

Louisiana Board of Regents



BOARD *of* REGENTS
STATE OF LOUISIANA

Meeting as a Committee of the Whole

February 24, 2021
9:00 a.m.

AGENDA ITEM II.

Roll Call



AGENDA ITEM III.

Certification for Virtual Meeting



AGENDA ITEM IV.

Public Comments



AGENDA ITEM V.

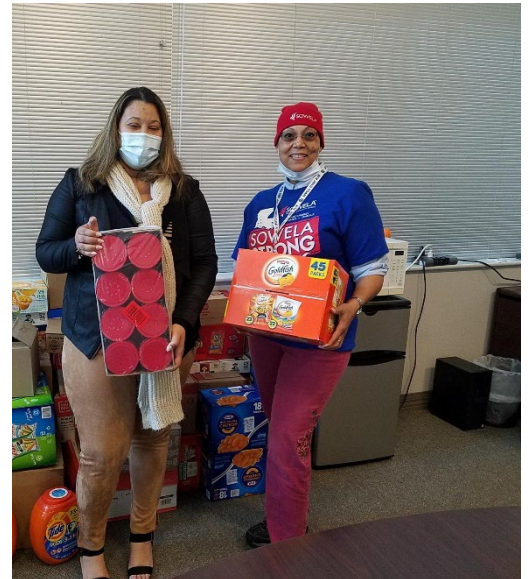
Approval of Minutes
from January 6, 2021 Meeting



AGENDA ITEM VI.

Chairman's Comments





Board of Regents

AGENDA ITEM VII.

Updates to Board Bylaws





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MASTER PLAN LOUISIANA PROSPERITY INDEX

February 24, 2021

Dr. Helen Malone
Dr. Emily Cheng

Louisiana Prosperity Index

February 24, 2021



BOARD of REGENTS
STATE OF LOUISIANA



Agenda

- Louisiana Prosperity Index Overview
- A Co-Design Process
- Data Feasibility Analysis: Inclusion Criteria
- Prosperity Framework
- Indicator Values vs. Scores
- Index Calculations and Interpretations
- Index Visualization
- Future Recommendations



Louisiana Prosperity Index Overview

- The Louisiana Board of Regents developed the **Louisiana Prosperity Index** to measure prosperity and its determinants throughout the state.
- The purpose of the Louisiana Prosperity Initiative is to **establish a prosperity framework** including:
 - **indicators of opportunity** that predict prosperity and
 - **one or more prosperity measures** that allow for the assessment of the impact of various policies including Board of Regents postsecondary education policies.



Alignment with Louisiana Master Plan

The Master Plan calls for the creation of Louisiana Prosperity Index, designed to:

“...report broader, society-wide measures such as income, poverty and employment...”

This tool will allow us to track and demonstrate the extent to which talent growth is driving improvements in the state’s overall well-being.

To consider success in addressing equity gaps, we will disaggregate Prosperity Index data by race/ethnicity and socioeconomic factors.”

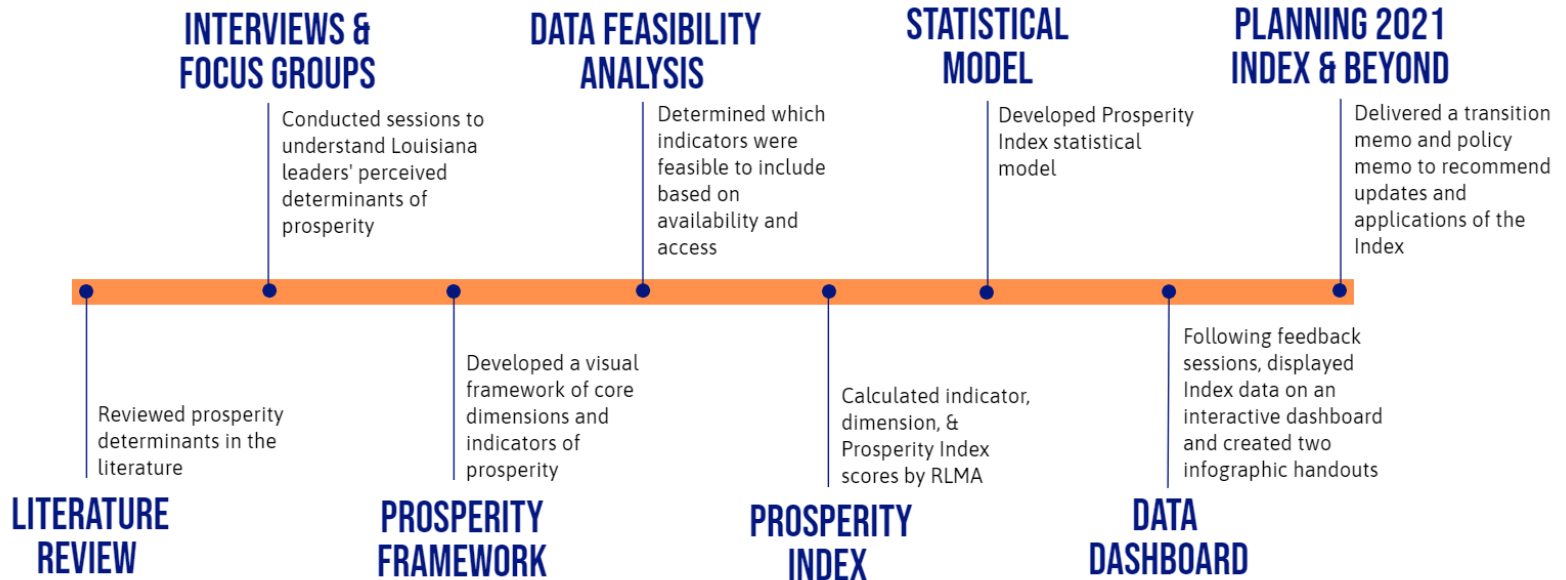


Application of the Louisiana Prosperity Index

- The Index offers a **high-level view of prosperity across the state at the Regional Labor Market Area (RLMA)**.
- This **Index is in the pilot stage**, and its development could be further informed by new data opportunities and early adopter/user stories.
- The Index was developed through a **collaborative effort**.
- It is an **asset-based longitudinal tool** and should not be used for accountability purposes or short-term fiscal decision or policy implications.
- The Index can be used to compare RLMAs across each other and within an indicator as a **learning tool**.



Louisiana Prosperity Index Development: A 6-Month Collaborative Process



Literature Review, Interview & Focus Group Results

- Five dimensions and prosperity definition were determined from results of literature review, interview & focus groups.
- Interview and focus group participants addressed **individual-, institution-, system-, and sector-level factors**, as well as cross-sector factors, which largely overlapped with factors found in the literature review.
- Participants raised factors that **most commonly fell in Education and Economy dimensions**.
- Nearly every participant expressed the need for **disaggregation across demographics**, particularly disaggregation by race, emphasizing the importance of tying increases in prosperity to narrowing equity gaps.



First Draft of the Louisiana Prosperity Index Framework



Data Feasibility Analysis: Inclusion Criteria

- **Data availability and source feasibility.**
 - Data can be retrieved from publicly available data sources that do not require data-sharing agreements or additional costs associated with data preparation (American Community Survey (ACS), CRDC, Louisiana Department of Education, Bureau of Economic Analysis, CDC Wide-ranging Online Data for Epidemiologic Research (WONDER), CDC National Violent Death Reporting System (NVDRS), United States Department of Agriculture)
 - Data are available at the local geographical level (beyond state level) to understand the progress towards prosperity in different parishes.
- **Data operational (maintenance) feasibility.**
 - Each indicator can be interpreted without requiring complex calculations for data preparation.
 - Data can be used to understand disparities among different population groups.
 - Publicly available datasets provide detailed data documentation, including a data dictionary, and are updated on a bi-annual or an annual basis, allowing ability to track prosperity over time.
 - Staff with data management training can easily retrieve data from publicly available datasets.
- **The majority of the data used in the Louisiana Prosperity Index are from 2015 to 2018.**
 - The Index does not reflect the impact of COVID or other factors in 2020 (e.g., hurricanes).



