

NOTICE OF MEETINGS

Board meeting to be held at
Delgado Community College
Student Life Center
615 City Park Avenue
New Orleans, LA 70119



*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, October 19, 2022

Event	Time	Location
Morning Session	9:00 a.m.	Lac Maurepas Room Student Life Center Delgado Community College 615 City Park Avenue New Orleans, LA 70119
Lunch	12:00 p.m.	Lac Maurepas Room Student Life Center Delgado Community College 615 City Park Avenue New Orleans, LA 70119
<u>(Meeting as a Committee of the Whole)**</u> <i>Board of Regents</i> ➤ Finance ➤ Facilities and Property ➤ Academic and Student Affairs ➤ Research & Sponsored Initiatives ➤ Statewide Programs ➤ Planning, Research & Performance	1:00 p.m.	Bayou Lafourche/Bayou Segnette Rooms Student Life Center Delgado Community College 615 City Park Avenue New Orleans, LA 70119

ADA Accessibility Requests: If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Dr. Cory Wicker five (5) business days before the meeting date via email at cory.wicker@la.gov or by telephone at (225) 219-7661 to discuss your accessibility needs.

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

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

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Sonia A. Pérez
Secretary

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



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

BOARD OF REGENTS

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AGENDA
BOARD OF REGENTS*
Meeting as a Committee of the Whole
Wednesday, October 19, 2022
1:00 p.m.

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from September 21, 2022
- V. Chair's Comments
- VI. Reports and Recommendations
 - A. Finance
 - 1. Approval of Preliminary Formula Funding and Budget Request for FY 2023-2024
 - B. Facilities and Property
 - 1. IEB Request: SUSLA Collier Hall Annex
 - 2. FY 2023-24 Capital Outlay Budget Recommendation
 - C. Academic and Student Affairs
 - 1. Consent Agenda
 - a. Routine Staff Approvals
 - b. Program Terminations
 - 2. Academic Programs
 - a. PhD Pathology and Translational Pathobiology – LSU Health Sciences Center Shreveport

3. Centers and Institutes
 - a. Institute for Gerontology Education, Research and Training – University of Louisiana at Monroe
4. Reports
 - a. Governor's Military and Veteran Friendly Campus Annual Report
 - b. TOPS Annual Report
5. Policies
 - a. Revisions to Minimum Admissions Standards and AA 2.18 Gateway Mathematics and English Course Placement Requirements
6. Louisiana's Math Pathways Position Statement

D. Research and Sponsored Initiatives

1. Consent Agenda
 - a. Request from LSU and A&M College to Divide BoRSF-Matched Endowed Chair
2. Overview of BoRSF Plan and Budget, FY 2023-24

E. Statewide Programs

1. Consent Agenda
 - a. Approval of Final Rulemaking – Rulemaking to amend Section 703 of the Scholarship and Grant Program rules to add Dual Enrollment Psychology as a TOPS core equivalent that can be graded on a 5.0 grading scale.
 - b. Approval of Final Rulemaking – Rulemaking to extend the applicability of COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS from the fall semester/winter quarter of 2021 through the summer of 2022.
 - c. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
 - d. TOPS Home Study Exceptions - TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.
2. Other Business

F. Planning, Research and Performance

1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial Applications

- (a) Aspen University
- ii. Renewal Applications
 - (a) Remington College
- b. Proprietary Schools Advisory Commission
 - i. Change of Ownership Applications
 - (a) Becker Professional – Online, Warren, PA
 - ii. Initial Applications
 - (a) Road Ready Driving Academy, Houma, LA
 - iii. Renewal Applications
 - (a) Accelerated Dental Assisting Academy, Baton Rouge, LA - License #2220
 - (b) Accelerated Dental Assisting Academy, Denham Springs, LA - License #2154
 - (c) Accelerated Dental Assisting Academy, Lafayette, LA - License #2219
 - (d) Accelerated Dental Assisting Academy, Monroe, LA - License #2223
 - (e) Accelerated Dental Assisting Academy, Slidell, LA - License #2224
 - (f) Advance Nursing Training, New Orleans, LA - License #2197
 - (g) Ark-La-Tex Dental Assisting Academy, Shreveport, LA - License #2131
 - (h) Baton Rouge Dental Assistant Academy-South, Baton Rouge, LA - License #2305
 - (i) Baton Rouge School of Phlebotomy, Baton Rouge, LA - License #2335
 - (j) Camelot College, Baton Rouge, LA - License #680
 - (k) Coastal College - Alexandria, Alexandria, LA - License #991
 - (l) Cross Road CDL Academy, Harvey, LA - License #2321
 - (m) Digital Media Institute, Shreveport, LA - License #2198
 - (n) Fortis College, Baton Rouge, LA - License #2134
 - (o) Healthcare Training Institute, Kenner, LA - License #2109
 - (p) Life Care, Marrero, LA - License #2182
 - (q) MedCerts, Livonia, MI - License #2337
 - (r) Medical Training College, Baton Rouge, LA - License #969
 - (s) N.O.D.C. School for Dental Assisting, Harvey, LA - License #2160
 - (t) NOLA Institute of Gaming, New Orleans, LA - License #2322
 - (u) Opelousas Academy of Nondestructive Testing, Opelousas, LA - License #2275
 - (v) RelyOn Nutec USA, Houma, LA - License #2156
 - (w) Remington College - Baton Rouge, Baton Rouge, LA - License #2277
 - (x) River Cities School of Dental Assisting, Shreveport, LA - License #2089
 - (y) Rock Bridge Training Institute, Shreveport, LA - License #2225
 - (z) Stick It Phlebotomy, Jonesboro, LA - License #2226
 - (aa) Synergy Massage Institute, Slidell, LA - License #2336

VII. Reports and Recommendations by the Commissioner of Higher Education

VIII. Other Business

A. Approval of Board of Regents 2023 Meeting Calendar

IX. 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

September 21, 2022

The Board of Regents met in session at 11:38 a.m. on Wednesday, September 21, 2022, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Collis Temple III called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Collis Temple III, Chair
Gary Solomon Jr., Vice Chair
Sonia Pérez, Secretary
Stephanie Finley
Robert Levy
Catarena Lobre (student member)
Phillip May, Jr.
Charles McDonald
Darren Mire
Wilbert Pryor
Terrie Sterling
Judy Williams-Brown

Absent from the meeting were:

Blake David*
Randy Ewing
T. Jay Seale III
Felix Weill

Mgt. Board Representatives present:

Dr. Leon Tarver, Southern System*
Mr. Rhoman Hardy, LCTC System
Mary Werner, LSU System

PUBLIC COMMENT

Chair Temple asked if there were any public comments. There was a public comment made by Dr. Monty Sullivan, President of the LCTC System, which was provided during the ASA Committee meeting. There were no further public comments.

APPROVAL OF THE MINUTES OF THE AUGUST 24, 2022 MEETING

On motion of Regent May, seconded by Regent Pérez, the Board voted unanimously to approve the minutes of the August 24, 2022 meeting.

* Present for Committee Meetings

CHAIR'S COMMENTS

Chair Temple made the following comments:

- Chair Temple invited Student Board Member Catarena Lobré, to provide an update to the Board.
 - Regent Lobré noted her appreciation for participating in the budget hearings the previous day, saying that she found the information enlightening and that as a student she was grateful for the amount of time and effort being put into student success in Louisiana.
 - She announced that the following weekend the first COSBP meeting of the year would be hosted at the Southern Law Center. State Representative Delisha Boyd will be presenting on mental health, which is a prominent topic across all campuses especially due to the pandemic and all the disruptions students have faced. Dr. Dana Hunter, Governor's Office of Human Trafficking Prevention, will also present on what one can do to identify potential human trafficking victims on campus and share resources for prevention.
 - She noted that she is excited to welcome the Board members to Delgado for the next Board meeting in October 2022.
- Chair Temple stated that the Board of Regents staff retreat was hosted by Southern University, where staff members were provided a bus tour of the university, were fed an incredible lunch and had the opportunity to hear from President-Chancellor Dennis Shields on his vision for Southern University. He recognized the staff for their incredible work and expertise.
- He recognized the Louisiana Public Broadcasting panel discussion (in partnership with LSU, Southern, University High and Southern Lab) that Commissioner Reed moderated, which focused on elevating the importance of teachers and exploring the tools needs to recruit and retain educators.
- He acknowledged that Commissioner Reed received an LCTCS Impact Award and was joined by Regent Mire and Regent Sterling. This award recognizes the significant contributions of individuals and businesses to the holistic mission of LCTCS and celebrates visionaries who inspire others to push the boundaries of technology and innovation.
- Chair Temple congratulated Regent Solomon on the recent birth of his daughter.
 - Regent Solomon thanked everyone for the advice given and said that he and his partner have had an exciting couple of weeks. He noted that Louisiana is the only state where it is criminally prosecutable to have a commercial surrogate and that he does not take it lightly that he has the capability to travel to obtain this right while others do not have that opportunity. There have been several unsuccessful attempts to change this law and he put forward the request that others help advocate for this law change in the future to allow this opportunity for all.

MASTER PLAN UPDATE – YEAR 3

Commissioner Reed gave a brief background to the creation of the Master Plan goal in 2019. She noted that this Board has been very engaged and focused on talent development,

student support and equity of opportunity and that staff appreciate the opportunity to assess this goal on a yearly basis and continue to advance the work. She acknowledged the Pathway to 2030 physical document, noting that it is an assessment of where we have been as well as a guide that will lead to success. Even with the disruptions, the singular focus, both in the past and in the future, is on talent development. She then invited Dr. Tristan Denley, Deputy Commissioner of Academic Affairs and Innovation, to provide the update.

Dr. Denley began by acknowledging the work of the institutions in graduating students and stating that it takes a team to meet the goals. He thanked the leaders of the four systems for the work that they do every day. He then outlined the attainment goal and gave an overview of the completer trends over the years. He recognized that we need to focus on the 180,000 additional completers needed by the year 2030 to get to the 85,000 annual completer goal. He explained that the way to get these 180,000 additional completers is to increase college going, improve college success and count all credentials of value and then provided an overview of each of these factors. Chair Temple thanked Dr. Denley, noting that this is a snapshot of the information discussed in the Board development session and acknowledging that when the Commissioner recruited Dr. Denley, she did so with the knowledge that he would be able to help us to attain this goal. He added that he would like to know how Louisiana's percentage of completers compare with the country as a whole. He noted that it would be exciting for each member exiting the Board to know that they had a small part in helping make this happen in our state. He thanked everyone for the work that they do.

REPORTS AND RECOMMENDATIONS

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

On motion of Regent Sterling, seconded by Regent Mire, the Board voted unanimously to approve all Committee recommendations from the September 21, 2022 Committee meetings.

FINANCE COMMITTEE

REVIEW AND ACCEPTANCE OF FY 2022-2023 OPERATING BUDGETS

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, began his presentation by stating that the September Board of Regents' budget hearings provided an entire day for the Board to receive budget presentations from each of the management boards regarding their campus and system budgets, as well as from the Board of Regents, including its LOSFA and LUMCON programs. The hearings focused on the FY 2022-2023 Operating Budgets, allowing for questions and discussion on immediate and long-term budget adjustments. Below was the schedule for the budget hearings:

Schedule of Budget Hearings for Tuesday, September 20, 2022

**Board Conference Room, Claiborne Building, 6th Floor
Baton Rouge, Louisiana**

9:00 a.m.	Introduction
9:05 a.m.	Revenue Outlook and Statewide Overview
9:45 a.m.	Board of Regents
9:55 a.m.	Break
10:00 a.m.	Louisiana Office of Student Financial Assistance (LOSFA)
10:30 a.m.	Louisiana Universities Marine Consortium (LUMCON)
11:00 a.m.	Break
11:05 a.m.	Louisiana Community and Technical College System
12:05 p.m.	Lunch Break
12:45 p.m.	Southern University System
1:45 p.m.	Break
2:00 p.m.	University of Louisiana System
3:00 p.m.	Louisiana State University System

At this time, BoR staff presented statewide summary information for the Board to review and consider acceptance of the FY 2022-2023 operating budgets. This month's actions complete

the final step in the FY 2022-2023 budget development cycle. Next month, staff will update and prepare a preliminary full formula funding request for FY 2023-2024.

Approved the FY 2022-2023 Operating Budgets.

FACILITIES AND PROPERTY COMMITTEE

ACT 959 PROJECT: SOWELA CHARLESTON BUILDING HVAC REPLACEMENT

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, presented an Act 959 project submitted by the Louisiana Community and Technical College System, on behalf of SOWELA Technical Community College, to replace the HVAC system within the Charleston Building. This building was repaired after sustaining extensive damage during Hurricanes Laura and Delta in 2020. The hurricane repair budgets included minor funding for the HVAC system but did not provide for a major overhaul or full replacement of the 45-year-old system.

The project scope involves replacing approximately 44 HVAC units within the Charleston Building, serving classrooms, offices, labs, and common areas. The work also includes replacing boilers and the control system. The total project cost is approximately \$2.16M and will be funded with a combination of federal Higher Education Emergency Relief Fund dollars (\$2M) and hurricane relief/claim proceeds (\$160k).

Approved the Act 959 project submitted by the Louisiana Community and Technical College System, on behalf of SOWELA Technical Community College, to replace the HVAC system within the Charleston Building.

OTHER BUSINESS

Mr. Herring provided the Board an update on the capital outlay site visits that have taken place thus far and noted he would inform members of any new visits that have yet to be scheduled.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda, consisting of Staff Approvals and the renewal of Louisiana's state membership with NC-SARA.

CONSENT AGENDA

Approved the items on the Consent Agenda as presented.

- A. Routine Staff Approvals**
- B. State Authorization Reciprocity Agreement (SARA) State Renewal (Louisiana)**

2022 ACADEMIC PLANNING

Dr. Denley then provided a presentation on the 2022 statewide Academic Planning process. He advised that at the October 2021 meeting, the Board approved the revision of AA Policy 2.04. This process, that the campuses have been a part of, is to create one-year academic plans and, going forward, will create three-year academic plans, which will provide an overall picture of how campuses are creating a portfolio of degrees. This will allow for a much greater understanding of how degree portfolios can be shaped.

Dr. Denley then provided an explanation of the one-year academic planning process that institutions have completed. He advised that, based on the process, 15 degree programs will be recommended for termination and 52 will be presented for approval for program development from the four systems. He also advised that the suggested degrees have been reviewed to identify the occupation areas with the greatest need for capacity expansion and the proposed new degrees align with these occupation area needs.

He advised in the coming year institutions will submit full proposals, including information on employment data, how the curriculum meets employment needs for each of the 52 planned programs for the board's consideration.

Regent Finley asked about duplication of degrees at institutions, specifically the proposed Master of Social Work at Northwestern State University and its proximity to Grambling State University. She asked if the data substantiate the need for a new MSW program at Northwestern. Dr. Denley replied that this new approach to the process allows for Regents to make sure that as new programs are brought online institutions can create partnerships with existing and other new programs. Regent Sterling commented that as healthcare focuses on the social determinants of service, there is a need for social work as a complimentary piece to healthcare. Dr. Denley commented that this process provides a new opportunity to make sure that programs are not duplicative, but complementary.

Regent David asked how campuses are receiving this new process. Dr. Denley responded that campuses are welcoming this process. He added that although the new proposal process is longer than the previous process, it is intended to serve as a guide in the process of creating a new degree.

Approved the following actions on the 2022-2023 institutional academic plans:

- **Receive and accept the year one list of planned new degree programs.**
- **Receive and accept the progress report on recently approved programs.**
- **Approve the requested program terminations.**

REVISED MINIMUM ADMISSIONS STANDARDS

Dr. Denley presented to the Committee the updates to the Minimum Admissions Standards provision that was postponed at the August 2022 Board of Regents meeting. After discussions with LSU staff, it was clarified that LSU has a fall bridge provision to provide an

access pathway for those who do not meet regular admissions criteria. The two summer programs that LSU offers serve students who meet regular admissions criteria. Dr. Denley informed the Committee that LSU has requested that the removal of fall bridge provision take effect in fall 2024 to allow time for campuses to transition to a summer bridge program.

Regent David asked if data for the fall 2022 bridge program were available. Dr. Denley responded that the data are not yet available as LSU has not yet reached its 14th class day.

Chair Temple asked Supervisor Werner to speak to the updated proposal. Supervisor Werner thanked Dr. Denley for his work to respond to LSU's questions and stated that LSU does agree with the proposal.

Regent Mire asked if this new proposal will allow all institutions to begin a summer bridge program. Commissioner Reed commented that the ability to offer a summer bridge program is available now to any institution; however, LSU is moving from a fall to a summer program, which is why the proposal is for the provision to take effect in fall 2024.

LCTCS President Monty Sullivan spoke to the Committee, providing comments on the policy and LCTCS's position on the issue. He commented that admissions standards has been a 25-year policy discussion, rooted in a realization that education would be required for more of the population of the state. To meet the challenge of providing more education, however, strong admissions requirements approved by Regents are needed. He explained that he supports all bridge programs, including co-enrollment programs with Community and Technical Colleges, such as the program between Northshore TCC and Southeastern. He asked that the Committee forge a serious policy direction on admissions.

Regent Finley asked President Sullivan whether his position was that the phase-out should take place in 2023. President Sullivan replied that he is not concerned with the timing of the phase-out, but that the action taken is the right thing for students. Commissioner Reed added

that there are strong bridge programs between two-year and four-year institutions and noted the need for campuses to continue to strengthen relationships to lean into these programs to build and improve them for the benefit of students.

Regent Pryor asked for clarification on LSU's statement that its fall and summer bridge programs were the same and that both led to increases in diversity, as it appears there is no summer bridge program. Commissioner Reed clarified that the two programs offered in the summer allow students who meet the admissions criteria to have a faster start in beginning their time at LSU, while the current LSU fall program is for students who do not meet the admissions requirements. She advised that the proposal is to move the fall bridge program to summer. Chair Temple added that the fall and summer bridge programs have different foci.

Supervisor Werner noted that LSU's summer bridge programs focus on high-achieving students and students who want to start their college experience earlier, while the fall bridge program provides help for those who need extra classes. She also commented that LSU is requesting the one-year delay in order to eliminate the fall program and transition to a summer program.

Regent Levy asked how the delay from fall 2023 to fall 2024 would affect the exceptions. Dr. Denley replied that currently LSU has 4% exception rate, plus 100 nonresident students, with the accounting happening at the end of the fall. He stated that the change in policy would place the accounting at the beginning of fall.

Regent Lobré thanked President Sullivan and Commissioner Reed for their comments and added that, as a student who attends a two-year institution, she would like to see more programs that appeal to students at two-year institutions who are planning to transfer to a four-year campus.

Regent Pryor asked Dr. Denley if he had exceptions data for the flagship schools in Tennessee and Georgia, where Dr. Denley had worked previously. Dr. Denley replied that he did not recall the exact numbers but noted that they are similar to the small percentage and hard number that LSU has.

Approved the removal of the provision that does not count students as exceptions if they meet certain GPA and course requirements effective Fall 2024.

RESEARCH & SPONSORED INITIATIVES COMMITTEE

CONSENT AGENDA

Approved the item on the Consent Agenda.

A. Request from Nicholls State University to Divide BORSF-Matched Endowed Chair

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented the Consent Agenda, consisting of a request from Nicholls State University to divide the NSU Belle and Leonard Toups Endowed Chair in English into four Endowed Professorships, each with a corpus of \$250,000, in the following names:

- The Belle and Leonard Toups Endowed Professorship in Writing;
- The Belle and Leonard Toups Endowed Professorship in Literary Studies;
- The Belle and Leonard Toups Endowed Professorship in Language Studies; and
- The Belle and Leonard Toups Endowed Professorship in Cultural Studies.

OTHER BUSINESS: CONSTITUTIONAL AMENDMENT 1

Ms. Robison provided an overview of Constitutional Amendment 1, on the November 8 ballot, resulting from Act 130 of the 2021 Regular Legislative Session. This amendment would allow the Treasurer to increase the equity cap for investments from 35% to 65% in certain Funds managed by the State Treasurer, including the Kevin P. Reilly, Sr. Louisiana Education Quality

Trust Fund. Ms. Robison summarized the intent of the amendment and its potential impact on the Board of Regents Support Fund, which receives proceeds from the LEQTF, noting that higher earnings in the LEQTF will both help to correct a 45% decline in the BoRSF revenues over the past decade and provide funding to support academic quality and economic development across the state.

This item was for information only. No action was requested.

STATEWIDE PROGRAMS COMMITTEE

NATIONAL RECOVERY MONTH

Dr. Allison Smith, Assistant Commissioner for Student Health and Wellness, provided an overview of the state's college recovery programs and initiatives, noting that September is Collegiate Recovery Month nationwide. She summarized the history of the collegiate recovery movement, issues around student recovery, the necessity of solving related problems, and the benefit to both students and campuses in providing these services.

Dr. Smith then introduced Ms. Annette Newton-Baldwin, Assistant Director of LION UP Recovery and Intervention, to discuss Southeastern Louisiana University's LION UP Collegiate Recovery Program. Ms. Newton-Baldwin presented information on Southeastern's program design and activities, the partnerships that make the work possible, and the success of students who have engaged with LION UP at Southeastern.

This item was for information only. No action was requested.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner Reed provided the following information:

- Commissioner Reed was a member of the Louisiana delegation who visited Cape Canaveral for the first attempted Artemis Launch. She noted that they were able to see students from Nunez Community College talking with astronauts and about their experience in the aviation program. She recognized NASA Michoud, the facility that build the rockets and Orion capsule right outside of New Orleans.
- Louisiana is one of 20 states to be selected to participate in the Launch Year Initiative as a part of Mathematics Pathways.
- Commissioner Reed is heading to Washington, D.C. to moderate a panel of scientists at the Endless Frontier Symposium for the National Academies. The scientists on this panel are from MIT, University of California, and Duke University. She is looking forward to discussing how to improve diversity, expand opportunities and think about the science of the future.
- Louisiana ranks 17th in the nation (ahead of 33 other states) in retention of college graduates in the state. Governor John Bel Edwards stated that Louisiana would not rest at number 17. She noted that the information presented by Dr. Denley regarding the collaboration with the systems around alignment of new academic programs to workforce needs will further help to keep graduates in Louisiana.

OTHER BUSINESS

There was no other business brought before the Board. Chair Temple noted announced the next Board of Regents meeting, a two-day session, would be hosted at Delgado Community College on October 18-19, 2022. He regretted that he will not be in attendance.

ADJOURNMENT

There being no further business to come before the Board, on motion of Regent Finley, seconded by Regent Pérez, the meeting was adjourned at 12:07 p.m.

Appendix A

Board Meeting Guest List

Wednesday, September 21, 2022

NAME	AFFILIATION
Roy Haggerty	LSU
Rhoman Hardy	LCTCS
Eric Turner	LAICU
Anna Bartel	LSU
Sujuan Boutte	LOSFA/BOR
Monty Sullivan	LCTCS
Jeannine Kahn	UL System
Amy Cable	LCTCS
Wendi Palermo	LCTCS
Erica Calais	UL System

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FINANCE

Wednesday, October 19, 2022

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

VI. Reports and Recommendations

A. Finance

1. Approval of Preliminary Formula Funding and Budget Request for FY 2023-2024

EXECUTIVE SUMMARY
Wednesday, October 19, 2022

VI.A.1. Preliminary FY 2023-2024 Formula Funding Request

In 2019, the Louisiana Board of Regents issued its Master Plan for Higher Education establishing an audacious goal for the state - 60% of working adults holding a degree or credential of value by the year 2030. Following two years of major disruptions in our state, now is the time to accelerate all pathways to prosperity.

In support of the Master Plan and the role higher education plays in recovery and stability, the Governor and Legislature strategically reinvested in higher education during the 2022 Regular Legislative Session with the largest state funding increase in the state's history. For the first time in nearly a decade, Louisiana continued its investment in higher education with back-to-back years of funding increases exceeding 10%.

Looking ahead, higher education is focused on meeting its attainment goal by following a clear Pathway to 2030. Navigating this pathway requires coordinated strategies including prioritizing talent development and student support, focusing on increased affordability, and innovating to advance research solutions while producing the workforce of the future.

Having a shared vision that focuses on accelerating student learning and eliminating persistent equity gaps unified the mission and purpose of higher education in Louisiana. As Moody's Investors Service noted, "if the [Board of Regents'] strategic plan meets objectives, Louisiana will benefit from greater economic competitiveness, a credit positive for the state." Education opens doors, strengthens families and improves communities by impacting a wide variety of wellness indicators including:

- Increased lifetime wages of \$1M compared with those who received a high school diploma as their highest educational attainment (Georgetown Center for Education and Workforce);
- Increased economic resiliency (job projections) to weather future economic shocks (Federal Reserve Bank of San Francisco); and
- Increased car and home ownership and lower debt adverse outcomes for citizens in states with higher state funding for higher education (Federal Reserve Bank of New York).

To meet the demands of the future, we must build on the FY23 momentum by continuing Louisiana's reinvestment in higher education, prioritizing talent development, preserving, student support, research, preserving and recruiting talent, and workforce alignment. Additionally, ensuring college remains affordable through national best practices such as need-based aid, expansion of dual enrollment opportunities, and investments in open educational resources (such as e-textbooks), Louisiana can improve access to and success in higher education across our state.

Staff will present a detailed list of FY24 funding priorities, developed in consultation with the systems, for the Board's consideration. This information will support the Board of Regents budget request letter to the Commissioner of Administration outlying priorities for the upcoming fiscal year, in accordance with R.S. 39:32.1 (F).

STAFF RECOMMENDATION

Senior Staff recommends approval of the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2023-2024.

Budget Request Package for FY 2023-2024 State General Fund	Amount
<i>Prioritize Talent Development and Student Support</i>	
Master Plan Credential Alignment	\$80,000,000
Talent Recruitment and Investment	\$75,000,000
Support formula institutions	\$18,000,000
Support specialized institutions	\$10,000,000
Fund annual legacy and mandated cost increases*	\$17,000,000
<i>Focus on Affordability</i>	
Dual Enrollment	\$25,300,000
GO Grants	\$15,000,000
TOPS*	\$7,600,000
Textbook Affordability	\$2,500,000
<i>Targeted Requests Package</i>	
National Cancer Institute (NCI) designation	\$16,000,000
LOSFA Outreach Programs	\$7,000,000
Cyber Targeted Education	\$5,000,000
Continued focus on coastal marine consortium (LUMCON)	\$2,000,000
Total	\$280,400,000
<i>* Projection</i>	

FY 2023-2024 Higher Education Budget Request

\$280.4M State General Fund Request

Prioritize Talent Development and Student Support (\$200M)

- **Master Plan Credential Alignment - \$80M**
 - Workforce Training - \$40M
 - Funding to support student success services, short-term training/credentials, and adult basic education for two-year community and technical colleges (LCTCS colleges, LSU Eunice, and Southern University at Shreveport.)
 - High-Demand Career Funding - \$40M
 - Funding to support student success services and creating/expanding programs supporting high-demand fields (nursing, education, STEM, etc.) across all four-year institutions, including health sciences centers.
- **Talent Recruitment and Investment - \$75M**
 - An increase in on-campus talent recruitment and investment will allow institutions and entities across the state to allocate funds to their most targeted needs. Institutions may allocate dollars to provide faculty pay increases, expand and support staff critical to improve student outcomes, update financial/student management systems, or all of the above.
- **Drive Performance Based Funding - \$18M**
 - The Board of Regents will support its focus on talent development by leveraging its funding formula to reward improved student completion and expanded campus research activity through an increase in cost and outcomes funding while meeting the mandates pursuant to Act 462 of 2014.
- **Support Specialized Institutions - \$10M**
 - Additional funding will increase research and public service productivity at the LSU and SU Agricultural Centers and SU Law Center, as well as enhance instructional and research capacity at the UL-Monroe Pharmacy School, LSU Health Sciences Centers, and Pennington Biomedical Research Center.
- **Fund Annual Legacy and Mandated Cost Increases - \$17M (projected)**
 - For years, higher education was the only state entity that did not have its legacy and mandated cost increases reflected annually in the executive budget. These increases will allow institutions to retain state dollars for instruction, research, and student support, to respond to the state's workforce needs. The final allocation is determined based on information received from the Office of Planning and Budget.

Focus on Affordability (\$50.4M)

- **Dual Enrollment - \$25.3M**
 - Providing greater opportunities for students to enroll and complete college courses in high school, focusing on both two-year credentials and four-year degree programs and expansion of online and on-campus classes, to ensure accessibility and affordability for all students.

- **Increased Funding of GO Grants - \$15M**
 - Need-based aid is essential to improving student access and success in postsecondary education. This additional funding will continue to build upon the largest base increase in the history of the GO Grants. The \$15M would be used to increase the number of awards to students, increase the amount awarded to students, or a combination of both.
- NOTE:
 - To fully fund all 60,987 eligible students with the current financial aid packaging policy, an additional \$73.1M would be required in FY 2023-2024. Each institution sets its own award range, with a minimum of \$300 and maximum of \$3,000 per student.
 - To fund all 60,987 eligible students at the maximum GO Grant award amount of \$3,000 per student, an additional \$125.9M would be needed.
 - Currently only 30,250 students, 49% of those eligible for the program, receive GO Grant awards.
- **TOPS Increases - \$7.6M (projected)**
 - Additional funding for TOPS will cover the increase in participation and is projected to be approximately 1,500 students.
- **Increase Textbook Affordability - \$2.5M**
 - Funding will enable the statewide library network (LOUIS) to continue providing institutions with open-source documents and eTextbooks, proven to reduce the cost of attendance for students with a priority focus on OER development and usage for high demand, high wage fields of study. Since 2012, LOUIS has saved students \$8M in textbook costs through the purchase of eTextbooks.

Targeted Request Package (\$30M)

- **National Cancer Institute (NCI) Designation - \$16M**
 - The funding will support development of multidisciplinary cancer care and clinical programs at institutions and centers across the state, with the intent to receive an NCI designation. This designation will recognize both laboratory and clinical research, as well as the quality of care provided to the community through healthcare professionals. NCI dedicates significant resources toward developing research programs, faculty, and facilities leading to better and innovative approaches to cancer protection, diagnosis, and treatment. NCI supports the research infrastructure for cancer centers to advance scientific goals and fosters programs that draw together investigators from different disciplines.
- **LOSFA High School Outreach and Engagement - \$7M**
 - Informed by recent survey information from students and families about outreach and engagement, LOSFA requests \$3.5M to implement outreach specific to the state's K-12 population including career exploration, career-related dual enrollment, college going and financial aid, along with an additional \$3.5M for outreach to non-traditional students and adult learners, and services related to state programs including TOPS, GO Grants, 529 Savings, and M.J. Foster Promise.
- **Cyber Program Development and Expansion - \$5M**
 - The increase in cybersecurity funding will support the creation of additional talent development avenues. First, funds will be used to support the work of the Cyber Education Management Council to continue expanding the scope and scale of established programs, as well as to ensure

the development of strong new programs that increase and diversify Louisiana's cyber workforce. Second, funds will enable creation of collaborative curricular resources that will be made available to every public university and college. Institutions will use these curricular resources to create new cyber program capacity, both in traditional and new degrees and credentials.

- **Focus on Coastal Marine Consortium (LUMCON) - \$2M**
 - Increases will provide additional funding for operational needs as LUMCON expands coastal and maritime research and education critical to our state and the Gulf region with the opening of its BlueWorks campus in Houma.

DRAFT

FY 2023-2024 Higher Education Deferred Maintenance Request

The Board of Regents requests that \$170M of available surplus funds be utilized for deferred maintenance across the state's public postsecondary institutions. Addressing the maintenance needs at our colleges and universities and allowing for immediate repairs statewide will help mitigate long-term damage caused by years of neglect. We note that the total deferred maintenance needs in higher education are currently more than \$1.6B.

Deferred Maintenance (\$170M)

- **Priority Projects - \$100M**
 - Costs to address the top two priority projects for each institution total \$100M. These projects are grouped by category: roofing, HVAC, utility/infrastructure, safety and accessibility, and other needs and by system below.
- **Priority Needs - \$70M**
 - Each system has identified priority needs for its institutions beyond the top two projects. This pool of funds would allow the systems to target needs across campuses to further improve building and infrastructure across the state in addition to addressing existing demolition needs.

Deferred Maintenance Priorities by Type	
System	Total
Roofing	\$29,275,000
HVAC	\$33,104,250
Utility/Infrastructure	\$25,972,011
Safety & Accessibility	\$7,966,250
Other	\$3,682,489
Total	\$100,000,000

Deferred Maintenance Priorities by System	
System	Total
LSU	\$19,217,489
SUS	\$25,815,000
ULS	\$31,567,511
LCTCS	\$21,900,000
BOR	\$1,500,000
Total	\$100,000,000

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BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FACILITIES AND PROPERTY
Wednesday, October 19, 2022

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

VI. Reports and Recommendations

B. Facilities and Property

1. IEB Request: SUSLA Collier Hall Annex
2. FY 2023-24 Capital Outlay Budget Recommendation

AGENDA ITEM VI.B.1.

Interim Emergency Board Request

Southern University – Shreveport (SUSLA) Louis Collier Hall Annex

Act 766 of 2001 permits entities funded with capital appropriations through HB 2 to request modifications to the originally planned scope of work through the Interim Emergency Board (IEB). The Southern University System, on behalf of SUSLA, submitted a request to modify the project scope for the renovation of Louis Collier Hall. Although the original goal was to provide a comprehensive renovation of the building, the cost estimate was grossly underestimated for the cost of such a renovation. The facility is currently closed to faculty and staff due to the multitude of issues surrounding the facility.

The IEB request would allow SUSLA to continue with the intent of the original request to provide instructional space for science courses through the construction of a new 6,000 square foot laboratory annex building across the street from Collier Hall. The annex has an architect under contract and will be completed prior to the completion of the full Collier Hall renovation project. Project funding will remain as currently appropriated in the amount of \$4,004,96. SUSLA will seek the necessary funds for the comprehensive renovation of Collier through the upcoming capital outlay cycle (\$16.7M).

STAFF RECOMMENDATION

Senior Staff recommends approval of the Interim Emergency Board scope change request submitted by the Southern University System, on behalf of Southern University Shreveport, to utilize capital outlay funding originally appropriated for a comprehensive renovation of Louis Collier Hall to create a laboratory annex facility across the street from the current facility.

AGENDA ITEM VI.B.2.

Board of Regents FY 2023-24 Capital Outlay Budget Recommendation

The Board of Regents FY 2023-24 Capital Outlay Budget Recommendation (C.O. Rec.) continues to focus on deferred maintenance, the renovation of existing space, completion of ongoing projects, and infrastructure improvements. Staff reviewed two hundred and thirty-two (232) project requests for consideration during the FY 2023-24 funding cycle. Staff is recommending the funding of ninety-seven (97) projects. Of the ninety-seven recommended projects, twenty-six (26) are new projects that have not previously been included in capital outlay, three (3) new projects are in HB 2 this year but have yet to receive a line of credit, and sixty-eight (68) are continuing projects that have received funding in a prior year. Projects involving the renovation of existing space and adaptive reuse of facilities through functional modifications, infrastructure improvements, and mechanical/ electrical/HVAC system upgrades remain important in light of deteriorating facilities across all campuses. However, the state has funded design of new facilities over the past three years and this year's C.O. Rec. seeks to continue moving select new projects forward as well.

As required by law, institutions submitted project requests through their respective management boards, which in turn prioritized the projects among all member institutions and forwarded the system requests to staff. In addition, eCORTS documents were prepared and submitted electronically by each system for each project contained within their capital outlay request. eCORTS documents provide an

electronic request for each project containing vital project information including, but not limited to, project budget, timeline, description, types of space, etc. Staff began with projects recommended last year to maintain consistency from year to year, then modified the C.O. Rec. to include any new projects. In some instances, priorities changed, (which resulted in projects appearing lower in the BoR prioritization compared to the FY 2022-23 C.O. Rec.), projects were no longer requested by the management boards, or projects were ongoing and required necessary funding to be completed thus ranking the projects higher when compared to the system request.

During the review of system requests, staff conducted site visits to institutions within all four systems to inform the analysis of campus priorities and needs. After reviewing all projects, a final recommendation was compiled for Board approval. The full BoR FY 2023-24 C.O. Rec. is attached separately with this Executive Summary. Upon Board approval, the BoR's FY 2023-24 C.O. Rec. will be loaded separately into the Division of Administration's (DoA) eCORTS system and sent to the Office of Facility Planning and Control by the November 1st deadline. Action taken by the Bond Commission during the October 2022 meeting may reduce the number of new projects if projects receive a line of credit. Any projects receiving a line of credit that have yet to be funded will be moved to the continuing category prior to final submission to the DoA.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Board of Regents' FY 2023-24 Capital Outlay Budget Recommendation and provide staff the approval to make any necessary changes resulting from action taken by the Bond Commission during their October 2022 meeting.

