

NOTICE OF MEETINGS

Board meeting to be held at the
Claiborne Building
Louisiana Purchase Room
1201 N. 3rd Street, First Floor
Baton Rouge, Louisiana



*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
proceedings.

BOARD OF REGENTS

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

Board of Regents Wednesday, October 20, 2021

Event	Time	Location
Continental Breakfast	8:30 a.m.	North Dakota Room 1-155 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
Board Development – Sexual Misconduct Mandatory Training for Board Members	9:00 a.m.	North Dakota Room 1-155 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
(Meeting as a Committee of the Whole) <i>Board of Regents</i> <ul style="list-style-type: none">➤ Master Plan Update➤ Finance➤ Facilities and Property➤ Academic and Student Affairs➤ Statewide Programs➤ Planning, Research & Performance	10:15 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana

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>

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

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill

Judy A. Williams-Brown
Cameron T. Jackson, Student

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AGENDA

BOARD OF REGENTS*

Meeting as a Committee of the Whole

Wednesday, October 20, 2021

10:15 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from September 22, 2021
- V. Chair's Comments
- VI. Master Plan Update – Louisiana Math Forward
- VII. Reports and Recommendations
 - A. Finance
 - 1. Approval of Preliminary Formula Funding and Budget Request for FY 2022-2023
 - B. Facilities and Property
 - 1. Consent Agenda
 - a. Small Capital Projects Report
 - i. LSU A&M: Chemical Engineering Building – Shop Renovations
 - ii. LSU A&M: French House – Honors College Site and Landscaping Improvements Phase 1a
 - iii. LSU A&M: Life Sciences Annex – Waterproof East and North Water Infiltration Study
 - iv. LSU HSC-S: Stonewall Facility Renovations and Addition
 - v. LSU-S: Bronson Hall Elevator Equipment and Cab Upgrades
 - vi. LSU-S: HPE Building Equipment Pavilion Climate Chamber (Budget Increase)
 - vii. SOWELA: Oakdale Electrical/Instrumentation Instructional Space
 - viii. ULM: Chemistry and Natural Sciences Building Chiller Replacement
 - ix. ULM: Schulze Dining Hall Generator Project

The Board of Regents is an Equal Opportunity and ADA Employer

- b. Third Party Projects
 - i. La Tech: New Pedestrian Plaza
 - ii. NiSU: New Baseball Field House
 - iii. ULM: Baseball Field Turf Replacement
 - iv. ULM: Softball Student Athlete Leadership Center
 - 2. Act 959 Project: GSU Johnson Center of Excellence and Student Success
 - 3. Lease Agreement: UNO CERM Building
 - 4. BoR FY 2022-23 Capital Outlay Budget Recommendation
- C. Academic and Student Affairs
 - 1. Consent Agenda
 - a. Program Terminations
 - b. Routine Staff Approvals
 - 2. Reports
 - a. Governor's Military Friendly Campus Annual Report and Policy Revisions
 - b. TOPS Annual Report
 - 3. Academic Affairs Program Policy and Process Revisions
 - a. 2.04 Letters of Intent for Projected New Academic Programs
 - b. 2.05 Proposals for New Academic Programs/ Research Units
- D. Statewide Programs
 - 1. Consent Agenda
 - a. Approval of Rulemaking to implement Act 457 of the 2021 Regular Session of the Louisiana Legislature
- E. Planning, Research and Performance
 - 1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Renewal Applications
 - (a) Bard Early College in New Orleans (BECNO)
 - (b) Central Michigan University (CMU)
 - (c) South University (SU)
 - (d) University of St. Augustine for Health Sciences (USA)
 - b. State Authorization Reciprocity Agreement (SARA)
 - i. Initial Applications
 - (a) Digital Media Institute at InterTech
 - c. Proprietary Schools Advisory Commission
 - i. Initial Applications

- (a) 160 Driving Academy, Metairie
 - (b) Durham Transport Academy, Shreveport
 - (c) Excel Health Careers, LaPlace
 - (d) Houma Dental Assisting School, Houma
 - (e) Phlebotomy Training Specialist, Baton Rouge
- ii. Change of Ownership Applications
 - (a) BARBRI Holdings, Inc., Baton Rouge
 - (b) BARBRI Holdings, Inc., New Orleans
- iii. Renewal Applications
 - (a) Accelerated Dental Assisting Academy, Baton Rouge (8/21/2011)
 - (b) Accelerated Dental Assisting Academy, Denham Springs (6/19/2019)
 - (c) Accelerated Dental Assisting Academy, Lafayette (8/26/2015)
 - (d) Accelerated Dental Assisting Academy, Monroe (8/26/2015)
 - (e) Accelerated Dental Assisting Academy, Slidell (8/26/2015)
 - (f) Advance Nursing Training, New Orleans (8/27/2014)
 - (g) Arch Dental Assistant Academy, Baton Rouge (8/2/2019)
 - (h) Ark-La-Tex Dental Assisting Academy, LLC, Shreveport (8/26/2010)
 - (i) Baton Rouge School of Computers, Baton Rouge (8/28/1997)
 - (j) Camelot College, Baton Rouge (8/28/1986)
 - (k) Coastal College - Alexandria (8/28/1997)
 - (l) Cross Road CDL Academy, LLC, Harvey (8/13/2020)
 - (m) Digital Media Institute at Inter Tech, Shreveport (8/27/2014)
 - (n) Fortis College, Baton Rouge (8/26/2010)
 - (o) Healthcare Training Institute, LLC, Kenner (8/27/2008)
 - (p) Life Care, LLC, Marrero (8/21/2013)
 - (q) Medical Training College, Baton Rouge (8/22/1996)
 - (r) N.O.D.C. School of Dental Assisting, Harvey (8/24/2011)
 - (s) NOLA Institute of Gaming, New Orleans (8/13/2020)
 - (t) Opelousas Academy of Nondestructive Testing, Opelousas (8/23/2017)
 - (u) RelyOn Nutec USA, LLC, Houma (8/24/2011)
 - (v) Remington College, Baton Rouge (8/23/2017)
 - (w) River Cities School of Dental Assisting, Inc., Shreveport (8/24/2006)
 - (x) Rock Bridge Training Institute, Shreveport (8/26/2015)
 - (y) Stick It Phlebotomy, Jonesboro (8/26/2015)

VIII. Reports and Recommendations by the Commissioner of Higher Education

IX. Other Business

A. Calendar of Meetings for 2022

X. Adjournment

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DRAFT
MINUTES
BOARD OF REGENTS

September 22, 2021

The Board of Regents met as a Committee of the Whole at 9:04 a.m., Wednesday, September 22, 2021, via video conference. Chair Blake David called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Blake David, Chair
T. Jay Seale III, Vice Chair
Stephanie Finley
Cameron Jackson, Student Member
Robert Levy
Charles McDonald
Darren Mire
Wilbert Pryor
Gary Solomon, Jr.
Terrie Sterling
Collis Temple III
Felix Weill
Judy Williams-Brown

Mgt. Board Representatives present:

Chip Jackson, LCTC System
Mary Werner, LSU System
Leon Tarver, SU System
Mark Romero, UL System

Absent from the meeting were:

Randy Ewing
Phillip May, Jr.
Sonia Pérez, Secretary

CERTIFICATION FOR VIRTUAL MEETING

Chair David 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.

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF THE AUGUST 25, 2021 MEETING

On motion of Ms. Werner, seconded by Regent McDonald, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of the August 25, 2021 meeting.

CHAIR'S COMMENTS

Chair David made the following comments:

- Chair David thanked Commissioner Reed and her staff for weathering Hurricane Ida well and responding in a professional manner and he acknowledged Regents May and Pérez for their leadership and resiliency in the wake of the hurricane. He said that he hoped the Board members in the Hammond, New Orleans and Bayou regions were on the road to recovery. He noted that Hurricane Ida impacted 13 public degree-granting institutions, 8 private institutions, and LUMCON – affecting approximately 135,000 students, about 55% of our annual enrollment. In response, many campuses outside the disaster zone welcomed evacuated students, with UL-Lafayette, UL-Monroe and Louisiana Tech taking in students from UNO, Nicholls, and Southeastern. In addition, they also demonstrated the power of community by hosting supply drives and drop-offs, crowd-sourced funding programs and hot meals whenever possible. This week, all of our campuses are operational, whether in-person or remote, and Regents staff continues to exercise agility in supporting our campus leaders in their recovery efforts.
- Chair David said that another notable way Regents responded was by sharing Disaster Assistance and Emergency Funding information for students on our website and social media platforms. He said that students have an unwavering spirit to rebound quickly, identify lessons learned and step forward to help others in their communities, so making sure they have the resources they need to continue their studies no matter the obstacle is the top priority.
- Chair David acknowledged Commissioner Reed for reaching out to and visiting impacted campuses to see the damage and recovery efforts in person.
- Chair David said that even though several campuses were impacted, many still opened their doors to house emergency workers and National Guard members in their dormitories and parking lots. He noted that the resilience of Louisiana campuses, faculty, and students reveals the strength of our communities and our state and expressed thanks on behalf of the Board for their response and continued commitment to talent development.
- He acknowledged Student Member Cameron Jackson and asked him to share his report. Regent Jackson provided updates on some of the SGA action items around the state:
 - Regent Jackson reported that, following Hurricane Ida, the University of Louisiana System students donated supplies to the needy via the Stuff the Bus campaign, using the Louisiana Strong symbol and sharing the information via social media. In addition to helping students at UL campuses, he worked to compile links and other information for those in need at campuses across the state and shared this information via social media.

- Regent Jackson said that many Greek and non-Greek campus organizations across the state participated in the These Hands Don't Haze campaign. He emphasized that it is not necessary in these organizations to drift away from the true purpose of service.
- Regent Jackson said that there was a seminar called "Why Opt Out," which brought together police officers, campus organizations and students to debunk internet-based myths regarding the COVID vaccine. He said that he is working with LSU, Southern, and LCTCS SGA leaders to promote education across the state using this seminar. In addition, he has created a Mask Up, Vax Up, Stack Up incentive program to launch at Grambling State University and eventually share across the state, targeting home football games to spread the message of what is needed to keep the campuses safe.
- Regent Jackson thanked Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, for her help in accessing and disseminating information across the state.
- Regent Jackson said that he is working with former student Board member Chandler Vidrine to continue the work of expanding broadband access across the state.

MASTER PLAN – YEAR 2 UPDATE

Dr. Kim Hunter Reed, Commissioner of Higher Education, said that when Regent David accepted his role as Chair, he stated that he saw education as the golden ticket – an opportunity to move people from poverty to prosperity. She said when we focus on all that we have recently been through, from the COVID pandemic to natural disasters, that singular focus of making sure that people prosper and have opportunity is more important than ever before. She reiterated the Master Plan goal of 60% attainment in Louisiana's working-age population and doubling the numbers of credentials awarded annually by 2030, saying that we must focus not only on the numbers, but also on the people. She said that despite being in a prolonged state of major disruption for the past year and a half in Louisiana, she is proud that our work has not slowed or stopped. Instead we are seeing gains and she is grateful for all of those continuing to move the work forward. She said that every disaster illuminates additional fault lines, but we must identify and address the systemic weaknesses so we can best support the people of our state by developing talent so that Louisiana prospers. Dr. Reed explained that we must educate, innovate and collaborate to ensure that more students enroll in postsecondary education and complete a credential. She said that if we are going to hurricane-proof, recession-proof, pandemic-proof and disaster-proof our people economically, the key is to get more citizens the education and training they need so they can literally weather any storm. The Commissioner noted that the higher education agenda is an economic

development and workforce development agenda and that recovery cannot exist without higher education as a strategic asset.

Dr. Reed explained that developing talent is a three-fold process: we must expand access to and success in completing postsecondary education, we must eliminate persistent and damaging equity gaps, and we must significantly increase the educational level of adults. As we respond to and recover from multiple emergencies, we acknowledge that educational attainment shapes future earnings, reduces the risk of being in poverty and gives our citizens the ability to rebound and respond to challenges. She noted that the recovery efforts remind us that our talent imperative includes a relentless commitment to today's students, who are not just traditional secondary-to-postsecondary freshmen, but include first-in-family college enrollees, working parents in need of retraining, adults in rural communities, foster youth, the incarcerated and the formerly incarcerated, and others. Our work is to provide renewed hope and a vision for their future. She said that while year two of our Master Plan implementation may have been defined by disaster, it revealed the urgency of our work and the importance of education and training. In a time of profound disruption and uncertainty, the Master Plan served as an anchor, highlighting the importance of our priorities, the urgent need to accomplish them, and the centrality of this work to building a prosperous and resilient Louisiana. She said that over the past twelve months Regents has reduced equity gaps, blurred the lines between high school and college through expansion of dual enrollment, improved digital access and hybrid learning, and increased college affordability.

She noted that one of the things we are most proud of is the reinvestment in higher education by Governor Edwards and the Legislature, with the budget passed earlier this year including the most significant higher education increase in 13 years, providing over \$100 million in additional dollars to support students, faculty, and staff. She said that education is critical to Louisiana's future success, and our Legislature recognized now is the time to make strategic investments in our people. She explained that increasing need-based aid through GO Grants with an historic \$11 million investment while also establishing the M.J. Foster Promise adult financial aid program means reducing student debt and eliminating a major barrier to success and prosperity for so many. Additionally, she noted that prioritizing

student safety and doing all we can through Title IX and power-based violence policies in tandem with robust training to make our campuses safe places to learn, grow and graduate has been critically important. She emphasized the sustained commitment to initiatives that blur the lines between high school and college, saying that we must continue to expand access to dual enrollment across our state and recognizing a \$2M federal grant which allowed Regents to expand low-to-no-cost textbook options for dual enrollment general education courses, which have made it more affordable than ever. In addition, she focused on the investments of federal COVID recovery dollars, which allowed higher education to assemble a Digital Inclusion Strategic Asset Team to address the rapid shift to online course delivery and understand the impact of the digital divide on student retention and resiliency. She highlighted establishment of regional STEM centers, which ensures a focus on future economic development and education-to employment opportunities for women, underrepresented minorities and underserved populations in high-demand fields, as well as the emphasis on statewide research success and opportunities featured in the first annual Regents Research Summit.

Reporting on progress to the goal, Dr. Reed stated that, according to the Lumina Foundation's Stronger Nation Report, Louisiana has increased its attainment by point-8 percent (.8%), from 47.3% in 2018 to 48.1% in 2019; this increase slightly outpaces the nation, which grew by only point-6 (.6%) percent, to 51.9%. To accomplish the Master Plan goal of 60% attainment, the state will need to achieve an 11.9% increase among Louisiana residents aged 25-64 by 2030. The data contain good news in terms of our persistent equity gaps, showing increases in enrollment and completion among African American students. We have also improved in the number of adults over the age of 25 who have earned an undergraduate credential. She noted that in order to reach our goal, we must have more completers and that fiscal policy must be aligned. Additional funds provided by state and federal COVID stimulus dollars will assist us in attaining our goal. She said that we must tie our attainment agenda to a recovery agenda, advancing both together, and thanked campus and system leadership as well as our Regents team in moving this work forward. She noted that Pam Northrup will join the team as a senior advisor on data

analytics, helping the systems and campuses to contribute to this goal. She added that system and campus support is essential to moving the goal forward.

Regent Weill thanked Dr. Reed and her colleagues for an outstanding report, saying that we must do everything we can to promote the opportunities that we are bringing to the table, particularly by using a peer-to-peer platform. Regent Sterling said that cascading goals within colleges and universities and public-private partnerships to create programs for completers would also be beneficial in attaining the goals. Chair David said that we must lead discussion by championing companies and organizations that offer completer programs. LCTCS President Monty Sullivan added that we must identify companies in Louisiana that offer tuition reimbursement programs, to guide us in finding employers who are willing to invest in the education of the workforce. He acknowledged Dr. Reed, Dr. Lisa Smith Williams, Associate Commissioner for Workforce Education and Training, Louisiana Economic Development and the Louisiana Workforce Commission for their assistance in the responding to the Good Jobs Challenge. Chair David said that it is good business, and not a charitable effort, for corporate leaders to encourage employees to complete their degrees. Regent Finley said that the military does an excellent job of encouraging their enlisted individuals to attain degrees by providing time allotments for classes and working with industries to educate these individuals.

REPORTS AND RECOMMENDATIONS

FINANCE

REVIEW AND ACCEPTANCE OF FY 2021-2022 OPERATING BUDGETS

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, presented a brief overview of the operating budgets, which were discussed in depth the previous day during the budget hearings. Mr. Ginn said that the system presidents were asked three specific questions: 1. How did you use your new federal and state dollars?; 2. How did your spending support the Master Plan, Title IX compliance, and other system- and campus-specific initiatives?; and 3. What do you need in terms of the FY 2022-2023 budget? Mr. Ginn noted that Mr. Greg Albrecht, Chief Economist for the Legislative

Fiscal Office, and Mr. Jay Dardenne, Commissioner of Administration, said that they fully intend to recommend funding for deferred maintenance, and continued overall support for higher education.

On motion of Regent Seale, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to accept the Fiscal Year 2021-2022 Operating Budgets.

FACILITIES AND PROPERTY

ACT 959 PROJECT: LOUISIANA STATE UNIVERSITY AND A&M COLLEGE STUDENT UNION ROOF REPLACEMENT

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Disaster Services, presented the item. Regent Weill noted that he appreciated that Commissioner Dardenne included facility maintenance in the budget, noting that when we do not dedicate funds to maintain our buildings it becomes more costly in the future to replace them.

On motion of Regent Mire, seconded by Regent Weill, the Board, acting as a Committee of the Whole, voted unanimously to approve the Act 959 project submitted by the Louisiana State University System Board of Supervisors, on behalf of Louisiana State University and A&M College, to replace the roof on the Student Union.

OTHER BUSINESS: HURRICANE IDA UPDATE

Mr. Herring presented a brief update on the damages to campuses caused by Hurricane Ida. He said that 13 public degree-granting institutions and LUMCON suffered damages, consisting of wind-driven damage, water intrusion, downed trees, and mold. He said that the cost of the repairs should be covered by the Office of Risk Management or insurance, and he will continue to provide updates as they become available. Regent Seale asked if we were upgrading our facilities to ensure they can endure more frequent storms and flooding. Mr. Herring said that he would survey institutions regarding their capabilities, lessons learned, challenges faced, and possible actions to be better prepared for the next storm. He said that the Capital Outlay requests would be moving forward. Dr. Reed recognized the excellent work of Mr. Herring and said that his role will be expanding to include a disaster response function, to assist in instruction for all of higher education in how to prepare pre-storm, to keep institutions open and ready to serve our students.

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

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

a. Routine Staff Approvals

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

ACADEMIC PROGRAM PROPOSALS

Dr. Craig presented the Academic Programs items.

- a. Associate of General Studies – Central Louisiana TCC**
- b. AS Agriculture – LSU Eunice**
- c. GC Estate Planning & Taxation – LSU A&M**

On motion of Regent McDonald, seconded by Regent Weill, the Board, acting as a Committee of the Whole, voted unanimously to approve the Academic Programs items as presented.

REPORT ON ACT 109 OF THE 2021 REGULAR LEGISLATIVE SESSION – HEALTH CARE EMPLOYMENT REINVESTMENT OPPORTUNITY (H.E.R.O.) FUND

Ms. Mellynn Baker, Assistant Commissioner for Institutional Research, presented an overview of the report in response to Act 109 of the 2021 Regular Legislative Session – Health Care Employment Reinvestment Opportunity (H.E.R.O.) Fund. She stated that the Louisiana Health Works Commission, a legislatively created commission comprised of postsecondary, legislative, and medical organizations, operating with Board of Regents staff support, is authorized to determine how Fund monies are allocated in a multi-year plan. Ms. Baker said that \$5 million was to be distributed to the following programs: Nurse and Allied Health Capitation, the Tuition Forgiveness Program, the Louisiana Council of Administrators in Nursing Education (LaCANE) Grant, Simulation Medical Training and Education Council Funding, and Nurse Aid Testing. Regent Sterling said that the recommendations are aligned with the Institute of Medicine's Future of Nursing priorities regarding advancing education for nursing.

On motion of Regent Sterling, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the 2021 Act 109 H.E.R.O. Fund allocation submitted by the Louisiana Health Works Commission and authorize Regents staff to develop and execute a funding application process for each program.

OTHER BUSINESS

Dr. Craig gave an update regarding the Shot for 100 program, an incentive program which provides college students \$100 Visa gift cards when they receive the COVID vaccine. She said that vaccine events were underway across the state with the help of the Louisiana National Guard, with 65 different events happening this week. She noted that Dr. Reed and Chair David were attending an event at LSU during the afternoon. Dr. Craig said that, as of this week, 6,705 Visa cards had been distributed, and thanked Governor Edwards for his support of the program. She noted that there was an expected uptick in vaccine acceptance as each system is instituting vaccination requirements for the Spring semester.

STATEWIDE PROGRAMS

CONSENT AGENDA

Dr. Sujuan Boutte, Executive Director of LOSFA, presented Consent Agenda items a-c.

- a. Approval of Final Rulemaking to implement provisions of the Consolidated Appropriations Act of 2021 that increase the Chafee Educational and Training Voucher (ETV) from \$5,000 to \$9,000 for the 2021-2022 Academic Year only**
- b. Approval of ACT Deadline Exception**
- c. Approval of TOPS Exceptions**

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

Dr. Williams presented Consent Agenda item d.

- d. Approval of Eligibility List of Academic Programs Approved for TOPS Tech 2021-2022 Academic Year**

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

PLANNING, RESEARCH AND PERFORMANCE

Dr. Craig presented the Consent Agenda items.

CONSENT AGENDA

- a. R.S. 17:1808 (Licensure)**
 - i. Renewal Applications**
 - (a) Fuller Theological Seminary (FTS)**
 - (b) Research College of Nursing (RCN)**
 - (c) Saybrook University (SU)**

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

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed presented several items to the Board:

- Dr. Reed said that Regents has been asked to present to the Select Committee on Women and Children on Tuesday, September 28th regarding adoption of our Uniform Policy on Power-Based Violence as well as our training sessions for postsecondary education board members, campus staff and confidential advisors. She said that she will be joined by the system presidents, who will be able to share the work and progress being made by their campuses ahead of implementation of up-the-chain incident reporting, which will begin on October 1st.
- Dr. Reed said that the Summer of Service projects at the Board of Regents were all successful. Regents staff delivered 20 backpacks and three dorm essentials baskets to the state's foster youth attending college for the first time this fall. In addition, more than 150 new and gently used books were collected to restock the dormitory book shelves at THRIVE Academy, a residential high school in Baton Rouge serving at-risk students from across the state. Thanks to our Governor's Fellow, Elizabeth Bueche, more than 250 pounds of food was delivered to the Baton Rouge Food Bank. Finally, staff cleaned out their closets and donated computers, televisions, cell phones and other electronics for recycling, so they do not wind up in our landfills. She expressed her pride in the efforts and enthusiasm of the staff around giving and community service.

OTHER BUSINESS

Chair David noted that the next Board meeting would be held on October 20, 2021. He said that there will not be a November Board retreat this year.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 10:27

a.m.

Blake R. David
Chair

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FINANCE
October 20, 2021

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VII. Reports and Recommendations

A. Finance

1. Approval of Preliminary Formula Funding and Budget Request for FY 2022-2023

EXECUTIVE SUMMARY
Wednesday, October 20, 2021

VII.A.1. Preliminary FY 2022-2023 Formula Funding Request

Higher education is essential to Louisiana's recovery from multiple natural disasters and the COVID-19 pandemic of the past two years, and its resilience in the future. Recognizing this, for FY22 the Governor and legislature reinvested in higher education much like the years after Hurricane Katrina. For the first time in nearly a decade, the state of Louisiana expanded its investment in higher education, increasing state funding by 10%. In this time of numerous crises facing the state, we know from experience that investment in higher education yields increased value in the form of a skilled workforce.

Higher education attainment benefits individuals in numerous ways:

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

These increased individual benefits of educational attainment also have a positive impact on the state. As Moody's Investors Service noted, "if the [Board of Regents'] strategic plan meets objectives, Louisiana will benefit from greater economic competitiveness, a credit positive for the state."

In order to meet the demands of the future, we must build on the FY22 momentum by continuing Louisiana's reinvestment in higher education during a national pandemic and in the wake of multiple devastating hurricanes that have plagued our state. Therefore, the reinvestment package for higher education resulting from COVID-19 and Hurricanes Laura, Delta, Zeta (2020), and Ida (2021) prioritizes both stability and affordability. Additionally, by making college more affordable through national best practices such as funding for need-based aid, dual enrollment expansion, and investments in open educational resources (including e-textbooks) to reduce the cost of attendance, Louisiana can improve affordability and access to higher education across our state. Staff will present a detailed list of FY23 funding priorities in developed consultation with the Systems for the Board's consideration.

In accordance with RS 39:32.1(F), the Board of Regents will submit a budget request letter to the Commissioner of Administration that outlines priorities for the ensuing fiscal year.

STAFF RECOMMENDATION

Senior Staff recommends approval of the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2022-2023.

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Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

November 1, 2021

Mr. Jay Dardenne
Commissioner of Administration
Claiborne Building, 7th Floor
Baton Rouge, LA 70802

Dear Commissioner Dardenne:

As we enter this FY 2022-23 budget planning season, we are grateful for the support of the Administration and Legislature in providing the first increase in higher education funding in over a decade and eager to maintain this momentum as we work to accelerate talent development.

In accordance with RS 39:32.1(F), the Board of Regents approved the required initial public postsecondary education budget request for FY 2022-23 at its October 20th meeting. In order to fully fund the state share of the public higher education enterprise, \$2.1B in state support is required. This represents an increase of over \$900M above the FY 2021-22 appropriation of \$1.2B. **Understanding the limited nature of public dollars, the Board of Regents requests an increase of \$219.5M in State General Funds for FY 2022-23 to support our goal of increasing talent development through strategic investments in institutional support and stability (\$104.6M), budget stabilization (\$18.7M), our strong commitment to affordability for students and families (\$92.2M), and targeted needs (\$4M).** We believe this investment would significantly advance our mission of expanding education while accelerating the state's economic renewal. Both are critical for Louisiana.

As you are aware, the Board of Regents set a new strategic vision through the adoption of our Master Plan, *Louisiana Prospers: Driving Our Talent Imperative*. The Plan sets a robust attainment goal of 60% of working-age adults holding a postsecondary education credential by the year 2030. Reaching that goal, thus meeting the demands of a rapidly changing economy, will require the state to double the number of credentials produced annually, from 43,000 to more than 85,000, over the next eight years.

In addition to driving the Master Plan goals, higher education is essential to Louisiana's recovery from both the pandemic and recent natural disasters. Recognizing this, for FY 2021-22 the Governor and Legislature reinvested in higher education much as they had the years after hurricane Katrina. For the first time in nearly a decade, the state of Louisiana expanded its investment in higher education, increasing state funding by 10%. In this time of numerous crises facing the state, we know from experience that investment in higher education yields increased value through the development of a skilled workforce.

Higher education benefits our state and graduates in numerous ways of particular importance at this time: improving employment opportunities, our tax base and lifetime wages while decreasing the need for public assistance.

As Moody's Investors Service noted in its assessment of the Master Plan, "if the strategic plan meets objectives, Louisiana will benefit from greater economic competitiveness, a credit positive for the state"; therefore, the reinvestment package for higher education in response to COVID-19 and major hurricanes addresses both stability and affordability.

In order to meet the demands of the future, we must build on the FY 2021-22 momentum by continuing Louisiana's reinvestment in higher education. To improve results, seed transformational change and support our faculty, we believe the targeted priorities listed below represent a prudent reinvestment package.

Institutional Support/Stability (\$104.6M):

- **Return Faculty Pay to SREB Average - \$31.7M**
 - Retaining and recruiting top faculty are critical to providing quality education in Louisiana. We are requesting to complete the two-year phase-in to return faculty pay to the SREB average, which began in FY 2021-22). The faculty pay increase includes the ranks of professor, associate professor, assistant professor, and instructor. The last year in which Louisiana reached the SREB average for faculty pay was 2008.
- **Provide Staff Pay Increases - \$44.0M**
 - An institutional staff pay increase of 4% would cost \$44M. Over the last few years, there has not been a uniform statewide pay increase to unclassified institutional staff, though classified employees have received increases.
- **Drive Improved Student Outcomes - \$15.0M**
 - The Board of Regents will support its focus on talent development by leveraging our funding formula to reward improved student success and expanded campus research activity through an increase in cost and outcomes funding while meeting the mandates pursuant to Act 462 of 2014.
- **Support Specialized Institutions - \$10.0M**
 - Additional funding will increase research and public service productivity at the LSU and SU Agricultural Centers and SU Law Center, as well as enhance instructional and research capacity at the LSU Health Sciences Centers and Pennington Biomedical Research Center.
- **Title IX Office Support - \$5.0M**
 - Increased funding for Title IX offices across public postsecondary institutions will allow systems and institution the ability to hire additional staff and provide expanded resources for investigations and prevention activities as we focus on student safety.

Budget Stabilization Package (\$18.7M):

- **Fund Annual Legacy and Mandated Cost Increases - \$18.7M**
 - Since FY 2008-09, legacy and mandated costs to higher education institutions have increased by a total of \$261.4M, an average annual increase of \$18.7M. For years, higher education was the only state entity that did not have its legacy and mandated cost increases annually reflected in the executive budget. These increases will allow institutions to retain state dollars for instruction, research and student support, to respond to the state's workforce needs.

Core to our higher education mission is expanding access to the education and training that will increase opportunities to the residents in our state. Accelerating our efforts to reach our Master Plan goals requires a targeted investment to expand student support and success.

Priority Investment Package (\$92.2M):

Economic Recovery/Master Plan

- **Master Plan Alignment - \$30.0M**
 - Additional funding will support institutions as they implement and/or expand programs to foster Master Plan alignment and student success. The support ranges from STEM initiatives at LSU and A&M College and Nicholls State to enhancing student success services at Grambling State University, LSU-Shreveport, and Southern University-Baton Rouge to creating/enhancing nursing programs at Southern University at New Orleans, Northwestern State, and Southeastern.

- **Completers Fund - \$30.0M**

- This fund will accelerate retraining of displaced workers, supporting completion of in-demand short-term credentials and associate's or four-year degrees for students in the last semester of their studies.

Student Success and Support

Supporting financial aid for our students through both need-based and merit-based programs will be more important than ever to developing talent in our state.

Student Financial Aid

- **Increased Funding of GO Grants - \$10.0M**

- Need-based aid is essential to improving student access and success in postsecondary education. This additional funding will continue to build upon the largest base increase in the history of the GO Grants. The \$10.0M could be used to increase the number of awards to students, increase the amount awarded to students, or a combination of both.

NOTE:

- To fully fund all 59,117 eligible students with the current financial aid packaging policy, an additional \$59.8M would be required. Each institution sets its own award range; currently institutions can provide a minimum of \$300 and maximum of \$3,000 per student.
 - To fund all 59,117 eligible students at the maximum GO Grant award amount of \$3,000 per student, an additional \$132.9M would be needed in FY 2022-23.
 - Currently only 26,240 students, 45% of those eligible for the program, receive GO Grant awards.
- **TOPS Increases - \$9.3M**
 - Additional funding for TOPS will cover the increase in participation, projected to be approximately 1,700 students.
 - **M. J. Foster Scholars Increases - \$5.5M**
 - Additional funding is needed to fully fund the initial program cost in FY 2022-23 for the state's newly created adult financial aid program. This amount will bring the total funds allocated to the \$10.5 million needed to launch this critical affordability initiative.

