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Vice Chair

Blake R. David
Secretary

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



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Jacqueline V. Wyatt
William S. Jewell, Student

BOARD OF REGENTS

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Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
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AGENDA

(Revised)

BOARD OF REGENTS*

Meeting as a Committee of the Whole
Wednesday, October 23, 2019
10:00 a.m.

Louisiana State University
Health Sciences Center Shreveport
Room G-221
Zadeck Conference Center, Building C
1501 Kings Hwy, Shreveport, LA 71103

- I. Call to Order
- II. Roll Call
- III. Welcome by Louisiana State University Health Sciences Center Shreveport
- IV. Public Comments
- V. Approval of Minutes from September 25, 2019
- VI. Reports and Recommendations
 - A. Finance
 1. Approval of Preliminary Formula Funding and Budget Request for FY 2020-2021
 - B. Facilities and Property
 1. Consent Agenda
 - a. SLCC-Gulf Area Building B Roof Replacement
 2. P3 Project: LSU A&M Jesse Coates Hall Biology Lab Construction
 3. Lease: LSU HSC-NO Charity Hospital Redevelopment
 4. Board of Regents FY2020-21 Capital Outlay Budget Recommendation
 - C. Academic and Student Affairs
 1. Consent Agenda
 - a. Reauthorization: Professional Development & Research Institute on Blindness – LA Tech

- b. Routine Staff Reports
 - i. Staff Approvals
 - ii. Progress Reports for Conditionally Approved Programs
 - iii. Letters of Intent / Proposals in the Queue
 - 2. Academic Programs
 - a. Letters of Intent
 - i. BS Integrated Science & Technology – Southeastern
 - ii. BS Learning Experience Design & Innovation – LSU A&M
 - b. Program Proposals
 - i. AAS Culinary Arts – BPCC
 - ii. AAS Fire Science – BPCC
 - iii. AAS Industrial Maintenance Technology – LDCC
 - 3. Centers of Excellence
 - a. Center of Academic Excellence: Mathematical Achievement for Science & Technology - GSU
 - b. Center for Workforce Excellence: Transportation Technology – BRCC
 - 4. Governor’s Military & Veteran Friendly Campus Designation
- D. Planning, Research and Performance
 - 1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial License: California State University – Sacramento
 - ii. License Renewals
 - 1. Central Michigan University
 - 2. University of St. Augustine for Health Sciences
 - 3. William Carey University
 - 2. 2019 Tops Report (as Required by R.S. 17:3048.3)
- E. Statewide Programs
 - 1. Consent Agenda
 - a. Approval of TOPS Exception
- VII. Chairman’s Comments
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
 - A. Calendar of Meetings for 2020
- 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

September 25, 2019

The Board of Regents met in session at 10:52 a.m. on Wednesday, September 25, 2019, in the Louisiana Purchase Room 1-100, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Marty Chabert called the meeting to order.

ROLL CALL

Secretary to the Board Stephanie Tomlinson called the roll, and a quorum was established.

Present for the meeting were:

Marty J. Chabert, Chair
Collis B. Temple, III, Vice Chair
Blake David, Secretary
Claudia Adley
William S. Jewell
Robert Levy
Charles R. McDonald
Darren Mire
Wilbert Pryor
T. Jay Seale III
Gerald Theunissen
Felix R. Weill

Absent from the meeting were:

Randy Ewing
Sonia Pérez
Gary Solomon, Jr.
Jacqueline Wyatt

PUBLIC COMMENTS

Chair Chabert noted that no written requests were received for public comments and asked whether the audience had any comments at the time. There were none.

APPROVAL OF THE MINUTES OF AUGUST 28, 2019

On motion of Regent Levy, seconded by Regent Temple, the Board voted unanimously to approve the minutes of August 28, 2019.

REPORTS AND RECOMMENDATIONS

Chair Chabert inquired if any member of the Board wanted to take up any of the committee reports separately before a motion was made to accept all reports. There were no requests.

On motion of Regent Weill, seconded by Regent Mire, the Board voted unanimously to approve all Committee recommendations from the September 25, 2019 Committee meetings.

FINANCE COMMITTEE

REVIEW AND ACCEPTANCE OF FY 2019-2020 OPERATING BUDGETS

Approve the Fiscal Year 2019-2020 Operating Budgets.

FACILITIES AND PROPERTY COMMITTEE

CONSENT AGENDA

Approve the Consent Agenda items as listed below:

- A. Small Capital Projects Report**
 - 1. LSU A&M: East Campus Apartments Building # 4 Roof Repairs**
 - 2. SELU: Sims Memorial Library Chiller Replacement**
 - 3. SELU: Tinsley Hall Interior Modifications**

- B. 3rd Party Projects Report**
 - 1. La Tech: Woodward Hall Renovation**
 - 2. ULM: New Student Amphitheater**

P3 PROJECT: LSU-S STUDENT HOUSING ACQUISITION

Approve the P3 project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University Shreveport, to acquire and update the existing housing on the Shreveport campus.

DNR REVOLVING LOAN PROGRAM: LA TECH ENERGY EFFICIENCY PROJECTS

Approve the two Department of Natural Resources Revolving Loan Program Energy Efficiency projects submitted by the University of Louisiana System, on behalf of Louisiana Tech University, to conduct energy efficiency projects related to A.E. Philips Laboratory School and the Thomas Assembly Center.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

CONSENT AGENDA

Approve the Consent Agenda items as listed below, excluding the AA 2.22 item, as noted, in Staff Approvals.

A. Reauthorization of Existing Research Units

- 1. Reilly Center for Media & Public Affairs – LSU**

B. Routine Staff Reports

- 1. Staff Approvals**
- 2. Progress Reports for Conditionally Approved Programs**
- 3. Letters of Intent / Proposals in the Queue**

ACADEMIC PROGRAMS

A. Letters of Intent

- 1. MS Epidemiology – LSUHSC-NO**

Approve the Letter of Intent from LSUHSC-NO to develop a proposal for a Master of Science in Epidemiology.

B. Program Proposals

- 1. UC Strategic Communication – Northwestern**
- 2. DNP – McNeese**

Approve the Program Proposals from Northwestern State University for an Undergraduate Certificate in Strategic Communication (CIP 09.0909) and from McNeese State University for a Doctor of Nursing Practice in Psychiatric Mental Health NP (CIP 51.3810), with progress reports due by 1 July 2020.

OTHER BUSINESS

Dr. Karen Denby, Interim Deputy Commissioner for Planning, Research and Academic Affairs, described the Regents' Admissions & Audit Training conducted on the 19th of September at the University of Louisiana, Lafayette for 61 individuals representing 11 universities. She noted that seven staff members from Planning, Research and Academic Affairs, Audit & Compliance, and IT organized and presented the training and that the participant feedback was overwhelmingly positive.

PLANNING, RESEARCH AND PERFORMANCE COMMITTEE

CONSENT AGENDA

Approve the Consent Agenda items as listed below.

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

1. Initial License
 - a. Fuller Theological Seminary
2. License Renewals
 - a. Bard Early College
 - b. Research College of Nursing
 - c. South University

B. State Authorization Reciprocity Agreement (SARA) Institutional Renewals

1. Xavier University of Louisiana

C. Proprietary Schools Advisory Commission

1. Initial Licenses
 - a. Joshua Career Institute of Louisiana
2. Associate in Occupational Studies Degree in Advertising Design (Online)
 - a. Digital Media Institute at InterTech
3. License Renewals
 - a. Accelerated Dental Assisting Academy (Baton Rouge) (08/26/15)
 - b. Accelerated Dental Assisting Academy (Denham Springs) (08/24/11)
 - c. Accelerated Dental Assisting Academy (Lafayette) (08/26/15)
 - d. Accelerated Dental Assisting Academy (Monroe) (08/26/15)
 - e. Accelerated Dental Assisting Academy (Slidell) (08/26/15)
 - f. Advance Nursing Training, LLC (08/27/14)
 - g. Ark-La-Tex Dental Assisting Academy (08/26/10)
 - h. Aspire Medical Training Academy, Inc. (08/24/16)
 - i. Baton Rouge School of Computers (08/28/97)
 - j. Camelot College (08/28/86)
 - k. Coastal College--Alexandria (08/28/97)
 - l. Crescent City School of Gaming & Bartending (09/14/83)
 - m. Digital Media Institute at InterTech (08/27/14)
 - n. Fortis College (08/26/10)
 - o. Healthcare Training Institute (08/27/08)
 - p. Life Care, LLC (08/21/13)
 - q. Medical Training College (08/22/96)
 - r. New Horizons Computer Learning Center of New Orleans (08/21/13)
 - s. N.O.D.C. School for Dental Assisting (08/24/11)
 - t. Opelousas Academy of Nondestructive Testing (08/23/17)
 - u. Premier Healthcare Training Solutions (08/23/17)
 - v. RelyOn Nutec (08/24/11)
 - w. Remington College (08/23/17)

- x. **River Cities School of Dental Assisting, Inc. (08/24/06)**
- y. **Rock Bridge Training Institute, LLC (08/26/15)**
- z. **Stick It Phlebotomy (08/26/15)**
- aa. **Unitech Training Academy--Lake Charles (08/27/09)**
- bb. **Universal Technical Institute of Northern Texas, LLC (08/24/16)**
- cc. **Vista College (08/23/17)**

OTHER BUSINESS

Regent Adley thanked Governor John Bel Edwards, the System Presidents and their administrative leaders on continued progress and for working to increase the higher education budget. Regent Adley also thanked the Regents' staff, Commissioner, and Chair for working together and moving in the right direction, noting yesterday's excellent budget hearings.

SPONSORED PROGRAMS COMMITTEE

CONSENT AGENDA

Approve the Consent Agenda items as listed below:

- A. Appointment of Endowed Chairholder without National Search: Louisiana State University and A&M College**
- B. Division of Super Endowed Chair: LSU Health Sciences Center – New Orleans**

OTHER BUSINESS

Dr. Michael Khonsari, Associate Commissioner for Sponsored Programs Research and Development, introduced Dr. Patrick Mensah, director of the federally funded Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) program. Dr. Mensah briefly summarized the purposes and background of the program, and its success over the past two decades in building participation and success of underrepresented minority students in science, technology, engineering, and mathematics (STEM) disciplines. The discussion was for informational purposes only, and no action was required.

STATEWIDE PROGRAMS COMMITTEE

CONSENT AGENDA

Approve the Consent Agenda items as listed below:

A. Approval of Final Rulemaking – Scholarship and Grant Program

Rulemaking to amend Section 703 of the Scholarship and Grant Program Rules to add certain Cambridge University courses as equivalents in the TOPS core curriculum for graduates of 2018 and later and to add certain Cambridge University courses as honors courses that may be graded on a 5.0 scale for graduates of 2018 and later.

B. Approval of TOPS Exceptions

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

OTHER BUSINESS

Dr. Sujuan Boutté, Executive Director for the Louisiana Office of Student Financial Assistance (LOSFA), informed the committee of the Financial Literacy for You (F.L.Y.) Tour and the Master Plan promotion during the tour. There were 1,167 students who participated in the F.L.Y. Tour. Most of the postsecondary locations offered college tours and some offered instant admissions. Dr. Boutté praised the Human Jukebox, Southern University's Band, and Mr. Rick Gallot, President of Grambling State University for their involvement, along with the Council of Student Body Presidents (COSBP). Dr. Boutté also gave members a preview of the upcoming web-based video series, "What College is Really Like!", a partnership between LOSFA Programs and COSBP.

PERSONNEL COMMITTEE

APPOINTMENT OF A DEPUTY COMMISSIONER FOR ACADEMIC AFFAIRS, INNOVATION AND STUDENT SUCCESS

Approve the hiring of Dr. Randall Brumfield as Deputy Commissioner for Academic Affairs, Innovation and Student Success.

OTHER BUSINESS

Dr. Randall Brumfield, newly hired Deputy Commissioner for Academic Affairs, Innovation and Student Success, thanked the Board for approving his hiring and provided a brief statement about his background, experience, and excitement to join the good work happening at the Board of Regents.

CHAIRMAN'S COMMENTS

Chair Chabert commented on several items for the Board:

- Chair Chabert welcomed the System Board Representatives at the meeting and thanked them for participating and being partners in the work.
- Regent McDonald recognized and welcomed the new University of Louisiana at Monroe Academic Vice President, Dr. Alberto Ruiz.
- The Louisiana Universities Marine Consortium (LUMCON) was awarded a \$3.2 million National Science Foundation (NSF) contract to manage one of three new \$90 million Regional Class Research Vessels (RCRV), along with the University of Southern Mississippi. LUMCON worked on receiving this award for three years and the new ship will allow them to work in deep water for longer periods than has been possible before. This ship will also provide new technology and equipment to LUMCON's current operations. The ship will help with research for hurricane

tracking and offshore fishery expansion. Chair Chabert also mentioned this is a win for the Houma region because a Louisiana shipbuilder from Houma is building the vessels. He thanked the staff, Regent Lipsey and other veteran Board members who assisted in moving LUMCON under the Board of Regents.

- Chair Chabert asked Commissioner Reed to present the video from the August 22, 2019 Board of Regents' Staff Retreat. Commissioner Reed mentioned the retreat was hosted at the LSU Burden Research Center and featured the Southern Pep Band and Coach D-D Breaux. All staff participated in hands-on team building exercises and professional development.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner Reed presented several items to the Board:

- The September 20th Anti-Hazing Summit hosted by Regents at the Capitol Hilton in Baton Rouge had approximately 100 participants, including system and campus leaders, provosts and student affairs staff, and chiefs of police, for a deep dive on hazing prevention. The speakers included national experts, Walter Kimbrough from Dillard University as well as Dr. Elizabeth Allan from StopHazing.org. Those in attendance each had the opportunity to sign a hazing prevention banner that was sent to the Governor's Mansion to be hung during Hazing Prevention Week activities.
- On September 23rd Dr. Reed participated in a panel discussion focused on the political forces shaping higher education at the Education Writers Association Conference at the University of Michigan. This was a great opportunity to share the work happening in Louisiana and answer questions on the progress in Louisiana.

