

NOTICE OF MEETINGS

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

Public comments can be made at: <https://regents.la.gov/publiccomments>



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

BOARD OF REGENTS

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

Board of Regents Wednesday, June 17, 2020

Event	Time	Location
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none">➤ COVID-19 Overview➤ Finance➤ Legislative➤ Academic and Student Affairs➤ Facilities➤ Research and Sponsored Initiatives➤ Statewide Programs➤ Planning, Research & Performance	9:00 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/

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

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

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

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



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Gerald J. Theunissen
Felix R. Weill
William S. Jewell, Student

AGENDA
BOARD OF REGENTS*
Meeting as a Committee of the Whole
Wednesday, June 17, 2020
9:00 a.m.

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

- I. Call to Order
- II. Roll Call
- III. Certification for Virtual Meeting
- IV. Public Comments
- V. Approval of Minutes from May 28, 2020
- VI. COVID-19 Overview
- VII. Reports and Recommendations
 - A. Finance
 - 1. Fiscal Year 2020-2021 Update
 - 2. CARES Act Support for Higher Education and Federal Updates
 - B. Legislative
 - 1. Special Session Legislative Update
 - 2. Regular Session Legislative Package Recap
 - C. Academic and Student Affairs
 - 1. Academic Programs
 - a. Program Proposals
 - i. Associates
 - (a) AAS Practical Nursing – CLTCC

The Board of Regents is an Equal Opportunity and ADA Employer

- (b) AAS Practical Nursing – SOWELA
 - (c) AAS Surgical Technology – BPCC
 - (d) AS Teaching, Grades 1-5 – LDCC
- ii. Undergraduate Certificates
 - (a) UC Audiology – LA Tech
 - (b) UC Criminal Psychology – LA Tech
 - (c) UC Geographic Information Science – LA Tech
 - (d) UC Information Assurance and Cybersecurity – LA Tech
 - (e) UC Lean Six Sigma – LA Tech
 - (f) UC Business Fundamentals – LSU-S
 - (g) UC Business Law – LSU-S
 - (h) UC Small Business Management – LSU-S
 - (i) UC Digital Health Management – Southeastern
 - (j) UC Population Health Management – Southeastern
- iii. Graduate Certificates
 - (a) GC Industrial-Organizational Psychology – LA Tech
 - (b) GC Educational Technology Facilitator – Nicholls
 - (c) GC Educational Technology Leader – Nicholls
 - (d) GC Healthcare Advocacy – ULM
 - (e) GC Senior Healthcare Management – ULM
- iv. Bachelor of Science Mass Communication – LSU-S
- v. Masters
 - (a) MS Financial Economics – LSU A&M
 - (b) MS Industrial Chemistry – ULL
- vi. PhD Statistics – LSU A&M

D. Facilities

- 1. Consent Agenda
 - a. Small Capital Projects
 - i. LSU A&M: Chemical Engineering Restroom Renovations
 - ii. LSU A&M: FETI New Building for Self-Contained Breathing Apparatus and Compressor
 - iii. LSU A&M: Firing Range Facility
 - iv. LSU A&M: Food Science Building Tile Roof Repair
 - v. LSU A&M: Football Ops Building Video Tower
 - vi. LSU A&M: Jesse Coates Hall Biology Teaching Labs
 - vii. LSU A&M: Student Union Areas 2 and 3 Roof Replacement
 - viii. LSU HSCNO: Dental School Orthodontics Conference Room & Office Renovation
 - ix. LSU HSCNO: MEB 1st Floor Lobby Flooring Replacement
 - x. LSU-S: Asphalt Parking Lot Repair and Overlay
 - xi. LSU-S: Business Education Building – Business Intelligence Lab
 - xii. LSU-S: Business Education Building Student Advising Center Suite & Boardroom Renovation
 - xiii. LSU-S: Health & PE Building Locker Room Remodel
 - xiv. LSU-S: Health & PE Building Racquet Ball Court Conversion
 - xv. NSU: Turpin Stadium Elevator Upgrade

xvi. UNO: Engineering Building Roof Replacement

2. 3rd Party Projects
 - a. SLU Strawberry Stadium Turf Replacement
 3. Other Business
- E. Research and Sponsored Initiatives
1. Consent Agenda
 - a. Appointment of Endowed Chairholder without National Search: Pennington Biomedical Research Center
 2. Endowment Program Policy Revisions
 - a. Endowed Two-Year Workforce Scholarships: Eligibility of Disciplines and Match Rates
 - b. All Programs: Retention of Assets and Annual Spending Allocations
- F. Statewide Programs
1. Consent Agenda
 - a. Approval of TOPS Exceptions
 2. Board of Regents (BOR) Postsecondary Education Institution Opioid Education, Training and Reporting Policy
 3. Other Business: TOPS Update
- G. Planning, Research and Performance
1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Infinity College
 - ii. License Renewals
 - (a) United States University
 - b. State Authorization Reciprocity Agreement (SARA)
 - i. Renewal Applications
 - (a) New Orleans Baptist Theological Seminary
 - (b) Louisiana College
 - (c) Franciscan Missionaries of Our Lady University
 - c. Update Academic Affairs Policy 2.22
 2. Legal Education Study Response
 3. NCHEMS Response to Changes to be Considered in Response to COVID-19 for LCTCS
 4. HBCU Designation

VIII. Chairman's Comments

IX. Other Business

X. Adjournment

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

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CERTIFICATION OF INABILITY TO OPERATE DUE TO LACK OF IN-PERSON QUORUM

I certify, in accordance with Proclamation Nos. 74 JBE 2020 and 75 JBE 2020, issued by Governor John Bel Edwards on June 4, 2020, that the Louisiana Board of Regents will be unable to operate – in particular it will be unable to meet its bylaw and statutory quorum requirements – and will be unable to comply with its Open Meetings Law requirements, because of the orders in Proclamation No. 75 JBE 2020, Section 2 C, which states, “All state agencies, boards and commissions, and local political subdivisions of the state shall continue to provide for attendance at essential governmental meetings via teleconference or video conference and such attendance shall be allowed during the pendency of this emergency. All efforts shall be made to provide for observation and input by members of the public. Before any meeting conducted pursuant to this section, the state agency, boards and commission, or local political subdivision of the state shall first provide a written certification that it will otherwise be unable to operate due to quorum requirements. Such certification shall be posted at the same time and in the same manner as the agenda for the meeting. Nothing in this order shall be interpreted to waive any notice requirements.”

The Board’s June 17, 2020, meeting is essential for the Board of Regents to fulfill its duties and responsibilities under Louisiana Constitution Article VIII, Section 5(D), and its statutory directives, including its planning, coordinating, and budgetary duties and responsibilities for all public postsecondary education.

Pursuant to Section 2 of Proclamation No. 75 JBE 2020, the Louisiana Board of Regents will provide for attendance by the public at its essential meeting on June 17, 2020, via video or teleconference.

Considering the foregoing, and in accordance with Proclamation Nos. 74 JBE 2020 and 75 JBE 2020, the Louisiana Board of Regents’ meeting on Wednesday, June 17, 2020, at 9:00 a.m. will be held via video conference and in a manner that allows for observation and input by members of the public, as set forth in this notice posted on June 11, 2020.

Marty J. Chabert, Chair
Louisiana Board of Regents

DRAFT
MINUTES
BOARD OF REGENTS

May 28, 2020

The Board of Regents met as a Committee of the Whole at 10:03 a.m., Thursday, May 28, 2020, via video conference. Chair Marty Chabert called the meeting to order.

ROLL CALL

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

Present for the meeting were:

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

Mgt. Board Representatives present:

Paul Price, LCTCS System
Mary Werner, LSU System
Lola Dunahoe, UL System

CERTIFICATION FOR VIRTUAL MEETING

Chair Chabert referenced the Board of Regents' certification of inability to operate due to the lack of an in-person quorum. The certification is available on the Board of Regents website and was included with the meeting materials. He indicated that all votes during the meeting would be done by roll call.

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF APRIL 22, 2020

On motion of Regent Seale, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of April 22, 2020.

COVID-19 OVERVIEW

Dr. Alex Billioux, Assistant Secretary of Health for the Louisiana Office of Public Health, shared prevention and mitigation strategies for safely reopening college campuses, outlining what the future of higher education may look like in the age of COVID-19. Regent McDonald asked if there were any ways for campuses to offset the cost of COVID-19 testing. Dr. Billioux responded that the state has received federal funding through the CARES Act to support testing. Regent Seale asked two questions: 1) Will the state use technology for tracing as offered by companies such as Apple and Google; and 2) Will large gatherings of people who are not “high risk” change the trajectory of the declining numbers of COVID-19-positive patients in the state? Dr. Billioux responded: 1) While intending to maintain transparency and privacy, the state is hoping to use those applications to supplement the tracing methods already in place; and 2) The messages regarding “high risk” populations may actually be affecting “low risk” populations by making them feel that they do not need to follow social distancing guidelines. It is hard to predict the effect these behaviors will have on the state. Hopefully, COVID-19 is seasonal and the heat and humidity will reduce the spread. Regent Pryor stated that the economy cannot withstand another shutdown and asked what steps would be taken to prevent this for the future. He also asked for Dr. Billioux’s view on wearing masks in public and in classrooms. Dr. Billioux replied that the state must move from phase to phase at a slow and steady rate, participate in contact tracing, and encourage everyone to wear a mask in public in order to reduce the likelihood of further spreading. Dr. Reed thanked Dr. Billioux for his time and leadership. Dr. Reed stated that education, training and public safety were top priorities.

Dr. Reed then invited the System Presidents to speak. Those present included: Dr. Jim Henderson, University of Louisiana System; Mr. Thomas Galligan, Louisiana State University and A&M College System; and Dr. Monty Sullivan, Louisiana Community and Technical College System.

President Sullivan shared that his campuses will be seeking a \$40M investment to focus on rapid workforce development efforts designed to credential as many as 20,000 individuals over the short term. The Reboot Louisiana Program links the state's community and technical colleges to high-demand regional economic development needs to support a post-COVID-19 workforce. President Galligan and President Henderson shared the options being considered in their phased return-to-campus plans, which will be finalized in the coming weeks. Each stressed that flexible in-person, hybrid and remote learning opportunities will play a big role in keeping campuses healthy and students on track throughout the semester. Regent Weill stated that orientation and training will be paramount when students return to campus and asked what measures would be taken to alert students. President Galligan stated that LSU's websites include FAQs and the campuses reach out to students via email and social media. Dr. Reed stated that the Board of Regents is working on online education and training to keep the higher education community safe. Regent Pryor asked how many confirmed COVID-19 cases there were among LSU students on campus. President Galligan responded that he will send the exact number to Regent Pryor but noted that the cases were low (with the exception of the Health Sciences Centers, where COVID-19 patients are treated). There were two faculty members from LCTCS who passed away as a result of COVID-19. Chair Chabert commended the system heads for their ability to accomplish so much in such a short period of time in order to continue education in a safe manner.

REPORTS AND RECOMMENDATIONS

FINANCE

FISCAL YEAR 2020-2021 UPDATE

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, gave an update of the Fiscal Year 2020-21 budget for informational purposes. Dr. Reed expressed appreciation for the support of higher education and the efforts to minimize our cuts. She also noted given the uncertainty with the economy we must be prepared in the event we face future reductions and declines in enrollment.

CARES ACT SUPPORT FOR HIGHER EDUCATION AND FEDERAL UPDATES

Mr. Matthew LaBruyere, Associate Commissioner for Finance and Administration, gave an update on the federal funding allocated to students and institutions as a result of the CARES Act Support for Higher Education for informational purposes.

LEGISLATIVE

Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, gave updates on the current legislative items affecting higher education for informational purposes. She highlighted both our legislative agenda as well as the study resolutions impacting higher education.

ACADEMIC AND STUDENT AFFAIRS

Dr. Susannah Craig, Senior Associate Commissioner of Academic Affairs, Innovation, & Student Success presented the items for Academic and Student Affairs.

CONSENT AGENDA

- a. Academic Unit Reconfiguration – LSU Alexandria
- b. Routine Staff Reports
- c. Progress Reports

On motion of Regent Temple, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.

ACADEMIC PROGRAM PROPOSAL

BS Cloud Computing – Grambling State University

On motion of Regent Levy, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to conditionally approve the proposed Bachelor of Science in Cloud Computing (CIP 14.0701) at Grambling State University, with a progress report due July 1, 2022.

Grambling State University President Rick Gallot thanked the Board of Regents staff for their hard work. He said he was excited to move forward with the Cloud Computing program as an expansion of Grambling's Cybersecurity program.

RESEARCH AND SPONSORED INITIATIVES

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, presented the items for Research and Sponsored Initiatives.

CONSENT AGENDA

- a. Transfer of BoRSF Match and Associated Earnings to Unmatched Professorships: Tulane University
- b. Appointment of Endowed Chairholders without National Search: LSU Health Sciences Center – New Orleans

On motion of Regent McDonald, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.

BLANKET EXCEPTION: ENDOWED CHAIRS/ENDOWED PROFESSORSHIPS CAP ON RETENTION OF EXPENDABLE FUNDS, FY 2019-20

On motion of Regent Ewing, seconded by Regent Weill, the Board, acting as a Committee of the Whole, voted unanimously to approve a waiver for all endowments currently matched through the BoRSF Endowed Professorships and Endowed Chairs programs to allow campuses to carry over expendable dollars in excess of the 25% cap established in policy from FY 2019-20 to FY 2020-21.

OTHER BUSINESS

Ms. Robison informed the Board of the NSF Funding for Louisiana Materials Design Alliance (LAMDA) Award in the amount of \$20 million for 5 years, to be matched with \$4 million from the Board of Regents Support Fund (BoRSF). This award comes after more than 30 years of unbroken funding from NSF. This is a big accomplishment for Louisiana EPSCoR and participating campuses throughout the state. Ms. Robison then updated the Board on the Association for the Study of Higher Education (ASHE) Post-COVID Research activities. Three studies will focus on equity and student employment, affordability and managing layoffs and furloughs. Ms. Robison will keep the Board updated on the results of the studies.

PLANNING, RESEARCH AND PERFORMANCE

Dr. Randall Brumfield, Deputy Commissioner for Deputy Commissioner of Academic Affairs, Innovation, & Student Success, presented the Planning, Research and Performance items.

CONSENT AGENDA

- a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Oxford Teachers Academy
 - (b) Rasmussen College
 - ii. License Renewals
 - (a) National University
 - (b) Relay Graduate School of Education
 - (c) Nova Southeastern University
 - (d) Central Texas College
 - (e) San Joaquin Valley College
- b. Proprietary Schools Advisory Commission
 - i. Initial License
 - (a) CDL Mentors of Baton Rouge Truck Driving School (Baton Rouge)
 - (b) MedCerts, LLC (Livonia, MI)
 - ii. Renewal Applications
 - (a) Academy of Acadiana, Inc. (03/22/06)
 - (b) At-Home Professions (04/22/99)
 - (c) Baton Rouge Dental Assistant Academy (03/26/14)
 - (d) Blue Cliff College--Houma (03/24/05)
 - (e) Blue Cliff College--Metairie (03/23/00)
 - (f) Blue Cliff College--Metairie, Satellite Campus (03/23/11)
 - (g) CDL Mentors, LLC (03/27/19)
 - (h) Coastal College--Lafayette (04/23/98)
 - (i) Coastal College--Monroe (03/28/96)
 - (j) Delta College of Arts & Technology--Lafayette Branch (03/24/05)
 - (k) Goodwill Technical College (03/25/15)
 - (l) Lenora School of Phlebotomy (04/28/94)
 - (m) Louisiana Culinary Institute (03/27/03)
 - (n) Pilut Healthcare Training Institute (03/21/18)
 - (o) Saint Christopher College (03/20/17)
 - (p) Tulsa Welding School & Technology Center (03/25/15)
 - (q) Unitech Training Academy (04/24/97)
 - (r) Unitech Training Academy--Houma (03/22/06)
 - (s) Universal Technical Institute--Florida Branch (04/23/98)
 - (t) Universal Technical Institute of Texas, Inc. (06/28/84)

On motion of Regent Pérez, seconded by Regent Weill, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.

PERSONNEL

APPROVAL OF DIVISION OF DEPUTY COMMISSIONER POSITION AND APPOINTMENT

Dr. Reed recommended that the position of Deputy Commissioner of Academic Affairs, Innovation, & Student Success be divided into two Deputy Commissioner positions, with Dr. Randall Brumfield serving as Deputy Commissioner of Strategic Planning and Student Success and Dr. Susannah Craig serving as Deputy Commissioner of Academic Affairs and Innovation. This organizational change would be effective immediately with staff reporting structures to be aligned based on this Board action. The Board of Regents policy requires Board approval of positions hired at the level of Deputy Commissioner.

On motion of Regent Ewing, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve the division of Deputy Commissioner of Academic Affairs, Innovation, & Student Success into two Deputy Commissioner positions, with Dr. Randall Brumfield serving as Deputy Commissioner of Strategic Planning and Student Success and Dr. Susannah Craig serving as Deputy Commissioner of Academic Affairs and Innovation.

CHAIRMAN'S COMMENTS

Vice Chair Temple thanked Chair Chabert and Commissioner Reed for the amazing job that they have done during the COVID-19 crisis.

Chair Chabert noted the following:

- Chair Chabert congratulated Regent Jewell on his graduation from LSU.
- Regent Jewell thanked the Board of Regents for the experience. He is excited to be moving to Nashville to join the Master's Program at Vanderbilt University.
- Chair Chabert thanked the system representatives for their participation in the meeting and commended the cooperation and communication between the system heads.
- Chair Chabert thanked the BoR staff for their continued hard work during the COVID-19 crisis.

OTHER BUSINESS

Ms. Mary Werner expressed her appreciation to the Board of Regents on behalf of the LSU System. Ms. Werner thanked Dr. Reed for her continued accessibility and support to the systems.

Chair Chabert brought to the Board's attention the possibility of adding HBCU to list of classifications in the master plan. He asked staff to bring information forward next month on a potential HBCU designation.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:24 p.m.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

FINANCE

June 17, 2020

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VII. Reports and Recommendations

A. Finance

1. Fiscal Year 2020-2021 Update
2. CARES Act Support for Higher Education and Federal Updates

**Finance Committee
Executive Summary
June 17, 2020**

1. Fiscal Year 2020-2021 Update

On May 11, 2020, the Revenue Estimating Conference (REC) met to discuss the impact of COVID-19 on state revenue collections. REC adopted a forecast for Fiscal Year 2020-2021 (FY21) that decreased state general fund by \$867M from the April 2019 official forecast of \$10,044.1B. This decrease of 8.6% results \$9,176.6B in state general fund available for appropriation in FY21.

The Regular Legislative Session ended on June 1 and the General Appropriations Bill (House Bill 105) was not passed by the Legislature. The bill passed the House and had been referred to Senate Finance Committee. The 1st Extraordinary Session of 2020 also began on June 1 and is scheduled to end at midnight on June 30. House Bill 1 is the General Appropriations Bill for this session. The bill is on the House Floor after passing the House Appropriations Committee and in its current form includes a \$21.7M State General Fund (SGF) proposed budget shortfall for higher education and a \$100M financing swap using CARES Act funding in FY20 to reduce the overall budget shortfall for FY21.

The SGF reduction in House Bill 1 (HB1) includes the following:

HB1 Engrossed	
Amount	Description
\$ 1,062,048,947	FY20 Base
(\$99,921,118)	Coronavirus Relief Fund means of financing swap with IAT increase
(\$21,704,560)	Funding reduction associated with FY21 budget shortfall
\$5,565,220	TOPS increase as a result of the TOPS Fund decrease
\$5,066,644	TOPS enhancements (Contained in original HB105 recommendation)
\$2,000,000	Pennington Biomedical Research Center
\$1,750,000	LSU Agricultural Center
\$1,000,000	LUMCON (Contained in original HB105 recommendation)
\$1,000,000	Go Grants (Contained in original HB105 recommendation)
\$1,000,000	START enhancements (Contained in original HB105 recommendation)
\$250,000	SU Agricultural Center
\$250,000	LCTCS Agricultural Technology Study Commission
\$ 958,305,133	FY21 Base as proposed in HB1 Engrossed

2. CARES Act Support for Higher Education and Federal Updates

Public Louisiana postsecondary institutions received a total of \$186.8M in CARES Act funds through the Higher Education Emergency Relief Fund (HEERF). The funds received included a student portion of funds (\$73.6M) and institutions have begun to disburse funds to students for emergency financial aid grants for expenses related to the disruption of campus operations. In addition, institutions received \$73.6M to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus.

**Finance Committee
Executive Summary
June 17, 2020**

HEERF also allocated funds for Minority Serving Institutions (MSIs), Historically Black Colleges and Universities (HBCUs), and institutions participating in the Strengthening Institutions Programs (SIPs). A total of 24 public Louisiana institutions are receiving \$39.4M. These funds can be utilized by institutions for any costs associated with significant changes to the delivery of instruction due to the coronavirus and institutions can also use the funds for emergency financial aid grants to students for expenses related to the disruption of campus operations.

Finally, through HEERF, U.S. DOE allocated \$183,000 to the LSU Health Sciences Center in Shreveport through the Fund for the Improvement of Postsecondary Education. These funds are provided to increase the CARES Act award to \$500,000 as is required by the Act.

The allocation of CARES Act funds for institutions is provided below.

On May 12, 2020, a bill was introduced in the U.S. House of Representatives that would provide \$500B for state governments. These funds can be used for COVID-related expenses, to replace foregone revenues not projected on January 31, 2020, or to respond to negative economic impacts of COVID. Funds are available until expended, providing flexibility over the next several years. The bill also provides \$100B to support the educational needs of States, school districts, and institutions of higher education in response to coronavirus. Of this \$100B, \$90B would be available from the State Fiscal Stabilization Fund and \$10B would help alleviate burdens associated with the coronavirus for both colleges and students.

Finance Committee
Executive Summary
June 17, 2020

**Louisiana Public Higher Education Allocation of CARES Act
Higher Ed Emergency Relief Fund (HEERF) = \$186.8M**

Institution	HEERF Student Funds	HEERF Institution Funds	MSI Funds	FIPSE Funds	Total CARES Act Funds
Baton Rouge Community College	\$3,210,013	\$3,210,013	\$411,933	\$0	\$6,831,958
Bossier Parish Community College	\$1,957,956	\$1,957,956	\$189,948	\$0	\$4,105,859
Central Louisiana Tech. Comm. College	\$731,361	\$731,361	\$71,750	\$0	\$1,534,471
Delgado Community College	\$5,655,191	\$5,655,191	\$716,518	\$0	\$12,026,899
Nunez Community College	\$780,550	\$780,550	\$76,017	\$0	\$1,637,116
Fletcher Technical Community College	\$687,560	\$687,560	\$66,937	\$0	\$1,442,057
Louisiana Delta Community College	\$1,481,878	\$1,481,878	\$143,748	\$0	\$3,107,504
Northshore Tech. Comm. College	\$1,025,650	\$1,025,650	\$100,609	\$0	\$2,151,909
Northwest Louisiana Tech. Comm. College	\$568,335	\$568,335	\$72,199	\$0	\$1,208,868
River Parishes Community College	\$481,842	\$481,842	\$0	\$0	\$963,683
South Louisiana Community College	\$2,822,975	\$2,822,975	\$371,441	\$0	\$6,017,390
Sowela Technical Community College	\$1,246,692	\$1,246,692	\$121,475	\$0	\$2,614,858
LCTCS System Office	\$0	\$0	\$0	\$0	\$0
Louisiana State University & A&M College	\$9,441,144	\$9,441,144	\$0	\$0	\$18,882,288
Louisiana State University At Alexandria	\$999,278	\$999,278	\$97,538	\$0	\$2,096,093
Louisiana State University At Eunice	\$1,030,100	\$1,030,100	\$100,407	\$0	\$2,160,606
Orleans	\$695,618	\$695,618	\$0	\$0	\$1,391,236
LSU Health Sciences Center - Shreveport	\$158,496	\$158,496	\$0	\$183,008	\$500,000
Louisiana State University In Shreveport Center	\$912,943	\$912,943	\$89,314	\$0	\$1,915,200
Pennington Biomedical Research Center	\$0	\$0	\$0	\$0	\$0
Southern University And A&M College*	\$4,698,402	\$4,698,402	\$18,132,717	\$0	\$27,529,520
Southern University At New Orleans	\$1,240,832	\$1,240,832	\$3,300,516	\$0	\$5,782,179
Southern University At Shreveport	\$1,297,558	\$1,297,558	\$3,360,433	\$0	\$5,955,548
Southern University Agricultral Center	\$0	\$0	\$0	\$0	\$0
Southern University Board Office	\$0	\$0	\$0	\$0	\$0
Grambling State University	\$3,505,194	\$3,505,194	\$9,854,862	\$0	\$16,865,250
Louisiana Tech University	\$3,547,444	\$3,547,444	\$0	\$0	\$7,094,887
McNeese State University	\$2,728,181	\$2,728,181	\$268,069	\$0	\$5,724,430
Nicholls State University	\$2,528,760	\$2,528,760	\$247,710	\$0	\$5,305,230
Northwestern State University	\$2,823,517	\$2,823,517	\$275,646	\$0	\$5,922,680
Southeastern Louisiana University	\$5,290,142	\$5,290,142	\$519,358	\$0	\$11,099,642
University Of Louisiana At Lafayette	\$6,343,004	\$6,343,004	\$623,129	\$0	\$13,309,136
University Of Louisiana At Monroe	\$2,888,882	\$2,888,882	\$0	\$0	\$5,777,764
University Of New Orleans	\$2,790,944	\$2,790,944	\$274,114	\$0	\$5,856,001
University of Louisiana System Office	\$0	\$0	\$0	\$0	\$0
Board of Regents	\$0	\$0	\$0	\$0	\$0
LA Office of Student Financial Assistance	\$0	\$0	\$0	\$0	\$0
LA Universities Marine Consortium	\$0	\$0	\$0	\$0	\$0
Grand Total	\$73,570,433	\$73,570,433	\$39,486,388	\$183,008	\$186,810,262
*Southern University-Baton Rouge and Souther University Law Center use the same institution ID.					

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Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
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William S. Jewell, Student

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
LEGISLATIVE
June 17, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

B. Legislative

1. Special Session Legislative Update
2. Regular Session Legislative Package Recap

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS

June 17, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

C. Academic and Student Affairs

1. Academic Programs

a. Program Proposals

i. Associates

- (a) AAS Practical Nursing – CLTCC
- (b) AAS Practical Nursing – SOWELA
- (c) AAS Surgical Technology – BPCC
- (d) AS Teaching, Grades 1-5 – LDCC

ii. Undergraduate Certificates

- (a) UC Audiology – LA Tech
- (b) UC Criminal Psychology – LA Tech
- (c) UC Geographic Information Science – LA Tech
- (d) UC Information Assurance and Cybersecurity – LA Tech
- (e) UC Lean Six Sigma – LA Tech
- (f) UC Business Fundamentals – LSU-S
- (g) UC Business Law – LSU-S
- (h) UC Small Business Management – LSU-S
- (i) UC Digital Health Management – Southeastern
- (j) UC Population Health Management – Southeastern

iii. Graduate Certificates

- (a) GC Industrial-Organizational Psychology – LA Tech
- (b) GC Educational Technology Facilitator – Nicholls
- (c) GC Educational Technology Leader – Nicholls
- (d) GC Healthcare Advocacy – ULM
- (e) GC Senior Healthcare Management – ULM

- iv. Bachelor of Science Mass Communication – LSU-S
- v. Masters
 - (a) MS Financial Economics – LSU A&M
 - (b) MS Industrial Chemistry – ULL
- vi. PhD Statistics – LSU A&M

AGENDA ITEM VII.C.1.a.i.(a).

Proposed Associate of Applied Science in Practical Nursing Central Louisiana Technical Community College

Background Information

Central Louisiana Technical Community College (CLTCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Practical Nursing. The Louisiana Community and Technical College System approved adoption of the program in February 2020, and the proposal was submitted to Regents for consideration.

Staff Summary

The purpose of the Associate of Applied Science in Practical Nursing program is to prepare students who are interested in pursuing a career in nursing. The curriculum prepares students to meet the licensure requirements to become a Licensed Practical Nurse, and additional coursework will allow them to continue their education. The proposed 73 credit hour, 1960 contact hour program consists of both classroom instruction and supervised clinical activities in accredited hospitals, nursing homes, and other health care agencies. This degree offers students the ability to sit for the NCLEX-PN once they have completed the Technical Diploma (TD) requirements, and it allows students completing general education course requirements to earn an associate degree. The program was developed to support a transfer agreement being developed with LSU Alexandria's nursing department. Students enrolled in the AAS Practical Nursing program will take courses that directly transfer to an associate or bachelor's RN program. The college plans to develop similar agreements with other four-year universities following program approval.

1. Value:

- a. Same or Similar In-State Programs: There are currently no schools in the state that offer the AAS in Practical Nursing (PN). As stated above, the proposed AAS will allow students to complete the PN program with an associate degree vs. a technical diploma. The program also affords students who have previously earned the TD the opportunity to return and complete the general education courses to earn the AAS.
- b. Workforce Demand and Job Opportunities: The AAS PN degree can lead to an ASN or BSN degree and Registered Nurse licensure. LAworks.net currently reports 732 posted LPN positions and 5,217 posted RN positions available in Louisiana. While an LPN regional model may indicate adequacy of LPNs in a region, the numbers are skewed by the inclusion of data regarding unemployed nurses and those nurses not seeking employment (Louisiana Center for Nursing 2013).
- c. Student Enrollment and Completion: The proposed program is an expansion of the TD in Practical Nursing. Enrollment and completion data below were based on the data from this related program.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Estimated Program Enrollment	30	35	40	45	50
TOTAL Estimated Program Graduates	25	30	35	40	45

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Affordability:** Transfer articulation and prior learning assessment will be assessed and accepted as applicable for each course. General Education courses will offer OER.
- **Partnerships:** CLTCC is partnering with LSUA to develop a transfer agreement so that graduates of the AAS in Practical Nursing will be able to transfer into an associate or bachelor's RN program.
- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner:** A significant attribute is the preparation of the student for advanced education opportunities. The general education courses will allow students a direct pathway to pursue an ASN or BSN degree more quickly and seamlessly following completion of the Practical Nursing AAS program. Additionally, the AAS degree will make the PN graduate more marketable to healthcare employers based on multiple factors, including the pathway toward degree advancement to Registered Nurse.

Staff Analysis

CLTCC has asked to add the AAS of Practical Nursing to help support its goal of preparing graduates for entry-level employment as well as the opportunity to pursue additional educational credentials.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Practical Nursing (CIP 51.3901) at Central Louisiana Technical Community College, with a progress report due October 21, 2022.

AGENDA ITEM VII.C.1.a.i.(b).

Proposed Associate of Applied Science in Practical Nursing SOWELA Technical Community College

Background Information

SOWELA Technical Community College (SOWELA) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Practical Nursing. The Louisiana Community and Technical College System approved adoption of the program in February 2020, and the proposal was submitted to Regents for consideration.

Staff Summary

The purpose of the Associate of Applied Science in Practical Nursing program is to prepare the student to become a Licensed Practical Nurse. The program consists of both classroom instruction and supervised clinical activities in accredited hospitals, nursing homes, and other health care agencies. Many students now enrolled in the Practical Nursing (PN) diploma program have earned general education credits. This is likely attributable to the addition of the Associate of Science in Nursing (ASN) program at SOWELA. Several students are working to become eligible to apply for acceptance into the ASN program. Not all students are eligible for ASN program entry. Those who are eligible will likely choose that option; however, for those not eligible, the proposed program gives them the opportunity to earn a degree rather than a technical diploma and may encourage more students to continue their education using the alternate route of LPN to ASN-RN. This degree offers students the ability to sit for the NCLEX-PN when they have completed the Technical Diploma (TD) requirements and it allows students completing general education course requirements to earn an associate degree.

