

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, January 6, 2021

Event	Time	Location
Louisiana Tuition Trust Authority (LATTA)	9:30 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none">➤ Master Plan Highlight➤ Finance➤ Facilities and Property➤ Academic and Student Affairs➤ Research and Sponsored Initiatives➤ Statewide Programs➤ Planning, Research & Performance	9:40 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>

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Marty J. Chabert
Randy L. Ewing
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Collis B. Temple III
Felix R. Weill
Chandler C. Vidrine, Student

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AGENDA **BOARD OF REGENTS*** *Meeting as a Committee of the Whole* **Wednesday, January 6, 2021** **9:40 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. Oaths of Office
- VI. Chairman's Comments
- VII. Ratification of Committee Assignments for 2021
- VIII. Approval of Minutes from December 16, 2020
- IX. Master Plan – Student Success Council
- X. Reports and Recommendations
 - A. Finance
 1. Federal Support for Higher Education Update
 - B. Facilities and Property
 1. Consent Agenda: Small Capital Projects Report
 - a. LSU A&M: Jesse Coates Hall 3rd Floor Biology Lab Renovations
 - b. LSU A&M: PERTT Phase 2 Electrical Improvements
 - c. LSU A&M: SVM Chiller Replacement
 - d. LSU A&M: University Stores Renovations for PTS
 - e. LSU HSC-S: MED/PEDS & General Internal Medicine Renovations
 2. Late Additions to BoR FY 2021-22 Capital Outlay Budget Recommendation

The Board of Regents is an Equal Opportunity and ADA Employer

- C. Academic and Student Affairs
 - 1. Consent Agenda
 - a. Routine Staff Approvals
 - 2. Response to House Concurrent Resolution 33 of the 2020 Regular Session
- D. Research and Sponsored Initiatives
 - 1. Consent Agenda
 - a. Appointment of Endowed Chairholder without National Search: LSU AgCenter
 - 2. Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2021-22
- E. Statewide Programs
 - 1. Consent Agenda
 - a. Approval of TOPS Exceptions
- F. Planning, Research and Performance
 - 1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Renewal Application
 - (a) Herzing University
 - (b) University of Southern California
 - b. State Authorization Reciprocity Agreement (SARA)
 - i. Renewal Application
 - (a) Southeastern Louisiana University
- XI. Reports and Recommendations by the Commissioner of Higher Education
- XII. Other Business
- XIII. 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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LA-R.S. 42.17.1 CERTIFICATION

I certify that the January 6, 2021 Louisiana Board of Regents (BoR) meeting will be held via videoconference in accordance with La. R.S. 42.17.1.

The State of Louisiana continues to operate under a state of public health emergency declared by the governor, as most recently renewed in Proclamations 209 and 210 JBE 2020 (December 22, 2020). As a result, a traditional public meeting would be detrimental to the health, safety and welfare of the public. The BoR meeting concerns, and is limited to, matters that are directly related to its response to the public health emergency and are critical to the health, safety, and welfare of the public.

Pursuant to La. R.S. 42.17.1, BoR will provide for attendance by the public at the meeting of January 6, 2021 via video or teleconference, in a manner that allows for observation and input by members of the public, including a mechanism to receive electronic comment both prior to and during the meeting, as set forth in this notice, posted on December 30, 2020.

Members of the public can view the meeting and make public comment as follows:

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

Public comments can be made prior to the meeting (until 5:00 pm on Tuesday, January 5, 2021) via email to: bor.publicaffairs@laregents.edu or online at: <https://regents.la.gov/publiccomments>.

Public comments can be made during the meetings via open conference call at: [888-204-5984](tel:888-204-5984); access code [1755460](tel:1755460)##.

Blake R. David, Chair
Louisiana Board of Regents

AGENDA ITEM VII. COMMITTEE ASSIGNMENTS

To be sent under separate cover.

DRAFT
MINUTES
BOARD OF REGENTS

December 16, 2020

The Board of Regents met as a Committee of the Whole at 10:36 a.m., Wednesday, December 16, 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
Robert Levy
Phillip May, Jr.
Darren Mire
Sonia Pérez
Wilbert Pryor
T. Jay Seale III
Gary Solomon, Jr.
Gerald Theunissen
Chandler Vidrine, Student
Felix Weill

Mgt. Board Representatives present:

Willie Mount, LCTC System
Mary Werner, LSU System
Lola Dunahoe, UL System

Absent from the meeting was:

Charles McDonald

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 OCTOBER 21, 2020

On motion of Regent Temple, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of October 21, 2020.

MASTER PLAN UPDATE – MASTER PLAN DASHBOARD

Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success, presented an overview and demonstration of the Master Plan dashboard on the Board of Regents website. He explained that the dashboard would provide the Board and the public greater transparency, and aid decision-makers in identifying areas of success and areas needing improvement across the state. Following his presentation, there were a number of questions from Board members. Regent Ewing asked if the dashboard provided data related to on-campus versus online enrollment. Dr. Brumfield and Dr. Reed explained that the purpose of the dashboard is to provide Master Plan enrollment and completion data and that the information that Regent Ewing requested would be provided but not reflected on the dashboard. Regent Seale asked if the data presented were readily comparable to SREB data. Ms. Kimberly Kirkpatrick, Associate Commissioner for Institutional Research and Performance Assessment Services, explained that the metrics reported to SREB do not include race/ethnicity or age, so there is no comparison group on those items. Regent May stated that the average-time-to-degree screen did not show PELL or GO Grant recipients. Ms. Kirkpatrick said that this information is available and would be added. Regent May noted that the extended average time to degree could be due to financial instability. Regent Ewing asked what percentage of student costs was covered by Pell and GO Grants and why there was a low completion rate among recipients of these grants. Ms. Kirkpatrick said that Pell Grants offered a flat award amount, though student costs vary by institution. Dr. Reed explained that many outside factors affected student completion rates including costs for housing, food, transportation and childcare. She said that there is discussion in Congress about doubling the amount of the Pell Grant given the declining purchasing power of Pell. Regent Ewing said that the cost of higher education is out of reach for so many students and while the grants help, they do not solve the problem. Dr. Reed agreed and noted that particularly for adult students, there is a financial aid gap and that we must support adults and offer

resources. Regent Pérez asked about our engagement with national associations to increase Pell and provide holistic education experiences. Dr. Reed said that we are engaged and would be happy to provide an update on those services to the Board at a future meeting. Regent Pryor asked if the ACT was mandatory for all students. Dr. Reed explained that the ACT was offered to all high school juniors and mandatory for TOPS, but not mandatory for admission to postsecondary institutions. Regent Pryor asked if a mandatory preparation class for ACT might be helpful. Dr. Reed said it would be and staff will share updates on future plans. Regent Seale commended the staff on the dashboard.

REPORTS AND RECOMMENDATIONS

AUDIT

Ms. Laura Soileau, Director at Postlethwaite & Netterville (P&N), provided an update of the internal audit of contract year three, which included an internal audit risk assessment, development of an initial internal audit plan, review of the internal audit charter, and a BOR IT security update. Ms. Soileau thanked the Regents IT team for its assistance in the audit. She said there are ongoing discussions regarding the proposed internal audit plan for the remainder of contract year three and updates will be provided when they are available. Chair Chabert thanked Ms. Soileau and Regent Seale for their efforts for the Audit Committee. Regent Seale said that he was impressed by the coordination, collaboration and collegiality of the working relationship between the P&N team and Ms. Elizabeth Bourgeois, Assistant Commissioner for Audit and Compliance, as well as Regents staff. He said that the current P&N contract would be complete in February 2021 and there would be discussion at the January meeting about renewing the contract.

On motion of Regent Adley, seconded by Regent Weill, the Board, acting as a Committee of the Whole, voted unanimously to receive the report presented by P&N.

FACILITIES AND PROPERTY

Mr. Chris Herring, Assistant Commissioner for Facilities and Planning, provided a brief overview of the ongoing recovery of campuses in the Lake Charles area following the hurricanes. He said that a stakeholder meeting was held last week on progress related to campus recovery at McNeese State

University and SOWELA Technical Community College. There is work going on at both campuses. McNeese has opened some dorms and plans to have the remaining dorms open by spring. They also plan to finish repairs to athletics buildings and farm areas. SOWELA is working to fix the Arts and Humanities building, one of the most important buildings to the institution, by fall 2021. The only major issue has been cash flow delays and projects yet to start will continue once the funds are received. Regent Chabert thanked Mr. Herring and all involved in this work.

ACADEMIC AND STUDENT AFFAIRS

Dr. Susannah Craig, Deputy Commissioner for Academic Affairs and Innovation, presented the items for Academic and Student Affairs.