- Early this month, Moody's Investors Service announced that if our Master Plan is accomplished it will mean greater economic competitiveness and be credit positive for the state moving forward.
- The National Governors Association Educate for Opportunity state team traveled to St. Louis to collaborate with the other five states selected for the award and to work on the state's implementation plan.
- Dr. Uma Subramanian, Deputy Commissioner for Legal and External Affairs, was recognized for her service to the Board of Regents. Dr. Subramanian has worked for the Board of Regents for eight years and has practiced law in Louisiana for over twenty years. She is retiring at the end of the month and the Board recognized her many contributions to Regents during her tenure.

OTHER BUSINESS

Chair Chabert reminded the Board about the Board Retreat next month in Shreveport, starting on Monday, October 21, 2019 and concluding with the Board meeting on Wednesday, October 23, 2019.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 11:13 a.m.

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Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations

FINANCE COMMITTEE

Wednesday, October 23, 2019
Louisiana State University
Health Sciences Center Shreveport
Room G-221, Zadeck Conference Center, Building C

VII. Reports and Recommendations

A. Finance

- a. Approval of Preliminary Formula Funding and Budget Request for FY 2020-2021

Committee Members: Blake David, Chair, Randy Ewing, Vice Chair, Claudia Adley, Robert Levy, Wilbert Pryor, T. Jay Seale III, Gary Solomon, Jr., Collis Temple III, Louisiana Community and Technical College System Representative, Louisiana State University System Representative, Southern University System Representative and University of Louisiana System Representative

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EXECUTIVE SUMMARY

Wednesday,
October 23, 2019

VII. A. Preliminary FY 2020-2021 Formula Funding Request

The FY21 budget submission for higher education continues to target reinvestment with a focus on affordability and innovation. Over the last 12 years, Louisiana has seen a dramatic shift in the balance between state versus student funding for higher education fueled by the second largest state disinvestment in the nation. As a result, state funds have decreased by 45% (\$708M) and self-generated revenue (tuition and fees) has increased by 114% (\$822M).

Shifting from state supported to student supported institutions continues to affect affordability for families across Louisiana and the nation. The rise in tuition and fees for Louisiana students has outpaced the nation when measured as a percentage of median income. The average in-state tuition and fees at a public four-year institution nationwide accounted for 15.4 percent of a family's median household income in 2018, up from 14 percent in 2009. In Louisiana, the average tuition and fees at a Louisiana public four-year institution accounted for 20 percent of a Louisiana family's median household income in 2018. This is an increase from 10.9 percent in 2009. Increases in tuition and fees create barriers for underserved students in accessing and attaining a credential that can lead to a better paying job. Our focus must be on expanding opportunity, innovation and affordability in our state and for our students. (U.S. Census Bureau, American Community Survey and College Board.)

We believe reinvestment in higher education, focused on improving affordability and decreasing student debt, is critical and can have lasting positive results in our state.

To further demonstrate the critical need for targeted investments, consider Louisiana's current rankings —

*48th nationally in educational attainment (percent of adults 25-64 with associate's degree or higher) (NCHEMS Information Center: US Census Bureau).

*43rd in public higher education appropriations per FTE (State Higher Education Executive Officers (SHEEO)).

*49th in total educational revenue per FTE (sum of educational appropriations and net tuition) (SHEEO).

By making college more affordable through national best practices such as funding for need-based aid, dual enrollment and investing in open educational resources (including e-textbooks) to reduce the cost of attendance, Louisiana can improve affordability and access to higher education in our state.

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 the following priorities for the ensuing fiscal year:

- Drive improved student outcomes;
- Seed Innovation and Support Accreditation;
- Fund Annual Mandated Cost Increases;
- Return faculty pay to SREB average;
- Support specialized institutions;
- Expand Nurse Capitation Program;
- Focus on Coastal Marine Consortium (LUMCON);
- Full Funding of GO Grants;
- TOPS Increases;
- Dual enrollment;
- Increase textbook affordability; and
- START Saving Program Increases.

Additionally, with the Fiscal Year 2018-2019 budget surplus estimated at over \$500M, the Board of Regents will request a significant amount of these funds to be utilized for deferred maintenance at state public, postsecondary institutions. It is critical that we accelerate our efforts to address the significant maintenance needs on our campuses, neglecting these immediate repairs is exacerbating the cost for these improvements.

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November 1, 2019

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

Dear Commissioner Dardenne:

In accordance with RS 39:32.1(F), the Board of Regents approved the required initial public postsecondary education budget request for FY20-21 at its October 23rd meeting. In order to fully fund the state share of the public higher education enterprise, \$1.8B in state support is required. This would be an increase of over \$700M above the FY20 appropriation of \$1.06B. Understanding the limited nature of public dollars, **the Board of Regents requests an increase of \$155.6M in State General Funds for FY20-21 to support our goal of increasing talent development through targeted investments in higher education innovation (\$109.3M) and our strong commitment to affordability for students and families (\$46.3M).**

As you are aware, the Board of Regents recently set a new strategic vision through the adoption of our Master Plan, *Louisiana Prospers: Driving Our Talent Imperative*. The plan includes 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 more than double the number of credentials produced annually from 40,000 to more than 85,000 over the next 11 years. Affirming the potential impact of our vision, Moody's Investor Services recently issued a report stating that "Louisiana's Plan for Higher Education, if accomplished, will mean 'greater economic competitiveness' and will be 'credit positive' for the state moving ahead." In other words, improved outcomes for higher education mean improved outcomes for Louisiana's economy.

Louisiana, like many other states across the country, saw higher education funding decreased substantially over the last decade. As you know, our state funding has declined by 45% (\$708M) since FY09 and self-generated revenue (tuition and fees) increased by 114% (\$822M). We recognize and appreciate the support of the Governor and the Legislature last year in providing the first base funding increase in ten years and call on both to build on that momentum. We can lift families out of poverty and increase Louisiana's prosperity when we make strategic investments in education.

Currently, Louisiana ranks 48th nationally in educational attainment (percent of adults 25-64 with associate's degree or higher, NCHEMS Information Center: US Census Bureau), 43rd in public higher education appropriations per FTE (State Higher Education Executive Officers [SHEEO]) and 49th in total educational revenue per FTE (sum of educational appropriations and net tuition, SHEEO). To drive the necessary improvements our state deserves, we must focus on two areas; innovation to transform pathways from poverty to prosperity so citizens can get good jobs and affordability so fewer students and families accrue debt.

By making college more affordable through proven national best practices such as funding need-based aid, expanding dual enrollment opportunities and investing in affordable textbooks, Louisiana can improve attainment while reducing the financial burden on students.

To improve results, seed transformational change and support our faculty we believe the targeted innovation and affordability strategies listed below provide a prudent reinvestment package for higher education.

Innovation Reinvestment Package (\$109.3M):

- **Drive Improved Student Outcomes - \$28.7M**
 - The Board of Regents will support its focus on talent development by leveraging our funding formula to reward improved student success through a 5-percentage-point increase in outcomes funding while meeting the mandates pursuant to Act 462 of 2014.
- **Seed Innovation and Support Accreditation - \$10.0M**
 - The Board will provide funds to drive the transformational system change called for in the Master Plan by focusing on improved student success and better workforce alignment, as well as supporting ongoing accreditation needs for institutions. Currently, Central LA Technical Community College, Northshore Technical Community College, and Northwest LA Technical Community College are seeking Southern Association of Colleges and Schools (SACS) accreditation. Funds could be deposited into the Higher Education Initiatives Fund and distributed based on a BOR-coordinated plan to support innovation and/or accreditation.
- **Fund Annual Mandated Cost Increases - \$18.3M**
 - Since FY09, mandated costs have increased by a total of \$219.9M, an average annual increase of \$18.3M. Higher education is the only state entity that does not have its mandated cost increases reflected in the executive budget. This increase will allow us to retain state dollars for instruction, research and graduating students to respond to the state's workforce needs.
- **Return Faculty Pay to SREB average - \$36.3M**
 - In order to increase salaries to the SREB average for professors, associate professors, assistant professors, and instructors, the cost to the state would be \$36.3M. This cost is based on current salaries of instructional staff. The amount also includes the

increased cost of benefits associated with salary increases. The last time Louisiana's faculty salaries were at the SREB average was 2008.

- **Support Specialized Institutions - \$10.0M**
 - Additional funding will increase research and public service productivity at the LSU and SU Agricultural Centers, as well as enhance instruction and research capacity at the LSU Health Sciences Centers and Pennington Biomedical.
- **Expand Nurse Capitation Program - \$5.0M**
 - Increased funding to the capitation program will allow postsecondary institutions to expand the current capacity of nursing and high-demand allied health programs, building on this year's critical state investment.
- **Focus on Coastal Marine Consortium (LUMCON) - \$1.0M**
 - Increases will provide for the required match to the Barataria-Terrebonne National Estuary Program (BTNEP) (\$0.6M), faculty hires (\$0.3M) and operational needs (\$0.1M).

Affordability Reinvestment Package (\$46.3M):

- **Full Funding of GO Grants - \$34.0M**
 - Need-based aid is essential to improving student access and success in postsecondary education. To fully fund the current financial aid packaging policy, an additional \$34.0M would be required. Each institution sets its own award range and currently institutions can fund a minimum of \$300 and maximum of \$3,000. The additional monies are based on fully funding the ranges for each institution. NOTE: To fund GO Grants at the maximum award amount of \$3,000 per student, the total cost would be \$164.4M. This amount is based on current GO Grant funding of \$28.6M and the additional \$136M needed in FY21.
- **TOPS Increases - \$8.8M**
 - Increases for TOPS will cover the increase in participation projections of approximately 1,600 students.
- **Dual Enrollment – TBD**
 - Providing high school students with increased access to dual enrollment will allow students to enter colleges and universities with postsecondary credits, increasing their likelihood of college enrollment and completion while decreasing college costs and time to degree. The Dual Enrollment Task Force, created by Act 128 of the 2019 Regular Legislative Session, is scheduled to complete its work by February 2020 and issue recommendations to the Governor and Legislature.
- **Increase Textbook Affordability - \$2.5M**
 - Funding will enable the statewide library network (LOUIS) to continue providing open source documents and eTextbooks to institutions, reducing the cost of attendance for students.

- **START Saving Program Increases - \$1.0M**
 - Increases to the START Saving Program will provide required earnings enhancements to accounts.

Additionally, related to the FY18-19 budget surplus funds, the Board of Regents requests that \$150M of the available dollars be utilized for deferred maintenance projects at the state's public postsecondary institutions. Addressing deferred maintenance needs totaling more than \$1.7B at our colleges and universities and allowing for immediate repairs across the state will help mitigate long-term damage caused by years of neglect.

Thank you for your consideration of these critical issues 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, PhD
Commissioner of Higher Education

c: Hon. John Bel Edwards, Governor, State of Louisiana
Hon. Eric LaFleur, Chairman, Senate Finance Committee
Hon. Cameron Henry, Chairman, House Appropriations Committee
Marty Chabert, Chairman, Board of Regents

KHR:mjl

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Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations

FACILITIES AND PROPERTY COMMITTEE

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Health Sciences Center Shreveport
Room G-221, Zadeck Conference Center, Building C

VII. Reports and Recommendations

B. Facilities and Property

1. Consent Agenda: Small Capital Project Report
 - a. SLCC-Gulf Area Building B Roof Replacement
2. P3 Project: LSU A&M Jesse Coates Hall Biology Lab Construction
3. Lease: LSU HSC-NO Charity Hospital Redevelopment
4. Board of Regents FY2020-21 Capital Outlay Budget Recommendation

Committee Members: Darren Mire, Chair, Collis Temple III, Vice Chair, Blake David, Randy Ewing, William Jewell, Gerald Theunissen, Felix Weill, Louisiana Community and Technical College System Representative, Louisiana State University System Representative, Southern University System Representative and University of Louisiana System Representative

Executive Summary

Facilities and Property

October 23, 2019

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

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

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

a. South Louisiana Community College Gulf Area Campus: B Building Roof Replacement – Abbeville, LA

This project will mitigate numerous roof leaks on South Louisiana Community College's Gulf Area Campus B Building. The roof is beyond its life span and short-term fixes have been difficult, expensive, and unsuccessful in resolving the issue for the long term. The project scope involves replacing the existing roof with a modified bitumen roofing system as well as any necessary repairs to the roof deck. The new roof will cover any abandoned roof penetrations and remove obsolete roof equipment. The project replaces approximately 22,700 SF of roofing area at a cost of \$20.17 per square foot (SF) for a total cost of \$457,952. The project will be funded with operational funds.

The Senior Staff recommends the Facilities and Property Committee approve the consent agenda for the small capital project report as presented.

VII. B.2. P3 Project: Louisiana State University and A&M College – Jesse Coates Hall Biology Lab Construction

Louisiana State University and A&M College (LSU) submitted a public-private partnership (P3) project for the purpose of constructing new biology labs in Jesse Coates Hall. Due to LSU's recent enrollment growth there is an urgent need to construct additional biology lab facilities. In order to continue to meet the demand for new lab space, it is essential that the labs be completed and ready for use in the fall 2020 semester. The transaction will be structured similarly to LSU's other P3 agreements, whereby LSU will lease the current building space to the LSU Real Estate and Facilities Foundation (REFF) who will in turn engage an architect and contractor for construction of the improvements. The project scope includes the creation of eight new biology labs located on floors 1-3 of Coates Hall, prep rooms, restrooms, waiting areas and appropriate furniture, fixtures, and equipment (FFE). LSU will then lease back the completed space from the REFF until the debt service has been paid.

