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Vice Chair

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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

BOARD OF REGENTS

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AGENDA

BOARD OF REGENTS*

Wednesday, December 15, 2021

1:30 p.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B, Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from October 20, 2021
- V. Chair's Comments
- VI. Master Plan – Student Success Council Action Plan 2022-2025
- VII. Reports and Recommendations of Standing Committees
 - A. Audit
 - B. Personnel
 - C. Facilities & Property
 - D. Academic and Student Affairs
 - E. Research and Sponsored Initiatives
 - F. Statewide Programs
 - G. Planning, Research and Performance
 - H. Nominating
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

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

DRAFT
MINUTES
BOARD OF REGENTS

October 20, 2021

The Board of Regents met as a Committee of the Whole at 10:15 a.m. on Wednesday, October 20, 2021, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Vice Chair T. Jay Seale III 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
Randy Ewing
Stephanie Finley
Cameron Jackson, Student Member
Robert Levy
Darren Mire
Gary Solomon, Jr.
Terrie Sterling
Collis Temple III
Felix Weill
Judy Williams-Brown

Mgt. Board Representatives present:

Mark Romero, UL System

Absent from the meeting were:

Phillip May, Jr.
Charles McDonald
Sonia Pérez, Secretary
Wilbert Pryor

Appendix A
Guest List

PUBLIC COMMENTS

Vice Chair Seale asked if there were any public comments. There were none.

APPROVAL OF THE MINUTES OF THE SEPTEMBER 22, 2021 MEETING

On motion of Regent Ewing, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of the September 22, 2021 meeting.

CHAIR'S COMMENTS

Vice Chair Seale made the following comments:

- Vice Chair Seale said that last week, during LSU Homecoming, Commissioner Reed was named an LSU Legend by the A.P. Tureaud Black Alumni Chapter. He noted that A.P. Tureaud, Jr. was the first Black undergraduate student to attend LSU and his father, A.P. Tureaud, Sr., sued the university so that his son and others could attend. He said that we celebrate Dr. Reed with tremendous pride and admiration for her many accomplishments.
- Vice Chair Seale said that tomorrow Dr. Reed will be recognized in New Orleans at the Girl Scouts of East Louisiana's Juliette Gordon Low Leadership Luncheon with the Four Pillars Award, given to a notable woman in the community in recognition of her service to the four pillars of Girl Scouting: STEM, outdoors, leadership skills and entrepreneurship. He said that the award is designed to recognize the many contributions that Dr. Reed has made to our state and highlight her as a role model for Girl Scouts everywhere. In addition, former Regents member Charlotte Bollinger is also being recognized as the Girl Scouts' Outstanding Woman of the Year. He expressed congratulations to Dr. Reed and former Regent Bollinger.
- Vice Chair Seale noted Chair David's appointment of the following members to the Nominating Committee:
 - T. Jay Seale III, Chair
 - Sonia A. Pérez
 - Randy L. Ewing
 - Wilbert D. Pryor
 - Felix R. Weill
- He acknowledged Student Member Cameron Jackson's leadership during challenging times at Grambling 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 there was a shooting on Grambling State University's campus during homecoming. He noted that this was a traumatic experience and that he, along with other student body presidents, has begun a campaign against gun violence.
 - Regent Jackson presented his COVID update:
 - He met with Ms. Sheree Taillon, Louisiana Department of Health, to discuss vaccine campaign initiatives, focusing on why students choose to opt out of receiving the COVID-19 vaccine. He is also a part of a COVID-19 Task Force which will be focused on engagement, data collection, communication and mental health. In addition, he hosted an information session with students.
 - He is promoting the Mask UP, Vax Up, Stack Up campaign and encouraging those who have received the vaccine to share their reasons for getting vaccinated, or "tell your why."
 - He noted that progress is being made with a plan to divide Louisiana into two regions – north and south – to promote information to students regarding vaccinations.

- Regent Jackson said that the Pushing Undergraduate Students Higher in Louisiana (PUSH LA) campaign is underway, and data will be collected at the end of the semester.
- He expressed interest in working on a scholarship project to target first-generation students with a focus on breaking boundaries. He noted that he is a first-generation student and expressed a deep, personal interest in the importance of getting first-generation students to college.
- Finally, Regent Jackson said that he is promoting the “Get You Ready for the Race” program to assist students in building resumes.

MASTER PLAN – LOUISIANA MATH FORWARD

Ms. Janet Newhall, Assistant Commissioner for Academic Affairs, and Ms. Mellynn Baker, Assistant Commissioner for Academic Innovation, presented the update on Louisiana Math Forward. Ms. Newhall reminded the Board that last October they heard from Dr. Alison Kadlec of Sova, who introduced them to the importance of developmental education reform and Louisiana Math Forward, an initiative to support accelerated implementation of high-quality corequisite math models across the state in order to significantly increase the number of students who pass gateway math courses in their first year, noting that traditional remediation leaves a majority of students behind, and that enrolling students directly in a college-level math course with just-in-time support through the corequisite model is a significantly more successful method. Ms. Newhall said that the Master Plan identifies improving student success as a key component of reaching our state’s attainment goals, with developmental education reform and the implementation of Math Pathways as the two highest priorities for improving student outcomes. She said that Regents staff pursued an opportunity with the Education Commission of the States’ developmental education reform project, Strong Start to Finish, through which we received a Strategy Site grant to launch our efforts. She then highlighted strategic activities used to advance the initiative including an interactive series of workshops that covered targeted data analysis, accurate placement of students in the best courses, evidence-based corequisite models, classroom practices that support student success, and high-quality student advising, noting that the workshops’ average attendance was 140 representatives from all 28 of the state’s public undergraduate institutions. She noted that the funding from Strong Start to Finish allowed us to offer mini grants to our colleges and universities for additional targeted assistance and that 21 institutions are currently working with technical assistance

providers on activities like deep-dive data analysis and faculty professional development to implement, scale, and improve corequisite math.

Ms. Baker shared preliminary analysis of outcomes for students in Louisiana taking remedial math. She noted that remedial math is the required non-credit course before enrollment in college-level math and that, for every 100 students who enroll in remedial math in Louisiana, only 50 students pass and of those only 20 took a college-level math course in the Spring semester with only 11 passing their college-level math course in Academic Year 2020-21. She compared that with corequisite math where 49 passed a college-level math course in Spring 2021 out of the 100 students enrolled. She said that the performance trend associated with remedial courses is consistent to national performance as states are engaging in conversations related to reforming developmental education, with some states taking measures to end remedial education. She said that preliminary analysis will inform our next steps related to Math Forward and our work to scale math corequisite work, noting that we are conducting a comprehensive review of the effectiveness of the placement and corequisite policies based on national best practices, but rooted in Louisiana data. She then welcomed Dr. James Ammons, Chancellor of Southern University at New Orleans (SUNO), to speak to the impact of Math Forward and scaling high-quality math corequisite models.