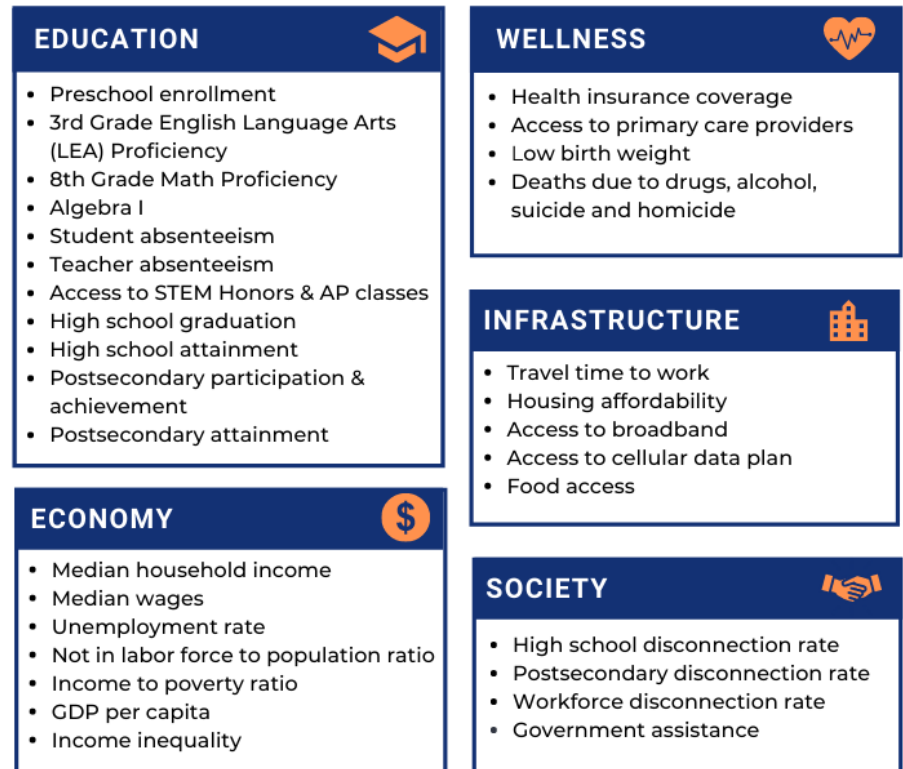
Louisiana Prosperity Framework

The Framework

Definition of prosperity: “the state of flourishing and thriving in all aspects of well-being”



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Indicator Values vs. Scores

- Indicator values were collected at Census Public Use Microdata Areas (PUMA) and parish level based on data availability; PUMA-level indicator values were converted to parish-level based on population size.
- **Indicator values** are estimates of actual numbers (e.g., 57% postsecondary attainment rate)
- **Indicator scores** are standardized indicator values, which allow for comparisons across indicators with different units (e.g., \$, %).
- Indicator scores are calculated by determining whether a higher or lower value indicates a more positive societal outcome. Standardized scores are on a scale of 0 to 100, with 0 being the least optimal societal outcome and 100 being most optimal.
- **All data included in this presentation are standardized scores.**



Standardized Indicator Categorization

Dimension	"Lower the Better" Indicator
Education	Student Absenteeism
	Teacher Absenteeism
Economy	Unemployment
	Not in the Labor Force
	Income Inequality
Wellness	Low Birth Weight
	Deaths due to Drugs, Alcohol, Suicides and Homicides
Infrastructure	Travel Time to Work
	Housing Affordability
	Food Access
Society	High School Disconnection
	Postsecondary Disconnection
	Workforce Disconnection
	Government Assistance

Dimension	"Higher the Better" Indicator
Education	Preschool Enrollment
	3rd Grade English Language Arts Proficiency
	8th Grade Math Proficiency
	Mastery of Algebra I
	Access to STEM Honors and AP Classes
	High School Graduation
	High School Attainment
	Postsecondary Attainment
Economy	Postsecondary Participation & Achievement
	Median Household Income
	Median Wages
	Income to Poverty Ratio
Wellness	GDP Per Capita
	Health Insurance Coverage
	Access to Primary Care Providers
Infrastructure	Broadband Internet Access
	Access to Cell Phone Data Plan

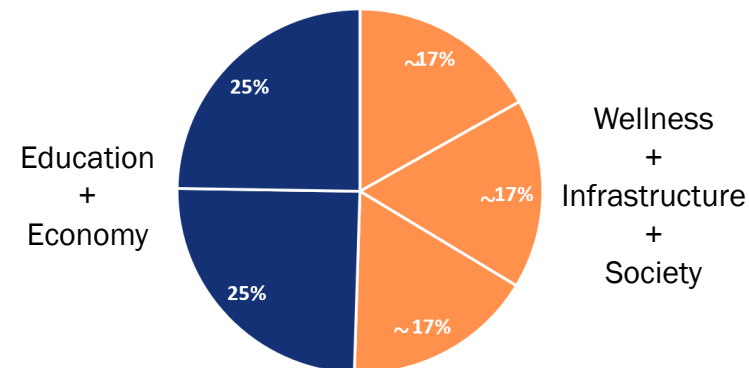


Prosperity Index Calculation

- Dimension scores were calculated by averaging all indicators within that dimension.
- Overall Prosperity Index scores weight Education and Economy dimensions more than other dimensions in accordance with interview and focus group feedback.
- Scores were calculated using the following formula:

$$\left(\frac{\text{Education} + \text{Economy}}{2} * 0.5 \right) + \left(\frac{\text{Wellness} + \text{Infrastructure} + \text{Society}}{3} * 0.5 \right) = P.I.$$

Prosperity Index Calculation:
Dimension Weights



Prosperity Index Interpretation

- Standardized scores can be used to compare across indicators that typically have different units (e.g., comparing an RLMA's score for student absenteeism with their score for GDP per capita).
- Rankings of standardized scores within an indicator are useful to understand which regions are highest priority for each indicator.
- Standardized scores should **not** be interpreted as actual values (e.g., a score of 50.3 for high school attainment **does not equal** 50.3%).
- Scores should **not** be used to make real-time decisions around accountability or other types of progress monitoring. However, scores can be compared with real-time local data to offer state-wide context and comparisons.



Index Handout

A handout supplements the Index by describing:

- Key information to note when interpreting the Index
- Examples of how to interpret each aspect of the Index



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INTERPRETING THE LOUISIANA PROSPERITY INDEX

Note that all scores are calculated by **Regional Labor Market Areas (RLMAs)**

Prosperity Index & Dimension Scores



- ▶ Scored on a standardized scale of **0 to 100**
- ▶ A **higher score** indicates higher levels of prosperity
- ▶ Interpretation **should** compare RLMAs with each other and with state-level averages
- ▶ Interpretation **should NOT** assume any score is "good" or "bad"

Indicator Scores



- ▶ Scored on a standardized scale of **0 to 100**
- ▶ A **higher score** always indicates **better outcomes** for indicators
- ▶ Interpretation **should** compare RLMAs with each other and with state-level averages
- ▶ Interpretation **should NOT** consider scores as actual values
- ▶ Interpretation **should NOT** assume any score is "good" or "bad"

Indicator Values by Race/Ethnicity



- ▶ Estimates of **actual values** are presented
- ▶ Interpretation **should** consider the indicator definition to understand whether **higher or lower** values are better
- ▶ Values **should** be interpreted directly
- ▶ Interpretation **should** compare: gaps between racial groups; gaps across RLMAs; and gaps seen in state-level averages

The purpose of the Louisiana Prosperity Index is to measure prosperity across the state, with a focus on whether prosperity is achieved equitably. For more detailed information on definitions and methodology, please see the Louisiana Prosperity Index Technical Document.