The total project cost, inclusive of design, construction, FFE and other costs, is not to exceed \$2.5M. The REFF will use a conventional loan as the means of financing for the project. LSU staff have run projections assuming a 5% interest rate over a 7-year lease term to estimate annual debt service payments (approx. \$424,000 per year). However, LSU believes a lower interest rate can be achieved. Funds appropriated to the institution annually from their general operating budget will be used to satisfy the lease payments (which the REFF will use to pay the debt service).

The Senior Staff recommends the Board of Regents approve the P3 project submitted by Louisiana State University and A&M College to construct new biology labs in Jesse Coates Hall, contingent upon Louisiana State University Board of Supervisors approval during their meeting October 25, 2019.

VII. B3. Louisiana State University Health Sciences Center New Orleans Charity Hospital Redevelopment

Charity Hospital in New Orleans has been unoccupied since it was evacuated in the aftermath of Hurricane Katrina in 2005, costing the LSU Health Sciences Center New Orleans (HSC-NO) over \$1M annually to maintain. With the construction of the University Medical Center, Charity is no longer needed as a hospital and multiple studies have confirmed that it is not feasible to restore it as a functioning hospital. An extensive competitive process conducted by LSU and the LSU REFF has identified and selected a developer which has found new uses for the building that will transform the building for the ultimate benefit of the LSU HSC-NO and the entire New Orleans medical district.

In September 2017 the LSU Board of Supervisors requested that the LSU REFF undertake the task of returning Charity back to commerce. The REFF engaged a variety of stakeholders, including city and state officials, to seek input related to the redevelopment of the site. The end result is two significant lease agreements that will be executed after all approvals are obtained. In the Primary Lease, LSU will lease the former Charity Hospital building, including its grounds and all improvements thereon to Charity Hospital Redevelopment, LLC (CHR), a special purpose entity created and controlled by the LSU REFF. CHR will then sublease the grounds and improvements to 1532 Tulane Partners, Inc. (the developer). The developer will pay \$11.85M as an upfront capitalized lease payment of which 1/3 will be paid upon closing. The remaining 2/3 will be paid within two months of final approval of the plans and specifications for the renovations by LSU and the Office of Facility Planning and Control. Both rental amounts are nonrefundable. However, if final approval of the plans and specifications are not obtained within one year of the closing date the developer may terminate the lease without penalty before payment of the remaining 2/3 of the up-front payment. Additionally, the developer will pay annual rent of \$250,000, escalating by 10% every ten years, starting in year 20.

Once paid, the rent (both up-front and annual) will be split between LSU HSC-NO and REFF. LSU HSC-NO will receive 70% of the up-front rent and 50% of the annual rent while REFF will receive 30% of the up-front rent and 50% of the annual rent. REFF will use these proceeds as a source of working capital for future university projects facilitated by REFF.

The lease term will be for 99 years. Once the primary and sublease are executed, neither the REFF, LSU, nor the state will have any involvement with or responsibility for operations and maintenance of the building. The REFF and LSU will also not have any control over the developer's selection of residential, retail, or commercial tenants. Currently, the developer believes the building will be occupied by both residential and commercial tenants with the potential for a small amount of retail on the ground floor. However, the developer makes no binding commitments regarding the specific tenant mix as part of the agreement. LSU has worked closely with the state and engaged in multiple conversations with the New Orleans community in creating and moving forward with this process. The proposed lease agreements will result in significant and immediate benefits for LSU, LSU HSC-NO, REFF as well as the people of New Orleans and the state of Louisiana.

The Senior Staff recommends the Board of Regents approve the lease agreement submitted by Louisiana State University Health Sciences Center New Orleans to redevelop Charity Hospital, contingent upon Louisiana State University Board of Supervisors approval during their meeting October 25, 2019.

VII. B.4. Board of Regents FY2020-21 Capital Outlay Budget Recommendation

As in previous years, the Board of Regents' FY2020-21 Capital Outlay Budget Recommendation (C.O. Rec.) used the project list submitted for the FY2019-20 cycle as a starting basis. For FY2020-21 there continues to be a focus on Major Repairs/Deferred Maintenance, the renovation of existing space, and infrastructure improvements. The renovation of existing space and adaptive reuse of facilities through functional modifications, infrastructure improvements, and mechanical/electrical/HVAC system upgrades remain viable projects in light of deteriorating facilities across all campuses. However, there are a few requests for new construction where building a new facility is more economical than renovating an existing facility or an institution's projected enrollment growth will require additional space.

BoR staff conducted capital outlay visits between August and October. In addition to BoR staff and members, there was staff from the system offices, management board members, legislative staff, and legislators from an institution's local delegation in attendance. The increased exposure allowed for all attendees to gain a better understanding of an institution's capital outlay needs and see first-hand the condition of campus facilities. The site visits again validated the need to maintain higher education's current facilities through annual deferred maintenance funding as well as highlighted the need for full renovation projects, and in some instances new construction, across the state.

As required by law, institutions submitted project requests through their respective management boards who in turn prioritized the projects among all member institutions and forwarded the system request to staff. In addition, eCORTS documents were prepared and submitted by each system electronically for each project contained within their capital outlay request. Staff began with the projects recommended last year in order to maintain consistency from year to year, then modified the C.O. Rec. to update for any new or completed projects, etc. In some instances, priorities changed which resulted in projects

appearing lower in the BoR prioritization compared to the FY2019-20 C.O. Rec., or projects were simply no longer requested by the management boards.

Staff received 224 project requests for consideration during the FY2020-21 funding cycle. After reviewing all projects and taking into account conversations had during site visits and throughout the year, a final recommendation list was compiled for Board approval. The full BoR FY2020-21 C.O. Rec. is attached separately with this Executive Summary.

Upon Board approval, the BoR's FY2020-21 C.O. Rec. will be loaded separately in the Division of Administration's (DOA) electronic system and sent to the Office of Facility Planning and Control by the November 1st deadline.

The Senior Staff recommends the Board of Regents approve the FY2020-21 Capital Outlay Budget Recommendation as presented.

Board of Regents FY2020-21 Capital Outlay Budget Recommendation

PROJECTS RECOMMENDED BY THE BOARD OF REGENTS

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
Emergency Projects				<i>(projects highlighted in yellow are new to the BOR recommendation in 2019)</i>								
1	1	LSU	LSU BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$14,830,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$40,000,000	\$54,830,000
2	2	ULS	ULS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,610,700	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000	\$32,610,700
3	3	SU	SUS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,400,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000	\$32,400,000
4	4	LCTCS	LCTCS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,400,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000	\$32,400,000
5	5	LSU	LSU-A	Infrastructure Improvements	\$213,300	\$5,906,700					\$5,906,700	\$6,120,000
6	6	ULS	TECH	Tornado Recovery		\$16,000,000					\$16,000,000	\$16,000,000
7	7	ULS	ULM	Walker Hall HVAC Emergency Repairs		\$200,000	\$1,000,000				\$1,200,000	\$1,200,000
8	8	LSU	LSUS	Disaster Recovery - Business Continuity		\$130,000	\$1,216,160				\$1,346,160	\$1,346,160
9	9	ULS	GSU	Elevator Deficiencies		\$105,000	\$682,500	\$262,500			\$1,050,000	\$1,050,000
10	10	ULS	UNO	Geology and Psychology Roof Replacement		\$800,000					\$800,000	\$800,000
11	11	SU	SUBR	New Campus Elevator Upgrades (ADA) [Stewart Hall, JB Moore Hall, Dunn Hall & School of Nursing]		\$250,000	\$1,000,000				\$1,250,000	\$1,250,000
12	12	LSU	LSUHSCNO	Medical Education Bldg Laboratory Renovation & Exhaust Upgrade (Self-Gen/GOB)		\$14,000,000	\$15,000,000	\$10,000,000	\$6,000,000		\$45,000,000	\$45,000,000
13	13	ULS	ULL	Campus-Wide Major Repairs		\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$5,000,000	\$5,000,000
14	14	ULS	TECH	Comprehensive ADA Assessment	\$500,000	\$2,500,000	\$5,500,000				\$8,000,000	\$8,500,000
15	15	ULS	UNO	Bicentennial Education Center Roof Replacement		\$700,000					\$700,000	\$700,000
16	16	SU	SUSLA	Lewis Collier Hall Science Building Renovations (Roof Replacement/ADA Upgrades, etc.)		\$400,000	\$1,800,000	\$1,700,000			\$3,900,000	\$3,900,000
17	17	LSU	LSU AG	Renewable Natural Resources Building Repairs		\$5,070,000					\$5,070,000	\$5,070,000
18	18	BOR	LUMCON	Roof Replacement		\$1,500,000					\$1,500,000	\$1,500,000
19	19	SU	SUSLA	NCR Classroom Building New Elevator (ADA)		\$525,000					\$525,000	\$525,000
20	20	SU	SULC	Mechanical HVAC & Digital Automation Controls		\$550,000					\$550,000	\$13,270,000
21	21	ULS	GSU	Re-Roofing of Campus Bldgs (Carver, Men's Gym, CP Adams, & Others)		\$850,000	\$5,525,000	\$2,125,000			\$8,500,000	\$8,500,000
22	22	ULS	ULM	ADA Accessibility - Campus Wide		\$700,000	\$7,000,000	\$700,000			\$8,400,000	\$8,400,000
23	23	ULS	NISU	ADA Upgrades, Multi-Building		\$4,247,204	\$4,247,203				\$8,494,407	\$8,494,407
24	24	SU	SUBR	WW Stewart Hall Mechanical/HVAC/Automated Controls & ADA Restroom Renovations		\$450,000	\$1,500,000	\$470,000			\$2,420,000	\$2,420,000
25	25	LSU	LSUHSCS	Medical School B-Building HVAC Replacement	\$500,000	\$4,600,000					\$4,600,000	\$5,100,000
26	26	SU	SUNO	University Center & H&PE Building Elevators		\$200,000	\$1,550,000				\$1,750,000	\$1,750,000
27	27	ULS	NSU	Replacement of Health & Human Performance Roof		\$730,000					\$730,000	\$730,000
28	28	LSU	LSUHSCS	Medical School 10th Floor B-Building HVAC Replacement		\$5,100,000					\$5,100,000	\$5,100,000
29	29	LSU	LSU A&M	Life Safety & ADA Compliance		\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$10,000,000	\$10,000,000
30	30	ULS	NISU	Fire Alarm Integration, Multi-Building		\$2,310,506					\$2,310,506	\$2,310,506
31	31	ULS	TECH	Campus Utility Infrastructure		\$5,500,000	\$4,500,000				\$10,000,000	\$10,000,000
32	32	ULS	ULM	Library Cooling Tower Upgrade		\$1,000,000					\$1,000,000	\$1,861,800
33	33	ULS	UNO	Central Utilities Plant Chiller Replacement		\$2,000,000					\$2,000,000	\$1,861,800
34	34	SU	SUNO	Upgrade/Repair Streets, Sidewalks, and Drainage on Lake Campus		\$175,000	\$1,200,000				\$1,375,000	\$1,375,000
35	35	SU	SUSLA	Metro Campus Window System Replacement		\$200,000	\$1,500,000				\$1,700,000	\$1,700,000
36	36	ULS	NSU	Replacement of Leesville Educational Center 3 Building Roof		\$397,020					\$397,020	\$397,020
37	37	SU	SUBR	Campus Electrical Overhead Power Lin Upgrades (To New Underground Electrical System)		\$550,000	\$2,500,000	\$1,400,000			\$4,450,000	\$4,450,000
38	38	LCTCS	LCTCS	Waterproofing and Reroofing of Campus Buildings (all Tech Colleges, BRCC, & Fletcher)		\$7,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$15,000,000	\$15,000,000
39	39	LSU	LSU-A	Drainage Outfall	\$897,865	\$55,400					\$55,400	\$953,265
TOTAL EMERGENCY PROJECTS					\$39,351,865	\$110,701,830	\$83,720,863	\$44,657,500	\$34,000,000	\$28,000,000	\$301,080,193	\$353,875,658

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
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Self-Generated Projects

THIS CATEGORY IS NOT PRIORITIZED

		ULS	TECH	Parking and Pedestrian Development (SG)		\$2,000,000					\$2,000,000	\$2,000,000
		ULS	GSU	Intramural Center Expansion/Renovation		\$7,500,000					\$7,500,000	\$7,500,000
		LSU	LSU A&M	Student Health Center Renovation & Addition (SG/RB)	\$4,000,000	\$23,890,000					\$23,890,000	\$27,890,000
		LSU	LSU A&M	PMAC Air Handling Unit Replacements (RB)		\$4,800,000					\$4,800,000	\$4,800,000
		LSU	LSU-S	Student Success Health & Wellness Center (RB)	\$15,935,700						\$0	\$15,935,700
Total Self-Generated Projects					\$19,935,700	\$38,190,000	\$0	\$0	\$0	\$0	\$38,190,000	\$58,125,700

