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

**Reports and Recommendations**

**PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING**

**January 9, 2020 • 11:20 a.m.**

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

**VII. Reports and Recommendations**

**F. Planning, Research and Performance**

**1. Consent Agenda**

**a. State Authorization Reciprocity Agreement (SARA) Institutional Renewal**

**i. Southeastern Louisiana University**

**2. Admissions Criteria Policy**

**3. Response to Senate Resolution 190 of 2019. Study of a School of Dentistry in Northern Louisiana**

**4. Dual Enrollment Update**

<b>Committee Members:</b> Claudia Adley, Chair, Sonia Pérez, Vice Chair, Blake David, Randy Ewing, Robert Levy, Charles McDonald, Wilbert Pryor, Gerald Theunissen
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## **Agenda Item VII F1a. i**

### **Executive Summary**

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

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

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

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

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

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

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

### **SUMMARY OF CHANGES**

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

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

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

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

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

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

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

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

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

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

**Non-Resident Allowable Exceptions**

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

**STAFF RECOMMENDATION**

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

## Louisiana Board of Regents

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

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

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

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

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

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

#### **University Admission**

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

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

- |             |              |    |   |
|-------------|--------------|----|---|
| • Flagship  | 3.0 Core GPA | or | 25 ACT Composite ( <i>or SAT Equivalent</i> ) |
| • Statewide | 2.5 Core GPA | or | 23 ACT Composite                              |
| • Regional  | 2.0 Core GPA | or | 20 ACT Composite                              |

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

# 1. Under Age 25

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

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

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

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

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

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

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

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

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

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

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

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

#### 4. Provisional Admission

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

For example:

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

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

#### 5. Developmental Courses Needed

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

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

#### 6. Allowable Exceptions

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

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

Flagship: 4% -- LSU

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

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

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

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



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

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

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

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

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

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

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

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

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

## TRANSFER MINIMUM ADMISSION STANDARDS FOR 4-YEAR UNIVERSITIES

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

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

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

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

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

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

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

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

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

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

### 5. Allowable Exceptions

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

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

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

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

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

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

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

# LOUISIANA BOARD OF REGENTS

## MINIMUM ADMISSION STANDARDS for TRANSFER STUDENTS and ADULT STUDENTS

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

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

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

\* Flagship: LSU.

Statewide: LA Tech, ULL, UNO.

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

## Proposed Admissions Policy Exception Penalties

January 9, 2020

### **Timeline**

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

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

### **Methodology**

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

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

### **Penalties**

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

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

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

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

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

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

**Penalty Allocation**

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

Penalty Allocation by Funded FTE Student

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**Agenda Item VII.F.3.**  
**RESPONSE TO SENATE RESOLUTION 190**  
**OF THE 2019 REGULAR SESSION**  
**OF THE LOUISIANA LEGISLATURE**  
  
