

# NOTICE OF MEETINGS

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



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

## BOARD OF REGENTS

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

### Board of Regents Wednesday, June 16, 2021

| Event   | Time   | Location  |
|---|--|---|
| <b>Joint Board of Regents/Board of Elementary and Secondary Education (BESE) Meeting hosted by BESE</b>   | 9:00 a.m.  | Louisiana Purchase Room 1-100<br>Claiborne Building<br>1201 North Third Street, 1st Floor<br>Baton Rouge, Louisiana   |
| <b>Committee Meetings</b><br>Audit<br>Legislative<br>Facilities<br>Academic and Student Affairs<br>Statewide Programs<br>Research and Sponsored Initiatives<br>Planning, Research & Performance | 10:30 a.m.<br>10:45 a.m.<br>11:05 a.m.<br>11:15 a.m.<br>12:15 p.m.<br>12:25 p.m.<br>12:30 p.m. | Thomas Jefferson Room 1-136 A&B<br>Claiborne Building<br>1201 North Third Street, 1st Floor<br>Baton Rouge, Louisiana |
| <b>Lunch</b>  | 1:00 p.m.  | Thomas Jefferson Room 1-136 C<br>Claiborne Building<br>1201 North Third Street, 1st Floor<br>Baton Rouge, Louisiana   |
| <b>Board of Regents' Meeting **</b>   | 2:00 p.m.  | Thomas Jefferson Room 1-136 A&B<br>Claiborne Building<br>1201 North Third Street, 1st Floor<br>Baton Rouge, Louisiana |

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

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

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

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

**Ms. Sandy Holloway, President,  
Board of Elementary and Secondary Education, Presiding**

**Wednesday, June 16, 2021  
Claiborne Building  
Room 1-100, The Louisiana Purchase Room  
1201 North Third Street, Baton Rouge, Louisiana 70802**

**9:00 a.m.**

**AGENDA**

1. Call to Order
2. Roll Call
3. Approval of the Minutes
  - 3.1. December 16, 2020
4. Items for Consideration
  - 4.1. Consideration of an update report from the Office of Broadband Development and Connectivity
  - 4.2. Consideration of an update report regarding the Fast Forward Program
  - 4.3. Consideration of an update report regarding the Dual Enrollment Task Force

# *Louisiana*

## DUAL ENROLLMENT

### *2021 Annual Report*



**2018-19**  
School Year

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**June 2021**

To better understand dual enrollment participation and equity, the Louisiana Board of Regents integrated K-12 and higher education data systems to better capture student demographics and understand opportunities to increase access. This first annual comprehensive report features data from the 2018-19 school year – the last school year completed prior to the COVID-19 pandemic. The report examines data from two perspectives:

- *A snapshot in time* – the dual enrollment courses provided by public colleges and universities during the 2018-19 school year.
- *Student patterns in participation* – all dual enrollment courses taken by the 2018-19 high school graduates over the span of their high school experience.

**[www.laregents.edu](http://www.laregents.edu)**



## DUAL ENROLLMENT ANNUAL REPORT WELCOME



Kim Hunter Reed, Ph.D.



Cade Brumley, Ed.D.

Increasing the number of students who complete college courses in high school is an important shared goal, as we work to improve educational outcomes and expand opportunity in our state. Studies show that students who participate in dual enrollment are more likely to enroll in college, persist and complete. That is why it's a key student success strategy here in Louisiana and across the nation.

To advance our work, in 2019 Louisiana's K-12 and postsecondary education policy boards (BESE and Board of Regents) jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. This action, coupled with the creation by the Louisiana Legislature of the state Dual Enrollment Task Force, set the expectation for universal access to dual enrollment and launched innovative efforts to redesign the high school experience for our state's students.

In February 2020, the Dual Enrollment Task Force charged Regents and the Department of Education to report annually on dual enrollment participation, performance, and equity at both school and institutional levels. This statewide report is our first analysis of our dual enrollment efforts. It is designed to acknowledge progress, identify opportunities and illuminate persistent equity gaps, demonstrating our agencies' commitment to advancing and improving students' dual enrollment participation.

The content of this year's report celebrates the 32% of the public high school graduating class of

2018-19 who took at least one dual enrollment course. The report identifies five exemplary schools where 100% of graduates completed at least one dual enrollment course, as well as nine where 100% of minority graduates did so. Despite these remarkable schools, the opportunity to begin college in high school through an academic or career/technical course is out of reach for too many of Louisiana's students. We are committed to change that.

Looking ahead, we are collaborating on the launch of the Fast Forward initiative, designed to increase the number of students graduating high school with an associate's degree or apprenticeship in a high-demand field. This pilot, combined with the ongoing dual enrollment work highlighted in this report, represents the kind of system redesign that has the power to expand affordable college and career opportunities in our state. The report analysis furthers our resolve to analyze barriers to success and remove them. Later this year our agencies will bolster the state's efforts to promote dual enrollment by launching an online dual enrollment informational portal for education leaders, parents, and students.

We value the innovative and collaborative work of teachers and faculty, school and campus leaders who contributed to the outcomes included in this report. Your efforts will equip the next generation of students for educational and economic success. We look forward to building on the momentum and welcome additional talent development champions to join our efforts to educate Louisiana's students.

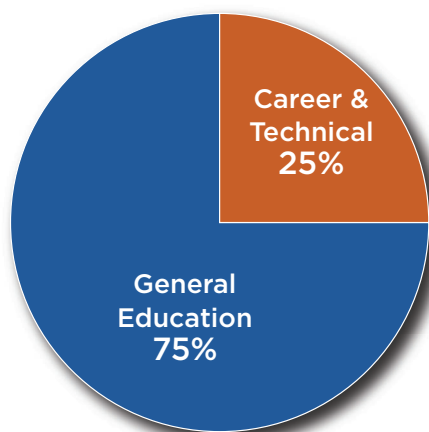
A handwritten signature in black ink, reading "Kim Hunter Reed".

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

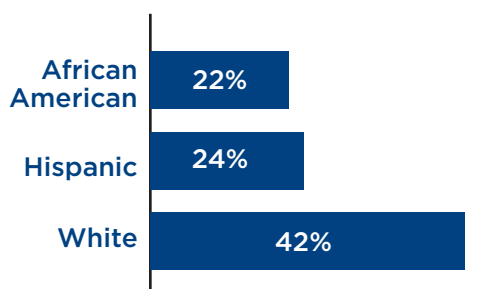
A handwritten signature in black ink, reading "Cade Brumley".

Cade Brumley, Ed.D.  
State Superintendent of Education

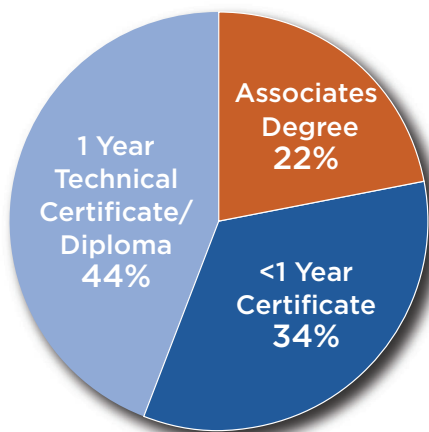
# LOUISIANA DUAL ENROLLMENT ANNUAL REPORT 2018-19 SCHOOL YEAR KEY TAKEAWAYS



*Dual Enrollment Courses by Field*



*Rates of Dual Enrollment Participation*



*Postsecondary Credentials Earned*

## Dual Enrollment is Critical to College Transition

### • Key to Meeting the 2029 Goal

In ten years, the Board of Elementary and Secondary Education and the Board of Regents want every student to graduate high school with college credit or a postsecondary credential of value. In 2018-19, nearly 1/3 of graduates did so thanks to completing a dual enrollment course – the largest such transition program.

### • Students Take Transferable Courses

Over 90% of general education courses taken by students are highly transferable courses listed on the Regents' Course Academic Matrix. Mathematics, English Language and Literature, and History courses represented half of dual enrollment courses taken.

## Equity Gaps in Dual Enrollment

### • Large Gaps in Participation by Race Need to Be Addressed

Among the 2018-19 public high school graduating class, 32% completed at least one dual enrollment course. However, there was a 20-percentage point gap in participation between African American and White students, 18-percentage points for Hispanic students.

### • Which School a Student Attends Impacts Participation

A significant portion of the racial equity gap lies in the differential rates of participation among schools with high percentages of students of color. High schools with less than 20% students of color among their graduates had participation rates 24 percentage points higher than those schools with greater than 80% students of color.

## Opportunities to Strengthen College and Career Pathways

### • Limited Participation in Many Technical Fields

Of the total statewide dual enrollments in Career and Technical fields, half are in two areas: Health Professions and Precision Production (mostly Welding). Opportunities abound to grow dual enrollment in other fields.

### • Postsecondary Credentials in High School

Only 684 students graduated in 2018-19 with both a high school diploma and postsecondary credentials from a public college. Students at two early college partnerships earned nearly half of the degrees of one year or longer.

## DUAL ENROLLMENT PROVIDED BY PUBLIC POSTSECONDARY INSTITUTIONS

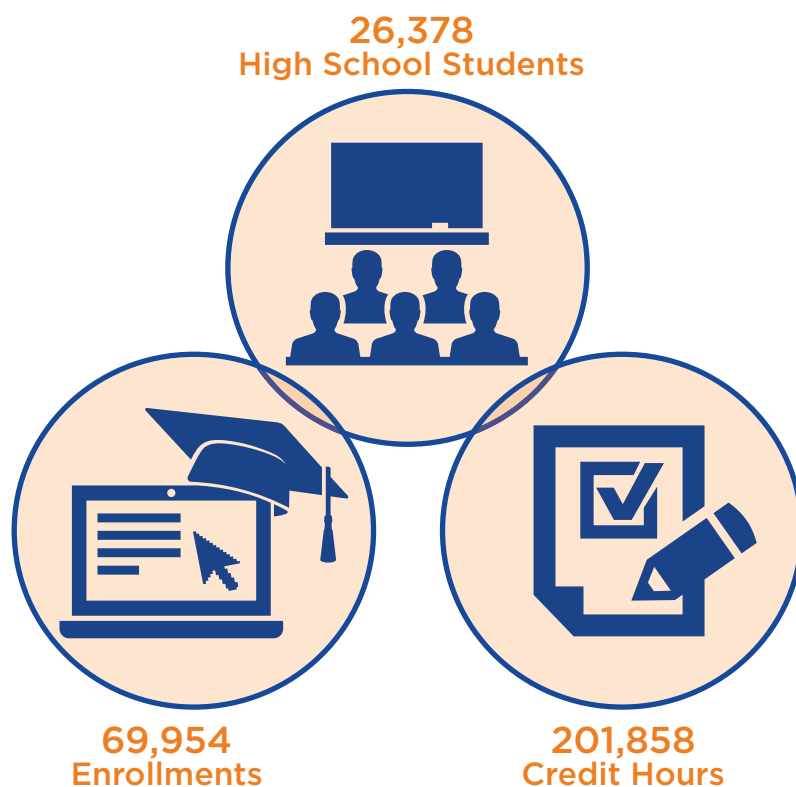
Statewide, 28 public colleges and universities enrolled 26,378 high school students in 69,954 dual enrollment college courses during the **2018-19 school year** (including summers). These figures encompass all high school students enrolled in a college course at one of Louisiana's public colleges or universities - including those who attended any type of Louisiana public or non-public school, as well as home-schooled and out-of-state students. In the majority of cases, high school students enrolled in a college course also earn dual credit toward their high school graduation requirements. The remainder of this section presents the entire universe of high school students enrolled in college courses at public colleges and universities (except where otherwise noted).

Due to the timing of the data collection and reporting, this report focuses on the 2018-19 school year. This was the last school year completed prior to the COVID-19 pandemic. Future reports will attempt to document the impact of the pandemic on dual enrollment.

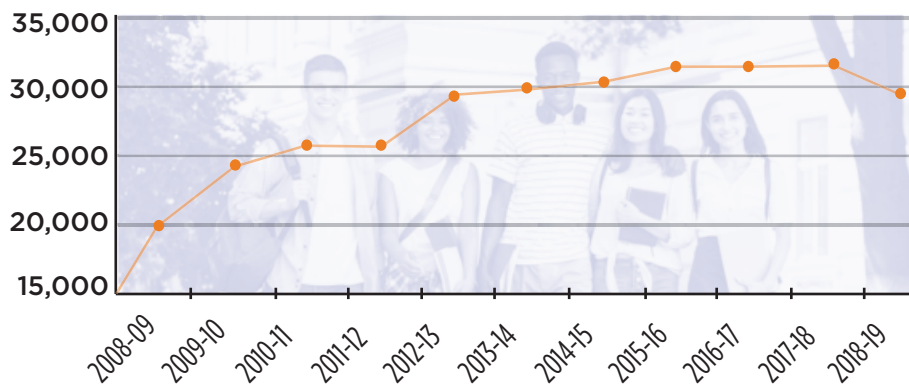
These data represent an 8% decline in student participation from 2017-18, largely resulting from revisions to the Regents' dual enrollment policy, which increased minimum student eligibility requirements for general education courses.

These requirements - including a uniform GPA, ACT composite score, and ACT subject-specific

score - were higher than the requirements previously used by many colleges and universities.



*Figure 1: Dual Enrollment Student Enrollment Over Time*



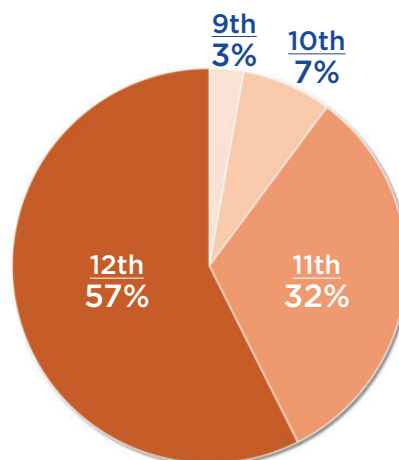
## Course-Taking Patterns

In 2018-19, the majority of high school students taking dual enrollment at public colleges and universities were in 12th grade, with 90% in either 11th or 12th grade. The average student took 2.7 courses, with 75% of students enrolled in three or fewer courses.

## Delivery Methods

Even prior to the COVID-19 pandemic, nearly all of Louisiana's public colleges and universities had high school students participating in online and hybrid (50-99% delivered online) dual enrollment courses. These delivery methods have increased access in rural communities where it can be challenging to find teachers with the necessary credentials to teach at a postsecondary level. Enrollment in online (8,062) and hybrid (723) courses represented 13% of dual enrollment at public institutions in 2018-19. Campuses

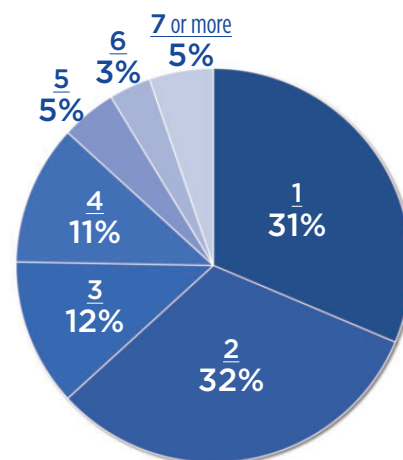
**Figure 2: Dual Enrollment Students by High School Grade Level**



with the largest high school enrollment in online and hybrid courses include Northwestern State University, Louisiana Tech University, LSU Eunice, LSU Alexandria, and Bossier Parish Community College.

An additional on-site model used to expand access in Louisiana is the Instructor of Record/Facilitator model, in

**Figure 3: Number of Dual Enrollment Courses Taken by High School Students**



which a credentialed university faculty member works with and trains a high school instructor to collaboratively deliver faculty-developed instructional materials and assessments. This model is used by the two large programs run by Southeastern Louisiana University and LSU A&M, and is represented in the counts of students taking courses on-site.

**Table 1: Percent of Dual Enrollments by Delivery Method**

| System   | Online     | Hybrid    | On-Site    |
|--|------------|-----------|------------|
| Louisiana Community & Technical College System | 8%         | 2%        | 91%        |
| Louisiana State University System              | 17%        | 1%        | 83%        |
| Southern University System                     | 6%         | 0%        | 94%        |
| University of Louisiana System                 | 14%        | 1%        | 86%        |
| <b>Statewide</b>                               | <b>12%</b> | <b>1%</b> | <b>87%</b> |





## Course Grades

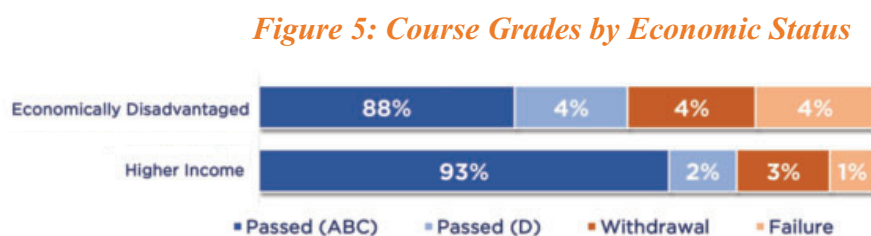
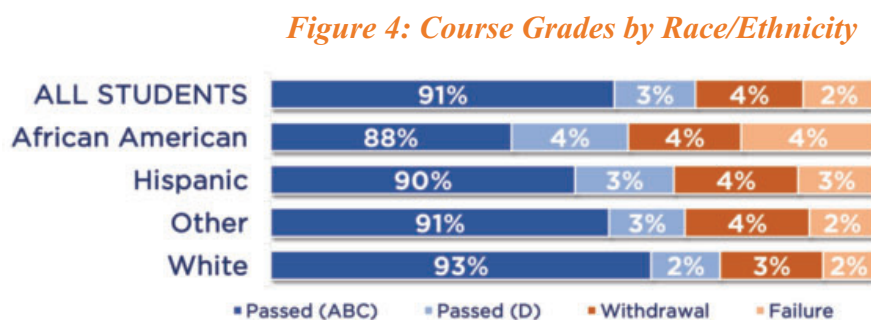
The vast majority of students succeeded in dual enrollment courses, with 91% receiving an A, B, or C. Another 3% passed with a marginal D grade, which often will limit the transferability of the credit.

A disparity of 5% in A, B, or C passing rates exists between African American and White students, as well as for students identified by the Department as economically disadvantaged based on low household incomes.

Due to the timing of institutional reporting to Regents, 16% of course outcomes were coded as incomplete in the Student Profile System. There is no reason to think these incompletes resulted in substantially different outcomes than those courses for which grades were recorded.

## Subjects Taken

Dual enrollment courses are available for students in a wide range of subject areas related to students' ultimate college degrees and career pathways. Of the 69,954 course enrollments, 1,574 (2%) were classified as developmental or co-requisite education courses, with most of these offered by a handful of colleges and univer-



**Table 2: Percent of Dual Enrollments by Field, by System**

| System   | Career & Technical Fields | General Education Fields |
|--|---------------------------|--------------------------|
| Louisiana Community & Technical College System | 60%                       | 40%                      |
| Louisiana State University System              | 7%                        | 93%                      |
| Southern University System                     | 28%                       | 72%                      |
| University of Louisiana System                 | 3%                        | 97%                      |
| <b>Statewide</b>                               | <b>25%</b>                | <b>75%</b>               |

sities as opportunities to better prepare and transition students into college-credit-bearing courses. One-quarter of enroll-

ments were in career and technical fields, with half of these in Health Professions and Precision Production (primarily Welding).



Mathematics, English language and literature, and history courses represented 51% of dual enrollment courses taken in 2018-19. Of the course enrollments in general education fields, 91% were listed on the Regents' Master Course Academic Matrix, a list of some of the most frequently taken courses across the state for which course equivalencies have been established to facilitate credit transfer.

**Table 3: Dual Enrollments in General Education Fields, by Classification of Instructional Program**

| General Education Fields                      | Enrollments   | % of Total |
|---|---------------|------------|
| Mathematics & Statistics                      | 14,686        | 21%        |
| English Language & Literature/Letters         | 12,093        | 17%        |
| History                                       | 8,666         | 12%        |
| Biological & Biomedical Sciences              | 3,431         | 5%         |
| Psychology                                    | 2,798         | 4%         |
| Social Sciences                               | 2,294         | 3%         |
| Physical Sciences                             | 2,293         | 3%         |
| Visual & Performing Arts                      | 2,152         | 3%         |
| Foreign Languages, Literatures, & Linguistics | 1,606         | 2%         |
| Communication, Journalism, & Related Programs | 1,197         | 2%         |
| Other General Education Fields                | 929           | 1%         |
| <b>Total, General Education Fields</b>        | <b>52,145</b> | <b>75%</b> |

**Table 4: Dual Enrollments in General Education Academic Matrix Courses**

| Matrix Common Course Name                      | Enrollments   | % of Total |
|--|---------------|------------|
| College Algebra                                | 7,021         | 10%        |
| English Composition I                          | 6,088         | 9%         |
| English Composition II                         | 4,436         | 6%         |
| Trigonometry                                   | 3,768         | 5%         |
| Intro to Psychology                            | 2,515         | 4%         |
| Western Civilization I                         | 2,140         | 3%         |
| American History II                            | 2,099         | 3%         |
| Western Civilization II                        | 1,705         | 2%         |
| American History I                             | 1,412         | 2%         |
| Intro to Sociology                             | 1,162         | 2%         |
| General Biology I (Science Majors)             | 1,054         | 2%         |
| Introductory Statistics                        | 816           | 1%         |
| World Civilization I                           | 764           | 1%         |
| Elementary Spanish I                           | 619           | <1%        |
| Public Speaking                                | 601           | <1%        |
| World Civilization II                          | 488           | <1%        |
| Music Appreciation                             | 487           | <1%        |
| Elementary Spanish II                          | 486           | <1%        |
| Exploring the Arts                             | 426           | <1%        |
| General Biology II (Science Majors)            | 392           | <1%        |
| Other General Education Matrix Courses         | 8,820         | 13%        |
| <b>Total, General Education Matrix Courses</b> | <b>47,299</b> | <b>68%</b> |



**Table 5: Dual Enrollments in Career & Technical Education Fields, by Classification of Instructional Program**

| Career & Technical Education Fields  | Enrollments   | % of Total |
|--|---------------|------------|
| Health Professions & Related Programs  | 5,830         | 8%         |
| Precision Production (Including Welding)                                       | 3,172         | 5%         |
| Business, Management, Marketing & Related Support Services                     | 1,753         | 3%         |
| Computer & Information Sciences & Support Services                             | 1,509         | 2%         |
| Engineering/Engineering-Related Technologies/Technicians                       | 1,065         | 2%         |
| Construction Trades  | 1,031         | 1%         |
| Mechanic & Repair Technologies/Technicians                                     | 938           | 1%         |
| Culinary, Entertainment & Personal Services                                    | 764           | 1%         |
| Engineering  | 524           | <1%        |
| Homeland Security, Law Enforcement, Firefighting & Related Protective Services | 330           | <1%        |
| Other Career & Technical Fields  | 893           | 1%         |
| <b>Total, Career &amp; Technical Fields</b>                                    | <b>17,809</b> | <b>25%</b> |

**Table 6: Dual Enrollments in Career & Technical Education Matrix Courses**

Of the total statewide enrollments in these fields, half were in just two areas: health professions and precision production (primarily welding). Opportunities abound to grow dual enrollment in other fields; fields notable for very minimal enrollment include education, agriculture, and communications technologies.

Of the course enrollments in career and technical education fields, 8% were listed on the Regents' Master Course Academic Matrix, which has expanded in recent years to include some of the most frequently taken career-related courses at both two- and four-year institutions to facilitate credit transfer.

| Career & Technical Education Fields                           | Enrollments  | % of Total |
|---|--------------|------------|
| Medical Terminology   | 490          | <1%        |
| Computer Applications   | 209          | <1%        |
| Intro to Criminal Justice                                     | 155          | <1%        |
| General/Intro to Business Administration                      | 138          | <1%        |
| Intro to Policing   | 66           | <1%        |
| Personal Finance  | 54           | <1%        |
| Nutrition   | 44           | <1%        |
| Intro to Corrections  | 39           | <1%        |
| Intro to Financial Accounting                                 | 35           | <1%        |
| Criminal Law  | 34           | <1%        |
| Other Career & Technical Education Matrix Courses             | 107          | <1%        |
| <b>Total, Career &amp; Technical Education Matrix Courses</b> | <b>1,371</b> | <b>2%</b>  |

## Providers

*Table 7: Students Participating in Dual Enrollment, by System and College / University*

| System   | Students | Enrollments   | % of Enrollments |
|--|----------|---------------|------------------|
| Louisiana Community & Technical College System | 10,948   | 25,921        | 37%              |
| Louisiana State University System              | 3,606    | 8,522         | 12%              |
| Southern University System                     | 1,173    | 2,531         | 4%               |
| University of Louisiana System                 | 12,272   | 32,980        | 47%              |
| <b>Statewide</b>                               |          | <b>69,954</b> |                  |

| College / University                                      | Students      | Enrollments   | % of Enrollments |
|---|---------------|---------------|------------------|
| <b>Louisiana Community &amp; Technical College System</b> |               |               |                  |
| Northshore Technical Community College                    | 1,762         | 4,467         | 6%               |
| River Parishes Community College                          | 1,298         | 3,362         | 5%               |
| Central Louisiana Technical Community College             | 1,528         | 3,141         | 4%               |
| South Louisiana Community College                         | 1,323         | 3,132         | 4%               |
| Delgado Community College                                 | 1,257         | 2,100         | 3%               |
| Elaine P. Nunez Community College                         | 804           | 2,057         | 3%               |
| Louisiana Delta Community College                         | 631           | 1,786         | 3%               |
| SOWELA Technical Community College                        | 542           | 1,765         | 3%               |
| Bossier Parish Community College                          | 782           | 1,422         | 2%               |
| Baton Rouge Community College                             | 459           | 1,208         | 2%               |
| L.E. Fletcher Technical Community College                 | 394           | 815           | 1%               |
| Northwest Louisiana Technical College                     | 262           | 666           | 1%               |
| <b>Louisiana State University System</b>                  |               |               |                  |
| LSU and A&M College                                       | 2,121         | 3,836         | 5%               |
| LSU of Alexandria   | 559           | 1,835         | 3%               |
| LSU Eunice  | 609           | 1,794         | 3%               |
| LSU Shreveport  | 468           | 1,057         | 2%               |
| <b>Southern University System</b>                         |               |               |                  |
| Southern University at Shreveport                         | 651           | 1,462         | 2%               |
| Southern University and A&M College                       | 215           | 561           | 1%               |
| Southern University at New Orleans                        | 307           | 508           | 1%               |
| <b>University of Louisiana System</b>                     |               |               |                  |
| Southeastern Louisiana University                         | 3,705         | 7,374         | 11%              |
| Louisiana Tech University                                 | 2,725         | 7,269         | 10%              |
| Northwestern State University                             | 1,905         | 6,023         | 9%               |
| University of Louisiana at Monroe                         | 1,689         | 4,738         | 7%               |
| McNeese State University                                  | 994           | 3,817         | 5%               |
| University of Louisiana at Lafayette                      | 811           | 1,651         | 2%               |
| University of New Orleans                                 | 783           | 1,405         | 2%               |
| Nicholls State University                                 | 317           | 638           | 1%               |
| Grambling State University                                | 30            | 65            | 0%               |
| <b>Total, Public Colleges and Universities</b>            | <b>26,378</b> | <b>69,954</b> |                  |



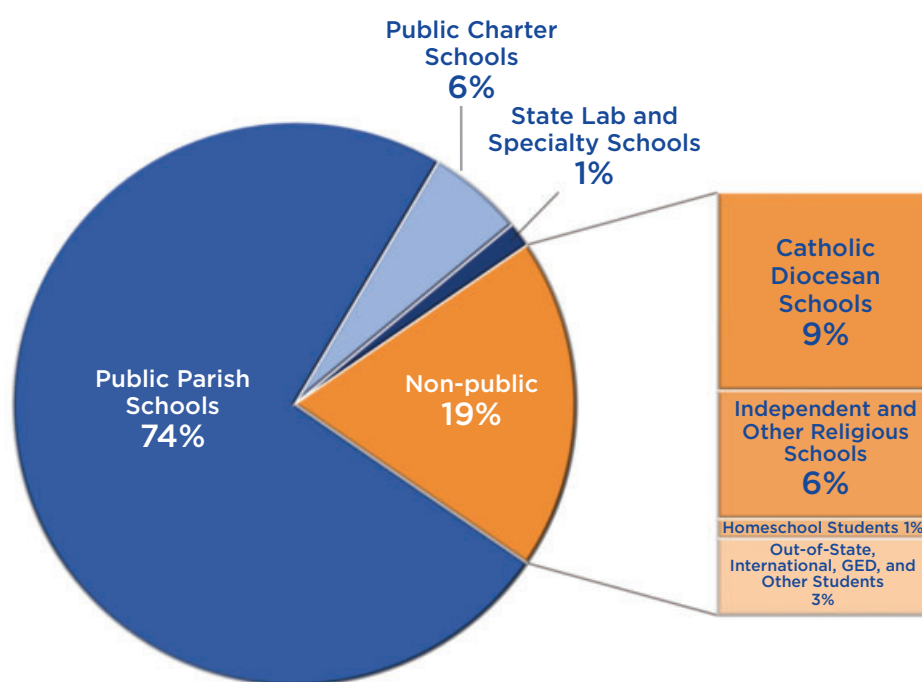
Statewide, 28 public colleges and universities across all four systems enrolled 26,378 high school students in 69,954 dual enrollment college courses during the 2018-19 school year (including summers). Ten percent (2,553) of students took courses from more than one college or university.