Report prepared by The Institute for Educational Leadership, Washington, D.C.



PROSPERITY IN LOUISIANA: INTERPRETATION EXAMPLES

Note that all data are from **2015 to 2018**.*

Prosperity Index & Dimension Scores



Out of all Regional Labor Market Areas (RLMAs):

BATON ROUGE ranks **highest** in:

- Education 56.96
- Economy 58.91
- Society 77.77

LAFAYETTE ranks **highest** in

- Wellness 61.88

LAKE CHARLES ranks **highest** in

- Infrastructure 63.08

Indicator Index Scores

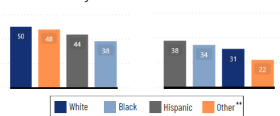
Indicator Index Scores can be compared across RLMAs or across indicators because they are measured on a consistent scale of **0 to 100**, where 100 is **always** the most optimal outcome.

POSTSECONDARY ATTAINMENT INDEX SCORE		UNEMPLOYMENT INDEX SCORE	
79.22	New Orleans	70.63	Houma
65.01	Baton Rouge	62.47	New Orleans
60.30	Shreveport	61.21	Baton Rouge
50.47	Lake Charles	58.09	Alexandria
33.31	Monroe	50.29	Lake Charles
31.33	Alexandria	47.96	Lafayette
30.60	Lafayette	44.58	Shreveport
19.59	Houma	42.22	Monroe

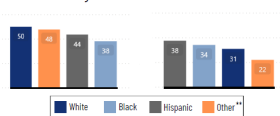
Indicator Values by Race/Ethnicity

POSTSECONDARY PARTICIPATION & ACHIEVEMENT (IN %)

Baton Rouge



Houma



Legend: White, Black, Hispanic, Other**

Master Plan Data Apps Toolkit

<https://regents.la.gov/datatoolkit>

Master Plan Data Apps Toolkit

This toolkit contains data apps used to measure progress towards Louisiana's Master Plan Talent Development Goal of 60% attainment by the year 2030. Using traditional higher education statistics such as enrollment, retention, completion and demographics in conjunction with broader, societal measures like income, poverty and employment stakeholders are able track changes in overall state well-being and prosperity over time.



Includes 9 interactive attainment metrics, disaggregated by race/ethnicity, geography, and age range, that can be filtered by system and by institution type to track progress and inform decision making.

Used to measure prosperity across Louisiana with a focus on whether it is being achieved equitably. Higher scores always indicate better outcomes, but may not represent actual values.

- To access the Prosperity Index, click here.
- To learn more on the statistical model and technical documentation of the Index, click here.



Includes static information relevant to enrollment demographics, persistence, graduation rates and more



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Step 1: Introduction

Louisiana Prosperity Index

The Louisiana Prosperity Index is designed to measure prosperity across the state of Louisiana. The Index is displayed using the Regional Labor Market Area (RLMA) level to track changes in prosperity over time in alignment with its goals outlined in the Master Plan.

Prosperity is defined as the state of flourishing and thriving in all aspects of well-being, comprised of five core dimensions: education, economy, wellness, infrastructure, and society.

For a full description of the development process, indicator definitions, and Index calculations, please see the Louisiana Prosperity Index Technical Document.

To explore the Prosperity Index:

STEP 1: Read **this introduction** and the list of indicators.

STEP 2: Review **Prosperity Index scores** and each of the five Dimension scores per RLMA using an interactive map.

STEP 3: Toggle between indicators to **compare indicator scores** across RLMAs.
Note that indicator scores are not actual values and are not directly interpretable; scores were calculated by scaling each indicator from 0 to 100.

STEP 4: Examine **equity gaps** by toggling between indicators to compare indicator disaggregation by race/ethnicity across RLMAs.
Note that disaggregation uses estimates of actual values, and not indicator scores, to ensure equity gaps are directly interpretable.

List of Indicators



EDUCATION



- Preschool enrollment*
- 3rd Grade English Language Arts (LEA) Proficiency
- 8th Grade Math Proficiency
- Algebra I
- Student absenteeism
- Teacher absenteeism
- Access to STEM Honors & AP classes
- High school graduation
- High school attainment*
- Postsecondary participation & achievement*
- Postsecondary attainment*

ECONOMY



- Median household income
- Median wages
- Unemployment rate*
- Not in labor force*
- Income to poverty ratio
- GDP per capita
- Income inequality

WELLNESS



- Health insurance coverage*
- Access to primary care providers
- Low birth weight
- Deaths due to drugs, alcohol, suicide and homicide

INFRASTRUCTURE



- Travel time to work*
- Housing affordability
- Access to broadband
- Access to cellular data plan
- Food access

SOCIETY



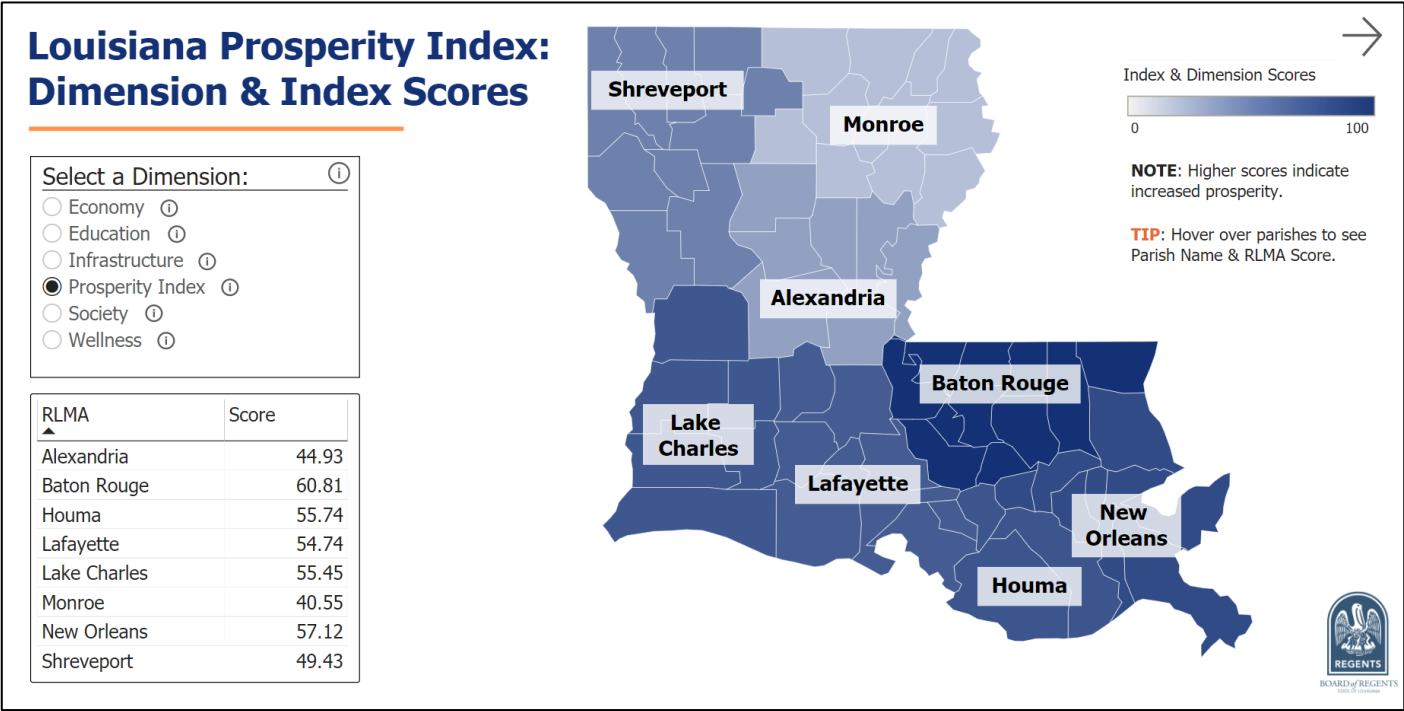
- High school disconnection rate*
- Postsecondary disconnection rate*
- Workforce disconnection rate*
- Government assistance*

*Indicator can be disaggregated by race/ethnicity.