Board of Regents FY2023-24 Capital Outlay Budget Recommendation

PROJECTS RECOMMENDED BY THE BOARD OF REGENTS

Overall Priority	System Priority	Campus Priority	Project Type	System	Campus	Project	Actual Previous Funding	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	Remaining Total	Project Total	
NEW PROJECTS (Shaded projects in Act 117 of 2022 (Capital Outlay Bill); but have not received funding)															
1	1	1	N	BoR	BoR	Disaster Resiliency - Statewide		\$10,000.00	\$10,000.00	\$10,000.00			\$30,000.00	\$30,000.00	
2	1	2	N	BoR	BoR	Major Repairs and Deferred Maintenance of Buildings and Facilities - All Campuses		\$70,000.00					\$70,000.00	\$70,000.00	
3	4	1	E	ULS	NISU	ADA Upgrades, Multi-Building		\$7,050,803	\$7,050,803				\$14,101,606	\$14,101,606	
4	7	3	2	E	LSU	LSU BoS	Safety and Accessibility Improvements - All Campuses		\$2,000,000	\$6,000,000	\$6,000,000	\$6,000,000		\$20,000,000	\$20,000,000
5	10	4	1	E	ULS	MSU	Burton Business Center Exterior Mitigation		\$1,000,000	\$7,400,000				\$8,400,000	\$8,400,000
6	15	2	5	E	SU	SUSLA	Domestic Water Loop, Hot Water Loop, and Drainage Improvements		\$520,000	\$7,480,000				\$8,000,000	\$8,000,000
7	17	7	1	N	ULS	UNO	Hotel, Restaurant, and Tourism - North Central Plant Build-Out		\$642,157	\$5,779,416				\$6,421,573	\$6,421,573
8	19	5	1	N	LSU	LSUHSCNO	Dental School Infrastructure Modernization and ADA Compliance		\$4,000,000	\$20,000,000	\$20,000,000			\$44,000,000	\$44,000,000
9	25	13	2	N	ULS	GSU	Campus Access Control, Campus Safety		\$1,800,000	\$12,000,000	\$4,200,000			\$18,000,000	\$18,000,000
10	28	4	1	C	BOR	LONI	System-Wide Telecommunications Wiring & Equipment		\$2,000,000	\$6,000,000	\$4,000,000			\$12,000,000	\$12,000,000
11	25	10	2	N	ULS	ULM	Human Development and Well-Being Multi-Purpose Center		\$2,000,000	\$36,133,333	\$20,066,667			\$58,200,000	\$58,200,000
12	29	7	1	N	LSU	LSUHSCS	Research Building		\$17,500,000	\$89,375,000	\$73,125,000			\$180,000,000	\$180,000,000
13	33	11	2	E	ULS	NISU	Fire Alarm Integration Multi-Building		\$310,000	\$27,464,640				\$27,774,640	\$27,774,640
14	44	22	3	N	ULS	UNO	Misc. Roof Replacements		\$535,334	\$4,818,009				\$5,353,343	\$5,353,343
15	46	12	4	N	LSU	LSUHSCNO	Center for Advanced Learning and Simulation Infrastructure and Equipment		\$11,000,000	\$12,600,000	\$11,000,000			\$34,600,000	\$34,600,000
16	49	19	3	C	ULS	ULM	Brown Auditorium Renovation		\$900,000	\$12,100,000				\$13,000,000	\$13,000,000
17	51	14	2	N	LSU	LSUS	High Voltage Grid System Replacement		\$1,286,360	\$2,160,000				\$3,446,360	\$3,446,360
18	65	18	1	N	LSU	Pennington	Replacement of Underground Chilled Water and Hot Water Piping		\$351,000	\$3,153,360				\$3,504,360	\$3,504,360
19	67	5	3	N	BOR	LUMCON	Marine Center Renovations		\$725,400	\$8,000,000				\$8,725,400	\$8,725,400
20	68	19	1	N	LSU	LSUE	STEAM Innovation Center		\$2,244,266	\$24,302,662	\$1,297,552			\$27,844,480	\$27,844,480
21	69	27	3	N	ULS	NSU	Warrington Hall Renovation		\$1,334,000	\$12,014,843				\$13,348,843	\$13,348,843
22	70	10	1	N	LCTCS	RPCC - Donaldsonville	Campus Expansion (Replaces Donaldsonville Renovation Request)		\$1,000,000	\$9,000,000				\$10,000,000	\$10,000,000
23	71	28	4	N	ULS	ULM	School of Construction Practice Lab		\$420,000	\$5,197,000				\$5,617,000	\$5,617,000
24	73	14	8	E	SU	SUBR	Chilled Water Loop Campus-Wide		\$1,200,000	\$10,800,000				\$12,000,000	\$12,000,000
25	78	15	3	N	SU	SUNO	Campus Exterior Lighting Upgrades		\$2,000,000					\$2,000,000	\$2,000,000
26	81	19	4	N	SUS	SUSLA	Louis Collier Hall Science Building Renovation		\$925,000	\$15,775,000				\$16,700,000	\$16,700,000
27	84	13	2	N	LCTCS	NTCC-Hammond	New Campus Construction		\$3,000,000	\$35,000,000	\$2,675,000			\$40,675,000	\$40,675,000
28	85	13	2	N	ULS	UNO	Track and Field Stadium		\$1,332,484	\$11,132,360	\$850,000			\$13,314,844	\$13,314,844
29	95	66	9	N	ULS	NISU	New Nursing Building		\$1,541,667	\$18,458,333				\$20,000,000	\$20,000,000
TOTAL FY23-24 RECOMMENDED NEW PROJECTS							\$148,618,471	\$419,194,759	\$153,214,219	\$6,000,000	\$0	\$727,027,449	\$727,027,449		

Project Summary	HIED-Wide	2	\$80,000,000
Renovation	12	\$21,307,360	
Infrastructure	8	\$20,157,360	
New Construction	6	\$26,618,417	
Roofing	1	\$535,334	
TOTAL	29	\$148,618,471	

Overall Priority	System Priority	Campus Priority	Project Type	System	Campus	Project	Actual Previous Funding	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	Remaining Total	Project Total	
1	5	1	1	C	LSU	LSU A&M	\$54,300,000	\$30,000,000	\$34,175,000	\$6,000,000	\$6,000,000	\$4,000,000	\$80,175,000	\$134,475,000	
2	8	2	1	E	ULS	GSU	Re-Roof, Waterproof, Envelope Repairs for Various Buildings		\$1,000,000	\$7,500,000			\$7,500,000	\$8,500,000	
3	9	3	1	C	ULS	NSU	Kyser Hall Replacement		\$10,645,850	\$29,195,000			\$29,195,000	\$39,840,850	
4	11	1	1	C	SU	SUBR	Ravine, Bluff, and Riverbank Stabilization		\$6,000,000	\$21,600,000	\$10,000,000		\$31,600,000	\$37,600,000	
5	12	2	1	C	LCTCS	LDCC-Winnsboro	Campus Expansion - Build Out of Shell Space		\$1,030,000	\$4,970,000			\$4,970,000	\$6,000,000	
6	14	2	1	C	BOR	LUMCON	Houma Marine Campus Phase II		\$13,720,000	\$6,588,000			\$6,588,000	\$20,308,000	
7	15	5	1	C	ULS	SELU	D. Vickers Hall Renovation & Addition		\$23,000,000	\$9,100,000			\$9,100,000	\$32,100,000	
8	16	4	2	C	LSU	LSUHSCS	Center for Medical Education & Wellness (Self-Gen/GOB)		\$84,409,221	\$27,248,529			\$27,248,529	\$91,657,750	
9	17	6	1	C	ULS	ULL	DeClouet Hall Renovation		\$500,000	\$4,500,000			\$4,500,000	\$5,000,000	
10	19	3	2	C	SU	SUNO	ADA Compliant Restrooms and Public Accommodations		\$499,961	\$3,650,039			\$3,650,039	\$4,150,000	
11	21	8	1	C	ULS	ULM	Health Sciences Campus Renovation - Sugar and Caldwell Hall		\$9,722,729	\$6,600,000			\$6,600,000	\$16,322,729	
12	23	3	1	C	LCTCS	Fletcher	Precision Agriculture Facility		\$5,498,000	\$5,502,000			\$5,502,000	\$11,000,000	
13	24	9	1	C	ULS	La Tech	Madison Hall Renovation		\$2,000,000	\$33,000,000	\$3,000,000		\$36,000,000	\$38,000,000	
14	25	4	1	C	LCTCS	NTCC-Sullivan	Diesel Automotive Building		\$1,000,000	\$9,140,000			\$9,140,000	\$10,140,000	
15	26	6	2	C	LSU	LSUHSCNO	Medical Education Building Laboratory Renovation and Supporting Infrastructure Phase I		\$14,000,000	\$30,000,000	\$15,000,000	\$15,000,000	\$60,000,000	\$74,000,000	
16	27	3	2	C	BOR	LUMCON	Pelican Replacement		\$12,190,000	\$20,000,000	\$9,700,000		\$29,700,000	\$41,890,000	
17	29	5	1	C	LCTCS	BRCC	Allied Health Facility		\$2,300,000	\$18,000,000	\$30,000,000	\$5,000,000	\$53,000,000	\$55,300,000	
18	30	4	2	C	SU	SUBR	STEM Science Complex		\$3,699,962	\$15,000,000	\$50,500,000		\$65,500,000	\$69,199,962	
19	33	5	3	C	SU	SUBR	School of Business/Professional Accountancy		\$2,250,000	\$5,000,000	\$38,250,000		\$43,250,000	\$45,500,000	
20	34	8	3	C	LSU	LSU A&M	Louisiana State University Library		\$2,000,000	\$28,000,000	\$21,500,000		\$49,500,000	\$51,500,000	
21	35	9	1	C	LSU	LSUS	Building Exterior Walls & Bridge Replacement		\$3,509,917	\$410,000			\$410,000	\$3,919,917	
22	37	12	2	C	ULS	La Tech	Comprehensive ADA Remediation		\$500,000	\$2,500,000	\$5,000,000	\$2,500,000	\$10,000,000	\$10,500,000	
23	38	10	3	N	LSU	LSUHSCS	Gross Anatomy Lab Expansion and Modernization		\$125,000	\$2,375,000			\$2,375,000	\$2,500,000	
24	40	14	2	C	ULS	MSU	Disaster Recovery (Cowboy Stadium Press Box)		\$16,000,000	\$9,000,000			\$9,000,000	\$25,000,000	
25	41	7	2	C	LCTCS	LDCC-Bastrop	Campus Construction (30,000 SF Facility Primarily for Allied Health)		\$1,000,000	\$8,000,000	\$1,500,000		\$9,500,000	\$10,500,000	
26	42	6	1	C	SU	SULC	Renovation of and Addition to Existing Law Library		\$650,000	\$10,750,000			\$10,750,000	\$11,400,000	
27	43	7	1	C	SU	SUSLA	Louis Collier Hall Science Building Annex		\$225,000	\$3,780,000			\$3,780,000	\$4,005,000	
28	44	15	2	C	ULS	ULL	Foster Hall Renovation		\$500,000	\$4,000,000			\$4,000,000	\$4,500,000	
29	45	16	2	C	ULS	NSU	Health Performance Center (Self-Gen/GOB)		\$4,000,000	\$5,000,000			\$5,000,000	\$9,000,000	
30	46	17	2	C	ULS	SELU	Baton Rouge Nursing Center Renovation		\$780,000	\$6,000,000	\$3,305,515		\$9,305,515	\$10,085,515	
31	48	11	5	C	LSU	LSUHSCS	Comprehensive Emergency Water Supply Improvements		\$1,900,000	\$8,100,000			\$8,100,000	\$10,000,000	
32	50	8	2	C	SUS	SUSLA	Health, Physical Education, and Recreation (HPE&R) Complex (Including New Gym)		\$750,000	\$865,000	\$16,799,400		\$17,664,400	\$18,414,400	
33	51	9	1	C	SUS	SU AG	Disaster Mega-Shelter (GOHSEP/GOB Funding)		\$16,000,000	\$10,100,000			\$10,100,000	\$26,100,000	
34	53	13	6	C	LSU	LSU A&M	Veterinary Medicine Facilities Repairs (Self-Gen/GOB)		\$22,000,000	\$10,000,000	\$8,000,000		\$18,000,000	\$40,000,000	
35	55	10	4	C	SU	SUBR	Stewart Hall Wall Mount HVAC Units 1st, 2nd, and 3rd Floors		\$1,800,000	\$3,300,000			\$3,300,000	\$5,100,000	
36	56	9	3	C	LCTCS	LDCC-Farmerville	Campus Construction/Development		\$500,000	\$2,000,000	\$16,000,000		\$18,000,000	\$18,500,000	
37	57	15	5	C	LSU	LSU AG	Renewable and Natural Resources Building Repairs		\$5,000,000	\$1,058,000	\$4,290,000		\$5,348,000	\$10,348,000	
38	58	21	3	C	ULS	GSU	Criminal Justice Building		\$800,000	\$4,500,000	\$6,000,000		\$10,500,000	\$11,300,000	
39	60	11	3	C	SU	SUSLA	Data Science and Analytics Workforce Training Center		\$676,000	\$6,200,000	\$12,300,000		\$18,500,000	\$19,176,000	
40	61	40	3	C	ULS	MSU	Shearman Fine Arts Building Renovation		\$3,025,000	\$7,700,000			\$7,700,000	\$10,725,000	
41	62	47	6	N	ULS	NISU	Renovation and Addition to Athletic Facility Phase II		\$2,000,000	\$4,204,500			\$4,204,500	\$6,204,500	
42	63	16	3	C	LSU	LSUHSCNO	Campus Stormwater Infrastructure		\$3,900,000	\$1,000,000	\$6,000,000	\$5,100,000	\$12,100,000	\$16,000,000	
43	64	24	3	C	ULS	ULL	Madison Hall Renovation		\$6,000,000	\$14,000,000			\$14,000,000	\$20,000,000	
44	65	12	1	C	SU	SUNO	University Cafeteria		\$500,000	\$5,000,000	\$4,250,000		\$9,250,000	\$9,750,000	
45	66	25	3	E	ULS	La Tech	Central Steam Generator - Switch Gear		\$300,000	\$3,200,000			\$3,200,000	\$3,500,000	
46	67	26	3	C	ULS	SELU	Academic Athletic Training and Ancillary Athletic Facility		\$2,800,000	\$8,000,000	\$4,498,248		\$12,498,248	\$15,298,248	
47	68	17	1	C	LSU	LSUA	Student Success Center		\$6,000,000	\$5,000,000	\$1,900,000		\$6,900,000	\$12,900,000	
48	70	13	5	C	SU	SUBR	JK Haynes Hall (School of Nursing) Renovation and Addition		\$1,000,000	\$1,000,000	\$18,950,000	\$18,950,000	\$38,900,000	\$39,900,000	
49	76	11	1	C	LCTCS	NWLTC-Mansfield	Campus Nursing Lab and Student Center		\$270,000	\$1,000,000	\$3,730,000		\$4,730,000	\$5,000,000	
50	78	20	2	C	LSU	LSU A&M	Strategic Capital Plan - Deferred Maintenance for Infrastructure, Renovations, and Streets		\$5,500,000	\$16,300,000	\$13,200,000		\$29,500,000	\$35,000,000	
51	79	21	3	C	LSU	LSU AG	Food Innovation Center		\$3,500,000	\$4,500,000			\$4,500,000	\$8,000,000	
52	80	30	4	C	ULS	ULL	Health Care Education and Training Facility and Health Science Education Collaboration Complex		\$15,749,968	\$40,000,000	\$20,000,000		\$60,000,000	\$75,749,968	
53	81	12	2	C	LCTCS	SOWELA	Resurface Campus Parking		\$150,000	\$4,850,000			\$4,850,000	\$5,000,000	
54	83	22	2	C	LSU	LSUE	Athlete Complex Facility (Self-Gen/GOB)		\$2,500,000	\$7,500,000	\$2,250,000		\$9,750,000	\$12,250,000	
55	84	32	4	N	ULS	SELU	Nursing and Health Sciences Building		\$600,000	\$20,000,000	\$11,300,000		\$31,300,000	\$31,900,000	
56	86	24	3	C	LSU	LSUS	Boiler Installation Renovation (B&E, BH, HP&E, UC Buildings)		\$410,000	\$1,016,800			\$1,016,800	\$1,426,800	
57	87	25	4	C	LSU	LSU AG	Animal and Food Sciences Facilities Renovations and Modernization Phase 3, 4, 5		\$30,469,800	\$3,417,871	\$22,980,586	\$4,807,585	\$267,500	\$31,473,542	\$61,943,342

58	89	26	4	C	LSU	LSU A&M	Military and Security Sciences Building	\$1,000,000	\$11,000,000	\$11,000,000					\$22,000,000	\$23,000,000
59	90	39	5	C	ULS	ULL	Engineering Classroom Building	\$19,233,427	\$10,000,000						\$10,000,000	\$29,233,427
60	91	41	5	C	ULS	La Tech	Agriculture and Forestry Wood Products Facility (Self-Gen/GOB)	\$1,500,000	\$9,500,000	\$3,500,000	\$500,000				\$13,500,000	\$15,000,000
61	92	27	1	C	LSU	LSU AG	Dean Lee Tornado Damage	\$1,500,000	\$1,700,000						\$1,700,000	\$3,200,000
62	93	63	8	E	ULS	GSU	Campus Utility Infrastructure Assessment and Emergency Repairs	\$5,000,000	\$5,000,000						\$5,000,000	\$10,000,000
63	94	49	6	C	ULS	ULL	Kinesiology, Hospitality Management and Athletic Administration Complex	\$1,500,000	\$20,000,000						\$20,000,000	\$21,500,000
64	95	51	6	C	ULS	La Tech	Athletic Academic Center	\$1,000,000	\$7,000,000	\$3,500,000					\$10,500,000	\$11,500,000
65	96	32	7	C	LSU	LSU AG	John M Parker Agricultural Center and Livestock Show Barn Renovation and Repairs	\$7,000,000	\$2,300,000	\$20,700,000					\$23,000,000	\$30,000,000
66	97	38	4	C	LSU	LSUHSCS	Stonewall Animal Research and Training Facility	\$1,000,000	\$550,000	\$3,894,000	\$2,186,000				\$6,630,000	\$7,630,000
67	99	76	11	C	ULS	NISU	Fieldhouse	\$100,000	\$3,584,860						\$3,584,860	\$3,684,860
68	100	6	3	C	BOR	BOR	Land Acquisition (BPCC \$1.4M, LDCC \$200k, La Tech \$1M, SELU \$2M, ULL \$2M, ULM \$1M)	\$12,000,000	\$8,300,000						\$8,300,000	\$20,300,000

TOTAL FY23-24 RECOMMENDED CONTINUING PROJECTS **\$441,989,835** **\$639,155,599** **\$436,972,749** **\$60,043,585** **\$6,267,500** **\$4,000,000** **\$1,146,439,433** **\$1,588,429,268**

SUMMARY OF ALL PROJECTS BY SYSTEM		REC Projects	FY22-23 Amt	SELF-GEN	FY22-23 Amt	NOT REC	FY22-23 Amt
LSU System	27	\$229,857,826	1	\$10,000,000	9	\$36,288,750	
UL System	37	\$291,950,805	-	-	83	\$137,142,189	
SU System	16	\$90,890,039	1	\$20,000,000	12	\$10,815,000	
LCTCS	10	\$57,462,000	-	-	26	\$62,000,000	
LUMCON	3	\$27,313,400	-	-	-	-	
BoR	4	\$90,300,000	-	-	-	-	
TOTALS	97	\$787,774,070	2	\$30,000,000	130	\$246,245,939	

Continuing Projects by Type	Number of Projects	Total
Renovation	27	\$177,602,210
Infrastructure	7	\$60,050,000
New Construction	30	\$356,703,389
Roofing	1	\$7,500,000
HIED-Wide/Other	3	\$37,300,000
TOTALS	68	\$639,155,599

Total Rec Projects by Type	Number of Projects	Total
Renovation	39	\$198,909,570
Infrastructure	15	\$80,207,360
New Construction	36	\$383,321,806
Roofing	2	\$8,035,334
HIED-Wide/Other	5	\$117,300,000
TOTALS	97	\$787,774,070

Overall Priority	System Priority	Campus Priority	Project Type	System	Campus	Project	TOTAL	136	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	Remaining Total	Project Total	
DEFERRED MAINTENANCE PROJECTS (Not Included in Above List)															
1	LSU	LSU A&M		Nicholson Hall Roof Replacements and Life Sciences Annex Waterproofing Supplement			\$1,155,000	\$1,150,000						\$1,150,000	\$2,305,000
3	LSU	LSU A&M		Fieldhouse Drive Streetscape (Power House Lane to North Stadium)				\$2,300,000						\$2,300,000	\$2,300,000
4	LSU	LSUHSCNO		Interim Hospital Reroofing			\$180,000	\$2,500,000						\$2,500,000	\$2,680,000
5	LSU	LSUHSCNO		CSR B AHU Replacement				\$1,300,000						\$1,300,000	\$1,300,000
6	LSU	LSUHSCS		B Building Medical School AHU 10B6 Replacement				\$725,000						\$725,000	\$725,000
7	LSU	LSUHSCS		B Building Medical School Upgrade VAV				\$300,000						\$300,000	\$300,000
8	LSU	LSUA		Stand Alone Boiler Replacement (Abrams, Coughlin, Oakland Halls, and Science Building)				\$900,000						\$900,000	\$900,000
9	LSU	LSUA		Bolton Library/Coughlin Hall HVAC Replacement				\$750,000						\$750,000	\$750,000
10	LSU	LSUE		Campus-Wide Parking Lots/Sidewalks Upgrade Lighting				\$378,000						\$378,000	\$378,000
11	LSU	LSUE		Manuel Hall Exterior Wall/Roof Repair				\$2,760,000						\$2,760,000	\$2,760,000
12	LSU	LSUS		HPE Building Phase I High Voltage Electrical Switch Gear and Infrastructure Replacement				\$450,000						\$450,000	\$450,000
13	LSU	LSU AG		Hammond Research Station Misc. Repairs				\$425,000						\$425,000	\$425,000
14	LSU	LSU AG		Red River Research Station Machine Shed Misc. Repairs				\$375,000						\$375,000	\$375,000
15	LSU	PBRC		Site Security Access System				\$1,776,000						\$1,776,000	\$1,776,000
16	SUS	SUBR		Campus-Wide Road/Street Repair				\$3,000,000						\$3,000,000	\$3,000,000
17	SUS	SUBR		Campus-Wide Roof Replacements				\$9,000,000						\$9,000,000	\$9,000,000
18	SUS	SULC		VAV Box Replacement				\$675,000						\$675,000	\$675,000
19	SUS	SUNO		Campus-Wide Sidewalk/Street Repair/Replacement (ADA)				\$1,425,000						\$1,425,000	\$1,425,000
20	SUS	SUSLA		Multi-Building ADA Restroom Upgrades				\$2,390,000						\$2,390,000	\$2,390,000
21	SUS	SU AG		Edmond Arena Interior Repairs				\$800,000						\$800,000	\$800,000
22	ULS	GSU		Charles P Adams Roof Replacement				\$750,000						\$750,000	\$750,000
23	ULS	GSU		Woodson Hall Roof Replacement				\$750,000						\$750,000	\$750,000
24	ULS	La Tech		Roofing/Waterproofing				\$3,250,000						\$3,250,000	\$3,250,000
25	ULS	La Tech		Bogard Hall Replace AHUs/VAV Boxes				\$2,300,000						\$2,300,000	\$2,300,000
26	ULS	MSU		Bulber Auditorium Exterior/ADA Repairs, MEP/Utility Repairs				\$1,212,011						\$1,212,011	\$1,212,011
27	ULS	MSU		Campus-Wide MEP System Replacements/Bldg Integrity Repairs				\$3,000,000						\$3,000,000	\$3,000,000
29	ULS	NISU		Peltier Hall Chiller/Cooling Tower Replacement and Roof Replacement Supplement				\$4,986,250						\$4,986,250	\$4,986,250
30	ULS	NISU		Powell Hall Elevator Replacement				\$756,250						\$756,250	\$756,250
31	ULS	NSU		Multi-Building Elevator Upgrades/Replacements				\$750,000						\$750,000	\$750,000
32	ULS	NSU		AA Fredericks Rigging System Replacement				\$650,000						\$650,000	\$650,000
33	ULS	SELU		Pursey Hall Hood/Ventilation Repair				\$1,600,000						\$1,600,000	\$1,600,000
34	ULS	SELU		Pursey Hall Boiler Replacement				\$185,000						\$185,000	\$185,000
35	ULS	ULM		Strauss Hall HVAC Replacement				\$1,200,000						\$1,200,000	\$1,200,000
36	ULS	ULM		University Library Cooling Tower/Chiller Replacement				\$2,500,000						\$2,500,000	\$2,500,000
37	ULS	ULL		Multi-Building Roof Replacement				\$1,950,000						\$1,950,000	\$1,950,000
38	ULS	ULL		Campus-Wide ADA Repairs/Upgrades				\$1,600,000						\$1,600,000	\$1,600,000
39	ULS	UNO		Alumni Center AHU/VAV Replacement				\$628,000						\$628,000	\$628,000
40	LCTCS	BPCC		Sabin e Valley HVAC repair, roof repair, welding ventilation, electrical upgrades				\$650,000						\$650,000	\$650,000
41	LCTCS	BPCC		Natchitoches HVAC repairs/replacements				\$160,000						\$160,000	\$160,000
42	LCTCS	BRCC		Main/Acadian Chiller Replacements				\$3,800,000						\$3,800,000	\$3,800,000
43	LCTCS	BRCC		Community College Drive Relocation				\$5,500,000						\$5,500,000	\$5,500,000
44	LCTCS	CLTCC		Avoyelles HVAC repair/replacement, roof repair/replacement buildings A & B				\$750,000						\$750,000	\$750,000
45	LCTCS	CLTCC		Overlay Parking Lot				\$510,000						\$510,000	\$510,000
46	LCTCS	Delgado		City Park Buildings 1, 2, 3, and 10 Roof Replacements				\$2,810,000						\$2,810,000	\$2,810,000
47	LCTCS	Delgado		Jefferson Roof Replacement				\$1,000,000						\$1,000,000	\$1,000,000
48	LCTCS	Fletcher		Thibodaux HVAC Replacement				\$1,000,000						\$1,000,000	\$1,000,000
49	LCTCS	LDCC		West Monroe Roof replacement, gutters, waterproofing				\$1,200,000						\$1,200,000	\$1,200,000
50	LCTCS	LDCC		West Monroe HVAC Repair/Replacement				\$170,000						\$170,000	\$170,000
51	LCTCS	NLTCC		Shreveport HVAC System Replacement (Buildings C & D)				\$1,000,000						\$1,000,000	\$1,000,000
52	LCTCS	NLTCC		Mansfield HVAC repair/replacement, electrical repair				\$225,000						\$225,000	\$225,000
53	LCTCS	NTCC		Hammond HVAC Repair/Replacement				\$550,000						\$550,000	\$550,000
54	LCTCS	NTCC		Sullivan ADA Restroom Upgrades				\$290,000						\$290,000	\$290,000
55	LCTCS	Nunez		Aerospace Roof Replacement				\$305,000						\$305,000	\$305,000
56	LCTCS	Nunez		ADA/Life safety/roof repair/HVAC/plumbing				\$430,000						\$430,000	\$430,000
57	LCTCS	RPCC		Reserve HVAC Repair/Replacement				\$225,000						\$225,000	\$225,000

58	1	LCTCS	SLCC	Lafayette Roof Replacement		\$750,000						\$750,000	\$750,000
59	2	LCTCS	SLCC	Morgan City Roof Repair/Waterproofing		\$250,000						\$250,000	\$250,000
60	1	LCTCS	SOWELA	Lamar Salter ADA Restroom Upgrades/Lighting Replacements		\$325,000						\$325,000	\$325,000
60	1	BoR	LUMCON	Sewer System Repair/Replacement		\$800,000						\$800,000	\$800,000
60	2	BoR	LUMCON	Wet Lab Foundation Repair		\$700,000						\$700,000	\$700,000

TOTAL FY23-24 DEFERRED MAINTENANCE PROJECTS

\$84,846,511

\$0

\$0

\$0

\$0

\$0

\$0

\$0

\$86,181,511

Overall Priority	System Priority	Campus Priority	Project Type	System	Campus	Project	Actual Previous Funding	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	Remaining Total	Project Total
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DEMOLITION PROJECTS

1	ULS	GSU	Fish Hatchery			\$28,750							\$28,750	\$28,750
2	ULS	GSU	Pavilion			\$11,500							\$11,500	\$11,500
3	ULS	GSU	Laundry			\$66,700							\$66,700	\$66,700
4	ULS	GSU	Army ROTC			\$77,050							\$77,050	\$77,050
5	ULS	GSU	Institutional Advancement			\$80,500							\$80,500	\$80,500
6	ULS	GSU	Garage			\$36,800							\$36,800	\$36,800
7	ULS	GSU	Property Stores Receiving			\$82,800							\$82,800	\$82,800
8	ULS	GSU	Jeanes Hall			\$216,200							\$216,200	\$216,200
9	ULS	La Tech	Graham Hall			\$720,000							\$720,000	\$720,000
10	ULS	ULL	Cajun Field Upper Deck			\$1,000,000							\$1,000,000	\$1,000,000
11	ULS	NSU	Prudhomme Hall			\$600,000							\$600,000	\$600,000
12	ULS	McNeese	Memorial Gym			\$275,249							\$275,249	\$275,249
13	ULS	McNeese	Bookstore			\$182,182							\$182,182	\$182,182
14	ULS	McNeese	Holbrook Student Union			\$704,000							\$704,000	\$704,000
15	ULS	McNeese	Post Office			\$34,554							\$34,554	\$34,554
16	ULS	McNeese	Student Services			\$67,600							\$67,600	\$67,600
17	SUS	SUBR	Bethune Hall			\$534,750							\$534,750	\$534,750
18	SUS	SUBR	Dairy Silos (3) and Slab			\$103,000							\$103,000	\$103,000
19	SUS	SUBR	Swine Farm Grain Bin			\$20,000							\$20,000	\$20,000
20	SUS	SULC	Law Center Annex			\$92,000							\$92,000	\$92,000
21	SUS	SULC	Storage Building			\$57,500							\$57,500	\$57,500
22	LCTCS	BRCC	Port Allen Site Carpentry Building			\$40,000							\$40,000	\$40,000
23	LCTCS	Fletcher	Delgado Westbank Classroom			\$25,000							\$25,000	\$25,000
24	LCTCS	SOWELA	Calcasieu Building			\$700,000							\$700,000	\$700,000
25	LSU	LSU A&M	Energy Center			\$85,000							\$85,000	\$85,000
26	LSU	LSU A&M	Emory Smith House			\$20,000							\$20,000	\$20,000
27	LSU	LSU A&M	Edward Gay Apts Storage Garage			\$7,000							\$7,000	\$7,000
28	LSU	LSU A&M	Edward Gay Apts Telecom Bldg (East)			\$7,000							\$7,000	\$7,000
29	LSU	LSU A&M	Edward Gay Apts Telecom Bldg (West)			\$7,000							\$7,000	\$7,000
30	LSU	LSU A&M	Edward Gay Apts Bldg Q			\$390,000							\$390,000	\$390,000
31	LSU	LSU A&M	Edward Gay Apts Bldg R			\$390,000							\$390,000	\$390,000
32	LSU	LSU A&M	Edward Gay Apts Laundry/Office Bldg			\$30,000							\$30,000	\$30,000
33	LSU	LSU A&M	Edward Gay Apts Mechanical Bldg			\$15,000							\$15,000	\$15,000
34	LSU	LSU A&M	Edward Gay Apts Utility Bldg			\$35,000							\$35,000	\$35,000
35	LSU	LSU A&M	Tiger Park Batting Cage			\$28,000							\$28,000	\$28,000
36	LSU	HSCNO	Inter-Professional Primary Care Clinic			\$113,400							\$113,400	\$113,400
37	LSU	HSCNO	Emergency Generator Building # 1			\$50,400							\$50,400	\$50,400
38	LSU	HSCS	HP Long Hospital Ancillary Buildings			\$250,000							\$250,000	\$250,000
39	LSU	LSU AG	5 RBC Employee House #3145			\$25,200							\$25,200	\$25,200
40	LSU	LSU AG	9 RBC Employee House			\$25,200							\$25,200	\$25,200
41	LSU	LSU AG	8 RBC Employee House			\$55,566							\$55,566	\$55,566
42	LSU	LSU AG	RP # 4 House and Garage			\$44,100							\$44,100	\$44,100
43	LSU	LSU AG	SG Pump Shed			\$7,560							\$7,560	\$7,560
44	LSU	LSU AG	NE 5 Agronomy Residence and G			\$36,918							\$36,918	\$36,918
45	LSU	LSU AG	I 24 Richard House			\$40,950							\$40,950	\$40,950
46	LSU	LSU AG	I 25 Leblanc House			\$40,950							\$40,950	\$40,950
47	LSU	LSU AG	R 1 Old Residence			\$60,732							\$60,732	\$60,732
48	LSU	LSU AG	10 HF Laborer Cottage			\$20,160							\$20,160	\$20,160

