

# 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 Thursday, January 9, 2020

Event	Time	Location
Board Development	9:00 a.m.	Claiborne Building 1201 North Third Street, 6 <sup>th</sup> Floor Board Conference Room 6-242 Baton Rouge, LA
(Meeting as a Committee of the Whole) <i>Board of Regents</i> ➤ Audit ➤ Facilities & Property ➤ Academic and Student Affairs ➤ Legislative ➤ Statewide Programs ➤ Planning, Research & Performance	10:00 a.m. 10:15 a.m. 10:25 a.m. 10:30 a.m. 10:40 a.m. 11:00 a.m. 11:20 a.m.	Claiborne Building 1201 North Third Street, 1st Floor Louisiana Purchase Room 1-100 Baton Rouge, LA

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

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

*Marty J. Chabert  
Chair*

*Collis B. Temple III  
Vice Chair*

*Blake R. David  
Secretary*

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



*Claudia H. Adley  
Randy L. Ewing  
Robert W. Levy  
Phillip R. May, Jr.  
Charles R. McDonald  
Darren G. Mire  
Sonia A. Pérez  
Wilbert D. Pryor  
T. Jay Seale III  
Gary N. Solomon, Jr.  
Gerald J. Theunissen  
Felix R. Weill  
William S. Jewell, Student*

## **BOARD OF REGENTS**

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Baton Rouge, LA 70821-3677  
Phone (225) 342-4253, FAX (225) 342-9318  
[www.regents.la.gov](http://www.regents.la.gov)*

**AGENDA**  
**BOARD OF REGENTS\***  
*Meeting as a Committee of the Whole*  
Thursday, January 9, 2020  
10:00 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. Public Comments
- IV. Swearing-In of Officers
- V. Approval of Minutes from December 11, 2019
- VI. Committee Actions
  - A. Ratification of Committee Assignments for 2020
  - B. Renaming of Sponsored Programs Standing Committee

- VII. Reports and Recommendations
  - A. Audit
    - 1. Internal Audit Presentation
      - a. Status Update for Contract Year 2
      - b. Internal Audit Follow-up Reviews
      - c. Status Update for Personnel and Human Resources Review
  - B. Facilities and Property
    - 1. Consent Agenda
      - a. Small Capital Projects Report
        - i. LSU A&M: Student Union Tiger Card Office Renovation
        - ii. LSU A&M: Williams Hall 3<sup>rd</sup> Floor Lab Renovations
        - iii. LSU – S: Business Education Building 1<sup>st</sup> Floor Corridor Improvements
        - iv. LSU – S: Business Education Building Curriculum Remodel
        - v. LSU – S: Locker Room Facility

Small Capital Projects Report (continued)

- vi. LSU – S: Science Lecture Hall Renovation
- vii. NSU: Fournet & Bienvenu Hall Fume Hood Replacements
- viii. SLCC – Gulf Area: B Building Roof Replacement
- ix. SUBR: Stewart Hall North Wing Renovation

- b. 3<sup>rd</sup> Party Projects Report
  - i. La Tech: Tech Pointe II
  - ii. SELU: New Welcome Center

- 2. P3 Project: LSU HSC – NO Student Housing

C. Academic and Student Affairs

- 1. Consent Agenda
  - a. Updates to CTEP Guidelines
  - b. Routine Staff Reports
    - i. Staff Approvals
    - ii. Letters of Intent/Proposals in Queue
- 2. Academic Programs
  - a. Letters of Intent
    - i. BS Cloud Computing – Grambling
  - b. Program Proposals
    - i. BA Art – LSU A&M
    - ii. PhD Rehabilitation Sciences – LSU HSC – Shreveport

D. Legislative

- 1. Updates on Legislative Resolution Studies
- 2. 2020 Legislative Priorities

E. Statewide Programs

- 1. Consent Agenda
  - a. Approval of Final Rulemaking – Scholarship and Grant Program
- 2. Other Business – LOUIS Update

F. Planning, Research and Performance

- 1. Consent Agenda
  - a. State Authorization Reciprocity Agreement (SARA) Institutional Renewal
    - i. Southeastern Louisiana University
- 2. Admissions Criteria Policy
- 3. Dental School Feasibility Study
- 4. Dual Enrollment Update

VIII. Chairman's Comments

IX. Reports and Recommendations by the Commissioner of Higher Education

X. Other Business

XI. Adjournment

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

**DRAFT**

**MINUTES**

**BOARD OF REGENTS**

December 11, 2019

The Board of Regents met in session at 1:28 p.m., Wednesday, December 11, 2019, in the Thomas Jefferson Room 1-136, A and B, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Vice Chair Collis B. Temple, III called the meeting to order.

**ROLL CALL**

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

**Present for the meeting were:**

Collis Temple III, Vice Chair  
Marty Chabert, Chair  
Blake David, Secretary  
Claudia Adley  
Randy Ewing  
William Jewell  
Robert Levy  
Phillip R. May, Jr.  
Charles McDonald  
Darren Mire (present for Committee meetings)  
Sonia Pérez  
Wilbert Pryor  
T. Jay Seale III  
Gary N. Solomon, Jr.  
Gerald Theunissen  
Felix Weill

**Absent from the meeting was:**

Darren Mire (absent from Board meeting only)

**SWEARING IN OF BOARD MEMBERS**

Prior to the start of the committee meetings, reappointed member, Regent Chabert, and newly appointed member, Phillip R. May, Jr., were sworn in by Matthew Block, Executive Counsel, Office of the Governor.

**PUBLIC COMMENTS**

Vice Chair Temple noted that no written requests were received for public comments and asked whether the audience had any comments at the time. There were none.

## APPROVAL OF THE MINUTES OF OCTOBER 23, 2019

**On motion of Regent Levy, seconded by Regent McDonald, the Board voted unanimously to approve the minutes of October 23, 2019.**

### **REPORTS AND RECOMMENDATIONS**

Vice Chair Temple inquired if any member of the Board wanted to take up any of the committee reports separately before a motion was made to accept all reports. There were no requests.

**On motion of Regent Pérez, seconded by Regent Levy, the Board voted unanimously to approve all Committee recommendations from the December 11, 2019 Committee meetings.**

### **PLANNING, RESEARCH AND PERFORMANCE COMMITTEE**

#### CONSENT AGENDA

The first item considered by the Committee was its Consent Agenda. Dr. Randall Brumfield, Deputy Commissioner for Academic Affairs, Innovation, and Student Services, informed the Committee that the Consent Agenda included items related to one initial license and two license renewals for academic degree-granting institutions and recommendations from the Regents' Proprietary Schools Advisory Commission.

**On motion of Regent David, seconded by Regent Pryor, the Planning, Research and Performance Committee unanimously recommended that the Board of Regents approve the items listed under the Consent Agenda:**

- A. R.S. 17:1808**
  - 1. Initial License**
    - a. Lamar State College Orange**
  - 2. License Renewals**
    - a. Liberty University**
    - b. Columbia University Teachers College**
- B. Proprietary Schools Advisory Commission**
  - 1. Initial Licenses**
    - a. Accelerated Dental Assisting Academy LLC (Lake Charles)**
    - b. Kingdom Technical College, LLC (Shreveport)**
    - c. Let's Keep It Moving (Hammond)**
    - d. Melba Beauty (Prairieville)**
  - 2. License Renewals**
    - a. Academy of Interactive Entertainment (09/22/10)**
    - b. Acadiana Area Career College—A Division of Blue Cliff College (09/28/12)**
    - c. Accelerated Dental Assisting Academy (Houma) (09/24/15)**
    - d. Accelerated Dental Assisting Academy (Mandeville) (09/24/15)**
    - e. Accelerated Dental Assisting Academy (Metairie) (09/24/15)**
    - f. Ayers Career College (10/25/90)**
    - g. Becker Professional Education –New Orleans (10/24/96)**
    - h. The Captain School, LLC (09/22/11)**

**Renewal Applications (continued)**

- i. Coastal College—Baton Rouge (09/28/00)
- j. Coastal Truck Driving of New Orleans (09/25/14)
- k. Compass Career College (09/23/04)
- l. Delta College, Inc. (10/26/95)
- m. Delta College, Slidell Branch (09/23/04)
- n. Diesel Driving Academy (Shreveport) (06/21/73)
- o. Eastern College of Health Vocations (10/28/99)
- p. Lafayette Dental Assistant School (09/22/16)
- q. Louisiana Dental Center School of Dental Assisting (09/27/17)
- r. Mia's Medical Academy, LLC (09/25/14)
- s. The National Aesthetic Laser Institute (09/26/18)
- t. New Orleans Dental Assistant School (09/22/16)
- u. Nursing Assistant Network Association (10/27/94)
- v. Over Drive Truck Driving School of Louisiana, LLC (09/27/17)
- w. Pelican Chapter, Associated Builders and Contractors, Inc., Training Center—Baton Rouge Campus (09/27/12)
- x. Pelican Chapter, Associated Builders and Contractors, Inc., Training Center—Southwest Campus (09/27/12)
- y. Saint Agatha Career School, LLC (09/22/11)
- z. Shreveport Dental Assistant School (09/22/16)
- aa. Thomas Training and Development Center, Inc., (10/26/95)
- bb. Unitech Training Academy—Baton Rouge (09/22/16)
- cc. Unitech Training Academy—West Monroe (09/23/04)
- dd. Woodland Healthcare Training (09/27/17)

- 3. Revocation of Proprietary School License
  - a. Premier Healthcare Training Solutions
- 4. Board of Regents refers to the State Attorney General's Office pursuit of legal action against Midcity College (Baton Rouge) for illegal advertising

**DUAL ENROLLMENT TASK FORCE UPDATE**

Dr. Brumfield mentioned that the Dual Enrollment Task Force proposed the following items at their meeting on Dec. 2, 2019 meeting: Guiding Principles; Foundational Areas to Address; and Conditions Necessary for Success. The next Task Force meeting will be held on January 6<sup>th</sup>, 2020 at the Claiborne Building in Baton Rouge. During this meeting, the Task Force will either adopt or amend draft recommendations. They will also discuss additional Task Force meetings and a timeline for the future work of the Task Force, recognizing that the work of the Task Force will continue into 2020.

**REVISION TO AA 2.22/ DUAL ENROLLMENT ELIGIBILITY**

Dr. Brumfield presented a revision to the Alternative Criteria for students who have not yet taken the ACT/SAT in high school. After consultation with the LADOE, Regents staff now recommend the use of a minimum score of Mastery for matriculation in a non-algebraic general education math courses and English. The recommendation for matriculation in College Algebra will be a score of Mastery on the Geometry test and completion of HS Algebra with a grade of "C". Dr. Brumfield indicated that in three years the BoR will conduct a statistical analysis to determine if further changes to the policy are necessary.

**Approve the revision to AA 2.22, Dual Enrollment, adding LEAP 2025 scores in English II and Geometry as temporary indicators for HS students to enroll in college-level general education courses, and adding Geometry and completion of Algebra II with a grade of C or better for HS students to enroll in College Algebra.**

## **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

### **CONSENT AGENDA**

Dr. Brumfield presented the Consent Agenda consisting of routine items including Staff Approvals, Progress Reports for Conditionally Approved Programs, and Letters of Intent/Proposals in the Queue.

**On motion of Regent Solomon, seconded by Regent David, the Committee received and recommended Board of Regents approval of the items on the Consent Agenda.**

### **ACADEMIC PROGRAMS**

#### **Letters of Intent**

Dr. Brumfield provided a brief overview of the Letter of Intent process. He then presented a Letter of Intent from Southeastern to develop a full proposal for a MS in Computer Networking & Administration. He then outlined the details of the program.

**Approve the Letter of Intent from Southeastern to develop a proposal for a MS in Computer Networking & Administration.**

#### **Academic Program Proposals**

Dr. Brumfield provided a brief overview of the program proposal process. He then presented the following proposals: an Associate of Applied Science in Machine Tool Technology from SOWELA; an Undergraduate Certificate in Teaching English as a Second Language from Southeastern; a BS in Learning Experience Design & Innovation from LSU A&M; and a Graduate Certificate in Machine Learning & Artificial Intelligence from UNO.

Dr. Brumfield next briefly described the external review process required for graduate degree programs, then presented the following proposals: an MS in Athletic Training at both UL Lafayette and Southeastern; an MS in Cyber Security & Operations from UNO; and a Ph.D. in Industrial Engineering from LSU A&M.

A discussion took place regarding Board concerns about duplication of programs around the state and their cost-effectiveness for the institutions. Commissioner Reed reassured the Board that measuring the cost-effectiveness and need for programs among institutions across the state are critical components in the process to which the BoR staff evaluates program proposals.

**Approve the following proposed programs: AAS Machine Tool Technology – SOWELA; UC TESOL – Southeastern; BS Learning Experience Design & Innovation – LSU A&M; GC Machine Learning & Artificial Intelligence – UNO; MS Athletic Training – ULL and SLU; MS Cyber Security & Operations – UNO; and PhD Industrial Engineering – LSU A&M.**

Centers and Institutes

Dr. Brumfield presented two requests from LSU Health Sciences Center Shreveport for approval of the new Louisiana Addiction Research Center and for the full authorization of the conditionally approved Center for Brain Health.

**Grant conditional one-year approval of the Louisiana Addiction Research Center and full approval of the Center for Brain Health, both at LSU Health Sciences Center Shreveport.**

**STATEWIDE PROGRAMS COMMITTEE**

CONSENT AGENDA

A. Approval of TOPS Exceptions

Ratify 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.

**Approve the Consent Agenda item.**

OTHER BUSINESS

Dr. Boutté told the Board that LOSFA celebrated National Mentoring Day with a social media campaign to highlight the Aspire to Inspire mentorship program. In addition, through Louisiana GEAR UP, fifty McKinley High School students seeking an industry-based certification upon graduation were able to participate in a job shadow program at EPIC Piping in partnership with Junior Achievement.

**SPONSORED PROGRAMS COMMITTEE**

FY 2020-21 BOARD OF REGENTS SUPPORT FUND PLAN AND BUDGET

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, provided an overview of the constitutionally designated Board of Regents Support Fund and indicated that a base budget of \$22 million was recommended by staff and committees advisory to the Board. She then provided a breakdown of the budget request by program and subprogram, acknowledging prior commitments, administrative costs, and funds for new projects, as well as contingency plans in the event that revenues in FY 2020-21 exceed or fail to meet the base budget level.

**Approve the FY 2020-21 Board of Regents Support Fund Plan and Budget, with contingencies, as presented.**

#### **NOMINATING COMMITTEE**

##### **NOMINATION OF BOARD OFFICERS FOR 2020 CHAIR, VICE CHAIR AND SECRETARY**

Nominating Committee Chair Regent Jay Seale requested approval of Marty Chabert as Chair through the 1<sup>st</sup> of the year and further requested approval of the nomination of the following Board Officers for 2020: Regent Marty Chabert as Chair, Regent Collis Temple, III as Vice Chair, and Regent Blake David as Secretary.

**Approve the selection of Regent Marty Chabert as Chair, Regent Collis Temple, III as Vice Chair, and Regent Blake David as Secretary for 2020.**

##### **NOMINATION OF FOUR NON-OFFICER MEMBERS TO SERVE ON THE EXECUTIVE COMMITTEE FOR 2020**

The nominating committee requested approval of the following four non-officer members to serve on the Executive Committee for 2020: Regent Claudia Adley, Regent Sonia Pérez, Regent T. Jay Seale, III, and Regent Gary Solomon, Jr.

**Approve Regent Claudia Adley, Regent Sonia Pérez, Regent T. Jay Seale, III, and Regent Gary Solomon, Jr. to serve on the Executive Committee for 2020.**

#### **PERSONNEL COMMITTEE**

##### **EVALUATION POLICY APPROVAL FOR THE COMMISSIONER OF HIGHER EDUCATION**

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, stated that the personnel committee requested approval of an evaluation policy for the Commissioner of Higher Education.

**Approve the evaluation policy for the Commissioner of Higher Education.**

##### **EVALUATION OF THE COMMISSIONER OF HIGHER EDUCATION**

Mr. Ginn told the Board that the personnel committee is authorized to go into executive session and that the Commissioner had been advised of such as required by law. He explained the Commissioner had agreed to have her evaluation discussed in executive session.

**A roll call vote was taken and the Board entered into executive session.**

Committee members voting to enter executive session

Wilbert D. Pryor  
Robert W. Levy  
Darren G. Mire  
Sonia A. Pérez  
T. Jay Seale, III  
Gary Solomon  
Gerald J. Theunissen

**Upon the conclusion of the executive session, a roll call vote was taken to return out of executive session.**

Committee members voting to return from executive session

Wilbert D. Pryor  
Robert W. Levy  
Darren G. Mire  
Sonia A. Pérez  
T. Jay Seale, III  
Gary Solomon  
Gerald J. Theunissen

The Board Vice Chair remarked that the Commissioner of Higher Education is doing a great job and the committee authorized a 4% salary increase for the Commissioner.

**CHAIRMAN'S COMMENTS**

Vice Chair Temple focused on recent activities including:

- The naming of LUMCON's new research vessel as the Gilbert R. Mason in honor of an important Civil Rights leader in desegregation efforts in Biloxi, Mississippi. Dr. Gilbert was also a physician for the Gulf Coast fishing community, and had a Louisiana connection through his son, who also became a physician after graduating from Tulane University.
- Vice Chair Temple expressed that he looks forward to the coming year and the promise of the reinvestment in higher education through the work of Dr. Reed and the continued support for the Master Plan.
- Vice Chair Temple asked Student Member William Jewell to speak about the launch of the Season of Giving at the Board of Regents. Regent Jewell and Southern University Student Body President Donald Dunbar, Jr. spoke to staff and highlighted the needs of the campus food pantries at LSU and Southern University. The staff is collecting food and other personal items for both pantries.
- Regent Jewell also touched upon the Council of Student Body Presidents' (COSBP's) upcoming trips to Washington, D.C. and New Hampshire, where COSBP students will represent the state of Louisiana and meet 2020 Presidential Candidates.

## **REPORTS AND RECOMMENDATIONS BY DR. KIM HUNTER REED, COMMISSIONER**

Commissioner Reed focused on recent meetings and events including:

- The staff gathered for a holiday party at the P-Mac in conjunction with Coach D.D. Breaux's Gymnastics 101 Exhibition.
- The annual LA Stem Summit was held in November 2019, hosting more than 500 science, technology, engineering and math stakeholders and students, from across the state at the Raising Cane's River Center in Baton Rouge.
- The Commissioner spoke to the Southern University Board of Supervisors about the Master Plan during their board meeting prior the Bayou Classic festivities.
- The Commissioner presented the Master Plan and met with the leadership of University of Holy Cross, Xavier University, Loyola University, New Orleans Baptist Seminary, and Tulane University over the past several weeks, leaving only four more private campuses to visit before the Regents' mission, vision and Master Plan will have been personally shared with every public and private college or university in the state.

## **OTHER BUSINESS**

Vice Chair Temple pointed out:

- The Board of Regents' revised calendar of meetings for 2020 is in their folders.
- The next meeting will be held on January 9, 2020.

## **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at 1:43 p.m.

## Board of Regents' Committees as of January 9, 2020

### **Academic and Student Affairs\***

*(Standing Committee under R.S. 17:3399.5)*

Collis Temple III, Chair  
Blake David, Vice Chair  
Claudia Adley  
William Jewell (*student member*)  
Phillip R. May, Jr.  
Wilbert Pryor  
Gary Solomon, Jr.  
LCTC System Representative  
LSU System Representative  
SU System Representative  
UL System Representative  
*Staff: Randall Brumfield*

### **Facilities & Property Committee\***

*(Standing Committee under R.S. 17:3399.5)*

Darren Mire, Chair  
Felix Weill, Vice Chair  
Blake David  
Randy Ewing  
William Jewell (*student member*)  
Gerald Theunissen  
LCTC System Representative  
LSU System Representative  
SU System Representative  
UL System Representative  
*Staff: Chris Herring*

### **Audit Committee**

*(Standing Committee)*

T. Jay Seale III, Chair  
Phillip May, Vice Chair  
Claudia Adley  
Robert Levy  
Charles McDonald  
Darren Mire  
Felix Weill  
*Staff: Kim Hunter Reed*

### **Finance Committee\***

*(Standing Committee under R.S. 17:3399.5)*

Blake David, Chair  
Randy Ewing, Vice Chair  
Claudia Adley  
Robert Levy  
Wilbert Pryor  
T. Jay Seale III  
Gary Solomon, Jr.  
Collis Temple III  
LCTC System Representative  
LSU System Representative  
SU System Representative  
UL System Representative  
*Staff: Terrence Ginn*

### **Executive Committee for 2019**

*(Ad hoc Committee)*

Marty Chabert, Chair  
Collis Temple III, Vice Chair  
Blake David, Secretary  
Claudia Adley  
Gary Solomon, Jr.  
Sonia Pérez  
T. Jay Seale III  
*Staff: Terrence Ginn*

### **Legislative Committee\***

*(Standing Committee under R.S. 17:3399.5)*

Randy Ewing, Chair  
Charles McDonald, Vice Chair  
William Jewell (*student member*)  
Blake David  
Robert Levy  
Phillip R. May, Jr.  
Sonia Pérez  
Collis Temple III  
Gerald Theunissen  
LCTC System Representative  
LSU System Representative  
SU System Representative  
UL System Representative  
*Staff: Terrence Ginn/Erin Cowser*

\*This committee is comprised of members from the management boards.