Data sources include the American Community Survey, Civil Rights Data Collection, Centers for Disease Control, Bureau of Economic Analysis, and Louisiana Department of Education. For detailed information on the data source for each indicator, please see the Louisiana Prosperity Index Technical Document.



Step 2: Index & Dimension Scores



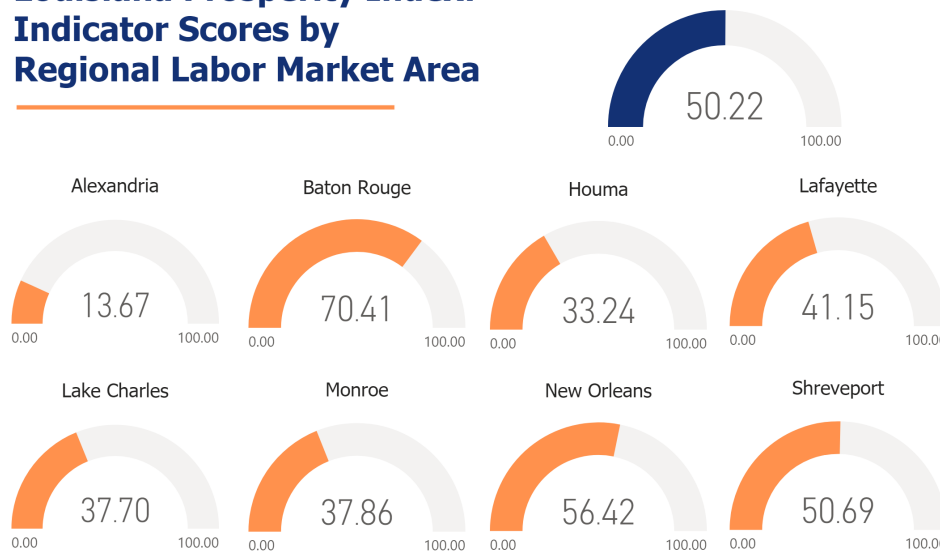
Step 3: Indicator Scores

Select an Indicator:

- 3rd English Language Arts Proficiency ⓘ
- 8th Grade Math Proficiency ⓘ
- Access to Cell Phone Data Plan ⓘ
- Access to Primary Care Providers ⓘ
- Access to STEM Honors and AP Classes ⓘ
- Broadband Internet Access ⓘ
- Deaths due to Drugs, Alcohol, Suicides and Homicides ⓘ
- Food Access ⓘ
- GDP Per Capita ⓘ
- Government Assistance ⓘ
- Health Insurance Coverage ⓘ
- High School Attainment ⓘ
- High School Disconnection ⓘ
- High School Graduation ⓘ
- Housing Affordability ⓘ
- Income Inequality ⓘ
- Income to Poverty Ratio ⓘ
- Low Birth Weight ⓘ
- Mastery of Algebra I ⓘ
- Median Household Income ⓘ
- Median Wages ⓘ
- Not in the Labor Force ⓘ
- Postsecondary Attainment ⓘ
- Postsecondary Disconnection ⓘ
- Postsecondary Participation & Achievement ⓘ
- Preschool Enrollment ⓘ
- Student Absenteeism ⓘ
- Teacher Absenteeism ⓘ
- Travel Time to Work ⓘ
- Unemployment ⓘ
- Workforce Disconnection ⓘ

Louisiana Prosperity Index: Indicator Scores by Regional Labor Market Area

Louisiana State Average



NOTE: All numbers are scores, **not** actual values. Scores were created by transforming estimates of actual values to a common scale of 0 to 100 to ensure data can be compared across different indicators; for all indicators, a higher score indicates better outcomes.

Data sources include the American Community Survey, Civil Rights Data Collection, Centers for Disease Control, Bureau of Economic Analysis, and Louisiana Department of Education. For detailed information on the data source for each indicator, please see the Louisiana Prosperity Index Technical Document.



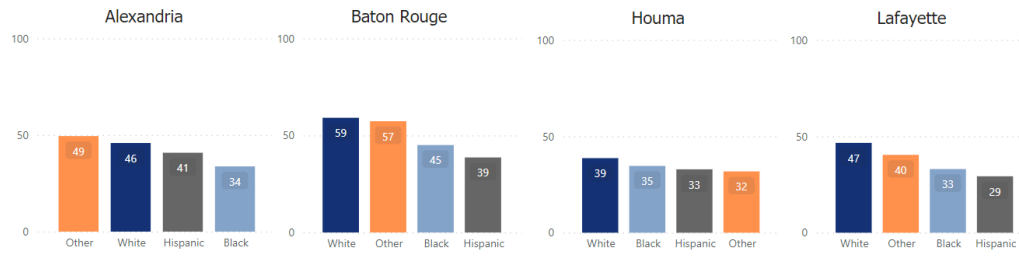
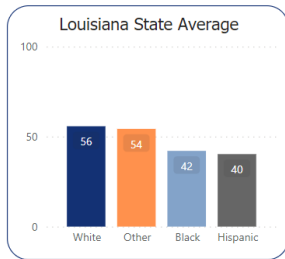
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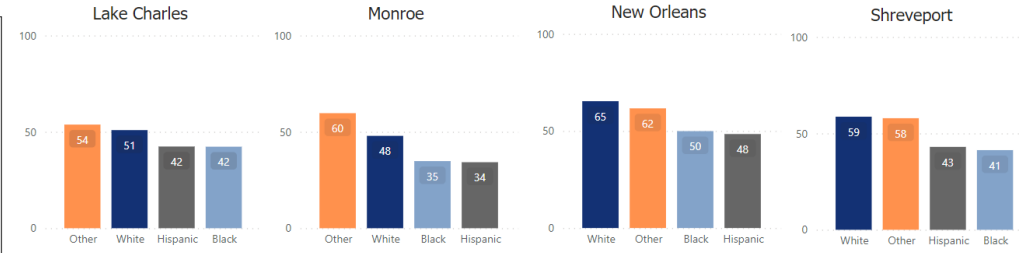
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Step 4: Indicator Values by Race/Ethnicity

Louisiana Prosperity Index: Indicator Values by Race/Ethnicity



- Select an Indicator: (i)
- Government Assistance (%) ⓘ
 - Health Coverage (%) ⓘ
 - High School Attainment (%) ⓘ
 - High School Disconnection (%) ⓘ
 - Not in the Labor Force (%) ⓘ
 - Postsecondary Attainment (%) ⓘ
 - Postsecondary Disconnection (%) ⓘ
 - Postsecondary Participation (%) ⓘ
 - Preschool Enrollment (%) ⓘ
 - Travel Time to Work (%) ⓘ
 - Unemployment (%) ⓘ
 - Workforce Disconnection (%) ⓘ



NOTE: Data are estimates of actual values to ensure direct interpretation of disaggregation, including gaps between racial groups. For some indicators, a higher value is better (ex: high school attainment) while for others, a lower value is better (ex: unemployment rates). Additionally, the category "Other" includes individuals who identified as American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, or Two or More Races; this represents approx. 2% of individuals in Louisiana.