**LOUISIANA BOARD OF REGENTS**



**January 2020**

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## **Introduction**

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

## **Methodology**

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

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

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

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

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

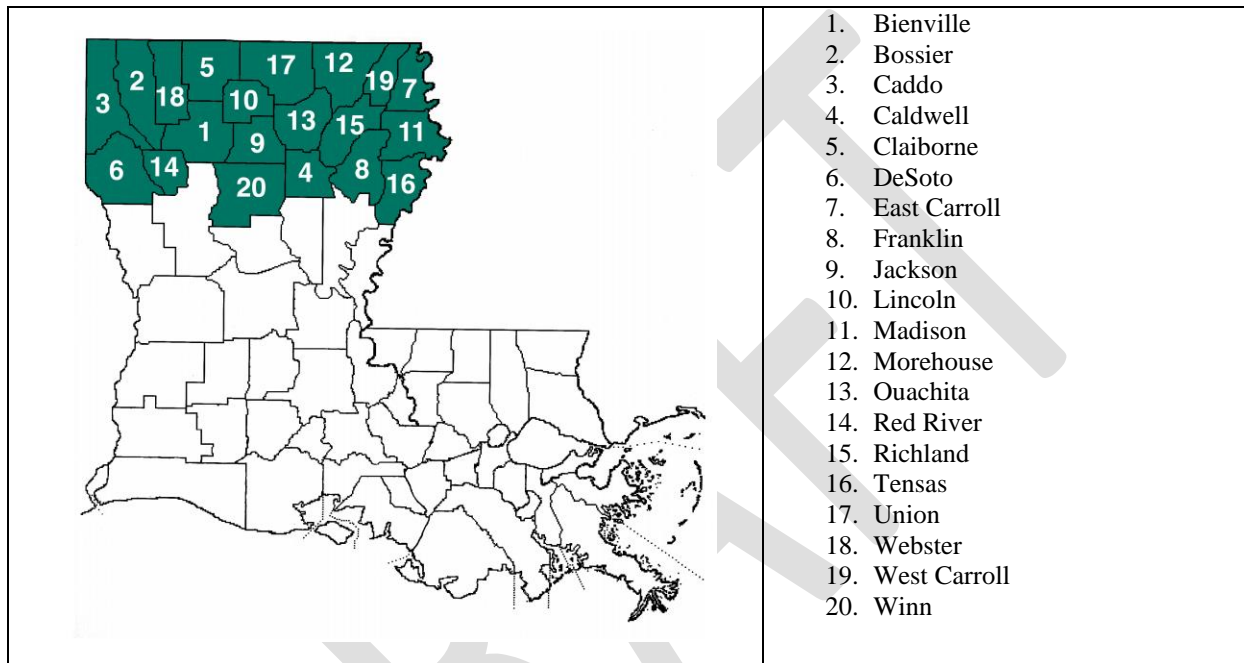
As further context-setting work, BOR staff conducted semi-structured interviews with individuals who offered different perspectives on the oral health and educational needs in the region. Included among these interviewees were:

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

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

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

**Figure 1:** North LA Parishes



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

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

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

### **A. Prevalence of Disease**

#### **1. Children**

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

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

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

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

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

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

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

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

## 2. Adults

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

**Table 3: Comparative Dental Outcomes**

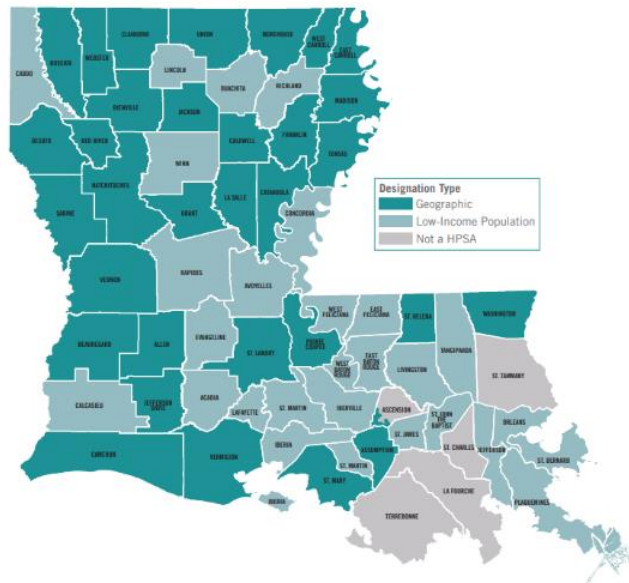
Dental Outcomes	National	Louisiana
Adult Tooth Removal	41.3%	49%
Adult Dental Visit	67.6%	58.1%