TOTAL FY23-24 DEMOLITION PROJECTS

\$7,541,271

\$0

\$0

\$0

\$0

\$0

\$0

\$7,541,271

\$7,541,271

Projects Not Recommended by the Board of Regents for FY2023-2024

1	28	2	N	LSU	LSU-A	Downtown Health Services Center		\$3,000,000	\$16,000,000	\$16,000,000			\$35,000,000	\$35,000,000
2	34	3	N	LSU	LSU-A	Bolton Library Repairs		\$2,562,750	\$2,850,000				\$5,412,750	\$5,412,750
3	23	2	N	LSU	LSU AG	Ag Center and Veterinary Medicine Innovation Center		\$20,000,000	\$35,000,000	\$35,000,000	\$8,000,000		\$98,000,000	\$98,000,000
4	30	7	N	LSU	LSU A&M	Research Operations and Academic Remote Storage		\$1,300,000	\$11,700,000				\$13,000,000	\$13,000,000
5	39	8	N	LSU	LSU A&M	University Lab School STEAM Building		\$3,400,000	\$30,600,000				\$34,000,000	\$34,000,000
6	35	3	N	LSU	LSU-E	Energy Management System Replacement		\$1,250,000					\$1,250,000	\$1,250,000
7	31	2	N	LSU	Pennington	Site Safety and Building Equipment Replacements		\$1,776,000					\$1,776,000	\$1,776,000
8	33	4	N	LSU	LSU-S	HPE Renovation - Student Wellness Facility		\$2,500,000	\$2,500,000	\$2,000,000			\$7,000,000	\$7,000,000
9	37	6	N	LSU	HSCS	Medical School B-Building HVAC Replacement		\$500,000	\$4,600,000				\$5,100,000	\$5,100,000
10	35	4	N	ULS	GSU	Computer Science and Cyber Security Building		\$3,800,000	\$38,000,000				\$41,800,000	\$41,800,000
11	36	5	N	ULS	GSU	Enrollment Services and Student Support Services Building		\$1,500,000	\$23,000,000	\$2,000,000			\$26,500,000	\$26,500,000
12	46	6	N	ULS	GSU	Chemistry, Physics, Biology and Crime Lab Building		\$2,900,000	\$22,100,000	\$4,000,000			\$29,000,000	\$29,000,000
13	59	7	N	ULS	GSU	Improvements to Athletic Facilities - Robinson Stadium, Stadium Support, Track and Field Complex		\$6,000,000	\$5,050,000	\$5,000,000	\$2,500,000		\$18,550,000	\$18,550,000
14	69	9	E	ULS	GSU	Elevator Deficiencies		\$750,000	\$750,000	\$500,000			\$2,000,000	\$2,000,000
15	74	10	N	ULS	GSU	Long Jones Hall Renovation		\$3,500,000	\$13,800,000	\$5,350,000			\$22,650,000	\$22,650,000
16	81	12	N	ULS	GSU	Campus-Wide Major Repairs		\$750,000	\$700,000	\$800,000			\$2,250,000	\$2,250,000
17	95	14	E	ULS	GSU	Favrot Student Union - Underground Piping		\$700,000					\$700,000	\$700,000
18	98	17	N	ULS	GSU	Abatement and Demolition - Various Buildings		\$522,000					\$522,000	\$522,000
19	102	18	N	ULS	GSU	McCall Dining Hall - Cooling Tower Piping, MCC Panel and Underground Piping		\$800,000	\$500,000				\$1,300,000	\$1,300,000
20	85	5	N	ULS	MSU	Cowboy Stadium Repairs and Code Upgrade		\$4,500,000	\$4,000,000				\$8,500,000	\$8,500,000
21	88	6	N	ULS	MSU	Burton Business Center Interior Renovation		\$1,015,000	\$9,135,000				\$10,150,000	\$10,150,000
22	23	3	N	ULS	NISU	Drainage Improvements/Raising Level of Streets - Campus Wide		\$750,000	\$7,950,000	\$5,800,000			\$14,500,000	\$14,500,000
23	29	4	E	ULS	NISU	Guidry Stadium Structural Repairs/Waterproofing		\$4,375,960					\$4,375,960	\$4,375,960
24	38	5	N	ULS	NISU	Campus Street Lighting Replacement		\$7,116,049					\$7,116,049	\$7,116,049
25	62	8	N	ULS	NISU	Stopher Hall Renovation		\$1,516,456	\$15,750,000	\$21,100,000			\$38,366,456	\$38,366,456
26	71	10	N	ULS	NISU	New College of Business Building		\$1,916,667	\$22,083,333				\$24,000,000	\$24,000,000
27	79	12	N	ULS	NISU	Student Life Center		\$398,750	\$4,676,250				\$5,075,000	\$5,075,000
28	83	13	N	ULS	NISU	Welcome Center - Alumni House		\$290,000	\$3,335,000				\$3,625,000	\$3,625,000
29	87	14	N	ULS	NISU	Ellender Library Modernization Phase I		\$688,266	\$6,627,097				\$7,315,363	\$7,315,363
30	97	17	N	ULS	NISU	Gouaux Hall Demolition and Replacement		\$3,150,000	\$15,750,000	\$21,100,000			\$40,000,000	\$40,000,000
31	100	18	N	ULS	NISU	Softball Fieldhouse		\$196,250	\$2,303,750				\$2,500,000	\$2,500,000
32	104	19	N	ULS	NISU	Conference Center		\$1,727,917	\$20,022,083				\$21,750,000	\$21,750,000
33	106	20	N	ULS	NISU	New Residence Hall Building		\$2,122,800	\$24,365,800				\$26,488,600	\$26,488,600
34	108	21	N	ULS	NISU	Peltier Hall AHU Replacement		\$5,236,980					\$5,236,980	\$5,236,980
35	111	22	N	ULS	NISU	AHU Replacement - Multi-Building		\$3,831,163	\$3,831,163				\$7,662,326	\$7,662,326
36	112	23	N	ULS	NISU	Chiller/Cooling Tower Replacement		\$615,356	\$6,768,919				\$7,384,275	\$7,384,275
37	113	24	N	ULS	NISU	Information Technology Center Renovation		\$495,259	\$6,671,347				\$7,166,606	\$7,166,606
38	114	25	N	ULS	NISU	College of Education (Polk Hall) Renovation		\$694,185	\$6,037,328				\$6,731,513	\$6,731,513
39	115	26	N	ULS	NISU	Electrical Upgrade Phase III		\$2,713,348					\$2,713,348	\$2,713,348
40	116	27	N	ULS	NISU	Operations and Maintenance Building		\$1,700,369	\$4,299,631				\$6,000,000	\$6,000,000
41	27	4	N	ULS	NSU	Renovation of Roy Hall		\$1,302,151	\$9,000,000				\$10,302,151	\$10,302,151
42	45	5	N	ULS	NSU	Renovation of AA Fredericks Fine Art Center		\$2,404,045	\$12,316,478	\$12,316,478			\$27,037,001	\$27,037,001
43	89	6	N	ULS	NSU	Elevator Upgrades		\$750,000					\$750,000	\$750,000
44	92	7	N	ULS	NSU	Friedman Union Alley		\$450,000	\$450,000				\$900,000	\$900,000
45	44	5	N	ULS	SELU	Anzalone Hall Renovation (\$1M Self-Gen Previous Funding)		\$1,972,012	\$1,599,395	\$200,000			\$3,771,407	\$3,771,407
46	53	6	N	ULS	SELU	University Center Equipment Replacement and Repairs		\$2,484,600	\$2,484,600				\$4,969,200	\$4,969,200
47	37	5	E	ULS	ULM	ADA Accessibility Campus-Wide		\$700,000	\$7,000,000	\$700,000			\$8,400,000	\$8,400,000
48	48	6	N	ULS	ULM	Digital Library Renovation		\$634,000	\$8,315,400				\$8,949,400	\$8,949,400
49	57	7	N	ULS	ULM	Student Union Building Renovations		\$250,000	\$2,250,000				\$2,500,000	\$2,500,000
50	60	8	E	ULS	ULM	Emergency Repairs and Replacement for Underground Electrical Distribution System		\$308,333	\$3,083,334	\$308,333			\$3,700,000	\$3,700,000
51	67	9	N	ULS	ULM	School of Construction Practice Lab		\$420,000	\$5,197,000				\$5,617,000	\$5,617,000
52	72	10	N	ULS	ULM	Walker Hall Chiller and Cooling Tower		\$1,215,200					\$1,215,200	\$1,215,200
53	54	7	N	ULS	ULL	Sciences Lab/Classroom Building		\$5,000,000	\$26,000,000	\$17,000,000			\$48,000,000	\$48,000,000
54	94	8	N	ULS	ULL	Billeaud Hall Renovation		\$2,300,000	\$12,500,000	\$8,120,000			\$22,920,000	\$22,920,000
55	65	9	N	ULS	ULL	NIRC Renovations and Animal Housing Expansion		\$1,000,000	\$9,000,000				\$10,000,000	\$10,000,000
56	70	10	N	ULS	ULL	UL Lafayette Learning Lab		\$4,000,000	\$20,500,000	\$13,500,000			\$38,000,000	\$38,000,000
57	75	11	N	ULS	ULL	Angelle Hall Renovation		\$2,000,000	\$9,000,000	\$5,900,000			\$16,900,000	\$16,900,000
58	78	12	N	ULS	ULL	Griffin Hall		\$6,000,000	\$32,500,000	\$21,500,000			\$60,000,000	\$60,000,000
59	82	13	N	ULS	ULL	Declouet Hall Elevator and 3rd Floor Buildout		\$1,500,000					\$1,500,000	\$1,500,000

60	86	14	N	ULS	ULL	Stephens Hall Renovation		\$900,000	\$5,000,000	\$3,000,000				\$8,900,000	\$8,900,000
61	91	15	N	ULS	ULL	Broussard Hall Renovation		\$600,000	\$3,000,000	\$2,120,000				\$5,720,000	\$5,720,000
62	96	16	N	ULS	ULL	Montgomery Hall Renovation		\$2,500,000	\$12,000,000	\$7,500,000				\$22,000,000	\$22,000,000
63	99	17	N	ULS	ULL	Research Infrastructure Enhancements		\$20,000,000	\$0	\$0				\$20,000,000	\$20,000,000
64	103	18	N	ULS	ULL	Abdalla Hall Renovations		\$500,000	\$3,000,000	\$1,500,000				\$5,000,000	\$5,000,000
65	105	19	N	ULS	ULL	Coastal and Waterway Research Institute		\$500,000	\$3,000,000	\$1,500,000				\$5,000,000	\$5,000,000
66	107	20	N	ULS	ULL	Student Entrepreneurship and Innovation Hub		\$800,000	\$4,500,000	\$2,700,000				\$8,000,000	\$8,000,000
67	110	21	N	ULS	ULL	Blackham Renovations		\$3,000,000	\$16,000,000	\$11,000,000				\$30,000,000	\$30,000,000
68	33	4	N	ULS	UNO	Lafitte Village Renovations		\$797,114	\$5,978,354	\$1,195,670				\$7,971,138	\$7,971,138
69	43	5	N	ULS	UNO	Bicentennial Education Roof Replacement		\$130,687	\$1,176,184					\$1,306,871	\$1,306,871
70	50	6	E	ULS	UNO	Engineering Building 1st Floor Roof Replacement		\$170,352	\$1,533,168					\$1,703,520	\$1,703,520
71	56	7	N	ULS	UNO	Central Utilities Plant Chiller Replacement		\$233,280	\$1,749,600	\$349,920				\$2,332,800	\$2,332,800
72	61	8	N	ULS	UNO	Liberal Arts Elevator Replacement - ADA and Life Safety		\$130,000	\$1,300,000					\$1,430,000	\$1,430,000
73	68	9	N	ULS	UNO	Bicentennial Education Center Renovations		\$714,537	\$5,359,025	\$1,071,805				\$7,145,367	\$7,145,367
74	73	10	N	ULS	UNO	Central Utilities Plant Improvements - Life Safety Upgrades and Hurricane Protection		\$401,750	\$3,013,122	\$802,624				\$4,017,496	\$4,017,496
75	77	11	N	ULS	UNO	Milneburg Hall Renovations		\$1,519,934	\$11,399,504	\$2,279,901				\$15,199,339	\$15,199,339
76	80	12	N	ULS	UNO	Fine Arts Building Renovation		\$628,151	\$4,711,130	\$942,226				\$6,281,507	\$6,281,507
77	84	13	N	ULS	UNO	Science Building Renovation		\$2,159,558	\$16,196,687	\$3,239,337				\$21,595,582	\$21,595,582
78	90	14	N	ULS	UNO	Biology Building Renovation		\$828,697	\$6,215,227	\$1,243,045				\$8,286,969	\$8,286,969
79	93	15	N	ULS	UNO	Geology and Psychology Building Renovations		\$1,546,096	\$11,595,717	\$2,319,143				\$15,460,956	\$15,460,956
80	101	18	N	ULS	UNO	Liberal Arts Building Renovation		\$1,582,539	\$11,669,042	\$2,373,808				\$15,825,389	\$15,825,389
81	109	21	N	ULS	UNO	Property Control Building Renovation		\$396,815	\$2,976,110	\$595,222				\$3,968,147	\$3,968,147
82	117	28	N	ULS	UNO	Mechanical AHU Upgrades - Misc. Buildings		\$1,117,000	\$10,053,000					\$11,170,000	\$11,170,000
83	118	29	N	ULS	UNO	ADA Sidewalk Upgrades		\$13,000	\$1,287,000					\$1,300,000	\$1,300,000
84	119	30	N	ULS	UNO	Repairs to Campus Roads and Parking Lots		\$42,500	\$3,217,500					\$3,260,000	\$3,260,000

85	120	31	N	ULS	UNO	Security Call Stations - Campus Wide		\$300,000							\$300,000	\$300,000
86	121	33	N	ULS	UNO	New Chillers - East Central Plant		\$171,200	\$1,540,800						\$1,712,000	\$1,712,000
87	122	34	N	ULS	UNO	New Boiler Roof Encasement & Boiler at Pontchartrain Hall		\$450,000							\$450,000	\$450,000
88	123	39	N	ULS	UNO	Emergency Power Generator, Whole Building - Computer Center		\$178,423	\$1,924,813						\$2,103,236	\$2,103,236
89	124	40	N	ULS	UNO	Emergency Power Generator, Whole Building - University Center		\$117,440	\$1,056,956						\$1,174,396	\$1,174,396
90	31	4	E	ULS	La Tech	Roofing/Waterproofing		\$3,250,000	\$3,500,000	\$3,000,000					\$9,750,000	\$9,750,000
91	58	7	N	ULS	La Tech	Carson-Taylor Hall Renovation		\$3,000,000	\$21,000,000	\$3,000,000					\$27,000,000	\$27,000,000
92	64	8	N	ULS	La Tech	Wyly Tower Replacement		\$5,500,000	\$40,500,000	\$2,000,000					\$48,000,000	\$48,000,000
93	17	2	N	LCTCS	LCTCS BoS	Small Capital Projects for LCTCS		\$5,000,000	\$5,000,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$17,500,000	\$17,500,000	
94	30	2	N	LCTCS	SLCC-Acadian	Campus Renovation and Repair		\$1,500,000	\$4,000,000						\$5,500,000	\$5,500,000
95	32	3	N	LCTCS	SLCC-TH Harris	Campus Renovation and Addition		\$2,000,000	\$10,500,000						\$12,500,000	\$12,500,000
96	36	4	N	LCTCS	SLCC	Ardoin Building Renovation		\$2,000,000	\$8,500,000						\$10,500,000	\$10,500,000
97	41	6	N	LCTCS	SLCC	Workforce Development Building		\$1,000,000	\$2,500,000						\$3,500,000	\$3,500,000
98	19	1	N	LCTCS	SLCC-New Iberia	Campus Renovation and Repairs		\$4,000,000	\$16,250,000						\$20,250,000	\$20,250,000
99	16	3	N	LCTCS	NTCC-Livingston	Campus Development		\$3,000,000	\$25,000,000						\$28,000,000	\$28,000,000
100	28	1	N	LCTCS	Nunez	Campus Upgrades		\$2,000,000	\$11,500,000						\$13,500,000	\$13,500,000
101	47	2	N	LCTCS	Nunez	Aerospace Phase II Renovation		\$1,000,000	\$4,000,000						\$5,000,000	\$5,000,000
102	48	3	N	LCTCS	Nunez	Physical Activity Center Repair and Renovation		\$500,000							\$500,000	\$500,000
103	23	2	N	LCTCS	NWLTC-Shreveport	Campus Renovations and Repairs		\$2,000,000	\$6,000,000						\$8,000,000	\$8,000,000
104	24	1	N	LCTCS	CLTCC-Alexandria	Campus Expansion		\$3,700,000							\$3,700,000	\$3,700,000
105	25	2	N	LCTCS	CLTCC-Avoyelles	Campus Renovations		\$400,000	\$3,600,000						\$4,000,000	\$4,000,000
106	34	3	N	LCTCS	CLTCC-Rod Brady	Construction of New Facility and Major Repairs to Existing Facility		\$1,000,000	\$9,000,000						\$10,000,000	\$10,000,000
107	27	4	N	LCTCS	LDCC-W Monroe	Campus Renovation and Repairs		\$2,000,000	\$11,000,000						\$13,000,000	\$13,000,000
108	37	5	N	LCTCS	LDCC-Lake Prov	Building Renovation and Repair		\$1,000,000							\$1,000,000	\$1,000,000
109	18	1	N	LCTCS	Delgado	Acquisition of Equipment for Culinary and Workforce Building		\$2,500,000							\$2,500,000	\$2,500,000
110	43	2	N	LCTCS	BPCC-Sabine Valley	Campus Renovations		\$2,500,000	\$2,750,000						\$5,250,000	\$5,250,000
111	44	3	N	LCTCS	BPCC-Natchitoches	Campus Renovations		\$3,500,000	\$2,750,000						\$6,250,000	\$6,250,000
112	21	3	N	LCTCS	SOWELA	Renovation of Mechanical Technology Building/Hanger		\$1,000,000	\$4,000,000						\$5,000,000	\$5,000,000
113	26	4	N	LCTCS	SOWELA-Salter	Campus Renovations		\$1,000,000	\$2,750,000						\$3,750,000	\$3,750,000
114	33	5	N	LCTCS	SOWELA	Gulf Coast Institute for Energy Exploration and Production		\$650,000	\$8,350,000						\$9,000,000	\$9,000,000
115	15	2	N	LCTCS	BRCC-Main/Acadian	HVAC Replacements/Upgrades		\$5,000,000	\$2,000,000	\$2,000,000					\$9,000,000	\$9,000,000
116	20	3	N	LCTCS	BRCC-New Roads	Campus Construction		\$3,000,000	\$9,000,000						\$12,000,000	\$12,000,000
117	22	4	N	LCTCS	BRCC	Relocation of Community College Dr		\$8,750,000							\$8,750,000	\$8,750,000
118	31	6	N	LCTCS	BRCC-Port Allen	Building Renovation and Repair		\$2,000,000	\$6,000,000						\$8,000,000	\$8,000,000
119	20	2	N	SU	SULC	Career Learning Center		\$800,000	\$14,680,000						\$15,480,000	\$15,480,000
120	17	6	N	SU	SUBR	University Affiliated Research Center (UARC)		\$1,500,000	\$28,500,000						\$30,000,000	\$30,000,000
121	18	7	N	SU	SUBR	New Southern University Laboratory School Complex		\$2,800,000	\$52,200,000						\$55,000,000	\$55,000,000
122	28	9	N	SU	SUBR	New Parking Garage		\$600,000	\$9,400,000						\$10,000,000	\$10,000,000
123	21	6	N	SU	SUSLA	One-Stop Shop and Student Success Center Library Renovation		\$550,000	\$10,650,000						\$11,200,000	\$11,200,000
124	22	2	N	SU	SU AG	Hi-Tech Meat Processing Facility Expansion		\$200,000	\$2,820,000						\$3,020,000	\$3,020,000
125	23	3	N	SU	SU AG	Experimental Station, Street, Drainage, and Canal Soil Erosion Improvements		\$225,000	\$3,855,000						\$4,080,000	\$4,080,000
126	24	4	N	SU	SU AG	New Multi-Institutional Research Teaching Facility		\$435,000	\$8,045,000						\$8,480,000	\$8,480,000
127	25	5	N	SU	SUNO	Student Success Building		\$1,500,000	\$15,000,000	\$6,500,000					\$23,000,000	\$23,000,000
128	26	6	N	SU	SUNO	Health and Wellness Building		\$1,000,000	\$15,000,000						\$16,000,000	\$16,000,000
129	27	7	N	SU	SUNO	New Classroom Building		\$975,000	\$14,025,000						\$15,000,000	\$15,000,000
130	28	8	N	SU	SUNO	Generators		\$230,000	\$3,270,000						\$3,500,000	\$3,500,000

TOTAL NOT RECOMMENDED \$0 \$264,245,939 \$1,079,500,847 \$262,727,512 \$13,000,000 \$2,500,000 \$1,621,974,298 \$1,621,974,298

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS ACADEMIC AND STUDENT AFFAIRS

Wednesday, October 19, 2022

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

VI. Reports and Recommendations

C. Academic and Student Affairs

1. Consent Agenda
 - a. Routine Staff Approvals
 - b. Program Termination
2. Academic Programs
 - a. PhD Pathology and Translational Pathobiology – LSU Health Sciences Center Shreveport
3. Centers and Institutes
 - a. Institute for Gerontology Education, Research and Training – University of Louisiana at Monroe
4. Reports
 - a. Governor's Military and Veteran Friendly Campus Annual Report

The Board of Regents is an Equal Opportunity and ADA Employer

- b. TOPS Annual Report
- 5. Policies
 - a. Revisions to Minimum Admissions Standards and AA 2.18 Gateway Mathematics and English Course Placement Requirements
- 6. Louisiana's Math Pathways Position Statement

AGENDA ITEM VI.C.1.a.
Routine Academic Requests & Staff Approvals

Institution	Request
LSU HSC Shreveport	Request to change the CIP code for BS Cardiopulmonary Science from 51.0901 to 51.0908 to reflect the program's content more accurately. Approved.
Southeastern Louisiana University	Request to change the name of the Department of Educational Leadership and Technology to the Department of Educational Leadership and Foundations to better reflect the current faculty, coursework, and degree offerings of the department. Approved.
University of Louisiana at Lafayette	Request to offer the Post Masters Certificate (PMC) in Health Administration (CIP 51.0701) 100% online. Approved.

AGENDA ITEM VI.C.1.b.

**Program Termination
Louisiana Tech University**

Staff Summary

Louisiana Tech has requested termination of the Graduate Certificate (GC) in Special Education Mild/Moderate for Secondary Education, Grades 6-12. The program has had no completers since 2018 and there has been no new enrollment in the program for the past three academic years.

STAFF RECOMMENDATION

Senior Staff recommends approval of the termination of Graduate Certificate in Special Education Mild/Moderate for Secondary Education, Grades 6-12.

AGENDA ITEM VI.C.2.a.

Proposed PhD in Pathology and Translational Pathobiology Louisiana State University Health Sciences Center Shreveport

Background Information

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) requests Board of Regents approval to establish a PhD in Pathology and Translational Pathobiology. The proposal was approved by the Louisiana State University (LSU) Board of Supervisors then submitted to Regents for consideration. The proposal has been favorably reviewed by Chief Academic Officers statewide and by Dr. Rakesh Patel, Vice Chair for Research in the Department of Pathology at the University of Alabama at Birmingham. Staff worked with the institution to address issues raised during the review process. The proposed program was included in the institution's 2022 Academic Plan.

Staff Summary

Louisiana continues to suffer from a high incidence of a variety of deadly diseases and high demand for additional healthcare professionals in the state. The proposed program is an expansion of LSU HSC-S's research record in the Department of Pathology and Translational Pathobiology. Together with clinical experiences, the curriculum couples training in cell and molecular biology, animal models, histology, advanced pathology, and other specialized courses to train students with an in-depth understanding of human disease. Graduates will be prepared to explain the mechanisms and origins of human disease, to translate that research into clinically relevant applications, and to communicate scientific information effectively across a variety of stakeholder communities. The title of the program reflects the distinct nature of the program and its aim to facilitate translational research that extends beyond basic science into the human aspect of the work.

- 1. Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** The program will be the first public program of its kind in the state. The only other program is at Tulane University in New Orleans.
 - b. **Workforce Demand and Job Opportunities:** Graduates will be prepared as specialized biomedical researchers and qualified to work in academia, pharmaceuticals and other biomedical industries, and government agencies.
 - c. **Student Enrollment and Completion:** The program aims to have 10 students enrolled each year with full program implementation and anticipates enrolling 2-4 students per year. The program will take approximately 5 years to complete.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	2	4	7	10	10
Program Graduates	-	-	-	-	2

2. Resources

The proposed graduate program in Pathology and Translational Pathobiology will utilize existing resources including a full graduate faculty and teaching and research facilities adequate to run the program. The institutional investment needed to establish the program will be limited to costs associated with student stipends, administrative support, and recruiting costs. The School of Graduate Studies will allocate funding for graduate student support as needed. Whenever possible, faculty will secure external funding to provide support for students. While the program will not inherently be revenue generating, the institution anticipates

that it will enhance the biomedical research workforce that drives the development of faculty research programs and funding.

	Current	Needed	Additional Costs
Faculty	Existing faculty are adequate to support the program's full implementation.	No additional faculty needed.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are sufficient to offer the program.	No additional resource needs projected.	\$0
Student Support	Existing institution student support services are adequate for the program's students.	Graduate student fellowships will be required for all enrolled students. External funding will be secured whenever possible.	Yr. 1: \$85,500 Yr. 2+: \$143,000

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: Due to the nature of the program, most student course and research work will be in person. The institution is working to identify ways to incorporate virtual lectures to enhance accessibility.
- Affordability: All students enrolled in the program will be awarded full tuition waiver and an annual stipend. Open educational resources are used whenever possible in all LSU HSC-S graduate school courses.
- Partnerships: LSU HSC-S will leverage existing relationships with regional undergraduate institutions to recruit students for the program. Faculty are actively working to develop direct partnerships with industry to support student training and graduate employment.
- Work-based Learning: All doctoral students are employed as part of their training. Students will graduate with work experience in biomedical research laboratories and through clinical rotations.
- Other program attributes that contribute to closing the achievement gap with underserved populations: The director of the program currently serves on the institution's Diversity Advisory Council. LSU HSC-S has proactively engaged in increasing the number of underrepresented minority students at the institution increasing from 5.3% of the student body to 41.7% in the past five years.

Staff Analysis

The proposed program has been designed to meet a statewide need for biomedical research and a workforce with advanced training. The existing department has demonstrated success in securing external funding and producing critical research and while faculty in the department support graduate students from other programs at the institution, a standalone doctoral program will bring much needed visibility and support to the institution's work in the field. The institution's other research activities in related fields will provide additional opportunities for students and faculty to engage in interdisciplinary research. The external reviewer, Dr. Patel, stated in his report, "Graduates from this program will be trained to meet the needs of current and projected workforce in biomedical sciences...The need for the program is clear."

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed PhD in Pathology and Translational Pathobiology (CIP 26.0910) at Louisiana State University Health Sciences Center Shreveport with a progress report due October 1, 2024.

AGENDA ITEM VI.C.3.a.

Proposed Institute of Gerontology Education, Research, and Training University of Louisiana at Monroe

Background Information

The University of Louisiana at Monroe (ULM) is requesting approval to establish the Institute of Gerontology, Research, and Training (IGERT). The ULS Board of Supervisors approved the request and submitted it to Regents for consideration.

Staff Summary

1. Description and Need

Gerontology has been a strong program at ULM for many years (MA in Gerontology - Louisiana's only graduate program of this nature; PBC in Gerontological Studies; GC in Senior Healthcare Management and the undergraduate Gerontology minor), and the proposed Institute represents its next phase of expansion in this area. As the regional and national populations age, better understanding of the science, sociology, economics, and challenges related to aging will become increasingly important. The University is uniquely positioned to help fill that knowledge gap and improve the lives of older adults through education, training, research, and community service. The work of the institute will address statewide gaps in services that enhance the quality of life of older adults.

2. Initiatives and Objectives

The proposed Institute will serve as a formalized link between the academic community, professional community, ULM community, and the general community. It will offer several education, research, training, and community outreach services. Examples of planned activities include community outreach educational events for senior citizens and people with disabilities; research aimed at contributing to the Gerontology profession, academia, and the community; and providing courses and work-based learning opportunities for ULM students.

ULM has outlined several initial strategic priorities that include preparing a highly qualified Gerontology workforce through a variety of practical training and service-learning opportunities, conducting research aimed at providing evidence-based data to industry to better serve older adults, develop collaborative partnerships, and seek sustainable funding for the institute.

3. Resources and Administration

Supported by six current faculty members, IGERT will be housed within the College of Business and Social Sciences; the Director of IGERT will report directly to the Dean of the College of Business and Social Sciences. Space for IGERT has been assigned for its everyday operations and to provide community education programs.

4. Budget

The primary expenditures for the proposed Institute will be faculty salaries covered by state appropriated institutional funds at about \$107,000 per year. Research and other activities of the institute will be supported through earnings from endowed funds, grants, and private donations totaling about \$56,000 for the first year. Members of the Institute will engage in grant writing and fund raising to mitigate IGERT costs and support research and community activities as it grows.

Staff Analysis

The proposed institute leverages existing strengths at ULM and addresses a growing demand in Louisiana to address the needs of its aging population. ULM has a history of a partnership with the Governor's Office of Elderly Affairs (GOEA) in conducting community outreach and educational activities as indicated in a letter of support provided by the GOEA Executive Director. The institute must submit a report and request for continued authorization in two years with an update on progress toward program implementation and efforts toward securing additional external funding.

STAFF RECOMMENDATION

Senior Staff recommends authorization of the Institute of Gerontology Education, Research, and Training. A progress report and request for continued authorization is due October 1, 2024.

AGENDA ITEM VI.C.4.a.

AY 2022-2023 Report for Designation as a "Governor's Military & Veteran Friendly Campus"

Background Information

Act 232 of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans transitioning from military service to enrollment in postsecondary education. Targeting the need for faculty and staff awareness of "veterans' culture" and for orientation and mentoring programs designed specifically for veterans, the law required the Board of Regents (BoR) to establish a process for designating an institution as a *Governor's Military and Veteran Friendly Campus* (GMVFC, or Friendly Campus), beginning in Fall 2015. It specifies nine criteria for the designation—five mandatory and at least three of four additional required criteria.

With advice from the Statewide Articulation and Transfer Council and Faculty General Education Committee (SATC-GE), the BoR developed an application process for institutions interested in receiving the designation. In Fall 2015, 28 of the 29 public colleges and universities were submitted to the Governor for initial designation. The law specifies that the designation is to be renewed on an annual basis, with an institution's renewal application to include a report containing a series of prescribed data elements from the previous year about veterans' participation in campus offerings. Any institution that fails to maintain Friendly Campus status must complete the application for initial designation if or when the campus chooses to seek it again.

Act 429 of the 2021 Legislative session (R.S.:31385) amended Act 232 to extend participation in the Governor's Military Friendly Campus Program to *nonpublic* education institutions, including the colleges and universities of the Louisiana Association of Independent Colleges & Universities (LAICU). This mandate also includes reporting completion rates of veterans, their spouses, and their children and becomes effective with this year's 2021-2022 academic reporting year.

For the third consecutive year, all 28 campuses were approved for continued *Friendly Campus* designation for AY 2021-22. This represents 100% participation in this program by public postsecondary institutions in the state.

Last summer, the LaVetCorps¹ and the Louisiana Department of Veterans Affairs (LDVA) signed a Memorandum of Understanding with each public postsecondary institution to expand the presence of the LaVetCorps on their campuses. BoR continues to partner with LaVetCorps and will sponsor training sessions for their campus Navigators beginning in November 2022.

Staff Summary

BoR staff reviewed each application to determine whether the institution met the requirements for initial or continued designation as a Friendly Campus, with a particular focus on the specific data required by law:

- the number of veterans granted application fee waivers;
- the number who attended the specialized orientation program;
- the number who participated in the priority class registration; and
- the number of students (veterans and dependents) who benefitted from the articulation & transfer process, including the number of credits accepted and a list of the courses credited and

¹ LaVetCorps is a cooperative program between the Louisiana Department of Veterans Affairs and AmeriCorps. The mission of LaVetCorps is to empower veterans' families and campus communities to help veterans returning from active military service transition home to college and their local community successfully.

- the number of veteran graduates as well as spouse and dependent graduates.

Most institutions have adjusted their student record systems and established business processes to identify veterans (and spouses/dependents of veterans) and provided all the data required for the 2021-2022 year.

As with previous reporting cycles, the most common concern involved transfer/articulation data. This is the only provision that includes identification of the veteran's spouse, a student classification that is singularly unique, which continues to be a challenge for institutions to flag, and that also requires a listing of transfer courses that runs into the thousands for some institutions. In the upcoming year, the Board of Regents will work with campuses to establish coding for these populations to automate as much of this reporting as possible.

It should be noted that AY 2021-2022 reporting for the Governor's Friendly Campus designation was again impacted by the COVID-19 pandemic and two major hurricanes. As such, campus engagement with their veteran and military populations decreased in numbers from last year.

Mandatory Criteria for Continued Designation as a GMVFC:

- Waive Application Fees for Veterans. Among the participating institutions, 3556 application fee waivers were reported, more than double the amount from last year. As the LCTCS Board had voted in 2015 to no longer charge an application fee at any of its member institutions, application fees were waived for all LCTCS students, regardless of whether they were identified as veterans.
- Veterans' Orientation. Several campuses have developed online orientation programs for veterans, usually in addition to the regular orientation session for entering students. Online orientations were particularly helpful to students during the pandemic and in hurricane-impacted areas. Institutions reported 2,902 students participating in the special sessions in AY 2021-22.
- Priority Class Scheduling. Institutions reported that 6,005 students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY2021-22.
- Military Articulation & Transfer Process. Outside of the specific attention to the recognition of military education, training, or experience, the requirements for the military articulation and transfer process mirror the services sought for every transfer student (e.g., to assist students in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, advising and testing). Friendly Campuses reported serving a combined total of 8,026 veteran or dependent transfer students transferring 92,473-course credits in AY 2021-22.
- In AY 2021-22, these numbers decreased across the board, 2,014 veterans were identified as transferring 41,111.7 credit hours, and their 6,012 spouses/dependents transferred 49,361.5 credits (refer to charts below). While there was no singular event that can explain the decrease in student numbers, residual pandemic issues as well as two major hurricanes impacted student enrollment in the state.
- The 2021-22 System counts (see below 2020-2021 for comparison) of the total number of transfer veteran students and course articulation as well as the new reporting requirement for number of graduates reported for veterans and their spouses/dependents is shown below:

2021-22	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits	Number of Vet. Graduates*	Number of Sp/Dep Graduates*
LCTCS	934	10,858	1,668	19,072	421	471
LSU	649	12,456	3,974	18,209	310	637
SUS	45	1,348	19	689	31	13
ULS	386	18,449.7	351	11,391.5	262	171
TOTALS	2,014	43,111.7	6,012	49,361.5	1,024	1,292

*Act 429 of the 2021 Regular Session of the Louisiana Legislature amended R.S. 17:3138.5 and 3165.2 to include additional reporting requirements for the [completion rates of veterans, their spouses, and their children](#) to be recognized as a Military and Veteran Friendly Campus effective 2022.

2020-21	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits
LCTCS	4,583	18,541	7,515	24,161
LSU	642	13,841	971	14,091
SUS	287	1,073	41	533
ULS	1,283	17,678	513	12,135
TOTALS	6,795	51,133	9,040	50,920

Staff Analysis

Over the past six years, the bulk of the workload demands on campuses seeking the GMVFC designation has involved revising student record systems and devising means to count and track the many elements needed to meet the annual reporting requirements. Though every campus has a Veterans Affairs function to assist eligible students with enrollment verification and related support for benefits such as Title 29, the GI Bill or survivors' benefits, few were initially set up to flag all veterans throughout the system, and nonidentified and flagged spouses/dependents – a requirement for *Friendly Campus* status. This continues to be a significant challenge for campuses. In the past seven years since the law's passage, campuses have reported issues with identifying the spouse/dependent population.

With the addition of the LaVetCorps program, the area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past seven years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. The Office of Veterans Affairs' LaVetCorps program now posts representatives (called Navigators) on all campuses statewide to help advise and provide additional resources for these students. BoR is partnering with LaVetCorps to conduct targeted training to assist the Navigators in their campus roles.

Due to the pandemic, almost all campuses reported pivoting to online programming to support their military and veteran students over the last couple of years. The military student community is very engaged and prefers in-person participation on campus; with the pandemic, most campuses reported a reduction in participation numbers. However, campuses continue to provide innovative and high-quality programming for their veteran and military students. Additionally, BoR further supports campuses by developing policies such as A.A. Policy 2.23 Prior Learning Assessment to ensure that all credits earned by military students can be reviewed and applied for their degree programs. Specifically, Board of Regents is 1) partnering with the American Council on Education (ACE) to increase the institutional engagement list with ACE to include all public postsecondary institutions and 2) to work with ACE and campus representatives to include ACE military articulations as a guide for the awarding of transfer and military credit.

Based upon the applications received, staff, have determined that the 28 institutions listed below meet the requirements specified in R.S. 17:3138.5 and R.S. 3165.2 for designation as a "*Governor's Military and Veteran Friendly Campus*" for the 2021-22 academic year. This represents 100% participation by statewide institutions in this program for the third consecutive year in a row.

STAFF RECOMMENDATION

Senior Staff recommends approval to forward the following 28 institutions to the Governor with an endorsement as having met requirements for continued designation as Governor's Military and Veteran Friendly Campus:

Louisiana Community and Technical College System

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

Louisiana State University System

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

Southern University System

- **Southern University A&M**
- **Southern University New Orleans**
- **Southern University Shreveport**

University of Louisiana System

- **Grambling State University**
- **Louisiana Tech University**
- **McNeese State University**
- **Nicholls State University**
- **Northwestern State University**
- **Southeastern Louisiana University**
- **University of Louisiana Lafayette**
- **University of Louisiana Monroe**
- **University of New Orleans**

Attachment – GMVFC Requirements & Checklist

Louisiana Board of Regents
APPLICATION for INITIAL/CONTINUED DESIGNATION
GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS
Due: 16 August 2022

Institution:	Date:
Primary Contact Person (& Contact Info) for this application:	

INITIAL/CONTINUED Designation as a *Governor's Military & Veteran Friendly Campus*

To be designated as a *Governor's Military & Veteran Friendly Campus*, an applicant institution must be able to demonstrate or affirm that it currently meets the 5 Mandatory criteria listed below, at least 3 of the required Additional criteria.

Institutions that fail to renew the designation each year must reapply addressing all required criteria below.

CRITERIA [ACT 232, 2015 Legislative Session]

-- ALL the following Mandatory Criteria:

1. Adopt and fully implement a process to:
 - a. Recognize & align military education/training/experience with appropriate coursework.
 - b. Provide for transfer of academic credit hours, earned by veterans and their spouses from regionally accredited institution, that are aligned w/ receiving institution's course & program requirements.
2. Offer waivers of application fees for veterans.
3. Offer special veterans orientation programs providing detailed information on available programs, services, and accommodations.
4. Maintain deployment readmission policies that provide for the prompt readmission of veterans with the same academic status that they had when last attending or admitted.
5. Offer priority class scheduling to veterans:
 - a. at least as early as honors college, athletes, disabled &/or spring invitational students, or
 - b. at least a day prior to general undergraduate class registration, if the campus does not offer other priority scheduling to any of the groups listed above.