1. Value:

- a. **Same or Similar In-State Programs:** There are currently no schools in the state that offer the AAS in Practical Nursing. The proposed AAS will allow students to complete the PN program with an associate's degree vs. a technical diploma. The program also affords students who have previously earned the TD the opportunity to return and complete the general education courses to earn the AAS.
- b. **Workforce Demand and Job Opportunities:** Louisiana Workforce Commission employment data indicate there are currently 732 advertised job openings for LPNs in Louisiana. Many of these four-star job openings are near SOWELA's main campus and instructional sites. These job opportunities are in a variety of settings – hospitals, clinics, home health agencies, etc.
- c. **Student Enrollment and Completion:** *Enrollment must be approved by the Louisiana State Board of Practical Nurse Examiners (LSBPNE). The College is approved to admit 58 students twice yearly at the main campus in Lake Charles and up to 45 students once yearly at the Morgan Smith and Oakdale Instructional Sites. **The number of graduates in years three and four are lower due to the start cycle of the single cohort programs in Morgan Smith and Oakdale.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Estimated Program Enrollment*	Fall – 98 Spring – 157 Summer – 106	Fall – 142 Spring – 170 Summer – 87	Fall – 167 Spring – 154 Summer – 82	Fall – 163 Spring – 179 Summer – 106	Fall – 142 Spring – 170 Summer – 87
TOTAL Estimated Program Graduates**	N/A	74	59	59	74

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Affordability:** Dual enrollment students earning a “B” or higher in ANUR 1233 can apply 4 credit hours to their first semester in the Practical Nursing (PN) Program. Gen ed courses taken for the AAS in Practical Nursing will transfer to the ASN-RN program if students choose to continue beyond the AAS. Many general education courses use OER.
 - **Partnerships:** SOWELA’s School of Nursing and Allied Health maintains excellent collaborative relationships with multiple local clinical sites. The college will encourage pursuit of funding through partnerships with these healthcare facilities. SOWELA has agreements with several universities to promote completion of the BSN degree. Numerous industry partners participate in an annual Nursing and Allied Health career fair on campus to engage students as they prepare to enter the workforce. SOWELA Practical Nursing faculty and leadership meet at least twice yearly with industry partners to review curriculum and receive feedback regarding graduate performance.
 - **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner:** SOWELA’s LPN to RN transition provides an avenue for students to achieve the ultimate goal of becoming a Registered Nurse. Some students need to complete a program of study quickly to provide for themselves and their families. These students often select the PN program because it allows them to complete the program and enter the workforce while working to complete the requirements for the ASN.

Staff Analysis

SOWELA has asked to add the AAS of Practical Nursing to help support its goal of preparing graduates for entry-level employment as well as the opportunity to pursue additional educational credentials.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Practical Nursing (CIP 51.3901) at SOWELA Technical Community College, with a progress report due October 21, 2022.

AGENDA ITEM VII.C.1.a.i.(c).

Proposed AAS Surgical Technology Bossier Parish Community College

Background Information

Bossier Parish Community College (BPCC) has requested Board of Regents' approval to expand its Technical Diploma (TD) in Surgical Technology to an Associate of Applied Science in Surgical Technology, as required by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. (ARC/STSA), the program's accrediting agency. The proposal was approved by the LCTCS Board of Supervisors and sent to the BoR for review and consideration.

Staff Summary

The purpose of BPCC's Surgical Technology program is to prepare graduates with the skills and knowledge to work under the supervision of a surgeon to ensure that operating room environment is safe, that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety. BPCC was granted authority to offer certificate-level training in surgical technology in 1981. The program was converted to a Technical Diploma (TD) in Surgical Technology in 2002. Now, in response to changes adopted by the program's accreditation agency and in order to remain compliant with ARC/STSA standards and ensure that program graduates remain eligible to take the certification exam to become Certified Surgical Technicians, BPCC is requesting the conversion of the TD in Surgical Technology to an Associate of Applied Science (AAS) in Surgical Technology. This change involves the addition of 12 hours of general education coursework to the curriculum. Upon completion of the 60-credit hour AAS, graduates will possess expertise in the theory and application of sterile and aseptic technique, along with combined knowledge of human anatomy, physiology, surgical procedures, and implementation tools and techniques to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. The TD will be awarded through July 2021 to allow currently enrolled students the opportunity to complete the program.

1. Value:

- a. Same or Similar In-State Programs: Approval of this proposed change does not result in an increase in the number of BPCC surgical technology graduates but reflects only the conversion of the credential conferred to program completers, from the TD to the AAS, as required by the program's accrediting agency. BPCC is currently approved to graduate up to 16 graduates per year; this number will not increase. Demand for certified surgical technicians by healthcare employers in Northwest Louisiana continues to support the need for the current number of graduates trained by Southern University at Shreveport and Bossier Parish Community College, as reflected by 100% employment of graduates who pursued employment in the field.
- b. Workforce Demand and Job Opportunities: According to the Bureau of Labor Statistics, surgical technologist employment is expected to increase 9% between 2018-2028; this is above the national average. Further, the Louisiana Workforce Commission also predicts an increase in surgical technologist positions in the Shreveport Northwest Regional Market Area by 2026.
- c. Student Enrollment: Enrollment projections are based on current enrollment in the surgical technology program, with consideration of increased enrollment of over 57% over the last 5 years.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	55	60	65	70	75

2. **Resources:** BPCC estimates minimal increased costs to offer the program since existing faculty, facilities and equipment are already in place to support the program.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- Accessibility: While General Education courses may be offered in multiple modalities (face-to-face, hybrid and online) all Surgical Technology courses are offered in a face-to-face format only.
- Affordability: OER resources are utilized in several General Education courses required for the program. OER resources are not readily available for program-specific courses. Prior learning assessments are offered for Biology 110: Medical Terminology, a required course within the curriculum, as well as some General Education courses.
- Partnerships: NSU awards block credit of 60 credit hours for BPCC associate degree allied health program graduates toward the BS in Allied Health. LSU-Shreveport awards BPCC associate degree allied health program graduates 45-60 hour of credit toward their BS degrees in Community Health.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: The majority of BPCC program graduates are predominantly female (>90%). As an open admissions institution with lower tuition rates than other regional institutions, BPCC provides educational opportunity for individuals who are of low socio-economic status and disadvantaged backgrounds.

Staff Analysis

Bossier Parish Community College's proposed program will prepare graduates to become an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. The program is well-suited to meet the needs of the region it serves, and to comply with the new ARC/STSA accreditation requirements for the associate degree.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS Surgical Technology (CIP 51.0909) at Bossier Parish Community College, with a progress report due July 1, 2022.

AGENDA ITEM VII.C.1.a.i.(d).

Associate of Science in Teaching (Grades 1-5) Louisiana Delta Community College

Background Information

Louisiana Delta Community College (LDCC) requests Board of Regents' approval to offer an Associate of Science in Teaching (Grades 1 – 5) (AST). The Louisiana Community and Technical College System approved adoption of the program in February 2020, and the proposal was submitted to Regents for consideration.

Staff Summary

The proposed program was developed in response to a growing local and national shortage of teachers. The curriculum was developed with consultation from faculty at partnering 4-year institutions to provide seamless transfer to an appropriate baccalaureate program.

1. Value

- a. **Same or Similar In-state Programs:** Currently, the AST is offered at Baton Rouge Community College, River Parish Community College, Delgado Community College, Nunez Community College, and Bossier Parish Community College. Southern University at Shreveport was recently approved to offer the AST in February 2020. The proposed program at LDCC is essential to meet the needs of students in Northeast Louisiana and the demands of the teacher workforce. Prospective students need degree programs that will prepare them for the job market and/or programs that will transfer seamlessly into a four-year baccalaureate degree. The proposed degree is consistent with and supports the mission of the university to either prepare students for seamless transfer into a baccalaureate program or to prepare students to enter the workforce.
- b. **Workforce Demand and Job Opportunities:** According to the US Department of Education Office of Post-Secondary Education (2016), Louisiana is currently experiencing a teacher shortage in the areas of elementary education, mathematics, and sciences. Nationwide, there is a shortage of African American and Hispanic teachers for employment in public education. According to Louisiana Labor Market projections, by 2024, primary, secondary, and special education teachers are expected to increase by 5.5%. More specifically, the Louisiana Workforce Commission similarly projects an increase of 5.5% in educational service occupations in the Northeastern region of the state, Regional Labor Market 8, for the 2016-2026 period.
- c. **Student Enrollment:** Students who wish to begin their studies at LDCC and continue their education at a local university to pursue a degree in elementary education must presently declare General Studies as their degree plan as LDCC does not currently have an AST program. LDCC also plans to implement a teacher cadet program for local high school students which promises to attract students, potentially from underrepresented populations, to the field of education.

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	20	20	30	30	40

2. **Resources:** Support for this program will fall under the responsibility of the Division of Liberal Arts. No additional support services will be required. All but two classes in the proposed program will be taught by existing faculty and are part of the current schedule of classes available. An adjunct instructor will be hired to teach the two additional classes.

	Current	Needed	Addtnl Costs
Faculty	Five full time faculty will directly support the program.	1 Adjunct faculty to teach TEAC classes	\$14,400 (\$7,200 to teach TEAC classes) per year
Physical (Facilities, Equipment, Library, & Technology)	The department has adequate faculty office and classroom space to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- Accessibility: The majority of the courses in the proposed program are offered in both online and face-to-face formats.
- Affordability: Approximately half of the classes in the proposed program currently make use of OER. All courses with the exception of the TEAC and the MATH 203 and 204 appear on the BoR Master Course Articulation Matrix and are transferrable within the state. LDCC accepts appropriate CLEP exam scores for credit in several areas covered in the AST (1-5) curriculum.
- Partnerships: LDCC is working with GSU to develop a 2+2 agreement in the area of education. Such an agreement with GSU already exists to allow A.S. graduates in Care and Development of Young Children to enter the university and pursue the Bachelor of Science Degree Program in Child Development and Early Literacy (Prenatal-PreK-3). LDCC serves as a feeder school for many students interested in studying teacher education at ULM. LDCC also plans to develop a “teacher cadet” program for high school dual enrollment students.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: With tuition a fraction of the cost of 4-year institutions, LDCC believes that the AST (1-5) program will help to close the achievement gap by attracting students from socioeconomically disadvantaged populations.

Staff Analysis

LDCC is proposing an appropriate program of study meeting the Louisiana Board of Regents guidelines. In addition, the institution is working to ensure that course offerings will transfer seamlessly into 4-year baccalaureate degrees at a nearby 4-year institutions. This proposal meets workforce needs to address the current teacher shortage, as well as several Master Plan priorities of accessibility, affordability, partnerships, and closing the achievement gap with underserved populations.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate’s in Teaching Grades 1-5 (CIP 13.0101) at Louisiana Delta Community College, with a progress report due October 1, 2021.

AGENDA ITEM VII.C.1.a.ii.

Proposed Undergraduate Certificates

Background Information

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

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

Staff Summary

Louisiana Tech University

- **UC Audiology**: The curriculum for the proposed UC in Audiology is a concentration in the BA Speech-Language Pathology. The certificate program will allow students in the program and in other majors to take the necessary coursework to prepare them for doctorate level study in audiology, while also aiming to meet Louisiana Board of Examiners in Speech Pathology and Audiology (Louisiana's licensure board) requirements for the licensing of audiology assistants, a requirement that is currently under development. In addition to the programs at LA Tech, the following institutions offer undergraduate degrees in speech pathology that include audiology: ULL, SUBR, and ULM. All existing programs have strong graduation numbers. The proposed program is built from a component of LA Tech's existing programs and will be the first UC in Audiology in the state.
- **UC Criminal Psychology**: The proposed program is designed with courses from the College of Education and the College of Liberal Arts including Criminal Justice, Criminology, Family Violence, Behavioral Modification, Dynamics of Adjustment, and Abnormal Psychology. Students will learn about the underpinning of the criminal mind benefiting those planning to or currently working in the criminal justice system, social work, and human services and related areas of the state's large criminal justice system. Merging the areas of criminal justice and psychology will fill a targeted need in the field as the only such certificate program in the state. The curriculum was developed in consultation with the LA Tech Barksdale program, the College of Education, and the Shreveport Police Department.
- **UC Geographic Information Science (GIS)**: LA Tech offers the state's only standalone BS in GIS, and the proposed curriculum is the same as the institution's GIS minor. The program will prepare students to become licensed surveyors in LA and is expected to appeal primarily to current students in Forestry, Engineering, and Environmental Science, as well as STEM education students. While LSU and UNO have graduate certificates in GIS, LA Tech's will be the first UC appealing to students who wish to earn the GIS credential at the undergraduate level and can support professions in areas such as the management of natural resources, energy production and transportation, land assessment and surveying. US Department of Labor projects positions involving the application of spatial technologies to grow 15% through 2028.
- **UC Information Assurance & Cybersecurity Management**: Required courses for the proposed certificate will prepare students to protect systems and information assets and to detect, report, and

resolve cyber security threats. Students will also learn how to perform information systems risk analysis along with information systems disaster recovery and business continuity. The program, designed to meet the needs of General Dynamics Information Technology in Bossier City, as well as other tech firms along the I-20 corridor, will meet critical employer needs and appeal to students in business and technology fields.

- UC Lean Six Sigma: Lean Six Sigma is a framework for organizational change that includes a collaborative team method to improve organization and industry process performance by systematically removing waste and reducing variation that reduces process defects and waste. Designed on the same principles as LA Tech's Graduate Certificate in Lean Six Sigma Black Belt, the proposed undergraduate certificate will combine some of the required courses for existing programs such as computer science, industrial engineering, and construction engineering technology, and will create a credential that meets employer demand for staff with these skills. Graduates will lead to Lean Six Sigma Green Belt certification.

LSU Shreveport

- UC Business Fundamentals: The purpose of the proposed UC in Business Fundamentals is to provide a solid introductory exposure to a wide variety of key business concepts and disciplines. Courses in the curriculum include financial accounting, business law, personal financial planning, information systems, management, and marketing. These courses provide foundational skills that are important for small business owners, students planning to enter the business world and individuals with professional degrees hoping to manage their own practice.
- UC Business Law: The UC in Business Law is designed to deliver introductory exposure to the legal and regulatory conditions that may affect personal and business decisions and actions. Courses combine exposure to both business and legal issues in which students learn about legal theories, explore ethical scenarios, and gain familiarity with regulatory issues affecting business policies, procedures, and decisions. Students are introduced to concepts covering international business, electronic communication and reading and drafting contracts as well.
- UC Small Business Management: The proposed certificate is designed to provide the groundwork for students interested in managing a small business, exposing students to a diverse range of essential business concepts and fields. Owning or managing a small business has many benefits but owners of small businesses often play many roles and must possess a wide body of knowledge. This certificate will provide students with a fundamental understanding of the most critical areas in small business management, including information technology, financial planning, entrepreneurial development, and advertising.

Southeastern Louisiana University

Southeastern's School of Nursing developed the following two programs in consultation with regional Chief Nursing Officers, the institution's Health Systems Management program advisory board, and North Oaks Health System leadership as well as consulting national white papers that include curriculum recommendations to ensure relevant didactic and practicum experiences.

- UC Digital Health Management: The proposed UC in Digital Health Management is designed to prepare students for careers in healthcare with high demand knowledge and job skills related to: electronic/personal health records, telehealth and remote patient monitoring technology, telecare, telemedicine, patient self-monitoring, ambient assisted living, and smart systems, incorporating both on-demand and scheduled telehealth visits into daily clinical workflows, data management and analysis, and health informatics. The 18-credit hour curriculum utilizes existing courses from SLU's Health System Management degree, Nursing degree, and interprofessional education courses. Coursework required of the proposed UC includes technology, chronic disease management, data analytics, health informatics, and case management. Growth in digital health, including telehealth, remote patient monitoring, data analytics for decision making and digital health technologies has

created a need in the healthcare industry for employees with the related training. The current COVID-19 crisis has accentuated the need for health profession students to learn skills in these areas.

- **UC Population Health Management:** The population health management program prepares students for careers in health systems and community health agencies. The program will teach students data and analytics to identify at-risk patients in preventive, acute care and long-term care and then target services that reduce their use of expensive and low-quality care. Using population health models of care, students will learn to deploy innovative delivery models; analyzing data and trends in a population's health, quality, and costs; and value-based payment models. The proposed UC requires 21 credit hours with 18 of those structured as hybrid courses with self-paced activities to meet course objectives and can be completed in six months.

Staff Analysis

Undergraduate certificates were designed to leverage institutional resources into shorter, specifically targeted credentials consisting primarily of upper level undergraduate course work. Since the February 2019 approval of UCs, the Board has approved 12 programs that are currently being implemented. Approval of the proposals as presented will bring the state's inventory to 22. Given that the UC is new in Louisiana, it is difficult to assess the long-term potential of these programs before full implementation. Staff support the innovative approach many institutions are taking with these programs in areas that support student and industry needs. Regular progress reports are required for all new undergraduate certificates, and staff will closely monitor program progress and value for the statewide inventory of these programs. An annual report will be presented to the board with this information.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the following Undergraduate Certificates with progress reports due October 1, 2021:

Louisiana Tech University

- **UC Audiology**
- **UC Criminal Psychology**
- **UC Geographic Information Science**
- **UC Information Assurance & Cybersecurity**
- **UC Lean Six Sigma**

LSU Shreveport

- **UC Business Fundamentals**
- **UC Business Law**
- **UC Small Business Management**

Southeastern Louisiana University

- **UC Digital Health Management**
- **UC Population Health Management**

AGENDA ITEM VII.C.1.a.iii.

Proposed Graduate Certificates

Background Information

A Graduate Certificate (GC) is a graduate-level academic offering addressing a specific topical area, and while the number of required courses varies, the typical range is 12-18 credits. Academic Affairs Policy 2.15 “Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates” describes graduate certificates as follows:

“GCs provide a shortened, condensed and focused course of study that supplements an existing Bachelor’s, Master’s, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline.”

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

Staff Summary

Louisiana Tech University

- **GC Industrial-Organizational Psychology:** The proposed certificate will offer a pathway for students to learn theories and applied techniques related to the culture and development of people in organizations. The proposed program consists of 12 credit hours of courses that make up the core curriculum of the I-O Psychology Master of Arts degree program. Graduates will be trained to make better hires to increase productivity, reduce turnover, and lower labor costs. The courses included in the proposed GC have no prerequisites and will allow students without a psychology background to enroll, providing the opportunity for graduate students in programs such as Business Administration or Industrial Engineering, to broaden their knowledge of organizational psychology.

Nicholls State University

The following two programs will be of interest to students pursuing Nicholls’ Master of Education (M.Ed.) in Educational Leadership who wish to earn a state add-on certification, and to educational professionals who desire to acquire their “30 plus” status past the master’s degree for principal licensure. The program objectives and curricula were developed to ensure compliance and eligibility for certification.

- **GC Educational Technology Facilitator:** The proposed program is designed to increase the availability of high-quality Educational Technology Facilitators to schools and school districts with a fully online program that will qualify graduates for the Louisiana State Teacher Add-On Endorsements of Educational Technology Facilitator. The proposed certificate consists of 12 credit hours that will prepare students for the use of technology tools that enhance learning through assessment and collaboration. Graduates will be knowledgeable in technology budgeting and acquisitions, grant writing, and professional development and will be well versed in the International Society of Technology in Education (ISTE) standards for teachers and students.
- **GC Educational Technology Leader:** The proposed online GC in Educational Technology Leader aims to increase the availability of high-quality educational technology leaders to school and school districts and to provide districts and schools with technology coaches. Graduates of the program will qualify for the Louisiana State Teacher Add-On Endorsement of Educational Technology Leader. The robust 24-credit hour curriculum includes courses such as Educational Telecommunications, Networks & the Internet, Technology Leadership in Schools and Professional Development of K-12 Technology Integration. Graduates will be able to promote the integration of technology in a school

system, improve the learning of students, and assist teachers and students utilizing educational technology in the classroom to enhance the teaching and learning processes.

UL Monroe

- **GC Healthcare Advocacy:** Healthcare advocacy is an emerging career field that interfaces with multiple health-related professions. Advocates facilitate communication between clients and healthcare providers, helping patients and their families to understand and navigate the complex healthcare system as they cope with illness. The proposed GC in Healthcare Advocacy will allow completers to give patients and their families guidance and support in managing treatment within the healthcare system. The 15-hour curriculum, offered online in 8-week terms, is aligned with the Patient Advocate Certification Board and includes the following courses: Cultural Diversity, Contemporary Issues in Healthcare Law and Policy, Health Communications, Interpersonal and Conflict Communication, and Communicating Illness, Grief, and Loss. Costs for implementation will be limited to a one-time expense of \$4K to support faculty development of online versions of existing courses.
- **GC Senior Healthcare Management:** The proposed program is a 15-hour 100% online certificate focused on delivery, administration, and management of senior healthcare services in clinical, corporate, small business-based and public healthcare sectors, and the long-term care industry. The proposed GC will enable professionals, paraprofessionals, and volunteers to enhance and supplement their professional credentials through graduate education without completing a full Master's degree. The proposed program will aid in building the state's senior healthcare workforce with advanced skills and training to address the healthcare needs of an aging population and will enable students to prepare for advanced certification in Geriatric Care Management.

Staff Analysis

Louisiana institutions currently offer a total of 54 Regents approved graduate certificates, most of which are offered by LSU or LA Tech, and all of which were approved by the Board in 2011 or later. GCs are developed by an institution to meet a specific industry or graduate student need and typically consist of courses currently offered by the institution as part of Master's or Doctoral programs. Staff support institutional innovation in creating these short-term, graduate level credentials that will benefit working professionals as well as current and prospective graduate students. Because of the nature of certificate programs, it can be difficult to predict student and employer interest and success can vary. Institutions are encouraged to closely monitor and address unsuccessful programs. Staff continue to track the progress of new and continuing programs through regular progress reports to ensure productivity and efficient use of institutional resources directed toward these programs. Going forward, an annual report will be presented to the board with this information.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the following Graduate Certificates with progress reports due October 1, 2021:

Louisiana Tech University

- **GC Industrial-Organizational Psychology**

Nicholls State University

- **GC Educational Technology Facilitator**
- **GC Educational Technology Leader**

UL Monroe

- **GC Healthcare Advocacy**
- **GC Senior Healthcare Management**

AGENDA ITEM VII.C.1.a.iv.

Proposed Bachelor of Science in Mass Communication Louisiana State University Shreveport

Background Information

LSU Shreveport (LSU-S) has requested Board of Regents' approval to convert its BA in Mass Communication to a BS in Mass Communication. Since this is a conversion of a strong existing program with a new title and revised curriculum to better suit the needs of students and industry, the Letter of Intent (LoI) was waived per Regents authorization for staff waivers in August 2019. The proposal was approved by the LSU Board of Supervisors at its March 2020 meeting and sent to the BoR for review and consideration. The proposal was circulated to Chief Academic Officers (CAOs) statewide for review, and the campus has addressed concerns raised during the review.

Staff Summary

LSU Shreveport is seeking approval to reconfigure the current BA in Mass Communication into a Bachelor of Science (B.S.) in Mass Communication, divided into two concentrations of instruction: (Journalism/Public Relations and Digital/Broadcast Production). The institution seeks to create a more professionally oriented path for Mass Communication graduates than the degree program under the existing Bachelor of Arts rubric. The less prescriptive BS in Mass Communication will provide re-entry, transfer, and professional-track students the opportunity to expediently complete a degree and be prepared to utilize such skills in the workforce. In effect, the BA in Mass Communication is a more broad-based liberal arts curriculum, whereas the BS program allows for flexibility with opportunities to create unique niches with 45 credit hours in fields such as marketing, advertising, oral communication, graphic design, animation, and nonprofit leadership. The revised curriculum was developed with the LSUS Media Advisory Council, a group of media professionals from Northwest Louisiana.

1. Value:

- a. Same or Similar In-State Programs: Several institutions around the state offer an undergraduate degree in communication. All existing programs have strong enrollment, and no issue of unnecessary duplication was raised during the statewide CAO review of the proposal.
- b. Workforce Demand and Job Opportunities: The program will support the needs of the Northwest Louisiana media market with media professionals in broadcasting, public relations, and digital journalism, a four-star job category for the state. The institution monitors job advertisements and social media postings for locally available positions, and the institution reports that local media outlets and professional organizations contact LSUS regularly looking for graduates to either fill or apply for openings. The Bureau of Labor Statistics projects employment through 2026 for reporters/correspondents will increase by 2.5% with wages increasing by 11.6%, public relations specialists by 8.8%, and writers and editors by 4.5%. For media and communication workers overall, the BLS projects a 5.6% increase over 8 years. Media outlets in the Shreveport-Bossier area include seven television stations, over 30 radio stations, one daily print newspaper, five non-daily print publications, and five alternative publications.
- c. Student Enrollment and Completion: The current BA in Mass Communication averages 12 graduates per year, and enrollment in the program's journalism and public relations concentrations have doubled over the past five years. Over 85% of the program's students are considered "completer" students, such as external students enrolling at LSUS for the first time or returning to complete a degree, or those who wish to shift to a media field from their current areas of employment and will benefit from the more flexible, professionally-oriented revised BS curriculum. A growth rate of 15%

over the first two years; 20% over the third and fourth years; and a stabilizing growth rate of approximately 10% at year five and beyond. The projections are based on the five-year rates through the spring of 2019.

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
 - **Affordability:** The program redesign is partly driven by the goal to make the program more accessible to transfer students and returning adults, ensuring that as many prior credits as possible will fit into program requirements keeping completion affordable.
 - **Partnerships:** The Media Advisory Council incorporates representation from all areas of the region's professional media marketplace ensuring the program curriculum meets industry needs and strong connections for graduates seeking employment.
 - **Work-based learning:** The project-based, portfolio-building program provides students multiple opportunities to work and learn with a variety of industry partners.

Staff Analysis

LSU-S developed the proposed program in direct response to needs of current and prospective students, and in consultation with industry to ensure workforce needs were being met. While the Regents do not prescribe the specific differences between the BA and BS, the LSU-S model for the BA is a liberal arts focused program. The transition to the BS will allow more room in the curriculum for returning students to complete the degree while ensuring that curriculum gives them the professional knowledge and skills needed by industry. Staff anticipate the revised curriculum that improves accessibility for returning and adult students to lead to an increase in program enrollment.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Mass Communication (CIP 09.0102) at Louisiana State University Shreveport, with a progress report due July 1, 2022.

AGENDA ITEM VII.C.1.a.v.(a).

Proposed Master of Science in Financial Economics Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU) has requested Board of Regents' approval to establish a MS in Financial Economics. Since the proposed program is the merger of the existing MS in Finance and the MS in Economics, the Letter of Intent (LoI) was waived per Regents authorization for staff waivers in August 2019. The proposal was approved by the LSU Board of Supervisors at its December 2019 meeting and sent to the BoR for review and consideration. Dr. Murali Jagannathan, Binghamton University School of Management Associate Professor, conducted an external review of the proposal in March, and provided strong support for the program with no substantive recommendations.

Staff Summary

The proposed MS will be jointly offered by the Departments of Economics and Finance at LSU, and the new program will essentially be a merger of the current MS in Finance with the current MS in Economics. The proposed program will provide more structure than the current graduate programs in Economics and Finance and better reflect the more recent emphasis the departments are placing on analytical skills and applications in the disciplines. It will prepare students for a wide variety of finance and economics occupations including financial analysts, credit analysts, commercial banking, investment banking, economic analysts, and commercial real estate with a wide variety of potential employers in Louisiana, the region, and beyond. The goal is for students graduating in this program to have better financial economics training, better practical job skills, and consequently better employment prospects. The 36-credit hour, non-thesis program is meant to have broad appeal to students interested in Finance and/or Economics and is designed to be completed in a single academic year (10-months).

1. Value:

- a. Same or Similar In-State Programs: There are no other Master of Science in Financial Economics programs in Louisiana, but there are currently three Master of Science in Finance (MSF) programs in the state (LSU, Tulane and University of New Orleans) and three Master of Business Administration programs with a Finance concentration (Louisiana Tech University, University of New Orleans and University of Louisiana at Lafayette). Replacing the MSF and MSE programs with the proposed program will reduce duplication or overlap of resources both within LSU and within the state of Louisiana as a whole.
- b. Workforce Demand and Job Opportunities:
 - The Louisiana Workforce Commission (LWC) for the Department of Labor of the State of Louisiana reports 56,309 people were employed in Finance and Economics occupations in Louisiana during 2017 and an additional 30,789 Louisianans employed in real estate professions. Additionally, in their most recent Louisiana Job Vacancy Survey (2015), LWC estimates a need for another 1,800 people in financial occupations in Louisiana.
 - The Bureau of Labor Statistics (BLS) reports that during 2016-2026, financial occupations are expected to grow much faster than the national average – the number of financial analysts is expected to grow 10.9% faster than the national average, and the number of financial management positions are expected to grow 18.7% faster than average. Financial managers in Louisiana have an average pay of \$30.96-33.90/hour or \$59,758 annually.
- c. Student Enrollment and Completion: The MSFE program is designed to be relatively small (approximately 30 students) initially. The combined, long-run average number of students in both the current MSF and MSE is approximately 30 students; thus, the departments are confident the program will

attract enough students to keep approximately 30 students in the program annually. Although it is expected that LSU undergraduates will continue to be the primary feeder to the MSFE program, the updated curriculum will attract outside students interested in a rigorous training in financial economics. The new program will have a federally recognized STEM designation allowing international students to qualify for an OPT extension – a key benefit to attracting qualified international students.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	30	30	30	30	30
Prog. Graduates	~30	~30	~30	~30	~30

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program. The program will be jointly administered by the Department of Economics and the Department of Finance in the E. J. Ourso College of Business. The merged programs will allow more efficient use of faculty time and a more tailored set of elective courses that will have stronger enrollment in the combined program. Both existing programs will still be available to doctoral students in the respective programs, but no students will be directly admitted into the existing masters.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

Staff Analysis

The proposed program has been designed to leverage the strengths of the two existing Master's programs, while improving efficiency between the two departments and increasing core and elective course enrollment through the combination of the two resulting in an overall stronger, more appealing and unique degree program. The external reviewer was highly supportive of the proposal stating, "I am well aware of the quality of the faculty at the Finance and Economics departments at LSU, and overall, I am strongly in support of the new proposal." Continuation of the existing programs for current LSU doctoral students to earn on the way to the PhD is standard for PhD programs, and because the two existing programs will no longer admit students outside the PhD programs, the programs are not considered duplicative.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Master of Science in Financial Economics (CIP 45.0603) at Louisiana State University and A&M College, with a progress report due July 1, 2022.

AGENDA ITEM VII.C.1.a.v.(b).

Proposed Master of Science in Industrial Chemistry University of Louisiana at Lafayette

Background Information

The University of Louisiana - Lafayette (ULL) requests Board of Regents' approval to offer a Master of Science in Industrial Chemistry. Regents approved the Letter of Intent to develop the proposal in September 2017, and the UL Board of Supervisors approved the proposal at its February 2020 meeting. Joseph Gardella, Jr., SUNY Distinguished Professor of Chemistry, and current professor at The State University of New York at Buffalo conducted the external review and submitted his report in June 2019. Staff worked with the campus to address concerns raised in the review.

Staff Summary

The proposed program will focus on the professional preparation of skilled workers to satisfy growing demand for graduate-level industrial chemists in the State of Louisiana, largely driven by a rapidly growing market along the I-10 corridor in southern Louisiana (Baton Rouge, Lafayette, and Lake Charles). The proposed M.S. degree will allow graduates to assume mid-level leadership positions in industry with little or no additional training. In contrast to BS level graduates who are broadly trained in Chemistry and consequently enter the workforce as entry-level chemists, graduates of the proposed MS in Industrial Chemistry will take core classes that will develop expertise in the theory and practice of chemical methods widely used in area industries. The proposed MS in Industrial Chemistry, with thesis and non-thesis options, is organized into six components consisting of 30-33 credit hours total depending on the option selected.

1. Value

- a. **Same or Similar In-state Programs:** Although, there are two MS in Chemistry programs in the State (LSU A&M and UNO), ULL's focus on the commercial production of chemical products and their economic and environmental impact has the potential to make a unique contribution to Louisiana.
- b. **Workforce Demand and Job Opportunities:** The intended program's concept is strengthened by the geographic location of the University: located amidst a hotbed of chemical industry and growth. There are over 50 companies that focus on chemical manufacturing and compounding located in the Lafayette region and its vicinity. Additionally, as more petrochemical and liquefied natural gas projects come online in south Louisiana, the need for qualified industrial chemists will increase. The Louisiana Workforce Commission anticipates a 42% increase in employment in chemical manufacturing for Region 5 by 2022.
- c. **Student Enrollment and Completion:** The University anticipates that the degree will primarily attract ULL graduates who hold a bachelor's degree in Chemistry and Chemical Engineering. A survey of undergraduate students majoring in Chemistry and Chemical Engineering was conducted in February 2018. Of the 23 respondents, 20 (87%) indicated an interest in pursuing a MS in Industrial Chemistry at ULL. The University also plans to recruit graduate students for the proposed program statewide and nationally. Projected enrollment for Year 1 is 10 students with that number increasing to 25 by Year 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	10	13	17	22	25
Prog. Graduates			8	13	13

- 2. Resources:** The proposed program can be implemented with modest costs to the university. Currently, ULL has faculty with active research agendas (strong scholarship and grant productivity) that can support the program. The additional teaching load will be divided evenly among the faculty so that each will develop no more than one new course. Adjuncts will be hired as needed to help teach lower level undergraduate classes. Funding for four graduate assistantships will be requested with additional research assistantships to be funded by faculty research grants and industrial sponsors. The University anticipates that as the program matures and faculty research expands, more external funding will be secured. No additional lab space is required for program implementation; however, there is a need for additional office space for graduate research assistants and teaching assistants.