Continuing Projects

1	40	BOR	BOR	Land Acquisition for Post-Secondary Educational Institutions Statewide	\$7,500,000	\$5,000,000	\$5,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$16,000,000	\$23,500,000
2	41	BOR	BOR	System-wide Telecommunications Wiring and Equipment (LONI)	\$5,400,000	\$6,250,000	\$5,000,000				\$11,250,000	\$16,650,000
3	42	LSU	LSU A&M	Renovation of Old Engineering Shops for Art Department (\$2Min Self-Gen)	\$8,792,400	\$7,107,600				\$4,500,000	\$11,607,600	\$20,400,000
4	43	LSU	LSU HSCNO	Interim Hospital Repurposing	\$40,000,000	\$10,000,000	\$9,000,000				\$19,000,000	\$59,000,000
5	44	SU	SUAG	AO Williams Hall Renovations Phase I & II (East & West Side)	\$2,535,400	\$6,500,000					\$6,500,000	\$9,035,400
6	45	ULS	NSU	Kyser Hall Replacement	\$625,000	\$4,500,000	\$18,397,500	\$13,897,500			\$36,795,000	\$37,420,000
7	46	SU	SUBR	Fisher Hall Renovation	\$2,000,000	\$5,700,000					\$5,700,000	\$7,700,000
8	47	ULS	ULM	Health Sciences Campus Renovation Sugar Hall & Caldwell Hall	\$1,000,000	\$10,740,000	\$930,000				\$11,670,000	\$12,670,000
9	48	LSU	LSU A&M	Science - Strategic Capital Plan Repairs & Upgrades (Self-Gen/GOB)	\$15,660,000	\$17,000,000	\$34,335,000	\$34,335,000	\$34,335,000	\$33,935,000	\$153,940,000	\$169,600,000
10	49	ULS	MSU	Contraband Bayou Erosion Retaining Wall, Phase II	\$6,516,997	\$1,000,000					\$1,000,000	\$7,516,997
11	50	ULS	GSU	Library Replacement	\$8,218,700	\$10,059,500					\$10,059,500	\$18,278,200
12	51	BOR	LUMCON	LUMCON Houma Marine Campus	\$1,100,000	\$6,100,000	\$6,000,000				\$12,100,000	\$13,200,000
13	52	LSU	LSU A&M	Memorial Tower Renovations	\$8,000,000	\$1,500,000					\$1,500,000	\$9,500,000
14	53	SU	SUSLA	Allen Building (School of Nursing) Renovation	\$3,433,800	\$1,700,000					\$1,700,000	\$5,133,800
15	54	LSU	LSU A&M	HP Long Fieldhouse Renovation	\$3,300,000	\$17,000,000	\$8,700,000				\$25,700,000	\$29,000,000
16	55	LSU	LSUHSCS	Center for Medical Education & Wellness (Self-Gen/GOB)	\$31,500,000	\$8,000,000	\$12,500,000	\$8,000,000			\$28,500,000	\$60,000,000
17	56	ULS	SELU	D Vickers Renovation	\$1,700,000	\$12,165,273	\$12,165,273	\$1,100,000			\$25,430,546	\$27,130,546
18	57	ULS	NISU	Stopher Hall ADA Restroom Upgrades	\$150,000	\$1,631,410					\$1,631,410	\$1,781,410
19	58	LSU	LSU AG	Animal and Food Science Facilities Renovations & Modernizations	\$29,869,800	\$6,875,185	\$7,345,365	\$9,698,994	\$5,644,390		\$29,563,934	\$59,433,734
20	59	SU	SUBR	SU Laboratory School Addition & Upgrades - Phase 2	\$54,100	\$3,600,000	\$3,000,000				\$6,600,000	\$6,654,100
21	60	LSU	LSU AG	Livestock Education Facility	\$282,600	\$2,354,214	\$1,927,649				\$4,281,863	\$4,564,463
22	61	ULS	SELU	University Center Repairs/Equipment Replacement	\$1,000,000	\$2,545,200					\$2,545,200	\$3,545,200
23	62	LSU	LSUHSCS	Patient Care HVAC Replacement	\$2,995,600	\$750,000					\$750,000	\$3,745,600
24	63	LSU	LSU A&M	Historic Core - Strategic Capital Plan Repairs & Upgrades (Self-Gen/GOB)	\$2,000,000	\$2,000,000	\$10,000,000	\$10,000,000	\$10,000,000	\$10,000,000	\$42,000,000	\$44,000,000
25	64	BOR	LUMCON	LUMCON Houma Marine Campus Phase II	\$750,000	\$11,250,000					\$11,250,000	\$12,000,000
26	65	SU	SU AG	Disaster Relief Mega Shelter	\$15,000,000	\$4,000,000	\$5,375,000				\$9,375,000	\$24,375,000
27	66	ULS	MSU	Shearman Fine Arts Building Renovation and Addition	\$1,025,000	\$7,713,900					\$7,713,900	\$8,738,900
28	67	ULS	NISU	Didier Field Renovation	\$194,100	\$592,625	\$6,974,875				\$7,567,500	\$7,761,600
29	68	LSU	PENNINGTON	Site Security Access System Upgrade	\$180,000	\$420,000					\$420,000	\$600,000
30	69	LSU	PENNINGTON	Pennington Biomedical Clinical Research Bldg, Imaging Ctr, & High-Tech Research Instrumentation Equip	\$49,949,663	\$50,337					\$50,337	\$50,000,000
31	70	LSU	LSU A&M	Nicholson Gateway Infrastructure Project	\$3,042,000	\$653,100					\$653,100	\$3,695,100
32	71	ULS	NISU	Renovation of Athletic Training & Meeting Facility	\$4,204,500	\$6,701,900					\$6,701,900	\$10,906,400
33	72	LSU	LSUHSCS	Inpatient Critical Care Renovation	\$359,800	\$3,428,200					\$3,428,200	\$3,788,000
34	73	SU	SUBR	Ravine & Bluff - Soil Erosion/Sloughing Off Repairs/Stabilization	\$210,000	\$800,000	\$3,000,000	\$2,500,000	\$1,700,000		\$8,000,000	\$8,210,000
Total Continuing Projects					\$258,549,460	\$185,688,444	\$149,650,662	\$81,531,494	\$53,679,390	\$50,435,000	\$520,984,990	\$779,534,450

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
New Projects												
1	74	ULS	ULL	Madison Hall Renovation		\$1,225,000	\$8,000,000	\$7,175,000			\$16,400,000	\$16,400,000
2	75	LSU	LSUHSCNO	Dental School Mechanical, Electrical Systems Upgrades		\$1,200,000	\$4,400,000	\$4,400,000			\$10,000,000	\$10,000,000
3	76	LSU	LSU A&M	Strategic Capital Plan - Deferred Maintenance for Infrastructure and Streets		\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$40,000,000	\$40,000,000
4	77	SU	SUBR	New Science Building		\$4,000,000	\$10,000,000	\$15,000,000	\$15,000,000	\$2,000,000	\$46,000,000	\$46,000,000
5	78	ULS	TECH	Madison Hall Renovation		\$3,000,000	\$16,000,000	\$16,000,000			\$35,000,000	\$35,000,000
6	79	LSU	LSU-S	Building Exterior Walls and Bridge Major Repairs		\$3,000,000					\$3,000,000	\$3,000,000
7	80	LSU	LSU-E	Manuel Hall Exterior Walls & Roof Major Repairs		\$1,260,000					\$1,260,000	\$1,260,000
8	81	ULS	NISU	Ellender Library Modernization		\$4,245,742	\$9,749,338				\$13,995,080	\$13,995,080
9	82	ULS	NSU	Re-Roof Campus Buildings (3)		\$495,000	\$4,455,000				\$4,950,000	\$4,950,000
10	83	LCTCS	Fletcher	Maritime/Petroleum Workforce Training Academy		\$5,000,000	\$28,000,000	\$14,000,000	\$3,000,000		\$50,000,000	\$50,000,000
11	84	SU	SUBR	Road Replacement & Drainage Upgrade (Behind Hayden Hall)		\$100,000	\$800,000				\$900,000	\$900,000
12	85	SU	SULC	Law Center Library Renovation/Addition		\$1,000,000	\$4,000,000	\$3,500,000	\$500,000		\$9,000,000	\$9,000,000
13	86	LSU	LSUHSCS	Gross Anatomy Expansion & Modernization		\$2,500,008					\$2,500,008	\$2,500,008
14	87	ULS	MSU	Renovations to Classrooms & Labs Campus-Wide		\$600,000	\$6,000,000	\$600,000			\$7,200,000	\$7,200,000
15	88	ULS	UNO	Library Roof Replacement		\$1,000,000					\$1,000,000	\$1,000,000
16	89	ULS	SELU	Baton Rouge Nursing Center Renovation		\$724,093	\$4,028,913	\$4,028,913	\$600,000		\$9,381,919	\$9,381,919
17	90	LCTCS	NWLTC	NWLTC - Mansfield Campus Building Renovation for Health Occupations		\$931,152					\$931,152	\$931,152
18	91	LSU	LSU A&M	Library - Strategic Capital Plan Repairs & Upgrades		\$20,000,000	\$60,000,000	\$60,000,000	\$60,000,000		\$200,000,000	\$200,000,000
19	92	SU	SUBR	Campus Lighting System Upgrades		\$350,000	\$500,000				\$850,000	\$850,000
20	93	LSU	LSU A&M	Veterinary Medicine Accreditation Repairs		\$5,000,000					\$5,000,000	\$5,000,000
21	94	ULS	ULL	Declouet Hall Renovation		\$3,870,000					\$3,870,000	\$3,870,000
22	95	ULS	MSU	Drew Hall and ETL Renovation		\$754,837	\$8,303,212				\$9,058,049	\$9,058,049
23	96	ULS	GSU	Criminal Justice Building (Alma J Brown School)		\$200,000	\$1,300,000	\$500,000			\$2,000,000	\$2,000,000
24	97	BOR	LUMCON	Pelican Replacement		\$15,000,000	\$21,000,000				\$36,000,000	\$36,000,000
25	98	SU	SUNO	ADA Compliant Restroom Upgrades (Multi-Bldg)		\$250,000	\$1,150,000				\$1,400,000	\$1,400,000
26	99	LCTCS	SOWELA	Resurface Campus Parking		\$872,000	\$2,000,000	\$2,000,000			\$4,872,000	\$4,872,000
27	100	LSU	LSUHSCS	Student Technology & Learning Center		\$1,600,000					\$1,600,000	\$1,600,000
28	101	LSU	LSU A&M	Veterinary Medicine Facilities Repairs (Self-Gen/GOB)		\$15,000,000	\$15,000,000				\$30,000,000	\$30,000,000
29	102	LSU	LSU-E	Science Building Renovation		\$1,066,169	\$11,533,831	\$615,000			\$13,215,000	\$13,215,000
30	103	ULS	UNO	Bicentennial Education Center Renovations		\$454,000	\$5,152,000	\$520,000			\$6,126,000	\$6,126,000
31	104	SU	SUBR	Campus Fire Alarm Systems Upgrades for 22 Buildings	\$280,000	\$250,000	\$570,000				\$820,000	\$1,100,000
32	105	SU	SUSLA	Metro Allied Health & Training Center Renovations		\$700,000	\$3,500,000	\$3,500,000	\$1,500,000		\$9,200,000	\$9,200,000
33	106	LSU	LSUHSCS	CampusWide Pavement Replacement		\$2,398,460					\$2,398,460	\$2,398,460
Total New Projects					\$280,000	\$106,046,461	\$233,442,294	\$139,838,913	\$88,600,000	\$10,000,000	\$577,927,668	\$578,207,668

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
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Reauthorizations

		LSU	LSU BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$14,830,000							
		ULS	ULS BoS	Major Repairs and Deferred Maintenance of Building and Facilities	\$7,610,700							
		SUS	SUS BoS	Major Repairs and Deferred Maintenance of Buildings and Facilities	\$7,400,000							
		LCTCS	LCTCS BoS	Major Repairs and Deferred Maintenance of Building and Facilities	\$7,400,000							
		LSU	LSU A&M	Stephenson Veterinary Hospital (SG/GOB)	\$13,000,000							
		LSU	LSU A&M	Roadway Improvements at Innovation Park (SG/IAT)	\$1,800,000							
		LSU	LSUHSCS	Capital Improvement Projects	\$6,000,000							
		LSU	LSUHSCNO	Health Science Center Facility Renovation - Dental School Simulation Facility	\$31,179,500							
		LSU	LSUHSCNO	Human Development Center	\$25,189,000							
		LSU	HCSO	Emergency Room Expansion, University Medical Center, Lafayette	\$4,457,500							
		SU	SU A&M	A.W. Mumford (Consent Decree - ADA)	\$7,900,000							
		SU	SU A&M	F.G. Clark Activity Center (Consent Decree - ADA)	\$7,450,000							
		ULS	UNO	Library 4th Floor Completion Information Resource Center	\$833,300							
		ULS	UNO	Science Building Mechanical Renovations	\$880,500							
Reauthorizations					\$135,930,500							