**2020 Board of Regents' Committees**  
**Page 2**

**Personnel Committee**

*(Standing Committee)*

Wilbert Pryor, Chair  
Robert Levy, Vice Chair  
Darren Mire  
Sonia Pérez  
T. Jay Seale III  
Gary Solomon, Jr.  
Gerald Theunissen  
*Staff: Terrence Ginn*

**Sponsored Programs**

*(Standing Committee)*

Sonia Pérez, Chair  
Gary Solomon Jr, Vice Chair  
Blake David  
William Jewell, *(student member)*  
Phillip R. May, Jr.  
Charles McDonald  
Darren Mire  
T. Jay Seale III  
Felix Weill  
*Staff: Carrie Robison*

**Planning, Research & Performance**

*(Standing Committee)*

Claudia Adley, Chair  
Randy Ewing, Vice Chair  
Blake David  
Robert Levy  
Charles McDonald  
Wilbert Pryor  
Gerald Theunissen  
*Staff: Randall Brumfield*

**Statewide Programs**

*(Standing Committee)*

Robert Levy, Chair  
Gerald Theunissen, Vice Chair  
Charles McDonald  
Sonia Pérez  
Wilbert Pryor  
Collis Temple III  
Felix Weill  
*Staff: Carrie Robison*

Updated as of January 9, 2020

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

### **Renaming of Sponsored Programs Standing Committee**

#### **Background Information**

Section 5.2 of the “Bylaws for the Internal Operation and the Transaction of Business for the Board of Regents for the State of Louisiana” specifies that Sponsored Programs shall be a standing committee of the Board of Regents. Unlike some BoR standing committees, Sponsored Programs is identified in the Bylaws, but not statutorily required. **Section 8.2 of the Bylaws requires that the BoR be notified of any proposed changes at a previous meeting or in writing at least thirty days prior to a final vote on the revision.**

#### **Staff Summary**

A change to Section 5.2 of the BoR Bylaws will be brought for consideration in February. If adopted, the standing committee called “Sponsored Programs” will be renamed “Research and Sponsored Initiatives”.

The BoR Sponsored Programs Unit and its associated standing committee have, since inception, both managed state and federal programs (Board of Regents Support Fund and statewide federal programs held through the BoR) and served as policy development leaders for issues related to research taking place on campuses or with campus participation. Sponsored Programs staff works extensively with campus and system research officers at public and private campuses, a relationship formalized through the Advisory Committee for the Advancement of Research in Louisiana (ACARL), established in the 2012 Master Plan. When BoR action is needed, staff brings both policy and management items to the Sponsored Programs standing committee.

The current name of the standing committee does not represent the full scope of its work, and has contributed to a misperception that the Board does not fully recognize the critical importance of university-based research to accomplishing its ambitious goals for education, economic development and quality of life. A change in the name of the standing committee and unit from “Sponsored Programs” to “Research and Sponsored Initiatives” will formalize the BoR’s emphasis on university-based research and signal where related policy responsibilities lie within the organization.

The renaming will not change the current work of the Sponsored Programs unit, but will formalize the standing committee’s and the unit’s role in research issues and ensure that all parties across the BoR and the state are engaged appropriately when research questions are under consideration. This explicit focus will also underscore the BoR’s interest in convening stakeholders across the research spectrum, including by hosting an annual Research Summit, set to launch in 2020.

#### **Senior Staff Recommendation**

**No action is needed at this time. This serves as notice to the Board of Regents that the proposed change to Section 5.2 of its Bylaws will be considered in February 2020.**

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*Collis B. Temple III*  
*Vice Chair*

*Blake R. David*  
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*Board of Regents Meeting as a Committee of the Whole*

**Reports and Recommendations**  
**AUDIT COMMITTEE**  
**January 9, 2020**

10:15 a.m.

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

**VII. Reports and Recommendations**

**A. Audit**

1. Internal Audit Presentation
  - a. Status Update for Contract Year 2
  - b. Internal Audit Follow-up Reviews
  - c. Status Update for Personnel and Human Resources Review

Committee Members: T. Jay Seale III, Chair, Claudia Adley, Robert Levy, Charles McDonald, Darren Mire and Felix Weill

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

**Reports and Recommendations  
FACILITIES AND PROPERTY COMMITTEE  
January 9, 2020**

10:25 a.m.

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

**VII. Reports and Recommendations**

**B. Facilities and Property**

**1. Consent Agenda**

- a. Small Capital Projects Report
  - i. LSU A&M: Student Union Tiger Card Office Renovation
  - ii. LSU A&M: Williams Hall 3<sup>rd</sup> Floor Lab Renovations
  - iii. LSU-S: Business Education Building 1<sup>st</sup> Floor Corridor Improvements
  - iv. LSU-S: Business Education Building Curriculum Remodel
  - v. LSU-S: Locker Room Facility
  - vi. LSU-S: Science Lecture Hall Renovation
  - vii. NSU: Fournet & Bienvenu Hall Fume Hood Replacements
  - viii. SLCC – Gulf Area: B Building Roof Replacement
  - ix. SUBR: Stewart Hall North Wing Renovation

- b. 3<sup>rd</sup> Party Projects Report
  - i. La Tech: Tech Pointe II
  - ii. SELU: New Welcome Center

**2. P3 Project: LSU HSC-NO Student Housing**

Committee Members: Darren Mire, Chair, Collis Temple III, Vice Chair, Blake David, Randy Ewing, William Jewell, Gerald Theunissen, Felix Weill, Louisiana Community and Technical College System Representative, Louisiana State University System Representative, Southern University System Representative and University of Louisiana System Representative

## Executive Summary

### **VII. Reports and Recommendations** **B. Facilities and Property** **January 9, 2020**

#### **1. a. Consent Agenda (Small Capital Projects Report)**

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

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

#### **i. Louisiana State University and A&M College: Student Union Tiger Card Office Renovation – Baton Rouge, LA**

Louisiana State University and A&M College (LSU A&M) plans on renovating seven camera stations within the Student Union's Tiger Card Office. The project scope calls for the renovation of existing space to include new counter and camera stations, passport photo stations, and general workspace. The project also includes demolition of existing spaces, new drywall, carpet, ceilings, electrical and mechanical. The project renovates approximately 2,200 square feet (SF) of space at a cost of \$102.27/SF for a total project cost of \$225,000. The project will be funded with auxiliary revenues.

#### **ii. Louisiana State University and A&M College: Williams Hall 3<sup>rd</sup> Floor Lab Renovations – Baton Rouge, LA**

This project will renovate research lab space on the 3<sup>rd</sup> floor of LSU A&M's Williams Hall to create teaching/classroom lab space to accommodate an increase in student need for this type of space. The project scope involves dividing the existing large research lab space into individual stations with new walls, relocation of fume hoods, addition of 24 individual snorkel vents, reworking existing casework and installing new casework, along with new plumbing, electrical, HVAC, fire alarm and sprinkler modifications. The project renovates approximately 2,205 SF of space at a cost of \$128.16/SF for a total project cost of \$282,593. The project will be funded with operating funds.

#### **iii. Louisiana State University - Shreveport: Business Education Building 1<sup>st</sup> Floor Corridor Improvements – Shreveport, LA**

The wall tiles on the 1<sup>st</sup> floor of Louisiana State University – Shreveport's (LSU-S) Business Education Building are falling off creating a safety hazard for students, faculty, and staff. The project scope includes the removal of deteriorated ceramic wall tile, installation of new impact resistant gypsum board, and removal of the existing ceiling, grid, lighting and sprinkler heads. A new 2x2 suspended acoustical ceiling grid and tile will be installed along with new LED lighting and sprinkler heads. The total project cost is \$202,000 and will be funded with tuition and fee revenues.

**iv. Louisiana State University - Shreveport: Business Education Building Curriculum Remodel – Shreveport, LA**

This project redesigns education resource spaces on the 2<sup>nd</sup> floor of LSU-S' Business Education Building to incorporate new methods and technologies in teaching teachers how to educate children. The project involves modifications to nine rooms on the 2<sup>nd</sup> floor to include moving walls, adding doorways and view windows, new finishes on ceiling, walls, and floor, new lighting and data services, and modifications to the existing HVAC and sprinkler systems. The project renovates approximately 5,236 SF of space at a cost of \$77.92/SF for a total project cost of \$408,000. The project will be funded with online tuition and fee revenues.

**v. Louisiana State University - Shreveport: Locker Room Facility – Shreveport, LA**

Currently LSU-S' men's baseball team is housed in temporary buildings that are deteriorating beyond their useful life. This project calls for the construction of a new 2,277 SF locker room facility for the team consisting of a new dugout, staff office space, a locker room, restroom, championship lounge, uniform storage, laundry, and official room. The total project cost is \$476,440 and will be funded with auxiliary revenues.

**vi. Louisiana State University - Shreveport: Science Lecture Hall Renovation – Shreveport, LA**

Due to persistent roof leaks, the aging interior of LSU-S' Science Lecture Auditorium continues to deteriorate. The wall panels/fabrics are water damaged and peeling away from the walls with suspected mold issues. The ceiling also has significant water damage. This project calls for installing a new roof on the building along with a new roof hatch and exterior wall sealing. The project also installs new interior partitions as necessary along with new finishes, new ceilings, fixed seating, acoustic treatments, doors, handrails, and stair repair. There will also be minor modifications to structural systems and upgrades to the mechanical and electrical systems including power, lighting, and data systems. The total project cost is \$425,000 and will be funded with online tuition and fee revenues.

**vii. Northwestern State University: Fournet and Bienvenu Hall Fume Hood Replacements – Natchitoches, LA**

The fume hoods located in the chemistry and biology labs of Northwestern State University's (NSU) Fournet and Bienvenu Halls are original equipment installed in 1950. At present, 80% of the hoods are no longer functional for lab work preventing students and professors from working on projects that would normally be done via these hoods. The project scope includes the removal of the existing fume hoods and new units will be installed. These units must be vented through the roof and must be balanced with the existing heat and air units for proper operation. NSU intends to handle this project in coordination with the installation of a new roof on Fournet Hall due to the numerous roof penetrations that will have to be sealed. The total project cost is \$175,000 and will be funded with building use fee revenues.

**viii. South Louisiana Community College – Gulf Area Campus: B Building Roof Replacement – Abbeville, LA**

This project will mitigate numerous roof leaks causing internal damage and disruption to South Louisiana Community College's (SLCC) Gulf Area Campus. The B Building roof is beyond its useful life span and short-term fixes are difficult, expensive, and do not resolve the long-term issue of continued leaks. The project scope includes the removal of the existing roof and installation of a new roofing system including roof deck repairs and removal of obsolete roof equipment. The project replaces 22,700 SF of roofing at a cost of \$21.94/SF for a total cost of \$497,952. The project will be funded with operational funds.

**ix. Southern University and A&M College: Stewart Hall North Wing Renovation – Baton Rouge, LA**

The office and classroom areas in Southern University and A&M College's (SUBR) north wing of Stewart Hall require upgrades for use by administrators and students. The project scope includes the removal of the ceiling grid and fixtures, installation of a new grid, tiles, and LED lighting. The existing floor tiles will be replaced with new, solid vinyl tile and the walls and doors will be painted. The total project cost is \$303,000 and will be funded with Title III funds.

**1. 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 and 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:

**i. Louisiana Tech University: Tech Pointe II – Ruston, LA**

The University of Louisiana System Board of Supervisors (ULS), on behalf of the Louisiana Tech University (La Tech), submitted a 3<sup>rd</sup> party project for the purpose of constructing a new 60,000 SF facility to be known as Tech Pointe II. La Tech will enter into a ground lease with Tech Pointe II, L.L.C., a non-profit subsidiary of the Louisiana Tech University Foundation, for the purpose of constructing and managing the facility. The new three floor facility has an estimated construction cost of \$15M. The financing will be undertaken entirely by Tech Pointe II, L.L.C. with the University assuming no financial obligations related to the construction of the facility. Tech Pointe II, L.L.C. has partnered with the Louisiana Department of Economic Development, who is contributing \$7.5M towards the project cost, for the construction of the facility. The ground lease will have an initial term of 30 years with the option of two consecutive 10-year renewal terms. After construction, La Tech will execute a cooperative endeavor agreement with Tech Pointe II, L.L.C. to operate the facility and recoup operating expenditures through rents received.

Once constructed, Tech Pointe II will provide commercial office space to tenants who promote La Tech's Enterprise Campus master plan and align with the University's academic

and research strengths. In addition to promoting economic development, the tenants occupying the new facility will be expected to cultivate strong intern programs, provide employment opportunities for La Tech graduates, and collaborate with University faculty on research, technology, and intellectual property.

**ii. Southeastern Louisiana University: New Welcome Center – Hammond, LA**

The ULS, on behalf of Southeastern Louisiana University (SELU), submitted a second 3<sup>rd</sup> party project for the purpose of constructing a new welcome center on the SELU campus. The new welcome center will be located on the site of Range Hall which is being demolished with state funding provided during the 2019 Regular Legislative Session. SELU will enter into a ground lease with the SELU Foundation for the purposes of constructing the new facility. The total project cost is \$1.2M and will be funded with donations secured by the Foundation. Upon completion of the project, the Foundation will donate the new facility back to SELU.

**The Senior Staff recommends the Facilities and Property Committee approve the consent agenda for the small capital and 3<sup>rd</sup> party projects report as presented.**

**2. P3 Project: Louisiana State University Health Sciences Center – New Orleans: New Student Housing**

The Louisiana State University Board of Supervisors (LSU BoS), on behalf of Louisiana State University Health Sciences Center – New Orleans (LSU HSC-NO), submitted a public-private partnership project for the purpose of constructing new student housing on the LSU HSC-NO campus. LSU HSC-NO intends to enter into a 50-year cooperative endeavor agreement (CEA) and lease agreement with the LSU Health Foundation who will partner with Provident Group – HSC Properties (Provident) for construction of the new facility. The facility will be built on property donated to the LSU BoS by the Foundation for the benefit of LSU HSC-NO. The property being donated to the LSU BoS was appraised at \$2.675M.

The current housing stock on the LSU HSC-NO campus consists of two facilities built during the 1960s. This project will provide students with modern, convenient residential housing on campus. The Foundation and Provident recently finalized the building design and Provident is now positioned to issue \$98.2M in tax exempt bonds to finance construction of the new student housing. The facility will consist of 579 beds at no expense to the LSU BoS or LSU HSC-NO. Provident will be responsible for all aspects of the project – development, financing, construction, furnishing, equipping, and operation of the facility. Project construction will begin in the spring of 2020 and will require 18-24 months to complete. LSU HSC-NO will not receive cash flows from the CEA.. The debt service will be secured by auxiliary revenues generated by operation of the facilities. Once the debt service is retired the building will either be transferred to the LSU BoS or demolished and disposed of by the Foundation and replaced with green space at no expense to the LSU BoS or LSU HSC-NO.

**The Senior Staff recommends the Facilities and Property Committee approve the P3 project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University Health Sciences Center – New Orleans, to construct new student housing contingent upon Louisiana State University Board of Supervisor approval during their January 10, 2020 meeting.**

*Marty J. Chabert  
Chair*

*Collis B. Temple III  
Vice Chair*

*Blake R. David  
Secretary*

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



*Claudia H. Adley  
Randy L. Ewing  
Robert W. Levy  
Phillip R. May, Jr.  
Charles R. McDonald  
Darren G. Mire  
Sonia A. Pérez  
Wilbert D. Pryor  
T. Jay Seale III  
Gary N. Solomon, Jr.  
Gerald J. Theunissen  
Felix R. Weill  
William S. Jewell, Student*

**BOARD OF REGENTS**

*P. O. Box 3677  
Baton Rouge, LA 70821-3677  
Phone (225) 342-4253, FAX (225) 342-9318  
[www.regents.la.gov](http://www.regents.la.gov)*

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

**REPORTS AND RECOMMENDATIONS  
ACADEMIC & STUDENT AFFAIRS COMMITTEE**

**January 9, 2020 • 10:30 a.m.**

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

**VII. Reports and Recommendations**

**C. Academic & Student Affairs**

**1. Consent Agenda**

- a.** Updates to CTEP Guidelines
- b.** Routine Staff Reports
  - i.** Staff Approvals
  - ii.** Letters of Intent/Proposals in Queue

**2. Academic Programs**

- a.** Letters of Intent
  - i.** BS Cloud Computing – Grambling
- b.** Program Proposals
  - i.** BA Art – LSU A&M
  - ii.** PhD Rehabilitation Sciences – LSUHSC-Shreveport

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; William Jewell; Wilbert Pryor; Gary Solomon, Jr.; LCTCS Representative; LSUS Representative; SUS Representative; ULS Representative

**AGENDA ITEM C1 a**  
**PROPOSED CHANGES TO GUIDELINES AND APPLICATION**  
**CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)**

**BACKGROUND INFORMATION**

During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year. The Classroom Teacher Enrollment Program (CTEP) was reinstated by the Louisiana Board of Regents in June 2018.

**STAFF SUMMARY**

Staff has recommended minor edits to the CTEP guidelines and CTEP application to clarify language and ensure the intent of the legislation is being met. Staff discussed changes to the language in the guidelines and application with several University Registrars, Chief Enrollment Management Officers, and CTEP program officers. The clarifying changes to the guidelines includes specifying that the course(s) for which the teacher is requesting tuition exemption should lead to an education degree/certification area or to increase the content knowledge of the subject area currently being taught by the applicant. The edit to the application adds space for the teacher to provide the grade or subject area currently being taught. The changes are outlined in the attached guidelines and application.

**STAFF RECOMMENDATION**

*The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the changes to the Classroom Enrollment Teacher Program (CTEP) guidelines.*



## LOUISIANA BOARD OF REGENTS

### GUIDELINES FOR THE LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)

Revised Guidelines **Presented to the**  
Board of Regents

Date: January 9, 2020



## **BOARD OF REGENTS' GUIDELINES FOR THE LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)**

**AUTHORIZATION:** During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

The CTEP program is applicable and valid only for courses offered on the main campus offered by the college or university which the teacher plans to attend. CTEP may not be used to schedule off-campus, correspondence, distance learning or **online** courses. Independent study courses, practicum courses, thesis courses, and dissertation courses are not eligible for tuition exemption under the CTEP program. The law creating CTEP limits course enrollment to six (6) semester hours per academic year semester [four (4) semester hours per academic year quarter at Louisiana Tech University]. Course enrollment limits for summer sessions or quarters under this program are those imposed by the college or university in which the teacher enrolls.

**ELIGIBILITY:** The following conditions must be met to qualify for CTEP.

1. If in a discipline funded by the BESE Tuition Program for Teachers, teachers should apply for the tuition funds to be assured placement in a course with other students who have paid the tuition if they meet course and university requirements. If denied tuition funding for the course(s) s/he intended to schedule under the BESE Tuition Program for Teachers because the tuition funding has been exhausted, teachers may apply for CTEP.

OR

If all funds dedicated to the BESE Tuition Program for Teachers have been exhausted and teachers are not otherwise eligible to enroll in such course(s) pursuant to the BESE Tuition Program for Teachers, established by the State Board of Elementary and Secondary Education for the current semester, quarter, or session, teachers may apply for CTEP.

2. When applying for CTEP, the following requirements must be met.
  - a. Meet all requirements for admission to the technical college, community college, or university at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking) and have completed the appropriate admissions process and been accepted for admission by the college or university which s/he plans to attend under CTEP.
  - b. Meet all prerequisite requirements for the course(s) in which s/he intends to enroll under CTEP. **The course should lead to an education degree/certification area or increase the content knowledge of the subject area currently being taught by the applicant.**
  - c. Not be, or have been, registered for the semester, quarter, or session in which s/he plans to participate in the CTEP program for the course(s) in which s/he intends to enroll under this program.
  - d. Be employed full-time as a classroom teacher and hold a valid Louisiana Teaching Certificate, or if the application is for the summer session or quarter, have been so employed during the previous academic year.
  - e. Be employed as a classroom teacher by:
    - 1) A city or parish school board; or
    - 2) A non-public school approved by the State Board of Elementary and Secondary Education (BESE).
  - f. Have no outstanding financial obligation to any college or university participating in CTEP
  - g. Commit to a school/district that s/he will practice his/her profession as a classroom teacher for at least the subsequent year.
  - h. Classroom teachers need to be aware that submission of an application for CTEP does not guarantee admission to a course after the drop/add period. If a course is filled with students who have paid tuition, a teacher cannot use CTEP to take the course. If a required number of students do not officially pre-register/register and pay tuition to meet the minimum number of students for courses to be offered, universities drop and do not offer the courses. If that should occur, it will not be possible for a teacher who applied for CTEP to take the course, and it will be too late for them to register for a different course and pay tuition if it is after the drop/add period.

## **PROCEDURES:**

1. Prior to the close of business on the last day for adding courses to student's schedules for the semester, quarter, or session for which the teacher plans to enroll under CTEP, the teacher must:
  - a. Obtain a copy of the CTEP guidelines from the Board of Regents web site or from local colleges or universities.
  - b. Obtain a CTEP Application Form from the Board of Regents web site or from local colleges or universities. In addition, other information about procedures that may be specific to individual colleges or universities.
  - c. Apply and be accepted for admission to the college or university in which s/he intends to enroll under CTEP, at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking);
  - d. NOT HAVE PREREGISTERED OR REGISTERED for any of the courses in which s/he intends to enroll under CTEP.
  - e. Meet all the prerequisites for the course(s) in which s/he intends to enroll under CTEP.
2. Complete the CTEP Application Form, sign it, and have it signed by the Employing Authority. A new CTEP application must be signed and submitted each quarter/semester.
3. Present the CTEP Application Form to the college or university in which s/he plans to enroll under CTEP.
4. CTEP applicants will be notified within three working days after the last day to add classes whether they are eligible or ineligible to participate in CTEP. It is important that prospective CTEP participants give accurate contact information as to how they may be contacted by the college/university during this time period.
5. CTEP applicants must late register and must pay required fees no later than two working days after being notified that they are eligible to participate in CTEP.