Additional Critical Student Support Provided through the Higher Education Initiatives Fund (One-time Money)

- **Increase Textbook Affordability - \$2.5M**

- Funding will enable the statewide library network (LOUIS) to continue providing to institutions open-source documents and eTextbooks, proven to reduce the cost of attendance for students.

- **Dual Enrollment - \$1.5M**

- Providing increased access to dual enrollment for high school students will allow them to enter colleges and universities with postsecondary credits, increasing their likelihood of college enrollment and completion while decreasing college costs and time to degree. Funding would create a dual enrollment teacher credential pilot program to provide high school teachers with tuition assistance to enroll in graduate courses or pursue technical certifications necessary to be credentialed as an instructor by a college or university. The credentialed high school teacher would then be able to directly provide dual enrollment instruction to students.

- **Master Plan Goals - \$1.5M**

- To help institutions achieve Master Plan goals, Regents will assist them through the following: 1) regional and institutional goal setting, 2) Student Success Council & Diversity, Equity, and Inclusion work, and 3) Math Co-Requisite Pathway course development and faculty professional development.

- **Digital Inclusion Initiatives - \$1.0M**

- The initiatives would provide digital literacy training through a program piloted in several parishes with

high percentages of their populations identified as not digitally literate and offer professional development to faculty to ensure quality instruction to students.

- **Early Childhood Initiatives - \$1.0M**

- To provide early learning centers at institutions of higher education training and support to develop a sustainable business model, funding to support credential attainment for teachers, and grants for curriculum development. In addition, these funds will provide financial and emotional supports for student families.

Targeted Requests Package (\$4M):

- **LOSFA High School Outreach and Engagement - \$2.1M**

- Connect2Success is focused on the high school pipeline for the purposes of experiential learning, career exploration, career related dual enrollment and validation of match and fit through internships and exposure to individuals in the field who are representative of the students we serve. Additional outreach funding will enable LOSFA to develop the capacity to support expanded audiences of students in continuation and completion of postsecondary as well as the broad array of adult audiences desiring to return to postsecondary.

- **Increase Adult Basic Education Funding - \$1.6M**

- Adult basic education was transferred from the Department of Education to LCTCS in 2010. Since LCTCS has operated it, the program has not received a funding increase. The \$1.6M increase would restore per-student funding to its level at the time the program was transferred to LCTCS, supporting both adult basic education and workforce training for these students.

- **Focus on Coastal Marine Consortium (LUMCON) - \$300,000**

- Increases will provide for additional funding for operational needs, as LUMCON continues coastal and maritime research and education critical to our state and the Gulf region with the opening of the BlueWorks campus in Houma.

Finally, in terms of the FY 2020-21 budget surplus, the Board of Regents requests that \$200M of available funds be utilized for deferred maintenance and disaster investments at the state's public postsecondary institutions. Addressing the maintenance needs at our colleges and universities and allowing for immediate repairs across the state will help mitigate long-term damage caused by years of neglect. We note that the total deferred maintenance needs in higher education are currently more than \$1.6B. In the wake of natural disasters, institutions can serve as community recovery hubs, acting as a one-stop shop for staging areas, food preparation, and disaster assistance and information. Disaster investment dollars would strengthen these campuses' ability to operate independently when communities lack power, water, internet connectivity, and other utilities, furthering their role as strategic assets.

Thank you for your consideration of these strategic investments on behalf of our students and our postsecondary community. We are committed to increasing talent development in Louisiana and are grateful for your support of our efforts. Should you have any questions, please feel free to contact me.

Sincerely,



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

c: Hon. John Bel Edwards, Governor, State of Louisiana
Hon. Mack "Bodi" White, Chairman, Senate Finance Committee
Hon. Jerome Zeringue, Chairman, House Appropriations Committee
Blake David, Chairman, Board of Regents

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Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
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Kim Hunter Reed, Ph.D.
Commissioner of
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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FACILITIES AND PROPERTY
October 20, 2021

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VII. Reports and Recommendations

B. Facilities and Property

1. Consent Agenda

- a. Small Capital Projects Report
 - i. LSU A&M: Chemical Engineering Building – Shop Renovations
 - ii. LSU A&M: French House – Honors College Site and Landscaping Improvements Phase 1a
 - iii. LSU A&M: Life Sciences Annex – Waterproof East and North Water Infiltration Study
 - iv. LSU HSC-S: Stonewall Facility Renovations and Addition
 - v. LSU-S: Bronson Hall Elevator Equipment and Cab Upgrades
 - vi. LSU-S: HPE Building Equipment Pavilion Climate Chamber (Budget Increase)
 - vii. SOWELA: Oakdale Electrical/Instrumentation Instructional Space
 - viii. ULM: Chemistry and Natural Sciences Building Chiller Replacement
 - ix. ULM: Schulze Dining Hall Generator Project
- b. Third Party Projects
 - i. La Tech: New Pedestrian Plaza
 - ii. NiSU: New Baseball Field House
 - iii. ULM: Baseball Field Turf Replacement
 - iv. ULM: Softball Student Athlete Leadership Center

- 2. Act 959 Project: GSU Johnson Center of Excellence and Student Success
- 3. Lease Agreement: UNO CERM Building
- 4. BoR FY 2022-23 Capital Outlay Budget Recommendation

Executive Summary

Reports and Recommendations Facilities and Property October 20, 2021

VII.B.1.a. Consent Agenda (Small Capital Projects Report)

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

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

i. Louisiana State University and A&M College: Chemical Engineering Building Shop Renovations – Baton Rouge, LA

This project renovates existing shop space within LSU's Chemical Engineering building to allow students and faculty to fabricate apparatus for teaching and research projects. The project scope calls for selective demolition of certain walls, partitions, doors, and windows around two existing rooms to provide a larger area for fabrication. The project renovates approximately 7,300 square feet (SF) of space at a cost of \$30.82/SF, for a total project cost of \$225,000. The project will be funded with operating dollars.

ii. Louisiana State University and A&M College: French House Honors College Site and Landscaping Improvements Phase 1a – Baton Rouge, LA

This project provided needed site and landscape improvements to LSU's French House (Honors College). The project scope involves improvements to the Great Lawn, entry plaza, grading/drainage, and irrigation, as well as site landscaping and installation of new lighting and utilities. The total project cost is \$460,000 and will be funded with self-generated revenues.

iii. Louisiana State University and A&M College: Life Sciences Annex Waterproof East and North Water Infiltration Study – Baton Rouge, LA

LSU's Life Sciences Building currently experiences water infiltration, which has been an ongoing issue. This has prevented the University from utilizing space in the building for academic functions. The purpose of this project is to identify the root cause of the water infiltration and then execute the most appropriate corrective action to repair the building envelope. The scope of work will be confirmed through the assessment but will probably include demolition and replacement of compromised existing roofing, masonry, interior wall and ceiling assemblies, and associated carpentry and metal flashing work. The total project cost is \$495,000 and will be funded with operating dollars.

iv. Louisiana State University Health Sciences Center – Shreveport (LSU HSCS): Stonewall Facility Renovations and Addition – Stonewall, LA

The intent of this project is to repurpose LSU HSCS' Stonewall site into a large animal research facility primarily fitted for porcine cardiac studies. The renovations and addition will provide space for general animal care, housing and support for pigs, and fitment for general surgical and transplant procedures. The project scope calls for renovations to the main building to provide space for four med/surgical suites, a Cath lab, Chem lab, cold storage, site security and beautification, and utility and infrastructure improvements. The project also calls for the construction of a new 5,000 SF animal housing building and 1,000 SF of prefab trailers for hospitality units to be utilized by facility personnel. The total project cost is \$975,000 and will be funded with physician fee revenues.

v. Louisiana State University – Shreveport: Bronson Hall Elevator and Cab Upgrades – Shreveport, LA

The two elevators within LSU-S' Bronson Hall contain equipment for which the critical components have reached the end of their useful life. This project will refurbish the equipment and upgrade the cab of each elevator. The total project cost is \$290,000 and will be funded with operating dollars.

vi. Louisiana State University – Shreveport: Health and Physical Education (HPE) Building Equipment Pavilion Climate Chamber (Budget Increase) – Shreveport, LA

The LSU-S HPE building equipment pavilion project was originally approved by BoR staff in April 2021. The purpose of the project was to create an area outside the facility to house the mechanical equipment necessary to operate the chamber within the HPE facility. The original budget was \$203,000; however, the low bid came in at \$295,000, thus requiring subsequent staff approval. The project will be funded with operating dollars.

vii. SOWELA Technical Community College: Oakdale Electrical/Instrumentation Instructional Space – Oakdale, LA

This project will allow SOWELA to expand its associate's degree offerings to provide Industrial Electrical Technology courses at the Oakdale campus. This is a high-demand/high-wage program and offering this curriculum will broaden access for students living in the Oakdale area. The project involves renovating an existing space that was previously used for welding. Specifically, the project scope includes removal of the current tool room and classroom, installation of new HVAC, construction of a fire wall to divide the room in half, addition of electrical outlets, and installation of new doors, flooring, and ceiling. The total project cost is \$200,000 and will be funded from a Louisiana Workforce Commission Rapid Response grant. The grant funding also provides \$190,000 for new equipment to be housed in the facility.

viii. University of Louisiana – Monroe (ULM): Chemistry and Natural Sciences Building Chiller Replacement – Monroe, LA

ULM's Chemistry and Natural Sciences building has two chillers, one of which is currently not working, leaving the building without a backup chiller. This project will allow for the facility to have both a new main chiller and a backup that is operational and in good condition. The project scope involves demolition of the existing chiller, installation of a new unit, and replacement of the main electrical switch to

the building. The total project cost is \$265,350 and will be funded with facility fee revenues.

ix. University of Louisiana – Monroe: Schulze Dining Hall Generator Project – Monroe, LA

ULM's Schulze Dining Hall currently does not have a generator able to power the entire facility during outages. This project will install a new 450Kw generator to allow the university to continue to serve students when the power is out on campus. The total project cost is \$218,311 and will be funded with facility fee revenues.

VII.B.1.b. Consent Agenda (3rd-Party Project Report)

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

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

i. Louisiana Tech University: New Pedestrian Plaza – Ruston, LA

The University of Louisiana System Board of Supervisors (ULS), on behalf of Louisiana Tech University (La Tech), submitted a 3rd-party project for the purpose of constructing a new pedestrian plaza. La Tech will enter into a ground lease with the La Tech University Foundation to construct the plaza, which will showcase a sculpture provided by the State of Louisiana's Percent for Art Program. La Tech reserved a portion of the costs from the construction of the College of Business building, Tech Pointe and the Integrated Engineering and Science building, as well as the renovation of University Hall to fund the creation of the sculpture, but the Percent for Art Program does not provide funding for the site improvements necessary to house the sculpture. The Foundation has secured private donations to cover the estimated \$260,000 project cost. Once the project is complete, the lease will expire and all improvements will be donated to the University.

ii. Nicholls State University: New Baseball Field House – Thibodaux, LA

The ULS, on behalf of Nicholls State University (NiSU), submitted a 3rd-party project for the purpose of constructing a new baseball field house. NiSU will enter into a ground lease with the NiSU Foundation to construct the new facility adjacent to the Ray E. Didier Baseball Field. The new facility will include a locker room, team facility, and office space. The total project cost is \$1.2M and will be funded with donations secured by the Foundation. Upon completion of the project, the Foundation will donate the new facility back to NiSU.

iii. University of Louisiana – Monroe: Baseball Field Turf Replacement – Monroe, LA

The ULS, on behalf of ULM, submitted a 3rd-party project for the purpose of constructing and installing new baseball field turf at the ULM baseball facility. ULM will enter into a ground lease with ULM Facilities, Inc. (ULMFI) to install the new turf playing surface. The project scope also includes new sub-surface drainage. The improvements will help with recruiting, and, more importantly, the new playing

surface will increase practice and playing time since wet conditions will no longer be an issue. The total project cost is \$1.3M and will be funded with donations. Upon completion of the project, ULMFI will donate the improvements back to ULM.

iv. University of Louisiana – Monroe: Softball Student Athlete Leadership Center – Monroe, LA

The ULS, on behalf of ULM, submitted a second 3rd-party project for the purpose of constructing a new Student Athlete Leadership Center for the softball program. ULM will enter into a ground lease with ULMFI to construct the new facility. The new facility will contain a 30-person locker room with required toilets and showers, video/team meeting room, team lounge, and study room. The facility will be located down the first base line of the field and will have equipment storage with field access. There will also be a new covered bullpen open to the field side. The total project cost is \$1.3M and will be funded with donations. Upon completion of the project, ULMFI will donate the improvements back to ULM.

STAFF RECOMMENDATION

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

VII.B.2. Act 959 Project: Grambling State University (GSU) Johnson Center of Excellence and Student Success

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$5M that are funded with self-generated/auxiliary revenues, grants, donations, or local or federal funds. The ULS, on behalf of GSU, submitted an Act 959 project for the purpose of renovating Jeanes Hall to create the Dr. Joseph B. and Lula Johnson Center of Excellence and Student Success. The new Success Center will strengthen student learning and degree completion by providing a centralized location to facilitate a comprehensive array of programs, resources, and services supporting students from the first year through senior year graduation. The project scope involves a complete interior renovation of the 22,528 SF facility. New first-floor spaces will include a welcome center, multiple active learning classrooms, a technology resource center, a broadband room, a breakroom, and public restrooms. The second floor will house the Registrar's Office, Financial Aid, Admissions, Career Services, Student Government, Housing, and a counseling center. The total project cost is \$2,590,720 and will be funded with Title III funding provided by the federal government to Historically Black Colleges and Universities.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Act 959 project submitted by the University of Louisiana System Board of Supervisors, on behalf of Grambling State University, to create the new Johnson Center of Excellence and Student Success within Jeanes Hall.

VII.B.3. Lease Agreement: University of New Orleans (UNO) Center for Energy Resources Management (CERM)

The ULS, on behalf of UNO, submitted a lease agreement between the University and the UNO Research and Technology Foundation, Inc. (R&T Foundation). Under the R&T Foundation the facility will

serve as a business and economic development hub containing small businesses, research groups, and private education entities. UNO will receive certain benefits in return for the lease to include the R&T Foundation establishing and setting aside a maintenance reserve fund of \$1.5M upon approval of the lease with additional payments into the reserve fund of \$1.50/SF per month from tenants' leased space annually. The maintenance reserve fund will be used for maintenance and improvements to the CERM building. The R&T Foundation will assume all responsibilities for operating and maintaining the CERM building as well as the surrounding grounds of the property. In addition to the maintenance reserve fund, the R&T Foundation will fund an annual incentive fund of up to \$100,000 to support collaborative projects between tenants and UNO faculty and students. The initial lease term will be for a period of 35 years with four additional ten-year options of renewal.

STAFF RECOMMENDATION

Senior Staff recommends approval of the lease agreement submitted by the University of Louisiana System Board of Supervisors, on behalf of the University of New Orleans and the University of New Orleans Research and Technology Foundation, to create a business and economic development hub within University's Center for Energy Resources Management facility.

VII.B.4. BoR FY 2022-23 Capital Outlay Budget Recommendation

The Board of Regents FY 2022-23 Capital Outlay Budget Recommendation (C.O. Rec.) continues to focus on major repairs/deferred maintenance, the renovation of existing space, and infrastructure improvements. Projects involving the renovation of existing space and adaptive reuse of facilities through functional modifications, infrastructure improvements, and mechanical/electrical/HVAC system upgrades remain viable in light of deteriorating facilities across all campuses. However, the state has funded design of new facilities over the past two years and this year's C.O. Rec. seeks to continue moving these projects forward as well.

As required by law, institutions submitted project requests through their respective management boards, which in turn prioritized the projects among all member institutions and forwarded the system requests to staff. In addition, eCORTS documents were prepared and submitted electronically by each system for each project contained within their capital outlay request. eCORTS documents provide an electronic request for each project containing vital project information including, but not limited to, project budget, timeline, description, types of space, etc. Staff began with projects recommended last year to maintain consistency from year to year, then modified the C.O. Rec. to include any new or completed projects. In some instances, priorities changed, which resulted in projects appearing lower in the BoR prioritization compared to the FY 2021-22 C.O. Rec., or projects were simply no longer requested by the management boards.

Staff reviewed 193 project requests for consideration during the FY 2022-23 funding cycle. After reviewing all projects, a final recommendation was compiled for Board approval. The full BoR FY 2022-23 C.O. Rec. is attached separately with this Executive Summary. Upon Board approval, the BoR's FY 2022-23 C.O. Rec. will be loaded separately into the Division of Administration's eCORTS system and sent to the Office of Facility Planning and Control by the November 1st deadline.

STAFF RECOMMENDATION

Senior Staff recommends approval of the FY 2022-23 Capital Outlay Budget Recommendation as presented.

Board of Regents FY2022-23 Capital Outlay Budget Recommendation

PROJECTS RECOMMENDED BY THE BOARD OF REGENTS													
Overall Priority	Campus Priority	Project Type	System	Campus	Project	Actual Previous Funding	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	Remaining Total	Project Total
1	1	N	BoR	BoR	Disaster Resiliency - Statewide		\$10,000,000	\$15,000,000	\$25,000,000				
2	1	E	LSU	LSU BoS	Emergency Projects/Deferred Maintenance - All Campuses	\$1,900,000	\$20,000,000	\$8,785,000	\$6,000,000	\$6,000,000		\$40,785,000	\$42,685,000
3	1	E	ULS	ULS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities		\$20,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$44,000,000	\$44,000,000
4	1	E	SU	SUS BoS	Emergency Projects/Deferred Maintenance - All Campuses		\$15,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$31,000,000	\$31,000,000
5	1	E	LCTCS	LCTCS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities		\$15,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$31,000,000	\$31,000,000
6	2	C	LSU	LSU A&M	Science - Strategic Capital Plan (Food Sci Renov., New Sci Bldg, Infrastructure/Utilities) [Self-Gen/GOB]	\$33,000,000	\$20,000,000	\$28,000,000	\$27,000,000			\$75,000,000	\$108,000,000
7	1	E	ULS	NISU	ADA Upgrades, Multi-Building		\$4,862,623	\$4,862,623				\$9,725,246	\$9,725,246
8	1	E	ULS	GSU	Campus-Wide Re-Roofing		\$2,500,000	\$2,500,000	\$1,700,000			\$6,700,000	\$35,000,000
9	1	C	ULS	NSU	Kyser Hall Replacement	\$2,738,170	\$34,570,000					\$34,570,000	\$37,308,170
10	2	E	LSU	LSU BoS	Life Safety & ADA Compliance		\$2,000,000	\$6,000,000	\$6,000,000	\$6,000,000		\$20,000,000	\$20,000,000
11	1	C	SU	SUBR	Fisher Hall Renovation	\$7,000,000	\$1,000,000					\$1,000,000	\$8,000,000
12	2	C	LCTCS	BRCC	New Allied Health Facility	\$2,300,000	\$4,000,000	\$31,000,000	\$700,000			\$35,700,000	\$38,000,000
13	1	C	ULS	MSU	Contraband Bayou Erosion Retaining Wall Phase II	\$7,516,997	\$1,000,000	\$2,000,000				\$3,000,000	\$10,516,997
14	1	E	BOR	LUMCON	Hurricane Ida Repairs		\$3,490,000					\$3,490,000	\$3,490,000
15	1	C	ULS	SELU	D. Vickers Hall Renovation & Addition	\$11,000,000	\$15,134,799	\$2,100,000				\$17,234,799	\$28,234,799
16	2	C	LSU	LSU A&M	H.P. Long Fieldhouse Renovation (Self-Gen/GOB)	\$14,050,000	\$14,950,000					\$14,950,000	\$29,000,000
17	1	C	ULS	ULL	DeClouet Hall Renovation		\$500,000	\$3,850,000				\$4,350,000	\$4,350,000
18	2	E	SU	SUBR	Campus Wide Roof Replacements		\$559,000	\$1,500,000	\$1,200,000			\$3,259,000	\$3,259,000
19	3	E	SU	SUBR	Campus Fire Alarm System Upgrades (21 Buildings)		\$1,300,000					\$1,300,000	\$1,300,000
20	1	C	ULS	ULM	Health Sciences Campus Renovation - Sugar and Caldwell Hall	\$1,000,000	\$15,750,000					\$15,750,000	\$16,750,000
21	1	E	ULS	UNO	Campus-Wide Roof Replacements		\$350,000	\$3,150,000				\$3,500,000	\$3,500,000
22	1	C	LSU	LSUHSCS	Center for Medical Education & Wellness (Self-Gen/GOB)	\$37,250,000	\$18,750,000	\$16,000,000				\$34,750,000	\$13,270,000
23	1	N	LSU	LSUHSCNO	Center for Advanced Learning & Simulation, Infrastructure and Equipment		\$11,000,000	\$12,600,000	\$11,000,000			\$34,600,000	\$34,600,000
24	1	C	LCTCS	LDCC-Winnsboro	Campus Expansion - Build Out of Shell Space	\$1,000,000	\$1,500,000	\$3,500,000				\$5,000,000	\$6,000,000
25	1	N	ULS	La Tech	Madison Hall Renovation		\$4,000,000	\$31,000,000	\$3,000,000			\$38,000,000	\$38,000,000
26	3	C	LSU	LSU AG	Renewable and Natural Resources Exterior Repairs/Weatherization and Mech Systems Repair/Replacement	\$4,000,000	\$760,000	\$3,300,000				\$4,060,000	\$8,060,000
27	2	C	BOR	LUMCON	Pelican Replacement	\$2,300,000	\$14,500,000	\$14,500,000				\$29,000,000	\$45,000,000
28	2	E	ULS	ULM	Strauss Hall HVAC Renovation		\$100,000	\$1,100,000				\$1,200,000	\$1,200,000
29	2	E	ULS	NISU	Fire-Alarm Integration Multi-Building		\$2,107,906					\$2,107,906	\$2,107,906
30	2	E	ULS	La Tech	Comprehensive ADA Remediation	\$500,000	\$2,500,000	\$5,000,000	\$2,500,000			\$10,000,000	\$10,500,000
31	1	C	BOR	LONI	System-Wide Telecommunications Wiring & Equipment		\$12,000,000					\$12,000,000	\$12,000,000
32	1	C	LCTCS	NTCC-Sullivan	Diesel Automotive Building	\$820,000	\$7,210,000	\$1,930,000				\$9,140,000	\$9,960,000
33	4	C	SU	SUBR	Lab School Addition and Upgrades	\$1,000,000	\$7,006,400					\$7,006,400	\$8,006,400
34	3	C	LSU	LSU A&M	Strategic Capital Plan - Deferred Maintenance for Infrastructure, Renovations, and Streets	\$4,000,000	\$3,000,000	\$14,000,000	\$14,000,000			\$31,000,000	\$1,861,800
35	1	C	LSU	LSUE	Manuel Hall Exterior Wall/Roof Repair	\$1,260,000	\$1,500,000					\$1,500,000	\$1,861,800
36	2	N	ULS	UNO	Bicentennial Education Roof Replacement		\$75,600	\$680,400				\$756,000	\$756,000
37	2	C	ULS	MSU	Shearman Fine Arts Building Renovation		\$7,725,000					\$7,725,000	\$7,725,000
38	2	C	BOR	LUMCON	Houma Campus Phase II	\$14,071,410	\$265,000					\$265,000	\$14,336,410
39	2	C	ULS	ULL	Foster Hall Renovation		\$500,000	\$3,622,100				\$4,122,100	\$4,122,100
40	2	C	LCTCS	Fletcher	Precision Agriculture Facility	\$1,000,000	\$1,500,000	\$8,000,000	\$1,500,000			\$11,000,000	\$12,000,000
41	1	C	SU	SUNO	ADA Bathroom Upgrades	\$250,000	\$1,400,000					\$1,400,000	\$1,650,000
42	5	E	SU	SUBR	Ravine, Bluff, and Riverbank Stabilization		\$10,000,000	\$22,000,000				\$32,000,000	\$32,000,000
43	2	N	ULS	NISU	Athletic Fieldhouse Improvements (Self-Gen/GOB)		\$1,000,000	\$5,000,000				\$6,000,000	\$6,000,000
44	2	N	ULS	SELU	Baton Rouge Nursing Center Renovation		\$6,742,757	\$2,742,758	\$800,000			\$10,285,515	\$10,285,515
45	2	N	ULS	GSU	Criminal Justice Buidling (Alma J Brown School) Renovation		\$4,500,000	\$4,000,000	\$2,800,000			\$11,300,000	\$11,300,000

46	1	C	LSU	LSU AG	Animal and Food Science Facilities Renovations and Modernizations Phase II, III, IV	\$30,469,800	\$6,857,704	\$6,817,934	\$6,634,637	\$9,218,091		\$29,528,366	\$59,998,166
47	6	C	SU	SUBR	New STEM Science Complex	\$1,500,000	\$10,000,000	\$15,000,000	\$15,000,000	\$7,000,000		\$47,000,000	\$48,500,000
48	1	C	LCTCS	SOWELA	Hurricane Recovery - Laura and Delta	\$1,384,077	\$8,615,923					\$8,615,923	\$10,000,000
49	3	E	ULS	ULM	ADA Accessibility - Campus Wide		\$700,000	\$7,000,000	\$700,000			\$8,400,000	\$8,400,000
50	3	C	ULS	MSU	McNeese Disaster Recovery		\$20,000,000					\$20,000,000	\$20,000,000
51	4	N	LSU	LSU A&M	Library - Strategic Capital Plan Repairs & Upgrades		\$14,000,000	\$69,000,000	\$68,000,000			\$151,000,000	\$151,000,000
52	5	N	LSU	LSU A&M	New Military and Security Sciences Building		\$3,000,000	\$29,000,000	\$29,000,000			\$61,000,000	\$61,000,000
53	6	C	SU	SUBR	New School of Business	\$1,000,000	\$2,000,000	\$10,000,000	\$11,750,000	\$11,750,000		\$35,500,000	\$36,500,000
54	1	C	LCTCS	Fletcher	Maritime/Petroleum Workforce Training Academy	\$5,031,880	\$4,500,000					\$4,500,000	\$9,531,880
55	3	C	LSU	LSUHSCNO	Campus Stormwater Infrastructure	\$2,900,000	\$4,000,000					\$4,000,000	\$6,900,000
56	3	N	ULS	GSU	Improvements to Athletic Facilities (E Robinson Stadium, Stadium Support, Track & Field Complex)		\$6,000,000	\$5,050,000	\$5,000,000	\$2,500,000		\$18,550,000	\$18,550,000
57	3	N	ULS	UNO	Central Utilities Plan Chiller Replacement		\$216,000	\$1,620,000	\$324,000			\$2,160,000	\$2,160,000
58	1	C	SU	SUSLA	Lewis Collier Hall Science Building Renovation	\$225,000	\$4,200,000					\$4,200,000	\$4,425,000
59	3	E	ULS	NISU	Guidry Stadium Structural Repairs/Waterproofing		\$4,375,960					\$4,375,960	\$4,375,960
60	3	C	ULS	ULL	Madison Hall Renovation	\$2,000,000	\$18,000,000					\$18,000,000	\$20,000,000
61	1	C	LSU	LSUS	Building Exterior Walls & Bridge Replacement	\$3,000,000	\$100,000	\$4,000,000				\$4,100,000	\$7,100,000
62	3	E	ULS	La Tech	Roofing/Waterproofing		\$3,250,000	\$3,500,000	\$3,000,000			\$9,750,000	\$9,750,000
63	1	C	SU	SULC	Law Center Renovation and Addition	\$650,000	\$10,750,000					\$10,750,000	\$11,400,000
64	3	N	ULS	SELU	Academic Athletic Training and Ancilliary Athletic Facility		\$3,742,202	\$2,942,201	\$2,942,201			\$9,626,604	\$9,626,604
65	3	N	ULS	NSU	Renovation of AA Fredericks Fine Arts Center		\$2,185,495	\$12,316,478	\$12,316,478			\$26,818,451	\$26,818,451
66	1	C	LSU	LSUA	New Student Success Center	\$1,000,000	\$5,000,000	\$4,000,000				\$9,000,000	\$10,000,000
67	2	N	LSU	LSUE	STEAM Innovation Center Phase I		\$2,244,266	\$24,302,662	\$1,297,552			\$27,844,480	\$27,844,480
68	8	N	SU	SUBR	New SUPD Station/Public Safety Facility		\$250,000	\$1,250,000				\$1,500,000	\$1,500,000
69	3	N	BOR	LUMCON	Lobby, Tower, Dormitory, Laboratory Renovations		\$2,300,000	\$2,070,000				\$4,370,000	\$4,370,000
70	6	C	LSU	LSU A&M	Veterinary Medicine Facilities Repairs (Self-Gen/GOB)	\$10,000,000	\$10,000,000	\$10,000,000				\$20,000,000	\$30,000,000
71	4	E	ULS	ULM	Library Cooling Tower and HVAC Upgrades		\$1,500,000					\$1,500,000	\$1,500,000
72	4	E	ULS	NISU	Campus Street Lighting Replacement		\$4,907,620					\$4,907,620	\$4,907,620
73	4	C	ULS	ULL	Engineering Office and Classroom Facility (Self-Gen/GOB)	\$1,300,000	\$14,002,600	\$10,000,000				\$24,002,600	\$25,302,600
74	2	N	LCTCS	LDCC-Farmerville	New Allied Health Programs Facility		\$2,500,000	\$6,000,000	\$1,500,000			\$10,000,000	\$10,000,000
75	1	C	SU	SU AG	Disaster Mega-Shelter	\$1,000,000	\$10,100,000					\$10,100,000	\$11,100,000
76	3	N	LSU	LSUS	Boiler Installation Renovation (B&E, BH, HP&E, UC)		\$410,000	\$2,000,000	\$11,000,000	\$11,000,000	\$11,000,000	\$35,410,000	\$35,410,000
77	2	N	LSU	LSUHSCS	Gross Anatomy Lab Expansion and Modernization		\$2,508,000					\$2,508,000	\$2,508,000
78	4	N	ULS	La Tech	Carson-Taylor Hall Renovation		\$3,000,000	\$21,000,000	\$3,000,000			\$27,000,000	\$27,000,000
79	4	N	BOR	LUMCON	Bulkhead Repair/Replacement and Courtyard Renovations		\$200,000	\$1,400,000				\$1,600,000	\$1,600,000
80	5	C	LSU	LSU A&M	Historic Core - Strategic Capital Plan Repairs & Upgrades (Self-Gen/GOB)	\$2,000,000	\$2,000,000	\$11,000,000	\$11,000,000	\$11,000,000	\$11,000,000	\$46,000,000	\$48,000,000
81	3	N	LSU	LSUE	Athletic Complex Facility (Self-Gen/GOB)		\$6,000,000	\$6,000,000				\$12,000,000	\$12,000,000
82	4	N	ULS	SELU	Anzalone Hall Renovation (Self-Gen/GOB)	\$1,000,000	\$1,972,012	\$1,599,395	\$200,000			\$3,771,407	\$4,771,407
83	9	N	SU	SUBR	P.B.S. Pinchback Laboratory and Classroom Addition		\$2,000,000	\$3,000,000	\$5,000,000			\$10,000,000	\$10,000,000
84	4	N	ULS	NSU	Renovation of Roy Hall		\$5,369,826	\$4,393,494				\$9,763,320	\$9,763,320
85	3	N	LSU	LSUA	Remote Boiler Project		\$813,600					\$813,600	\$813,600
86	2	N	LCTCS	NTCC-Hammond	New Campus Construction		\$5,000,000	\$35,000,000	\$675,000			\$40,675,000	\$40,675,000
87	4	N	ULS	UNO	Liberal Arts Building Renovation		\$1,465,314	\$10,989,583	\$2,197,971			\$14,652,868	\$14,652,868
88	4	N	ULS	MSU	Gayle Hall Renovations		\$546,463	\$6,011,088				\$6,557,551	\$6,557,551
89	2	C	LSU	LSU AG	Dean Lee Tornado Damage		\$2,160,000					\$2,160,000	\$2,160,000
90	12	N	SU	SUBR	Campus Exterior Lighting Upgrades		\$735,000	\$1,470,000	\$1,470,000			\$3,675,000	\$3,675,000
91	4	C	ULS	GSU	Campus Utility Infrastructure Assessment and Emergency Repairs	\$5,000,000	\$2,921,600	\$6,500,000	\$2,500,000	\$950,000		\$12,871,600	\$17,871,600
92	5	C	ULS	ULL	Health Care Education and Training Facility (Self-Gen/GOB)	\$750,000	\$40,380,000	\$10,000,000				\$50,380,000	\$51,130,000
93	1	N	LCTCS	NWLTC-Mansfield	Renovation for Health Occupation Classrooms and Labs		\$1,500,000	\$500,000				\$2,000,000	\$2,000,000
94	2	N	SU	SUNO	Campus Exterior Lighting Upgrades		\$1,000,000					\$1,000,000	\$1,000,000
95	2	N	LCTCS	BRCC	HVAC Replacement		\$7,500,000					\$7,500,000	\$7,500,000
96	2	N	LCTCS	SOWELA	Resurface Campus Parking		\$872,000	\$2,000,000	\$2,000,000			\$4,872,000	\$4,872,000
97	6	C	ULS	NISU	Coastal Center Facility (Self-Gen/GOB)	\$3,250,000	\$9,250,000	\$10,750,000				\$20,000,000	\$23,250,000