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

## B. Dental Health Professional Shortage Areas

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

**Figure 2:** Louisiana Dental HPSAs



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

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

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

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

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

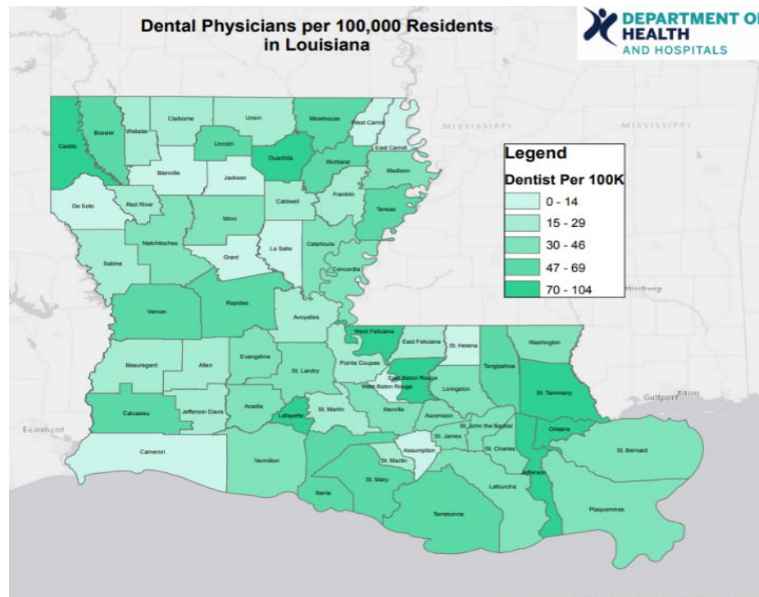
## II. Dental Workforce and Capacity

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



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

**Figure 3**



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

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

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

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

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

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

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

**Table 6:** National Dental Workforce

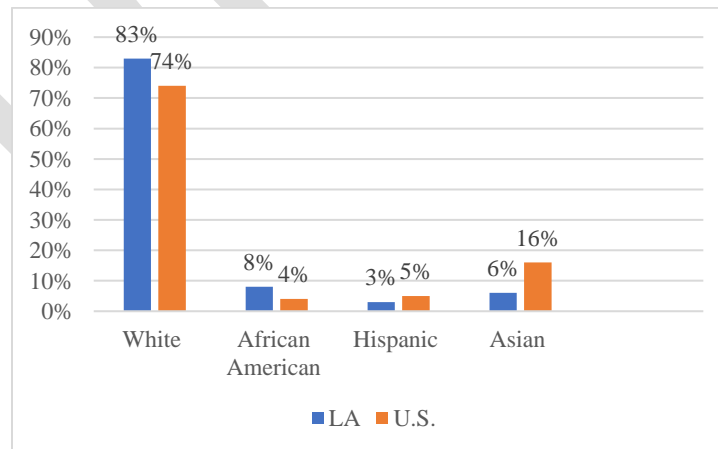
	2005	2015
Average age of dentists is increasing	48.5	50
Average age of dentists at retirement is increasing	66.1	68.8
Higher share of dentists are female	20%	29%
Proportion of female dental school graduates is growing	43.8%	48%

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

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

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

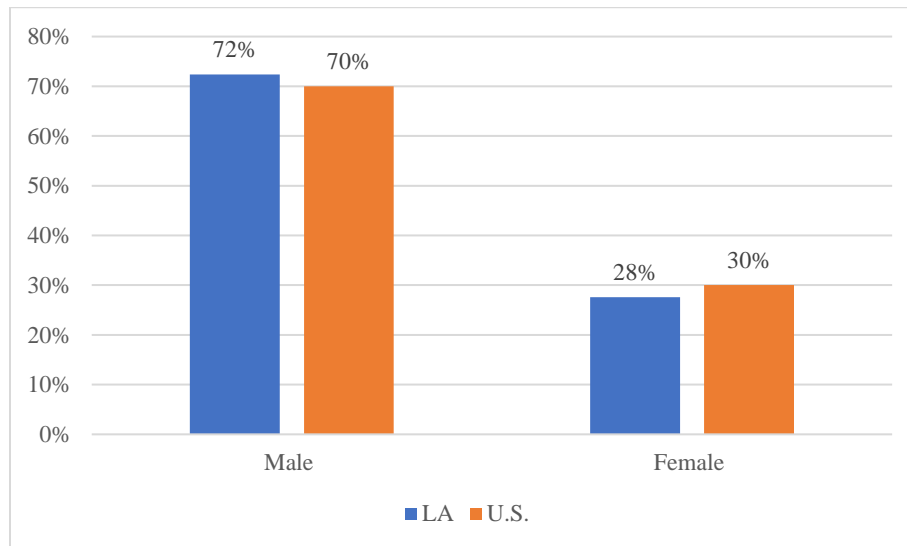
**Figure 4:** Dentist Workforce by Race/Ethnicity, 2016