TIP: If there are bars on a graph that are too small, hover over the bar to see the value.



Future Recommendations

- This **Index is in the pilot stage**, and its development could be further informed by new data opportunities and early adopter/user stories.
- It is an **asset-based longitudinal tool** and can be applied long-term to track policy changes to understand systemic-level prosperity trajectories over time.



THANK YOU!



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AGENDA ITEM IX.

Reports and Recommendations





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STATE OF LOUISIANA

Audit February 24, 2021

Dr. Kim Hunter Reed
Elizabeth Bourgeois



Postlethwaite & Netterville

Louisiana Board of Regents

Internal Audit Update – February 24, 2021

assurance - consulting - tax - technology - [pncpa.com](https://www.pncpa.com)

Postlethwaite & Netterville, A Professional Accounting Corporation

Internal Audit Update

➤ *Completed – Contract Year 3:*

- BOR IT Security Audit
- Contract Year 2 Follow-up Audits for the following areas:
 - Funding Formula
 - HR and Personnel (Regents, LOSFA, and LUMCON)

➤ *In Progress:*

- LUMCON Vendor/Contract Management & Vessel Operations Audit

Contract Year 2 Audit Follow Up

Follow up was performed through obtaining supporting documentation for management's responses for any **high to moderate** risk observations identified in the internal audits conducted during P&N contract year 2.

Summary of Observations	Prior Audit Follow-up Status	
	Substantially Remediated	Report Date
Risk Ranking: Moderate		
Area: Human Resources and Personnel Processes (Regents, LOSFA, and LUMCON)		
Identified variances including lack of completeness, timely completion, clarity of supporting documentation, and incorrect form usage related to I-9 forms.	✓	February 28, 2020
Area: Outcomes-Based Funding Formula Processes		
Lack of formally documented processes detailing inputs and sources of information, specific calculations, and assigned roles and responsibilities related to the preparation, review and oversight of the outcome based finding formula processes.	✓	June 4, 2019
Lack of a formal risk-based audit plan specific to overall processes and funding formula inputs.	✓	

* NOTE: Follow-up was not performed for any observations assessed as low risk.

LUMCON Vendor/Contract Management & Vessel Operations Audit Update

➤ *Completed as of February 12, 2021:*

- Obtained and analyzed documented policies and procedures
- Conducted interviews and performed process walkthroughs with applicable personnel at LUMCON
- Performed testing of select contracts and vessel cruises

➤ *Next Steps:*

- Provide draft report of observations to management
- Hold meeting with management to discuss draft report observations
- Obtain management responses to observations
- Finalize report
- Present report and management responses to observations to the Audit Committee



Postlethwaite & Netterville

STAFF RECOMMENDATION

Senior Staff recommends approval of the new P&N contract for FY21 to FY23 for the internal audit function as required by Act 314 of 2015.





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Facilities and Property February 24, 2021

Chris Herring

AGENDA ITEM IX.B.1.

Act 959 Project: LSU A&M Fred C. Frey Computing Services Center Building Uninterrupted Power Supply (UPS) System # 1 Replacement & Upgrades

- Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$5M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds outside of the traditional capital outlay process.
- LSU A&M seeks to replace the UPS System # 1 within Fred C. Frey building as the system is original to the building and reached the end of its useful life.
- Failure of the system would cripple approximately half of the computing power of the entire facility and could permanently fail, creating substantial operational and financial challenges for the institution.
- The project scope includes replacing the outdated system, providing infrastructure for 750kW system, and preparing electrical infrastructure for 750kW load going forward.
- Project cost \$2.5M and will be funded with auxiliary revenues.



STAFF RECOMMENDATION

Senior Staff recommends approval of the Act 959 project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University and A&M College, to replace the uninterrupted power supply system # 1 and associated upgrades.





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Academic & Student Affairs

February 24, 2021

Dr. Susannah Craig
Mellynn Baker
Janet Newhall

AGENDA ITEM IX.C.1.

CONSENT AGENDA

- a. Addition of ALEKS to A.A. Policy 2.18
- b. Addition of Duolingo to the Minimum Admissions Standards Policy
- c. Routine Staff Approvals



AGENDA ITEM IX.C.1.

CONSENT AGENDA

STAFF RECOMMENDATION

Senior Staff recommends approval of the items on the Consent Agenda:

- a. Addition to ALEKS to A.A. Policy 2.18**
- b. Addition of Duolingo to the Minimum Admissions Standards Policy**
- c. Routine Staff Approvals**



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190

Response to Senate Resolution 190 of the 2019
Regular Session with Addendum from LSU



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190

- **Recommendation 1:** Increase Access to Dental Care
- **Recommendation 2:** Target Incentives to Increase Rural Providers
- **Recommendation 3:** Understand the Health Care Environment and Address Immediate and Long-Term Needs Through Consolidated Efforts



AGENDA ITEM IX.C.2.

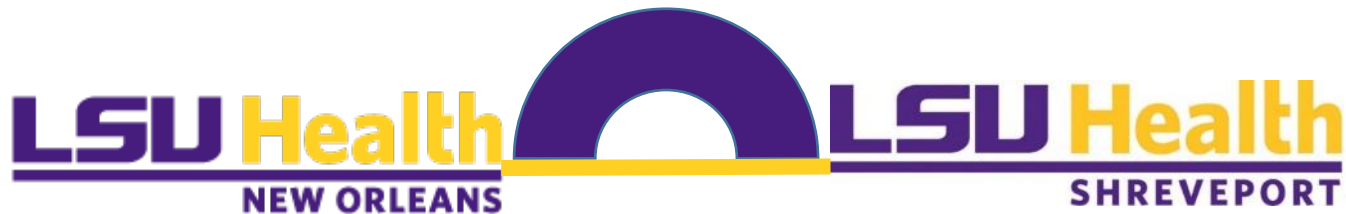
RESPONSE TO SENATE RESOLUTION 190

- The LSU Board of Supervisors created a working group on March 6, 2020 to respond to the request of BOR.
- The addendum to SR 190 submitted by the LSU System was approved by the LSU Board of Supervisors on January 15, 2021.