Additional students appear in the Louisiana Department of Education's Student Transcript System with codes for Louisiana independent colleges and out-of-state colleges. However, due to inconsistent reporting on this variable, we are unable to quantify the numbers of Louisiana students participating in dual enrollment through independent and out-of-state colleges.

### Participation by School Type

At Louisiana public colleges and universities, 19% of dual enrollment high school students come from outside the public school system. Louisiana has the third-highest rate of Catholic and other non-public school enrollment of the fifty states. These students represent a sizable portion of many colleges' high school student population – over 30% at LSU A&M, LSU of Alexandria, and Louisiana Tech University.

*Figure 6: Participation by School Type*



*Table 8: Students Participating in Dual Enrollment, by School Type*

| School Type   | Enrollments   |
|---|---------------|
| Public Parish Schools                               | 19,583        |
| Public Charter Schools                              | 1,458         |
| State Lab and Specialty Schools                     | 377           |
| <b>Total, Public Schools</b>                        | <b>21,418</b> |
| Catholic Diocesan Schools                           | 2,371         |
| Independent and Other Religious Schools             | 1,534         |
| Homeschool Students                                 | 236           |
| Out-of-State, International, GED and Other Students | 918           |
| <b>Total, Non-public Schools</b>                    | <b>5,059</b>  |



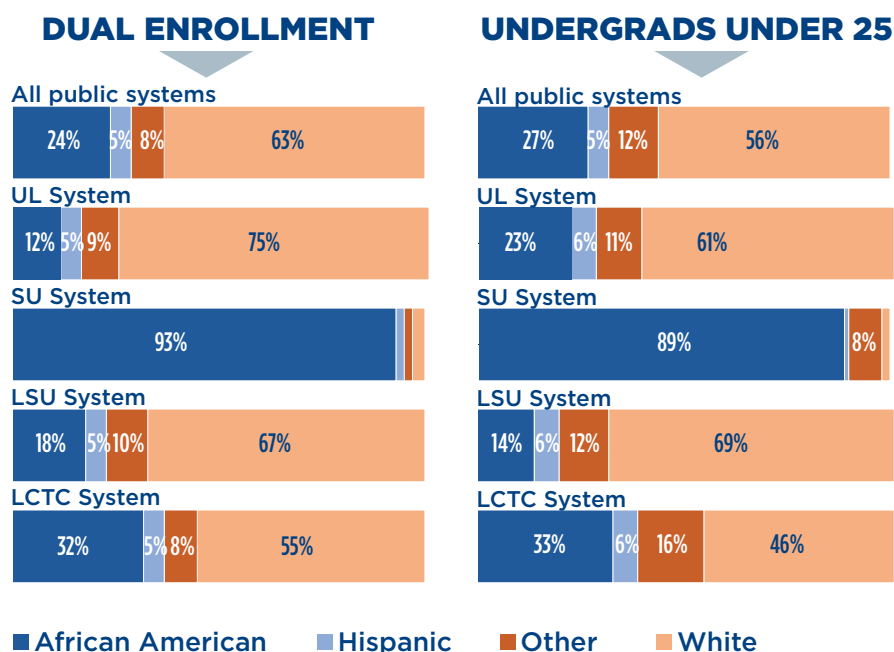
## Equity Analysis

In 2018-19, students of color represented 37% of dual enrollment students in all Louisiana public colleges and universities. This is seven percentage points lower than undergraduate students of color under 25 years old attending a public college or university. The Southern University and Louisiana State University Systems are enrolling dual enrollment students of color at a higher rate than undergraduate students of color under 25 in those systems. The African American participation gap between dual enrollment and undergraduate populations is largest in the University of Louisiana System.

Both the Louisiana Community & Technical College System and the Louisiana State University System served much greater shares – 14 and 12 percentage points respectively – of the African American student population taking dual enrollment courses than their share of all dual enrollment students.

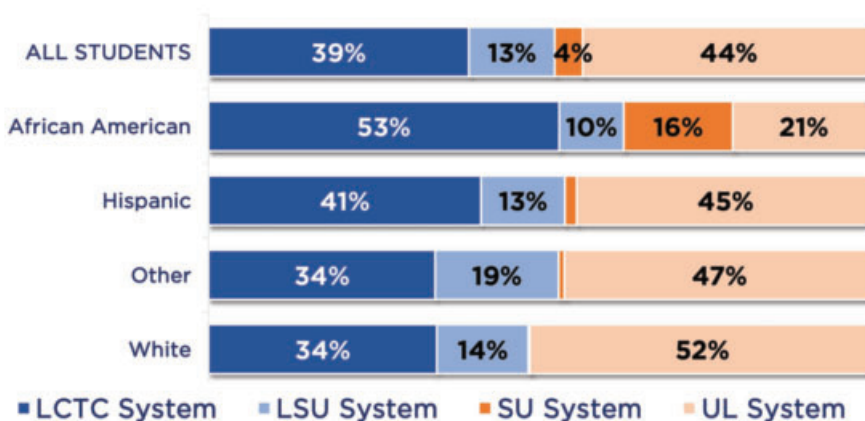


**Figure 7: Race / Ethnicity Participation by Postsecondary System**



“Other” includes small populations of students self-identifying as Multi-Racial, Asian, Native American, or Pacific Islander, or missing data (2% for dual enrollment, 3% for undergraduates under 25).

**Figure 8: Share of Racial / Ethnic Populations Taking Dual Enrollment by Postsecondary System**

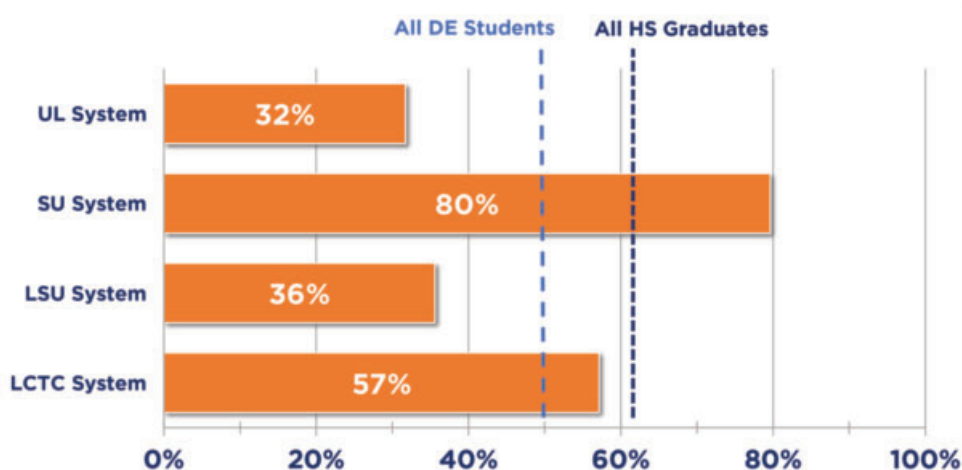






Of the over 21,000 public school students taking dual enrollment courses from public colleges and universities, 46% are identified by the Louisiana Department of Education as economically disadvantaged based on student and family eligibility for a variety of governmental programs. These students, from lower-income families, represent 59% of the public high school graduating class of 2018-19. The dual enrollment participation gap by public school students from lower-income families is larger than average in both the Louisiana State University and University of Louisiana Systems, with fewer than 40% of their dual enrollment public school students from economically disadvantaged backgrounds.

*Figure 9: Economically Disadvantaged Student Share of Public School Students Taking Dual Enrollment, by Postsecondary System*



## EARNING POSTSECONDARY CREDENTIALS IN HIGH SCHOOL

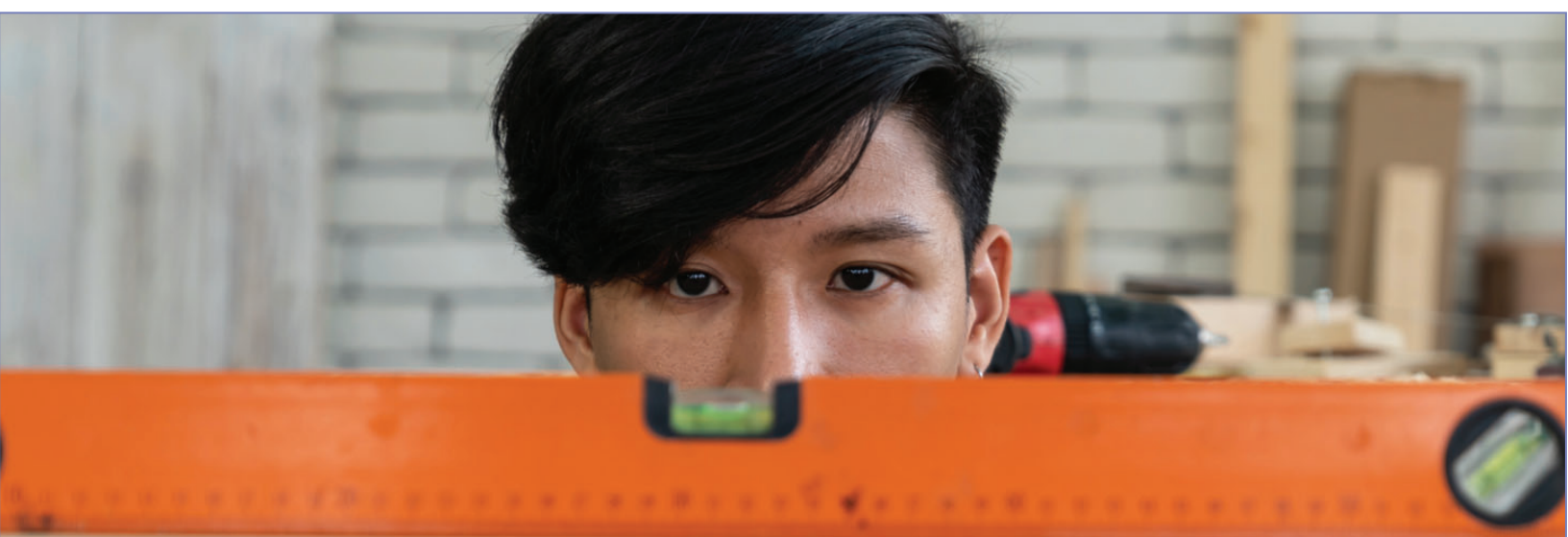
Regents' records of postsecondary credential completers include only 684 students who graduated in 2018-19 with both a high school diploma and postsecondary credentials from a public college, including portable certificates, diplomas, and associate's degrees. Nearly one-third (223) of these were in

short-term (less than nine credit hour) technical certificates. Nearly half of the one-year technical certificates, technical diplomas, and associate's degrees earned were through two strong partnerships: South Louisiana Community College's Early College Academy partnership with La-

fayette Parish Schools and the Early College Option established between Ascension Parish Schools and River Parishes Community College. Additionally, one private college operating in Louisiana - Bard College - graduated its first class of 20 New Orleans public school students with associate's degrees in spring 2020.

*Table 9: High School Students Earning Postsecondary Credentials, By College*

| Institution        | Certificate, <9 Hour | Certificate, 9+ Hour | Certificate, 1-year | Technical Diploma | Associate's Degree | Total Credentials |
|--------------------|----------------------|----------------------|---------------------|-------------------|--------------------|-------------------|
| River Parishes CC  |                      |                      | 119                 |                   | 59                 | 178               |
| Northshore Tech CC | 132                  |                      | 1                   | 1                 |                    | 134               |
| Central LA Tech CC | 91                   | 2                    | 29                  | 4                 |                    | 126               |
| South Louisiana CC |                      |                      | 52                  | 9                 | 55                 | 116               |
| Elaine P. Nunez CC |                      |                      | 18                  | 11                | 7                  | 36                |
| Delgado CC         |                      |                      | 22                  |                   |                    | 22                |
| Bossier Parish CC  |                      | 4                    | 13                  |                   | 4                  | 21                |
| Seven Others       |                      | 3                    | 23                  | 2                 | 23                 | 51                |
| <b>Total</b>       | <b>223</b>           | <b>9</b>             | <b>277</b>          | <b>27</b>         | <b>148</b>         | <b>684</b>        |





**Table 10: High School Students Earning Postsecondary Credentials, By Program of Study**

| Program of Study  | Certificate, <9 Hour | Certificate, 9+ Hour | Certificate, 1-year | Technical Diploma | Associate's Degree | Total Credentials |
|---|----------------------|----------------------|---------------------|-------------------|--------------------|-------------------|
| Liberal Arts and Sciences; General Studies and Humanities         |                      |                      | 184                 |                   | 139                | 323               |
| Practical Nursing; Vocational Nursing and Nursing Assistants      | 141                  |                      |                     |                   |                    | 141               |
| Precision Metal Working   | 36                   | 2                    | 19                  | 13                |                    | 70                |
| Allied Health Diagnostic; Intervention; and Treatment Professions | 36                   | 1                    |                     |                   |                    | 37                |
| Health Aides/ Attendants/Orderlies                                | 3                    |                      | 27                  |                   |                    | 30                |
| Electrical and Power Transmission Installers                      | 3                    |                      | 25                  | 1                 |                    | 29                |
| Heavy/Industrial Equipment Maintenance Technologies/ Technicians  |                      | 3                    | 4                   | 12                |                    | 19                |
| Other Fields  | 4                    | 3                    | 18                  | 1                 | 9                  | 35                |
| <b>Total</b>  | <b>223</b>           | <b>9</b>             | <b>277</b>          | <b>27</b>         | <b>148</b>         | <b>684</b>        |

**Table 11: High School Students Earning Postsecondary Credentials, Top Five High Schools**

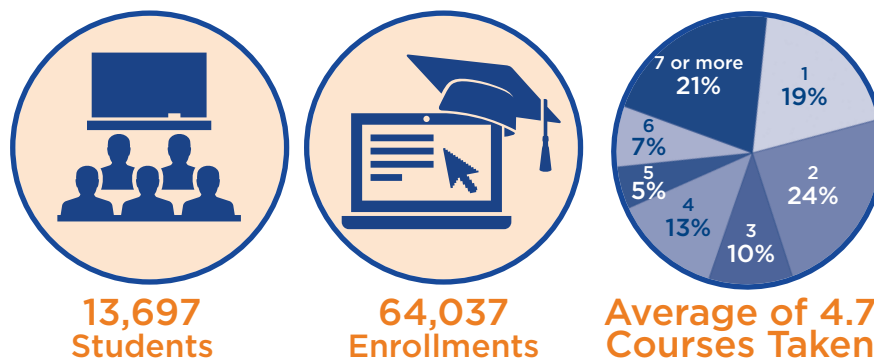
| High School (Parish)                   | Certificate, <9 Hour | Certificate, 9+ Hour | Certificate, 1-year | Technical Diploma | Associate's Degree | Total Credentials |
|--|----------------------|----------------------|---------------------|-------------------|--------------------|-------------------|
| Early College Academy (Lafayette)      |                      |                      | 47                  |                   | 49                 | 96                |
| Dutchtown High School (Ascension)      |                      |                      | 65                  |                   | 26                 | 91                |
| Avoyelles High School (Avoyelles)      | 25                   |                      | 18                  | 2                 |                    | 45                |
| St. Amant High School (Ascension)      |                      |                      | 26                  |                   | 11                 | 37                |
| East Ascension High School (Ascension) |                      |                      | 21                  |                   | 15                 | 36                |



## DUAL ENROLLMENT TAKEN BY PUBLIC HIGH SCHOOL GRADUATES

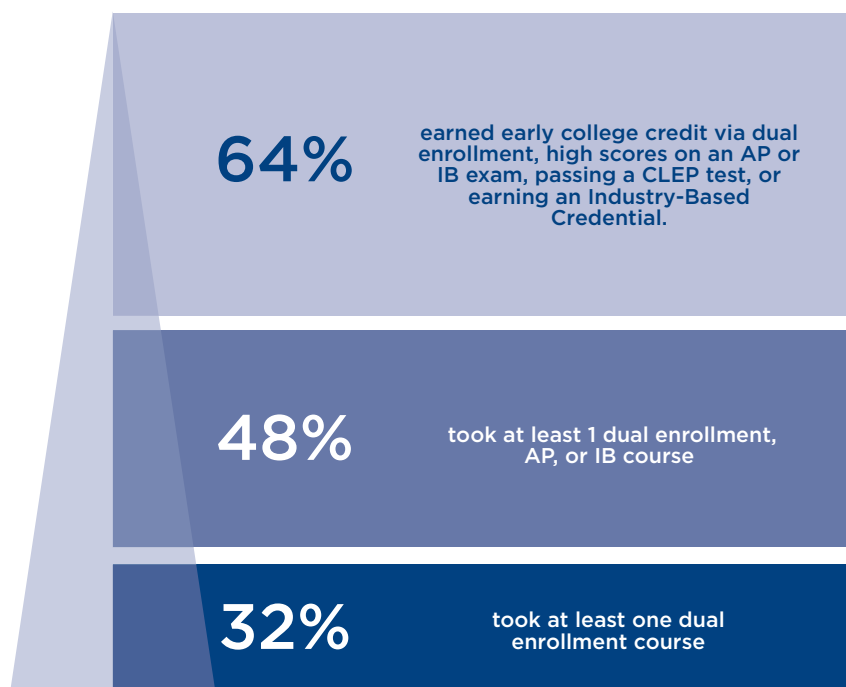
### Student Participation

Statewide, 32% of the 42,410 students who graduated from public high schools in Louisiana in 2018-19 took at least one dual enrollment course. Over half these students took three or more dual enrollment courses over their high school experience. The remainder of this section includes this universe of public high school students who graduated in 2018-19.



*Figure 10: 2018-19 Public High School Graduates Earning College Credit*

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). While the Regents is currently in the process of establishing recognized credentials of value, Department of Education data show that 64% of graduates earned early college credit via dual enrollment, high scores on an AP or IB exam, passing a CLEP test, or earning an Industry-Based Credential.





Of the 311 public high schools with at least one graduate in 2018-19, 16 (5%) were notable for having over 75% of their graduates participating in dual enrollment during high school.

### Equity Analysis

Taking a rigorous, advanced course in high school, whether dual enrollment, Advanced Placement, or International

Baccalaureate, is one of the key college-preparatory experiences for students. Enrollment in advanced courses has been shown in numerous studies to increase college access, affordability, and completion. Yet in Louisiana there are large and persistent gaps in the participation rates of students of color compared with all students. In 2018-19, there was a 16 percentage point gap in the participation rate in advanced courses in

Louisiana public schools between African American students (39%) and their White student peers (55%). Looking solely at students who took at least one dual enrollment course, the gap increased to 20 percentage points between African American and White students. The Hispanic - White gap for all advanced courses was 12 percentage points; and 18 points for dual enrollment.

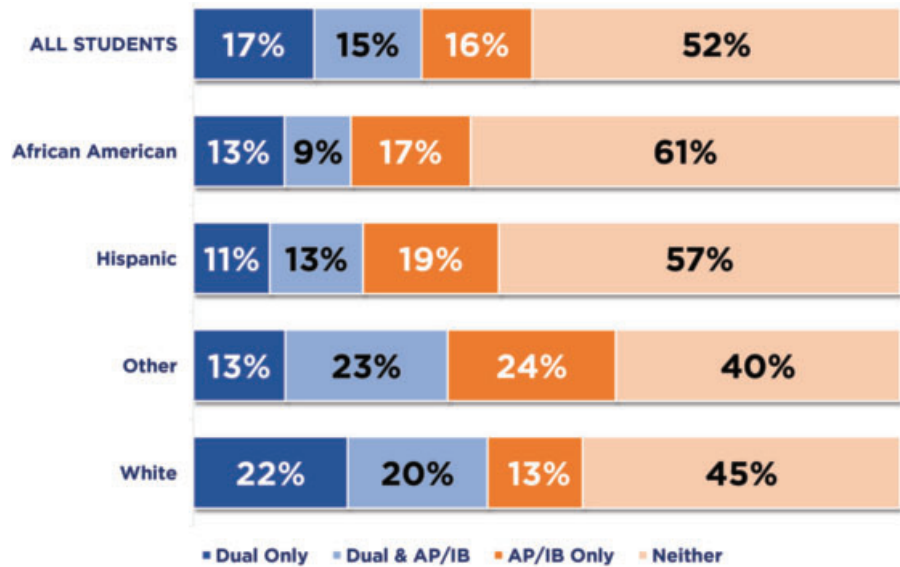
**Table 12: High Schools with 75% or More of Graduates Who Took a Dual Enrollment Course**

| High Schools   | Graduates | Dual Enrollment Participation Rate |
|--|-----------|------------------------------------|
| <b>Parish Schools</b>                                      |           |                                    |
| Early College Academy (Lafayette)                          | 57        | 100%                               |
| Plainview High School (Rapides)                            | 19        | 100%                               |
| John Martyn Community School (Jefferson)                   | <10       | 100%                               |
| Thomas Jefferson HS for Advanced Studies (Jefferson)       | 99        | 99%                                |
| Red River High School (Red River)                          | 103       | 98%                                |
| Haynes Academy School for Advanced Studies (Jefferson)     | 118       | 93%                                |
| Patrick F. Taylor Science & Technology Academy (Jefferson) | 75        | 81%                                |
| Phoenix High School (Plaquemines)                          | <10       | 78%                                |
| Maurepas School (Livingston)                               | 26        | 77%                                |
| Holden High School (Livingston)                            | 30        | 77%                                |
| Huntington High School (Caddo)                             | 172       | 75%                                |
| <b>Charter Schools</b>                                     |           |                                    |
| Lincoln Preparatory School (Lincoln)                       | 38        | 100%                               |
| JS Clark Leadership Academy (St. Landry)                   | 18        | 100%                               |
| Avoyelles Public Charter School (Avoyelles)                | 62        | 82%                                |
| <b>State Lab and Specialty Schools</b>                     |           |                                    |
| Thrive Academy (East Baton Rouge)                          | 17        | 88%                                |
| LSU Laboratory School (East Baton Rouge)                   | 117       | 83%                                |





**Figure 11: 2018-19 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity**



Despite the overall averages, some schools excel in providing dual enrollment opportunities to students of color.

**Table 13: High Schools with 75% or More Graduates of Color Who Took a Dual Enrollment Course**

| High Schools  | Graduates of color | Dual Enrollment Participation Rate |
|---|--------------------|------------------------------------|
| <b>Parish Schools</b>   |                    |                                    |
| Evans High School (Vernon)                                    | <10                | 100%                               |
| Hicks High School (Vernon)                                    | <10                | 100%                               |
| Thomas Jefferson High School for Advanced Studies (Jefferson) | 55                 | 100%                               |
| East Beauregard High School (Beauregard)                      | <10                | 100%                               |
| Plainview High School (Rapides)                               | <10                | 100%                               |
| Holden High School (Livingston)                               | <10                | 100%                               |
| Early College Academy (Lafayette)                             | 23                 | 100%                               |
| Red River High School (Red River)                             | 73                 | 99%                                |
| Haynes Academy School for Advanced Studies (Jefferson)        | 50                 | 92%                                |
| Phoenix High School (Plaquemines)                             | <10                | 77%                                |
| Patrick F. Taylor Science & Technology Academy (Jefferson)    | 42                 | 76%                                |
| Huntington High School (Caddo)                                | 165                | 75%                                |
| <b>Charter Schools</b>  |                    |                                    |
| Lincoln Preparatory School (Lincoln)                          | 37                 | 100%                               |
| JS Clark Leadership Academy (St. Landry)                      | 18                 | 100%                               |
| <b>State Lab and Specialty Schools</b>                        |                    |                                    |
| Thrive Academy (East Baton Rouge)                             | 17                 | 88%                                |

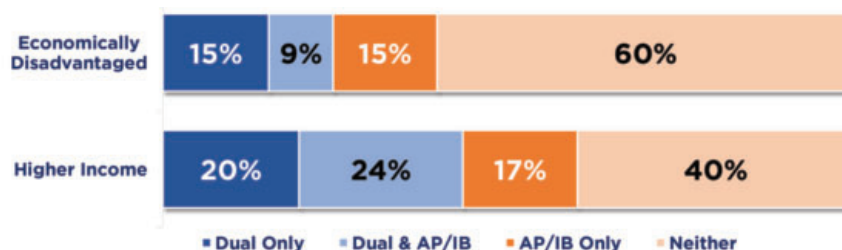


The equity gaps across income status are consistently high, with a 20 percentage point gap in the participation rates of Economically Disadvantaged students and their higher-income peers, in both dual enrollment (24% vs. 44%) and advanced courses overall (40% vs. 60%).

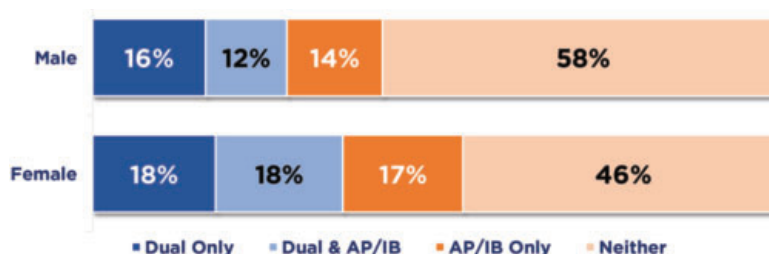
In recent years, female students have represented approximately 60% of students in higher education in Louisiana. The high rates of postsecondary participation by females are also reflected in dual enrollment, with 36% of female high school graduates completing at least one dual enrollment course, while only 28% of males did so. When advanced placement participation is included, the gap widens further, to 12 percentage points.

Of the 42,410 public high school graduates in 2018-19, 7% (2,893) were identified as students with disabilities. Of students with disabilities who graduated in 2018-19, only 22% enrolled in at least one advanced course during their high school careers, 28 percentage points below the rate for other graduates. For dual enrollment courses specifically, only 15% of students with disabilities participated, compared with 33% of their peers.

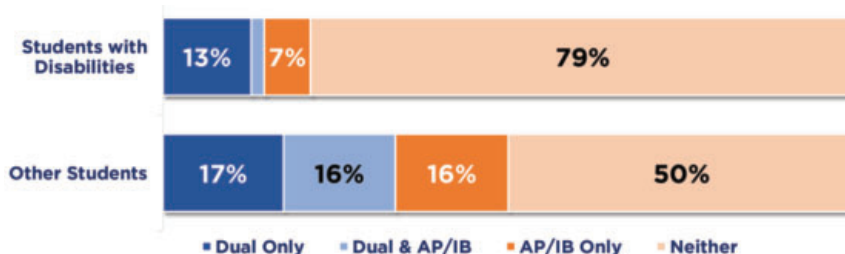
**Figure 12: 2018-19 Public High School Graduates Who Took Advanced Courses, by Income Status**



**Figure 13: 2018-19 Public High School Graduates Who Took Advanced Courses, by Gender**



**Figure 14: 2018-19 Public High School Graduates Who Took Advanced Courses, by Disability Status**



**Table 14: High School Graduates Who Took a Dual Enrollment Course, By School Diversity**

| % Students of Color | Dual Enrollment Participation Rate | # of Schools |
|---------------------|------------------------------------|--------------|
| 0-20%               | 46%                                | 70           |
| 20-40%              | 35%                                | 69           |
| 40-60%              | 33%                                | 61           |
| 60-80%              | 28%                                | 44           |
| 80-100%             | 22%                                | 87           |
| <b>All Schools</b>  | <b>32%</b>                         | <b>331</b>   |

A significant portion of the racial and income equity gap lies in the differential rates of participation among schools with high percentages of students of color and high percentages of economically disadvantaged students. The data show an inverse relationship between the percentage of students of color in a school and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates 24 percentage points higher than those schools with greater than 80% students of color. A similar gap of 21 percentage points is seen in schools with high percentages of wealthier families (less than 40% economically disadvantaged) compared to

those with high concentrations of poverty (greater than 80% economically disadvantaged).

#### Participation by High School Type

Of the 311 public high schools with at least one graduate in 2018-19, all but 16 (5%) had at least one student who participated in dual enrollment during high school.

The high rate of participation among State Lab and Specialty Schools is not surprising, given that most have selective admissions and strong connections with higher education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts, Louisiana School for

**Table 15: High School Graduates Who Took a Dual Enrollment Course, By Income Status**

| % Economically Disadvantaged | Dual Enrollment Participation Rate | # of Schools |
|------------------------------|------------------------------------|--------------|
| 0-40%                        | 43%                                | 38           |
| 40-60%                       | 38%                                | 104          |
| 60-80%                       | 25%                                | 108          |
| 80-100%                      | 22%                                | 81           |
| <b>All Schools</b>           | <b>32%</b>                         | <b>331</b>   |

the Deaf, Louisiana School for the Visually Impaired, LSU Laboratory School, New Orleans Center for Creative Arts, Southern University Lab School, and Thrive Academy.

Southern University Laboratory Virtual School is included in the Virtual Schools category, along with two virtual charter high schools (Louisiana Virtual Charter Academy and University View Academy) and three parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, and Virtual Academy of Lafourche). There are other parish-operated virtual high schools; however, students take courses from those schools and are recorded as graduates of their home high schools.