On motion of Regent David, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to approve items as presented:

- 1. Consent Agenda**
 - a. Continued Authorization of Centers and Institutes**
 - i. Deepwater Center for Workforce Excellence – Fletcher**
 - ii. Neuroscience Center of Excellence – LSU HSC-NO**
 - iii. Stanley S. Scott Cancer Center of Excellence – LSU HSC-NO**
 - iv. Center of Excellence for Arthritis & Rheumatology – LSU HSC-S**
 - b. Progress Reports**
 - c. Routine Staff Approvals**
- 2. Academic Programs**
 - a. Letter of Intent**
 - i. BA Theatre – Southeastern**
 - b. Program Proposals**
 - i. AS Business Administration – CLTCC**
 - ii. AAS Practical Nursing – SLCC**
 - iii. AAS Systems Administration – RPCC**
- 3. Full Authorization of Conditionally Approved Center**
 - a. Center for Evidence-based Practice in Behavioral Health – LSU HSC-NO**
- 4. New Center of Excellence**
 - a. Center for Emerging Viral Threats – LSU HSC-S**

RESEARCH AND SPONSORED INITIATIVES

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented the Consent Agenda item, which would allow LSU and A&M College to appoint an Endowed Chairholder without a national search. Ms. Robison noted that, as stipulated in Board policy, the Letter of Appointment must be submitted to the Board within 90 days of this approval. In addition, Ms. Robison provided a preview of the Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations for FY 2021-22. This update was for information purposes only. The proposed budget will be brought for Board action at the January meeting. Regent Ewing asked how much was held in private funds for matching purposes. Ms. Robison said that the funds are held by the foundations and it was hard for staff to determine the exact amount. Regent Ewing then asked if we encouraged donors to use their money elsewhere if a match was not available. Ms. Robison explained that we typically do not engage directly with donors and that currently there are only six campuses holding unmatched endowment slots from previous years.

CONSENT AGENDA

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

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

STATEWIDE PROGRAMS

Dr. Sujuan Boutte, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), presented the Consent Agenda items. Dr. Boutte also presented figures on the cost of attendance after receiving Pell, GO Grants and TOPS, in response to Regent Ewing's question during the Master Plan presentation.

CONSENT AGENDA

- a. **Approval of Final Rulemaking to Implement the Provisions of Acts from the 2020 Regular Session of the Louisiana Legislature**
- b. **Approval of TOPS Exceptions**

- c. Approval of Rulemaking to Implement Additional Waivers/Exceptions for Hurricane Impacted Areas and Extension of ACT Testing Deadline for 2020 Graduates**

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

PLANNING, RESEARCH AND PERFORMANCE

Dr. Brumfield and Dr. Craig presented the Consent Agenda items.

CONSENT AGENDA

- a. Proprietary Schools Advisory Commission**
 - i. Initial Licenses**
 - (a) Royal Angels Anointed Hands, LLC (Clinton, LA)**
 - ii. Change of Ownership**
 - (a) Compass Career College (Hammond, LA)**
 - iii. Renewal Applications**
 - (a) 2136 - Academy of Interactive Entertainment - 9/22/2010**
 - (b) 2175 - Acadiana Area Career College - A Div of Blue Cliff College - 9/28/2012**
 - (c) 2230 - Accelerated Dental Assisting Academy - Metairie - 9/24/2015**
 - (d) 2228 - Accelerated Dental Assisting Academy - Houma - 9/24/2015**
 - (e) 828 - Ayers Career College - 10/25/1990**
 - (f) 976 - Becker Professional Education - New Orleans - 10/24/1996**
 - (g) 2161 - Captain School, LLC - 9/22/2011**
 - (h) 2019 - Coastal College - Baton Rouge - 9/28/2000**
 - (i) 2200 - Coastal Truck Driving School of New Orleans - 9/25/2014**
 - (j) 2066 - Delta College Inc. - Slidell Branch - 9/23/2004**
 - (k) 369 - Diesel Driving Academy - Shreveport - 10/6/1974**
 - (l) 947 - Delta College, Inc. - Covington - 10/26/1995**
 - (m) 2001 - Eastern College of Health Vocations - 9/23/1985**
 - (n) 2307 - Joshua Career Institute of Louisiana - 9/25/2019**
 - (o) 2251 - Lafayette Dental Assistant School - 9/22/2016**
 - (p) 2202 - Mia's Medical Academy - 9/25/2014**
 - (q) 2295 - National Aesthetic Laser Institute - 9/26/2018**
 - (r) 2252 - New Orleans Dental Assistant School - 9/22/2016**
 - (s) 920 - Nursing Assistant Network Association (NANA) - 10/27/1994**
 - (t) 2172 - Pelican Chapter, ABC, Inc. - 9/27/2012**
 - (u) 2173 - Pelican Chapter, ABC, Inc. - 9/27/2012**
 - (v) 2163 - Saint Agatha Career School, LLC - 9/22/2011**
 - (w) 2283 - Over Drive Truck Driving School of Louisiana, LLC - 9/27/2017**
 - (x) 2253 - Shreveport Dental Assistant School - 9/22/2016**
 - (y) 948 - Thomas Training and Developmental Center, Inc. - 10/26/1995**
 - (z) 2256 - Unitech Training Academy - Baton Rouge - 9/22/2016**
 - (aa) 2068 - Unitech Training Academy - West Monroe - 9/23/2004**
 - (bb) 2284 - Woodland Healthcare Training, LLC - 9/27/2018**
- b. R.S. 17:1808 (Licensure)**
 - i. Conditional License**
 - (a) Daience University**

- ii. Initial Applications
 - (a) Clarks Summit University
 - (b) Pepperdine University
- iii. Renewal Application
 - (a) Blue Cliff College
- iv. School Closure
 - (a) International Health Coach University

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

CAEP ACCREDITATION

Dr. Craig explained that the Board of Regents and the Council for the Accreditation of Educator Preparation (CAEP) currently have an agreement that outlines the process of accreditation for public institutions in Louisiana. She further stated that every five years the agreement must be renegotiated, and the current agreement is set to expire at the end of this year. BOR and CAEP staff have renegotiated the CAEP agreement with very few changes. Dr. Craig said that if the changes are approved, this partnership agreement will be in place until December 31, 2025, unless changes are requested by the BOR.

On motion of Regent David, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve the changes and grant approval to enter into another five-year agreement with CAEP.

NOMINATING

NOMINATION OF BOARD OFFICERS FOR 2021 CHAIR, VICE CHAIR AND SECRETARY

Nominating Committee Chair Regent Seale requested approval of the nomination of the following Board Officers for 2021: Regent Blake David as Chair, Regent T. Jay Seale III as Vice Chair, and Regent Sonia Pérez as Secretary.

NOMINATION OF FOUR NON-OFFICER MEMBERS TO SERVE ON THE EXECUTIVE COMMITTEE FOR 2021

The nominating committee requested approval of the following four non-officer members to serve on the Executive Committee for 2021: Regent Marty Chabert, Regent Darren Mire, Regent Wilbert Pryor, and Regent Gary Solomon, Jr.

On motion of Regent Ewing, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve:

- a) **the following Board Officers for 2021: Regent Blake David as Chair, Regent T. Jay Seale III as Vice Chair, and Regent Sonia Pérez as Secretary; and**
- b) **the following four non-officer members to serve on the Executive Committee for 2021: Regent Marty Chabert, Regent Darren Mire, Regent Wilbert Pryor, and Regent Gary Solomon, Jr.**

PERSONNEL

EVALUATION OF THE COMMISSIONER OF HIGHER EDUCATION

Personnel Committee Chair Regent Pryor informed the Board that the Personnel Committee conducted an evaluation of Commissioner Reed. He thanked the Personnel Committee, senior staff and Commissioner Reed for their input in accordance with the policy adopted last year. He acknowledged Commissioner Reed's selection as the recipient of the State Higher Education Officers Association's (SHEEO's) 2020 Exceptional Leader Award and he said that there was nothing but magnanimous comments from Board and staff, that she has done an outstanding job, and that she is a credit to the state. Chair Chabert thanked Regent Pryor and the Personnel Committee. He said that Dr. Reed is well respected by the Governor's Office and Legislature, as well as a rock star nationally, and that we are fortunate to have her as our Commissioner of Higher Education. Chair-elect David said that we must negotiate to extend Dr. Reed's contract as soon as possible. Dr. Reed said that she appreciates the work of the Board and staff to meet and exceed her passion and vision for higher education in Louisiana. She is grateful to have the opportunity to work with this Board and this team to keep moving forward.

CHAIRMAN'S COMMENTS

Chair Chabert noted the following:

- He acknowledged student member Chandler Vidrine as an asset to the Board and asked him to share his report. Regent Vidrine provided updates on some of the SGA activities around the state including:
 - COSBP has postponed its annual trip to Washington, DC due to COVID-19;
 - Student body presidents have been working diligently with their administrations in preparing for the Spring semester; and
 - Some campuses have sent surveys to students regarding how each campus has responded to COVID-19 in terms of protocols, policies, procedures, campus life and academics. Campuses will use the information provided to make changes to necessary resources to help students deal with COVID, including moving forward with hybrid and virtual events to ensure campuses are putting the safety of their students first.
- He recognized outgoing Board members Regent Claudia Adley and Regent Gerald Theunissen.
 - Regent Adley said it was a pleasure and joy to serve on the Board. She said that she was grateful to know that the students of Louisiana were entrusted to those serving on the

Board. She would continue to watch higher education progress through the great leadership of this Board. She thanked Dr. Reed and the staff and wished everyone a merry Christmas and happy 2021.