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

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

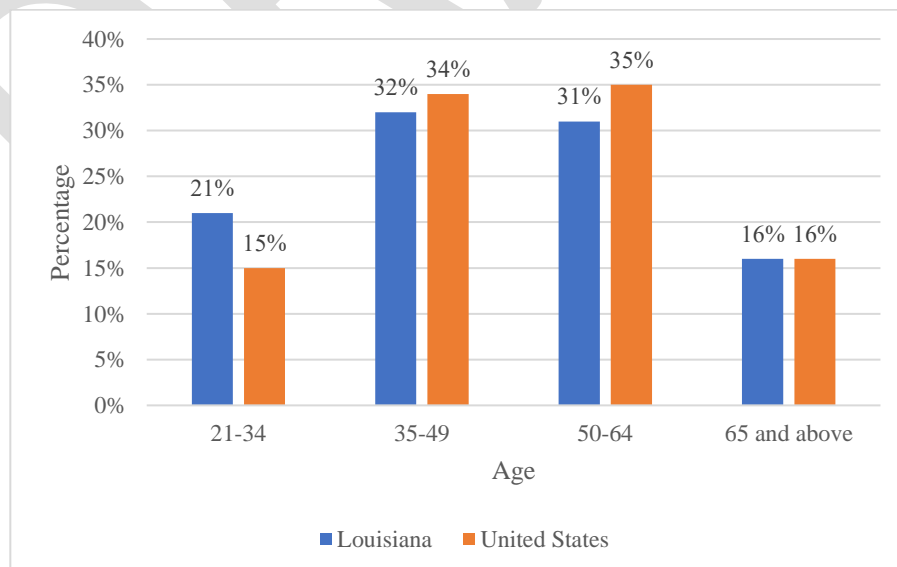
**Figure 5: Dentist Workforce by Gender, 2016**



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

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

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



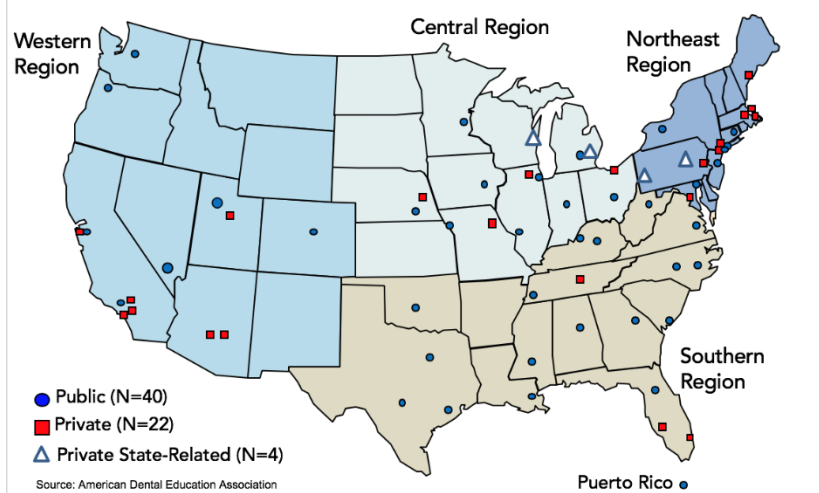
Source: American Dental Association, Health Policy Institute (January 2018). *Dentist Profile Snapshot by State 2016*.

### III. Dental Educational Capacity

#### A. Regional Institutions

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

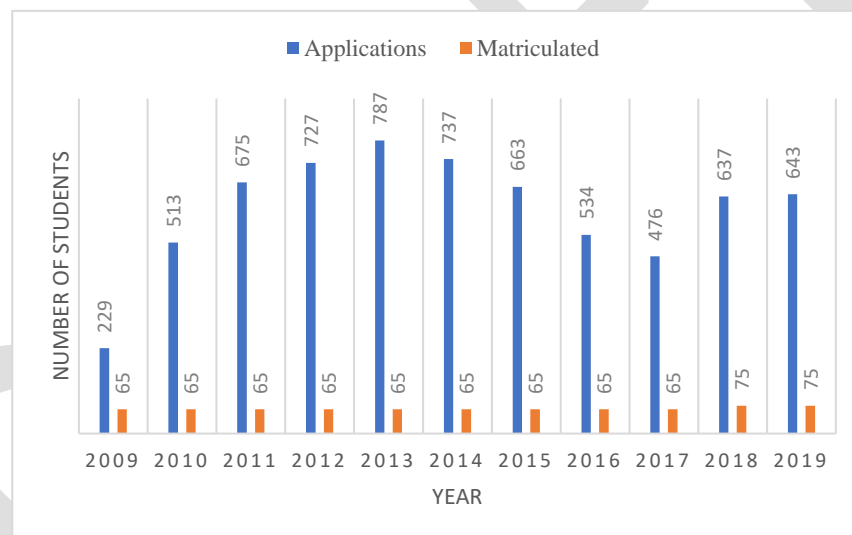
State	Number of Students
Arkansas	4
Florida	1
Georgia	1
Louisiana	68
Wisconsin	1
<b>Total</b>	<b>75</b>