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



Bridging the Gap

Bring Smiles to all of Louisiana

Thomas C. Galligan Jr.
LSU Interim President

Dr. Robert Laughlin, DMD
Dean, LSU Health School of Dentistry



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190

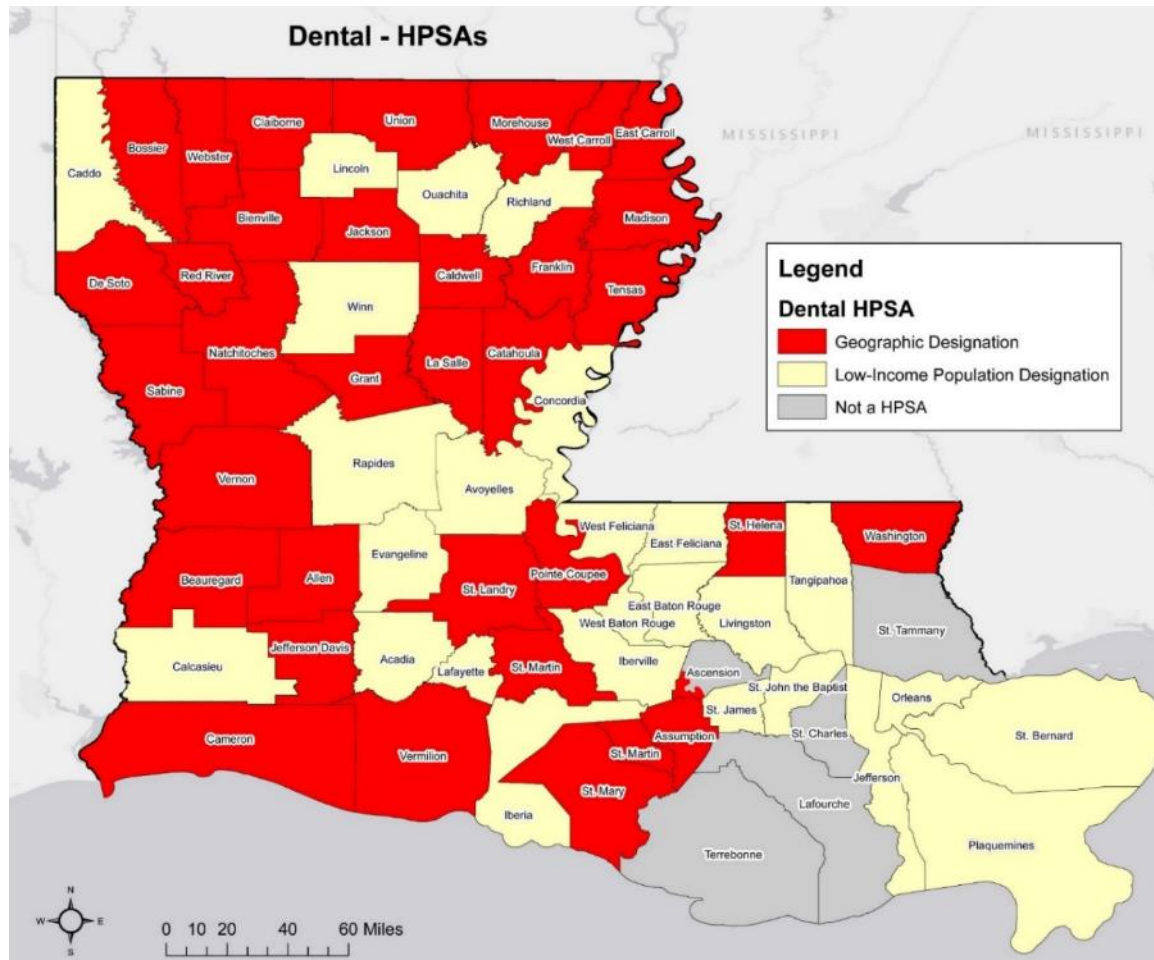
THE LANDSCAPE

- Over 84% of Louisiana is designated a Dental Health Profession Shortage Area (Dental HPSA).
- Thirty parishes are designated as geographic and high need.
- Twenty-one are designated low-income population Dental HPSAs.
- Most current Dental HPSA assessment identified a statewide shortage of 254 dentists to serve a population of 4.66 million.
- In 2018 Louisiana had a ratio of 47.8 dentists per 100,000 population with National average of 60.9 dentists per 100,000 population.
- The Louisiana State University School of Dentistry (LSUSD) is the sole training institution for dentists and dental specialties in Louisiana.



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



School of Dentistry



Proud To Be Designated A



Board of Regents

AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190

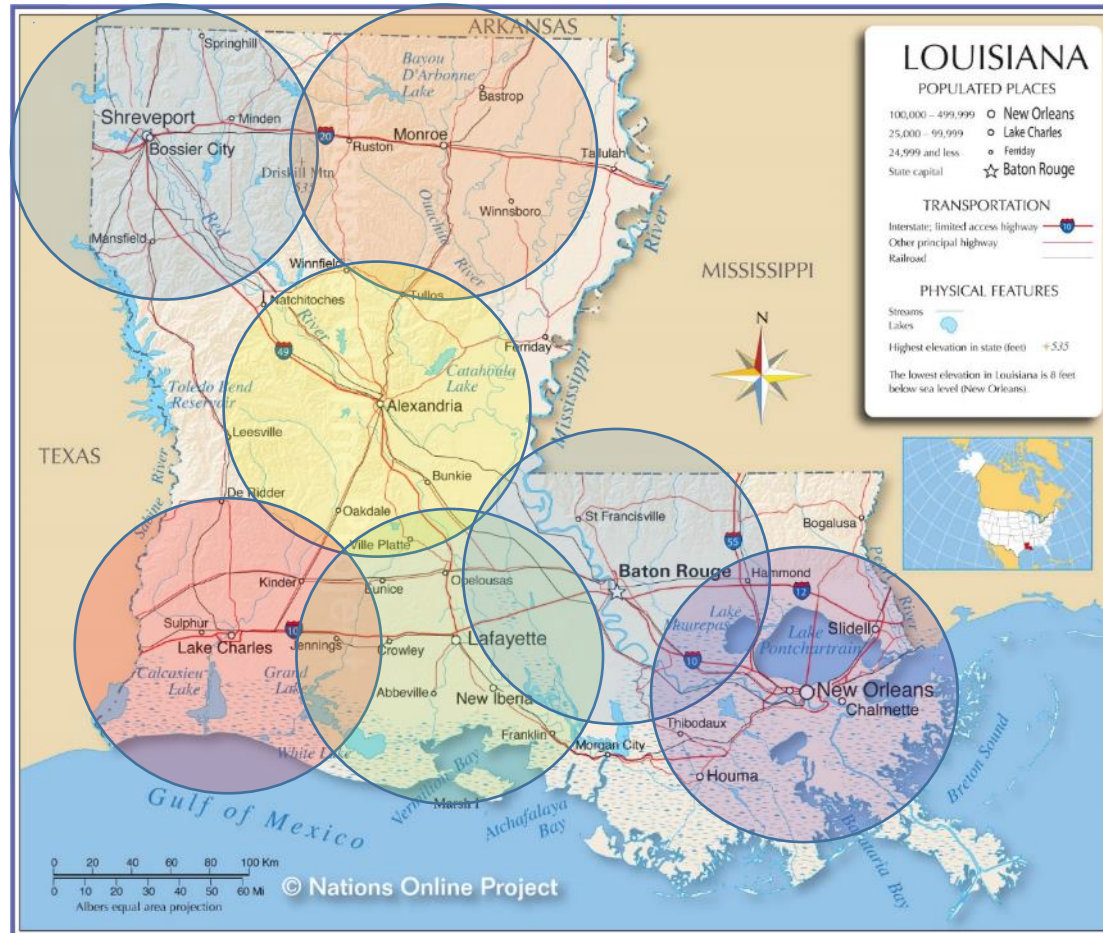


MONROE



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190



100%
Oral Health Needs Met

4.66 Million
STRONG

256
Dental
Professionals



AGENDA ITEM IX.C.2.

RESPONSE TO SENATE RESOLUTION 190

STAFF RECOMMENDATION

Senior Staff recommends that the Board receive the response to Senate Resolution 190 of the 2019 Regular Session and authorize staff to forward the response and addendum from the LSU System on behalf of the Board to the House and Senate Committees on Education.



AGENDA ITEM IX.C.3.

RESPONSE TO HOUSE CONCURRENT RESOLUTIONS

Response to the House Concurrent Resolutions of the
2020 Regular Session

- a. HR 52
- b. HCR 45

Reports submitted to Governor Edwards February 11.



AGENDA ITEM IX.C.3.a.

HR 52

- House Resolution 52 of the 2020 Regular Session requests:
 - “Louisiana Community and Technical College System Board of Supervisors and the Board of Regents, to study and make recommendations relative to any academic, operational, structural, or technological changes that should be considered for the Louisiana Community and Technical College System in response to COVID-19.”
- Initial response conducted by the National Center for Higher Education Management Systems (NCHEMS) June 2020. Final report submitted by LCTCS.