- Regent Theunissen said it was an honor and a pleasure to work with everyone. He acknowledged Dr. Neil Aspinwall of SOWELA and Dr. Daryl Burckel of McNeese as their campuses recover from the 2020 hurricanes. He said that dealing with a pandemic and five hurricanes this year was difficult, thanking everyone for their hard work and wishing happy holidays and hopes for a better 2021 to all.
- As this was Regent Chabert's last meeting as Chair, the staff prepared a video of SGA presidents, past and present, thanking him for his leadership and wishing him the best for the future. He reiterated his motto, that "it's all about the students!" He acknowledged each member of the Board and staff by name. He thanked all of the system management board members, system presidents, and Dr. Reed. Dr. Reed said that she was very appreciative of Chair Chabert, particularly his commitment to the students and his big heart.

OTHER BUSINESS

There was no other business.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 1:15

p.m.

Master Plan Highlight: Student Success Council

In the Board of Regents Master Plan, *Louisiana Prospers*, adopted in 2019, the Board has established a goal to achieve postsecondary attainment among 60% of the working-age population in Louisiana by 2030. This is necessary not only to address the state's growing economic and workforce demands, but also to achieve meaningful prosperity and improve the quality of life for Louisianans. To reach this goal, the Master Plan identifies key strategies and objectives essential to double within the next decade the number of degrees and high-value credentials awarded annually (to reach 85,000).

As noted in *Louisiana Prospers*, the Board recognizes that "Our Talent Imperative includes a relentless commitment to today's students – the traditional secondary-to-postsecondary, first-in-family, working parents in need of training/retraining, adults in rural communities, returning veterans, and the incarcerated and formerly incarcerated." Toward that end, the Student Success Council (Council) is established to research, implement, and recommend strategies that will accelerate student success in order to reach the Master Plan goals. A wide range of expertise will be leveraged to implement at scale high-impact, student-centered practices focused on improving postsecondary access and completion.

The Council, to be convened by Board staff on a regular basis, is charged to help identify trends, obstacles, and solutions that will inform policies and practice to achieve attainment goals. It will evaluate progress toward Master Plan objectives and provide guidance to accelerate attainment/completion. The stated objectives of the Council include identifying barriers to postsecondary credential completion; determining best practices for scale implementation; developing strategies to close equity gaps; and researching and recommending policy solutions to improve service to students.

The Council will be composed of experts from Louisiana two- and four-year institutions, both public and private. These individuals are among those best positioned to view the work of the Council through an equity lens and are closest to understanding the needs of Louisiana students inside and outside the classroom. The body will be comprised of a diverse membership of eighteen voting members including students, faculty, and staff representing public and private postsecondary institutions across the state. In addition to students and faculty, the Council's membership will also incorporate representatives in the areas of academic advising/student success; tutoring/supplemental instruction; diversity, equity, and inclusion; financial aid and affordability; and institutional research. The Louisiana Association of Independent Colleges and Universities (LAICU) will nominate one student and two faculty/staff representatives, and the Louisiana Department of Education will also provide one representative.

Each public system's chief academic officer, the LAICU president, and the president of the Association of Louisiana Faculty Senates will hold membership in an ex-officio (non-voting) capacity. The Louisiana Workforce Commission, Louisiana Economic Development, and other organizations engaged in Master Plan efforts will also be invited to inform and advise the Council. The membership of the Council is designated in consultation with each public postsecondary system, LAICU, and relevant agencies.

The Council will meet on a quarterly basis. It may also establish committees and workgroups to address specific issues correspondent to Master Plan goals. Standing reports will be prepared by staff on behalf of the Council and provided to the Board twice per year.

As part of regional engagement efforts to support reaching the Master Plan goals, Council information will be provided to regional economic development groups to ensure that education and industry partners across the state are aligned in supporting the education-to-employment pipeline for students and in

advocating for completion of credentials of value. In sum, the work of the Council will provide the Board and its partners with the expertise critical to identify and scale what works in order to achieve Master Plan goals and further ensure that Louisiana prospers.



Board of Regents Master Plan

Student Success Council

Mission and Purpose:

The mission of the Student Success Council (Council) is to provide advisement to the Louisiana Board of Regents (BoR) on student-centered efforts to reach the talent development goals set forth in the Master Plan. These include:

- Improving Student Outcomes
- Closing Louisiana's Achievement Gaps
- Mapping and Stacking Credentials
- Dual Enrollment – Start Strong
- Make Pathways Attainable by Making Them Affordable
- Innovating for a Prosperity Pipeline

The purpose of the Council is to leverage the knowledge of the stakeholders who are most directly involved with student success to provide practical guidance on the BoR's strategic planning process and its priorities.

Objectives:

- Identify barriers to completion of credentials aligned with workforce demand;
- Determine and adopt best practices for supporting students at scale;
- Develop strategies to close equity gaps; and
- Research and recommend policy solutions to improve service to students.

Scope:

The Council will serve as an essential component in the implementation and ongoing review of the Master Plan. It will regularly evaluate progress toward Master Plan goals and provide guidance that can accelerate achievement. Recommendations for research activities to inform the Council's work and improve student success will be developed in coordination with Louisiana's systems, public and private institutions, state agencies, and appropriate organizations. In addition to addressing specific Master Plan objectives, the Council may recommend consideration of other matters that should be addressed in order to accomplish the BoR's attainment goal of 60% of working age adults in Louisiana holding a postsecondary credential by 2030.

Membership:

The official membership of the Council is comprised of faculty, staff, and students from institutions and agencies, who will provide a comprehensive range of perspectives, experiences, and expertise to inform the work of the BoR and of Louisiana's colleges and universities. Council membership will embody representation and values reflecting the diversity across Louisiana. The purpose of the Council is to leverage the knowledge of stakeholders who are most directly involved in student success to provide practical guidance on the BoR's strategic planning process and priorities.

A total of eighteen (18) members will comprise the Council's voting membership.

Three (3) students will serve on the Council: one each from a public four-year institution, a public two-year institution, and a private four-year institution.

One representative from a public two-year institution and one representative from a public four-year institution from each of the following areas will serve on the Council:

- Academic Advising/Student Success (2)
- Instruction (Faculty) (2)
- Tutoring/Supplemental Instruction (2)
- Diversity, Equity and Inclusion (2)
- Financial Aid and Affordability (2)
- Institutional Research (2)

LAICU will be represented by a total of two (2) faculty/staff representatives from the areas listed above. These representatives should be from institutions that do not have a student representative on the Council.

The Louisiana Department of Education will have a representative on the Council, to be appointed by the State Superintendent of Education.

Length of Membership Term:

Institutional faculty and staff will serve two-year terms. Should one of these members step down before completion of the two-year appointment, a new member may be appointed to the remainder of the term. Students will serve a term of one year. The LDOE representative will serve continuously until notice of reappointment is provided by LDOE.

A total of six (6) ex-officio members will also serve on the Council.

Ex-officio membership will be comprised of the Chief Academic Officers of each public system (4), the President of the Association of Louisiana Faculty Senates (1), and the President of the Louisiana Association of Independent Colleges and Universities (1), or their designees.

The Board of Regents shall provide staff support to assist the Council in performing its duties and responsibilities.

Representatives from Louisiana Economic Development, the Workforce Development Commission and other key entities will be invited to advise the Council regarding statewide and regional workforce needs, in addition to reporting on progress or activities across the state related to postsecondary attainment and workforce development goals. All standing and ex-officio members will be expected to communicate regularly with their institutions and statewide counterparts regarding business conducted by the Council. Likewise, members should bring forward issues and concerns on behalf of their respective constituent groups.

Meetings:

The Council will be convened on a quarterly basis by the Commissioner of Higher Education or designee. Meetings may be held in person, via digital modality, or both. Council members will provide recommendations for meeting agenda items following a review of the Master Plan and stated Council goals and objectives. Agendas and supplemental information will be prepared by BoR staff.

Committees and Workgroups:

Committees and workgroups may be developed by the Council to research and address specific issues necessary to support Master Plan goals, in addition to other matters related to student success. Among other items, they may produce ad-hoc reports, identify best practices, and develop policy solutions for the Council to recommend to the Board. Participation or membership on a committee or workgroup need not be limited to Council members.

Reporting:

Standing reports and recommendations prepared by Regents staff on behalf of the Council will be provided to the BoR twice per year (May and November/December) at minimum. Regular reporting will also be provided to regional economic development groups coordinating progress toward regional postsecondary attainment goals as well as the development and delivery of quality credentials of value. This will help ensure that education and industry partners across the state understand the needs of students and the action recommended to the Board and systems to address them.