*Initially Adopted by the Board of Regents - December 10, 1993*

*Revised Guidelines Adopted by the Board of Regents - December 5, 2002*

*Revised Guidelines Adopted by the Board of Regents - June 20, 2018*

**LOUISIANA CLASSROOM  
TEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION**

**Note: A new application must be completed and signed each quarter/semester.**

**1. CONTACT INFORMATION**

Please list the following contact information for the teacher who will be completing the course(s).

<b>Name of Teacher:</b>	
<b>Teacher Certification Type and Number:</b>	
<b>Grade Level or Subject Area of Current Teaching Appointment</b>	
<b>Home Mailing Address (Street, City, State, Zip Code):</b>	
<b>E-Mail address:</b>	
<b>Telephone Number:</b>	
<b>Date Application Submitted:</b>	

**2. COURSES AND TIMELINES**

Please list the courses that the teacher is requesting to take using CTEP.

#	Semester and Year	Course Prefix and Number	Course Title	Credit Hours
1				
2				
3				
4				

*Note: A maximum of 6 credit hours may be requested a semester during the fall and spring semesters. More credit hours may be requested during the summer semester.*

**3. CERTIFICATION CONCERNING INFORMATION PROVIDED, INTENT TO TEACH, NEXT ACADEMIC YEAR IN LOUISIANA SCHOOLS, AND OUTSTANDING DEBT STATEMENT:**

I certify that the above information is true and correct to the best of my knowledge, and *I also certify that it is my intent to teach as a classroom teacher during the next academic year in a school in Louisiana.* I further certify that I do not have any outstanding financial obligations to any higher education institutions in Louisiana.

<b>Signature of Teacher:</b>	
<b>Date:</b>	

LOUISIANA CLASSROOM  
TEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION (CONT'D.)

**3. CERTIFICATION OF EMPLOYMENT TO BE FILLED OUT BY LOCAL  
EMPLOYING AUTHORITY:**

Name of Teacher:
------------------

I certify the following:

- This teacher is employed as a full-time certified classroom teacher in the school district;
- This teacher was employed during the last academic years as a full-time classroom teacher;
- This teacher has committed to practice his/her profession as a classroom teacher for at least one subsequent year;
- The school in which h/she teaches is approved by BESE;
- Documentation has been provided to indicate that the State Board of Elementary and Secondary Education tuition program funds are exhausted for the academic quarter/semester.

Name of School/School District:	
Employing Authority Typed Name:	
Employing Authority Signature:	
Date of Signature:	

**2011 Louisiana Laws  
Revised Statutes  
TITLE 17 — Education  
RS 17:3129.3 — Louisiana classroom teacher and vocational-technical school  
instructor enrollment program; creation; regulations; limitations**

**§3129.3. Louisiana classroom teacher and vocational-technical school instructor enrollment  
program; creation; regulations; limitations**

A. The Board of Regents shall develop, in concert with the institutions of higher learning under its jurisdiction and their management boards, a program for the enrollment of Louisiana full-time classroom teachers and vocational-technical school instructors in courses of instruction for college credit offered on the main campus of said institutions, on a tuition-free basis, where space is available and where the applicant teacher or instructor meets any prerequisite course requirements and all other requirements of this Section. The program

shall be implemented at no additional cost to the state. However, any institution having a teacher or instructor enrolled pursuant to the provisions of this Section may count such enrollment in its computation of student credit hours. All fees required for enrollment, except tuition, shall be paid by the teacher or instructor. For purposes of this Section, "classroom teacher" shall be defined as any full-time classroom teacher employed by a city or parish school board and holding a valid Louisiana teacher's certificate, and any full-time classroom teacher employed by a nonpublic school approved by the State Board of Elementary and Secondary Education.

B. The program shall be implemented not later than January 1, 1994.

C.(1)(a) By September 1, 1993, the board shall adopt rules and regulations to carry out the purposes of the program and, prior to adoption, shall submit them to the House Committee on Education and the Senate Committee on Education for review and comment.

(b) By September 1, 1995, the board shall adopt rules and regulations to implement provisions relative to participation of vocational-technical school instructors and, prior to adoption, shall submit them to the House Committee on Education and the Senate Committee on Education for review and comment.

(2) Such rules and regulations shall include but not be limited to the following:

(a) A requirement that the appropriate administrator at the institution approve space availability for the program and that such approval shall be granted absent any documented evidence that space is not available.

(b) A requirement that space availability shall be determined only after the deadline established by the institution for student schedule changes.

(c)(i) A requirement that to be eligible to participate in the program, a teacher or instructor shall not otherwise be eligible to enroll in such course or courses pursuant to the continuing education tuition exemption program established by the State Board of Elementary and Secondary Education.

(ii) By August 1, 1995, the State Board of Elementary and Secondary Education shall provide a copy of the guidelines and eligibility requirements for the continuing education tuition exemption program administered by the board to each institution and if any revisions are made to such guidelines and requirements after such time, the board shall provide the revised guidelines and requirements to each institution on a timely basis.

(iii) Upon receipt of the guidelines and requirements for the continuing education tuition exemption program as provided in Item (ii) of this Subparagraph, each institution shall be responsible for determining eligibility for enrollment in the program as provided by this Section.

(iv) Any teacher who is otherwise eligible for the program as provided by this Section and who is denied enrollment into the continuing education tuition exemption program as provided by the State Board of Elementary and Secondary Education due to insufficient funding for the program for the semester or quarter in which the teacher applies, shall be eligible to participate in the program as provided by this Section.

(d) A requirement limiting the course enrollment of a classroom teacher or instructor pursuant to the provisions of this Section to not more than six credit hours for any one semester or its equivalent for attendance at any institution operating on a quarter system. There shall be no limitation on course enrollment during summer sessions.

(e) A requirement that participation in the program by a classroom teacher or vocational-technical school instructor during any one school year shall obligate such teacher to practice his profession as a classroom teacher in the elementary or secondary schools of the state and such instructor to practice his profession as an instructor in the state vocational-technical schools for at least the subsequent school year.

Acts 1993, No. 253, §1, eff. June 2, 1993; Acts 1995, No. 1010, §1, eff. June 29, 1995; Acts 1995, No. 1213, §1.

**AGENDA ITEM C1 b.i**  
**ROUTINE ACADEMIC REQUESTS**  
Staff Approvals

Institution	Request
LSU HSC-NO	LSU Health Sciences Center in New Orleans requests approval to establish a new Department of Interdisciplinary Oncology (DIO) in the School of Medicine. The formation of this new DIO will allow LSU Health to optimize the administrative organization of its cancer-related faculty, currently housed in multiple different departments, and to better align the academic mission of these faculty with their work as members of the Stanley S. Scott Cancer Center (Cancer Center). <u>Approved</u>

**AGENDA ITEM VII C1b ii**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Submitted to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU-A	BS Computer Science	10.25.19	11.23.19 – Sent to CAOs for review, responses received by 12.17.19; under staff review.
Program Proposals	NSU	UC Business Analytics	07.02.19	11.6.19 – Staff contacted campus with questions regarding evidence of employer and student interest and need; 12.16.19 – Campus submitted responses, under staff review.
	NSU	UC Leadership Studies	07.02.19	11.19.19 – Staff contacted campus with questions regarding curriculum and student interest; 12.18.19 – Campus submitted responses, under staff review.
	UNO	UC Unmanned Systems Management	08.29.19	10.11.19 – Staff contacted campus with several concerns regarding lack of details provided in proposal; 12.14.19 & 12.17.19 – Campus submitted revised proposal and direct responses to concerns, under staff review.
	FTCC	AS Geology	10.24.19	11.18.19 – Staff contacted campus with several questions and items for clarification; ongoing conversation with campus, meeting scheduled for early January.
	ULM	BA Music	10.25.19	Under staff review.
	UNO	BS Construction Management	10.25.19	Under staff review.
	LSU	PhD Experimental Statistics	10.28.19	11.22.19 – List of recommended external reviewers submitted by campus; staff contacted campus wth concerns regarding recommended reviewers; 12.4.19 – Campus responded to staff concerns; staff contacting external reviewers.
	LSU	MS Sports Management	12.6.19	Staff contacting external reviewers.
	LSU	PBC Facilities Management	12.6.19	Under staff review.
	LSU	MS Financial Economics	12.6.19	Staff contacting external reviewers.

**AGENDA ITEM VII C2a i**  
**LETTER of INTENT**  
**GRAMBLING STATE UNIVERSITY**  
**BACHELOR OF SCIENCE IN CLOUD COMPUTING**

**BACKGROUND INFORMATION**

Grambling State University (GSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Cloud Computing. The LoI was approved by the UL Board of Supervisors in October 2019 and submitted to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment.

**STAFF SUMMARY**

**1. Description and Need**

Cloud computing is the practice of using a network of remote servers hosted on the internet to store, manage, and process data, rather than a local server or a personal computer, for individuals and companies to reduce costs associated with data storage and maintenance of certain hardware and software. The proposed degree will prepare graduates to have the skills needed to address growing workforce needs in cloud computing. Completers of the proposed program will have acquired competencies that will support success in the workplace in each of the three major components of cloud computing: Software as a Service (SaaS), Infrastructure as a Service (IaaS), and Platform as a Service (PaaS).

**2. Students**

A ten-question survey developed to gauge interest in the proposed degree program was distributed to a sample of GSU students. Over 60% of 100 respondents indicated interest in the proposed cloud computing degree program. In addition, the Board of Regents recently granted approval for three LCTCS Colleges to offer an Associate of Applied Science in Cloud Computing; (with all other LCTCS colleges to follow). Grambling plans to work with the community colleges to develop 2+2 programs. GSU estimates enrollment to start with approximately 20 students in their initial cohort.

**3. Faculty, Resources & Budget**

While existing faculty and infrastructure in place will support the proposed program, successful implementation and sustainability will require two new faculty as well as a new laboratory. The cloud computing program will initially be supported by federal funds and then will become part of the operating budget.

**STAFF ANALYSIS**

CAOs from around the state support the development of the BS Cloud Computing at GSU but request more distinction from other programs in the state, particularly regarding preparing students for higher level certifications than the cloud practitioner certification. The program proposal must also address several concerns raised about the curriculum content and sustainability of faculty and resources. Staff have shared all concerns and recommendations directly with the campus.

**STAFF RECOMMENDATION**

***Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Cloud Computing at Grambling State University.***

**AGENDA ITEM VII C2b i**  
**PROPOSED ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY AND A&M COLLEGE**  
**BACHELOR OF ARTS IN ART**

**BACKGROUND INFORMATION**

Louisiana State University and A&M College (LSU) requests Board of Regents' approval to offer a BA in Art. The program was developed to provide an alternative track from the BFA to students in the School of Art. LSU submitted a Letter of Intent for a BA in Integrative Arts but agreed to change the title to BA in Art based on statewide CAO and staff feedback. Regents approved the Letter of Intent for a BA in Art in December 2018. The LSU Board of Supervisors approved the full proposal with the newly requested title of BA in Art & Design in October 2019 and submitted the proposal to Regents for consideration. After discussions with Regents staff regarding the inclusion of "design" in the title, LSU again agreed to the title BA in Art in December.

**STAFF SUMMARY**

**1. Description and Need**

The proposed BA in Art serves to bridge existing fields of study within the LSU School of Art with other programs across the university. The purpose of the degree is to allow students to combine their visual arts education with another area of study in the form of a minor, a second major, or an accelerated master's program outside the School of Art, without exceeding 120 credit hours. The first year in the proposed program would have similar requirements to the existing Bachelor of Fine Arts in Art consisting of a survey of arts course and foundation classes in design, drawing, and composition. Students in the BA would then choose an area of concentration in the School of Art as well as a non-art focus area such as Architecture; Digital Media Arts & Engineering; Film & Media Arts; Interior Design; Textiles, Merchandising & Apparel; Architectural History; Community Design; Arts Administration; Computer Science; Entrepreneurship; Music; Visual Communications; Psychology; and Biology. By integrating studio arts with fields across the university, the school aims to increase the diversity of its students and their scope of understanding across a range of disciplines while providing broader opportunity for a career related to art.

Other visual or studio art programs in the state include McNeese, Southeastern, UNO and Grambling. During the CAO review, institutions from around the state indicated that it was appropriate for LSU to have a BA in Art program and did not consider the program to be unnecessary duplication given that the program primarily serves students already enrolled at LSU. The curriculum was designed to provide students with a strong foundation in art, while leaving room for other majors or focus areas so a student may craft a career path from the breadth of options available at the institution. While jobs for studio artists are limited, graduates of LSU's program can pursue a variety of art-related careers such as web developer, Art teacher, and advertising managers, which are all expected to experience above 10% growth through 2024.

**2. Students**

The College of Art & Design at LSU uses direct admission, and freshmen are advised by college counselors during freshmen orientation. After the first year, students must currently apply and be admitted into the BFA or change to a major outside the school. Currently, approximately 25% of students are not admitted into the BFA, and switch to another major elsewhere in the university, which can lead to a student needing to take more than 120 hours to complete a degree. Most of the students who change majors go on to include an art-related minor in their curriculum. This new degree program will not only attract students directly into the program but will provide an alternative to the BFA for students who still wish to pursue an art degree. Enrollment in the School of Art's BFA program and its minors has been growing significantly since 2014. Based on the number of students who currently are not admitted into the BFA after freshmen year, the number of students who pursue Art minors, and the continued enrollment growth in the college, the program

anticipates initial enrollment of up to 50 students with growth of 10 students per year for several years.

### **3. Faculty, Resources, and Budget**

The program will be implemented with the 30 tenure and tenure-track faculty currently in the School of Art, and the facilities that are available throughout the College of Art & Design. Once enrollment reaches 50 students, which is expected by the end of the first year of implementation, the School anticipates needing an additional one- and one-half FTE faculty to support the program through additional courses and student advising, with a total of three FTE needed by enrollment of 160, which is anticipated by year four. Initial costs for adding one- and one-half FTE faculty plus one graduate assistant will cost \$121.5K, with the cost of three assistants and three FTE faculty in year four will be \$278.8K. These faculty hires will be considered for the program by the College Dean in conjunction with four expected retirements from the College faculty in the next five years. Accreditation for the program is included under the College's existing National Association of Schools of Art & Design (NASAD). The proposed program has been submitted to NASAD, and the College will undergo its ten-year accreditation visit and evaluation during the 2020-2021 academic year.

### **STAFF ANALYSIS**

LSU has designed a program that will serve students who enter with the intention of completing the BFA but are not admitted to the program or who decide to pursue a more liberal arts focused art degree with a secondary focus in another discipline of interest. The proposed program will make use of LSU's resources in its Art program by expanding opportunities to students who want to enter art careers without necessarily being traditional studio artists themselves. Staff anticipate strong enrollment numbers based on student interest in the program and flexibility in the curriculum and will monitor the addition of faculty as the program grows. The Baton Rouge art community including museums and other organizations is stated as a strength of the program, and staff will closely monitor the development of those relationships including funding opportunities to support faculty and student activities.

### **STAFF RECOMMENDATION**

*The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed BA in Art (CIP 50.0702) at Louisiana State University and A&M College, with a progress report due July 1, 2021.*

**AGENDA ITEM VII C2b ii**  
**PROPOSED ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER –**  
**SHREVEPORT**  
**DOCTOR OF PHILOSOPHY IN REHABILITATION SCIENCES**

**BACKGROUND INFORMATION**

Louisiana State University Health Sciences Center – Shreveport (LSU HSC-S) requests Board of Regents' approval to offer a PhD in Rehabilitation Sciences. The program was developed in response to a growing local and national shortage of PhD faculty and researchers in the rehabilitation sciences. Regents approved the Letter of Intent in September 2018, and the LSU Board of Supervisors approved the full proposal in September 2019. This November, Dr. Jennifer Stevens-Lapsley from the University of Colorado Anschutz Medical Campus agreed to conduct an external review of the proposal, and she submitted her favorable report to Regents staff in December.

**STAFF SUMMARY**

**1. Description and Need**

The PhD in Rehabilitation Science at LSUHSC Shreveport meet an acute need for additional scientists and academic faculty equipped to face the challenges of modern educational and healthcare environments. The degree is designed to transition clinicians to academia in order to meet the demand for research-trained faculty in rehabilitation science programs such as occupational therapy, physical therapy and speech-language pathology. The rehabilitation sciences PhD program will be a research-focused degree requiring a dissertation and dissemination of the findings of original, mentored research by the student. The first two years of the degree consists of didactic instruction in core courses of research methods, professional development seminars, research/teaching apprenticeships, and statistics, and one of three tracks of rehabilitation science from which the student chooses. The program will be established with three concentration areas: Movement Science, Speech-Language Pathology, and Neurocognitive Rehabilitation.

At present, no university in Louisiana offers a PhD in Rehabilitation Sciences. LSU A&M offers a PhD in Kinesiology with focus areas in Exercise Physiology, Motor Behavior, and Pedagogy and Psychological Sciences through their School of Kinesiology in the College of Human Sciences and Education. The proposed PhD in Rehabilitation Sciences differs from this program due to its focus on transitioning practitioners who already possess clinical expertise into faculty roles for those respective disciplines. According to the Association for Academic Healthcare Centers (AAHC) 77% of the schools of allied health administrators around the country declared faculty shortages to be "a problem." In addition to the practical need for doctoral-level faculty, accreditation guidelines of individual disciplines require a certain cohort of doctoral-level faculty in order for programs to retain accreditation.

**2. Students**

LSU HSC-S anticipates a small number of students to enroll annually and intends to manage the capacity according to current faculty workloads to avoid the need for additional faculty during the first several years of implementation. Strategic and controlled expansion will allow the program to evolve with the recruitment of senior faculty members and/or maturation of our current junior faculty towards senior faculty status. Based on a survey of current students and capacity, the institution plans to enroll four students in each of the first two years, and add two additional students per year over the next three years with a projected total of 14 PhD students enrolled by 2024, with four to six of whom would be in the dissertation phase or near the completion of their matriculation.

### **3. Faculty, Resources, and Budget**

The program will be housed in a state-of-the-art academic building for the School of Allied Health Professions (SAHP), built in 2007, with dedicated and shared clinical, teaching, and research space for all the School's programs, including the proposed program. In addition to the classroom space, there is a 27,000 square foot interdisciplinary clinic located on the ground floor frequently used for laboratory teaching, clinical practice, and data collection. There is no anticipated need for new facilities or equipment. Should there be a need for additional equipment, faculty will strategize on seeking external support as needed. Faculty of the SAHP has been successful in multiple grant applications to acquire contemporary equipment for use in teaching and research in the existing rehabilitation clinical programs.

The program will be administered within the School of Allied Health, and existing faculty with expertise in the initial concentration areas will teach courses and provide student advising. Depending on program growth, 1.5 additional FTE faculty at a cost of \$265K will be required a few years after implementation. Revenue from clinical services, as well as external research funding will supplement tuition to cover these costs.

### **STAFF ANALYSIS**

LSU HSC-S has presented a well-documented case for the significant need for additional faculty and scholars in the various fields encompassed under rehabilitation sciences, and the institution is well equipped to meet that need. External reviewer Dr. Stevens-Lapsley, as well as external experts who reviewed the program before the proposal was submitted to the Regents, all agree on the problematic shortage of PhD-level faculty in the rehabilitation sciences, and all concur that LSU HSC-S's proposed program has been well designed to serve students and the needs of the field. Through the progress report process, staff will monitor sources of funding to support additional faculty costs since tuition is not anticipated to cover those costs.

### **STAFF RECOMMENDATION**

*The Senior Staff recommend conditional approval of the proposed PhD in Rehabilitation Sciences (CIP 51.2314) at Louisiana State University Health Sciences Center – Shreveport, with a progress report due October 1, 2021.*

*Marty J. Chabert  
Chair*

*Collis B. Temple III  
Vice Chair*

*Blake R. David  
Secretary*

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



*Claudia H. Adley  
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*Board of Regents Meeting as a Committee of the Whole*

**Reports and Recommendations  
LEGISLATIVE COMMITTEE**

*Thursday, January 9, 2020 at 10:40 a.m.  
Claiborne Building  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana*

**VII. Reports and Recommendations**

**D. Legislative**

1. Updates on Legislative Resolution Studies
2. 2020 Legislative Priorities

**Committee Members:** Randy Ewing, Chair; Charles McDonald, Vice Chair; Claudia Adley; Blake David; Robert Levy; Sonia Pérez; Collis Temple III; Gerald Theunissen; Louisiana Community and Technical College System Representative; Louisiana State University System Representative; Southern University System Representative; and University of Louisiana System Representative; and Staff - Erin Cowser, Assistant Commissioner of Legislative and External Affairs

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

**Reports and Recommendations**

**STATEWIDE PROGRAMS COMMITTEE**

**Thursday, January 9, 2020 • 11:00 a.m.**

Claiborne Building  
Louisiana Purchase Room  
1201 North Third Street, First Floor  
Baton Rouge, Louisiana

**VII. Reports and Recommendations**

**E. Statewide Programs**

1. Consent Agenda
  - a. Approval of Final Rulemaking – Scholarship and Grant Program
2. Other Business – LOUIS Update

Committee Members: Robert Levy, Chair, Gerald Theunissen, Vice Chair, Charles McDonald, Wilbert Pryor, T. Jay Seale III, Collis Temple III

**Consent Agenda**  
**Agenda Item VII.E.1.a.**

Authorize publication of final rule to amend the Scholarship and Grant Program Administrative Rules to implement the provisions of Act 402 of the 2019 Regular Session of the Louisiana Legislature with respect to the GO Youth ChalleNGe Program.