Chancellor Ammons thanked the Board and Dr. Reed for allowing him to speak on behalf of the Southern University System and expressed his enthusiastic support for Louisiana Math Forward and developmental education reform. He said that he was pleased to report that all three of the Southern University campuses have participated in all five of the workshops that have been conducted, with participants including campus leadership, student success staff and math faculty. He noted that all three campuses were also participating in extra support through the mini grant, and thanked the Regents for providing some of the resources needed to make environments better for student success. He said that the mini grant project at SUNO, with Student-Ready Strategies, is engaged in one-on-one student support as well as virtual workshops geared toward improving student success. In addition, SUNO has received external funding which allowed it to open a STEM lab, which will include a component for math, and a

writing lab. He noted that the work of the Southern University Baton Rouge (SUBR) campus was inspired by the Charles Dana Center as well as that of Dr. Tristan Denley, Chief Academic Officer at the University of Georgia, who made presentations in Louisiana on best practices in student success. He said that SUBR has taken an in-depth look at high-failure-rate courses to examine barriers of student success within these courses. As a result, SUBR developed a Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools, with student success as its focus. In closing, Dr. Ammons said that, in this era of institutional effectiveness, campuses will monitor and assess these practices and will continue to support Louisiana Math Forward.

Regent Finley asked if there was any indication whether the writing lab was helping students. Dr. Ammons said that the lab had just opened and there was no data available at this time. Regent Ewing asked for clarification of the distinction between remedial courses and corequisite courses. Dr. Ammons explained that, unlike remedial courses, corequisite courses were longer, three- to five-hour courses, generating credit toward the students' degrees, with tutoring access available. Regent Ewing said that he hoped the new system proves to be effective. Dr. Ammons reminded the Board that corequisite math students are passing college-level courses at a rate of 50% and reiterated that no data was available for the reading and writing programs yet. Regent Weill asked about the level of corequisite courses as opposed to traditional college-level math courses. Ms. Newhall explained that the corequisite courses are college-level courses, including college algebra, finite math, statistics, and Math Pathways. She explained that the corequisite courses are offered as supplemental math courses that apply to the degree. Regent Mire commended Dr. Ammons and Southern University, saying that he was looking forward to seeing more data in the future. Regent Ewing asked how many institutions were still offering remedial courses and suggested a greater focus on dual enrollment. Ms. Newhall said that many institutions are transitioning to the corequisite model and that she said she would provide the requested information to him. Dr. Reed explained that both Dual Enrollment and corequisite courses are needed, especially since many students needing remediation are non-traditional students. Regent Sterling said that she would like staff to keep track of the transition and provide more data in the future.

Ms. Baker thanked Chancellor Ammons, the members of the Math Forward steering committee, and Alison Kadlec and Quintina Barnett-Gallion from Sova, who through Strong Start to Finish provided expertise and support throughout the duration of this grant and said that she looks forward to continuing the work of Louisiana Math Forward to enable more students to meet college math requirements, acquire skills needed for both college and work and persist to complete their credentials.

REPORTS AND RECOMMENDATIONS

FINANCE

APPROVAL OF PRELIMINARY FORMULA FUNDING AND BUDGET REQUEST FOR FY 2022-2023

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, presented an overview of the budget request for Fiscal Year 2022-2023, which, by law, must be submitted to the Division of Administration next month. Regent Ewing asked what the percentage increase was over the previous year's request and how much of the increase is to fund new programs. Mr. Ginn responded that it is a 19% increase and listed the new programs. Regent Levy asked how much of the request would go toward the formula. Mr. Ginn noted that \$15M will be run through the formula to get to 50% base, 25% outcomes and 25% cost. Mr. Ginn noted that outcomes must be a priority in the formula, and that we need to lower our reliance on the base and put more emphasis on cost.

On motion of Regent Solomon, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2022-2023.

FACILITIES AND PROPERTY

CONSENT AGENDA

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Disaster Services, presented the Consent Agenda items.

- 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**

On motion of Regent Levy, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda, including the small capital and third-party projects reports, as presented.

ACT 959 PROJECT: GSU JOHNSON CENTER OF EXCELLENCE AND STUDENT SUCCESS

Mr. Herring presented a brief overview on the Act 959 Project at Grambling University to create a student success center. Regent Jackson said that this project will greatly help to elevate student success at Grambling State University.

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

LEASE AGREEMENT: UNO CERM BUILDING

Mr. Herring presented a brief overview of a lease agreement between the University of New Orleans and the UNO Research and Technology Foundation, Inc., to create a business and economic development hub within the University's Center for Energy Resources Management facility. Regent Seale asked how this lease compared in terms of structure to university housing leases. Mr. Herring said that usually for the housing leases a facilities corporation will lease the site and the contractor build the facility and upon completion, if there is no debt associated with the

project, the contractor donates the facility back to the campus. He noted that this lease agreement is a straight lease, with the Foundation responsible for maintenance and operations for the life of the agreement.

On motion of Regent Mire, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve 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 the University's Center for Energy Resources Management facility.

BOR FY 2022-2023 CAPITAL OUTLAY BUDGET RECOMMENDATION

Mr. Herring presented a brief overview of the annual Capital Outlay recommendation that will be presented to the Division of Administration. Regent Ewing asked how Deferred Maintenance needs were captured in the budget request. Mr. Herring explained that the Deferred Maintenance is included in the overall budget request.

On motion of Regent Weill, seconded by Regent Ewing, the Board, acting as a Committee of the Whole, voted unanimously to approve the FY 2022-2023 Capital Outlay Budget Recommendation as presented.

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

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

- a. Program Terminations**
- b. Routine Staff Approvals**

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

REPORTS

- a. Governor's Military Friendly Campus Annual Report and Policy Revisions

Dr. Craig presented an overview of the Governor's Military and Veteran Friendly Campus

Annual Report and policy revisions. She noted that all 28 public institutions have met the requirements to be classified as Military and Veteran Friendly campuses, which represents 100% participation of our public institutions.

On motion of Regent Finley, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve staff to forward the 28 institutions listed below to the Governor with an endorsement as having met requirements for continued designation as Governor's Military & Veteran Friendly Campus and to approve the Board of Regents Uniform Policy on Governor's Military and Veteran Friendly Campuses.