**Table 16: Percent of High School Graduates Who Took a Dual Enrollment Course, By School Type**

| Public High School Type                       | Dual Enrollment Participation Rate | # of Schools |
|---|------------------------------------|--------------|
| Parish Schools (Outside Orleans, Not Virtual) | 33%                                | 283          |
| Orleans Charter and OPSB Schools              | 20%                                | 22           |
| Charter Schools (Outside Orleans)             | 41%                                | 13           |
| State Lab and Specialty Schools               | 64%                                | 7            |
| Virtual Schools                               | 33%                                | 6            |
| <b>All Public Schools</b>                     | <b>32%</b>                         | <b>331</b>   |

**Table 17: High School Graduates Who Took a Dual Enrollment Course, By School Locale**

| Public High School Locale | Dual Enrollment Participation Rate | # of Schools |
|---------------------------|------------------------------------|--------------|
| City                      | 28%                                | 75           |
| Rural                     | 37%                                | 144          |
| Suburb                    | 33%                                | 49           |
| Town                      | 32%                                | 57           |
| Virtual                   | 33%                                | 6            |
| <b>All Schools</b>        | <b>32%</b>                         | <b>331</b>   |

The 13 charter schools outside of New Orleans include disparate types of schools across the state. This heterogeneity is evident in the rates of high school graduates who participated in dual enrollment; two schools had 100% of graduates participate, while three schools had none.

Participation rates in rural schools were five percentage points above average, while city schools were four percentage points below average. Less variation was seen by school size, though very small schools and large schools had below-average participation rates.

**Table 18: High School Graduates Who Took a Dual Enrollment Course, By School Size**

| School Size (# of graduates) | Dual Enrollment Participation Rate | # of Schools |
|------------------------------|------------------------------------|--------------|
| Very Large (250+)            | 33%                                | 54           |
| Large (150-249)              | 29%                                | 45           |
| Medium (75-149)              | 34%                                | 87           |
| Small (25-74)                | 34%                                | 107          |
| Very Small (1-24)            | 28%                                | 38           |
| <b>All Schools</b>           | <b>32%</b>                         | <b>331</b>   |

Participation rates vary statewide considerably, with Alexandria and Lake Charles considerably above average. The three statewide virtual schools are excluded, while the three operated by parishes were assigned to their associated regional labor market area.

**Table 19: High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area where School is Located**

| % Students of Color | Dual Enrollment Participation Rate | # of Schools |
|---------------------|------------------------------------|--------------|
| Alexandria          | 40%                                | 32           |
| Baton Rouge         | 29%                                | 59           |
| Houma               | 20%                                | 9            |
| Lafayette           | 28%                                | 45           |
| Lake Charles        | 37%                                | 42           |
| Monroe              | 33%                                | 31           |
| New Orleans         | 35%                                | 58           |
| Shreveport          | 34%                                | 52           |
| <b>All Schools</b>  | <b>32%</b>                         | <b>328</b>   |



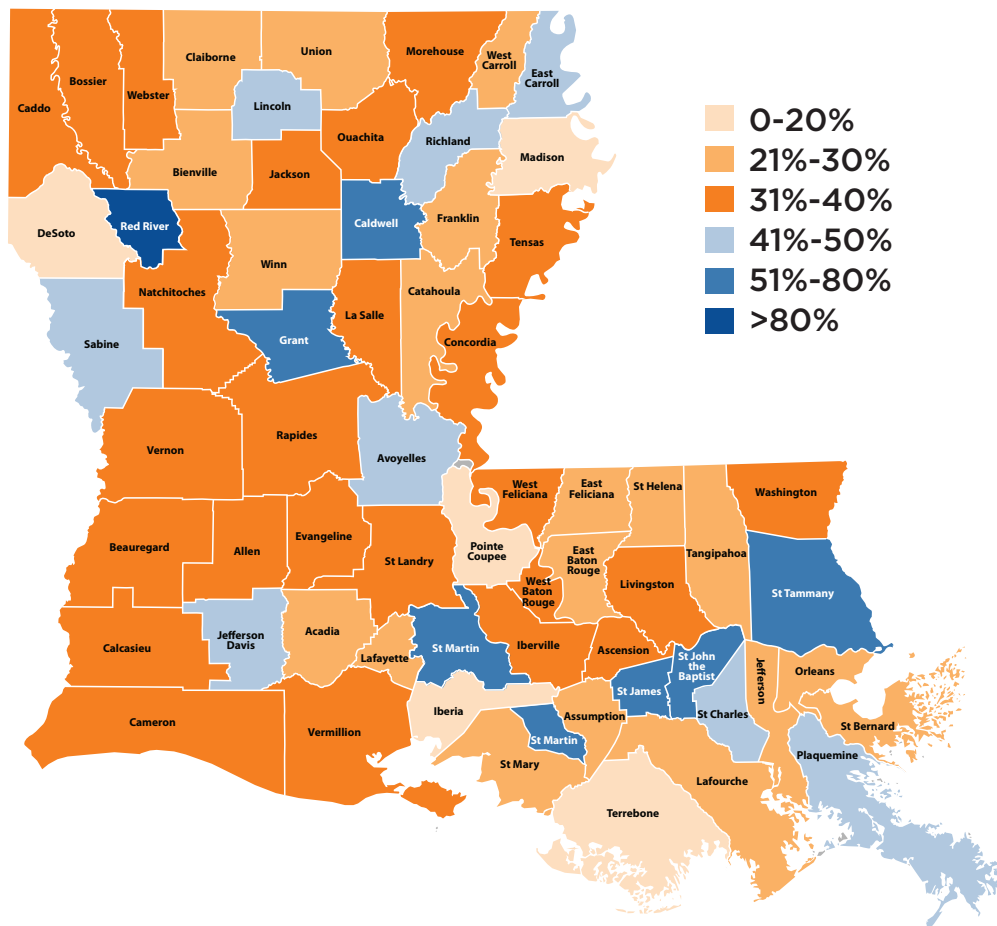


**Table 20: Parishes Where 50% or More of High School Graduates Took a Dual Enrollment Course (Includes Charter and State Schools)**

| Parish               | Dual Enrollment Participation Rate | # of Schools |
|----------------------|------------------------------------|--------------|
| Red River            | 98%                                | 1            |
| St. John the Baptist | 67%                                | 2            |
| Grant                | 65%                                | 3            |
| St. James            | 65%                                | 2            |
| Caldwell             | 55%                                | 1            |
| St. Martin           | 51%                                | 3            |
| St. Tammany          | 51%                                | 8            |
| Avoyelles            | 50%                                | 5            |



**Figure 15: Percent of High School Graduates Who Took a Dual Enrollment Course (Includes Charter and State Schools)**





## RECOMMENDATIONS

Based on the findings of this report and discussions at Louisiana Dual Enrollment Task Force meetings, the Louisiana Board of Regents (Regents) offers the following recommendations:

### **Close the Equity Gaps in Dual Enrollment Participation.**

Students who participate in dual enrollment are more likely to transition to college and their chances of success increase once in college. Yet the data show persistent racial and income gaps in dual enrollment participation, thus furthering equity gaps in college success. To achieve the state's goals to develop talent and eliminate equity gaps in higher education, much greater intentionality and commitment is needed from all high schools, school systems, colleges, and universities in harnessing these successful programs for the benefit of students of color, those from low-income households, first-generation students, and special education students.

As documented in the February 2020 Task Force report, disparities in participation are highly correlated with inequitable academic preparation. Stricter statewide minimum student eligibility rules for academic dual enrollment courses, which came into effect in Fall 2018, appear to have contributed to

an 8% decline in participation from the prior school year. More flexible minimum eligibility policies, such as those adopted by Regents during the COVID-19 pandemic and extended by the Board of Regents until Academic Year 2022-23, may be needed to enable students to demonstrate their ability to succeed based on multiple measures.

### **Increase Numbers of High School Students Earning a Postsecondary Credential of Value.**

Research on student success in dual enrollment shows the value of high school students completing multiple courses on a pathway to attaining postsecondary credentials of value, including portable certificates, diplomas, and associate's degrees. Our analysis found only 684 students graduated in 2018-19 with both a high school diploma and a postsecondary credential from a public college, with 1/3 of credentials earned short-term (less than nine-credit-hour) technical certificates. Nearly half of all one-year technical certificates, technical diplomas, and associate's degrees are earned through two strong partnerships: South Louisiana Community College's Early College Academy partnership with Lafayette Parish Schools and the Early College Option led by As-

cension Parish Schools and River Parishes Community College.

Recent enhancements to the Jump Start high school diploma will encourage more students to earn the most valuable, advanced credentials promoted by the Workforce Investment Council and Regents' new Postsecondary Credentials of Value framework. Regents and the Department of Education have recently funded Fast Forward planning grants to enable partnerships in each of the state's eight Regional Labor Market Areas to develop student pathways to associate's degrees. Each partnership will create a redesigned high school experience that leads to both a high school diploma and an associate's degree via either a Jump Start 2.0 Associate's Degree Pathway or a TOPS University Associate's Degree Pathway aligned with the Louisiana Transfer Degree. Together, these initiatives will provide the framework for Louisiana schools and colleges to enhance their partnerships and evolve their practices so that more high school students can earn postsecondary credentials of value.



### Expand and Promote Dual Enrollment in Career and Technical Subjects.

Louisiana has a rich history of innovation in career and technical education, with an increased focus and investment in quality high school career and technical programs since the 2014 launch of Jump Start. Dual enrollment in career and technical fields has not kept pace. With only 25% of all dual enrollments in career and technical classes in 2018-19, Louisiana lags behind leading states that are utilizing dual enrollment to align high school and college career pathways and accelerate students' attainment of postsecondary credentials in career fields. While this is consistent with 25% of students graduating high school with a career diploma, all graduates can benefit from early career exploration through college courses. Of the total statewide dual enrollments in CTE fields, half were in just two areas: Health Professions and Precision Production (primarily Welding). Opportunities abound to grow dual enroll-

ment in other fields, in particular those notable for very minimal enrollment, including Education, Agriculture, and Communications Technologies.

Increased investment by colleges in innovative dual enrollment delivery methods such as mobile Science, Technology, Engineering and Mathematics (STEM) laboratories can help increase accessibility to technical college courses in rural areas. To fund college course delivery and student participation, school districts can increase their use of federal Perkins Act funds, TOPS Tech Early Start scholarships, and offer Jump Start Summers to enable students to take dual enrollment coursework using unexpended Supplemental Course Academy funds.

### Emphasize Transparency of Dual Enrollment Data Collection and Reporting.

This report represents the first attempt to prepare a comprehensive analysis of dual enrollment participation and programs in Louisiana, combin-

ing elements from both Board of Regents and Department of Education datasets. These databases are not warehoused in a centralized statewide longitudinal data system, as exists in the majority of states.

These agencies regularly work collaboratively on data sharing and research cooperation like this analysis, within the confines of Louisiana's strict student data privacy law. Our work highlights the need for continuous improvement of reporting mechanisms to achieve greater alignment of the two agencies' systems and improve data reported by high schools and institutions of higher education. As a result of revisions to data use agreements, future reporting will incorporate data from third-party vendors with exam results, such as ACT, CLEP, Advanced Placement, and International Baccalaureate. As part of their commitment to transparency that leads to greater public understanding, the agencies intend to build upon this year's annual report with future public reporting.

## ABOUT THIS REPORT

This report was prepared by Adam Lowe and Nicole Osborne of the Education Strategy Group, under contract by the Louisiana Board of Regents. Considerable support was provided by Kim Kirkpatrick and Mellynn Baker at the Louisiana Board of Regents and Laura Boudreaux at the Louisiana Department of Education. The Louisiana Board of Regents is pleased to present this first annual report providing a comprehensive look at the landscape of dual enrollment offerings and participation in Louisiana. To develop key indicators of participation and equity, we integrated K-12 and higher education data systems, which allowed us to capture student demographics and identify opportunities to increase access.

This integration of data from the Regents' Student Profile System and Department of Education's Student Transcript System was critical to preparing a complete portrait of student participation. Utilizing a third-party service, the Board

of Regents and the Department of Education share student record-level data only after all personal information is scrubbed to maintain privacy. Each agency only receives information tied to identification numbers. Record matching is very successful: 99% of records from public school students in the Regents' Student Profile System had a match in the Department's records. Among matched records, 99% of gender and 95% of race/ethnicity were consistent across the datasets.

This matching enables the analysis of data elements otherwise unavailable to each agency; for example, Regents' data systems do not have records on students' economic status and matching has reduced records with unknown race/ethnicity from 14% to 2%. Given the timing of data collection, the Department does not always have accurate dual enrollment course registration numbers until transcripts are finalized for high school graduates. In both cases, record matching was es-

sential to tie students to their home high school and the institution providing the dual enrollment course.

The timing for producing this report was impacted by the timing of releases of final high school transcript data, the need to revise data-sharing agreements, COVID-19 disruptions, and the complexities of cross-system data analysis. We hope that future reports can be produced with more timely data.





*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



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*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*Gary N. Solomon, Jr.*  
*Terrie P. Sterling*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

AGENDA  
BOARD OF REGENTS\*  
Wednesday, June 16, 2021  
2:00 p.m.

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

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from April 28, 2021
- V. Chair's Comments
  - A. Legislative Highlights
- VI. Master Plan – Harnessing the Power of Research Universities
- VII. Reports and Recommendations of Standing Committees
  - A. Audit
  - B. Legislative
  - C. Facilities
  - D. Academic and Student Affairs
  - E. Statewide Programs
  - F. Research and Sponsored Initiatives
  - G. Planning, Research and Performance
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

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

DRAFT  
MINUTES  
BOARD OF REGENTS

April 28, 2021

The Board of Regents met in session at 12:02 p.m. on Wednesday, April 28, 2021, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana.

Chair Blake David called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Blake R. David, Chair  
T. Jay Seale III, Vice Chair  
Sonia A. Pérez, Secretary  
Robert W. Levy  
Phillip R. May, Jr.  
Charles R. McDonald  
Darren G. Mire  
Wilbert D. Pryor  
Gary N. Solomon, Jr.  
Terrie P. Sterling  
Collis B. Temple III  
Chandler C. Vidrine (student member)  
Judy A. Williams-Brown

Absent from the meeting were:

Randy L. Ewing  
Stephanie A. Finley  
Felix R. Weill

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF MARCH 24, 2021

**On motion of Regent Temple, seconded by Regent Pérez, the Board voted unanimously to approve the minutes of the March 24, 2021 meeting.**

CHAIR'S COMMENTS

Chair David made the following comments:

- He welcomed Regent Terrie Sterling, who was sworn in earlier that day.
- He acknowledged student member Chandler Vidrine and asked him to share his report. Regent Vidrine provided updates on some of the SGA activities around the state:
  - He noted that the last COSBP meeting of the academic year was held on April 10, 2021.

- He thanked BoR staff, specifically Harold Boutté, Erin Cowser, and Nikki Godfrey, for their assistance and leadership with COSBP.
  - He recognized LDH for its partnership with COSBP during the academic year and noted that the campuses would continue this partnership in the future.
  - He said that Texas Instruments has partnered with the ACT Prep program and he would be meeting with incoming student body presidents in an effort to adopt the ACT Prep program on all campuses.
  - He noted that the students have been enjoying the final days of their semester and are looking forward to returning in the fall to a sense of normalcy on campus.
- Chair David congratulated Regent Vidrine on his graduation.
  - He welcomed Regent Williams-Brown to her first in-person meeting.
  - He noted the passing of Dr. Virgil Orr and asked for a moment of silence in honor of Dr. Orr's dedication to higher education in the state.
  - Chair David recommended that Regent Phillip May be appointed to the Executive Committee.

**On motion of Regent Seale, seconded by Regent Temple, the Board voted unanimously to approve the appointment of Regent May to the Executive Committee.**

- Regent May was sworn in by Victor Jones, Executive Counsel for the Board of Regents.
- Chair David provided an update on Title IX issues, stating that all systems have shared their policies, system and/or campus sexual assault prevention and awareness programs, campus Title IX office locations and staffing, and campus points of contact for reporting sexual harassment and assault, with each campus reporting having two or more confidential advisors, as required. He said that Regents is continuing our internal review of this data and information and we will use the comprehensive review to strengthen the policy environment at our institutions to ensure we are educating students in safe learning environments.
- He reminded the Board members to submit their Financial Disclosures to the Board of Ethics.

#### MASTER PLAN – IMPROVING AFFORDABILITY

Dr. Kim Hunter Reed, Commissioner of Higher Education, reminded the Board that the Master Plan, adopted in 2019, established the goal of doubling the number of annual credentials conferred, in order to achieve 60% attainment among the working-age population in Louisiana by 2030. She said that the Master Plan acknowledges that if we want to improve access to college and a credential of value, we must improve affordability. She noted that the Executive Budget makes a historic investment in GO Grants, Louisiana's need-based aid program, and welcomed Dr. Rachelle Sharpe, Director of Postsecondary Finance and Affordability for HCM Strategists, to present a report on how to identify

specific strategies that would allow GO Grants to serve more students with financial need.

Dr. Sharpe noted that decreased funding of postsecondary education over the years has increased the cost of tuition to students, making college less accessible to low-income students, who are disproportionately students of color. She said that the role of financial aid is critical to offset tuition increases, and that, specifically, need-based aid positively impacts enrollment, persistence, choice of major, and completion. She said that the GO Grant funding has nearly doubled since the program's creation, offering priority to adult learners and serving a diverse population, noting that higher grant awards are associated with higher persistence. She highlighted the strength of the program and opportunities for improvement including removing the current 60%-of-need target which is no longer achieving the intended outcomes, allowing campuses to increase awards based on their priorities. Dr. Sharpe further recommended a statewide task force to review the following: to examine the allocation and recalculation rules and methodology to allow more students to receive timely information and disbursements; to eliminate separate applications for GO Grant; and to review the feasibility of early commitments of minimal awards.

Dr. Reed thanked Dr. Sharpe for her presentation. She said that the \$11 million infusion of need-based aid proposed in the Executive Budget is an enormous opportunity and this study was necessary to maximize the potential of the GO Grant program for the future. She noted that we support the recommendations as we focus on expanding opportunity across the state.

**On motion of Regent Pérez, seconded by Regent Temple, the Board voted unanimously to receive the report and adopt the included recommendations.**

## **REPORTS AND RECOMMENDATIONS**

Chair David 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 Seale, seconded by Regent Temple, the Board voted unanimously to approve all Committee recommendations from the April 28, 2021 Committee meetings.**

## **LEGISLATIVE COMMITTEE**

### 2021 HOUSE BILL 2 UPDATE

Mr. Chris Herring, Assistant Commissioner for Facilities, presented the Committee with a report



of the status of House Bill 2, which reflects the Capital Outlay Budget for 2021-22.

#### 2021 LEGISLATIVE PACKAGE UPDATE

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, presented the Committee with a report of legislative instruments of interest involving the Board of Regents and higher education.

#### M.J. FOSTER PROMISE PROGRAM

Dr. Monty Sullivan, President of the Louisiana Community and Technical College System, presented an overview of the planned M.J. Foster Promise program for adult financial aid. It is Senate Bill 148, which is authored by Senate President Page Cortez and is making its way through the legislative process.

#### **STATEWIDE PROGRAMS COMMITTEE**

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), presented the items on the Consent Agenda.

#### CONSENT AGENDA

**Approve the items on the Consent Agenda as presented.**

- A. Approval of Rulemaking to Implement Provisions of the Consolidated Appropriations Act of 2021 that Increase the Chafee Education and Training Voucher (ETV) from \$5,000 to \$9,000**
- B. TOPS Exceptions**

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

Dr. Susannah Craig, Deputy Commissioner for Academic Affairs & Innovation, presented the Consent Agenda, Academic Programs, and New Centers and Institutes items.

#### CONSENT AGENDA

**Approve the items on the Consent Agenda as presented.**

- A. LA Tech Program Terminations**
- B. Routine Staff Approvals**

#### ACADEMIC PROGRAMS

**Approve the three letters of intent, five program proposals, and two program reconfigurations as presented.**

**A. Letters of Intent**

1. **BS Nursing – Southern University at New Orleans**
2. **BS Plant Health Management – LSU A&M**
3. **MA Teaching Special Education – Southern University at New Orleans**

**B. Program Proposals**

1. **UC Artificial Intelligence – LSU Shreveport**
2. **UC Cyber Security & Networking – LSU Shreveport**
3. **UC Professional Writing – Nicholls**
4. **UC Public History – Nicholls**
5. **BS Business Analytics – LSU A&M**

**C. Reconfiguration of BS Petroleum Services – Nicholls**

**D. Reconfiguration of AAS Cyber Technology – BPCC**

**NEW CENTERS AND INSTITUTES**

**Approve the two new academic research units presented.**

**A. Food Innovation Institute – LSU Ag Center**

**B. Patient Centered Rehabilitation Center of Academic Excellence – LSU HSC-S**

Ms. Mellynn Baker, Assistant Commissioner for Institutional Research, presented a summary of the interim Dual Enrollment policy, and explained that extending this policy will allow staff to study the impact and performance of students within the period of the interim policy. She stated that extending the policy into the academic year 2022-2023 will allow for a thorough analysis of the interim policy, including its impact on increasing dual enrollment opportunities for Louisiana students.

**EXTENSION OF INTERIM DUAL ENROLLMENT POLICY**

**Approve the extension of the Interim Policy for Dual Enrollment through the 2022-2023 academic year.**

**RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

**FY 2020-21 BOARD OF REGENTS SUPPORT FUND AWARD RECOMMENDATIONS**

**Approve the FY 2020-21 BoRSF funding recommendations, with contingencies, as presented.**

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, highlighted the process for developing external evaluations for proposals submitted to the constitutionally prescribed program components of the Board of Regents Support Fund (BoRSF) and specific award recommendations for FY 2020-21, with contingencies. She noted that the Revenue Estimating Conference's most recent projection of revenue to the Support Fund would require a significant cut to the approved budget. She indicated that the funding recommendations for Board consideration included approval of an allocation of \$1,419,454

from previously unobligated fund (reserves) already earned in the Fund to mitigate reductions and noted that all reserve funds will be used to cut reductions in the Departmental Enhancement program.

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

Dr. Craig presented the Consent Agenda items.

#### **CONSENT AGENDA**

**Approve the items on the Consent Agenda as presented.**

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

###### **1. Initial Application**

- a. Business, Humanities, Science, & Ethics University, USA (BHSEU-USA)**

###### **2. Renewal Applications**

- a. Baton Rouge General Medical Center (BRGM)**
- b. Bellevue University (BU)**
- c. Brandman University (BU)**
- d. Chamberlain University (CU)**

##### **B. State Authorization Reciprocity Agreement (SARA)**

###### **1. Initial Application**

- a. World Quant University**

Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success, accompanied by Mr. Greg Trahan, Chair of the Cybersecurity Education Management Council (CEMC), and Ms. Susie Schowen, Vice Chair of the CEMC, presented an update including a high-level overview of the CEMC's duties, the purpose of the Cybersecurity Talent Initiative Fund, the Request for Applications (RFA) developed by the Council and posted for response by the public postsecondary institutions, and the timeline for the RFA process.

#### **CYBERSECURITY EDUCATION MANAGEMENT COUNCIL (CEMC) TALENT DEVELOPMENT FUND UPDATE**

**Approve funding from the Cybersecurity Talent Initiative Fund for applications determined appropriate by the Cybersecurity Education Management Council (CEMC), with a report to be provided to the Board in June on applications selected for funding.**

#### **STUDENT SUCCESS COUNCIL QUARTERLY REPORT**

Dr. Brumfield acknowledged Regent Vidrine for his participation in the Student Success Council (SSC). He then provided an overview of the purpose of the SSC, the first SSC meeting held in January, and subcommittees developed from the first meeting, to include Access to Success, Focus on Adults, and Continuing Students/Completers. Dr. Brumfield recognized the work of Dr. Toya Barnes-Teamer and her

team at HCM Strategists as well as the Board of Regents staff liaisons with the SSC and these new subcommittees. He shared the schedule for the SSC quarterly meetings throughout the remainder of the year.

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

Commissioner Reed focused on recent meetings and events including:

- Last week the Census Bureau announced the inclusion of Louisiana's workforce and higher education data in its Post-Secondary Employment Outcomes (PSEO) Explorer tool, which combines labor market and higher education data to measure the impact of graduating, displaying earnings and employment outcomes for those who have graduated college in our state.
- The Governor has announced that masks will be retained in K-12, higher education, and early childhood settings. She said that we are continuing to see great partnerships with campuses regarding vaccines clinics and we are continuing COVID conversations, including upcoming meetings with the Digital Inclusion Task Force and the Association of Faculty Senates.
- Last week we celebrated the administrative staff with a breakfast in honor of Administrative Professionals Day and she thanked them for their work.
- Today is Tulane Day at the Capitol and Tulane President Mike Fitts will visit with staff later this afternoon. She looks forward to visiting with him and hearing more about the great things happening at Tulane.

#### **OTHER BUSINESS**

Chair David noted that the next scheduled Board of Regents' meeting will be the Wednesday, June 16, 2021 in the Claiborne Building, Baton Rouge, Louisiana, and will include the Joint meeting with BESE.

#### **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at 12:49 p.m.



## **Master Plan Spotlight: Harnessing the Power of Research Universities**

In the Board of Regents Master Plan, *Louisiana Prospers*, adopted in 2019, the Board established its attainment goal of 60% of the working-age population holding a postsecondary credential in Louisiana by 2030, incorporating all aspects of higher education success in service of this ambitious aim. A significant element of the Master Plan is harnessing the power of Louisiana's research universities, both to contribute to Louisiana's economic development and high-wage, high-skill workforce opportunities and to build our capacity to support cutting-edge innovation and discovery.

The Master Plan recognizes that the value university-based research contributes to the state is manifold, encompassing knowledge building, development of new technologies, increases in efficiency and effectiveness of existing technologies, opportunities for students at every level to acquire tools of analysis as well as specific skills relevant to our workplaces, and ways to serve the communities in which we live and work. As the Master Plan states, "research universities are essential contributors to the quality of life in the places in which they are located."

Thanks to major investment of almost \$1 billion through the Board of Regents Support Fund (BoRSF), the state's extraordinary success in federal Established Program to Stimulate Competitive Research (EPSCoR) and Institutional Development Award (IDeA) competitions, established to broaden geographic distribution of research dollars, and major efforts on campuses across Louisiana to build sustained partnerships with business and industry, we have significantly advanced research efforts and built our capacity. Despite funding challenges at all public campuses and declines in research funding available through federal and state government sources, annual research expenditures at Louisiana campuses have grown approximately 10% over the past decade, from \$713 million in 2010 to \$778 million in 2019. Over the past year, we have secured major new statewide funding from the National Science Foundation and National Institutes of Health, totaling \$38.5 million to support the Louisiana Materials Design Alliance (LAMDA) and the Louisiana Biomedical Research Network (LBRN). These awards bring opportunities for research, training, faculty development, and industry engagement to public and private campuses across Louisiana.

The COVID-19 pandemic raised the profile of research, putting us at the forefront of all aspects of the state and national response. Our campuses launched on-site manufacturing initiatives to produce personal protective equipment, including masks, gowns, swabs and reagents, combining our medical, 3-D printing, and manufacturing expertise and engaging campuses from community colleges to the major research universities. LSU Health Sciences Center – New Orleans conducted the first autopsies of COVID-19 fatalities, revealing the essential connection between severe cases of the disease and clotting. LSU Health Sciences Center – Shreveport led major manufacturing and community testing initiatives. Our campuses pioneered sewage testing to identify hot spots for COVID infections and led the way in finding safe ways to continue education and training throughout more than a year of disruption.

Like our education efforts, research in Louisiana, even that not directly associated with COVID-19, never stopped despite the disruptions of 2020 and 2021. Researchers were highly active in pursuing federal and state funding, and a number of major initiatives were launched. Efforts were also made to address new federal requirements related to research data retention and accessibility, with plans to create a statewide,

centrally managed approach to serve all campuses engaged in federal programs. Statewide leadership is also proactively discussing responses to potential new federal opportunities should the U.S. Innovation and Competition Act, currently being debated in the U.S. Senate and containing significant proposed new federal research funding, pass.

Recognizing our tremendous assets and the unique opportunities for research and development as we move into our “new normal”, Board staff hosted the first annual Louisiana Research Summit on May 28, 2021, focused on sustainable collaborations to exponentially expand our impact. Attended live by more than 100 administrators and faculty, and now streaming on the Board’s YouTube channel, this virtual session provided insights from three national leaders in R&D and the 21<sup>st</sup>-century workforce, along with profiles of three of our most significant ongoing partnerships. The Summit concluded with the presentation of a letter signed by all research campus and system heads endorsing and calling for sustained, high-level, cross-sector collaboration to drive our research forward (see Attachment I). The event’s insights and this unified call to action will form the foundation of an in-person summit in fall 2021, to provide a space for participants across all sectors to explore deeper collaborations going forward.

Louisiana’s research posture continues to improve and expand, and the coming years promise significant new opportunities for state research initiatives to contribute to our Master Plan goals. Our campuses are committed to serving their communities, linking big ideas with the new post-COVID innovation economy and service to their communities, regions, and the state.

# **ATTACHMENT I**



LOUISIANA  
**RESEARCH  
SUMMIT 2021**  
*Bringing Eureka to Life: Sustainable  
Campus-Industry Partnerships*

Dear Summit Participants,

Thank you for participating in this inaugural Louisiana Research Summit. Your participation reflects positively on your desire to advance Louisiana's research enterprise. It also reinforces the commitment of our state's university research leadership to building a robust research enterprise that leverages the tremendous intellectual talent in our research universities in a way to maximize the assets of our industry, our communities, and our citizens. Together Louisiana's higher education enterprise can drive collaborative research across our campuses that enables us to leverage our talented faculty and students, world-class facilities, established centers of excellence, and robust academic programs to compete and win at the highest levels.