-- AT LEAST 3 of the following Additional Criteria:

6. Offer at least one course each semester (Fall, Spring) in History, Political Science, English, or Mathematics or a Credit Course introducing the college experience, covering transition, leveraging benefits, & disability issues – either course to be **specifically designed for and exclusively available to veterans.**
7. Offer free tutoring to veterans
8. Host a workshop at least twice/year to provide instruction on career opportunities, interviewing skills, resume writing, and networking.
9. Host an ROTC program affiliated with any branch of the armed services.

R.S. 13:5364 defines "veteran" for purposes of this law as a *former or current member of the U.S. Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the U.S. Coast and Geodetic Survey.*

Institutions must have a method in place to identify and verify military members/ veterans and their spouses (or dependents, which would include the spouse) in the student record system.

MVFC Checklist per CRITERIA [ACT 232, 2015 Legislative Session]

Institution:	
MANDATORY. [Must have ALL IN PLACE (implemented).]	
STATUS	CRITERIA
In Place	
	1- Waive Application Fees for veterans. Process in place to verify veteran status and waive or refund admission application fee. Be able to track numbers of waivers granted.
	2- Veterans' Orientation. Offer special orientation program or session to provide detailed information on available programs, services, and accommodations for veterans. It could be an online program, but campus must be able to track number of veterans attending.
	3- Priority Class Scheduling. Offer priority scheduling for veterans that is either (a) at least a day prior to general undergraduate class registration, or (b) at least as early as athletes, disability services, honors college, and spring invitational (early freshman orientation) students. Be able to track veterans using the priority access.
	4- Military Articulation & Transfer Process. Adopt and fully implement process to recognize & align military education, training, and experience with appropriate coursework. Be able to track number and rubric/subject of courses transferred or credited.
	5- Deployment/Readmission Policy. Campus policy and process providing for prompt readmission of veterans whose enrollment was interrupted by mobilization or active duty.
Must Have At Least 3 of the Following in Place.	
	A- Course Designed For & Exclusively Available to Veterans. Offer at least one <u>credit-bearing</u> course/section <u>each semester</u> that is <i>specifically designed for and exclusively available to veterans</i> . The course must be in History, Political Science, English, Mathematics, or an introduction to the college experience, including transition, leveraging benefits, and disability issues. Describe the course.
	B- Free Tutoring for Veterans. Describe free tutoring services offered and made available to veterans, including how they know about it, and what measures of participation are in place.
	C- Veterans' Career Placement Workshop. Host workshop for veterans at least twice a year to provide instruction regarding career opportunities, interviewing skills, resume writing, and networking. Need not be exclusive to veterans, but invitations and content must clearly target veteran participation.
	D- Host an ROTC Program. Describe the campus- hosted ROTC program(s), e.g., branch; office space; class offerings; enrollment in the last three semesters/terms; number of students on contract; name/contact of detachment commander(s).

NEW REPORTING ITEM

Act 429 of the 2021 Regular Session of the Louisiana Legislature amended R.S. 17:3138.5 and 3165.2 to include additional reporting requirements for the completion rates of veterans, their spouses, and their children to be recognized as a Military and Veteran Friendly Campus effective 2022.

Louisiana Board of Regents
Military & Veteran Friendly Campus Designation – Application Detail

Referencing the checklist description, summarize the process *in place* and report participation. All required criteria must be in place. Applications for Continuing or Initial designation are due **16 August 2022**.

Submit to L.A. Board of Regents: lupe.lamadrid@laregents.edu

Mandatory (1-5 for Continuing Applicants Only):

1. Waive Application Fees for veterans.

Fee Waivers per 2021-2022 Semester/Term.

Veterans Granted Admission Application Fee Waivers.

Check here if your institution does not charge an application fee:

	Semester/Term	Total # of Veterans receiving waivers
2021	Fall	
2022	Winter	
	Spring	
	Summer	
TOTAL AY 21-22		TOTAL for AY 21-22:

NARRATIVE: In the space below, briefly describe how the application fee waiver process works.

2. Veterans' Orientation

Attendance per 2021-2022 Semester/Term.

	Semester/Term	Total # of Attendees
2021	Fall	
2022	Winter	
	Spring	
	Summer	
TOTAL AY 21-22		TOTAL for AY 21-22:

NARRATIVE: In the space below, describe orientation activities and programs.

3. Priority Class Scheduling

Veterans Using Priority Registration per AY 2021-2022 Semester/Term.

	Semester/Term	Total # of Veterans
2021	Fall	
2022	Winter	
	Spring	
	Summer	
TOTAL AY 21-22		TOTAL for AY 21-22:

NARRATIVE: In the space below, describe the process by which Veterans are informed of priority registration and whether the process is programmatic or manual.

4. Military Articulation & Transfer Process

ENTER # of Transfers (Students) & sum of Credit Hours in the chart below.

Courses Accepted in Transfer – for Veterans, and for Spouses

	Semester/Term	Veterans	Veteran # of Credit Hrs.	Spouse &/or Dependents	Spouse/Dependent # of Credit Hrs.
2021	Fall				
2022	Winter				
	Spring				
	Summer				
TOTAL AY 21-22		TOTAL:	TOTAL:	TOTAL:	TOTAL:

Attach a separate list of Courses Accepted in Transfer. See example below – for Veterans, Dependents

****EXAMPLE OF EXCEL SPREADSHEET with list & TOTAL HOURS of Courses credited in transfer ****

Students	Courses	Transfer Credit Hours
15 registrants	ENGL 101, Engl Composition I (3Cr)	45
10 registrants	HIST 204, U.S. History I (3Cr)	30
TOTAL: 25	--	75

NARRATIVE: In the space below, provide an explanation and observations regarding effectiveness of Veteran services on your campus.

5. Number of Graduates: veterans, their spouses, and their children

of graduating veterans and their dependents per AY 2021-2022 Semester/Term.

	Semester/Term	Total # of Veterans
2021	Fall	
2022	Winter	
	Spring	
	Summer	
TOTAL AY 21-22		TOTAL for AY 21-22:

	Semester/Term	Total # of Dependents (Spouses & Children)
2021	Fall	
2022	Winter	
	Spring	
	Summer	
TOTAL AY 21-22		TOTAL for AY 21-22:

Initial Classification Applicants ONLY - Complete this page.**6. Deployment/Readmission Policy**

AcAf 2.21 or System/Campus policy

Attach copy or provide web reference.

**** Must have at least 3 of the following Additional Criteria: ******A. Course Designed For & Exclusively Available to Veterans**

Course Rubric, # & Title; Schedule of Offerings for 2021-2022 Semester/Term

Veterans enrolling in special course offering.

	Course	Veterans Enrolled	Total Enrolled
Fall 2021			
Spring 2022			

NARRATIVE: Course description, student response (enrollments, completions).**B. Free Tutoring for Veterans.**

Veterans Using Free Tutoring per 2021-2022 Semester/Term.

	Semester/Term	# of Veterans
2021	Fall	
	Winter	
2022	Spring	
	Summer	
TOTAL AY 21-22		

NARRATIVE/Notes: In the space below, provide other measures of participation.**C. Veterans' Career Placement Workshop.**

of Veterans Attending Workshops, and Dates Offered in 2021-2022.

	Semester/Term	Veterans
2021	Fall	
	Winter	
2022	Spring	
	Summer	
TOTAL AY 21-22		

NARRATIVE: In the space below, include description of how invitations & content target Veterans.**D. Host an ROTC Program.**

BRANCH	Headcount →	Total Students Enrolled	Contract Students	Commissioned
	Fall 2021			
	Winter 2021			
	Spring 2022			
	Summer 2022			

NARRATIVE/Notes: In the space below, include description of program.

CERTIFICATIONS:

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

**AGENDA ITEM VI.C.4.b.
2022 TOPS Report (as Required by R.S. 17:5067)**

Background Information

Act 1375 from 1997 Regular Legislative Session	Created TOPS Awards
First class to receive TOPS awards	Entering freshman class of 1998
Act 1202 of the 2001 Regular Legislative Session	Prescribed BoR to prepare a yearly report analyzing the program
Act 227 of the 2015 Regular Legislative Session	Modified & clarified specific data points without making substantive changes to the report
Act 665 of the 2022 Regular Legislative Session	Eliminated the inclusion of parental income data in the report
Act 447 of the 2022 Regular Legislative Session	Added Geometry as a core curriculum requirement for TOPS Tech.
Act 502 of the 2022 Regular Legislative Session	Added specific computer science courses as an alternative to the foreign language requirement for TOPS Opportunity, Performance, and Honors.

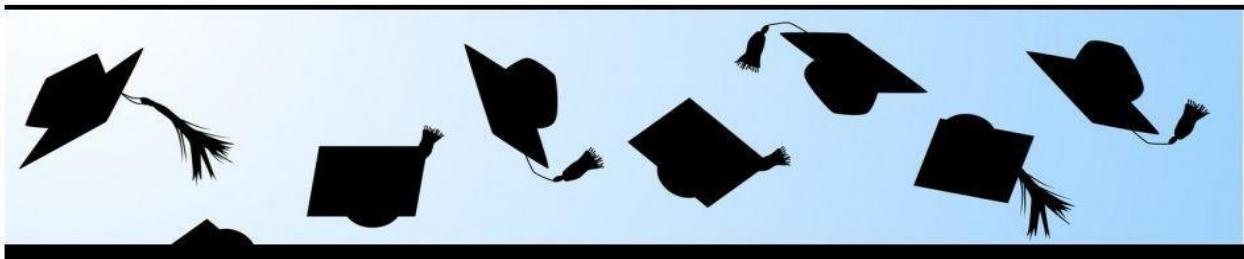
STAFF SUMMARY

- From 2011-2012 to 2020-2021, 86.0% of students deemed eligible for a TOPS award accepted the award by enrolling in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2012 and 2022 was 24 (use best score), and the average high school GPA (Core GPA) was 3.47.
- The average ACT composite for TOPS recipients for 2022 reached 25 for the first time, while their average core GPA increased to 3.71.
- Despite the racial gaps among TOPS recipients, the number of minority students receiving TOPS has generally increased over time; however, this year, all races saw a decrease in the number of TOPS recipients. Overall, the pool of eligible students has been declining, a trend reflected at the national level.
- From 2011-2012 to 2020-2021, the majority of TOPS recipients were disproportionately white (73.9%) and disproportionately female (56.9%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.

- The average time-to-degree for TOPS recipients pursuing an associate's degree is 3.6 years, compared with 5.7 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.4 years, compared with 5.1 years for non-TOPS.
- From 1998 -1999 through the 2021-2022 fiscal years, the state spent approximately \$4.23 billion on the TOPS program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the "TOPS Report: Analysis of the TOPS Program from 2012-2021" and authorizes the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.



**TOPS Report:
Analysis of the TOPS Program, 2012-2022**

Louisiana Board of Regents

October 2022



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Executive Summary

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, also known as TOPS) was created by Act 1375 of the 1997 Regular Legislative Session. The first college freshman class to receive TOPS awards entered postsecondary education in the fall of 1998.

Act 1202 of the 2001 Regular Legislative Session requires the Louisiana Board of Regents (BoR) to prepare a report analyzing various aspects of the TOPS program. Act 227 of the 2015 Regular Legislative Session modified prior law to clarify and specify data points without making any substantive changes to the program.

In accordance with Act 227, this report includes:

- An analysis of the relationship between high school courses taken and the student's score on the American College Test (ACT).
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college.
- Persistence (retention) rates of TOPS recipients.
- The number of and reasons for students losing award eligibility.
- Graduation data; and
- TOPS time-to-degree and degree attainment information.

Act 587 of the 2014 Regular Legislative Session added new reporting requirements to the TOPS report, including:

- Demographic information of program award recipients (race, gender, parents' income).
- High school GPA and ACT scores of program award recipients grouped by mean; and
- Average high school GPA and average ACT scores of students who lost the award.

Act 227 requires that this report be submitted annually to the Senate Committee on Education and the House Committee on Education by December 1. The report includes current and historical data on TOPS students (students receiving an Opportunity, Performance, or Honors Award) and, where appropriate non-TOPS students to allow for comparison.

Overall, the findings indicated that:

- From 2011-2012 to 2020-2021, 86.0% of students deemed eligible for a TOPS award accepted the award by enrolling in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2012 and 2022 was 24, and the average high school GPA (Core GPA) was 3.47.

- From 2011-2012 to 2020-2021, the majority of TOPS recipients were disproportionately white (73.9%) and disproportionately female (56.9%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.
- The average time-to-degree for TOPS recipients pursuing an associate's degree is 3.6 years, compared with 5.7 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.4 years, compared with 5.1 years for non-TOPS.

Introduction and Background

TOPS Legislation

Act 1202 of the 2001 Regular Legislative Session charged the Board of Regents (BoR) with developing a uniform TOPS reporting system for policy analysis and program evaluation to provide accurate data and statistics relative to the program's impact on the state and students (Appendix A). BoR staff developed interfaces between the major systems needed to identify and track TOPS students as they moved through the postsecondary education enrollment cycle to satisfy the reporting requirements. In addition to developing a TOPS reporting system, Act 1202 also required the BoR to prepare a report on various aspects of the TOPS program. According to Act 1202, the "TOPS report" should include:

- An analysis of the relationship between high school courses taken and students' scores on the ACT.
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college.
- Persistence (retention) rates of TOPS students, by award level.
- The number of and reasons for students losing award eligibility.
- Graduation rates by award category (within 100% [4-year] and 150% [6-year] of time); and
- The number of students eligible for TOPS by award category, school, and parish.

Act 587 (Appendix B) of the 2014 Regular Legislative Session added additional reporting requirements to the annual TOPS report, including:

- Demographic information of program award recipients.
- High school GPA and ACT scores of program award recipients grouped by mean, median, and mode; and
- The average high school GPA and ACT scores of those who lost the award and those placed on probationary status.

Act 587 mandates that this report be submitted to the Senate Committee on Education and the House Committee on Education no later than December 1 each year. Therefore, data on 2020-2021 TOPS recipients are not included to comply with the Act's established deadline.

Act 227 of the 2015 Regular Legislative Session amended Act 1202 (Appendix C) for statutory clarity. The new law reorganizes, renumbers, and recodifies existing law without making substantive changes to the program beyond requiring additional data points to assess TOPS recipients' time to degree.

The **Acts of the 2016 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 18** sets a floor for the TOPS Award Amount and provides that the qualifying ACT score shall be truncated to a whole number rather than rounded to the next whole number. These changes were effective beginning with the fall semester of 2016.
- **Act 388** increases the *core* grade point average (GPA) requirement to qualify for a TOPS *Performance* Award from 3.0 to 3.25 and the GPA requirement for a TOPS *Honors* Award from 3.0 to 3.50. These changes are effective for high school graduates of 2022 (per Acts 245 and 346 of the 2020 Regular Legislative Session).
- **Act 503** changes the methodology for eliminating students' TOPS Awards in the event of a budget shortfall. When there is a budget shortfall, each student's TOPS award -- including *Performance* and *Honors* Award stipends -- is subject to a reduction; National Guard stipends and TOPS Tech Early Start are not reduced. TOPS Awards will be distributed to all students according to a pro-rata distribution of the available funds. Under Act 503, students can "opt out" of receiving their TOPS Award during a budget shortfall. This change was effective beginning with the AY 2016-2017 award year.

The **Act of the 2017 Regular Session** of the Louisiana Legislature which impacts TOPS is as follows:

- **Act 44** clarifies Act 18 of the 2016 Regular Session that the award level shall be the TOPS award amount charged to students during the AY 2016-2017.

The **Acts of the 2018 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 671** changes certain TOPS initial eligibility requirements and provides relative to sharing specific student data.
- **Act 583** establishes the TOPS Income Fund as a special treasury fund. Monies in the fund can be combined with other funds; however, all monies in the TOPS Income Fund shall be used solely to fund the TOPS Program.

The **Act of the 2019 Regular Session** of the Louisiana Legislature that impacts TOPS is as follows:

- **S.R. 10** requires the BoR to study the feasibility of updating TOPS reporting requirements to include data on scholarship recipients' employment outcomes and other relevant information.

The **Acts of the 2020 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 346** modified qualifications for the TOPS scholarships and continuing eligibility requirements for the 2019-2020 academic year.
- **Act 245** charges LOFSA to adopt rules to provide waivers and exceptions to initial eligibility requirements and continuing eligibility requirements for students impacted by the public health emergency declared by the governor in response to the novel coronavirus, COVID-19.
- **Act 17** declared exceptions for Hurricane Laura-affected students. Applied to students who had a home of record in an affected parish or enrolled in an eligible college or university in an affected parish.

The **Acts of the 2021 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 334** adds African American History as a core curriculum social studies requirement for TOPS.
- **Act 407** adds race and ethnicity data that may be collected and shared with BoR and LOFSA for assessment, evaluation, and policy development.

The **Acts of the 2022 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 665** eliminates the requirement that parental income data be included in the report.
- **Act 447** adds Geometry as a core curriculum requirement for TOPS Tech.
- **Act 502** adds specific computer science courses as an alternative to the foreign language requirement for TOPS Opportunity, Performance, and Honors.
- **Act 681** provides exceptions to the initial and continuing eligibility requirements for students impacted by Hurricane Ida.

Brief History of the Taylor Opportunity Program for Students (TOPS)

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, also known as TOPS), Louisiana's merit-based student aid program, was created via Act 1375 of the 1997 Regular Legislative Session. The first freshman class to receive TOPS awards entered postsecondary education in the fall of 1998. Although the founding legislation does not directly document the goals of the program, the four generally accepted purposes of TOPS are to:

- Promote academic success by requiring completion of a rigorous high school core curriculum.
- Provide financial incentives as a reward for good academic performance.
- Keep Louisiana's best and brightest in the state to pursue postsecondary education with the hope that they will remain in the state and become productive members of Louisiana's workforce; and
- Promote access to and success in postsecondary education.

Eligibility Criteria, Levels of Award, Renewal Requirements, Distribution of Awards

Four TOPS awards are available to students enrolling at Louisiana's colleges and universities: TOPS Tech, *Opportunity*, *Performance*, and *Honors*. Because the TOPS Tech Award has historically been underutilized, this report focuses only on those students receiving an *Opportunity*, *Performance*, or *Honors* Award. Limited statistical analysis on the TOPS Tech Award can be found in Appendix D. Act 230 of the 2015 Regular Session changed the TOPS Tech program. Under Act 230, students graduating from high school during the 2016-2017 school year and thereafter can use the TOPS Tech Award to pursue an associate's degree or other shorter-term training and education credential, including skill, occupational, vocational, technical, certificate, and academic, that the Workforce Investment Council and the Board of Regents determine is aligned to state workforce priorities. These changes were expected to increase participation, allowing for a more detailed analysis of the TOPS Tech program in future reports.

The eligibility criteria for the *Opportunity*, *Performance*, and *Honors* Awards include completion of a defined high school core curriculum, with a minimum grade point average (GPA) in core courses and a minimum ACT composite score. Table 1 lists the current eligibility criteria and award components of TOPS. Currently, the TOPS Core Curriculum consists of 19 units. The specific course requirements of the TOPS Core Curriculum can be found in Appendix E.

Historically, the administration of TOPS was statutorily assigned to the Louisiana Student Financial Assistance Commission (LASFAC). However, Act 314 of the 2016 Regular Session abolished LASFAC and transferred its duties to the Board of Regents. Therefore, the Louisiana Office of Student Financial Assistance (LOSFA) has been administering the TOPS program under the direction of the BoR since that date. Program eligibility is determined using the high school transcript from the Louisiana Department of Education's Student Transcript System (STS) and official composite ACT scores. The Free Application for Federal Student Aid (FAFSA) or TOPS Online Application are the mechanisms for applying for TOPS.

Table 1.

TOPS Eligibility Criteria and Award Components, AY 2021-2022				
Award	Core Units	Core GPA	ACT Composite	Duration
Opportunity	19	2.50	Prior year state average, currently 20	4 years or 8 semesters
Performance	19	3.25	23	4 years or 8 semesters
Honors	19	3.50	27	4 years or 8 semesters

Source: LOSFA website - TOPS Brochures & Flyers

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 semester hours each academic year (fall, spring, and summer), and maintain satisfactory academic progress as demonstrated by the cumulative grade point average. Continuing eligibility is determined by LOSFA based on data from the postsecondary institution in which the student is enrolled. Table 2 lists the minimum renewal requirements for each award.

Table 2.

Minimum Renewal Requirements, AY 2021-2022			
Award	Hrs. Earned /AY	Cumulative GPA for continuation	Award Reinstated* (Upon recovery of req. GPA)
Opportunity	24	2.30 after 24 hrs. 2.50 after 48 hrs. Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes
Performance	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity
Honors	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity

Source: LOFSA website - TOPS Brochures & Flyers

*Achievement of the required GPA must occur within 2 years.

Table 3 illustrates the distribution of TOPS awards across systems for AY 2021-2022. This year, the majority (54.9%) of TOPS awards went to students attending a U.L. System campus. Of students with the highest level of award, the Honors Award, 46.7% attended a U.L. System campus. Data also indicate that the majority (44.1%) of students with TOPS awards had an Opportunity Award.

Table 3.

Distribution of Award Types Across Systems, AY 2021-2022							
Award	LSU System	Southern System	UL System	LCTC System	Private Institutions	Proprietary Schools	% of all Awards
<i>Opportunity</i>	27.0%	2.3%	57.1%	7.3%	5.7%	0.7%	44.1%
<i>Performance</i>	30.9%	0.8%	58.9%	2.9%	5.9%	0.5%	29.4%
<i>Honors</i>	42.7%	0.2%	46.7%	0.7%	9.7%	0.1%	26.5%
% of all awards	32.3%	1.3%	54.9%	4.2%	6.8%	0.5%	100.0%

Source: LOSFA - TOPS Payment Summary by Award Level for Academic Year 2021-2022 as of 08/15/2022

TOPS Report: Historical Analysis of the TOPS Program, from 2011-2012 to 2021-2022

This report includes current and historical data on TOPS students (receiving an *Opportunity*, *Performance*, or *Honors* Award) and, where appropriate, non-TOPS students to allow for comparison. Some of the data provided in the "Preparation" section and all the data provided in the "Participation," "Persistence/Retention," and "Graduation" sections of this report do not include private postsecondary institutions since those institutions do not currently participate in Regents' reporting systems.

Methodology

This report contains data from public and private institutions, except for graduation rates, retention rates, and time to degree. Private institutions are not required to report this information to the Board of Regents.

This year, there were some changes made to the data methodology. Before this year, BoR had access to a student's current TOPS award level, not the award level they began their postsecondary education. Thus, a student who started college at the Honors level struggled in school and dropped to the Opportunity award level was reported at the Opportunity level – their current level. BoR only reported the current Opportunity award level. This year's 2012-2022 TOPS Report captures the original Honors or Performance award initially assigned to the student.

Thus, metrics in older reports that split out Honors and Performance numbers may be inflated due to the older methodology. However, historically, students awarded Honors and Performance award levels tend to stay in these categories.

In the **Persistence (Retention)** and **Graduation** sections of the TOPS report, adjustments were made to 1) excluded lower-level degree programs (certificate) from being included in the cohort as they must be enrolled in an associate degree or higher per the BoR definition of retention; 2) refined the way that cohorts are identified concerning full-time status, and 3) defined the cohort to include only undergraduate students. These methodological changes differ from those used in previous reports therefore, reporting differences will be seen. However, the overall goal is a better refinement to bring more precision to the metrics.

For the **Time to Degree** section of the TOPS report, the previous methodology included every degree the student earned to calculate time to degree. This previous methodology leads to 1) an inflated time to degree in cases where a student has multiple degrees at one institution (the second degree looks like it took longer) and 2) students in this situation were counted twice. The new 2022

methodology will only calculate time to degree for the first degree a student earns at an institution, while receiving TOPS, and the cohort is stripped of duplications so that students are only counted once.

Preparation

With the 2001 Master Plan, the BoR adopted the TOPS Core as the Regents' Core, the most critical element of the minimum standards established for admission to the state's public four-year colleges and universities. The TOPS/BOR Core consists of four years of coursework in English, Math, Natural Science, and Social Science, two years of foreign language, and half a year of study in fine arts. TOPS academic eligibility criteria require students to take this nineteen-hour core curriculum to prepare them for success after high school, particularly in postsecondary education. With this change, students had a double incentive to complete the college-preparatory curriculum.

A study of the 2022 Louisiana high school graduates conducted by ACT examined the correlation between the ACT Core (self-reported by students when they register for the test) – and students' performance on the ACT. Findings indicated that students who reported taking the ACT Core earned higher composite ACT scores than students who did not take the ACT Core. The ACT recommended core curriculum consists of "four years of English, three years each of math, social studies, and science."

According to ACT, 52,678 students in the 2022 graduating class took the ACT. Approximately 58% took the ACT Core, and 17% took less than the Core (because some students did not indicate whether they completed the ACT Core, the numbers do not add up to 100%). The average ACT composite (Table 4) for those who reported completing the ACT Core in 2022 was 20.1, whereas the average ACT composite score for those who did not report completing the ACT Core was 15.9¹ (Table 4). While the ACT core is not as rigorous as the TOPS core, the difference in scores between students taking even the ACT core versus those who don't is significant. These higher scores demonstrate the benefits of completing a college preparatory core.

The TOPS Core eligibility criteria are more rigorous than the ACT Core. They require students to take a more rigorous and prescriptive high school curriculum, which better prepares them for the ACT and success in postsecondary education. Since the TOPS Core and ACT Core are closely aligned, students who complete the TOPS Core earn higher ACT composite scores than students who do not complete the TOPS Core. Since the 2003 high school graduating cohort, data indicate that the percentage of students completing the TOPS University Core has risen from 75.7% to 81.1%.

Table 4.

Average ACT Composite, AY 2017-2022		
High School Grad Year	Average ACT Composite for students completing ACT Core	Average ACT Composite for students not completing ACT Core
2017	20.8	16.3
2018	20.7	16.1
2019	20.6	15.6
2020	20.5	15.8
2021	20.3	16.1
2022	20.1	15.9

Source: The ACT Profile Report - State Graduating Class 2022 Louisiana

¹ ACT Core or more results correspond to students taking four or more years of English and three or more years each of math, social studies, and natural science. Those who did not complete the ACT Core would most probably have completed the Louisiana Jump Start curriculum.

Participation

A generally accepted purpose of TOPS is to attract and retain Louisiana's high school graduates who are more likely to persist and attain a postsecondary credential. A common slogan associated with the TOPS program has been to "retain the best and brightest" students to attend Louisiana's colleges with the hope that they will enter the state's workforce after graduation. A recent Washington Post (September 2022) analysis reported that "Louisiana ranks 17th in keeping graduates in the state." Louisiana Governor John Bel Edwards statement on this attainment was as follows

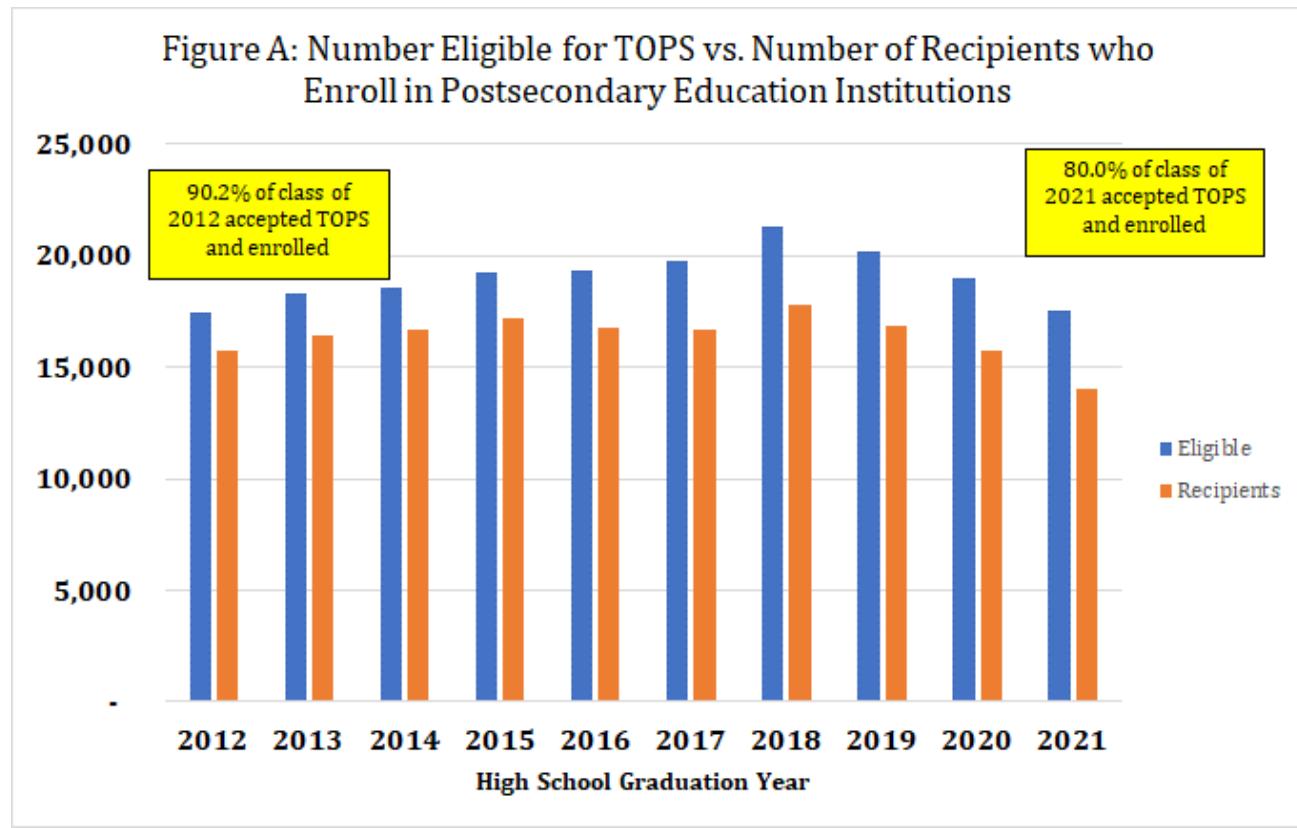
"... It is gratifying to see so many Louisiana college graduates choosing to stay right here to begin their careers and to know that we are outpacing many other states, especially in the South. But we will not settle for 17th. We will keep working until no other state keeps more of their college graduates' home than Louisiana."

To that end, of the 190,764 students deemed eligible for a TOPS Opportunity, Performance, or Honors Award between 2012 and 2021, 164,036 (or 86.0%) accepted the award and enrolled in a postsecondary education institution in Louisiana (see Figure A). If one were to define the best and brightest as students deemed eligible for the TOPS Honors Award, approximately 80.4% accepted TOPS Honors and enrolled in a postsecondary education institution in Louisiana.

While data supports that participation in the TOPS program keeps Louisiana students in the state to attain their postsecondary education, declining numbers of high school graduates and college-going high school graduates over the past several years is of concern. The percentage of students accepting TOPS and enrolling in college (Figure A) is the lowest it's been in ten years. From 2018-2019 to the present, college-going high school graduates have declined while the number of high school graduates forgoing college has increased.

One factor to consider as a possible cause is that ACT reported that the number of Louisiana students taking the ACT more than once declined this year; this decrease in retesting is of concern as it has been found that students who retest do better in the subsequent test administrations. If students took only one administration of the ACT, then there is a possibility that those scores didn't

meet TOPS eligibility criteria which is reflected in the declining college going rate.



TOPS recipients' average ACT scores and TOPS Core GPAs have been consistently higher than the minimum requirements for a TOPS *Opportunity Award*. TOPS recipients' average high school Core GPA has increased from 3.37 in 2012-2013 to 3.71 in 2021-2022 (Table 5). In addition, for this reporting year, TOPS recipients' average ACT composite reached 25 for the first time.

The average ACT score reported by ACT is not the same as reported by LOSFA; TOPS uses the highest test score, whereas ACT reports the most recent. See Appendix F for an analysis of 2021-2022 high school graduates eligible for TOPS by award category, school, and parish.

Table 5.

HS Cohort	Mean ACT and Core GPA of TOPS Recipients*		
	TOPS Recipients' Average Composite ACT Score	Statewide Average ACT Composite Score **	TOPS Recipients' Average Core GPA
2012-2013	24	19.5	3.37
2013-2014	24	19.2	3.35
2014-2015	24	19.4	3.35
2015-2016	24	19.5	3.38
2016-2017	24	19.5	3.40
2017-2018	24	19.2	3.54
2018-2019	24	18.8	3.58
2019-2020	24	18.7	3.64
2020-2021	24	18.4	3.68
2021-2022***	25	18.1	3.71

* Since 2012, the average overall composite ACT score of TOPS recipients is 24, and the overall average GPA is 3.47
** The statewide average includes all graduating high school students. Source: ACT Profile Report
***Of those eligible.

As illustrated below in Table 6, TOPS recipients achieve higher ACT composite scores across all races. Average composite scores for African American students throughout the past ten years have increased to an average of 22.6 for 2020-2021, compared to 24.5 for White and 24.1 for Hispanic students.

Table 6.

HS Cohort	TOPS Recipients, by Race and ACT Composite Score*						
	Asian	American Indian	American	White	Hispanic	Other	Total
2011-2012	24.9	22.9	22.3	24.3	24.0	24.2	23.9
2012-2013	25.0	23.4	22.4	24.4	23.9	24.4	24.0
2013-2014	25.1	23.6	22.3	24.5	24.3	24.4	24.1
2014-2015	25.4	23.3	22.4	24.5	24.0	24.5	24.1
2015-2016	25.8	23.8	22.7	24.7	24.3	24.5	24.3
2016-2017	25.5	24.3	22.6	24.7	24.2	24.7	24.4
2017-2018	25.5	23.8	22.6	24.8	24.4	24.0	24.4
2018-2019	26.1	23.3	22.6	24.8	24.1	24.3	24.4
2019-2020	25.8	25.0	22.8	24.8	24.1	24.5	24.5
2020-2021	25.9	23.7	22.6	24.5	24.1	24.1	24.2

* It should be noted that 2,935 individuals did not report their race. Therefore they were not included in this analysis.

Source: LOSFA internal data files as of August 2022.

As Table 7 indicates, TOPS recipients are predominantly white. In 2020-2021, 73.9% of TOPS recipients were white, while the total Academic Year 2020-21 first-time entering freshman student population was 49.9% white; this reflects all enrolled first-time freshmen (including in-state, out-of-

state, TOPS recipients, and non-TOPS students). While this trend is found in other states with similarly large merit-based scholarship programs, it is disproportionately white, given the population of high school graduates and the general population of Louisiana.

Table 7.

HS Cohort	TOPS Recipients, by Race*							Total
	Asian	American Indian	African American	White	Hispanic	Other		
2011-2012	480	76	2,818	11,667	421	95	15,557	
2012-2013	492	82	2,947	12,175	413	138	16,247	
2013-2014	518	111	2,770	12,144	461	144	16,148	
2014-2015	539	110	3,081	12,492	507	150	16,879	
2015-2016	509	102	3,092	12,087	545	154	16,489	
2016-2017	506	97	2,942	12,182	537	195	16,459	
2017-2018	563	117	3,310	12,756	586	258	17,590	
2018-2019	524	73	2,947	12,202	592	269	16,607	
2019-2020	528	71	2,638	11,412	594	267	15,510	
2020-2021	510	72	2,062	10,388	534	249	13,815	

* It should be noted that 2,930 individuals did not report their race. Therefore they were not included in this analysis.

Source: LOSFA internal data files as of August 2022.

Despite the racial gaps among TOPS recipients, the number of minority students receiving TOPS had generally increased over time; however, this year, all populations saw a decrease in the number of TOPS recipients (Table 8). Overall, the pool of eligible students has been declining, a concerning trend also reflected at the national level.

In 2020-2021, 2,062 African Americans were TOPS recipients, compared to 2,818 in 2011-2012, representing a 27% decrease since 2011-2012. However, when examining the overall proportional decrease in numbers, the decline in African American recipients was 2%, from 17% in 2019-2020 to 15% in 2020-2021 (Table 8). Eligible student numbers declined across all races except for American Indian, which increased by one student.