98	2	C	LSU	Pennington	Site Security Access System Upgrade	\$180,000	\$420,000					\$420,000	\$600,000
99	1	C	LSU	Pennington	New Clinical Research Bldg, Imaging Center, & High-Tech Instrumentation & Equipment	\$49,949,663	\$50,337					\$50,337	\$50,000,000
100	1	N	LCTCS	RPCC-Donaldsonville	Donaldsonville Renovation Project		\$400,000	\$3,300,000				\$3,700,000	\$3,700,000
101	4	N	SU	SUSLA	New Student Rec/Physical Education		\$1,000,000	\$5,000,000	\$3,000,000			\$9,000,000	\$9,000,000
102	4	C	LSU	LSU AG	John M Parker Coliseum Renovations and Repairs		\$7,000,000	\$7,500,000	\$7,027,200			\$21,527,200	\$21,527,200
103	2	C	BOR	BOR	Land Acquisition (LCTCS, ULS)	\$2,000,000	\$10,500,000	\$10,000,000	\$2,000,000			\$22,500,000	\$24,500,000
TOTAL FY22-23 RECOMMENDED PROJECTS						\$273,546,997	\$617,881,007	\$655,005,716	\$325,735,039	\$79,418,091	\$36,000,000	\$1,664,039,853	\$1,886,820,450

Self-Generated Projects

THIS CATEGORY IS NOT PRIORITIZED

			SUS	SUBR	New Student Life Center/Union		\$45,000,000					\$45,000,000	
			SUS	SUBR	Honors Dormitory		\$40,000,000					\$40,000,000	
			LSU	LSU HSCNO	Medical Education Building Laboratory Renovation Phase I (Self-Gen)	\$10,000,000	\$4,000,000					\$4,000,000	\$14,000,000
			LSU	LSU A&M	Student Health Center Renovation and Addition (Self-Gen/RB)	\$4,000,000	\$23,890,000					\$23,890,000	\$27,890,000
Total Self-Generated Projects						\$14,000,000	\$112,890,000	\$0	\$0	\$0	\$0	\$112,890,000	\$41,890,000

Reauthorizations

			ULS	NISU	Stopher Hall ADA Restroom Renovation								
			BOR	LUMCON	Houma Marine Campus Phase I								
			LSU	LSUHSCS	Medical School B Building HVAC Replacement								
			LSU	LSUHSCS	Capital Improvement Projects								
			SU	SUBR	Stewart Hall Wall Mount HVAC Units 1st - 3rd Floors								

Projects Not Recommended by the Board of Regents for FY2022-2023

1	3	N	LSU	LSU-A	Business & Education Building		\$1,421,000	\$12,789,000				\$14,210,000	\$14,210,000
2	4	N	LSU	LSU-A	Bolton Library/Coughlin Hall HVAC Replacement		\$700,000					\$700,000	\$700,000
3	5	N	LSU	LSU-A	Bolton Library Exterior Reconditioning		\$350,000	\$300,000				\$650,000	\$650,000
4	2	N	LSU	HCSO	Lallie Kemp Medical Center HVAC Replacement		\$276,000					\$276,000	\$276,000
5	3	N	LSU	HCSO	Lallie Kemp Remodel Front Entrance		\$759,000					\$759,000	\$759,000
6	5	N	LSU	LSU-S	Science Building Roof Replacement		\$950,000					\$950,000	\$950,000
7	6	N	LSU	LSU-S	Business Education Building Roof Replacement		\$1,045,000					\$1,045,000	\$1,045,000
8	4	N	LSU	LSUHSNO	Dental School Mechanical & Electrical Infrastructure Modernization and ADA Improvements		\$1,500,000	\$5,500,000	\$5,000,000			\$12,000,000	\$12,000,000
9	4	N	LSU	HSCS	Determination Center		\$2,500,000	\$13,000,000	\$10,078,626			\$25,578,626	\$25,578,626
10	5	N	LSU	HSCS	Medical School 10th Floor B Bldg HVAC Replacement		\$500,000	\$4,600,000				\$5,100,000	\$5,100,000
11	3	N	LSU	Pennington	Site Safety and Building Equipment Replacements		\$1,776,000					\$1,776,000	\$1,776,000
12	4	N	LSU	Pennington	Replacement of Underground Chilled/Hot Water Piping		\$3,504,360					\$3,504,360	\$3,504,360
13	5	E	ULS	GSU	Elevator Deficiencies		\$750,000	\$750,000	\$500,000			\$2,000,000	\$2,000,000
14	6	N	ULS	GSU	Long-Jones Hall Renovation		\$3,500,000	\$13,800,000	\$5,350,000			\$22,650,000	\$22,650,000
15	7	E	ULS	GSU	Campus-Wide Major Repairs		\$750,000	\$700,000	\$800,000			\$2,250,000	\$2,250,000
16	8	N	ULS	GSU	McCall Dining Hall - Cooling Tower Piping, MCC Panel, & Underground Piping		\$800,000					\$800,000	\$800,000
17	9	E	ULS	GSU	Favrot Student Union Underground Piping		\$700,000					\$700,000	\$700,000
18	5	N	ULS	MSU	Drew Hall and ETL Renovation		\$754,837	\$8,303,212				\$9,058,049	\$9,058,049
19	6	N	ULS	MSU	Kirkman Hall Renovation		\$834,150	\$9,175,650				\$10,009,800	\$10,009,800
20	7	N	ULS	MSU	Renovations to Classrooms & Labs Campus Wide		\$3,600,000	\$3,600,000				\$7,200,000	\$7,200,000
21	5	C	ULS	NISU	Renovation and Addition to Athletic Facility Phase II		\$4,204,500					\$4,204,500	\$4,204,500
22	8	N	ULS	NISU	Gouaux Hall Demolition		\$3,150,000	\$15,750,000	\$21,100,000			\$40,000,000	\$40,000,000
23	9	N	ULS	NISU	Welcome Center - Alumni House		\$200,000	\$2,300,000				\$2,500,000	\$2,500,000
24	10	N	ULS	NISU	Ellender Library Modernization Phase I		\$474,666	\$4,570,412				\$5,045,078	\$5,045,078
25	11	N	ULS	NISU	Ellender Library Modernization Phase II			\$394,416	\$4,570,412			\$4,964,828	\$4,964,828
26	12	N	ULS	NISU	Ellender Library Modernization Phase III				\$509,564	\$5,833,436		\$6,343,000	\$6,343,000
27	13	N	ULS	NISU	Drainage Improvements & Raising Level of Streets (Campus-Wide)		\$5,000,000	\$5,000,000				\$10,000,000	\$10,000,000
28	14	N	ULS	NISU	Conference Center		\$7,150,000	\$7,850,000				\$15,000,000	\$15,000,000
29	15	N	ULS	NISU	Roof Replacement, Multi-Building		\$6,188,187					\$6,188,187	\$6,188,187
30	16	N	ULS	NISU	New Nursing Building		\$9,250,000	\$10,750,000				\$20,000,000	\$20,000,000
31	17	N	ULS	NISU	New Residence Hall Building		\$1,464,000	\$16,804,000				\$18,268,000	\$18,268,000
32	18	N	ULS	NISU	Student Life Center		\$1,650,000	\$1,850,000				\$3,500,000	\$3,500,000
33	19	N	ULS	NISU	Fieldhouse		\$790,405	\$2,794,455				\$3,584,860	\$3,584,860
34	20	N	ULS	NISU	Peltier Hall Air Handlers Replacement		\$3,611,710					\$3,611,710	\$3,611,710
35	21	N	ULS	NISU	Air Handler Replacements (Multi-Building)		\$2,626,454	\$2,657,909				\$5,284,363	\$5,284,363
36	22	N	ULS	NISU	Chiller/Cooling Tower Replacement, Campus Main Chilled Water System		\$424,384	\$4,668,219				\$5,092,603	\$5,092,603
37	23	N	ULS	NISU	Information Technology Center Renovation		\$897,212	\$4,045,275				\$4,942,487	\$4,942,487
38	24	N	ULS	NISU	Polk Hall Renovation		\$2,259,960	\$2,382,463				\$4,642,423	\$4,642,423
39	25	N	ULS	NISU	Electrical Upgrade III		\$2,713,348					\$2,713,348	\$2,713,348
40	26	N	ULS	NISU	Operations and Maintenance Building		\$2,482,500	\$3,517,500				\$6,000,000	\$6,000,000
41	5	N	ULS	SELU	University Center Repairs/Equipment Replacement		\$2,545,200					\$2,545,200	\$2,545,200
42	5	E	ULS	ULM	Emergency Repairs and Replacement for Underground Electrical Distribution System		\$308,333	\$3,083,334	\$308,333			\$3,700,000	\$3,700,000
43	6	N	ULS	ULM	Brown Auditorium Renovation		\$850,000	\$10,805,000				\$11,655,000	\$11,655,000
44	7	N	ULS	ULM	Activity Center Generator Project		\$468,500					\$468,500	\$468,500
45	8	N	ULS	ULM	Digital Library Renovation and Library Carpet Replacement		\$634,000	\$8,315,400				\$8,949,400	\$8,949,400
46	9	N	ULS	ULM	School of Construction Practice Lab		\$420,000	\$5,197,000				\$5,617,000	\$5,617,000
47	10	N	ULS	ULM	Walker Hall Chiller & Cooling Tower		\$1,215,200					\$1,215,200	\$1,215,200
48	6	N	ULS	ULL	Blanco Center		\$1,000,000					\$1,000,000	\$1,000,000
49	7	N	ULS	ULL	Montgomery Hall Renovation		\$2,000,000	\$15,536,000				\$17,536,000	\$17,536,000
50	5	N	ULS	UNO	Bicentennial Education Center Renovations		\$661,608	\$4,962,060	\$992,412			\$6,616,080	\$6,616,080
51	6	N	ULS	UNO	Central Utilities Plan Improvements		\$371,990	\$2,789,928	\$558,986			\$3,720,904	\$3,720,904
52	7	N	ULS	UNO	Lafitte Village Renovation		\$738,068	\$5,535,513	\$1,107,103			\$7,380,684	\$7,380,684

53	8	N	ULS	UNO	Milneburg Hall Renovations			\$1,407,346	\$10,555,097	\$2,111,019				\$14,073,462	\$14,073,462
54	9	N	ULS	UNO	Hotel, Restaurant, & Tourism Building Renovations			\$367,421	\$2,480,092	\$826,697				\$3,674,210	\$3,674,210
55	10	N	ULS	UNO	Fine Arts Building Renovations			\$581,621	\$4,362,158	\$872,432				\$5,816,211	\$5,816,211
56	11	N	ULS	UNO	Science Building Renovations			\$1,999,591	\$14,996,933	\$2,999,387				\$19,995,911	\$19,995,911
57	12	N	ULS	UNO	Biology Building Renovations			\$767,312	\$5,754,840	\$1,150,968				\$7,673,120	\$7,673,120
58	13	N	ULS	UNO	Geology & Psychology Building Renovations			\$1,431,570	\$10,736,775	\$2,147,355				\$14,315,700	\$14,315,700
59	5	N	ULS	TECH	Wyly Tower Replacement			\$5,500,000	\$40,500,000					\$46,000,000	\$46,000,000
	-		LCTCS	LCTCS	Projects included in Act 360 of 2013										
60	-		LCTCS	LCTCS	Small Capital Projects for Various Projects at Tech & Community College campuses			\$5,000,000	\$5,000,000	\$2,500,000	\$2,500,000	\$2,500,000		\$17,500,000	\$17,500,000
61	3	N	LCTCS	NWLTC-Mansfield	Parking Lot Repairs/Upgrades (Mansfield Campus)			\$500,000						\$500,000	\$500,000
62	1	N	LCTCS	Nunez	Campus Upgrades: Construction of Amphitheater, Allied Health Facility, Roof Repair, ADA/Life Safety Upgrades			\$2,000,000	\$11,500,000					\$13,500,000	\$13,500,000
63	2	N	LCTCS	NWLTC-Shrev/Boss	Building Renovations & Repairs			\$5,000,000						\$5,000,000	\$5,000,000
64	1	N	LCTCS	CLTCC-Lamar Salt	Building Renovations & Repairs			\$6,460,000						\$6,460,000	\$6,460,000
65	3	N	LCTCS	LDCC-Bastrop	New Allied Health Programs Facility			\$1,500,000	\$8,000,000	\$1,000,000				\$10,500,000	\$10,500,000
66	3	N	LCTCS	SOWELA	Renovation of Mechanical Technology Building			\$1,000,000	\$4,000,000					\$5,000,000	\$5,000,000
67	3	N	LCTCS	BRCC	Relocation of Community College Dr			\$5,500,000						\$5,500,000	\$5,500,000
68	6	N	BOR	LUMCON	New Elevated Parking Structure			\$440,000	\$3,960,000					\$4,400,000	\$4,400,000
69	10	N	SU	SUBR	Road Replacement and Drainage System Behind Frank Hayden Hall			\$300,000	\$600,000					\$900,000	\$900,000
70	11	N	SU	SUBR	Amphitheater and Outdoor Classroom			\$500,000	\$1,000,000					\$1,500,000	\$1,500,000
71	13	N	SU	SUBR	JS Clark Admin Building Brick Wall Repairs and Window Flashing Repairs			\$300,000	\$7,000,000					\$7,300,000	\$7,300,000
72	14	N	SU	SUBR	Campus Wide Pedestrian Pathway Repairs/Additions			\$150,000	\$300,000					\$450,000	\$450,000
73	15	N	SU	SUBR	Pinki Thrift Hall Kitchen and Food Preparation Lab Upgrades			\$250,000	\$290,000					\$540,000	\$540,000
74	16	N	SU	SUBR	Dolores Spikes Honors College Addition and Multimedia Lab Renovation			\$100,000	\$650,000					\$750,000	\$750,000
75	17	N	SU	SUBR	Fire and Life Safety - Hazardous Waste Storage Building Upgrades and New Fire Suppression System			\$250,000	\$710,000					\$960,000	\$960,000
76	18	N	SU	SUBR	Fire and Life Safety - Install Universal Elevator Fire Safety Access Control System			\$60,000						\$60,000	\$60,000
77	19	N	SU	SUBR	Fire and Life Safety - Dunn & Boley Hall Fire Alarm System Replacement			\$480,000						\$480,000	\$480,000
78	20	N	SU	SUBR	Roads, Sidewalks, & Drainage			\$500,000	\$1,500,000	\$2,000,000				\$4,000,000	\$4,000,000
79	4	N	SU	SUSLA	New Main Campus Parking Lot			\$250,000	\$1,200,000	\$400,000				\$1,850,000	\$1,850,000
80	5	N	SU	SUSLA	Roads, Sidewalks, & Drainage			\$500,000	\$100,000	\$1,500,000				\$2,100,000	\$2,100,000
81	3	N	SU	SUNO	Bashful Admin Bldg Window System Replacement			\$625,000	\$879,000					\$1,504,000	\$1,504,000
82	4	N	SU	SUNO	New Cafeteria Building			\$1,000,000	\$2,500,000	\$500,000				\$4,000,000	\$4,000,000
83	5	N	SU	SUNO	Bashful Admin Building 2nd Floor Renovation			\$750,000	\$1,500,000	\$750,000				\$3,000,000	\$3,000,000
84	6	N	SU	SUNO	New Forensic Science Program Crime Scene Investigation Facility			\$485,000						\$485,000	\$485,000
85	7	N	SU	SUNO	New Health & Physical Education and University Center Building Elevators			\$251,000	\$1,550,000					\$1,801,000	\$1,801,000
86	8	N	SU	SUNO	Roads, Sidewalks, & Drainage			\$500,000	\$1,500,000					\$2,000,000	\$2,000,000
TOTAL NOT RECOMMENDED								\$0	\$139,426,433	\$357,201,641	\$69,633,294	\$8,333,436	\$2,500,000	\$577,094,804	\$577,094,804

SUMMARY OF ALL PROJECTS BY SYSTEM		REC Projects	FY22-23 Amt	SELF-GEN	FY22-23 Amt	NOT REC	FY22-23 Amt	
LSU System	26	\$154,779,641	2	\$27,890,000	12	\$15,281,360		\$153,523,907
UL System	39	\$271,448,403	-	\$85,000,000	47	\$89,494,073		\$263,203,777
SU System	17	\$78,300,040	2	-	18	\$7,251,000		\$69,850,400
LCTCS	13	\$60,097,923	-	-	8	\$26,960,000		\$51,725,923
LUMCON	5	\$20,755,000	-	-	1	\$440,000		
BoR	3	\$32,500,000	-	-	-			
TOTALS	103	\$617,881,007	4	\$112,890,000	86	\$139,426,433		\$538,304,007

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS
October 20, 2021

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VII. Reports and Recommendations

C. Academic and Student Affairs

1. Consent Agenda
 - a. Program Terminations
 - b. Routine Staff Approvals
2. Reports
 - a. Governor's Military Friendly Campus Annual Report and Policy Revisions
 - b. TOPS Annual Report
3. Academic Affairs Program Policy and Process Revisions
 - a. 2.04 Letters of Intent for Projected New Academic Programs
 - b. 2.05 Proposals for New Academic Programs/ Research Units

AGENDA ITEM VII.C.1.a.

**Termination of the BS in Health and Physical Education
Louisiana Tech University**

Background Information

Louisiana Tech University (LA Tech) requests Board of Regents approval to terminate the BS in Health and Physical Education. The request was approved by the UL Board of Supervisors and submitted to Regents for consideration.

Staff Summary

Enrollment in the program has steadily declined in recent years. The institution indicates that this is likely due to low job opportunities and relatively low pay for graduates of the program. The primary faculty member in this area recently resigned from the institution, and the Department of Kinesiology has decided not to fill the vacancy and to terminate the program. The program will stop enrolling new students into the program effective immediately. The department has committed to providing the required courses by hiring adjunct instructors as needed for the program's remaining 12 students currently enrolled in the major through 2024.

STAFF RECOMMENDATION

Senior Staff recommends approval of the termination of the BS in Health and Physical Education at Louisiana Tech University.

AGENDA ITEM VII.C.1.b.

Routine Academic Requests & Staff Approvals

Institution	Request
Northwestern State U	Request to change the Department of Criminal Justice, History and Social Sciences into the School of Social Sciences and Applied Programs and to move administration of the Williamson Museum and the Louisiana Creole Heritage Center to the new School. Approved.
Southern U New Orleans	Request to offer the BS in Health Information Management System and the MA in Criminal Justice 100% online. Approved.
U of New Orleans	Request to change the Division of Interdisciplinary Studies into the School of Interdisciplinary Studies and to move the Honors College under the administration of the new School. Approved.

AGENDA ITEM VII.C.2.a.

Designation as a "Governor's Military & Veteran Friendly Campus"

Background Information

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

With advice from the Statewide Articulation and Transfer Council and Faculty General Education Committee (SATC-GE), the BoR developed an application process for institutions interested in receiving the designation. In Fall 2015, 28 of the 29 public colleges and universities were submitted to the Governor for initial designation. The law specifies that the designation is to be renewed on an annual basis, with an institution's renewal application to include a report containing a series of prescribed data elements from the previous year pertaining to veterans' participation in campus offerings. The due date for new or renewal applications is July 15 of each year, starting in 2016. Any institution that fails to maintain Friendly Campus status must complete the application for initial designation if or when the campus chooses to seek it again.

For the second consecutive year, all 28 campuses were approved for continued *Friendly Campus* designation for AY 2020-21. This represents 100% participation in this program by public postsecondary institutions in the state.

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

This summer, the LaVetCorps¹ and the Louisiana Department of Veterans Affairs (LDVA) signed a Memorandum of Understanding with each public postsecondary institution to expand the presence of the LaVetCorps on their campuses. In conjunction with the LDVA, LaVetCorps, postsecondary institutions, and the BoR, a Uniform Policy on *the Governor's Military & Veteran Friendly Campus* is before the Board for consideration at this October meeting.

STAFF SUMMARY

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

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

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

Most institutions have adjusted their student record systems and established business processes to identify veterans (and spouses/dependents of veterans) and provided all the data required for the 2020-2021 year. As with previous reporting cycles, the most common concern involved transfer/articulation data (Requirement #4). This is the only provision that includes identification of the veteran's spouse, a student classification that is singularly unique, which continues to be a challenge for institutions to flag, and that also requires a listing of transfer courses that runs into the thousands for some institutions.

It should be noted that AY 2020-2021 reporting for the Governor's Friendly Campus designation was again impacted by the COVID-19 pandemic. Despite the challenges presented by the pandemic, campus engagement with their veteran and military populations exceeded numbers from last year. The Board of Regents extended the deadline for submission of renewal applications to August 16, 2021.

Mandatory Criteria for Continued Designation as a GMVFC:

1. Waive Application Fees for Veterans. Among the participating institutions, 1,220 application fee waivers were reported. As the LCTCS Board had voted in 2015 to no longer charge an application fee at any of its member institutions, application fees were waived for all LCTCS students, regardless of whether they were identified as veterans.

2. Veterans' Orientation. Several campuses have developed online orientation programs for veterans, usually in addition to the regular orientation session for entering students. Online orientations were particularly helpful to students during the pandemic. Institutions reported 3,420 students participating in the special sessions in AY 2020-21.

3. Priority Class Scheduling. Institutions reported that 4,836 students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY2020-21.

4. Military Articulation & Transfer Process. Outside of the specific attention to the recognition of military education, training, or experience, the requirements for the military articulation and transfer process mirror the services sought for every transfer student (e.g., to assist students in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, advising and testing). In AY 2020-21, these numbers increased across the board, 6,795 veterans were identified as transferring 51,133 credit hours, and their 9,040 spouses/dependents transferred 50,920 credits (refer to charts below). Friendly Campuses reported serving 15,835 veteran or dependent transfer students who transferred 102,053 course credits in AY 2020-21.

The 2020-21 System breakdown (along with the 2019-2020 for comparison) of total transfer and articulation reported for veterans and their spouses/dependents is shown below:

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

2019-20	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits
LCTCS	1,815	14,993	2,311	16,898
LSU	68	13,841	382	3,060
SUS	29	853	24	530
ULS	1,554	17,987	789	21,113
TOTALS	3,466	39,231	3,506	41,601

STAFF ANALYSIS

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

With the addition of the LaVetCorps program, the area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past six years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. The Office of Veterans Affairs' LaVetCorps program now posts representatives on all campuses statewide to help advise and provide additional resources for these students.

Due to the pandemic, almost all campuses reported having to pivot to online programming to support their military and veteran students this past year. The military student community is very engaged and prefers in-person participation on campus; with the pandemic, most campuses reported a reduction in participation numbers. However, campuses continue to provide innovative and high-quality programming for their veteran and military students.

Institutions are performing exceptional work with our veteran and military students; below are some highlights:

- BRCC has a robust Prior Learning Assessment Policy (PLA) to award credit to military students gained through certification processes.
- BPCC has developed a new initiative of encouragement and accomplishment in the Veterans Resource Center called *Operation Graduation/Mission Complete*, recognizing that the veteran student's mission to graduation has been completed. Dog tags with their name, branch of service, completed program, and graduation date are embossed and displayed at the Veteran Resource Center for current and future veterans to see.
- CLTCC provides a service that offers to send resumes to up to 100 companies on behalf of veterans.
- GSU's LAVetCorps Center served 184 veteran students, 134 family members, and one active military member during AY 2020-2021.
- LSU is working with the American Council on Education (ACE) to implement a new system for how they evaluate joint service transcripts (JST).
- LA TECH and BPCC partnered to open a veteran's resource center in the Shreveport/Bossier area, a military dense area that not only supports TECH and BPCC but also the TECH/Barksdale Instructional Site.
- Nicholls provides all incoming servicemen and women of the US Armed Forces access to free math tutoring.
- SLCC has implemented a Veteran Appreciation Week and developed Pre-Priority Registration, allowing military students to register for courses before any student population.
- SUBR, and the SUBR LaVetCorps Navigator sponsored several on campus events including a special Veterans Day Program for campus and community veterans with invited dignitaries from Washington D.C.

Based upon the applications received, staff have determined that the 28 institutions listed below meet the requirements specified in RS 17:3138.5 for designation as a "*Governor's Military and Veteran Friendly Campus*" for the 2020-21 academic year. This represents 100% participation by statewide institutions in this program for the 2020-21 academic year for the second consecutive year.

STAFF RECOMMENDATION

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

Louisiana Community and Technical College System

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

Louisiana State University System

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

Southern University System

- **Southern University, Baton Rouge**
- **Southern University, New Orleans**
- **Southern University, Shreveport**

University of Louisiana System

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

2. Senior Staff recommends approval of the Board of Regents Uniform Policy on Governor's Military and Veteran Friendly campus.

Attachment – GMVFC Requirements & Checklist

Louisiana Board of Regents
APPLICATION for INITIAL/ReNEWING DESIGNATION as a
GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS

**** Due: August 16 2021 ****

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

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

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

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

CRITERIA [ACT 232, 2015 Legislative Session]

-- ALL of the following Mandatory Criteria:

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

-- AT LEAST 3 of the following Additional Criteria:

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

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

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

MVFC Checklist

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

Louisiana Board of Regents

Military & Veteran Friendly Campus Designation – Application Detail

Referencing the checklist description, summarize the process *in place*, and report participation. All required criteria must be in place.

Application for New/Initial designation is due **August 16**. Submit to LA Board of Regents: lupe.lamadrid@laregents.edu

**** Mandatory (1-4 for Renewing Applicants Only): ******1. Waive Application Fees for veterans.**

Fee Waivers per 2020-2021 Semester/Term.

Veterans Granted Admission Application Fee Waivers.

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

	Semester/Term	Total # of Veterans receiving waivers
2020	Fall	
	Winter	
2021	Spring	
	Summer	
TOTAL, AY20-21		

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

2. Veterans' Orientation

Attendance per 2020-2021 Semester/Term.

	Semester/Term	Total # of Attendees
2020	Fall	
	Winter	
2021	Spring	
	Summer	
TOTAL, AY20-21		

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

3. Priority Class Scheduling

Veterans Using Priority Registration per AY20-21 Semester/Term.

	Semester/Term	Total # of Veterans
2020	Fall	
	Winter	
2021	Spring	
	Summer	
TOTAL, AY20-21		

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

4. Military Articulation & Transfer Process

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

Courses Accepted in Transfer – for Veterans and for Spouses

	Semester/Term	Veterans/Sum of Credit Hours	Spouse &/or Dependents/Sum of Credit Hours
2020	Fall		
	Winter		
2021	Spring		
	Summer		
TOTAL, AY20-21			

NARRATIVE: In the space below, explain and observe the effectiveness of Veteran services on your campus.

Initial Classification Applicants ONLY- Complete this page.**5. Deployment/Readmission Policy**

AcAf 2.21 or System/Campus policy

Attach copy, or provide web reference.

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

Course Rubric, # & Title; Schedule of Offerings for 2020-2021 Semester/Term

Veterans enrolling in special course offering.

	Course	Veterans Enrolled	Total Enrolled
Fall 2020			
Spring 2021			

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

Veterans Using Free Tutoring per 2020-2021 Semester/Term.

	Semester/Term	# of Veterans
2020	Fall	
	Winter	
2021	Spring	
	Summer	
TOTAL, AY20-21		

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

of Veterans Attending Workshops, and Dates Offered in 2020-21.

	Semester/Term	Veterans
2020	Fall	
	Winter	
2021	Spring	
	Summer	
TOTAL, AY20-21		

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

BRANCH	Headcount →	Total Students Enrolled	Contract Students	Commissioned
	Fall 2020			
	Winter 2020			
	Spring 2021			
	Summer 2021			

NARRATIVE/Notes:

CERTIFICATIONS:

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

BOARD OF REGENTS UNIFORM POLICY ON GOVERNOR’S MILITARY & VETERAN FRIENDLY CAMPUS

I. INTRODUCTION

Public policy concerning the provision of education support services for persons serving in the military dates back to 1944, when the Servicemen’s Readjustment Act (or the G.I. Bill) was enacted by the United States Congress, to provide a range of benefits for returning World War II veterans. The Post-9/11 Education Assistance Act of 2008 further expanded benefits to veterans by providing full funding for in-state public colleges and universities.

Subsequent to the enactment of the federal G.I. Bill, states enacted military veterans’ benefits statutes, to support active service members, veterans, and their families in transitioning to enrollment in postsecondary education institutions.

Currently, there are two Louisiana statutes that specifically address postsecondary education opportunities for persons serving in the military:

- (1) R.S. 17:3138.5—the Governor’s Military and Veteran Friendly Campus Statute—provides a “formal recognition by the governor... to create a supportive environment for military veterans.” This statute was fashioned after the national Military Friendly® program.¹
- (2) R.S. 17:3165.2—Louisiana’s Military Articulation Credit Statute—provides a framework for the transfer of military education, training, or experience into postsecondary academic credits.

II. PROCEDURAL HISTORY

R.S. 17:3138.5 and R.S. 17:3165.2 were enacted pursuant to Acts No. 232 and 233 of the 2015 Regular Session, respectively. Several substantive amendments were enacted to both statutes, pursuant to the Act No. 429 of the 2021 Regular Session (*See*, Part III.).

Act No. 429 extends voluntary participation in the Governor’s Military Friendly Campus program under R.S. 17:3138.5 to *nonpublic* Louisiana postsecondary education institutions, including the colleges and universities that are members of the Louisiana Association of Independent Colleges & Universities (LAICU).