	Current	Needed	Estimated Addtl Costs
Faculty	Majority of the program will be absorbed by current faculty.	Four new graduate assistants hired to provide support to current graduate faculty \$13K each. In year 3, as program expands, adjuncts may be needed to assist with teaching lower level courses.	Yr1: \$54K Yr2: \$54K Yr3: \$56,200 Yr4: \$58,400
Physical (Facilities, Equipment, Library, & Technology)	Currently available lab space will suffice for program implementation.	Renovations needed to provide adequate space for graduate research and teaching assistants and an upgrade of research space to accommodate graduate research as program grows.	\$83,550
Student Support	Student support is in place for both on campus and online students and adequate for the proposed program.	None	\$0

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

- Work-based learning: Strong letters of support provided by organizations such as the Lafayette Economic Development Authority, Ecoserv, OneAcadiana, and Advanced Applied Research convey that the proposed program, which has incorporated industry relevant training into course design and includes industry internship opportunities, is both needed and warranted.
- Partnerships: The proposed program was designed closely with input and support of area industry. Several local businesses have committed to providing internships and training opportunities for students as well as providing professional adjunct instructors for the program.

Staff Analysis

ULL's proposed MS in Industrial Chemistry has potential to provide students with professional preparation to become skilled workers to satisfy the growing demand for graduate-level industrial chemists in the State of Louisiana. ULL's geographic position will provide an opportunity to forge strong ties with local industries, which will likely become places of future employment for their graduates.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed MS in Industrial Chemistry (CIP 40.0599) at The University of Louisiana, Lafayette, with a progress report due July 1, 2022.

AGENDA ITEM VII.C.1.a.vi.

Proposed PhD in Statistics Louisiana State University A&M

Background Information

Louisiana State University A&M requests Board of Regents' approval to offer a PhD in Statistics. The Letter of Intent to develop a proposal was approved by the Regents in August 2018 with the title PhD Experimental Statistics. The full proposal was approved by the LSU Board of Supervisors in October 2019, and Dr. Michael Daniels from the University of Florida conducted an external review of the proposal in early 2020, submitting the final report in March. The campus addressed issues raised in the external review including concerns about course content and student funding and submitted a response in May. The department agreed to change the name of the program to PhD in Statistics as recommended by the reviewer.

Staff Summary

The LSU College of Agriculture's Department of Experimental Statistics is the principal source of statistical education, research, and service at LSU. The proposed PhD in Statistics aims to be an applied statistics program educating students in areas relevant to academic research, economic development, industrial development (including quality control and manufacturing), and biological, social, and agricultural sciences. The external reviewer stated in his review, "I am very supportive of this PhD program and its need for the state of Louisiana."

1. Value

- a. **Same or Similar In-state Programs:** The only other closely related program at a public institution in the state is ULL's PhD in Mathematics with an Applied Math and a Statistics concentration. While both the ULL math program and the proposed program at LSU offer the traditional core of statistical courses, LSU's PhD program will be specifically focused on research in statistical theory and the application of statistics to a wide array of research areas and will focus on using math tools in the development of statistical theory, methods, modeling, and computing. LSU also has built-in training for students through the department's free on-campus statistical consulting program.
- b. **Workforce Demand and Job Opportunities:** In 2016, statisticians, including those with such titles as data analyst or data scientist, occupied more than 37,000 US jobs with a median annual salary of \$84,000. Statisticians are employed in a variety of fields within the federal government, scientific research and development services, finance and insurance, higher education institutions, consulting services, and as math and science teachers. The US Bureau of Labor Statistics anticipates 34% job growth in the field from 2016-2026.
- c. **Student Enrollment and Completion:** Initially, the primary source of students will be graduates of the department's Master's in Applied Statistics, other LSU graduate students interested in adding a specialization in applied statistics, and undergraduate students who take courses in the department who may be interested in moving on to graduate study. LSU anticipates about 8-10 PhD students enrolled and about 3 graduates per year once the program reaches full implementation by year 5. The Master's in Applied Statistics program averages 9 graduates per year. The addition of the PhD program is expected to lead to an increase in enrollment and graduates for the MAS.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	2	4	5	8	10

2. **Resources:** The department has started the process of shifting tenure track faculty priorities to graduate level courses and scheduling to support a PhD program with instructors teaching most lower level undergraduate courses. The department plans to stagger graduate course offerings as needed to ensure current faculty resources will continue to support all programs as the PhD program grows. Facilities and library holdings will meet program needs.

	Current	Needed	Addtnl Costs
Faculty	The department currently has eight full time tenure or tenure track faculty plus three instructors, and a search is currently underway for a department head. Efficient course scheduling will ensure this number is adequate to support the department's undergraduate and graduate programs.	None	\$0
Physical (Facilities, Equipment, Library, & Technology)	The department's classrooms, computer labs, and offices are all up to date and will meet the needs of the PhD program.	None	\$0
Student Support	Graduate assistant funding of approximately \$80K already in the department's budget will be used to support PhD students in the program. Mentoring and support will be built into the faculty advisor structure and through existing resources in the graduate school.	Increases in research funding opportunities that come with a doctoral program will supplement department student funding.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Affordability:** All students in the program will receive financial support through graduate assistantships. Course scheduling will ensure students are able to finish their requirements in a timely manner.
 - **Work-based learning:** In addition to the traditional coursework and research, students will conduct statistical analysis as part of the department's statistical consulting services offered on campus.

Staff Analysis

The LSU Department of Experimental Statistics, while initially established as a consulting unit for the institution, has grown to a robust academic and research unit with a successful undergraduate minor and master's degree program. The intended PhD program will be a natural progression of the department's growth, and a distinctive doctoral program in the state in a growing field. Staff will closely monitor the department's progress in securing external funding for research and to support graduate students as recommended in the external review.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed PhD in Statistics (CIP 27.0501) at Louisiana State University and A&M College, with a progress report due October 1, 2021.

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

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



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

REPORTS AND RECOMMENDATIONS **FACILITIES** **June 17, 2020**

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

D. Facilities

1. Consent Agenda

a. Small Capital Projects

- i. LSU A&M: Chemical Engineering Restroom Renovations
- ii. LSU A&M: FETI New Building for Self-Contained Breathing Apparatus and Compressor
- iii. LSU A&M: Firing Range Facility
- iv. LSU A&M: Food Science Building Tile Roof Repair
- v. LSU A&M: Football Ops Building Video Tower
- vi. LSU A&M: Jesse Coates Hall Biology Teaching Labs
- vii. LSU A&M: Student Union Areas 2 and 3 Roof Replacement
- viii. LSU HSCNO: Dental School Orthodontics Conference Room & Office Renovation
- ix. LSU HSCNO: MEB 1st Floor Lobby Flooring Replacement
- x. LSU-S: Asphalt Parking Lot Repair and Overlay
- xi. LSU-S: Business Education Building – Business Intelligence Lab
- xii. LSU-S: Business Education Building Student Advising Center Suite & Boardroom Renovation
- xiii. LSU-S: Health & PE Building Locker Room Remodel
- xiv. LSU-S: Health & PE Building Racquet Ball Court Conversion
- xv. NSU: Turpin Stadium Elevator Upgrade
- xvi. UNO: Engineering Building Roof Replacement

2. 3rd Party Projects

- a. SLU Strawberry Stadium Turf Replacement

3. Other Business

Executive Summary

Facilities and Property June 17, 2020

1. Consent Agenda

a. Small Capital Projects Report

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

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

i. Louisiana State University and A&M College (LSU): Chemical Engineering Restroom Renovations – Baton Rouge, LA

This project renovates the men's and women's restrooms in LSU's Chemical Engineering Building to meet the College of Sciences projected enrollment growth for the fall 2020 semester. The project scope involves the expansion of current restroom space in the facility by renovating space that currently includes a break room and waiting room area adjacent to the current restrooms to provide greater capacity. The project renovates approximately 1,400 square feet (SF) of space at a cost of \$178.57/SF for a total cost of \$250,000. The project will be funded with operational funds.

ii. Louisiana State University and A&M College: Fire and Emergency Training Institute (FETI) – New Building for Self-Contained Breathing Apparatus (SCBA) and Compressor – Baton Rouge, LA

The purpose of this project is to construct a new building to house a new air compressor and storage tanks for SCBA as well two 26-foot-long carts and trailers with storage tanks used to fill firefighter breathing systems. The project scope involves construction of a new single-story pre-manufactured metal building system. Power for the building will come from electrical already in place from an adjacent building. The new facility will encompass approximately 2,007 SF of space at a cost of \$87.42/SF for a total cost of \$175,453. The project will be funded with operational funds.

iii. Louisiana State University and A&M College: Firing Range Facility – Baton Rouge, LA

LSU's prior prefabricated facility flooded in 2016 and has since been demolished. The project scope includes construction of a new facility including new power, electrical fixtures, controls, wall and floor receptacles, and HVAC units. The new facility will be approximately 1,600 SF at a cost of \$182.50/SF for a total cost of \$292,000. The project will be funded with auxiliary revenues.

iv. Louisiana State University and A&M College: Food Science Building Tile Roof Repair – Baton Rouge, LA

There are numerous leaks in the existing roof of LSU's Food Science Building along with some visible damage to the wood framing and decking. The water leaks have also caused damage to the interior of the building. The project scope includes the removal of the existing tile roof and membrane down to the roof deck, the repair and replacement of the damaged framing, decking, soffits, and fascia, and the installation of new flashing, waterproof membrane, felt and tile materials. New, larger downspouts will also be installed to provide greater drain capacity from the gutters. The

project replaces approximately 11,367 SF of roofing area at a cost of \$30.79/SF for a total cost of \$350,000. The project will be funded with self-generated revenues.

v. **Louisiana State University and A&M College: Football Ops Building Video Tower – Baton Rouge, LA**

This project involves the installation of a fourth video tower on LSU's football practice fields. Three towers have been installed thus far and the fourth tower will allow all four practice fields to be viewed at one time. The tower will be manufactured off site then installed with a crane at the project site. The total project cost is \$250,000 and will be funded with auxiliary revenues.

vi. **Louisiana State University and A&M College: Jesse Coates Hall Biology Teaching Labs – Baton Rouge, LA**

This project renovates space in LSU's Jesse Coates Hall to increase teaching lab space to meet the College of Science's projected growth rate for the fall 2020 semester. The project scope involves renovating space on the 1st and 2nd floors to provide additional lab space including new casework, electrical, HVAC, and other modifications as necessary. The project renovates approximately 9,285 SF of space at a cost of \$51.70/SF for a total cost of \$480,000. The project will be funded with operational funds.

vii. **Louisiana State University and A&M College: Student Union Areas 2 and 3 Roof Replacement – Baton Rouge, LA**

Roofing sections two and three on LSU's Student Union have reached the end of their life expectancy and have zero useful life remaining as the roof sections are leaking, cracking, and blistering. The project scope involves the removal of the existing roof and associated materials (flashing, membrane, etc.) and the installation of a new roofing system. The project replaces approximately 14,165 SF of roofing area at a cost of \$24.01/SF for a total cost of \$340,122. The project will be funded with auxiliary revenues.

viii. **Louisiana State University Health Sciences Center – New Orleans (LSU HSCNO): Dental School Orthodontics Conference Room and Office Renovation – New Orleans, LA**

The existing conference room and office space within LSU HSCNO's Dental School Orthodontics area was designed years ago and now require renovation/modification to be used with current equipment and accommodate required personnel. The project scope includes the renovation of one existing conference room and the modification of two separate offices into one large workroom. Relevant work involves selective demolition, the removal of outdated flooring and cabinetry, and the installation of new flooring, millwork, paint, A/V equipment, and furniture. The project renovates approximately 920 SF of space at a cost of \$326.09/SF for a total cost of \$300,000. The project will be funded with foundation funds.

ix. **Louisiana State University Health Sciences Center – New Orleans (LSU HSCNO): Medical Education Building 1st Floor Lobby Flooring Replacement – New Orleans, LA**

The existing ceramic tile flooring in LSU HSCNO's Medical Education Building is damaged in many areas and needs to be replaced. The project scope involves the removal of the existing tile flooring, wall base, and subfloor and subsequent installation of new porcelain floor tiles (including new wall base and subfloor). The project renovates approximately 6,000 SF of flooring at a cost of \$50/SF for a total cost of \$300,000. The project will be funded with self-generated revenues.

x. **Louisiana State University – Shreveport (LSU-S): Asphalt Parking Lot Repair and Overlay – Shreveport, LA**

The aging asphalt of LSU-S' north and south asphalt parking lots are experiencing substrate failure due to water intrusion through existing cracks in the topical overlay. The use of both lots has been increasing due to the proximity of the lots with outdoor events, Health & PE sporting events, Pioneer Heritage Center events, baseball games, public use of the tennis facilities, and LSU-S team bus traffic. The project scope includes complete repair of any failed areas in the north and south lots, pouring new asphalt in these areas, and the restriping of affected parking stalls. The total cost of the project is \$446,675, and the project will be funded with tuition and fee revenues.

xi. **Louisiana State University - Shreveport: Business Education Building – Business Intelligence Lab – Shreveport, LA**

This project will modify existing office and lab space within LSU-S' Business Education Building to create a new, open plan Business Intelligence Lab for use by staff teaching business students or any student needing finance, analytics, enterprise systems, information systems, or data visualization information. The project scope includes installation of multiple large screen monitors, an electronic ticker tape streaming financials, and integrated computer tables to accommodate a minimum of 24 computers. An entrance to the lab area will be created featuring lounge space open to the building corridor and immediately accessible from the main entrance of the building. The lab will also feature glass enclosures at both ends to encourage non-business students to utilize the services offered within the lab. The project renovates approximately 2,724 SF of space at cost of \$78.34/SF for a total project cost of \$213,400. The project will be funded with tuition and fee revenues.

xii. **Louisiana State University - Shreveport: Business Education Building Student Advising Center Suite and Boardroom Renovation – Shreveport, LA**

This project involves renovation of space within LSU-S' Business Education Building to provide space for a new boardroom and eight new private offices. The project scope includes demolition of interior spaces and removal of existing walls, doors, flooring, base, ceilings, lighting, fire alarm, and sprinkler systems. The space will then be reconstructed to include new walls/glass walls, doors and hardware, room finishes, lighting, fire and sprinkler systems upgrades. The project renovates approximately 3,120 SF of space at cost of \$86/SF for a total project cost of \$268,320. The project will be funded with tuition and fee revenues.

xiii. **Louisiana State University - Shreveport: Health & PE Building Locker Room Remodel – Shreveport, LA**

This project involves reconfiguring space in LSU-S' Health & PE Building for their Men's and Women's basketball home and visiting team locker rooms. The visitor locker room will also double as locker rooms for Men's and Women's swimming teams. The project scope includes the removal of the glazed tile concrete masonry unit (CMU) walls, areas of concrete flooring, plaster ceiling, plumbing fixtures, lockers, flooring, and doors in the interior of the existing locker rooms. New locker room spaces will then be built including the reworking of the lighting, electrical, fire alarms, and HVAC. The project renovates approximately 4,559 SF of space at a cost of \$100/SF for a total cost of \$455,900. The project will be funded with tuition and fee revenues.

xiv. **Louisiana State University - Shreveport: Health & PE Building Racquet Ball Court Conversion – Shreveport, LA**

This project will convert the existing racquet ball courts in LSU-S' Health & PE Building to into space for exercise physiology, exercise science, and modal learning labs. There are six courts to be converted. The project scope includes removing several walls to provide for new functionality as

well as new electrical systems. The project converts approximately 4,800 SF of space at a cost of \$82.56/SF for a total cost of \$396,300. The project will be funded with tuition and fee revenues.

xv. **Northwestern State University (NSU): Turpin Stadium Elevator Upgrade – Natchitoches, LA**

The current elevator in NSU's Turpin Stadium continues to malfunction and needs an update to meet current American with Disabilities Act (ADA) requirements. The project scope involves the removal of the current elevator and installation of a new unit in the stadium that meets current ADA requirements. The total project cost is \$450,000, and the project will be funded with auxiliary revenues.

xvi. **University of New Orleans (UNO): Engineering Building Roof Replacement – New Orleans, LA**

The main roof on UNO's Engineering Building is beyond its useful life and water intrusion is now causing damage to the areas below. The project scope involves the removal of the existing gravel roof on sections A and B of the building and replacement with a new modified bitumen roofing system. The project also includes replacement of the elevator penthouse roof to protect the new elevator equipment currently being installed. The project replaces approximately 14,713 SF of roofing area at a cost of \$25.30/SF for a total cost of \$372,239. The project will be funded from a private donation to UNO. The remaining two sections of the Engineering Annex roof will be replaced at a later date.

2. 3rd Party Project Report

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

Staff approved the following 3rd party projects since the previous report:

a. **Southeastern Louisiana University (SLU): Strawberry Stadium Turf Replacement – Hammond, LA**

The University of Louisiana System Board of Supervisors, on behalf of SLU, submitted a 3rd party project for the purpose of replacing the turf field within SLU's Strawberry Stadium as the current artificial turf surface is in need of replacement. To carry out the project SLU will lease the land to the Lions Athletic Association (LAA) who in turn will be responsible for the cost and installation of the new playing surface. The total cost of the project is estimated to be \$751,020, and the LAA plans to finance the improvements over eight years. Once the turf project is fully completed and the LAA has paid all debts associated with the project, the improvements will then be donated back to the university. The turf will be installed in time for the beginning of the 2020 football season.

STAFF RECOMMENDATION

Senior Staff recommends approval of the consent agenda for the small capital and 3rd party projects reports as presented.

3. Other Business

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
RESEARCH AND SPONSORED INITIATIVES
June 17, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

E. Research and Sponsored Initiatives

1. Consent Agenda

- a. Appointment of Endowed Chairholder without National Search: Pennington Biomedical Research Center

2. Endowment Program Policy Revisions

- a. Endowed Two-Year Workforce Scholarships: Eligibility of Disciplines and Match Rates
- b. All Programs: Retention of Assets and Annual Spending Allocations

AGENDA ITEM E.1.a.

Appointment of Endowed Chairholder without National Search: Pennington Biomedical Research Center

Background Information

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

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

Staff Summary

The Mary Kay and Terrell Brown/Harris J. Chustz Chair is a \$1 million chair matched by the BoRSF in FY 1991-92 at Pennington Biomedical Research Center (PBRC). In accordance with current policy, PBRC has requested waiver of the Endowed Chairs national search requirement to appoint an internal candidate, Dr. Philip Schauer, to the Brown/Chustz Chair. Dr. Schauer has had a long and distinguished career, and was recruited to PBRC in 2019.

Dr. Schauer's qualifications were reviewed and determined to be appropriate to requirements outlined in the Endowed Chairs program policy.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Pennington Biomedical Research Center's request to appoint Dr. Philip Schauer to the Mary Kay and Terrell Brown/Harris J. Chustz Chair without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Schauer must be submitted to the Board within 90 days of this approval.

AGENDA ITEM E.2.

BoRSF Endowment Program Policy Revisions

Background Information

The Board of Regents Support Fund (BoRSF) endowment programs provide matching funds to establish permanent endowments in support of faculty work (Endowed Professorships and Endowed Chairs) and student scholarships in high-priority areas (Endowed Superior Graduate Student Scholarships, Endowed Two-Year Workforce Scholarships, and Endowed Scholarships for First-Generation Undergraduate Students). The intent of these programs is to pair public with private funds to create permanent endowments which generate supplementary and enhancing dollars to be used on an annual basis for student scholarship support, particularly in high-priority disciplines or fields, or by appointed faculty members to fund professional activities and enhance their academic and/or research productivity.

Staff Summary

a. Eligibility of Disciplines and Match Rates: Endowed Two-Year Workforce Scholarships

All campuses participating in the EWS have requested two policy changes to increase the effectiveness of the program and ensure its goals are being met: expansion of the eligible program areas to include other four- and five-star programs and establishment of a 1:1 match rate across all eligible areas.

Upon establishment of the EWS subprogram, LCTCS identified several programs and disciplines leading to four- and five-star jobs that were priorities for investment but also requested that nursing, allied health, and STEM transfer programs be eligible at a lower level, given their responsiveness to community needs and the trajectories of students interested in leveraging associate's degrees into baccalaureate programs. The original program policy stipulated that program areas were expected to change with need, demand, and statewide priorities. Consistent with this provision, the affected campuses and LCTCS request retention of all currently available four- and five-star job programs and addition of Maritime, Fire Science & Safety Training, Teacher Education, Cybersecurity, Hospitality, and Transportation & Logistics. Staff concurs with this recommendation. In addition, consistent with program design, staff and affected campuses should continue to revisit discipline eligibility as new fields and priorities emerge to train students for Louisiana's high-demand, high-wage (four- and five-star) jobs, while maintaining scholarship support for Nursing, Allied Health, and STEM Transfer.

In terms of match rates, the original program policy set two different minimum scholarship levels and match rates: 3:1 (\$30,000 non-state to \$10,000 BoRSF) for targeted four- and five-star job areas, and 1:1 (\$10,000 non-state to \$10,000 BoRSF) for nursing, allied health, and STEM Transfer. In practice, industry has not been accepting of the lower match rate, which has yielded limited contributions for programs leading to four- and five-star jobs. It is reasonable, then, to shift the match rate, though staff notes that the minimal scholarships of \$20,000 (\$10,000 private to \$10,000 BoRSF) permitted in Nursing, Allied Health, and STEM transfer do not provide significant student support (\$600 per year at a 3% payout – the average generated by campuses in FY 2019 across all endowment matching programs). Staff recommends maintaining the \$40,000 minimum scholarship endowment for priority workforce programs,

while allowing a 1:1 match (\$20,000 private to \$20,000 BoRSF). Nursing, Allied Health, and STEM Transfer will continue to be eligible at the \$20,000 rate, though staff further suggests collecting data on the efficacy of this endowment level to produce meaningful resources to these student populations.

b. Retention of Assets and Annual Spending Allocations: All Endowment Programs

In FY 2016-17, during discussions related to BoRSF restructuring, Regents and staff became aware that long-term retention of revenues earned by endowed funds and an associated lack of expenditure for intended purposes were serious issues in both faculty endowment subprograms. Excess retention of expendable funds and lack of regular spending by faculty holders were not aligned with the purposes of the Board of Regents Support Fund (BoRSF), which provided the state matching, or the programs under which match was sought. The purposes of the BoRSF are to enhance postsecondary education in Louisiana and contribute to economic development; the faculty endowment programs – Endowed Chairs and Endowed Professorships – contribute to these goals by providing a steady, permanent source of expendable funds to support faculty professional work and assist in recruitment and retention of highly productive, highly impactful instructors and researchers.

In June 2017, following extensive discussions with campus and foundation stakeholders, the Board approved policy revisions designed to address these issues, capping retention of funds in endowment principal accounts at 125% of the initial amount provided by the donor and matched by the BoRSF. Campuses were given five years – until 2022 – to come into compliance with the new policy. Two major concerns with the 125% rule quickly arose. First, the approach to retention of funds for long-term investment was not consistent with the ways in which permanently endowed funds are managed by university foundations and other investment managers, which typically allocate expendable dollars from endowed funds based on a percentage of market value, determined by market conditions. Second, the 125% retention cap could over time reduce the purchasing power of these permanent endowment accounts by not allowing for inflation adjustments.

In light of these concerns, staff worked with system, campus, and foundation officers to develop a policy solution that would accommodate campus concerns while ensuring that BoRSF-matched slots are consistently used in accordance with BoRSF goals set forth in the Constitution and the programs through which match is provided.

The proposed policy revision (see Attachment A) removes the 125% cap on market value, while clarifying the expectations of the Board of consistent spending at reasonable levels to accomplish program and BoRSF goals. It also requires annual reporting to the Board on the decision-making process to set the annual percentage for expenditure and permits the Board to seek additional information when allocations fall below the level of 4%. No other provisions in existing policy were affected.

Given the general purpose of this policy revision, and its applicability to all endowment programs, it is recommended that the proposed revision be added to Endowed Two-Year Workforce and Endowed Superior Graduate Student Scholarships policies. This will ensure consistency for campuses in treatment of BoRSF-matched endowments and set universal guidelines for allocation and use of endowment earnings.

If approved, this policy change will be implemented immediately, with appropriate reporting from the campuses due beginning with the FY 2019-20 cycle, in October 2020. The Board will receive an update on spending allocations reported for FY 2020-21 in early 2020. In addition, staff will regularly monitor this policy provision and make recommendations to the Board if revisions are necessary.

STAFF RECOMMENDATION

Senior Staff recommends approval of changes to BoRSF endowment program policies as presented. Policy changes shall be effective immediately. Staff are charged to monitor implementation and provide annual reports to the Board detailing effectiveness of the revisions in achieving desired outcomes. Policies may be revisited as effectiveness is assessed.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
STATEWIDE PROGRAMS
June 17, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

F. Statewide Programs

1. Consent Agenda
 - a. Approval of TOPS Exceptions
2. Board of Regents (BOR) Postsecondary Education Institution Opioid Education, Training and Reporting Policy
3. Other Business: TOPS Update

Agenda Item F.1.

Consent Agenda: TOPS Exceptions

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

Background

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

Staff Summary

Seventeen requests for exception were reviewed and approved by the LOSFA Advisory Board at its meetings of February 13, 2020; March 12, 2020; and May 7, 2020. The students have presented facts and circumstances that the students believe justify the granting of exceptions as an exceptional circumstance.

LOSFA Advisory Board Recommendation

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

Agenda Item F.2.

Board of Regents (BOR) Postsecondary Education Institution Opioid Education, Training and Reporting Policy

Background Information

The Board of Regents, with input from the four public postsecondary education systems and the Louisiana Association of Independent Colleges and Universities (LAICU), has developed a comprehensive campus opioid prevention education and training response policy in an effort to help address the nation's rising opioid epidemic.

Staff Summary

Louisiana's postsecondary institutions will provide substance misuse and abuse prevention education, awareness and response training to the campus community to ensure community members can identify common symptoms of an opioid overdose, administer naloxone, and provide supportive care. Through an excellent partnership with the Louisiana Department of Health, the campuses will be provided with naloxone and will report any naloxone administrations to the Board of Regents, as specified by policy.

STAFF RECOMMENDATION

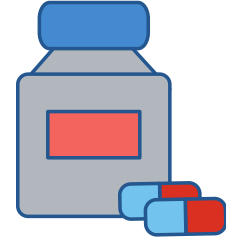
Senior Staff recommends approval of the Postsecondary Education Institution Opioid Education, Training and Reporting Policy as presented.



POSTSECONDARY EDUCATION INSTITUTION OPIOID EDUCATION, TRAINING, AND REPORTING POLICY

SENIOR STAFF RECOMMENDATION

THE GOAL

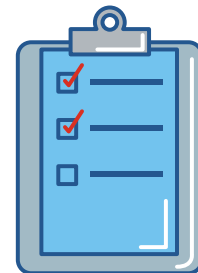


The Board of Regents, with input from the four public systems and LAICU, has developed a comprehensive campus opioid prevention education and training response policy in an effort to address the nation's rising opioid epidemic.

THE SUMMARY

Louisiana's postsecondary institutions will provide substance misuse and abuse prevention education, awareness and response training to the campus community to ensure they can identify common symptoms of an opioid overdose, administer naloxone, and provide supportive care. Through an excellent partnership with the Louisiana Department of Health, the campuses will be provided with naloxone.

THE COMPONENTS



- Educational awareness of substance misuse and abuse for the entire campus community.
- Annual training for certain campus personnel and students who live on campus.
- Naloxone administration reporting requirements to the Board of Regents.

Board of Regents (BOR) Opioid Education, Training, and Reporting Policy

I. INTRODUCTION

As a complement to La. Rev. Stat. §§ 14:403.9-403.11 and La. Rev. Stat. §§ 40:978.1-978.2.1, the Louisiana Board of Regents (“BOR”) hereby adopts this Opioid Education, Training, and Reporting Policy (“Policy”) to attempt to prevent or lessen opioid use in postsecondary education institutions (“institutions”) and to make accessible an opioid antagonist for emergency administration by trained persons to assist in preventing overdose deaths at our institutions.

II. POLICY STATEMENT

The Board of Regents requests that the managing boards of all postsecondary education institutions adopt this policy for all of their institutions.

A. All institutions will take reasonable measures to address opioid use, including an educational awareness campaign, including but not limited to e-mail, social media posts, posters and substance misuse and abuse prevention education as well as open campus overdose response training, to engage students. Where applicable, students enrolled in health, social science or behavioral science professions programs (e.g., pharmacy, medicine, nursing, allied health, social work, psychology, and sociology) and student organizations (e.g., student government, health promotion, and students for sensible drug policy) should be engaged to promote awareness and education with the goal of stigmatizing the misuse and abuse of opioids and preventing overdose deaths, while encouraging help-seeking behaviors in those who may be misusing or abusing.

B. All institutions will provide annual training of designated individuals to administer the opioid antagonist Naloxone in the event of a suspected opioid overdose. The training will cover, at a minimum, all of the following: (1) how to recognize an opioid overdose, (2) proper procedures for the storage and administration of Naloxone, and (3) directives to alert emergency medical services whenever an overdose is suspected, whether or not a decision is made to administer Naloxone. Where applicable, all institutions will provide annual training in the administration of Naloxone by: **(a)** staff living in student residential housing (whether full-time, part-time, graduate, or undergraduate), including Greek residential facilities; **(b)** law enforcement; **(c)** health, wellness, and counseling center staff, including those at remote counseling and mental health facilities; **(d)** pharmacy staff and interns; **(e)** athletic training staff; and **(f)** collegiate recovery program staff.

C. All institutions will make the opioid antagonist Naloxone available for rapid administration in the event of a suspected overdose, consistent with the Standing Order for the Distribution of Dispensing of Naloxone or Other Opioid Antagonists. The Naloxone will be stored in reasonably accessible and designated places in the following campus locations, where applicable: **(1)** all institution-owned student residential facilities; **(2)** law enforcement and safety departments; **(3)** health, wellness, and counseling centers; **(4)** student unions and centers; **(5)** recreation centers; **(6)** pharmacies; **(7)** athletic training facilities; **(8)** law centers; **(9)** health sciences centers; and **(10)** collegiate recovery program facilities.

D. All managing boards of public postsecondary education institutions will adhere to two reporting requirements: **(1)** the managing boards of all public postsecondary education institutions **will submit to the BOR a report within 72 hours following an administration of Naloxone by any person designated in this policy, or any other administration of which a managing board of public**

postsecondary education **is aware of on institutional property or suspects was made using an opioid antagonist treatment kit stored on institutional property; and (2)** managing boards of public postsecondary education institutions **will submit a quarterly report, within seven days of the end of each calendar quarter, on (a) the number of Naloxone administrations in the calendar quarter and (b) the number of Naloxone treatment kits available on the institution's property at the beginning of the calendar quarter and at the end of the calendar quarter, and the number of kits replaced during the quarter.** All Naloxone administration reports will include the following information: (i) the date of the incident; (ii) the location of the incident; (iii) the access point of the Naloxone kit; (iv) the employment category of the person administering the Naloxone (e.g., residential staff, campus law enforcement, athletic staff, etc.); (v) the race and gender of the person who was administered Naloxone; and (vi) all resulting follow-up actions. If an institution does not have any Naloxone administrations in a quarter, the managing board of public postsecondary education is still required to submit to the BOR a quarterly report reflecting zero administrations and the other requested data.

E. All managing boards of public postsecondary education institutions will implement policies and procedures consistent with this policy and will take prompt, appropriate actions to ensure compliance with its requirements.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH and PERFORMANCE
June 17, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

G. Planning, Research and Performance

1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Infinity College
 - ii. License Renewals
 - (a) United States University
 - b. State Authorization Reciprocity Agreement (SARA)
 - i. Renewal Applications
 - (a) New Orleans Baptist Theological Seminary
 - (b) Louisiana College
 - (c) Franciscan Missionaries of Our Lady University
 - c. Update Academic Affairs Policy 2.22
2. Legal Education Study Response
3. NCHEMS Response to Changes to be Considered in Response to COVID-19 for LCTCS
4. HBCU Designation

AGENDA ITEM VII.G.1.a.i.(a).