Louisiana's deep collaborative research efforts have already brought together some of our state's public and private partners to increase meaningful research, innovations, and technology transfer advancements, which have advanced us to the elite among EPSCoR states. We are moving research from the bench to the market, but have the potential to do so much more. We all recognize that our partnerships must serve as a foundation for knowledge and product development and must be sustainable over the long term.

Research partnerships are the backbone of Louisiana's 21st-century economy, providing big ideas, significant training, and meaningful job opportunities for all citizens. Through this summit, you have demonstrated how our research leaders are leveraging state and federal government investments along with strong private sector partnerships to scale up Louisiana's economic competitiveness for the future. We recognize that we need more opportunities like these, and are actively supporting their development.

We thank you for your efforts and congratulate you for your successes. We urge you to build upon these successes and to expand the impacts of your work. We offer our commitment to provide leadership and support to innovative approaches establishing deep and sustainable research partnerships to advance Louisiana's economy and quality of life in the 21st century. We welcome both our own researchers and private-sector and government partners in any sector to come forward with their ideas for the future of this great state.

Kim Hunter-Reed  
Commissioner of Higher Education

Leslie K. Guice  
President, Louisiana Tech University

Tom Galligan  
President and Chancellor,  
LSU and A&M College

Michael Fitts  
President, Tulane University

Ray Belton  
President and Chancellor,  
Southern University and A&M College

Larry Hollier  
Chancellor,  
LSU Health Sciences Center, New Orleans

Jim Henderson  
President, University of Louisiana System

William Richardson  
Chancellor, LSU Agricultural Center

Orlando McMeans  
Chancellor-Dean, SU Agricultural Center

John Kirwan  
Executive Director,  
Pennington Biomedical Research Center

E. Joseph Savoie  
President, University of Louisiana at Lafayette

John Nicklow  
President, University of New Orleans

David Lewis  
Acting Chancellor,  
LSU Health Sciences Center, Shreveport



*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



**BOARD OF REGENTS**

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*Darren G. Mire*  
*Wilbert D. Pryor*  
*Gary N. Solomon, Jr.*  
*Terrie P. Sterling*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

**AGENDA**

**AUDIT COMMITTEE**

Wednesday, June 16, 2021  
10:30 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Internal Audit Presentation
  - A. Approval and Review of Internal Audit Charter
  - B. Contract Year 3 Follow-up Audit Status
  - C. Approval of the Proposed Internal Audit Plan for Fiscal Year 2022
- IV. Other Business: Discussion of the Louisiana Legislative Auditor Management Letter dated April 19, 2021
- V. Adjournment

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

Audit Committee  
Executive Summary  
June 16, 2021

Agenda Item III.A. Approval and Review of Internal Audit Charter

The Audit Committee is required to review and approve the Internal Audit Charter annually. The Internal Audit Charter provides the purpose, authority, responsibility, and position within the organization. Since the Charter was last updated, there were no changes to the Institute of Internal Auditing Standards that would necessitate a change. Postlethwaite & Netterville (P&N) has reviewed the most recently updated charter (Attachment I), approved August 13, 2020. Based on P&N's review, no changes are recommended to the charter at this time.

**RECOMMENDATION**

**The Audit Committee Chair recommends reapproval of the Internal Audit Charter.**

Agenda Item III.B. Contract Year 3 Follow-up Audit Status

P&N will update the Audit Committee on the audits performed in year 3 of the agreement. P&N conducted audits of BOR IT Security and LUMCON Vendor-Contract Management and Vessel Operations. Additionally, a follow-up audit was performed on the latter and a follow-up audit on BOR IT Security will be conducted during FY 2021-2022. P&N will also provide an update on procedures performed toward risk assessment development and the audits planned.

**No motion is required.**

Agenda Item III.C. Approval of the Proposed Internal Audit Plan for Fiscal Year 2022

The Audit Committee is required to review and approve the Internal Audit Plan annually. The annual risk assessment process and resulting Internal Audit Plan provides for the allocation of internal audit resources to higher-risk activities within the Board of Regents' (BOR) programs for the upcoming fiscal year. P&N developed this audit plan using a risk-based approach in compliance with the Institute of Internal Auditors' standards and Louisiana Revised Statute 17:3138.6.

**RECOMMENDATION**

**The Audit Committee Chair recommends approval of P&N's Internal Audit Plan for FY 2022.**

Agenda Item IV. Discussion of the Louisiana Legislative Auditor Management Letter dated April 19, 2021

The annual Legislative Auditor Management Letter was issued April 19, 2021 (Attachment II). The period reviewed was for the year ending June 30, 2020. BOR was cited for two findings in the prior year: Weakness in Controls Over Payroll and Weaknesses in Controls over LaCarte Card and CBA Purchases. All prior findings have been resolved and **no** new findings were issued. Additionally, the auditors did not find any indications or instances of fraud or misappropriation. This report represents the first Management Letter or Single Audit report without any findings since Fiscal Year 2015.

No motion is required.

# **Attachment I**

# **Louisiana Board of Regents**

## **Internal Audit Charter**

### **INTRODUCTION**

As defined by the Institute of Internal Auditors, Internal Audit is an independent, objective assurance and consulting activity designed to add value and improve the operations of Louisiana Board of Regents (hereafter referred to as Board of Regents). Internal Audit assists Board of Regents in accomplishing its goals and objectives by providing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management and internal control processes.

### **ROLE**

The internal audit activity and its responsibilities are established by the Audit Committee. The Audit Committee consists of no less than five voting members that are independent of the Board of Regents staff and collectively possess sufficient knowledge of audit, finance, higher education, information technology, law, governance, risk and control. The internal audit activity's role is to examine and evaluate the adequacy and effectiveness of Board of Regents' governance, risk management, and internal controls, as well as the quality of performance in carrying out assigned responsibilities to achieve Board of Regents' goals and objectives. The internal audit activity furnishes impartial, independent analyses, appraisals, recommendations, and pertinent comments on the business activities of Board of Regents.

The Chief Audit Executive will be the contract manager for the outsourced internal audit provider, and will be responsible for ensuring internal audits and other agreed activities are conducted in compliance with this Charter and the Consulting Contract.

Management of each Board of Regents' divisions has the responsibility to ensure that assets are properly safeguarded, internal controls are established and are sufficient to ensure compliance with applicable laws and regulations, and procedures are sufficient to detect errors and fraud in a timely manner. Management is also responsible for providing input into the risk assessment and audit plan and for ensuring that internal audit findings are resolved in a timely manner.

### **PROFESSIONALISM**

The internal audit activity will govern itself by adhering to the Institute of Internal Auditor's mandatory guidance, which includes the Definition of Internal Auditing, the Code of Ethics, and the *International Standards for the Professional Practice of Internal Auditing (Standards)*. This mandatory guidance provides principles and fundamental requirements that allow for the evaluation of the effectiveness of the internal audit activity's performance.

### **AUTHORITY**

The internal audit activity is authorized to full and unrestricted access to Board of Regents' records, personnel, and physical properties pertinent to the engagement being conducted. The internal audit activity will uphold accountability and confidentiality in regards to safeguarding records and sensitive information. All employees are requested to assist the internal audit activity in fulfilling its roles and responsibilities. The internal audit activity will also have free and unrestricted access to the members of the Board of Regents.

### **ORGANIZATION**

The internal audit activity reports functionally to the Audit Committee of Board of Regents and administratively to the Commissioner of Higher Education. Board of Regents Audit Committee will:

- Review and approve the internal audit charter.

## **Louisiana Board of Regents Internal Audit Charter**

- Review and approve the risk based internal audit plan, including all major changes to the plan.
- Review and approve the internal audit budget and resource plan.
- Receive communications on the internal audit activity's performance relative to its plan and other matters.
- Review and approve decisions regarding the appointment and removal of the outsourced internal audit provider.
- Make appropriate inquiries of management and the internal audit activity to determine whether there is inappropriate scope or resource limitation.
- Receive communications on any complaints reported through the Louisiana Legislative Auditor (LLA) Hotline or other reporting mechanisms as designed and implemented by the Board of Regents and coordinate with Board of Regents external audit staff on any matters reported where incorrect, inaccurate or misleading data may have been submitted to the Board of Regents or the Institution Management Boards.

The outsourced internal audit provider will communicate and interact directly with the Audit Committee, including in executive sessions and between Audit Committee meetings, as appropriate.

### **INDEPENDENCE AND OBJECTIVITY**

While the internal audit activity will remain free from interference in the Board of Regents and will provide recommendations related to matters of audit selection, scope, procedures, frequency, timing, or report content and best practices; the Audit Committee of Board of Regents and Commissioner of Higher Education will make a final decision related to audit plan, scope and budget as detailed in the Consulting Contract with the outsourced internal audit provider.

Internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, they will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair the internal auditor's judgment.

Internal auditors will exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined. Internal auditors will make a balanced assessment of all the relevant circumstances and not be unduly influenced by their own interests or by others in forming judgments.

### **RESPONSIBILITIES**

The scope of internal auditing encompasses, but is not limited to, the examination and evaluation of the adequacy and effectiveness of Board of Regents' governance, risk management, and internal controls as well as the quality of performance in carrying out assigned responsibilities to achieve Board of Regents stated goals and objectives. This includes:

- Facilitating an annual risk assessment process to evaluate risk related to specific auditable areas of the Board of Regents, Louisiana Office of Student Financial Assistance (LOSFA), and Louisiana Universities Marine Consortium (LUMCON), including any agency or program focused audit and compliance areas. The primary purpose of this process is to assess and prioritize focus on the organization's high risk areas in developing the internal audit plan.
- Evaluating risk exposure relating to achievement of Board of Regents' strategic objectives.
- Evaluating the reliability and integrity of information and the means used to identify, measure, classify, and report such information.



## **Louisiana Board of Regents Internal Audit Charter**

- Evaluating the systems established to ensure compliance with those policies, plans, procedures, laws, and regulations which could have a significant impact on Board of Regents.
- Evaluating the means of safeguarding assets and, as appropriate, verifying the existence of such assets.
- Evaluating the effectiveness and efficiency with which resources are employed.
- Evaluating operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned.
- Monitoring and evaluating governance processes.
- Monitoring and evaluating the effectiveness of Board of Regents' risk management processes.
- Performing consulting and advisory services related to governance, risk management and control as appropriate for Board of Regents.
- Reporting periodically on the internal audit activity's purpose, authority, responsibility, and performance relative to its plan.
- Reporting significant risk exposures and control issues, including fraud risks, governance issues, and other matters needed or requested by Board of Regents.
- Reviewing and investigating any matters related to the integrity of Board of Regents management.
- Evaluating specific operations at the request of Board of Regents management or Audit Committee, as appropriate.
- Advising the Audit Committee on matters within the scope of its authority.

### **INTERNAL AUDIT PLAN**

At least annually, the outsourced internal audit provider will submit to senior management and the Audit Committee an internal audit plan for review and approval based on the results of the risk assessment. The internal audit plan will consist of a work schedule based on the annual budgeted hours for the next fiscal/calendar year. The outsourced internal audit provider will communicate the impact of resource limitations and significant interim changes to senior management and Board of Regents.

The internal audit plan will be developed based on a prioritization of the audit universe by facilitating a risk-based methodology, including input of senior management and the Audit Committee. The outsourced internal audit provider will review and adjust the plan, as necessary, in response to changes in Board of Regents' business, risks, operations, programs, systems, and controls. Any significant deviation from the approved internal audit plan will be communicated to senior management and the Audit Committee through periodic activity reports, and approval will be obtained by the Audit Committee for such changes.

The outsourced internal audit provider will supply professional internal audit staff with sufficient knowledge, skills, experience, and professional certifications to meet the requirements of this Charter.

### **REPORTING**

A written report will be prepared and issued by the outsourced internal audit provider following the conclusion of each engagement and will be distributed as appropriate. Internal audit results will also be communicated to the Audit Committee.

Management's response with corrective actions taken or to be taken in regards to specific findings and recommendations, whether included within the original audit report or provided thereafter (i.e. within thirty days) will include a timetable for anticipated completion of action to be taken and an explanation

## **Louisiana Board of Regents Internal Audit Charter**

for any corrective action that will not be implemented. The outsourced internal audit provider will evaluate management's corrective action plan to determine if identified risk is being adequately addressed.

The outsourced internal audit provider will be responsible for appropriate follow-up on engagement findings and recommendations. All significant findings will remain in an open issues file until cleared.

The outsourced internal audit provider will periodically report to senior management and the Audit Committee on the internal audit activity's purpose, authority, and responsibility, as well as performance relative to its plan. Reporting will also include significant risk exposures and control issues, including fraud risks, governance issues, and other matters needed or requested by senior management and the Audit Committee.

### **QUALITY ASSURANCE AND IMPROVEMENT PROGRAM**

The internal audit activity will maintain a quality assurance and improvement program that covers all aspects of the internal audit activity. The program will include an evaluation of the internal audit activity's conformance with the Definition of Internal Auditing and the Standards and an evaluation of whether internal auditors apply the Code of Ethics. The program also assesses the efficiency and effectiveness of the internal audit activity and identifies opportunities for improvement.

The outsourced internal audit provider will communicate to senior management and the Audit Committee on the internal audit activity's quality assurance and improvement program, including results of ongoing internal assessments and external assessments conducted at least every five years.

### **APPROVAL AND AMENDMENT OF CHARTER**

The Audit Committee will review the Internal Audit Charter on an annual basis and approve changes as required.

## **Internal Audit Activity Charter**

Approval date \_\_\_\_\_

\_\_\_\_\_  
Outsourced Internal Audit Provider

\_\_\_\_\_  
Chairman of the Audit Committee

\_\_\_\_\_  
Commissioner of Higher Education

# **Attachment II**

LOUISIANA BOARD OF REGENTS

STATE OF LOUISIANA



FINANCIAL AUDIT SERVICES  
MANAGEMENT LETTER  
ISSUED APRIL 19, 2021

**LOUISIANA LEGISLATIVE AUDITOR  
1600 NORTH THIRD STREET  
POST OFFICE BOX 94397  
BATON ROUGE, LOUISIANA 70804-9397**

**TEMPORARY LEGISLATIVE AUDITOR**  
THOMAS H. COLE, CPA, CGMA

**DIRECTOR OF FINANCIAL AUDIT**  
ERNEST F. SUMMERVILLE, JR., CPA

Under the provisions of state law, this report is a public document. A copy of this report has been submitted to the Governor, to the Attorney General, and to other public officials as required by state law. A copy of this report is available for public inspection at the Baton Rouge office of the Louisiana Legislative Auditor and online at [www.la.la.gov](http://www.la.la.gov).

This document is produced by the Louisiana Legislative Auditor, State of Louisiana, Post Office Box 94397, Baton Rouge, Louisiana 70804-9397 in accordance with Louisiana Revised Statute 24:513. One copy of this public document was produced at an approximate cost of \$0.20. This material was produced in accordance with the standards for state agencies established pursuant to R.S. 43:31. This report is available on the Legislative Auditor's website at [www.la.la.gov](http://www.la.la.gov). When contacting the office, you may refer to Agency ID No. 3306 or Report ID No. 80200135 for additional information.

In compliance with the Americans With Disabilities Act, if you need special assistance relative to this document, or any documents of the Legislative Auditor, please contact Elizabeth Coxe, Chief Administrative Officer, at 225-339-3800.



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# Louisiana Legislative Auditor



## Louisiana Board of Regents

April 2021

Audit Control # 80200135

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## Introduction

As a part of the Single Audit of the State of Louisiana (Single Audit) for the fiscal year ended June 30, 2020, we performed procedures at the Louisiana Board of Regents (BOR) to evaluate the effectiveness of BOR's internal controls over financial reporting and compliance and determine whether BOR complied with applicable laws and regulations. In addition, we determined whether management has taken actions to correct the findings reported in the prior year.

## Results of Our Procedures

---

### Follow-up on Prior-year Findings

Our auditors reviewed the status of the prior-year findings reported in the BOR management letter dated April 29, 2020. We determined that management has resolved the prior-year findings related to Weakness in Controls over Payroll and Weaknesses in Controls over LaCarte Card and CBA Purchases.

---

### Federal Compliance - Single Audit of the State of Louisiana

As a part of the Single Audit for the year ended June 30, 2020, we performed internal control and compliance testing as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) on BOR's major federal program, the Research and Development Cluster.

Those tests included evaluating the effectiveness of BOR's internal controls designed to prevent or detect material noncompliance with program requirements and tests to determine whether BOR complied with applicable program requirements.

Based on the results of these procedures, we did not report any findings.

In addition, we performed procedures on information submitted by BOR to the Division of Administration's Office of Statewide Reporting and Accounting Policy for the preparation of the state's Schedule of Expenditures of Federal Awards (SEFA), as it relates to the Federal Family Loan program as required by Uniform Guidance.

BOR's information submitted for the preparation of the state's SEFA is materially correct.

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## Other Procedures

In addition to the Single Audit procedures noted above, we performed certain procedures that included obtaining, documenting, and reviewing BOR's internal control and compliance with related laws and regulations over payroll and LaCarte card and CBA purchases.

Based on the results of these procedures performed, we did not report any findings.

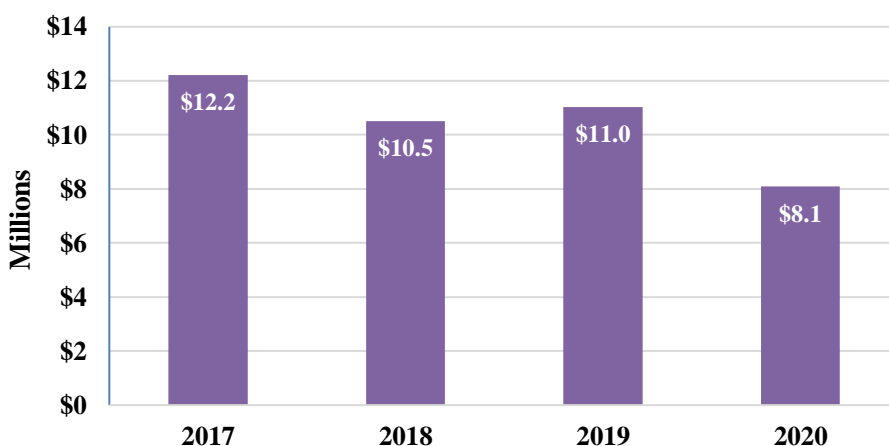
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## Trend Analysis

We compared the most current and prior-year financial activity using BOR's Annual Fiscal Reports and/or system-generated reports and obtained explanations from BOR's management for any significant variances.

We also prepared an analysis of Research & Development (R&D) expenditures from Fiscal Year (FY) 17 through FY20 (Note: Effective August 1, 2016, the Louisiana Universities Marine Consortium and the Louisiana Office of Student Financial Assistance were consolidated with BOR.). As shown below, the R&D expenditures were fairly stable from FY17 to FY19; however, in FY20, R&D spending decreased by approximately \$2.9 million (26.4%). Per BOR's management, the large decrease in spending was attributable to a reduction in R&D activities due to the COVID-19 pandemic.

**Exhibit 1**  
**R&D Expenditures by Fiscal Year**



Source: Fiscal Years 2017-2020 Schedule of Expenditures of Federal Awards

Under Louisiana Revised Statute 24:513, this letter is a public document, and it has been distributed to appropriate public officials.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Thomas H. Cole".

Thomas H. Cole, CPA, CGMA  
Temporary Legislative Auditor

DPT:EBT:BQD:EFS:aa

BOR 2020



## APPENDIX A: SCOPE AND METHODOLOGY

We performed certain procedures at the Louisiana Board of Regents (BOR) for the period from July 1, 2019, through June 30, 2020, to evaluate relevant systems of internal control in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Our procedures, summarized below, are a part of the audit of the Single Audit of the State of Louisiana (Single Audit) for the year ended June 30, 2020.

- We evaluated BOR's operations and system of internal controls through inquiry, observation, and review of its policies and procedures, including a review of the laws and regulations applicable to BOR.
- We performed procedures on the Research and Development Cluster for the year ended June 30, 2020, as a part of the 2020 Single Audit.
- We performed procedures on information for the preparation of the state's Schedule of Expenditures of Federal Awards as it relates to the Federal Family Loan program for the year ended June 30, 2020, as a part of the 2020 Single Audit.
- We compared the most current and prior-year financial activity using BOR's Annual Fiscal Reports and/or system-generated reports to identify trends and obtained explanations from BOR's management for significant variances.

In addition, we performed procedures that included obtaining, documenting, and reviewing BOR's internal control and compliance with related laws and regulations over payroll and LaCarte card and CBA purchases. The scope of these procedures was significantly less than an audit conducted in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States.

The purpose of this report is solely to describe the scope of our work at BOR, and not to provide an opinion on the effectiveness of BOR's internal control over financial reporting or on compliance. Accordingly, this report is not intended to be, and should not be, used for any other purposes.

We did not audit or review BOR's Annual Fiscal Report, and accordingly, we do not express an opinion on that report. BOR's accounts are an integral part of the state of Louisiana's Comprehensive Annual Financial Report, upon which the Louisiana Legislative Auditor expresses opinions.



*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



**BOARD OF REGENTS**

*P. O. Box 3677*  
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*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

**AGENDA**  
**LEGISLATIVE COMMITTEE**

Wednesday, June 16, 2021  
10:45 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Review of the FY 2021-22 Operating Budget Distribution and FY 2020-2021 Supplemental Appropriations
- IV. Legislative Package Report
- V. Other Business
- VI. Adjournment

Committee Members: Collis Temple III, Chair; Randy Ewing; Robert Levy; Phillip May, Jr.; Charles McDonald; Sonia Pérez; Chandler Vidrine; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Erin Cowser, Assistant Commissioner for Legislative and External Affairs

**Legislative Committee  
Executive Summary  
June 16, 2021**

**III. Review of the FY 2021-22 Operating Budget Distribution and FY2020-2021 Supplemental Appropriations**

At its March 2021 meeting, the Board of Regents approved a preliminary distribution of the higher education operating budget, including the formula allocation, as proposed in the Governor's Executive Budget. The Executive Budget recommended \$1.138B State General Fund for higher education entities, which represented an increase of \$42.1M to colleges, universities, specialized institutions, and boards and a \$23.2M increase to the financial aid programs of TOPS and GO Grants for a total increase of \$65.3M.

During the legislative process, the House and Senate increased the recommendation by \$31.8M representing an increase of \$97.1M above the existing operating budget. The 2021 Regular Legislative Session concluded on Thursday, June 10<sup>th</sup>, with the largest reinvestment in base funding for higher education in over a decade. The enrolled version of HB1 of the Regular Legislative Session appropriates \$1.171B in State General Fund to higher education. In addition, the Legislature appropriated an additional \$11.4M in the current fiscal year (FY21) to higher education entities. Together, the supplemental appropriation of \$11.4M in FY21 and general operating appropriation increase of \$97.1M in FY22 represent a total increase of \$108.5M during the legislative process.

| <b>HB1 Changes</b>      |  |
|-------------------------|--|
| <b>Amount</b>           | <b>Description</b>                           |
| <b>\$ 1,073,585,251</b> | <b>FY21 Base including CARES Restoration</b> |
| \$19,841,528            | Faculty pay increase                         |
| \$17,999,539            | Mandated costs increases                     |
| \$14,300,000            | Formula institutions increase                |
| \$11,051,608            | GO Grants increases                          |
| \$10,226,819            | TOPS increases                               |
| \$9,293,960             | UL System - Various system enhancements      |
| \$7,210,000             | LSU Agricultural Center                      |
| \$5,000,000             | Foster's Scholars program                    |
| \$3,000,000             | Pennington Biomedical Research Center        |
| \$2,920,206             | LSU HSC-S enhancements                       |
| \$2,250,000             | LCTCS - Various system enhancements          |
| \$1,714,322             | SU Agricultural Center                       |
| \$1,250,000             | LSU HSC-NO enhancements                      |
| \$1,177,738             | Board Office Budget Cut Restoration          |
| \$1,125,000             | LSU A&M - Various enhancements               |
| \$1,000,000             | STEM Initiatives                             |
| \$1,000,000             | Nurse Capitation increases                   |
| \$675,000               | SU Law Center                                |
| \$350,000               | SU Board enhancements                        |
| (\$14,304,000)          | FY21 Non-recurring adjustments               |
| <b>\$ 1,170,666,971</b> | <b>FY22 Base in HB1 Enrolled</b>             |
| <b>\$ 97,081,720</b>    | <b>Overall Higher Education Increase</b>     |

**Legislative Committee  
Executive Summary  
June 16, 2021**

| <b>FY21 Changes</b>     |   |
|-------------------------|---|
| <b>Amount</b>           | <b>Description</b>  |
| <b>\$ 1,073,585,251</b> | <b>FY21 Base including CARES Restoration</b>                      |
| \$7,000,000             | LSU Ag Center renovations at Parker Coliseum                      |
| \$4,833,000             | LCTCS deferred maintenance and disaster recovery                  |
| \$2,500,000             | Southern Ag Center increased matching grant funds                 |
| \$1,600,000             | Increased TOPS billings   |
| \$1,600,000             | Pennington Biomedical Research Center                             |
| \$1,475,000             | Southern University System Technology and infrastructure upgrades |
| \$1,200,000             | LSU Ag Center operating expenses                                  |
| \$600,000               | LSU Ag Center National Estuarine Research Reserve initiatives     |
| \$500,000               | LSU Ag Center facility renovations at Camp Grant Walker           |
| \$300,000               | Southern University Shreveport Health Clinic                      |
| (\$340,000)             | LSU HSC - Shreveport reduction in authority                       |
| (\$9,846,209)           | SGF decrease based on TOPS Fund increase                          |
| <b>\$ 1,085,007,042</b> | <b>FY21 Base in HB516 Enrolled</b>                                |
| <b>\$ 11,421,791</b>    | <b>FY21 Higher Education Increase</b>                             |

*Blake R. David*  
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## **AGENDA** **FACILITIES AND PROPERTY COMMITTEE**

Wednesday, June 16, 2021

11:05 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Small Capital Projects Report
    - 1. LSU A&M: Alex Box Champions Club Seating Replacement
    - 2. LSU A&M: Design Building Boyce Gallery Renovation
    - 3. LSU A&M: Hill Memorial Library Rooms 108 & 109 Renovations
    - 4. LSU A&M: Hodges Hall Rooms 119, 132A, 132D, 148, & 150 Renovations
    - 5. LSU A&M: Thomas Boyd Hall Office of the Bursar Renovations
    - 6. LSU HSCNO: Data Center HVAC Replacement of Air-Cooled Chiller
    - 7. LSU-S: HPE Building Equipment Pavilion Climate Chamber
    - 8. LSU-S: Noel Library Student Development Suite
    - 9. LSU-S: Sports Fields Drainage Improvements
    - 10. LSU-S: Technology Center AHU Replacements
    - 11. PBRC: Renovations to Animal Metabolism and Behavioral Core Facility –  
Comparative Biology Building E
    - 12. RPCC-Reserve: Electrical Upgrades
    - 13. SUBR: Archives Building Renovation
    - 14. UNO: Chemical Science Building HVAC Replacement
- IV. Alternatively Financed Project: SUBR Honors Housing and Student Union
- V. HB 2 Update
- VI. Hurricane Recovery Update
- VII. Other Business
- VIII. Adjournment

Committee Members: Darren Mire, Chair; Robert Levy, Vice Chair; Randy Ewing; Stephanie Finley; Charles McDonald; Chandler Vidrine (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Chris Herring, Assistant Commissioner for Facilities and Planning

*The Board of Regents is an Equal Opportunity and ADA Employer*

## Executive Summary

### **Facilities and Property June 16, 2021**

#### **III. A. 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:

**1. Louisiana State University and A&M College (LSU): Alex Box Champions Club Seating Replacement – Baton Rouge, LA**

The existing lower fold-up seating within LSU's Alex Box Stadium has reached the end of its service life and replacement seat components are unavailable. The project scope involves replacing the existing lower seating with new seats. The total project cost is \$225,000 and will be funded with auxiliary revenues.

**2. Louisiana State University and A&M College: Design Building Boyce Gallery Renovation– Baton Rouge, LA**

The existing Boyce Gallery space within LSU's Design Building is currently not large enough for events nor optimal for student displays. This project will renovate the existing space to provide a larger area for the gallery. The project scope involves the installation of new partition walls, LED lighting, finishes throughout, and a new interior storefront. Selective plumbing enhancements will also take place. The project renovates approximately 3,185 square feet (SF) of space at a cost of \$69.07/SF for a total cost of \$220,000. The project will be funded with operational funds.

**3. Louisiana State University and A&M College: Hill Memorial Library Rooms 108 and 109 Renovations – Baton Rouge, LA**

The existing staff and storage area within LSU's Hill Memorial Library rooms 108 and 109 will be renovated to provide space for a public reading room and staff area for Public Services personnel. The project scope includes selective interior demolition, the installation of new interior glass walls and openings, new finishes, millwork, and lockers. The Heating, Ventilation, and Air Conditioning (HVAC) system will be modified as necessary, and new electrical power and lighting fixtures will be installed. The project also installs daylighting controls and security features. The project renovates approximately 6,419 SF of space at a cost of \$54.21/SF for a total cost of \$348,000. The project will be funded with foundation funds.

**4. Louisiana State University and A&M College: Hodges Hall Rooms 119, 132A, 132D, 148, and 150 Renovations – Baton Rouge, LA**

This project will optimize the Dean of the College of Arts and Humanities suite and provide more offices for personnel. The project also renovates space to allow for virtual operations. The project scope involves the installation of new interior glass partitions and wood veneer partitions with embedded technology, new millwork and finishes throughout, and new LED lighting. Electrical power systems will be modified as necessary. The project renovates approximately 1,000 SF of space at a cost of \$220/SF for a total cost of \$220,000. The project will be funded with operational funds.