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
Projects Not Recommended by the Board of Regents for FY2019-2020												
1		LSU	LSU A&M	ROTC Flight Simulator		\$50,000					\$50,000	\$50,000
2		LSU	LSU-A	Library Flooring Replacement & Damage Repair		\$1,212,750					\$1,212,750	\$1,212,750
3		LSU	LSU-A	Business and Education Building		\$1,291,579	\$12,915,788				\$14,207,367	\$14,207,367
4		LSU	LSU-A	Coughlin Hall Renovation		\$237,313	\$2,721,009				\$2,958,322	\$2,958,322
5		LSU	LSU-E	Hundley Hall Roof Replacement		\$195,600					\$195,600	\$195,600
6		LSU	HCSO	Emergency Generator Replacement (Lallie Kemp)		\$852,000					\$852,000	\$852,000
7		LSU	HCSO	Underground Plumbing, Sewer and Storm Line Replacement - Lallie Kemp Regional Medical Center		\$906,550					\$906,550	\$906,550
8		LSU	HCSO	HVAC Replacement (Lallie Kemp)		\$276,000					\$276,000	\$276,000
9		LSU	HCSO	Parking Lot Resurfacing (Lallie Kemp)		\$100,800					\$100,800	\$100,800
10		LSU	LSU-S	Business and Education Building Renovation		\$1,000,000	\$8,390,000				\$9,390,000	\$9,390,000
11		LSU	LSU-S	Technology Center Roof Replacement		\$630,000	\$1,200,000	\$1,200,000	\$438,200		\$3,468,200	\$3,468,200
12		LSU	LSU-S	Campus Wide Safety/Security Improvements		\$850,000					\$850,000	\$850,000
13		LSU	LSU-S	ADA Accessibility Compliance Upgrades		\$760,000					\$760,000	\$760,000
14		LSU	LSU-S	Bronson Hall Renovation		\$1,831,633	\$8,242,483	\$8,242,483			\$18,316,599	\$18,316,599
15		LSU	LSU-S	Science Building Renovation & Lab Modernization		\$1,252,000	\$11,268,000				\$12,520,000	\$12,520,000
16		LSU	LSU-S	HPE Renovation and Safety Compliance		\$1,152,900	\$1,000,000	\$4,000,000	\$4,000,000	\$1,376,100	\$11,529,000	\$11,529,000
17		LSU	LSUHSCNO	Lions Eye Roof Replacement		\$2,000,000					\$2,000,000	\$2,000,000
18		LSU	LSU HSCS	Parking Garage (SG/GOB)		\$20,000,000					\$20,000,000	\$20,000,000
19		ULS	GSU	Favrot Student Union Underground Piping		\$550,000					\$550,000	\$550,000
20		ULS	GSU	West Campus Re-roof Various Buildings (Multiple Asbestos Slate Roofs)		\$350,000	\$2,275,000	\$875,000			\$3,500,000	\$3,500,000
21		ULS	GSU	Improvements to Athletic Facilities (Robinson Stadium, Stadium Support, etc.)		\$930,000	\$6,045,000	\$2,325,000			\$9,300,000	\$9,300,000
22		ULS	GSU	Campus-Wide Major Repairs		\$500,000					\$500,000	\$500,000
23		ULS	NISU	Campus Safety/Technology Enhancements		\$3,099,358					\$3,099,358	\$3,099,358
24		ULS	NISU	Electrical Upgrade III		\$2,535,839					\$2,535,839	\$2,535,839
25		ULS	NISU	Roof Replacement, Multi-Building		\$2,527,183					\$2,527,183	\$2,527,183
26		ULS	NISU	Peltier Hall Renovation		\$3,870,811	\$39,954,213	\$7,057,811			\$50,882,835	\$50,882,835
27		ULS	NISU	Telephone Switch Upgrade		\$3,256,174					\$3,256,174	\$3,256,174
28		ULS	NISU	Information Technology Center Renovation		\$1,107,803	\$3,511,344				\$4,619,147	\$4,619,147
29		ULS	NISU	Campus Street Light Replacement		\$4,586,563					\$4,586,563	\$4,586,563
30		ULS	NISU	Construction Multi-Building		\$370,018	\$3,746,842				\$4,116,860	\$4,116,860
31		ULS	NISU	Fieldhouse	\$139,258	\$290,405	\$3,294,455				\$3,584,860	\$3,724,118
32		ULS	NISU	Polk Hall Window Replacement, 1st Floor		\$212,503					\$212,503	\$212,503
33		ULS	NISU	Polk Hall Window Replacement, 2nd Floor		\$141,668					\$141,668	\$141,668
34		ULS	NISU	Barker Hall Air Handler Replacement		\$106,813					\$106,813	\$106,813
35		ULS	NISU	Peltier Hall Air Handler Replacement # 10		\$187,250					\$187,250	\$187,250
36		ULS	NISU	Peltier Hall Auditorium Air Handler Replacement		\$374,500					\$374,500	\$374,500
37		ULS	NISU	Powell Hall Air Handler Replacement		\$260,048					\$260,048	\$260,048
38		ULS	NISU	Ellender Library Roof Replacement		\$1,073,342					\$1,073,342	\$1,073,342
39		ULS	NISU	Candies Hall Roof Replacement		\$130,898					\$130,898	\$130,898
40		ULS	NISU	ADA Sidewalk Replacement		\$80,251					\$80,251	\$80,251
41		ULS	NISU	Picciola Hall Roof Replacement		\$73,171					\$73,171	\$73,171
42		ULS	NISU	Gouaux Hall Roof Replacement		\$1,001,248					\$1,001,248	\$1,001,248
43		ULS	NISU	Peltier Hall AHU Replacement		\$2,748,282					\$2,748,282	\$2,748,282
44		ULS	NSU	Renovation of Warrington Nursing Building (Shreveport)		\$255,788	\$5,412,780	\$5,412,780			\$11,081,348	\$11,081,348
45		ULS	NISU	Polk Hall Renovation		\$632,156	\$2,897,016	\$525,700			\$4,054,872	\$4,054,872

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
46		ULS	NISU	Guidry Stadium Structural Repairs/Waterproofing		\$3,822,134					\$3,822,134	\$3,822,134
47		ULS	NISU	Operations and Maintenance Building		\$1,315,369	\$15,504,059				\$16,819,428	\$16,819,428
48		ULS	NSU	Public Safety/Streets/Parking Upgrades		\$1,200,000	\$6,600,000	\$6,600,000			\$14,400,000	\$14,400,000
49		ULS	NISU	Chiller/Cooling Tower Replacement, Campus Main Chilled Water System		\$347,912	\$3,827,034				\$4,174,946	\$4,174,946
50		ULS	NSU	ADA Compliance - All Campuses		\$990,000	\$10,935,000				\$11,925,000	\$11,925,000
51		ULS	NSU	Renovation of A.A. Fredericks Fine Arts Center		\$1,825,810	\$10,289,455	\$10,289,455			\$22,404,720	\$22,404,720
52		ULS	NSU	Replacement of Friedmand Student Union		\$1,614,620	\$9,155,410	\$9,155,410			\$19,925,440	\$19,925,440
53		ULS	NSU	Multi-Purpose Assembly Center	\$72,000	\$3,428,300	\$15,427,780	\$15,427,350			\$34,283,430	\$34,355,430
54		ULS	NSU	South Jefferson Extension	\$59,000	\$3,131,000					\$3,131,000	\$3,190,000
55		ULS	SLU	Anzalone Hall Renovation		\$372,617	\$2,099,395	\$2,099,395	\$200,000		\$4,771,407	\$4,771,407
56		ULS	SLU	Academic Athletic Training & Ancillary Athletic Facility		\$802,217	\$4,412,193	\$4,412,194	\$350,000		\$9,976,604	\$9,976,604
57		ULS	ULM	Brown Auditorium Renovation		\$881,000	\$8,810,000	\$881,000			\$10,572,000	\$10,572,000
58		ULS	ULM	Emergency Repair & Replacement for Underground Electrical Distribution System		\$308,333	\$3,083,334	\$308,333			\$3,700,000	\$3,700,000
59		ULS	ULM	Fant-Ewing Coliseum Renovation		\$2,800,000	\$30,600,000	\$2,800,000			\$36,200,000	\$36,200,000
60		ULS	ULL	Foster Hall Renovations		\$300,000	\$3,490,000				\$3,790,000	\$3,790,000
61		ULS	ULL	Montgomery Hall Renovation		\$1,005,000	\$9,355,000				\$10,360,000	\$10,360,000
62		ULS	TECH	Carson Taylor Hall Renovation		\$5,000,000	\$36,000,000	\$5,620,000			\$46,620,000	\$46,620,000
63		ULS	TECH	Roofing/Waterproofing		\$2,750,000	\$2,900,000	\$2,000,000			\$7,650,000	\$7,650,000
64		ULS	TECH	Wyly Tower Replacement		\$5,000,000	\$36,000,000	\$5,620,000			\$46,620,000	\$46,620,000
65		ULS	TECH	Pedestrian & Safety Lighting		\$500,000	\$500,000				\$1,000,000	\$1,000,000
66		LCTCS	LCTCS	Projects included in Act 391 of 2007								
67		LCTCS	LCTCS	Projects included in Act 360 of 2013								
68		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
69		LCTCS	NWLTC-Shreve	Building Renovations and Repairs (Shreveport-Bossier Campus)		\$5,134,716					\$5,134,716	\$5,134,716
70		LCTCS	NWLTC-Mansf	Parking Lot Repairs/Upgrades (Mansfield Campus)		\$500,000					\$500,000	\$500,000
71		LCTCS	LDCC-Bastrop	New Allied Health Programs Building (Bastrop Campus)		\$1,500,000	\$8,000,000	\$1,000,000			\$10,500,000	\$10,500,000
72		LCTCS	CLTCC-Alex	Main Building Repair/Renovation		\$750,000					\$750,000	\$750,000
73		LCTCS	SOWELA	Renovation of Mechanical Technology Building		\$500,000	\$3,500,000				\$4,000,000	\$4,000,000
74		LCTCS	SOWELA	Library and Resource Center Construction		\$1,000,000	\$5,250,000				\$6,250,000	\$6,250,000
75		SU	SUAG	New Bioprocessing Facility		\$550,000	\$2,500,000	\$2,000,000	\$350,000		\$5,400,000	\$5,400,000
76		SU	SUAG	New Multi-Institutional Research Teaching Facility		\$450,000	\$3,000,000	\$1,500,000			\$4,950,000	\$4,950,000
77		SU	SUAG	New Multi-Purpose Outdoor Learning Facility		\$750,000	\$3,500,000	\$3,000,000	\$300,000		\$7,550,000	\$7,550,000
78		SU	SUAG	New Hi-Tech Solar Greenhouse		\$150,000	\$800,000	\$250,000			\$1,200,000	\$1,200,000
79		SU	SUAG	New Parking Lot & Road Entry (Experimental Farm Lab)		\$250,000	\$1,000,000	\$750,000			\$2,000,000	\$2,000,000
80		SU	SUAG	Existing Meat Processing Facility Expansion & Addition		\$150,000	\$1,000,000	\$75,000			\$1,225,000	\$1,225,000
81		SU	SUAG	Road/Street & Canal Soil Erosion Improvements at SUAG Experimental Farm Station		\$300,000	\$3,000,000				\$3,300,000	\$3,300,000
82		SU	SUBR	New College of Business Building		\$3,500,000	\$20,000,000	\$10,000,000	\$5,000,000		\$38,500,000	\$38,500,000
83		SU	SUBR	New Student Union & Bookstore		\$5,000,000	\$16,000,000	\$10,000,000	\$7,000,000	\$4,000,000	\$42,000,000	\$42,000,000
84		SU	SUBR	JS Clark Admin Bldg Exterior Repiars		\$200,000	\$1,500,000				\$1,700,000	\$1,700,000
85		SU	SUSLA	Fine Arts Center Mechanical/HVAC Upgrades		\$200,000	\$2,000,000				\$2,200,000	\$2,200,000
86		SU	SUSLA	Campus-Wide Mechanical/HVAC Upgrades		\$200,000	\$800,000	\$320,000			\$1,320,000	\$1,320,000
87		SU	SUSLA	New Main Campus Parking Lot		\$200,000	\$1,500,000	\$400,000			\$2,100,000	\$2,100,000
88		SU	SUSLA	New Student Orientation & Success Facility (Information Center)		\$700,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,700,000	\$4,700,000
89		SU	SUSLA	New Student Outdoor Intramural Sports/Rec Facility		\$1,000,000	\$5,200,000	\$2,800,000	\$900,000		\$9,900,000	\$9,900,000
90		SU	SUSLA	New Metro Parking Garage		\$700,000	\$7,000,000	\$1,000,000	\$583,333		\$9,283,333	\$9,283,333
91		SU	SUSLA	New Workforce Training & Technology Center		\$200,000	\$3,000,000	\$3,000,000	\$2,200,000		\$8,400,000	\$8,400,000

Priority in Category	Overall Priority	System	Campus	Project	Actual Previous Funding	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	Remaining Total	Project Total
92		SU	SUNO	Natural Gas Fired Emergency Generator for Information Technology Bldg & Cafeteria		\$60,000	\$450,000	\$90,000			\$600,000	\$600,000
93		SU	SUNO	Residential Housing New Security Gates, Guard House, Surveillance Cameras & Equipment w/Card Access		\$300,000					\$300,000	\$300,000
94		SU	SUNO	Cafeteria Building AHU Replacement & Automated Control Upgrade		\$75,000	\$450,000				\$525,000	\$525,000
95		SU	SUNO	Bashful Admin Bldg Window System Replacement		\$125,000	\$875,000				\$1,000,000	\$1,000,000
96		SU	SUNO	New Parking Lots on Park Campus		\$85,000	\$100,000	\$250,000	\$500,000	\$565,000	\$1,500,000	\$1,500,000
97		SU	SUNO	New Cafeteria Building on Park Campus		\$125,000	\$500,000	\$500,000	\$1,000,000		\$2,125,000	\$2,125,000
98		SU	SUNO	New Forensic Science Program Crime Scene Investigation Facility		\$75,000	\$700,000				\$775,000	\$775,000
99		SU	SUNO	New Academic Building for TRIO Programs		\$150,000	\$1,250,000	\$2,000,000	\$1,000,000		\$4,400,000	\$4,400,000
100		SU	SUNO	New University Conference Center		\$200,000	\$1,750,000	\$2,250,000			\$4,200,000	\$4,200,000

					\$270,258	\$133,325,225	\$422,487,590	\$139,536,911	\$27,321,533	\$9,441,100	\$732,112,359	\$732,382,617
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SUBTOTAL FOR REAUTHORIZATIONS AND PROJECTS NOT RECOMMENDED					\$136,200,937	\$133,325,404	\$422,487,769	\$139,537,090	\$27,321,712	\$9,441,279	\$732,112,538	\$732,382,796
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GRAND TOTAL FOR ALL RECOMMENDED (EMERGENCY, SELF-GEN, CONTINUING, & NEW PROJECTS)					\$318,117,025	\$440,626,735	\$466,813,819	\$266,027,907	\$176,279,390	\$88,435,000	\$1,438,182,851	\$1,769,743,476
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SUMMARY OF RECOMMENDED PROJECTS BY CATEGORY/SYSTEM