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**

b. TOPS Annual Report

Dr. Craig presented the TOPS Annual Report. She noted that while the statewide average ACT score has declined, the core GPA for TOPS recipients has increased. She highlighted some of the data showing large equity gaps in the state. Regent Sterling asked when we started requiring all students to take the ACT. Dr. Sujuan Boutté, Executive Director of LOSFA, replied that all students were required to take the ACT beginning in 2012-2013. Chair David noted a decline in TOPS recipients in 2016-2017 and asked about the cause. Dr. Craig said that it was hard to determine the exact cause, but that it could be related to that particular cohort of students. Regents Temple and Sterling asked to see the TOPS distribution by parental income broken down by higher income levels. Dr. Craig shared that information verbally and indicated that information would also be provided via email by LOSFA. Regent Temple asked if there was a way to tier/cap the award based on parental income to ensure we prioritize the neediest students. Regent Levy said that this was discussed during Governor Foster's administration but that TOPS has become a middle-class entitlement. Dr. Reed noted that there has been significant discussion of this issue and that the response has been to add funding to GO Grants. She said with so much poverty in Louisiana we must decouple student success from family income, reminding the Board that affordability and access are critical for us to move people from poverty to prosperity in order to reach the Master Plan goals. Regent Ewing said that the TOPS program was designed to be merit-based, to incentivize students to do well in high school and college. He added that he thinks the current TOPS program has become an entitlement program and doesn't address the poverty in the state. Regent Sterling said that we must also try to find a way to leverage funds to keep promising students in our state after graduation, to better the state.

On motion of Regent David, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve 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.

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

Ms. Newhall provided an overview of Academic Affairs program policy and process revisions related to new academic programs, noting that the new streamlined process would allow for more efficient review of planned program concepts; a coordinated statewide review of programmatic alignment with workforce, identification of programmatic gaps; and better planning and coordination for Regents’ review. Regent Temple asked if any feedback had been received from campuses. Ms. Newhall responded that there is institutional support for the new process but that continued collaboration is needed between campuses and system chief academic officers to finalize the details of the actual process. Regent Ewing asked if the Board should expect the same level of detail in proposals as they currently receive, and Ms. Newhall assured him that they would. Regent Seale inquired about the weight given to the workforce/economic development part of the request. Dr. Reed and Ms. Newhall said that current policies already require workforce/economic development partnership information regarding each program proposal, and that while the exact weight of this information was not yet determined, it would definitely remain a factor in the new process. Regent Seale asked whether there will be a fast-track approval mechanism. Ms. Newhall stated that this existed in other states and that staff would consider the best way to address that need. Chair David asked if the submissions would be by campus and when would they be due. Ms. Newhall responded that the submissions would be by campus and that staff are still working out the details of when the submissions would be due. Dr. Reed noted that Senior Staff was requesting approval of the policy change and that the details of the process will follow. Chair David asked if it would be possible for institutions to submit off-cycle requests and Ms. Newhall said yes we are working on an off-cycle submission process.

On motion of Regent Finley, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the revised AA Policy 2.04 and AA Policy 2.05, effective January 1, 2022, and authorize staff to develop relevant guidelines, templates, and forms to support those revised policies, and grant staff authority to grant conditional approval of undergraduate- and graduate-level certificate programs, with regular reporting to the Board.

STATEWIDE PROGRAMS

CONSENT AGENDA

Dr. Boutté presented Consent Agenda item.

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

On motion of Regent Williams-Brown, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the item 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) 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)

On motion of Regent Temple, seconded by Regent David, 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 noted that last week Louisiana’s ACT results for the Class of 2021 were released, showing that the state’s composite score declined for the fourth consecutive year, with the average composite score down this year to 18.4 from 18.7 in 2020. She noted that there was some good news in that an estimated 98% of the graduating class of 2021 took the test, and Louisiana ranked number two in the nation for the number of waivers requested and used, which speaks to the persistence of the Louisiana education community in prioritizing participation in ACT testing, encouraging students to take the test multiple times, and requesting and using fee waivers to address testing affordability for students. She said that improving minority student performance related to college readiness benchmarks must be a priority in order to expand prosperity in our state.
- Dr. Reed thanked Louisiana Congresswoman Julia Letlow, who serves on the U.S. House Committee on Education and Labor, for hosting a round-table discussion with higher education leaders focused on the priorities of our colleges and universities as we develop talent in our state.

- Dr. Reed said that she had a great conversation with congressional staffers and other national policy leaders through and the Postsecondary National Policy Institute about state authorization and how Louisiana is set to begin collecting student outcomes data from our proprietary institutions. She said that the meeting was followed by a panel discussion on Monday with the Education Writers Association, which was moderated by Delece Smith-Brown, education editor at *Politico* magazine. She noted that there was interest in the bipartisan infrastructure package and reconciliation bill in terms of what it means for free community college, broadband expansion, retention and completion grants, and Pell expansion. In addition, they were able to talk about Louisiana's efforts in shifting our Master Plan attainment agenda to a recovery agenda, knowing that poverty is the enemy and education the lifeboat when it comes to pandemic- and disaster-proofing our citizens.

OTHER BUSINESS

Vice Chair Seale said that the Calendar of Meetings for 2022 was included in the Board materials.

On motion of Regent Temple, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the 2022 Calendar of Meetings.

Vice Chair Seale noted that the Board holiday social will be held on December 14th, followed by the Joint BoR/BESE and regular Committee and Board meetings on December 15th.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:34 p.m.

Appendix A

Board Meeting Guest List

Wednesday, October 20, 2021

NAME	AFFILIATION
Zackeus Johnson	SUBR
James H. Ammons	SUS/SUNO
Matt Lee	LSU
Anna Bartel	LSU
Jeannine Kahn	UL System

***STUDENT SUCCESS COUNCIL
ACTION PLAN 2022-25***

LOUISIANA BOARD OF REGENTS



BOARD *of* REGENTS
STATE OF LOUISIANA

December 2021

LOUISIANA BOARD OF REGENTS

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REGENTS

Kim Hunter Reed, Ph.D.

Commissioner of Higher Education

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I. Introduction and Background

Louisiana’s talent imperative depends on an accessible and effective system of postsecondary education delivery to meet the industry and prosperity demands of the state. This includes ensuring learners from all walks of life and all corners of the state receive equitable opportunities to not only embark on educational study beyond high school but also to be successful in pursuing a credential of value. To accomplish this, a coordinated effort led by the higher education community is necessary to identify barriers to achieving this vision as well as ensure practice and policy is developed and implemented in ways that address the needs of all Louisianans who seek to contribute to the state’s economy and improve their own quality of life. A collaborative approach toward those ends will not only benefit current and future students, but also assist colleges and universities in achieving their mission to effectively support all students and successfully prepare them to be meaningful contributors in the workforce and their respective communities.

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

As noted in *Louisiana Prospers*, the Board recognizes that “Our Talent Imperative includes a relentless commitment to today’s students – the traditional secondary-to-postsecondary, first-in-family, working parents in need of training/retraining, adults in rural communities, returning veterans, and the incarcerated and formerly incarcerated.” Toward that end, the Student Success Council (Council) has been established to research, implement, and recommend strategies to accelerate student success and reach the Master Plan goals.