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

### B. LSUHSC-NO SD

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

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



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

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

2015	2016	2017	2018	2019
3.61	3.7	3.65	3.57	3.64

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

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

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

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

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

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

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

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

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

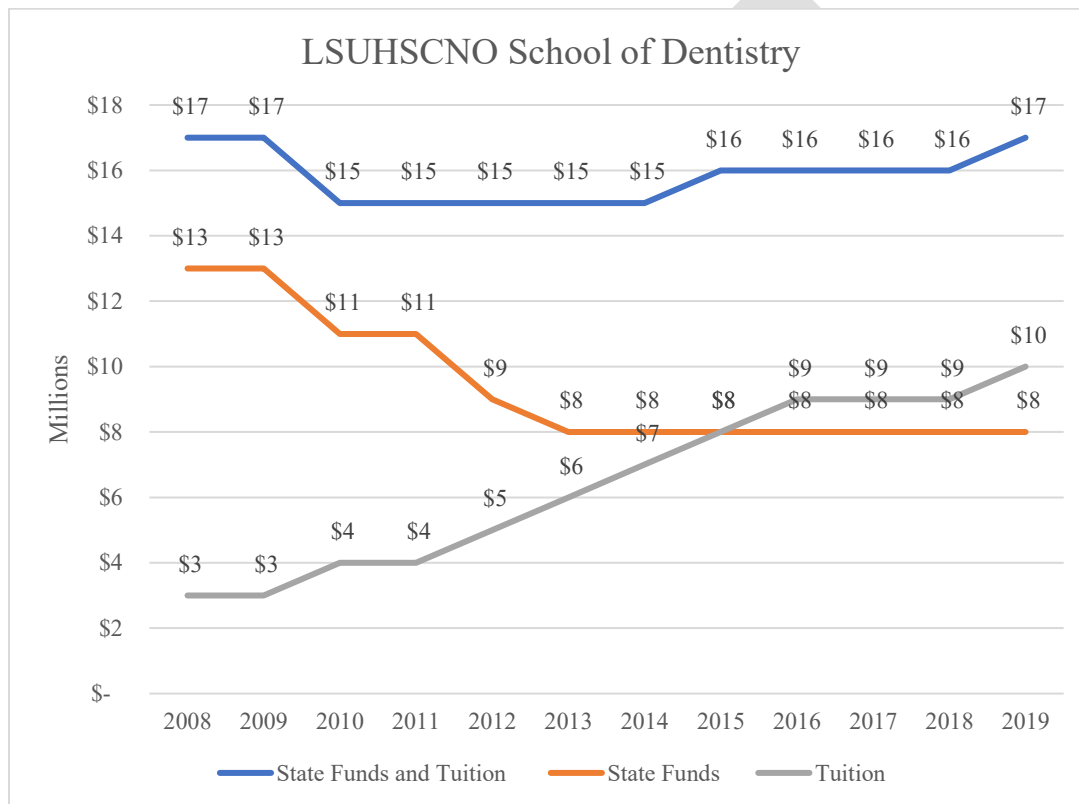
ULM and SUSLA both have student clinics supporting oral health needs in North Louisiana. ULM supports oral health through its on-campus dental hygiene clinic, the mobile dental hygiene

