
- Add: Hybrid Medical Administrative Assistant – 600 Clock Hours

**Compass Career College – Hammond, LA**

- Amend: Welding – 750 Clock Hours

**Delta College – Covington, LA**

- Add: Hybrid Dental Assistant – 756 Clock Hours
- Add: Hybrid Medical Office and Health Information Technician – 786 Clock Hours
- Add: Hybrid Pharmacy Technician – 906 Clock Hours

**Delta College – Slidell, LA**

- Add: Hybrid Dental Assistant – 756 Clock Hours
- Add: Hybrid Medical Office and Health Information Technician – 786 Clock Hours

**Delta College of Arts & Technology – Baton Rouge, LA**

- Add: Hybrid Business Management and Ownership, AOS – 1486 Clock Hours
- Add: Certified Nursing Assistant – 136 Clock Hours
- Add: Hybrid Business, Diploma – 908 Clock Hours
- Add: Hybrid Dental Assistant – 764 Clock Hours
- Add: Hybrid Graphic Design, AOS – 1534 Clock Hours
- Add: Hybrid Graphic Design, Diploma – 872 Clock Hours
- Add: Hybrid Medical Office and Health Information Technician – 786 Clock Hours

**Delta College of Arts & Technology – Lafayette, LA**

- Add: Certified Nursing Assistant – 136 Clock Hours
- Add: Hybrid Dental Assistant – 756 Clock Hours
- Add: Hybrid Medical Office and Health Information Technician – 786 Clock Hours

**Learning Bridge Career Institute – Houma, LA**

- Add: Medical Billing and Coding Specialist-Online – 770 Clock Hours
- Add: Sterile Processing Technician – 742 Clock Hours
- Add: Electronic Healthcare Records-Online – 722 Clock Hours

**McCann School of Technology– Monroe, LA**

- Add: Combination Welding – 1200 Clock Hours
- Add: Heating, Ventilation, Air Conditioning and Basic Refrigeration – 1000 Clock Hours
- Add: CDL Training: Class A Tractor Trailer – 160 Clock Hours

**Medical Training College – Baton Rouge, LA**

- Add: Hybrid Dental Assistant – 756 Clock Hours
- Add: Hybrid Medical Office and Health Information Technician – 816 Clock Hours

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 8, at 10:00 a.m., in Room 1-153 of the Claiborne Building. With there being no further business, the meeting adjourned at 10:37 a.m.

APPENDIX A  
GUESTS

Marsharae Cage

The H.E.A.R.T. Academy

Amanda LaGroue

LA Department of Justice

Jacquia Wells

TruCare Medical Training Center