III. POLICY STATEMENT

This Uniform Policy on Military Friendly Campuses is implemented by the Board of Regents (BoR) pursuant to the mandate articulated in R.S. 17:3138.5 that the BoR “shall establish a process for postsecondary institution to be designated as a Governor’s Military and Veterans Friendly Campus;” and pursuant to the BoR’s authority under the 1974 Louisiana Constitution to enact policies in furtherance of the Board’s Master Plan goals.

¹ The national Military Friendly® program is the longest running, most comprehensive review of college university investments in serving military and veteran students.

A. Initial Application

To be eligible to receive the military friendly designation, an institution must, *at a minimum*:

- (1) For public postsecondary education institutions, adopt and fully implement the military articulation and transfer process as provided in R.S. 17:3165. 2. For nonpublic postsecondary education institutions, adopt and fully implement a military friendly articulation and transfer process that aligns with nationally recognized standards for evaluating educational experiences in the United States Armed Forces.
- (2) Each institution shall certify that they will assist veterans of the United States Armed Forces and their spouses in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, portfolio analysis, advising, and testing.
- (3) Upon disclosure of military status on the application of enrollment or at the request of an entering student who is a veteran or the spouse of a veteran, each public postsecondary education institution shall evaluate any transcript of any credit earned from a regionally accredited postsecondary institution, or military education, training, or experience provided that the credit aligns with the course and program requirements of the receiving institution.

Additionally, the following requirements for initial application were developed pursuant a Memorandum of Understanding signed with Louisiana Department of Veterans Affairs (LDVA) and each public postsecondary education system:

- (4) Each system will ensure that each participating campus will provide a designated space appropriate for a campus veteran center that is easily accessible for veterans and which facilitates the purpose and goals of that campus' veteran center, to include an on-campus site supervisor, computer and phone service, and private meeting space in which the LaVetCorps² staff member may meet with student veterans.
- (5) Each participating campus shall pay a site fee so that each participating campus may contribute a modest amount towards the travel, training and management of the LaVetCorps Navigators³ working to make Veteran Resource Centers successful.

² LaVetCorps is a cooperative program between the Louisiana Department of Veterans Affairs and AmeriCorps. The mission of LaVetCorps is to empower veteran's families and campus communities to help veterans returning from active military service to successfully transition home to college and their local community.

³ The Louisiana Department of Veterans Affairs provides one LDVA trained and employed LaVetCorps service member, known as a LaVetCorps Navigator to serve the campus for ten months of each academic year. The LaVetCorps navigator is under contract to serve 30 hours per week that may take place outside of regular office hours to include evenings, and weekends and holidays in providing services to veteran students. Service can include but is not limited to community service projects and interaction with local veteran service organizations. They provide referrals to student veterans and their families for services not available on campus to an array of LDVA veterans assistance services and programs including but not limited to claims, Military Family Assistance Fund, Honor Medal Program, Veteran Homes, Veteran Cemeteries, VAC office counselors and military service organizations. *LaVetCorps members do not supplant or replace any campus employee.*

- (6) Each system will encourage its campus administration and staff to consider insight from LDVA and the LaVetCorps Navigators in long-term strategic planning related to student veterans, include veteran cultural competencies as a part of campus staff orientation and training, and continue engaging with LDVA and community veteran service organizations so that together each participating campus and LDVA will assist Louisiana communities in becoming more aware of the specific challenges veterans face coming back home and the great benefits and unique leadership skills that veterans bring to the heart of a community.

Additionally, the following requirements for initial application were developed based on best practice recommendations from the Louisiana Department of Veterans Affairs (LDVA), participating campus administrators including site supervisors, and LaVetCorps Navigators:

- (7) Each participating campus shall provide the LaVetCorps navigator with actionable means of contacting veteran students.
 - a. Gratis Letter – Best practice recommendation is each campus complete a Gratis Letter with their assigned LaVetCorps Navigator to facilitate successful communication with veteran students. (*See Appendix A*)
- (8) Each participating campus shall provide the LaVetCorps navigator with appropriate introductions/access to faculty and staff that are willing to work with the veteran center to promote military awareness on campus.
- (9) Each participating campus per the original application to Louisiana Department of Veterans Affairs (LDVA) and subsequent contract with the (LDVA) to participate in the LaVetCorps program agree to provide space appropriate to the development and successful operation of a student veteran center.
 - a. Best practice recommendation prohibits tables in open hallways, shared office space, remote or hard to locate space that is not conducive to the confidential nature of veteran-to-veteran peer mentoring and hinders or prevents access of veteran students seeking and receiving services offered by LaVetCorps navigators.

B. Renewal Application

After receiving the initial designation by the governor, an institution annually shall certify compliance with the requirements for initial application and shall submit a renewal application to the BoR in accordance with the timelines established by the Board. Each renewal application shall include a report that, at a minimum, contains all of the following information from the previous year as it relates to veterans:

- (1) The number granted application fee waivers.
- (2) The number who attended the specialized orientation program and a description of the orientation program.
- (3) The number who participated in the priority class registration.

(4) (a) The number who benefitted from the military articulation and transfer process as provided in R.S. 17:3165.2, (b) the number of credits hours accepted through the transfer process, and (c) a list of the courses credited through the transfer process.

(5) The completion rates of veterans, their spouses, and their children.

For purposes of this Uniform Policy, the term “veteran” shall have the meaning as provided in R.S. 13:5364.⁴ The BoR reserves the right to amend the renewal application requirements.

⁴ R.S. 13:5364 “Veteran” means a former or current member of the United States Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the United States Coast and Geodetic Survey.

Appendix A

September 22, 2020

INSERT NAME
INSERT STREET ADDRESS
INSERT CITY, STATE AND ZIP

Dear INSERT NAME,

It is my pleasure to confirm our offer of employment to you as a_____. In this position you will report directly to_____of the Department of_____. The start date will be_____and the end date will be_____. We have agreed that your appointment will be on a gratis basis. This offer letter does not constitute a contract.

This offer is contingent on campus administration and LSU system approval. If you accept this offer, please sign, date, and return one copy of this letter.

Sincerely,

Name
Title
Department

APPROVALS:

Larry Clark
Chancellor
Safety

Bill Wolfe
Associate VC for HR, Purchasing and

I accept the offer as stated above. I understand this offer is contingent on an approval by the LSU System and any other terms of employment not included in this document are not binding.

Signature

Date

Last four digits of ssn

AGENDA ITEM VII.C.2.b.
2021 TOPS Report (as Required by R.S. 17:5067)

OVERVIEW OF REPORT

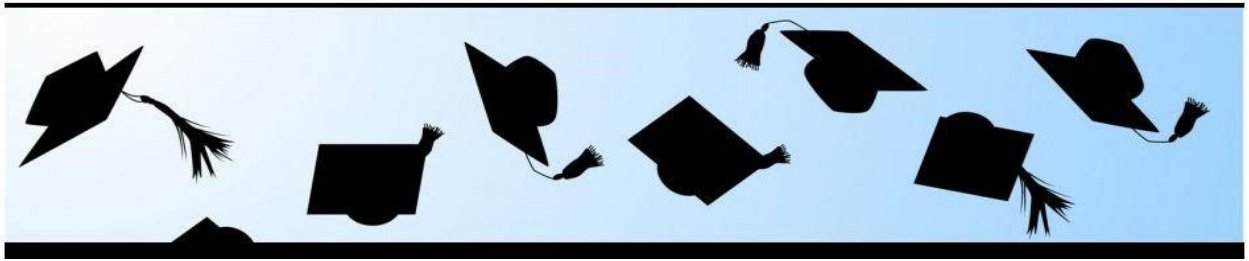
Act 1375 from 1997 Regular Legislative Session	Created TOPS Awards
First class to receive TOPS awards	Entering freshman class of 1998
Act 1202 from 2001 Regular Legislative Session	Prescribed BoR to prepare a yearly report analyzing the program
Act 227 from 2015 Regular Legislative Session	Modified & clarified specific data points without making substantive changes to program

OVERALL FINDINGS

- From 2011 to 2020, 86.7% of students deemed eligible for a TOPS award accepted the award by enrolling in a post-secondary education institution in Louisiana. This represents an increase of 5% from last year.
- The average ACT score of all TOPS recipients between 2011 and 2021 was 24 (use best score) and the average high school GPA (Core GPA) was 3.44.
- Although there are significant racial disparities across TOPS recipients, the number of minorities receiving TOPS has modestly increased over time, with a 5% increase in the number of African American TOPS recipients from 2011 to 2020.
- From 2010-2011 to 2019-2020, the majority of TOPS recipients were white (72.5%) and female (58.7%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.
- The average time-to-degree for TOPS recipients pursuing an associate's degree is 3.9 years, compared with 6.2 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.5 years, compared with 7.4 years for non-TOPS.
- From 1998 -1999 through the 2020-2021 fiscal years, the state spent approximately \$3.92 billion on the TOPS program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the “TOPS Report: Analysis of the TOPS Program from 2011-2020” and authorize the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.



TOPS Report:
Analysis of the TOPS Program, 2011-2020

Louisiana Board of Regents

October 2021



Contents

Executive Summary	3
Introduction and Background	4
TOPS Legislation.....	4
Brief History of the Taylor Opportunity Program for Students (TOPS).....	6
Eligibility Criteria, Levels of Award, Renewal Requirements, Distribution of Awards.....	6
TOPS Report: Historical Analysis of the TOPS Program, 2010-2021	8
Preparation.....	9
Participation.....	10
Persistence.....	14
Graduation	18
Funding TOPS	24
Conclusion	26
Final Thoughts	27
Appendix A: Act 1202 from 2001 Regular Legislative Session.....	28
Appendix B: Act 587 from 2014 Regular Legislative Session	29
Appendix C: Act 227 from 2015 Regular Legislative Session	30
Appendix D: TOPS Tech Analysis	31
Appendix E: TOPS Core Curriculum.....	32
Appendix F: 2021 High School Grads TOPS Eligible by School and Parish	35

Executive Summary

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

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

In accordance with Act 227, this report includes:

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

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

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

The information in the report includes current and historical data on TOPS students (students receiving an *Opportunity, Performance, or Honors Award*) and, where appropriate non-TOPS students to allow for comparison. Act 227 requires that this report be submitted annually to the Senate Committee on Education and the House Committee on Education by December 1. Due to the deadline specified in the language of Act 227, the data pull ends at the 2019-2020 academic year, therefore, COVID-19 effects are not referenced in this report.

Overall, the findings indicated that:

- From 2011 to 2020, 86.7% of students deemed eligible for a TOPS award accepted the award by enrolling in a post-secondary education institution in Louisiana. This represents an increase of 5% from last year.
- The average ACT score of all TOPS recipients between 2011 and 2021 was 24 and the average high school GPA (Core GPA) was 3.44.

- From 2010-2011 to 2019-2020, the majority of TOPS recipients were white (72.5%) and female (58.7%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.
- The average time-to-degree for TOPS recipients pursuing an associate's degree is 3.9 years, compared with 6.2 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.5 years, compared with 7.4 years for non-TOPS.

Introduction and Background

TOPS Legislation

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

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

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

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

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

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

In addition, during the 2016, 2017, and 2018 Regular Legislative Sessions, there were several bills passed that will impact the TOPS program. The 2019 Regular Legislative Session passed a Study Resolution (S.R. 10) which requires BoR to study the feasibility of updating TOPS reporting requirements to include data on scholarship recipients' employment outcomes and other relevant information. Although a discussion of these statutes is necessary, the impact of some of these laws will not be reflected in the data until future reports.

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

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

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

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

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

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

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

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

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

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

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

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

Appendix E.

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

Table 1.

TOPS Eligibility Criteria and Award Components, AY 2020-2021				
Award	Core Units	Core GPA	ACT Composite	Duration
Opportunity	19	2.5	Prior year state average, currently 20	4 years or 8 semesters
Performance	19	3.0	23	4 years or 8 semesters
Honors	19	3.0	27	4 years or 8 semesters
Beginning with 2022 graduates, the GPA required to qualify for the Performance Award will be a 3.25 and the GPA required to qualify for the Honors Award will be a 3.50				
Source: LOSFA website - TOPS Brochures & Flyers				

Table 2.

Minimum Renewal Requirements, AY 2020-2021			
Award	Hrs. Earned /AY	Cumulative GPA for continuation	Award Reinstated* (Upon recovery of req. GPA)
Opportunity	24	2.30 after 24 hrs. 2.50 after 48 hrs. Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes
Performance	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity
Honors	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity
Source: LOFSA website - TOPS Brochures & Flyers			
*Achievement of the required GPA must occur within 2 years.			

Table 3.

Distribution of Award Types Across Systems, AY 2020-2021							
Award	LSU System	Southern System	UL System	LCTC System	Private Institutions	Proprietary Schools	% of all Awards
<i>Opportunity</i>	27.0%	2.3%	57.2%	7.2%	5.7%	0.7%	44.1%
<i>Performance</i>	30.9%	0.8%	59.0%	2.9%	5.9%	0.5%	29.4%
<i>Honors</i>	42.7%	0.2%	46.7%	0.6%	9.6%	0.1%	26.5%
% of all awards	32.3%	1.3%	54.9%	4.2%	6.8%	0.5%	100.0%
Source: LOSFA - TOPS Payment Summary by Award Level for Academic Year 2020-2021 as of 09/07/2021							

The information in this report includes current and historical data on TOPS students (receiving an *Opportunity*, *Performance*, or *Honors* Award) and, where appropriate, non-TOPS students to allow for comparison. Some of the data provided in the "Preparation" section and all of the data provided in the "Participation," "Persistence," and "Graduation" sections of this report do not include private post-secondary institutions since those institutions do not currently participate in Regents' reporting systems. There was an agreement and expectation that this data would be included going forward and presented in an order that follows a student's progression through the post-secondary enrollment process, from preparation to participation in post-secondary education to persistence to graduation.

Preparation

TOPS academic eligibility criteria require students to take high school courses that will prepare them for success after high school, particularly in post-secondary education. With the 2001 Master Plan, the BoR adopted the *TOPS Core* as the *Regents' Core*, the most critical element of the minimum standards established for admission to the state's public four-year colleges and universities. With this change, students had a double incentive to complete the college-preparatory curriculum.

A study of the 2021 Louisiana high school graduates conducted by ACT examined the correlation between the ACT Core – which is closely aligned with the TOPS Core – and students' performance on the ACT. Findings indicated that students who reported taking the ACT Core earned higher composite ACT scores than students who did not take the ACT Core.

According to ACT, 50,101 students in the 2021 graduating class took the ACT test. Approximately 55% took the ACT Core, and 13% took less than the Core (because some students did not indicate whether they completed the ACT Core, the numbers do not add up to 100%). The average ACT composite (Table 4) for those who reported completing the ACT Core in 2021 was 20.3, whereas the average ACT composite score for those who did not report completing the ACT Core was 16.1.¹

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

Table 4.

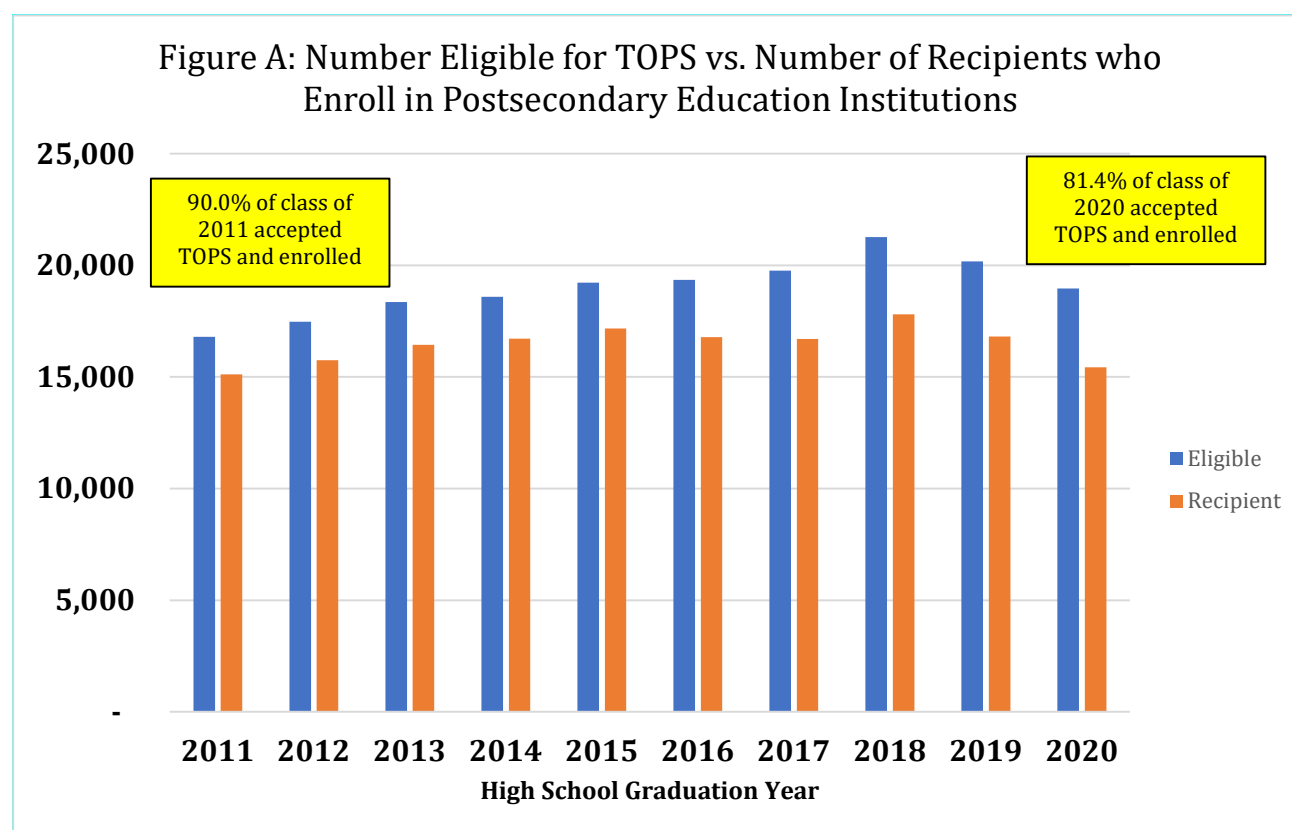
Average ACT Composite, AY 2016-2021		
High School Grad Year	Average ACT Composite for students completing ACT Core	Average ACT Composite for students not completing ACT Core
2016	20.7	16.2
2017	20.8	16.3
2018	20.7	16.1
2019	20.6	15.6
2020	20.5	15.8
2021	20.3	16.1

Source: The ACT Profile Report - State Graduating Class 2021 Louisiana

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

Participation

A generally accepted purpose of TOPS is to attract and retain Louisiana's high school graduates who are more likely to persist and attain a post-secondary credential. In fact, a common slogan associated with the TOPS program has been to "retain the best and brightest" students to attend Louisiana's colleges with the hope that they will enter the state's workforce after graduation. To that end, of the 189,936 students deemed eligible for a TOPS *Opportunity, Performance, or Honors* Award between 2011 and 2020, 164,710 (or 86.7%) accepted the award and enrolled in a post-secondary education institution in Louisiana (see Figure A). If one were to define the best and brightest as students deemed eligible for the TOPS *Honors* Award, approximately 81.1% accepted TOPS *Honors* and enrolled in a post-secondary education institution in Louisiana. The lower acceptance rate (81.5%) compared to the overall TOPS acceptance rate (86.7%) can be attributed to the larger number of post-secondary options (in-state and out-of-state) available to *Honors* Award-eligible students.



Since 2011-2012, TOPS recipients' average high school Core GPA has increased, as illustrated in Table 5. In 2011-2012, the average TOPS Core GPA was 3.36. By 2020-2021, the average TOPS Core GPA had increased to 3.69. TOPS recipients' average ACT scores and TOPS Core GPAs have been consistently higher than the minimum requirements for a TOPS *Opportunity* Award. For this reporting year, TOPS recipients' average ACT composite reached a first-time high of 25 while their average core GPA increased to 3.69. The average ACT score reported by ACT is not the same as it is for LOSFA, TOPS uses the highest test score whereas ACT reports the most recent. See Appendix F for an analysis of 2020-2021 high school graduates eligible for TOPS by award category, school, and parish.

Table 5.

Mean ACT and Core GPA of TOPS Recipients*			
HS Graduating Cohort	TOPS Recipients' Average Composite ACT Score	Statewide Average ACT Composite Score **	TOPS Recipients' Average Core GPA
2011-2012	24	20.3	3.36
2012-2013	24	19.5	3.37
2013-2014	24	19.2	3.35
2014-2015	24	19.4	3.35
2015-2016	24	19.5	3.38
2016-2017	24	19.5	3.40
2017-2018	24	19.2	3.54
2018-2019	24	18.8	3.58
2019-2020	24	18.7	3.64
2020-2021***	25	18.4	3.69

* Since 2011, the average overall composite ACT score of TOPS recipients is 24, and the overall average GPA is 3.44
 ** The statewide average includes all graduating high school students. Source: ACT Profile Report
 ***Of those eligible.

Table 6.

TOPS Recipients, by Race and ACT Composite Score*							
HS Graduating Cohort	Asian	American Indian	African American	White	Hispanic	Other	Total
2010-2011	24.7	22.9	22.2	24.3	23.7	23.5	23.9
2011-2012	24.9	22.9	22.3	24.3	24.0	24.2	23.9
2012-2013	25.0	23.4	22.4	24.4	23.9	24.4	24.0
2013-2014	25.1	23.6	22.3	24.5	24.3	24.4	24.1
2014-2015	25.4	23.3	22.5	24.5	24.0	24.5	24.1
2015-2016	25.9	23.8	22.7	24.7	24.3	24.5	24.3
2016-2017	25.5	24.3	22.6	24.7	24.2	24.7	24.4
2017-2018	25.5	23.8	22.6	24.8	24.4	24.0	24.4
2018-2019	26.1	23.3	22.7	24.8	24.2	24.3	24.4
2019-2020	25.8	25.0	22.8	24.8	24.1	24.5	24.4
* It should be noted that 2,930 individuals did not report their race. Therefore they were not included in this analysis.							
Source: LOSFA internal data files as of August 2021.							

Table 7.

TOPS Recipients, by Race*							
HS Graduating Cohort	Asian	American Indian	African American	White	Hispanic	Other	Total
2010-2011	400	71	2,462	11,543	339	70	14,885
2011-2012	480	76	2,813	11,659	421	95	15,544
2012-2013	492	82	2,946	12,174	412	138	16,244
2013-2014	517	111	2,764	12,139	461	144	16,136
2014-2015	539	110	3,073	12,487	507	149	16,865
2015-2016	508	102	3,086	12,083	545	154	16,478
2016-2017	504	97	2,928	12,176	537	195	16,437
2017-2018	562	117	3,301	12,738	586	258	17,562
2018-2019	518	73	2,926	12,156	589	267	16,529
2019-2020	512	68	2,583	11,123	572	261	15,119
* It should be noted that 2,930 individuals did not report their race. Therefore they were not included in this analysis.							
Source: LOSFA internal data files as of August 2021.							

Table 8.

TOPS Recipients, by Gender and ACT Composite Score*			
HS Graduating Cohort	Female	Male	Total
2010-2011	23.6	24.4	24.0
2011-2012	23.6	24.4	23.9
2012-2013	23.7	24.5	24.0
2013-2014	23.8	24.6	24.1
2014-2015	23.8	24.6	24.1
2015-2016	24.0	24.8	24.3
2016-2017	24.0	24.9	24.4
2017-2018	24.0	24.9	24.4
2018-2019	24.1	24.9	24.4
2019-2020	24.1	25.0	24.5
* It should be noted that over the ten-year period, 400 individuals did not report their gender and are not included in this analysis.			
Source: LOSFA internal data files as of August 2021			

Table 9

TOPS Recipients, by Gender*			
HS Graduating Cohort	Female	Male	Total
2010-2011	8,759	6,357	15,116
2011-2012	9,054	6,674	15,728
2012-2013	9,595	6,850	16,445
2013-2014	9,777	6,920	16,697
2014-2015	10,124	7,018	17,142
2015-2016	9,917	6,845	16,762
2016-2017	9,763	6,902	16,665
2017-2018	10,315	7,427	17,742
2018-2019	9,673	7,050	16,723
2019-2020	9,017	6,292	15,309
* It should be noted that over the ten-year period, 400 individuals did not report their gender and are not included in this analysis.			
Source: LOSFA internal data files as of August 2021			

As indicated in Table 10 & 11, TOPS recipients are increasingly coming from middle- and upper-income families. Since 2010-2011, the number of TOPS recipients from households with incomes of \$150,000 or more increased by 56%, whereas the number of recipients from families with incomes of \$14,999 or less (below the poverty line) decreased by 11% over the same time frame. These data align with national trends.

Table 10.

Initial TOPS Opportunity, Performance, and Honors Recipients, by Parental Income and ACT Composite Score*									
High School Graduation Cohort	\$0-\$14,999	\$15,000-\$24,999	\$25,000-\$34,999	\$35,000-\$49,999	\$50,000-\$69,999	\$70,000-\$99,999	\$100,000-\$129,999	\$130,000-\$149,999	\$150,000 +
2010-2011	23.0	22.8	23.1	23.6	23.9	24.1	24.5	24.7	25.2
2011-2012	22.9	22.8	23.4	23.5	23.8	24.1	24.3	24.5	25.2
2012-2013	23.0	23.0	23.2	23.6	24.1	24.2	24.3	24.6	25.2
2013-2014	23.1	23.0	23.4	23.7	24.0	24.2	24.4	24.8	25.2
2014-2015	23.1	23.1	23.2	23.7	24.0	24.3	24.4	24.7	25.3
2015-2016	23.3	23.2	23.4	23.8	24.3	24.4	24.7	24.9	25.4
2016-2017	23.2	23.2	23.5	24.0	24.4	24.4	24.7	24.7	25.5
2017-2018	23.3	23.1	23.3	23.8	24.4	24.5	24.6	25.1	25.7
2018-2019	23.4	23.1	23.4	24.0	24.3	24.5	24.9	25.0	25.6
2019-2020	23.4	23.3	23.5	23.8	24.3	24.5	24.6	25.0	25.5
* It should be noted that over the past ten years, 11,449 individuals either did not report their income or reported a negative income. Therefore, those individuals were not included in this analysis									
Source: LOSFA internal data files as of August 2021									

Table 11.

Initial TOPS Opportunity, Performance, and Honors Recipients, by Parental Income*									
High School Graduation Cohort	\$0- \$14,999	\$15,000- \$24,999	\$25,000- \$34,999	\$35,000- \$49,999	\$50,000- \$69,999	\$70,000- \$99,999	\$100,000- \$129,999	\$130,000- \$149,999	\$150,000 +
2010-2011	899	1,124	1,065	1,397	1,741	2,616	2,049	858	2,225
2011-2012	917	1,233	1,115	1,501	1,727	2,714	2,115	849	2,421
2012-2013	1,014	1,243	1,102	1,514	1,759	2,636	2,235	1,044	2,737
2013-2014	980	1,238	1,128	1,525	1,622	2,621	2,216	1,055	3,086
2014-2015	1,092	1,255	1,162	1,583	1,739	2,584	2,238	1,082	3,271
2015-2016	997	1,235	1,129	1,577	1,677	2,500	2,201	1,070	3,332
2016-2017	1,016	1,227	1,154	1,403	1,563	2,515	2,169	1,176	3,356
2017-2018	1,124	1,365	1,252	1,710	1,777	2,559	2,322	1,122	3,408
2018-2019	909	1,248	1,102	1,536	1,681	2,328	2,250	1,083	3,508
2019-2020	800	1,016	1,002	1,380	1,439	2,168	2,056	1,035	3,476
* It should be noted that over the past ten years, 11,449 individuals either did not report their income or reported a negative income. Therefore, those individuals were not included in this analysis									
Source: LOSFA internal data files as of August 2021									

Persistence

Furthermore, students who receive the *Performance* and *Honors* Awards are retained at higher rates than students who receive the *Opportunity* Award. Because TOPS students are generally better prepared for post-secondary education, it is not surprising that these students persist at higher rates than non-TOPS students.

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

Previous reports included Louisiana residents as well as out-of-state and international students in the non-TOPS category. Beginning with the 2018 TOPS Report, out-of-state and international students will be excluded since they are not eligible for TOPS.

Table 12.

Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Four-Year Institution						
Fall Semester Entering Class	2nd Yr. Retention		3rd Yr. Retention		4th Yr. Retention	
	TOPS	Non-TOPS	TOPS	Non-TOPS	TOPS	Non-TOPS
2010	88%	69%	82%	58%	77%	51%
2011	88%	69%	81%	58%	75%	50%
2012	87%	69%	81%	57%	75%	50%
2013	87%	68%	81%	57%	76%	49%
2014	87%	68%	81%	56%	75%	50%
2015	87%	65%	81%	54%	75%	48%
2016	88%	67%	82%	57%	76%	49%
2017	88%	68%	81%	56%	76%	49%
2018	88%	67%	81%	55%	0%	0%
2019	89%	69%	0%	0%	0%	0%
Source: BoR internal data files as of August 2021, Non-TOPS is limited to Louisiana residents						

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

Table 13.

Statewide Retention Rates of TOPS Students Who Began at a Four-Year Institution by TOPS Award Level									
Fall Semester Entering Class	2nd Yr. Retention			3rd Yr. Retention			4th Yr. Retention		
	Opportunity	Performance	Honors	Opportunity	Performance	Honors	Opportunity	Performance	Honors
2010	87%	88%	94%	79%	85%	93%	73%	81%	89%
2011	87%	87%	94%	78%	84%	91%	71%	81%	87%
2012	86%	88%	94%	77%	84%	91%	71%	81%	88%
2013	86%	86%	94%	78%	83%	91%	72%	79%	88%
2014	85%	87%	94%	77%	83%	92%	70%	80%	89%
2015	85%	87%	94%	77%	83%	92%	70%	79%	88%
2016	86%	88%	93%	78%	84%	90%	71%	80%	87%
2017	86%	89%	93%	77%	85%	91%	70%	80%	86%
2018	85%	89%	93%	76%	85%	92%	0%	0%	0%
2019	85%	90%	95%	0%	0%	0%	0%	0%	0%
Source: BoR internal data files as of August 2021									

Table 14 examines the overall retention rate to the second year of students who began with TOPS at a two-year institution compared to those who began without TOPS (Non-TOPS students includes out of state students for comparative purposes).

Table 14.

Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Two-Year Institution		
Fall Semester Entering Class	2 nd Yr. Retention	
	TOPS	Non-TOPS
2010	77%	52%
2011	72%	52%
2012	74%	51%
2013	72%	50%
2014	73%	49%
2015	75%	48%
2016	74%	47%
2017	76%	47%
2018	76%	48%
2019	73%	45%
Source: BoR internal data files as of September 2021, Non-TOPS is limited to Louisiana residents		

Students who receive a TOPS award must meet minimum academic criteria to retain their

Furthermore, between fall 2010 and spring 2020, 164,301 students received TOPS awards. Of these TOPS award recipients, 33,798 (20%) had their TOPS award cancelled at some point during their post-secondary academic career. During the time period of 2010-2011 to 2019-2020, the cumulative total of cancelled awards was 33,798, however over time this has decreased to 10%. Of these 33,798 cancelled awards, 28,137 were cancelled due to students' failure to earn 24 hours of college credit during an academic year; 3,199 awards due to the GPA requirement; 2,462 due to non-continuous enrollment; and 6,159 due to student resignations. The vast majority of awards are cancelled due to the 24-hour requirement. Table 15.