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

### C. LSUHSC-NO SD Finances

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

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



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

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

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



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

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

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

##### *A. Interview Themes*

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

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

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

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

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

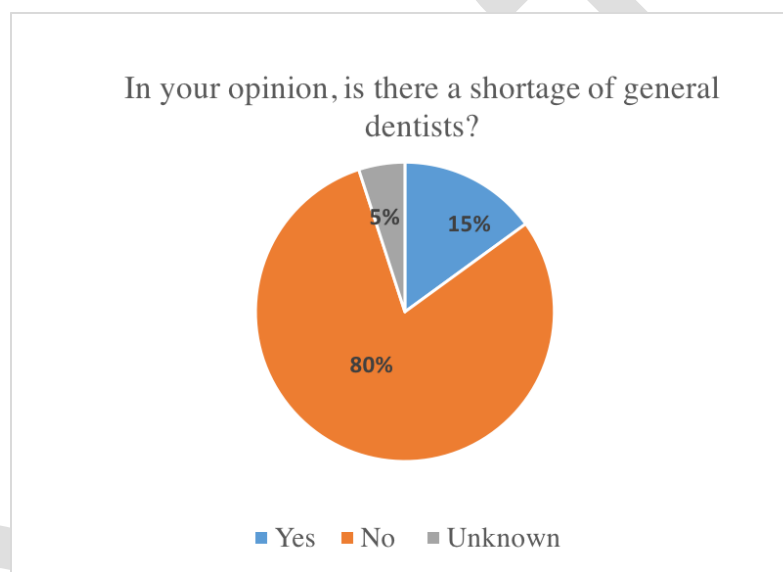
Among the 14 interviews conducted, six interviewees stated that an additional school of dentistry would not solve the maldistribution of dentists in North Louisiana; four indicated support for an additional school of dentistry; and three did not state a preference. Those in favor of an additional school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

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

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

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

**Figure 10:** Opinion Survey Results



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

## **V. Summary**

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

- Oral Health

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

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

- Workforce Needs

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

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

- School of Dentistry Needs

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

## **VI. Recommendations**

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

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

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

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

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

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

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

In Louisiana 84% of the state falls within a Dental Health Professional Shortage Area (HPSA);<sup>2</sup> therefore addressing the needs of underserved populations must be a significant priority. Providing additional funding to the **Rural Scholars Track Program (RST) can help**. Established in 2016, in cooperation with LSUHSC-NO SD, Area Health Education Center, Southeast Louisiana (SELAHEC) and the Bureau of Primary Care and Rural Health (BPCRH) the RST program was designed to increase the number of dentists who practice in rural areas. RST recipients receive tuition waivers when they commit to practicing in rural areas of Louisiana upon graduation. Currently, LSUHSC-NO SD has two student participants in the RST. This is not enough. The state should increase the number of dental students in the program, thus creating a pipeline of dentists working in health professional shortage areas specific to North Louisiana and other high-need rural areas across the state.

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

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

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

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

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## **Appendix A:**

2019 Regular Session

**ENROLLED**

SENATE RESOLUTION NO. 190

BY SENATORS PEACOCK AND TARVER

### **A RESOLUTION**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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PRESIDENT OF THE SENATE

## Appendix B:

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

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

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

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

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

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

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

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

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

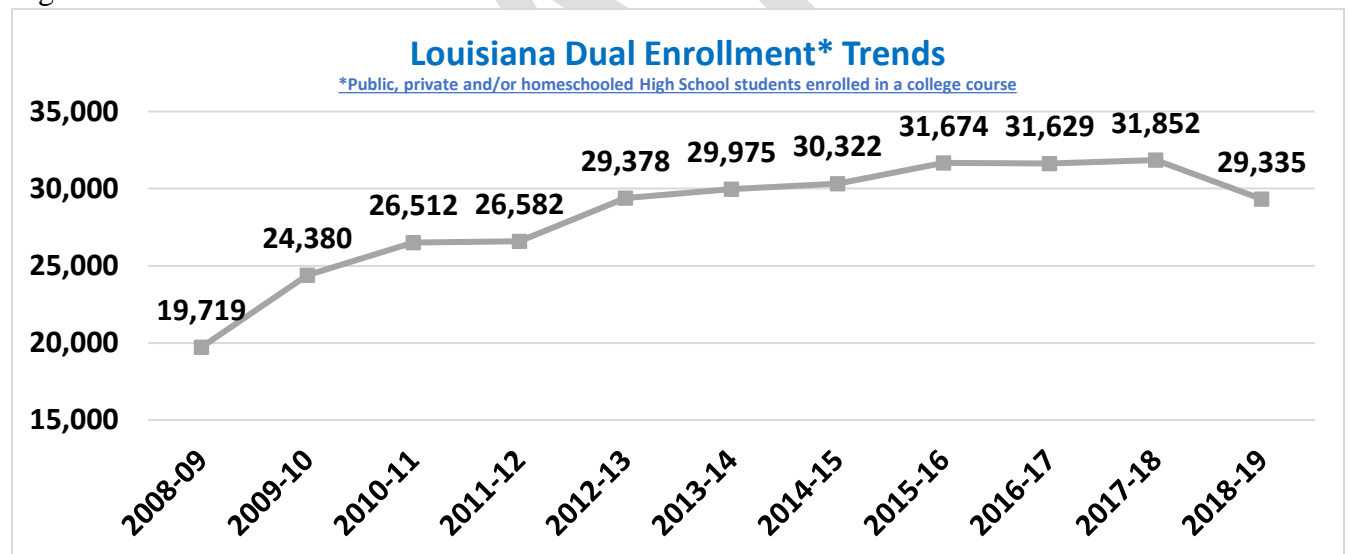
**II. Dual Enrollment Trends in Louisiana**