Infinity College Lafayette, LA

BACKGROUND

Infinity College (IC) is incorporated in the State of Louisiana. IC is a Louisiana Proprietary School located in Lafayette. IC is regionally accredited by the Council on Occupational Education and approved by the Louisiana Department of Health (LDH). IC is also programmatically accredited by the American Society of Health-System Pharmacists (ASHP).

ACADEMIC PROGRAM

Infinity College offers allied health programs in Practical Nursing, Nursing Assistance, Pharmacy Technical Training, Medical Assistance, Medical Insurance Billing and Coding Specialist, and Phlebotomy Technician. In addition to the currently authorized and accredited programs, IC is adding the following:

- Associate of Applied Science in Business with the following concentrations: Business Management, Human Resources, Accounting, Marketing, Entrepreneurship
- Associate of Applied Science in Healthcare Studies with the following concentrations: Dental Studies and Informatics
- Associate of Applied Science in Information Technology
- Associate of Applied Science in Legal Studies with the following concentrations: Legal Studies and Criminal Justice

The academic programs are designed to provide students with in-demand skills. IC has partnerships with business and organization leaders to help students compete for rewarding jobs that turn into lasting careers.

FACULTY

Infinity College has six full-time faculty and eight part-time faculty to support instructional operations.

FACILITIES

Infinity College provides classroom lecture and online instruction.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's accreditation, and the general oversight by the home campus, Senior Staff recommends the Board of Regents issue an initial operating licensure to Infinity College.

AGENDA ITEM VII.G.1.a.ii.(a).

**United States University
San Diego, CA**

BACKGROUND

United States University (USU) is not incorporated in the State of Louisiana. USU is a private, for profit university in San Diego, CA. USU is regionally accredited by the Western Association of Schools and Colleges (WASC), Senior College and University Commission (WSCUC) and the California Bureau for Private Postsecondary Education.

ACADEMIC PROGRAM

United States University offers 22 academic programs that lead to graduate and undergraduate degrees in health sciences, business, and nursing. The institution currently has seven students in its Louisiana Unduplicated Headcount Enrollment at the master's level.

FACULTY

United States University has seven full-time faculty at the doctorate level and 143 part-time faculty at various degree levels.

FACILITIES

United States University is 100% online instruction.

STAFF RECOMMENDATION

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

Agenda Item VII.G.1.b.i.(a).(b).(c).

**State Authorization Reciprocity Agreement (SARA)
Renewal Applications**

**Franciscan Missionaries of Our Lady University, Louisiana College
and New Orleans Baptist Theological Seminary**

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, 31 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually to maintain their membership.

Three institutions have submitted SARA renewal applications: Franciscan Missionaries of Our Lady University, Louisiana College and New Orleans Baptist Theological Seminary. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

STAFF RECOMMENDATION

Senior staff recommends approval of the Renewal Applications for Institutional Participation in SARA for Franciscan Missionaries of Our Lady University, Louisiana College and New Orleans Baptist Theological Seminary and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.

AGENDA ITEM VII.G.1.c.
UPDATE ACADEMIC AFFAIRS POLICY 2.22

STAFF SUMMARY

LCTCS has requested Board of Regents staff update Academic Affairs Policy 2.22 to include the Early College Academy which will partner with Baton Rouge Community College (BRCC) and the East Baton Rouge (EBR) Parish School System. The proposed language which will be added to Academic Affairs Policy 2.22 is underlined:

“Institutions engaged in recognized Early College programs (SLCC and the Early College Academy in Lafayette Parish; RPCC and the Early College Option in Ascension Parish; BRCC and the Early College Academy in East Baton Rouge Parish) will adhere to this policy except as recommended by the Management Board and endorsed by the Board of Regents.”

This policy currently lists existing Early College Academies (ECAs) which is an evidence-based strategy for increasing college readiness and success for a wide range of students, particularly those traditionally underrepresented in higher education. The ECA partnered with BRCC will work with high schools in EBR Parish as well the EBR Career and Technical Education Center (EBR CTEC) to offer Associate of Applied Science Degrees, Technical Certificates and Technical Diplomas to high school students linked to high wage, high demand careers in the Capital region. This ECA will provide opportunities for students to earn industry-based credentials and participate in one-on-one mentoring, workplace visits, and connect students to paid internships.

With increasing evidence supporting the success of ECAs as well as the work of the Dual Enrollment Task Force, Regents staff is currently reviewing ECA policies from other states and is consulting with system Chief Academic Officers as well as the Department of Education to create a common, statewide understanding of an ECA.

STAFF RECOMMENDATION

Senior Staff recommends the Board of Regents authorize staff to update Academic Affairs Policy 2.22 to include BRCC and the Early College Academy in East Baton Rouge Parish.

Agenda Item VII.G.2.

Legal Education Study Response (Response from University Systems and Caddo Commission to Feasibility Study of Expanding Legal Education in the Shreveport/Bossier Area)

Background

In the 2019 Regular Session of the Legislature two resolutions were adopted to study the legal education needs of northwest Louisiana:

House Concurrent Resolution No. 24, introduced by Representative Glover, requested the Board of Regents study how the state can best meet the legal education needs of students and the economic and workforce development needs of the Shreveport-Bossier Region. This included exploring how such needs could be met through the establishment of a campus of the Southern University Law Center in Shreveport.

Senate Concurrent Resolution No. 75, introduced by Senator Peacock, also asked the Board of Regents to study how the state could best meet the legal education needs of students and the economic and workforce development needs of the northwest region, and “consider whether any law school established pursuant to the study would best serve the needs of the area and the state by being affiliated solely with either the Louisiana State University System, the Southern University System, the University of Louisiana System, or any combination thereof.”

The Board of Regents was charged with developing a report to the Legislature in response to the two resolutions and transmitting it to the House and Senate education committees prior to the 2020 Regular Session.

The foregoing actions were performed by the Board of Regents pursuant to its authority to “study the need for and feasibility of any new institution of postsecondary education, including branches of institutions” (*See* La. Const., Art. VIII, § 5(D); La. R.S. § 17:3217), and in fulfillment of its mandate to establish geographic regions “to maximize the use of the instructional and physical resources of existing state postsecondary institutions” throughout the state (*See* La. R.S. § 17:3216(D)). As the state agency charged with coordinating all postsecondary public education in Louisiana, the Board of Regents must further approve licensure for any new institution, including a branch campus (*See* La. R.S. § 17:1808).

The National Center for Higher Education Management Systems (NCHEMS) was selected through an RFP process to conduct the study to determine the extent to which a new law school is needed in Shreveport-Bossier and to recommend alternatives to best meet the legal education needs in the Shreveport-Bossier region. This included conducting interviews with stakeholders and performing data analysis. NCHEMS staff provided an overview of findings and recommendations to the Board at its meeting on February 19, 2020.

To meet the legislative resolutions’ requests to study the feasibility of increasing educational opportunities in the Shreveport-Bossier area, options were examined by NCHEMS in its report. Research conducted by NCHEMS concluded that the state has a distribution issue with respect to where legal professionals practice, not capacity issues with educating the number of legal professionals necessary to sufficiently serve the state. Research also suggested minimal evidence existed to warrant a new law school in the Shreveport/Bossier region and that costs to establish a branch campus would be significant (though indicating physical space may be furnished by the local community). The study found that the Shreveport-Bossier area is underserved in opportunities for graduate-and professional-level education, including legal education. However, it was also noted that while several individuals interviewed for the

study expressed support for increased graduate education, some interviewed would also prioritize “higher demand and impact professions like health care and engineering” over legal education in the Shreveport-Bossier area.

In light of these findings, the recommendations from senior staff indicated that no new law school be established in the Shreveport/Bossier region, and, that a comprehensive study of graduate program needs in the region be conducted in order to assess workforce demand, community interests, and existing postsecondary offerings. The Board of Regents requested that the study be shared with the university systems and the Caddo Commission for evaluation and comment.

Response from Southern University System (SUS)

In response to the report, the Southern University System Law Center (SULC) developed a proposal on behalf of SUS to establish a pathway for increasing legal education capacity in the Shreveport/Bossier region in response to the report. SULC agreed with the study’s findings that the region maintains fewer legal professionals per capita than other urbanized areas in the state, is underrepresented with respect to graduate degrees, maintains significant disparities between African-American and Caucasian legal professionals, and is not well-served by the current configuration of law schools in Louisiana. In response to this they concluded that creating a branch of SULC in Shreveport is a feasible way to increase legal education capacity in the region. SUS has proposed a phased-in approach to establishing a branch campus, while noting the significant budget challenges that would have to be overcome for success.

The first of the three phases would be a pilot program to allow students in their final year of law school to complete up to sixteen (16) hours at an off-campus instructional site (OCIS) in Shreveport in Spring 2022 and 2023. This “Semester in Shreveport” concept would allow an opportunity for students to prepare for the Louisiana Bar exam and to pursue experiential-learning opportunities and potential opportunities for employment. SULC has indicated it would not be considered a substantive change in the program of legal education for SULC and would not require acquiescence from the American Bar Association (ABA). This has been confirmed by staff. Staff has also confirmed that notification is not necessary for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as so long the off-campus site would offer less than 25% of the total credit hours needed for program completion. In addition, according to SULC the Phase 1 time period would be used to secure financial resources needed to successfully transition to Phase 2 and Phase 3, \$8-\$10 million annually as estimated by the law school, and to gauge the commitment of local governmental entities, private entities, and SULC alums in the region to provide financial and other resources needed to sustain a high quality legal education operation. This time could also allow SULC to make upgrades to the library and instructional space needed to achieve regional accreditation by SACSCOC and by the ABA.

The second phase would commence in 2023-24 and 2024-25 academic years and transition the program from an OCIS to a separate location. This would allow students to complete between 17 and 41 hours of their program during fall, spring, and summer sessions. This would involve the installment of faculty, library resources, academic and career advising staff, and facilities and technologies needed to support student learning. Establishing a separate location is a substantive change in its program of legal education under both ABA and SACSCOC standards. Before a law school makes a substantive change in its program of legal education, it must obtain acquiescence of the ABA for the change and approval by SACSCOC for the change.

The third phase would commence in Fall 2025 whereby the campus would be considered a branch campus. A branch campus is one where more than two-thirds of credit hours required for the Juris Doctorate degree can be completed. This would be considered a substantive change by SACSCOC and ABA for program

delivery purposes. SACSCOC would require prior approval and a SACSCOC staff review. SULC would have to submit a business plan and a prospectus outlining students' needs and demands, describing the branch campus program's curriculum and faculty resources, and describing how SULC will meet physical facilities and financial viability standards of SACSCOC.

The SULC branch campus would be a four-year, part-time/evening/weekend 90-hour program designed to serve nontraditional students in the Shreveport/Bossier region, Northwest and Northeast Louisiana regions. There are also parts of Northeast Texas, and Southwest Arkansas that a SULC branch campus may serve. At this point the program may enroll 150-200 students by Fall 2029.

The challenge for graduates of a branch campus is that they as a separate branch campus cohort must meet the tougher ABA bar passage standard "right out of the gate." Hence, more stringent admissions standards and program rigor must be strictly adhered to from inception to meet more stringent, recently adopted ABA standards. According to SULC, the best metric for asserting that the program of legal education is of the highest quality is bar passage rates. They believe the target two-year cohort rate for the branch program should exceed 85%. The most recently reported data by the ABA indicates SULC achieved a 76% passage rate for graduating students in 2017, 85% in 2016, and 76% in 2015.

According to SULC operating costs in Fall 2025 are estimated to range from \$8 million to \$10 million dollars per year. This will provide the resources necessary to ensure accreditation standards and student learning needs are met, and superior and sustainable bar passage results are achieved. 50% of these costs would be provided by tuition and fees, with the remaining financing to be sought from private and public partnerships, in addition to any legislative appropriations that may be allocated. Pending review and approval by SULC staff, it is anticipated the location would be at the Downtown Shreveport Memorial Library or the SUSLA Metro Center location. Use of this resource is expected to be provided in-kind by the community. SULC acknowledges that significant resources, a high-quality program and excellent bar passage rates would be needed for a successful branch campus.

Response from Louisiana State University (LSU) System

"LSU would be a very willing partner with the Board of Regents or others interested in funding monetary incentives for recent law graduates to locate and practice in underserved geographic areas of the state. This proposal, noted at page 14 of the NCHEMS report, could prompt law graduates to work and provide legal services in the specific areas determined to be most in need for practicing lawyers, if carefully designed and implemented. A variety of models exist and can provide significant assistance and needed motivation for recent graduates to pursue work in areas less well populated by lawyers—whether those "areas" are defined by geography or by area of practice, or both. The LSU Law Center has some recent experience in designing and implementing a loan repayment assistance program targeted to recent graduates working in public interest careers. With appropriate support, we could deploy that experience to assist in designing and implementing a program targeting other areas—including geographic areas—determined by the Board of Regents to be in need of the professional services of recent graduates of the four Louisiana law schools."

Response from University of Louisiana (UL) System

"The UL System has no concerns to share. It is a comprehensive report that includes data that highlights the current situation and unmet needs."

Response from Caddo Commission

The Caddo Commission "agrees with the SUS report and hopes for favorable concurrence by [the Board of Regents]."

STAFF RECOMMENDATION

Senior Staff recommends that the Board of Regents allow SULC to pursue its “Semester in Shreveport” pilot, allowing students an opportunity to seek employment opportunities in the community while completing their legal education.

Senior Staff recommends that SULC be given a year to develop a business/financing plan for Regents consideration following review and consideration by its management board. Thus, allowing the law school to assess the impact of the Shreveport pilot as well as community interest in long-term financial support especially given the potential impact of COVID on the economy.

Further, the Board of Regents will attach system responses to the final report for transmittal to the legislature for its consideration.

A Proposal to Establish a Pathway for Increasing Legal Education Capacity in the Shreveport/Bossier Region by the Southern University Law Center in Response to the Report to the Board of Regents by NCHEMS

Prepared by: John K. Pierre

Chancellor and Vanue B. Lacour Endowed Professor
Southern University Law Center (SULC)

Introduction

This document is prepared as a response to the report delivered to the Board of Regents by NCHEMS, and to discuss a potential pathway to increasing legal education capacity in the Shreveport/Bossier Region by the Southern University Law Center. NCHEMS conducted a study and prepared a report that: (a) assessed the demand for legal education in the Shreveport/Bossier region, and (b) explored alternative scenarios to increase legal education capacity in the Shreveport/Bossier Region. NCHEMS made several conclusions that SULC agrees with.

Conclusions of NCHEMS that SULC agrees with

The NCHEMS conclusions that SULC agrees with are as follows:

- There are fewer lawyers and other legal professionals (e.g. judges, etc.) per capita in the Shreveport/Bossier region than in other urbanized regions in the state;
- In general, the region is significantly under-represented with respect to graduate degrees;
- The Shreveport/Bossier region has significant disparities between the numbers of African American and Caucasian lawyers and legal professionals;
- By the current configuration of law schools in Louisiana, the Shreveport/Bossier region is not well served;
- A case can be made for increasing the number of lawyers, and for creating additional capacity to deliver legal education in the Shreveport/Bossier region; and
- Creating a branch of SULC in Shreveport is a feasible way to increase legal education capacity in the Shreveport/Bossier region. Administrative officials at the Louisiana State University (LSU) Law Center, Tulane University Law School and Loyola Law School, have indicated no interest in establishing a presence in Shreveport.

Phase I of the Pathway to a Branch Campus

NCHEMS intimated that creating a branch of SULC in Shreveport is a feasible way to increase legal education in the Shreveport/Bossier region. There are three phases requiring a strategical approach, because of the present accreditation and financing issues and challenges.

Phase I could take the form of an Off-Campus Instructional Site (OCIS) in Shreveport. OCIS means a physical location within the United States if:

1. The law school offers J.D. degree courses;
2. A student may earn sixteen credit hours or less of the school's program of legal education; and
3. Either (i) is not in reasonable proximity to the law school's main location or (ii) is in reasonable proximity to the law school's main location.

It would not be considered a substantive change in the program of legal education for SULC by establishing an OCIS in Shreveport. It would not require acquiescence from the ABA or approval from SACSCOC as

long as a SULC student would not earn more than sixteen credit hours of SULC's program of legal education. The idea behind the OCIS in Shreveport could be to create a "Semester in Shreveport." This will commence in the spring semester of 2022 (January-May of 2022) as a pilot program for SULC students from the Shreveport/Bossier Region, or Northwest Louisiana region. They will spend their final semester of law school in the Shreveport/Bossier region garnering academic credits and securing experiential learning opportunities in the region, exploring employment opportunities in the region, and preparing for the Louisiana Bar Examination. In addition, students interested in relocation to the region could take advantage of the "Semester in Shreveport."

This "Semester in Shreveport" would be similar to a program established by the University of Idaho Law School, which is located in Moscow, Idaho and allows third year students to spend their last year of law school in Boise, Idaho the state capital of Idaho. The "Semester in Shreveport" pilot would be in the spring semester of 2022 and spring semester of 2023 as Phase I of a pathway to a branch campus. It would allow SULC to develop the relationships needed to transition into Phase 2 and Phase 3. The time spent in Phase 1 would allow SULC to incrementally upgrade the Law Library, and other physical facilities required to pass rigorous accreditation ABA and SACSCOC standards that must be satisfied before moving on to Phase 2 and Phase 3. In addition, the Phase 1 time period would be used to secure financial resources needed to successfully transition to Phase 2 and Phase 3, and to gauge the commitment of local governmental entities, private entities, and SULC alums in the region to provide financial and other resources needed to sustain a high quality legal education operation.

Phase 2 of the Pathway to a Branch Campus

Phase 2 of the process would consist of transitioning the OCIS and "Semester in Shreveport" pilot, into a "Separate Location" and the "Year in Shreveport" phase, beginning in the fall semester of 2023. "Separate Location" means a physical location within the United States: (1) at which the law school offers J.D. degree courses, (2) where a student may earn more than sixteen credit hours of the school's program of legal education, and (3) that is not in reasonable proximity to the law school's main location.

Establishing a separate location is a substantive change in its program of legal education under both ABA and SACSCOC standards. Before a law school makes a substantive change in its program of legal education, it must obtain acquiescence of the ABA for the change and approval by SACSCOC for the change. Phase 2 operations would occur in the 2023-2024 and 2024-2025 academic years and result in an SULC law student earning between 17 and 41 credit hours of SULC's program that could be earned during the fall, spring, and summer sessions, during the 2023-2024 and 2024-2025 academic year. The year in Shreveport initiative mirrors the aforementioned University of Idaho program where third year students leave Moscow Idaho to spend their final year in Boise, Idaho. Under the "Year in Shreveport" initiative, students would spend their final year garnering academic credits and securing experiential learning opportunities in the region, exploring employment opportunities in the region, and preparing for the Louisiana Bar Examination. A law school that establishes a separate location must:

1. Provide a full-time faculty adequate to support the curriculum offered at the separate location and who are reasonably accessible to students at the separate location;
2. Provide library resources and staff that are adequate to support the curriculum offered at the separate location, and that are reasonably accessible to the student body at the separate location;
3. Provide academic advising, career services, and other support services that are adequate to support the student body at the separate location, and that are reasonably equivalent to such services offered to similarly situated students at the law schools main location;

4. Provide access to co-curricular activities and other educational benefits to support the student body at the separate location; and
5. Provide physical facilities and technological capacities that are adequate to support the curriculum and the student body at the separate location.

Financial Resources needed for Phase I and Phase II

The “Semester in Shreveport” and year in Shreveport phases of the pathway will require that the following financial resource expenditures:

1. Facilities expenditures
2. Library expenditures
3. Faculty expenditures
4. Staff expenditures

Phase 3 of the Pathway to a Branch Campus

A. Introduction

Establishing a SULC branch campus is a substantive change in program or structure by both the ABA and SACSCOC. For purposes of accreditation, the term “branch campus” means a type of separate location at which a student may earn more than two-thirds of the credit hours that the law school requires for the award of a Juris Doctor (J.D.) degree.

The SULC branch campus would be a four-year, part-time/evening/weekend 90-hour program designed to serve nontraditional students in the Shreveport/Bossier region, Northwest and Northeast Louisiana regions. There are also parts of Northeast Texas, and Southwest Arkansas that a SULC branch campus may serve. The inaugural targeted first-year branch campus class would commence in fall 2025. The initial cohort target enrollment would be between 40 to 50 students. Ultimately, the SULC branch campus could have a total target enrollment of 150 to 200 students by fall 2029, which are sustainable enrollment figures for the SULC branch campus.

B. Resources Needed

A law school that establishes a branch campus must:

1. Provide a full-time faculty adequate to support the curriculum offered at the separate location and who are reasonably accessible to students at the separate location,
2. Provide library resources and staff that are adequate to support the curriculum offered at the separate location and that are reasonably accessible to the student body at the separate location,
3. Provide academic advising, career services, and other support services that are adequate to support the student body at the separate location and that are reasonably equivalent to such services offered to similarly situated students at the law school’s main location.
4. Provide access to co-curricular activities and other educational benefits to support the student body at the separate location,
5. Provide physical facilities and technological capacities that are adequate to support the curriculum and the student body at the separate location,
6. Establish a reliable plan that demonstrate that the branch campus has achieved substantial compliance with ABA standards and is reasonably likely to achieve full compliance with each of the ABA standards within three years of the effective date of acquiescence,
7. Comply with instructional requirements as required by ABA standard 403(a) and 404 (a), and

8. Offer reasonably comparable opportunities for access to the law school's program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits required by ABA Standard 312.

In addition to ABA acquiescence for a substantive change in program or structure, creating or establishing a branch campus of SULC in Shreveport would also be considered a substantive change by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC would require prior approval and a SACSCOC staff review. SULC would have to submit a business plan and a prospectus outlining students' needs and demands, describing the branch campus program's curriculum and faculty resources, and describing how SULC will meet physical facilities and financial viability standards of SACSCOC.

The challenge for graduates of a branch campus is that they as a separate branch campus cohort must meet the tougher ABA bar passage standard "right out of the gate." Hence, more stringent admissions standards and program rigor must be strictly adhered to from inception to most likely meet more stringent, recently adopted ABA standards. In addition to ABA and SACSCOC, SULC is a AALS member, as well as being accredited by the ABA and SACSCOC. The report by NCHEMS does not address the potential impact of establishing a branch campus in Shreveport upon AALS membership status of SULC. Not every ABA accredited law school has attained AALS membership, which have separate principles and standards from the ABA. AALS principles and standards focus more on faculty scholarly productivity and research than ABA standards.

C. *Library and Information Resources*

The ABA has stringent Library and Information Resources requirements. A law library must provide a core collection of essential materials through ownership or reliable sources. A law library core collection must include:

1. All reported federal court decisions through ownership or reliable sources state and U. S. territory;
2. All federal codes and session laws, and at least one current annotated code for each state and U. S. territory;
3. All current published treaties and international agreements of the United States;
4. All current published regulations (codified and uncoded) of the federal government and the codified regulations of the state or U. S. territory in which the law school is located;
5. Those federal and state administrative decisions appropriate to the program of the law school;
6. The U. S. Congressional materials appropriate to the programs of the law school;
7. Those tools necessary to identify primary and secondary legal information, and update primary legal information, and
8. Significant secondary works necessary to support the programs of the law school.

Furthermore, ABA standards require that:

1. A law school provides on a consistent basis sufficient financial resources to the law library to enable it to fulfill its responsibilities and to support to the law school and to realize four established goals;
2. The law library have a staff sufficient in expertise and number to provide appropriate library and information resources services to the school;

3. A law library provides the appropriate range and depth of reference for instructional, bibliographic, and other services to meet the need of the law school's teaching, scholarship, research, and service programs, and
4. The law library provides suitable space and adequate equipment to access and use all information in whatever formats represented to the collection.

The Downtown Shreveport Memorial library appears to provide a suitable space for a law school library. The law library director at SULC will have to perform an assessment of the Downtown Shreveport Memorial Library to determine what it would cost to retrofit that downtown library to meet ABA library and information resources standards.

D. *Facilities*

The ABA and SACSCOC have stringent facilities requirements. ABA standards specifically provide that a law school's facilities must include:

1. Suitable class and seminar rooms in sufficient numbers to permit reasonable scheduling of all classes, skills, offerings, and seminars;
2. A law library that is suitable and sufficient in size, location, and design in relations to the law school's programs and enrollment to accommodate the needs of the law school's students and faculty, and the law library's services, collections, staff, operations, and equipment;
3. Suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;
4. Office space for full-time faculty members, class preparation, and faculty-student conferences, and suitable and sufficient space for part-time faculty members to conduct faculty-student conferences;
5. Facilities and equipment that meet all applicable health and safety codes;
6. Suitable and sufficient space for equipment and records;
7. Suitable and sufficient space appropriate for conducting any in-house clinical programs in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, including confidential space for (a) client interviewing, (b) working on and discussing client cases, and (c) security for client files.
8. Suitable and sufficient space for its students and faculty for quiet study and research;
9. Suitable and sufficient space for group study and other forms of collaborative work;
10. Reasonable access and accommodations to persons with disabilities, consistent with applicable law, and
11. Equipment, technology, and technology support that enable it to operate in compliance with ABA standards and carry out its program of legal education.

The Downtown Shreveport Memorial Library building appears to be worthy of consideration for a branch campus. There is significant excess space in the Downtown Shreveport Memorial Library that may meet ABA and SACSCOC facilities standards with the appropriate upgrades. In addition, the Southern University-Shreveport (SUSLA) has a downtown Metro Center location which could be considered for operating legal clinics. Both facilities are located on Texas street and are in close proximity to Caddo Parish state district and juvenile courts (Louisiana 1st Judicial District), and to the Louisiana Second Circuit Shreveport City Courts. The Texas street locations are within a 15 to 20 minute drive from the Bossier Parish State District Courts and Bossier City Courts.

E. ***Branch Campus Financial Resources***

Both the ABA and SACSCOC accreditation standards stress the importance of having sufficient financial resources. Historically, the ABA and SACSCOC have not looked favorably on schools that are under-resourced. In recent years, the ABA and SACSCOC have given particular scrutiny to financial resources of the institutions they accredit. The ABA has recently been criticized for being too lenient in accrediting schools that are on the edge with respect to meeting financial resource requirements.

Over the last ten years, the Louisiana legislature has significantly reduced state appropriations to higher education institutions. State appropriations for SULC in 2010 accounted for approximately 70% of its budget. Today, state appropriations to SULC account for approximately 24% of its total budget before the subtractions of mandated costs, which go back to the State of Louisiana for benefits and services. Law school programs are expensive as compared to other academic programs generally offered by a university. Direct and indirect costs associated with establishing a branch campus of SULC in Shreveport will be significant. Direct and indirect costs will have to be covered by political and legislative environment where the State Legislature has not been generous to higher education institutions.

Some necessary resources provided as in-kind, such as the Downtown Shreveport Memorial Library appears to be an attractive and useful space, and the SUSLA Metro Center location is attractive and useful. Both are centrally located and useful spaces that could be core facility assets, which would reduce initial capital outlay or investment requirements. However, there will be a need to invest in creating a “law school library” that meets very stringent ABA requirements. The costs of creating a law library that would satisfy ABA standards would have to be determined.

In fall 2025, the operating costs for a part-time/weekend branch campus will range from \$8 million to 10 million per year. This will ensure that the ABA and SACSCOC will understand: (1) the commitment of SULC to make the first cohort and subsequent cohorts unusually or extremely successful, and (2) to demonstrate that the branch program is of the highest quality. The best metric for asserting that the program of legal education is of the highest quality is bar passage rates under the new ABA passage rate. The target two- year cohort rate for the branch program should exceed 85%.

Self-generated funds from tuition and fees would be incremental. The estimated percentage of operating costs that would be covered by student tuition and fees would max out at 50%. Resources for operations would have to be drawn from sources such as the Caddo Parish Commission, the City of Shreveport, local businesses, SULC alumni contributors in the Shreveport-Bossier area, and the Louisiana Legislature, assuming that the legislature would be so inclined to offer legislative appropriations to support the branch campus initiative.

The idea of funding a public higher education institution primarily through local funding and private/public partnerships has never been attempted in Louisiana. Other states have funded higher education institutions using local funding from sources such as special or dedicated local taxing districts or other dedicated funding sources in combination with private dollars from local commercial enterprises., and a need to establish a strong endowment fund.

Conclusions

If the resources required were provided, it would be possible to establish a branch campus of SULC in Shreveport. There is a distribution problem with legal education opportunities in Louisiana. There is a relative shortage of lawyers and judges in the Shreveport-Bossier region as shown by both statistics on the relative numbers of individuals in legal occupations in the Shreveport/Bossier region as compared to other regions of the State of Louisiana. There is also an equity argument, based upon the relative disparity between the number of African American and Caucasian Individuals employed as legal professionals in the Shreveport/Bossier region.

The direct and indirect costs associated with establishing a branch campus of SULC in Shreveport would be significant. Furthermore, the branch campus operations would have to meet stringent and significant institutional and professional accreditation requirements imposed by the ABA and SACSCOC. Establishing a branch campus of SULC in Shreveport would be subject to great scrutiny. Because of the high level of scrutiny, the branch campus would need to have:

- Exceptional and superior facilities, equipment, and technology;
- Superior and exceptional bar passage results for its graduate that are sustainable;
- Superior library and information resources, and
- Exceptional and sustainable financial resources.

AGENDA ITEM VII.G.3.
NCHEMS Response to Changes to be Considered in Response to COVID-19 for LCTCS

Executive Summary

The Louisiana Community and Technical College System (LCTCS) is being faced with a perfect storm of environmental and financial forces. COVID-19 has created circumstances in which the campuses have had to unexpectedly devote unbudgeted resources to online formats in order to complete the 2019-20 academic year. The increased expenditures have been accompanied by reduced revenues, particularly from those sources generally labeled as auxiliary enterprises.

To examine the current and long-term financial and structural health of the system, the House of Representatives of the Louisiana Legislature during the 2020 Regular Session passed House Resolution 52 urging and requesting “the Louisiana Community and Technical College System Board of Supervisors and the Board of Regents, to study and make recommendations relative to any academic, operational, structural, or technological changes that should be considered for the Louisiana Community and Technical College System in response to COVID-19.”

The study was conducted by the National Center for Higher Education Management Systems (NCHEMS). The study’s findings paint a picture of the conditions facing the LCTCS institutions and lay the groundwork for a set of recommendations regarding steps the System and its constituent institutions will have to take to deal with a challenging external environment.

LCTCS Recommendations

- I. Continue to offer educational programs at all its current sites.
- II. Create a mechanism for providing early warning information to the System Office regarding financial conditions of each of the campuses.
- III. Address the challenges faced through actions as a System, not through the actions of individual, free-standing institutions.
- IV. Technology should be utilized to ensure that minimum class sizes are maintained with the vision that students at any site receive instruction from any other System site.
- V. Curricula across the System should be more widely standardized.
- VI. Emphasize CTE in the dual-credit offerings of the System institutions.
- VII. Consideration of Structural Changes. The possibility of consolidations or mergers inevitably arises as a solution to be considered.

Legislature Recommendations

- I. Legislatively increase the 5% limit imposed on LCTCS regarding reallocation of state funds allocated to campuses through the Board of Regents allocation model.
- II. Explore the possibility of diversifying the funding base for the LCTCS institutions through adding a local funding component to the revenue mix.

Board of Regents Recommendations

- I. Reduce portion of allocation driven by base funding and increase outcomes-based portion.
- II. Create a mechanism for providing LCTCS with funding for non-credit instruction that results in workforce related certifications.
- III. Establish policy to preclude refusal to accept transfer course credits earned through distance delivered modalities.
- IV. Work with the Legislature to explore the possibility of diversifying the funding base for the LCTCS institutions through adding a local funding component to the revenue mix.

Staff Recommendation

Senior Staff recommends:

- 1. The Board receive the response to House Resolution 52 of the 2020 Regular Session and authorize staff to transmit the report to the Speaker of the House and the House Committee on Education; and**
- 2. Regents staff works with LCTCS to bring forth an action plan of recommendations within 90 days.**

LCTCS: Changes to be Considered in Response to COVID-19

Submitted to: LCTCS Board of Supervisors
Louisiana Board of Regents

by



National Center for Higher Education Management Systems

June 2, 2020

1 Introduction

The Louisiana Community and Technical College System (LCTCS) is being faced with a perfect storm of environmental forces. COVID-19 has created circumstances in which the campuses have had to unexpectedly devote unbudgeted resources to online formats in order to complete the 2019-20 academic year. The increased expenditures have been accompanied by reduced revenues, particularly from those sources generally labeled as auxiliary enterprises. These conditions are exacerbated by external economic conditions. For the coming fiscal year the state of Louisiana is facing a budget hole of at least \$867 million because of reduced state revenues. Given the state's resource allocation practices, much of this shortfall is anticipated to be covered by reduced appropriations to higher education and health care programs. Fortunately, the Legislature and the Governor, through use of federal funds made available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act were able to create a proposed FY21 budget that minimizes cuts to higher education. This, however, is a one-time, one-year solution. It is in the following fiscal years when the real threat to higher education funding will be felt.