	EMERGENCY	FY20-21 Amt	SELF-GEN	FY20-21 Amt	CONTINUING	FY20-21 Amt	NEW	FY20-21 Amt
LSU System	9	\$44,862,100	3	\$28,690,000	14	\$77,138,636	11	\$61,024,637
UL System	17	\$44,039,730	2	\$9,500,000	10	\$57,649,808	11	\$16,568,672
SU System	10	\$8,300,000	-	-	6	\$22,300,000	7	\$6,650,000
LCTCS	2	\$12,000,000	-	-	-	-	3	\$6,803,152
LUMCON	1	\$1,500,000	-	-	2	\$17,350,000	1	\$15,000,000
BoR	-	-	-	-	2	\$11,250,000	-	-
TOTALS	39	\$110,701,830	5	\$38,190,000	34	\$185,688,444	33	\$106,046,461

Marty J. Chabert
Chair

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William S. Jewell, Student

BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations

ACADEMIC AND STUDENT AFFAIRS COMMITTEE (Revised)

Wednesday, October 23, 2019

Louisiana State University

Health Sciences Center Shreveport

Room G-221, Zadeck Conference Center, Building C

VII. Reports and Recommendations

C. Academic & Student Affairs

1. Consent Agenda

- a. Reauthorization: Professional Development & Research Institute on Blindness – LA Tech
- b. Routine Staff Reports
 - i. Staff Approvals
 - ii. Progress Reports for Conditionally Approved Programs
 - iii. Letters of Intent / Proposals in the Queue

2. Academic Programs

- a. Letters of Intent
 - i. BS Integrated Science & Technology – Southeastern
 - ii. BS Learning Experience Design & Innovation – LSU A&M
- b. Program Proposals
 - i. AAS Culinary Arts – BPCC
 - ii. AAS Fire Science – BPCC
 - iii. AAS Industrial Maintenance Technology – LDCC

3. Centers of Excellence

- a. Center of Academic Excellence: Mathematical Achievement for Science & Technology - GSU
- b. Center for Workforce Excellence: Transportation Technology – BRCC

4. Governor's Military & Veteran Friendly Campus Designation

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; William Jewell; Wilbert Pryor; Gary Solomon, Jr.; Jacqueline Wyatt; LCTCS Representative; LSUS Representative; SUS Representative; ULS Representative

AGENDA ITEM VII C 1 a
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA TECH UNIVERSITY
PROFESSIONAL DEVELOPMENT & RESEARCH
INSTITUTE ON BLINDNESS

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is requesting continued authorization of the Professional Development & Research Institute on Blindness (PDRIB). The Institute was granted initial approval by the Board of Regents in 2001, with continued authorization most recently granted in 2014. The UL Board of Supervisors approved the request to seek the continued authorization of PDRIB at its May 2019 meeting.

STAFF SUMMARY

1. Description

The two-pronged mission of the Professional Development and Research Institute on Blindness (PDRIB) at LA Tech is to prepare highly qualified professionals to educate and rehabilitate blind or visually impaired individuals and to conduct research that helps to broaden and deepen understanding about blindness and the most effective methodology for increasing independence. As such, it has been recognized nationally as a leader in professional development and research, providing a resource needed not only in north Louisiana but throughout the entire state.

The PDRIB works in partnership with the Louisiana Center for the Blind, one of the leading adult orientation and adjustment training centers in the country, to develop rigorous and high-quality graduate degree programs. The Institute staff is directly involved in and responsible for providing several graduate program offerings that include both rigorous coursework and rich, hands-on training and enrichment activities:

- Orientation & Mobility (O&M) concentration within the MA/Counseling & Guidance
- GC O&M, a 12-credit subset of the concentration
- Rehabilitation Teaching for the Blind (RTB) concentration within the MA/Counseling & Guidance
- GC RTB, a 12-credit subset of the MA, containing the core RTB skills and knowledge
- MAT/Teaching the Visually Impaired (TBS), for students seeking initial teacher certification
- GC/Visual Impairments–Blind Education, an add-on certification program for teachers seeking the skills, experience, and endorsement to their current certification

Graduates are sought after by employers across the United States, in both public and private sectors. The reauthorization report noted, “Every month we are contacted by employers seeking our graduates, and we cannot train enough to fill the need.”

In addition to academic programming, PDRIB offers professional development on Unified English Braille (UEB). In 2016 the United States changed to the Unified English Braille and the PDRIB has provided current and future teachers the needed skills to meet the needs of their students and their usage of UEB.

2. Activities & Plans

PDRIB serves three primary functions:

- Professional development through three graduate coursework and immersion training;
- Training and continued education to surrounding communities;
- Research and publication of scholarly findings concerning blindness rehabilitation and education practices.

The PDRIB has responded to the shortage of trained teachers and cane travel instructors, the PDRIB provides outreach services to children in North Louisiana. The PDRIB provides services to rural communities conducting assessments and working directly to support children in areas without needed staff.

The institute's research activities include strategies to better educate and rehabilitate individuals who are blind, as well as broaden the understanding of blindness. Research produced by the PDRIB has been published in various peer-reviewed journals including:

- Journal of Blindness Innovation and Research (JBIR)
- Journal of Rehabilitation (JOR)
- Journal of Special Education (JSE)
- Critical Concerns of Blindness Book Series

As a result of PDRIB's education and rehabilitation research, the Institute has developed a variety of assessments that have been adopted throughout the United States. In addition to research, PDRIB also provides technical assistance to parents, professionals, and consumers. This assistance helps various community and family members to understand the means of accessibility and ways to remain compliant with ADA Standards.

3. Resources and Administration

The PDRIB is located on Louisiana Tech's campus and offers the majority of their programs online. The PDRIB staff includes a Director, Program Manager, one instructor for the TBS program and an outreach coordinator. The program is currently in the process of interviewing for an instructor position for the Orientation and Mobility program.

4. Budget

The PDRIB's primary source of funding is through appropriations from the state legislature totaling \$400K per year. PDRIB expects to maintain this budget for the next 5 years. Currently, the budget supports all personnel expenses, fringe benefits, operating costs, travel, supplies, and indirect costs. To augment funding from the state legislature, the program has received grant-based funding for student tuition in the past. The U.S. Department of Education has awarded the PDRIB with a five-year grant to provide scholarships for students enrolling in either the O&M or RTB programs. PDRIB has applied for continuation of this grant support.

STAFF ANALYSIS

PDRIB provides essential training and support for blind and visually impaired students and their teachers. The institute ensures critical care and education is provided in North Louisiana. To ensure the PDRIB can provide strong professional development, education, and support services the institute must prioritize seeking and securing external grant and philanthropic funding to support its activities and mission regardless of potential fluctuations in legislative support, and to fulfill the goal of research institutes to secure external funding that supports their work.

STAFF ANALYSIS

Senior staff recommends continued authorization of the Professional Development & Research Institute on Blindness at Louisiana Tech University for two years. A progress report and request for reauthorization shall be due October 1, 2024.

AGENDA ITEM VII C 1 b i
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
Grambling	Request to make the existing Master of Social Work (MSW, CIP 44.0701) available via 100% distance learning technologies. <u>Approved</u> .

AGENDA ITEM VII C 1 b ii

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS/UNITS

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
01.2016	BRCC AAS Aviation Maintenance Tech CIP 47.0607 Implemented Fall 2017. Current progress report received 7.11.19.	The program continues to enroll students, but growth is slower than expected. Eight new students were admitted for the current semester and are expected to complete the program in 2020. BRCC plans to increase program marketing and build additional connections with area high schools to build a pipeline for the program.	Receive and accept the report. A subsequent report is due October 1, 2020.
10.2017	Grambling BGS General Studies CIP 42.0102 Implemented Spring 2018. Current progress report received 10.1.19.	New enrollment in the program for its first full academic year 18/19 was 39, with 51 new students for the current year, and the first 8 graduates are expected by 2020. Flexible course scheduling and increased advising support has made the program appealing to non-traditional students.	Receive and accept the report. A subsequent report is due October 1, 2020.
06.2015	LSU A&M GC Records & Information Management CIP 25.0103 Implemented Spring 2017. Current progress report received 08.29.19.	Graduation numbers since program implementation have been low with three per year over its first three years. The program is working to offer the program 100% online through LSU Online next year and expects a boost in enrollment based on student interest and lower tuition and fees.	Receive and accept the report. A subsequent report is due October 1, 2020.
06.2015	LSU A&M GC School Librarianship CIP 25.0102 Implemented Spring 2016. Current progress report received 8.29.19.	Program has shown steady growth since implementation with 9 graduates last year, and 12 expected this year, with 20 students currently enrolled. Seven of the program's graduates have received LDOE add-on certification as school librarians with another four working in public libraries.	Receive and accept the report. <u>No further reporting is required.</u>
12.2015	NSU AS Engineering Technology CIP 15.0000 Implemented Fall 2017. Current progress report received 8.28.19.	Interest in the program is strong, but because so many students continue to the BS, graduation numbers since implementation have been low with only 2 and 3 graduates in the first two years. Program enrollment for the current year is 15 with 6 graduates expected by the end of the year.	Receive and accept the report. A subsequent report is due October 1, 2020.

AGENDA ITEM VII C 1 b iii
LETTERS of INTENT/PROPOSALS in the QUEUE
Submitted to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSUA	BS/Marketing	06.07.19	7.19 – Sent to CAOs for review; responses received by 8.2. Staff (& CAOs) are concerned about breaking two more programs out of the current BADM degree before the campus achieves mandatory AACSB accreditation; 9.19 - LOIs withdrawn by campus
	LSUA	BS/Management	06.07.19	
	SLU	MS/Computer Networking & Admin	07.02.19	9.9 – Sent to CAOs for review after initial staff review; CAO responses received by 9.25, under staff review
Program Proposals	LSU	PhD – Industrial Engineering	04.29.19	7.25 – Campus submitted list of potential external reviewers; 9.16 – Initial external review received. Staff requesting additional comment from external reviewer
	NSU	UC – Business Analytics (521301)	07.02.19	Proposal received, staff reviewing proposal concerns.
	NSU	UC – Leadership Studies (520213)	07.02.19	Proposal received, staff reviewing proposal concerns.
	UNO	GC/Machine Learning & Artificial Intelligence	08.29.19	10.7 – Staff contacted campus with questions and concerns related to curriculum, related programs, and faculty.
	UNO	UC/Unmanned Systems Management	08.29.19	10.11 – Staff contacted campus with several concerns regarding lack of details provided in proposal.
	LSUHSC-S	PhD – Rehabilitation Science	09.16.19	Proposal rcvd; seeking external reviewer.

AGENDA ITEM VII C 2 a i
LETTER OF INTENT
SOUTHEASTERN LOUISIANA UNIVERSITY
BS INTEGRATED SCIENCE & TECHNOLOGY

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a BS in Integrated Science & Technology (ISAT). The UL Board of Supervisors approved the request at its August 2018 meeting, and the request was forwarded to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment, and several concerns were raised regarding the degrees purpose, administration, curriculum, and job prospects for graduates. The campus submitted responses to the concerns in August 2019 followed by a revised letter of intent that included revisions based on feedback as well as additional information requested by staff.

STAFF SUMMARY

1. Description and Need

The BS ISAT is intended to serve as a flexible STEM degree that can be adapted to fast-changing and diverse science and technology-related careers. Louisiana's growing technology industry, including the addition of DXC Technology in New Orleans, demands flexibility from the state's workforce. The BS ISAT is designed to keep pace with innovation and to prepare graduates to meet industry needs as they change. While robust STEM programs are available at several institutions throughout the state, none currently provide the multidisciplinary flexibility within a standard 120-hour curriculum. Instead, they often require students to take several courses beyond the standard curriculum to achieve multi-disciplinary knowledge while also meeting major requirements. The proposed curriculum is designed to build a broad understanding of science and technology along with the practical applications of an integrated science and technology approach, while using concentrations to build a student's expertise in a particular focus area that meets career goals and workforce needs.

The program will include three core ISAT courses. The first two will address a variety of topics related to the integration of science in technology ranging from ethical and social issues in various fields to industry trends and career options, and the third will be a supervised internship. These core courses will be team-taught by faculty assigned as ISAT advisors from each participating STEM department. The program will also include 6-8 hours in each of biology, chemistry, math, and physics; 9 hours in public speaking, critical thinking, and technical writing; and a minimum 3 hours in computer science. The remaining hours of the program will be dedicated to the student's major concentration area. Initial proposed concentrations are in environmental studies and multidisciplinary science and technology. The environmental studies concentration will include both basic science courses and related courses in other disciplines such as sociology, criminal justice, and economics. The multidisciplinary science and technology concentration will be developed with the students ISAT advisor to meet the student's career goals in current and emerging fields and industries.

2. Students

Southeastern reports that while growth in enrollment in the College of Science and Technology over the past decade has been strong, many students choose the Natural Sciences or Applied Sciences concentrations in the General Studies degree program as an alternative to traditional science disciplines in part because of the flexibility of the general studies degree. SLU anticipates attracting many of those students, as well as others considering SLU, to the multidisciplinary, workforce-driven curriculum of the proposed integrated science degree. Anticipated initial enrollment in the program is more than 40 students with expected graduation of 30-50 students per year once the program is fully implemented. The professionally oriented program is expected to attract students interested in entering the workforce directly after graduation; SLU anticipates that graduates may eventually pursue graduate level study in STEM-based fields.

3. Faculty, Resources & Budget

The program will require three new integrated science courses, which will be developed and taught by current faculty. The program will be administered by the College of Science and Technology. A current faculty member will receive a reduced teaching load to administer the program as the program coordinator, and a faculty ISAT advisor will be designated by each participating department within the college to teach ISAT courses and provide advising to students. Remaining courses in the curriculum will be taught by the various departments within the student's chosen areas of concentration. Additional faculty needs will be assessed as the program grows.