Table 15.

Percentage of TOPS Award Cancelled** by Cohort											
Entering Cohort	Total # of Awards	Total # of Awards Cancelled*	Cancelled: 24 Hr. Requirement		Cancelled: GPA Requirement		Cancelled: Non-Continuous Enrollment		Cancelled: Student Resignation		
2010-2011	14,805	4,668	32%	3,156	21%	489	3%	1,023	7%	605	4%
2011-2012	15,124	4,231	28%	3,029	20%	520	3%	682	5%	588	4%
2012-2013	15,815	4,103	26%	3,466	22%	540	3%	97	1%	599	4%
2013-2014	16,454	4,276	26%	3,649	22%	516	3%	111	1%	656	4%
2014-2015	16,703	4,145	25%	3,685	22%	362	2%	98	1%	663	4%
2015-2016	17,292	4,178	24%	3,739	22%	333	2%	106	1%	666	4%
2016-2017	16,704	3,736	22%	3,362	20%	255	2%	119	1%	619	4%
2017-2018	16,694	2,489	15%	2,255	14%	133	1%	101	1%	681	4%
2018-2019	17,770	1,892	11%	1,758	10%	51	0%	83	0%	586	3%
2019-2020	16,940	80	0%	38	0%		0%	42	0%	496	3%
2020-2021	*	*	*	*	*	*	*	*	*	*	*
Grand Total	164,301	33,798		28,137		3,199		2,462		6,159	
Source: LOSFA internal data files as of September 2021, TOPS Tech award recipients not included.											
* Due to change in methodology by LOSFA in 2018 regarding a timeframe change from 90 days to 9 months for data collection. For awards cancelled for 2020-2021, these data are not available at this time and will be reported in the next year.											
**Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.											

The average ACT score of all the TOPS recipients who had their awards canceled between 2008-2009 and 2019-2020 (due to failure to earn the required 24 hours of credit per academic year, earn the required minimum GPA, or maintain full-time and continuous enrollment) was 23. Among this group, the average high school GPA was 3.14 (Table 16).

Table 16.

Average ACT Score and High School GPA of TOPS Recipients Who had Their Award Cancelled*, 2008-2009 to 2019-2020		
Reason Cancelled	Average ACT Composite	Average High School GPA
24 Hour	23.1	3.14
GPA	22.8	3.10
Non-Continuous Enrollment	23.2	3.17
*Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.		

Graduation

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

As noted in Figures B and C, students who begin a baccalaureate degree program with TOPS graduate within 100% and 150% of time at much higher rates than students without a TOPS award. To compare the same cohorts, the 2014 class will be used as both 100%, and 150%

data are available. Findings indicate that 35% of the 2014 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students. Furthermore, 64% of the 2014 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 150% of time, compared with 29% of non-TOPS students.

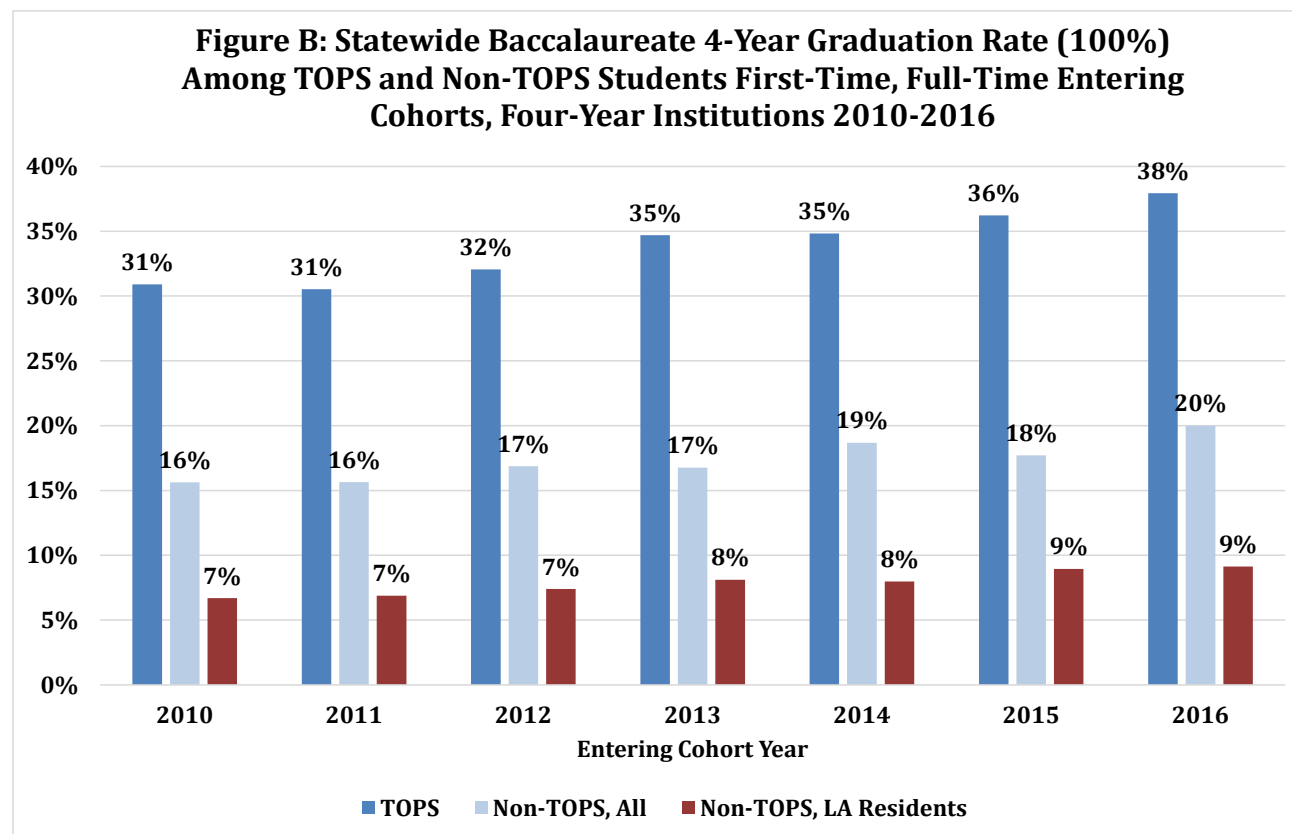


Figure C: Statewide Baccalaureate 6-Year Graduation Rate (150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2010-2014

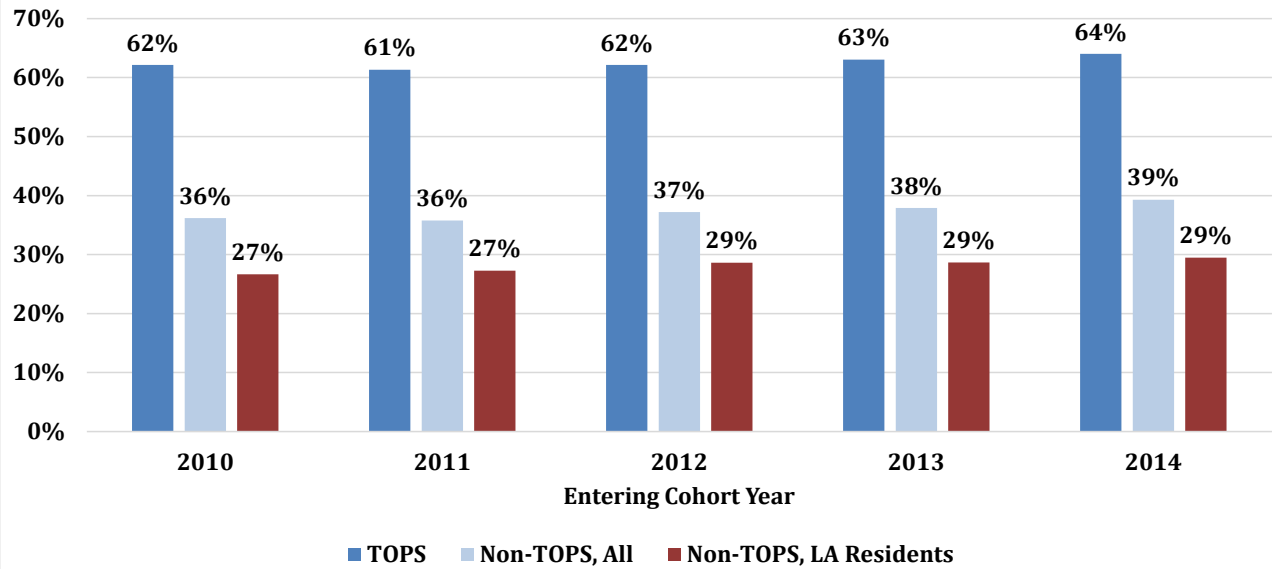


Figure D: Statewide Baccalaureate 4-Year Graduation Rate (100%) By Opportunity, Performance, Honors

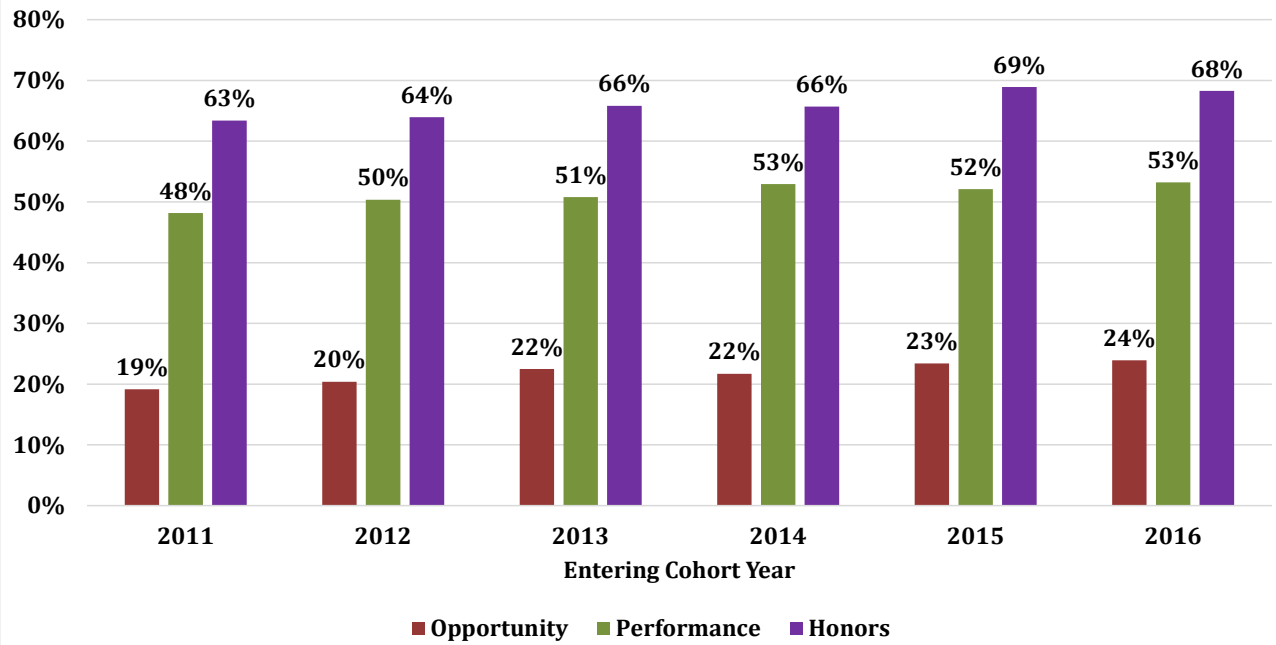
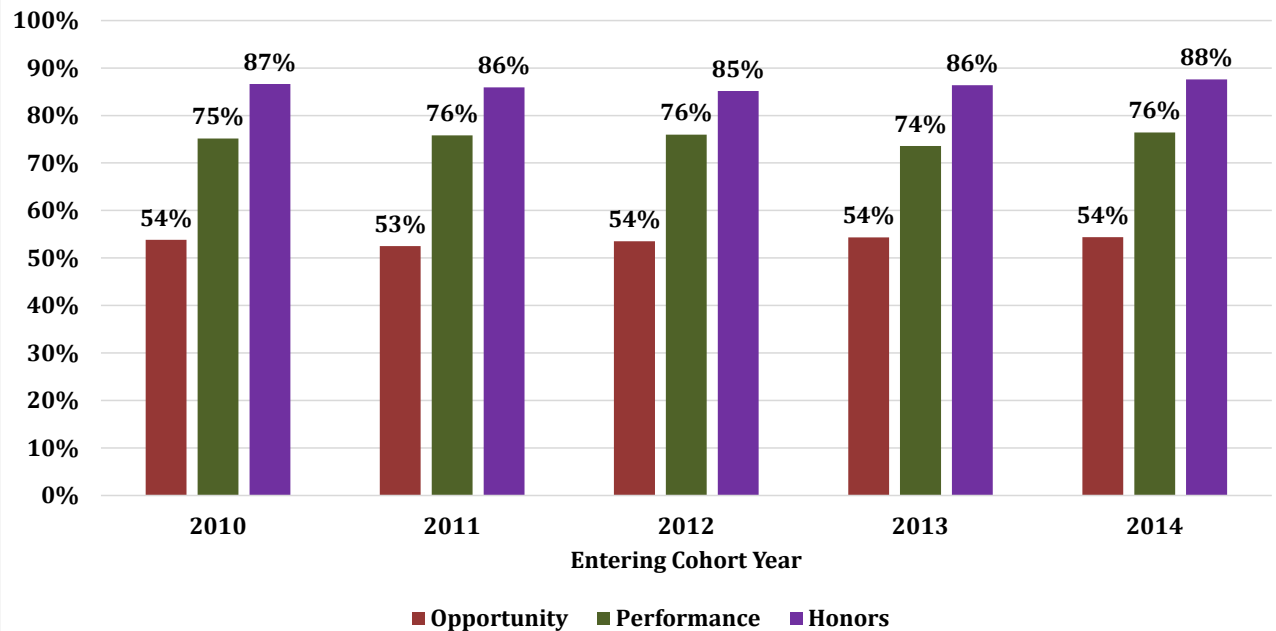
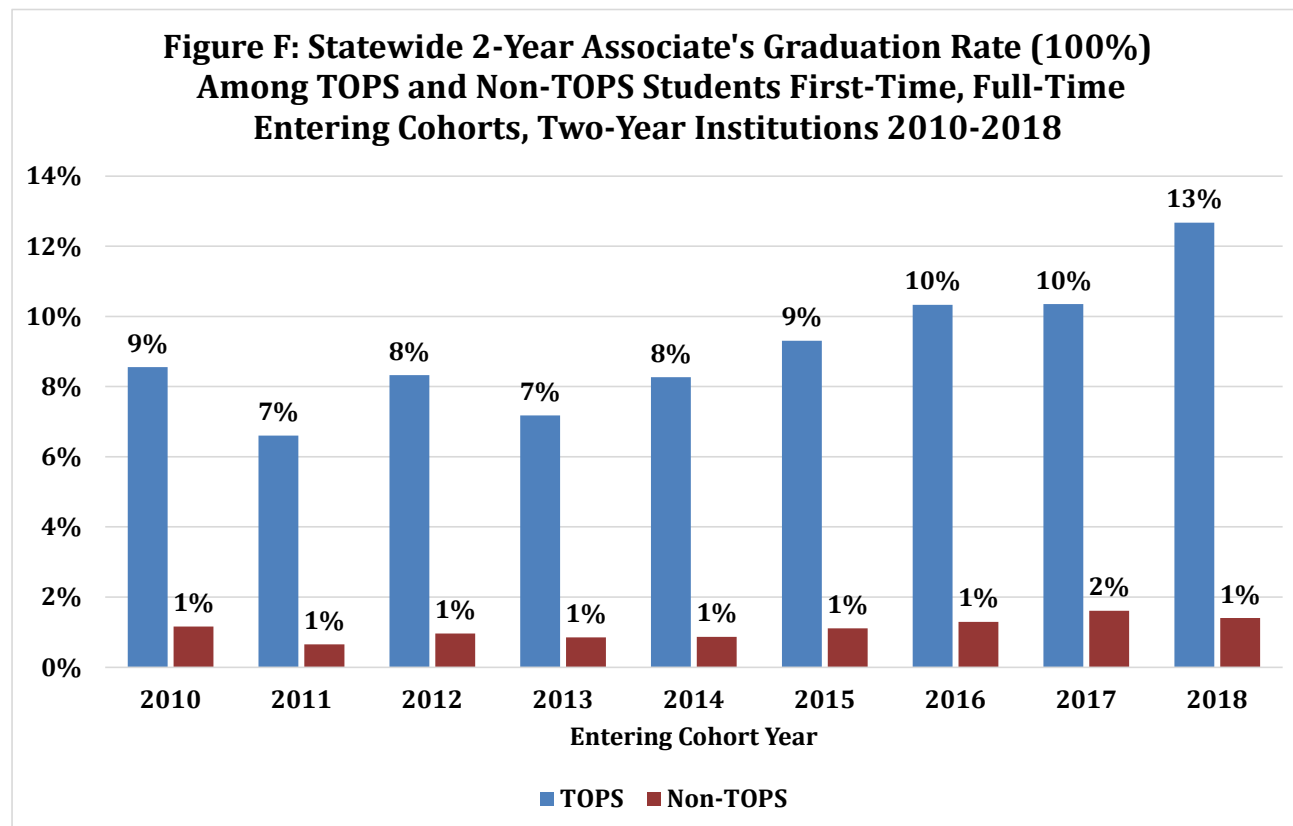


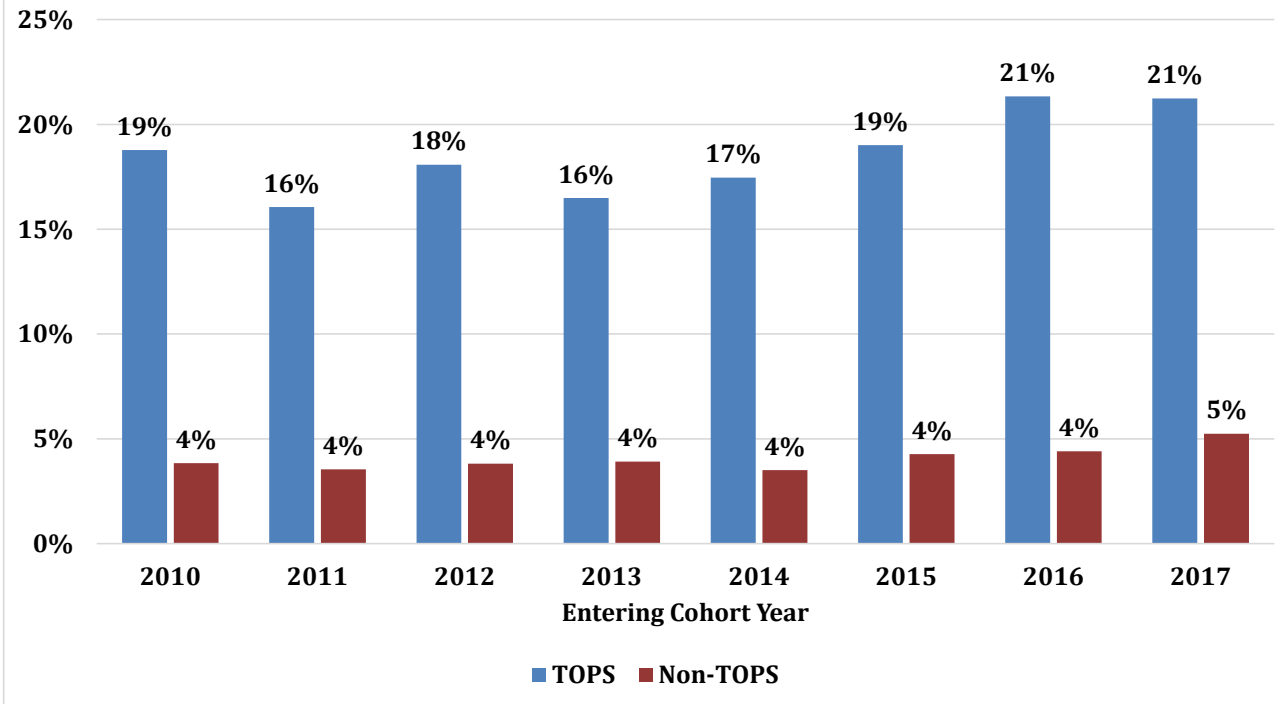
Figure E: Statewide Baccalaureate 6-Year Graduation Rate (150%) By Opportunity, Performance, Honors



Similar to TOPS baccalaureate degree seekers, TOPS recipients who begin an associate's degree program graduate at much higher rates than students without a TOPS award. In order to compare the same cohorts, the 2017 class was used as both 100%, and 150% data are available. As shown in Figures F and G, 13% of the 2017 first-time, full-time entering cohort of TOPS recipients completed an associate's degree within 100% of time, compared with 1% of non-TOPS students. Within 150% of time, 21% of the 2017 first-time, full-time entering cohort of TOPS recipients completed an associate's degree, compared with 5% of non-TOPS students. Performance measures for out-of-state and international students were negligible and did not affect the data.



**Figure G: Statewide 2-Year Associate's Graduation Rate (150%)
Among TOPS and Non-TOPS Students First-Time, Full-Time
Entering Cohorts, Two-Year Institutions 2010-2017**



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

Table 17.

2020-2021 Average Time-to-Degree of TOPS & Non-TOPS Recipients*	
Average Time-To-Degree (Calendar Years)	
Associate Degree Recipients	
TOPS	3.9
Non-TOPS	6.2
Total	5.4
Baccalaureate Degree Recipients	
TOPS Opportunity	5.0
TOPS Performance	4.0
TOPS Honors	3.8
TOPS Total	4.5
Non-TOPS	7.4
Baccalaureate Total	5.0
* does not include out-of-state or international students	

Funding TOPS

Figure H shows that the state spent approximately \$3.92 billion funding the TOPS program from 1999 to 2021. The 2016-2017 AY was the first time that TOPS was not fully funded, caused by budget shortfalls. The 2017-2018 AY saw the state restore TOPS funding to previous levels. During that time, total expenditures on the TOPS program substantially increased. The growth is attributable mainly to two factors: (1) the increase in tuition amounts at the state's public institutions of higher education (Figure H); and (2) increases in the number of students receiving the award (Figure I). As illustrated in Figure I, in 1998-1999, the number of TOPS recipients was 23,561. By 2020-2021, the number of TOPS recipients had more than doubled, to 55,776. From 1998-1999 to 2020-2021, the average tuition at Louisiana's public four-year institutions more than quadrupled (Figure H). As illustrated in Figure H, in 1998-1999, the average tuition was \$2,269. By 2020-2021, the average tuition had increased fourfold to \$9,920.

Figure H: TOPS Program Funding, 1998-1999 to 2020-2021* Growth in TOPS Expenditures and Recipients Compared with Average Public 4-Year Tuition

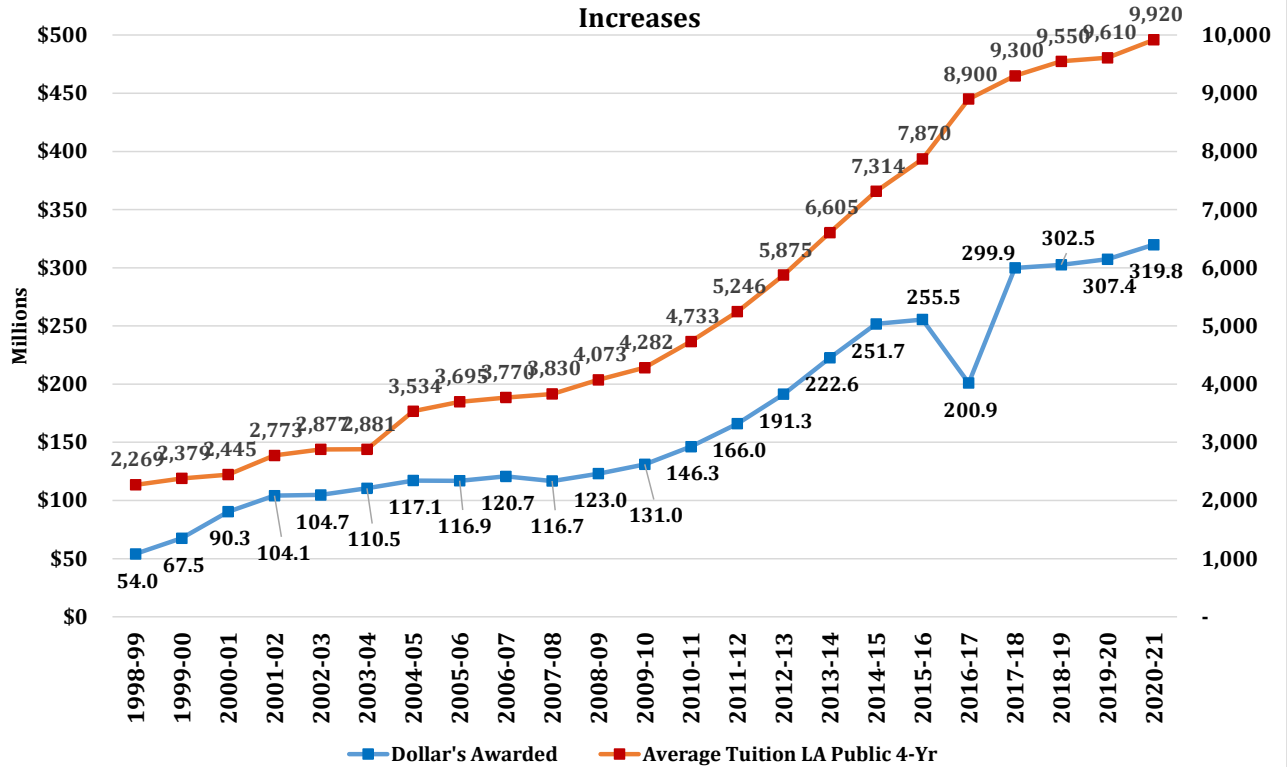
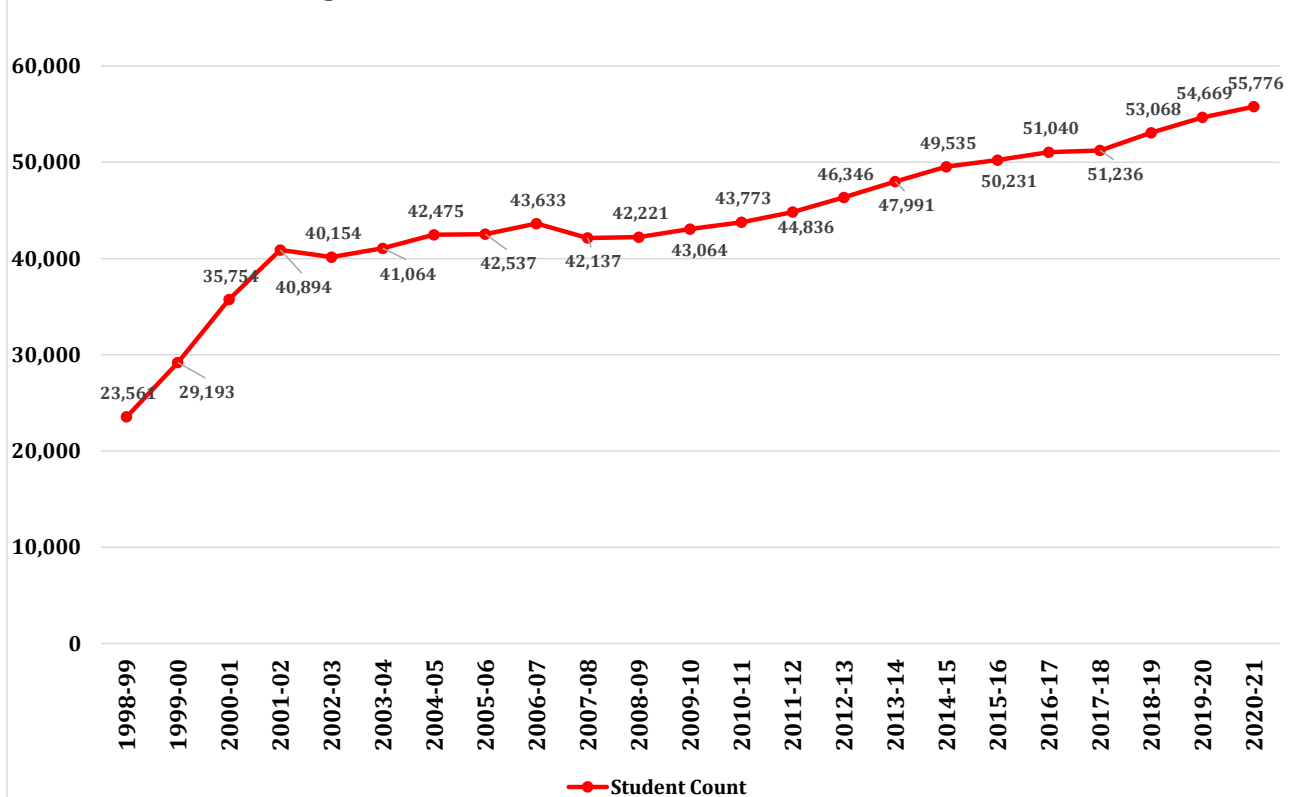


Figure I: TOPS Student Counts, 1998-1999 to 2020-2021



Conclusions

The TOPS eligibility criteria require students to take a more rigorous high school curriculum, which better prepares them for the ACT and success in post-secondary education. A review of the 2021 Louisiana high school graduates conducted by ACT indicated that the average ACT composite score for those who completed the ACT Core – which is closely aligned with the TOPS core – was 20.3, while the average composite score for those who did not complete the ACT Core was 16.1. Although there are some variations between the ACT Core and TOPS Core, students who complete the TOPS Core also earn higher ACT composite scores than students who do not complete the TOPS Core.

Data indicate that the TOPS program has succeeded in keeping Louisiana's high school graduates in the state to pursue post-secondary education. Since 2010-2011, of the 189,936 students deemed eligible for a TOPS *Opportunity*, *Performance* or *Honors* Award, 164,710 (or 86.4%) have accepted a TOPS *Opportunity*, *Performance* or *Honors* Award and enrolled in a post-secondary education institution in Louisiana.

TOPS recipients consistently attain ACT scores and high school core GPAs above the minimum required for TOPS eligibility. Among TOPS recipients from 2010-2011 to 2020-2021, the average ACT score was 24 (four points above the minimum needed for eligibility for a TOPS *Opportunity* Award), and the average high school GPA (Core GPA) was 3.44 (significantly higher than the 2.5 minimum required for a TOPS *Opportunity* Award). Data also indicate that the majority of initial TOPS recipients are white and female.

Although there are significant racial disparities across TOPS recipients, the number of minorities receiving TOPS has modestly increased over time, with a 5% increase in the number of African American TOPS recipients from 2010-2011 to 2019-2020. However, the past several years have seen a trend of TOPS students increasingly coming from middle- and upper-income households.

In terms of persistence, students who begin college with a TOPS award return to post-secondary education in subsequent years at a higher rate than non-TOPS students. Overall, approximately 20% of TOPS recipients between 2010-2011 and 2019-2020 had their awards cancelled, with the majority of cancellations due to students' failure to earn 24 hours of college credit during an academic year.