II. Purpose and Charge of Council

The Student Success Council was established to leverage expertise and evidence-based research to support Louisiana’s students, understand the types of interventions that are most effective, and develop recommendations for implementation of policies and practice at scale. **The mission of the Council is to advise the Louisiana Board of Regents (BoR) on student-centered efforts to reach the Master Plan’s talent development goals.**

The Council, convened by BoR staff on a quarterly basis, is charged with identifying trends, obstacles, and solutions to inform policies and practices targeting the state’s attainment goals. It will evaluate progress toward Master Plan objectives and provide guidance to accelerate credential completion. The stated objectives of the Council include:

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

III. Subcommittees’ Charge and Organizational Structure

After the first Council meeting, held in January 2021, the Council was organized into three subcommittees: (1) Access to Success, (2) Continuing Students/Completers, and (3) Focus on Adults. These subcommittees were formed to discuss and address specific issues necessary to support Master Plan goals, in addition to other matters related to student success.

Figure 1: Student Success Council Subcommittees

Subcommittee Name	Focus
Access to Success	Expanding access to and success in completing postsecondary education.
Continuing Students/Completers	Eliminating persistent and damaging equity gaps.
Focus on Adults	Significantly increasing the education level of adults.

The Council is comprised of experts from Louisiana two- and four-year postsecondary institutions, both public and private. These individuals are among those best positioned to view the work of the Council through an equity lens and to understand the needs of Louisiana students inside and outside the classroom. The Council is comprised eighteen voting members representing diverse constituencies including students, faculty, and staff at all public and private postsecondary institutions across the state (see Appendix A).

IV. Definitions

To ensure common language across the work of the Council, Appendix B includes a list of definitions utilized by the Council and in this report. Central to the work of the Council are diversity, equity, and inclusion. The three definitions below anchor the work of this Council to ensure its recommendations and goals are focused on eliminating the persistent and damaging equity gaps in Louisiana.

- **Equity** – The quality of being fair and impartial. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.
- **Equitable Environment** – The existence of an environment in which policies, practices, and beliefs are grounded in the principle of fairness, honoring the diversity of humanity.
- **Racial Equity** – The condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares. Racial equity includes a set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all.

As the Council works to identify barriers, it is committed to offering recommendations for policy and practice that will remove systemic barriers, rather than focusing solely on helping students overcome barriers.

V. Subcommittee Themes & Goals

At the first quarter Student Success Council meeting in January 2021, the Council discussed several topics that are barriers to success, along with critical cultural issues impacting student success and past efforts to keep in mind regarding student success (see Appendix C). As a result of the first meeting’s discussion, each of the three subcommittees began working to create specific, measurable, attainable, relevant, and time-bound (S.M.A.R.T.) goals. Through the work of the subcommittees, common topics emerged leading to the identification of some specific overlapping subcommittee themes including awareness of college affordability options, math pathways, advising, and supporting adult students. Table A indicates the specific goals which accompany each theme.

Subcommittee Goal Themes



College Affordability



Math Pathways



Best Practices in Advising



Supporting Adult Learners

Table A: Student Success Council Goals

Theme	Goal (s)
College Affordability	<ul style="list-style-type: none"> • <i>Develop a set of financial literacy concepts for incorporation into a statewide training for all institutions to be shared with students, faculty, and staff.</i> • <i>Conduct a dual enrollment finances study exploring the feasibility of any adjustments to the current funding structure to promote equity and access within dual enrollment, a Master Plan initiative.</i>
Math Pathways	<ul style="list-style-type: none"> • <i>Build on the Louisiana Math Forward developmental math reform initiative by establishing math pathways that better align college-level math with a student’s intended area of study.</i>
Best Practices in Advising	<ul style="list-style-type: none"> • <i>Establish statewide recommendations and best practices for secondary school counselors and postsecondary institutions to advise students on college and career pathways.</i>
Supporting Adult Learners	<ul style="list-style-type: none"> • <i>Building on the work of the Governor’s Education Workforce Sub-Cabinet, expand education and benefit alignment work with students to reduce barriers to enrollment.</i>

	<ul style="list-style-type: none"> • <i>Review and provide statewide recommendations of completion strategies for adults including reverse transfer, prior learning assessment, WorkReadyU, and other opportunities that align with workforce demands.</i> • <i>Research other state practices and provide recommendations for statewide work-based learning opportunities including internships and apprenticeships.</i> • <i>Compile and research other states' practices for collecting pre- and post-graduate earnings.</i>
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The following section outlines the eight goals that the Council will work towards in the coming years. Each goal includes the specifics, measurement strategies, and timeline for implementation.

A. College Affordability

Louisiana Prospers acknowledges the need to commit to greater college affordability, particularly for low- and moderate-income Louisianans. Council discussion included presentations by the Louisiana Office of Student Financial Assistance (LOSFA) and breakout discussions acknowledging that tuition and fees are not the sole components of completing a credential. Non-academic factors including food and housing insecurity, childcare, health care, transportation, and work responsibilities emerged as items of consideration in addressing credential completion. This acknowledgment led to two specific Council goals to support college affordability and financial literacy.

Goal: Develop a set of financial literacy concepts for incorporation into a statewide training for all institutions to be shared with students, faculty, and staff.	
Why?	To increase institutional and student knowledge of and skill levels for financial aid practices, budgeting, financial responsibility, financial decision-making, credit awareness, and resource availability.
The Specifics	This goal will encompass a statewide landscape review of all financial aid programs and initiatives with the intent of identifying how those initiatives are socialized to students, parents, and postsecondary financial aid offices and examine application processes for those programs. This landscape will inform a future financial literacy training.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Landscape review of all financial aid programs and initiatives. 2. Determination of knowledge gaps in financial literacy components. 3. Pre- and post-surveys created to accompany financial literacy training.
Timeline	<p>Completion of financial aid landscape review by end of Academic Year 2022-23.</p> <p>Prioritization and selection of training concepts by end of Academic Year 2023-24.</p> <p>Training implemented by the beginning of Academic Year 2024-25.</p>

Goal: Conduct a dual enrollment finances study exploring the feasibility of any adjustments to the current funding structure to promote equity and access within dual enrollment, a Master Plan initiative.	
Why?	The Dual Enrollment Task Force, legislatively created in 2019, continues to explore funding options to support scaling and increasing dual enrollment access across Louisiana. This study will support the efforts to explore the various funding structures of dual enrollment and the feasibility of any adjustments needed to support this initiative. Research across the country shows that dual enrollment builds the academic momentum of students and results in cost savings.
The Specifics	This goal will result in a report that provides a funding analysis and scenarios associated with providing dual enrollment.
The Measurement of the Goal	The publication of the report will serve as the first measurable outcome of this goal.
Timeline	Determine stakeholders needed for the analysis and feasibility study by Spring 2022. Publish the study providing an analysis of the current funding structures and the second report will display the impact of any funding adjustments by January 2023. Use the analysis and feasibility study to facilitate discussions with relevant stakeholders related to the study as well as to dual enrollment finances in Spring 2023.