**5. Louisiana State University and A&M College: Thomas Boyd Hall Office of the Bursar Renovations – Baton Rouge, LA**

The existing Office of the Bursar within LSU's Thomas Boyd Hall is in disrepair and no longer configured for current operations. This project will renovate the current space to allow for more efficient operations. The project scope includes selective demolition of existing walls and millwork, new finishes and millwork throughout, the installation of interior glass partitions, and selective new power and LED lighting. The project renovates approximately 1,300 SF of space at a cost of \$142.31/SF for a total cost of \$185,000. The project will be funded with CARES Act funding.

**6. Louisiana State University Health Sciences Center – New Orleans (LSU HSCNO): Data Center HVAC Replacement of Air-Cooled Chiller – New Orleans, LA**

The existing HVAC system serving the 7<sup>th</sup> floor data center is outdated and requires replacement to provide reliable and redundant cooling for the IT equipment and servers that support the campus. This project removes the current chiller and installs a new air-cooled chiller, associated piping, and electrical modifications as necessary. The total project cost is \$260,000 and will be funded with operational funds.

**7. Louisiana State University – Shreveport (LSU-S): Health and Physical Education (HPE) Building Equipment Pavilion Climate Chamber – Shreveport, LA**

The new climate chamber for the Exercise Science Lab within LSU-S' HPE building requires the support of various mechanical items (pumps, cooling tower, condenser, and compressor). This project will create new space to house the necessary equipment for the chamber. The project scope involves construction of a new concrete slab with a roof and screened enclosure that provides air flow to house the new equipment. The project also includes installation of a security system to monitor the new equipment. The total project cost is \$203,000 and will be funded with operational funds.

**8. Louisiana State University – Shreveport: Noel Library Student Development Suite – Shreveport, LA**

This project creates a dedicated Student Development Suite work-space within LSU-S' Noel Library. The project scope involves the redesign of existing space to create the Student Development Suite which will be used by the Dean of Students. The work includes selective demolition and installation of new sound isolation walls. The project renovates approximately 4,200 SF of space at a cost of \$75.71/SF for a total cost of \$318,000. The project will be funded with operational funds.

**9. Louisiana State University – Shreveport: Sports Fields Drainage Improvements – Shreveport, LA**

Poor drainage within the LSU-S Athletic Complex areas are eroding the playing fields and hampering event attendance. This project is the first of many sectional, campus-wide drainage projects to be initiated. The project scope for this phase involves the excavation and creation of a new ditch, bringing in aggregate surface gravel, mulch, and erosion control measures. Installation of new fencing will also be included. The total project cost is \$202,298 and will be funded with operational funds.

**10. Louisiana State University – Shreveport: Technology Center Air Handler (AHU) Replacements – Shreveport, LA**

LSU-S' Technology Center building was constructed in 1967. The existing AHUs are original to the building and well past their useful service life. The project scope includes removal of the existing

units and installation of new units designed for variable air volume (VAV) operation which are better suited for humidity control. The existing duct system will be retained, but the new AHUs will be designed for proper dehumidification and true VAV operation leading to better space temperature, humidity control, and improved energy efficiency. The total project cost is \$495,800 and will be funded with operational funds.

**11. Pennington Biomedical Research Center (PBRC): Renovations to Animal Metabolism and Behavioral Core Facility - Comparative Biology Building E – Baton Rouge, LA**

Upgrades are required to the HVAC/electrical systems and animal rooms within PBRC's Comparative Biology Building E for current and future animal research. The project scope involves selective demolition of existing doors, walls, and ceilings. Work will also be done to modify and upgrade existing HVAC systems, add new electrical capacity, and construct room modifications to provide for future animal research. The project renovates approximately 2,400 SF of space at a cost of \$193.75/SF for a total cost of \$465,000. The project will be funded with a combination of operational funds (\$165,000) and a federal National Institute of General Medical Sciences grant related to the metabolic basis of disease (\$300,000).

**12. River Parishes Community College (RPCC) – Reserve Campus: Electrical Upgrades – Reserve, LA**

The RPCC-Reserve campus was recently awarded a U.S. Economic Development Administration grant to renovate the current welding facility. Upon review of the existing electrical systems, it was determined that the current system was outdated and at maximum capacity. The project scope involves the replacement of the electrical distribution system to provide additional capacity for the welding facility and campus. The total project cost is \$480,000 and will be funded with operational funds.

**13. Southern University and A&M College (SUBR): Archives Building Renovation – Baton Rouge, LA**

The SUBR Archives Building is on the National Register District of Historic Places and is currently used for archives storage and office space. Renovations are required to enable the institution to maintain the structure for continuous use. The project scope involves stabilization work to the one-story wood frame structure on masonry piers. The structure will be lifted to repair damaged piers and repair sub-framing to avert leaning. Additional work includes updates to the existing restrooms, mechanical systems, lighting, and creation of a visitor's exhibit room. Re-grading around the facility to divert water away from the foundation will also be required. The project renovates approximately 2,221 SF of space at a cost of \$98.15/SF for a total cost of \$218,000. The project will be funded with a grant from the U.S. National Park Service Historic Preservation Fund.

**14. University of New Orleans (UNO): Chemical Science Building HVAC Replacement – Baton Rouge, LA**

The existing outside air unit for UNO's Chemical Science Building has corroded to the point where only a small fraction of the outside air is capable of being drawn through the unit for dehumidification, cooling, or heating. The building has been under severe negative pressure as a result of this, and there is high humidity in many areas. The high humidity has caused the lack of comfort and the potential for mold growth. The project scope includes replacement of the existing outside air unit with a new unit including piping, drains, electrical, and controls. The project will also address the existing rooftop exhaust fans and repair the fume hood control system. The total project cost is \$350,000 and will be funded from UNO's facility use maintenance fee revenues.

## **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Consent Agenda for the Small Capital Projects Report as presented.**

### **IV. Alternatively Financed Project: Southern University and A&M College - Honors Housing and Student Union**

The Southern University Board of Supervisors, on behalf of SUBR, submitted an alternatively financed project for the purpose of constructing new honors housing and a new student union on the Baton Rouge campus. The housing component of the project calls for the construction of 300-350 suite style beds to support the overall recruitment and retention of students, build a more engaging sense of community, and enhance the overall student experience. The new housing will include academic support spaces, a technology center, and individual and group study spaces. The total project cost is estimated to be \$37M. The student union component of the project will construct a new, approximately 90,000 SF facility which will become the hub for campus life and enhance the out-of-classroom experience. The union and associated programs will support leadership development, provide student employment opportunities, and provide space for student organizations to meet and gather. The estimated project cost for the union component is approximately \$43M.

Both facilities are high priorities for SUBR, and the institution secured a federal Historically Black College and Universities (HBCU) loan to cover all project costs. Revenues derived from the operation of the housing will be used to satisfy the debt service for the housing component while a combination of revenues from a proposed student/activity fee will pay the debt service related to the new union. Repayment of the loan will occur over a thirty-year period, and both facilities are expected to come online for the beginning of the fall 2024 semester. The projects were added to HB 2 during the current legislative session, and the Office of Facility Planning and Control will oversee the construction process per the requirements of the HBCU loan.

## **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the alternatively financed project submitted by the Southern University Board of Supervisors, on behalf of Southern University and A&M College, to construct honors housing and a new student union.**

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

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

**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Wednesday, June 16, 2021  
11:15 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. MA Teaching Degree Consolidation – Southeastern Louisiana University
  - B. Progress Reports
  - C. Routine Staff Approvals
- IV. Academic Programs
  - A. Program Proposals
    - 1. UC Diversity & Inclusion – McNeese State University
    - 2. UC Geographic Information Systems – UL Lafayette
    - 3. BFA Production & Design – Northwestern State University
    - 4. BS Computer Science – LSU Alexandria
    - 5. BS Nursing – Southern University New Orleans
    - 6. GC Population Health – UL Lafayette
    - 7. MS Medical Sciences – LSU Health Sciences Center Shreveport
    - 8. PhD Criminology & Justice Administration – Grambling State University
- V. Classroom Teacher Enrollment Program (CTEP) Policy Update
- VI. Admissions Audit Follow-Up to Fall 2018
- VII. Other Business

## VIII. Adjournment

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

**AGENDA ITEM III.A.**  
**Consolidation of Master of Arts in Teaching Programs**  
**Southeastern Louisiana University**

**Staff Summary**

Southeastern Louisiana University (SLU) requests Board of Regents' approval to consolidate the Master of Arts in Teaching (MAT) Special Education Early Intervention: Birth-K (CIP 13.1015) and the MAT Elementary Education, grades 1-5 (CIP 13.1202) into a single MAT (CIP 13.1206). The institution submitted the request to Regents in June 2021.

The Louisiana Board of Elementary and Secondary Education (BESE) authorizes the teacher certification programs offered by postsecondary institutions. At its April meeting, BESE approved SLU's request to offer sixteen additional certification areas at the master's level. SLU's Dean of the College of Education met with Regents staff and determined that consolidating all teacher certifications under one MAT would minimize confusion for students, improve administrative efficiency for the teacher certification program, and allow flexibility in the curriculum as teacher certification program offerings change over time. The consolidation would result in all master's level teacher certifications falling under one MAT degree program.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the consolidation of the Master of Arts in Teaching (MAT) Special Education Early Intervention: Birth-K (CIP 13.1015) and the MAT Elementary Education, grades 1-5 (CIP 13.1202) into a single MAT (CIP 13.1206).**



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

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Progress report due dates have historically spanned the calendar year. Staff are working to revise these due dates to be either in July or October to better coordinate with academic year data availability including fall enrollment and spring graduation numbers. In some cases, a period longer than a year is recommended before the next progress report due date to allow for full implementation of the program or any significant programmatic changes that will affect outcomes in the following year. Programs below that are shaded have met standards to be removed from regular reporting.

| Initial Approval | Program  | Staff Analysis   | Staff Recommendation for Board Action                              |
|------------------|--|--|--|
| <b>LCTCS</b>     |  |  |  |
| March 2014       | <b>River Parishes Community College</b><br><b>CAS Medical Coding Specialist</b><br>CIP 51.0707<br>Implemented Fall 2015. | The program currently averages 6 graduates per year for the past 3 years but expects to graduate 14 students this year. Current enrollment is 64. The institution is currently exploring a cohort model to increase retention and completion. RPCC hired a program coordinator earlier this year who meets the qualification requirements and will assist with the process of applying for the American Health Information Management Association's Academic Professional Certificate Approval Program status, which is the industry's accreditation equivalent. The program recently incorporated industry standard virtual practice labs to ensure student readiness for employment. | Receive and accept the report. A subsequent report is due 10.1.22. |
| <b>LSU</b>       |  |  |  |
| Dec. 2016        | <b>LSU Alexandria</b><br><b>BS Health Professions</b><br>CIP 51.9999<br>Implemented Fall 2017.                           | The program currently has 55 students enrolled and anticipates 8 graduates this year. All graduates are either employed or have continued with additional education in business. Accreditation of the cardiovascular technology concentration has been delayed by one year until 2022 while LSU-A works to fill the program coordinator position. The addition of 2 new clinical sites was delayed due to COVID but plans are in place to continue that process this year.   | Receive and accept the report. A subsequent report is due 10.1.22. |
| Dec. 2018        | <b>LSU Alexandria</b><br><b>BS Kinesiology</b><br>CIP 31.0505<br>Implemented Spring 2019.                                | The program's enrollment has increased from 32 last year to 67 this year and LSU-A anticipates its first 5 graduates next year. The institution has had great success in recruiting new students to the program rather than just primarily from the previous concentration in the Bachelor of General Studies as anticipated. The institution intends to hire a third full time faculty member for the upcoming academic year and will seek accreditation for the program's health and physical education concentration.   | Receive and accept the report. A subsequent report is due 10.1.22. |

|                |   |   |  |
|----------------|---|---|--|
| April<br>2013  | <b>LSU Alexandria</b><br><b>BS Long Term Care Administration</b><br>CIP 51.0718<br>Implemented Fall 2013.                     | LSU-A reported that changing the program name and marketing the online version through LSU Online has increased enrollment, which grew from 30 in 2018/19 to 41 this year. The program graduated 8 students last year and anticipates 10 this year. All graduates from this past year are currently employed in the field and are preparing for the National Association of Board's Certification Examination to become certified long term care administrators. The submission of the self-study for accreditation was delayed until Spring 2021 due to COVID. | Receive and accept the report. A subsequent report is due 10.1.22.   |
| August<br>2012 | <b>LSU Alexandria</b><br><b>BS Medical Laboratory Science</b><br>CIP 51.1005<br>Implemented Spring 2013.                      | The 100% online program did see an increase in enrollment and completers following achievement of national program accreditation in October 2018 with 22 students enrolled for 2018-19 and 6 graduates. The university projected even higher enrollment and completer numbers for 19-20 as more students learned of the program's national accreditation and more aggressive promotion and recruitment by the university and LSU Online.  | Receive and accept the report. A subsequent report is due 10.1.22.   |
| June<br>2015   | <b>LSU A&amp;M</b><br><b>GC Applied Depositional Geosystems</b><br>CIP 40.0603<br>Implemented Fall 2015.                      | The program has not grown since implementation and currently averages 2 completers per year over the past 3 years. The department indicated a current lack of adequate faculty. The institution has requested additional time to monitor recovery of the oil industry and address program and department issues.  | Receive and accept the report. A subsequent report demonstrating significant increases in enrollment and completion is due 7.1.23 or the program will be terminated. |
| Jan.<br>2018   | <b>LSU A&amp;M</b><br><b>GC Archival Studies</b><br>CIP 25.0103<br>Implemented Fall 2018.                                     | The program has grown rapidly since implementation with 35 graduates in its first 2 years and 53 students currently enrolled. The 100% online program was well prepared for the onset of the COVID 19 pandemic, though hiring of graduates in the field has temporarily slowed. The program has partnered with LSU's College of Art and Design's Doctor of Design in Cultural Preservation, which has increased interest in the program.  | Receive and accept the report. No further reporting required.  |
| June<br>2015   | <b>LSU A&amp;M</b><br><b>GC Strategic Communication</b><br>CIP 09.0999<br>Implemented Fall 2015.                              | The program currently has a 3-year average graduation rate of 6 students per year and anticipates 9 graduates this year. The program has not tracked outcomes for graduates up to this point but has implemented a process for doing so going forward. The department's plans to offer the program 100% online have been expedited due to the pandemic but the institution does not anticipate full online availability until at least Fall 2022.   | Receive and accept the report. A subsequent report is due 10.1.22.   |
| June<br>2018   | <b>LSU A&amp;M</b><br><b>PhD Geography</b><br>CIP 45.0701<br><b>PhD Anthropology</b><br>CIP 45.0201<br>Implemented Fall 2019. | LSU's PhD Geography and Anthropology was split into separate programs in Fall 2019 and the change has not yet been fully implemented with 24 students still enrolled in the joint program who are not expected to switch. The 2 newly separated programs have 9 students enrolled in each. Anthropology has hired one additional full-time faculty member.  | Receive and accept the report. A subsequent report is due 10.1.22.   |

| Southern      |   |  |   |
|---------------|---|--|---|
| Sept.<br>2012 | <b>Southern A&amp;M</b><br><b>BS Math &amp; Physics, and</b><br><b>MS Math &amp; Physics</b><br>CIP 27.0199<br>Implemented Fall 2012. | While the institution continues to struggle with both student and faculty recruitment and retention, the institution is committed to the success of both programs and has taken steps in recent years to facilitate student success and program growth. Several adjunct faculty positions have been replaced with full time tenure-track faculty, and additional full-time faculty lines have been funded. The physics program has invested in new equipment including an electrostatic generator that will be used for recruitment demonstrations at local high schools. The BS currently averages 6 graduates per year and the MS averages 2 per year. | Receive and accept the report. A subsequent report is due 10.1.22.  |
| Sept.<br>2017 | <b>Southern A&amp;M</b><br><b>GC Supply Chain Management</b><br>CIP 52.0203<br>Implemented Fall 2018.                                 | The program has no reported graduates yet. Several students completing courses required for the program, specifically those in the institution's MBA program, have secured supply chain management positions throughout the state. The institution is currently in the process of hiring two additional supply chain management faculty. Program faculty are working with industry and within the College of Business to recruit students and facilitate completion of the program.  | Receive and accept the report. A subsequent report is due 10.1.22.  |
| April<br>2016 | <b>Southern A&amp;M</b><br><b>MAT Elementary Education (Grades 1-5)</b><br>CIP 13.1202<br>Implemented Fall 2016.                      | The program graduated 8 students in AY 18/19. The program did not admit a cohort for AY 19/20 while it adjusted the program structure due to new Department of Education requirements related to student residencies for alternate teacher certification. The program expects 6 graduates this year. Praxis exam help sessions have been implemented as part of program recruitment efforts to help prospective students meet admissions requirements.   | Receive and accept the report. A subsequent report is due 10.1.22.  |
| Aug.<br>2017  | <b>Southern University New Orleans</b><br><b>BS Educational Studies</b><br>CIP 13.0101<br>Implemented Fall 2017.                      | In its first 3 years since approval, the program has achieved an average graduation rate of 18 per year. Of the program graduates who have reported their next steps, 4 have gone on to graduate school, 5 are working at Head Start for Orleans Parish, and 25 have become teachers. The institution is currently seeking an early childhood program provider to operate the University's Head Start/Early Childhood Center, which will provide field experience for students. The program continues to adjust the curriculum to better prepare graduates for the teacher certification process.  | Receive and accept the report. No further reporting required.   |
| Feb.<br>2015  | <b>Southern University Shreveport</b><br><b>AAS Polysomnographic Technology</b><br>CIP 51.0917<br>Not yet implemented.                | The program has not been implemented due to issues related to accreditor approval. The first cohort of students was planned for fall 2019 but was again delayed.   | Receive and accept the report. A subsequent report demonstrating appropriate accreditor approval and full program implementation is due 7.1.22 or program will be terminated. |

|               |  |   |  |
|---------------|--|---|--|
| April<br>2017 | <b>Southern University<br/>Shreveport</b><br><b>AS Computer Science</b><br>CIP 11.0701<br>Implemented Fall 2017. | The program currently has approximately 35 students enrolled with a current 3-year average graduation rate of 4 per year. Recent graduates have transferred to 4-year programs at LSU Shreveport, Grambling State University, and Southern University in Baton Rouge and the institution continues efforts to build 2+2 agreements with institutions in the region. The program has implemented a hybrid model to better accommodate adult students and other students with obligations preventing daily attendance on campus. Recently awarded external grants from the NSF and Louisiana Economic Board will be used to enhance math preparation opportunities for students and to build an enhanced computer science program. SUSLA plans to begin the process of seeking ABET accreditation in the next year. | Receive and accept the report. A subsequent report is due 10.1.22. |
| <b>ULS</b>    |  |   |  |
| Dec.<br>2018  | <b>Grambling State U.</b><br><b>BS Cybersecurity</b><br>CIP 11.1003<br>Implemented Fall 2019.                    | Current enrollment is 61. The program expects its first graduate this year and 5 next year. Faculty are currently implementing processes to ensure they are able to meet Accreditation Board for Engineering and Technology (ABET) requirements. Grambling anticipates completing the self-study process through the 2021/22 academic year with an ABET site visit in fall 2023. The program hired an additional full-time faculty member in spring 2020 and are in the process of adding adjunct faculty as needed. The institution has secured nearly \$2 million in external funding to support the program.   | Receive and accept the report. A subsequent report is due 10.1.22. |
| Dec.<br>2015  | <b>Northwestern State U.</b><br><b>AS Engineering Technology</b><br>CIP 15.0000<br>Implemented Fall 2016.        | The program was designed to meet industry need temporarily until Northwestern's local community college partner CLTCC attains SACSCOC accreditation and can offer the degree. Northwestern has worked on developing retention and completion plans with industry and has increased graduates from 2 in 2018 to 8 in 2020 with 9 graduates expected this year.   | Receive and accept the report. A subsequent report is due 10.1.22. |
| Aug.<br>2012  | <b>UL Lafayette</b><br><b>MS Criminal Justice</b><br>CIP 43.0104<br>Implemented Fall 2013.                       | The program has struggled to enroll and graduate enough students to meet the required minimum average of 6 graduates per year, which prompted Regents staff to require a multi-year improvement plan in 2018. The current progress report demonstrates an increase in enrollment from 8 in 2017 to 13 this year and expects 5 graduates this year. An update on the improvement plan included filling several faculty vacancies, adjusting the curriculum to support better retention, and securing dedicated graduate student space. Staff will continue to closely monitor growth in enrollment and completion.   | Receive and accept the report. A subsequent report is due 10.1.22. |

|               |   |   |  |
|---------------|---|---|--|
| March<br>2013 | <b>University of New Orleans</b><br><b>GC Disaster Management &amp; Community Resilience</b><br>CIP 43.0302<br>Implemented Fall 2013.<br>Program name change approved January 2019. | The program did not graduate any students until 2018 when the name of the program was changed to better reflect program content. The program has graduated 2 students in each of the past 2 years with 3 projected this year. UNO has not been able to successfully recruit students from outside the institution and has had limited interest from current students in related programs. | Receive and accept the report. A subsequent report demonstrating significant increases in enrollment and completion is due 7.1.23 or the program will be terminated. |
|---------------|---|---|--|

### AGENDA ITEM III.C.

#### Routine Academic Requests & Staff Approvals

| Institution                            | Request   |
|--|---|
| McNeese State University               | Request to offer the Post Baccalaureate Certificate in Special Ed. Mild/Moderate for Elementary Education Grades 1-5 (CIP 13.1001). <b>Approved.</b>  |
| UL Lafayette                           | Request to change the following academic unit names to better reflect current industry terminology and the scope of programs offered: <ul style="list-style-type: none"><li>• Change the College of Nursing &amp; Allied Health Professions to the College of Nursing &amp; Health Sciences.</li><li>• Change the Department of Allied Health to the Department of Health Sciences.</li><li>• Change the Department of Nursing to the School of Nursing. <b>Approved.</b></li></ul> |
| LSU Alexandria                         | Request to change the name of the BA World Religions to the BA World Studies to better reflect program content and discipline terminology. <b>Approved.</b>   |
| LSU A&M                                | Request to change the CIP code for the Graduate Certificate in Strategic Communication from CIP 09.0999: Public Relations, Advertising, and Applied Communication, Other to CIP 09.0909: Communication Management and Strategic Communications to better reflect the program's content and focus. <b>Approved.</b>  |
| LSU Eunice                             | Request to consolidate the Division of Liberal Arts and the Division of Sciences & Mathematics into a single unit named the Division of Arts & Sciences. The merger will reduce overall administrative costs by approximately \$54,000 per year. <b>Approved.</b>   |
| Southeastern Louisiana University      | Request to change the name of the BS Family & Consumer Sciences to the BS Human Sciences to better reflect degree content and current terminology in the discipline. <b>Approved.</b>   |
| SOWELA                                 | Change the name of the Industrial & Process Technology Center for Workforce Excellence to the Industrial, Process, & Liquefied Natural Gas Technology Center for Workforce Excellence. <b>Approved.</b>   |
| Northshore Technical Community College | Request from NTCC to offer the AAS in Information Systems Technology. Programs are eligible for staff approval per Board action August 2019 for "very similar LCTCS Cloud Computing programs across the system" based on system-wide collaboration with Amazon Web Services and plan to implement these programs on all campuses. <b>Approved.</b>  |



## AGENDA ITEM IV.A.1-2.

### **Proposed Undergraduate Certificates (2) University of Louisiana at Lafayette and McNeese State University**

#### **Background Information**

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

The following undergraduate certificates are comprised of existing courses already offered by the institution, and will require no additional resources including faculty, facilities, and supplies that support the program, such as technology or library resources. All proposed programs were approved by each institution's respective management board and submitted to the Regents for consideration.

#### **Staff Summary**

Per Regents' policy, these programs each meet the criteria of a Quality Credential of Value.

#### **University of Louisiana at Lafayette**

- **UC Geographic Information Systems:** The proposed undergraduate certificate will teach students about mapping technologies to prepare them for a future career in Geographic Information Systems (GIS) and Geographic Information Systems Professional (GISP) certification. The UC will be based upon theory and methodologies behind mapping technologies and spatial thinking. Students will gain the necessary skills to use GIS for basic database management and analysis; data visualization of vector data and raster data; and analyze spatial relations. The certificate consists of 18 credit hours of Geography and Environmental Science courses regularly offered through the institution. The certificate will potentially appeal to students conducting research in a wide variety of disciplines such as Environmental Science, Geography, Sociology, Biology and Computer Science. It will also benefit working professionals who want to gain GIS skills to better their current careers. Students with GIS skills can enter positions as a GIS Technician, Analyst, Cartographer, Imagery Analyst, Surveyor and GIS Development and Web/Database Design. According to the NACE 2020 Job Outlook Report, 65.7% of employers want their employees to have technical skills. The fields that regularly use GIS as a tool are estimated to have an 11% 10-year growth in Louisiana. The only other public institution currently offering an UC in GIS is Louisiana Tech University. Louisiana State University A&M and the University of New Orleans both offer graduate certificates in GIS. The need for GIS skills and certifications is growing quickly as industry needs have shifted. The institution anticipates 7 students enrolling in the first year increasing to 19 by year five. Courses for the program will be offered on campus with the goal of offering them online in the future.

#### **McNeese State University**

- **UC Diversity and Inclusion:** The proposed undergraduate certificate is an interdisciplinary program that will be offered through the College of Business and College of Liberal Arts. It is designed to be a "value add" to existing degree programs. The curriculum will provide students with an understanding of core issues affecting the experience of women and minorities in history and current society. The 18 credit hour curriculum includes courses in Diversity & Intercultural Communication, American Women's History, African American History, The Modern Civil Rights Movement, Managing the Diverse Workplace and Social Stratification. A diversity certificate can provide companies with

engaged leadership that will understand and promulgate the ability to create a culturally competent work environment. The Southwest Louisiana Chamber of Commerce has expressed strong interest in supporting the institution and has plans for their leadership to be in the first cohort of students. Local business and industry have also expressed interest in seeking proactive training for their employees. Glassdoor Economic Research indicated a 30% increase in diversity officer positions in 2020 and predict that it will be in the top five job trends into the foreseeable future. There are no other public institutions in the state with an undergraduate certificate in Diversity and Inclusion. Students may take all courses in the curriculum either on campus or online. The institution is expecting to enroll an initial cohort of 5 students and anticipates annual 50% growth after full implementation.

### **Staff Analysis**

Undergraduate certificates were designed to leverage institutional resources into shorter, specifically targeted credentials consisting primarily of upper-level undergraduate course work. Since the February 2019 approval of UCs, the Board has approved 29 programs that are currently being implemented. Approval of the proposals as presented will bring the state's inventory to 31. Given that the UC is a relatively new credential in Louisiana, it is difficult to assess the long-term potential of these programs before full implementation. Staff support the innovative approach many institutions are taking with these programs in areas that support student and industry needs. Regular progress reports are required for all new undergraduate certificates; staff will closely monitor program progress and value for the statewide inventory of these programs. An annual report will be presented to the board with this information.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the following Undergraduate Certificates with progress reports due October 1, 2022:**

**University of Louisiana at Lafayette**

- UC Geographic Information Systems

**McNeese State University**

- UC Diversity & Inclusion

## **AGENDA ITEM IV.A.3.**

### **Proposed Bachelor of Fine Arts in Production and Design Northwestern State University**

#### **Background Information**

Northwestern State University (NSU) has requested Board of Regents' approval to establish a Bachelor of Fine Arts (BFA) in Production and Design. Because the proposed program is a conversion of an existing concentration and does not require any additional resources, the Letter of Intent (LoI) was waived per Regents' authorization for staff waivers in August 2019.

#### **Staff Summary**

NSU's request is to transition the Bachelor of Science (BS) in Theatre – Design and Technology Concentration into a BFA in Production and Design. NSU's Department of Theatre and Dance has a rich and well-respected history. The Department specializes in undergraduate training with a BFA in Dance and a BS in Theatre with concentrations in Acting & Directing, Musical Theatre, and Design & Technology. The BS in Theatre has a current enrollment of 100 students and completes, on average, 25 students annually. The requested proposal comes at the suggestion of the National Association of Schools of Theatre (NAST) and because a BFA has become the industry standard.

The purpose of a BFA in Production and Design is to prepare students for a professional career in technical theatre. The overall goal is to produce well-rounded students who will be able to enter any area of the technical theatre profession: lighting, sound, costumes, scenic, technical direction, and stage management. By transitioning the existing BS in Theatre to a BFA, students will have more areas of focus from which to select. Currently, the design & technology concentration of the BS in Theatre is geared more toward the scenic technicians, which is less desirable for students interested in the vastly different areas of costumes, hair and makeup, lighting, sound, and stage management. The proposed BFA will be more attractive to prospective students as they will get more choice in their curriculum and be better prepared for professional theatre and related industries that need their skills.