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FINANCE

January 6, 2021

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

X. Reports and Recommendations

A. Finance

1. Federal Support for Higher Education Update

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
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Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMMENDATIONS
FACILITIES AND PROPERTY**

January 6, 2021

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

X. Reports and Recommendations

B. Facilities and Property

1. Consent Agenda: Small Capital Projects Report
 - a. LSU A&M: Jesse Coates Hall 3rd Floor Biology Lab Renovations
 - b. LSU A&M: PERTT Phase 2 Electrical Improvements
 - c. LSU A&M: SVM Chiller Replacement
 - d. LSU A&M: University Stores Renovations for PTS
 - e. LSU HSC-S: MED/PEDS & General Internal Medicine Renovations
2. Late Additions to BoR FY 2021-22 Capital Outlay Budget Recommendation

Executive Summary

Facilities and Property January 6, 2021

X.B.1. 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:

- a. Louisiana State University and A&M College (LSU): Jesse Coates Hall 3rd Floor Biology Lab Renovations – Baton Rouge, LA

This project renovates currently unused space on the 3rd floor of LSU's Jesse Coates Hall to provide space for biology teaching labs for the fall 2021 semester. The project is a follow-up to last year's renovations to the 1st and 2nd floors of the building to add additional teaching labs. The project scope involves demolition and renovations to rehabilitate currently unused lab space to create biology teaching labs. The project renovates approximately 7,000 square feet (SF) of space at a cost of \$70.71/SF for a total cost of \$495,000. The project will be funded with ancillary self-generated revenues.

- b. Louisiana State University and A&M College: Petroleum Engineering Research & Technology Transfer Laboratory (PERTT) Phase 2 Electrical Improvements – Baton Rouge, LA

This project is the 2nd phase of LSU's improvements to their PERTT facility to bring the facility into compliance with current electrical codes. The scope of work involves the reworking of existing electrical service and other electrical installations with code issues to meet current compliance requirements. The total project cost is \$200,000 and will be funded with ancillary self-generated revenues derived from operation of the facility.

- c. Louisiana State University and A&M College: School of Veterinary Medicine (SVM) Chiller Replacement – Baton Rouge, LA

The chiller in LSU's SVM is unreliable and beyond its useful service life. The project involves replacing the existing chiller with a new unit. The total project cost is \$950,000 and will be funded with operational funds.

- d. Louisiana State University and A&M College: University Stores Renovations for Parking and Transportation Services (PTS) – Baton Rouge, LA

LSU's relocation of PTS to the University Stores building required redistributing existing staff offices. This project will improve the existing office and warehouse space for both PTS and University Stores operations. The project scope includes installation of new interior partitions, new interior finishes, electrical power and lighting upgrades, security system upgrades, new plumbing and HVAC as required, and new insulation. The project also makes improvements to the exterior of the facility related to sidewalks, ramps and parking spaces, wayfinding, and fencing. The project renovates approximately 13,000 SF of space at a cost of \$56.15/SF for a total cost of \$730,000. The project will be funded with ancillary self-generated revenues derived from operations of the entities.

- e. Louisiana State University Health Sciences – Shreveport (LSU HSC-S): Internal Medicine/Pediatrics (MED/PEDS) and General Internal Medicine Renovations – Shreveport, LA

In order to attract new faculty members and residents, the space on the 6th floor of LSU HSC-S' MED/PEDS facility needs to be updated. The project scope includes modernizing the MED/PEDS and General Internal Medicine area by installing new LED lighting, flooring, ceiling work, and new paint. The project renovates approximately 3,170 SF of space at a cost of \$122.15/SF for a total cost of \$387,225. The project will be funded with physician fee revenues.

STAFF RECOMMENDATION

Senior Staff recommends approval of the consent agenda for the small capital project report as presented.

X.B.2. Late Additions to BoR FY 2021-22 Capital Outlay Budget Recommendation

The University of Louisiana System submitted two projects for consideration after the November 1st deadline for inclusion in the Board of Regents FY 2021-22 Capital Outlay Budget Recommendation. The first project, submitted on behalf of Nicholls State University (NiSU), involves the replacement of the Lafourche Crossing Farm bridge. The bridge has been deemed unsafe to travel on by NiSU's Environmental Health & Safety Office as it is in terrible condition. The bridge now poses a serious risk to both vehicular and pedestrian traffic. Without the bridge, the Biology Department has restricted access to the back of the property which complicates research efforts involving the ponds located in this area. Much of this work centers on developing grasses and plants that will stabilize the coastline not only Lafourche parish but the entire Louisiana coast. With the expansion of coastal initiatives there has been significant interest in moving forward with the replacement of the bridge. The total project cost is \$400,000 with NiSU contributing \$50,000 towards the total.

The 2nd project was submitted on behalf of the University of Louisiana – Lafayette (ULL) to create the Kathleen Babineaux Blanco Public Policy Center within the existing floor plan of ULL's Edith Garland Dupre Library. The original intent was to fund the project with university funds. However, due to COVID-19 those funds are no longer available. The staff for this center were hired in 2019 and are currently working in temporary space in Abdalla Hall in the university's research park until the facility is completed. The physical space will welcome researchers and historians as well as policymakers, government officials, and others who participate in research, seminars, and training. The center has already secured ten grants regarding topics spanning early childhood education, healthcare, workforce, economic development, and financing environmental investments along the Louisiana's coast. The center will comprise 6,000 SF on the 3rd floor of the library and will cost \$993,960.

STAFF RECOMMENDATION

Senior Staff recommends approval of the two late additions to the Board of Regents FY 2021-22 Capital Outlay Budget Recommendation to include Nicholls State University's Lafourche Crossing Farm Bridge replacement and the University of Louisiana – Lafayette's Kathleen Babineaux Blanco Public Policy Center within the Edith Garland Dupre Library.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS

January 6, 2021

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X. Reports and Recommendations

C. Academic and Student Affairs

1. Consent Agenda
 - a. Routine Staff Approvals
2. Response to House Concurrent Resolution 33 of the 2020 Regular Session

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

Institution	Request
ULL	Request to offer the MS in Informatics (CIP 11.0104) 100% online. <u>Approved.</u>

Agenda Item X.C.2.

**RESPONSE TO HOUSE CONCURRENT RESOLUTION 33
OF THE 2020 REGULAR SESSION
OF THE LOUISIANA LEGISLATURE**

LOUISIANA BOARD OF REGENTS



January 2021

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Commissioner of Higher Education

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Introduction

House Concurrent Resolution No. 33 (HCR 33) of the 2020 Regular Session of the Louisiana Legislature charged the Board of Regents, Department of Revenue, Louisiana Workforce Commission, and Louisiana Office of Student Financial Assistance to “develop a uniform way to track students who obtain jobs and internships after graduating from Louisiana public postsecondary education institutions” (see Appendix A). HCR 33 emphasizes the importance of establishing data-seeking methods among the designated state agencies. Collaboration is essential to gain a broad and comprehensive perspective on the successful employment and career advancement of Louisiana’s graduates, and to make decisions that support the development of a productive and healthy Louisiana economy. This report will outline examples of successful data systems in other states, describe limitations with the current data sharing system and process, and provide recommendations for a uniform graduate employment outcomes strategy to support decisions that ensure Louisiana prospers.

Methodology

HCR 33 charged four state agencies - Board of Regents, Department of Revenue, Louisiana Workforce Commission, and Louisiana Office of Student Financial Assistance - to provide an overview of current practices and outcomes and determine the areas of improvement as related to tracking postsecondary graduates to careers in Louisiana. In conducting this study, Regents staff, in consultation with partner agencies, completed the following tasks:

- 1) Reviewed recommendations from national reports and conducted a national search to review other state approaches to tracking postsecondary graduate employment outcomes;**
- 2) Synthesized current data-sharing agreements among the Board of Regents, Department of Revenue, and Louisiana Workforce Commission;**
- 3) Identified the limitations of the current data-sharing agreements;**
- 4) Described employment outcome data analysis limitations; and**
- 5) Developed detailed recommendations for future endeavors to analyze workforce data on the success of Louisiana graduates in the workforce.**

The 2019 Higher Education Master Plan, *Louisiana Prospers: Driving our Talent Initiative*, acknowledges the challenges Louisiana faces including high poverty, low educational attainment, uneven access to higher education, and a need for increased and diverse high-wage employment opportunities.¹ Tracking labor markets and ensuring employment success are priorities acknowledged in *Louisiana Prospers*. This legislative response will outline the current efforts as well as provide recommendations as related to HCR 33.

I. Other State Approaches to Postsecondary Graduate Tracking

Regents staff conducted a national search to review and determine other state approaches to tracking postsecondary graduate employment. In this research, it was revealed that states report

¹ Louisiana Board of Regents (2019), *Louisiana Prospers: Driving Our Talent Imperative*, <https://masterplan.regents.la.gov/wp-content/uploads/2019/08/Full-Report-FINAL.pdf>

these data in different forms. The three most common formats include: annual published reports, interactive dashboards, and coordinated analysis through staffed longitudinal data and research systems. Each state takes a different approach in complying with the Family Education Rights and Privacy Act (FERPA) as well as other state privacy acts that restrict access to student data. This analysis will provide a summary of each researched approach.

a. Annual Published Reports

Alabama publishes the *Employment Outcomes Report*, which is presented by the Alabama Commission on Higher Education; the most recent report was published in 2020.² This report presents employment data on graduates from the state's two- and four-year institutions. The report's focus is on determining which graduates gain employment in Alabama, with a breakdown of average salary by field and level of degree. The Alabama Commission on Higher Education utilizes graduate data records and compares these data to the State of Alabama Department of Labor data. The report is designed to aid policymakers in better understanding the impact of public higher education on the state's economy.