**BACKGROUND:**

At its June 19, 2019 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 August 20, 2019. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking:

- Provides that a student may be eligible for the award if he completes the National Guard Youth Challenge program and earns a high school diploma or its equivalent.
- Allows students to receive the award for postsecondary studies that lead to a diploma, certificate, associate's or baccalaureate degree required to achieve employment in a high demand, high skill, high-wage career.
- Allows the administering agency to extend the time within which a student must enroll in a postsecondary institution past the one-year anniversary of completion of the National Guard Youth Challenge Program beginning in the 2020 – 2021 academic year
- Updates the responsibilities of the State Military Department (SMD) and LOSFA for the National Guard GO Youth ChalleNGe award with respect to certification of completion of a high school diploma. In addition, the requirement that the SMD report students' social security numbers to LOSFA has been deleted.

## **Statewide Programs, Other Business**

### **LOUIS Update**

#### **About LOUIS**

Library Consortium, one of several statewide programs of the Louisiana Board of Regents.

- Established in 1992, formerly housed at LSU
- 47 member libraries
- Public and private (non-profit) 2 and 4 year institutions
- 10 staff serving over 400 library employees across the state
- Library technology management, cooperative procurement of library resources, professional development, resource sharing, and affordable learning

#### **Affordable learning**

Passage of a guiding document by Board of Regents in 2017/18-reviewed by eLearning and LOUIS communities

Key activities (approach reduction of textbook costs from multiple established best practices):

- Establish central staffing and training
- Expand collection of eBooks available as textbook replacements
- Support faculty textbook transformation projects
- Bookstore relationships-Reduce data sharing friction and improve price transparency
- OER Repository

#### Master Plan connection

- Emphasis on affordability, “cost should not prevent talented individuals from accessing” postsecondary credentials
- The cost of textbooks creates a significant affordability challenge for students
- Average of \$1200 per year in additional educational costs
- 2/3 of students have gone without required materials with negative impacts
- Estimated \$209 million in annual textbook and material costs that Louisiana students are expected to pay

#### **Establish central staffing and training**

Emily Frank has joined LOUIS providing campus-level faculty and librarian training on OER and affordable learning, managing daily operations of OER repository, and textbook transformation projects.

#### **Expand collection of eBooks available as textbook replacements**

LOUIS received supplemental funding from the BoR as well as utilized LOUIS member funds to expand the collection of available eBooks by over 40,000 though an evidence-based acquisitions model (EBA). We have also utilized targeted buying of individual eBooks already in use in the classroom through our curriculum driven acquisitions programs (CDA). Lastly, we have added perpetual access to some smaller collections from Duke University Press as well as some specialized engineering and computer science

collections with unrestricted course use capability. We continue to explore cost-effective opportunities for acquiring additional licensed eContent for textbook replacement.

### **Support faculty textbook transformation Projects**

Two cycles of calls for proposals (CFPs) have been completed. These were developed with support from BoR Sponsored Programs and reviewed by four external reviewers working on state-level affordable learning initiatives.

- 10 projects in January 2019 with a 3-year impact of \$993,558.75 for 5619 students
- 7 projects in the August 2019 with a 3-year impact of \$655,437.18 for 3012 students

### **Bookstore relationships**

- SB117/Act 125. FAQs and campus IT implementation guides are now in progress with Board of Regents to align with existing student data collection procedures between campuses and BoR.
- Other bookstore opportunities: Inclusive Access Licenses
  - Through this work we have also encountered campuses in state and beyond using other strategies to address student textbook costs, such as Southeastern's long-standing rental program
  - We are also seeing many campuses pursue Inclusive Access (IA) models, which can be part of an effective solution when done thoughtfully, with student choice and faculty academic freedom carefully considered
  - OhioLink pioneered this approach with their statewide IA agreements
  - What's in an Inclusive Access (IA) agreement?
    - Day one access to required course materials often billed through bookstore to student account and delivered to the student via the CMS or bookstore platform
    - Aggressively pursuing pricing that falls under the Louisiana-defined cap for Affordable Educational Resources (\$29.00)
    - First Louisiana IA agreement signed this fall with over \$4 million in potential student savings annually through a single publisher, other publishers to follow

### **OER Repository**

LOUIS OER Commons supports discovery, collaboration, curation, design, and reuse of openly licensed resources as replacements for high-cost textbooks. Over 1000 teaching materials were selected by Louisiana academic librarians and aligned to 250 courses in the Statewide Common Course Catalog. As referenced in the Master Plan, this streamlines the course redesign process for faculty. Research has shown that one of the greatest barriers to faculty participation in OER programs is the time required to identify high-quality teaching resources. The work of academic librarians in our state minimizes this time burden.

To further promote use of the LOUIS OER Commons, six faculty have been chosen for an OER faculty cohort program. The following faculty in Business and Communications will take part in a faculty learning community over the spring semester as they utilize the LOUIS OER Commons to design openly-licensed syllabi. These syllabi can be reused and adapted across the state and beyond.

- Douglas J. Marshall, Associate Professor, Communication Studies; Interim Chair, Department of Arts & Humanities, Southern University at New Orleans
- Jose Noguera, Professor and Chair, Management and Marketing, Southern University and A&M College
- David Stamps, Assistant Professor, Manship School of Mass Communication, Louisiana State University
- Danielle Vignes, Associate Professor, Speech, Baton Rouge Community College
- Clifford Stephens, Instructor, Russel B. Long Professorship in Finance, and Director – Master of Science in Finance Program, Louisiana State University
- Casey Merrell, Instructor, Speech, River Parishes Community College

Connecting faculty with peers in their disciplines supports the scalability of the project through peer vetting of resources. To further promote scalability, campus-level academic support staff have been invited to participate alongside their faculty to enhance local-level expertise for OER course design.

All subject areas and disciplines will be invited to participate in subsequent statewide faculty learning communities.

### **Outcomes & Next Steps**

- Infrastructure for growth now in place
- Many local program and initiatives: Fletcher announced that they have hit their \$1 million student savings goal
- LOUIS has tracked at least \$10 million in savings across the state in use of OER and library-provided resources
- Act 125 will support ability to begin examining the impact of cost reduction on student level outcomes beginning with 2020-2021 AY
- Developing programs to incentivize OER in Dual Enrollment settings

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*Board of Regents Meeting as a Committee of the Whole*  
**Reports and Recommendations**

**PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING**  
**January 9, 2020 • 11:20 a.m.**

Louisiana Purchase Room  
W.C.C. Claiborne Building, Baton Rouge, LA

**VII. Reports and Recommendations**

**F. Planning, Research and Performance**

1. Consent Agenda
  - a. State Authorization Reciprocity Agreement (SARA) Institutional Renewal
    - i. Southeastern Louisiana University
2. Admissions Criteria Policy
3. Response to Senate Resolution 190 of 2019. Study of a School of Dentistry in Northern Louisiana
4. Dual Enrollment Update

**Committee Members:** Claudia Adley, Chair, Sonia Pérez, Vice Chair, Blake David, Randy Ewing, Robert Levy, Charles McDonald, Wilbert Pryor, Gerald Theunissen

## **Agenda Item VII F1a. i**

### **Executive Summary**

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

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 25 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually in order to maintain their membership.

One institution (Southeastern Louisiana University) submitted a SARA renewal application. Regents' staff reviewed the renewal application and determined that it meets all requirements for continuing their membership in SARA.

**Senior staff recommends approval of the Renewal Application for Institutional Participation in SARA for Southeastern Louisiana University and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership renewal.**

## **PROPOSED AMENDMENTS TO BOARD OF REGENTS POLICY FOR ADMISSIONS REQUIREMENTS**

There are several amendments proposed for the Board of Regents Policy for Minimum Admissions for First Time Freshmen. These amendments are intended to bring additional clarity to the administration and implementation of minimum admissions standards – including guidance for non-resident eligibility, criteria for exceptions to admissions standards, revised maximum allowances for admission by exception, penalties for violation of policy, and other issues related to the adoption of policy amendments.

Regents staff conducted research and initiated communication with institutions following the results of the admissions exception audit requested by the Board in Spring 2019. Beginning in August, staff followed up with institutions for feedback regarding proposed policy amendments intended to address the issues identified in the audit's findings. Staff collected feedback through December from systems and institutions regarding the proposed draft policy. A detailed timeline of system/campus outreach is attached.

### **SUMMARY OF CHANGES**

#### **Minimum Admission Standards Audits and Penalties**

Outlines Board of Regents expectations that public institutions adhere to Board policy, including Statewide First-Time Freshman Minimum Admissions Standards and exception allowances. Specifies that annual audits will be conducted on selected institutions. Further articulates that the Board of Regents may apply graduated penalties for violation of admissions policies, in accordance with the degree, repetition, and/or systemic nature of the violation.

The proposed policy calls for annual reporting of a two-year rolling average to be provided. This will entail a review of the prior two years of exceptions data submitted through the Statewide Student Profile System (SSPS). Institutions whose two-year average exceeds the allowed admissions exceptions by 1 percentage point (i.e. institution has a 9% exception rate average, but has an exception allowance of 8%) would be flagged for non-compliance and Board review.

#### **Petition to Change Minimum Standards and Exception Allowances (Beginning 2021)**

Universities may petition for changes to minimum admission standards and exception allowances provided the requesting institution shows the history of performance of admitted exceptions over a minimum three-year period, potential impact to other public postsecondary institutions across the state, and the infrastructure in place to support underprepared students. Any approval for such action will commence with a two-year pilot to allow the institution to demonstrate student success prior to continued implementation of the change.

#### **Summer Provisional Programs & Exception Status**

This is a new opportunity for institutions to address freshman academic deficiencies through successful participation in a summer provisional program. If the student successfully completes at least 6 credits of college-level coursework (including English or Math) and achieves a minimum 2.3 Summer GPA with a "C" grade or higher in English or Math, s/he will not be recorded as an exception.

**These items are in response to campus questions and interest in increasing enrollment of out-of-state and international students.**

**Board of Regents/TOPS Core Curriculum for Non-Louisiana Students**

There is specific direction in the policy regarding how to evaluate non-resident coursework by the admitting university, clarified in response to campus concerns regarding enrollment of students without the TOPS core. The amendment also allows for appropriate course substitution pending the academic pathway chosen by the student (STEM or Non-STEM).

**Non-Resident Allowable Exceptions**

This is a revision regarding an expansion of allowable exceptions for the admission of non-resident students. Institutions will be permitted to admit up to 100 additional non-resident exceptions beyond their maximum exception allowance.

**STAFF RECOMMENDATION**

**The Senior Staff recommends approval of the updated Minimum Standards for Admission Policy with a staff report to be shared on the impact of the policy changes on admissions by institution.**

## Louisiana Board of Regents

### **SUPPLEMENT TO THE MINIMUM STANDARDS FOR ADMISSION TO LOUISIANA PUBLIC POSTSECONDARY INSTITUTIONS**

The Louisiana Board of Regents (BoR) is committed to promoting access to postsecondary education and to ensuring that students enroll at institutions that best serve their individual needs and the needs of the State of Louisiana. The BoR establishes minimum standards for regular admission at all of Louisiana's public postsecondary institutions. Colleges and universities are encouraged to adopt additional, more specific or rigorous requirements for admission either to the institution or to specific program offerings to help guide students to the best fit in readiness for success.

#### **FIRST-TIME FRESHMAN MINIMUM ADMISSION STANDARDS**

*As defined in the Board of Regents' Statewide Student Profile System (SSPS), a freshman is a student who has never attended any college (or other postsecondary institution) after completing high school. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. It also includes students who entered with advanced standing (college credit earned before high school completion). These students are reported in SSPS with admission status = 1.*

#### **Two-Year College Admission**

Public two-year postsecondary institutions are open-admission, meaning that there are no minimum freshman admission requirements to enroll in the college beyond: completion of an application, proof of selective service registration (for males aged 18-25), and submittal of immunization records/waiver. An individual college may adopt additional, more specific or rigorous requirements for general admission and/or admission to specific program offerings. To enroll in mathematics or English courses designed to fulfill general education requirements, students must meet the minimum placement requirements described in AA Policy 2.18. Louisiana two-year institutions include: Baton Rouge Community College (CC); Bossier Parish CC; Central Louisiana Technical Community College (TCC); Delgado CC; Fletcher TCC; LA Delta CC; LSU Eunice; Northshore TCC; Northwest LA TCC; Nunez CC; River Parishes CC; South LA CC; Southern University in Shreveport; and SOWELA TCC.

#### **University Admission**

BoR minimum standards for universities are differentiated into three groupings of institutions: Flagship (LSU A&M); Statewide (LA Tech, UL Lafayette, UNO); and Regional (Grambling, LSU Alexandria, LSU Shreveport, McNeese, Nicholls, Northwestern, Southeastern, Southern A&M, SUNO, and UL Monroe).

The statewide University Freshman Minimum Admission Standards are these: all students offered freshman admission to a Louisiana public university are expected to have completed the 19-unit BoR Core (which is also the TOPS Opportunity Core – or equivalent courses, for out of state students) and achieved at least a 2.0 high school GPA. International students must have completed a secondary education comparable to completion of high school in the U.S. and must qualify for admission to a comparable university in their respective country. All must demonstrate a literacy and numeracy readiness for college-level course work, described in Academic Affairs Policy 2.18, *Minimum Requirements for Placement Into Entry-Level, College-Level Mathematics and English* as an 18 ACT English subscore and 19 ACT Math subscore (or alternate measures). Finally, depending on the institution's grouping, applicants must meet either a minimum GPA on the BoR Core or a minimum ACT/SAT Composite score as summarized below:

• Flagship	3.0 Core GPA	or	25 ACT Composite (or SAT Equivalent)
• Statewide	2.5 Core GPA	or	23 ACT Composite
• Regional	2.0 Core GPA	or	20 ACT Composite

Universities can access transcripts for Louisiana public and parochial high school students through the Student Transcript System (STS), which evaluates courses for completion of the Core, Core/TOPS GPA, and Overall GPA. For records not found in STS, core course options for transcript evaluation are listed in the LA Department of Education's [High School Planning Guidebook, Course Requirements Chart \(Appendix 1\)](#). Alternate evaluation guidelines and measures are described in the table below.

### 1. Under Age 25

<p><b>Records found in Student Transcript System (STS):</b> For students who have completed the 19-unit BOR/TOPS University Core (C4 or TU).</p>	<p><b>Records not found in STS with BOR/TOPS Core:</b> e.g., home schools, out-of-state and international high schools</p>
<p><b>1. Board of Regents Minimum Admission Standards for First-Time Freshmen.</b></p>	<p><b>1. Board of Regents Minimum Admission Standards for First-Time Freshmen</b></p> <p><b>OR</b></p> <p>2. Students who have <b>17 or 18 units</b> of the required 19-unit Core curriculum may be admitted if they have the minimum overall HS GPA <u>and</u> the minimum HS core GPA on those 17-18 units <u>and</u> the minimum ACT score <u>and</u> meet the literacy &amp; numeracy (AA 2.18) requirement.<b>OR</b></p> <p>3. Students may be admitted if they have an <b>ACT composite 3 points higher</b> than the minimum required <u>and</u> have the minimum overall HS GPA <u>and</u> meet the literacy &amp; numeracy requirement.</p>
<p><b>Regents' Core:</b> Core in place at graduation, as determined by and reported in STS.</p> <p><b>* Example:</b> 2018 graduating class: TOPS/University Core, or 2012-2017: Core 4 Curriculum, as specified in LDE Bulletin 741.</p>	<p><b>Regents' Core:</b> BoR/TOPS Opportunity Core, evaluated by the admitting university with a documented procedure for evaluation of the (non-LA) HS transcript allowing for appropriate course substitution to determine course equivalencies for graduates of high schools outside of Louisiana.</p> <p>For students who meet <i>their state's</i> HS core but lack the minimum 17-19 BOR Core units, universities may substitute a maximum of 3 'extra' qualifying Core courses along STEM/Non-STEM lines: Math/Science, or English/Social Studies/Foreign Language. The course substitutions and confirmation of the out-of-state college prep core must be noted in the record. All other minimum admission requirements must be met.</p>
<p><b>Minimum overall HS GPA:</b> Determined and reported in STS</p>	<p><b>Minimum overall HS GPA:</b> Determined and reported on HS or STS transcript</p>
<p><b>Developmental courses/support needed:</b> in accordance with BoR AA Policy 2.18</p>	<p><b>Developmental courses needed:</b> Same</p>
<p><b>High school core GPA:</b> Determined and reported in STS</p>	<p><b>High school core GPA:</b> Determined by admitting university with a documented evaluation procedure</p>
<p><b>ACT Composite or comparable SAT total score:</b> Official score report from ACT or College Board</p>	<p><b>ACT Composite or comparable SAT total score:</b> Same</p>

<b>HiSET or GED:</b> Completion of HiSET/GED is not reported in STS. (Use alternate measure →)	<b>HiSet or GED:</b> ACT composite 3 points higher than the minimum, and meet the literacy/numeracy requirement.
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Applicants admitted outside of minimum standards (i.e., as exceptions) must demonstrate that they are prepared to do satisfactory academic work at the institution to which they are applying and that, as members of the campus community, they will both benefit from and enrich the educational environment, enhancing the quality of the institution. To make this determination, they should be given a comprehensive review based upon the following criteria:

Academic Factors are the most important consideration in making admissions decisions. Factors to be considered include completion of the college-preparatory Core coursework, grade point average, and trends in grades.

Standardized Test Scores (ACT or SAT) used to provide additional academic information about the quality of the academic background. An institution may require additional information of some or all applicants as supplemental information.

Other Factors for considerations include student experiences at school or work, motivation, community service, special talents, status as a non-traditional or returning adult, status as a veteran of the U.S. military, and what sorts of socio-economic challenges the applicant may have faced and overcome.

## **2. Graduating from Non-US High School (Under 25 Years of Age)**

Students must have completed a recognized secondary program comparable to a U.S. high school preparatory core and have academic records comparable to those required to meet the Louisiana institution's freshman admission standards. Transcripts must be in English, or translated. When comparable core courses are not evident, institutions must cite nationally recognized (e.g., AACRAO, WES) documentation that the applicants have completed a program of study that would recommend them for admission to a comparable university in their country. SAT or ACT is highly recommended.

International Students from non-English-speaking countries or from a non-English curriculum school may be admitted with a minimum overall GPA from a secondary education program equivalent to completion of high school in the U.S. They must demonstrate college-level English proficiency before admission (e.g., through ACT/SAT/ACCUPLACER, TOEFL/IELTS/MTELP, or completing a campus-based ESL program) and complete the residual Math ACT or ACCUPLACER to meet the AA 2.18 requirement. Students must qualify for admission to a comparable university in their respective country. Upon admission they may be required to enroll in credit-bearing (but not-for-degree-credit) English as a Second Language coursework as determined by the institution.

International students from English-speaking countries and/or English-speaking curriculum schools may be admitted with a minimum overall GPA from a secondary education equivalent to completion of high school in the U.S., and the minimum ACT/SAT/ACCUPLACER scores to meet literacy & numeracy requirement (AA 2.18). Students must qualify for admission to a comparable university in their respective country.

Applicants are expected to meet Freshman Minimum Admission Standards or be admitted by exception. *(2019 Note: Because of the timing for recruitment materials, reasonable explanations for compliance issues will be considered through Fall 2020.)*

## **3. Adults, Age 25 or Older**

Adults aged 25 or older must meet the standards for adult admission that are established by the institution, within placement indicators of AA Policy 2.18. (e.g., ACT English 18, Math 19, or alternate measures). Such students should be age 25 when the semester starts; SSPS data logic checks as of the end of the calendar year (31 Dec) of the AY beginning year.

#### **4. Provisional Admission**

Students should be fully admitted at the time they enroll. At their discretion, institutions may offer provisional admission to freshmen students in anticipation of the students meeting the admission standards by the time they begin classes as freshmen.

For example:

- A student who is still in high school may be provisionally admitted pending graduation from high school, completing the core, having the minimum overall GPA, having the minimum ACT and/or core GPA, and meeting the developmental course requirement.
- A student who has graduated from high school and otherwise meets minimum standards for admission may be provisionally admitted pending receipt of ACT scores or meeting literacy/numeracy measures, as specified by the institution.

The student record must reflect the final admission information showing eligibility for admission by the end of the first semester or term.

#### **5. Developmental Courses Needed**

Developmental course needs are determined in accordance with AA Policy 2.18. Students within 3 ACT points of the breakpoint for enrollment in college-level English or Mathematics *may* be admitted if provided appropriate English/Math supplemental/co-requisite/tutoring courses or support necessary for the student to succeed. Student success (English/Math course grades, semester GPA, persistence, completion) will be monitored, particularly for students admitted and enrolled with subscores below the AA 2.18 minima (18 ACT English; 19 ACT Math), based on the regular SSPS submissions.

As of June, 2015, the BoR minimum standards permit regional institutions to admit students needing one developmental course, but only 2-year institutions and HBCUs are authorized to *teach* the developmental course. Developmental courses will be taught at/by 2-year colleges or at/by HBCUs, whose mission specifically addresses serving underprepared students.