This overall decrease in the number of TOPS-eligible recipients may be attributed to various external factors currently trending in the national space. A recent article in **EdSurge**,(2022) discusses four pandemic-related obstacles:

"insufficient access to and understanding of digital technology, lack of support services for students, increasing skepticism of the value of a college degree, and lack of investment in institutions serving marginalized students."

For this 2022 reporting year, the disparities in scores across all races should be considered in context with the overall decrease in the number of high school graduates and declining TOPS-eligible students, which is consistent with national trends. One issue related to these declining numbers is

that colleges now face increasing doubts about the value of higher education. Students and parents making difficult decisions to forgo the traditional college route after high school, cite that it is too expensive, does not adequately support students, and is not designed for today's students (Inside Higher Ed, September 2022). Coupled with concerns about availability and affordability, these declining numbers of high school graduates and college enrollment represent a significant shift in the public's perception of the value of higher education.

Table 8.

HS Cohort	TOPS Recipients, by Race							Not Reported	Total
	American Asian	American Indian	African American	White	Hispanic	Other			
2011-2012	3%	0%	18%	74%	3%	1%	1%	100%	
2012-2013	3%	0%	18%	74%	3%	1%	1%	100%	
2013-2014	3%	1%	17%	73%	3%	1%	3%	100%	
2014-2015	3%	1%	18%	73%	3%	1%	2%	100%	
2015-2016	3%	1%	18%	72%	3%	1%	2%	100%	
2016-2017	3%	1%	18%	73%	3%	1%	2%	100%	
2017-2018	3%	1%	19%	72%	3%	1%	1%	100%	
2018-2019	3%	0%	17%	72%	4%	2%	2%	100%	
2019-2020	3%	0%	17%	72%	4%	2%	2%	100%	
2020-2021	4%	1%	15%	74%	4%	2%	2%	100%	

Source: LOSFA internal data files as of August 2022.

Additionally, initial TOPS recipients have been predominantly female. As noted in Tables 10 and 11, in 2020-2021, 56.9% of TOPS recipients were female. Conversely, Male students receiving TOPS do have higher ACT scores, however, the number of male participants is 43%. In comparison, 57.7% of the total Academic Year 2020-21 first-time freshman undergraduate population was female; this percentage reflects all enrolled first-time freshmen (including in-state, out-of-state, TOPS recipients, and non-TOPS students).

Table 9.

HS Cohort	TOPS Recipients, by Gender and ACT Composite Score*		
	Female	Male	Total
2011-2012	23.6	24.4	23.9
2012-2013	23.7	24.5	24.0
2013-2014	23.8	24.6	24.1
2014-2015	23.8	24.6	24.1
2015-2016	24.0	24.8	24.3
2016-2017	24.0	24.9	24.4
2017-2018	24.0	24.9	24.4
2018-2019	24.1	24.9	24.4
2019-2020	24.1	25.0	24.5
2020-2021	23.9	24.6	24.2

* It should be noted that over the ten-year period, 414 individuals did not report their gender and are not included in this analysis.

Source: LOSFA internal data files as of August 2022

Table 10.

TOPS Recipients, by Gender*			
HS Cohort	Female	Male	Total
2011-2012	9,061	6,680	15,741
2012-2013	9,596	6,852	16,448
2013-2014	9,784	6,925	16,709
2014-2015	10,130	7,026	17,156
2015-2016	9,925	6,849	16,774
2016-2017	9,775	6,912	16,687
2017-2018	10,330	7,440	17,770
2018-2019	9,719	7,085	16,804
2019-2020	9,190	6,524	15,714
2020-2021	7,994	6,025	14,019

* It should be noted that over the ten-year period, 414 individuals did not report their gender and are not included in this analysis.

Source: LOSFA internal data files as of August 2022

Tables 10 and 11 (may not add to 100% due to rounding) further illustrate the disparity in TOPS Recipients by Gender via numbers and proportion. There are concerns about these lower numbers of college-going Males receiving TOPS.

Table 11.

TOPS Recipients, by Gender				
HS Cohort	Female	Male	Unknown	Total
2011-2012	57%	42%	0.2%	100%
2012-2013	58%	42%	0.2%	100%
2013-2014	58%	41%	0.1%	100%
2014-2015	59%	41%	0.1%	100%
2015-2016	59%	41%	0.2%	100%
2016-2017	58%	41%	0.3%	100%
2017-2018	58%	42%	0.4%	100%
2018-2019	58%	42%	0.4%	100%
2019-2020	58%	41%	0.3%	100%
2020-2021	57%	43%	0.2%	100%

Source: LOSFA internal data files as of August 2022

Persistence (Retention)

Persistence in postsecondary education is usually measured by the rate at which first-time, full-time, degree-seeking students are retained in (or return for) their second year. As illustrated in Tables 13, 14, and 15, students who begin college with a TOPS award return to postsecondary education in subsequent years at higher rates than non-TOPS students.

Furthermore, students who receive the *Performance* and *Honors* Awards are retained at higher rates

than students who receive the *Opportunity* Award. Because TOPS students are generally better prepared for postsecondary education, it is not surprising that they persist at higher rates than non-TOPS students.

Table 12 examines the overall retention rate (retention at any Louisiana public postsecondary institution, not necessarily the institution where the student started) through the second, third, and fourth years of students with TOPS who began at a four-year institution compared to those who started without TOPS.

Previous reports included Louisiana residents, out-of-state and international students in the non-TOPS category. Since the 2018 TOPS Report, out-of-state and international students have been excluded since they are not eligible for TOPS.

Table 12.

Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Four-Year Institution						
Fall Semester Entering Class	2 nd Yr. Retention		3 rd Yr. Retention		4 th Yr. Retention	
	TOPS	Non-TOPS	TOPS	Non-TOPS	TOPS	Non-TOPS
2011	88%	65%	81%	54%	75%	46%
2012	87%	66%	81%	52%	75%	46%
2013	87%	63%	81%	53%	76%	44%
2014	87%	65%	81%	53%	75%	46%
2015	87%	61%	80%	51%	75%	43%
2016	88%	64%	81%	53%	76%	45%
2017	88%	65%	81%	52%	76%	44%
2018	88%	63%	81%	49%	75%	40%
2019	89%	65%	81%	50%	NA	NA
2020	87%	60%	NA	NA	NA	NA

Source: BoR internal data files as of September 2022, Non-TOPS is limited to Louisiana residents

Table 13 examines the overall retention rate of TOPS students who began at a four-year institution through the second, third, and fourth years by award level.

Table 13.

Statewide Retention Rates of TOPS Students Who Began at a Four-Year Institution by TOPS Award Level									
Fall Semester Entering Class	2 nd Yr. Retention			3 rd Yr. Retention			4 th Yr. Retention		
	Opportunity	Performance	Honors	Opportunity	Performance	Honors	Opportunity	Performance	Honors
2011	83%	91%	94%	74%	86%	89%	68%	81%	84%
2012	82%	91%	94%	73%	85%	90%	67%	80%	86%
2013	81%	91%	95%	74%	85%	90%	68%	80%	86%
2014	81%	91%	94%	72%	85%	90%	66%	80%	86%
2015	81%	90%	94%	73%	84%	90%	66%	79%	86%
2016	82%	90%	93%	74%	85%	89%	68%	79%	84%
2017	82%	91%	94%	74%	84%	89%	68%	79%	84%
2018	82%	90%	93%	74%	84%	89%	67%	78%	82%
2019	83%	90%	95%	72%	84%	89%	0%	NA	NA
2020	81%	89%	93%	NA	NA	NA	NA	NA	NA

Source: BoR internal data files as of September 2022

Table 14 examines the overall retention rate in the second year of students who began with TOPS at a two-year institution compared to those who started without TOPS (Non-TOPS students)

include out-of-state students for comparative purposes).

Table 14.

Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Two-Year Institution		
Fall Semester Entering Class	2nd Year Retention	
	TOPS	Non-TOPs
2011	73%	53%
2012	76%	51%
2013	74%	51%
2014	75%	52%
2015	76%	51%
2016	76%	48%
2017	76%	49%
2018	77%	51%
2019	75%	46%
2020	73%	51%

As previously noted, students who receive a TOPS award must meet minimum academic criteria to retain their award. (See Table 2.) The award is cancelled when students fail to maintain full-time and continuous enrollment, earn 24 hours of credit per academic year, or maintain the minimum GPA. Students may request and be granted exceptions for failure to meet these criteria for circumstances beyond their control, including illness, death in the family, military service, natural disasters, etc. TOPS Awards are initially suspended for GPA and are permanently cancelled after two years have passed and the student has not attained the required GPA. As shown in Table 15, the number of awards cancelled has declined over time.

Furthermore, between the 2011-2012 cohort and the 2021-2022 cohort, 165,297 students received TOPS awards. Of these TOPS award recipients, 30,933 (18.7%) had their TOPS award cancelled during their postsecondary academic career. From 2011-2012 to 2021-2022, the cumulative total of cancelled awards was 30,933. Of these 30,933 cancelled awards, 26,541 were cancelled due to students' failure to earn 24 hours of college credit during an academic year; 2,787 awards due to the GPA requirement; 1,605 due to non-continuous enrollment; and 6,097 were due to student resignations. The vast majority of awards are cancelled due to the 24-hour requirement.

Table 15.

Entering Cohort	Percentage of TOPS Award Cancelled** by Cohort										
	Total # of Awards	Total # of Awards	Cancelled: 24 Hr.		Cancelled: GPA Requirement		Cancelled: Non-Continuous		Cancelled: Student		
2011-2012	15,124	4,228	28%	3,029	20%	517	3%	682	5%	589	4%
2012-2013	15,815	4,101	26%	3,467	22%	537	3%	97	1%	599	4%
2013-2014	16,454	4,273	26%	3,648	22%	514	3%	111	1%	656	4%
2014-2015	16,703	4,143	25%	3,685	22%	360	2%	98	1%	663	4%
2015-2016	17,292	4,177	24%	3,738	22%	332	2%	107	1%	666	4%
2016-2017	16,704	3,769	23%	3,374	20%	273	2%	122	1%	623	4%
2017-2018	16,694	2,610	16%	2,316	14%	169	1%	125	1%	683	4%
2018-2019	17,766	2,262	13%	2,041	11%	85	0.5%	136	1%	644	4%
2019-2020	16,948	767	5%	685	4%	NA	NA	82	0.5%	646	4%
2020-2021	15,797	603	4%	558	4%	NA	NA	45	0.3%	328	2%
2021-2022	*	*	*	*	*	*	*	*	*	*	*
Grand Total	165,297	30,933		26,541		2,787		1,605		6,097	

Source: LOSFA internal data files as of August 2022, TOPS Tech award recipients not included.

* Due to change in methodology by LOSFA in 2018 regarding a timeframe change from 90 days to 9 months for data collection. For awards cancelled for 2021-2022, these data are not available at this time and will be reported in the next year.

**Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.

The average ACT score of all the TOPS recipients who had their awards cancelled between 2009-2010 and 2020-2021 (due to failure to earn the required 24 hours of credit per academic year, achieve the required minimum GPA, or maintain full-time and continuous enrollment) was 23. This group's average high school GPA was 3.17 (Table 16).

Table 16.

Average ACT Score and High School GPA of TOPS Recipients Who had Their Award Cancelled*, 2009-2010 to 2020-2021

Reason Cancelled	Average ACT Composite		Average High School GPA
	24 Hour	GPA	
24 Hour	23.1		3.14
GPA		22.8	3.10
Non-Continuous Enrollment	23.2		3.17

*Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.

Graduation

A graduation rate is typically measured by calculating the rate at which first-time, full-time degree-seeking students earn their academic degrees within 150% of the time anticipated (i.e., within six years for baccalaureate degrees and within three years for associate's degrees). However, because TOPS recipients are only eligible for the award for up to four years (or eight semesters), examining graduation rates at both 100% and 150% of time is essential.

As noted in Figures B and C, students who begin a baccalaureate degree program with TOPS graduate within 100% and 150% of time at much higher rates than students without a TOPS

award. The 2015 class is used to compare cohorts as both 100%, and 150% data are available. Findings indicate that 36% of the 2015 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students. Furthermore, 63% of the 2015 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 150% of time, compared with 24% of non-TOPS students.

Figure B: Statewide Baccalaureate 4-Year Graduation Rate (100%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2011-2017

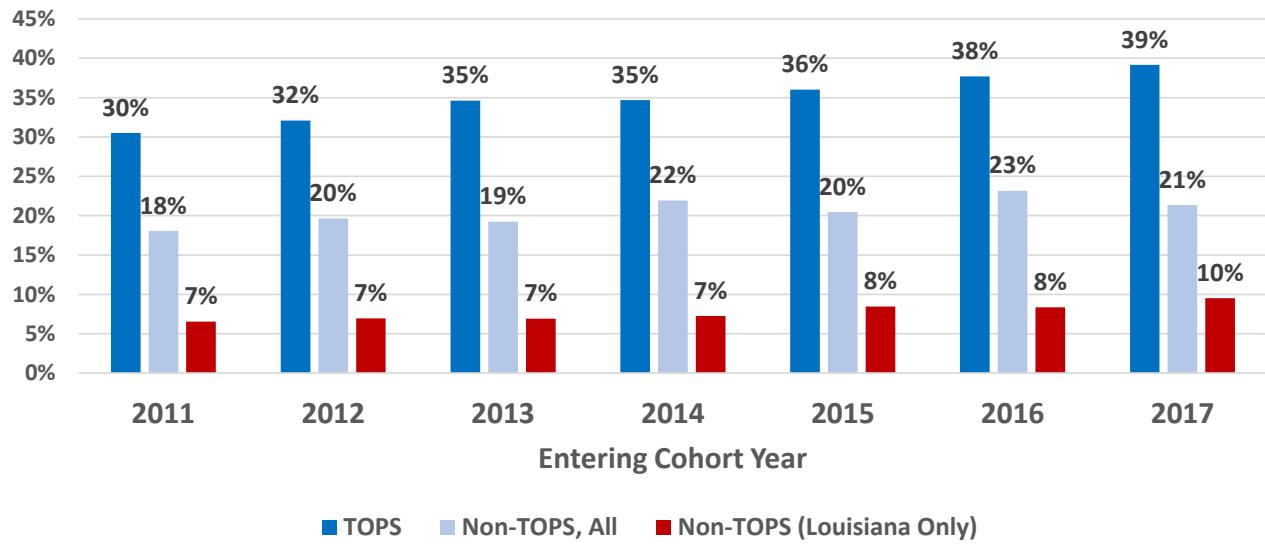
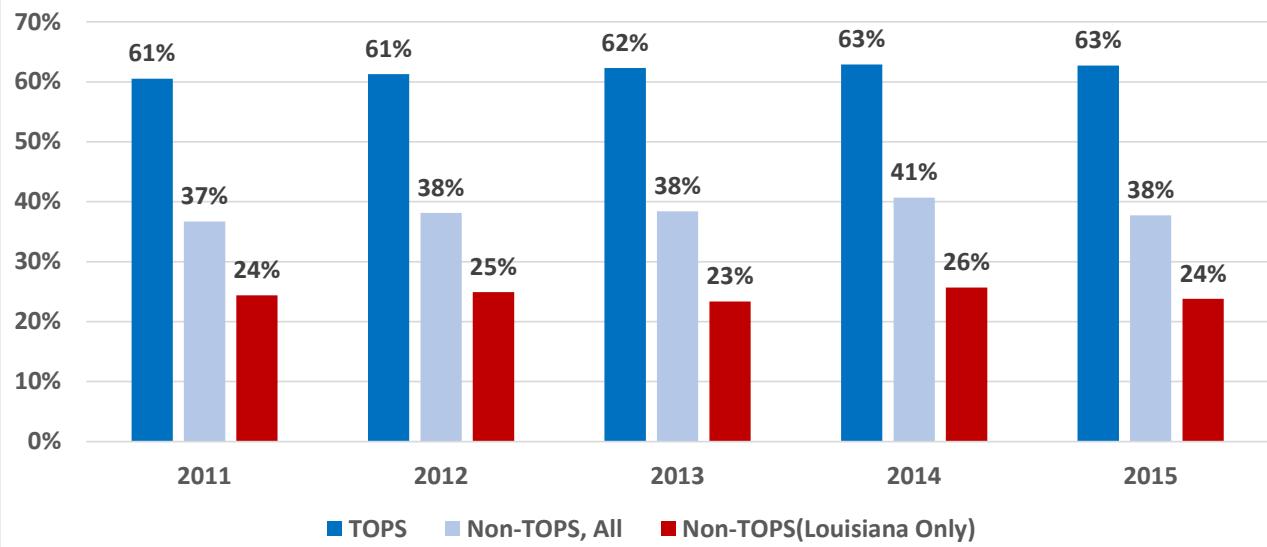


Figure C: Statewide Baccalaureate 6-Year Graduation Rate (150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2011-2015



Graduation rates also differ across the type of award received. TOPS *Honors* Award recipients graduate at much higher rates than TOPS *Performance* and *Opportunity* Award recipients. As noted in Figures D and E, 57% of TOPS Honors Award recipients in the 2015 entering cohort completed a baccalaureate degree within 100% of time and 80% within 150% of time, compared with 40% and 23% within 100% of time and 69% and 49% within 150% of time for TOPS Performance and Opportunity Award recipients, respectively. As mentioned previously, the 2015 class will be used to compare cohorts as both 100%, and 150% data are available.

Figure D: Statewide Baccalaureate 4-Year Graduation Rate (100%) By Opportunity, Performance, Honors

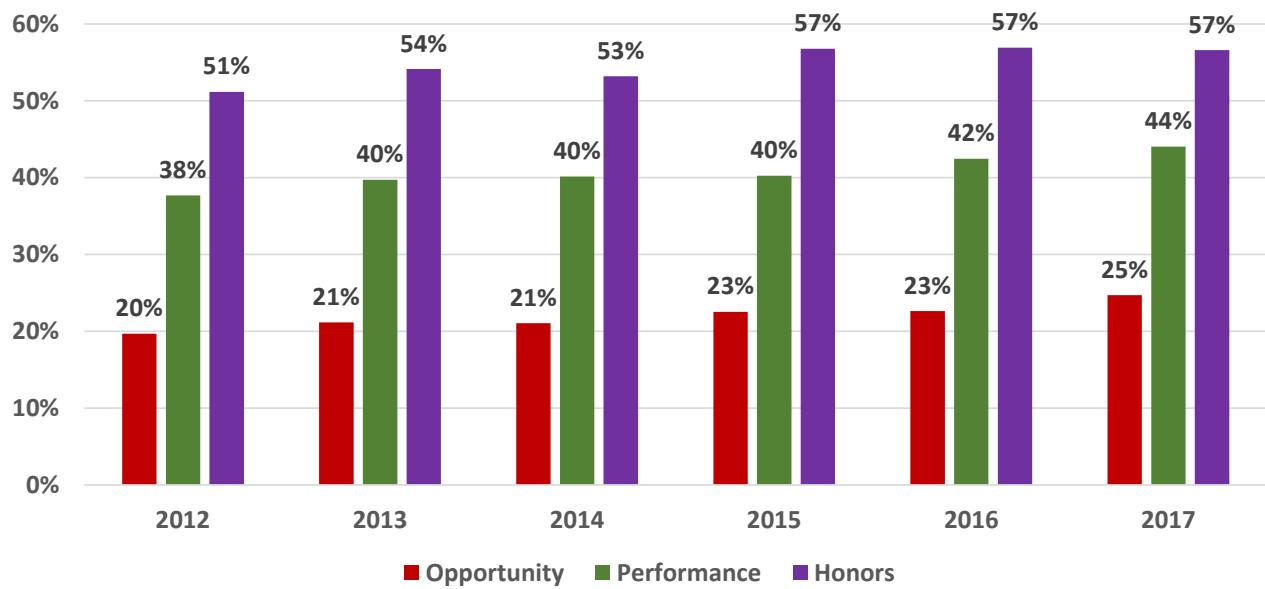
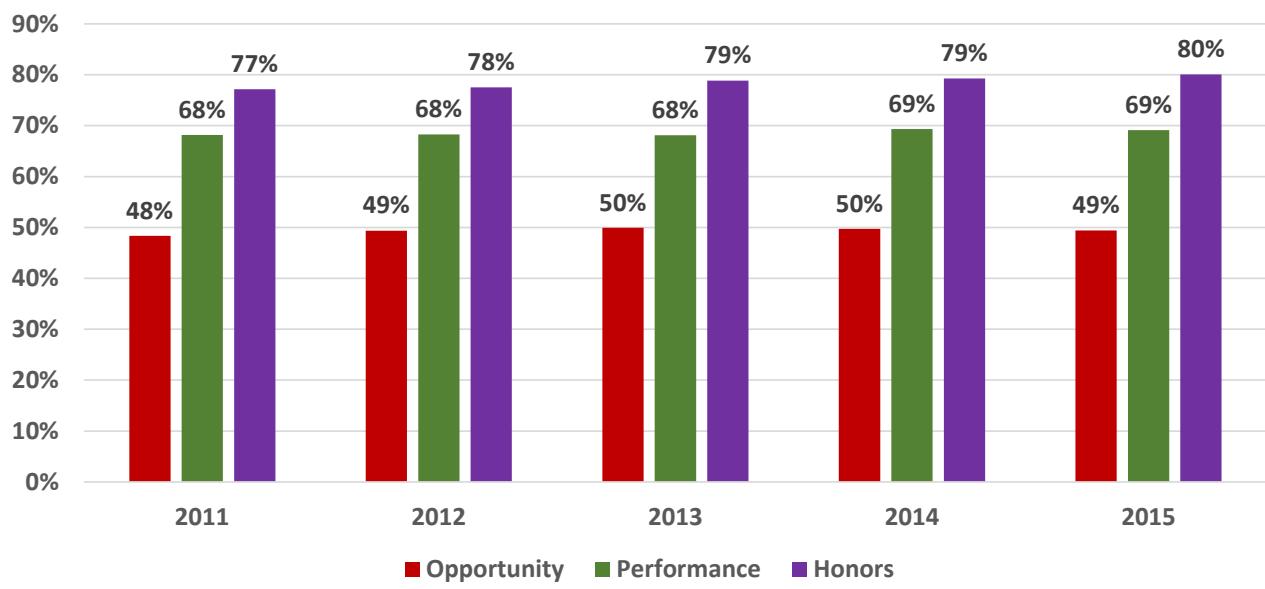


Figure E: Statewide Baccalaureate 6-Year Graduation Rate (150%) By Opportunity, Performance, Honors



Like TOPS baccalaureate degree seekers, TOPS recipients who begin an associate's degree program graduate at much higher rates than students without a TOPS award; as previously mentioned, the 2018 class is used to illustrate both 100% and 150% graduation rates as data are available. As shown in Figures F and G, 13% of the 2018 first-time, full-time entering cohort of TOPS recipients completed an associate's degree within 100% of time, compared with 2% of non-TOPS students. Within 150% of time, 25% of the 2018 first-time, full-time entering cohort of

TOPS recipients completed an associate's degree, compared with 6% of non-TOPS students. Performance measures for out-of-state and international students were negligible and did not affect the data.

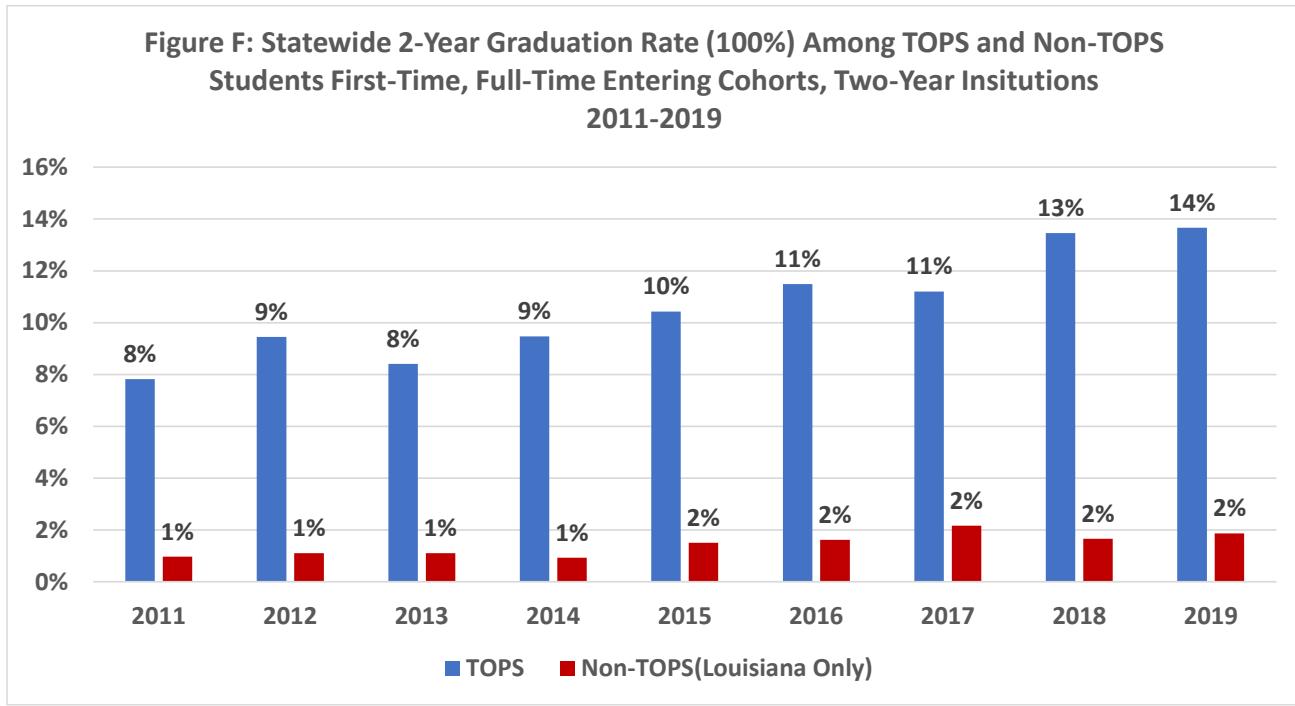
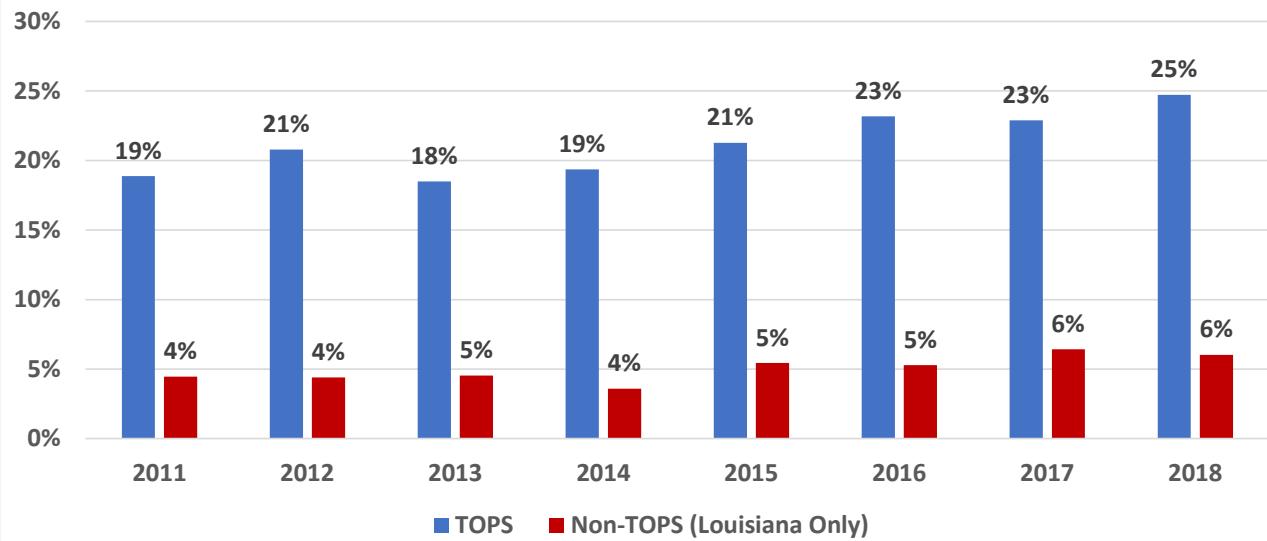


Figure G: Statewide 3-Year Associate's Graduation Rate(150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Two-Year Institutions 2011-2018



National Student Clearinghouse (NSC) [2016] defines time-to-degree as "the time between initial enrollment in a postsecondary institution and graduation with a college degree."

Table 17 examines this metric for TOPS recipients compared with non-TOPS students for the 2021-2022 Academic Year. Consistent with trends discussed in this report, TOPS students took less time to complete the degree than their non-TOPS counterparts. Within the three tiers of TOPS (*Opportunity, Performance, and Honors*), the higher the scholarship level, the fewer semesters taken to graduate.

Table 17.

2021-2022 Average Time-to-Degree of TOPS & Non-TOPS Recipients*	
Average Time-To-Degree (Calendar Years)	
Associate Degree Recipients	
TOPS	3.6
Non-TOPS	5.7
Total	4.7
Baccalaureate Degree Recipients	
TOPS Opportunity	4.9
TOPS Performance	4.2
TOPS Honors	4.0
TOPS Total	4.4
Non-TOPS	5.1
Baccalaureate Total	4.6

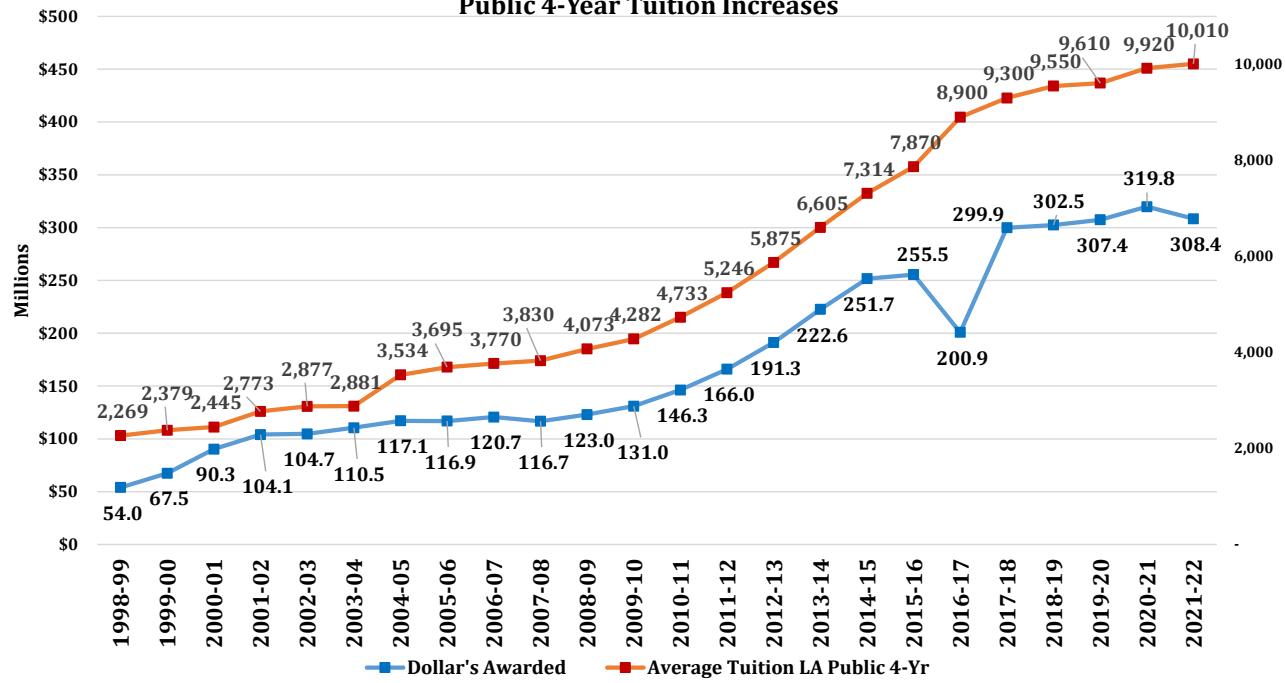
* does not include out-of-state or international students

Funding TOPS

Figure H shows that the state spent approximately \$4.23 billion funding the TOPS program from 1998-1999 to 2021-2022. The 2016-2017 AY was the first time that TOPS was not fully funded, caused by budget shortfalls. The 2017-2018 AY saw the state restore TOPS funding to previous levels. On a legislative note, Act 18 of the 2016 Legislative Session decoupled TOPS from tuition, and Act 44 of the 2017 Legislative Session clarified Act 18 to specify the year of the award amount to be used going forward. During that time, total expenditures on the TOPS program substantially increased. The growth is attributable mainly to two factors: (1) the increase in tuition amounts at the state's public institutions of higher education (Figure H); and (2) increases in the number of students receiving the award (Figure I). Figure I indicate that in 1998-1999, the number of TOPS recipients was 23,561. By 2021-2022, the number of TOPS recipients more than doubled to 54,159. However, this reporting year represents a decline in TOPS recipients from the previous year, and the first year, an increase in TOPS funding was not requested.

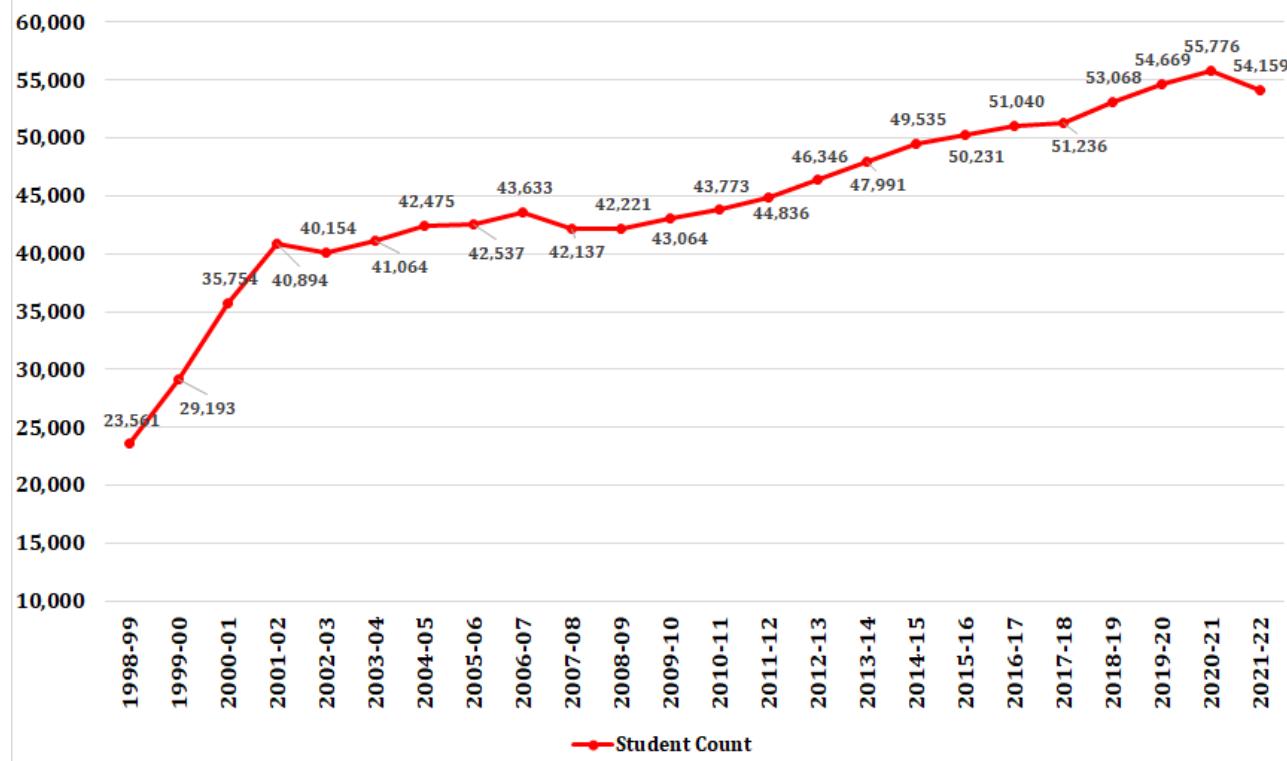
From 1998-1999 to 2020-2021, the average tuition at Louisiana's public four-year institutions more than quadrupled (Figure H). Figure H illustrates that in 1998-1999, the average tuition was \$2,269. By 2021-2022, the average enrollment-weighted tuition had increased fourfold to \$10,010 (sourced from College Board, 2021).

Figure H: TOPS Program Funding, 1998-1999 to 2021-2022* Growth in TOPS Expenditures and Recipients Compared with Average Enrollment Weighted Public 4-Year Tuition Increases



Source: Average Enrollment Weighted Public Tuition – College Board Report – Trends in College Pricing and Student Aid 2021.