Nebraska publishes the *Postsecondary Graduate Outcomes*³ report, which includes most colleges in the state. This report is incorporated within the *Nebraska Workforce Trends* report that is published by the Department of Labor; the most recent publication was in 2019. The *Postsecondary Graduate Outcomes* report provides information on the employment outcomes of graduating students within the state including location, earnings, and industry of employment. This report includes analysis by race/ethnicity and breakdowns of location within the state itself. This is a regularly published report, which informs the state of the link of education to economic placement outcomes.

b. Interactive Dashboards

Some states utilize interactive data dashboards to track and share data on postsecondary graduate employment. An interactive dashboard is a data management tool that tracks, analyzes, and visually displays metrics while allowing users the ability to interact with the data and engage on various topics of user interest. The data included are most commonly a crosswalk among data collected by different agencies or systems.

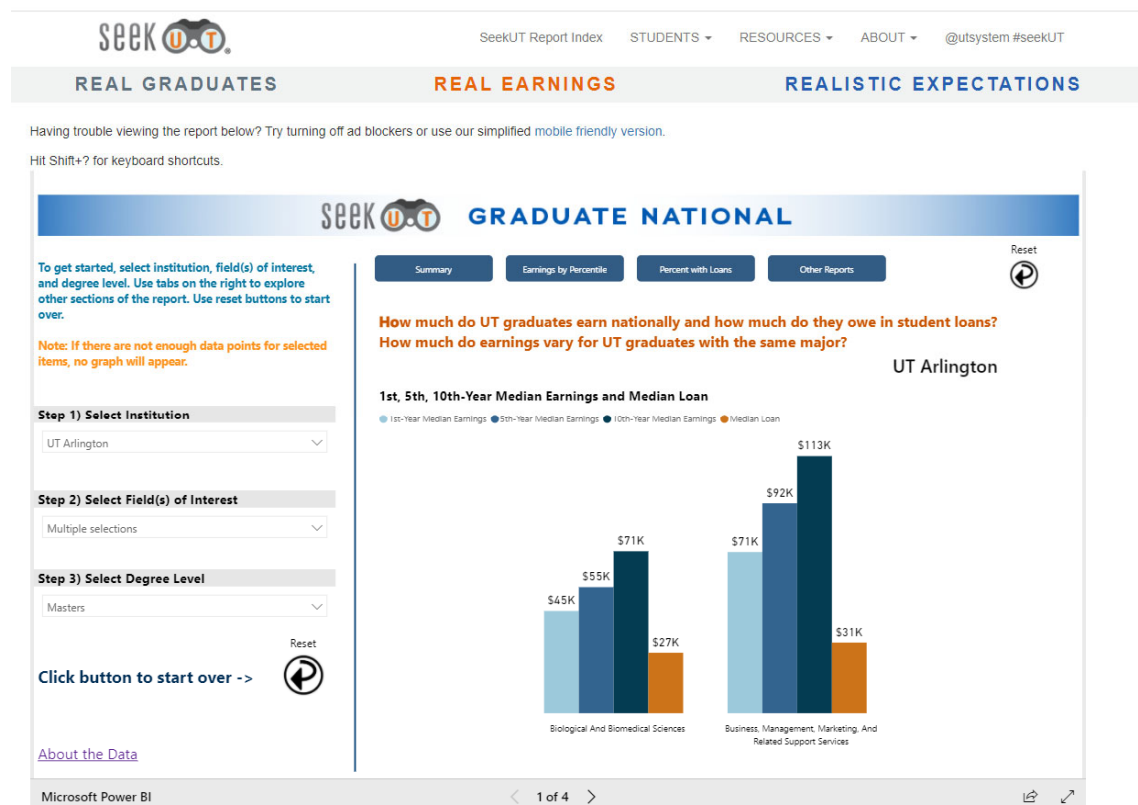
In Texas, the University of Texas System utilizes seekUT, an interactive data dashboard that displays data related to earnings as well as graduate outcomes for students graduating within this system. SeekUT uses data from multiple partners, which include the U.S. Census Bureau's Longitudinal Employer-Household Dynamics (LEHD) program, the Texas Workforce Commission, and the Texas Higher Education Coordinating Board. These data are then linked to Unemployment Insurance (UI) earnings record data. The dashboard also includes information on median student loan debt for graduates, allowing the user to filter by institution, the field of

² Alabama Commission on Higher Education (March 2020), *2020 Employment Outcomes Report*, https://ache.edu/ACHE_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf

³ Nebraska Department of Labor (September 2019), *Nebraska Workforce Trends: September 2019 Issue*, <https://dol.nebraska.gov/webdocs/Resources/Trends/September%202019/September%20Trends%202019.pdf>

interest and degree level.⁴ Figure 1 provides a screenshot of this dashboard, which includes a user video on its home page.

Figure 1: seekUT Interactive Dashboard



In Minnesota, the state Employment and Economic Development agency developed the Graduate Employment Outcomes (GEO) tool, which links graduate data to residency, employment wages and the institution of graduation, as well as the program of the graduate. This tool received funding through a Workforce Data Quality Initiative (WDQI) grant from the U.S. Department of Labor as well as state legislative mandates for the Employment and Economic Development Commissioner to work in collaboration with the Office of Higher Education to produce labor market analyses. The GEO tool is designed for use by students, parents, counselors, and policymakers to see projected job opportunities and growth. This tool uses graduating records from the Minnesota Office of Higher Education as well as wage records from all employers subject to UI taxes in Minnesota.⁵

Oklahoma agencies produce both an Employment Outcomes Report and a data dashboard. The Employment Outcomes Report focuses on previous years' data from graduates of Oklahoma public colleges and universities. Both the published report and data dashboard provide information on employment by degree and employment linked to salary, while the report links

⁴ The University of Texas System, seekUT, https://seekut.utsystem.edu/about_seekUT

⁵ Minnesota Employment and Economic Development, *Graduate Employment Outcomes*, <https://mn.gov/deed/data/data-tools/graduate-employment-outcomes/>

employment to residency. Oklahoma's report provides long-term data, which is unusual compared to other states reviewed for this study. The Oklahoma State Regents for Higher Education has been collecting this data since the mid-1990s and it combined efforts with the Oklahoma State Occupational Information Coordinating Committee (SOICC), Oklahoma Security Commission (OESC), State Regents, and Oklahoma Tax Commission (OTC) for this data exchange. The Employment Outcomes Report, combined with a data dashboard, allows the user to interact with the data as desired while the report provides a summary and analysis in a more static form.⁶

Several states that use a data dashboard to synthesize data from multiple sources share common limitations. In states that rely on UI data, those graduates who are not enrolled in UI, such as those who are self-employed or work for the federal government, are reflected as unemployed. Some face the issue that earnings data may not necessarily be in a graduate's specific field of study, therefore there are no occupation-level classifications related to job titles or duties. Finally, these systems may rely on current snapshots of a graduate's experience and ultimately do not capture long-term employment outcomes.

c. Staffed Research and Statewide Longitudinal Data Systems

Florida and Arkansas are both examples of states that have longitudinal data systems with committed staffing. Statewide Longitudinal Data Systems (SLDS) are typically comprised of data from at least two of four state agencies: early learning, K-12, postsecondary, and workforce. States with SLDS can observe trends from pre-kindergarten, K-12, postsecondary, and workforce systems, which allows for the development and refinement of policies that allocate resources to address gaps identified in student progress and performance.

Arkansas implemented a system in 2008 that operates under the TrustEd Data System, which is a state longitudinal data system (SLDS) linking data from the Arkansas Department of Education, Department of Higher Education, Human Services, Department of Career Education, Arkansas HeadStart Program, and Department of Workforce Services, as well as other educational agencies within the state. This system is managed by the Arkansas Research Center (ARC) with the mission to gather data for analysis purposes to improve student learning in every level of education and to link these to potential success in labor market outcomes.⁷ In 2016, the State Higher Education Executive Officers Association (SHEEO) published a paper on Arkansas' TrustEd Data System. This paper cites the ARC as an exemplar for privacy, confidentiality, and security.⁸ In 2014, 36 states introduced 110 bills on student privacy; in 2015, 46 states introduced 182 bills, 28 of which, including those in Arkansas and Louisiana, became law.⁹ ARC is acknowledged by SHEEO for operating with vigilance on security and adhering to state student privacy laws while operating a robust SLDS that allows for cross-agency data sharing and coordination among state agencies that supports data-based decisions.

⁷ State Longitudinal Data Systems Research. *State Profiles: Arkansas*, <http://slds.rhaskell.org/state-profiles/arkansas>

⁸ Whitfield, C. (2016). *Privacy, Confidentiality, and Security in Arkansas. Effective use of State Data Systems*. <https://files.eric.ed.gov/fulltext/ED593686.pdf>

⁹ Data Quality Campaign. (September 2015) *Student Data Privacy Legislation: What Happened in 2015, and What is Next?* <https://dataqualitycampaign.org/wp-content/uploads/2016/03/Student-Data-Privacy-Legislation-2015.pdf>

Florida partners with multiple institutions to synthesize postsecondary graduates to workforce data for its SLDS. The Florida Board of Governors collects enrollment and employment data from the National Student Clearinghouse (NSC), Florida Education and Training Placement Information Program (FETPIP), Florida Department of Education, and State University System. With the National Student Clearinghouse data, the staff matches criteria from student's enrollment and graduation records. FETPIP, created by the Florida Legislature, compiles, maintains, and disseminates information concerning placement, employment, education history, enlistments, and other measurements, using social security numbers to match wage records through UI data. FETPIP also accesses data from the U.S. Office of Personnel Management wage records for federal civilian employees and non-Florida wage records through the Wage Record Interchange System.¹⁰ The FETPIP allows the user to access interactive reports that provide a snapshot of education, employment, and earning outcomes of Florida students. Florida uses the SLDS by linking to key college and career readiness goals and incorporates these goals into state accountability processes for both secondary and postsecondary education systems.