The state's revenue shortfall is largely attributable to decreases in severance and sales tax revenues in the state. However, it can be expected that unemployment levels will be reflected in lower family incomes and reduced sales taxes. This condition affects the colleges directly as well as indirectly—parents and students are both unemployed or underemployed making it difficult to compensate for reduced appropriations by increasing tuition rates and revenues. This is a major issue in that more than 60% of LCTCS revenues are derived from tuition. Raising tuition (which is already high in comparison to surrounding states) in this environment is particularly difficult in a state that underinvests in need-based student aid, the kind of aid that would be most helpful to the most at-risk students.

In light of these conditions, the House of Representatives of the Louisiana Legislature during the 2020 Regular Session passed House Resolution 52 urging and requesting “the Louisiana Community and Technical College System Board of Supervisors and the Board of Regents, to study and make recommendations relative to any academic, operational, structural, or technological changes that should be considered for the Louisiana Community and Technical College System in response to COVID-19.” The full text of the Resolution is attached as Appendix A.

To carry out this study, the Board of Regents (BoR) contracted with the National Center for Higher Education Management Systems (NCHEMS). This document details the findings and recommendations of that study.

2 Methodology

In carrying out this study NCHEMS staff conducted a variety of activities. These activities included:

- a) A review of documents. Among the documents reviewed were descriptions of the BoR resource allocation model and a 2019 report prepared by NCHEMS for the BoR and LCTCS entitled “Pricing, Enrollment, and Affordability in Louisiana.”
- b) Interviews with the leadership of both BoR and the LCTCS including the Commissioner and financial staff of the Board of Regents and the President of the LCTCS as well as the Chief Financial Officer and Chief Academic Affairs Officer of the System.

- c) Analyses of data provided by both the BoR and LCTCS in response to specific requests made by NCHEMS. These data included state appropriations allocated to each college, the total number of weighted Student Credit Hours (SCH) calculated as part of the Regent’s funding model, tuition revenues for each college, and parish of origin of students enrolled at each college. Data from the federal government’s Integrated Postsecondary Education Data Set (IPEDS), the Bureau of the Census and the Southern Regional Education Board (SREB) were also utilized.

3 Findings

As a result of these activities, NCHEMS pulled together a set of facts that bear on the task at hand—together they paint a picture of the conditions facing the LCTCS institutions and lay the groundwork for a set of recommendations regarding steps the System and its constituent institutions will have to take to deal with a challenging external environment.

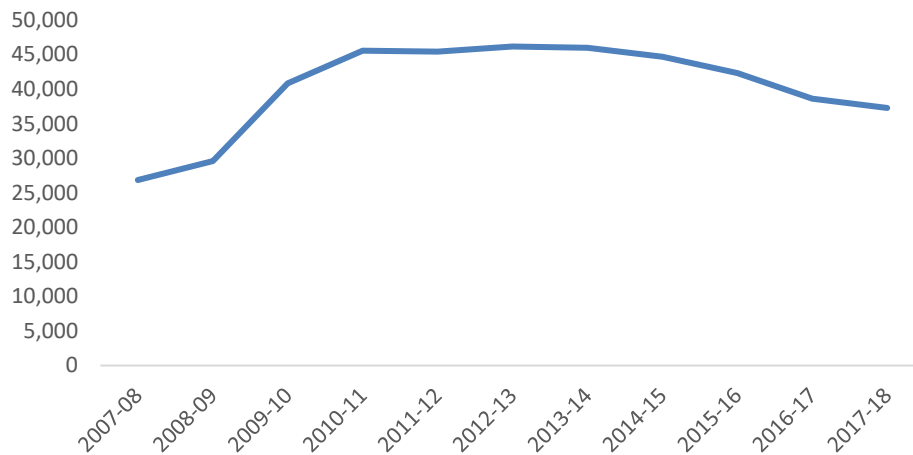
Figure 1 depicts the array of audiences that can be served by community colleges and the kinds of programs they provide. This diagram provided guidance to the kinds of data compiled in the conduct of the project.

Figure 1. Array of Community College Services

The Array of Services	Audiences/Clients			
	In-School Youth (Secondary Education)	Recent High School Graduates	Adults	Employers
Remedial & Developmental Education				
General Education				
Transfer Preparation				
Career Preparation				
Customized Training, Rapid Response Workforce Development				
Community Service (Non-Credit and Other Services to the Community)				
Brokering and Serving as a Delivery Site for Other Providers				

- a. **Enrollment Trends.** The System has experienced consistent credit enrollment declines since the end of the Great Recession.

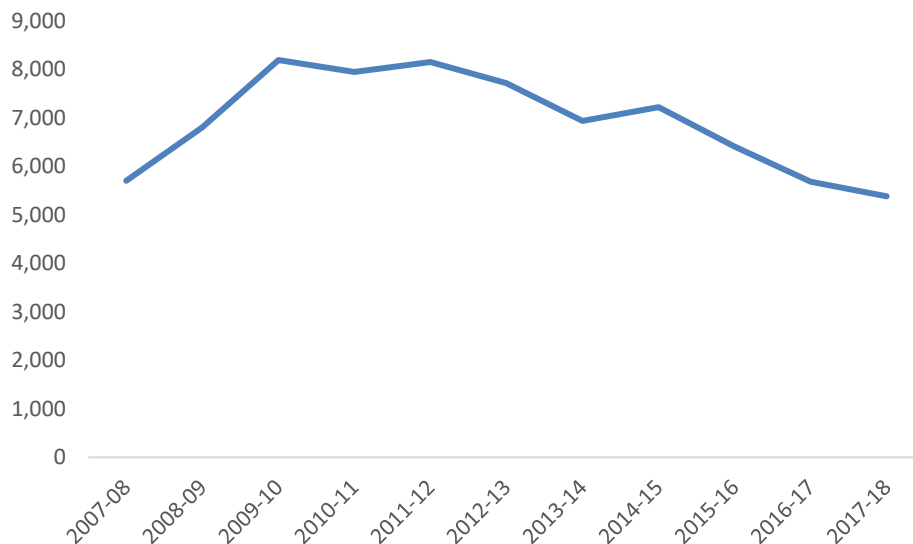
Figure 2. FTE Enrollments Over Time, LCTCS Institutions



Source: NCES, IPEDS 12-Month Enrollment Survey.

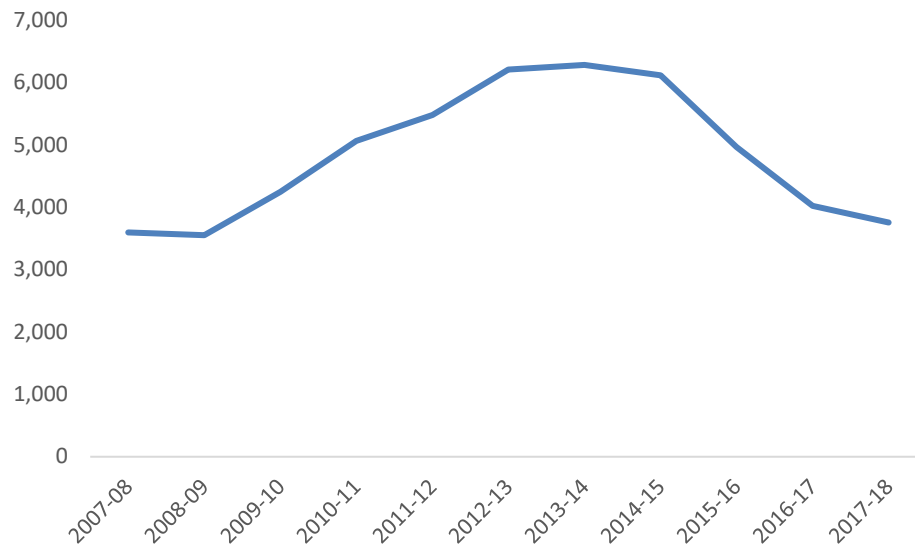
This is true for most, but not all, the institutions in the System. The exceptions are Northshore, Nunez, SOWELA, and South Louisiana as is shown in the following figures.

Figure 3. FTE Enrollments Over Time, Baton Rouge Community College



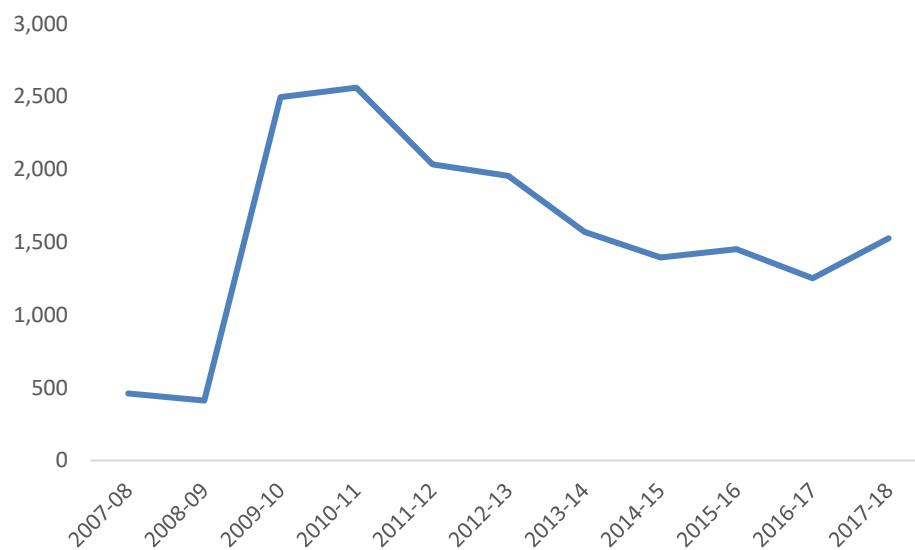
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 4. FTE Enrollments Over Time, Bossier Parish Community College



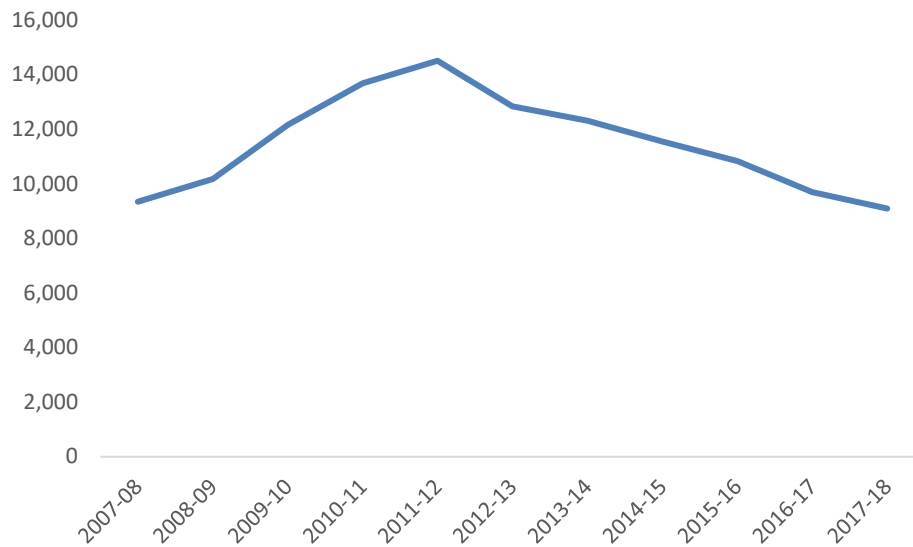
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 5. FTE Enrollments Over Time, Central Louisiana Technical Community College



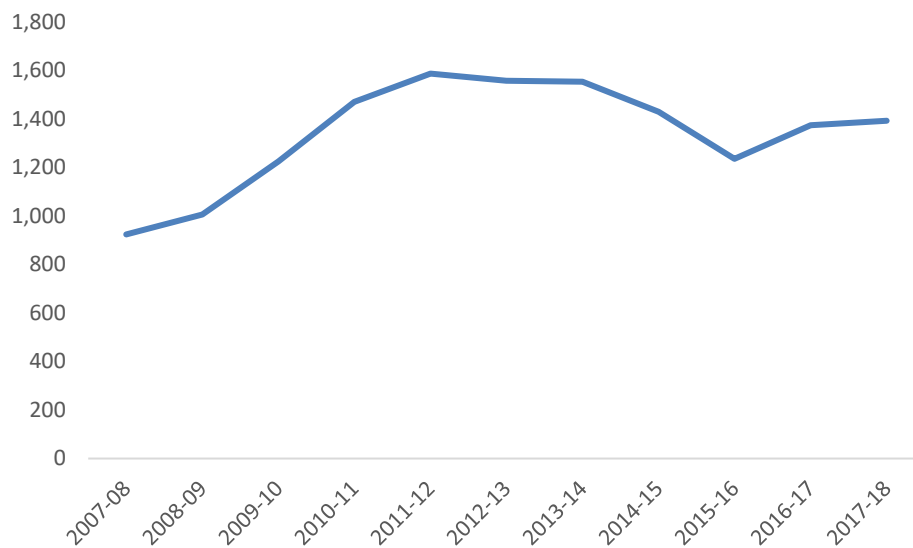
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 6. FTE Enrollments Over Time, Delgado Community College



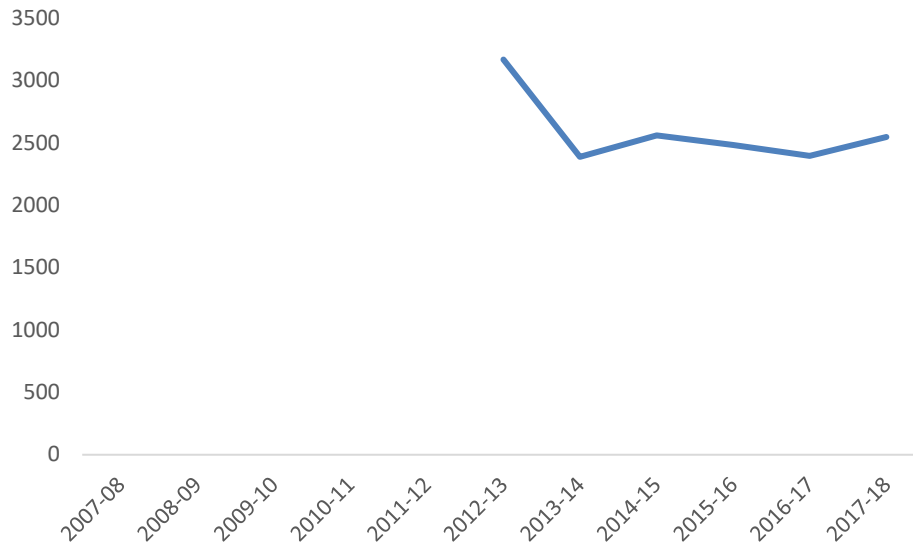
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 7. FTE Enrollments Over Time, Fletcher Technical Community College



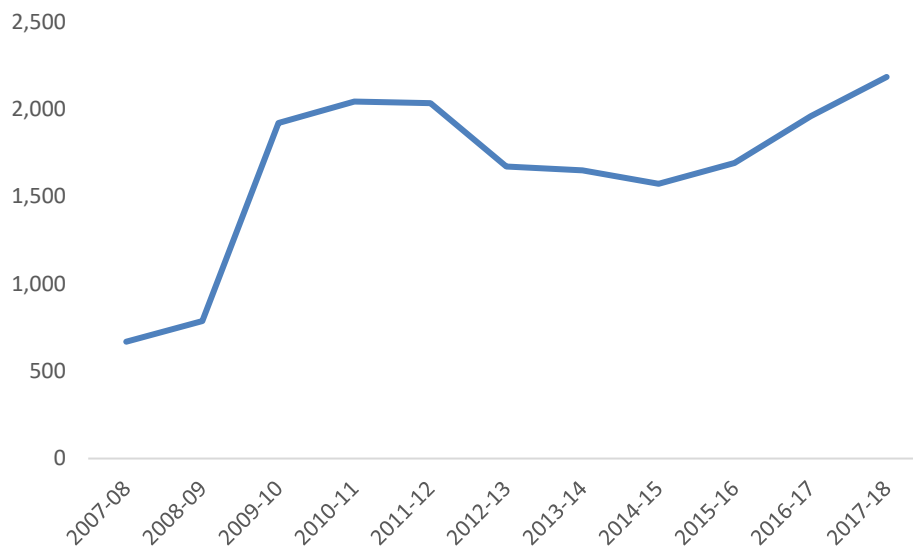
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 8. FTE Enrollments Over Time, Louisiana Delta Community College



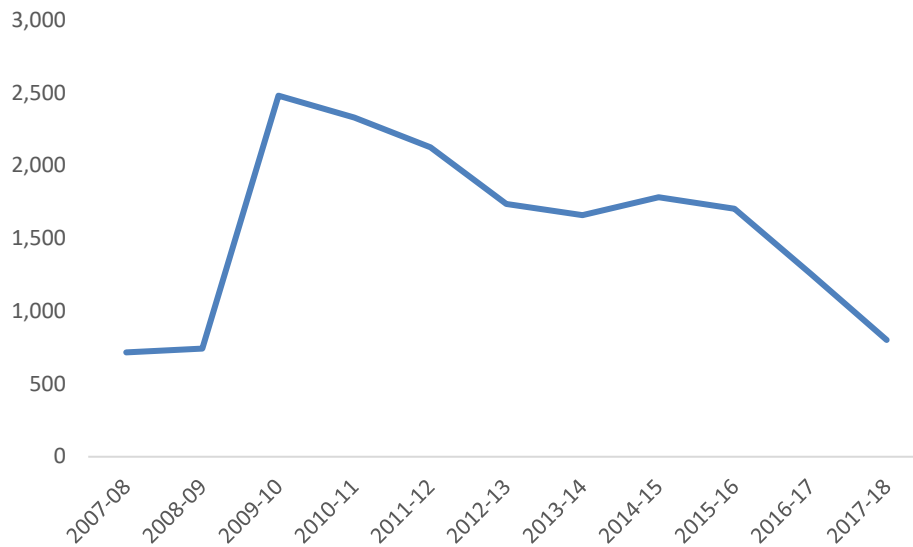
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 9. FTE Enrollments Over Time, Northshore Technical Community College



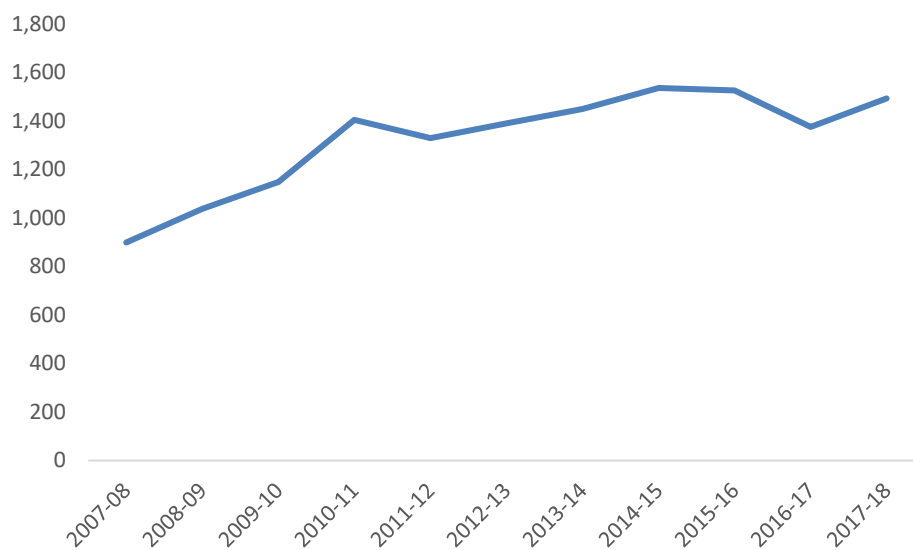
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 10. FTE Enrollments Over Time, Northwest Louisiana Technical Community College



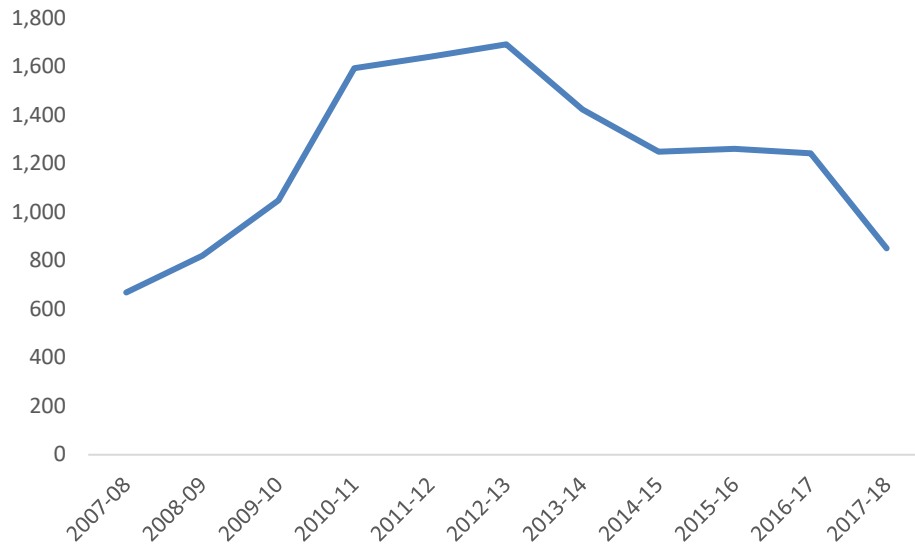
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 11. FTE Enrollments Over Time, Nunez Community College



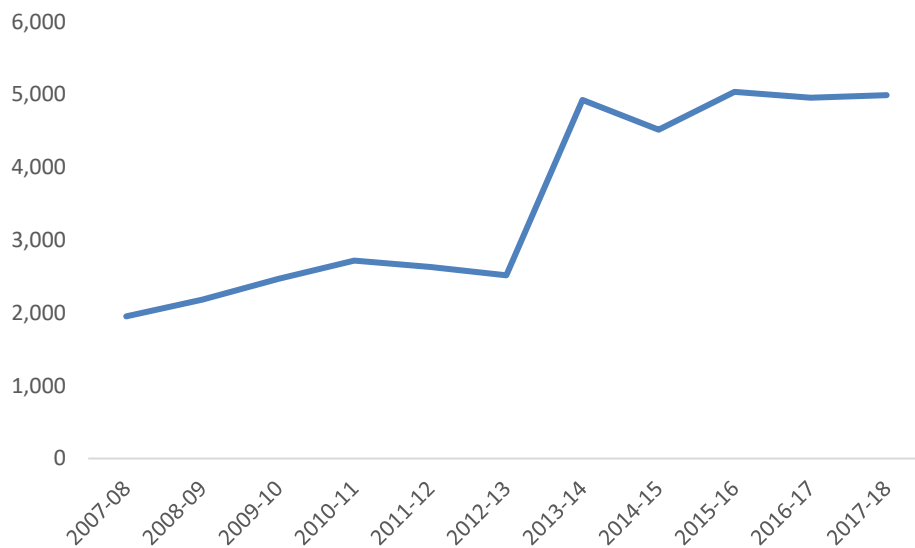
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 12. FTE Enrollments Over Time, River Parishes Community College



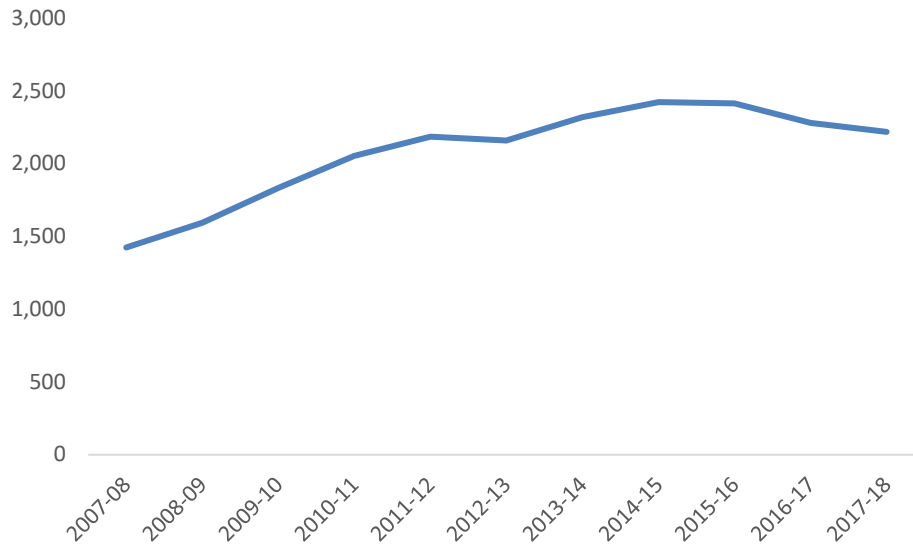
Source: NCES, IPEDS 12-Month Enrollment Survey.

Figure 13. FTE Enrollments Over Time, South Louisiana Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

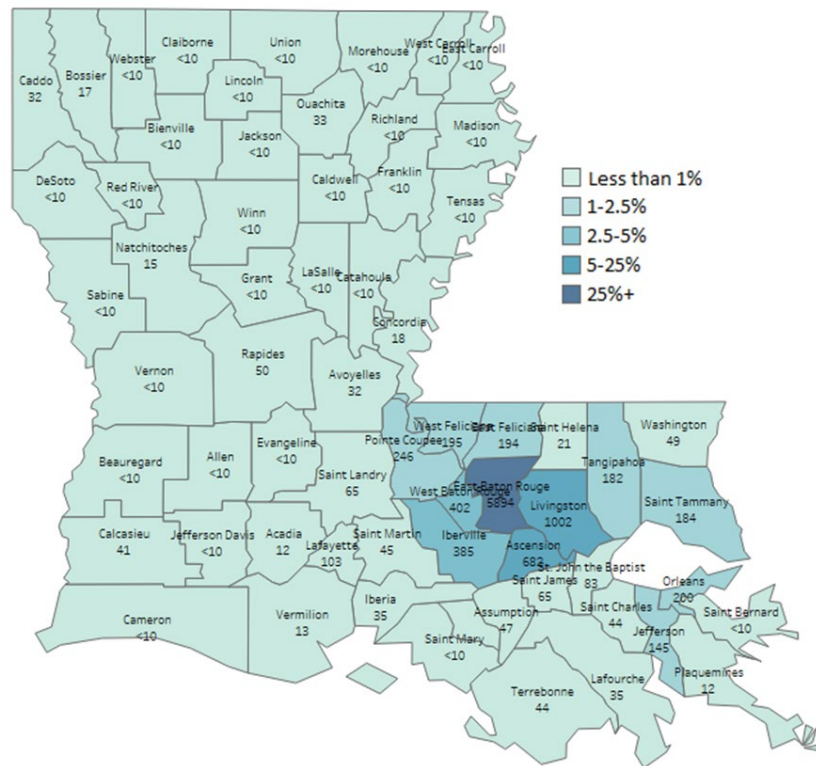
Figure 14. FTE Enrollments Over Time, SOWELA Technical Community College



Source: NCES, IPEDS 12-Month Enrollment Survey.

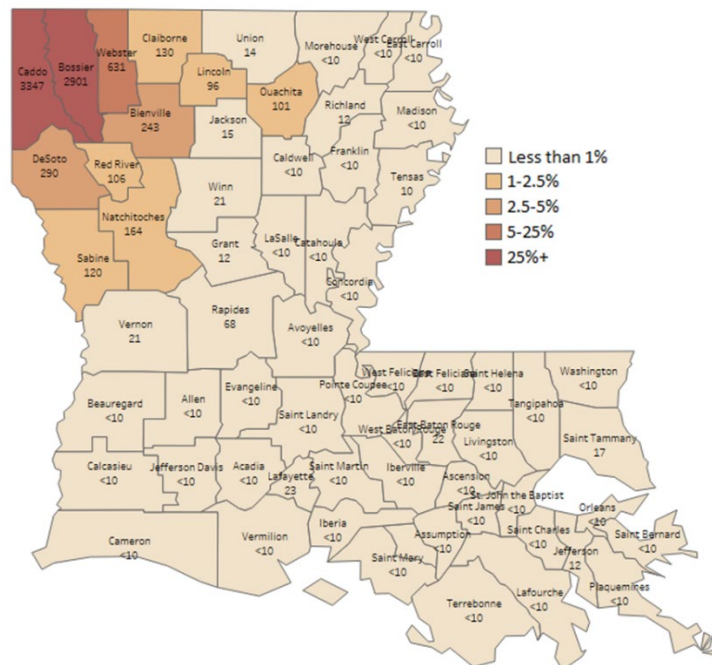
The enrollment consequences of COVID-19 for the LCTCS institutions are particularly difficult to predict. The history for community colleges across the nation is that, when unemployment rises, enrollment in community colleges also rises as individuals seek to acquire skills that will improve their chances in the job market. However, there is considerable doubt about the extent to which this pattern will hold in this specific instance. Reports of surveys of students indicate that many are rethinking their options regarding fall enrollment. (Source: Strada Consumer Insights). The news is both good and bad for community colleges. The bad news is that many students are not fully committed to returning to college for the Fall semester—the interruption experienced during the Spring semester is leaving many questioning whether to return at all. Financial considerations play a large part in their indecision, but the question of whether colleges can provide a safe environment also looms large. The good news is that those students who have financial or health-related concerns appear to be leaning toward attending college close to home. There is also some anecdotal evidence suggesting that students may choose to avoid large, 4-year universities in favor of attending smaller nearby community colleges. The following figures show that all LCTCS colleges serve students from nearby parishes. Therefore, the colleges have some advantages in these regards. The extent to which these advantages will translate into actual enrollments remains a very large unknown.