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

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

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

Figure 1



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

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

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

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

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

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

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

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

### III. Process to Inform Task Force Work

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

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

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

Table 2: Dual Enrollment Task Force Meetings

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

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

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

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

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

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

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

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

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

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

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

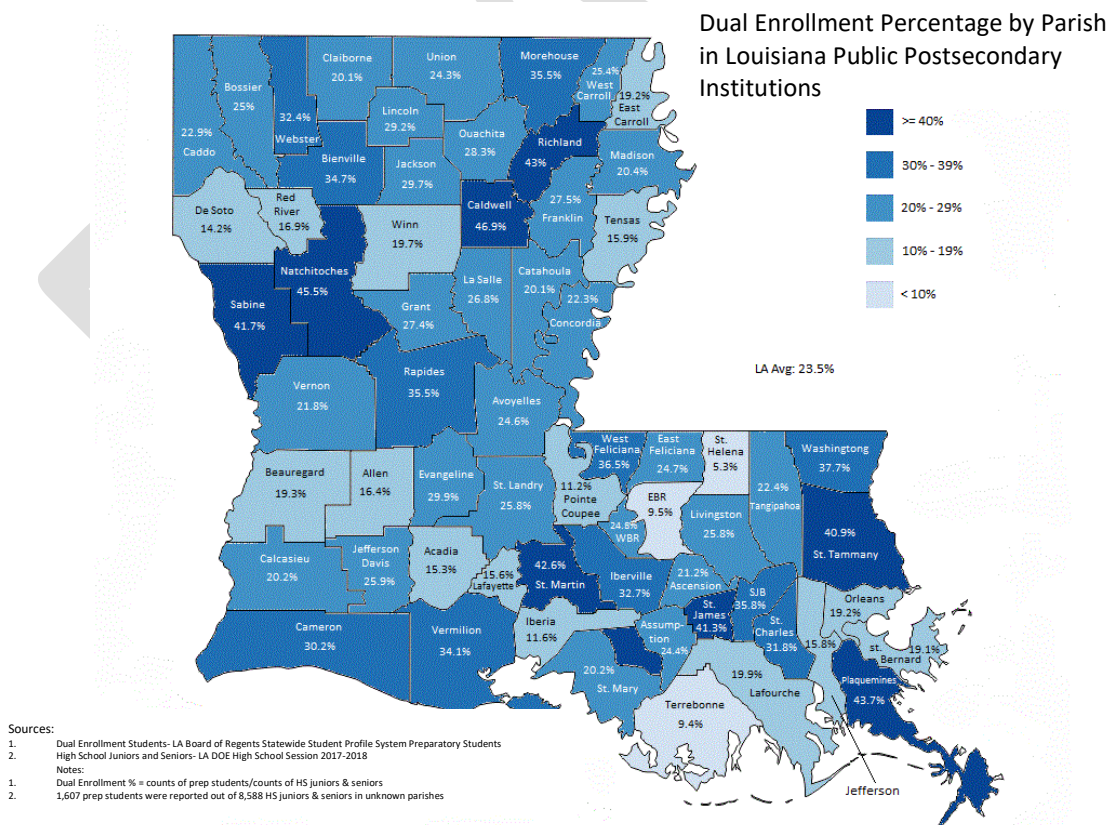
## V. Findings and Considerations

### A. Universal Access and Equity

#### Findings

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

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



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



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

### **Conditions Necessary for Success**

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

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

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

**B. Funding Mechanisms**

**Findings**

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

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

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

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

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

### **Conditions Necessary for Success**

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

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

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

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

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

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

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

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

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

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

**C. Course Access and Pathways**

**Findings**

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

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

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

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

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

### **Conditions Necessary for Success**

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

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

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

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

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

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

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

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

**D. Instructor Support and Program Integrity**

**Findings**

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

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

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

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

### **Conditions Necessary for Success**

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

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

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

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

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