B. Math Pathways

Louisiana Math Forward, funded through a grant from Strong Start to Finish, established a foundation for scaling co-requisite math remediation in Louisiana. *Louisiana Prospers* acknowledges the barrier created by students not being placed in the appropriate math course for their course of study, which led to the Council setting a goal specific to Math Pathways that will expand the efforts established by Louisiana Math Forward.

Goal: Build upon the Louisiana Math Forward developmental math reform initiative by establishing math pathways that better align college-level math with a student’s intended area of study.	
Why?	College-level math is often a barrier to higher education success. Math pathways encourage students to enroll in and complete gateway, college-level courses in their first academic year by providing options that are relevant to a student’s program of study.
The Specifics	This goal will create a statewide defined list of gateway, college-level math courses relevant to different programs of study for students to complete during their first academic year.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Track institutions that adopt math pathways aligned to an individual student’s area of study. 2. Conduct an analysis of passage rates of gateway, college-level math courses including a statewide list disaggregated by race and gender. 3. After the first academic year of implementation, examine any improvements in gateway college-level math pass rates.
Timeline	Creation of a math pathways recommended list by the end of Academic Year 2022-23.

	Institutions to adopt the statewide list and implement math pathways by Academic Year 2023-24.
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C. Best Practices in Advising

At the July Council meeting, a statewide academic advising survey summary was shared with Council members. This survey revealed 55% of institutions require academic advising of all students, while 38.8% do not. This led to Council and subcommittee discussions concerning ways to leverage advising at both postsecondary and secondary levels, as members noted that advising impacts students’ learning and success as well as their futures in college and career.

Goal: Establish statewide recommendations and best practices for secondary school counselors and postsecondary institutions for advising students on college and career pathways.	
Why?	Presently there are no statewide recommendations or best practices specific to student advising.
The Specifics	This goal aims to create statewide recommendations pertaining to the following topics: <ul style="list-style-type: none"> • Advising high school students on college and career pathways. • Encouraging postsecondary institutions to create mechanisms to proactively identify students in need of additional student support services. These can include the creation of momentum metrics and programs. • Establishing recommendations related to institutions establishing support teams targeted to providing wrap-around services for students.
The Measurement of the Goal	Published recommendations, alongside a review of metrics, including retention, to determine impact after recommendations are released.
Timeline	Create two separate workgroups, a secondary school counselor workgroup and a postsecondary workgroup, by end of Academic Year 2021-22. The workgroups will produce recommendations by January 2023, then focus groups will be formed to provide feedback for each set of recommendations. Recommendations of each group will be published by the start of Academic Year 2023-24. Webinars will be hosted in relation to each set of recommendations.

D. Supporting Adult Learners

The Council’s Focus on Adults subcommittee was created to focus on significantly increasing the education level for adults. College students over the age of 25 are often overlooked in efforts to increase student success. As workforce demands evolve, so too will the credentials sought by employers, making it imperative for colleges and universities to implement programs and structures to support returning and first-time adult students.

Goal: Building on the work of the Governor’s Education Workforce Sub-Cabinet, expand education and benefit alignment with students to reduce barriers to enrollment.	
Why?	Public benefits are essential to ensuring low-income students are able to successfully enroll and complete their postsecondary education then enter the workforce. Braiding public benefits programs (like Medicaid, Supplemental Nutrition Assistance Program,

	and childcare subsidies) with the postsecondary experience will result in increasing the number of low-income students completing education and training programs.
The Specifics	Addressing this goal will include a review of the recommendations provided by the Center for Law and Social Policy (CLASP) in order to inform future priorities of benefits alignment. CLASP provided recommendations to Governor John Bel Edwards' Subcabinet on Workforce and Education in 2019, which will serve as a foundation for the future work of this goal. Based on this work, developing recommendations to accomplish within the next five years are a priority.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Develop written recommendations related to CLASP priorities. 2. Establish a timeline and action plan associated with each prioritized recommendation.
Timeline	<p>Review of CLASP priorities to be completed by the end of Academic Year 2021-22.</p> <p>Prioritization of CLASP priorities and timeline to be published in advance of Academic Year 2022-23.</p>

Goal: Review and provide statewide recommendations on completion strategies for adults including reverse transfer, prior learning assessment, WorkReadyU, and other opportunities that align with workforce demands.	
Why?	To find success in a rapidly evolving economy, more adults need to pursue higher education and training opportunities. This goal will provide recommendations directly targeting adult students. The ultimate goal of recommendations is to increase the number of adults with some college but no degree and adults with high school equivalency who go on to complete a credential of value.
The Specifics	This goal requires an inventory of current programs and an analysis of the strengths and weaknesses of current policy and programs. This will inform discussion, which may include focus groups, to develop statewide recommendations for completion strategies.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Completion of an inventory of policies and programs. 2. Focus groups conducted to determine strengths and weaknesses associated with each program. 3. Publication of statewide recommendations for completion strategies.
Timeline	<p>The inventory of policies and programs will be completed by the end of Academic Year 2021-22.</p> <p>The publication of statewide recommendations will be published by January 2023.</p>

Goal: Research other states' practices and provide recommendations to develop statewide work-based learning opportunities, including internships and apprenticeships.	
Why?	Work-based learning is viewed as a strong strategy for providing opportunities for students to learn, develop, and demonstrate career-readiness skills. The challenge lies

	in creating a statewide framework to ensure a meaningful experience for students that includes the necessary industry and entity connections to the statewide program.
The Specifics	First, this goal will include a review of other states’ approaches. Second, stakeholders will be engaged to review the structures that would be needed for work-based learning implementation in Louisiana. Lastly, recommendations will be developed to implement statewide work-based learning opportunities.
The Measurement of the Goal	The publication of the recommendations and implementation plan for a statewide work-based learning framework.
Timeline	The review of other states’ approaches will be completed by Summer 2022. The publication of the recommendations and framework will be published by January 2023.

Goal: Compile and research other states’ practices for collecting pre- and post-graduate earnings.	
Why?	Data are needed to ensure that, within one year after credential completion, adults are increasing earnings and living above the federal poverty guidelines and on a pathway to prosperity.
The Specifics	Research will be conducted to inform the development of a mechanism to review earnings at the beginning of a program of study and earning a year after the completion of a degree or credential in order to analyze the difference in pre- and post-graduation based on the program of study and other variables.
The Measurement of the Goal	<ol style="list-style-type: none"> 1. Review of other states’ practices for collecting earnings. 2. Establishment of the steps necessary to produce the first report.
Timeline	The review of other state practices will be complete by Summer 2022 and the recommendations for producing an annual report will be developed by January 2023.

VI. Next Steps & Conclusion

The Student Success Council will continue to meet quarterly, while the three subcommittees will transition into working groups focused on the themes which emerged from the subcommittee goal development process. The current subcommittees will be organized into four working groups: awareness of college affordability options, math pathways, advising, and supporting adult learners. The Council will also continue to work alongside other established councils and task forces as the work of each goal may overlap with existing groups that the Board of Regents convenes (see Appendix D). Throughout this

work, each goal will prioritize equity, taking an intentional look at disaggregating data to assist with the research, recommendations, and actions of the Council.