Figure 15. Baton Rouge Community College Parishes of Origin



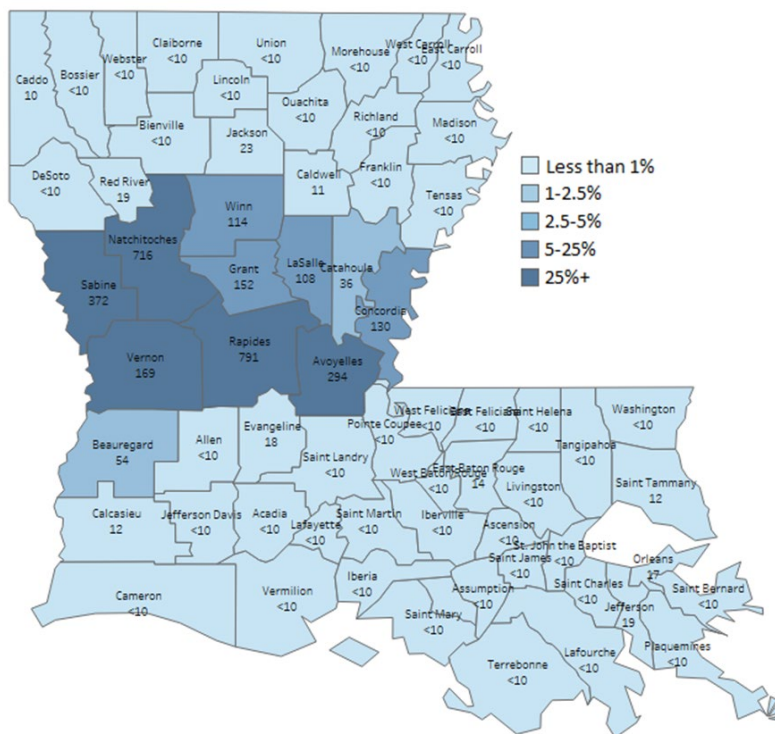
Source: The Louisiana Community and Technical College System

Figure 16. Bossier Parish Community College Parishes of Origin



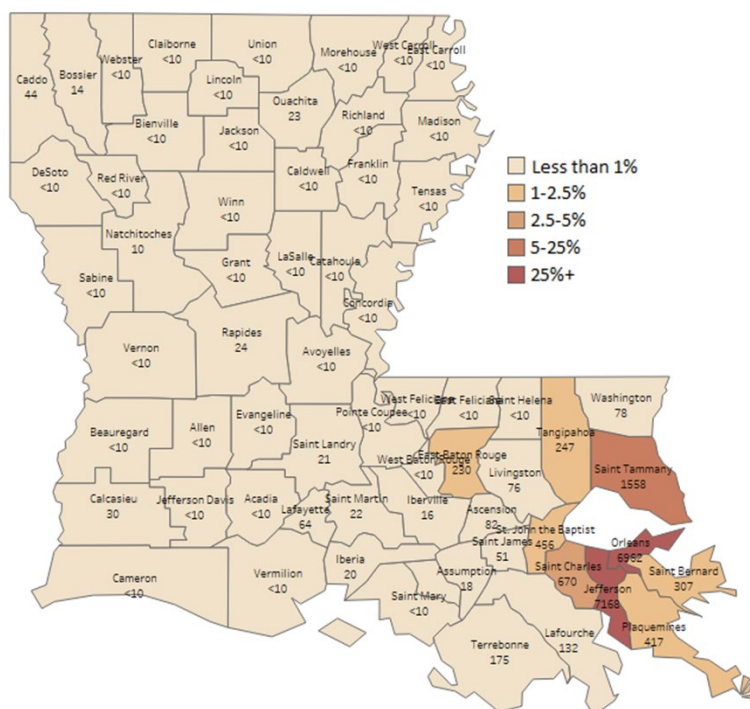
Source: The Louisiana Community and Technical College System

Figure 17. Central Louisiana Technical Community College Parishes of Origin



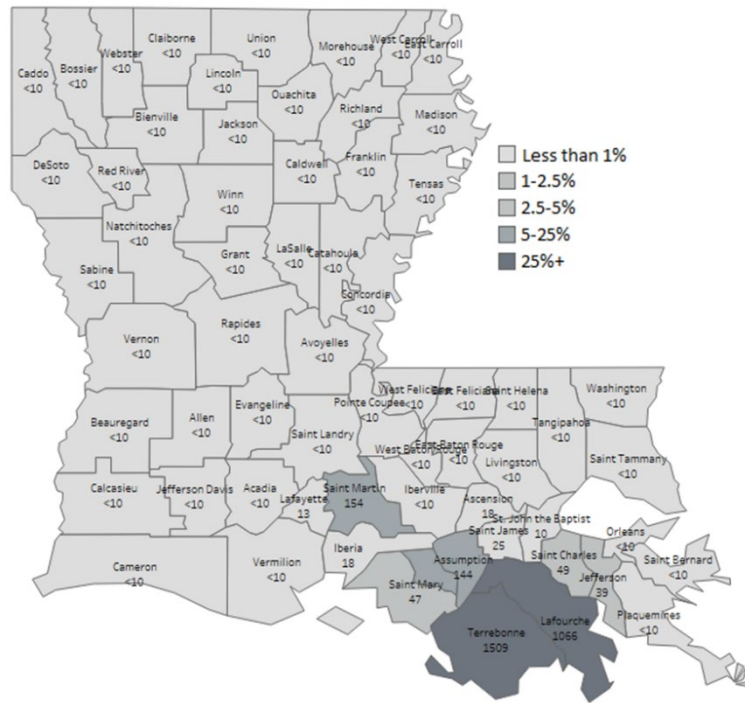
Source: The Louisiana Community and Technical College System

Figure 18. Delgado Community College Parishes of Origin



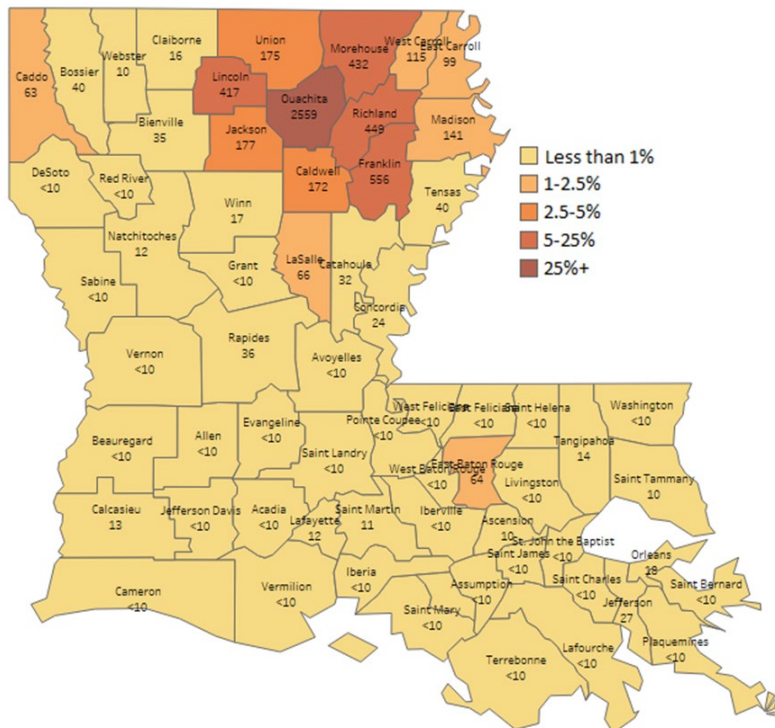
Source: The Louisiana Community and Technical College System

Figure 19. Fletcher Technical Community College Parishes of Origin



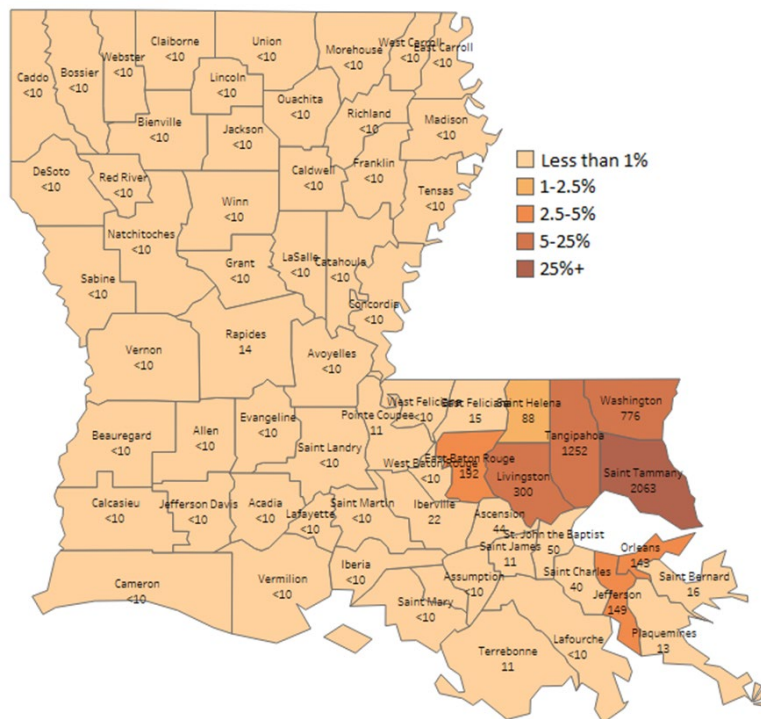
Source: The Louisiana Community and Technical College System

Figure 20. Louisiana Delta Community College Parishes of Origin



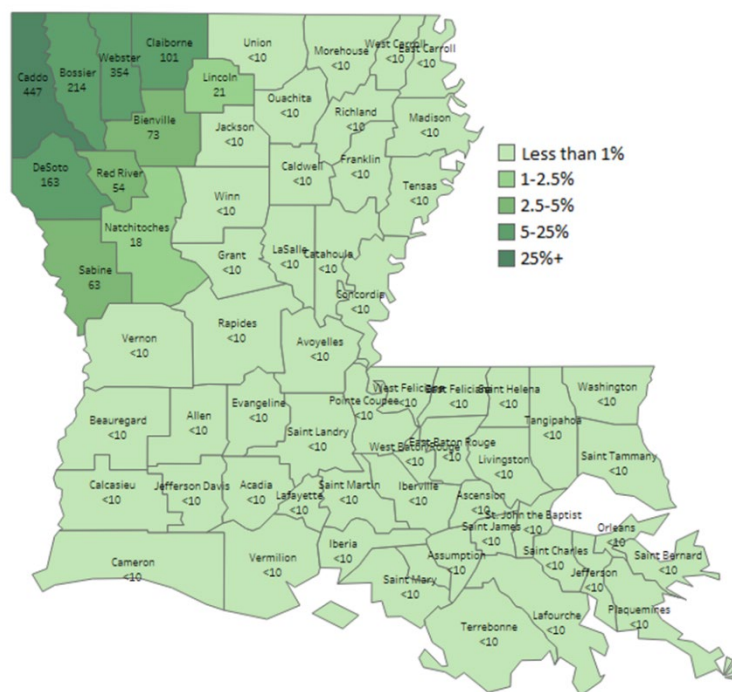
Source: The Louisiana Community and Technical College System

Figure 21. Northshore Technical Community College Parishes of Origin



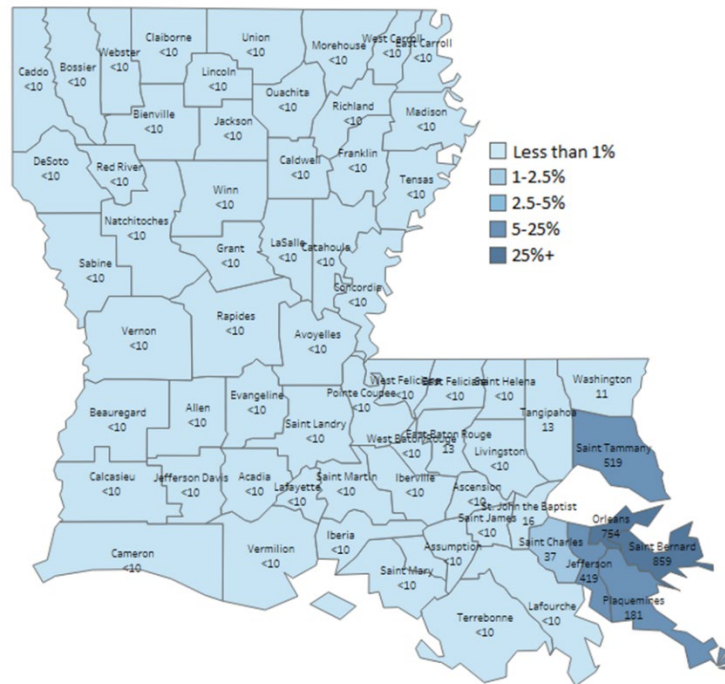
Source: The Louisiana Community and Technical College System

Figure 22. Northwest Louisiana Technical Community College Parishes of Origin



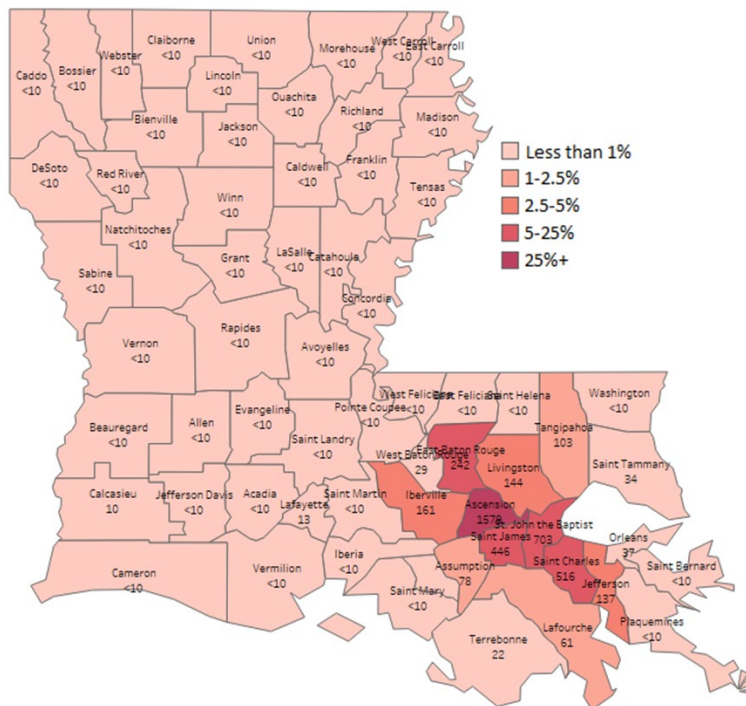
Source: The Louisiana Community and Technical College System

Figure 23. Nunez Community College Parishes of Origin



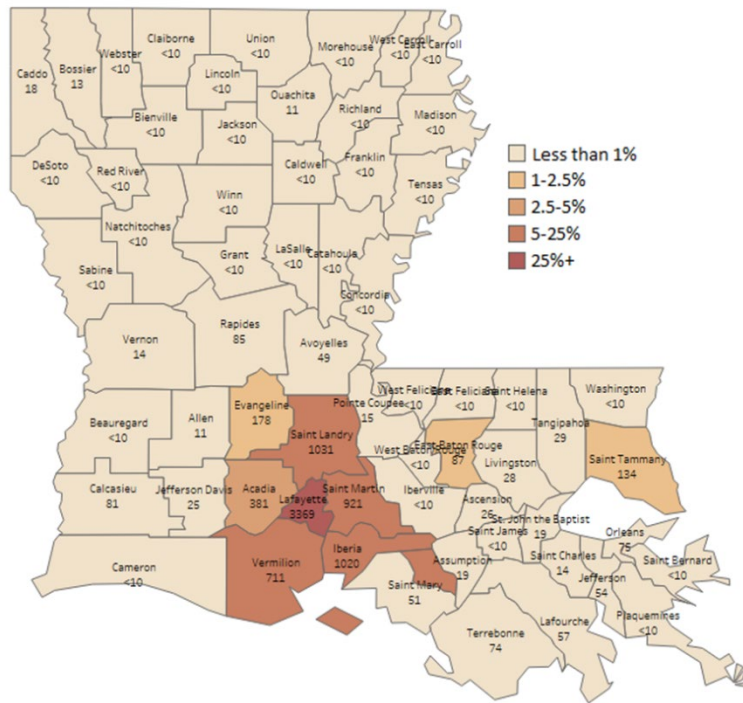
Source: The Louisiana Community and Technical College System

Figure 24. River Parishes Community College Parishes of Origin



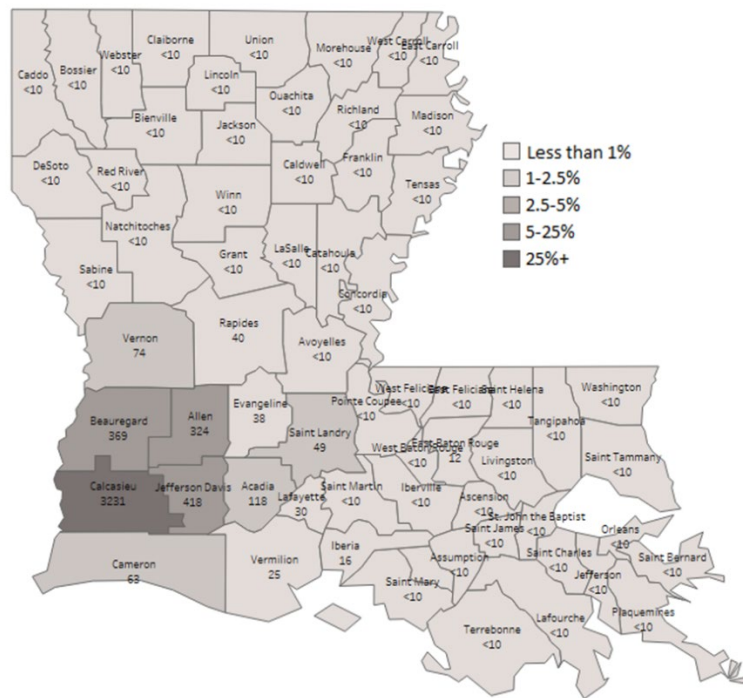
Source: The Louisiana Community and Technical College System

Figure 25. South Louisiana Community College Parishes of Origin



Source: The Louisiana Community and Technical College System

Figure 26. SOWELA Technical Community College Parishes of Origin



Source: The Louisiana Community and Technical College System

- b. **Non-credit instruction.** One area in which LCTCS has shown continued growth over the past several years is in the area of non-credit instruction. As revealed in the data presented in Figure 27, this growth was consistent across the institutions in the System with few exceptions.

Figure 27. Non-Credit Enrollments in LCTCS Institutions

Institution	2016-2017 Unduplicated Headcount	2017-2018 Unduplicated Headcount	2018-2019 Unduplicated Headcount
Bossier Parish Community College	6596	7938	8957
Baton Rouge Community College	2395	4,410	6,213
Central Louisiana Technical Community College	411	708	1450
Delgado Community College	5,413	5,059	6,156
Louisiana Delta Community College	3,545	691	7,313
Fletcher Technical Community College	728	6882	1702
Northshore Technical Community College	1,609	1,635	1,189
Nunez Community College	136	769	420
Northwest Louisiana Technical Community College	1040	342	1237
River Parishes Community College	628	1436	2,459
South Louisiana Community College	1,150	2,758	3,998
SOWELA Technical Community College	1176	1,323	2,245
Total	24,827	33,951	43,339

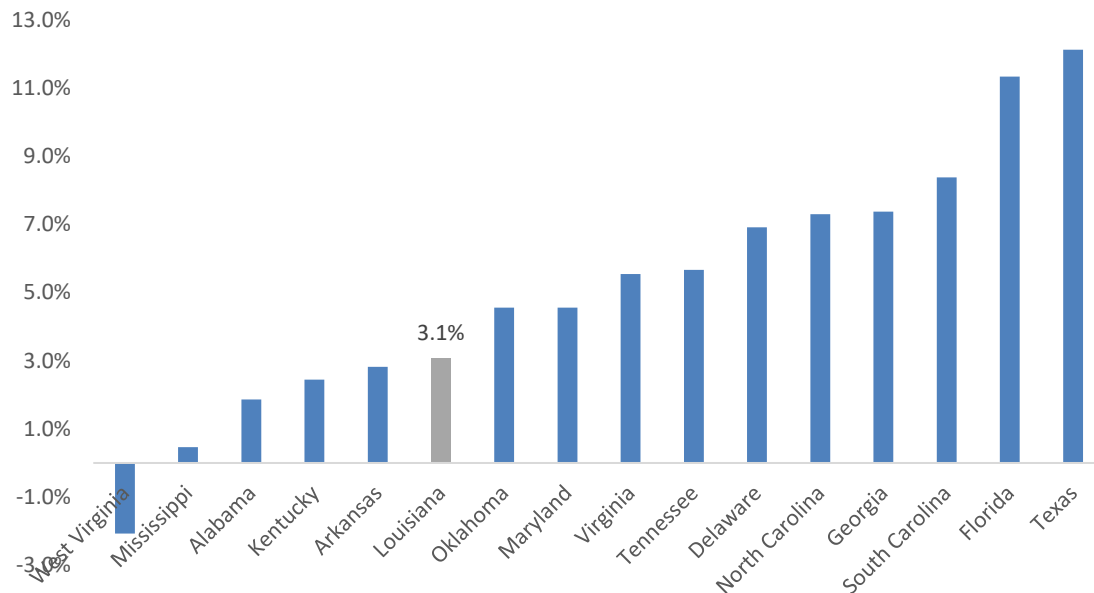
Source: Louisiana Board of Regents

In many cases these enrollments are subsidized by the students' employers. Given the uncertainties for employers in the current economy, it is very likely that employers will be cutting back on payments for employee training. As a result, this revenue stream, like all others for LCTCS institutions, is likely to be reduced in the near term and perhaps for a longer period.

The juxtaposition of for-credit and non-credit enrollment trends is worth noting. For-credit enrollments—those enrollments that bring higher tuition revenues and are eligible for state funding support—are on the decline. Not-for-credit enrollments—those that generate less tuition revenue and are not eligible for state funding support—are on the increase. Finding ways to increase the revenue stream from non-credit instruction is a major issue for the LCTCS.

- c. **Demographic trends.** As a state, Louisiana's overall population is growing much more slowly than most of the other SREB states.

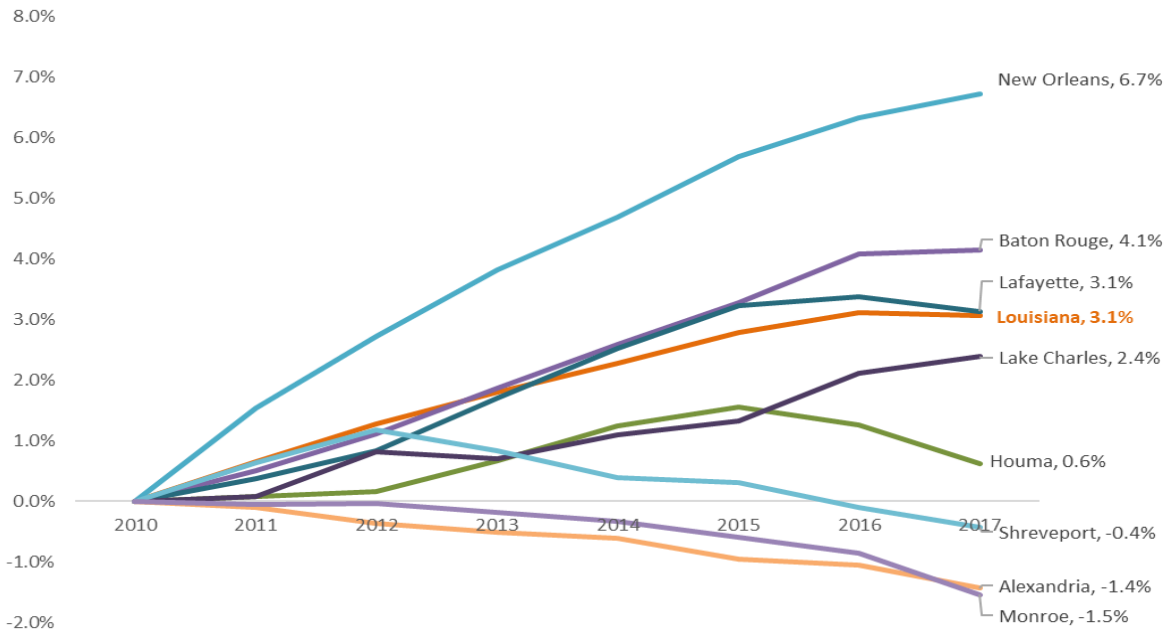
Figure 28. Percent Growth in SREB States, Total Population Comparison between 2010 and 2017



Source: U.S. Census Bureau County Population Estimates.

The population growth that the state is experiencing is very unevenly distributed across the state. Labor market regions of the state along the I-10 corridor are growing faster than the state average. All other labor market regions of the state are growing at a rate slower than the statewide average. Regions in the central and northern parts of the state are losing population at a slow rate.

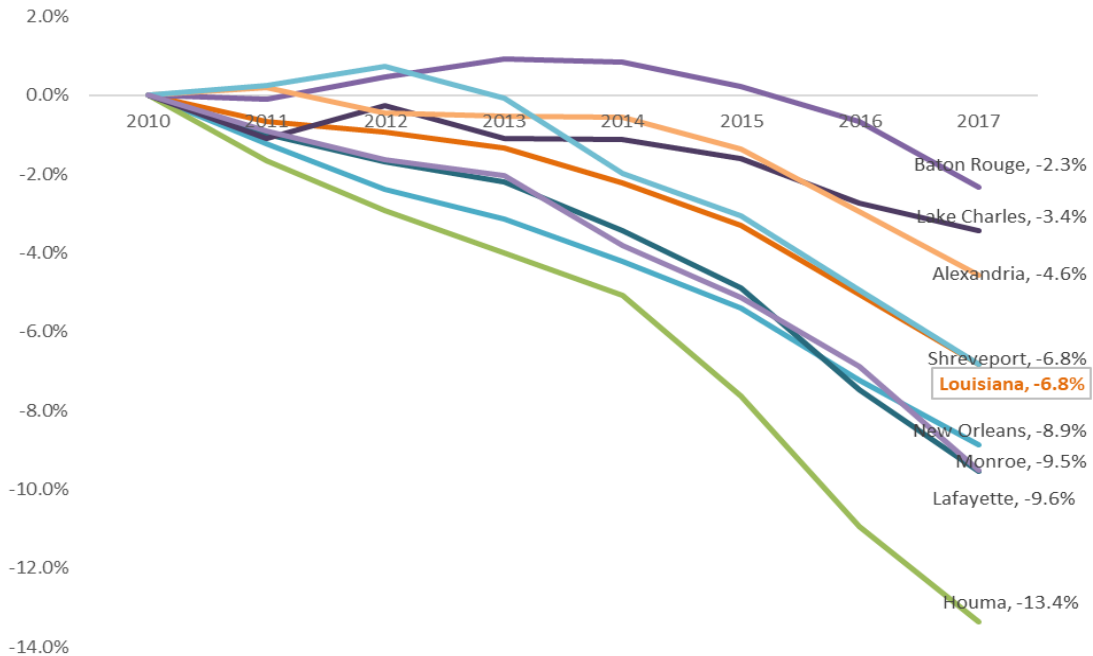
Figure 29. Population Change by Regional Labor Market Area 2010-2017



Source: U.S. Census Bureau County Population Estimates.

Even in those regions of the state showing overall population growth, the population changes among the demographic most likely to enroll in college, 15-24 year-olds, has been negative over the last few years. The extent of decrease is shown in Figure 30.

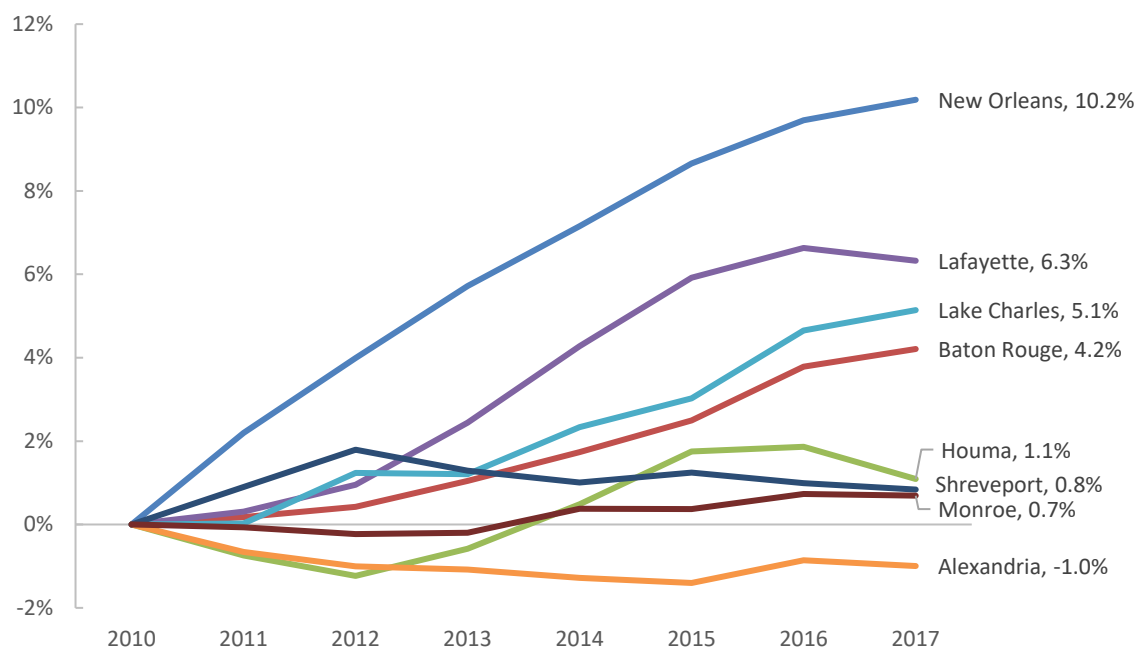
Figure 30. Population Change, Age 15-24, by Regional Labor Market Area, 2010-2017



Source: U.S. Census Bureau County Population Estimates.

The data in Figure 31 shows the opposite pattern for 25-44 year-olds, making this population group a target of opportunity.

Figure 31. Population Change, Age 25-44, by Regional Labor Market Area 2010-2017



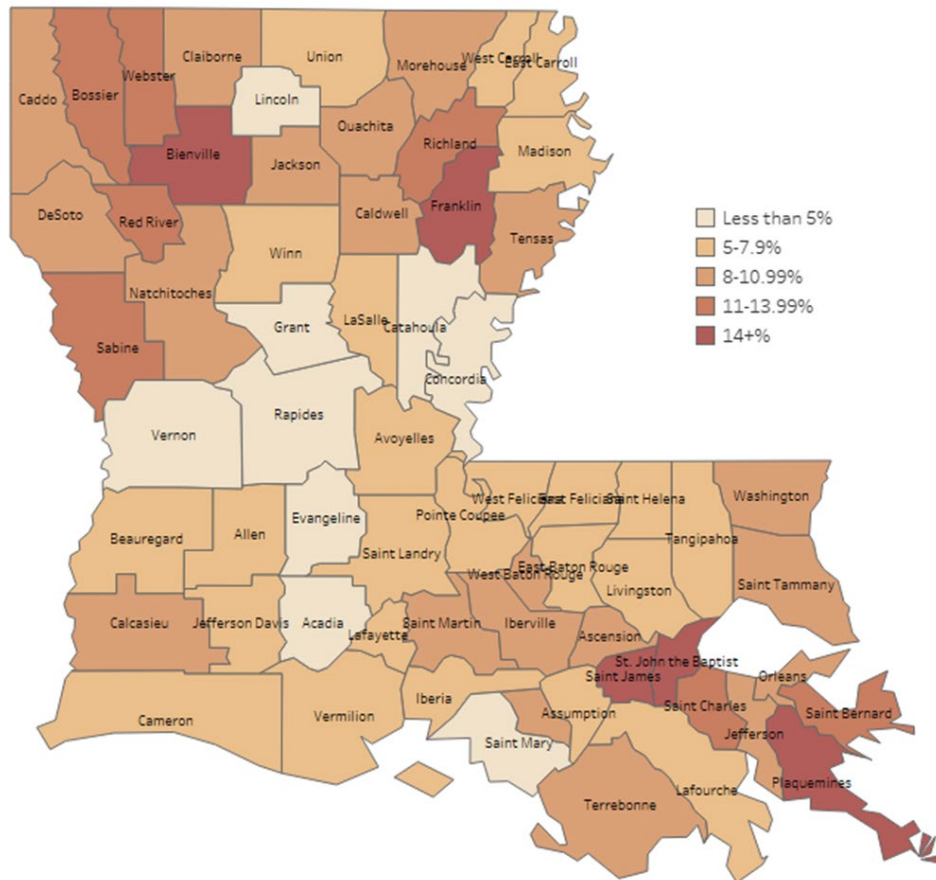
Source: U.S. Census Bureau County Population Estimates.

Combined, these data serve to indicate that LCTCS institutions have a diminishing market among those populations they have historically served. The younger population is the population that enrolls in full-time for-credit educational programs. The loss of numbers in this market has direct economic ramifications because of the effects on tuition revenues. In light of negative trends among younger groups, growth can only occur if colleges find ways to serve students who are older, and likely employed full-time or seeking a fast track to employment. LCTCS has historically done a good job of serving this adult population. A substantial portion of the for-credit enrollments already comes from this demographic group. LCTCS will be successful in pursuit of more of these students only if they change the programs offered and the ways those offerings are packaged—short courses that add up to stackable credentials/certificates that are accessible at times and in formats that meet the needs of working adults. This includes providing instruction and training that may be on-demand, competency-based, and not limited to traditional forms of delivery.

- d. **Participation Rates.** When viewed regionally, population trends among the most likely college goers suggest future enrollment problems for the LCTCS colleges. However, when enrollment patterns are viewed on a parish-by-parish basis, the picture has some bright spots. NCHEMS calculated participation rates at LCTCS institutions for each parish—in doing so, enrollments at all LCTCS colleges from each parish were examined as a percent of the 15-29-year-old population in that parish. The map in Figure 31 shows the very large disparities in LCTCS participation

from one parish to the next. Increasing participation rates in all parishes to a rate of at least 10% is a potential strategy for increasing enrollments in the system.