II. Current Louisiana Data Sharing Agreements

At present in Louisiana, regularly updated and executed Memoranda of Understanding (MOUs) are required to facilitate data exchange between the Board of Regents (Regents) and other agencies in order to track employment of students graduating from Louisiana public postsecondary institutions and conduct the necessary analysis of the data. These agreements are required to accommodate restrictions included in state and federal law. Regents currently has data-sharing MOUs with the Louisiana Workforce Commission and the Louisiana Department of Revenue. The following information describes each current data-sharing MOU and the areas identified for improving the existing data-sharing agreements.

Louisiana Workforce Commission (LWC)

In 2018, the LWC and Regents entered into a formal data-sharing MOU. This agreement between LWC and Regents led to the need to design a pilot crosswalk between Regents data and data received from LWC. Regents contracted with the Economic and Policy Research Group at Louisiana State University to provide Regents with a crosswalk analysis based on data shared from LWC. This confidential information was obtained through Louisiana's unemployment compensation system to focus on establishing a classification (Standard Occupation Classification Crosswalk) to analyze the Louisiana Workforce data. The Board of Regents shares data with LWC to match with LWC corresponding data. At this time, this MOU does not require annual renewal but may require revision based on staffing changes within agencies.

Louisiana Department of Revenue (LDR)

In 2019, Regents established a data-sharing MOU with LDR to allow for a data exchange to determine the employment and residency status of past recipients of the Taylor Opportunity Program for Students (TOPS) award for program analysis and reporting requests to the Louisiana Legislature. The 2019 MOU ends on December 31, 2020, and

¹⁰ State University System of Florida Board of Governors (2016), *Performance Funding Metrics Post-Graduation Data: Overview of Methodology and Procedures*, https://www.flbog.edu/wp-content/uploads/PBF-Post_Graduation_Methodology_2016-04-28.pdf

in 2020 discussions began to extend and expand this agreement to include all students enrolled and graduating from Louisiana public postsecondary institutions, rather than limiting to TOPS recipients. In this data-sharing agreement, LDR will supply information on tax collection from postsecondary graduates if they file income tax returns within Louisiana, allowing Regents to determine the employment and residency status of graduates from the state's public postsecondary institutions. At the time this legislative response was compiled the 2021 MOU between Regents and LDR had not yet been executed.

Louisiana Office of Student Financial Assistance (LOSFA)

This organization is a program of the Board of Regents, so data sharing does not require an agreement.

Public postsecondary management boards, including the Boards of Supervisors for the Louisiana State University System (LSUS), University of Louisiana System (ULS), Southern University System (SUS), and Louisiana Community and Technical College System (LCTCS), collect information on graduate job placement in various forms. LCTCS has a data-sharing MOU with the LWC similar to Regents, though this MOU allows for a direct data exchange between LCTCS and LWC. LSUS, ULS, and SUS rely on graduate employment data from Regents via existing data-sharing MOUs between agencies.

III. Louisiana-Data Sharing Limitations

As described in the previous section, individual data-sharing agreements must be established with each agency to conduct preliminary analysis of student employment outcomes. Louisiana's current process of establishing, renewing, and revising individual MOU agreements regularly or, in some cases, annually inhibits the comprehensive and reliable flow of data and communication across relevant agencies. These agreements require considerable time and a willingness by both agencies to exchange data. This presents an issue as agency leadership and administrations change, thus making data-sharing agreements subject to interpretation rather than based on strong policy.

In addition to agency willingness and cooperation in sharing data, both federal and state laws govern the collection of and access to student data. The most notable federal law is the Family Educational Rights and Privacy Act (FERPA), which limits who may access student records and for what purposes. At the state level, Louisiana state legislators introduced bills concerning education data privacy during 2014 and 2015. Specifically, Act 837 of the 2014 Louisiana Legislative Session eliminated access to a previous student-level state longitudinal data system, requiring the development of a complex new data-sharing process, limiting the ability of various agencies to analyze the long-term trajectories of students, and restricting analysis at a state level. As a result, any analysis specific to Louisiana's secondary to postsecondary institutions requires individual MOUs between relevant state agencies to analyze student achievement and the impact of education on employment outcomes. Without a shared data system and process, there is potential to create data silos specific to individual programs. Individual data systems also have limited longitudinal information or allow only cross-sectional analyses on specific groups of students. In addition, these systems are often incapable of disaggregating data by specified

student characteristics, a function critical to identifying inequities and opportunities for policy improvement.

To further illuminate the impact of data silos, *Louisiana Prospers*, the 2019 Higher Education Master Plan, acknowledges that expanding access to education and student success requires improvement in the traditional education pipeline. Data shows our current education system has leaks – we are losing students who never graduate high school, never enroll in college or, when they do, do not persist or complete their course of study. Of 100 incoming 9th graders, 78 will graduate high school. Of these, 45 will enter college immediately after graduation, and a meager 18 will earn a postsecondary credential within 150% of the standard time of completion.¹¹ This scenario demonstrates the complexity in capturing a complete picture of Louisiana students. Linking data between agencies allows for statewide data informed decision making around college and career readiness and how data can inform program redesign and policy changes.

Robust statewide longitudinal data sharing allows states such as Florida and Arkansas the ability to use data to improve the state’s education system and inform decision-makers at all levels of the impact education has in each labor market region. Presently, Louisiana has a siloed data-sharing system that is dependent upon individual MOUs between state agencies, which are often limited by funding, staffing capacity and willingness to exchange data between agencies. States such as Arkansas have passed student privacy laws that safeguard student level data ensuring student privacy yet have developed systems to securely link data from early learning, K-12, postsecondary and workforce agencies.

In April 2019, the Education Commission of the States (ECS) released a policy guide describing the most common challenges of state data systems and a review of best practices. An ECS convening of experts revealed that it is ultimately state leaders who must ensure a statewide data sharing culture that empowers stakeholders with the information they need for decision-making. The most common challenges identified in the ECS report include lack of statewide vision, fragmentation within existing data systems, lack of staffing capacity among agencies, lack of access to data that are not being collected, and inadequate funding.¹² Louisiana faces many of these obstacles as multiple agencies work to forge links among different data systems.

IV. Louisiana – Data Analysis Limitations on Employment Outcomes

In 2011, Regents completed an employment outcomes report, similar to the published reports of Alabama and Nebraska described in the other state approaches section of this response. This report analyzed employment data for completers of Louisiana public colleges and universities six months and eighteen months after graduation for the graduating classes of 2006-07, 2007-08, and 2008-09. The recent (2018) MOU between LWC and Regents has made possible preliminary analysis of employment data for completers of Louisiana public colleges and universities.

¹¹ LA Department of Education 2016-17 9th Grade Cohort Graduation Rates by Race/Ethnicity; LA Department of Education 2016-17 College Enrollment Rates by Subgroup. Retrieved from <https://www.louisianabelieves.com/resources/library/high-school-performance>; Board of Regents Statewide Completer Data System, 150% Graduation Rate 4-Year and 2-Years Combined by Subgroup.

¹² Von Zastrow, C. & Perez, Z. (2019) *Education Commission of the States: Using State Data Systems to Create an Information Culture in Education*. <https://www.ecs.org/wp-content/uploads/Using-State-Data-Systems-to-Create-an-Information-Culture-in-Education.pdf>

It is important to note that an analysis conducted with data shared through these agreements does not provide a complete picture of employment since it is based only on those employers in Louisiana that contribute to the UI Wage Records System. The UI Wage Records System does not include those individuals who are self-employed, employed outside of Louisiana, or employees of the federal government (e.g., military and postal service). Therefore, it is important to note that all employment rates in this preliminary analysis are underreported since they do not include employees who do not appear in the UI system.

A preliminary analysis utilizing UI wage records must acknowledge the following:

1. The absence of a wage record does not equate to being unemployed.
2. Existence of a wage record indicates that an individual was employed; however, it does not show that the individual was employed in the field in which the individual graduated.
3. Since preliminary analysis only includes data following the time of graduation, it is uncertain as to whether the employment was a result of the training.
4. The quarterly wages give useful information to establish certain thresholds, e.g., living wage or a baseline wage level, to measure change over time.
5. The wage matches for the 2nd (six months) and 6th quarters (eighteen months) do not necessarily indicate employment with the same employer, nor do they show that the employment was continuous.