In addition to the goals outlined in this action plan, the Student Success Council will continue to develop thoughtful strategies that are both aspirational and practical in terms of meeting the needs of students. The Council will continue to serve as a network of problem-solvers across the state's higher education enterprise, valuing a spirit of cooperation, collaboration, and innovation that truly addresses the best interest of students. Annually the Council will update this action plan in hopes of not only advancing the goals pursued by the Board of Regents but also of ensuring that Louisiana prospers.

Appendix A: Student Success Council Membership Roster

Name	Title/Organization
Dr. Jose Aviles	Vice President for Enrollment Management, LSU
Dr. Katherine Bearden	Director of Institutional Research and Planning, Centenary College
Dr. Amy D. Cable	Executive Director, Process Improvement, LCTCS
Taylor DeCuir	Student, FranU
La'Charlotte' C. Garrett	Financial Aid Director, Office of Student Financial Aid, SUNO
Dr. Jessica Jones	AA/EEO Officer/Director of Student Success, LSUE
Stacey (Ainsworth) Lynch	Director IR and Effectiveness, LA Delta
Dr. Taniecea A. Mallery	Executive Director of Strategic Initiatives & Chief Diversity Officer, ULL
Tara Mitchell	Student, BRCC
Dr. Lonnie McCray	Dean of Arts, Humanities, and Social Sciences, SUSLA
Bradley Narcisse	Director of Adult Education, Nunez CC
Debbie Tabchouri	Director of Enrollment Management, SLCC
Dawn Mitchell	Director of Institutional Research, Northwestern State University
Dr. Joel Stake	Lecturer, School of Biological Sciences, LA Tech University
Dr. Janice Thompson-Sanchez	Assistant Professor of Mathematics, Dillard University
Chandler Vidrine	Regents Member, COSBP, SUBR
Shannon Williamson	Director, Learning Resource Center, UNO
Advisors	
Ken Bradford	Associate Superintendent, DOE
Susie Schowen	Director of Workforce Initiatives, LED FastStart
Ex-Officio	
Dr. James Ammons	System CAO, Southern
Dr. Rene Cintron	System CAO, LCTCS
Dr. Matt Lee	System CAO, LSU
Dr. Jeannine Kahn	System CAO, UL
Dr. Kenya Messer	President, LAICU
Dr. Kevin Cope	President of Association of LA Faculty Senates
BoR Staff Liaisons	
Mellynn Baker	Board of Regents Subcommittee Liaison
Lupe Lamadrid	Board of Regents Subcommittee Liaison
Dr. Lisa Williams	Board of Regents Subcommittee Liaison
Adronisha Frazier	Board of Regents Subcommittee Liaison
Dr. Susannah Craig	Board of Regents Council Liaison
Kim Kirkpatrick	Board of Regents Institutional Research and Performance Assessment
Jennifer Stevens	Board of Regents Executive Assistant

Appendix B: Student Success Council Definitions

- **Access** – Ability to engage the resources necessary to actively pursue a higher education degree or credential of value.
- **Adult Learner** – Typically defined as a student 25 or older.
- **Continuing Student** – A degree-seeking student (graduate or undergraduate) who has enrolled after a semester in which the student was new-to-degree or new-to-university.
- **Diversity** – The range of all human differences.
- **Equity** – The quality of being fair and impartial. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.
- **Equitable Environment** – The existence of an environment in which policies, practices, and beliefs are grounded in the principle of fairness, honoring the diversity of humanity.
- **Inclusion** – Involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive environment promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.
- **Racial Equity** – The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. Racial equity is a set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all.
- **Student Success** – According to the Education Advisory Board's Student Success Collaborative, student success, for students, is not just good grades and steady progress towards graduation but also includes a holistic sense of fulfillment. This fulfillment allows students to become strong candidates for careers in their chosen fields and successful in their lives beyond completing their postsecondary programs.

Appendix C: Landscape of Louisiana Programs

At the first quarter Student Success Council meeting on January 27, 2021, Council members broke into groups to discuss Louisiana’s landscape of programs. Following are the themes of these breakout meetings.

a. Financial Aid and Literacy

Strengths	Various programming hosted by the Louisiana Office of Student Financial Assistance (LOSFA) was identified as a strength and asset to Louisiana. Efforts mentioned by Council members included webinars on FAFSA, and workshops on financial aid conducted at high schools.
Weaknesses	Challenges surrounding navigating financial aid and ensuring students are connected to financial aid opportunities were identified as weaknesses and areas for improvement.

b. Digital Divide

Strengths	The Council identified mobile units which were utilized during the COVID-19 pandemic to provide Wi-Fi access.
Weaknesses	The pandemic brought to light broadband issues throughout the state, particularly in rural regions, which limited students’ ability to participate in online courses.

c. Placement Policy

Strength	The Council discussed the corequisite pilot currently in Academic Affairs Policy 2.18, which allows for placement of students into corequisite courses. This pilot is seen as a strength and opportunity to provide additional support to students who do not meet the criteria for placement in entry-level college math or English courses.
Weaknesses	The ACT was identified as a barrier, especially considering the testing cancellations due to the pandemic.

d. Student Support Services

Strengths	Federal TRIO Programs were identified as a strength and best practice for supporting students from low-income, first-generation or disabled populations. These programs are able to successfully support students throughout the academic pipeline, from middle school to their postsecondary programs. Compete Louisiana, a program of the University of Louisiana System, was also identified as a strength in supporting adult learners to complete their degrees.
Weaknesses	The Council identified secondary school counselor ratios as a challenge to supporting students as well as the need to create robust wraparound

	student services to adapt to different needs of students. The need to develop a more integrated approach to advising was also identified.
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e. Campus Culture

Strengths	The Council identified tracking students' progress and preparation as a strength of some campus cultures.
Weaknesses	Competitiveness among institutions was identified as a barrier in terms of campus culture, linking to students' feelings that institutions value dollar amount over the success of individual students. The Council emphasized the need to become more united, focusing on students and reducing competitive relationships among institutions. A need was identified for institutions to be understanding of student-parents' challenges in terms of child care as well as ways in which family obligations contribute to student success.

In addition to the five themes described above, a knowledge deficit was also identified across the state as to the principles of diversity, equity, and inclusion and how they can and should be embedded in educational and social supports to ensure prosperity is achievable for citizens from all walks of life.

Appendix D: Board of Regents-Supported Councils and Committees



COUNCILS AND COMMITTEES

Data Governance Council

In an effort to facilitate data collection efforts initiated by the Louisiana Board of Regents, Regents has developed a Data Governance and Advisory Council with representation from each system as well as the Association of Independent Colleges and Universities (LAICU). These individuals will serve as a point of contact for systems regarding information and/or procedural changes needed relative to Regents reporting. They will also help keep appropriate system staff informed on data submitted by institutions in response to Regents requests. This will ensure that system offices are engaged in messaging exchanged across institutions for data collection purposes. Furthermore, the group will establish regular meetings in an effort to enable continuous improvement not only for data collection and reporting purposes, but to also flag emerging trends across the postsecondary landscape in Louisiana. The council will be coordinated by Kimberly Kirkpatrick from Regents.