#### **6. Allowable Exceptions**

In addition to the BoR's minimum admission standards, institutions are encouraged to adopt more specific or rigorous requirements for admission (or for automatic admission). It is possible that exceptions to the *university* standards may still meet the BoR's minimum requirements.

Institutions may admit by exception the following allowable percentage of freshmen students (reported in SSPS with admission status =1) who do not meet the BoR's minimum admission standards. The number of freshmen students representing the allowable percentage may be calculated from the previous year's (semester/term) entering freshman class reported enrolled as of the end of the semester/term.

Flagship: 4% -- LSU

Statewide: 6% -- La Tech, ULL, UNO

Regional: 8% -- Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

#### **\* Additional Exceptions for Non-Resident (Out-of-State and International) Students**

A supplemental non-resident exception allowance provides institutions with an opportunity to further develop a geographically and culturally diverse class without restricting opportunities for equivalent exceptions that could otherwise be afforded to qualified Louisiana residents. To achieve this, institutions may enroll a maximum of one-hundred (100) non-resident exceptions in addition to the maximum allowance provided in policy.

## \* **Summer Provisional Programs & Exception Status**

Freshmen admitted by exception to the Fall Cohort who participate in a summer provisional program and successfully complete at least 6 credits of college-level coursework, including at least one English or Math course, and achieve at least a 2.3 Summer GPA and a C or better in English/Math, may be recoded as 'Not an Exception' for the Summer term. (Note: Summer and Fall FTF are combined as one entering cohort for IPEDS reporting and BoR analysis.)

BoR will revisit exception allowances after evaluating data comparing performance of students admitted by exception to those admitted under minimum standards. Performance measures to be considered will include: 1<sup>st</sup> semester GPA; 1<sup>st</sup> to 2<sup>nd</sup> year retention; 3<sup>rd</sup> semester GPA; gateway course attempts and grades; and graduation rates.

## \* **MINIMUM ADMISSION STANDARDS REVIEW AND AUDIT**

Public Universities are expected to adhere to BoR policy, including Statewide First-Time Freshman Minimum Admission Standards and exception allowances. BoR will review student data reported through the Statewide Student Profile System (SSPS) annually, primarily focusing on those data fields that are essential to verify final admissions decisions (e.g., Core, Core GPA, overall HS GPA, admission test score, English and math placement scores, and exception flag) to determine whether institutions are in compliance with the policy. A number of institutions will be selected for a campus audit, and a report to the Board will summarize data on entering freshman cohorts and the percentage admitted by exception.

Annual reporting is to be conducted on a two-year rolling average. This will entail a review of the prior two years of exceptions data submitted through the Statewide Student Profile System (SSPS). Institutions whose two-year average exceeds the admissions exceptions by 1 percentage point (i.e. institution has a 9% exception rate average, but has an exception allowance of 8%) will be flagged for non-compliance and Board review.

Based on audit findings, the Board of Regents may take action as it deems appropriate when the number of exceptions to the minimum standards exceeds the allowance. Penalties will be graduated in accordance with the degree, repetition, and/or systemic nature of the violation, as the Board determines.

## **Institutional Requests for Change to Minimum Standards, Exception Allowances**

Effective for the Fall 2021 cohort, a university may petition the Board for a change to a minimum standard or exception allowance. The request must address the potential impact on other institutions and include at least three years of evidence that students (admitted within the standards and by exception) are performing at comparable levels of academic success at that institution. The petition must include a statement of support from the Faculty Senate and an endorsement from the System Office. The comparative data must include student success measures listed above and the petition argument (data) must be verifiable by BoR staff using campus SSPS submissions. Petitions must describe the student support measures in place and a plan for expansion to meet the anticipated increase in students. Petitions will be presented to the Board with a staff recommendation. BoR approval will ordinarily be on a 2-year pilot basis with required annual reports based on equivalent demonstrative data as used in the petition. If continuation is denied, the entering cohort for the next Fall semester will be required to meet the minimum standards in place. (For example, because of the timeline for the admissions cycle, a 2-year pilot could apply the pilot measure for Y1, Y2, Y3 but must have specific authorization to continue for the Y4 entering cohort.)

## **TRANSFER MINIMUM ADMISSION STANDARDS FOR 4-YEAR UNIVERSITIES**

*As defined in the Board of Regents' Statewide Student Profile System (SSPS), a transfer is a student who enrolls at an institution for the first time who has previously attended another postsecondary institution (after high school). This does not include those students enrolled for the first time in the summer (see definition of freshman). These students are reported in SSPS with admission status = 4.*

### **1. Transferring from a U.S. Postsecondary Institution**

Students must have earned a transferrable Associate Degree (AA or AS) or higher from an accredited institution or meet the Board of Regents' transfer requirements as per the **Board of Regents Minimum Admission Standards for Transfer Students**

### **2. Transferring from a College-University Bridge Program.**

Statewide minimum standards for admission to a bridge program are silent: bridge program details are left up to the College-University parties for admission, performance, and transfer. Minimum college-level credit hours for transfer is 12, including an English & Math course with a grade of at least "C" in both and the specified GPA, but bridge agreements may require more credits and/or higher GPA.

### **3. Transferring from a Non-U.S. Postsecondary Institution**

Admission decisions must be made in accordance with recommendations in nationally recognized publications. Students must meet the minimum transfer standards.

International students for whom English is a second language are required to demonstrate English proficiency. These students must have completed a college-level Mathematics course designed to fulfill general education requirements and be eligible to enroll in a college-level English course designed to fulfill general education requirements (i.e., not require developmental English).

### **4. Transferring with Less Than Minimum College-level Academic Hours Earned**

Students who wish to transfer to a university before earning the minimum college level academic hours required may be granted regular transfer admission if they (a) meet the transfer institution's freshman admission standards and (b) transfer in good academic standing from the previous institution.

### **5. Allowable Exceptions**

Institutions have the opportunity to admit by exception 8%-allowable percentage of transfer students (reported in SSPS with admission status =4) who do not meet the minimum transfer admission standards, but are eligible to enroll in college-level English and Math. The number of transfer students representing the allowable percentage may be calculated from the previous year's semester/term entering transfer class reported enrolled as of the end of semester/term.

**LOUISIANA BOARD OF REGENTS**  
**MINIMUM ADMISSION STANDARDS for FIRST-TIME FRESHMEN**

The Board of Regents establishes **minimum** admission standards for regular freshman admission at a Louisiana public university – flagship, statewide, or regional.\*

**Universities may adopt additional, more specific or rigorous requirements for admission: students should check with the specific institution for additional information.**

<p style="margin: 0;">(1) <i>High School Curriculum</i></p>	<p><b>Regents' Core:</b> 19 unit TOPS Opportunity Core Curriculum Those courses in the English, Math, Science, Social Studies, Foreign Language, and Arts Categories as defined in the <b>TOPS University Diploma</b> in LA Department of Education <b>Bulletins 741*</b> or the Louisiana High School Student Planning Guidebook. (*Louisiana Handbook for School Administrators; and Louisiana Handbook for Nonpublic School Administrators)</p>
	<b><u>AND</u></b>
<p style="margin: 0;">(2) <i>HS GPA,</i></p>	Minimum Overall HS GPA 2.0
	<b><u>AND ONE of the FOLLOWING</u></b>
<p style="margin: 0;">(3) <i>HS Core GPA</i> <i>-or-</i> <i>ACT</i></p>	<p style="margin: 0;">GPA on the Core — 3.0 – Flagship GPA on the Core — 2.5 – Statewide GPA on the Core — 2.0 – Regional</p>
	<b><u>OR</u></b>
	<p style="margin: 0;">ACT Composite — 25 – Flagship ACT Composite — 23 – Statewide ACT Composite — 20 – Regional</p>
	<b><u>AND</u></b>
<p style="margin: 0;">(4) <i>Literacy &amp; Numeracy</i></p>	<p style="margin: 0;">ACT English <math>\geq</math> 18; ACT Math score <math>\geq</math> 19; or other measures in AA 2.18 [Developmental courses needed, per BoR AA 2.18: 0 at Flagship or Statewide universities; <math>\leq</math>1 at Regional universities.]</p>

\* Flagship: LSU.  
Statewide: LA Tech, ULL, UNO.  
Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

Two-Year institutions are open admission for freshmen students; contact the institution for information. AA Policy 2.18 (Placement) applies.

**LOUISIANA BOARD OF REGENTS**  
**MINIMUM ADMISSION STANDARDS for TRANSFER STUDENTS and ADULT STUDENTS**

The Board of Regents establishes **minimum** admission standards for regular admission of transfer students and for adult students at a Louisiana public university – flagship, statewide, or regional.\*

**Universities may adopt additional, more specific requirements for admission: students should check with the institution for additional information.**

<b><i>TRANSFER Students</i></b>	
Associate Degree  -or-  Minimum College-Level Academic Hours Earned and GPA	<p>Transferrable Associate Degree (e.g., AA or AS) or higher</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p>Minimum college-level academic hours earned, with Minimum GPA on college-level academic courses:</p> <p style="text-align: center;">30 credit hours + 2.5 GPA <i>Flagship</i>            24 credit hours + 2.25 GPA <i>Statewide</i>            18 credit hours + 2.0 GPA <i>Regional</i></p> <p>And, student must have completed a college-level English <u>and</u> a college-level Mathematics course designed to fulfill general education requirements, with a grade <math>\geq</math> "C" in both.</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p>From a Community College/University Freshman Bridge Program, minimum 12 college-level credit hours, including English and mathematics, with the corresponding minimum grade and GPA as listed above.</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p>Meet Freshman admission requirements + be in good standing with the previous institution.</p>
Bridge Program  -or-  Freshman Std + Good Standing	
<b><i>ADULT Students</i></b>	
Age $< 25$	<p><u>First time in college freshman:</u> Meet Board of Regents Minimum Admission Standards for First Time Freshmen, with Board of Regents' Core in place at time of graduation from high school.</p> <p><u>Transfer student:</u> Meet Board of Regents Minimum Admission Standards for Transfer Students.</p>
Age $\geq 25$	<p><u>Freshman (first time in college) or Transfer Students:</u> Meet the University's <i>Admission Requirements for Adults (<math>\geq 25</math>)</i>; may need no more than one developmental/refresher course.</p>

\* Flagship: LSU.

Statewide: LA Tech, ULL, UNO.

Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

Proposed Admissions Policy Exception Penalties  
January 9, 2020

### **Timeline**

Fall 2019 data are submitted to the Board of Regents (BoR) in January 2020. The data are available for audit purposes in March 2020. Preliminary data that are received by the BoR from institutions in September do not include exceptions.

The page entitled "Penalty Allocation by Funded FTE Student" illustrates the penalty calculations applicable to institutions that are above the admissions exception criteria.

### **Methodology**

Each year the BoR will review campus exceptions data from the previous two years as submitted through the Statewide Student Profile System (SSPS). The proposed policy calls for annual reporting to provide a two-year rolling average. Institutions whose two-year average exceeds the admissions exceptions, combined with the supplemental non-resident allowance, by one percentage point (i.e. institution has a 9% calculated exception rate average, but an exception allowance of 8%) will be flagged for non-compliance and Board review.

BoR may assess penalties to institutions that exceed admissions exceptions limits. Penalties will be graduated in accordance with the degree, repetition and/or systemic nature of the violation. In addition, BoR may request through the appropriate management board an explanation of the violation and a statement outlining institutional corrective action to ensure policy compliance.

### **Penalties**

The penalties associated with exceeding admissions exceptions increase for each year of continued exceedance. The penalties are as follows:

Year 1 – an institution that exceeds the allowed admission exception percentage will have the next year's exceptions limit reduced by the number of students admitted in excess of the exceptions limit in the current year. For illustration purposes: The admissions exceptions limit is 100 and the institution admitted 110 students. In the next year, the same institution would be limited to admitting 90 students by exception (100 exceptions limit- 110 exceptions admitted = -10 exceptions next year).

Year 2 – an institution that exceeds allowed admission exception limits for two consecutive years will be penalized the following year by a reduction of State General Fund allocation through the Outcomes-Based Funding Formula. The State General Fund reduction penalty is calculated as the funded FTE amount based on FTE enrollment and formula allocation multiplied by the total number of exceptions exceeding the calculated exceptions limit.

Year 3 – an institution that exceeds admission exception limits for three consecutive years will be penalized the following year with a reduction in the State General Fund allocation equivalent

to tuition and fee revenue generated from the number of admissions that exceeded the exceptions limit, in addition to the reduction of formula funding per FTE as defined in Year 2, above.

The Board of Regents has the discretion to amend these sanctions as deemed appropriate.

### **Penalty Allocation**

The yellow highlighted box under Penalty Amount displays the total funded FTE amount from penalized institutions. The penalty allows for the amount reduced from penalized institutions to be allocated pro-rata to four-year institutions in compliance with admissions exception policies.

## Penalty Allocation by Funded FTE Student

	Total 2019-20 Formula Allocation	Penalty Allocation Year 2		Penalty Allocation Year 3		TUITION BENEFIT OF ADMITTING STUDENTS ABOVE EXCEPTION		
		Adjusted Formula Calculations w- Reduction	(\$403,193)	Adjusted Formula Calculations w- Reduction	(\$1,621,891)	2019-20 Tuition and Fees (based on 12 hours, in-state)	Exceptions Students over limit	Total Tuition from Exceptions Students over limit
Grambling State University	\$ 12,355,844	\$19,923	\$ 12,375,767	\$80,142	\$ 12,435,986	\$7,683	-	\$0
Louisiana Tech University	\$ 27,135,845	\$43,754	\$ 27,179,600	\$176,007	\$ 27,311,852	\$9,615	-	\$0
McNeese State University	\$ 16,303,640	\$26,288	\$ 16,329,928	\$105,748	\$ 16,409,388	\$8,063	-	\$0
Nicholls State University	\$ 13,895,995	\$22,406	\$ 13,918,401	\$90,132	\$ 13,986,126	\$7,897	-	\$0
University of Louisiana at Monroe	\$ 24,548,220	\$39,582	\$ 24,587,802	\$159,224	\$ 24,707,444	\$8,974	-	\$0
Northwestern State University	\$ 20,223,888	\$32,609	\$ 20,256,497	\$131,175	\$ 20,355,063	\$8,768	-	\$0
Southeastern Louisiana University	\$ 27,092,245	\$43,684	\$ 27,135,929	\$175,724	\$ 27,267,970	\$8,329	-	\$0
University of Louisiana-Lafayette	\$ 46,826,396	\$75,504	\$ 46,901,900	\$303,723	\$ 47,130,119	\$10,370	-	\$0
University of New Orleans	\$ 24,271,742	\$39,136	\$ 24,310,879	\$157,430	\$ 24,429,173	\$9,072	-	\$0
L.S.U. at Alexandria	\$ 5,033,840	\$8,117	\$ 5,041,956	\$32,650	\$ 5,066,490	\$6,951	-	\$0
L.S.U. and A&M College	\$ 114,953,290	(\$403,193)	\$ 114,550,097	(\$1,621,891)	\$ 113,331,399	\$11,906	102	\$1,218,698
L.S.U. in Shreveport	\$ 8,915,819	\$14,376	\$ 8,930,195	\$57,829	\$ 8,973,648	\$7,328	-	\$0
Southern University and A&M Coll.	\$ 17,668,685	\$28,489	\$ 17,697,175	\$114,602	\$ 17,783,287	\$9,136	-	\$0
Southern University in New Orleans	\$ 5,782,291	\$9,323	\$ 5,791,614	\$37,505	\$ 5,819,795	\$7,366	-	\$0
<b>4 year Total</b>	<b>\$ 365,007,740</b>	<b>\$0</b>	<b>\$ 365,007,740</b>	<b>\$0</b>	<b>\$ 365,007,740</b>			<b>\$1,218,698</b>

### **Background on Admissions Policy Review and System/Campus Outreach Timeline**

In 2017-18, questions on the Board of Regents Minimum Standards for Freshman Admission and exception allowances for public four-year institutions came to the forefront, resulting in an audit, conducted in the Spring of 2019, of the Fall 2018 entering class. Findings were reported to the Board on June 19. The report indicated that a number of universities had exceeded the allowable admissions exceptions and, for some campuses, documentation of student files were incomplete and identification of reasons for exceptional admission were unclear. Also at the June meeting, a history of admissions standards was shared with the Board, as well as available data on the 2018 incoming freshman class based on the Regents' campus tiers: Flagship, Statewide and Regional. In discussion of the audit findings, the Board of Regents requested a policy review and update.

In response to this, Regents staff contacted the State Higher Education Executive Officers (SHEEO) Association on July 28, 2019 to survey practices in state policies surrounding the handling of admission standards and exception allowances. Regents staff reviewed the responses. Additionally, Regents staff reviewed a white paper written by the North Carolina Committee on Education Planning, Policies and Programs examining admissions policies in that state (March, 2019), which served as an environmental scan of national practices on minimum admissions requirement policy recommendations. Also within this report the Education Commission of the States (ECS) noted that 29 states currently have a statewide or system-wide admissions policy for four-year public institutions. Among other items, these policies typically include establishing a system-wide minimum high school grade point average, as published literature identify high school GPA is the best predictor of success in college.

At the request of the Board of Regents and after careful review of audit findings and national best practices, Academic Affairs staff began to craft an updated Board of Regents Minimum Admissions Standards policy, undertaking a review of the admissions framework and factors including: core requirements, exception allowances, and non-resident student admission and documentation.

In July 2019, Dr. Karen Denby, Associate Commissioner for Academic Affairs, shared the proposed document with Regents staff.

In August 2019, Regents staff began circulating the draft policy to seek input from the chief academic officers of the various affected systems and campuses. (For example, extensive conversations were shared with University of New Orleans and Louisiana Tech University regarding international admissions and with Louisiana State University and A&M College regarding differences in out-of-state high school core curricula.)

On August 16, 2019, during the Board of Regents Member Orientation briefing, Academic Affairs staff shared a history of admissions standards and current available data on the 2018 incoming freshman class based on the Regents campus tiers: Flagship, Statewide and Regional.

During the months of August and September, Academic Affairs staff reached out to individual campuses to obtain feedback for discussion and/or incorporation into the new draft policy.

In September 2019, Dr. Denby met with various campus representatives and asked for written feedback on the draft policy. Following this meeting, one campus provided verbal feedback only.

In October 2019, Regents Academic Affairs staff presented the draft policy to the Board of Regents for discussion at their annual retreat. Following feedback received from the Board and systems, the draft policy was updated.

In late November, following the appointment of Dr. Randall Brumfield, Deputy Commissioner of Academic Affairs, Innovation, and Student Success, Regents staff distributed the draft copy of the policy to the four systems for review in advance of the December Board Meeting.

November 22 and Nov. 25 conference calls were scheduled with the System Chief Academic Officers (CAO's) to discuss the draft policy. System CAOs asked for more time to review with their respective system institutions so as to make note of changes inserted after the Board of Regents retreat.

On December 1-2, 2019, Dr. Brumfield received feedback from the LSU, UL, SU, and LCTC System CAOs. He also met with representatives of the LSU and UL systems, at their request, during the month to address questions and discuss the draft policy in greater detail.