Data indicate that students who began a baccalaureate or an associate's degree program with a TOPS award graduated within 100% and 150% of time at much higher rates than students without a TOPS award. Thirty-five percent (35%) of the 2014 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students.

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

The state's growing investment in TOPS to date is attributable to (1) the increase in the number of students receiving the award and (2) the increase in tuition at Louisiana's public institutions of higher education. From 1998 -1999 through the 2020-2021 fiscal years, the state spent approximately \$3.92 billion on the TOPS program.

Final Thoughts

Academic year 2020-2021 was particularly challenging on many levels for Louisiana students and educators. In March 2020, there were widespread closures of educational institutions, businesses, and industries due to the COVID-19 pandemic. Student performance on standardized tests and course grades reflected the uncertainty of the time and fell overall. On August 26, 2020, several parishes in southwest Louisiana were devastated by Hurricane Laura, further interrupting the delivery of education in the area. The implications of these disasters on our secondary and post-secondary systems continue to this day and will be significant and costly.

The Board of Regents and LOSFA mitigated some of this damage by responding with emergency measures to assist students in navigating the transition from high school to college. These measures allowed a testing rate of 98% and showed increases in the scores of students who were able to re-test. These emergency policies along with the fact that the TOPS enrollment numbers did not dip significantly are positive results of the policies and practices of the Governor, the LA Legislature and the BOR/LOSFA programs.

Appendix A:
Act 1202 from 2001 Regular Legislative
Session

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

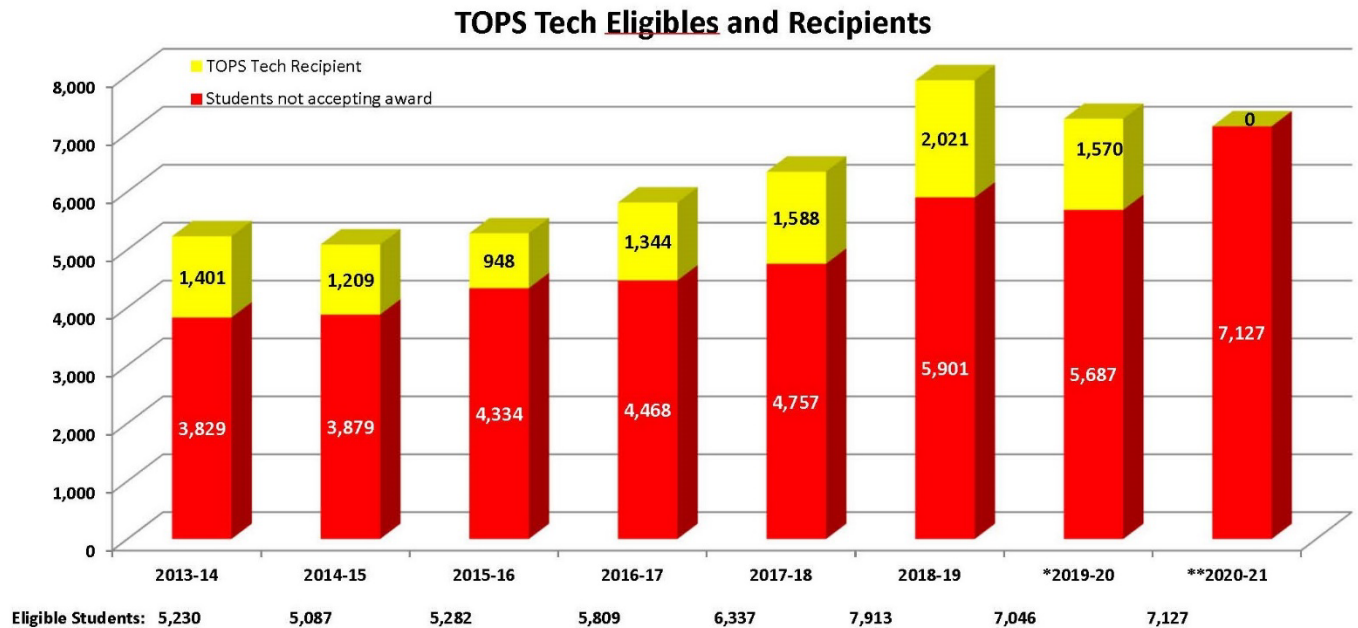
Appendix B:
Act 587 from 2014 Regular Legislative Session

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

Appendix C:
Act 227 from 2015 Regular Legislative Session

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

Appendix D: TOPS Tech Analysis



*Students have until the first college semester following the first anniversary of the date they graduate from high school to accept a TOPS award. Therefore, the data reported in the chart above for the class of 2019-20 represent only those students in the 2019-20 high school graduating cohort who accepted a TOPS award by the spring 2021 semester. The remaining cohort of eligible students has until the fall 2021 semester to accept a TOPS award. Also, no institutions have billed for fall 2021 tuition payments therefore, more students will become recipients when bills are received for eligibles.

**Students have until the first college semester following the first anniversary of the date they graduate from high school to accept a TOPS award. No institutions have billed for fall 2021 tuition payments. Therefore, the data reported in the chart above for the class of 2020-21 represent only those students in the 2020-21 high school graduating cohort are eligible. Eligible students has until the fall 2022 semester to accept a TOPS award.

SOURCE:

LOSFA Award System

Data as of 9-10-21

Appendix E:
TOPS Core Curriculum



TOPS Core Curriculum

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

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

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

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

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

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



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

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



**Appendix F: 2021 High School Grads TOPS Eligible
by School and Parish**

TOPS Status For 2021 High School Graduates By School

Data as of 9/7/2021

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible						TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech		Total	Honors	Performance	Opportunity	Tech
190000	ABBEVILLE HIGH SCHOOL	VERMILION	P	62	27	3	8	11	7	-	-	-	-	-	-
192142	ABRAMSON SCI ACADEMY	ORLEANS	P	67	16	-	1	2	13	-	-	-	-	-	-
991619	ACADEMIC RECOVERY OMBUDSMAN	CADDO	P	-	-	-	-	-	-	-	-	-	-	-	-
191731	ACADEMY OF OUR LADY	JEFFERSON	N	99	88	11	17	33	27	-	-	-	-	-	-
191070	ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	15	15	3	5	7	-	-	-	-	-	-	-
191985	ACADEMY OF THE SACRED HEART	ORLEANS	N	51	49	31	8	9	1	-	-	-	-	-	-
191947	ACADIANA CHRISTIAN SCHOOL	IBERIA	N	12	10	1	2	3	4	-	-	-	-	-	-
191414	ACADIANA HIGH SCHOOL	LAFAYETTE	P	226	144	18	17	27	82	-	-	-	-	-	-
190318	AIRLINE HIGH SCHOOL	BOSSIER	P	286	183	36	57	57	33	1	1	-	-	-	-
190035	ALBANY HIGH SCHOOL	LIVINGSTON	P	76	47	4	13	7	23	-	-	-	-	-	-
190038	ALEXANDRIA SENIOR HIGH SCHOOL	RAPIDES	P	245	135	22	39	46	28	-	-	-	-	-	-
191449	ALFRED M BARBE HIGH SCHOOL	CALCASIEU	P	275	214	38	48	75	53	-	-	-	-	-	-
ALTELG	ALTERNATE ELIGIBLE (2)			28	22	1	5	12	4	-	-	-	-	-	-
991579	AMIKIDS ACADIANA	ACADIA	P	-	-	-	-	-	-	-	-	-	-	-	-
190075	AMITE HIGH SCHOOL	TANGIPAHOA	P	56	18	1	-	4	13	-	-	-	-	-	-
190090	ANACOCO HIGH SCHOOL	VERNON	P	28	26	3	9	8	6	-	-	-	-	-	-
190261	ANGLES ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-	-
190105	ARCADIA HIGH SCHOOL	BIENVILLE	P	22	12	-	1	4	7	-	-	-	-	-	-
191777	ARCHBISHOP CHAPELLE HIGH SCH	JEFFERSON	N	105	93	23	16	32	22	-	-	-	-	-	-
191763	ARCHBISHOP HANNAN HIGH SCHOOL	SAINT TAMMANY	N	100	92	33	27	23	9	-	-	-	-	-	-
191778	ARCHBISHOP RUMMEL HIGH SCHOOL	JEFFERSON	N	95	74	18	16	29	11	-	-	-	-	-	-
191722	ARCHBISHOP SHAW HIGH SCHOOL	JEFFERSON	N	66	41	5	8	16	12	-	-	-	-	-	-
190188	ARLINGTON PREPARATORY ACADEMY	EAST BATON ROUGE	P	4	-	-	-	-	-	-	-	-	-	-	-
191049	ASCENSION CHRISTIAN HIGH	ASCENSION	N	39	34	2	12	12	8	-	-	-	-	-	-
190700	ASCENSION DIOCESAN REGIONAL	ASCENSION	N	26	21	-	9	6	6	-	-	-	-	-	-
191488	ASCENSION EPISCOPAL SCH	LAFAYETTE	N	63	59	23	14	19	3	-	-	-	-	-	-
191905	ASSUMPTION HIGH SCHOOL	ASSUMPTION	P	174	126	10	16	33	67	-	-	-	-	-	-
190135	ATLANTA HIGH SCHOOL	WINN	P	13	10	-	2	4	4	-	-	-	-	-	-
191855	AVOYELLES HIGH SCHOOL	AVOYELLES	P	74	39	-	4	3	32	-	-	-	-	-	-
191681	AVOYELLES PUB. CHARTER SCHOOL	AVOYELLES	P	56	48	8	19	17	4	-	-	-	-	-	-
190145	BAKER HIGH SCHOOL	EAST BATON ROUGE	P	49	13	-	1	4	8	-	-	-	-	-	-
190155	BASILE HIGH SCHOOL	EVANGELINE	P	37	22	1	3	6	12	-	-	-	-	-	-
190165	BASTROP HIGH SCHOOL	MOREHOUSE	P	68	22	-	-	2	20	-	-	-	-	-	-
190197	BATON ROUGE INTERNATIONAL SCHOOL	EAST BATON ROUGE	N	5	3	2	-	1	-	-	-	-	-	-	-
190179	BATON ROUGE MAGNET HIGH SCHOOL	EAST BATON ROUGE	P	310	281	119	69	72	21	-	-	-	-	-	-
190115	BEAU CHENE HIGH SCHOOL	SAINT LANDRY	P	111	67	4	10	20	33	-	-	-	-	-	-
190172	BEEKMAN CHARTER SCHOOL	MOREHOUSE	P	78	49	1	4	11	33	-	-	-	-	-	-
190182	BELAIRE HIGH SCHOOL	EAST BATON ROUGE	P	74	8	-	-	3	5	-	-	-	-	-	-
190255	BELL CITY HIGH SCHOOL	CALCASIEU	P	30	26	1	10	6	9	-	-	-	-	-	-
190257	BELLE CHASSE HIGH SCHOOL	PLAQUEMINES	P	186	121	20	32	32	37	-	-	-	-	-	-
192006	BENJAMIN FRANKLIN HIGH SCHOOL	ORLEANS	P	224	222	136	65	20	1	-	-	-	-	-	-
190287	BENS FORD CHRISTIAN SCHOOL	WASHINGTON	N	11	8	-	2	2	4	-	-	-	-	-	-
190270	BENTON HIGH SCHOOL	BOSSIER	P	236	186	43	44	69	30	-	-	-	-	-	-
191071	BERCHMAN'S ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	3	3	1	-	1	1	-	-	-	-	-	-
190282	BERWICK HIGH SCHOOL	SAINT MARY	P	82	67	10	17	16	24	-	-	-	-	-	-
191312	BETHEL CHRISTIAN SCHOOL	JEFFERSON DAVIS	N	10	9	1	1	2	5	-	-	-	-	-	-
192587	BETHEL CHRISTIAN SCHOOL	LINCOLN	N	4	4	1	3	-	-	-	-	-	-	-	-
190285	BIENVILLE HIGH SCHOOL	BIENVILLE	P	-	-	-	-	-	-	-	-	-	-	-	-
191350	BLOCK HIGH SCHOOL	CATAHOULA	P	16	11	-	2	-	9	-	-	-	-	-	-
190290	BOGALUSA HIGH SCHOOL	WASHINGTON	P	94	20	-	3	4	13	-	-	-	-	-	-
190040	BOLTON HIGH SCHOOL	RAPIDES	P	83	38	7	5	7	19	-	-	-	-	-	-
191776	BONNABEL MAGNET ACADEMY HIGH SCHOOL	JEFFERSON	P	110	63	3	10	15	35	-	-	-	-	-	-
190022	BOOKER T WASHINGTON HIGH SCHOOL (KIPP)	ORLEANS	P	52	16	-	3	1	12	-	-	-	-	-	-
192675	BOOKER T WASHINGTON NEW TECHNOLOGY HS	CADDO	P	124	23	-	-	6	17	-	-	-	-	-	-
190325	BOSSIER HIGH SCHOOL	BOSSIER	P	89	27	1	4	14	8	1	-	-	-	1	-
190345	BREAUX BRIDGE SENIOR HIGH SCH	SAINT MARTIN	P	83	39	5	10	11	13	-	-	-	-	-	-
191503	BRIARFIELD ACADEMY	EAST CARROLL	N	10	9	2	-	3	4	-	-	-	-	-	-
190193	BRIGHTER HORIZON SCHOOL OF BATON ROUGE	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-	-
190201	BRIGHTON SCHOOL	EAST BATON ROUGE	N	5	4	-	2	1	1	-	-	-	-	-	-
190183	BROADMOOR HIGH SCHOOL	EAST BATON ROUGE	P	126	41	1	2	7	31	-	-	-	-	-	-
192015	BROTHER MARTIN HIGH SCHOOL	ORLEANS	N	192	171	51	54	59	7	-	-	-	-	-	-
190365	BRUSLY HIGH SCHOOL	WEST BATON ROUGE	P	128	88	14	16	25	33	-	-	-	-	-	-
190370	BUCKEYE HIGH SCHOOL	RAPIDES	P	106	74	12	23	20	19	-	-	-	-	-	-
190375	BUNKIE NEW TECH HIGH SCHOOL	AVOYELLES	P	58	29	1	6	8	14	-	-	-	-	-	-
192680	C E BYRD HIGH SCHOOL	CADDO	P	347	260	59	64	101	36	-	-	-	-	-	-
190104	C.F. ROWLEY ALTERNATIVE SCHOOL	SAINT BERNARD	P	4	-	-	-	-	-	-	-	-	-	-	-
192103	CABRINI HIGH SCHOOL	ORLEANS	N	65	51	5	19	21	6	-	-	-	-	-	-
192679	CADDO PARISH MAGNET HIGH SCH	CADDO	P	242	213	117	47	44	5	-	-	-	-	-	-
975774	CADDO VIRTUAL ACADEMY	CADDO	P	19	13	1	2	7	3	-	-	-	-	-	-
190518	CALDWELL PARISH HIGH SCHOOL	CALDWELL	P	78	55	-	8	11	36	-	-	-	-	-	-
192704	CALVARY BAPTIST ACADEMY	CADDO	N	52	45	2	10	24	9	-	-	-	-	-	-
190400	CALVIN HIGH SCHOOL	WINN	P	16	15	1	6	5	3	-	-	-	-	-	-
190190	CAPITOL HIGH SCHOOL	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-	-
192678	CAPTAIN SHREVE HIGH SCHOOL	CADDO	P	227	151	21	29	49	52	-	-	-	-	-	-

TOPS Status For 2021 High School Graduates By School

Data as of 9/7/2021

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Recn	Total	Honors	Performance	Opportunity	Recn
190420	CARENCRO HIGH SCHOOL	LAFAYETTE	P	161	73	5	10	21	37	-	-	-	-	-
191815	CARROLL HIGH SCHOOL	OUACHITA	P	98	26	-	2	13	11	-	-	-	-	-
190430	CASTOR HIGH SCHOOL	BIENVILLE	P	29	26	2	3	8	13	-	-	-	-	-
192230	CATHOLIC HIGH OF POINTE COUPEE	POINTE COUPEE	N	35	26	3	5	9	9	-	-	-	-	-
190195	CATHOLIC HIGH SCHOOL	EAST BATON ROUGE	N	243	226	96	57	68	5	-	-	-	-	-
191948	CATHOLIC HIGH SCHOOL	IBERIA	N	70	63	14	18	20	11	-	-	-	-	-
190435	CECILIA HIGH SCHOOL	SAINT MARTIN	P	95	57	4	13	19	21	-	-	-	-	-
192588	CEDAR CREEK SCHOOL	LINCOLN	N	53	50	20	10	12	8	-	-	-	-	-
190440	CENTERVILLE HIGH SCHOOL	SAINT MARY	P	44	29	2	3	6	18	-	-	-	-	-
191870	CENTRAL CATHOLIC HIGH SCHOOL	SAINT MARY	N	27	22	4	6	7	5	-	-	-	-	-
190205	CENTRAL HIGH SCHOOL	EAST BATON ROUGE	P	273	178	24	40	79	35	-	-	-	-	-
191352	CENTRAL HIGH SCHOOL	CATAHOULA	P	6	4	-	-	2	2	-	-	-	-	-
191600	CENTRAL LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	190	158	16	36	42	64	-	-	-	-	-
190146	CENTRAL PRIVATE SCHOOL (CENTRAL COMM.)	EAST BATON ROUGE	N	25	23	2	7	10	4	-	-	-	-	-
191059	CENTRAL SCHOOL CORPORATION	DESOTO	N	-	-	-	-	-	-	-	-	-	-	-
190445	CHALMETTE HIGH SCHOOL	SAINT BERNARD	P	313	169	27	38	55	49	-	-	-	-	-
190475	CHOUDRANT HIGH SCHOOL	LINCOLN	P	32	28	3	6	10	9	-	-	-	-	-
190577	CHRIST EPISCOPAL SCHOOL	SAINT TAMMANY	N	19	16	9	3	2	2	-	-	-	-	-
991601	CHRISTIAN ACRES ALTERNATIVE SCHOOL	MADISON	P	-	-	-	-	-	-	-	-	-	-	-
190480	CHURCH POINT HIGH SCHOOL	ACADIA	P	85	48	5	9	9	25	-	-	-	-	-
191172	CLAIBORNE ACADEMY	CLAIBORNE	N	8	6	1	-	3	2	-	-	-	-	-
192984	CLAIBORNE CHRISTIAN SCHOOL	OUACHITA	N	23	22	7	5	7	3	-	-	-	-	-
192044	COHEN COLLEGE PREP	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190074	COLLEGIATE BATON ROUGE	EAST BATON ROUGE	P	40	14	1	-	4	9	-	-	-	-	-
191730	CONQUERING WORD CHRISTIAN ACDMY	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
991691	CONQUERING WORD CHRISTIAN ACDMY - EASTBANK	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190530	CONVERSE HIGH SCHOOL	SABINE	P	36	28	-	2	9	17	-	-	-	-	-
191220	COVENANT CHRISTIAN ACADEMY	TERREBONNE	N	21	18	-	5	7	6	-	-	-	-	-
190575	COVINGTON HIGH SCHOOL	SAINT TAMMANY	P	203	139	18	27	50	44	-	-	-	-	-
192097	CRESCENT CITY CHRISTIAN SCHOOL	JEFFERSON	N	23	15	2	-	9	4	-	-	-	-	-
190028	CRISTO REY BATON ROUGE HIGH SCHOOL	EAST BATON ROUGE	N	35	4	-	-	1	3	-	-	-	-	-
190605	CROWLEY HIGH SCHOOL	ACADIA	P	42	25	5	3	10	7	-	-	-	-	-
190870	D'ARBONNE WOODS CHARTER SCHOOL	UNION	P	41	29	4	6	10	9	-	-	-	-	-
191048	DAVID THIBODAUX STEM MAGNET ACADEMY	LAFAYETTE	P	144	115	18	22	45	30	-	-	-	-	-
192020	DE LA SALLE HIGH SCHOOL	ORLEANS	N	77	61	8	12	20	21	-	-	-	-	-
190680	DE RIDDER HIGH SCHOOL	BEAUREGARD	P	89	47	8	8	17	14	-	-	-	-	-
190630	DELCAMBRE HIGH SCHOOL	IBERIA	P	61	32	3	1	11	17	-	-	-	-	-
190634	DELHI CHARTER	RICHLAND	P	40	22	4	3	5	10	-	-	-	-	-
190638	DELHI HIGH SCHOOL	RICHLAND	P	30	19	-	2	8	9	-	-	-	-	-
190901	DELTA CHARTER SCHOOL, MST	CONCORDIA	P	23	14	-	2	8	4	-	-	-	-	-
190655	DENHAM SPRINGS SENIOR HIGH SCH	LIVINGSTON	P	432	294	47	69	91	87	-	-	-	-	-
190670	DEQUINCY HIGH SCHOOL	CALCASIEU	P	54	43	5	8	9	21	-	-	-	-	-
190685	DESTREHAN HIGH SCHOOL	SAINT CHARLES	P	237	150	24	35	51	40	-	-	-	-	-
190695	DODSON HIGH SCHOOL	WINN	P	19	10	-	3	3	4	-	-	-	-	-
190705	DONALDSONVILLE HIGH SCHOOL	ASCENSION	P	71	15	1	-	6	8	-	-	-	-	-
190725	DOWNSVILLE CHARTER SCHOOL	UNION	P	24	18	2	2	6	8	-	-	-	-	-
191585	DOYLE HIGH SCHOOL	LIVINGSTON	P	79	47	7	14	12	14	-	-	-	-	-
190730	DOYLINE HIGH SCHOOL	WEBSTER	P	20	12	-	3	2	7	-	-	-	-	-
192019	Dr. M.L.K. CHARTER SCHOOL FOR SCIENCE & TECH	ORLEANS	P	53	21	-	1	4	16	-	-	-	-	-
190993	DUTCHTOWN HIGH SCHOOL	ASCENSION	P	394	320	92	91	100	37	2	1	-	1	-
191446	EARLY COLLEGE ACADEMY	LAFAYETTE	P	42	42	17	14	9	2	-	-	-	-	-
191045	EAST ASCENSION HIGH SCHOOL	ASCENSION	P	295	197	24	29	69	75	-	-	-	-	-
190683	EAST BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	43	29	-	6	8	15	-	-	-	-	-
191286	EAST FELICIANA HIGH SCHOOL	EAST FELICIANA	P	55	21	1	3	6	11	-	-	-	-	-
192825	EAST IBERVILLE HIGH SCHOOL	IBERVILLE	P	43	26	2	4	10	10	-	-	-	-	-
191780	EAST JEFFERSON HIGH SCHOOL	JEFFERSON	P	154	64	3	6	21	34	-	-	-	-	-
192530	EAST SAINT JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	191	72	3	8	28	33	-	-	-	-	-
192235	EBARB HIGH SCHOOL	SABINE	P	26	11	-	2	3	6	-	-	-	-	-
190249	EBR READINESS SUPERINTENDENT ACADEMY	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
190024	EBR VIRTUAL ACADEMY	EAST BATON ROUGE	P	5	2	-	-	1	1	-	-	-	-	-
192023	ECOLE CLASSIQUE	JEFFERSON	N	12	8	1	1	6	-	-	-	-	-	-
192032	EDNA KARR HIGH SCHOOL	ORLEANS	P	206	77	1	9	22	45	-	-	-	-	-
192850	EDWARD D WHITE CATHOLIC HIGH	LAFOURCHE	N	127	109	37	36	30	6	-	-	-	-	-
976159	EDWARD J. SAM ACCELERATED SCHOOL OF LAFAYETTE	LAFAYETTE	P	30	3	1	-	2	2	-	-	-	-	-
190017	EINSTEIN CHARTER HIGH SARAH TOWLES REED	ORLEANS	P	45	19	2	4	4	9	-	-	-	-	-
192021	ELEANOR MCMAIN SECONDARY SCHOOL	ORLEANS	P	51	25	2	4	10	9	-	-	-	-	-
190054	ELEARNING ACADEMY	LAFOURCHE	N	2	1	-	-	1	-	-	-	-	-	-
999118	ELEARNING ACADEMY OF HOUMA	LAFOURCHE	N	-	-	-	-	-	-	-	-	-	-	-
190790	ELIZABETH HIGH SCHOOL	ALLEN	P	20	17	-	1	4	12	-	-	-	-	-
191227	ELLENDER MEMORIAL H S	TERREBONNE	P	94	61	3	9	14	35	-	-	-	-	-
190800	ELTON HIGH SCHOOL	JEFFERSON DAVIS	P	28	24	2	5	3	14	-	-	-	-	-
190207	EPISCOPAL HIGH SCHOOL	EAST BATON ROUGE	N	82	80	43	23	12	2	-	-	-	-	-
191419	EPISCOPAL SCHOOL OF ACADIANA	SAINT MARTIN	N	48	46	27	12	7	-	-	-	-	-	-

TOPS Status For 2021 High School Graduates By School

Data as of 9/7/2021

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Recn	Total	Honors	Performance	Opportunity	Recn
991615	JAKE DROST SCHOOL FOR EXCEPTIONAL CHILDREN	CALCASIEU	P	-	-	-	-	-	-	-	-	-	-	-
193083	JCFA LAFAYETTE	LAFAYETTE	P	10	1	-	-	-	1	-	-	-	-	-
191302	JEANERETTE HIGH SCHOOL	IBERIA	P	47	19	1	2	10	6	-	-	-	-	-
190012	JEFFERSON CHAMBER FOUNDATION ACAD - EAST	JEFFERSON	P	4	4	1	1	2	-	-	-	-	-	-
191162	JEFFERSON CHAMBER FOUNDATION ACADEMY	JEFFERSON	P	4	2	-	-	-	2	-	-	-	-	-
190068	JEFFERSON RISE CHARTER SCHOOL	JEFFERSON	P	-	-	-	-	-	-	-	-	-	-	-
190204	JEHOVAH-JIREH CHRISTIAN ACADEMY	EAST BATON ROUGE	N	8	-	-	-	-	-	-	-	-	-	-
191310	JENA HIGH SCHOOL	LASALLE	P	70	49	3	8	17	21	-	-	-	-	-
191330	JENNINGS HIGH SCHOOL	JEFFERSON DAVIS	P	119	95	7	11	29	48	-	-	-	-	-
192050	JESUIT HIGH SCHOOL	ORLEANS	N	222	199	107	44	47	1	-	-	-	-	-
191375	JEWELL M SUMNER HIGH SCHOOL	TANGIPAHOA	P	83	58	-	7	14	37	-	-	-	-	-
192053	JOHN CURTIS CHRISTIAN SCH	JEFFERSON	N	63	47	6	11	14	16	-	-	-	-	-
191724	JOHN EHRET HIGH SCHOOL	JEFFERSON	P	291	179	9	23	51	96	-	-	-	-	-
192143	JOHN F. KENNEDY HIGH SCHOOL (KIPP)	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
191448	JOHN PAUL THE GREAT ACADEMY	LAFAYETTE	N	20	16	8	5	2	1	-	-	-	-	-
190408	JOHNSON BAYOU HIGH SCHOOL	CAMERON	P	4	3	-	1	1	1	-	-	-	-	-
191335	JONESBORO-HODGE HIGH SCHOOL	JACKSON	P	50	26	-	-	4	22	-	-	-	-	-
192309	JS CLARK LEADERSHIP ACADEMY	SAINT LANDRY	P	25	11	-	-	2	9	-	-	-	-	-
191360	KAPLAN HIGH SCHOOL	VERMILION	P	72	57	8	9	17	23	-	-	-	-	-
190046	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	JEFFERSON	P	80	50	7	11	22	10	-	-	-	-	-
191385	KENTWOOD MAGNET HIGH SCHOOL	TANGIPAHOA	P	24	16	-	1	4	11	-	-	-	-	-
191390	KILBOURNE HIGH SCHOOL	WEST CARROLL	P	10	5	1	1	2	1	-	-	-	-	-
191400	KINDER HIGH SCHOOL	ALLEN	P	80	60	7	14	13	26	-	-	-	-	-
191164	KNIGHTS ACADEMY & HIGH SCHOOL	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
191727	L W HIGGINS HIGH SCHOOL	JEFFERSON	P	156	76	2	10	15	49	-	-	-	-	-
192113	L. B. LANDRY HIGH SCHOOL	ORLEANS	P	91	22	-	1	10	11	-	-	-	-	-
191460	LA GRANGE SENIOR HIGH SCHOOL	CALCASIEU	P	114	61	3	2	18	38	-	-	-	-	-
192280	LA SALLE HIGH SCHOOL	LASALLE	P	41	25	1	8	8	8	-	-	-	-	-
191410	LACASSINE HIGH SCHOOL	JEFFERSON DAVIS	P	43	35	3	3	15	14	-	-	-	-	-
191439	LAFAYETTE CHRISTIAN ACADEMY	LAFAYETTE	N	61	51	9	6	19	17	-	-	-	-	-
191425	LAFAYETTE HIGH SCHOOL	LAFAYETTE	P	301	202	68	41	59	34	-	-	-	-	-
191445	LAKE ARTHUR HIGH SCHOOL	JEFFERSON DAVIS	P	46	39	2	13	11	13	-	-	-	-	-
191466	LAKE CHARLES COLLEGE PREP	CALCASIEU	P	67	37	1	-	7	29	-	-	-	-	-
191657	LAKESHORE HIGH SCHOOL	SAINT TAMMANY	P	163	125	33	26	47	19	-	-	-	-	-
190018	LAKESIDE CHRISTIAN ACADEMY	SAINT TAMMANY	N	-	-	-	-	-	-	-	-	-	-	-
192705	LAKESIDE JUNIOR-SENIOR HIGH SCHOOL	WEBSTER	P	49	34	1	5	7	21	-	-	-	-	-
190415	LAKEVIEW HIGH SCHOOL	NATCHITOCHES	P	34	13	-	1	4	8	-	-	-	-	-
191545	LEESVILLE HIGH SCHOOL	VERNON	P	129	55	5	9	25	16	-	-	-	-	-
190222	LIBERTY HIGH SCHOOL (Formerly Lee Magnet High School)	EAST BATON ROUGE	P	227	182	21	45	65	51	-	-	-	-	-
192104	LIFE OF CHRIST ACADEMY/ALT	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
192049	LIGHT CITY CHRISTIAN ACADEMY	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190021	LIGHTHOUSE CHRISTIAN HIGH	VERMILION	N	-	-	-	-	-	-	-	-	-	-	-
191055	LINCOLN PREPARATORY SCHOOL	LINCOLN	P	31	5	-	-	-	5	-	-	-	-	-
192965	LIVE OAK HIGH SCHOOL	LIVINGSTON	P	260	194	29	47	51	67	-	-	-	-	-
190034	LIVINGSTON COLLEGIATE ACADEMY	ORLEANS	P	13	4	-	1	2	1	-	-	-	-	-
191590	LIVONIA HIGH SCHOOL	POINTE COUPEE	P	73	42	3	12	8	19	-	-	-	-	-
191605	LOGANSPOUT HIGH SCHOOL	DESOTO	P	25	15	-	1	6	8	-	-	-	-	-
191630	LORANGER HIGH SCHOOL	TANGIPAHOA	P	80	48	3	11	17	17	-	-	-	-	-
191635	LOREAUVILLE HIGH SCHOOL	IBERIA	P	59	37	4	10	12	11	-	-	-	-	-
974451	LOUIS MILLER TERREBONNE CAREER AND TECHNICAL HIGH	TERREBONNE	P	-	-	-	-	-	-	-	-	-	-	-
190225	LOUISIANA NEW SCHOOL ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190379	LOUISIANA SCH FOR AGR SCIENCES	AVOUELLES	P	57	43	2	4	9	28	-	-	-	-	-
191917	LOUISIANA SCH MATH SCI ARTS	NATCHITOCHES	P	121	114	79	31	4	-	-	-	-	-	-
190212	LOUISIANA STATE SCH FOR DEAF	EAST BATON ROUGE	P	9	-	-	-	-	-	-	-	-	-	-
190211	LOUISIANA STATE SCH FOR VISUALLY IMPAIRED	EAST BATON ROUGE	P	3	1	-	-	-	1	-	-	-	-	-
192135	LOUISIANA VIRTUAL CHARTER ACADEMY	EAST BATON ROUGE	P	64	36	7	7	11	11	-	-	-	-	-
192690	LOYOLA COLLEGE PREPARATORY SCHOOL	CADDO	N	64	57	15	13	23	6	-	-	-	-	-
190245	LSU LABORATORY HIGH SCHOOL	EAST BATON ROUGE	P	107	96	38	31	24	3	-	-	-	-	-
192041	LUSHER CHARTER SCHOOL	ORLEANS	P	154	144	60	46	33	5	-	-	-	-	-
191640	LUTCHER HIGH SCHOOL	SAINT JAMES	P	133	81	10	16	18	37	-	-	-	-	-
192026	LUTHERAN HIGH SCHOOL	JEFFERSON	N	11	5	-	1	1	3	-	-	-	-	-
192831	MADISON HIGH SCHOOL	MADISON	P	64	12	1	1	2	8	-	-	-	-	-
190229	MADISON PREPARATORY ACADEMY	EAST BATON ROUGE	P	122	41	-	4	10	27	-	-	-	-	-
190056	MADISON STEAM ACADEMY	MADISON	N	-	-	-	-	-	-	-	-	-	-	-
192047	MAGNET ACAD FOR CULTURAL ARTS	SAINT LANDRY	P	43	31	2	7	11	11	-	-	-	-	-
190058	MAGNOLIA SCHOOL OF EXCELLENCE	CADDO	P	15	3	-	-	1	2	-	-	-	-	-
191650	MAMOU HIGH SCHOOL	EVANGELINE	P	70	39	-	11	15	13	-	-	-	-	-
191660	MANDEVILLE HIGH SCHOOL	SAINT TAMMANY	P	392	314	108	74	107	25	-	-	-	-	-
191665	MANGHAM HIGH SCHOOL	RICHLAND	P	52	32	1	4	14	13	-	-	-	-	-
191675	MANSFIELD HIGH SCHOOL	DESOTO	P	67	27	1	3	11	12	-	-	-	-	-
191685	MANY HIGH SCHOOL	SABINE	P	51	40	3	2	11	24	-	-	-	-	-
191720	MARKSVILLE HIGH SCHOOL	AVOUELLES	P	83	51	-	1	1	49	-	-	-	-	-
191740	MAUREPAS HIGH SCHOOL	LIVINGSTON	P	20	15	1	6	3	5	-	-	-	-	-