Figure I: TOPS Student Counts, 1998-1999 to 2021-2022



Conclusion

The TOPS eligibility criteria require students to take a more rigorous high school curriculum, which better prepares them for success in postsecondary education. Students who complete the TOPS Core also earn higher ACT composite scores than students who do not complete the TOPS Core.

Data indicate that the TOPS program has succeeded in keeping more of Louisiana's high school graduates in the state to pursue postsecondary education. In a recently published positive trend for the state, a Washington Post (September 2022) analysis reported that "Louisiana ranks 17th in keeping graduates in the state". One can extrapolate that TOPS is not only keeping high school graduates in the state but also keeping them post-college graduation to enter the Louisiana workforce. From 2011-2012 of the 190,764 students deemed eligible for a *TOPS Opportunity, Performance, or Honors Award*, 164,036 (or 86.0%) have accepted a *TOPS Opportunity, Performance, or Honors Award* and enrolled in a postsecondary education institution in Louisiana.

TOPS recipients consistently attain ACT scores and high school core GPAs above the minimum required for TOPS eligibility. Among TOPS recipients from 2012-2013 to 2021- 2022, the average ACT score was 24 (four points above the minimum needed for eligibility for a *TOPS Opportunity Award*), and the average high school GPA (Core GPA) was 3.47 (significantly higher than the 2.5 minimum required for a *TOPS Opportunity Award*). Data also indicate that the majority of initial TOPS recipients are disproportionately white and disproportionately female.

Despite the racial gaps among TOPS recipients, the number of minority students receiving TOPS had generally increased over time; however, this year, all races saw a decrease in the number of TOPS recipients.

Overall, the pool of eligible students has been declining for the last five years, a concerning trend. The proportion of eligible students who opt to receive the award has also been steadily decreasing.

In terms of persistence, students who begin college with a TOPS award return to postsecondary education in subsequent years at a higher rate than non-TOPS students. Overall, approximately 18.7% of TOPS recipients had their awards cancelled between 2011-2012 and 2020-2021, with most cancellations due to students' failure to earn 24 hours of college credit during an academic year.

Data indicate that students who began a baccalaureate or an associate's degree program with a TOPS award graduated within 100% and 150% of the time at much higher rates than students without a TOPS award. Thirty-six percent (36%) of the 2015 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students.

Data indicate that TOPS awards may correlate with time-to-degree, as TOPS recipients graduated in fewer semesters than non-TOPS students. Students who begin with a TOPS Award complete at a higher rate, regardless of whether they retain the award for the entirety of their eligibility.

From 1998 -1999 through the 2021-2022 fiscal years, the state spent approximately \$4.23 billion on the TOPS program. The state's growing investment in TOPS to date is attributable to (1) previous increases in the number of students receiving the award and (2) the increase in tuition at Louisiana's public institutions of higher education. This year was the first time a funding request for TOPS was not presented to the Legislature.

Appendix A:
Act 1202 from 2001 Regular Legislative
Session

<https://www.legis.la.gov/legis/ViewDocument.aspx?d=817880>

Appendix B:

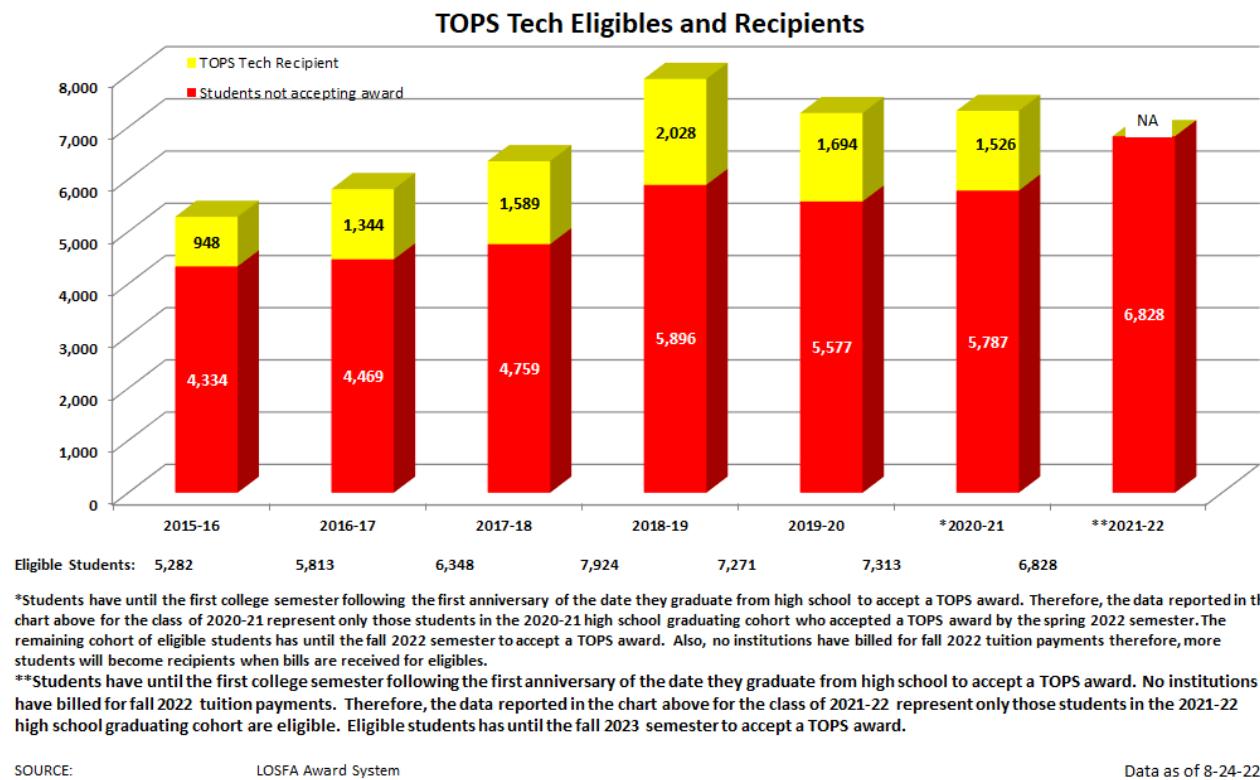
Act 587 from 2014 Regular Legislative Session

<http://legis.la.gov/Legis/ViewDocument.aspx?d=911152>

Appendix C:
Act 227 from 2015 Regular Legislative Session

<https://legis.la.gov/legis/ViewDocument.aspx?d=954697>

Appendix D: TOPS Tech Analysis



Appendix E:
TOPS Core Curriculum



TOPS Core Curriculum

For the Opportunity, Performance and Honors Awards
For High School graduates of 2018 and thereafter

Units	Courses ^{1*}
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, A.P. English Language Arts and Composition, or I.B. English III (Language A or Literature and Performance)
1 Unit from the following:	English IV, A.P. English Literature and Composition, or I.B. English IV (Language A or Literature and Performance)
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or I.B. Math Methods I (Mathematical Studies SL); Calculus, A.P. Calculus AB, or I.B. Math Methods II (Mathematics SL); A.P. Calculus BC; Probability and Statistics or A.P. Statistics; I.B. Further Mathematics H.L.; I.B. Mathematics H.L.; A.P. Computer Science A
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II or A.P. Chemistry or I.B. Chemistry II; A.P. Environmental Science or I.B. Environmental Systems; Physics I, A.P. Physics I, A.P. Physics B, or I.B. Physics I; A.P. Physics C: Electricity and Magnetism, A.P. Physics C: Mechanics, or I.B. Physics II, or A.P. Physics II; Biology II or A.P. Biology or I.B. Biology II or Human Anatomy and Physiology
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, A.P. U.S. History, or I.B. U.S. History
1 Unit from the following:	Civics, Government, A.P. U.S. Government and Politics: Comparative, or A.P. U.S. Government and Politics: United States
2 Units from the following:	Western Civilization, European History, or A.P. European History; World Geography, A.P. Human Geography, or I.B. Geography; World History, A.P. World History, or I.B. World History; History of Religion; I.B. Economics, Economics, A.P. Macroeconomics, A.P. Microeconomics; A.P. Psychology, or African American History
FOREIGN LANGUAGE = 2 Units	
	Foreign Language, both units in the same language, which may also include the following A.P. and I.B. courses: A.P. Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, A.P. Italian Language and Culture, A.P. Japanese Language and Culture, A.P. Latin, A.P. Spanish Language and Culture, IB French IV, IB French V, I.B. Spanish IV, I.B. Spanish V, Mandarin Chinese I-IV, Hindi I – IV, Portuguese I-IV, Vietnamese I-IV
ART = 1 Unit	

1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; A.P. Studio Art: 2-D Design; A.P. Studio Art: 3-D Design; A.P. Studio Art: Drawing; A.P. Music Theory; I.B. Film Study I; I.B. Film Study II; I.B. Music I; I.B. Music II; IB Art Design III; IB Art Design IV; I.B. Theatre I, Drafting, Media Arts I - IV; Photography I, Photography II, or Digital Photography
TOTAL = 19 Units	

Please see reverse side for Core (substitute) equivalents to the TOPS Core Curriculum

*Computer science as an option for Foreign Language will be considered at the December 2022 Joint BESE/BoR meeting.

Core Curriculum Course(s)	Recently Approved Equivalent (Substitute) Course(s)
Art	Digital Image & Motion Graphics, Digital Storytelling, Engineering Design & Development, Sound Design
Environmental Science	Environmental Awareness
World Geography	Physical Geography
Probability & Statistics	Statistical Reasoning
Physical Science	Principles of Engineering
Calculus	Differential Calculus I Integral Calculus I

1 GIFTED COURSES: Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum.

Beginning with students entering the 9th grade in 2014-2015 and graduating in the 2017-2018 school year and thereafter, the calculation of the TOPS Core Curriculum grade point average (GPA) will use a five- (5.00) point scale for grades earned in certain designated Advanced Placement (A.P.) courses; International Baccalaureate (I.B.) courses; Gifted courses; Dual Enrollment courses, Honors courses and Articulated courses offered for college credit by the Louisiana School for the Math, Science and the Arts used to complete the TOPS Core Curriculum. The courses currently designated to be calculated on the 5.00 point scale can be viewed at <https://www.osfa.la.gov/5scale>. For the designated courses, five quality points will be assigned to a letter grade of "A", four quality points will be assigned to a letter grade of "B", three quality points will be assigned to a letter grade of "C", two quality points will be assigned to a letter grade of "D", and zero quality points will be assigned to a letter grade of "F". Note that students earning credit in courses graded on the five (5.00) point scale may earn a grade point average on the TOPS Core Curriculum that exceeds 4.00.



This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute.

Louisiana Office of Student Financial Assistance (LOSFA) A program of the Board of Regents
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Updated: 07/21/2021

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

Appendix F: 2022 High School Grads TOPS Eligible by School and Parish

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech	Total	Honors	Performance	Opportunity	Tech
190000	ABBEVILLE HIGH SCHOOL	VERMILION	P	60	28	2	4	9	13	-	-	-	-	-
192142	ABRAMSON SCI ACADEMY	ORLEANS	P	41	21	-	4	8	9	-	-	-	-	-
991619	ACADEMIC RECOVERY OMBUDSMAN	CADDY	P	1	-	-	-	-	-	-	-	-	-	-
191731	ACADEMY OF OUR LADY	JEFFERSON	N	92	73	9	11	31	22	-	-	-	-	-
191070	ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	10	9	1	6	1	1	-	-	-	-	-
191985	ACADEMY OF THE SACRED HEART	ORLEANS	N	30	30	15	12	3	-	-	-	-	-	-
191947	ACADIANA CHRISTIAN SCHOOL	IBERIA	N	13	11	1	2	5	3	-	-	-	-	-
191414	ACADIANA HIGH SCHOOL	LAFAYETTE	P	243	152	6	24	51	71	-	-	-	-	-
977012	ACADIANA RENAISSANCE CHARTER ACADEMY	LAFAYETTE	P	-	-	-	-	-	-	-	-	-	-	-
190318	AIRLINE HIGH SCHOOL	BOSSIER	P	240	174	33	45	63	33	-	-	-	-	-
190035	ALBANY HIGH SCHOOL	LIVINGSTON	P	94	56	4	7	17	28	-	-	-	-	-
190038	ALEXANDRIA SENIOR HIGH SCHOOL	RAPIDES	P	272	146	29	33	47	37	-	-	-	-	-
191449	ALFRED M BARBE HIGH SCHOOL	CALCASIEU	P	261	224	33	57	79	55	-	-	-	-	-
ALTELG	ALTERNATE ELIGIBLE (2)			23	22	4	9	7	2	-	-	-	-	-
991579	AMIKIDS ACADIANA	ACADIA	P	-	-	-	-	-	-	-	-	-	-	-
190075	AMITE HIGH SCHOOL	TANGIPAHOA	P	68	26	-	2	6	18	-	-	-	-	-
190090	ANACOCO HIGH SCHOOL	VERNON	P	31	22	5	4	7	6	-	-	-	-	-
190261	ANGLES ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190105	ARCADIA HIGH SCHOOL	BIENVILLE	P	3	1	-	1	-	-	-	-	-	-	-
191777	ARCHBISHOP CHAPELLE HIGH SCH	JEFFERSON	N	91	81	16	23	28	14	-	-	-	-	-
191763	ARCHBISHOP HANNAN HIGH SCHOOL	SAINT TAMMANY	N	122	115	43	32	33	7	-	-	-	-	-
191778	ARCHBISHOP RUMMEL HIGH SCHOOL	JEFFERSON	N	86	76	16	20	24	16	-	-	-	-	-
191722	ARCHBISHOP SHAW HIGH SCHOOL	JEFFERSON	N	69	51	10	15	17	9	-	-	-	-	-
190188	ARLINGTON PREPARATORY ACADEMY	EAST BATON ROUGE	P	4	-	-	-	-	-	-	-	-	-	-
191049	ASCENSION CHRISTIAN HIGH	ASCENSION	N	23	20	4	5	8	3	-	-	-	-	-
190700	ASCENSION DIOCESAN REGIONAL	ASCENSION	N	24	21	3	8	8	2	-	-	-	-	-
191488	ASCENSION EPISCOPAL SCH	LAFAYETTE	N	50	50	11	18	15	6	-	-	-	-	-
191905	ASSUMPTION HIGH SCHOOL	ASSUMPTION	P	167	81	4	12	27	38	-	-	-	-	-
190135	ATLANTA HIGH SCHOOL	WINN	P	9	7	-	1	1	5	-	-	-	-	-
191855	AVOYELLES HIGH SCHOOL	AVOYELLES	P	77	40	2	-	5	33	-	-	-	-	-
191681	AVOYELLES PUB. CHARTER SCHOOL	AVOYELLES	P	53	53	8	16	21	8	-	-	-	-	-
190145	BAKER HIGH SCHOOL	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
190155	BASILE HIGH SCHOOL	EVANGELINE	P	39	26	-	5	11	10	-	-	-	-	-
190165	BASTROP HIGH SCHOOL	MOREHOUSE	P	69	26	1	3	10	12	-	-	-	-	-
190197	BATON ROUGE INTERNATIONAL SCHOOL	EAST BATON ROUGE	N	2	1	-	-	-	1	-	-	-	-	-
190179	BATON ROUGE MAGNET HIGH SCHOOL	EAST BATON ROUGE	P	347	322	117	93	96	16	-	-	-	-	-
190115	BEAU CHENE HIGH SCHOOL	SAINT LANDRY	P	115	56	2	12	19	23	-	-	-	-	-
190172	BEEKMAN CHARTER SCHOOL	MOREHOUSE	P	62	40	3	3	11	23	-	-	-	-	-
190182	BELAIRE HIGH SCHOOL	EAST BATON ROUGE	P	79	11	-	1	2	8	-	-	-	-	-
190255	BELL CITY HIGH SCHOOL	CALCASIEU	P	32	27	1	7	3	16	-	-	-	-	-
190257	BELLE CHASSE HIGH SCHOOL	PLAQUEMINES	P	185	114	13	27	45	29	-	-	-	-	-
192006	BENJAMIN FRANKLIN HIGH SCHOOL	ORLEANS	P	222	210	98	69	42	1	-	-	-	-	-
190287	BENS FORD CHRISTIAN SCHOOL	WASHINGTON	N	11	10	-	5	2	3	-	-	-	-	-
190270	BENTON HIGH SCHOOL	BOSSIER	P	261	181	34	48	57	42	-	-	-	-	-
191071	BERCHMAN'S ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	13	12	4	4	4	-	-	-	-	-	-
190282	BERWICH HIGH SCHOOL	SAINT MARY	P	82	68	12	13	27	16	-	-	-	-	-
191312	BETHEL CHRISTIAN SCHOOL	JEFFERSON DAVIS	N	-	-	-	-	-	-	-	-	-	-	-
192587	BETHEL CHRISTIAN SCHOOL	LINCOLN	N	-	-	-	-	-	-	-	-	-	-	-
190285	BIENVILLE HIGH SCHOOL	BIENVILLE	P	-	-	-	-	-	-	-	-	-	-	-
191350	BLOCK HIGH SCHOOL	CATAHOULA	P	30	19	-	1	2	16	-	-	-	-	-
190290	BOGALUSA HIGH SCHOOL	WASHINGTON	P	76	19	-	1	3	15	-	-	-	-	-
190040	BOLTON HIGH SCHOOL	RAPIDES	P	59	31	8	5	7	11	-	-	-	-	-
191776	BONNABEL MAGNET ACADEMY HIGH SCHOOL	JEFFERSON	P	110	47	2	3	12	30	-	-	-	-	-
190022	BOOKER T WASHINGTON HIGH SCHOOL (KIPP)	ORLEANS	P	54	24	-	4	7	13	-	-	-	-	-
192675	BOOKER T WASHINGTON NEW TECHNOLOGY HS	CADDY	P	128	21	-	1	3	17	-	-	-	-	-
190325	BOSSIER HIGH SCHOOL	BOSSIER	P	89	34	1	2	8	23	-	-	-	-	-
190345	BREAUXX BRIDGE SENIOR HIGH SCH	SAINT MARTIN	P	137	70	4	5	19	42	-	-	-	-	-
191503	BRIARFIELD ACADEMY	EAST CARROLL	N	12	11	4	-	5	2	-	-	-	-	-
190193	BRIGHTER HORIZON SCHOOL OF BATON ROUGE	EAST BATON ROUGE	N	1	1	1	-	-	-	-	-	-	-	-
190201	BRIGHTON SCHOOL	EAST BATON ROUGE	N	6	3	-	-	2	1	-	-	-	-	-
190183	BROADMOOR HIGH SCHOOL	EAST BATON ROUGE	P	104	26	-	2	3	21	-	-	-	-	-
192015	BROTHER MARTIN HIGH SCHOOL	ORLEANS	N	183	178	46	57	53	22	-	-	-	-	-
190365	BRUSLY HIGH SCHOOL	WEST BATON ROUGE	P	135	80	7	19	33	21	-	-	-	-	-
190370	BUCKEYE HIGH SCHOOL	RAPIDES	P	102	67	11	13	20	23	-	-	-	-	-
190375	BUNKIE NEW TECH HIGH SCHOOL	AVOYELLES	P	76	43	-	6	8	29	-	-	-	-	-
192680	C E BYRD HIGH SCHOOL	CADDY	P	286	221	49	50	87	35	-	-	-	-	-
190104	C.F. ROWLEY ALTERNATIVE SCHOOL	SAINT BERNARD	P	3	-	-	-	-	-	-	-	-	-	-
192103	CABRINI HIGH SCHOOL	ORLEANS	N	52	41	7	9	19	6	-	-	-	-	-
192679	CADDY PARISH MAGNET HIGH SCH	CADDY	P	208	180	76	42	55	7	-	-	-	-	-
190048	CADDY VIRTUAL ACADEMY	CADDY	P	15	11	-	1	1	9	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

												Data as of		8/15/2022	
190518	CALDWELL PARISH HIGH SCHOOL	CALDWELL	P	77	42	3	5	4	30	-	-	-	-	-	-
192704	CALVARY BAPTIST ACADEMY	CADDY	N	43	38	6	6	15	11	-	-	-	-	-	-
190400	CALVIN HIGH SCHOOL	WINN	P	17	15	1	1	4	9	-	-	-	-	-	-
190190	CAPITOL HIGH SCHOOL	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	TECN	Total	Honors	Performance	Opportunity	TECN
192678	CAPTAIN SHREVE HIGH SCHOOL	CADDY	P	247	174	16	30	79	49	-	-	-	-	-
190420	CARENCRO HIGH SCHOOL	LAFAYETTE	P	139	73	1	7	16	49	-	-	-	-	-
191815	CARROLL HIGH SCHOOL	OUACHITA	P	90	26	-	3	6	17	-	-	-	-	-
190430	CASTOR HIGH SCHOOL	BIENVILLE	P	28	10	-	5	1	4	-	-	-	-	-
192230	CATHOLIC HIGH OF POINTE COUPEE	POINTE COUPEE	N	34	29	6	4	14	5	-	-	-	-	-
190195	CATHOLIC HIGH SCHOOL	EAST BATON ROUGE	N	229	214	82	66	57	9	-	-	-	-	-
191948	CATHOLIC HIGH SCHOOL	IBERIA	N	74	61	11	14	24	12	-	-	-	-	-
190435	CECILIA HIGH SCHOOL	SAINT MARTIN	P	84	54	4	10	16	24	-	-	-	-	-
192588	CEDAR CREEK SCHOOL	LINCOLN	N	25	23	9	6	7	1	-	-	-	-	-
190440	CENTERVILLE HIGH SCHOOL	SAINT MARY	P	32	23	3	2	4	14	-	-	-	-	-
191870	CENTRAL CATHOLIC HIGH SCHOOL	SAINT MARY	N	21	16	2	4	6	4	-	-	-	-	-
190205	CENTRAL HIGH SCHOOL	EAST BATON ROUGE	P	244	145	29	24	64	28	-	-	-	-	-
191352	CENTRAL HIGH SCHOOL	CATAHOULA	P	2	2	-	-	-	2	-	-	-	-	-
191600	CENTRAL LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	211	172	26	46	56	44	-	-	-	-	-
190146	CENTRAL PRIVATE SCHOOL (CENTRAL COMM.)	EAST BATON ROUGE	N	18	16	5	5	5	1	-	-	-	-	-
191059	CENTRAL SCHOOL CORPORATION	DESOTO	N	2	2	-	1	1	-	-	-	-	-	-
190445	CHALMETTE HIGH SCHOOL	SAINT BERNARD	P	388	186	16	33	66	71	-	-	-	-	-
190475	CHOURDANT HIGH SCHOOL	LINCOLN	P	38	25	1	5	5	14	-	-	-	-	-
190577	CHRIST EPISCOPAL SCHOOL	SAINT TAMMANY	N	26	26	10	6	7	3	-	-	-	-	-
991601	CHRISTIAN ACRES ALTERNATIVE SCHOOL	MADISON	P	-	-	-	-	-	-	-	-	-	-	-
190480	CHURCH POINT HIGH SCHOOL	ACADIA	P	79	45	4	6	13	22	-	-	-	-	-
191172	CLAIBORNE ACADEMY	CLAIBORNE	N	15	11	3	2	3	3	-	-	-	-	-
192984	CLAIBORNE CHRISTIAN SCHOOL	OUACHITA	N	15	13	2	4	6	1	-	-	-	-	-
192044	COHEN COLLEGE PREP	ORLEANS	P	15	2	-	-	1	1	-	-	-	-	-
190074	COLLEGIATE BATON ROUGE	EAST BATON ROUGE	P	22	1	-	-	1	-	-	-	-	-	-
972916	CONCORDIA EDUCATION CENTER	CONCORDIA	P	6	1	-	-	-	1	-	-	-	-	-
191730	CONQUERING WORD CHRISTIAN ACDMY	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
991691	CONQUERING WORD CHRISTIAN ACDMY - EASTBANK	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190530	CONVERSE HIGH SCHOOL	SABINE	P	50	38	3	6	7	22	-	-	-	-	-
191220	Covenant Christian Academy	TERREBONNE	N	21	14	2	5	4	3	-	-	-	-	-
190575	COVINGTON HIGH SCHOOL	SAINT TAMMANY	P	208	137	18	38	44	37	-	-	-	-	-
192097	CRESCENT CITY CHRISTIAN SCHOOL	JEFFERSON	N	15	4	-	1	3	-	-	-	-	-	-
190028	CRISTO REY BATON ROUGE HIGH SCHOOL	EAST BATON ROUGE	N	33	10	-	1	1	8	-	-	-	-	-
190605	CROWLEY HIGH SCHOOL	ACADIA	P	56	32	3	7	11	11	-	-	-	-	-
190870	D'ARBBONNE WOODS CHARTER SCHOOL	UNION	P	59	30	3	5	10	12	-	-	-	-	-
191048	DAVID THIBODAUX STEM MAGNET ACADEMY	LAFAYETTE	P	151	110	8	23	52	27	-	-	-	-	-
192020	DE LA SALLE HIGH SCHOOL	ORLEANS	N	64	49	7	12	16	14	-	-	-	-	-
190680	DE RIDDER HIGH SCHOOL	BEAUREGARD	P	106	60	9	12	19	20	-	-	-	-	-
190630	DELCAMBRE HIGH SCHOOL	IBERIA	P	57	41	3	11	15	12	-	-	-	-	-
190634	DELHI CHARTER	RICHLAND	P	35	17	1	2	4	10	-	-	-	-	-
190638	DELHI HIGH SCHOOL	RICHLAND	P	1	-	-	-	-	-	-	-	-	-	-
190092	DELORES TAYLOR ARTHUR SCHOOL FOR YOUNG MEN	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190901	DELTA CHARTER SCHOOL, MST	CONCORDIA	P	20	15	1	2	6	6	-	-	-	-	-
190655	DENHAM SPRINGS SENIOR HIGH SCH	LIVINGSTON	P	399	289	39	65	83	102	-	-	-	-	-
190670	DEQUINCY HIGH SCHOOL	CALCASIEU	P	51	37	3	7	10	17	-	-	-	-	-
190685	DESTREHAN HIGH SCHOOL	SAINT CHARLES	P	231	144	22	34	54	34	-	-	-	-	-
190695	DODSON HIGH SCHOOL	WINN	P	19	17	1	3	1	12	-	-	-	-	-
190705	DONALDSONVILLE HIGH SCHOOL	ASCENSION	P	80	18	-	2	7	9	-	-	-	-	-
190725	DOWNSVILLE CHARTER SCHOOL	UNION	P	12	5	-	-	3	2	-	-	-	-	-
191585	DOYLE HIGH SCHOOL	LIVINGSTON	P	70	44	6	9	16	13	-	-	-	-	-
190730	DOYLINE HIGH SCHOOL	WEBSTER	P	16	6	2	1	1	2	-	-	-	-	-
192019	Dr. M.L.K. CHARTER SCHOOL FOR SCIENCE & TECH	ORLEANS	P	26	1	-	-	-	1	-	-	-	-	-
190993	DUTCHTOWN HIGH SCHOOL	ASCENSION	P	507	374	74	107	148	45	-	-	-	-	-
191446	EARLY COLLEGE ACADEMY	LAFAYETTE	P	70	63	26	26	10	1	-	-	-	-	-
191045	EAST ASCENSION HIGH SCHOOL	ASCENSION	P	278	168	16	30	70	52	-	-	-	-	-
190683	EAST BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	25	14	3	2	4	5	-	-	-	-	-
191286	EAST FELICIANA HIGH SCHOOL	EAST FELICIANA	P	48	16	-	2	5	9	-	-	-	-	-
192825	EAST IBERVILLE HIGH SCHOOL	IBERVILLE	P	17	15	1	3	8	3	-	-	-	-	-
191780	EAST JEFFERSON HIGH SCHOOL	JEFFERSON	P	137	50	4	8	12	26	-	-	-	-	-
192530	EAST SAINT JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	158	53	2	8	17	26	-	-	-	-	-
192235	EBARB HIGH SCHOOL	SABINE	P	17	11	-	1	4	6	-	-	-	-	-
190249	EBR READINESS SUPERINTENDENT ACADEMY	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
190024	EBR VIRTUAL ACADEMY	EAST BATON ROUGE	P	33	4	-	1	2	1	-	-	-	-	-
192023	ECOLE CLASSIQUE	JEFFERSON	N	7	4	-	1	2	1	-	-	-	-	-
192032	EDNA KARR HIGH SCHOOL	ORLEANS	P	171	62	2	4	20	36	-	-	-	-	-
192850	EDWARD D WHITE CATHOLIC HIGH	LAFOURCHE	N	121	107	30	29	44	4	-	-	-	-	-
976159	EDWARD J. SAM ACCELERATED SCHOOL OF LAFAYETTE	LAFAYETTE	P	43	7	-	-	4	3	-	-	-	-	-
190017	EINSTEIN CHARTER HIGH SARAH TOWLES REED	ORLEANS	P	44	8	-	1	6	1	-	-	-	-	-
192021	ELEANOR MCMAIN SECONDARY SCHOOL	ORLEANS	P	122	37	-	3	12	22	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

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190054	ELEARNING ACADEMY	LAFOURCHE	N	6	5	-	1	1	3	-	-	-	-	-
999118	ELEARNING ACADEMY OF HOUma	LAFOURCHE	N	1	1	-	-	-	1	-	-	-	-	-
190790	ELIZABETH HIGH SCHOOL	ALLEN	P	16	14	1	3	5	5	-	-	-	-	-
191227	ELLENDER MEMORIAL HS	TERREBONNE	P	76	44	1	7	14	22	-	-	-	-	-