AGENDA ITEM IX.C.3.a.

HR 52

- **NCHEMS Recommendation:** Address the challenges faced through actions as a System, not through the actions of individual, free-standing institutions.
 - **LCTCS February 2021 Status:** Working with other systems or districts to learn best practices in taking actions as a System, not through the actions of individual free-standing institutions and exploring better ways for students at any site to receive instruction from any other System site.



AGENDA ITEM IX.C.3.a.

HR 52

- **NCHEMS Recommendation:** Technology should be utilized to ensure that minimum class sizes are maintained with the vision that students at any site receive instruction from any other System site.
 - **LCTCS February 2021 Status:** A common learning management system has established the infrastructure for administrative and electronic course sharing including a tuition-sharing model.
 - Also, LCTCS has created a public-facing dashboard to provide enrolled students, graduates, faculty/staff demographic data results of Our Louisiana 2020.



AGENDA ITEM IX.C.3.a.

HR 52

- **NCHEMS Recommendation:** Consideration of Structural Changes. The possibility of consolidations or mergers inevitably arises as a solution to be considered.
 - **LCTCS February 2021 Status:** LCTCS is finalizing a contract for a third-party consulting service to assist staff in making critical decisions to improve institutional efficiencies for institutions in Central and North Louisiana.



AGENDA ITEM IX.C.3.a.

HR 52

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the report.

Report submitted to the Governor and Legislature based on due date earlier this month.



AGENDA ITEM IX.C.3.b.

HCR 45

- HCR 45 charged the Regents, in consultation with the public postsecondary education management boards, to “study issues and compile data relative to faculty at public postsecondary education institutions.”
- Regents was also asked to explore faculty salaries at Louisiana institutions relative to peer states and Louisiana postsecondary system and institution policies that ensure a diversity of faculty ideologies.



AGENDA ITEM IX.C.3.b.

HCR 45

- Utilized several national faculty data resources to find state, regional, and national data on faculty residency status and salaries.
- Reviewed hiring and employment policies relating to anti-discrimination and English language proficiency.
- Surveyed all institutions on advertising and faculty recruitment practices.



AGENDA ITEM IX.C.3.b.

HCR 45

- The highest proportions of non-resident faculty are primarily employed at the state's research-focused or STEM-focused institutions.
- Some institutions advertise using LA-focused resources, but none focus specifically on hiring LA residents.
- Regents' AA Policy 2.20 Assessment and Certification of Faculty English Proficiency mandates all institutions verify English fluency before an instructor is hired.
- Louisiana remains near the bottom for average faculty salaries compared to other SREB states.
- System and institutional anti-discrimination policies are governed by federal and Louisiana anti-discrimination laws. Some add other discrimination categories beyond those required by law.



AGENDA ITEM IX.C.3.b. HCR 45

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the report.

Report submitted to the Governor and Legislature based on due date earlier this month.



AGENDA ITEM IX.C.4.

ACADEMIC PROGRAM PROPOSALS

STAFF RECOMMENDATION

Senior Staff recommends approval of the items as presented:

- a. **AAS Engineering Technology – SUSLA**
- b. **UC Remote Systems Science & Technology – NSU**
- c. **BFA Film & TV – LSU A&M**
- d. **BS Professional Pilot – UNO**
- e. **GC Healthcare Analytics – LSU A&M**
- f. **GC Healthcare Systems Engineering – LSU A&M**
- g. **MS Nutritional Sciences – McNeese**



AGENDA ITEM IX.C.5.

REVISIONS TO CENTER & INSTITUTE APPROVAL PROCESS

Revisions to Center & Institute Approval Process

Current Process	Proposed Revision
Initial authorization and continued authorization require presentation to and approval by the Board.	Initial authorization requires presentation to and approval by the Board. Board grants authority for staff approval of reauthorization of existing units following rigorous review.
Board presentations for center and institute approvals are spread throughout the year.	Staff present all required Board actions and report on staff approvals once per year.



AGENDA ITEM IX.C.5.

REVISIONS TO CENTER & INSTITUTE APPROVAL PROCESS

STAFF RECOMMENDATION

Senior Staff recommends that the Board grant Regents Academic Affairs staff the authority to approve reauthorizations of existing centers and institutes following rigorous review. A report on these actions will be presented to the Board once per year.





BOARD *of* REGENTS
STATE OF LOUISIANA

Statewide Programs

February 24, 2021

Dr. Sujuan Boutté

AGENDA ITEM IX.D.1.

Consent Agenda

a. Approval of Rulemaking

Rulemaking to implement COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS.



AGENDA ITEM IX.D.1.

Consent Agenda

b. Approval of 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.



RECOMMENDATION

The LOSFA Advisory Board recommends approval of the Consent Agenda Items.



AGENDA ITEM IX.D.2.

Senate Concurrent Resolution No. 3 of the 2020 Extraordinary Session of the Louisiana Legislature charged Board of Regents with studying the feasibility of making TOPS Tech and GO Grant awards available to low-income students for use during the summer immediately following high school graduation.



AGENDA ITEM IX.D.2.

In studying the feasibility, Louisiana Office of Student Financial Assistance analyzed GO Grant and TOPS Tech legislation, as well as funding and logistical implications.



AGENDA ITEM IX.D.2.

- A statutory amendment would be needed for TOPS Tech to limit the availability of summer awards immediately following high school graduation to low-income students.
- GO Grant is a need-based aid program, therefore funds are already awarded to low-income students. GO Grant legislation does not prevent students from utilizing GO Grant funding beginning the summer immediately following high school graduation. Insufficient funding is the factor that currently prohibits the use of GO Grant during summer school.



AGENDA ITEM IX.D.2.

TOPS Tech Feasibility Considerations

- Funding
 - Funding levels for summer are contingent upon appropriation. Since we do not know if TOPS funding will be available for summer sessions until May and the legislature does not finalize the budget until June, usage of TOPS Tech immediately following high school graduation would require a dedicated/supplemental appropriation.
 - If demand becomes greater than the dedicated/supplemental appropriation, summer payments would be issued on pro-rata basis.

- Logistical Implications
 - Most packaging policies use summer as trailer as opposed to header. Permitting students to use TOPS Tech immediately following high school graduation would require institutions using summer as trailer¹ to reconsider their packaging policies.
 - Historically, student transcripts are received beginning in June following the high school academic year. A student's eligibility for TOPS Tech cannot be made until transcripts are received. As a result, making a determination as to a student's eligibility for TOPS Tech in time for students to enroll in a summer session presents a significant challenge, since schools cannot bill for a student's TOPS Tech award until eligibility is determined.²

¹ Summer as trailer means that summer is awarded as the last term of the academic year. Therefore, financial aid would be packaged as fall, spring, and then summer.

² The bulk of TOPS eligibility is determined in early June. Processing begins the first week in June. By the end of June, more than 90% of students have been determined eligible.



AGENDA ITEM IX.D.2.

GO Grant Feasibility Considerations

- Funding
 - Award amounts are based on the institution's allocation of GO Grant funding and their Packaging Policy. Award amounts may vary by each academic year and by student, even if the student remains enrolled at the same school for the entirety of his period of eligibility.
 - GO Grant historically has been underfunded. As a result, students who are eligible for the award do not necessarily receive it.
 - **Less than half of GO Grant eligible students actually receive the award.**
- Logistical Implications
 - Allowing GO Grant to be paid to students in the summer immediately following high school graduation would require a dedicated funding source.
 - If dedicated funding is not provided, institutions would have to:
 - reduce the award amounts provided during the traditional academic year,
 - reduce the number of students who receive GO Grant funding during the academic year, or
 - reduce both.