TOPS Status For 2021 High School Graduates By School

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					Total	Honors	Performance	Opportunity	Techn	Total	Honors	Performance	Opportunity	Techn
192090	MCDONOUGH 35 COL. PREP SCH.	ORLEANS	P	103	28	-	-	2	8	18	-	-	-	-
	MCDONOUGH 35 SENIOR HIGH SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190215	MCKINLEY SENIOR HIGH SCHOOL	EAST BATON ROUGE	P	163	51	3	4	22	22	-	-	-	-	-
190253	MENTORSHIP STEAM ACADEMY	EAST BATON ROUGE	P	92	20	-	2	5	13	-	-	-	-	-
191775	MERRYVILLE HIGH SCHOOL	BEAUREGARD	P	39	37	3	8	7	19	-	-	-	-	-
190031	MESSIAH MONTESSORI	TERREBONNE	N	4	3	2	1	-	-	-	-	-	-	-
191782	METAIRIE PARK COUNTRY DAY SCH	JEFFERSON	N	42	39	20	8	10	1	-	-	-	-	-
191785	MIDLAND HIGH SCHOOL	ACADIA	P	30	27	2	5	10	10	-	-	-	-	-
191800	MINDEN HIGH SCHOOL	WEBSTER	P	118	72	9	15	19	29	-	-	-	-	-
191845	MONTEREY HIGH SCHOOL	CONCORDIA	P	25	11	1	-	5	5	-	-	-	-	-
191850	MONTGOMERY HIGH SCHOOL	GRANT	P	25	16	-	2	4	10	-	-	-	-	-
	MOREHOUSE MAGNET SCHOOL	MOREHOUSE	P	-	-	-	-	-	-	-	-	-	-	-
191865	MORGAN CITY HIGH SCHOOL	SAINT MARY	P	84	54	6	10	20	18	-	-	-	-	-
190033	MORRIS JEFF COMMUNITY SCHOOL	ORLEANS	P	26	11	1	5	4	1	-	-	-	-	-
192105	MOUNT CARMEL ACADEMY	ORLEANS	N	245	240	85	73	77	5	-	-	-	-	-
191895	MOUNT HERMON HIGH SCHOOL	WASHINGTON	P	20	11	2	1	6	2	-	-	-	-	-
190133	MOUNT OLIVE CHRISTIAN SCHOOL	CLAIBORNE	N	2	-	-	-	-	-	-	-	-	-	-
191109	MUSLIM ACADEMY	JEFFERSON	N	29	20	2	3	9	6	-	-	-	-	-
191920	NATCHITOCHES CENTRAL HIGH SCH	NATCHITOCHES	P	206	113	9	30	32	42	-	-	-	-	-
191924	NATCHITOCHES PARISH TECHNICAL AND CAREER CENTER	NATCHITOCHES	P	16	-	-	-	-	-	-	-	-	-	-
191940	NEGREET HIGH SCHOOL	SABINE	P	19	9	1	-	3	5	-	-	-	-	-
191825	NEVILLE HIGH SCHOOL	OUACHITA	P	159	106	23	31	26	26	-	-	-	-	-
190067	NEW HARMONY HIGH INSTITUTE	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
191967	NEW IBERIA SENIOR HIGH SCHOOL	IBERIA	P	187	121	13	31	36	41	-	-	-	-	-
192591	NEW LIVING WORD SCHOOL	LINCOLN	N	-	-	-	-	-	-	-	-	-	-	-
192140	NEW ORLEANS ACCELERATED HIGH SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
192109	NEW ORLEANS CENTER FOR CREATIVE ARTS	ORLEANS	P	52	48	5	15	21	7	-	-	-	-	-
192112	NEW ORLEANS CHARTER SCIENCE & MATH HS	ORLEANS	P	62	37	1	7	13	16	-	-	-	-	-
192136	NEW ORLEANS MILITARY AND MARITIME ACAD	ORLEANS	P	94	61	1	8	19	33	-	-	-	-	-
192940	NORTH CADDO HIGH SCHOOL	CADDO	P	59	28	-	3	9	16	-	-	-	-	-
192320	NORTH CENTRAL HIGH SCHOOL	SAINT LANDRY	P	29	7	-	1	-	6	-	-	-	-	-
192795	NORTH DESOTO HIGH SCHOOL	DESOTO	P	130	84	12	22	29	21	-	-	-	-	-
190015	NORTH VERMILION HIGH SCHOOL	VERMILION	P	128	86	13	21	31	21	-	-	-	-	-
192775	NORTH WEBSTER HIGH SCHOOL	WEBSTER	P	90	57	2	10	13	32	-	-	-	-	-
190217	NORTHDALE SUPERINTENDENT'S ACADEMY	EAST BATON ROUGE	P	5	-	-	-	-	-	-	-	-	-	-
192996	NORTHEAST BAPTIST SCHOOL	OUACHITA	N	3	3	-	-	2	1	-	-	-	-	-
991692	NORTHEAST CLAIBORNE CHARTER (JUNCTION CITY)	CLAIBORNE	P	10	3	-	3	-	-	-	-	-	-	-
193060	NORTHEAST HIGH SCHOOL	EAST BATON ROUGE	P	55	23	2	2	5	14	-	-	-	-	-
190583	NORTHLAKE CHRISTIAN SCHOOL	SAINT TAMMANY	N	49	38	6	13	13	6	-	-	-	-	-
192747	NORTHSHORE HIGH SCHOOL	SAINT TAMMANY	P	235	165	60	30	52	23	-	-	-	-	-
190614	NORTHSIDE CHRISTIAN SCHOOL	ACADIA	N	12	9	2	2	4	1	-	-	-	-	-
191437	NORTHSIDE SENIOR HIGH SCHOOL	LAFAYETTE	P	110	48	-	-	3	45	-	-	-	-	-
192305	NORTHWEST HIGH SCHOOL	SAINT LANDRY	P	92	31	-	4	12	15	-	-	-	-	-
190330	NORTHWOOD HIGH SCHOOL	RAPIDES	P	28	23	2	2	4	15	-	-	-	-	-
192692	NORTHWOOD HIGH SCHOOL	CADDO	P	158	64	4	7	26	27	-	-	-	-	-
190615	NOTRE DAME HIGH SCHOOL	ACADIA	N	74	62	14	17	23	8	-	-	-	-	-
190077	OAK FOREST ACADEMY	TANGIPAHOA	N	47	43	6	9	20	8	-	-	-	-	-
192265	OAK GROVE HIGH SCHOOL	WEST CARROLL	P	38	26	2	4	10	10	-	-	-	-	-
190795	OAK HILL HIGH SCHOOL	RAPIDES	P	36	24	-	2	7	15	-	-	-	-	-
192255	OAKDALE HIGH SCHOOL	ALLEN	P	45	27	3	4	5	15	-	-	-	-	-
192275	OBERLIN HIGH SCHOOL	ALLEN	P	31	26	1	3	4	18	-	-	-	-	-
190491	OLD BETHEL CHRISTIAN ACADEMY	CALDWELL	N	1	1	-	-	1	-	-	-	-	-	-
192285	OPELOUSAS CATHOLIC SCHOOL	SAINT LANDRY	N	43	36	4	6	20	6	-	-	-	-	-
192300	OPELOUSAS SENIOR HIGH SCHOOL	SAINT LANDRY	P	116	52	3	4	9	36	-	-	-	-	-
191107	OPEN DOOR CHRISTIAN ACADEMY	LIVINGSTON	N	1	1	-	-	-	1	-	-	-	-	-
191829	OUACHITA CHRISTIAN SCHOOL	OUACHITA	N	52	48	14	12	20	2	-	-	-	-	-
191830	OUACHITA PARISH HIGH SCHOOL	OUACHITA	P	167	110	7	21	36	46	-	-	-	-	-
191417	OVEY COMEAUX HIGH SCHOOL	LAFAYETTE	P	185	123	9	19	45	50	-	-	-	-	-
190218	PARKVIEW BAPTIST SCHOOL	EAST BATON ROUGE	N	137	123	40	35	38	10	-	-	-	-	-
190328	PARKWAY HIGH SCHOOL	BOSSIER	P	226	142	24	38	48	32	-	-	-	-	-
991681	PATHWAYS IN EDUCATION - LOUISIANA INC	CADDO	P	18	3	-	1	-	2	-	-	-	-	-
991891	PATHWAYS IN EDUCATION - NORTH MARKET	CADDO	P	-	-	-	-	-	-	-	-	-	-	-
191161	PATRICK TAYLOR SCI & TECH ACAD	JEFFERSON	P	96	94	70	17	7	-	1	1	-	-	-
192325	PATTERSON HIGH SCHOOL	SAINT MARY	P	84	44	4	8	12	20	-	-	-	-	-
190050	PEABODY MAGNET HIGH SCHOOL	RAPIDES	P	96	51	1	2	10	38	-	-	-	-	-
192327	PEARL RIVER HIGH SCHOOL	SAINT TAMMANY	P	103	63	11	9	18	25	-	-	-	-	-
190425	PHOENIX HIGH SCHOOL	PLAQUEMINES	P	14	4	-	3	1	-	-	-	-	-	-
191550	PICKERING HIGH SCHOOL	VERNON	P	32	21	3	1	8	9	-	-	-	-	-
190970	PINE HIGH SCHOOL	WASHINGTON	P	74	50	7	5	13	25	-	-	-	-	-
192345	PINE PRAIRIE HIGH SCHOOL	EVANGELINE	P	68	37	5	5	16	11	-	-	-	-	-
192350	PINEVILLE HIGH SCHOOL	RAPIDES	P	291	188	43	45	60	40	-	-	-	-	-
192365	PITKIN HIGH SCHOOL	VERNON	P	23	20	3	2	3	12	-	-	-	-	-
192375	PLAIN DEALING HIGH SCHOOL	BOSSIER	P	7	3	1	1	1	-	-	-	-	-	-

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191025	PLAINVIEW HIGH SCHOOL	RAPIDES	P	14	10	-	2	3	5	-	-	-	-	-
192390	PLAQUEMINE SENIOR HIGH SCHOOL	IBERVILLE	P	179	75	6	16	22	31	-	-	-	-	-
192415	PLEASANT HILL HIGH SCHOOL	SABINE	P	19	11	2	1	1	7	-	-	-	-	-
192425	PONCHATOULA HIGH SCHOOL	TANGIPAHOA	P	252	192	27	41	50	74	-	-	-	-	-
192746	POPE JOHN PAUL II HIGH SCHOOL	SAINT TAMMANY	N	46	41	12	8	17	4	-	-	-	-	-
192435	PORT ALLEN HIGH SCHOOL	WEST BATON ROUGE	P	62	22	1	5	9	7	-	-	-	-	-
192440	PORT BARRE HIGH SCHOOL	SAINT LANDRY	P	56	33	3	7	10	13	-	-	-	-	-
190176	PRAIRIE VIEW ACADEMY	MOREHOUSE	N	15	10	-	1	6	3	-	-	-	-	-
190319	PROVIDENCE CLASSICAL ACADEMY	BOSSIER	N	7	7	3	1	3	-	-	-	-	-	-
190025	QUESTECH LEARNING	OUACHITA	N	1	1	1	-	-	-	-	-	-	-	-
192470	QUITMAN HIGH SCHOOL	JACKSON	P	41	36	1	6	12	17	-	-	-	-	-
191542	RAPIDES HIGH SCHOOL	RAPIDES	P	46	18	-	4	5	9	-	-	-	-	-
991617	RAPIDES TRAINING ACADEMY	RAPIDES	P	-	-	-	-	-	-	-	-	-	-	-
192490	RAYNE HIGH SCHOOL	ACADIA	P	57	35	5	2	15	13	-	-	-	-	-
192505	RAYVILLE HIGH SCHOOL	RICHLAND	P	27	15	1	3	1	10	-	-	-	-	-
	RED RIVER CHARTER ACADEMY	AVOUELLES	P	-	-	-	-	-	-	-	-	-	-	-
190553	RED RIVER HIGH SCHOOL	RED RIVER	P	57	15	-	-	5	10	-	-	-	-	-
192520	REEVES HIGH SCHOOL	ALLEN	P	14	9	2	1	3	3	-	-	-	-	-
191834	RICHWOOD HIGH SCHOOL	OUACHITA	P	69	14	-	1	2	11	-	-	-	-	-
191783	RIDGEWOOD PREPARATORY SCHOOL	JEFFERSON	N	10	5	1	1	3	-	-	-	-	-	-
192550	RINGGOLD HIGH SCHOOL	BIENVILLE	P	19	11	-	2	5	4	-	-	-	-	-
191831	RIVER OAKS SCHOOL	OUACHITA	N	23	22	7	6	9	-	-	-	-	-	-
190568	RIVERDALE ACADEMY	RED RIVER	N	10	9	2	1	2	4	-	-	-	-	-
192120	RIVERDALE HIGH SCHOOL	JEFFERSON	P	177	125	13	23	50	39	-	-	-	-	-
192517	RIVERFIELD ACADEMY	RICHLAND	N	30	27	6	12	8	1	-	-	-	-	-
192538	RIVERSIDE ACADEMY	SAINT JOHN THE BAPTIST	N	30	22	3	6	8	5	-	-	-	-	-
991571	RIVERSIDE ALTERNATIVE HIGH SCHOOL (OJJ)	JEFFERSON	P	1	-	-	-	-	-	-	-	-	-	-
190032	ROOTED SCHOOL	ORLEANS	P	6	4	-	-	2	2	-	-	-	-	-
190057	ROSENWALD COLLEGIATE ACADEMY	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
192580	ROSEFINE HIGH SCHOOL	VERNON	P	76	46	7	11	17	11	-	-	-	-	-
192595	RUSTON HIGH SCHOOL	LINCOLN	P	239	167	41	46	42	38	-	-	-	-	-
192915	SACRED HEART HIGH SCHOOL	EVANGELINE	N	33	21	3	3	14	1	-	-	-	-	-
192145	SAINT AUGUSTINE HIGH SCHOOL	ORLEANS	N	79	48	1	7	10	30	-	-	-	-	-
190690	SAINT CHARLES CATHOLIC HIGH SC	SAINT JOHN THE BAPTIST	N	76	63	12	13	23	15	-	-	-	-	-
190860	SAINT EDMUND HIGH SCHOOL	SAINT LANDRY	N	37	32	6	5	12	9	-	-	-	-	-
191835	SAINT FREDERICK HIGH SCHOOL	OUACHITA	N	44	38	9	12	15	2	-	-	-	-	-
191095	SAINT HELENA COLLEGE AND CAREER ACADEMY	SAINT HELENA	P	40	18	-	-	7	11	-	-	-	-	-
192623	SAINT JAMES HIGH SCHOOL	SAINT JAMES	P	72	31	2	6	7	16	-	-	-	-	-
192395	SAINT JOHN HIGH SCHOOL	IBERVILLE	N	19	16	6	3	3	4	-	-	-	-	-
192405	SAINT JOSEPH HIGH SCHOOL	AVOUELLES	N	6	4	-	1	-	3	-	-	-	-	-
190235	SAINT JOSEPHS ACADEMY	EAST BATON ROUGE	N	279	254	84	76	89	5	-	-	-	-	-
191470	SAINT LOUIS CATHOLIC HIGH SCH	CALCASIEU	N	116	100	28	38	26	8	-	-	-	-	-
191784	SAINT MARTINS EPISCOPAL SCHOOL	JEFFERSON	N	33	31	12	9	9	1	-	-	-	-	-
192647	SAINT MARTINVILLE SR HIGH SCH	SAINT MARTIN	P	82	46	1	5	16	24	-	-	-	-	-
191930	SAINT MARY HIGH SCHOOL	NATCHITOCHES	N	19	16	5	2	8	1	-	-	-	-	-
192165	SAINT MARYS ACADEMY	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
192170	SAINT MARYS DOMINICAN HIGH SCH	ORLEANS	N	129	121	51	37	27	6	-	-	-	-	-
190590	SAINT PAUL'S HIGH SCHOOL	SAINT TAMMANY	N	162	158	75	45	34	4	-	-	-	-	-
190595	SAINT SCHOLASTICA ACADEMY	SAINT TAMMANY	N	77	74	31	20	19	4	-	-	-	-	-
191662	SAINT THERESA ACADEMY	JEFFERSON	N	6	-	-	-	-	-	-	-	-	-	-
191438	SAINT THOMAS MORE HIGH SCHOOL	LAFAYETTE	N	193	172	60	55	50	7	-	-	-	-	-
192650	SALINE HIGH SCHOOL	BIENVILLE	P	25	19	2	6	4	7	-	-	-	-	-
192748	SALMEN HIGH SCHOOL	SAINT TAMMANY	P	112	44	9	5	10	20	-	-	-	-	-
191487	SAM HOUSTON HIGH SCHOOL	CALCASIEU	P	182	151	21	33	49	48	-	-	-	-	-
190240	SCOTLANDVILLE MAGNET HIGH SCH	EAST BATON ROUGE	P	176	50	-	4	16	30	-	-	-	-	-
192710	SICILY ISLAND HIGH SCHOOL	CATAHOULA	P	10	1	-	-	-	1	-	-	-	-	-
991893	SIHAF K-12 LEARNING ACADEMY	CADDO	N	-	-	-	-	-	-	-	-	-	-	-
190493	SILLIMAN INSTITUTE	EAST FELICIANA	N	23	18	5	3	4	6	-	-	-	-	-
192735	SIMPSON HIGH SCHOOL	VERNON	P	21	19	2	3	4	10	-	-	-	-	-
192740	SIMSBORO HIGH SCHOOL	LINCOLN	P	23	14	2	-	3	9	-	-	-	-	-
192745	SINGER HIGH SCHOOL	BEAUREGARD	P	8	8	-	4	1	3	-	-	-	-	-
192739	SLAUGHTER COMMUNITY CHARTER SCHOOL	EAST FELICIANA	P	41	28	4	2	14	8	-	-	-	-	-
192750	SLIDELL HIGH SCHOOL	SAINT TAMMANY	P	283	193	32	52	59	50	-	-	-	-	-
192139	SOPHIE B WRIGHT LEARNING ACADEMY	ORLEANS	P	67	26	-	2	11	13	-	-	-	-	-
191625	SOUTH BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	96	73	11	14	20	28	-	-	-	-	-
190602	SOUTH CAMERON HIGH SCHOOL	CAMERON	P	9	6	1	-	2	3	-	-	-	-	-
190985	SOUTH LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	141	114	22	30	31	31	-	-	-	-	-
192448	SOUTH PLAQUEMINES HIGH SCHOOL	PLAQUEMINES	P	39	27	1	4	8	14	-	-	-	-	-
191245	SOUTH TERREBONNE HIGH SCHOOL	TERREBONNE	P	132	106	10	23	36	37	-	-	-	-	-
190200	SOUTHERN UNIVERSITY LAB SCHOOL	EAST BATON ROUGE	P	34	17	-	3	3	11	-	-	-	-	-
991836	SOUTHERN UNIVERSITY LAB VIRTUAL SCHOOL	EAST BATON ROUGE	P	14	5	-	1	2	2	-	-	-	-	-
191838	SOUTHSIDE ALTERNATIVE HIGH SCHOOL	OUACHITA	P	5	-	-	-	-	-	-	-	-	-	-
190041	SOUTHSIDE HIGH SCHOOL	LAFAYETTE	P	284	213	24	52	66	71	-	-	-	-	-

TOPS Status For 2021 High School Graduates By School

Data as of 9/7/2021

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Recn	Total	Honors	Performance	Opportunity	Recn
192899	SOUTHWOOD HIGH SCHOOL	CADDO	P	74	42	2	10	12	18	-	-	-	-	-
192765	SPRINGFIELD HIGH SCHOOL	LIVINGSTON	P	67	48	7	10	10	21	-	-	-	-	-
192801	ST AMANT HIGH SCHOOL	ASCENSION	P	429	319	49	63	100	107	1	-	-	1	-
192526	ST JOHN ALTERNATIVE SCHOOL	SAINT JOHN THE BAPTIST	P	-	-	-	-	-	-	-	-	-	-	-
192210	ST KATHERINE DREXEL PREPARATORY SCHOOL	ORLEANS	N	12	6	-	1	4	1	-	-	-	-	-
191154	ST THOMAS AQUINAS DIOCESAN	TANGIPAHOA	N	69	57	10	17	21	9	-	-	-	-	-
190186	ST. MICHAEL THE ARCHANGEL	EAST BATON ROUGE	N	121	88	32	19	33	4	-	-	-	-	-
191610	STANLEY HIGH SCHOOL	DESOTO	P	18	13	-	2	6	5	-	-	-	-	-
192780	STARKE HIGH SCHOOL	CALCASIEU	P	11	8	2	3	3	-	-	-	-	-	-
	STEM MAGNET ACADEMY OF POINTEE COUPEE	POINTE COUPEE	P	-	-	-	-	-	-	-	-	-	-	-
192793	STERLINGTON HIGH SCHOOL	OUACHITA	P	87	62	8	19	22	13	-	-	-	-	-
190066	STPPS VIRTUAL SCHOOL	SAINT TAMMANY	P	102	56	12	6	23	15	-	-	-	-	-
192055	STREHLE COMMUNITY SCHOOL	JEFFERSON	P	10	-	-	-	-	-	-	-	-	-	-
192805	SULPHUR HIGH SCHOOL	CALCASIEU	P	290	248	36	58	78	76	-	-	-	-	-
192810	SUMMERFIELD HIGH SCHOOL	CLAIBORNE	P	14	12	-	5	3	4	-	-	-	-	-
192833	TALLULAH ACADEMY-DELTA CHRISTIAN SCHOOL	MADISON	N	7	7	-	5	2	-	-	-	-	-	-
190081	TANGIPAHOA ALTERNATIVE PROGRAMS	TANGIPAHOA	P	-	-	-	-	-	-	-	-	-	-	-
190242	TARA HIGH SCHOOL	EAST BATON ROUGE	P	95	12	-	1	9	2	-	-	-	-	-
192630	TENSAS ACADEMY	TENSAS	N	13	10	2	3	1	4	-	-	-	-	-
192769	TENSAS HIGH SCHOOL	TENSAS	P	6	1	-	-	-	1	-	-	-	-	-
191250	TERREBONNE HIGH SCHOOL	TERREBONNE	P	204	129	19	36	40	34	-	-	-	-	-
191421	TEURLINGS HIGH SCHOOL	LAFAYETTE	N	156	132	31	49	42	10	-	-	-	-	-
190962	THE BOWLING GREEN SCHOOL	WASHINGTON	N	27	20	3	10	4	3	-	-	-	-	-
190051	THE CHRISTIAN ACADEMY OF LOUISIANA	WEST BATON ROUGE	N	1	1	-	-	-	1	-	-	-	-	-
190244	THE DUNHAM SCHOOL	EAST BATON ROUGE	N	54	50	20	14	12	4	-	-	-	-	-
192080	THE LOUISE MCGEEHEE SCHOOL	ORLEANS	N	34	30	11	10	8	1	-	-	-	-	-
193086	THE NET 2 CHARTER HIGH SCHOOL	ORLEANS	P	2	-	-	-	-	-	-	-	-	-	-
190010	THE NET CHARTER HIGH SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
192860	THIBODAUX HIGH SCHOOL	LAFOURCHE	P	219	177	26	37	39	75	-	-	-	-	-
191122	THOMAS JEFFERSON SENIOR HIGH	JEFFERSON	P	108	105	53	22	22	8	-	-	-	-	-
991575	THRIVE ACADEMY	EAST BATON ROUGE	P	16	3	-	-	-	3	-	-	-	-	-
192865	TIOGA HIGH SCHOOL	RAPIDES	P	184	124	11	24	34	55	-	-	-	-	-
991590	TRAVIS HILL SCHOOL AT YOUTH STUDY CENTER	ORLEANS	P	1	-	-	-	-	-	-	-	-	-	-
193061	TRINITY CHRISTIAN ACADEMY (ZACHARY)	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190027	TRINITY HIGH SCHOOL	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
191544	U.S. YOUTH SERVICES (RED RIVER ACADEMY)	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
190826	UNION CHRISTIAN ACADEMY	UNION	N	12	7	1	2	-	4	-	-	-	-	-
190875	UNION PARISH HIGH SCHOOL	UNION	P	90	37	-	6	9	22	-	-	-	-	-
192347	UNIVERSITY ACADEMY OF CENLA (CENLA CHRISTIAN AC.)	RAPIDES	N	35	28	6	4	15	3	-	-	-	-	-
190196	UNIVERSITY VIEW ACADEMY, INC.	EAST BATON ROUGE	P	230	126	27	39	31	29	-	-	-	-	-
192195	URSULINE ACADEMY	ORLEANS	N	48	41	11	15	10	5	-	-	-	-	-
191230	VANDEBILT CATHOLIC HIGH SCHOOL	TERREBONNE	N	125	117	40	37	34	6	-	-	-	-	-
192885	VARNADO HIGH SCHOOL	WASHINGTON	P	35	7	-	1	1	5	-	-	-	-	-
190020	VERMILION CATHOLIC HIGH SCHOOL	VERMILION	N	45	40	13	9	10	8	-	-	-	-	-
192900	VIDALIA HIGH SCHOOL	CONCORDIA	P	60	31	3	3	9	16	-	-	-	-	-
192925	VILLE PLATTE HIGH SCHOOL	EVANGELINE	P	80	37	3	5	13	16	-	-	-	-	-
192930	VINTON HIGH SCHOOL	CALCASIEU	P	32	20	3	6	5	6	-	-	-	-	-
192853	VIRTUAL ACADEMY OF LAFOURCHE	LAFOURCHE	P	25	16	2	-	5	9	-	-	-	-	-
192945	WALKER HIGH SCHOOL	LIVINGSTON	P	320	193	23	49	68	53	-	-	-	-	-
991572	WARE YOUTH CENTER	RED RIVER	P	-	-	-	-	-	-	-	-	-	-	-
192205	WARREN EASTON SENIOR HIGH	ORLEANS	P	148	66	-	4	26	36	-	-	-	-	-
191495	WASHINGTON/MARION MAGNET HS	CALCASIEU	P	65	40	-	2	10	28	-	-	-	-	-
192970	WELSH HIGH SCHOOL	JEFFERSON DAVIS	P	58	35	1	8	10	16	-	-	-	-	-
192615	WEST FELICIANA HIGH SCHOOL	WEST FELICIANA	P	127	78	19	14	28	17	-	-	-	-	-
191165	WEST JEFFERSON HIGH SCHOOL	JEFFERSON	P	163	54	-	8	16	30	-	-	-	-	-
192995	WEST MONROE HIGH SCHOOL	OUACHITA	P	338	254	48	64	86	56	-	-	-	-	-
190388	WEST OUACHITA HIGH SCHOOL	OUACHITA	P	130	98	9	25	36	28	-	-	-	-	-
190770	WEST ST JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	28	7	-	-	2	5	-	-	-	-	-
190152	WEST ST. MARY HIGH SCHOOL	SAINT MARY	P	38	25	-	1	14	10	-	-	-	-	-
191970	WESTGATE HIGH SCHOOL	IBERIA	P	94	52	2	8	17	25	-	-	-	-	-
192982	WESTLAKE HIGH SCHOOL	CALCASIEU	P	59	51	1	15	17	18	-	-	-	-	-
192304	WESTMINSTER CHRISTIAN ACADEMY	SAINT LANDRY	N	33	30	4	9	16	1	-	-	-	-	-
190030	WESTMINSTER CHRISTIAN ACADEMY OF LAFAYETTE	LAFAYETTE	N	-	-	-	-	-	-	-	-	-	-	-
191345	WESTON HIGH SCHOOL	JACKSON	P	38	35	2	3	7	23	-	-	-	-	-
193000	WHITE CASTLE HIGH SCHOOL	IBERVILLE	P	36	15	2	3	3	7	-	-	-	-	-
193018	WINNFIELD SENIOR HIGH SCHOOL	WINN	P	46	27	3	3	10	11	-	-	-	-	-
190250	WOODLAWN HIGH SCHOOL	EAST BATON ROUGE	P	168	58	6	7	23	22	-	-	-	-	-
192703	WOODLAWN LEADERSHIP ACADEMY	CADDO	P	82	25	-	-	3	22	-	-	-	-	-
999121	WORD MINISTRIES CHRISTIAN ACADEMY	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
192707	WORD OF GOD ACADEMY	CADDO	N	8	5	1	-	-	4	-	-	-	-	-
191843	WOSSMAN HIGH SCHOOL	OUACHITA	P	118	42	-	5	12	25	-	-	-	-	-
190063	YOUNG AUDIENCES CHARTER HIGH SCHOOL	JEFFERSON	P	-	-	-	-	-	-	-	-	-	-	-
193070	ZACHARY HIGH SCHOOL	EAST BATON ROUGE	P	322	225	61	54	72	38	-	-	-	-	-

TOPS Status For 2020 High School Graduates By School

Data as of 7/27/2020

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					total	honors	Performance	Opportunity	techn	total	honors	Performance	Opportunity	techn
193080	ZWOLLE HIGH SCHOOL	SABINE	P	34	24	1	1	5	17	-	-	-	-	-
	Total			36,710	24,185	4,601	5,181	7,276	7,127	6	3	-	3	-

Notes:

- (1) This count includes Louisiana resident and nonresident students that graduated from high school in the indicated high school academic year (September 1 of the previous year to August 31 of the indicated year) and LOSFA received a completed FAFSA or TOPS Online Application.
- (2) Louisiana resident students that did not graduate from an eligible Louisiana High School and nonresident applicants are evaluated for TOPS eligibility under the TOPS Alternate Eligibility Criteria. Students screened under the TOPS Homestudy Alternate Eligibility Criteria are included in the "Homestudy" category, while all other students screened using the TOPS Alternate Eligibility Criteria are grouped in the "Alternate Eligibility" category. In addition, students displaced by Hurricanes Katrina and Rita were granted an exception to the TOPS core curriculum requirements and are grouped in the "Distance Diploma" category (2006-2008 graduates only).
- (3) A TOPS Recipient is a student who has received on their behalf at least one TOPS payment.
- (4) These numbers can change over time as students submit paperwork that changes their eligibility status, return from enrollment in an out-of- state post-secondary institution, enroll in school after an active duty period in the military, or delay enrollment in a post-secondary institution among other reasons.