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190086	IDEA BRIDGE	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
190083	IDEA INNOVATION	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
191261	INDEPENDENCE HIGH SCHOOL	TANGIPAHOA	P	52	12	1	1	1	9	-	-	-	-	-
	INDIAN BIBLE ACADEMY	ALLEN	N	-	-	-	-	-	-	-	-	-	-	-
192141	INTERNATIONAL HIGH SCHOOL	ORLEANS	P	5	5	-	3	2	-	-	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Monors	Performance	Opportunity	TECN	Total	Monors	Performance	Opportunity	TECN
191270	IOTA HIGH SCHOOL	ACADIA	P	101	80	7	24	23	26	-	-	-	-	-
191280	IOWA HIGH SCHOOL	CALCASIEU	P	80	62	4	7	22	29	-	-	-	-	-
192045	ISIDORE NEWMAN SCHOOL	ORLEANS	N	35	32	16	7	8	1	-	-	-	-	-
190210	ISTROURA HIGH SCHOOL	EAST BATON ROUGE	P	74	7	-	-	-	2	5	-	-	-	-
972953	J G JONES YOUTH SHLTR-DET CTR	BOSSIER	P	-	-	-	-	-	-	-	-	-	-	-
991615	JAKE DROST SCHOOL FOR EXCEPTIONAL CHILDREN	CALCASIEU	P	-	-	-	-	-	-	-	-	-	-	-
193083	JCFA LAFAYETTE	LAFAYETTE	P	-	-	-	-	-	-	-	-	-	-	-
191302	JEANNERETTE HIGH SCHOOL	IBERIA	P	41	11	-	-	5	6	-	-	-	-	-
190012	JEFFERSON CHAMBER FOUNDATION ACAD - EAST	JEFFERSON	P	13	5	-	1	3	1	-	-	-	-	-
191162	JEFFERSON CHAMBER FOUNDATION ACADEMY	JEFFERSON	P	3	2	-	-	-	2	-	-	-	-	-
190068	JEFFERSON RISE CHARTER SCHOOL	JEFFERSON	P	43	19	2	1	8	8	-	-	-	-	-
190088	JEFFERSON VIRTUAL HIGH SCHOOL	JEFFERSON	P	27	11	-	-	4	7	-	-	-	-	-
190204	JEHOVAH-JIREH CHRISTIAN ACADEMY	EAST BATON ROUGE	N	6	2	-	-	1	1	-	-	-	-	-
191310	JENA HIGH SCHOOL	LASALLE	P	86	57	2	12	24	19	-	-	-	-	-
191330	JENNINGS HIGH SCHOOL	JEFFERSON DAVIS	P	99	60	4	7	20	29	-	-	-	-	-
192050	JESUIT HIGH SCHOOL	ORLEANS	N	198	178	88	34	56	-	-	-	-	-	-
191375	JEWELL M SUMNER HIGH SCHOOL	TANGIPAHOA	P	91	47	2	4	11	30	-	-	-	-	-
192053	JOHN CURTIS CHRISTIAN SCH	JEFFERSON	N	52	35	5	6	10	14	-	-	-	-	-
191724	JOHN EHRET HIGH SCHOOL	JEFFERSON	P	238	131	3	17	44	67	-	-	-	-	-
192143	JOHN F. KENNEDY HIGH SCHOOL (KIPP)	ORLEANS	P	5	1	-	-	-	1	-	-	-	-	-
191448	JOHN PAUL THE GREAT ACADEMY	LAFAYETTE	N	10	9	2	1	3	3	-	-	-	-	-
190408	JOHNSON BAYOU HIGH SCHOOL	CAMERON	P	-	-	-	-	-	-	-	-	-	-	-
191335	JONESBORO-HODGE HIGH SCHOOL	JACKSON	P	43	24	1	-	2	21	-	-	-	-	-
192309	JS CLARK LEADERSHIP ACADEMY	SAINT LANDRY	P	19	10	-	-	1	9	-	-	-	-	-
191360	KAPLAN HIGH SCHOOL	VERMILION	P	64	42	4	12	17	9	-	-	-	-	-
190046	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	JEFFERSON	P	118	61	4	9	28	20	-	-	-	-	-
191385	KENTWOOD MAGNET HIGH SCHOOL	TANGIPAHOA	P	17	3	-	-	1	2	-	-	-	-	-
191390	KILBOURNE HIGH SCHOOL	WEST CARROLL	P	12	9	-	2	5	2	-	-	-	-	-
191400	KINDER HIGH SCHOOL	ALLEN	P	63	55	6	9	19	21	-	-	-	-	-
191164	KNIGHTS ACADEMY & HIGH SCHOOL	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
191727	L W HIGGINS HIGH SCHOOL	JEFFERSON	P	145	43	-	3	20	20	-	-	-	-	-
192113	L. B. LANDRY HIGH SCHOOL	ORLEANS	P	99	15	-	1	4	10	-	-	-	-	-
191460	LA GRANGE SENIOR HIGH SCHOOL	CALCASIEU	P	98	59	3	8	17	31	-	-	-	-	-
192280	LA SALLE HIGH SCHOOL	LASALLE	P	34	26	1	3	13	9	-	-	-	-	-
191410	LACASSINE HIGH SCHOOL	JEFFERSON DAVIS	P	33	18	5	3	4	6	-	-	-	-	-
191433	LAFAYETTE CHRISTIAN ACADEMY	LAFAYETTE	N	62	53	4	18	21	10	-	-	-	-	-
191425	LAFAYETTE HIGH SCHOOL	LAFAYETTE	P	378	236	64	39	76	57	-	-	-	-	-
190082	LAFAYETTE RENAISSANCE CHARTER ACADEMY	LAFAYETTE	P	-	-	-	-	-	-	-	-	-	-	-
191445	LAKE ARTHUR HIGH SCHOOL	JEFFERSON DAVIS	P	42	28	1	8	7	12	-	-	-	-	-
191466	LAKE CHARLES COLLEGE PREP	CALCASIEU	P	73	36	1	3	4	28	-	-	-	-	-
191657	LAKESHORE HIGH SCHOOL	SAINT TAMMANY	P	169	121	23	34	38	26	-	-	-	-	-
190018	LAKESIDE CHRISTIAN ACADEMY	SAINT TAMMANY	N	-	-	-	-	-	-	-	-	-	-	-
192705	LAKESIDE JUNIOR-SENIOR HIGH SCHOOL	WEBSTER	P	50	28	2	4	5	17	-	-	-	-	-
190415	LAKEVIEW HIGH SCHOOL	NATCHITOCHES	P	44	17	-	5	3	9	-	-	-	-	-
191545	LEESVILLE HIGH SCHOOL	VERNON	P	140	79	6	10	26	37	-	-	-	-	-
190222	LIBERTY HIGH SCHOOL	EAST BATON ROUGE	P	235	196	23	34	88	51	-	-	-	-	-
192104	LIFE OF CHRIST ACADEMY/ALT	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
192049	LIGHT CITY CHRISTIAN ACADEMY	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190021	LIGHTHOUSE CHRISTIAN HIGH	VERMILION	N	-	-	-	-	-	-	-	-	-	-	-
191055	LINCOLN PREPARATORY SCHOOL	LINCOLN	P	31	7	-	2	1	4	-	-	-	-	-
192965	LIVE OAK HIGH SCHOOL	LIVINGSTON	P	292	213	30	44	78	61	1	-	1	-	-
190071	LIVING SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190034	LIVINGSTON COLLEGIATE ACADEMY	ORLEANS	P	11	8	-	1	4	3	-	-	-	-	-
191590	LIVONIA HIGH SCHOOL	POINTE COUPEE	P	80	46	3	10	17	16	-	-	-	-	-
191605	LOGANSPORT HIGH SCHOOL	DESOTO	P	32	13	1	2	6	4	-	-	-	-	-
191630	LORANGER HIGH SCHOOL	TANGIPAHOA	P	130	61	6	8	13	34	-	-	-	-	-
191635	LOREAUVILLE HIGH SCHOOL	IBERIA	P	74	48	5	6	19	18	-	-	-	-	-
974451	LOUIS MILLER TERREBONNE CAREER AND TECHNICAL HIGH	TERREBONNE	P	-	-	-	-	-	-	-	-	-	-	-
190225	LOUISIANA NEW SCHOOL ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190379	LOUISIANA SCH FOR AGR SCIENCES	AVOYELLES	P	62	44	4	9	15	16	-	-	-	-	-
191917	LOUISIANA SCH MATH SCI ARTS	NATCHITOCHES	P	82	80	61	18	1	-	-	-	-	-	-
190212	LOUISIANA STATE SCH FOR DEAF	EAST BATON ROUGE	P	1	1	-	-	1	-	-	-	-	-	-
190211	LOUISIANA STATE SCH FOR VISUALLY IMPAIRED	EAST BATON ROUGE	P	6	3	-	1	-	2	-	-	-	-	-
192135	LOUISIANA VIRTUAL CHARTER ACADEMY	EAST BATON ROUGE	P	100	44	8	6	11	19	-	-	-	-	-
192690	LOYOLA COLLEGE PREPARATORY SCHOOL	CADDY	N	70	61	24	16	15	6	-	-	-	-	-
190245	LSU LABORATORY HIGH SCHOOL	EAST BATON ROUGE	P	114	106	40	45	14	7	-	-	-	-	-
192041	LUSHER CHARTER SCHOOL	ORLEANS	P	164	158	58	47	44	9	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					I totaL	Honors	Performance	Opportunity	I tecn	I totaL	Honors	Performance	Opportunity	I tecn
192047	MAGNET ACAD FOR CULTURAL ARTS	SAINT LANDRY	P	37	24	5	6	7	6	-	-	-	-	-
190058	MAGNOLIA SCHOOL OF EXCELLENCE	CADDY	P	8	3	-	-	1	2	-	-	-	-	-
191650	MAMOU HIGH SCHOOL	EVANGELINE	P	79	48	3	8	13	24	-	-	-	-	-
191660	MANDEVILLE HIGH SCHOOL	SAINT TAMMANY	P	358	277	78	65	107	27	-	-	-	-	-
191665	MANGHAM HIGH SCHOOL	RICHLAND	P	36	18	-	1	6	11	-	-	-	-	-
191675	MANSFIELD HIGH SCHOOL	DESOTO	P	69	26	-	4	8	14	-	-	-	-	-
191685	MANY HIGH SCHOOL	SABINE	P	66	52	7	6	7	32	-	-	-	-	-
191720	MARKSVILLE HIGH SCHOOL	AVOYELLES	P	55	31	-	1	3	27	-	-	-	-	-
191740	MAUREPAS HIGH SCHOOL	LIVINGSTON	P	22	18	2	3	8	5	-	-	-	-	-
192090	MCDONOGH 35 SENIOR HIGH SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190215	MCKINLEY SENIOR HIGH SCHOOL	EAST BATON ROUGE	P	138	49	2	7	18	22	-	-	-	-	-
190253	MENTORSHIP STEAM ACADEMY	EAST BATON ROUGE	P	90	31	-	1	14	16	-	-	-	-	-
191775	MERRYVILLE HIGH SCHOOL	BEAUREGARD	P	32	20	1	1	6	12	-	-	-	-	-
190031	MESSIAH MONTESSORI	TERREBONNE	N	-	-	-	-	-	-	-	-	-	-	-
191782	METAIRIE PARK COUNTRY DAY SCH	JEFFERSON	N	27	24	7	3	10	4	-	-	-	-	-
191785	MIDLAND HIGH SCHOOL	ACADIA	P	32	20	2	5	6	7	-	-	-	-	-
191800	MINDEN HIGH SCHOOL	WEBSTER	P	101	63	6	11	18	28	-	-	-	-	-
191845	MONTEREY HIGH SCHOOL	CONCORDIA	P	28	20	3	2	6	9	-	-	-	-	-
191850	MONTGOMERY HIGH SCHOOL	GRANT	P	14	11	-	1	4	6	-	-	-	-	-
190084	MOREHOUSE MAGNET SCHOOL	MOREHOUSE	P	-	-	-	-	-	-	-	-	-	-	-
191865	MORGAN CITY HIGH SCHOOL	SAINT MARY	P	79	54	8	7	17	22	-	-	-	-	-
190033	MORRIS JEFF COMMUNITY SCHOOL	ORLEANS	P	40	25	1	6	9	9	-	-	-	-	-
192105	MOUNT CARMEL ACADEMY	ORLEANS	N	220	216	66	62	79	9	-	-	-	-	-
191895	MOUNT HERMON HIGH SCHOOL	WASHINGTON	P	22	12	1	2	3	6	-	-	-	-	-
190133	MOUNT OLIVE CHRISTIAN SCHOOL	CLAIBORNE	N	1	-	-	-	-	-	-	-	-	-	-
191109	MUSLIM ACADEMY	JEFFERSON	N	9	3	-	-	-	3	-	-	-	-	-
191920	NATCHITOCHES CENTRAL HIGH SCH	NATCHITOCHES	P	207	122	7	21	50	44	-	-	-	-	-
191924	NATCHITOCHES PARISH TECHNICAL AND CAREER CENTER	NATCHITOCHES	P	13	-	-	-	-	-	-	-	-	-	-
191940	NEGREET HIGH SCHOOL	SABINE	P	35	33	3	6	6	18	-	-	-	-	-
191825	NEVILLE HIGH SCHOOL	OUACHITA	P	185	137	16	26	52	43	-	-	-	-	-
190067	NEW HARMONY HIGH INSTITUTE	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
191967	NEW IBERIA SENIOR HIGH SCHOOL	IBERIA	P	199	96	12	27	33	24	-	-	-	-	-
192591	NEW LIVING WORD SCHOOL	LINCOLN	N	-	-	-	-	-	-	-	-	-	-	-
192140	NEW ORLEANS ACCELERATED HIGH SCHOOL	ORLEANS	P	3	1	-	1	-	-	-	-	-	-	-
192109	NEW ORLEANS CENTER FOR CREATIVE ARTS	ORLEANS	P	49	40	6	10	15	9	-	-	-	-	-
192112	NEW ORLEANS CHARTER SCIENCE & MATH HS	ORLEANS	P	61	27	-	2	9	16	-	-	-	-	-
192136	NEW ORLEANS MILITARY AND MARITIME ACAD	ORLEANS	P	73	25	1	2	14	8	-	-	-	-	-
192940	NORTH CADDY HIGH SCHOOL	CADDY	P	52	27	1	2	2	22	-	-	-	-	-
192320	NORTH CENTRAL HIGH SCHOOL	SAINT LANDRY	P	29	7	-	-	3	4	-	-	-	-	-
192795	NORTH DESOTO HIGH SCHOOL	DESOTO	P	149	92	10	25	29	28	-	-	-	-	-
190015	NORTH VERMILION HIGH SCHOOL	VERMILION	P	117	83	9	16	35	23	-	-	-	-	-
192775	NORTH WEBSTER HIGH SCHOOL	WEBSTER	P	79	48	7	5	11	25	-	-	-	-	-
190217	NORTHDALIE SUPERINTENDENT'S ACADEMY	EAST BATON ROUGE	P	11	1	-	-	1	-	-	-	-	-	-
192996	NORTHEAST BAPTIST SCHOOL	OUACHITA	N	7	6	1	3	1	1	-	-	-	-	-
991692	NORTHEAST CLAIBORNE CHARTER (JUNCTION CITY)	CLAIBORNE	P	11	5	1	2	1	1	-	-	-	-	-
193060	NORTHEAST HIGH SCHOOL	EAST BATON ROUGE	P	43	9	1	2	3	3	-	-	-	-	-
190583	NORTHLAKE CHRISTIAN SCHOOL	SAINT TAMMANY	N	44	36	8	9	12	7	-	-	-	-	-
190293	NORTHSORE CHARTER SCHOOL	WASHINGTON	P	-	-	-	-	-	-	-	-	-	-	-
192747	NORTHSORE HIGH SCHOOL	SAINT TAMMANY	P	289	193	46	57	60	30	-	-	-	-	-
190614	NORTHSIDE CHRISTIAN SCHOOL	ACADIA	N	11	9	1	3	3	2	-	-	-	-	-
191437	NORTHSIDE SENIOR HIGH SCHOOL	LAFAYETTE	P	94	22	-	-	6	16	-	-	-	-	-
192305	NORTHWEST HIGH SCHOOL	SAINT LANDRY	P	89	45	2	9	14	20	-	-	-	-	-
190330	NORTHWOOD HIGH SCHOOL	RAPIDES	P	36	21	-	-	5	16	-	-	-	-	-
192692	NORTHWOOD HIGH SCHOOL	CADDY	P	164	67	4	6	28	29	-	-	-	-	-
190615	NOTRE DAME HIGH SCHOOL	ACADIA	N	82	75	13	29	23	10	-	-	-	-	-
190077	OAK FOREST ACADEMY	TANGIPAHOA	N	47	43	3	17	14	9	-	-	-	-	-
192265	OAK GROVE HIGH SCHOOL	WEST CARROLL	P	44	28	1	11	10	6	-	-	-	-	-
190795	OAK HILL HIGH SCHOOL	RAPIDES	P	55	32	5	7	9	11	-	-	-	-	-
192255	OAKDALE HIGH SCHOOL	ALLEN	P	46	39	5	4	10	20	-	-	-	-	-
192275	OBERLIN HIGH SCHOOL	ALLEN	P	19	13	1	3	1	8	-	-	-	-	-
190491	OLD BETHEL CHRISTIAN ACADEMY	CALDWELL	N	4	2	-	1	1	-	-	-	-	-	-
192285	OPELOUSAS CATHOLIC SCHOOL	SAINT LANDRY	N	29	24	2	4	13	5	-	-	-	-	-
192300	OPELOUSAS SENIOR HIGH SCHOOL	SAINT LANDRY	P	125	50	4	8	11	27	-	-	-	-	-
191107	OPEN DOOR CHRISTIAN ACADEMY	LIVINGSTON	N	4	4	1	-	1	2	-	-	-	-	-
191829	OUACHITA CHRISTIAN SCHOOL	OUACHITA	N	54	54	12	26	13	3	-	-	-	-	-
191830	OUACHITA PARISH HIGH SCHOOL	OUACHITA	P	182	121	7	30	30	54	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

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191417	OVEY COMEAUX HIGH SCHOOL	LAFAYETTE	P	188	115	4	10	50	51	-	-	-	-	-
190218	PARKVIEW BAPTIST SCHOOL	EAST BATON ROUGE	N	98	84	23	20	36	5	-	-	-	-	-
190328	PARKWAY HIGH SCHOOL	BOSSIER	P	200	102	10	26	34	32	-	-	-	-	-
190042	PATHWAYS IN EDUCATION - LOUISIANA INC	CADDY	P	17	7	-	2	2	3	-	-	-	-	-
190039	PATHWAYS IN EDUCATION - NORTH MARKET	CADDY	P	-	-	-	-	-	-	-	-	-	-	-
191161	PATRICK TAYLOR SCI & TECH ACADEMY	JEFFERSON	P	117	116	73	21	20	2	-	-	-	-	-
192325	PATTERSON HIGH SCHOOL	SAINT MARY	P	80	29	2	6	11	10	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

												Data as of	8/15/2022
192710	SICILY ISLAND HIGH SCHOOL	CATAHOULA	P	18	15	-	2	1	12	-	-	-	-
991893	SIHAF K-12 LEARNING ACADEMY	CADDY	N	-	-	-	-	-	-	-	-	-	-
190493	SILLIMAN INSTITUTE	EAST FELICIANA	N	25	22	2	10	8	2	-	-	-	-
192735	SIMPSON HIGH SCHOOL	VERNON	P	19	13	1	-	4	8	-	-	-	-
192740	SIMSBORO HIGH SCHOOL	LINCOLN	P	29	14	-	2	3	9	-	-	-	-
192745	SINGER HIGH SCHOOL	BEAUREGARD	P	10	4	-	1	1	2	-	-	-	-
192739	SLAUGHTER COMMUNITY CHARTER SCHOOL	EAST FELICIANA	P	27	18	3	6	5	4	-	-	-	-
192750	SLIDELL HIGH SCHOOL	SAINT TAMMANY	P	181	129	18	18	42	51	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech	Total	Honors	Performance	Opportunity	Tech
192139	SOPHIE B WRIGHT LEARNING ACADEMY	ORLEANS	P	71	37	-	4	19	14	-	-	-	-	-
191625	SOUTH BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	65	48	9	10	13	16	-	-	-	-	-
190602	SOUTH CAMERON HIGH SCHOOL	CAMERON	P	14	10	-	2	-	8	-	-	-	-	-
190985	SOUTH LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	159	117	23	26	37	31	-	-	-	-	-
192448	SOUTH PLAQUEMINES HIGH SCHOOL	PLAQUEMINES	P	53	21	3	2	7	9	-	-	-	-	-
191245	SOUTH TERREBONNE HIGH SCHOOL	TERREBONNE	P	132	94	10	24	31	29	-	-	-	-	-
190200	SOUTHERN UNIVERSITY LAB SCHOOL	EAST BATON ROUGE	P	39	16	-	-	5	11	-	-	-	-	-
991836	SOUTHERN UNIVERSITY LAB VIRTUAL SCHOOL	EAST BATON ROUGE	P	5	5	1	1	2	1	-	-	-	-	-
191838	SOUTHSIDE ALTERNATIVE HIGH SCHOOL	OUACHITA	P	5	-	-	-	-	-	-	-	-	-	-
190041	SOUTHSIDE HIGH SCHOOL	LAFAYETTE	P	339	271	36	66	97	72	-	-	-	-	-
192699	SOUTHWOOD HIGH SCHOOL	CADDY	P	158	54	1	3	16	34	-	-	-	-	-
192765	SPRINGFIELD HIGH SCHOOL	LIVINGSTON	P	69	38	4	9	9	16	-	-	-	-	-
192601	ST AMANT HIGH SCHOOL	ASCENSION	P	461	327	37	95	108	87	-	-	-	-	-
192526	ST JOHN ALTERNATIVE SCHOOL	SAINT JOHN THE BAPTIST	P	-	-	-	-	-	-	-	-	-	-	-
192210	ST KATHERINE DREXEL PREPARATORY SCHOOL	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
191154	ST THOMAS AQUINAS DIOCESAN	TANGIPAHOA	N	47	39	12	9	14	4	-	-	-	-	-
190186	ST. MICHAEL THE ARCHANGEL	EAST BATON ROUGE	N	114	90	24	20	42	4	-	-	-	-	-
191610	STANLEY HIGH SCHOOL	DESOTO	P	29	15	3	2	5	5	-	-	-	-	-
192780	STARKS HIGH SCHOOL	CALCASIEU	P	11	8	-	-	5	3	-	-	-	-	-
998084	STEM MAGNET ACADEMY OF POINTEE COUPEE	POINTEE COUPEE	P	-	-	-	-	-	-	-	-	-	-	-
192793	STERLINGTON HIGH SCHOOL	OUACHITA	P	96	73	14	18	18	23	-	-	-	-	-
190066	STPPS VIRTUAL SCHOOL	SAINT TAMMANY	P	-	-	-	-	-	-	-	-	-	-	-
192055	STREHLE COMMUNITY SCHOOL	JEFFERSON	P	7	2	-	-	1	1	-	-	-	-	-
192805	SULPHUR HIGH SCHOOL	CALCASIEU	P	224	179	24	42	58	55	-	-	-	-	-
192810	SUMMERFIELD HIGH SCHOOL	CLAIBORNE	P	-	-	-	-	-	-	-	-	-	-	-
192833	TALLULAH ACADEMY-DELTA CHRISTIAN SCHOOL	MADISON	N	9	5	-	2	3	-	-	-	-	-	-
190081	TANGIPAHOA ALTERNATIVE PROGRAMS	TANGIPAHOA	P	-	-	-	-	-	-	-	-	-	-	-
190242	TARA HIGH SCHOOL	EAST BATON ROUGE	P	95	19	1	-	4	14	-	-	-	-	-
192630	TENSAS ACADEMY	TENSAS	N	7	6	2	-	3	1	-	-	-	-	-
192769	TENSAS HIGH SCHOOL	TENSAS	P	28	5	-	-	2	3	-	-	-	-	-
191250	TERREBONNE HIGH SCHOOL	TERREBONNE	P	168	125	19	23	42	41	-	-	-	-	-
191421	TEURLINGS HIGH SCHOOL	LAFAYETTE	N	131	116	36	23	43	14	-	-	-	-	-
190962	THE BOWLING GREEN SCHOOL	WASHINGTON	N	30	25	7	4	10	4	-	-	-	-	-
190051	THE CHRISTIAN ACADEMY OF LOUISIANA	WEST BATON ROUGE	N	4	4	-	1	2	1	-	-	-	-	-
190244	THE DUNHAM SCHOOL	EAST BATON ROUGE	N	53	49	19	17	9	4	-	-	-	-	-
192080	THE LOUISE MCGEHEE SCHOOL	ORLEANS	N	17	15	6	5	3	1	-	-	-	-	-
193066	THE NET 2 CHARTER HIGH SCHOOL	ORLEANS	P	11	1	-	-	-	1	-	-	-	-	-
190010	THE NET CHARTER HIGH SCHOOL	ORLEANS	P	11	-	-	-	-	-	-	-	-	-	-
192860	THIBODAUX HIGH SCHOOL	LAFOURCHE	P	230	152	23	35	40	54	-	-	-	-	-
191122	THOMAS JEFFERSON SENIOR HIGH	JEFFERSON	P	76	73	24	16	26	7	-	-	-	-	-
190019	THRIVE ACADEMY	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
192865	TIOGA HIGH SCHOOL	RAPIDES	P	192	96	6	18	36	36	-	-	-	-	-
991590	TRAVIS HILL SCHOOL AT YOUTH STUDY CENTER	ORLEANS	P	1	-	-	-	-	-	-	-	-	-	-
193061	TRINITY CHRISTIAN ACADEMY (ZACHARY)	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190027	TRINITY HIGH SCHOOL	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
191544	U.S. YOUTH SERVICES (RED RIVER ACADEMY)	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
190826	UNION CHRISTIAN ACADEMY	UNION	N	11	7	-	2	2	3	-	-	-	-	-
190875	UNION PARISH HIGH SCHOOL	UNION	P	77	27	-	1	5	21	-	-	-	-	-
192347	UNIVERSITY ACADEMY OF CENLA (CENLA CHRISTIAN AC.)	RAPIDES	N	37	32	6	10	10	6	-	-	-	-	-
190196	UNIVERSITY VIEW ACADEMY, INC.	EAST BATON ROUGE	P	258	134	17	29	50	38	-	-	-	-	-
192195	URSULINE ACADEMY	ORLEANS	N	54	46	11	8	19	8	-	-	-	-	-
190087	V. B. GLENCOE CHARTER SCHOOL	SAINT MARY	P	-	-	-	-	-	-	-	-	-	-	-
191230	VANDEBILT CATHOLIC HIGH SCHOOL	TERREBONNE	N	127	110	33	34	39	4	-	-	-	-	-
192885	VARNADO HIGH SCHOOL	WASHINGTON	P	31	9	-	1	-	8	-	-	-	-	-
190020	VERMILION CATHOLIC HIGH SCHOOL	VERMILION	N	39	35	11	11	11	2	-	-	-	-	-
192900	VIDALIA HIGH SCHOOL	CONCORDIA	P	52	29	5	4	9	11	-	-	-	-	-
192925	VILLE PLATTE HIGH SCHOOL	EVANGELINE	P	93	40	2	6	5	27	-	-	-	-	-
192930	VINTON HIGH SCHOOL	CALCASIEU	P	34	26	2	5	9	10	-	-	-	-	-
192853	VIRTUAL ACADEMY OF LAFOURCHE	LAFOURCHE	P	21	13	2	2	4	5	-	-	-	-	-
192945	WALKER HIGH SCHOOL	LIVINGSTON	P	357	236	24	57	72	83	-	-	-	-	-
991572	WARE YOUTH CENTER	RED RIVER	P	-	-	-	-	-	-	-	-	-	-	-
192205	WARREN EASTON SENIOR HIGH	ORLEANS	P	157	59	-	7	17	35	-	-	-	-	-
191495	WASHINGTON/MARION MAGNET HS	CALCASIEU	P	63	45	1	4	4	36	-	-	-	-	-
192970	WELSH HIGH SCHOOL	JEFFERSON DAVIS	P	52	36	3	5	8	20	-	-	-	-	-

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												Data as of	8/15/2022
192615	WEST FELICIANA HIGH SCHOOL	WEST FELICIANA	P	131	87	20	19	20	28	-	-	-	-
191165	WEST JEFFERSON HIGH SCHOOL	JEFFERSON	P	201	52	-	3	12	37	-	-	-	-
192995	WEST MONROE HIGH SCHOOL	OUACHITA	P	315	230	45	47	75	63	-	-	-	-
190388	WEST OUACHITA HIGH SCHOOL	OUACHITA	P	184	131	17	33	52	29	-	-	-	-
190770	WEST ST JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	30	8	-	-	3	5	-	-	-	-
190152	WEST ST. MARY HIGH SCHOOL	SAINT MARY	P	54	16	1	-	7	8	-	-	-	-
191970	WESTGATE HIGH SCHOOL	IBERIA	P	115	55	3	8	18	26	-	-	-	-
192982	WESTLAKE HIGH SCHOOL	CALCASIEU	P	68	52	5	5	19	23	-	-	-	-
192304	WESTMINSTER CHRISTIAN ACADEMY	SAINT LANDRY	N	23	20	4	6	4	6	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Recn	Total	Honors	Performance	Opportunity	Recn
190030	WESTMINSTER CHRISTIAN ACADEMY OF LAFAYETTE	LAFAYETTE	N	5	4	1	1	1	1	-	-	-	-	-
191345	WESTON HIGH SCHOOL	JACKSON	P	34	33	2	5	4	22	-	-	-	-	-
193000	WHITE CASTLE HIGH SCHOOL	IBERVILLE	P	41	13	1	4	3	5	-	-	-	-	-
193018	WINNFIELD SENIOR HIGH SCHOOL	WINN	P	67	28	4	4	15	5	-	-	-	-	-
190250	WOODLAWN HIGH SCHOOL	EAST BATON ROUGE	P	204	88	10	16	32	30	-	-	-	-	-
192703	WOODLAWN LEADERSHIP ACADEMY	CADDY	P	70	14	-	-	11	13	-	-	-	-	-
999121	WORD MINISTRIES CHRISTIAN ACADEMY	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
192707	WORD OF GOD ACADEMY	CADDY	N	14	11	2	2	6	1	-	-	-	-	-
191843	WOSSMAN HIGH SCHOOL	OUACHITA	P	91	31	-	4	14	13	-	-	-	-	-
190063	YOUNG AUDIENCES CHARTER HIGH SCHOOL	JEFFERSON	P	-	-	-	-	-	-	-	-	-	-	-
193070	ZACHARY HIGH SCHOOL	EAST BATON ROUGE	P	270	187	42	46	63	36	-	-	-	-	-
193080	ZWOLLE HIGH SCHOOL	SABINE	P	52	29	2	5	9	13	-	-	-	-	-
Total				36,091	22,993	3,868	4,972	7,408	6,745	2	-	2	-	-

Notes:

P=Public

N=Non-Public

(1) This count includes Louisiana resident and nonresident students that graduated from high school in the indicated high school academic year (September 1st of the previous year to August 31st of the indicated year) and LOSFA received a completed FAFSA or TOPS Online Application.

(2) Louisiana resident students that did not graduate from an eligible Louisiana High School and nonresident applicants are evaluated for TOPS eligibility under the TOPS Alternate Eligibility Criteria. Students screened under the TOPS Home study Alternate Eligibility Criteria are included in the "Home study" category, while all other students screened using the TOPS Alternate Eligibility Criteria are grouped in the "Alternate Eligibility" category. In addition, students displaced by Hurricanes Katrina and Rita were granted an exception to the TOPS core curriculum requirements and are grouped in the "Distance Diploma" category (2006-2008 graduates only).

(3) A TOPS Recipient is a student who has received on their behalf at least one TOPS payment.

(4) These numbers can change over time as students submit paperwork that changes their eligibility status, return from enrollment in an out-of-state postsecondary institution, enroll in school after an active-duty period in the military, or delay enrollment in a postsecondary institution among other reasons.

AGENDA ITEM VI.C.5.a.

Revisions to Statewide Minimum Admissions Standards and AA 2.18 Gateway Mathematics and English Course Placement Requirements

Staff Summary

The Board of Regents considered Revised Minimum Admission Standards items at its August and September meetings. The approved revisions expanded admissions opportunities by creating new pathways for students that utilize early college credits, and removed two provisions of the existing policy.

These two proposed revisions continue the work to expand access to Louisiana's public higher education institutions.

Staff Analysis

The first proposed change provides greater flexibility for well qualified students who have not completed the full 19 core units as part of their high-school coursework. These students may be Louisiana students who chose to follow a JumpStart pathway, or non-resident students from states with different graduation requirements than those found in Louisiana. The combination of readiness metrics gives an added level of assuredness that the student is prepared to succeed.

The second proposed change provides a pathway for students with two corequisite placements to attend a regional institution provided one of those placements is sufficiently close to the cut-off according to AA 2.18. The proposed amendment to AA 2.18 provides placement thresholds that distinguish whether a student with a corequisite requirement should receive two or three hours of support. Regional institutions may admit a student who requires up to one three-hour co-requisite based on the minimum requirements listed in 2.18. Total corequisite hours required for a student at a regional institution must not exceed five total hours of corequisite support between math and English.

STAFF RECOMMENDATION

Senior Staff recommends:

- **Approval of the revisions to the Statewide Minimum Admissions Standards effective for the entering class of Fall 2023.**
- **Approval of the corresponding revisions to AA 2.18 Gateway Mathematics and English Course Placement Requirements.**

LOUISIANA BOARD OF REGENTS **Minimum Admission Standards**

The Board of Regents establishes minimum admission standards for first-year and transfer students to Louisiana public colleges and universities. Two-year institutions are open admission and therefore have no academic requirements for entry. Four-year institutions may adopt additional, more specific or rigorous requirements for admission.

Definitions

First-Time First-Year Student: A *first-time first-year student* is a student who has never attended any college (or other postsecondary institution) after completing high school. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. It also includes students who entered with advanced standing (college credit earned before high school completion including dual enrollment).

Transfer Student: A *transfer* student is a student who enrolls at an institution for the first time who has previously attended another postsecondary institution as a first-time first-year student. This includes new students enrolled in the fall term who transferred into the institution the prior summer. Students classified as first-time first-year and re-entry should be excluded.

Re-entry Student: A *re-entry* (re-admitted) student has previously enrolled at an institution, left that institution, and is re-enrolling at the same institution.

Adult Student: An *adult student* is age 25 or over. Institutions may establish separate admission standards for adult students but must adhere to math and English placement requirements by institution type.

Institution Type: Admissions standards vary by institution type. Louisiana's public institutions fall into the following categories:

Flagship: LSU A&M

Statewide: LA Tech, UL Lafayette, UNO

Regional: LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe

HBCU: Grambling, Southern Baton Rouge, Southern New Orleans

Two-year (open admission): Baton Rouge CC, Bossier Parish CC, Central Louisiana TCC, Delgado CC, L. E. Fletcher TCC, Louisiana Delta CC, LSU-E, Northshore TCC, Northwest Louisiana TCC, Nunez CC, River Parishes CC, South Louisiana CC, SOWELA TCC, SUSLA

Core Curriculum: The TOPS Opportunity and BoR Core curriculum is a 19-credit set of high school courses that meet the requirements of the TOPS Opportunity Scholarship.

Early College: College credit earned before completing high school or during the summer immediately following high school graduation, including dual enrollment, AP, IB, or CLEP. Credit hours for AP, IB or CLEP are contingent on the student achieving an appropriate score.

Minimum Admission Standards for First-Time First-Year Students

Two-year institutions are open admission and therefore have no academic requirements for entry.

Two-year: Baton Rouge CC, Bossier Parish CC, Central Louisiana TCC, Delgado CC, L. E. Fletcher TCC, Louisiana Delta CC, LSU-E, Northshore TCC, Northwest Louisiana TCC, Nunez CC, River Parishes CC, South Louisiana CC, SOWELA TCC, SUSLA
No academic requirements for admission to the institution. Individual courses or programs may have academic requirements.

Admissions requirements for first-time first-year students to four-year institutions include:

- A. Completion of a High School Curriculum, AND
- B. Additional Requirements by Institution Type

A. Completion of a High School Curriculum: Meet requirements of one of the following four options.

1) 19-Unit Core^{1,2}
Cumulative GPA of 2.0
2) 17 or 18 Units of the Core^{1,2}
Cumulative GPA of 2.0
AND
Core GPA .5 higher than institution min. OR ACT Composite 3 points higher than institution min. OR Institutional early college requirement with GPA .25 higher than institution min. OR Two of the three additional institutional requirements (Section B)
3) Fewer than 17 Units of the Core^{1,2}
Cumulative GPA of 2.0
AND
Core GPA .5 higher than institution min. OR ACT Composite 3 points higher than institution min. OR Institutional early college requirement with GPA .25 higher than institution min.
4) Alternative HS Credential
HiSET: 15 on any subtest AND 4 on HiSET Essay OR NRS: Score level 6 on NRS approved assessment
AND
Institution minimum ACT (applies to flagship and statewide only)
5) Graduation from a non-US secondary institution³
Students must have completed a recognized secondary program comparable to a U.S. high school preparatory core.

¹TOPS Opportunity Scholarship Core HS Curriculum

²For **out of state students who meet their state's HS core but lack BOR Core units**, institutions may substitute a maximum of **four** qualifying college prep core courses. The course substitutions and confirmation of the out-of-state college prep core must be noted in the record.

³Additional requirements for **international students** can be found on page 5.

B. Additional Requirements by Institution Type

The following requirements apply to students under the age of 25. Institutions may set different minimum admission requirements for students aged 25 and over.

Flagship: LSU				
GPA on the Core at least 3.0	OR	Associate Degree OR 18 early college academic credit hours with at least 2.5 GPA	OR	ACT at least 25 OR SAT equivalent
AND				
Meets minimum placement requirements for standalone mathematics AND English (AA 2.18)				
Statewide: LA Tech, UL Lafayette, UNO				
GPA on the Core at least 2.5	OR	Associate Degree OR 15 early college academic credit hours with at least 2.25 GPA	OR	ACT at least 23 OR SAT equivalent
AND				
Meets minimum placement requirements for standalone mathematics AND English (AA 2.18)				
Regional: LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe				
GPA on the Core at least 2.0	OR	Associate Degree OR 12 early college academic credit hours with at least 2.0 GPA	OR	ACT at least 20 OR SAT equivalent
AND				
Meets minimum placement requirements for a standalone mathematics OR English (AA 2.18)	OR	Meets minimum placement requirements for a two-hour-corequisite mathematics OR English (AA 2.18)		

HBCU: Grambling, Southern BR, Southern NO				
GPA on the Core at least 2.0	OR	Associate Degree OR 9 early college academic credit hours with at least 2.0 GPA	OR	ACT at least 20 OR SAT equivalent

Minimum Admission Standards for Transfer Students

Students who leave an institution and wish to re-enroll at the same institution should contact the institution's admissions office for guidance. All other students switching institutions must meet requirements of one of the following five options. Students may transfer at any time if they meet admissions requirements described above for first-time first-year students.

1) Meet First-Time First-Year Admission Requirements (0+ college credits earned)

Meet first-year first-time student admission requirements **AND** be in good standing with the previous institution.

2) Bridge Program (12+ college credits earned)

A minimum of 12 college-level credit hours from a Partnership Community College - University First-Year Bridge Program⁴.

AND

Completed a college-level general education English **AND** a college-level general education mathematics course with a grade of at least "C" in both.

3) Earned College Credits (24+ college credits earned)

Earned the minimum college-level academic credit hours and meet the minimum GPA on college-level academic courses for the institution type:

Flagship	At least 30 credit hours AND 2.5 GPA
Statewide	At least 24 credit hours AND 2.25 GPA
Regional	At least 18 credit hours AND 2.0 GPA
HBCU	At least 18 credit hours AND 2.0 GPA
2-Year	No minimum requirements for transfer.

AND

Completed a college-level general education English **AND** a college-level general education mathematics course with a grade of at least "C" in both.

4) Have an Associate Degree

Completed an associate degree (AAS, AA, AS, AALT, or ASLT) or higher.

5) Adult Student (over age 25)

Meets the institution's admissions requirement for adult students.

AND

Meets minimum placement requirements for standalone mathematics **OR** English (AA 2.18).

⁴Minimum standards for transfer besides the 12 college credits that include English and mathematics are left to the college-University parties. Bridge agreements may require more credits and/or higher GPA.

Additional Requirements for International Students

Students who graduated from a non-US high school must meet the following requirements in addition to regular admission requirements by institution type.

1) Demonstrate English Language Proficiency

Students from non-English-speaking countries or from non-English curriculum schools must demonstrate college-level English proficiency before admission.⁶ All records must be in or officially translated into English.

English Proficiency for International Students	
TOEFL (paper-based)	550
TOEFL IB	79
IELTS	6.5
Duolingo	100
ACT English	18
SAT ERW	500
ACCUPLACER NG Writing	250
Credit for a college-level English course equivalent to CENL 1013 or CENL 1023.	

2) Be Admissible to Comparable Institution

Students must qualify for admission to a comparable university in their respective country as verified by that country's Ministry of Education.

⁵When comparable core courses are not evident, institutions must cite a nationally recognized resource (e.g., AACRAO, WES) demonstrating that the applicants have completed a program of study that would recommend them for admission to a comparable university in their country.

⁶Upon admission, students may be required to enroll in credit-bearing (but not-for-degree-credit) English as a Second Language coursework as determined by the institution.

Provisional Admission

Students should be fully admitted at the time they enroll. At their discretion, institutions may offer provisional admission to first-time first-year students in anticipation of the students meeting the admission standards by the time they begin classes as first-time first-year students. Institutions must have evidence that students meet all admission requirements, and the student record must reflect the final admission information showing eligibility for admission by the end of the first semester or term.

Admission by Exception

Any student who does not meet admission criteria as described above may be admitted by exception if the institution deems the student prepared to do satisfactory academic work at the institution to which they are applying. BoR will conduct regular audits of admission by exception to ensure compliance with this policy.

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.¹

In addition to the BoR's minimum admission standards, institutions may adopt more specific or rigorous requirements for admission. When a student is admitted by exception to the institution's standards but still meets the BoR's minimum requirements, that student will not be classified as an admission by exception by BoR.

Allowable First-Year Exceptions

Institutions may admit by exception the following allowable percentage of first-year students who do not meet the BoR's minimum admission standards. The calculation of the number of first-year students representing the allowable percentage may be calculated from the previous year's (semester/term) entering class reported as enrolled as of the end of the semester/term.

Flagship:	4% (LSU)
Statewide:	6% (LA Tech, UL Lafayette, UNO)
Regional:	8% (LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe)
HBCU:	8% (Grambling, Southern BR, Southern NO)

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

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

Summer Provisional Programs & Exception Status

First-time first-year students admitted by exception for the fall semester who participate in a university summer provisional program and successfully complete at least six (6) credits of college-level coursework, including at least one English or Math course (students with placement deficiencies in English and Math must complete both), and achieve at least a 2.3 Summer GPA and a grade of "C" or higher in English/Math, may be recoded as 'Not an Exception' for the Summer term. (Note: Summer and Fall first-time first-year students are combined as one entering cohort for IPEDS and BoR reporting.)

¹ The Board of Regents will remove this provision effective Fall 2024.