<https://regents.la.gov/data-governance-advisory-council/>

Point of Contact: Kim Kirkpatrick, LA Board of Regents

Student Success Council

The mission of the Student Success Council (Council) is to provide advisement to the Louisiana Board of Regents (BoR) on student-centered efforts to reach the talent development goals set forth in the Master Plan. These include improving student outcomes, closing Louisiana's achievement gaps, mapping and stacking credentials, dual enrollment - start strong, make pathways attainable by making them affordable, and innovating for a prosperity pipeline. The purpose of the Council is to leverage the knowledge of the stakeholders who are most directly involved with student success to drive improved outcomes, scale high impact practices and provide practical guidance on the BoR's strategic planning process and its priorities aligned to our Master Plan goal of doubling the number of credentials in our state.

<https://regents.la.gov/student-success-council-2/>

Point of Contact: Dr. Susannah Craig & Mellynn Baker, LA Board of Regents

HBCU Advisory Council

During the 2018 legislative session, the legislature approved ACT 236 to establish an advisory council to focus on Louisiana's six Historically Black Colleges and Universities (HBCUs), both public and private. In partnership with the Board Regents, the Council focuses on ways to strengthen the capacity of HBCUs to provide the highest quality education, increase opportunities for HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country. The council shall: advise the commissioner of higher education regarding methods to enhance the capabilities of HBCUs, strengthen the capacity of HBCUs to participate in federal and state programs, strengthen the capacity of HBCUs to fully participate in Louisiana's workforce and economic development activities.

<https://regents.la.gov/regents-resources/hbcu-advisory-council/>

Chair: Dr. Kim Hunter Reed, LA Board of Regents

Reports: [2018 Year-End Report of the Advisory Council on Historically Black Colleges and Universities](#)

Louisiana Math Forward Steering Committee

To scale evidence-based reform of remediation, specifically the implementation of co-requisite math, to lower artificial barriers to student success & significantly increase the number of students who pass gateway math in the first year. The committee, comprised of math faculty representing all four systems, is charged with leading statewide efforts designed to scale effective developmental education reform and the co-requisite math model.

<https://regents.la.gov/louisiana-math-forward/>

Point of Contact: Janet Newhall and Mellynn Baker, LA Board of Regents

Dual Enrollment Task Force

ACT 128 of the 2019 Regular Session, created the Dual Enrollment Framework Task Force. The Task Force is charged to review existing laws, policies, and efforts in Louisiana and other states on dual enrollment to design a statewide framework to expand access to dual enrollment (academic and career technical courses) for all high school students in our state. In addition, it seeks to coordinate all dual enrollment efforts of the Board of Regents, the State Board of Elementary and Secondary Education, the state Department of Education, public postsecondary education management boards and institutions, and the governing authority of each public high school.

<https://regents.la.gov/divisions/legal-external-affairs/dual-enrollment-task-force/>

Co-Chairs: Dr. Kim Hunter Reed, LA Board of Regents, and Mr. Mike Faulk, Association of School Superintendents

Point of Contact: Mellynn Baker, LA Board of Regents

Reports: [Dual Enrollment Task Force Report](#) (Feb. 2020) & [2021 Annual Dual Enrollment Report](#)

Digital Inclusion Action Team

In spring of 2020, facing an unprecedented pandemic and the resultant shift to online course delivery, the Louisiana Board of Regents (BOR) assembled a Strategic Action Team to explore how a “digital divide” is impacting the immediate continuation of higher education, to identify short- and long-term needs, and to co-create a plan for technology-enhanced learning for all citizens of Louisiana seeking postsecondary education. The plan provides context on the impacts of digital inclusion, digital equity, and digital literacy on higher education nationally, examines data on the state of the state, and codifies the action team recommendations that will lead to meaningful changes for the benefit of students. Furthermore, this plan supports and is critical to achieving the goals of the Louisiana Master Plan for Higher Education.

The team are organized as follows to launch a scalable and sustainable statewide digital inclusion initiative:

- **Strategic Action Team:** Comprised of senior non-technical and technical leaders from systems, institutions, BOR, and the eLearning Task Force, the strategic action team (SAT) sets the direction and timeline for completion of phase 1 of the digital inclusion initiative.
- **Operational Action Team:** The operational action team (OAT) carries out the logistical, policy, financial, and associated administrative tasks to empower the tactical action team (TAT).
- **Tactical Action Team:** Composed of faculty and other student support professionals, this team ensures that faculty undergo appropriate professional development and that the student experience is maximized. Expert operational staff from statewide programs, systems, institutions, BOR, eLearning Task Force are engaged. The TAT also coordinates assessment of the overall initiative.

Point of Contact: Dr. Susannah Craig and Laurie Blandino, LA Board of Regents

LaSTEM Advisory Council

Act 392 of the 2017 Regular Session commissioned the Louisiana Science, Technology, Engineering, and Mathematics (LaSTEM) Advisory Council. Under the auspices of the Louisiana Board of Regents, this council is tasked with overseeing the creation, delivery, and promotion of STEM education programs; increasing student interest and achievement in the fields of STEM; ensuring the alignment of education, economic development, industry, and workforce needs; and increasing the number of women who graduate from a postsecondary institution with a STEM degree or credential.

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

Chair: Dr. Kim Hunter Reed, LA Board of Regents

Point of Contact: Dr. Clint Coleman, LA Board of Regents

Reports: [2021 LaSTEM Advisory Council Status Report to the Louisiana Senate and House Committees on Education](#)

Cybersecurity Education Management Council (CEMC)

ACT 57 of the 2020 Regular Session commissioned the Cybersecurity Education Management Council and created the Louisiana Cybersecurity Talent Initiative Fund. Under the auspices of the Louisiana Board of Regents, the Cybersecurity Education Management Council is tasked to do the following: Advise and make recommendations to the Louisiana Board of Regents with respect to distributions from the fund; annually review the list of degree and certificate programs upon which the distribution is based and the final distribution amounts; and provide updates on the work of the Council, recommendations, distribution of funds, and the distribution impact on the workforce.