STAFF ANALYSIS

The proposed BS in Integrated Science & Technology has the potential to provide students interested in working in emerging science and technology careers with a degree option that will broaden their knowledge across disciplines within a topical area such as environmental studies, and to integrate basic knowledge of a discipline with supplementary technological and societal context. The intended curriculum provided in the updated letter of intent included additional integrated science and technology courses and more robust core requirements to provide the foundation for a valuable undergraduate program. While staff support the degree's built-in flexibility to meet the changing demands of the workforce, the program proposal should identify additional areas of concentration for implementation, based on industry and employer input, so that prospective employers could better identify a graduate's background. In addition, the proposal should include more detail about how the supervised internship will be managed to best incorporate workbased learning into the student's experience.

STAFF RECOMMENDATION

Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Integrated Science & Technology at Southeastern Louisiana University.

AGENDA ITEM VII C 2 a ii
LETTER of INTENT
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
BS in LEARNING EXPERIENCE DESIGN & INNOVATION

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Learning Experience Design & Innovation (BS LXI). The LoI was approved by the LSU Board of Supervisors in June and forwarded to the Board of Regents for consideration. The LoI was circulated among the statewide Chief Academic Officers (CAOs) for review and comment.

STAFF SUMMARY

1. Description and Need

Organizations are increasingly replacing on-site instructor-led training with web-based and e-learning models. Online and digital training can reduce training costs, increase training effectiveness by using a variety of learner-tailored formats, centralize the function of organizational training, and ensure effectiveness by enhancing the ability to use learning outcomes analytics. The BS LXI at LSU will provide students with knowledge and skills in a range of relevant topics, including: the development and application of workplace web-based and e-learning technologies; instructional design theories and systems; learning experience design principles; and leadership, team, and change management skills. The intended 100% online, 120-credit program would include 30 hours in instructional design and 40 hours in leadership and human capital development, differentiating itself from other education programs through its focus on workplace and professional development. Competencies students gain in the program will prepare them to serve as partners in organizational settings to manage the design of innovative web-based learning solutions, lead design teams, apply learning analytics, select and implement cutting-edge technologies, and select and evaluate learning media and programs. Graduates will typically be hired as Training and Development Specialists, a position expected to see 11% growth from 2016-2026. These professionals contribute to organizations' goals and economic performance by providing tools to ensure timely and effective employee training along with a strong return on investment of training dollars.

2. Students

Marketing for the program will be done nationally with a regional emphasis. No similar programs exist in the state beyond various learning technology courses and concentrations in education degrees that are focused on K-12 education. Related programs in the region include ones offered by Texas Tech and the University of Georgia. LSU Online will develop marketing and recruitment strategies to ensure strong program enrollment and growth, anticipating 25 new students in the first year with a target of 180 new students by year five.

3. Faculty, Resources & Budget

LSU anticipates that existing faculty lines will be sufficient to launch the program for the first two years. A faculty member with expertise in learner experience design will be hired to fill an existing, vacant full-time faculty line, and other current and adjunct faculty with experience and expertise in the field will fill the remaining needs of the program. If enrollment meets expectations, an additional full-time faculty member will be added in year 4 or 5, with additional faculty needs assessed as the program grows.

STAFF ANALYSIS

Responses offered in the CAO review support staff's assessment that LSU's proposed program, is innovative in nature and has the potential to put LSU at the leading edge of the workplace training industry. Several community colleges have expressed enthusiasm for developing transfer partnerships. The full

proposal must include further evidence of student interest and employer demand for additional graduates in this field, as well as an explanation of the value of a new four-year degree rather than a certificate or concentration within existing programs.

STAFF RECOMMENDATION

Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Learning Experience Design & Innovation at Louisiana State University and A&M College.

AGENDA ITEM VII C 2 b i
PROPOSED ACADEMIC PROGRAM
BOSSIER PARISH COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS

BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests approval to establish an Associate of Applied Science (AAS) in Culinary Arts. The proposal was endorsed by the LCTCS Board of Supervisors in June 2019.

STAFF SUMMARY

1. Description and Need

The proposed Culinary Arts program at Bossier Parish Community College (BPCC) will prepare students to work in service, production, fast food, and baking areas of the food service industry. The program is designed to give the student the basic skills and technical knowledge required for entry-level employment in the restaurant and foodservice industry. The proposed program goes beyond basic food preparation principles and techniques by adding courses in nutritional analysis, supervisory kitchen management skills, purchasing and cost control, and human resource development.

BPCC currently offers a certificate of technical studies (CTS) in Culinary Arts and, at the recommendation of Advisory Board members and others with expertise in the field, has developed a new technical diploma (TD) to promote growth and capitalize on current space and equipment. The proposed AAS degree would be completed by adding 15 credit hours of General Education coursework to the TD. An earned associate degree will give students an edge when seeking employment. The CTS and TD will remain as exit points in the culinary arts program for students choosing to stop with those credentials.

The long-term need for Chefs and Head Cooks (5-star jobs) statewide is projected to grow at the rate of 280 openings per year, according to the LA Workforce Commission's occupational forecast from 2016-2026. In the Shreveport/NW LA area the forecast projects only 20 annual openings for chefs and head cooks, but 320 for 1st line supervisors (3^{***}) and 330 for restaurant cooks (2^{**}), positions for which graduates of the proposed program would be well prepared to compete.

While associate degrees in culinary arts are offered at other Louisiana public institutions (Delgado, Northwest LA TCC, SLCC, and SOWELA), BPCC's CTS in Culinary has a robust history and shows excellent potential for growth. The food service industry in BPCC's regional economy has steadily increased, driven, in part, by the 5 casinos, 31 hotels and over 700 eateries in the greater Shreveport-Bossier area.

2. Students

The current CTS in Culinary Arts has produced an average of 26 graduates in the last three years. BPCC has enrolled 35 students (the maximum number for which there is lab and equipment capacity) to the CTS program for the last five years. Based on a recent interest survey, the campus expects that the majority of those students will also seek the TD and AAS degrees. A cohort of 15 AAS majors is projected during the first year and by year five it expects to see enrollment increase to 45 students at various stages in the program.

3. Faculty, Resources and Administration

The AAS in Culinary Arts will be administered by the Division of Business, where the CTS and TD also reside. The current Program Director and two full-time faculty members will continue to support the proposed program; no new faculty are anticipated to implement and sustain the AAS. To assist the faculty with the chef-directed, hands-on instruction and mastery skills progression of the program, two new part-time Lab Techs will be hired. Funding for the new techs will come from increased tuition and fees revenue.

No additional resources or facilities are necessary for implementation of the associate degree. The TD program is prepared to transition into an AAS without any additional resources since the only additional

coursework needed is a set core of General Education requirements which consist of courses already available either on the BPCC campus or online.

To promote excellence in opportunities and high quality programming, the AAS in Culinary Arts has been designed to meet the requirements of accreditation by the American Culinary Federation (ACF). The existing CTS is currently ACF-accredited, and program faculty will complete the application and self-study once the AAS degree is approved.

STAFF ANALYSIS

Bossier Parish Community College is requesting to offer a technical workforce program which has current and projected regional demand. The AAS in Culinary Arts is designed to provide former, current and future Culinary Arts students a degree track in addition to the technical diploma track. The proposed degree should affect the budget favorability if the program realizes the expected growth in enrollment as a result of offering the AAS track to its students. Enrollment and completion data and progression toward accreditation will be monitored for an appropriate period of time as the program is implemented.

STAFF RECOMMENDATION

The Senior Staff recommend conditional approval of the proposed Associate of Applied Science in Culinary Arts (CIP 12.0503) at Bossier Parish Community College, with a progress report due December 1, 2021.

AGENDA ITEM VII C 2 b ii
PROPOSED ACADEMIC PROGRAM
BOSSIER PARISH COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN FIRE SCIENCE

BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests Board of Regents' approval to offer an Associate of Applied Science in Fire Science. The proposal was approved by the LCTCS Board of Supervisors at its June 2019 meeting and submitted to the Regents for consideration.

STAFF SUMMARY

1. Description and Need

The proposed online AAS/Fire Science program was designed to provide a structured program of college-level education based on the Fire & Emergency Services Higher Education (FESHE) national curriculum model with three objectives:

- Continuing education for current firefighters, to deepen knowledge of fire, fire prevention, emergency planning and response, and management of hazardous waste;
- Provide an avenue for interested persons (e.g., volunteer fire departments) to become more knowledgeable of fire safety and prevention; and
- Provide an avenue for industry personnel working in areas of high fire risk and hazardous materials transport to focus on hazardous materials response, fire response, and ways to minimize risk and enhance safety.

The 60-credit AAS curriculum is made up of 14 core and non-core courses (39 credit hours) identified in the National Fire Academy FESHE Model, plus seven courses (21 credits) of General Education. Graduates will be prepared to advance in their careers in emergency service careers, including management. The program will be offered 100% online, segmented into 8-week modules that provide the flexibility needed for professionals with challenging work schedules to complete the program. The increasingly complex skills required for firefighting and hazardous materials management in communities and industry have driven the need and demand for college-level foundations in fire science, and this program will meet that need.

2. Students

Local fire departments approached BPCC to explore the feasibility of building a fire sciences program. This led to a survey of regional leadership in fire safety followed by a survey of current fire fighters. Survey results confirmed overwhelming support for a program and interest in earning the credential. The program, which will include a CTS option consisting of the Core plus non-core fire science coursework, will appeal to current and prospective firefighters, personnel in related industries, and other emergency personnel including students and graduates of BPCC's paramedics program. Given the strong support for the program concept, and because it will be offered 100% online and broadly appeal to students within and outside of the region, BPCC anticipates an ambitious 100 students enrolled in program courses in the first year.

3. Resources and Administration

The proposed AAS will be administered within the Division of Science, Nursing, and Allied Health. A full-time faculty member will be hired at approximately \$76K per year as program director to teach most courses in the major and to administer the program. Other faculty at BPCC – such as those in the physics, chemistry, and construction – will aid in curriculum development and teaching specific topical areas within the courses, and additional adjunct faculty will be hired as needed as the program grows and course offerings expand. All the fire science courses will be new to the College. To aid in the initial design and implementation of the program, a consultant will be hired (at \$25K) to work with the program director and BPCC's online learning staff, and an investment of approximately \$23K will be needed to acquire the necessary library materials and other supplies to establish the program.

STAFF ANALYSIS

BPCC's proposal presents a clear step-by-step plan for the development and implementation of the brand-new program, from course development to hiring faculty, based on national standards developed by the National Fire Academy. The institution's strong relationship with the local emergency services community, developed through the nearly 20-year old paramedic program that serves the region, will aid in the recruitment of faculty and students as BPCC works to build a strong program from the ground up. Offering the program 100% online with 8-week modules provides a flexible option for those already working in fire and emergency services. Because of the flexibility, and because the program is based off national standards, it will appeal to prospective students outside the Bossier Parish area, which will be critical for the institution to reach its ambitious enrollment goals.

STAFF RECOMMENDATION

Senior Staff recommend conditional approval of the proposed Associate of Applied Science in Fire Science (CIP 43.0202) at Bossier Parish Community College, with a progress report due on October 1, 2021.

AGENDA ITEM VII C 2 b iii
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA DELTA COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE in INDUSTRIAL MAINTENANCE
TECHNOLOGY

BACKGROUND INFORMATION

Louisiana Delta Community College (LDCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Industrial Maintenance Technology. The program proposal was endorsed by the Board of Supervisors of the Louisiana Community and Technical College System at its August 2019 meeting and forwarded to the Board of Regents for consideration.

STAFF SUMMARY

1. Description & Need

The Industrial Maintenance Technology program prepares individuals to install, repair, and maintain industrial machinery and equipment such as pumps, motors, pneumatic and hydraulic systems, and production machinery. It includes instruction in material handling equipment, pipefitting, welding, metal fabrication, and millwright. The proposed 60-hour AAS degree will expand the existing, technical diploma (TD) program to provide students with a degree option by adding 15 hours (five classes) of General Education coursework. The new Industrial Maintenance Technology program would have three stackable levels of achievement on the Curriculum Inventory:

- **CTS**, Pneumatic/Hydraulic Apprentice (31 hours)
- **TD**, Industrial Maintenance Technician (CTS + 14 hours)
- **AAS**, Industrial Maintenance Technology (TD + 15 hours of General Education)

Individuals seeking employment with associate degree credentials will find an abundance of opportunity in North Louisiana and beyond, as skilled technicians in manufacturing settings are in high demand. The addition of an associate degree to the program will provide graduates with a credential that may enhance opportunities for employment and promotion within the industry. The AAS in Industrial Maintenance Technology does not currently exist in North Louisiana.

2. Students

Students enrolled in LDCC's Certified Manufacturing Generalist (CGM) workforce training program will be recruited to enroll in the proposed AAS in Industrial Maintenance Technology. The CGM is a non-credit program developed in partnership with Louisiana Economic Development Fast Start. Students currently enrolled in the TD in Industrial Maintenance will also be encouraged to complete the AAS.

3. Faculty, Resources & Accreditation

The proposed AAS will have no impact on the current administrative structure. No new faculty are anticipated to initiate the program. Existing faculty will continue to teach the technical courses as well as the general education portion of the curriculum. Should demand increase considerably, new faculty will be hired as needed. The campus asserts that present library holdings are adequate to support the proposed program. With implementation, LDCC will seek programmatic accreditation with the Association of Technology, Management and Applied Engineering (ATMAE).

4. Budget

As the proposed program expansion for the addition of an AAS degree will only entail the incorporation of 15 hours of general education coursework, additional costs for the degree are negligible and will be absorbed by the campus.