Figure 32. Participation Rate Between 15-29 Years of Age at LCTCS Institutions by Parish



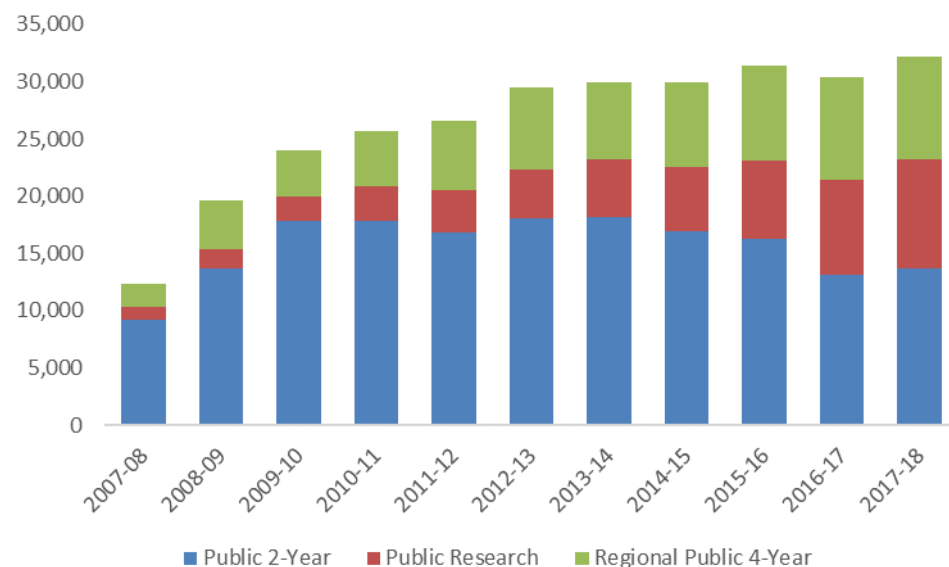
Source: LCTCS; ACS 2018 5-Yr Estimates

Figure 32 reveals that the lowest overall rates of participation are in the more rural parts of the state. Increasing participation rates in these regions creates a challenge for LCTCS in that the colleges serving these regions provide a narrower array of programs than do the institutions in the urban areas; furthermore, the costs of providing programs to small numbers of students are higher. In addition, job opportunities requiring a college degree are fewer—the benefits of going to college are not as immediately evident to students in these parishes. The terms of the Resolution to which this study is addressed require LCTCS to continue to serve these more sparsely populated parishes. Saving money and balancing the System budget by eliminating access in portions of the state is not an option—this approach would be in conflict with the Resolution and the mission of the System to serve all parts of the state. A more appropriate strategy would be to increase, not decrease, access in these regions.

- e. **Dual Enrollment.** One of the audiences served by community colleges is high school students seeking to get a head start on their college careers. Colleges are

anxious to serve these students for two reasons. First, in some states this provides another revenue stream to the college. While such courses are seldom as lucrative as enrollments of regular college students, the revenue helps. And it is an audience that can be tapped when numbers of high school graduates are on the decline. Second, it can provide exposure to students considering postsecondary study beyond high school. When students gain familiarity with a college, they are more likely to be positively disposed to enrolling in that college after graduation from high school. As recently as 2015 community colleges in the state were the dominant provider of dual credit instruction. Since then the 4-yr institutions in the state have aggressively entered this market. The results are shown in Figure 33.

Figure 33. Dual Enrollment Student Credit Hours by Institution Type, 2007-08 through 2017-18



Source: Louisiana Board of Regents

Given the goal set by the Board of Regents and the Board of Elementary and Secondary Education to have every high school senior by 2029 graduate with college credit or a credential, this serves as an opportunity for greater LCTCS engagement. The Louisiana Dual Enrollment Task Force has recognized a need for greater CTE dual enrollment participation, signaling an interest in expanded LCTCS offerings.

- f. **Relatively low levels of funding from the State.** Community colleges in Louisiana have only two sources of revenue--appropriated funds from the state and student tuition and fees. For many years Louisiana's institutions of higher education have been funded at levels well below SREB state averages. The state was making strides toward parity in the early years of the 21st century but in the aftermath of Hurricane Katrina the institutions lost ground that has not been recovered. For LCTCS institutions the size of the current disparity is shown in Figure 34.

Figure 34. State Revenues Compared to SREB Averages, 2017-18

Institution	State Appropriation/FTE
Smaller Institutions (<5,000)	
<i>SREB Average</i>	\$6,715
Central Louisiana Technical Community College	\$4,185
Bossier Parish Community College	\$2,990
Fletcher Technical Community College	\$2,541
Louisiana Delta Community College	\$3,042
Northshore Technical Community College	\$2,573
Northwest Louisiana Technical Community College	\$5,560
Nunez Community College	\$2,522
River Parishes Community College	\$4,077
Larger Institutions (5,000-10,000)	
<i>SREB Average</i>	\$5,401
Baton Rouge Community College	\$2,821
Delgado Community College	\$2,980
South Louisiana Community College	\$2,601

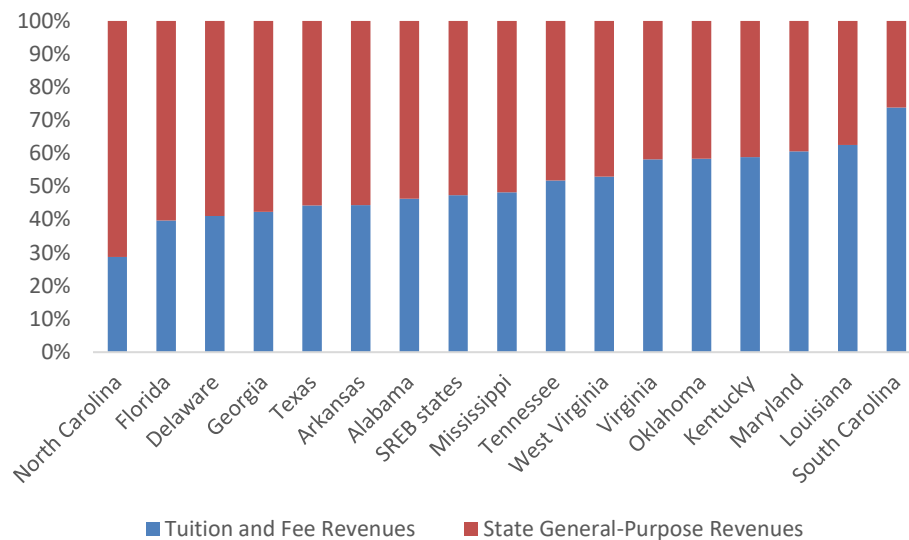
Note: SREB averages exclude Louisiana

Source: IPEDS

The data in this figure reveal that the smaller institutions receive less than half the SREB average funding per FTE student. The exceptions are the more technically oriented institutions and River Parishes, but even these institutions receive far less from the state than their SREB counterparts. While these smaller institutions receive less state funding than their SREB counterparts, they receive more than the larger institutions in the LCTCS system. When faced with economic stress one must question how long the state will/can continue to maintain funding at these disparate levels. The picture is much the same for the three larger colleges in the system; all receive about half the amount of money per student from the state as their counterparts elsewhere in the SREB region. This low level of support from the state puts enormous pressure on tuition as the source of revenue that must be depended on to keep LCTCS campuses viable.

- g. Dependence on tuition revenues.** In only one other state in the SREB region are two-year institutions more dependent on tuition and fees revenues than is the case in Louisiana. In Louisiana well more than half of LCTCS institutional revenues are derived from students as is shown in Figure 35.

Figure 35. Public Two-Year Institutions, Revenue from Tuition & State General-Purpose Revenues per FTE, SREB States, 2017-18



Source: SREB-State Data Exchange.

This dependence on tuition revenue varies from one institution to another within the system. The extent of this variation is shown in Figure 35.

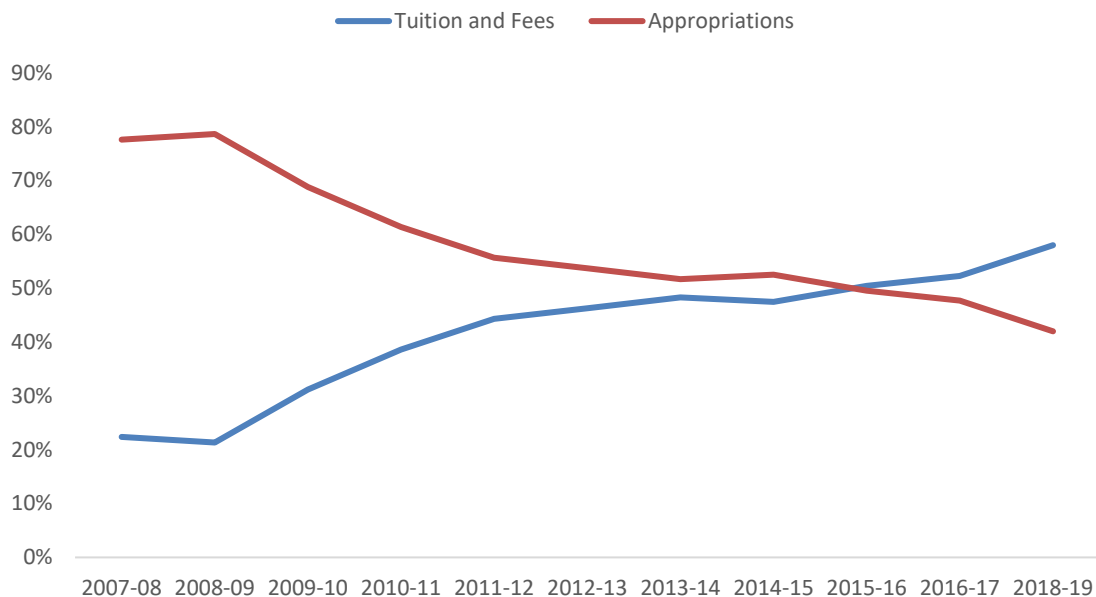
Figure 35. Tuition as a Proportion of General Fund Revenues

Institution	Tuition as a Proportion of General Fund Revenues
BPCC	61.2%
BRCC	60.2
CENLA	52.8
DCC	60.0
LDCC	38.0
FTCC	65.7
NTCC	61.2
Nunez	56.7
NWTCC	33.8
RPCC	63.4
SLCC	54.5
SOWELA	50.5
Total	57.5

These data show that the smaller, more technically oriented institutions are least dependent on tuition; they are more dependent on state funding. Given that tuition is likely to be a more dependable source of revenue (at least a source over which the institutions have greatest control), those institutions that are most dependent on state funding are at greater financial risk than those more dependent on tuition.

The condition in which institutions have become predominantly funded by students has evolved very quickly since the end of the Great Recession as is shown in Figure 37. Tuition rates have essentially doubled in this period. It should be noted that, even with this rapid increase tuition rates in Louisiana are just slightly above the median for SREB states.

Figure 37. Louisiana Public Two-Year Institutions, Revenue from Tuition and Fees and State Appropriations per FTE



Source: NCES IPEDS Finance Survey and 12-Month Enrollment Survey.

Given the demographics described previously in this report and the unknown impacts of COVID-19, this dependence on tuition means that a substantial portion of institutional revenues are at risk in the near term. The circumstances are worse for four-year institutions, where approximately 70% of institutional revenues come from students.

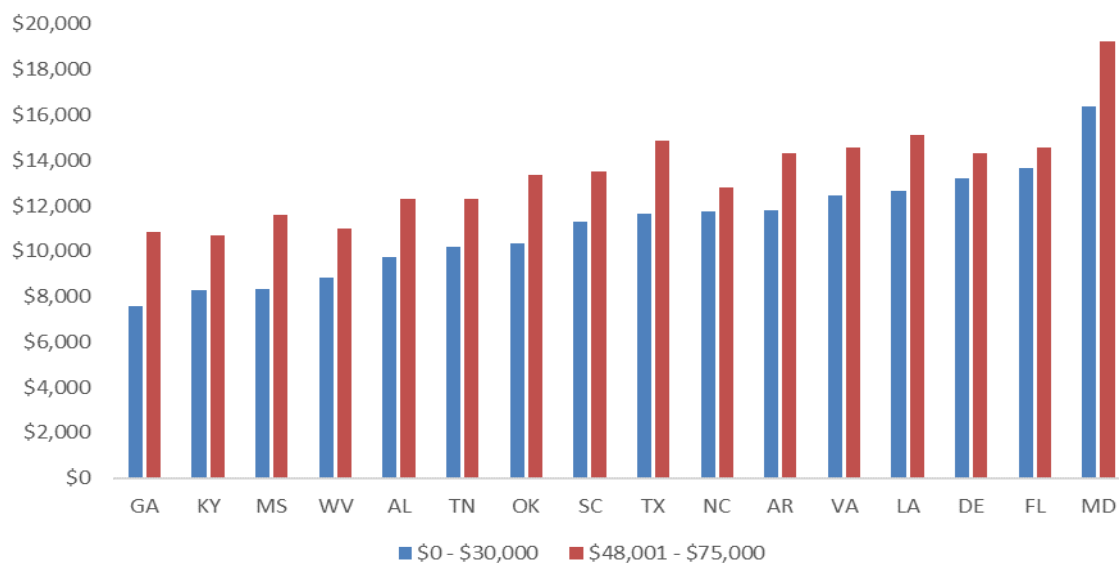
This situation does not have uniform impact on the institutions within the LCTCS. Prices charged to students are essentially the same across the system. However, the costs of programs provided by these institutions vary considerably from one institution to another. Half of the student credit hours produced by BRCC are in low cost liberal arts courses. At CENLA Technical Community College and NW LA Technical Community College that percentage is less than 2%. Only a small portion of the overall allocation built into the BoR's funding model recognizes these different cost factors. This set of funding realities means that it is more difficult for some institutions to adjust to reduced funding than it is for others.

- h. **LCTCS Funding Reallocation Authority.** The allocation of state funds to LCTCS institutions is determined by the Board of Regents through its funding model. Final allocations are made directly to the colleges rather than to the LCTCS System Office. The System Office can reallocate a statutorily limited 5% of an institution's allocation on its own authority. Under current circumstances this amount of flexibility is likely

insufficient to ensure that each institution has the level of funding required to support its mission at a high level of quality.

- i. **Affordability.** The net prices—cost of attendance less all grant aid—of community colleges in Louisiana are higher than in most other SREB states. Only three other states have higher net prices for the lowest income students (family income less than \$30,000) and only one other state has higher net prices for middle income families (those with incomes \$48,000 to \$75,000). See Figure 36.

**Figure 36. Net Price, SREB Public Two-Year Institutions,
\$0 - \$30,000 and \$48,001 - \$75,000 Income Level, 2016-17**



Note: Data are weighted averages. Sorted by increasing net price for \$0 - \$30,000 income level.

Sources: NCES IPEDS Institutional Characteristic Surveys and Student Financial Aid Survey.

This level of net price leaves LCTCS with little “cap space” for increasing tuition and fees. Cuts to state funding and revenue reductions resulting from declining enrollments will not be able to be offset by increasing prices to those students who do enroll.

- j. **Louisiana is a poor state.** Only four states in the US have lower per capita incomes than Louisiana. This puts severe constraints on the extent to which LCTCS can go to the well of increasing tuition rates as the solution to its need for additional resources. Another factor to be considered in this context is the relatively low level of need-based student financial aid provided to students in Louisiana. The bulk of student financial aid funding in the state is provided through the TOPS program, a program that benefits relatively few community college students—its eligibility criteria tend to reward students with less need who enroll in four-year institutions.

- k. **The incidence of small sections.** Across the system, almost 38.9% of all course sections taught have fewer than 10 enrolled students. There is wide variation across the campuses with very high proportions at the Technical Community Colleges (71.2% at CENLA and 72.1% at NWLTCC) and much lower at BPCC, RPCC, and BRCC (28.8%, 28.9%, and 18.1% respectively). Understandably, technical courses that involve a good deal of hands on experience are much more likely to require smaller class sizes. And in some cases, especially in health care programs, accreditation requirements mandate small class sizes—especially for classes involving clinical experiences. To investigate the opposite extreme, the proportions of small classes in the Liberal Arts were calculated. These classes have no lab work and no hands-on requirements. System-wide 4.2% of such classes are taught in sections of fewer than 10 students. There is much less variation in this figure across the campuses. Interestingly, the lowest proportions of small Liberal Arts classes are found in the Technical Colleges and the highest proportions are at Nunez, Delgado, and BRCC. At several of the campuses the highest proportion of small Liberal Arts sections were in Developmental Ed classes. The data behind these statements are presented in Figure 39.

Figure 39. Small (<10 Students) Sections, By Campus, 2018-19

Institution	Total Sections	Sections <10	<10 Gen Ed	% <10	%<10 Gen Ed
Bossier Parish Community College	3342	964	201	28.8	6.0
Baton Rouge Community College	3422	622	116	18.1	3.4
Central Louisiana Technical Community College	2271	1616	19	71.2	3.5
Delgado Community College	7955	2636	282	33.1	3.7
Louisiana Delta Community College	3535	2070	175	58.6	5.0
Fletcher Technical Community College	1328	445	32	33.5	2.4
Northshore Technical Community College	2719	1437	147	52.9	6.6
Nunez Community College	1433	549	95	38.3	6.6
Northwest Louisiana Technical Community College	1446	1042	0	72.1	0
River Parishes Community College	1852	535	91	28.9	4.9
South Louisiana Community College	3629	977	183	26.9	5.0
SOWELA Technical Community College	2499	900	145	36.0	5.8
Total	35442	13793	1486	38.9	4.2

While in many cases arguments can be made for the need for small section sizes, the reality is that this very high incidence of classes with fewer than 10 students points to an opportunity to gain efficiencies (and reduce costs) by rethinking pedagogy and the ways that education is delivered in the System.

- l. **Disparities in funding.** As noted earlier the unrestricted revenues for the LCTCS institutions come from two primary sources—state appropriations as allocated by the Board of Regents and student tuition and fees. Tuition and fee rates are essentially the same for all colleges in the System. Variations in tuition and fees revenues are a function of scale, not prices to students. The one area of variation is the revenue

received by institutions for noncredit instruction. As was revealed in Figure 33, there is wide variation among the colleges in noncredit enrollments (and thus the revenues gleaned from such enrollments).

The Board of Regents allocation model has three major components. The first is a cost component that generally follows the cost model used in Texas with elements for weighted student credit hours, facilities operations, and general support costs. This component accounts for 17% of the allocation. The second is an outcomes component that is worth 20% in the overall calculation. The final component, worth 63%, is a base funding element—an amount that is based on the prior year's allocation. To assess the extent to which the overall approach to funding the LCTCS institutions results in a reasonably level play field, NCHEMS made a rough calculation of unrestricted revenues (appropriations + tuition) per weighted credit hour produced. The weighted credit hour figures were taken from the cost component of the BoR allocation model. The results of these calculations are shown in Figure 40.

Figure 40. Unrestricted Revenue per Weighted SCH, 2018-19

Institution	State	Tuition	Total	Weighted SCH	Total per Weighted SCH
Bossier Parish Community College	\$11,524,333	\$18,151,049	\$29,675,382	189,922	\$156
Baton Rouge Community College	\$14,972,399	\$22,653,596	\$37,625,995	220,693	\$170
Central Louisiana Technical Community College	\$5,599,557	\$6,251,481	\$11,851,038	84,237	\$141
Delgado Community College	\$27,030,280	\$40,480,581	\$67,510,861	393,949	\$171
Louisiana Delta Community College	\$7,668,749	\$10,562,946	\$18,231,695	126,594	\$144
Fletcher Technical Community College	\$4,488,505	\$6,168,216	\$10,656,721	63,175	\$169
Northshore Technical Community College	\$6,090,523	\$9,492,998	\$15,583,521	110,617	\$141
Nunez Community College	\$4,052,951	\$5,317,304	\$9,370,255	68,834	\$136
Northwest Louisiana Technical Community College	\$4,042,769	\$2,066,863	\$6,109,632	51,010	\$120
River Parishes Community College	\$5,484,128	\$9,517,932	\$15,002,060	100,620	\$149
South Louisiana Community College	\$14,929,107	\$17,906,820	\$32,835,927	200,783	\$164
SOWELA Technical Community College	\$9,488,675	\$9,671,725	\$19,160,400	117,799	\$163
Total	\$115,371,976	\$156,241,959	\$271,613,935	1,728,236	\$157

Source: State revenues and weighted FTE from BOR. Dedicated appropriations not included
Tuition revenues from LCTCS. Tuition from non-credit instruction not included

These data are admittedly rough, especially since the effects of noncredit instruction are not taken into account. The most notable finding revealed in this Figure is the fact that the institutions that are most heavily engaged in technical education fare

least well according to these calculations. River Parishes is the exception. All of these institutions are small, a circumstance that makes them particularly vulnerable. The combination of small class sizes, tuition that is the same for high-cost programs as low-cost programs, and a generally heavy dependence on tuition revenues creates a particularly difficult revenue picture for these institutions. Another factor is lack of state funding for workforce related non-credit instruction. To test the results presented in Figure 40, NCHEMS calculated the weighted student credit hours using weights it has used in many other states when conducting such analyses. The variations found were negligible.

One of the major challenges going forward for LCTCS is how to deal with this systemic inequity in a time of diminished resources.

- m. The tendency of LCTCS to function more as a federation of institutions than as a true system.** LCTCS is a young system, just 20 years old with a recognized value to the state. While the system has focused on both efficiency and effectiveness, additional opportunities must be addressed. Under current arrangements each institution is left to solve its economic problems on its own. The collection of institutional actions in this environment is unlikely to add up to solutions that best serve the priority needs of the state. The results are sub-optimized, not optimized solutions. Having said this, LCTCS has taken steps that position it to function more as a system. This is particularly true in its centralization of back-office operations. While LCTCS has made strides in the administrative services area, the current financial environment will require the system to move as a unified entity in the core academic and workforce areas of its mission. The viability of the system in the future will depend on its ability to continue moving in the direction of functioning more as a system.
- n. LCTCS has the technology infrastructure to do more on-line education.** The System has a single Learning Management System (Canvas) and the protocols in place to allow more wide-scale use of technology in the delivery of courses and programs. Mechanisms have been established to allow students to take courses from multiple colleges while maintaining enrollment at a home campus. The use of this capacity has been at small scale to date, but the fundamental elements for larger scale are in place. This includes technology infrastructure, protocols for revenue-sharing, and policies that allow institutional collaboration in delivery of a student's education while keeping all student processes located at the home campus.

Because of the COVID-19 crisis all campuses now have experience in delivering courses through remote or distance learning. To date such delivery has been out of necessity, not an individual campus choice. LCTCS has developed a strategy—the Digitally Inclusive Education Framework—for moving more courses (or course modules) to on-line or hybrid delivery as a system-wide strategy for both providing access to a wider array of programs and for controlling costs. The importance of system leadership and policy necessary to foster significant increases in the level of multi-campus collaboration in the delivery of education is crucial. Leadership is moving this agenda forward. The only question is whether or not sufficient progress can be made fast enough to generate the level of educational improvement and

economic savings that will be required by the current set of unexpected circumstances and significant uncertainty.

4 The Challenge to LCTCS

The data presented in the previous section describe the complex set of issues that LCTCS must address. While exacerbated by the COVID-19 crisis, most of these issues are based in circumstances that were present before the advent of the virus and will remain after the immediate crisis passes). In sum, the challenges are:

- a) Assuring that community college services are provided to residents in all parts of the state, particularly rural regions that are sparsely populated and where it is difficult to enroll enough students in courses and programs to allow efficient delivery. This situation plays out differently for (particularly smaller) institutions in different circumstances. For CLTCC and NWLTCC, their lack of SACS-COC accreditation makes it impossible for them to offer a broader array of arts and sciences programs—programs that do not require the more expensive equipment and hands-on experiences of their technical programs. This condition exacerbates the problems associated with serving less densely populated parts of the state. Other institutions find it difficult to achieve efficient scale due to the smaller population base of their respective service areas. Fletcher, Northshore, Nunez, and River Parishes fall into this category.
- b) Dealing with demographic realities. Louisiana is a slow-growth state and the primary college-going cohort is projected to continue to decline. The size of these effects varies from one region of the state to another, but no region escapes the underlying trends. Reversing downward enrollment trends will require the institutions to increasingly serve additional markets—primarily adults and employers. Serving these markets well will require the institutions to adopt new approaches to educational delivery—more credit for prior learning, shorter courses, and more emphasis on workforce ready certifications.
- c) Traditionally low levels of funding, especially from the state, and total dependence on two undependable revenue streams, students and the state, create problematic conditions, especially in the COVID-19 crisis environment. Unlike two-year institutions in some other states, LCTCS institutions do not have financial support from their local communities that would provide some stability of funding when economic conditions are particularly difficult for both students and state government. Community Colleges in half the SREB states get substantial levels of funding from local tax revenues. The extent of this funding is shown in Figure 37.

Figure 37. Sources of Funding for Community Colleges in SREB states, 2018

	Net Tuition & Fee Revenues per FTE	State Appropriations per FTE	Local Appropriations per FTE	Total Revenue per FTE
Maryland	\$4,306	\$4,205	\$5,674	\$14,187
Delaware	\$5,579	\$8,212	\$0	\$13,792
North Carolina	\$1,365	\$6,198	\$1,521	\$9,085
Texas	\$2,031	\$2,699	\$4,235	\$8,968
Arkansas	\$2,290	\$5,711	\$917	\$8,920
Missouri	\$2,491	\$2,577	\$2,744	\$7,814
Alabama	\$2,467	\$5,284	\$49	\$7,802
Virginia	\$3,517	\$4,039	\$26	\$7,583
South Carolina	\$3,426	\$2,626	\$1,252	\$7,306
Oklahoma	\$2,282	\$3,388	\$1,499	\$7,171
Tennessee	\$2,328	\$4,561	\$0	\$6,891
Georgia	\$2,611	\$4,261	\$7	\$6,880
West Virginia	\$2,137	\$4,215	\$75	\$6,428
Mississippi	\$1,597	\$3,606	\$1,163	\$6,367
Kentucky	\$2,155	\$3,952	\$0	\$6,108
Louisiana	\$3,024	\$2,913	\$0	\$5,937
Florida	\$1,900	\$3,851	\$0	\$5,753

These data make clear the importance of local funding to community colleges. With one exception, all of the state that provide the highest level of support per student have local funding as part of their resource strategy. None of the states with the lowest level of support have local funding. The combination of no local support and low state support creates a serious financial problem in Louisiana.

- d) A heavy dependence on tuition. The fiscal health of LCTCS institutions is inextricably linked to tuition revenues. Students provide well more than half (60+ %) of the general operating revenues of system institutions. This dependence coupled with the demographic trends described above and enrollment uncertainty means that LCTCS institutions will be faced with on-going revenue problems. System institutions are constrained in their ability to increase tuition rates by several other important factors:
- Tuition rates have increased more rapidly in Louisiana than in any other state in the SREB region
 - Community college tuition rates in Louisiana are already comparatively high
 - Louisiana is a relatively poor state. In 2017 only four states—Arkansas, Kentucky, Mississippi, and West Virginia—had per capita incomes lower than Louisiana. The same pattern holds for Average Household Income per capita. This low level of income puts limits on how much tuition can be increased without having adverse impacts on enrollments.

Increasing tuition rates is not a solution for the System's revenue problems.

- e) Uncertain state funding. Although the state is the “junior partner” in institutional funding, state appropriations remain a major component of unrestricted institutional revenues. The

direct and indirect impacts of COVID-19 will have immediate short-term impacts. The addition of federal funds made available through the CARES Act, has made it possible to minimize reductions to planned allocations to higher education for Fiscal Year 2021. It is subsequent years that provide the greatest threat to higher education allocations. The economy may rebound, but if the recovery from the Great Recession earlier in this century is a precursor, it is unlikely that the economy (and state funding for higher education) will rebound to the level achieved prior to the advent of the COVID-19 crisis. State tax revenues can be expected to be constrained for years into the future. LCTCS must plan for this eventuality.

- f) A state funding model that does not recognize non-credit instruction. As the system institutions serve more and more adults, it will be faced with demands for short-term certification programs. Such programs are typically very workforce-relevant, but many have been offered as non-credit programs. In some states such programs are provided state funding through the funding model. In other states, institutions have found ways to award credit for what was historically non-credit instruction. Given the upward trend in non-credit instruction and the downward trend in credit enrollments, figuring out the appropriate way to price and fund non-credit work, especially that which is workforce related, is a challenge for both LCTCS, the BoR, and the Legislature.

As the model is used in future years, the influence of base funding will decrease as the amounts allocated on the basis of costs and outcomes increases. The law that created the formula stipulated that stability should be a feature of its design, thus the inclusion of the base component.

- g) Uneven levels of funding across the institutions in the System. The structure of the BoR allocation model gives dominant weight to the prior year's level of funding. Played out over time, this model serves to lock in advantages for some institutions and create disadvantages for others. Those most disadvantaged are 1). small institutions, 2). in rural areas, 3). with a limited array of academic programs, most of which are in technical fields. While the Regents continue to assess the funding model, increased allocations based on outcomes are recommended.
- h) The limited ability of LCTCS as a system to take steps to ameliorate the funding inequities within the System. State law allows the system to reallocate a maximum of 5% of the state allocation. This is insufficient, particularly in times of potentially significant revenue shortfalls. The System cannot provide a safety net to the economically most threatened institutions within current policy constraints.

5 Recommendations

In light of these findings, and in keeping with the mandates incorporated in the Resolution, NCHEMS makes the following recommendations.

- a) The LCTCS continue to offer educational programs at all its current sites. This recommendation ensures that the System conforms to the mandate stated in Resolution 52 that no campuses/sites be closed as a way of dealing with the fiscal constraints resulting from COVID-19.

While all sites should remain open, this does not suggest “business as usual.” Considerable changes to the education delivery models must be made if the System is to continue to serve

all parts of the state within the limits of the resources that will be available. The presence of the system in all parts of the state, particularly in those regions where college participation has not been high, means that LCTCS has an opportunity to increase enrollments—and maximize revenue—if it finds innovative ways to deliver a wider array of programs to students in underserved regions.

- b) LCTCS create a mechanism for providing early warning information to the System Office regarding financial conditions of each of the campuses. In the current economic environment, much closer oversight than normal is appropriate.
- c) LCTCS address the challenges it faces through actions as a System, not through the actions of individual, free-standing institutions. While there are some administrative savings that can be made by structural changes within the system, those savings will be insufficient to close the likely funding gap. The steps needed to achieve major administrative savings have already been taken through consolidation of most of the back-office operations in the system. The real savings to be realized in the future must be found on the academic side, through system-lead efforts that increase course enrollments to capture efficiencies. Evidence of this is found in the data that reveal that nearly 40% of all sections taught throughout the system have fewer than 10 enrolled students. Part of the solution to addressing inefficiencies is to grow institutions in a manner that will allow for class sizes that more effectively balance the needs of students with the operational viability of the institution. Another part is collaborative action that yields the same results. The crisis brought on by COVID-19 creates an environment that not just allows, but demands, that LCTCS seriously rethink how, through the collective action of its constituent campuses, it provides world class community and technical college education to the citizens of Louisiana within fiscal constraints.
- d) While the specifics of how a new LCTCS would function will have to arise from within the System, the following is offered as an outline of the key components:
 - i. As stated earlier, educational services should continue to be offered at all current campuses/sites with system improvements.
 - ii. The branches of the central institutional campuses should be staffed with sufficient employees to ensure that the facility is maintained and the necessary technology is available and functioning, that the essential student services are provided, and that students have access to an academic mentor. They should employ only as many faculty as can be economically justified-- that is, only faculty required to teach classes with enrollments over the minimum size of 10, 12 or whatever number may be determined appropriate by LCTCS.
 - iii. Technology should be utilized to ensure that minimum class sizes are maintained.
 - 1. The ultimate vision is that students at any site can receive instruction from any other site in the System.
 - 2. Sustainable class sizes may be achieved by enrolling students at multiple sites in the same section.
 - 3. In the best of all worlds, programs are delivered collaboratively by faculty at multiple sites—each faculty member taking the lead in delivering one or more courses and overseeing the hands-on portions of the program for students at their home campus. These arrangements are already being utilized

in a limited number of cases; the number of such arrangements needs to be considerably expanded. Leadership of the System Chief Academic Affairs Officer will be key in the implementation of such arrangements. This work will take time—starting first with the most obvious possibilities and building on experiences gained.