**Agenda Item VII.F.3.**

**RESPONSE TO SENATE RESOLUTION 190**

**OF THE 2019 REGULAR SESSION**

**OF THE LOUISIANA LEGISLATURE**

**LOUISIANA BOARD OF REGENTS**



**January 2020**

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DRAFT

## **Introduction**

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

## **Methodology**

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

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

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

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

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

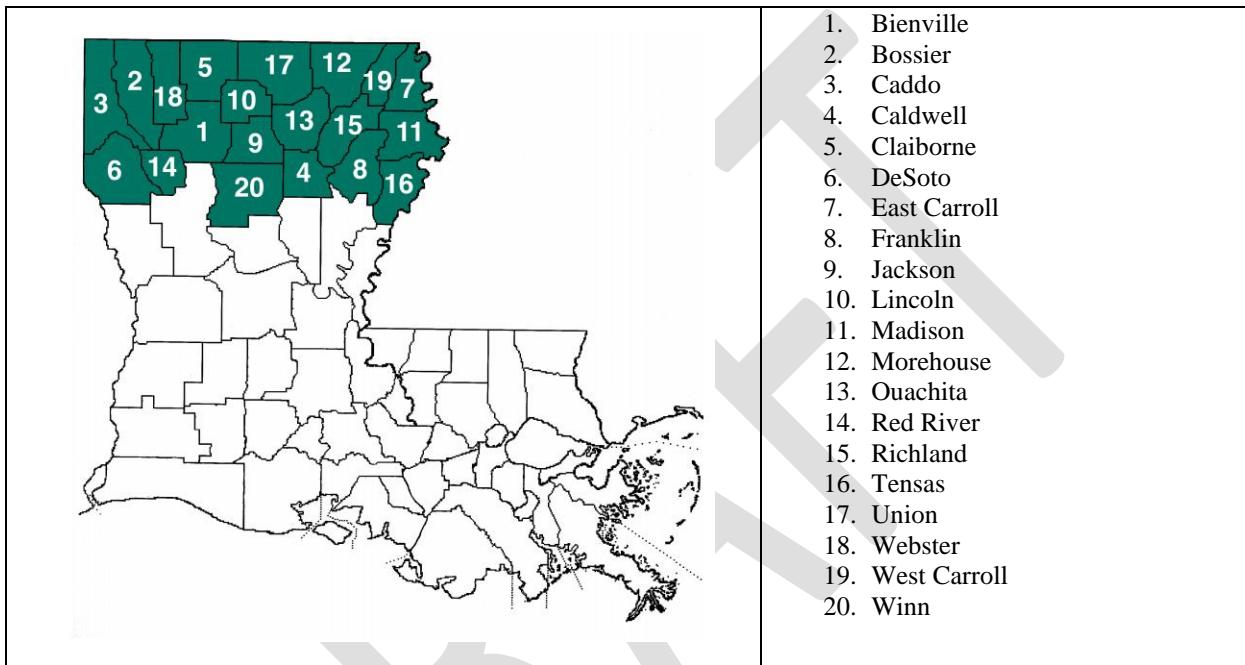
As further context-setting work, BOR staff conducted semi-structured interviews with individuals who offered different perspectives on the oral health and educational needs in the region. Included among these interviewees were:

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

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

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

**Figure 1:** North LA Parishes



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

## **I. Oral Health in North Louisiana**

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

### *A. Prevalence of Disease*

#### *1. Children*

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

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

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

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

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

Findings	North LA Percentage	Statewide Percentage
Untreated cavities (%)	23.0	26.2
Dental sealants (%)	29.8	28.7
Referred for treatment (%)	14.2	23.1

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

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

## 2. Adults

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

**Table 3:** Comparative Dental Outcomes

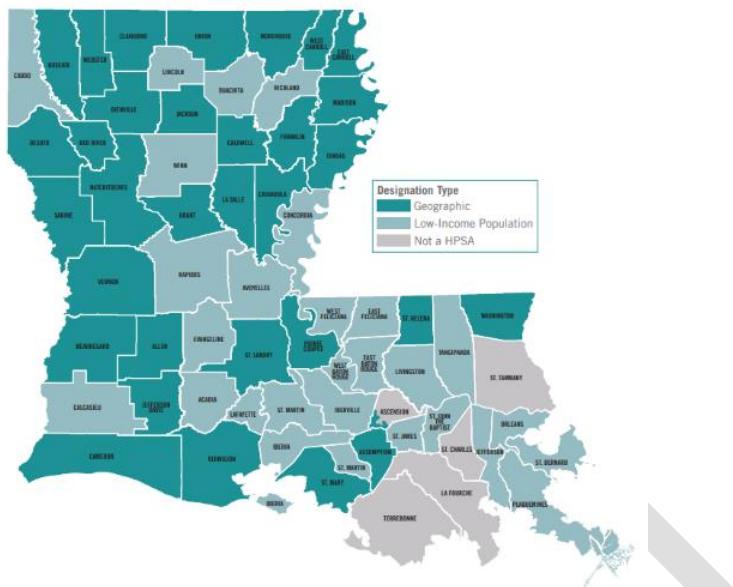
Dental Outcomes	National	Louisiana
Adult Tooth Removal	41.3%	49%
Adult Dental Visit	67.6%	58.1%

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

## B. Dental Health Professional Shortage Areas

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

**Figure 2:** Louisiana Dental HPSAs



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

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

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

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

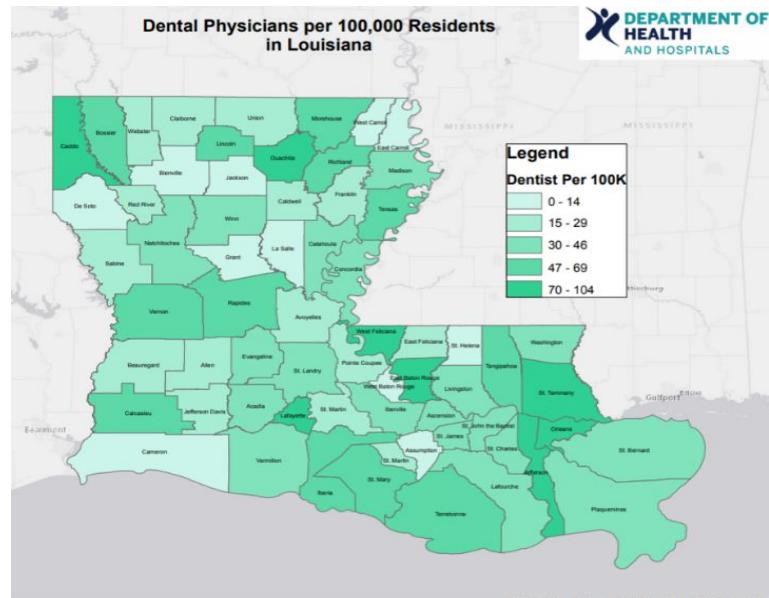
Source: Louisiana Department of Health, Well-Ahead LA (2019) *Dental HPSAs*.

## II. Dental Workforce and Capacity

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

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

**Figure 3**



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

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

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

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

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

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

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

**Table 6:** National Dental Workforce

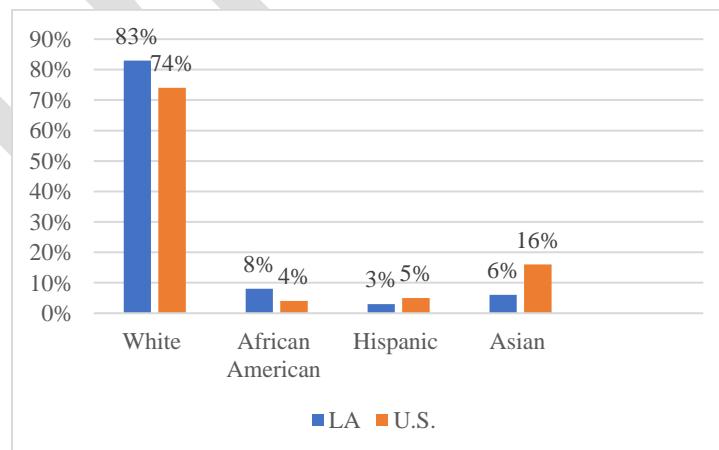
	2005	2015
Average age of dentists is increasing	48.5	50
Average age of dentists at retirement is increasing	66.1	68.8
Higher share of dentists are female	20%	29%
Proportion of female dental school graduates is growing	43.8%	48%

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

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

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

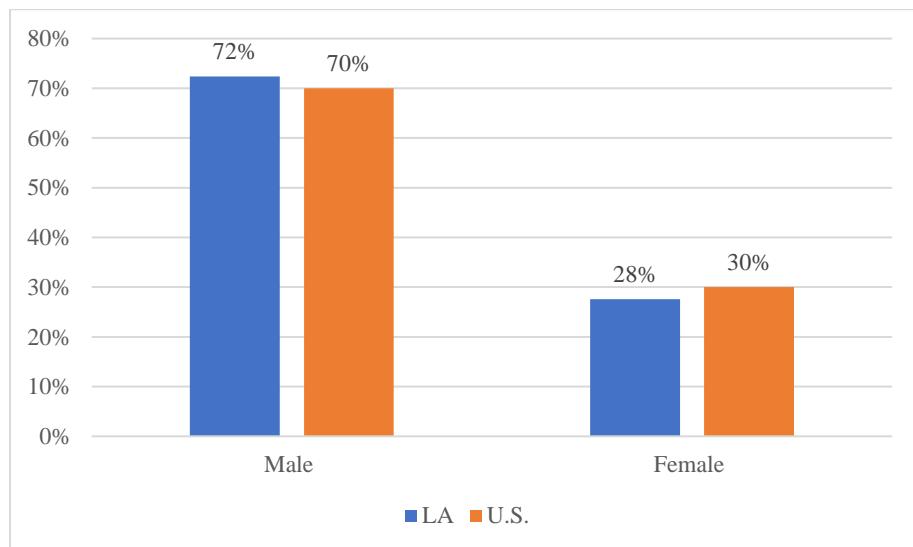
**Figure 4:** Dentist Workforce by Race/Ethnicity, 2016



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

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

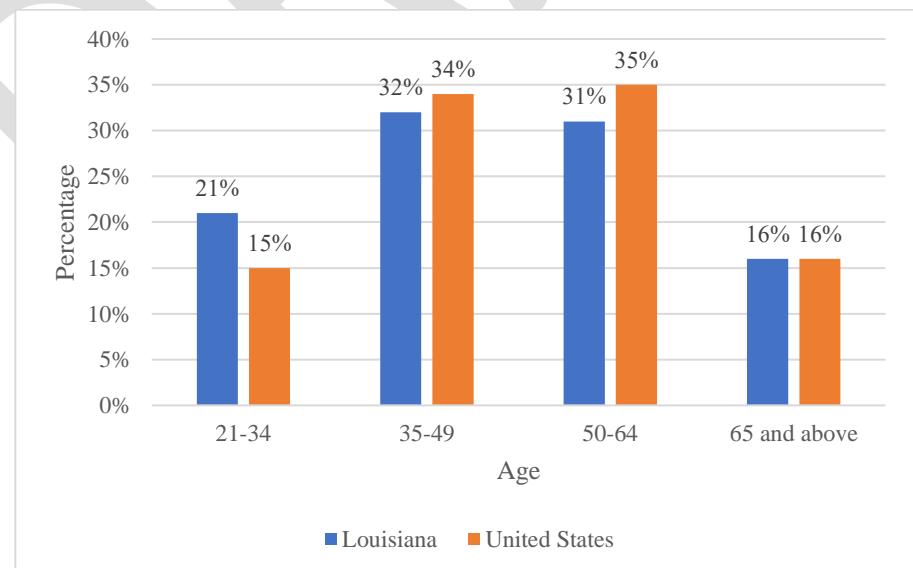
**Figure 5:** Dentist Workforce by Gender, 2016



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

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

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



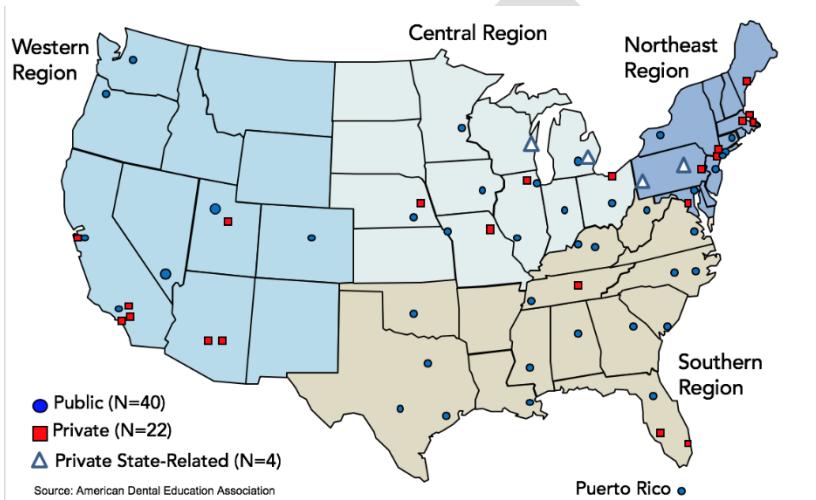
Source: American Dental Association, Health Policy Institute (January 2018). *Dentist Profile Snapshot by State 2016*.

### III. Dental Educational Capacity

#### A. Regional Institutions

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

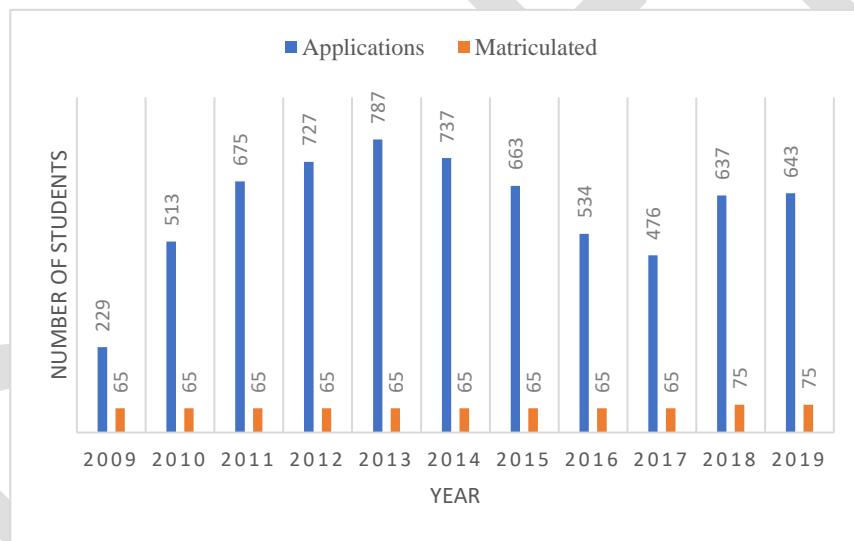
State	Number of Students
Arkansas	4
Florida	1
Georgia	1
Louisiana	68
Wisconsin	1
<b>Total</b>	<b>75</b>

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

#### B. LSUHSC-NO SD

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

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



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

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

2015	2016	2017	2018	2019
3.61	3.7	3.65	3.57	3.64

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

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

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

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

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

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

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

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

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

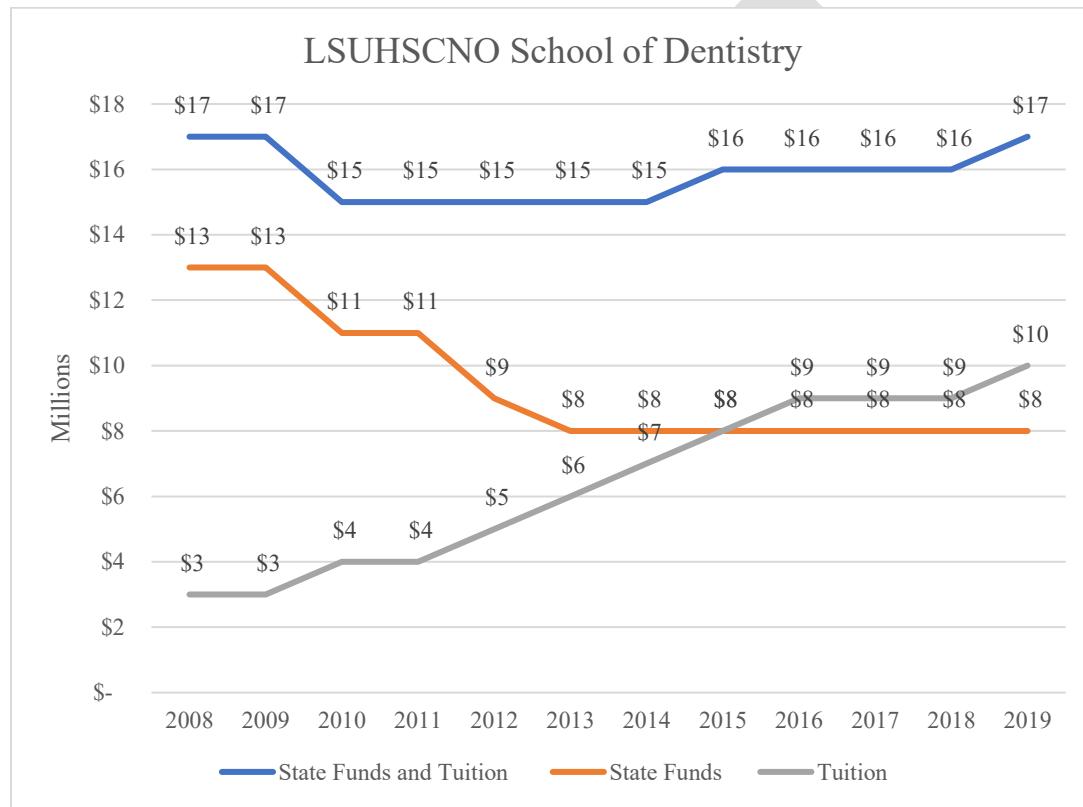
ULM and SUSLA both have student clinics supporting oral health needs in North Louisiana. ULM supports oral health through its on-campus dental hygiene clinic, the mobile dental hygiene

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

### C. LSUHSC-NO SD Finances

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

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



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

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

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

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

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

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

##### *A. Interview Themes*

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

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

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

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

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

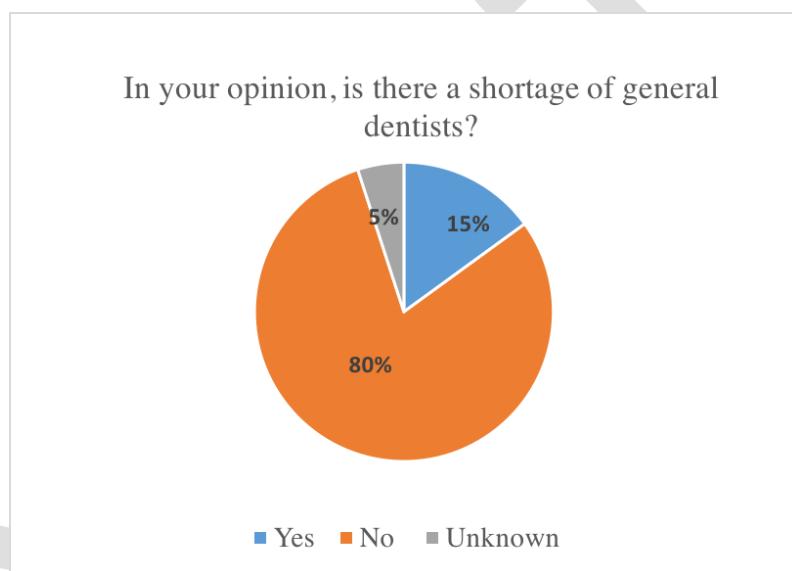
Among the 14 interviews conducted, six interviewees stated that an additional school of dentistry would not solve the maldistribution of dentists in North Louisiana; four indicated support for an additional school of dentistry; and three did not state a preference. Those in favor of an additional school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

interviews among local healthcare professionals and dentists was to increase residency programs in North Louisiana.

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

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

**Figure 10:** Opinion Survey Results



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

## **V. Summary**

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

- Oral Health

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

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

- Workforce Needs

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

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

- School of Dentistry Needs

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

## **VI. Recommendations**

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

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

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

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

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

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

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

In Louisiana 84% of the state falls within a Dental Health Professional Shortage Area (HPSA);<sup>2</sup> therefore addressing the needs of underserved populations must be a significant priority.

Providing additional funding to the **Rural Scholars Track Program (RST) can help.** Established in 2016, in cooperation with LSUHSC-NO SD, Area Health Education Center, Southeast Louisiana (SELAHEC) and the Bureau of Primary Care and Rural Health (BPCRH) the RST program was designed to increase the number of dentists who practice in rural areas. RST recipients receive tuition waivers when they commit to practicing in rural areas of Louisiana upon graduation. Currently, LSUHSC-NO SD has two student participants in the RST. This is not enough. The state should increase the number of dental students in the program, thus creating a pipeline of dentists working in health professional shortage areas specific to North Louisiana and other high-need rural areas across the state.

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

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

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

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

DRAFT

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## Appendix A:

2019 Regular Session

**ENROLLED**

SENATE RESOLUTION NO. 190

BY SENATORS PEACOCK AND TARVER

### A RESOLUTION

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

WHEREAS, Article VIII, Section 5(D)(2) of the Constitution of Louisiana provides, relative to public institutions of postsecondary education, that it is a power, duty, and responsibility of the Board of Regents to approve a proposed degree program, department of instruction, division, or similar subdivision; and

WHEREAS, Article VIII, Section 5(D)(3)(a) of the Constitution further provides that it is a power, duty, and responsibility of the board to study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution; and

WHEREAS, there is great interest in establishing a dental school in northern Louisiana in order to meet the educational needs of students, the economic and workforce development needs of the region, and the healthcare needs of the area's citizens; and

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

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

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

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

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

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

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

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

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

BE IT FURTHER RESOLVED that the Board of Regents shall submit a written report of its findings and recommendations to the Senate Committee on Education and the House Committee on Education by not later than ninety days prior to the beginning of the 2020 Regular Session of the Legislature.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

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PRESIDENT OF THE SENATE

## Appendix B:

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

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

**Louisiana Dual Enrollment Framework Task Force – Interim Report**  
**January 6, 2019**

**I. The Case for Universal Access to Dual Enrollment**

Act 128 of the 2019 Regular Legislative Session created the Dual Enrollment Framework Task Force. Under the jurisdiction of the Board of Regents, the Task Force is charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all qualified public high school juniors and seniors.

Dual enrollment is defined in Act 128 as “the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned.”

Research across the country documents that students who participate in dual enrollment are more likely than their peers to enroll in college, build academic momentum, and persist to completion. One study, using a nationally representative sample of students, showed that students who took at least one dual enrollment course were 10% more likely to complete a bachelor's degree than the comparison group. The benefits were even greater (12%) for students whose parents never attended college (An, 2013). The Department of Education's *What Works Clearinghouse* completed a review of dozens of studies on the effects of dual enrollment. The review found a medium-to-large evidence base exists showing that dual enrollment has positive impacts on students (WWC, 2017).

Louisiana currently lacks a strategy for providing universal access to dual enrollment, resulting in widely varying participation rates in high schools across the state and significantly lower participation by low-income and minority students. The Task Force recognizes that a statewide framework will be necessary to harness these successful programs for the benefit of low-income, minority, and first-generation college students. Doing so will help achieve the state's goals for talent development as well as eliminate persistent and damaging equity gaps.

A fully supported statewide framework for dual enrollment is essential to prepare increasing numbers of students for college and career success. Improving student transitions from high school into college will necessitate shared responsibility by Louisiana's secondary and postsecondary systems (Barnett, 2016).