STAFF RECOMMENDATION

Senior Staff recommends the Board receive the response to Senate Concurrent Resolution 3 of the 2020 Second Extraordinary Session of the Legislature and authorize the submission of the report to the Senate and House Committees on Education on its behalf.





BOARD *of* REGENTS
STATE OF LOUISIANA

Planning, Research & Performance February 24, 2021

Dr. Susannah Craig
Dr. Randall Brumfield

AGENDA ITEM IX.E.1.

CONSENT AGENDA

a. R.S. 17:1808 (Licensure)

i. Initial Applications

(a) Miami International University of Art & Design

(b) Western University of Health Science

ii. Renewal Application

(a) Northcentral University (NU)

iii. Extension Request

(a) World Quant University (WQU)



AGENDA ITEM IX.E.1. CONSENT AGENDA (CONTINUED)

b. State Authorization Reciprocity Agreement (SARA)

i. Initial Application

(a) Infinity College

ii. Renewal Applications

(a) Louisiana State University A&M

(b) Louisiana State University Health Sciences Center Shreveport

(c) McNeese State University

(d) Northwestern State University

(e) River Parishes Community College

(f) University of Holy Cross



AGENDA ITEM IX.E.1.

CONSENT AGENDA (CONTINUED)

c. Proprietary Schools Advisory Commission

i. Initial Licenses

- (a) United Dental Institutes, LLC – Baton Rouge
- (b) United Dental Institutes, LLC – Lafayette
- (c) United Dental Institutes, LLC – New Orleans
- (d) Next Level Educational Services, LLC



AGENDA ITEM IX.E.1.

CONSENT AGENDA (CONTINUED)

ii. Renewal Applications

- (a) Academy of Acadiana (12/02/10)
- (b) Accelerated Dental Assisting Academy – Hammond (12/10/15)
- (c) Accelerated Dental Assisting Academy – Lake Charles (12/11/19)
- (d) Advanced Welding School, LLC (12/11/17)
- (e) Alexandria Dental Assistant School (12/08/11)
- (f) Infinity College, Inc. (12/02/10)
- (g) Kingdom Technical College (12/11/2019)
- (h) Learning Bridge Career Institute (12/02/10)
- (i) Melba Beauty (12/11/19)



AGENDA ITEM IX.E.1.

CONSENT AGENDA (CONTINUED)

- (j) NASCAR Technical Institute (12/05/02)
- (k) National Driving Academy, Inc. (12/05/96)
- (l) New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)
- (m) Southeastern Louisiana Technical College (12/11/19)
- (n) Southern Security School, Inc. (12/07/16)
- (o) Tulsa Welding School (12/07/06)
- (p) Unitech Training Academy – Alexandria (12/04/08)
- (q) Unitech Training Academy – New Orleans (12/07/11)



**AGENDA ITEM IX.E.1.
CONSENT AGENDA**

STAFF RECOMMENDATION

Senior Staff recommends the approval of the items on the Consent Agenda.



AGENDA ITEM IX.E.2.

Notice of Proprietary Schools Administration Rulemaking



AGENDA ITEM IX.E.2.

- The Master Plan identifies key strategies toward doubling the number of high value credentials awarded by the next decade.
- Included in the effort are public and private institutions, as well as proprietary schools.
- The Board acknowledges the role of each in increasing educational attainment and helping Louisiana prosper.



AGENDA ITEM IX.E.2.

- New and existing proprietary schools are required to provide information to the Board of Regents and the Proprietary Schools Advisory Commission as part of licensure requirements.
- Changes are sought in rule to establish processes that will enable greater clarity and efficiency regarding reporting requirements.



AGENDA ITEM IX.E.2.

- Changes sought will also include transitioning to the collection of student-level reporting.
- This will allow for the verification of workforce outcomes.
- Data collected will help acknowledge the contribution made by proprietary schools to the Board's postsecondary attainment goals through credentials of value.



AGENDA ITEM IX.E.2.

- Proposed rules changes will be shared with Proprietary Schools Advisory Commission at its meeting on March 9, 2021.
- These changes will be shared in detail at the Board's next meeting on March 24, 2021.
- Following the public comment period, revised rules are anticipated to be shared with the Board for consideration at its meeting on June 16, 2021.



AGENDA ITEM IX.E.2.

This item is for information purposes only.



AGENDA ITEM IX.E.3.

Northwest Louisiana Technical Community College Mission Statement



AGENDA ITEM IX.E.3.

- Northwest Louisiana Technical College established in 1952 to help students develop vocational-technical skills.
- HB 89/Act 287 of 2019 authorized NLTC to expand its mission to meet regional needs.
- In addition to technical skill development, the College offers credentials that offer a transfer pathway to other postsecondary institutions.
- Name changed to Northwest Louisiana Technical Community College (NLTCC).



AGENDA ITEM IX.E.3.

The institution's mission statement, as adopted in the 2012 Master Plan:

“Northwest Louisiana Technical College is a regional technical college responsible for providing the full range of technical college services in its region. As a technical college, Northwest Louisiana Technical College uses a traditional open admission process.”



AGENDA ITEM IX.E.3.

The statement should be updated to reflect its new name and mission:

“Northwest Louisiana Technical Community College is committed to providing quality workforce training and transfer opportunities to students seeking a competitive edge in today’s global economy. As a community college, NLTCC uses a traditional open admission process.”



AGENDA ITEM IX.E.3.

STAFF RECOMMENDATION

Senior Staff recommends approval of updating the Master Plan to reflect the new institution name (Northwest Louisiana Technical Community College) and its updated mission: “Northwest Louisiana Technical Community College is committed to providing quality workforce training and transfer opportunities to students seeking a competitive edge in today’s global economy. As a community college, NLTC uses a traditional open admission process.”



AGENDA ITEM X.

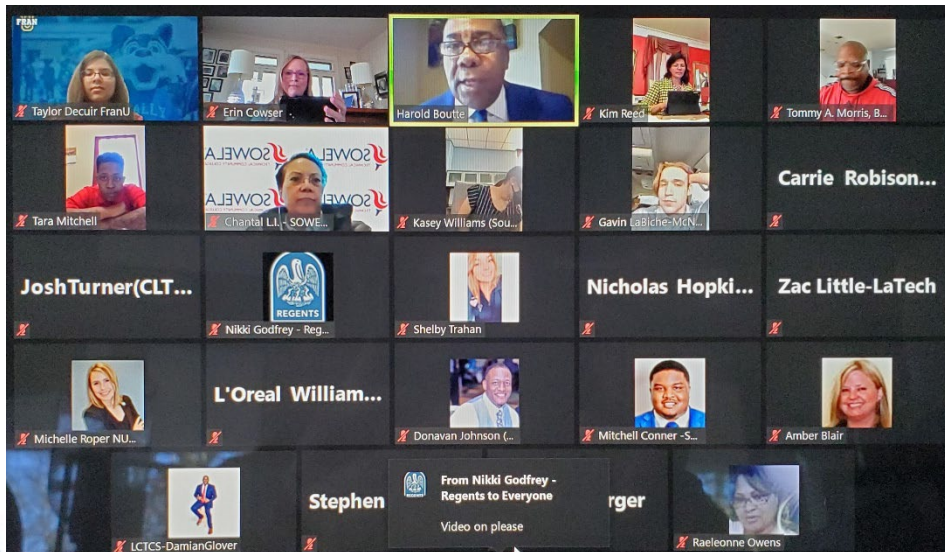
Reports and Recommendations by the Commissioner of Higher Education



COVID Conversations



Deans of Nursing and Allied Health



Council of Student Body Presidents





NASH

National Association
of System Heads



Welcome

Dr. Chris Yandle
Assistant
Commissioner for
Public Affairs



Agenda Item XI.

Other Business



Agenda Item XII.

Adjournment