- iv. Collaborative arrangements can take multiple forms:
 - 1. Faculty at two or more sites work together to deliver a program.
 - 2. Faculty at a single institution deliver their program to students at another site. In this case, the student is treated as a student at the faculty's institution but staff at the students' site provide the "high touch" counseling/advising/support needed for student success.
- e) Curricula across the System should be more widely standardized. Initial steps in this direction have already been taken—a transfer core general education curriculum is in place and agreed to by the four-year institutions in the state. The next step is to expand these agreements to lower division courses in the most popular majors. This work should be led/facilitated by the Academic Affairs staff of the Board of Regents. The role of LCTCS is to:
 - i. Participate in this process
 - ii. Eliminate courses that
 - 1. Aren't required by LCTCS technical programs
 - 2. Won't transfer—a more focused set of general education courses should be the objective.
 - iii. Ensure that the courses that remain can be delivered at a high level of quality and cost-effectiveness.
- f) Emphasize CTE in the dual-credit offerings of the System institutions to diversify the postsecondary pipeline for students who do not intend to pursue an academic credential beyond high school. Though this will help expand the market share of students participating in LCTCS programs, it will also increase the awareness of CTE opportunities and benefits
- g) LCTCS move toward competency-based education (CBE) as the norm within the system.
 - i. In technical programs this provides the basis for communicating with employers about the skills that graduates need and have acquired through the program.
 - ii. For general education courses and possibly lower-level major specific courses, this allows for a greater range of instructional delivery that can be recognized and articulated by public universities and among the colleges across the System.
 - iii. This makes programs much more attractive to adults (especially veterans) since it provides a way for them to radically shorten their time to degree or certificate by allowing them get credit for what they've learned in the service or on the job. They are able to demonstrate the skills and knowledge they have already mastered. With assistance from accredited colleges and universities, organizations such as the American Council on Education have already articulated certain job and service-related experiences to general education and other academic content. As has been

implemented in other states and independent institutions, existing practices such as this can be readily adopted and leveraged to accelerate progress to completion of postsecondary credentials.

- iv. CBE also allows adult students more flexibility as to when a student begins a course and the time needed to demonstrate learning outcomes. For example, this can allow a student to complete a course or program at a pace that is shorter than a traditional semester, quarter, or academic year if proficiency is demonstrated for the required outcomes. There are examples of successful implementation of CBE. For example, Salt Lake Community College has moved all CTE programs to CBE and, in the process, improved both enrollments and completions.

h) Policy changes be made as follows:

i. At the Legislature

1. The statutory change, increase the 5% limit imposed on LCTCS regarding reallocation of state funds allocated to campuses through the BoR allocation model. While the BoR model can determine the amount of money made available to LCTCS as a system, the System should have more discretion as to how those funds are distributed across the campuses. The funding model in use yields uneven funding levels across system institutions with the more rural and more technically oriented institutions being the most disadvantaged. Given the construction of the allocation model this may well be due to the weight given to the base amount in the formula calculation—those institutions that started out disadvantaged have a difficult time gaining parity even if they demonstrate growth and superior outcomes performance. In addition, the System will need additional discretionary resources to ensure that the educational delivery changes suggested above can be implemented.
2. Explore the possibility of diversifying the funding base for the LCTCS institutions through adding a local funding component to the revenue mix. The BoR cannot implement such action—this would require legislative action and gubernatorial concurrence. Nor is it likely that such a change could gain approval in this economic climate. But the circumstances are right for starting this conversation.

ii. At the Board of Regents

1. Reduce the portion of the allocation model driven by base (past year) funding and increase the portion based on outcomes. This reinforces the importance of attention to the state attainment goals and can prompt institutional attention to both pedagogy and student support services. The importance of providing wrap-around student supports, out of economic necessity, should lead to more collaborative content delivery.
2. Create a mechanism for providing LCTCS with funding for non-credit instruction that results in workforce-related certifications. There are ways to accomplish this within the structure of the existing funding model, but doing so would create incentives for institutions under all other management boards to invade the space that is appropriately that of LCTCS. A simpler and more direct approach would be to create a pool of resources that could

be used to reward institutions (perhaps a fixed amount) for every such certification awarded. As part of this recommendation, it will be incumbent on the LCTCS System to assist the BoR in developing more comprehensive and consistent systems for collecting and reporting data regarding workforce-related non-credit instruction.

3. Establish policy to preclude refusal to accept transfer course credits earned through distance delivered modalities. The ability of LCTCS to provide community and technical college education to citizens in all part of the state in a cost-effective manner depends on the use of technology to deliver a much greater proportion of course and program content. The transfer mission of LCTCS institutions will be severely hampered if courses taught in this way cannot transfer. Mode of delivery should not be a consideration in determining eligibility of credit for transfer. More generally, the BoR should take the leadership in establishing policy that paves the way for transfer of credit earned through Prior Learning Assessment (PLA) and Competency Based Education (CBE). Policy should also be considered that speaks to the overall articulation of Regents' general education credit across all systems.
4. Work with the Legislature to explore the possibility of diversifying the funding base for the LCTCS institutions through adding a local funding component to the revenue mix. The BoR cannot implement such action—this would require legislative action and gubernatorial concurrence. But the BoR can undertake studies and provide information that would inform Legislative decision-making.

iii. At the LCTCS

1. Fine-tune the revenue sharing algorithm used to distribute tuition revenues from students who:
 - a. Take courses that are taught in a collaborative manner by faculty from two or more institutions.
 - b. Are based at one campus but take their coursework from another campus. The students' institution serves as a receive site for programs delivered from other institutions.
 2. The objective should be to provide sufficient economic incentives to encourage LCTCS and member institutions to serve students in their service areas through collaborative delivery rather than by attempting to offer them on their own.
- i) Consideration of Structural Changes. Whenever institutions are stressed to the extent likely to be experienced by some of the smaller LCTCS campuses, the possibility of consolidations or mergers inevitably arises as a solution to be considered. The overlap of service areas makes it obvious which institutions might be merged with other institution in some cases. In other cases, there is much less clarity regarding obvious matches. While attractive on the surface, the benefits are seldom as large as advertised and the costs of implementing are almost always greater than anticipated. Additionally, local communities often struggle with losing ownership of “their” college. An option is to offer these communities the opportunity to contribute economically to the on-going support of their local institution. In the current stressed economic times, it may be unlikely that there would be an appetite for such an

option, but it nevertheless should be considered. LCTCS is aware of the costs and benefits associated with consolidations; it has successfully engaged communities and managed the process in previous instances. Information from LCTCS leadership indicates that approximately \$1.5 million in annual expenditures have been saved in each prior instance of consolidation. Additional savings were realized through avoidance of expenses associated with accreditation.

The major savings to be generated will be found in thoughtfully increasing class sizes and reducing per student instructional costs. These savings can be achieved through collaborative delivery without the costs—both economic and political—associated with formal mergers. Because much more sharing of academic resources will be required of all institutions in the system in coming years, it is recommended that time, energy, and political capital be first invested in making these critical academic changes rather than in administrative mergers.

The severity of the financial and other threats in the external environment may necessitate extreme actions such as mergers. NCHEMS is not recommending that such actions be taken off the table, only that mergers be considered as a measure of last resort. By their nature, community colleges should have a robust relationship with the communities they serve. In keeping with their missions, any proposed merger should factor in the level of buy-in from these communities. LCTCS leadership has managed a number of successful mergers in the past. These moved forward only after there was community agreement to the structural change.

If mergers are considered, it would be appropriate to consider colleges that fall into two categories. First, those colleges that have not yet achieved SACS-COC accreditation. Those colleges are at a high financial risk in this economic environment because of their inability to deliver popular (and less expensive) liberal arts curricula. The two colleges that fall into this category are CLTCC and NWLTCC. If a merger is considered for CLTCC, consideration should be given to consolidation with Louisiana Delta Community College. Similarly, for NWLTCC consideration should be given to a merger with either Bossier Parish Community College or Louisiana Delta Community College. Both CLTCC and NWLTCC serve distinct regions of the state that in normal financial times should have their own regional college. Merger may present an opportunity to speed the colleges to SACS-COC accreditation with the possibility of once again becoming stand-alone colleges when finances allow.

The second category of colleges are those with a relatively small enrollment size—5,000 credit enrollments or fewer. If consolidations are considered to solve the issue of scale at these institutions, it would be appropriate to take into account a number of factors prior to making merger decisions, with specific attention given to:

1. Geographic proximity
2. Demographic and commuting patterns of the population served by the colleges
3. Overlap and commonality of the regional economy(ies) served by the colleges.

6 Conclusion

The combination of economic and demographic threats creates a set of circumstances that will imperil the viability of several of the smaller institutions in the system. The magnitude of the threat is such that the institutions cannot be expected to resolve them on their own. The problems will

require System-level, not campus-level, action. The recommended budget allocation for FY21 may give the System a year's grace period, providing LCTCS with a short window of time in which it can prepare for what is very likely to be a worse situation in FY22—federal emergency money will be gone and the state's economy will not have rebounded to pre-COVID-19 levels.

There are several strategies and solutions that should be considered in order to expand access, accelerate recovery, and strengthen the fiscal viability of System institutions. The idea of consolidations should remain on the table with the recognition that it is not a silver bullet. Merging creates a larger institution, but this strategy presumes that, by forming a larger enterprise, campus-level solutions can be made to work. The recommendations presented above suggest that a larger community of solution—the System collectively—is more likely to lead to successful outcomes.

House Resolution 52

HLS 20RS-2402

ORIGINAL

2020 Regular Session

HOUSE RESOLUTION NO. 52

BY REPRESENTATIVE SCHEXNAYDER

COLLEGES/COMMUNITY AND TECHNICAL: Requests that the Board of Supervisors of Community and Technical Colleges and Board of Regents study and report relative to changes needed for community and technical colleges in response to COVID-19

1 A RESOLUTION

2 To urge and request the Board of Supervisors of Community and Technical Colleges and the
3 Board of Regents to study and make recommendations relative to any academic,
4 operational, structural, or technological changes that should be considered for the
5 institutions of the Louisiana Community and Technical College System in response
6 to COVID-19 and to submit to the speaker of the Louisiana House of
7 Representatives and the House Committee on Education an initial written report by
8 June 2, 2020, and final written report by not later than 60 days prior to the 2021
9 Regular Session of the Legislature.

10 WHEREAS, COVID-19 has dramatically altered the ways that the people of
11 Louisiana work and learn; and

12 WHEREAS, the impact of COVID-19 on the state, national, and global economy has
13 been significant, will continue for some time, and will require creative strategies to ensure
14 that Louisiana continues to meet the needs of students and employers through the delivery
15 of educational services; and

16 WHEREAS, Louisiana's community and technical colleges are faced with a
17 landscape that has shifted dramatically in terms of educational delivery, funding, and market
18 demands; and

1 WHEREAS, it is incumbent upon the state to move decisively and strategically in
2 order to ensure that Louisiana is a leader in the development of talent that will drive the
3 state's economy; and

4 WHEREAS, the ability of the Louisiana Community and Technical College System
5 (LCTCS) to succeed in fulfilling its mission to rapidly train the workforce of today and
6 prepare students for transferring to state universities is more important than ever due to the
7 need to rapidly stimulate the state's economy; and

8 WHEREAS, there is a growing need for the provision of online education, which will
9 require strategic investments and creative strategies to ensure that rural areas both increase
10 and maintain opportunities for rural students to access this education; and

11 WHEREAS, the Board of Supervisors of Community and Technical Colleges, as the
12 LCTCS management board, and the Board of Regents, as the coordinating body for
13 postsecondary education, are best positioned to evaluate and make recommendations relative
14 to how LCTCS institutions can continue to effectively fulfill their mission in a landscape
15 significantly altered by COVID-19.

16 THEREFORE, BE IT RESOLVED that the House of Representatives of the
17 Legislature of Louisiana does hereby urge and request Board of Supervisors of Community
18 and Technical Colleges and the Board of Regents to study and make recommendations
19 relative to any academic, operational, structural, or technological changes that should be
20 considered for the institutions of the Louisiana Community and Technical College System
21 in response to COVID-19.

22 BE IT FURTHER RESOLVED that in conducting this study, the boards shall
23 consider how to minimize administrative costs while broadening access to education
24 provided by LCTCS institutions and not closing any LCTCS campuses.

25 BE IT FURTHER RESOLVED that any monetary savings derived from the
26 implementation of recommendations resulting from this study shall be used to continue
27 fulfillment of the LCTCS mission statewide.

28 BE IT FURTHER RESOLVED that the two boards shall either separately or jointly
29 submit a written report of findings, including any recommendations for changes in policy
30 or state law relative to the issues studied, to the speaker of the Louisiana House of

1 Representatives and the House Committee on Education; an initial report shall be submitted
2 not later than June 2, 2020, and a final report shall be submitted not later than sixty days
3 prior to the beginning of the 2021 Regular Session of the Legislature.

4 BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the
5 chairman of the Board of Supervisors of Community and Technical Colleges, the chairman
6 of the Board of Regents, and the commissioner of higher education.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HR 52 Original

2020 Regular Session

Schexnayder

Requests that the Bd. of Supervisors of Community and Technical Colleges and Bd. of Regents study and make recommendations relative to any changes that should be considered for the institutions of the La. Community and Technical College System in response to COVID-19 and submit to the speaker and the House Education Committee an initial report of findings by June 2, 2020, and a final report by not later than 60 days prior to the 21RS.

Agenda Item VII.G.4

Establishment of a Historically Black College and University (HBCU) Designation

Background

Article VIII of Louisiana's Constitution authorizes the Board of Regents to develop a master plan for higher education in Louisiana. This Master Plan provides a broad vision for the state's higher education system and acknowledges its interdependence with the economy as well as its many contributions towards building better lives for Louisiana's citizenry. The Master Plan adopted by the Board in 2019 recognizes the reality that Louisiana must raise the educational attainment of its adult citizens if it is to compete successfully in the 21st-century world economy. The Plan also addresses the need to strategically invest in targeted research to sustain and expand the State's economic development. Increased accountability is emphasized throughout each element of the Plan.

To reach the state's ambitious goal of 60% of Louisiana's population holding a postsecondary credential of value by 2030, the Master Plan notes the critical role of historically black colleges and other minority-serving institutions in erasing equity gaps and increasing talent development. As the report states, "While important to all institutions, this must be an intentional focus for Louisiana's two-year colleges, as they serve a significant minority population along with historically black colleges and universities (HBCUs), who mission is to serve and ensure success for minority populations."

As thoroughly articulated in the attached "Rationale for a Proposed HBCU Designation," the contributions of these institutions are significant and far reaching for our state and our nation.

As an addendum to the Master Plan, the Board of Regents delineates the types of institutions in the state and, after consultation with postsecondary management boards and campus leaders, establishes a mission statement for each two-year college, four-year university, special purpose institution, and research unit. The Board approves these as a component of the Master Plan. In addition, the Board is statutorily required to report annually to the Legislature and the Governor on the status of higher education relative to these mission statements, including revisions since the last report.

There are five public HBCU institutions in Louisiana and these are included in the Master Plan: Grambling State University (GSU), Southern University and A&M College (SUBR), Southern University Law Center (SULC), Southern University at New Orleans (SUNO), and Southern University at Shreveport (SUSLA). The Southern University System (SUS) is recognized as the only HBCU system in the nation.

At the Regents meeting in May 2020, Chairman Chabert expressed interest in exploring the adoption of an HBCU designation in the Master Plan.

Historical Context

Historically black colleges and universities are public and private institutions of higher education in the United States that were established prior to the Civil Rights Act of 1964 with the intention of primarily serving the African American community. Most HBCU institutions were founded in the years after the U.S. Civil War and are located primarily in the Southern part of the country. HBCU institutions have continued to serve as places of opportunity for African American students to access and achieve degrees and credentials to support their life goals.

Review of Mission Statements and Institutional Classifications

The role, scope, and mission of each of Louisiana's public postsecondary HBCUs was examined as well as those of other HBCUs across the country. The mission statement of each Louisiana HBCU expressly acknowledges its federal designation as an HBCU and addresses this important characteristic. These mission statements are included in the Master Plan.

However, the HBCU designation is omitted from the classification in the Master Plan delineating the five types of institutions in Louisiana. The designation should be added to accurately acknowledge these valuable institutions in our state.

Classifications would be listed in the Master Plan as follows:

Comprehensive Research University (Flagship)

Specialized Units

Statewide Universities

Historically Black Colleges and Universities (HBCUs)

Regional Universities

Community and Technical Colleges

Reflecting the federal designation, the HBCU classification included in the Master Plan would include the definition provided by the U.S. Department of Education as follows:

HBCU Designation

An HBCU is defined in Title III of the Higher Education Act of 1965 as "any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."

Louisiana's public postsecondary HBCUs include the following; Grambling State University (GSU), Southern University and A&M College (SUBR), Southern University Law Center (SULC), Southern University at New Orleans (SUNO), and Southern University at Shreveport (SUSLA).

Given the range of HBCUs in Louisiana – from a specialized unit to a community college – this designation would be **an additional listing** for an HBCU institution, meaning each would be listed twice. For example, Southern Law Center would be listed both in the specialized units category and in the category of HBCUs.

Recommendation

In light of the longstanding and unique role historically black colleges and universities play in providing access to postsecondary learning opportunities for underrepresented and underserved student communities in Louisiana, senior staff recommends:

The Board of Regents add the HBCU designation and its federal definition to the classification of institutions in the State of Louisiana and update the Master Plan to include the HBCU designation for the following institutions:

Grambling State University
Southern University at New Orleans
Southern University Law Center

Southern University and A&M College
Southern University at Shreveport

Rationale for a “HBCU Designation”

Louisiana’s 2030 Goal

In its Master Plan for Higher Education titled, *Louisiana Prospers: Driving Our Talent Imperative*, the Louisiana Board of Regents articulated two critical attainment goals for the state:

- Raise the share of adults ages 25 to 64 who hold a degree or a high value postsecondary credential from 44% to 60% by 2030.
- Double the number of credentials produced annually from 40,000 in 2018 to 85,000 by 2030.

Reaching an educational attainment level of 60% by 2030 will require Louisiana to more than double the number of annual credential recipients, from approximately 40,000 in 2018 to 85,000 by 2030. The status quo over recent years has yielded annual growth in credentials hovering around 1%. If the current trend continues, attainment in Louisiana will be at approximately 48% by 2030, far short of the 60% goal.

With the anticipated increases in attainment, Louisiana must sharply focus on achieving equity. The attainment goal of 60% or 85,000 credentials by 2030 is predicated on significant growth in annual credentials awarded across all student populations.

- **For Caucasian students, the rate of growth requires an increase of 4% over projections of credential production based on current trend.**
- **For African Americans, the rate of growth must be more ambitious, with 23% more credentials needed than current trends indicate will be produced. Reaching this goal, therefore, requires concerted attention to achieving equity – re-engaging underserved populations, understanding barriers, and implementing strategies that increase access and success.**

Louisiana’s Challenge

Statewide, Louisiana has a deficiency in the skill levels of its workforce and in the extent to which existing skills are credentialed. Whether those credentials are measured in awarded degrees from higher education institutions or in certificates evidencing job-specific training and competency, the fact remains that only 44.2% of the working age population has a degree or a certificate, well below the national average of 47.6%. When it comes to talent development Louisiana faces a three-fold challenge:

- Expanding access to and success in completing postsecondary education.
- Eliminating persistent and damaging equity gaps; and
- Increasing the educational attainment level of working-age adults.

Expanding access and enhancing student success requires improvement in the traditional education pipeline, and an expansion of it as well. The current education system must address the attainment gap and infuse strategies which focus on degree completion beginning in K-12. The State is losing students who never graduate from high school, never enroll in college or, when they do, those students do not persist or complete:

- Of 100 incoming 9th graders statewide, 78 will graduate high school. Of these, 45 will enter college immediately after graduation and only 18 will complete and earn a postsecondary credential within 150% of the standard time of completion. These numbers must improve.

The pipeline leakage for African American students is significantly lower for the State as a whole:

- Of 100 African American 9th graders, 73 will graduate high school. Of these, 40 will enter college immediately after graduation and only 9 will complete and earn a postsecondary credential within six years (150 percent of standard time to degree). This reflects a major loss of potential talent for Louisiana's economic growth and prosperity.

The data further highlights the equity gap in Louisiana. Addressing the educational attainment of African Americans must be at the center of Louisiana's attempt to realize its overarching goal of 85,000 degrees in 2030. Louisiana must be intentional in its approach. As it would be nearly impossible for Louisiana to achieve its public post-secondary educational and workforce goals without successfully addressing the attainment imperative of the African American student population.

To double the numbers by 2030 the State must expand its thinking about talent development. It will require that Louisiana postsecondary education, and its partners, try new approaches, disrupt the status quo, implement new strategies for all potential student populations, enable all students to participate, and the re-engagement of working-age adults.

An Overview of the Contributions of HBCUs

A new approach to re-engage Louisiana's HBCUs as workforce solution engines must be adopted to address the equity gap of 23% in Louisiana's educational attainment production by 2030. Today, there are 107 Historically Black Colleges and Universities (HBCUs) with more than 228,000 students enrolled. According to the US Department of Education (US DOE), Office of Civil Rights (OCR), Historically Black Colleges and Universities (HBCUs) were established to serve the educational needs of African Americans. Prior to the time of their establishment, and for many years afterwards, blacks were generally denied admission to predominately white institutions. As a result, HBCUs became the principal means for providing postsecondary education to African Americans and today continue to fulfill educational goals far beyond those initially set.

For more than a century, HBCUs have provided access to an affordable postsecondary education to many students who otherwise may never have had the opportunity to fulfill their dreams of getting a college degree. With nearly 32% of Louisiana's population being African American, it is essential that Louisiana HBCUs remain positioned to serve the educational and access needs of these citizens. To date, their respective contributions are notable, namely:

- According to the United Negro College Fund, 20 percent of all African American college graduates around the country received their degree from a historically black college or university, despite these schools only making up about three percent of the nation's colleges.
- HBCUs produce 25 percent of all African American graduates with science, technology, engineering, and mathematics degrees.
- More than 80 percent of all black Americans who received degrees in medicine and dentistry were trained at the two traditionally black institutions of medicine and dentistry - Howard University and Meharry Medical College. Today, these institutions still account for approximately 19.7 percent of degrees awarded in medicine and dentistry to black students.

- HBCUs have provided undergraduate training for three-fourths of all black persons holding a doctorate degree; three fourths of all black officers in the armed forces; and four-fifths of all black federal judges.
- HBCUs are leading institutions in awarding baccalaureate degrees to black students in the life sciences, physical sciences mathematics, and engineering.

Moreover, and while noting the mission of HBCU's, Dr. Marybeth Gasman, University of Pennsylvania Professor and HBCU researcher, stated, *"On account of these figures and others like them, HBCUs have been deemed responsible for creating the black middle class."* (Drewry and Doermann 2001). This was further echoed by Dr. Legand L. Burge, Jr. of LL Burge & Associates, LLC in citing the fact that HBCUs are experts at educating African Americans. For example:

- HBCUs graduate over 50% of African American professionals.
- HBCUs graduate over 50% of African American public school teachers and 70 percent of African American dentists.
- 50% of African Americans who graduate from HBCUs go on to graduate or professional schools.
- HBCUs award more than one in three of the degrees held by African Americans in natural sciences.
- HBCUs award one-third of the degrees held by African Americans in mathematics.

It should be observed that notwithstanding the notable accomplishments of HBCUs, generally, the Second Morrill Act of 1890, led to the establishment of land grant institutions for African Americans that were intended to strengthen research, extension and teaching in the food and agricultural sciences by building the institutional capacities of 1890 Institutions. At present, the 1890 land-grant system consists of the following 19 universities: Alabama A&M, Alcorn State University, Central State University, Delaware State University, Florida A&M University, Fort Valley State University, Kentucky State University, Langston University, Lincoln University, North Carolina A&T State University, Prairie View A&M University, South Carolina State University, *Southern University and A&M College*, Tennessee State University, Tuskegee University, University of Arkansas Pine Bluff, University of Maryland Eastern Shore, Virginia State University and West Virginia State University.

In totality, of the 107 Historically Black Colleges and Universities (HBCUs), fifty-six institutions are under private control, and 51 are public colleges and universities. Specific to the State of Louisiana, there are six (7) HBCUs, both public and private, that are designated in keeping with their role, scope, and mission as either Flagship, Statewide or Regional institution(s). The following public HBCUs are designated as Regional institutions:

- Southern University and A&M College (SUBR) – public 4-Year
- Southern University at New Orleans (SUNO) – public 4-Year
- Grambling State University (GSU) – public 4-Year
- Dillard University – private 4-Year
- Xavier University – private 4-Year
- Southern University Law Center (SULC) – public professional
- Southern University at Shreveport (SUSLA) – public 2-Year

According to the Louisiana Board of Regents:

Regional universities offer a wide range of programs at the undergraduate and select graduate offerings, primarily below the doctoral level. Research is typically related to the institution's instructional mission and is directed to the support of that mission. Public service activities generally emphasize services to the citizens, government agencies, business, and industry located in the region served by the institution.

Typically, regional universities use a traditional admission process based on courses completed, GPA, and standardized test scores and are less selective than statewide and flagship universities.

It is argued, however, that the BOR's definition of "Regional designation" as currently promulgated does not align with the historical role, scope, and mission of GSU and SUNO, nor does it acknowledge the land-grant status of SUBR. Accordingly, for Louisiana's public 4-Year HBCUs to continue to advance their rich legacy of academic access and success, it is imperative that a new designation be considered to the current classification/grouping system by the Louisiana Board of Regents (BOR).

This is particularly relevant when considering that the Regional Designation highlights the following constraints to these public HBCUs:

- *Regional implies a geographic limitation, bounded by a few parishes*
- *select graduate offerings, primarily below the doctoral level*
- *research is typically related to the institution's instructional mission*
- *regional universities use a traditional admission process based on courses completed, GPA, and standardized test scores*

The HBCU Advisory Council

To provide the highest quality of educational opportunities to the greatest number of students, efforts must be explored to strengthen the footprint of HBCUs. It was in response to that aim that in 2018, the Louisiana Legislature passed Act 236 that established the HBCU Advisory Council focused on ways to provide the highest quality of education, increase opportunities for HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country. To effectively address the charge of the HBCU Advisory Council, four workgroups were created:

- Academic
- State and Federal Programs
- Workforce and Economic Development
- Public Relations and Outreach

Each workgroup developed a set of recommendations, namely:

Academic Work-Group Recommendations

1. Identify the strengths of each HBCU and put in place measures to help these institutions deliver the highest quality of education
2. Review and address participation in Dual Enrollment by different segments of the student population
3. Provide more weights in the funding formula to recognize the contributions of institutions with the largest percentages of Pell Grant recipients
4. Identify areas of collaboration for possible Research Centers/Institutes among HBCUs and System institutions
5. Provide exceptions for HBCUs that seek to create new degree programs in 4- and 5-star disciplines and in disciplines where minorities are underrepresented
6. Revise the criteria for the role, scope, and mission of institutions to allow HBCUs with doctoral programs and selective research to move to statewide university status but maintain traditional admission criteria and tuition flexibility

7. Enhance state support for the aging infrastructure at HBCUs and provide funding for needed structures to support universities' academic strengths

State and Federal Programs Work-Group Recommendations

1. Mapping assets and expertise at all HBCUs in Louisiana
2. Encouraging collaborations between HBCUs and K-12
3. Encourage full inclusion of all HBCUs, public and private, in state, local, and regional economic development initiatives

Workforce and Economic Development (WED) Work-Group Recommendations

1. Host a Louisiana Economic Development (LED)-led Playbook implementing training for teams from the state's HBCUs (public, private, and specialized)
2. Expand the WED Workgroup to include members of business, industry, and regional economic development organizations
3. Explore how Louisiana Workforce Commission (LWC) tools (Star Rating System, My Life, My Way, etc.) can be used to address workforce issues
4. Create opportunities for HBCUs to engage in work-based learning and dual enrollment activities
5. Explore opportunities for HBCUs to take advantage of federal funding opportunities to maximize educational and workforce alignment and delivery (e.g., Workforce Innovation and Opportunity Act, Perkins V, Every Student Succeeds Act, Higher Education Act, etc.)

Public Relations and Outreach Work-Group Recommendations

1. Specialized Training
2. HBCU State of the State Publication
3. Targeted Outreach
4. Highlight the HBCU Student Experience

The Case for a Proposed "HBCU Designation"

The case for the "HBCU designation" is clear. Specifically, the proposed "HBCU designation" offers the best pathway to operationalize the recommendations put forth by the HBCU Advisory Council. Further, it represents the best alignment and opportunity for each HBCU to advance its historical role, scope, and mission. For example, the mission statement of Southern University and A&M College (SUBR), as approved by its management board, envisions a role that is global in scope and reads as follows:

The mission of Southern University and A&M College, an historically black, 1890 land grant institution, in Baton Rouge, Louisiana is to provide a student-focused teaching and learning environment that creates global leadership opportunities for a diverse student population where teaching, research, service, scholarly and creative expectations for students and faculty are achieved through the bachelor's, master's, and doctoral programs offered at the institution via different instructional modalities and via public service.

The proposed "HBCU designation" will strengthen the capacity of Louisiana's five (5) public Historically Black Colleges and Universities (HBCUs) to provide the highest quality of education, increase opportunities for Louisiana's HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country.

In addition, and as was reported in 2017 by the United Negro College Fund's (UNCF) landmark study titled, *"HBCUs Make America Strong: The Positive Economic Impact of Historically Black Colleges and Universities,"* it was reported that HBCUs in Louisiana have a total economic impact of \$923 million on the state. That total includes direct spending by the universities on faculty, employees, academic programs, operations, and spending by the universities' students, as well as, the "follow-on effects of that spending," according to the report. "Every dollar in initial spending by Louisiana's HBCUs generates \$1.39 in initial and successive spending," the report states. In other words, each dollar spent generates an additional .39 cents for local and regional economies.

In terms of employment, the report stated that Louisiana HBCUs generate 8,454 jobs locally and regionally, 3,578 of which are on campus and 4,876 off campus. According to the report, 1.4 off-campus public- and private-sector jobs are created for each on-campus job created at an HBCU, resulting from HBCU-related spending. Each \$1 million initially spent by a Louisiana HBCU and its students creates 13 jobs," the report states. Lifetime earnings for graduates of HBCUs reportedly total \$9.4 billion. Individually, a Louisiana HBCU graduate working full-time throughout his or her working life can expect to earn \$910,000 in additional income due to a college credential, the report states. The presence of an HBCU means a boost to economic activity which extends well beyond the campus. Stronger growth, resilient communities, additional jobs, and a more talented workforce.

Conclusion

There is no better time to adopt a new approach to engage Louisiana HBCUs as workforce solutions focused on closing equity gaps in educational attainment. Adopting the proposed "HBCU designation" will serve as a pathway to operationalize the recommendations put forth by the HBCU Advisory Council.

Regarding the academic workgroup, the "HBCU designation" will facilitate the expeditious realization of specific deliverables outlined in Act 236, such as:

- Providing the highest quality education to the greatest number of students;
- Promoting centers of academic research and programmatic excellence;
- Increasing HBCUs' contribution to the state's educational and workforce goals; and
- Working with the Louisiana Workforce Commission to help identify educational programs to address workforce gaps.

When considering the tasks of the workforce work group, the proposed "HBCU designation" will strengthen the capacity of HBCUs to fully participate in Louisiana's workforce and economic development activities by:

- Working with the Department of Economic Development to ensure full participation and inclusion of HBCUs at the inception stage and throughout implementation of economic development activities;
- Working with the Louisiana Workforce Commission (LWC) to help identify educational programs to address workforce gaps;
- Hosting implementation trainings for teams from Louisiana's HBCUs (public, private, and specialized) and include members of business, industry, and regional economic development organizations;
- Exploring how the LWC tools (Star Rating System, My Life, My Way, etc.) can be used to address workforce issues;
- Creating opportunities for HBCUs to engage in work-based learning and dual enrollment activities; and
- Seeking opportunities for HBCUs to take advantage of federal funding opportunities to maximize educational and workforce alignment and delivery (e.g., Workforce Innovation and Opportunity Act, Perkins V, Every Student Succeeds Act, Higher Education Act, etc.).

In keeping with the charge of the public relations/outreach work group, the proposed “HBCU designation” will strengthen the capacity of HBCUs to:

- Advise the commissioner of higher education regarding methods to enhance the capabilities of HBCUs to serve the needs of their students and the State, and methods whereby the state can better serve HBCUs;
- Improve the identity, visibility, distinctive capabilities, and overall competitiveness of HBCUs;
- Promote centers of academic research and programmatic excellence;
- Elevate public awareness of the contributions and value of HBCUs;
- Engage the philanthropic, business, government, and education communities in a dialogue regarding current and future HBCU programs and initiatives;
- Inform public policy discussions and practices by improving the availability and dissemination of high-quality information concerning HBCUs to elected officials and the public; and
- Share best practices regarding administrative and programmatic processes.

In closing, Louisiana HBCUs are an asset to the State and contribute greatly to its economic wellbeing. By continuing to serve as educational centers for access and opportunity, Louisiana HBCUs produce graduates with quality degrees, epitomize research and innovation, and provide African American graduates with a unique college experience that leaves a legacy for generations to come. To ensure the attainment of those goals embedded in the BOR’s Master Plan for Higher Education, HBCUs must be positioned to respond to the call for action.