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

- a. **Same or Similar In-State Programs:** Currently, no postsecondary public institution in Louisiana offers a BFA in Production and Design. Tulane University currently offers a BFA in Design. Louisiana loses students to several surrounding states that offer a BFA Theatre in Design and Technology such as the University of Southern Mississippi, Texas State, Sam Houston State and University of Mississippi.
- b. **Workforce Demand and Job Opportunities:** NSU's proposed program will provide specialized coursework and professional training to improve job opportunities for Louisiana students as well as students in neighboring states. The arts and entertainment industry needs employees with production and design skills. Graduates may go directly into the workforce in a variety of fields, from film costume designer to recording engineer to stage manager. Graduates will also be well prepared to go on to graduate study and continue their education at the master's level in related fields. Through the tax credit program, Louisiana's motion picture industry has benefitted from long term commitments that employ people for longer periods and create recurring revenue streams within the state.
- c. **Student Enrollment and Completion:** Enrollment projections are based on student surveys as well as 2+2 partnerships already in place. NSU currently has agreements in place with Bossier Parish Community College and Alvin Community College (TX) and is in the process of finalizing an agreement with Paris Community College (TX). Many current students would be able to start

graduating with this degree as soon as it is offered, since many have already completed most of the proposed courses. Because of the 2+2 partnerships in place with community and technical colleges, the institution included transfer students in their enrollment projections.

|                                 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| <b>TOTAL Program Enrollment</b> | 30     | 37     | 45     | 55     | 62     |
| <b>Program Graduates</b>        | 8      | 8      | 8      | 13     | 14     |

2. **Resources:** The proposed program will require no additional resources during the first two years of the program. The institution does indicate that as enrollment grows there will be a need for 2 additional faculty members to assist with instruction and advising.

|  | Current   | Needed   | Additional Costs              |
|--|---|--|-------------------------------|
| <b>Faculty</b>   | No new faculty needed during the first two years of the program as current faculty will teach courses and assist with advising. | As enrollment grows, the institution projects the need for 2 additional full-time faculty. | \$76,598 per faculty per year |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities and related resources are adequate to support the program.  | No additional resource needs projected.  | \$0                           |
| <b>Student Support</b>   | Existing student services will adequately support the program.  | No additional resource needs projected.  | \$0                           |

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Affordability:** NSU has been and continues to grow their 2+2 agreements with 2-year programs and as a result is seeing increased numbers of transfer students requiring less time to complete their degrees.
  - **Partnerships:** The program currently has strong partnerships with a selection of employers that frequently hire its students for summer work or following graduation: Cedar Point Amusement Park, Thingamajig Theatre Company, Florida Repertory Theatre, Missoula Children's Theatre, Utah and Shakespeare Festival, to name a few.
  - **Work-based learning:** Several summer theatre companies have provided internships and apprenticeships for NSU theatre students after their first or second year including: Des Moines Metro Opera and Endstation Theatre Company. Other students stay in Natchitoches to work on summer dinner theatre productions or kid's theatre camp productions.

### **Staff Analysis**

NSU has developed a program that leverages existing resources, including faculty expertise, builds on a strong concentration and addresses a growing field both regionally and nationally. The overall goal of the proposed program is to produce well-rounded students who will be able to enter any area of the Technical Theatre profession.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Fine Arts in Production and Design (CIP 50.0501) at Northwestern State University with a progress report due July 1, 2023.**

## AGENDA ITEM IV.A.4.

### Proposed Bachelor of Science in Computer Science Louisiana State University of Alexandria

#### **Background Information**

Louisiana State University of Alexandria (LSU-A) has requested Board of Regents' approval to establish a Bachelor of Science (BS) in Computer Science. The Letter of Intent was reviewed by Chief Academic Officers (CAOs) around the state in late 2019. The institution was asked to address adequacy of faculty, the timeline, and costs for attaining Accreditation Board for Engineering and Technology (ABET) accreditation, and how the program meets the needs of local employers. All issues were addressed in the final proposal, which was submitted to the Regents for consideration in April 2021.

#### **Staff Summary**

The proposed program was developed to meet growing employer demand for technology professionals and to broaden 4-year STEM degree offerings in the Alexandria region. The institution aims to expand its degree offerings to foster regional economic growth by encouraging students from the region to stay in the region after graduation. Graduates from LSU-A's recently implemented BS in Chemistry are working nearby as chemists in industry or as high school chemistry teachers. The institution has partnered with Ingalls Information Security to build computer science and cyber security related programs and research at the institution; LSU-A was recently awarded a Cybersecurity Education Management Council (CEMC) grant to purchase equipment and furnish an additional computer lab on campus.

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

- a. **Same or Similar In-State Programs:** There are currently ten BS Computer Science programs at public institutions in Louisiana. The total number of graduates from all programs has more than doubled in the past five years from 221 graduates in 2015/16 to 465 graduates in 2019/20. Given the high student demand for computer science programs and high employer demand for graduates, no CAOs objected to the addition of the proposed program at LSU-A.
- b. **Workforce Demand and Job Opportunities:** The proposal included letters of support for the program including an expressed interest in hiring future graduates from regional employers including Rapides Regional Medical Center, Turner Teleco, and Red River Bank. The Louisiana Workforce Commission identifies computer science professions as five-star jobs. With the growth of business and industry in the region, graduates from the program are expected to help meet local workforce needs.
  - U.S. Department of Labor Bureau of Labor Statistics (BLS): Projections indicate that software developer and information security analyst will be two of the fastest growing occupations 2019-2029 with 22% projected job growth for the former and 31% for the latter.
- c. **Student Enrollment and Completion:** The existing concentration in computer science under the BS Mathematics degree had 20 students enrolled this spring. Enrollment in the proposed program is expected to rapidly increase as a standalone degree with a more robust, computer science-focused curriculum. The program will be offered 100% online, which is also expected to lead to stronger enrollment.

|                                 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| <b>NEW Program Enrollment</b>   | 20     | 14     | 21     | 38     | 55     |
| <b>TOTAL Program Enrollment</b> | 20     | 30     | 45     | 68     | 100    |
| <b>Program Graduates</b>        | 0      | 0      | 6      | 10     | 14     |

- 2. Resources:** LSU-A was recently awarded a \$58,364 Cybersecurity Education Management Council (CEMC) grant, which the institution will use to acquire computers and technology that will support the

proposed BS Computer Science and the development of future cybersecurity certificate program. At the recommendation of U.S. Department of Defense (DOD) officials, LSU-A recently collaborated with Ingalls Information Security and applied for a DOD \$978,000 2-year grant to develop a Cyber Innovation Center on campus. Major expenses for program implementation include three additional full-time faculty, administrative support through LSU Online, and ABET accreditation.

|  | Current  | Needed   | Additional Costs  |
|--|--|--|---|
| <b>Faculty</b>   | Three full time faculty and two part time faculty were in place in 2019 when the letter of intent was submitted.                                       | One additional full time computer science faculty member was hired last year, and one additional faculty member will be hired in each of the next two years for a total of three new faculty to support the program. | Yr. 1: \$71,500<br>Yr. 2: \$152,550<br>Yr. 3+: \$233,550                  |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities and related resources are adequate to implement the program.   | No additional resource needs projected. External grant funding will be sought as technology or facility needs arise in the future.   | \$0   |
| <b>Accreditation</b>   | N/A  | ABET accreditation will require initial costs in Yr. 2-3, then an annual membership fee after.   | Yr. 2: \$1,010<br>Yr. 3: \$13,140<br>Yr. 4+: \$700                        |
| <b>Student Support &amp; Administration</b>                        | Existing non-academic student services will adequately support the program. The program chair will have administrative responsibility for the program. | Costs for administrative support through LSU Online will grow with program size.   | Yr. 1: \$39,000<br>Yr. 2: \$59,000<br>Yr. 3: \$89,000<br>Yr. 4: \$134,000 |

- 3. Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- Accessibility: The proposed program will be available 100% online.
  - Affordability: LSU-A is committed as an institution to the use of online educational resources (OER) whenever possible to reduce costs for students.
  - Diversity: The growing number of students pursuing computer science and related degrees is reducing access and creating barriers for underserved populations including minorities and first-generation students as well as widening the gender gap in the field. The addition of the proposed program will increase these opportunities for these populations in central Louisiana.
  - Work-based learning: LSU-A continues to build partnerships with area businesses, especially technology companies, to provide practical learning experiences for students.

### Staff Analysis

LSU-A has indicated a strong focus on improving the economic well being of the region by broadening its degree offerings in high demand fields that will encourage students from the area to stay in the region after completing their degree. The proposed program will serve that goal by broadening STEM offerings in the region in a high demand field. After the Letter of Intent was approved, the institution added another full-time faculty line to the budget and the first of three total hires was made in spring 2020. Student and industry support for the program suggest enrollment projections are realistic, and the online format of the degree will ensure access for a broad range of students from throughout the region and beyond.



**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed BS in Computer Science (CIP 11.0701) at Louisiana State University of Alexandria with a progress report due October 1, 2022.**

## **AGENDA ITEM IV.A.5.**

### **Proposed Bachelor of Science in Nursing Southern University at New Orleans**

#### **Background Information**

Southern University at New Orleans (SUNO) has requested Board of Regents' approval to establish a Bachelor of Science in Nursing (BSN). The Letter of Intent was approved by Regents at the April meeting. Based on feedback from Regents staff and from the statewide Chief Academic Officer (CAO) review, SUNO was required to address faculty recruitment, clinical positions for students, and accreditation in the full proposal. The institution submitted the full proposal shortly after the Letter of Intent was approved in April. In order to meet Louisiana State Board of Nursing timeline requirements to enroll the first class of students for Fall 2022, the institution requested expedited consideration of the full proposal.

#### **Staff Summary**

Louisiana and the nation are facing a significant shortage of nurses, which is expected to continue well into the future. SUNO's proposed program aims to address the shortage of nurses specifically in the African American communities of New Orleans and the surrounding area. The proposed BSN was designed to meet all Louisiana State Board of Nursing (LSBN) requirements and the recently updated American Association of Colleges of Nursing (AACN) "Essentials of Baccalaureate Education for Professional Nursing" that are required by the Council of Collegiate Nursing Education (CCNE) for nursing program accreditation.

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

- a. **Same or Similar In-State Programs:** Throughout Louisiana, 17 public and private institutions offer the BSN, five of which are in New Orleans. Existing programs in the state are unable to meet workforce demand due to various resource constraints including adequate classroom and training space, clinical opportunities for students, and adequate faculty due to limits on pool of available faculty and below-market salaries. According to the LSBN, 663 qualified applicants to BSN programs in Louisiana were denied admission due to lack of capacity at the state's institutions indicating the clear need for additional BSN programs and resources to support those programs in the state.
- b. **Workforce Demand and Job Opportunities:** The statewide shortage of nurses is expected to continue to increase as the state's population ages and nurses retire and the capacity for training new nurses is insufficient to meet the demand. Additionally, the diversity of the nursing workforce does not match the state's population. Currently, Louisiana's African American community makes up 32.8% of the state's population, but only 17% of the state's nursing workforce. The COVID 19 pandemic highlighted the importance of culturally competent care while patients were isolated from their families and communities. SUNO's role in the state as an HBCU committed to its local New Orleans communities positions the proposed program to close equity gaps in healthcare.
  - US Department of Labor Bureau of Labor Statistics (BLS): Projected growth for positions in nursing is 12% through 2028.
  - Louisiana Workforce Commission (LWC): Nursing is identified as a 5-star job in Louisiana. By 2026, annual growth of available registered nurses (RN) is projected to be 610 per year to fill more than 3,000 job openings.
  - Louisiana State Board of Nursing (LSBN): A 2020 report indicated that the number of new RNs do not meet the estimated demand and in light of the COVID 19 pandemic the shortage will exponentially increase. A recommendation of the report is to increase the capacity of nursing programs to meet the demand.
- c. **Student Enrollment and Completion:** Given the high demand for admission to a BSN program in Louisiana, the institution does not anticipate problems meeting full capacity with program

implementation. The program will be implemented to accommodate 30 students per year for the first three years with the goal to increase capacity to 50 by year five.

|                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|--------|--------|--------|--------|--------|
| <b>NEW Prog. Enrollment</b>   | 30     | 30     | 30     | 40     | 50     |
| <b>TOTAL Prog. Enrollment</b> | 30     | 60     | 90     | 130    | 150    |
| <b>Prog. Graduates</b>        | 30     | 30     | 30     | 30     | 40     |

2. **Resources:** Institutional resources have been prioritized and committed to the development and implementation of the proposed program. Faculty recruitment will begin according to LSBN requirements upon approval of the proposal by the Board of Regents and LSBN; salaries are budgeted above average for the state to aid in recruitment and retention. The program will require an initial investment in equipment and supplies primarily to support simulation labs for students that will supplement clinical experience requirements. The institution plans to build a replacement for the “Old and New Science Buildings” lost during Katrina starting in 2026, which will include space to accommodate longer term BSN program growth. Approximately \$200,000 in the institution’s state appropriations, \$500,000 in the institution’s federal Title III funds, and \$100,000 in Southern System medical cannabis allocations have been committed to support the proposed program per year. Tuition and fees will provide approximately \$1,030,000 in revenue per year by full implementation of the program in year 4.

|  | Current   | Needed   | Additional Costs  |
|--|---|--|---|
| <b>Faculty</b>   | Existing faculty are sufficient to support general education and basic science courses required for the program.              | A chair and two faculty will be hired immediately to develop and implement the program. Additional full time and adjunct faculty will be hired starting in year 3 to support program growth. | Yr. 1-2:<br>\$420,000/yr.<br>Yr. 3: \$859,000<br>Yr. 4+:<br>\$1,088,000/yr.             |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Classroom and office space in the new Natural Science Building have been reserved for the nursing program.                    | The bulk costs for supplies and equipment to launch the program will be realized in years 1 and 2.   | Yr. 1: \$383,000<br>Yr. 2: \$195,000<br>Yr. 3+: \$41,000/yr.                            |
| <b>Administration</b>  | Dr. Carol Weaver, consultant, aided the institution in developing the proposal and meeting all Regents and LSBN requirements. | One administrative assistant will be hired to support the program. Accreditation costs will occur in years 3 and 4.  | Admin. Assistant:<br>\$42,000/yr.<br>Accreditation:<br>Yr. 3: \$2,500<br>Yr. 4: \$8,027 |
| <b>Student Support</b>   | Existing student services will adequately support the program.  | The institution will provide faculty training and NCLEX* testing preparation for students.   | Yr. 3+: \$9,000/yr.   |

\* The National Council of State Boards of Nursing’s National Council Licensure Exam

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** Most general education and basic science courses will be available online. Clinical positions will be planned for days, evenings, and weekends to accommodate schedules and expand clinical opportunities.
  - **Affordability:** Tuition at SUNO is considerably lower for in-state students than at the private BSN programs in New Orleans. The institution has prioritized the use of open education resources (OER) for over a decade, and the library provides regular training for faculty on the use of OER to encourage reducing costs for students.
  - **Partnerships:** SUNO is currently in conversations with the University of New Orleans, Delgado

Community College, and Southern University in Baton Rouge to develop transfer agreements and other collaborative partnerships to support students and the program. SUNO has established partnerships and secured commitments for clinical positions for students with Ochsner and LCMC Health. The institution is also collaborating with area healthcare providers and the SREB Doctoral Scholars Program to secure part-time adjunct faculty at various points in their graduate-level training.

- Equity: SUNO's mission to serve the African American community in New Orleans is directly served by the addition of the proposed program. The program will target recruitment, clinical positions, and job placement in the underserved communities of New Orleans thereby increasing access for African American students and increasing the diversity of the region's nursing workforce.

### **Staff Analysis**

The shortage of nurses in Louisiana and throughout the nation is a well-known gap in the healthcare workforce. The institution has developed a faculty recruitment plan that includes offering above-average salaries and connecting with various partners including institutions that offer graduate-level nursing programs and hospital nursing administrators for adjunct faculty. Commitments from area hospitals both ensure clinical positions for SUNO nursing students and assurance that these commitments will not be detrimental to clinical commitments with other New Orleans institutions. The institution has developed a solid plan for developing and implementing the BSN on an aggressive but realistic timeline by collaborating with regional partners, Regents staff, and the LSBN. Over the next several years, staff will monitor program implementation including faculty hiring, accreditation and LSBN approval, and student success including graduation and NCLEX passage rates.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed BS in Nursing (CIP 30.7102) at Southern University New Orleans with a progress report due October 1, 2022.**

## **AGENDA ITEM IV.A.6.**

### **Proposed Graduate Certificate in Population Health University of Louisiana at Lafayette**

#### **Background Information**

A Graduate Certificate (GC) is a graduate-level academic offering addressing a specific topical area, and while the number of required courses varies, the typical range is 12-18 credits. Academic Affairs Policy 2.15 “Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates” describes graduate certificates as shortened, condensed, and focused course of study that supplements an existing Bachelor’s, Master’s, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline.”

The proposed GC Population Health will require no additional resources including faculty, facilities, and supplies that support the program such as technology or library resources, unless otherwise noted. The proposed program was approved by the ULS Board of Supervisors and submitted to the Regents for consideration.

#### **Staff Summary**

Population Health is an emerging field in healthcare based on the Triple Aim, a healthcare management framework focused on: 1) health system optimization, 2) improved clinical outcomes, and 3) lowered healthcare costs. The proposed graduate certificate will provide students with an understanding of health analytics, quality improvement, community partnerships, and healthcare delivery methods. The main purpose of the proposed program is to meet the current and future healthcare needs of local, state, and national workforce and populations as they relate to improving population health. The certificate program will encourage learners to solve healthcare problems by using data to implement quality initiatives based on proven theories and practices. The graduate certificate in Population Health will be comprised of 12 credit hours of coursework to include Healthcare Organization and Delivery Methods; Essentials of Population Health; Epidemiology and Evidence of Outcomes Research; and the Principles of Healthcare Quality and Safety.

The proposed GC was designed with an accelerated format offered in two eight-week sessions and one three-week session to appeal to working healthcare professionals such as clinicians, healthcare administrators, health information managers, quality improvement experts, health IT specialists and analysts, and public health professionals. The certificate is expected to also attract recent graduates from the nursing, allied health, informatics, and business programs who want to secure a unique niche within the healthcare field. The institution anticipates an initial enrollment of 15 students in year 1 increasing to 25 by year 4. Program delivery will be supported by the existing academic faculty who developed new courses required for the proposed program. There are currently no competing graduate certificate programs focused on population health in Louisiana.

#### **Staff Analysis**

GCs are developed by an institution to meet a specific industry or graduate student need and typically consist of courses currently offered by the institution as part of master’s or Doctoral programs. Professionals with population health expertise are increasingly in demand as healthcare as a whole focuses on effectiveness and cost efficiency. Southeastern has recently implemented an undergraduate certificate and Master’s degree in population health, and the proposed program will aid in expanding access to training in a field with growing employer demand.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the Graduate Certificate in Population Health at the University of Louisiana at Lafayette with progress reports due October 1, 2022.**



## AGENDA ITEM IV.A.7.

### **Proposed Master of Science in Medical Sciences Louisiana State University Health Sciences Center Shreveport**

#### **Background Information**

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) has requested Board of Regents' approval to establish a Master of Science (MS) in Medical Sciences. Because the proposed program was developed from an existing research-based MS degree and all required courses for the proposed program are already offered at the institution, the Letter of Intent (LoI) was waived per Regents' authorization for staff waivers in August 2019. The proposal was circulated to chief academic officers statewide for review and responses were supportive of the program. The proposal was also reviewed by Dr. Patricia Gwartz, Professor Emeritus at the University of North Texas Health Science Center. Dr. Gwartz provided feedback, and staff worked with LSU HSC-S to address all issues raised in the external review.

#### **Staff Summary**

Given the highly competitive nature of medical school admission nationwide, it is common practice for students with deficiencies in undergraduate training or low test scores to close the knowledge gap by completing additional coursework or degree programs after the bachelor's degree to prepare for medical school. The proposed program will be the first of its kind in Louisiana and will provide in-state students a more affordable graduate-level option than completing a MS Medical Sciences degree out of state. The non-thesis master's degree is designed to focus on fundamental skills needed for success in medical school.

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

- a. Same or Similar In-State Programs: Both LSU HSC-S and LSU HSC New Orleans offer the MS Biomedical Sciences degree where students can also prepare for medical school or other related doctoral study. However, the proposed program will be the only non-thesis MS degree in the state with a primary focus on medical school preparation. While some students enroll in post-baccalaureate programs with a similar focus, MS programs are becoming increasingly popular because courses are at the graduate level providing better preparation. Currently, approximately 15% of LSU HSC-S medical students enter the program with an MS, most of which were earned outside the state.
- b. Workforce Demand and Job Opportunities: Louisiana continues to experience a physician shortage. The most recent data available from 2018 indicated that Louisiana ranks 36<sup>th</sup> among US states for number of primary care physicians per capita. As medical schools, including LSU HSC-S work to increase capacity for medical students, preparatory programs will increasingly be in demand.
  - American Association of Medical Colleges (AAMC): Many areas in Louisiana have been designated as "Health Professional Shortage Areas" with 248 additional primary care physicians still needed to remove the designation. Currently 32% of Louisiana physicians are over 60 and expected to retire within the next 10 years adding to the shortage.
- c. Student Enrollment and Completion: Initial enrollment in the program is based on interest in the MS Biomedical Sciences program from students who would prefer to pursue a non-research-based program to prepare them for medical school. Growth in enrollment is projected due to the institution's plans to increase in the incoming medical school class size from 150 to 200 and the establishment of the Edward Via College of Osteopathic Medicine in Monroe. Program success will be assessed based on the percentage of graduates who go on to enroll in medical, dental, or other allied health doctoral programs. The program is designed to be completed in 12 months.

|                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|--------|--------|--------|--------|--------|
| <b>NEW Prog. Enrollment</b>   | 10     | 15     | 20     | 25     | 25     |
| <b>TOTAL Prog. Enrollment</b> | 10     | 15     | 20     | 25     | 25     |
| <b>Prog. Graduates</b>        | 10     | 15     | 20     | 25     | 25     |

2. **Resources:** All courses required for the proposed program are already offered at the institution as part of other graduate degree programs. Stipends will be provided for current faculty members to serve as program director, and advisors for the Journal Club and Anatomy Lab. The institution will also provide MCAT preparation for all students included in tuition. Tuition and fee revenue is expected to cover all expenses beginning in year 1.

|  | Current  | Needed  | Additional Costs  |
|--|--|---|---|
| <b>Faculty</b>   | Current faculty will be sufficient to support the program for the foreseeable future.      | Stipends will be provided for current faculty members to serve as program director, and faculty advisors to the Journal Club and Anatomy Lab. | Director \$40,000/yr<br>Club & Lab Advisors:<br>\$30,388                  |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | Existing facilities and related resources are adequate to support the program.             | No additional resource needs projected.   | \$0   |
| <b>Student Support</b>   | Existing non-academic student support resources will be adequate for the proposed program. | The institution will provide MCAT* preparation for all students at \$1,250/student.   | Yr. 1: \$12,500<br>Yr. 2: \$18,750<br>Yr. 3: \$25,000<br>Yr. 4+: \$31,250 |

\*Medical College Admission Test

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The 12-month program provides a condensed timeframe for students to earn the degree accelerating progress toward medical school. The program will additionally be the first in Louisiana, making it easier for in-state students to complete the degree.
  - **Affordability:** Louisiana students at LSU HSC-S who earned the MS Medical Science before enrolling in medical school commonly complete the program at Mississippi College where tuition is \$20,000. The proposed program will allow Louisiana students to complete the program in-state for \$12,000 tuition.
  - **Diversity:** The proposed program aims to increase diversity in the medical profession in Louisiana by providing underserved populations an accessible opportunity to prepare for medical school. The institution has indicated a deliberate focus on recruiting and supporting minority students in the program.

### **Staff Analysis**

The proposed program will meet a clear need for students looking to augment their education to prepare for medical school. The MS program will provide better access and a more affordable option to this type of program for in-state students and will serve as a feeder to the institution's growing medical doctorate program. The external reviewer, Dr. Gwartz, indicated that she strongly supports the implementation of the program stating, "The need for the program in the local area and the state of Louisiana has been clearly documented." The institution has committed adequate resources to faculty and advising needs as well as support mechanisms to improve graduate chances for admission to medical school such as Medical College Admission Test (MCAT) preparation and practical experiences.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed MS Medical Sciences (CIP 51.1401) at Louisiana State University Health Sciences Center Shreveport with a progress report due October 1, 2022.**

## AGENDA ITEM IV.A.8.

### Proposed Doctor of Philosophy in Criminology & Justice Administration Grambling State University

#### **Background Information**

Grambling State University (Grambling) has requested Board of Regents' approval to establish a Doctor of Philosophy in Criminology and Justice Administration. Grambling submitted a Letter of Intent (LoI) to Regents for the program in 2017. A comprehensive review of the LoI by Regents staff and CAOs statewide revealed several concerns about the proposed program and Grambling opted to temporarily postpone consideration of the LoI by the Board of Regents as it addressed those concerns. In November 2020, the institution requested a waiver of Board approval of the Letter of Intent since it had already undergone the LoI review process in 2017. Regents staff granted a waiver of LoI approval with the condition that the full proposal undergo a second review by CAOs statewide, which was done in April 2021. The proposal was also reviewed by Dr. Johnny B. Gilleylen Sr., of Jackson State University. Regents staff worked with the institution to address all remaining issues and concerns raised during the review process.

#### **Staff Summary**

The proposed program was designed to focus on the scientific study of crime and criminal behavior as a social phenomenon while examining the structure, procedures, and processes of the criminal justice system, and how to provide a fair system for all. The program is designed to meet the workforce and social needs of Louisiana by providing an interdisciplinary academic experience that will prepare professional leaders qualified to bring about equity, reform, and justice to society. The program will be the first PhD program offered at the institution.

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

- a. **Same or Similar In-State Programs:** The proposed interdisciplinary program focused on criminology and the criminal justice system will be the first of its kind in the state. Similar programs include the recently implemented PhD in Justice Studies at UNO and the PhD in Sociology at LSU A&M. The program at UNO has a distinctly interdisciplinary approach to the study of justice in all areas of society with concentrations in social, criminal, environmental, and educational justice. The program at LSU A&M includes components of criminology in the curriculum but has a more broad-based traditional sociological focus. Neither UNO nor LSU A&M objected to the proposed program at Grambling.
- b. **Workforce Demand and Job Opportunities:** Graduates will be prepared to work as scholars and researchers in the field, but also in industry as human resource managers, urban and regional planners, administrators and managers in the criminal justice system, education administrators, and public officials. Continued demand for the examination of structures and policy related to the criminal justice system led to the development of the program with a practice-based approach to scholarship and research.
- c. **Student Enrollment and Completion:** The proposed PhD will appeal to applicants from traditional social science disciplines as well as public administration and related policy fields. Enrollment projections were based on a survey of all current MS Criminal Justice students and an evaluation of enrollment in similar programs throughout the southeast region. Initial enrollment is expected to be 12 with five new students enrolling per year going forward.

|                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|--------|--------|--------|--------|--------|--------|
| <b>NEW Prog. Enrollment</b>   | 12     | 5      | 5      | 5      | 5      | 5      |
| <b>TOTAL Prog. Enrollment</b> | 12     | 17     | 22     | 27     | 32     | 37     |
| <b>Prog. Graduates</b>        | N/A    | N/A    | N/A    | N/A    | N/A    | 6      |

2. **Resources:** Existing faculty in the MS Criminal Justice program and in related disciplines will support the program along with four new faculty (three regular faculty and one program director) and one administrative support person. External funding will support renovations to the Alma J. Brown Elementary School for the program's future use.

|  | Current  | Needed   | Additional Costs                               |
|--|--|--|--|
| <b>Faculty</b>   | Existing graduate faculty in the MS Criminal Justice program will participate in the proposed program.   | Three additional faculty (\$55,000 each per year) will be hired by year three.   | \$165,000/yr.                                  |
| <b>Physical (Facilities, Equipment, Library, &amp; Technology)</b> | The Criminal Justice Building is under renovation with existing resources. Temporary classroom and office space currently being used by the undergraduate and master's degree program will be sufficient to launch the proposed program. | The institution plans to remodel the Alma J. Brown Elementary School to eventually house the proposed program. A total of \$4.5 million capital outlay funds and Title III funds are being requested to support the project. | \$4,500,000                                    |
| <b>Administration</b>  | The Office of Graduate Studies, the Graduate Council, and a newly formed program advisory board will support the administration and curriculum development of the program.   | A program director and support staff will be hired to administer the program.  | Director: \$65,000/yr.<br>Admin.: \$35,000/yr. |
| <b>Student Support</b>   | Four existing graduate assistantships have been committed to the program.  | Development efforts will be targeted toward graduate student funding and faculty research that will include student support.   | \$0  |

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Affordability:** Students in the program will be eligible for graduate student assistantships, with four positions committed to the program. The institution also aims to increase development efforts to support endowed fellowships and faculty research funding to support students in the program. Open educational resources are available for the program and will save students an estimated \$1000 in textbook costs per semester.
  - **Equity:** As a designated HBCU, providing access and opportunities to the state and nation's underserved and underrepresented people, especially the African American community, is central to the institution's mission. The program aims to address equity gaps in both educational attainment and in the criminal justice system.
  - **Partnerships:** Grambling is working to develop partnerships with government agencies and other related organizations to support student internships and practical experiences.