AGENDA ITEM VII.C.3.a&b.

Academic Affairs Program Proposal Policy and Process Revisions

Staff Summary

The Louisiana Constitution of 1974 gives the Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units of Louisiana's public colleges and universities. The Regents policies governing the process by which institutions request approval to establish a new degree program are "Academic Affairs Policy 2.04: Letters of Intent for Projected New Academic Programs" and "Academic Affairs Policy 2.05: Proposals for New Academic Programs/Research Units."

Based on input from campus and system Chief Academic Officers (CAOs), a review of policy and procedures in other states, and ongoing efforts to improve efficiency and effectiveness, staff propose the recommended improvements below.

Eliminate the Letter of Intent

Currently, all proposed new degree programs at the bachelor's, master's, and doctoral level are first submitted to the Regents as a Letter of Intent (LOI). The LOI, according to existing policy is to "inform the Board of Regents of a campus' plan to develop a new academic program and allow the Board to decide whether the planning should continue; and to coordinate the development of new academic programs in the state." While LOIs currently serve as notice to the Board that a program is under development, they are submitted throughout the year by each system as they are approved by their respective management boards making it difficult to engage in any statewide coordination of program development. Additionally, the Letter of Intent includes most of the information required in a final proposal, which unnecessarily doubles the paperwork for institutions that will later also be required to seek approval of the full proposal.

Establish an Annual Academic Planning Process

To meet the goal of statewide coordination of academic programming, staff propose establishing an annual academic planning process. Every institution in the state will be required to submit a three-year plan that includes a list of intended new programs at the associate level and above, program terminations or reconfigurations, and changes to academic department organization. The plan will also include an executive summary that highlights current and planned activities to improve student access and success, partnerships and collaboration with industry and other institutions, and plans to ensure the inventory of degree programs meets student and employer needs. Plans will undergo a labor market analysis as well as review by Regents staff and CAOs statewide before presentation to the Board of Regents for approval. Detailed program proposals may then be submitted for Board approval according to approved institutional plans. A process will be implemented for institutions to make changes to the academic plan outside the annual process as needed to respond to rapidly emerging employer and student needs.

Improve Proposal Review Efficiency and Effectiveness.

Currently, LOIs for bachelor's, master's, and doctoral degrees are circulated to Chief Academic Officers for review and comment. While the LOI includes a significant amount of information on the intended program, many CAOs request additional information or clarification that may slow the process. A preliminary review of intended programs on the annual academic plan followed by the opportunity to review fully developed program proposals will ensure CAOs have all information related to a proposed program leading to a more valuable review process.

Associate degrees are currently excluded from review by CAOs. Staff recommend including associate degree proposals in the statewide review to aid staff in evaluating proposed programs and to allow the opportunity for four-year institutions to comment on the value of potential transfer degrees.

Finally, undergraduate and graduate level certificate programs are currently brought before the Board for approval. These programs are short-term and often experimental as an institution identifies potential student and employer need for these credentials in specific areas. Nearly all certificate programs are developed with a collection of courses already offered by an institution and require no additional resources for implementation. Therefore, staff recommend that the Board authorize staff to approve undergraduate and graduate level certificate programs. A list of staff approved certificate programs will be included with other staff approvals in the Board's meeting agenda materials. Staff will also report annually on certificate programs and student outcomes.

Staff Analysis

At its August 2019 meeting, the Board authorized staff to grant LOI waivers for degree program proposals that are developed from existing degree program concentrations that require little or no additional resources. Since that time, staff have granted 11 waivers for programs that have come before the Board as full program proposals cutting the time required to review those programs in half. That pilot was implemented in response to staff review of current policies and support from CAOs that the current process was time consuming and inefficient. Staff reviewed processes in several other states and determined that a multi-year academic plan is common practice for system and statewide program coordination.

Staff anticipate that while a multi-year academic plan may be challenging for institutions, a statewide outlook on changes to the curriculum inventory is a critical component to ensuring our state's institutions are best poised to serve student needs and employer demands to meet the goals of the Master Plan. The statewide coordination of the academic planning process will aid the Regents in ensuring programmatic alignment to labor market needs of the state, strengthen the education to employment pipeline, and identify gaps in program offerings. Staff have re-drafted AA Policy 2.04 to include Academic Planning and Degree Program Proposals. Program proposals has been moved from Policy 2.05, which will now only address academic research units.

STAFF RECOMMENDATION

Senior Staff recommends approval of the revised AA Policy 2.04 and AA Policy 2.05, effective January 1, 2022, and that the Board authorize staff to develop relevant guidelines, templates, and forms to support those revised policies.

Senior Staff also recommends that the Board grant staff authority to grant conditional approval of undergraduate and graduate level certificate programs with regular reporting to the Board.

A.A. Policy 2.04 Academic Planning and Degree Program Proposals

(Revised January 2022)

The Louisiana Constitution of 1974 gives the Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units of Louisiana's public colleges and universities. Institutional academic plans and individual degree program proposals are designed to ensure the Board has adequate information to make decisions regarding the inventory of academic programs among the state's public postsecondary institutions. An institution's degree program inventory, and all requested changes to the inventory including the addition of new programs, must fit within the role, scope, and mission of the institution and align with the needs of students and the state.

All new degree programs at the associate's level and above require Board of Regents approval. New programs undergo the following two approval processes:

1. Institutions first indicate an intention to propose a new degree program through the annual academic planning process.
2. Institutions must then submit a detailed program proposal for each new program that is included in the Board approved academic plan.

Both the annual academic plan and each individual program proposal submitted after approval of the plan will undergo rigorous review by Regents staff and will be circulated to Chief Academic Officers statewide for review and comment.

A. Academic Planning

The purpose of institutional academic planning is to facilitate the efficient statewide coordination of academic degree program offerings. The annual academic planning process provides the opportunity for collaboration among institutions, encourages innovation in program design to meet employer and student needs, and minimizes unnecessary program duplication.

Each year, institutions must submit an updated three-year academic plan using the Regents template. Plans will include:

- An executive summary that describes recent and future efforts to meet statewide attainment goals through student support, engagement with business and industry, collaboration with other institutions, efforts to close equity gaps, and other activities aligned to the goals of the current Board of Regents Master Plan for Higher Education.
- A comprehensive list of intended degree program and academic unit additions, terminations, reconfigurations, and consolidations, with relevant details for each. Intended new degree programs must be designed to support the wellbeing of the state by meeting the needs of students, industry, and academia and must fall within the existing role, scope, and mission of the institution.

Academic plans shall be submitted to Regents after appropriate review and approval at the system level. Plans will then be circulated to Chief Academic Officers and labor market representatives statewide for review and comment. Feedback from the statewide review may include support, recommendations, or substantive feedback to the proposed program based on need, mission, or duplication. Staff will attempt to resolve challenges through discussion among interested parties; unresolved issues will be presented to the Board for a final decision.

Changes to academic plans outside the annual academic planning process must be submitted to Regents for review according to the procedures outlined in academic planning guidelines. Changes to plans for the current year must undergo review by Chief Academic Officers statewide and receive Regents' approval.

B. Degree Program Proposals

A full program proposal may be submitted to Regents any time after the program concept has been approved, as part of the academic planning process or through the off-cycle approval process as described in academic planning guidelines.

All new degree programs at the associate's level and above – including certificate programs – require Board of Regents approval. Proposals for new programs must be submitted using the appropriate Board of Regents proposal forms and must include all information required in the form. Before submission to Regents, proposals should be reviewed by other institutions within the system and approved by the management board according to system policy. Approved new degree programs are required to submit regular progress reports until the program demonstrates sustainability and meets accreditation requirements.

Program proposals for non-certificate programs including at the associate's, baccalaureate, master's, and doctoral levels, will be circulated to Chief Academic Officers statewide for review and comment. The proposing institution is responsible for addressing issues and concerns raised during the Chief Academic Officer review and identified by Regents staff before consideration for approval by the Board of Regents.

Proposals for all graduate degrees (master's and doctoral) and for highly technical and/or selective baccalaureate degrees require review by an external consultant. External reviewers are selected by Regents staff according to external review guidelines. External evaluations will be conducted as desk reviews and do not require on-site visits. The cost associated with an external review of proposed programs will be paid by the proposing system and/or institution. Regents staff will manage the external review process and coordinate with campus staff for the reviewer's payment and final submission of the report.

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
STATEWIDE PROGRAMS
October 20, 2021

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VII. Reports and Recommendations

D. Statewide Programs

1. Consent Agenda

- a. Approval of Rulemaking to implement Act 457 of the 2021 Regular Session of the Louisiana Legislature

Agenda Item VII.D.1.a.

Consent Agenda: Approval of Rulemaking to implement Act 457 of the 2021 Regular Session of the Louisiana Legislature

Background:

Act 457 creates the M.J. Foster Promise Program to provide financial assistance of up to \$6,400 over a three year period for students ages 21 and older. The Act requires that the Board of Regents establish an Advisory Council to identify five industry sectors that are predominated by high demand, high wage jobs that are aligned to state workforce priorities and to identify the postsecondary education programs that lead to careers in these industry sectors. The programs identified will be those in which students must enroll in order to qualify to receive an M.J. Foster Promise Program award.

In addition to enrollment in an identified program of study, students must file a FAFSA, be a citizen of the United States, be a resident of Louisiana during the twenty four months preceding application, have a high school diploma or its equivalent or co-enroll in a program leading to an equivalent, not have earned an associate's degree or higher, agree to perform twenty four hours of community service each year funding is received or participate for at least twenty hours in an apprenticeship, internship, or mentorship that is related to the program of study in which enrolled. Applicants must have a family income of less than three hundred percent of the federal poverty level or have been under- or unemployed for at least six months prior to application. Unlike other programs administered by the Board, this program provides that an individual may have a criminal conviction and be eligible as long as the individual is not incarcerated at the time of enrollment and the conviction is not a crime of violence as defined in state law.

To continue to be eligible, students must maintain steady academic progress, remain in good academic standing, maintain continuous enrollment, and earn at least one shorter term education credential per year if enrolled in a program below the associate degree level. The student also cannot have earned more than sixty hours of academic credit while receiving program awards.

Act 457 also requires that LOSFA establish a working group comprised of various stakeholders, including representatives from the Department of Education, the Department of Children and Family Services, the Department of Public Safety and Corrections, and others. This working group is to identify and compile a list of federal and state programs that may provide additional support to those receiving awards, whether financial or otherwise. LOSFA Programs is collaborating with the Governor's Subcabinet to fulfill this requirement. A database has been created on LOSFA's website that will allow entities represented by the Subcabinet who provide additional support programs to enter information on the various programs that may be available.

Finally, the act requires that the Board and LOSFA enter into Memoranda of Understanding (MOU) with the Louisiana Department of Revenue and the Louisiana Workforce Commission for the purpose of verifying applicants' reported income and employment status. In addition, the Board and LOSFA are to enter into an MOU with the Department of Public Safety and Corrections (DPSC) to share data with regard to an applicant's criminal history. DPSC has informed staff that it does not maintain all of the information that will be required for the stated purpose and recommended entering into another MOU with the Louisiana State Police. The MOU with the Department of Revenue has been fully executed and the other three agreements are in progress.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.

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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Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH AND PERFORMANCE
October 20, 2021

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VII. Reports and Recommendations

E. Planning, Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Renewal Applications
 - (a) Bard Early College in New Orleans (BECNO)
 - (b) Central Michigan University (CMU)
 - (c) South University (SU)
 - (d) University of St. Augustine for Health Sciences (USA)
- b. State Authorization Reciprocity Agreement (SARA)
 - i. Initial Applications
 - (a) Digital Media Institute at InterTech
- c. Proprietary Schools Advisory Commission
 - i. Initial Applications
 - (a) 160 Driving Academy, Metairie
 - (b) Durham Transport Academy, Shreveport
 - (c) Excel Health Careers, LaPlace
 - (d) Houma Dental Assisting School, Houma
 - (e) Phlebotomy Training Specialist, Baton Rouge
 - ii. Change of Ownership Applications
 - (a) BARBRI Holdings, Inc., Baton Rouge
 - (b) BARBRI Holdings, Inc., New Orleans
 - iii. Renewal Applications
 - (a) Accelerated Dental Assisting Academy, Baton Rouge (8/21/2011)
 - (b) Accelerated Dental Assisting Academy, Denham Springs (6/19/2019)
 - (c) Accelerated Dental Assisting Academy, Lafayette (8/26/2015)

- (d) Accelerated Dental Assisting Academy, Monroe (8/26/2015)
- (e) Accelerated Dental Assisting Academy, Slidell (8/26/2015)
- (f) Advance Nursing Training, New Orleans (8/27/2014)
- (g) Arch Dental Assistant Academy, Baton Rouge (8/2/2019)
- (h) Ark-La-Tex Dental Assisting Academy, LLC, Shreveport (8/26/2010)
- (i) Baton Rouge School of Computers, Baton Rouge (8/28/1997)
- (j) Camelot College, Baton Rouge (8/28/1986)
- (k) Coastal College - Alexandria (8/28/1997)
- (l) Cross Road CDL Academy, LLC, Harvey (8/13/2020)
- (m) Digital Media Institute at Inter Tech, Shreveport (8/27/2014)
- (n) Fortis College, Baton Rouge (8/26/2010)
- (o) Healthcare Training Institute, LLC, Kenner (8/27/2008)
- (p) Life Care, LLC, Marrero (8/21/2013)
- (q) Medical Training College, Baton Rouge (8/22/1996)
- (r) N.O.D.C. School of Dental Assisting, Harvey (8/24/2011)
- (s) NOLA Institute of Gaming, New Orleans (8/13/2020)
- (t) Opelousas Academy of Nondestructive Testing, Opelousas (8/23/2017)
- (u) RelyOn Nutec USA, LLC, Houma (8/24/2011)
- (v) Remington College, Baton Rouge (8/23/2017)
- (w) River Cities School of Dental Assisting, Inc., Shreveport (8/24/2006)
- (x) Rock Bridge Training Institute, Shreveport (8/26/2015)
- (y) Stick It Phlebotomy, Jonesboro (8/26/2015)

AGENDA ITEM VII.E.1.a.i.(a)
Bard Early College in New Orleans
New Orleans, Louisiana

BACKGROUND

Bard Early College in New Orleans (BECNO) is a private institution with its local campus located in New Orleans, Louisiana and the main campus located in Annandale-on-Hudson, New York. This university is accredited by the Middle States Commission on Higher Education.

ACADEMIC PROGRAM

BECNO offers high school students the opportunity to enroll in higher education courses for credit as well as offering one associate's degree program. The academic program offered to Louisiana students is an Associate in Arts degree. The college credit courses offered to 11th and 12th grade students are English/seminar, composition and a series of electives. The university currently has 104 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	73
Certificate	0
Other	31
Total	104

FACULTY

Bard Early College in New Orleans (BECNO) has 5 full-time and 8 part-time faculty members with either a master's, professional or doctorate degree.

FACILITIES

BECNO offers online, classroom lecture, classroom laboratory and independent study instruction to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope 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 Bard Early College in New Orleans (BECNO).

AGENDA ITEM VII.E.1.a.i.(b)
Central Michigan University
Fort Polk, Louisiana

BACKGROUND

Central Michigan University (CMU) is a public institution with its local campus located in Fort Polk, Louisiana and its permanent campus located in Mount Pleasant, Michigan. This university is accredited by the Higher Learning Commission.

ACADEMIC PROGRAM

CMU offers two academic programs in business and administration to Louisiana students. They offer a Master of Business Administration and a Master of Science in Administration. The university currently has seven students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	7
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	7

FACULTY

Central Michigan University – Fort Polk (CMU) has 1 full-time and 1 part-time faculty member who both have doctorate degrees.

FACILITIES

CMU offers online instruction as well as classroom lecture to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope 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 Central Michigan University (CMU).

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

South University

Savannah, Georgia

BACKGROUND

South University (SU) is a private institution with its main campus located in Savannah, Georgia. This university is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

ACADEMIC PROGRAM

SU offers academic programs in various areas of study such as health services, business, legal and criminal justice studies, IT, public administration, psychology and ministry. There are 39 academic programs offered to students, including doctorate, master's, bachelor's and associate's programs as well as certificates. The university currently has forty-one students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	1
Bachelor's	33
Associate	7
Certificate	0
Other	0
Total	41

FACULTY

South University (SU) has 30 full-time and 557 part-time faculty members with either a master's or doctorate degree.

FACILITIES

SU offers online instruction to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope 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 South University (SU).

AGENDA ITEM VII.E.1.a.i.(d)
University of St. Augustine for Health Sciences
San Marcos, California

BACKGROUND

University of St. Augustine for Health Sciences (USA) is a private institution with its main campus located in San Marcos, California. This university is accredited by the Western Association of Schools and Colleges (WASC), Senior College and University Commission.

ACADEMIC PROGRAM

USA offers academic programs in various areas of study including health administration, occupational and physical therapy, speech pathology, nursing, health sciences and education. There are 15 academic programs offered to students, including doctorate and master's programs as well as certificates. The university currently has seventeen students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	9
Master's	8
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	17

FACULTY

University of St. Augustine for Health Sciences (USA) has 224 full-time and 133 part-time faculty members with either a master's or doctorate degree.

FACILITIES

USA offers online instruction as well as internship/fieldwork/practicums to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope 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 St. Augustine for Health Sciences (USA).

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

**State Authorization Reciprocity Agreement (SARA)
Initial Application**

**Digital Media Institute at InterTech
Shreveport, Louisiana**

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 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 on an annual basis for SARA participation. Once 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.

To date, the Board of Regents has approved applications for institutional participation in SARA from 36 institutions. In July 2021, Digital Media Institute at InterTech (DMI) submitted an application for Regents' consideration. DMI is a licensed, accredited proprietary school located in Shreveport, Louisiana whose mission is to deliver 21st-century training and education for careers in digital media. DMI offers programs in Advertising Design, Digital Animation and Game Design, and Interactive Software Development. Regents' staff has reviewed their application and determined that Digital Media Institute at InterTech meets all requirements for initial membership in SARA.

STAFF RECOMMENDATION

Senior Staff recommends approval of the initial application for institutional participation in SARA for Digital Media Institute at InterTech and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

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Minutes

Board of Regents' Proprietary Schools Advisory Commission September 20, 2021

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Monday, September 20, 2021, via online Zoom. Chair Fontenot called the meeting to order at 10:05 a.m. The roll was then called, and a quorum was established.

Commission Members Present

Chris Broadwater
Sherrie Despino
James Dorris
James Fontenot, Chair
Jada Lewis
Randy Plaisance
Mary Lou Potter

Commission Members Absent

Melanie Amrhein
Carmen Million

Staff Members Present

Nancy Beall
Courtney Britton
Chandra Cheatham
Dr. Susannah Craig
Mighan Johnson
Denise Kirkland
Allison Vicknair

Guests Present

(See Appendix)

The next item of business was the approval of the minutes from the July 13, 2021, Proprietary Schools Advisory Commission meeting.

On motion of Ms. Despino, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the July 13, 2021, Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was the change of ownership applications for BARBRI Holdings, Incorporated. The school has locations in Baton Rouge and New Orleans, Louisiana. The change of ownership applications is due to a corporate purchase. The school was represented by Mr.

Mike Stems. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing a change of ownership. The school would offer a Bar Preparation Course, 108 clock hours/varies-weeks/varies: \$1,999-\$3,999. Mr. Sims discussed the history of the schools, with the last change of ownership in 2012. The Commission thanked Mr. Sims for a complete and well-done application.

On motion of Mr. Broadwater, seconded by Ms. Potter, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the change of ownership applications for BARBRI Holdings, Incorporated, at both the Baton Rouge and New Orleans locations.

The next agenda item considered by the Commission was the initial license application from Rock Gate Capital, LLC, d/b/a 160 Driving Academy located in Metairie, Louisiana. The school was represented by the school owner, Mr. Steve Gold. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer one (1) program: (1) Class A CDL, 160 clock hours and 4 weeks. The program met all legal and administrative requirements to be approved for an initial license.

Following further discussion included background of owner, motivation, and inspiration to open the school, shortage of CDL drivers across the United States, supply, and demand, starting pay, companies that will underwrite the tuition, help with job placement when certified, and advertising strategies, discussion of business plan.

On motion of Ms. Despino, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Rock Gate Capital, LLC, d/b/a 160 Driving Academy in Metairie, Louisiana.

The next agenda item considered by the Commission was the initial license application from Durham Transport Academy, Shreveport, Louisiana. The school was represented by the schools' owner, Latronia Durham and director, Steffon Jones. Ms. Britton reviewed the materials for the Commission members, informing them that the application met all legal and administrative requirements to be approved for licensure to offer Basic CDL Driver Training, Class A. The program will be 160 clock hours and 4 weeks.

Following further discussion included recruiting students, tuition payments, start-up costs, CDL shortage, low-income areas in Shreveport, Louisiana and surrounding areas, job placement upon

completion, extended training program, physical location, plans for approval to conduct road testing, and licensing.

On motion of Mr. Broadwater, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Durham Transport Academy in Shreveport, Louisiana.

The next agenda item considered by the Commission was the initial license application from Excel Health Careers, LLC, located in LaPlace, Louisiana. The school was represented by the schools' owner, Jennifer Brock. Ms. Johnson reviewed the materials for the Commission members, informing them that the application met all legal and administrative requirements to be approved for licensure to offer a Nursing Assistant Program. The program will be 80 clock hours and 4 weeks.

Following further discussion included the effect of Hurricane Ida on recruitment, reason for opening school, shortage of nursing assistants, current needs of nursing homes, salary after program completion, clinical locations, tuition plan, and advertising.

On motion of Ms. Potter, seconded by Mr. Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Excel Health Careers, LLC in LaPlace, Louisiana.

The next agenda item considered by the Commission was the initial license application from Houma Dental Assistant School in Houma, Louisiana. The school was represented by the school's compliance officers, Jessica Ford and Haylee Stephens. Ms. Britton reviewed the materials for the Commission members, informing them that the application met all legal and administrative requirements to be approved for licensure to offer a Dental Assistant Program. The program will be 160 clock hours and 4 weeks.

Following further discussion included relationships with local dentists, need for the program, shortage of dental assistants, 40-hour externship, salary of graduates, employment, the effect of Hurricane Ida with opening the school, clinical locations, tuition, and advertising.

On motion of Mr. Broadwater, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Houma Dental Assistant School in Houma, Louisiana.

The next agenda item considered by the Commission was the initial license application from Phlebotomy Training Specialists located in Baton Rouge, Louisiana. The school was represented by the schools' owners, Mr. Brian S. Treu and Mr. Derik Brian. Ms. Johnson reviewed the materials for the Commission members, informing them that the application met all legal and administrative requirements to be approved for licensure to offer a Phlebotomy Training Program. The program will be 40 clock hours and 2 weeks.

Following further discussion included the owners' background, plans for recruitment, need for the program, shortage of phlebotomist, employment referrals, tuition, and advertising.

On motion of Mr. Broadwater, seconded by Ms. Lewis, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Phlebotomy Training Specialists in Baton Rouge, Louisiana.

The next agenda item considered by the Commission was operating license renewals. There were twenty-five (25) schools who submitted renewal applications.

On motion of Mr. Broadwater, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents renew the licenses of the following proprietary schools:

Accelerated Dental Assisting Academy, Baton Rouge (8/21/2011)
Accelerated Dental Assisting Academy, Denham Springs (6/19/2019)
Accelerated Dental Assisting Academy, Lafayette (8/26/2015)
Accelerated Dental Assisting Academy, Monroe (8/26/2015)
Accelerated Dental Assisting Academy, Slidell (8/26/2015)
Advance Nursing Training, New Orleans (8/27/2014)
Arch Dental Assistant Academy, Baton Rouge (8/2/2019)
Ark-La-Tex Dental Assisting Academy, LLC, Shreveport (8/26/2010)
Baton Rouge School of Computers, Baton Rouge (8/28/1997)
Camelot College, Baton Rouge (8/28/1986)
Coastal College, Alexandria (8/28/1997)
Cross Road CDL Academy, LLC (8/13/2020)
Digital Media Institute at Inter Tech, Shreveport (8/27/2014)
Fortis College, Baton Rouge (8/26/2010)
Healthcare Training Institute, LLC, Kenner (8/27/2008)
Life Care, LLC, Marrero (8/21/2013)
Medical training College, Baton Rouge (8/22/1996)
N.O.D.C. School of Dental Assisting, Harvey (8/24/2011)
NOLA Institute of Gaming, New Orleans (8/13/2020)
Opelousas Academy of Nondestructive Testing, Opelousas (8/23/2017)
RelyOn Nutec USA, LLC, Houma (8/24/2011)

Remington College, Baton Rouge (8/23/2017)
River Cities School of Dental Assisting, Inc., Shreveport (8/24/2006)
Rock Bridge Training Institute, Shreveport (8/26/2015)
Stick It Phlebotomy, Jonesboro (8/26/2015)

The following schools did not renew their licenses for various reasons. The Commission discussed the non-renewals for this period. Student records will either be maintained by corporate/other branches or staff will work with schools to accept student records or pursue re-licensure.

AAA Crane and Rigging, LLC, Addis (License # 2303)
Aspire Medical Training Academy Corporation, Baton Rouge (License # 2250)
Louisiana Driver Training and Vocational Career Center, LaPlace (License # 2306)
Unitech Training Academy, Lake Charles (License # 2119)
Universal Technical Institute of Northern Texas, Texas (License # 2249)
Vista College, Tallulah (License # 2278)

The next agenda item included updates on program approvals. Chair Fontenot reminded the Commission that staff approved these updates administratively and program approvals were being shared for informational purposes only. No questions were brought forward regarding program approvals.

Unitech, Lafayette, LA (New Program)

- Medical Billing and Coding-Online – 72.0 Clock Hours

Joshua Career Institute of Louisiana, Dallas, TX (Amended Programs)

- Account Clerk – 300.0 and 600.0 Clock Hours
- Accounting Specialist – 300.0 and 600.0 clock hours
- Admin Assistant – 300.0 and 600.0 clock hours
- Booking Specialist – 300.0 and 600.0 clock hours
- Cisco Network Specialist – 364.0 and 728.0 clock hours
- CompTIA Specialist – 364.0 and 728.0 clock hours
- Customer Service Specialist – 300.0 and 600.0 clock hours
- Executive Administrative Assistant – 300.0 and 600.0 clock hours
- Healthcare Information Technician – 300.0 and 600.0 clock hours
- Legal Assistant – 300.0 and 600.0 clock hours
- Medical Office Assistant – 300.0 and 600.0 clock hours
- Medical Record Technician – 300.0 and 600.0 clock hours
- Office Management – 300.0 and 600.0 clock hours

Stick It Phlebotomy, Inc., Quitman, LA (New Program)

- Phlebotomy Technician (NHA Certification) – 166.0 Clock Hours

The next agenda item was the Fiscal year 2020-2021 summaries. Ms. Denise Kirkland, Board of Regents Fiscal Administrator, provided the financial summary for fiscal year 2020-2021. Conversation included clarification on the funds generated in different accounts and the fact that the number of active proprietary schools has remained at just over 150 for the past three years.

For the final agenda item, Other Business, Ms. Britton announced the departure of the division's former Deputy Commissioner, Dr. Randall Brumfield. She extended, on his behalf, best wishes to the Commission. Following a restructure, Proprietary School staff now report to the Deputy Commissioner, Dr. Susannah Craig and Associate Commissioner, Allison Vicknair, who were present to be introduced to the Commission members.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, November 9, 2021, at 10:00 a.m., location to be determined. With there being no further business, the meeting adjourned at 11:25 a.m.

APPENDIX A
GUESTS

Derik Brian	Phlebotomy Training Specialist
Jennifer Brock	Excel Health Careers, LLC
Tess Cavellier	160 Driving Academy
Latronia Durham	Durham Transport Academy
Jessica Ford	Houma Dental Assistant School
Steve Gold	160 Driving Academy
Steffon Jones	Durham Transport Academy
Amanda LaGroue	LA Department of Justice
Mike Sims	BARBRI of Louisiana
Haylee Stephens	Houma Dental Assistant School
Brian S. Treu	Phlebotomy Training Specialists

Proposed 2022 Board of Regents Calendar of Meetings

	Time	Room	Reason
January 2022			
Thursday, January 6	9:00 am	Purchase	Oaths, Committee and Board Meetings
February 2022			
Tuesday, February 22	noon	Off site*	Board Development
Wednesday, February 23	9:00 am	Off site*	Committee and Board Meetings
March 2022			
Wednesday, March 23	9:00 am	North Dakota Purchase	Board Development Committee and Board Meetings
April 2022			
Wednesday, April 27	9:00 am	North Dakota Purchase	Board Development Committee and Board Meetings
May 2022 – no meeting			
June 2022			
Wednesday, June 15	9:00 am 10:30 am	Purchase TJ A&B	Joint BoR/BESE, Committee and Board Meetings
July 2022 – no meeting			
August 2022			
Wednesday, August 24	9:00 am	TJ A&B	Committee and Board Meetings
September 2022			
Tuesday, September 20	9:00 am- 4:30 pm	BCR	Budget Hearings
Wednesday, September 21	9:00 am	Purchase	Committee and Board Meetings
October 2022			
Tuesday, October 18	Noon	Off site*	Board Development
Wednesday, October 19	9:00 am	Off site*	Committee and Board Meetings
November 2022	No Board meeting Board Retreat – Off site – Exact Dates TBD Proposed Dates: Oct 31 – Nov 4		
December 2022			
Tuesday, December 13	6:00 pm	TBD	Board Holiday Social
Wednesday, December 14	9:00 am 10:30 am	TJ A&B	Joint BoR/BESE, Committee and Board Meetings

*Subject to change based on Campus COVID Restrictions