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

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

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

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

**VI. 2020 Recommendations**

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



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

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

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

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

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

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

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

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

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

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

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

## References

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## Appendix A:

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*Collis B. Temple III*  
Vice Chair

*Blake R. David*  
Secretary

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



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*Jacqueline V. Wyatt*  
*William S. Jewell, Student*

### ***Dual Enrollment Framework Task Force Commission Agenda***

**July 24, 2019**

**10:30 a.m.**

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

#### **Objective:**

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

#### **Agenda Items:**

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

#### **Proposed Next Meetings**

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

*Marty J. Chabert*  
*Chair*

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**Dual Enrollment Framework Task Force**

September 9, 2019

12:00 p.m.

Southeastern University  
500 W University Avenue  
Hammond, LA 70402

**Agenda Items:**

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

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

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

**Agenda Items:**

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

*Marty J. Chabert*  
*Chair*

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***Dual Enrollment Framework Task Force***

November 4, 2019 12 p.m. to 3:30 p.m.  
Louisiana Tech at Bossier Parish Community College  
Building H- Conference Room 418  
6220 E. Texas Street  
Bossier City, LA 71111

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

*Marty J. Chabert*  
*Chair*

*Collis B. Temple III*  
*Vice Chair*

*Blake R. David*  
*Secretary*

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



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

**BOARD OF REGENTS**

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***Dual Enrollment Framework Task Force***

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

*LSU Foundation*  
*3796 Nicholson Dr.*  
*Baton Rouge, LA 70802*

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



## Appendix B:

# Louisiana Dual Enrollment Task Force

## Key Informant Interview Summary of Findings

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

### *Goals & Approach*

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

### *Key Takeaways from Our Interviews*

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

### *Near Term Opportunities*

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

### *Longer Term Opportunities*

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

# DUAL ENROLLMENT COMMUNICATION SURVEY



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

## DEMOGRAPHICS

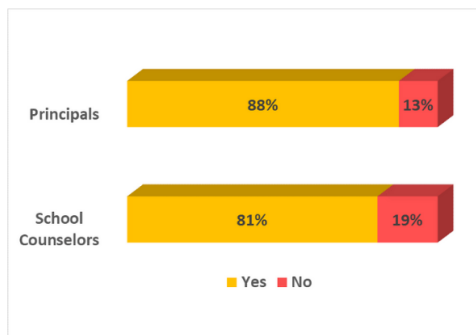


48 Principals  
36 School Counselors

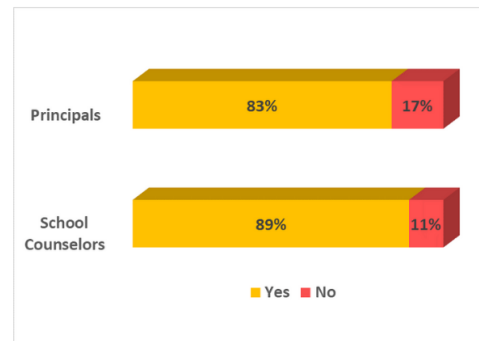


59 Cities

### ARE YOU SATISFIED WITH DUAL ENROLLMENT COMMUNICATION?



### ARE YOU SATISFIED WITH DUAL ENROLLMENT RESOURCES?



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

#### SCHOOL COUNSELORS

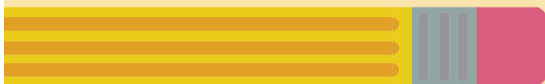
1. COLLEGES
2. LOCAL SCHOOL DISTRICT
3. LDOE

#### PRINCIPALS

1. LOCAL SCHOOL DISTRICT
2. COLLEGES
3. LDOE

### CHALLENGES OF COMMUNICATION:

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



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

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