Allowable Transfer Exceptions

Institutions may admit by exception an allowable percentage of transfer students who do not meet the minimum transfer admission standards. The number of transfer students representing the allowable percentage may be calculated from the previous year's semester/term entering transfer class reported as enrolled as of the end of the semester/term.

Flagship: 4% (LSU)

Statewide: 8% (LA Tech, UL Lafayette, UNO)

Regional: 10% (LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe)

HBCU: 10% (Grambling, Southern BR, Southern NO)

Penalties for Exceeding Exceptions Limits

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

Academic Affairs Policy 2.18

Gateway Mathematics and English Course Placement Requirements

Purpose:

This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in mathematics and English. It is designed to:

- Increase the number of students who can access and successfully complete a gateway mathematics course and/or English course;
- Increase the retention and graduation rates of college students; and
- Remove systemic barriers to equitable access and outcomes for Louisiana's students.

This policy is effective for mathematics courses beginning in the fall 2023 semester and for English courses beginning in the fall 2024 semester. However, any or all aspects of the policy may be implemented immediately.

General Requirements:

Institutions may not offer, or require students to take, a stand-alone mathematics or English course that the Statewide Articulation and Transfer Council (SATC) does not recognize as satisfying the mathematics or English general education requirement. Instead, all remediation should follow the corequisite learning support model. Students with corequisite support requirements as outlined below should be co-enrolled in sections of mathematics or English that satisfy general education requirements utilizing corequisite learning support.

Corequisite Learning Support:

Corequisite Learning Support is a strategy wherein students are placed directly into a gateway course accompanied by an aligned academic support course in the same academic term (the corequisite course). Each corequisite course will be a required course that provides a supplementary instruction experience dedicated to tasks that are connected to mastery of the skills and knowledge required for success in the material in the gateway course. The corequisite learning support course should include a curriculum and instruction that positively contribute to a student's academic mindset and develop non-cognitive skills that improve student learning. Whenever possible the gateway course and corequisite course should be taught by the same instructor. **The corequisite support course should be two hours or three hours depending on the student's academic scores. A student who is eligible to take a two-hour corequisite supported course may take a gateway course with three hours of corequisite support.**

Data Submission:

Institutions shall annually submit data to the Board of Regents for both mathematics and English general education courses, in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.

MATHEMATICS

A. Enrollment in Gateway Mathematics

1. The first mathematics course each student takes shall be a gateway course aligned to the mathematics pathway for their declared or intended program of study. Students should enroll in their first mathematics course in their first academic year.
2. All students who do not meet the minimum standards for placement into a stand-alone gateway mathematics course **must** enroll in a corequisite support section as defined in this policy.
3. All institutions that enroll students with corequisite support requirements **must** provide sufficient capacity in corequisite gateway mathematics sections needed to meet the educational requirements of their students.

4. For students who demonstrate proficiency at a higher level than the gateway mathematics course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the mathematics requirement for general education and their program of study.
5. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

B. Minimum Placement Requirements for Gateway Mathematics

1. A student who meets none of the criteria listed below, or has no mathematics test score, has a corequisite support requirement in mathematics.
2. A student who meets one or more of the criteria listed below is exempt from the corequisite support requirement in mathematics but may still elect to enroll in corequisite support.
3. The criteria for exemption from corequisite support in mathematics are:

Placement Assessment	Minimum Requirement for <i>standalone</i> Gateway Mathematics
HS Cumulative GPA	≥ 3.0 on a 4.0 scale OR
ACT Math subscore	≥ 19 OR
SAT Math subscore	≥ 510 OR
ACCUPLACER NG	≥ 250 QRAS OR
ASPIRE	≥ 431 OR
ALEKS PPL	≥ 35 OR
LEAP 2025	Geometry Mastery or above OR
HiSET	≥ 15 on any subtest and ≥ 4 Essay OR
NRS Approved Assessments	\geq Level 6 OR
College transcript	Prior credit for a college-level general education math course

1. A Student who meets none of the criteria above, but meets any of the criteria below, has a corequisite support requirement in mathematics, that may be met using a model with two hours of corequisite support.
2. A student who meets none of the criteria below, has a corequisite support requirement that must be met using a model with three hours of corequisite support.

Placement Assessment	Minimum Requirement for <i>two-hour</i> corequisite Gateway Mathematics
HS Cumulative GPA	≥ 2.75 on a 4.0 scale OR
ACT Math subscore	≥ 17 OR
SAT Math subscore	≥ 470 OR
ACCUPLACER NG	≥ 240 QRAS OR
ASPIRE	≥ 427 OR
ALEKS PPL	≥ 30 OR
LEAP 2025	Geometry (Basic) or above

C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum mathematics placement requirements outlined in this policy.
2. An institution must enroll a student who has a mathematics corequisite support requirement in a corequisite section of the appropriate gateway mathematics course.
3. The gateway mathematics courses must
 - a. be courses that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the mathematics general education requirement; and
 - b. be on the math pathway for the student's program of study.

ENGLISH

A. Enrollment in Gateway English

- a. The first English course each student takes shall be a gateway course that satisfies general education requirements. Students should enroll in their first English course in their first academic year.
- b. All students who do not meet the minimum standards for placement into a stand-alone gateway English course must enroll in a corequisite support section as defined in this policy.
- c. All institutions that enroll students with corequisite support requirements must provide sufficient capacity in corequisite gateway English sections to meet the educational requirements of their students.
- d. For students who demonstrate proficiency at a higher level than the gateway English course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the English requirement for general education and their program of study.
- e. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

B. Minimum Placement Requirements for Gateway English

1. A student who meets none of the criteria listed below, or has no English test score, has a corequisite support requirement in English.
2. A student who meets one or more of the criteria listed below is exempt from the corequisite support requirement in English but may still elect to enroll in corequisite support.
3. The criteria for exemption from corequisite support in English are:

Placement Assessment	Minimum Requirement for <i>standalone</i> Gateway English
HS Cumulative GPA	≥ 3.0 on a 4.0 scale OR
ACT English subscore	≥ 18 OR
SAT ERW subscore	≥ 500 OR
ACCUPLACER NG Writing	≥ 250 OR
ASPIRE	≥ 433 OR
LEAP 2025	English II Mastery or above OR
HiSET	≥ 15 on any subtest and ≥ 4 Essay OR
NRS Approved Assessments	\geq Level 6 OR
Faculty-assessed college-level writing sample	Minimum score established by institution according to standardized rubric

1. A Student who meets none of the criteria above, but meets any of the criteria below, has a corequisite support requirement in English, that may be met using a model with two hours of corequisite support.
2. A student who meets none of the criteria below, has a corequisite support requirement that must be met using a model with three hours of corequisite support.

Placement Assessment	Minimum Requirement for two hour corequisite Gateway English
HS Cumulative GPA	≥ 2.75 on a 4.0 scale OR
ACT English subscore	≥ 16 OR
SAT ERW subscore	≥ 470 OR
ACCUPLACER NG Writing	≥ 245 OR
ASPIRE	≥ 428 OR
LEAP 2025	English II Basic or above

C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum English placement requirements outlined in this policy.
2. An institution must enroll a student who has an English corequisite support requirement in a corequisite section of the gateway English course.
3. The gateway English course must
 - a. be a course that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the English general education requirement; and
 - b. be appropriate for the student's program of study.

AGENDA ITEM VI.C.6.

Louisiana's Math Pathways Position Statement

Executive Summary

In 2020, Louisiana was one of seven states awarded a strategy site grant from Strong Start to Finish (SSTF), an Education Commission of the States (ECS) project focused on developmental education reform. Louisiana's SSTF project, Louisiana Math Forward, aimed to provide the resources necessary for every institution to scale the co-requisite developmental education model.

In addition to the Louisiana Math Forward efforts that involved more than 100 faculty from across the state, Regents staff have worked with officials from all the systems and institutions to ensure support for these policy changes and their implementation timeline.

To continue the development of this work, a working group of math faculty and department chairs from around the state have been working to develop a statewide *Math Pathways Position Statement*. Based on the work of the state's Student Success Council, the goal of the position statement was to "Build on the Louisiana Math Forward developmental math reform initiative by establishing math pathways that better align college-level math with a student's intended area of study."

The members of the working group were:

- Raymond Duplessis, Delgado
- Dr. Connie Walton, Grambling
- Frank Boone, LA Delta CC
- Dr. Nathan Ponder, LSU-A.
- Dr. Oliver Dasbach, LSU A&M
- Dr. Galen Turner, LA Tech
- Dr. Rachel Vincent-Finley – Southern A&M
- Dr. Charles Stewart, SOWELA
- Marci Collins, SUSLA
- Dr. Bruce Wade, ULL
- Jade O'Dell, UNO

BOR staff thank the members of the group for their diligence in undertaking this work.

The position statement has been circulated amongst the state's mathematics community and has been met with considerable support. Consequently, it is presented here for the Board's information.

Louisiana's Math Pathways Position Statement:

In keeping with the positions of the AMS, AMATYC, ASA, MAA and SIAM and the collective position of the Conference Board of the Mathematical Sciences, the Louisiana Board of Regents Math Pathways Working Group affirms that students should follow a mathematics pathway that contains the mathematics that pertains to their discipline of study, their career goals, and their personal and civic lives.*

In particular, college algebra is only one of multiple gateway mathematics course options that satisfy the general education analytical reasoning requirement. Degree programs should incorporate mathematics courses that follow a discipline-appropriate mathematics pathway to meet these requirements. Discipline pathways might include: a statistics pathway for students pursuing social, health and data sciences; a quantitative reasoning/literacy pathway tailored to humanities; or an algebra-intensive pathway, in which college algebra plays an integral part, for students majoring in science, technology, engineering, and mathematics (STEM) or other calculus-based disciplines.

To operationalize this goal, the math community will collaborate with partner disciplines to identify clusters of disciplines with common math needs, and develop additional mathematics pathways or modify existing pathways to best meet those needs.

Regardless of which pathway the student follows, they should begin their mathematics pathway in their first year of study. Whenever possible, each institution should offer the gateway course for each pathway pertaining to their degree offerings in a corequisite format together with the appropriate supports to enable student success.

*American Mathematical Society, American Mathematical Association of Two-Year Colleges, American Statistical Association, Mathematical Association of America, and Society for Industrial and Applied Mathematics

STAFF RECOMMENDATION

For information only. No action required.

Collis B. Temple, III
Chair

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Vice Chair

Sonia A. Pérez
Secretary

Kim Hunter Reed, Ph.D.
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BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMENDATIONS
RESEARCH AND SPONSORED INITIATIVES**
Wednesday, October 19, 2022

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

VI. Reports and Recommendations

D. Research and Sponsored Initiatives

1. Consent Agenda
 - a. Request from LSU and A&M College to Divide BoRSF-Matched Endowed Chair
2. Overview of BoRSF Plan and Budget, FY 2023-24

AGENDA ITEM VI.D.1.a.

Request from LSU and A&M College to Divide BoRSF-Matched Endowed Chair

Background Information

In August 2011, the Board of Regents approved guidelines for the division of Endowed Chairs funds to establish Endowed Professorships, setting the minimum corpus level of professorships so created at \$250,000. Since this determination, several campuses have divided BoRSF-matched Chairs to establish Professorships at this level or higher.

Staff Summary

The Hermann Moyse, Jr./Louisiana Bankers Association Chair of Banking is a \$1 million endowed chair held by LSU and A&M College, matched by the BoRSF in FY 1993-94. LSU A&M now requests approval to divide the Moyse Chair into two Endowed Professorships, as follows:

- Hermann Moyse, Jr./Louisiana Bankers Association Professorship in Financial Services, with a corpus of \$700,000; and
- Hermann Moyse, Jr./Louisiana Bankers Association Professorship in Banking, with a corpus of \$300,000.

To enable efficient usage of expendable funds, LSU A&M further requested that this approval be retroactive to September 15, 2022.

STAFF RECOMMENDATION

Consistent with the August 2011 policy, the Senior Staff recommends approval of the division of the Hermann Moyse, Jr./Louisiana Bankers Association Chair of Banking into two (2) endowed professorships as follows: (1) Hermann Moyse, Jr./Louisiana Bankers Association Professorship in Financial Services, with a corpus of \$700,000; and (2) Hermann Moyse, Jr./Louisiana Bankers Association Professorship in Banking, with a corpus of \$300,000. This action shall be retroactive to September 15, 2022.

AGENDA ITEM VI.D.2.

Overview of Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2023-24

Background Information

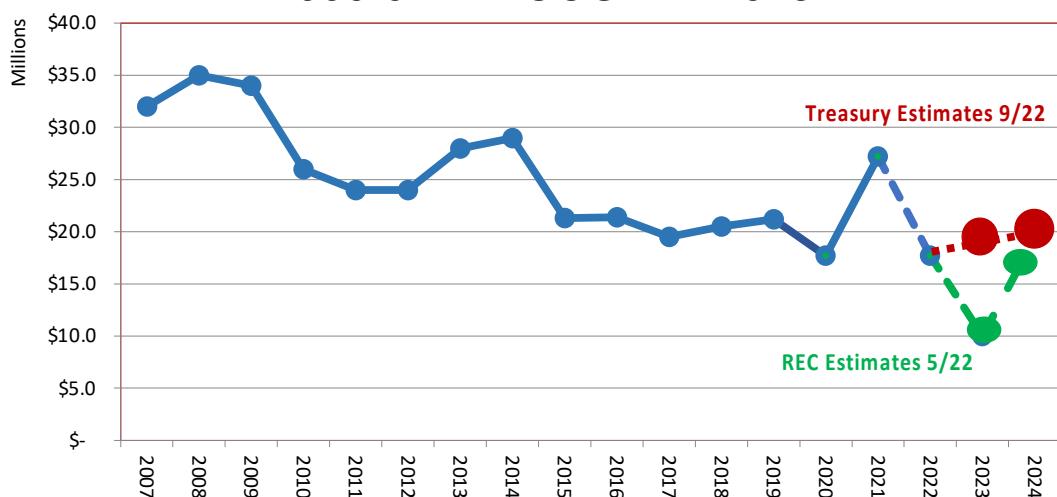
The Board of Regents Support Fund (BoRSF), constitutionally designated and managed by the Board of Regents, receives revenues on an annual basis from the Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF). These dollars, separate from State General Fund appropriations, cannot be used for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

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

Staff Summary

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers both trends over the recent past and the annual projection of the Treasury. Annual revenues generated for the Support Fund declined steadily and significantly for the period FY 2006-07 through FY 2019-20, from a peak of \$35 million to less than \$18 million. While revenues recovered to \$27 million in FY 2020-21, this was a result of significant sell-offs to accommodate statutory caps on investment in securities, and did not represent a general improvement in Trust Fund performance. A total of \$17.7 million was received in FY 2021-22.

SUPPORT FUND REVENUES FY 2006-07 THROUGH FY 2023-24



Given the recent history of the Trust Fund income, projections of the Treasurer and Revenue Estimating Conference are similar, ranging from \$19.45 million (REC, May 2022) to \$20.5 million (Treasury, September 2022). Due to the substantial surplus of FY 2020-21 revenues, which have not yet been expended due to continued uncertainty, the Support Fund is well positioned to budget slightly above REC forecasts to recommend a steady funding level in FY 2023-24.

Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$20 million is a reasonable budget level for the BoRSF in FY 2023-24, with contingencies to accommodate potential shortfalls. This recommended budget level will enable full support for existing contracts and matching obligations and reasonable levels of new monies for all BoRSF grant and endowment programs. The structure of the Support Fund, with RFPs released at the beginning of the fiscal year and funding allocated at the end, gives the Board ample opportunity to adjust as the budget picture clarifies in early 2023. Recommended contingencies call for staff to monitor updated revenue estimates and make a recommendation to the Board in summer 2023 should there be an indication that reductions are needed before the FY 2023-24 competitive cycle begins. If estimates fall below the recommended budget level, staff will make pro-rata reductions to new monies for competitive programs, in accordance with contingencies outlined in the plan and budget. Only under extreme exigency would federal matching dollars, guaranteed donor matches in Endowed Professorships (two slots per campus), or prior commitments be reduced.

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

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

STAFF RECOMMENDATION

This item is for information only. Staff recommendations for the FY 2023-24 BoRSF Plan and Budget will be brought for Board consideration in December 2022.

ATTACHMENT A

FY 2023-24 Board of Regents Support Fund Budget: BoRSF Planning Committee/Staff Recommendation

Support Fund Program/Subprogram	FY 2023-24 PROPOSED BUDGET		FY 2022-23 APPROVED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
Federal Matching	\$1,425,000	\$250,000	\$1,550,000	\$375,000
Endowed Chairs	\$0	\$2,420,000	\$0	\$2,420,000
Graduate Fellows	\$0	\$1,120,000	\$0	\$1,120,000
Traditional (GF)				\$0
BoR/SREB Fellowships				\$0
Endowed Grad Scholarships			\$1,120,000	\$1,120,000
Research & Development	\$3,434,040	\$2,500,000	\$3,391,575	\$2,500,000
Research Competitiveness	\$2,279,731		\$2,312,694	\$1,350,000
Industrial Ties/PoCP	\$1,154,309		\$1,078,881	\$750,000
Awds to Artists & Scholars	\$0		\$0	\$400,000
Enhancement	\$1,951,000	\$6,303,075	\$1,733,268	\$6,321,154
Departmental ENH (includes BoR/SREB)	\$1,951,000	\$3,303,075	\$1,733,268	\$3,321,154
Endowed Professorships	\$0	\$2,000,000	\$0	\$2,000,000
Endowed WF Scholarships	\$0	\$1,000,000	\$0	\$1,000,000
Administration (Formula)	\$0	\$596,885	\$0	\$589,003
TOTAL	\$6,810,040	\$13,189,960	\$6,674,843	\$13,325,157
FISCAL YEAR BUDGET	\$20,000,000		\$20,000,000	

CONTINGENCIES:

Higher than Budgeted:

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

Lower than Budgeted

- Summer 2023 consideration of REC spring 2022 projections to determine whether budget reductions are needed prior to competitive cycle launch.
- If partial reductions are needed, proportionate cuts taken in first-year amounts allocated for proposals across all competitive programs and subprograms
- If additional cuts are needed after all competitive programs eliminated, reductions taken to the non-competitive Endowed Professorships subprogram once funding guarantees are met
- If additional cuts needed after all first-year funds are eliminated, reductions made to federal matching commitments and/or prior contractual obligations

ATTACHMENT B

Board of Regents Support Fund Program/Subprogram Descriptions

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

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

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

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

1. Departmental Enhancement

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

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

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

3. Endowed Professorships

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

4. Endowed Two-Year Student Workforce Scholarships

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

5. Federal Matching

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

Targeted Research and Development

1. Research Competitiveness Subprogram (RCS)

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

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

2. Industrial Ties Research Subprogram (ITRS)

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

3. Awards to Louisiana Artists and Scholars (ATLAS)

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

Recruitment of Superior Graduate Students

1. Endowed Superior Graduate Student Scholarships

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

Endowed Chairs for Eminent Scholars

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

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

STATEWIDE PROGRAMS

Wednesday, October 19, 2022

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

VI. Reports and Recommendations

E. Statewide Programs

1. Consent Agenda

- a. Approval of Final Rulemaking – Rulemaking to amend Section 703 of the Scholarship and Grant Program rules to add Dual Enrollment Psychology as a TOPS core equivalent that can be graded on a 5.0 grading scale.
- b. Approval of Final Rulemaking – Rulemaking to extend the applicability of COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS from the fall semester/winter quarter of 2021 through the summer of 2022.
- c. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
- d. TOPS Home Study Exceptions - TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

2. Other Business

Agenda Item VI.E.1.a.

Consent Agenda: Final Rulemaking Dual Enrollment Psychology

Final Rulemaking to amend Section 703 of the Scholarship and Grant Program rules to add Dual Enrollment Psychology as a TOPS core equivalent that can be graded on a 5.00 grading scale.

Background:

At its meeting on June 15, 2022, 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 July 20, 2022.

This rulemaking adds Dual Enrollment Psychology as an equivalent in the TOPS core curriculum and provides that the dual enrollment course may be graded on a 5.0 scale.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends publication of the final rule.

Agenda Item VI.E.1.b.

Consent Agenda: Final Rulemaking COVID-19 Exceptions

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

Background:

At its December 15, 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 June 20, 2022. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

This rulemaking extends the applicability of COVID-19 as an objective circumstance for which students may request an exception to the TOPS requirements that a student maintain continuous enrollment, enroll full time each semester, and earn 24 hours each academic year.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends publication of the final rule.

Agenda Item VI.E.1.c.

Consent Agenda: TOPS Exceptions

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

Background:

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

Six requests for exceptions were reviewed and approved by the LOSFA Advisory Board at its meeting on September 8, 2022. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA Advisory Board Recommendation

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

Agenda Item VI.E.1.d.

Consent Agenda: TOPS Home Study Exceptions

Requests for exception to the TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

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

One request for an exception to the deadline to begin a home study program was reviewed and approved by the LOSFA Advisory Board at its meeting on September 8, 2022. The student has presented facts and documentation that the student believes justifies the granting of an exception as an exceptional circumstance.

LOSFA Advisory Board Recommendation

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

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS **PLANNING, RESEARCH AND PERFORMANCE**

Wednesday, October 19, 2022

Delgado Community College
Student Life Center
Bayou Lafourche/Bayou Segnette Rooms
615 City Park Avenue
New Orleans, Louisiana 70119

VI. Reports and Recommendations

F. Planning, Research and Performance

1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial Applications
 - (a) Aspen University
 - ii. Renewal Applications
 - (a) Remington College
 - b. Proprietary Schools Advisory Commission
 - i. Change of Ownership Applications
 - (a) Becker Professional – Online, Warren, PA
 - ii. Initial Applications
 - (a) Road Ready Driving Academy, Houma, LA
 - iii. Renewal Applications
 - (a) Accelerated Dental Assisting Academy, Baton Rouge, LA - License #2220
 - (b) Accelerated Dental Assisting Academy, Denham Springs, LA - License #2154
 - (c) Accelerated Dental Assisting Academy, Lafayette, LA - License #2219

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- (d) Accelerated Dental Assisting Academy, Monroe, LA - License #2223
- (e) Accelerated Dental Assisting Academy, Slidell, LA - License #2224
- (f) Advance Nursing Training, New Orleans, LA - License #2197
- (g) Ark-La-Tex Dental Assisting Academy, Shreveport, LA - License #2131
- (h) Baton Rouge Dental Assistant Academy-South, Baton Rouge, LA - License #2305
- (i) Baton Rouge School of Phlebotomy, Baton Rouge, LA - License #2335
- (j) Camelot College, Baton Rouge, LA - License #680
- (k) Coastal College - Alexandria, Alexandria, LA - License #991
- (l) Cross Road CDL Academy, Harvey, LA - License #2321
- (m) Digital Media Institute, Shreveport, LA - License #2198
- (n) Fortis College, Baton Rouge, LA - License #2134
- (o) Healthcare Training Institute, Kenner, LA - License #2109
- (p) Life Care, Marrero, LA - License #2182
- (q) MedCerts, Livonia, MI - License #2337
- (r) Medical Training College, Baton Rouge, LA - License #969
- (s) N.O.D.C. School for Dental Assisting, Harvey, LA - License #2160
- (t) NOLA Institute of Gaming, New Orleans, LA - License #2322
- (u) Opelousas Academy of Nondestructive Testing, Opelousas, LA - License #2275
- (v) RelyOn Nutec USA, Houma, LA - License #2156
- (w) Remington College - Baton Rouge, Baton Rouge, LA - License #2277
- (x) River Cities School of Dental Assisting, Shreveport, LA - License #2089
- (y) Rock Bridge Training Institute, Shreveport, LA - License #2225
- (z) Stick It Phlebotomy, Jonesboro, LA - License #2226
- (aa) Synergy Massage Institute, Slidell, LA - License #2336

AGENDA ITEM VI.F.1.a.i.(a)

Aspen University
Phoenix, AZ

BACKGROUND

Aspen University (Aspen) is a private institution with its main campus located in Phoenix, AZ. The university is accredited by the Distance Education Accrediting Commission (DEAC). Aspen is authorized by Arizona State Board for Private Postsecondary Education (AZBPPSE). Aspen recently moved operations from Colorado to Arizona and had to reapply for NC-SARA approval. Aspen's NC-SARA application has not yet been approved in Arizona, hence the need for the Louisiana license.

On September 12, 2022, Aspen requested to voluntarily surrender program approval with the Arizona Board of Nursing (AZBON) for its BSN Nursing program. This agreement was approved by the AZBON on September 20, 2022 and a consent agreement was created to allow for a two-year teach-out plan. DEAC issued a statement on September 21, 2022 acknowledging their approval of the teach-out plan and that the accreditor "has not seen evidence which would suggest that the quality of Aspen's other accredited programs or the ability of Aspen to effectively deliver those programs has been impaired or is in jeopardy." (See attachment.) There are 11 Louisiana students who will are currently enrolled in the BSN program.

ACADEMIC PROGRAM

Aspen offers one associate degree program, eight bachelor's degree programs, seven master's degree programs, three doctorate programs, and two certificate programs to Louisiana students. The subject areas include psychology, early childhood studies, information systems and technology, healthcare, and business administration. Currently, this institution has 27 students in its Louisiana Unduplicated Headcount Enrollment. These students were enrolled while the school was an approved NC-SARA participant.

FACULTY

Aspen has 59 full-time and 443 part-time faculty with various degree levels.

FACILITIES

Aspen offers 100% online instruction to Louisiana residents for all programs outside of its nursing programs and Master of Public Health. On-ground components are either clinicals or community projects and are conducted at various healthcare facilities across the state.

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, the institution's campus, and DEAC accreditation, yet considering the lack of NC-SARA approval and recent actions of the Arizona Board of Nursing, Senior Staff recommends granting a *provisional* license to Aspen University for one calendar year.

DEAC Statement on Aspen University

September 21, 2022

The Distance Education Accrediting Commission (DEAC) continues to monitor the operations and regulatory status of Aspen University (Aspen). Recent actions taken by the Arizona State Board of Private Post-Secondary Education (AZBPPSE) and the September 8, 2022 decision by the Arizona SARA Council to delay consideration of Aspen's application to participate in SARA have curtailed Aspen's ability to offer educational programs in states where it is not independently authorized by the state to do so. The Arizona SARA Council decision caused DEAC to immediately accelerate its efforts to protect the interests of Aspen students whose ability to complete programs with Aspen was jeopardized. As of September 20, 2022, approximately 798 Aspen students (approximately 9% of Aspen's student body) may need to complete their studies at a different institution through a teach out agreement or transfer-of-credit. However, DEAC expects that number to drop as individual states reach agreements with Aspen which will allow Aspen to teach out students in those programs.

The Arizona SARA Council and AZBPPSE actions occurred against a backdrop of ongoing performance challenges experienced by Aspen's BSN pre-nursing program. Those issues had resulted in the execution of a consent agreement between Aspen and the Arizona Board of Nursing (AZBON) and a separate stipulated agreement executed between Aspen and the AZBPPSE. Aspen had been working with an AZBON approved consultant to improve and strengthen its BSN pre-nursing program but despite the consultant's August 31, 2022 report indicating substantial progress being made, Aspen determined that it would be in the best interests of its students to cease enrollments in that program and implement a teach-out for remaining students. In conjunction with that decision, Aspen executed a new consent agreement with AZBON which provides Aspen with two years to teach out students already enrolled in the pre-nursing program subject to ongoing monitoring by AZBON. Aspen would then voluntarily surrender its AZBON provisional program approval. The new consent agreement supersedes the earlier consent agreement and is intended to embody a final disposition of the matter. It is not clear how the new AZBON consent agreement will affect the stipulated agreement previously executed with AZBPPSE.

Because of actions previously taken by DEAC, DEAC does not anticipate significant difficulties in connection with Aspen's teach-out of students currently enrolled in either of the two program components over the next two years. These students will have the benefit of the changes to the program Aspen has been implementing over the past 12 months. However, DEAC will continue to closely monitor the teach-out process.

Apart from the issues which arose in Arizona with the Aspen BSN pre-nursing program, DEAC has not seen evidence which would suggest that the quality of Aspen's other accredited programs or the ability of Aspen to effectively deliver those programs has been impaired or is in jeopardy. However, DEAC will continue to monitor the institution's educational offerings and operations, its financial status, and its state authorizations for compliance with DEAC accreditation standards. Although not directly affected by the loss of Aspen's SARA participation, Aspen's accreditation by DEAC would be immediately withdrawn should it lose AZBPPSE authorization.

"We take the developments at Aspen very seriously." said Dr. Leah Matthews, Executive Director of DEAC. "Our primary focus at this time is to support Aspen in a plan of action that is fair and responsive to Aspen students, while maintaining institutional accountability within the established state and national regulatory framework. More broadly, DEAC remains committed to working with applicable state authorizing and licensing entities to safeguard the integrity of educational programs offered by DEAC institutions and the interests of their students, the public, and associated stakeholders."

Students currently enrolled in Aspen programs who have been adversely affected by the institution's loss of its SARA status may contact DEAC with questions about teach out or transfer-of-credit opportunities at 202-234-5100 or info@deac.org.

AGENDA ITEM VI.F.1.a.ii.(a)
Remington College
Garland, TX

BACKGROUND

Remington College (RC) is a non-profit, postsecondary educational institution with its main campus in Garland, TX. The College has campuses in Baton Rouge, Lafayette, and Shreveport. RC is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Louisiana campuses of Remington College are also licensed as Louisiana Proprietary Schools.

ACADEMIC PROGRAM

Remington College (RC) offers 16 academic programs that lead to diploma programs and undergraduate degrees in a variety of fields (e.g. healthcare, criminal justice, business, electronics, and information technology). The institution currently has 532 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	8
Associate	117
Technical Diploma	407
Other	0
Total	532

FACULTY

As of August 1, 2022, Remington College (RC) has 25 full-time and part-time faculty at various degree levels.

FACILITIES

Remington College (RC) offers online, classroom lecture/laboratory, and independent study 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 Remington College (RC).

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Minutes
Board of Regents' Proprietary Schools Advisory Commission
September 13, 2022

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, September 13, 2022, in Room 155 in the Claiborne Building. Prior to calling the meeting to order, new commission member Chris Broadwater, appointed by Louisiana Board of Regents, was administered the oath of office. Chair James Fontenot called the meeting to order at 10:00 a.m. The roll was then called by Ms. Chandra Cheatham and a quorum was established. There were no public comments to be read.

Commission Members Present

Melanie Amrhein, Vice Chair
Chris Broadwater
Sherrie Despino
James Dorris
James Fontenot, Chair
Randy Plaisance
Susana Schowen

Staff Members Present

Chandra Cheatham
Dr. Susannah Craig
Mighan Johnson
Antonio Williams

Guests Present

(See Appendix)

Commission Members Absent

Jada Lewis
Carmen Million

The first item of business was the approval of minutes from the Commission's meeting of July 12, 2022.

On motion of Sherrie Despino, seconded by Susana Schowen, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the July 12, 2022, Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was the change of ownership application for Becker Professional-Online. The school was represented by Ms. Sarah Comiskey-Senior Regulatory Manager. Ms. Mighan Johnson, Board of Regents, reviewed the materials for the Commission members, informing them that the institution offers six programs related to CPA and CMA exam review. The application met all legal and administrative requirements to be approved for a change of ownership and new license.

Discussion focused on future program growth, competition for programs, program cost and instruction delivery and the structure of the sale that led to the change of ownership. Following the discussion,

On motion of Chris Broadwater, seconded by James Dorris, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the change of ownership application for Becker Professional-Online, Warren, Pennsylvania.

The next item considered by the Commission was the initial license application from Road Ready Driving Academy. The school will be located in Houma, Louisiana. The school was represented by its owner, Mr. Lonzo Lavine. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer two programs: Commercial Truck Driving - Class A (240 clock hours) and Commercial Truck Driving - Class B (80 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the purpose for opening the school, future plans for expanding the school, the school's building, and location, as well as competition and marketing plans,

On motion of Melanie Amrhein seconded by Susana Schowen, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Road Ready Driving Academy, Houma, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Over the previous two months, 27 schools submitted complete renewal applications. Ms. Cheatham noted one school Baton Rouge School of Computers had closed and therefore was not renewing their license. Staff are still working to get the records from the school owner.

On motion of Chris Broadwater, seconded by Sherrie Despino, the Proprietary Schools Advisory Commission unanimously voted the Board of Regents renew the licenses of the following proprietary schools:

Accelerated Dental Assisting Academy, Baton Rouge, LA - License #2220
Accelerated Dental Assisting Academy, Denham Springs, LA - License #2154
Accelerated Dental Assisting Academy, Lafayette, LA - License #2219
Accelerated Dental Assisting Academy, Monroe, LA - License #2223
Accelerated Dental Assisting Academy, Slidell, LA - License #2224

Advance Nursing Training, New Orleans, LA - License #2197
Ark-La-Tex Dental Assisting Academy, Shreveport, LA - License #2131
Baton Rouge Dental Assistant Academy-South, Baton Rouge, LA - License #2305
Baton Rouge School of Phlebotomy, Baton Rouge, LA - License #2335
Camelot College, Baton Rouge, LA - License #680
Coastal College - Alexandria, Alexandria, LA - License #991
Cross Road CDL Academy, Harvey, LA - License #2321
Digital Media Institute, Shreveport, LA - License #2198
Fortis College, Baton Rouge, LA - License #2134
Healthcare Training Institute, Kenner, LA - License #2109
Life Care, Marrero, LA - License #2182
MedCerts, Livonia, MI - License #2337
Medical Training College, Baton Rouge, LA - License #969
N.O.D.C. School for Dental Assisting, Harvey, LA - License #2160
NOLA Institute of Gaming, New Orleans, LA - License #2322
Opelousas Academy of Nondestructive Testing, Opelousas, LA - License #2275
RelyOn Nutec USA, Houma, LA - License #2156
Remington College - Baton Rouge, Baton Rouge, LA - License #2277
River Cities School of Dental Assisting, Shreveport, LA - License #2089
Rock Bridge Training Institute, Shreveport, LA - License #2225
Stick It Phlebotomy, Jonesboro, LA - License #2226
Synergy Massage Institute, Slidell, LA - License #2336

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

Lincoln Technology College

Nashville, TN

- Added Program
Heavy Equipment Operations – 240.0 clock hours

For the other business items, a discussion of meeting dates for 2023 was held. The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, November 15, at 10:00 a.m., in Room 1-155 of the Claiborne Building. There being no further business, the meeting adjourned at 10:20 a.m.

APPENDIX A
GUESTS

Sarah Comiskey	Becker Professional – Online
Amanda LaGroue	LA Department of Justice
Lonzo Lavine	Road Ready Driving Academy
LaKeisha Johnson	Road Ready Driving Academy

Proposed 2023 Board of Regents Calendar of Meetings

	Time	Room	Reason
January 2023			
Monday, January 9	2:00 pm	Purchase ¹	Oaths, Committee and Board Meetings
February 2023 – no meeting			
March 2023			
Wednesday, March 22	9:00 am	North Dakota Purchase	Board Development Committee and Board Meetings
April 2023			
Wednesday, April 26	9:00 am	North Dakota Purchase	Board Development Committee and Board Meetings
May 2023 – no meeting			
June 2023			
Wednesday, June 14	9:00 am 10:30 am	Purchase TJ A&B ²	Joint BoR/BESE, Committee and Board Meetings
July 2023 – no meeting			
August 2023			
Wednesday, August 23	9:00 am	TJ A&B	Committee and Board Meetings
September 2023			
Tuesday, September 19	9:00 am-4:30 pm	BCR ³	Budget Hearings
Wednesday, September 20	9:00 am	Purchase	Committee and Board Meetings
October 2023			
Tuesday, October 17	Noon	Off site	Board Development
Wednesday, October 18	9:00 am	Off site	Committee and Board Meetings
November 2023	No Board meeting Potential Board Retreat – Off Site – Exact Dates TBD		
December 2023			
Tuesday, December 12	6:00 pm	TBD	Board Holiday Social
Wednesday, December 13	9:00 am 10:30 am	TJ A&B	Joint BoR/BESE, Committee and Board Meetings

¹ Louisiana Purchase (Purchase) Room (1-100), Claiborne Building, 1201 N. 3rd Street, Baton Rouge, LA 70802

² Thomas Jefferson (TJ) Room A&B, (1-136), Claiborne Building, 1201 N. 3rd Street, Baton Rouge, LA 70802

³ Board Conference Room (BCR), (6-242), Claiborne Building, 1201 N. 3rd Street, Baton Rouge, LA 70802