To complement a preliminary analysis a future report that includes data matched with the LDR may further refine the information concerning residency status and employment. In addition, longer-term data sharing agreements would allow for a more comprehensive employment outcomes report to assist in understanding how our public college and university graduates connect to the evolving Louisiana economy, and whether the diversity of Louisiana's economy is robust enough to provide adequate opportunities for graduates.

V. Summary

In response to the legislative requests of HCR 33, Regents staff conducted a national search to determine other state approaches to the collection and analysis of postsecondary graduate employment information to gain a comparative view. In this research, a mix of outcomes was revealed relating to how to approach employment outcomes data.

States like Alabama¹³ and Oklahoma¹⁴ publish postsecondary graduate employment outcome reports that include information like employment rate, the field of study, and the average salary for state residents and non-state residents. These reports aggregate the data from several years to provide a more detailed economic impact. Other states, like Minnesota, Maine, and Texas, provide a public-facing interactive data dashboard through which the public can navigate

¹³ Alabama Commission on Higher Education (March 2020), *2020 Employment Outcomes Report*, https://ache.edu/ACHE_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf

¹⁴ Oklahoma State System of Higher Education (2018), *Employment Outcomes Report 2017*, <https://www.okhighered.org/studies-reports/employment-outcomes/employrpt2017.pdf>

graduate employment outcomes using synthesized data from multiple sources. Minnesota¹⁵ uses an interactive graph that shows employment outcomes that can be manipulated to more recent graduating classes. Maine¹⁶ has a dashboard called MaineEARNs that provides information on employment and wage outcomes for Maine workers who graduated from the University of Maine System and Maine Community College System. Texas¹⁷ uses a system called seekUT through the University of Texas college system that is a “free, online tool and website that present data on the earnings and educational graduate outcomes from University of Texas System Institutions.” Finally, states like Arkansas and Florida have longitudinal data systems which allow for data exchange between multiple state agencies, thus providing state leaders the ability to monitor student success from childhood to career.

As with other states, Louisiana is able to analyze postsecondary graduate employment outcomes with data from multiple sources. Currently, individual data-sharing MOUs must be established between state agencies to obtain these data. These individual MOUs require regular renewal and are dependent upon agency willingness and staffing capacity. Currently, Regents has a data-sharing MOU with the Louisiana Workforce Commission and is in the process of revising an MOU with the Louisiana Department of Revenue. This revised MOU between Regents and LDR is expected by early 2021.

VI. Recommendations for Future Action

As stated in this report, Regents has served as the lead agency working with other agencies to track how Louisiana public postsecondary graduates fare in the Louisiana job market after graduation. Overcoming data-sharing limitations, Regents has entered into individual data sharing MOUs with various agencies in order to conduct analysis reports aligned to the mission of *Louisiana Prospers*, the Master Plan for Higher Education.

In the national search of best practices for tracking postsecondary graduates to employment, those states with statewide longitudinal data systems were able to provide more timely, accurate data and analyses across state education and workforce agencies. Arkansas and Florida both have data systems that allow users the ability to see the workforce impacts of higher education and provide the resources needed for evidence-based decision making. Florida Statutes Section 1008.39 requires follow-up data on former students and program participants who have graduated, exited, or completed a public education or training program within the State of Florida. This allows for transparent information related to early learning, secondary, postsecondary and workforce outcomes and serves as an indicator of student success as well as an opportunity for citizens to make informed decisions about future education or career choices.

A statewide longitudinal student-level education data system should be considered, as it would empower all Louisiana citizens and policy makers to access education performance data as well as frame conversations related to addressing inequities and improving learning for all Louisiana students. A statewide data system will also aid decision makers in identifying gaps between

¹⁵ Minnesota Employment and Economic Development, *Graduate Employment Outcomes*, <https://mn.gov/deed/data/data-tools/graduate-employment-outcomes/>

¹⁶ Maine Department of Labor: Center for Workforce Research and Information, *MaineEARNs: Maine Education and Attainment Research Navigation System*, <https://www.maine.gov/labor/cwri/maineearns/>

¹⁷ The University of Texas System, *seekUT*, https://seekut.utsystem.edu/about_seekUT

education output and workforce demand but will also highlight gaps in Louisiana's economy revealed by the exodus of talented graduates from Louisiana due to the lack of high-wage job availability. The current practice of negotiating individual MOUs between state agencies creates data vacuums, leading to the potential for outdated or missing data and thus making the use of those data to inform decisions incredibly challenging. A centralized data system to facilitate coordination and sharing would allow for a more seamless flow of data and a more thorough analysis of the impact of postsecondary education on students and the economy. Lawmakers at the state level must remove data sharing barriers and establish a more comprehensive statewide Louisiana data system for education and workforce agencies. Data analysis of employment outcomes will continue to be limited by data privacy laws enacted in 2014-15. A critical component of improvement in data-based decision-making lies within a strong unified, statewide vision, established and supported by state leaders, to end disjointed and siloed data practices. State leaders can publicly guide the conversation concerning education information by using data to set state goals, agendas, and programs. Leaders statewide must work together to ensure data inform the effectiveness of Louisiana programs and agencies. With careful consideration of how to use data to improve education while safeguarding student privacy, future data sharing can be used as a tool in Louisiana's success and identify future high-wage employment opportunities for all Louisiana graduates.

Appendix A:

ENROLLED

2020 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 33 BY

REPRESENTATIVE FREIBERG

A CONCURRENT RESOLUTION

To urge and request the Board of Regents, the Department of Revenue, the Louisiana Workforce Commission, and the office of student financial assistance to work collaboratively to develop a uniform way to track students who obtain jobs and internships after graduating from Louisiana public postsecondary education institutions.

WHEREAS, an educated, highly skilled, and professional workforce is critical to the overall success of the state; however, there is concern that a significant percentage of students are graduating in Louisiana and finding employment in other states; and

WHEREAS, data on how and where our best and brightest pursue careers after postsecondary education is often unavailable; and

WHEREAS, coordination and collaboration on collecting data related to the success of graduates in the Louisiana workforce would help public postsecondary education institutions and employers develop policies and practices to retain Louisiana graduates in Louisiana.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents, the Department of Revenue, the Louisiana Workforce Commission, and the office of student financial assistance to work collaboratively to develop a uniform way to track students who obtain jobs and internships in the state after graduating

from Louisiana public postsecondary education institutions.

BE IT FURTHER RESOLVED that the agencies shall solicit information from public postsecondary management boards regarding how information is currently collected relative to two-year institution graduates, four-year institution graduates, and advanced degree graduates and their internship and job placement rates after graduation; such information shall include but not be limited to which agency is best fit for the collection of such data.

BE IT FURTHER RESOLVED that the Board of Regents shall survey colleges and universities outside of Louisiana to identify best practices in this area.

BE IT FURTHER RESOLVED that the agencies shall report their progress to the House Committee on Education and the Senate Committee on Education by January 31, 2021.

Blake R. David
Chair

T. Jay Seale III
Vice Chair

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
RESEARCH AND SPONSORED INITIATIVES
January 6, 2021

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

X. Reports and Recommendations

D. Research and Sponsored Initiatives

1. Consent Agenda

a. Appointment of Endowed Chairholder without National Search: LSU AgCenter

2. Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2021-22

AGENDA ITEM X.D.1.a.

Appointment of Endowed Chairholder without National Search: LSU Agricultural 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 Jack Hamilton Regents Chair in Cotton Production, a \$1 million Chair at the LSU AgCenter matched by the Board of Regents Support Fund in FY 2005-06, has been vacant since November 2016. In fall 2020 an advisory committee representing segments of the Louisiana cotton industry met to begin the search for a chairholder. After reviewing applications submitted from within the LSU AgCenter, this advisory committee unanimously recommended the appointment of Dr. Daniel Stephenson, a nationally recognized researcher in the field of the Chair and a top LSU AgCenter scientist. Given Dr. Stephenson's status in the field, the LSU AgCenter believes a national search would not produce a more qualified and deserving candidate. Dr. Stephenson'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 LSU AgCenter's request to appoint Dr. Daniel Stephenson, Professor at the Dean Lee Research Station, to the Jack Hamilton Regents Chair in Cotton Production without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Stephenson must be submitted to the Board within 90 days of this approval.

AGENDA ITEM X.D.2.

Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2021-22

Background Information

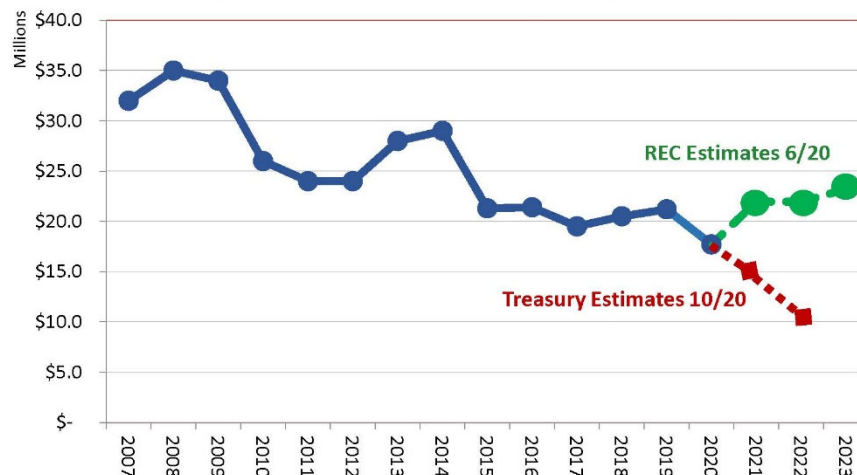
The Board of Regents Support Fund (BoRSF), constitutionally designated and managed by the Board of Regents, receives revenues on an annual basis from the Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF). These dollars, separate from State General Fund appropriations, cannot be used for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

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

Staff Summary

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers both trends over the recent past and the annual projection of the Treasury. Annual revenues generated for the Support Fund have declined steadily and significantly for the period FY 2006-07 through FY 2019-20, from a peak of \$35 million to less than \$18 million. Projections of the Treasurer and Revenue Estimating Conference diverge markedly for current and future years.