### **Staff Analysis**

Grambling has spent several years developing its first PhD program with the highest value and quality in mind. The institution hired faculty with experience in PhD program administration and external consultants from institutions with successful programs to guide the proposal development and ensure adequate infrastructure and quality curriculum. The institution has adequately addressed all outstanding concerns

including the development of an advisory board to guide the implementation and growth of the program, and the allocation of adequate resources for hiring additional faculty. Grambling has made a compelling case for the need for the program as well as its suitability to offer the degree.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed PhD Criminology and Justice Administration (CIP 45.0401) at Grambling State University with a progress report due October 1, 2022.**

## **AGENDA ITEM V.**

### **Board of Regents Policy Classroom Teacher Enrollment Program Policy Guidelines**

#### **Executive Summary**

The Classroom Teacher Enrollment Program (CTEP) was created by law and has been administered by the Louisiana Board of Regents since 1993. CTEP allows public and private school teachers the opportunity to attend a public postsecondary institution tuition free (all other fees must be paid by the teacher) on a space available basis if certain requirements are met. The law also requires that if a teacher utilizes the CTEP program for tuition exemption, the teacher is obligated to practice as a teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

In April 2020, in response to the COVID-19 pandemic, the Board of Regents changed the operational aspects of this program to allow for online delivery of course instruction and online submission of applications.

Board of Regents staff have consulted with institution registrars and College of Education Deans/Directors/Chairs to discuss the implications of the Emergency Policy. Staff recommends making permanent the three major changes to the policy: 1) allow for online delivery of instruction for courses; 2) allow for electronic signatures from the employing authority for the teacher; and 3) allow for electronic submission of the CTEP Application, if submitted using the teacher's district issued email address.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed Louisiana Classroom Teacher Enrollment Program (CTEP) policy guidelines and application.**





# **LOUISIANA BOARD OF REGENTS**

## **Classroom Teacher Enrollment Program**

**Board of Regents**

**June 2021**



**Board of Regents Policy Guidance:  
Classroom Teacher Enrollment Program Criteria**

**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 by the main campus of the college or university where the teacher plans to attend and may be determined by the institution. CTEP may be used to schedule online/distance learning 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:**

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. In addition, other information about procedures that may be specific to individual colleges or universities.
- b. 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);

- c. NOT HAVE PREREGISTERED OR REGISTERED for any of the courses in which s/he intends to enroll under CTEP.
- d. Meet all the prerequisites for the course(s) in which s/he intends to enroll under CTEP.
- e. Complete the CTEP Application Form, sign it, and have it signed electronically by the Employing Authority. **A new CTEP application must be signed and submitted electronically each quarter/semester.**
- d. Email the CTEP Application Form from the applicant's district issued email address to the college or university in which s/he plans to enroll under CTEP.
- e. 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.
- f. 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.

**COVID-19 - APPLICATION**  
**LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)**

**Note:** A new application must be completed and electronically 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>Applicant District E-Mail address:</b>   |  |
| <b>Telephone Number:</b>  |  |
| <b>Date Application Electronically Submitted using district issued email address:</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 CLASSROOMTEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION (CONT'D.)**

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

|                         |  |
|-------------------------|--|
| <b>Name of Teacher:</b> |  |
|-------------------------|--|

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 Electronic Signature: |  |
| Date of Signature:                        |  |

## AGENDA ITEM VI.

### Admissions Fall 2018 Summary & Follow-up Report

#### Background Information:

The Board of Regents' Minimum Admission Standards were outlined in the 2001 Master Plan for Higher Education with the goal of providing opportunity for student success by matching student preparation with institutional expectations. Prior to 2005, when the Master Plan minimum standards went into effect, Louisiana universities mostly operated as open admission institutions because there were limited community college options available to students and the universities had to essentially assume both roles. The 1997 constitutional amendment forming the LCTCS and the subsequent rise and expansion of community and technical college opportunities made it possible for universities to focus more on providing college-level work and shepherding students to graduation.

Over the years since the Master Plan was published, Regents have sponsored and coordinated statewide high school and university preparation activities for the implementation of minimum standards, and the staff (including LOSFA) have continued to provide support to high schools and campuses throughout implementation. Presentations and handouts have been careful to emphasize that the BoR standards were the *minimum*, and that individual institutions could adopt additional, more specific or rigorous requirements for admission – so students were encouraged to check with the specific institution for additional information.

Since 2010 the BoR's minimum standards had four basic elements:

- Completion of the 19-unit BoR Core (which mirrors the TOPS Core and the HS Core for graduation with a TOPS-University Diploma);  
AND
- Minimum GPA on that BoR Core of 3.0 (flagship), 2.5 (statewide), or 2.0 (regional); OR
- Minimum ACT Composite of 25 (flagship), 23 (statewide), or 20 (regional); AND
- English ACT 18 (as low as 15, with support) & Math ACT 19 (as low as 16, with support).
- Exception allowances were set as a percentage of the entering Freshman class, at 4% (flagship) 6% (statewide) and 8% (regional universities).

In 2015, in response to university requests that the Regents consider increasing the allowable exceptions to allow for a more holistic admission process, the Board instructed staff to review the allowances to ascertain the policy's effectiveness and whether there should be adjustments to the percentages of exceptions allowed. A review of the Fall 2015 and Fall 2016 class performance, reported to the BoR in August 2017, noted the lower 1<sup>st</sup> Fall semester GPA and Fall-to-Fall retention rates of students admitted as exceptions compared to those who met the minimum standards. The Board decided to:

Retain the exception minimums at their present levels (Flagship – 4%, Statewide – 6%, Regional – 8%) – unless and until there are indications that students admitted by exception are performing at comparable levels as those students who met the minimum admissions standards.



During the 2018 Legislative Session, SR 103 asked the BoR to report to the Senate regarding students admitted to public universities who did not meet the Board's minimum admission standards policy, and the Board asked that staff conduct an audit of First-Time Freshman (FTF) Admissions. The Audit Plan was approved by the Board in September 2018 for a report in June 2019, and the response to SR 103 was presented and endorsed in January 2019. The response compared end-of-Fall term GPA, and Fall-to-Fall persistence/retention of the 2016 and 2017 FTF cohorts, and graduation rates of the 2010 and 2011 FTF cohorts. The report noted that,

For the past two decades, the Board of Regents has conducted studies on performance with similar findings: there is a direct relationship between student preparation and student performance. Based on every performance measure examined in response to SR 103, the student groups that gained regular admission (i.e., who met the Minimum Admission Standards) outperformed the groups admitted by exception, except for those students receiving aid as athletes. The smaller variances for students reported on athletic aid reflects the comprehensive student and academic support services generally more available to scholarship athletes. There are lessons for campuses to learn from the academic performance of supported athletes.

The variances in performance by those regularly admitted and those admitted by exception are explained not by whether or not they were admitted by exception, but by their relative level of academic preparation. ... As previous studies have indicated and the data ... demonstrate, those with a higher level of preparation outperform those less prepared for the academic rigors of college.

**Effective Fall 2020, the BoR's admissions standards were revised to add allowances for additional out-of-state exceptions and student outcomes.** Additionally, emergency COVID-19 changes to the admissions test score and placement policies included subjective factors. These temporary changes made to the Fall 2020 admissions test score policy will make test scores criteria, overall and placement, subject to interpretation. **While it is noted in the background of this summary to provide the reader with a complete history, the changes enacted for Fall 2020 do not apply to the audited period.**

#### **Fall 2018 Admissions Audit Summary:**

The BoR's Finance Audit and Compliance Team (Audit) reviewed admissions exception data within the Statewide Student Profile System (SSPS) submission for the Fall 2018 semester. The objective was to determine universities' compliance with the Board of Regents' Minimum Admissions Standards for First-Time Freshman. Only Louisiana State University and A&M College (LSU) was cited for materially exceeding the allowable admission exceptions limit.

While the primary focus of the review was to audit admissions exceptions decisions for Fall 2018, auditors found data errors in SSPS occurring at all eight institutions reviewed. LSU, Louisiana State University Shreveport, Southern University and A&M College, Northwestern State University and University of Louisiana at Lafayette were asked to make minor corrections and resubmit their Fall 2018 SSPS data to the BoR. Grambling State University (GSU), Southern University at New Orleans (SUNO), and University of New Orleans (UNO) data submissions contained significant data errors such that auditors were unable to audit the admissions exception rate. BoR auditors facilitated with institutional staff members during the audit regarding admissions training assistance that could be offered by BoR staff. In response, BoR employees provided in-person admissions training to the fourteen institutions that are required to comply with the

BoR's Minimum Admissions Standards for First-Time Freshman in September 2019. The training allowed institutional and BoR staff to discuss common mistakes and directly assist and advise institutions on best practices for admissions and data reporting.

In June 2019, BoR employees identified and requested Louisiana Department of Education (LDOE) make necessary changes to the calculation of GPAs in the Student Transcript System (STS). During the September 2019 BoR-provided admissions training, it was discovered that changes requested to STS were programmed

incorrectly. As a result, the universities likely relied on incorrect GPAs during the admission process for the Fall 2019 incoming class. BOR employees worked with LDOE to identify areas of necessary corrections which were put in place in early 2020 and should not affect the Fall 2020 first-time freshman class.

**Scope and Objective:**

The scope of this audit was to perform a follow-up review to the Fall 2018 Admissions Audit. The objective of this review was to determine whether recommendations were implemented, and previous audit issues have been corrected at LSU, GSU, SUNO, and UNO.

**Methodology:**

Due to restrictions and health concerns necessitated by COVID-19, audit did not perform physical site visits. BoR Auditors held meetings and conducted interviews with university admissions and enrollment staff via virtual communication tools to discuss the objectives of the current audit and corrective actions implemented in response to the Fall 2018 admissions audit. Institutional policies and procedures were reviewed to determine if corrective actions had been procedurally implemented as well as to assess if the institution is adequately situated to comply with BoR *Minimum Admissions Standards for First-Time Freshman* and BoR SSPS Specifications for data reporting. While the objective of this review did not include testing sample data, Audit also queried admissions data through SSPS to determine if clear errors identified in Fall 2018 had been corrected.

**Executive Summary:**

Southern University at New Orleans and the University of New Orleans implemented the necessary procedural corrective actions such that the issues noted in the Fall 2018 report have been substantially remediated. Grambling State University has taken significant steps to correct most of the deficiencies from the Fall 2018 report but did not correct a key issue that is likely to inhibit BoR auditors' ability to audit exception rates in subsequent years. Louisiana State University appears to have corrected minor data errors; however, LSU could not provide objective admissions criteria for Fall 2019 that would ensure incoming freshman would be admitted in accordance with BoR policies and not exceed the 4% exceptions allowance.

**Audit Summary Results:*****Grambling State University***

Grambling State University's (GSU) Fall 2018 data submission contained significant data errors such that auditors were unable to audit the exception rate. GSU's Fall 2018 Statewide Student Profile System (SSPS) data errors appeared to be caused by staff turnover, missing supporting documentation, inaccurate transcript evaluations, misreporting final (e.g., higher Accuplacer) placement scores, use of outdated ACT/SAT concordance tables and inconsistent admissions procedures.

Since the completion of the Fall 2018 audit, GSU took the following steps to improve admissions practices: attended BoR-provided admissions training, updated admissions policies and procedures, created training manuals, implemented evaluation procedures consistent with BoR/TOPS/Core 4, updated the ACT/SAT concordance tables, created an admissions process flowchart, and developed a procedure to report highest-available placement scores. GSU appears to have taken sufficient corrective actions to address a majority of the deficiencies noted. However, without a resolution to the finding below, BoR would not be able to accurately audit an exception rate in subsequent years.

#### **Inaccurate Reporting of High School and Core GPAs**

GSU has not addressed the data inaccuracies in the High School and Regents' Core GPA fields, which contributed to the errors noted in the Fall 2018 report. Based on conversations with GSU staff, an examination of documents provided and queries of the SSPS database, auditors determined that Regents' Core and high school GPA reporting errors had not been corrected. If High School and Regents' Core GPAs are reported inaccurately in future submissions, the BoR will be unable to rely on GSU's data to conduct an exception rate audit in all subsequent years.

**Recommendation:** Grambling State University must implement a procedure to separately capture the Regents' Core and High School GPAs and ensure all data are properly reported to the Board of Regents in accordance with SSPS specifications.

**Management's Response:** Grambling State University's President concurred with the observation and recommendation in Attachment 1. GSU's Director of Admissions and Recruitment will be responsible for implementing corrective action, which will be completed prior to the Fall 2021 SSPS submission.

#### **Louisiana State University**

In Fall 2018 LSU materially exceeded its allowable exception limit with an exception rate of 7.5%, which was beyond the 4% allowable percentage under the Regents' policy. Additionally, audit found data errors in the Regents Core Flag reporting field and Grade Point Averages. This appeared to be caused by an error in the degree audit programming for high school graduation and partial high school transcript evaluations.

Auditors met with LSU admissions staff and reviewed admissions policies and procedures to follow-up on corrective action taken to remediate the data errors and to document LSU's admissions practices. LSU's corrective actions taken regarding the data errors appear to be sufficient to address the underlying causes.

#### **Possible Noncompliance with Mandatory Regents Admissions Policies**

LSU could not provide objective admissions criteria for Fall 2019 that would ensure incoming freshman would be admitted in accordance with BoR policies and not exceed the 4% exceptions allowance. LSU supplements the admissions process for students not meeting BoR admissions criteria with reviews of subjective, unmeasurable, non-cognitive variables. LSU personnel provided documentation of methods to focus on student success initiatives developed after the February 2020 BoR admissions criteria was implemented. LSU is at risk of noncompliance with BoR *Minimum Admission Standards for First-Time Freshman* and the *Supplement to the Minimum Standards for Admission to 4-Year Universities* in subsequent reporting years and may result in the penalty outlined by the BoR Minimum Standards.

**Recommendation:** Louisiana State University must take action to ensure admissions practices comply with Board of Regents *Minimum Admission Standards for First-Time Freshman*, notably the exception rate allowance outlined in the *Supplement to the Minimum Standards for Admission to 4-Year Universities*.

**Management's Response:** Louisiana State University's President partially concurred with the observation and recommendation in Attachment 2. LSU's Vice President of Enrollment Management will be responsible for implementing corrective action and offered solutions that appear to correct the underlying issue, which were completed in Fall 2020.

***Southern University at New Orleans***

Southern University at New Orleans (SUNO) Fall 2018 data submission contained significant data errors such that auditors were unable to audit the exception rate. SUNO's Fall 2018 SSPS data errors appeared to be caused by missing supporting documentation, inaccurate transcript evaluations, misreporting test scores, turnover, and inconsistent admissions procedures.

SUNO took the following steps to improve admissions practices since the Fall 2018 review: created admissions training manuals, conducted training presentations, attended BoR admissions training, consolidated Banner systems, established direct automated reporting from Student Transcript System, created electronic filing systems for student admissions records, and created a standardized evaluation template based on Core/TOPS/C4 guidelines.

**Southern University at New Orleans implemented the necessary procedural corrective actions such that the issues noted in the Fall 2018 report have been substantially remediated.**

***University of New Orleans***

The University of New Orleans' (UNO) Fall 2018 data submission contained significant data errors such that auditors were unable to audit the exception rate. UNO's Fall 2018 SSPS data errors appeared to be caused by missing or inaccurate supporting documentation, inaccurate transcript evaluations, and inconsistent admissions procedures.

UNO took the following steps to improve admissions practices since the Fall 2018 review: changed evaluation processes to comply with BoR reporting timelines, updated freshman admissions training processes and procedures, required an independent translation of non-English transcripts for evaluation, corrected high school GPA reporting errors, and implemented a file review process.

**The University of New Orleans implemented the necessary procedural corrective actions such that the issues noted in the Fall 2018 report have been substantially remediated.**

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Admissions Fall 2018 Summary and Follow-Up Report.**



March 17, 2021

Board of Regents  
P.O. Box 3677  
Baton Rouge, LA 70821-3677

Dear Board of Regents :

Grambling State University (GSU) concurs with the Board of Regent's observation and recommendation for Inaccurate Reporting of High School and Core GPAs, which contributed, to the errors noted in the Fall 2018 report. GSU has been working with our internal Office of Technology Services and a new admissions management software provider (Admission Pros) to collaboratively address the data inaccuracies in the high school and Regent's core GPA fields, which contributed to the errors in previous year audits.

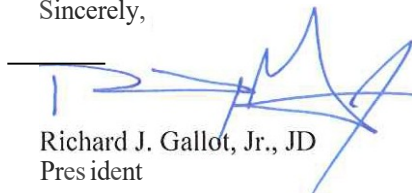
GSU concurs with the individual observation and recommendation. Unfortunately issues with staff turnover, inadequate software, and lack of sufficient training attributed to the observations. The institution has recently hired a new Director and Assistant Director and transitioned the Office of Admissions & Recruitment into the Division of Student Affairs. Enhanced efforts to provide internal controls that are aligned with established Board of Regent's guidelines in addition to new technology designed to minimize potential for processing errors have also been implemented.

GSU has taken the following steps to improve admissions processing to include working with internal and external technology and software experts regarding implementing the requisite data field needed to capture BoR required information, hiring of new leadership within the department, attended BoR provided admissions training, updated admissions policies and procedures, created training manuals and consulted with peer institutions regarding best practices, implemented evaluation procedures consistent with BoR/TOPS/Core 4, updated the ACT/SAT concordance tables, created an admissions process flow-chart, and developed a procedure to report highest available placement scores.

Ms. Georgia Douglas, Director of Admissions and Recruitment will be the contact person responsible for corrective action. Full implementation of all corrective action measures will be completed by Fall 2021 semester.

Please do not hesitate to contact me if you have any questions, concerns or if additional information is needed.

Sincerely,



Richard J. Gallot, Jr., JD  
President



May 24, 2021

**Finding:** Louisiana State University must take action to ensure admissions practices comply with Board of Regents *Minimum Admission Standards for First-Time Freshman*, notably the exception rate allowance outlined in the *Supplement to the Minimum Standards for Admission to 4-Year Universities*.

**Management Response:** We concur in part with the observation and recommendation.

We use clear and objective criteria as the foundation for all admission decisions. These criteria include:

1. Academic Factors - includes a thorough review of high school performance. This review includes assessing high school courses, focusing on core courses, grade trends over time, grades in specific disciplines aligned with the intended major, class rank (if available), and overall grade point average.
2. Board Scores (if available)
3. Other Factors - include characteristics identified in research as positively correlated to student success in college.

These three broad-based criteria come directly from the current Louisiana Board of Regents Minimum Admissions Standards for First-Time Freshmen and guide our decisions. As a result, the Fall 2019 entering class had the highest student success metrics in LSU history.

Our decisions are fundamentally based on the applicant's competitiveness using the assessment of academic factors and/or board scores, evidenced by the increased quality metrics in the freshman profile annually. Importantly, our process aligns with the most current research in college admissions. Over the past half-century, research has focused on the validity of board scores in predicting first-year student success. The research has been clear: high school grade point average, regardless of high school, is sufficient to predict success in college coursework (Syverson et al., 2018; Bahr, 2016; Scott-Clayton, Crosta, & Belfield, 2014; Hiss & Franks, 2014; Bowen et al., 2009; Kobrin et. al., 2009; Geiser & Santelices, 2007). While studies have shown that board scores marginally improve the assessment at the point of admissions, the trade-offs in utilizing board scores are unwarranted. Importantly, the research shows that grades are a better predictor of success and can lead to more diverse classes. In the most recent study, researchers from the University of Chicago found that the high school grade point average was five times more predictive than board scores (Allensworth & Clark, 2020). The study also found that high school grade point averages were consistent in assessing student readiness for college regardless of the high school a student attended. These findings are similar to previous studies that time and again find high school performance sufficient to measure students at the point of admission.

In our process, other factors assist limitedly to determine an applicant's admissibility when more information is necessary but never supersede the assessment of academic factors. According to the research, while high school curriculum, GPA, grade trends, and board scores continue to be useful in measuring some aspects of students' abilities, a more comprehensive assessment of an applicant's potential can be made by assessing both academic and life skills (Sandlin & Sedlacek, 2013).



The LSU admission process will continue to be thorough, comprehensive, and inclusive of a multivariate assessment to admit the most competitive class of students who have earned admission to the state flagship in alignment with the Board of Regents minimum admissions standards.

**Corrective Action:**

Since the time of this audit, there has been a significant change in the Board of Regents policy and process. These changes have yielded huge success in both the exception rates and student success metrics in line with the goals of the Board of Regents Master Plan. Here are the actions we have taken:

1. Colleges and universities in Louisiana engaged in substantive, robust, and productive dialogue with the Commissioner of Higher Education to develop an appropriate definition of success and exceptions. This dialogue led to the newest version of the Louisiana Board of Regents Minimum Admissions Standards for First-Time Freshmen amended in February 2021, which states, "students who completed the first term with a minimum 12 hours earned and a minimum 2.3 cumulative GPA, and completed a college-level English or Math course with a grade of "C" or higher, will not be counted as exceptions for audit purposes." The most recent class admitted (fall 2021) had an exception rate of 1.7%. Enrollment Management at LSU has maintained the preliminary and final accounting of exceptions in each entering class to ensure compliance. The Office of Admission has required application evaluation to prioritize assessing Board of Regents Minimum Admissions Standards, including core units and GPA or board score.
2. Enrollment Management created clear definitions of each non-cognitive variable used in the assessment process and ensured consistency in evaluation.
3. Enrollment Management at LSU has supported all students marked as exceptions as a caseload assigned to retention specialists for proactive outreach throughout the first year.
4. Academic Affairs has ensured that exceptions that need math support, based on placement protocols, are provided math co-requisite courses to support math attainment.
5. Enrollment Management at LSU has included all exceptions in progress reports distributed to faculty for appropriate intervention to be activated early in the semester.

The changes implemented and detailed above have led to the highest success rates in our institutional history for all students. This year, we set the highest retention rate in institutional history at 85.8%. We also have focused keenly on creating equitable attainment across student sub-groups. This sharp focus resulted in successfully closing the achievement gap for Pell recipients and students of color. This year, both groups set historic retention rates at 81.9% for Pell and 83.6% for historically underrepresented students.

**Responsible Personnel:** Vice President of Enrollment Management

**Date Implemented:** Completed Fall semester 2020



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A handwritten signature in dark ink, appearing to read "Thomas C. Galligan, Jr.".

Thomas C. Galligan, Jr.  
LSU President and Professor of Law



*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



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

**AGENDA**  
**STATEWIDE PROGRAMS COMMITTEE**

Wednesday, June 16, 2021  
12:15 p.m.

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

I. Call to Order

II. Roll Call

III. Consent Agenda

- A. Approval of Final Rulemaking to implement the provisions of Act 17 of the Second Extraordinary Legislative Session of 2020 with respect to Hurricane Laura and Hurricane Delta
- B. Approval of Final Rulemaking to implement the provisions of Act 17 of the Second Extraordinary Legislative Session of 2020 with respect to Hurricane Zeta
- C. Approval of Final rulemaking to add two dual enrollment calculus courses as TOPS core curriculum equivalents; to provide that the calculus courses will be graded on a 5.0 scale for the purpose of calculating a student's TOPS high school GPA; to add a provision that proprietary and cosmetology schools shall report to LOSFA whether a student receiving a Chafee Educational and Training Voucher is making satisfactory academic progress for the purpose of determining whether a student meets the continuing eligibility requirements for the program; and to implement COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS
- D. Approval of TOPS Exceptions

IV. Adjournment

Committee Members: Randy Ewing, Chair; Charles McDonald, Vice Chair; Sonia Pérez; Terrie Sterling; Collis Temple III; Chandler Vidrine (student member); Felix Weill; Judy Williams-Brown  
Staff: Dr. Sujuan Boutté, Executive Director of LOSFA

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

#### **Consent Agenda: Approval of Final Rulemaking to implement the provisions of Act 17 of the Second Extraordinary Legislative Session of 2020 with respect to Hurricane Laura and Hurricane Delta.**

##### **Background:**

At its December 16, 2020, 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 January 20, 2021. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

This rulemaking was originally published as emergency rules and remains effective for the 2021 academic year:

- Provides that students whose home of record or students who attended a postsecondary institution in one of the parishes affected by Hurricane Laura, Hurricane Delta, or any other natural disaster occurring during the 2020-2021 Academic Year shall not have to meet the following TOPS requirements during the 2020-2021 academic year:
  - Initial Eligibility
    - Completion of the core curriculum upon documentation from the principal that the student's failure to comply was due solely to the fact that the required course(s) were not available to the student at the school attended;
    - Achievement of a higher ACT score if the student was displaced to and graduated from an out of state high school;
    - Beginning a home study program no later than the end of the tenth grade year;
    - Residency: The student or his parents must have been living in Louisiana for at least one year prior to August 26, 2020, for Hurricane Laura, or for one year prior to October 8, 2020, for Hurricane Delta.
  - Continuing Eligibility
    - Steady academic progress;
    - Continuation GPA;
    - Extends period of suspension on a one for one basis for each semester a student is unable to enroll/complete due to the effects of Hurricane Laura or Hurricane Delta.
- Provides exceptions to students in parishes affected by Hurricane Laura or Hurricane Delta as well as deferment and suspension of interest on repayments for the TOPS Teacher Scholarship Program and the Rockefeller State Wildlife Scholarship Program.
- Effective with the passage of Act 17 in November 2020 and implemented through emergency rulemaking, provides for a December 31, 2020, deadline to achieve a TOPS qualifying score on the ACT for 2020 graduates and provides that the administering agency may grant an exception to the December 31, 2020, deadline. In order to qualify for the exception, the student must provide documentation that he was registered for a test prior to the deadline and it was cancelled. He must also document that he was unable to schedule another test that occurred before the deadline. Publication of the final rule will ensure that these provisions remain effective for 2020 graduates.

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

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

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

#### **Consent Agenda: Approval of Final Rulemaking to implement the provisions of Act 17 of the Second Extraordinary Legislative Session of 2020 with respect to Hurricane Zeta.**

##### **Background:**

At its December 16, 2020, meeting, the Board of Regents authorized publication of a Notice of Intent to effect rule changes to implement Act 17 of the Second Extraordinary Session of 2020 with respect to Hurricane Laura and Hurricane Delta. At that time, it was not known which parishes would be declared a federal disaster area as a result of Hurricane Zeta, and the Board granted authority at that time to add parishes impacted by Hurricane Zeta to the rulemaking as soon as they were known.

The Notice of Intent to implement Act 17 with respect to Hurricane Zeta was published in the *Louisiana Register* on March 20, 2021. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

This rulemaking was originally published as emergency rules and remains effective for the 2021 academic year:

- Provides that students whose home of record or students who attended a postsecondary institution in one of the parishes affected by Hurricane Zeta shall not have to meet the following TOPS requirements during the 2020-2021 academic year:
  - Initial Eligibility
    - Completion of the core curriculum upon documentation from the principal that the student's failure to comply was due solely to the fact that the required course(s) were not available to the student at the school attended;
    - Achievement of a higher ACT score if the student was displaced to and graduated from an out of state high school;
    - Beginning a home study program no later than the end of the tenth grade year;
    - Residency: The student or his parents must have been living in Louisiana for at least one year prior to October 28, 2020.
    -
  - Continuing Eligibility
    - Steady academic progress;
    - Continuation GPA;
    - Extends period of suspension on a one for one basis for each semester a student is unable to enroll/complete due to the effects of Hurricane Zeta.
- Provides exceptions to students in parishes affected by Hurricane Zeta as well as deferment and suspension of interest on repayments for the TOPS Teacher Scholarship Program and the Rockefeller State Wildlife Scholarship Program.

Effective with the passage of Act 17 in November 2020 and implemented through emergency rulemaking, provides for a December 31, 2020, deadline to achieve a TOPS qualifying score on the ACT for 2020 graduates and provides that the administering agency may grant an exception to the December 31, 2020, deadline. In order to qualify for the exception, the student must provide documentation that he was registered for a test prior to the deadline and it was cancelled. He must also document that he was unable to schedule another test that occurred before the deadline. Publication of the final rule will ensure that these provisions remain effective for 2020 graduates.

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

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

### **Agenda Item III.C.**

**Consent Agenda: Approval of Final rulemaking to add two dual enrollment calculus courses as TOPS core curriculum equivalents; to provide that the calculus courses will be graded on a 5.0 scale for the purpose of calculating a student's TOPS high school GPA; to add a provision that proprietary and cosmetology schools shall report to LOSFA whether a student receiving a Chafee Educational and Training Voucher is making satisfactory academic progress for the purpose of determining whether a student meets the continuing eligibility requirements for the program; and to implement COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS.**

#### **Background:**

At its February 24, 2021, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on March 20, 2021. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

This rulemaking:

- Adds Differential Calculus I and Integral Calculus I as an equivalent to Calculus in the TOPS core curriculum, and it provides that these courses will be graded on a 5.0 scale;
- Provides that a proprietary or cosmetology school who enrolls a former foster care student who is receiving a Chafee Educational and Training Voucher (ETV) shall report whether a student is making satisfactory academic progress in accordance with the school's policy regarding a student's continued eligibility to participate in federal financial aid programs rather than reporting hour attempted, hours earned, and quality points; and

Adds COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS through the fall semester of 2021.

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

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

### **Agenda Item III.D.**

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

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

#### **Background:**

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

Three requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of May 13, 2021. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

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

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

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
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*Collis B. Temple III*  
*Felix R. Weill*

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

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**AGENDA**  
**RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

Wednesday, June 16, 2021  
12:25 p.m.