<https://regents.la.gov/cybersecurity-education-management-council-cemc/>

Chair: Greg Trahan, Director of Economic Development, Louisiana State University

Point of Contact: Dr. Clint Coleman, LA Board of Regents

Reports: [Cybersecurity Education Management Council Status Report to the Louisiana Senate Education, Senate Finance, House Education and House Appropriations Committees \(January 2021\)](#)

Postsecondary Education Agriculture Technology Study Commission

Senate Concurrent Resolution 81 (SCR 81) of the 2019 Regular Legislative Session created the Postsecondary Education Agriculture Technology Study Commission. This Commission is charged to study and make recommendations regarding needs and opportunities related to the creation of an Agriculture Technology Training Program for the State. In Louisiana, the agriculture and forestry industries annually contribute an estimated \$10 billion to the economy. As this economic sector in Louisiana continues to grow, so do the technology and equipment utilized in it. Given the rapid advancement of high-tech tools, the maintenance and repair of agriculture machinery and equipment increasingly requires specialized training.

<https://regents.la.gov/divisions/legal-external-affairs/postsecondary-ed-ag-tech/>

Chair: Dr. Kristine Strickland, Fletcher Technical Community College

Point of Contact: Mellynn Baker, LA Board of Regents

Health Works Commission

The purpose of the commission is to serve as a collaborative working group to integrate and coordinate resources relative to health care workforce development within various state departments and key organizations.

<https://regents.la.gov/health-works-commission/>

Chair: Demetrius Poche, LSUHSC- New Orleans

Point of Contact: Mellynn Baker, LA Board of Regents

Nursing Supply and Demand Council

The mission of this council is to:

- (1) Study all aspects of the supply of and demand for nursing assistants, licensed practical nurses, registered nurses, nurses who have a baccalaureate degree, certified registered nurse anesthetists, and nurse educators, particularly the following issues:
 - (a) Training and licensing requirements for each level and type of nurse or nurse assistant.
 - (b) The availability of nursing training for each level and type of nurse or nurse assistant, whether the training is provided in a public, quasi-public, or private institution or agency.
 - (c) The nature and difficulties of articulation among the various nurse training programs.
 - (d) The size of the potential student pool, particularly including the number of applicants who are not admitted to the program of their choice because of a lack of available space.
 - (e) The employment opportunities for nurses and the number of unfilled nursing vacancies in the public and private sector.
 - (f) The nature and level of compensation for nurses in various employment fields and its relationship, if any, to the availability of nurses.
- (2) Make annual reports to the Louisiana Health Works Commission on all issues required in this Subsection to be studied, particularly including any changes in the nature of the supply and demand situation since the last report.

Chair: Dr. Bronwyn Doyle, Louisiana Association of Independent Colleges & Universities

Point of Contact: Mellynn Baker, LA Board of Regents

Simulation Council

The purpose of the council is to develop an infrastructure and governing process to coordinate and maximize simulation training resources and expertise, in both urban and rural areas of the state, and to enhance effective use of simulation training for students, faculty, and practitioners throughout the health professions statewide.

Chair: Dr. Lisa Broussard, University of Louisiana at Lafayette

Point of Contact: Mellynn Baker, LA Board of Regents

Statewide Articulation and Transfer Council

The council, established by Act 356 of 2009; meets at least four times per year to coordinate, oversee, and make recommendations relative to the transfer of college credit between institutions and related matters including but not limited to the statewide course catalog, the master course articulation matrix, and the Associate of Art/Science Louisiana Transfer degrees. The initial charge was for the postsecondary education management boards, the State Board of Elementary and Secondary Education, and city, parish, and other local public school boards shall jointly develop and implement articulation and transfer programs and agreements that facilitate and maximize the seamless transfer of credits between and among public secondary and postsecondary educational institutions and that make the most efficient use of faculty, equipment, and facilities. Regionally accredited independent colleges and universities that are members of the Louisiana Association of Independent Colleges and Universities are encouraged to participate with public educational institutions in developing programs and agreements to expedite the transfer of students and credits between secondary and postsecondary educational institutions.

Chair: Dr. Matthew Lee, Vice Provost, LSU

Point of Contact: Janet Newhall, LA Board of Regents

Higher Education Maritime Campus Consortium Task Force

Created in Senate Concurrent Resolution Number 92 of the 2019 Regular Session, the Higher Education Maritime Campus Consortium Task Force is comprised of nine members including representatives of two- and four-year colleges, the Executive Director of LUMCON, and the Commissioner of Higher Education. Its mission is to ensure the effective delivery of training and support to the maritime industry sector that will assist the industry in continuing to be an economic driver in Louisiana, regionally, nationally, and globally. To accomplish this mission, the Task Force has adopted four goals: leveraging the expertise of several established academic institutions to create new educational and economic opportunities; increasing maritime and coastal science infrastructure, especially related to vessel operations, to support research and educational programs; expanding current programs and developing new workforce training opportunities in marine, coastal, and restoration disciplines; and building academic, government, non-governmental agency, and corporate partnerships in research through a new multi-use campus. A report was submitted to the Legislature as required by February 1, 2020, and the group continues to meet quarterly.

<https://regents.la.gov/divisions/legal-external-affairs/higher-ed-maritime-campus-consortium-taskforce/>

Chair: Dr. Kristine Strickland, Chancellor, Fletcher Technical Community College

Teacher Recruitment, Recovery, and Retention Task Force

House Concurrent Resolution 39 of the 2021 Regular Legislative Session created the Teacher Recruitment, Recovery, and Retention Task Force. The legislation requires the Task Force to study the declining enrollment in teacher preparation programs and review strategies that can be utilized by the state and individual school districts in locations of teacher shortages to reverse declines. This Task Force is charged to provide a written report of findings and recommendations to the Governor, State Superintendent of Education, President of the State Board of Elementary and Secondary Education, House Committee on Education, and Senate Committee on Education no later than January 14, 2022.

<https://regents.la.gov/divisions/legal-affairs/teacher-recruitment-recovery-and-retention-task-force/>

Chairs: Dr. Kim Hunter Reed, LA Board of Regents and Barry Erwin, Council for a Better Louisiana

M.J. Foster Promise Program Advisory Council

Act 457 of the 2021 Regular Legislative Session created the M.J. Foster Promise Program. This legislation also created the M.J. Foster Promise Program Advisory Council under the jurisdiction of the Board of Regents. This Council is to provide for program awards including establishing eligibility requirements and award amount limitations to provide for the funding and administration of the program. This Council is to meet at least once every three years and review the workforce priorities of the state and each of its workforce regions.

Chair: Dr. Kim Hunter Reed, LA Board of Regents

Power-Based Violence Review Panel

Created by Act 441 of the 2021 Regular Legislative Session. This panel is charged with the following tasks:

(1) Evaluating policies and practices of institutions of public postsecondary education, public postsecondary education management boards, and the Board of Regents regarding reporting, investigating, and adjudicating power-based violence by and against students and recommend revisions to improve such policies and practices.

(2) Advising and assisting institutions of public postsecondary education, public postsecondary education management boards, and the Board of Regents in coordinating procedures to provide power-based violence prevention programs.

(3) Serving as an advisory agency to the legislature, the governor, the Board of Regents, and the public postsecondary education management boards regarding power-based violence.

Chair: Senator Regina Barrow **Vice-Chair:** Kevin Taylor Jarrell, Southern University System