SUPPORT FUND REVENUES FY 2006-07 THROUGH FY 2022-23



The Revenue Estimating Conference (REC) in June 2020 forecast gradually increasing levels of earnings over the coming years, starting from \$21.95 million projected for FY 2021-22; in October 2020 the Treasury estimated dramatically reduced revenues of \$15 million for FY 2020-21 and \$10 million in 2021-22. If Treasury's FY 2021-22 revenue estimates are realized, these will be the lowest earnings in the 32-year history of the BoRSF. New REC forecasts, to be provided prior to the 2021 Regular Session, will likely reduce the previous REC estimate, though the level of reduction is highly uncertain and it is notable that Treasury estimates are consistently significantly lower than REC's.

The reasons for such a degree of uncertainty around BoRSF revenues are multiple: interest rates at historic lows along with Federal Reserve plans to hold them near zero until at least the end of 2023; the strength of the economic recovery from the COVID-19 disruptions; statutory restrictions on how the LEQTF may be invested; and continuing volatility in the oil market. These factors all lead to acute ambiguity in projecting reasonable revenue levels leading into the coming fiscal year.

The Board is constitutionally required to submit a plan and budget for the upcoming fiscal year 60 days prior to the start of the next Regular Legislative Session, meaning that decisions must be made before the current economic situation stabilizes. Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$20 million is a reasonable budget level for the BoRSF in FY 2021-22, with significant contingencies to accommodate uncertainties. Though at the upper end of fall 2020 estimates, this level will enable full support for existing contracts and matching obligations and new monies for all BoRSF grant and endowment programs. The structure of the Support Fund, with RFPs released at the beginning of the fiscal year and funding allocated at the end, gives the Board ample opportunity to adjust as the budget picture clarifies over the spring and summer. Recommended contingencies call for staff to monitor updated revenue estimates and make a recommendation in spring/summer 2021 relative to the advisability of operating a competitive cycle for new awards in FY 2021-22. If estimates suggest funding below the level at which a new cycle is viable, staff will recommend that only prior obligations (existing grants, contracts, and federal matching commitments) as well as Endowed Professorships, a non-competitive program with per-campus funding guarantees stipulated in policy, be funded. If revenue estimates indicate a level of funding sufficient to conduct the competitive cycle with reductions in new monies available for award, staff will reduce competitive programs' budgets on a pro-rata basis. Only under extreme exigency would guaranteed matching in Endowed Professorships (two slots per campus) or prior commitments be reduced or eliminated.

Operating in this manner will minimize risk to this long-standing and highly valuable activity of the Board of Regents, allowing time to adjust approaches to the upcoming fiscal year without jeopardizing programs during a period of extreme uncertainty. The contingencies recommended enable the Board and the staff to reassess and make necessary changes as the BoRSF's financial situation becomes more clear.

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

STAFF RECOMMENDATION

Senior Staff recommends approval of the BoRSF Plan and Budget for FY 2021-22, with contingencies, as presented.

FY 2021-22 Board of Regents Support Fund Budget: BoRSF Staff and Planning Committee Recommendation

Support Fund Program/Subprogram	FY 2021-22 PROPOSED BUDGET		FY 2020-21 APPROVED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
Federal Matching	\$1,675,000	\$250,000	\$625,000	\$1,300,000
Endowed Chairs	\$0	\$2,020,000	\$0	\$2,020,000
Graduate Fellows	\$757,500	\$1,010,000	\$1,722,500	\$1,005,000
Traditional (GF)	\$757,500	\$0	\$1,542,500	\$0
BoR/SREB Fellowships	\$0	\$0	\$180,000	\$0
Endowed Grad Scholarships	\$0	\$1,010,000	\$0	\$1,005,000
Research & Development	\$3,071,047	\$2,300,000	\$3,243,314	\$2,525,000
Research Competitiveness	\$2,136,673	\$1,250,000	\$2,266,189	\$1,350,000
Industrial Ties/PoCP	\$934,374	\$700,000	\$977,125	\$800,000
Awds to Artists & Scholars	\$0	\$350,000	\$0	\$375,000
Enhancement	\$2,180,662	\$6,137,422	\$1,837,356	\$7,118,409
Departmental ENH (includes BoR/SREB)	\$2,180,662	\$3,137,422	\$1,837,356	\$4,338,409
Endowed Professorships	\$0	\$2,000,000	\$0	\$2,000,000
Endowed WF Scholarships	\$0	\$1,000,000	\$0	\$780,000
Administration (Formula)	\$0	\$598,369	\$0	\$603,421
TOTAL	\$7,684,209	\$12,315,791	\$7,428,170	\$14,571,830
FISCAL YEAR BUDGET	\$20,000,000 (-9%)		\$22,000,000	

CONTINGENCIES:

Higher than Budgeted:

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

Lower than Budgeted

- Summer 2020 consideration of REC spring 2020 projections to determine whether competitions in FY 2021-22 can go forward. Federal matching, BoR/SREB, and Endowed Professorships will be maintained as possible
- If partial reductions are needed, proportionate cuts taken in first-year amounts allocated for proposals across all competitive programs and subprograms
- If additional cuts are needed after all competitive programs eliminated, reductions taken to the non-competitive Endowed Professorships subprogram once funding guarantees are met
- If additional cuts needed after all first-year funds are eliminated, reductions made to federal matching commitments and/or prior contractual obligations

ATTACHMENT B

Board of Regents Support Fund Program/Subprogram Descriptions

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

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

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

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

1. Departmental Enhancement

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

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

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

3. Endowed Professorships

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

4. Endowed Two-Year Student Workforce Scholarships

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

5. Federal Matching

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

Targeted Research and Development

1. Research Competitiveness Subprogram (RCS)

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

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

2. Industrial Ties Research Subprogram (ITRS)

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

3. Awards to Louisiana Artists and Scholars (ATLAS)

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

Recruitment of Superior Graduate Students

1. Endowed Superior Graduate Student Scholarships

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

Endowed Chairs for Eminent Scholars

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

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Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMMENDATIONS
STATEWIDE PROGRAMS**

January 6, 2021

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

X. Reports and Recommendations

E. Statewide Programs

1. Consent Agenda

a. Approval of TOPS Exceptions

Agenda Item X.E.1.a.

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.”

Ten requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of December 1, 2020. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA Advisory Board Recommendation

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

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS PLANNING, RESEARCH and PERFORMANCE January 6, 2021

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

X. Reports and Recommendations

F. Planning, Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Renewal Application
 - (a) Herzing University
 - (b) University of Southern California
- b. State Authorization Reciprocity Agreement (SARA)
 - i. Renewal Application
 - (a) Southeastern Louisiana University

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

**Herzing University
Menomonee Falls, WI**

BACKGROUND

Herzing University (HU) is a higher education institution with its main campus in Metairie, LA. The university is accredited by the Higher Learning Commission (HLC).

ACADEMIC PROGRAM

Herzing University (HU) offers 52 academic programs in nursing, business, healthcare, legal studies, public safety, and technology programs that lead to master's, bachelor's, and associate degrees. The university currently has 392 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	15
Bachelor's	169
Associate	208
Technical Diploma	0
Other	0
Total	392

FACULTY

Herzing University (HU) has nine full-time and part-time faculty at various degree levels.

FACILITIES

Herzing University (HU) offers online, classroom lecture, classroom laboratory, and independent study instruction to Louisiana residents.

STAFF RECOMMENDATION

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

AGENDA ITEM X.F.1.a.i.(b).
University of Southern California
Los Angeles, CA

BACKGROUND

University of Southern California (USC) is a higher education institution located in Los Angeles, CA. The university is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUS-WASC).

ACADEMIC PROGRAM

University of Southern California (USC) offers 114 academic programs that lead to doctoral, master's, bachelor's, and associate degrees and graduate certificates. The university currently has 25 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	12
Master's	13
Bachelor's	0
Associate	0
Technical Diploma	0
Other- (Graduate Certificate)	0
Total	25

FACULTY

University of Southern California (USC) has 6,411 full-time and part-time faculty at various degree levels.

FACILITIES

University of Southern California (USC) offers online and experiential learning practicum instruction to Louisiana residents.

STAFF RECOMMENDATION

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

Agenda Item X.F.1.b.i.(a).

Executive Summary

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

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 34 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually in order to maintain their membership.

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

STAFF RECOMMENDATION

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