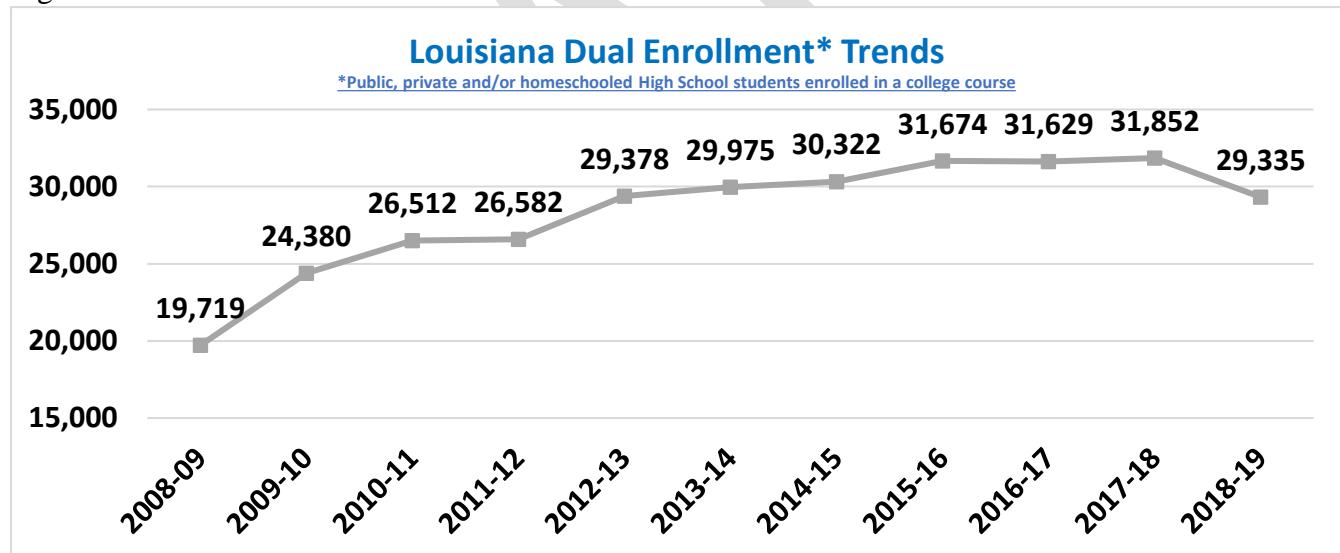
**II. Dual Enrollment Trends in Louisiana**

Through the early 2000s, dual enrollment participation in Louisiana was limited to fewer than 3,000 academically advanced students participating in local programs. Significant growth started in 2005 with the creation of the TOPS Tech Early Start Scholarship for technical courses in high-demand occupations, followed by the TOPS Early Start Scholarship for general education courses.

With the defunding of TOPS Early Start and its replacement with the Supplemental Course Academy (SCA) funds beginning in 2013, the state's investment in dual enrollment largely shifted from a student-based scholarship program to college-readiness funding for public high schools. SCA funds provide funding for Louisiana's high schools to offer a range of college readiness programs such as dual enrollment, Advanced Placement (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), career and technical courses, test preparation courses, and other course options not available at a student's school. Dual enrollment is the most popular opportunity: according to data from the Louisiana Department of Education, in the 2017-18 school year districts spent \$9 million of the \$17 million SCA appropriation on dual enrollment.

The growth in the number of students taking dual enrollment courses in Louisiana public colleges and universities plateaued subsequent to the establishment of SCA, growing less than 2% per year through 2017-18, as shown in Figure 1. The Board of Regents increased minimum dual enrollment student eligibility requirements for general education courses in 2017-18. This was followed by an 8% decline in participation from 2017-18 to 2018-19.

Figure 1



Source: Louisiana Board of Regents statewide student profile system, 10/24/19

\*Data represents all high school students enrolled in public postsecondary institutions, including public, private, and/or homeschooled high school students enrolled in a college course. Students may not necessarily be dually enrolled, i.e., earning both college and high school credit.

Louisiana Department of Education records for dual enrollment show that 19,648 public school students dually enrolled in 2017-2018 (most recent data available). Of the 19,648 enrollees, 78% were on the TOPS University diploma pathway, 11% were on a Jump Start diploma pathway, and 2% were not declared. In terms of ethnicity, 65% of the enrolled students are White, 27% Black, and 4% Hispanic. Further analysis indicates that 41% of this population is considered

economically disadvantaged, compared with 69% among all Louisiana public high school students. Considering the demographic and socio-economic composition of the population of Louisiana (see Table 1), these numbers reflect a lack of parity in access to early college programs for students from underrepresented and disadvantaged populations.

Table 1: Ethnicity of Students Participating in Dual Enrollment Compared with Total Enrollment in Louisiana Public Schools

	<b>Dual Enrollment</b>	<b>K-12 Enrollment</b>
White	65%	45%
African American	27%	43%
Hispanic/Latino	4%	7%
Other	5%	5%

In 2018-2019, AP students in Louisiana took 30,079 exams with 7,305 students earning a score of at least 3 (the minimum score needed to receive college credit). According to the College Board, the organization responsible for administering and scoring AP and CLEP exams, 2018-2019 saw Louisiana's highest-ever recorded participation in CLEP tests, with 18,102 exams taken. This included a record number of exams (8,084) passed with a qualifying score for college credit. However, inconsistency in the awarding of credit based on CLEP across Louisiana public institutions shows a need to develop a better understanding of how college credit is awarded for CLEP and the extent to which such credit assists a student in progressing to a postsecondary credential of value.

The Board of Regents' 2019 Master Plan recognized the need to expand talent development within the state in order to meet the workforce needs of the future. Dual Enrollment is a specific policy highlighted to accelerate the earning of early college credit by Louisiana's high school students. These pre-college credit programs will be facilitated through the development of secondary-to-postsecondary academic and career pathways and are critical to the state's success in increasing educational attainment. The ability for future high school graduates to have a head start in college coursework via dual enrollment will be a game-changer for Louisiana students by expanding access, equity, and college readiness, as well as facilitating transition to college. Recognizing the necessity to expand this opportunity across Louisiana, in December 2019 the Board of Elementary and Secondary Education and the Board of Regents set a joint goal that every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both, beginning with the high school freshman class of 2025 (senior class of 2029).

### **III. Process to Inform Task Force Work**

Act 128 specifically called for the Task Force to consist of twelve stakeholders representing K-12, postsecondary education, and the broader community. The Board of Regents, aided by

consultants from Education Strategy Group, began a review of dual enrollment practices in Louisiana in the context of best practices from across the country. This provided opportunities for the Task Force to consider the most up-to-date in-state and national information in developing its framework and recommendations for the Governor's and legislature's consideration.

Since July 2019, the Task Force has met five times at various regional sites to deliberate and facilitate presentations and attendance by secondary and postsecondary partnerships across the state. Table 2 indicates the various locations at which the Task Force conducted their meetings.

Table 2: Dual Enrollment Task Force Meetings

<b>Date</b>	<b>Location</b>
July 24, 2019	Richland Parish School Board Meeting Room (Rayville, LA)
September 9, 2019	Southeastern Louisiana University (Hammond, LA)
October 7, 2019	South Louisiana Community College (Lafayette, LA)
November 4, 2019	LA Tech University at Bossier Parish Community College (Bossier City, LA)
December 2, 2019	Louisiana State University and A&M College (Baton Rouge, LA)
January 6, 2020	Claiborne Building (Baton Rouge, LA)

The agenda for each meeting of the Task Force featured area representatives sharing information regarding how they facilitate the delivery of dual enrollment in their respective region. This was useful to the Task Force in developing an understanding of the various types of dual enrollment options available to students, along with the challenges and opportunities that exist in different communities across the state (see Appendix A).

In addition to showcasing local dual enrollment programs at each meeting, Board of Regents and Education Strategy Group conducted key informant interviews and surveys with stakeholders throughout the state. The goal of this project was to inform the Task Force of varying dual enrollment practices and priorities from both K-12 and higher education leaders. The findings from this project were presented at the November Task Force meeting and are summarized in Appendix B.

#### **IV. Guiding Principles of a Statewide Framework**

The Dual Enrollment Task Force supports the establishment of a statewide framework designed to ensure students have universal access to dual enrollment courses during high school. Dual enrollment is defined as the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned. The Task Force sees value when high school students have access to high-quality academic, career and technical college courses. Dual enrollment provides an early start for students on their college and career journeys

and signals to all students that a credential beyond high school is foundational to their success. In addition, dual enrollment allows students to decrease their time to degree once in college, thus making higher education more affordable for families. To that end, the following guiding principles are offered to anchor this effort:

1. All high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields.
2. The availability of dual enrollment courses in both technical and academic fields is critical to supporting the varied postsecondary pathways that students pursue. Therefore, courses must be accessible to Louisiana's students in both areas, with opportunities provided for students to enroll in either or a combination of both.
3. Expansion of dual enrollment opportunities should focus on increased access and equitable participation.
4. Each high school student should be able to enroll before graduation in at least four dual enrollment courses for which they are eligible<sup>1</sup>, with no tuition or fees charged to the student and minimized cost of attendance expenses such as textbook, testing, and transportation costs.
5. Meaningful, predictive assessments administered in 10<sup>th</sup> grade or earlier will determine the college readiness of students and identify those in need of additional preparation.
6. Institutions of higher education should emphasize consistent academic quality in the delivery of postsecondary courses offered for dual enrollment, regardless of course location, instructor type, or delivery modality.
7. Existing state and federal funding streams should be utilized to their full extent to expand equitable participation in dual enrollment.
8. With a focus on access and equity, the state's K-12 Accountability System, overseen by BESE and the Accountability Commission, should provide appropriate incentives for schools to increase successful student completion of dual enrollment courses and college-level assessments.

While the Task Force's first priority was to set the foundation for the dual enrollment framework, it also recognized significant challenges and opportunities that must be addressed in order for Louisiana to reach its goal of expanding early college opportunities across the state. These findings are provided in the following categories for consideration:

- **Universal Access and Equity**
- **Funding Mechanisms**
- **Course Access and Pathways**

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<sup>1</sup> The Board of Regents established minimum college readiness standards (ACT and GPA requirements) for student eligibility for academic dual enrollment courses offered by public colleges and universities, effective Fall 2018. Individual postsecondary institutions may include non-academic and course-specific placement criteria in line with existing college course requirements.

- **Instructor Support and Program Integrity**
- **Communication, Outreach and Public Reporting**

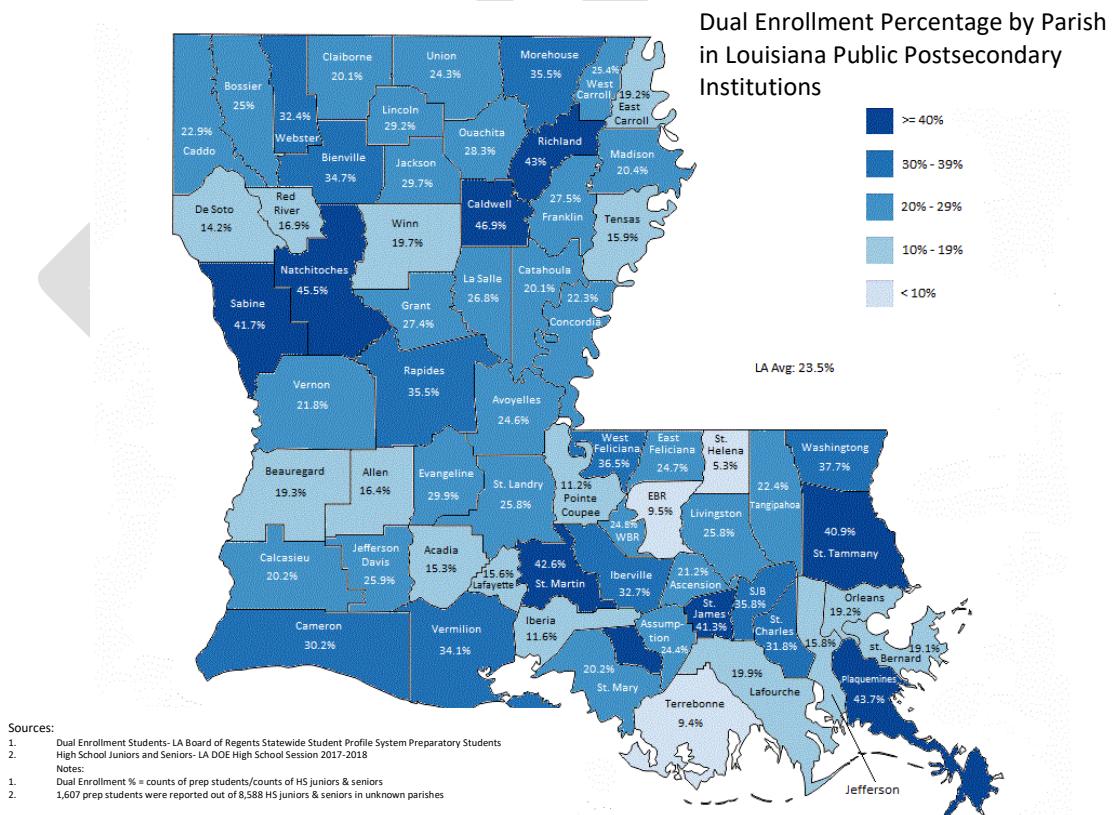
## V. Findings and Considerations

### A. Universal Access and Equity

#### Findings

Ensuring universal access to dual enrollment will yield a student population in dual enrollment which mirrors the demographic, socioeconomic and geographic diversity of the state's K-12 student population. Louisiana's K-12 population in 2017-2018 was 45% white, 43% African American, 7% Hispanic, and 5% other. Yet, of the 19,648 students in a dual enrollment course, demographic analysis showed 65% white, 27% African American, 4% Hispanic, and 5% other. Geographically, 40 of Louisiana's 64 parishes (63%) are considered rural. Figure 1 highlights the low participation rate in dual enrollment among students in many rural parishes.

**Figure 2:** Percentage of Public High School Juniors and Seniors Taking Dual Enrollment at Public Postsecondary Institutions Funded by SCA, 2017-2018 School Year



Source: Data submitted by Louisiana Department of Education compiled by Board of Regents, 12/27/2019

Historically, Louisiana has not specified a clear equity goal for dual enrollment nor does the state have a uniform framework to ensure equal access. As a result, dual enrollment in Louisiana is varied and complex, resulting in different course offerings, funding mechanisms and opportunities. Adoption of a statewide dual enrollment framework to ensure universal access and equity of opportunity is critical to reaching the recently agreed shared goal of Board of Elementary and Secondary Education and the Board of Regents for all graduates of Louisiana public high schools, beginning with the high school freshman class of 2025 (senior class of 2029), to complete high school having earned college credit (academic and/or career-technical), a postsecondary credential of value, or both.

### **Conditions Necessary for Success**

- 1. Alignment of policies and practices overseen by BESE, including the K-12 accountability systems, to incentivize increased dual enrollment completion with a focus on access and equity.** Louisiana's high school accountability system has long rewarded schools for dual enrollment participation. However, significantly higher weightings for scores on a single AP or CLEP exam than for passing a college course is impacting school and student course-taking behavior. BESE and the Accountability Commission should review these and other incentives, to consider ways to further reward schools that successfully demonstrate equitable outcomes in dual enrollment completion.
- 2. Capacity-building to support high-quality academic and career-technical course offerings across the state.** Effectively navigating the complexity of dual enrollment systems that span K-12 and postsecondary systems is difficult for administrators and counselors across the state. There are some excellent dual enrollment opportunities in Louisiana, but schools and colleges not already engaged are often isolated from firmly established programs. Counselors, college admissions officers, CTE directors, and dual enrollment managers would benefit from an enhanced communication infrastructure, website, training and resources, and professional networks, to facilitate peer learning and resource sharing.
- 3. Dual enrollment resources and regional training for professional school counselors and college admissions counselors, as well as instructional faculty, to encourage program consistency and success.** Examples were provided to the Task Force of tools and resources used in Tennessee and Idaho to support school counselors in advising students on college and career pathways. For example, Tennessee has eliminated the counselors' role in test proctoring, runs regional workshops, provides data tools for counselors to use in assessing student college readiness, and has created a designation process for schools that exceed standards on advising, college and career planning, and a curriculum linked to guided pathways. Louisiana's existing school counseling model should be reviewed to account for the standards specific to pathway counseling.

**4. Regular evaluations conducted by the Department of Education and the Board of Regents of the effectiveness of dual enrollment programs to determine necessary improvements.**

In the past, Regents has conducted a few analyses of student success in coursework subsequent to dual enrollment, but has not undertaken comprehensive or targeted evaluations. Conducting evaluations will help identify specific areas of strength and those in need of improvement to ensure that rigorous coursework and appropriate student support are available across Louisiana, to ensure statewide progress toward equity goals.

**B. Funding Mechanisms**

**Findings**

The Task Force envisions a future in which each high school student in Louisiana is able to enroll before graduation in at least four dual enrollment courses for which they are eligible, with no tuition or fees charged to the student and other expenses that students may otherwise incur minimized, including textbook, testing, and transportation costs. Without sufficient resources available to support the equitable delivery of dual enrollment, the considerable variability in course offerings and costs across schools and colleges limits access for many students. In many cases, costs incurred by families prohibit or limit enrollment.

Supplemental Course Academy (SCA) funds are a valuable incentive for public schools to offer dual enrollment, but insufficient to cover the full cost of dual enrollment – including textbooks and materials. SCA increases in recent years have supported more dual enrollment students, as well as provided additional state funding for CLEP and Advanced Placement (AP) exams. Despite these increases, most schools exhaust their SCA funds due to increased participation in SCA courses and the loss of federal funding for low-income AP exam fees. Many schools subsidize additional student participation in SCA courses with general funds. Conversely, according to Louisiana Department of Education records, approximately 8% of SCA funds (\$1.5 million) allocated last year were subject to claw-back and redistribution from districts that did not submit documentation demonstrating SCA fund usage by the deadline.

The capacity to expand access to career-technical dual enrollment courses is often limited by the added costs of equipment and materials. Department of Education data show that SCA funds subsidized close to 9,000 dual enrollments in the 2018-19 academic year for technical courses, indicating public schools are relying on SCA as a key funding mechanism for these courses. Though some students taking dual enrollment courses in high-demand fields receive TOPS Tech Early Start scholarships, LOSFA data show there has been a significant decline in its utilization, with 50% fewer dollars awarded in scholarships in 2018-19 than five years earlier. TOPS Tech

Early Start is used extensively by some schools, but funds as little as one-third of technical dual enrollment courses due to limitations on the award amount and student eligibility restrictions. The postsecondary education funding formula indirectly incentivizes public institutions to enroll high school students by including them in student credit hour calculations. Once these students matriculate to college after graduation, institutions are rewarded for their progression toward a postsecondary credential.

In addition, there is no specific funding for intensive cohort-based pathway programs that integrate preparation with dual enrollment coursework, including Early College High Schools and Career Academies.

### **Conditions Necessary for Success**

- 1. A reliable funding stream or combination of funding sources to support the state's vision of universal access to dual enrollment.**

This requires that existing state and federal funding streams be utilized to their full extent to ensure equitable participation in dual enrollment. The Task Force may include additional recommendations regarding long-term funding of dual enrollment in its final report to the Legislature by October 1, 2020.

- 2. Initial investment in capacity-building to support both the teaching corps needed to implement universal access to dual enrollment and the infrastructure to ensure more students are prepared and eligible to participate.**

The state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase dual enrollment access and equity in areas of high need, as described in the recommendations on page 15.

- 3. Funding mechanisms that provide incentives for public K-12 and postsecondary institutions to expand access to underserved students and achieve equity in dual enrollment participation.**

Legislation establishing the Task Force asked it to consider ways in which performance-based funding for both K-12 and postsecondary institutions might further the goal of universal access to dual enrollment. The Task Force examined the ways in which Louisiana schools and institutions of higher education utilize existing funding streams, as well as funding mechanisms in other states, particularly Georgia, Idaho, Indiana, Kentucky, and Oklahoma. The Task Force recommends that any dual enrollment funding rewards behavior that increases access for students and locations currently underserved, and helps to reduce equity gaps in student participation and performance in dual enrollment.

- 4. Schools and/or colleges provide tuition and fee waivers to students experiencing economic hardship.**

Under Louisiana Act 240 of 2019, each public school's governing authority must adopt and publish a policy on the collection of student fees. This law was enacted to ensure that students are not prevented from participating in curricular or co-curricular programs solely due to their inability to pay. Each school board's fees policy must include a process for students, parents, or guardians to request and receive an economic hardship waiver for any school fee. Department of Education guidance clarified that this law applies to dual enrollment courses. School boards were required to adopt these policies by December 1, 2019. Successful implementation of this law, and commitment by all partners to eliminating tuition and fees for students experiencing economic hardship will further the Task Force's goal of reducing financial barriers to providing universal access to dual enrollment.

**5. A uniform pricing structure to ensure affordability of dual enrollment courses to include maximum and/or minimum tuition and fees.**

Dual enrollment tuition and fees charged by colleges and universities to students or schools vary widely, from \$35 to \$170 per credit hour. Interviews and surveys of school officials reveal that some high schools provide one or more dual enrollment courses at no cost to students, often funded by SCA funds. SCA does not require schools to provide SCA-funded courses for free, but schools often do so for a predetermined number of courses per student or until funds are exhausted. Among the Legislative charges assigned to the Task Force was to research and consider a process to establish a uniform pricing structure for dual enrollment courses offered by each public postsecondary education institution. Regents staff conferred with public university systems' Chief Financial Officers and presented to the Task Force a draft framework of such a pricing structure. Having reviewed this information, the Task Force recommends continued deliberation on uniform pricing in the context of the funding system to be used to promote equitable access to quality dual enrollment opportunities for students in all school districts across Louisiana.