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

I. Call to Order

II. Roll Call

III. Consent Agenda

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

IV. Endowed Professorships/Endowed First Generation Scholarships Matching Allowances: Incremental Private Contributions

V. Other Business

VI. Adjournment

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

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

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

#### **Background Information**

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

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

#### **Staff Summary**

The Nesser Family Endowed Chair in Energy Law, a \$1 million Chair at LSU's Paul M. Hebert Law Center matched by the Board of Regents Support Fund in FY 2010-11, has been vacant since its establishment. LSU and A&M College is requesting to appoint Dr. Keith B. Hall, currently Campanile Charities Professor of Energy Law, holder of two John P. Laborde Endowed Professorships in Energy Law, Director of the John P. Laborde Energy Law Center, and Director of the Mineral Law Institute at the Hebert Law Center, to the Nesser Family Chair without a national search. Professor Hall is an internationally distinguished expert in the field of Energy Law and his qualifications are appropriate to requirements outlined in the Endowed Chairs program policy.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of LSU and A&M College's request to appoint Professor Keith B. Hall to the Nesser Family Endowed Chair in Energy Law without a national search. As stipulated in Board policy, the Letter of Appointment to Professor Hall must be submitted to the Board within 90 days of this approval.**

## **AGENDA ITEM IV.**

### **Endowed Professorships/Endowed First-Generation Scholarships Matching Allowances: Incremental Private Contributions**

#### **Background Information**

At its meeting of November 2, 2016, the Board of Regents approved a change in the eligibility of donors' endowed funds for the 60% non-state donor/40% BoRSF match rate available in the Board of Regents Support Fund's Endowed Professorships and Endowed First-Generation Scholarships programs. That action changed the match rate to 80% non-state donor/20% BoRSF, leaving some donors who had begun but not completed such contributions ineligible for matching without substantially increasing their anticipated donation.

#### **Staff Summary**

Staff recommends the Board permit submission at the previous 60% non-state/40% BoRSF match rate those Endowed Professorships and Endowed First-Generation Scholarships established with the intent that the BoRSF-eligible campus and/or its foundation would seek Support Fund match, but for which the donor intended to provide incremental donations over time in order to accrue the minimum amount required for BoRSF match. Upon approval, any Endowed Professorship or First-Generation Scholarship for which the donor entered into an agreement and began contributions prior to November 2, 2016 would be eligible for matching upon receipt of the full donor contribution for the 60%/40% rate. All other program policy provisions will remain in place.

When eligible, all applications will be required to adhere to submission requirements set forth in the current Endowed Professorships and Endowed First-Generation Undergraduate Scholarships program policies, including verification that the institution has received and deposited the minimum amount in non-State matching funds and that donated funds meet program eligibility requirements. In addition to documentation required in the policy for acceptance of a request for match, the following must be provided for matches sought under this provision:

- Verification of the donor's intent to establish the endowment and to seek matching through the BoRSF Endowed Professorships and/or Endowed First-Generation Scholarships program(s). Intent may be shown via a donor agreement or other written communication dated prior to November 2, 2016, or a new certification provided by the original donor; and
- Verification that incremental payments for the proposed endowment began prior to November 2, 2016.

This recommendation will not affect the eligibility for the 60%/40% matching of willed or estate donations executed prior to July 1, 2017. These continue to be accepted with documentation demonstrating their eligibility.



### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of provisions to accept requests for Endowed Professorships and/or Endowed First-Generation Scholarships matching at the 60% non-state/40% BoRSF rate for incremental donations to these programs for which the donor intended the campus to seek BoRSF match and began contributions prior to November 2, 2016.**

*Blake R. David*  
*Chair*

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*Vice Chair*

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### **AGENDA**

#### **PLANNING, RESEARCH and PERFORMANCE COMMITTEE**

Wednesday, June 16, 2021

12:30 p.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. R.S. 17:1808 (Licensure)
    - 1. Initial Application
      - a. Louisiana International College (LIC)
    - 2. Renewal Applications
      - a. DeVry University (DU)
      - b. Edward Via College of Osteopathic Medicine (VCOM)
      - c. Southern New Hampshire University (SNHU)
  - B. Proprietary Schools Advisory Commission
    - 1. Initial Applications
      - a. OceanPointe Dental Academy of Hammond
      - b. Safe Road Truck Driving School
      - c. Skillz Academy
    - 2. Renewal Applications
      - a. Academy of Acadiana, Inc. (03/22/2006)
      - b. At-Home Professions (04/22/1999)
      - c. Baton Rouge Dental Assistant Academy (03/26/2014)
      - d. Blue Cliff College - Houma (03/24/2005)
      - e. Blue Cliff College - Metairie (03/23/2000)
      - f. Blue Cliff College - Metairie, Satellite Location (03/23/2011)
      - g. CDL Mentors, LLC - Lake Charles (03/27/2019)
      - h. Charity Health Training Institute, LLC (04/22/2020)
      - i. Coastal College - Lafayette (04/23/1998)
      - j. Coastal College - Monroe (03/28/1996)
      - k. Delta College of Arts & Technology - Lafayette Branch (03/24/2005)

- l. Elise Phlebotomy Training Center (04/22/2020)
- m. Goodwill Technical College (03/25/2015)
- n. Lenora School of Phlebotomy (04/28/1994)
- o. Louisiana Culinary Institute, LLC (03/27/2003)
- p. Professional Laser Training (1/14/2019)
- q. Saint Christopher College (03/14/2017)
- r. Southwest Dental Academy, LLC (04/22/2020)
- s. Tulsa Welding School & Technology Center (03/15/2015)
- t. Unitech Training Academy - Houma (03/22/2006)
- u. Unitech Training Academy - Lafayette (04/24/1997)
- v. Universal Technical Institute of Texas, Inc. (04/20/1984)
- w. Universal Technical Institute-Florida Branch (04/23/1998)

IV. Louisiana Cybersecurity Talent Initiative Fund Report

V. Other Business

VI. Adjournment

|   |
|---|
| <p>Committee Members: Sonia Pérez, Chair; Phillip May, Jr., Vice Chair; Stephanie Finley; Robert Levy; Charles McDonald; Wilbert Pryor; Terrie Sterling; Felix Weill<br/>Staff: Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success</p> |
|---|

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

### **LOUISIANA INTERNATIONAL COLLEGE**

#### **Shreveport, Louisiana**

#### **Background**

Revised Statute 17:1808 requires the Board of Regents to register and license academic degree-granting, post-secondary institutions in Louisiana. Regents' rules and regulations overseeing the review process echo the revised statutes, emphasizing the attainment of appropriate accreditation.

Louisiana International College (LIC) has identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. DEAC accreditation aims to instill public confidence in DEAC institutions' missions, goals, performance, and resources through a rigorous application and peer-developed accreditation standards.

#### **Overview of Louisiana International College**

The mission of the College is to provide students with a quality education in the fields of technology and management. Through acquisition of the body of knowledge presented in each educational program, students learn how to evaluate, analyze, and synthesize information to develop critical thinking and problem-solving skills.

The Louisiana International College is committed to enhancing student employability by offering programs that are learner-centered and designed to meet the unique needs of each student. To this end, the Louisiana International College will create online distance education curricula and offer student services that are designed to provide lifelong learning opportunities for adult students who are underserved by traditional educational institutions. The Louisiana International College seeks to enable students to pursue progressive distance educational programs which offer them an interdisciplinary approach to the study of business, administrative disciplines, management, and leadership.

The College plans to offer the following programs:

- **Bachelor of Science in Computer Science**
  - ***Program Objective:** the objective of this program is to prepare students for a career in computer software development. Students will acquire skills in software development, Internet communications, and database administration, as well as foundational knowledge in the field of computer science.*
- **Bachelor of Science in Business Administration**
  - ***Program Objective:** the objective of this program is to prepare students for entry level management positions in business, industry, and non-profit organizations.*

#### **Academic Leadership and Faculty Qualifications**

The Louisiana International College identified academic leadership and faculty to develop and deliver quality distance education programs.

Bilal Rashid serves as the President. He has over ten years of teaching experience of graduate and postgraduate courses and over ten years of senior management experience in commercial and non-profit organizations. He earned a Master of Science in Project Management from Cranfield University and a Master of Business Administration from Karachi University. He is a certified professional accountant (CPA) and a certified management accountant (CMA).

The College submitted resumes for twenty-two faculty who will provide instruction for the two bachelor's programs planned for delivery.

### **Chronology of Activities Related to Board of Regents' Consideration of the Application for Licensure for Louisiana International College (LIC)**

**May 2019** – The Board of Regents received an application for licensure from Louisiana International College.

**July 2019** – Regents' staff conducted an initial assessment of license application submitted by LIC.

**February 2020** – Staff concluded that further internal assessment would benefit from an in-depth accreditation process.

**November 20, 2020** – LIC revised its application to include a current catalog, resumes, CEO information, and addresses.

**February 2021** – Staff engaged the services of Ms. Susan Chiaramonte, President, EduCred Services, to assess LIC's application for licensure and associated materials considering the proposed institution's probability of successful DEAC accreditation.

**April 19, 2021** – LIC formal assessment report was mailed to the College's CEOs.

**May 6, 2021** – Staff received the final addenda to LIC's revised application.

### **Staff Conclusion**

Given the circumstances described in the assessment report, Louisiana International College (LIC) merits a limited state licensure period to allow it enough time to seek DEAC candidacy and accreditation. This conditional licensure period should be subject to the fulfillment of several stipulations which require step-by-step continuous evidence of progress toward accreditation. To avoid any doubts regarding the seriousness of the Regents' intent in the matter, LIC should structure these stipulations in such a way that failure to complete fully may result in the immediate revocation of the conditional licensure. The motion and stipulations below are designed to ensure that LIC operates within Louisiana only if there is unquestioned evidence that reasonable accreditation progress is being made.

### **STAFF RECOMMENDATION**

Senior Staff recommends conditional licensure for Louisiana International College, for three years, provided:

1. By June 16, 2022, and on that date every year thereafter, during the term of conditional licensure, LIC shall report to the Deputy Commissioner for Academic Affairs and Innovation the status of its progress toward preparation for submittal of an application for accreditation candidacy through DEAC. This report shall, at a minimum, provide evidence of attendance and participation of appropriate Institute officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.
2. At the end of this period of initial licensure, LIC shall provide evidence of the submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure. If not achieved, the Regents will consider the denial of further licensure.
3. Within one year of applying for DEAC candidacy, LIC shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final accreditation review. If not accomplished, the Regents will consider the denial of further licensure.
4. Upon termination of the allotted time for final accreditation review, LIC shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider the denial of further licensure.

## **AGENDA ITEM III.A.2.a**

### **DeVry University Naperville, Illinois**

#### **BACKGROUND**

DeVry University (DU) is a private institution with its main campus located in Naperville, Illinois. DU's focus is providing education for students to engage in the modern workforce with a variety of academic programs offered to students across the nation. This university is accredited by the Higher Learning Commission (HLC).

#### **ACADEMIC PROGRAM**

DU offers academic programs that lead to doctorate, master's, bachelor's, and associate degrees, along with graduate and undergraduate certificates. They offer a range of online programs in six core areas of study: technology, business, accounting, healthcare, liberal arts and media arts. The university currently has 327 students in its Louisiana Unduplicated Headcount Enrollment.

| <b>Degree Level</b> | <b>Louisiana<br/>Unduplicated<br/>Headcount<br/>Enrollment</b> |
|---------------------|--|
| Doctorate           | 0  |
| Master's            | 21   |
| Bachelor's          | 99   |
| Associate           | 83   |
| UG Certificate      | 119  |
| Grad Certificate    | 5  |
| Total               | 327  |

#### **FACULTY**

DeVry University (DU) has 35 full-time and 858 part-time faculty at various degree levels.

#### **FACILITIES**

DU offers 100% online instruction to Louisiana residents.

#### **STAFF RECOMMENDATION**

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

**AGENDA ITEM III.A.2.b.**  
**Edward Via College of Osteopathic Medicine**  
**Monroe, Louisiana**

**BACKGROUND**

Edward Via College of Osteopathic Medicine (VCOM) is a higher education institution with its main campus in Blacksburg, Virginia and a location in Monroe, Louisiana. This college of medicine is accredited by the American Osteopathic Association – Commission on College Accreditation (COCA).

**ACADEMIC PROGRAM**

Edward Via College of Osteopathic Medicine – Monroe campus offers a Doctor of Osteopathic Medicine degree. The university currently has 152 students in its Louisiana Unduplicated Headcount Enrollment.

| <b>Degree Level</b> | <b>Louisiana<br/>Unduplicated<br/>Headcount<br/>Enrollment</b> |
|---------------------|--|
| Doctorate           | 152  |
| Master's            | 0  |
| Bachelor's          | 0  |
| Associate           | 0  |
| Other               | 0  |
| Total               | 152  |

**FACULTY**

Edward Via College of Osteopathic Medicine (VCOM) has 26 full-time and 3 part-time faculty at various degree levels.

**FACILITIES**

Edward Via College of Osteopathic Medicine (VCOM) offers classroom lecture, laboratory, independent study, and clinical instruction to Louisiana residents.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Edward Via College of Osteopathic Medicine.**



**AGENDA ITEM III.A.2.c.**  
**Southern New Hampshire University**  
**Manchester, New Hampshire**

**BACKGROUND**

Southern New Hampshire University (SNHU) is a private institution with its main campus located in Manchester, New Hampshire. SNHU's focus is providing accessible higher education by offering 300+ online programs to students in Louisiana. This university is accredited by the New England Commission of Higher Education (NECHE).

**ACADEMIC PROGRAM**

SNHU offers academic programs that lead to doctorate, master's, bachelor's, and associate degrees along with certificate programs. They provide a range of online programs in 25 core areas of study. The university currently has 1,750 students in its Louisiana Unduplicated Headcount Enrollment.

| <b>Degree Level</b> | <b>Louisiana<br/>Unduplicated<br/>Headcount<br/>Enrollment</b> |
|---------------------|--|
| Doctorate           | 0  |
| Master's            | 196  |
| Bachelor's          | 1,261  |
| Associate           | 220  |
| Certificate         | 69   |
| Other               | 4  |
| Total               | 1,750  |

**FACULTY**

Southern New Hampshire University (SNHU) has one full-time faculty member and 63 part-time faculty at various degree levels.

**FACILITIES**

SNHU offers 100% online instruction to Louisiana residents.

**STAFF RECOMMENDATION**

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

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

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*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Chandler C. Vidrine, Student*

**Minutes**  
**Board of Regents' Proprietary Schools Advisory Commission**  
**May 11, 2021**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met virtually on Tuesday, May 11, 2021 at 10:00am. Chair Fontenot called the meeting to order at 10:05am. The roll was then called, and it was determined that we had a quorum.

**Commission Member Present**

Melanie Amrhein  
Sherrie Despino  
James Dorris  
James Fontenot, Chair  
Jada Lewis  
Randy Plaisance

**Commission Members Absent**

Chris Broadwater  
Carmen Million  
Mary Lou Potter

**Staff Members Present**

Nancy Beall  
Courtney Britton  
Chandra Cheatham  
Mighan Johnson  
Jennifer Stevens

**Guests Present**

(See Appendix A)

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

**On motion of Ms. Despino, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the March 9, 2021 Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was the initial license applications from OceanPointe Dental Academy of Hammond, Louisiana. The school was represented by the owner, Dr. Neil Oza. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer one (1) program: Dental Assisting, 172 clock hours and 14 weeks. The program met all legal and administrative requirements to be approved for an initial license.

Following further discussion included Ms. Amrhein complemented Dr. Oza on a complete and thorough application. There were further discussions on background and the need for opening of schools, structure of training and preparation, partnerships, and outreach and marketing to potential students.

**On motion of Ms. Lewis, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for OceanPoint Dental Academy, Hammond, Louisiana.**

The next agenda item considered by the Commission was the initial license application from Safe Road Truck Driving School, LLC, located in New Orleans, Louisiana. The school was represented by the owners, Neidra Hinton and Jadian McPherson. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer two (2) programs: (1) CDL Class A, 160 clock hours and 4 weeks and (2) CDL Class B, 80 clock hours and 1 week. Both programs met all legal and administrative requirements to be approved for an initial license.

Following further discussion included background of owners' motivation and inspiration to open the school, need for truck drivers, and connecting with companies that have a shortage of drivers.

**On motion of Ms. Lewis, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Safe Road Truck Driving School, LLC, New Orleans, Louisiana.**

The next agenda item considered by the Commission was the initial license application from Skillz Academy, LLC, located in New Orleans, Louisiana. The school was represented by the owner, Mark Rigdon, and CEO, Courtney Williams. Ms. Britton reviewed the materials for the Commission

members, informing them that the institution was proposing to offer one (1) program: Software Sales Training Program, 293 clock hours and 8 weeks. The program met all legal and administrative requirements to be approved for initial license.

Following further discussion included demand for particular field, background of owner and CEO, potential students, and length of course.

**On motion of Ms. Lewis, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Skillz Academy, LLC, New Orleans, Louisiana.**

The next agenda item considered by the Commission was the initial license application from Baton Rouge School of Phlebotomy, located in Baton Rouge, Louisiana. The school was represented by the owner, Jessica Shropshire. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer one (1) program: Phlebotomy Tech, 144 clock hours and 12 weeks. The program met all legal and administrative requirements to be approved for an initial license.

Following further discussion included background of owners' motivation to open the school and plans for the school including class size, instructors, purchasing equipment, student outreach and sustainability, student grants, competition in the area, and the business plan. Mr. Fontenot shared concern there was not enough defined research for the business plan.

**On motion of Mr. Fontenot, seconded by Ms. Despino, the Proprietary Schools Advisory Commission voted to defer the application for an operating license for Baton Rouge School of Phlebotomy, Baton Rouge, Louisiana, until the July 13, 2021, Proprietary Schools Advisory Commission Meeting, pending an updated business plan.**

**A roll of the vote was as follows: Amrhein – yes, Despino – yes, Dorris – no, Fontenot – yes, Lewis – yes, Plaisance – yes.**

The next agenda item considered by the Commission was operating license renewals. There were twenty-three (23) schools who submitted renewal applications. Ms. Britton noted one school (Pilut Healthcare Training Institute, LLC, Baton Rouge, Louisiana, #2288), did not submit a renewal application.

**On motion of Ms. Amrhein, seconded by Ms. Despino, the Proprietary**

**Schools Advisory Commission unanimously voted that the Board of Regents renew the licenses of the following proprietary schools.**

**Academy of Acadiana, Inc., New Iberia (3/22/2006)**  
**At-Home Professions (4/22/1999)**  
**Baton Rouge Dental Assistant Academy (3/26/2014)**  
**Blue Cliff College – Houma (3/24/2005)**  
**Blue Cliff College – Metairie (3/23/2000)**  
**Blue Cliff College – Metairie, Satellite Location (3/23/2011)**  
**CDL Mentors, LLC – Lake Charles (3/27/2019)**  
**Charity Health Training Institute, LLC (4/22/2020)**  
**Coastal College - Lafayette (4/23/1998)**  
**Coastal College - Monroe (3/28/1996)**  
**Delta College of Arts & Technology – Lafayette Branch (3/24/2005)**  
**Elise Phlebotomy Training Center (4/22/2020)**  
**Goodwill Technical College (3/25/2015)**  
**Lenora School of Phlebotomy (4/28/1994)**  
**Louisiana Culinary Institute, LLC (3/27/2003)**  
**Professional Laser Training (1/14/2019)**  
**Saint Christopher College (3/14/2017)**  
**Southwest Dental Academy (4/22/2020)**  
**Tulsa Welding School and Technology Center (3/15/2015)**  
**Unitech Training Academy - Lafayette (4/24/1997)**  
**Unitech Training Academy – Houma (3/22/2006)**  
**Universal Technical Institute of Texas, Inc. (4/20/1984)**  
**Universal Technical Institute – Florida Branch (4/23/1998)**

The next agenda item was an update on program approvals. Chair Fontenot reminded the Commission that staff approved these updates administratively and program approvals were being shared for informational purposes only. No questions were brought forward regarding program approvals.

#### Other Business

Mr. Fontenot asked for an update regarding rule changes that were reviewed and voted on at the March meeting. Ms. Britton stated that the rule changes were presented to the Board, voted on, and approved. In addition, she stated that the rule changes were submitted to the Louisiana Office of State Register for printing in the upcoming edition and the public comments period will begin upon publication. Ms. Britton then stated that she is hopeful that at the July commission meeting, she will have an update that the Rules have met final approval of the Board, and that they will go on as official rule changes in the Administrative Code. Next, Ms. Britton discussed that she is working with Academic Affairs on a selection of software as a service to provide an online portal for digital process

improvements.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, July 13, 2021, at 10:00 a.m., with location to be determined at a closer time. With there being no further business, the meeting adjourned at 11:11 a.m.

APPENDIX A  
GUESTS

|                    |                                       |
|--------------------|---------------------------------------|
| Neidra Hinton      | Safe Road Truck Driving School, LLC   |
| Amanda LaGroue     | LA Department of Justice              |
| Jadian McPherson   | Safe Road Truck Driving School, LLC   |
| Neil Oza           | OceanPointe Dental Academy of Hammond |
| Mark Rigdon        | Skillz Academy, LLC                   |
| Jessica Shropshire | Baton Rouge School of Phlebotomy      |
| Bruce Vermeulen    | OceanPointe Dental Academy of Hammond |
| Courtney Williams  | Skillz Academy, LLC                   |

**Agenda Item IV.**  
**Louisiana Cybersecurity Talent Initiative Fund Report**

**Executive Summary**

**Background**

Pursuant to the Board of Regents Master Plan adopted in 2019, the Board has established a goal to achieve postsecondary attainment among 60% of the working age population in Louisiana by 2030. This is necessary to not only address the state's growing economic and workforce demands, but it is critical toward achieving meaningful prosperity and improving the quality of life for Louisianans. To reach this goal the Master Plan identifies key strategies and objectives essential toward doubling the number of degrees and high value credentials awarded by the next decade (85,000). Integral to the effort to expand prosperity is the development and delivery of credentials that meet high-demand industry needs and provide a pathway to a viable career and a living wage.

ACT 57 of the 2020 Regular Session (RS 17:3138.9) commissioned the Cybersecurity Education Management Council (CEMC) and created the Louisiana Cybersecurity Talent Initiative Fund. As cyber threats persist across every industry sector and domain, and cyber-attacks on critical infrastructure are a state and national security concern, confronting these threats demand a knowledgeable workforce. However, the state and nation face a critical shortage of security professionals for current and near-term challenges. In response to this the CEMC, under the auspices of the Louisiana Board of Regents, is tasked with "advising and making recommendations to the board with respect to distributions from the fund," and annually "review the list of degree and certificate programs upon which the distribution is based and the final distribution amounts."

**Purpose of Cybersecurity Talent Initiative Fund**

The purpose of the Louisiana Cybersecurity Talent Initiative Fund is to provide a mechanism for donations and/or appropriations of funding for the development of degree and certificate programs in cybersecurity fields offered by public postsecondary education institutions. By providing programmatic support to institutions, the goal of the fund is to develop, train, produce, and retain Louisiana's workforce-ready cybersecurity professionals and improve cybersecurity literacy across industry sectors.

The priorities for fund utilization were developed through CEMC meetings, stakeholder insight, and existing collaborations within the field. Additional guidance was provided by cybersecurity data from multiple resources and reports such as the National Institute of Science and Technology Cybersecurity Framework, the Cybersecurity and Infrastructure Security Agency's Cybersecurity Workforce Framework, and the International Information System Security Certification Consortium Cybersecurity Workforce study for 2019 and 2020. Following the first CEMC meeting in September 2020, the CEMC commenced with drafting a Request for Applications (RFA) to solicit innovative solutions from Louisiana's public postsecondary institutions. Key topics identified within the RFA include project requirements, metrics and reporting, project tracks, eligibility, and the application review process.

**Fund Distribution Summary**

The Board was apprised of the application process at its April meeting. Staff recommended that a follow-up report be provided to the Board in June regarding applications selected by the CEMC for funding.

The CEMC selected applicants from all public postsecondary systems, with geographical representation from across the state. Applications selected encompassed a diverse range of programs, were accompanied



with strategic budget planning, and offered promising Cybersecurity workforce education and training outcomes for the state. Among other items, applications ranged from focusing on enhanced course curricula and certificate development, to strengthening computer systems hardware and technology to offer more advanced training opportunities. A common theme included providing current and prospective students with increased access to postsecondary education in Cybersecurity fields through modification of existing academic and technical programs, variability of credentials, online instructional modality, and other methods. Furthermore, many programs seek to collaborate with industry partners to provide cutting-edge training and professional experiences necessary for success in the workplace. In sum, the applications selected not only seek to provide well-rounded training and education opportunities for students from all corners of the state, but they also align with the Board's Master Plan to produce stackable credentials, innovate for a prosperity pipeline, and deliver new education delivery models.

### **Fund Distribution by Institution**

Institutions and programs selected for funding, and requested amount for each, are as follows:

#### **Bossier Parish Community College: \$67,000**

Bossier Parish Community College will develop entry, middle, and advanced certification and test prep offerings that align to industry-based certifications. Resources will be used to support student success in stacked credential pathways, expand and incorporate online technology to supplement training. The primary goal for this project is to graduate 10 students in the Network Security Certificate of Competency, including three embedded industry-based certifications (A+, Net+, and Security+) from CompTIA. Through the implementation of wrap-around services and financial support to students, the project team will mentor and work with these students to complete their program in a timely manner.

#### **Louisiana State University and A&M College: \$185,544**

LSU and A&M College will develop Forensic and Incident Response Environment (FIRE). FIRE will be an immersive and innovative cyber teaching experience that uses Louisiana data, experts, and real-time attacks to train a new generation of cyber talent, to be known as "FIREStarters." FIREStarter combines courses taught by LSU Computer Science cyber experts, the Louisiana State Police's Cyber Crime Unit, threat data, the state's Louisiana Optical Network Initiative (LONI) network, a virtual cyber teaching range, and internships and pathways to prepare students for immediate employment and impact. The course sequence will begin in Spring 2022, with a goal to enroll 100 students in the term.

#### **Louisiana State University at Alexandria: \$58,364**

Louisiana State University at Alexandria (LSUA) seeks to increase the number of university graduates with a Cybersecurity concentration or certificate in Central Louisiana. In addition, it seeks to train non-degree seeking students in Cybersecurity and to form partnerships with local companies to give students workplace experience. Resources will be used to purchase computers and equipment, networking supplies, certification exam materials, and faculty and staff training. Expenses will also be remitted for faculty and student weekly travel to the Cyber Innovation Center in Bossier City to complete training with Ingalls Information Security in Security+ certification. This will serve as an interim measure until instructors are certified and/or are hired full-time, an item committed to by LSUA administration.

#### **Louisiana State University at Shreveport: \$17,420**

Louisiana State University at Shreveport will create a Certification Training Unit (CTU) for students to acquire cybersecurity knowledge and hands-on skills that are directly related to certification exams. The institution will also provide free cybersecurity certification exam vouchers. This program will produce at least 30 certified professionals every year to meet the state's critical shortage of security professionals. Specifically, to meet the demands from the General Dynamic Information Technology (GDIT) Security Operation Center located in the National Cyber Research Park in Bossier City.

**Louisiana Tech University: \$317,489**

Louisiana Tech University will provide instructional support and scholarships for an Undergraduate Certificate in Cybersecurity that provides a mechanism for students to obtain industry certifications in CompTIA Network+ and Security+ as well as provide completers the fundamental skills and background in computing and networking that are in high demand by industry within the state. While the certificate will be of service to Louisiana Tech's 600+ computer science and cyber engineering students to enhance their value to industry, it will also be accessible to a much broader group of majors to produce additional graduates that have credentials enabling them to directly enter the cyber-security workforce.

**Northwestern State University: \$30,000**

Northwestern State University (NSU) will establish a work-based scholarship program for Cybersecurity students. This program will partner with Real Vision Software to provide professional experience. In this program, three or more students seeking a degree in the Cyber Security area will receive a work-based scholarship that will cover all, or most, of their tuition and fees for the 21-22 academic year. These students will then spend part of their time working on a cyber security diagnostics project for Real Vision Software. The project will enhance the BS in Computer Information Systems (CIS) program by delivering a work-based concentration in Cybersecurity.

**Southern University and A&M College: \$205,519**

Southern University and A&M College will partner with Southern University at New Orleans and Southern University Law Center to develop the Southern University System Cybersecurity Talent Initiative Program (SUS-CyberTIP). The project aims to develop Cybersecurity-related degree pathways and to support participation and success of underrepresented groups for Cybersecurity-related graduate programs and careers. To do so, it will enhance, expand, and infuse nine emerging cybersecurity courses aligned to the National Institute of Standards and Technology Cybersecurity Framework into the existing curricula of the three SUS campuses. This will be achieved through developing an Undergraduate Certificate in Cybersecurity (SUS-UCC), establishing the Supervised Undergraduate Research Experiences (SURE) subprogram, enhancing channels of industry engagement, and establishing an annual CyberTIP symposium at Southern University.

**University of Louisiana – Lafayette: \$115,735**

University of Louisiana – Lafayette (ULL) will create an online Certified Ethical Hacker (CEH) certificate preparation course and one online Global Industrial Control System Professional (GICSP) certificate preparation course. Within this course, ULL will build an interactive virtual lab environment in the context of Industrial Control System (ICS) security for all Louisiana college-level students. ULL will also conduct a 3-hour online ICS training workshop by TechNeaux Tech Services, leveraging real-world use cases and experience. Lastly, the University will host 3-4 career fair events in the State of Louisiana with local companies, state government agencies, and security agencies in cybersecurity fields.

**This item is for informational purposes only. The Board will be advised annually of distribution and performance of the Cybersecurity Talent Initiative Fund and will be provided with updates from the Cybersecurity Education Management Council as appropriate.**