**C. Course Access and Pathways**

**Findings**

A 2019 report by the College in High School Alliance and Education Strategy Group noted the importance of state policy and coordination in ensuring that geography does not determine student access to dual enrollment courses and that barriers do not unnecessarily limit participation in dual enrollment in academic and career areas of interest (Unlocking Potential, 2019). This report, and a May 2018 report by the Education Commission of the States, emphasized steps to broaden access to dual enrollment coursework for middle-achieving students through more flexible student eligibility standards, pre-collegiate experiences to prepare students for dual enrollment, and a wider range of courses offerings including collegiate courses in technical fields (Zinth & Barnett, 2018). In Louisiana, 83 public high schools have fewer than

5% of high school students in dual enrollment courses, with nearly half of these reporting no enrollment, according to data reported to the U.S. Department of Education's Civil Rights Data Collection. Within schools offering dual enrollment, many have persistent inequities in student participation when viewed by gender, race/ethnicity, and income status. This is highly correlated with inequitable academic preparation.

Effective Fall 2018, statewide minimum eligibility policies established by the Board of Regents (Academic Affairs Policy 2.22) require students to meet three minimum criteria for participation in academic dual enrollment courses: (1) an ACT composite score of at least 19; (2) minimum ACT subject scores in Math (19) and English (18); and (3) a minimum 2.5 grade point average (GPA). Individual postsecondary institutions may establish higher eligibility or course-specific placement criteria, as well as additional requirements and fees. This complex eligibility structure, compared to minimal eligibility requirements in other states, results in confusion among dual enrollment administrators and directly affects the number of students who are able to participate.

In addition, there has been limited implementation of high school Transition Courses to help more students to become college-ready. Limited funding for early assessments, such as the Pre-ACT, decrease schools' ability to identify and prepare all students for participation in dual enrollment and qualify them for courses earlier than in their senior year.

In 2014, the Louisiana Department of Education launched a career-technical education graduation diploma known as Jumpstart, dramatically increasing the number of high school students able to graduate with an industry-based credential. Dual enrollment enhances the value of Jumpstart diplomas by enabling students to earn transferable college credit, providing students an opportunity to earn stackable postsecondary certificates and degrees. It is notable, however, that some high schools and career centers have developed extensive career pathways featuring dual enrollment courses connected to industry-based credentials, while others have only limited dual enrollment options.

### **Conditions Necessary for Success**

To successfully promote course access and create pathways to explore college and career options, the following four conditions are necessary:

- 1. Universal early use of predictive assessments to identify students potentially eligible for dual enrollment and those in need of additional preparation in order to qualify.**  
Data obtained from early predictive assessments will allow secondary schools to analyze student scores and determine future dual enrollment eligibility. In addition, early assessments will provide schools the opportunity to implement supports needed to help students meet readiness standards.

**2. Widespread implementation of Transition Courses, including identification of students by the end of their sophomore year who are not on track to meet Regents' college readiness standards.**

In response to early predictive assessment, transition courses can provide necessary intervention for students not on track towards college readiness standards. According to a recent scan by the Education Commission of the States, 29 states are offering interventions through transition courses to students who fall below college readiness standards. In addition to transition courses, intervention methods such as tutoring, mentoring, career assessment, non-academic supports, can be deployed to assist students.

**3. Continued support for technical dual enrollment courses through the expansion of technical options for all students.**

The successful launch in 2014 of the Jumpstart graduation pathway has resulted in significant increases in the number of high school students earning industry-based credentials. Dual enrollment enhances the value of Jumpstart diplomas by enabling students to earn transferable college credit toward stackable postsecondary certificates and degrees. The Louisiana Department of Education, Workforce Investment Council, and Louisiana Community and Technical College System (LCTCS) should identify additional ways to encourage schools to offer more advanced and higher-value credentials featuring dual enrollment as part of Jumpstart. Additionally, many students completing a TOPS University Diploma can also benefit from taking career and technical dual enrollment courses. LCTCS should consider additional ways to incorporate technical dual enrollment in Louisiana's draft state plan and accountability metrics for implementing the federal Perkins Career and Technical Education Act.

**4. Alignment of dual enrollment courses to established academic and career pathways leading to college certificates and degrees, to ensure courses taken are highly applicable to students' future postsecondary success.**

Dual enrollment pathways can help students confirm or rule out potential academic and career interests, minimizing the earning of excess course credits and their associated costs. Pathways can be developed in a way that enables a student to complete credit applicable to any postsecondary credential the student decides to pursue.

**D. Instructor Support and Program Integrity**

**Findings**

According to recent interviews with practitioners from across the state, there is considerable variation in levels of training and academic oversight provided by colleges and universities to dual enrollment instructors. In many cases, it is incumbent upon the academic department by which the course is being offered to provide instructors with professional development and access to course materials, and no formal or standardized structures for providing such support.

Inconsistency is a key issue: while some instructors receive frequent, tailored training from their college or university, others report limited engagement and oversight. Public institutions report recent increased emphasis on instructor oversight due to the Regents' *Public Postsecondary Quality Guidelines for Dual Enrollment*, effective 2018, which specifies academic oversight expectations and formal training for instructors and facilitators.

In addition, high schools have found it challenging to recruit and retain teachers with the credentials necessary to teach dual enrollment courses—or to fund certification of new instructors. For the delivery of courses applicable to undergraduate degree programs, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines on Faculty Qualifications call for instructors to have at least a master's degree along with at least 18 hours of graduate coursework in their discipline. SACSCOC's Dual Enrollment Policy Statement clarifies that dual enrollment instructors should possess the minimum credentials required of campus faculty. Like many other states across the country, Louisiana is experiencing a shortage of high school instructors who meet this requirement. Nevertheless, only a few graduate institutions, such as Louisiana Tech University, offer free or discounted coursework for high school instructors to meet credentialing requirements.

In light of the shortage, many Louisiana colleges and universities offer dual enrollment courses taught by regular college faculty, either in the classroom or online. Another strategy used by some Louisiana colleges and universities to fill the need is the hybrid Instructor of Record/Facilitator model, in which a non-credentialed high school instructor facilitates the course and a credentialed university faculty member serves as the Instructor of Record. While this model has expanded access to dual enrollment, it requires significant investment of campus resources to be implemented with academic integrity.

### **Conditions Necessary for Success**

- 1. Building teacher corps capacity to incentivize high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university.**

To address the shortage of credentialed instructors, programs or incentives should be developed for high school teachers to obtain graduate coursework or technical certifications necessary to serve as dual enrollment instructors. For example, the state could develop a financial aid program for potential dual enrollment instructors that leverages state, federal Title II and/or other aligned funding, similar to programs implemented in Colorado, Indiana, Minnesota, Ohio, and Wyoming. The state could also work with local school districts to offer incentives (such as stipends or supplements) for dual enrollment instructors who complete graduate coursework. Additionally, universities could utilize alternate course delivery models, such as online courses, to facilitate the completion of graduate credit. Graduate programs at both Louisiana Tech and LSU are

already targeting high school instructors seeking advanced credentials; these could be enhanced and expanded with state investment and coordination.

**2. Increased levels of training and academic oversight of dual enrollment instructors and facilitators provided by colleges and universities.**

To ensure program integrity, colleges and universities should provide increased training for and academic oversight of dual enrollment instructors. To fulfill their duties, academic departments need institutional resources and support, including college-wide guidelines for offering professional development, access to course materials, and evaluation of courses.

**E. Communication, Outreach and Public Reporting**

The Task Force recognized the significant communication and outreach necessary to ensure parents and students are well informed of the benefits of and requirements for participation in dual enrollment. Our universal access goal will not be accomplished if student participation and success, especially among underserved populations, are not significantly increased. This requires a robust engagement strategy to reach and empower school superintendents, school boards, administrators, teachers, counselors, postsecondary presidents and administrators, faculty, and staff, as well as K-12, higher education, college access and parent engagement organizations, to participate in promoting universal access to dual enrollment.

As the state increases access, school counselors must be able to expand college and financial aid advisement to students. Unfortunately, these professionals have too many students and responsibilities that hinder their ability to help students effectively navigate complex dual enrollment systems and myriad of information attached to them. Online surveys distributed to school counselors throughout the state revealed severe challenges surrounding communication of dual enrollment opportunities, which included the consistency of available information, the ability to access needed information, and the timing of information distribution.

To monitor our success and continuing challenges, we must be accountable and annually report on our progress and next steps. Currently Louisiana lacks adequate annual reporting on dual enrollment. To monitor progress of the newly established Regents and BESE goal, the Department of Education and Board of Regents should implement transparent annual reporting on dual enrollment participation, performance, and equity at both school and institutional levels.

**VI. 2020 Recommendations**

At its inaugural meeting, the Task Force decided to prepare this interim report in January 2020 to provide guiding principles, highlight key findings and share initial recommendations.

**The time is right to build on the momentum and interest in expanding dual enrollment opportunities in this state. Therefore, the Task Force recommends to the Governor and Legislature adoption of the guiding principles for universal access to dual enrollment and support for an initial seed investment to undertake the capacity-building necessary to advance universal access and expand early college opportunities.**

Specifically, the state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase access and equity in dual enrollment in areas of high need, such as:

1. Incentives for high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university;
2. Incentives to increase student preparation and readiness, including but not limited to early assessments, tutoring, test preparation and other effective interventions;
3. Incentives for districts to establish and sustain intensive cohort-based pathway programs that increase the preparation of students for college and careers, including Early College High Schools and Career Academies; and
4. Development and adoption of Open Educational Resources to reduce textbook and materials costs.

This grant, combined with the following agency and board initiatives, can improve policy conditions and increase coordination to accelerate our success:

#### **Board of Regents (Higher Education)**

1. Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification.
2. Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.
3. In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels

#### **Board of Elementary and Secondary Education (K-12)**

1. Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.
2. Consider a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.

### **Department of Education (K-12)**

1. Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.
2. Compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.
3. Resolve the challenge with the Supplemental Course Academy (SCA), in which statutory requirements result in some districts returning allotments to the state.
4. Continue alignment of technical dual enrollment courses with Jumpstart programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.

A final report will be submitted to the Legislature, as required by the Senate Bill 243, by October 1, 2020. The Task Force will continue to meet to discuss further refinement of the Statewide Framework, work with agencies to implement necessary already-identified system improvements and continue research and data analysis.

## References

An, B. (2013), "The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?" *Educational Evaluation and Policy Analysis* (Vol. 35, Issue 1). Retrieved from <https://doi.org/10.3102/0162373712461933>

Barnett, E. (2016). *Building Student Momentum From High School Into College*. Boston, MA: Jobs for the Future. Retrieved from <https://www.jff.org/resources/building-student-momentum-high-school-college/>

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What Works Clearinghouse (2017), *Transition to College Intervention Report: Dual Enrollment Programs*. Retrieved from <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/671>

## Appendix A:

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Vice Chair*

*Blake R. David  
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*Kim Hunter Reed, Ph.D.  
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### ***Dual Enrollment Framework Task Force Commission Agenda***

**July 24, 2019**

**10:30 a.m.**

**Richland Parish School Board Meeting Room  
411 Foster St., Rayville, LA 71269**

#### **Objective:**

- Make recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses to all qualified public high school juniors and seniors.

#### **Agenda Items:**

1. Roll Call
2. Election of Chair
3. Overview of Legislation
4. State of Dual Enrollment in Louisiana
  - Overview
  - Discussion by LCTCS
5. Statewide Systems of Dual Enrollment Frameworks Across the Country: Lessons Learned
  - Adam Lowe, Advisor at Education Strategy Group
6. Discussion of Process and Next Steps
7. Other Business

#### **Proposed Next Meetings**

- Monday, September 9, 2019
- Monday, November 4, 2019
- Monday, February 17, 2019

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**Dual Enrollment Framework Task Force**

*September 9, 2019*

*12:00 p.m.*

*Southeastern University  
500 W University Avenue  
Hammond, LA 70402*

**Agenda Items:**

1. 12:00 p.m.-12:05 p.m.: **Call to Order, Roll Call & Approval of July 24, 2019 Minutes**
2. 12:05 p.m.-12:50 p.m.: **Faculty Credentials & Training**
  - Adam Lowe, Education Strategy Group
3. 12:50 p.m.- 1:35 p.m.: **Student Eligibility & Progression Requirements**
  - Ken Bradford, Assistant Superintendent
  - Dr. Karen Denby, Interim Deputy Commissioner for Planning, Research & Academic Affairs
  - Dr. Lupe Lamadrid, Senior Policy Analyst
4. 1:35 p.m.- 2:20 p.m.: **Showcase of Local Partnerships**
5. 2:20 p.m.- 2:50 p.m.: **Communications & Outreach**
  - Adam Lowe, Education Strategy Group
  - Dr. Lupe Lamadrid, Senior Policy Analyst
6. 2:50 p.m.- 3:00 p.m.: **Next Steps & Adjournment**

*Marty J. Chabert  
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**Dual Enrollment Framework Task Force**

*October 7, 2019  
12 p.m. – 3:30 p.m.  
South Louisiana Community College  
Health & Sciences Building Auditorium  
Lafayette, LA*

**Agenda Items:**

- 12:00 p.m.-12:05 p.m.: **Call to Order, Roll Call & Approval of September 9, 2019 Minutes**
- 12:05 p.m.- 2:00 p.m.: **Financial Models & Uniform Tuition/Fees**
  - Terrence Ginn, Deputy Commissioner for Finance and Administration
  - Matthew LaBruyere, Associate Commissioner for Finance and Administration
- 2:00 p.m. – 2: 45 p.m.: **Accountability Measures**
  - Dr. Erin Bendily, Assistant Superintendent, Policy and Governmental Affairs at Louisiana Department of Education
- 2:45 p.m. – 3:15 p.m.: **Showcase of Local Partnerships**
  - Alex Melton, Principal of Early College Academy
  - Andre Perez, Executive Director for Academic Initiatives at SLCC
  - Caronda Bean, Director of Dual Enrollment at SLCC
  - Dr. DeWayne Bowie, Vice President for Enrollment Management at ULL
  - Amanda Doyle, Director of University Connection at ULL
- 3:15 p.m.- 3:30 p.m.: **Next Steps & Adjournment**

*Marty J. Chabert  
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### **Dual Enrollment Framework Task Force**

*November 4, 2019 12 p.m. to 3:30 p.m.*

*Louisiana Tech at Bossier Parish Community College*

*Building H- Conference Room 418*

*6220 E. Texas Street*

*Bossier City, LA 71111*

1. 12:00 p.m. -12:05 p.m.: **Call to Order, Roll Call & Approval of October 7, 2019 Minutes**
2. 12:05 p.m.- 12:25 p.m.: **Recommendations by College & Career Readiness Commission**
  - Dr. Jim Henderson, *President and CEO, University of Louisiana System*
3. 12:25 p.m.- 1:10 p.m. **Findings from Statewide Dual Enrollment Program Interviews & Communication Surveys**
  - Adam Lowe, *Advisor, Education Strategy Group*
  - Lauren Norton, *Senior Associate, Education Strategy Group*
  - Mellynn Baker, *Institutional Research Associate, Louisiana Board of Regents*
4. 1:10 p.m. – 1:55 p.m.: **Communications & Outreach**
  - Adam Lowe, *Advisor, Education Strategy Group*
  - Dr. Lupe Lamadrid, *Senior Policy Analyst, Louisiana Board of Regents*
5. 1:55 p.m.- 2:35 p.m.: **Showcase of Local Partnerships**
  - Dr. Keisha Smith, *State Director for Louisiana, Education Trust*
  - Dr. Melva Williams, *Vice Chancellor for Student Affairs and Enrollment Management, Southern University at Shreveport*
  - Gordan D. Ford, *Executive Director and Chief Executive Officer, Lincoln Preparatory School*
  - Dr. Barry Morales, *Director of Dual Enrollment, Louisiana Tech*
6. 2:35 p.m.- 3:25 p.m.: **Career & Technical Education Discussion**
  - Ken Bradford, *Assistant Superintendent, Louisiana Department of Education*
  - Dr. René Cintrón, *Chief Academic Affairs Officer, LCTCS*
  - Alexandra Ekstron, *Program Director, High School Initiatives, BPCC*
  - Lynne McCoy, *Director of Academic Outreach, BPCC*
  - Jayda Spillers, *Principal, Bossier Parish School for Technology and Innovative Learning*
7. 3:25 p.m.- 3:30 p.m.: **Public Comments, Next Steps, & Adjournment**

*Marty J. Chabert*  
*Chair*

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***Dual Enrollment Framework Task Force***

December 2, 2019 1 p.m. to 4 p.m.

LSU Foundation  
3796 Nicholson Dr.  
Baton Rouge, LA 70802

- 1:00 p.m. -1:05 p.m.: **Call to Order, Roll Call & Approval of November 4, 2019 Minutes**
- 1:05 p.m. – 1:20 p.m.: **LSU College Readiness Dual Enrollment Program**
  - Dr. Matthew R. Lee, *LSU Vice Provost for Academic Programs and Support Services*
  - Phoebe B. Rouse, *LSU College Readiness Dual Enrollment Program Director*
- 1:20 - 1:30 p.m.: **Review of Legislation & Charge of Task Force**
- 1:30 p.m.- 2:15 p.m.: **Discussion of Draft Guiding Principles**
- 2:15 p.m.- 3:00 p.m.: **Discussion of Foundational Areas to Address**
- 3:00 p.m.- 3:45 p.m.: **Discussion of Conditions Necessary for Success**
- 3:45 p.m.- 4:00 p.m.: **Public Comments, Next Steps, & Adjournment**

## Appendix B:

# Louisiana Dual Enrollment Task Force Key Informant Interview Summary of Findings

Prepared by Adam I. Lowe and Lauren Norton, Education Strategy Group | October 2019

### *Goals & Approach*

- To inform the Dual Enrollment Task Force by soliciting additional insights into dual enrollment practices and priorities from K12 and higher education leaders
- To collect examples of successful programs that can be highlighted
- Representatives of 15 colleges and universities and 10 superintendents, principals, and counselors from varied programs across the state interviewed by phone

### *Key Takeaways from Our Interviews*

- Considerable variability in financing dual enrollment limits access for many students
- Access is limited primarily to students already likely to succeed in college
- While navigational supports are available, they are inconsistently utilized
- Numerous approaches aim to address the gap in credentialed instructors
- Principals and counselors expressed several challenges with communications

### *Near Term Opportunities*

- Set equity goals and measure and report progress.
- Simplify complex Board of Regents and TOPS Tech Early Start Student Eligibility requirements.
- Build on Jumpstart momentum to expand Career and Technical dual enrollment course-taking.
- Develop a state communications hub and infrastructure.
- Replicate successful pathway programs like Early College, Career Academies, and the Extension Academy pilot.

### *Longer Term Opportunities*

- Offer and use earlier predictive assessments to identify students potentially eligible for dual enrollment.
- Reduce financial burden incurred by students and families.
- Consider increased weighting for dual enrollment courses in the high school Accountability System.
- Support continued institutional improvement of academic quality and course oversight.
- Expand pool of dual enrollment instructors through graduate programs and professional development.

# DUAL ENROLLMENT



## COMMUNICATION SURVEY

Board of Regents staff administered a 7 question survey regarding dual enrollment communication. This survey was sent to members of the Louisiana Association of Principals and the Louisiana School Counselor Association.

### DEMOGRAPHICS

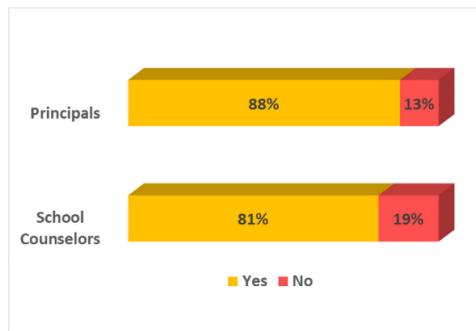


48 Principals  
36 School Counselors

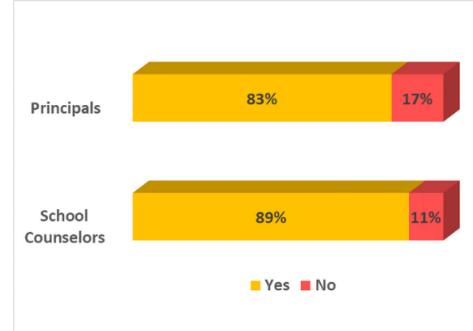


59 Cities

#### ARE YOU SATISFIED WITH DUAL ENROLLMENT COMMUNICATION?



#### ARE YOU SATISFIED WITH DUAL ENROLLMENT RESOURCES?



#### TOP 3 METHODS OF RECEIVING INFORMATION CONCERNING DUAL ENROLLMENT

##### SCHOOL COUNSELORS

1. COLLEGES
2. LOCAL SCHOOL DISTRICT
3. LDOE

##### PRINCIPALS

1. LOCAL SCHOOL DISTRICT
2. COLLEGES
3. LDOE

#### CHALLENGES OF COMMUNICATION:

*"At this point, there are several inconsistencies between universities."*

*"I never know when things change unless I look. I have close contact with my college partnership and ask them directly."*

*"I don't really receive information concerning dual enrollment policies."*