STAFF ANALYSIS

The program proposed by LDCC will provide a degree option for students in the Industrial Maintenance Technology program, thus increasing their general education and eligibility for promotion. LDCC is the first LCTCS college in North Louisiana to propose this AAS in Industrial Maintenance Technology. The institution understands the graduate productivity expectations for the new degree and expects to meet the completer threshold (eight graduates per year) within three years, even though the 3-year productivity averages only 4 CTS completers, and 5 in the TD (with only three in the last two years). If demand does not meet the institution's expectations, staff will strongly suggest creation of an AAS in Technical Studies within which Industrial Maintenance Technology could be offered as an area of concentration.

A progress report to include an update on program implementation and enrollment and completer data, as well as progress toward achieving programmatic accreditation with the Association of Technology, Management and Applied Engineering (ATMAE) will be due by the deadline provided below.

STAFF RECOMMENDATION

The Senior Staff recommends conditional approval of the Associate of Applied Science in Industrial Maintenance Technology (CIP Code 47.0303) at Louisiana Delta Community College, with a progress report due by December 1, 2021.

BoR AGENDA ITEM VII C 3 a
PROPOSED NEW CENTER of ACADEMIC EXCELLENCE
GRAMBLING STATE UNIVERSITY
CENTER of ACADEMIC EXCELLENCE in
MATHEMATICAL ACHIEVEMENT for SCIENCE & TECHNOLOGY

BACKGROUND INFORMATION

Grambling State University (GSU) requests Board of Regents approval of a Center of Academic Excellence in Mathematical Achievement in Science & Technology. A *Center for Academic Excellence* (CAE) has an established record as a foundation of educational excellence in the institution and shows a potential for future growth and increasing quality. It represents a focal area of the campus, as evidenced by reputation and productivity of its component programs along with investments in resources and facilities by both the University and external sources. The Center for Mathematical Achievement in Science & Technology (CMAST) was established at GSU in 2006 with the primary goal to decrease the failure rate of students in introductory mathematics courses. Its request for designation as a Center of Excellence was endorsed by the ULS Board of Supervisors at its August 2019 meeting.

STAFF SUMMARY

Description

Initially established to focus on student success in introductory, freshman math, the CMAST has expanded its interests and impact through the years to a focus on student retention through its engagement in the systematic examination of improvement of instruction in mathematics, science, and engineering technology. The Center has promoted and will continue to promote activities to address curriculum reform, undergraduate research, student assessment and appropriate course placements, K-12 outreach, and faculty professional development. Through its efforts, CMAST has contributed to the University's ability to positively impact student success.

Grambling has a major role to play and is committed to increasing the diversity of the STEM workforce by producing highly prepared graduates; the CMAST helps it meet those commitments. The University has a history of producing quality, productive STEM professionals and was recognized in the 2018 Diverse Issue in the *Higher Education Top 100 Producers of African American Bachelor's Degrees* publication. Its recognition included a ranking of 18th in graduate production in the physical sciences, 20th for degrees in engineering technologies and engineering-related sciences, and 53rd for computer & information sciences and support services degrees.

Today, the overriding emphasis of CMAST programming is on providing an academic experience for STEM majors that keeps them engaged and connected to their professional goals, beginning in the freshman year. As such, majors in biological sciences, chemistry, computer science, computer information systems (CIS), cybersecurity, engineering technology, or mathematics & physics find support and assistance within the center. More than 914 students in Fall 2018 had declared STEM or CIS majors, and more were added with implementation of the new cybersecurity degree in Fall 2019. Since 2013, a full 609 students in the focus majors have completed the requirements for their STEM baccalaureate degrees, with clear growth trends in the number of graduates in biology, mathematics & physics while other majors have remained steady in productivity.

As a Center of Academic Excellence, CMAST has identified several objectives related to improving students' scientific literacy skills, which include:

- Develop a Mobile Science Demonstration Lab to support taking science into the community;
- Host *Broadening Participation* workshops and institutes;
- Expand partnerships with key industries & research intensive universities;
- Increase STEM graduates by 20%;
- Equip faculty with the skills needed to be effective in teaching *Generation Z* students.

Administration and Resources

CMAST's director works closely with STEM faculty to manage activities. Oversight is provided by both the principal investigator of the NSF grant funds and the Dean of the College of Arts & Sciences. The Center is housed in Carver Hall, a three-story building that has: 2 auditoriums, 13 classrooms, a STEM Resource Center, 20 STEM instructional laboratories which can each accommodate at least 25 students, and administrative and faculty offices.

External Support and Collaboration.

Recognizing the importance of CMAST's work, the National Science Foundation (NSF) has awarded funds in excess of \$2.5M to be used toward activities designed to improve student success and progression. The University is in its third cycle of funding, which speaks to the fact that, through implementation of innovative strategies to prepare highly competitive STEM graduates, the Center has been able to meet the goals associated with this federal program. The current NSF award, a continuing grant which was dated 5 June 2018 and approved on scientific/technical merit, provides \$448K per year for AY 2020 through 2022 toward a project entitled, "Implementation Project - Collaborative Methods for Addressing Student Success in Totality (CMAST III)."

The Center's work serves as a model that can be duplicated by other institutions that have the desire to enhance the academic preparedness and success of current and prospective STEM majors. Its faculty are actively involved across the educational spectrum and have shared the success of CMAST activities at national and international meetings. Recently, faculty were asked by the American Chemical Society to submit a book chapter highlighting CMAST activities for a publication devoted to broadening STEM participation. STEM faculty will also be presenting at the December 2019 SACSCOC Annual Meeting in a concurrent session focusing on the implementation of a data analytics program for both STEM and non-STEM students. CMAST students participated in a STEM outreach project at Lincoln Preparatory Elementary School, assisted in a *Robotics Campus* for middle and high school students, and support Math Family Nights at Clark Magnet School and its *Big Data Science Summer Program* and camp to show 8th to 10th graders how big data is used in real life scenarios. In addition, plans are progressing to launch the Mobile Science Demonstration Lab and engage in further outreach within the K-12 community to promote the value of science and technology through hands-on experiences, particularly targeting persistent poverty communities.

STAFF ANALYSIS

GSU is requesting to establish a Center of Academic Excellence, leveraging the strength of its involvement in student success in STEM fields. Center faculty share with the community, on the regional and national level, best practices that support increasing the number of underrepresented groups that are prepared to meet the needs of the STEM workforce. The CMAST's external advisory board meets twice a year and currently includes members from Morgan State University, NASA, the National Geospatial Intelligence Agency; General Dynamics; and Utah State University. It has a stellar record of improvement within its target majors in everything from success in introductory math courses to 1st to 2nd year retention of STEM majors, integration of academic coaches into a STEM learning community, and sharing the results of its work with the scientific and educational community. It has plans to develop interdisciplinary Big Data science courses and certificate programs and to infuse Big Data Sciences into existing key courses across majors. In short, it is a busy and effective entity at Grambling.

STAFF RECOMMENDATION

The Senior Staff recommends conditional approval of the proposed Center of Excellence in Mathematical Achievement in Science & Technology at Grambling State University, with a report and proposal for continued designation due by 5 January 2021.

BoR AGENDA ITEM VII C 3 b
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE
BATON ROUGE COMMUNITY COLLEGE
CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, and the conditional approval was extended by the Board every year until it received two-year approval by the BoR on 23 August 2017. The current progress report and request for continued designation as a CWE was received from the campus 13 June 2019.

STAFF SUMMARY

1. Description

BRCC's CWE/Transportation Technology was designed to be a premier training center focusing on both Automotive and Diesel Technology and on Aviation Technology. In Fall 2016, the McKay Automotive Training Center (ATC), the hallmark of the CWE, opened to provide a training facility for automotive and diesel heavy truck technology programs. In 2019, the Collision Training Center (CTC) opened, designed to house a new Auto Body Repair Program and expand the capacity of the CWE to support the greater Baton Rouge region and attract students from across the state to pursue automotive career pathways.

2. Activities

Aviation Maintenance.

The Aviation Maintenance Technology degree program, with its supporting CTs in Airframe and in Powerplant is entering its fourth year with 19 students enrolled, up from 11 students in Fall 2017. Currently the BRCC program exceeds the 85% national average for licensing examination statistics with 100% passing rates among program completers.

To increase partnerships and enrollment, program faculty and administrators are communicating with local and regional employers to create apprenticeship programs. Program managers are also seeking to create dual enrollment partnerships with area high schools. The goal of the new partnerships would be to increase enrollment to produce more completers of the aviation program. In 2018-2019, the aviation maintenance program had 4 AAS graduates and 5 completers in each of the CTs.

Automotive

After numerous construction and training equipment delays, the McKay ATC admitted small classes until the appropriate equipment was installed and in place during Spring 2018. The Diesel Heavy Truck Technology program has increased its class size from four students in Fall 2017 to 14 enrolled in Fall 2018, while Automotive Technology enrollment has decreased from 43 students in Fall 2017 to 37 in Fall 2018. In 2019, the Automotive program incorporated the National Institute for Automotive Service Excellence (ASE) Electrical/Electronic Systems certification test into its program in order to measure student knowledge and mastery of content and to ensure that students left the program fully certified. To date 10 students have taken and passed the exam.

In 2018, a change request was submitted to the BoR to consolidate the two-degree programs in Automotive Technology and in Diesel Heavy Truck Technology into one AAS/Vehicle Maintenance & Repair Technology degree, as concentrations. Although there were 5 graduates in the AAS/Automotive Technology component, it was felt that the combined degree would have a stronger likelihood of viability.

The automotive and diesel programs require that students intern at industry-approved shops, beginning in the second semester of the program. Since 2016, 54 students have participated in the internship which is designed to both provide learning opportunities and to help facilitate graduate placement into full-time positions. The College is formalizing a graduate survey concerning job placement.

3. External Support and Collaboration

In 2017, the Aviation program participated in ten community events, working to expose middle and high school students to the aviation maintenance career field. The events reached approximately 150 prospective students.

Between August 2017 to June 2019, the Automotive program hosted 238 automotive training events, many of which were provided in collaboration with business partners such as O'Reilly Auto Parts, Gerry Lane Enterprises, Team Auto Group, and Southern Vehicle Maintenance. As a result of the Center's efforts, local and regional industry groups were better able to train their employees and provide essential skills for their businesses. In total the 238 trainings served over 5,000 individuals.

This year, the Aviation and Automation programs welcomed donations from the following donors:

- Davis Aircraft: \$3,000
- Private Aviation Donors: \$36,000
- Aviation Advisory Board: \$1,200
- Petroleum Helicopters: \$40,000
- Private Insurance Company: \$30,000 (airplane)
- Private Aviation Donor: \$12,000 (experimental airplane kit)
- Gerry Lane: \$5,600 (2 differentials)
- NAPAA Auto Parts: \$3,963 (4 oil drain buckets and tire repair kit)
- OCD Car Show: \$3,633 (automotive equipment and parts)

In addition to monetary donations, the ATC received equipment donations from area companies. Kenworth, Hunter Engineering Company, and All Star Automotive Group submitted letters of support, praising and promoting the partnership through internships and employee trainings. The industry recognizes the work of the ATC as a postsecondary educational opportunity necessary for both student and industry advancement.

STAFF SUMMARY

Created in 2013 by an announcement of the Governor, later conditionally endorsed by the BoR, BRCC's CWE in Transportation Technology has taken a much longer time than anticipated to develop into a *Center for Workforce Excellence*. Working to meet area needs and establish private sector support, the program still lacks the evidence of productivity that a Center for Workforce Excellence expects, but it is making progress and now has the clear potential to serve as a Center of Excellence with a stronger marketing effort to extend its reach for students and working professionals outside of the immediate area.

STAFF RECOMMENDATION

The Senior Staff recommends continued, monitored approval of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation due by 15 October 2021.

BoR AGENDA ITEM IV
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE
BATON ROUGE COMMUNITY COLLEGE
CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, and the conditional approval was extended by the Board on 23 February 2015, and again on 23 March 2016. The current progress report and request for continued designation as a CWE was received from the campus and endorsed by LCTCS on 14 July 2017.

STAFF SUMMARY

1. Description

BRCC's CWE/Transportation Technology was designed as a two-part endeavor to focus on both Aviation and Automotive/Diesel Technology. In Fall 2016, the long-awaited McKay Automotive Training Center (ATC), the hallmark of the CWE, opened for student enrollment in the new Automotive Technology and Diesel Heavy Truck Technology programs. In addition to regular student programming, the ATC is recognized by motor vehicle service and repair professionals as the host location for continuing and professional education in automotive manufacturer-specific training offered there. Implementation of the CWE that was conditionally approved in 2013 will be complete with the opening of the Automotive Collision Repair Center, expected in Fall 2018.

2. Activities

Aviation Maintenance.

The Aviation Maintenance Airframe and Powerplant is limited by available facilities and equipment, and by certifying agency restrictions, to a total of 48 students. As the program enters its second year, the anticipated enrollment will be 20-25 students, up from 17 in Fall 2016. Two AAS degrees were awarded in 2016-17, along with three CTS certificates in Airframe and Powerplant. The department is working with the FAA to host outreach seminars to bring together industry, education, and governmental representatives to introduce the facilities, interact with potential students, and generate referrals.

Automotive

After construction delays, the McKay ATC building was related to BRCC on 12 August 2016, the same day as the major flood event in the greater Baton Rouge area. Because of the delays, a small class was admitted, and the appropriate outfitting of the shops occurred as the first classes were conducted during the Fall and Spring semesters. A bid dispute delayed the purchase of some of the training equipment necessary for the Automotive and Heavy Diesel classes until March 2017 – the equipment has begun to arrive, but all will not be in place until Spring 2018. Enrollment in either program is capped at 50 students per semester, based on operating a day program; BRCC plans to initiate evening programs with the same capacity within five years if industry demand is as strong as anticipated. Over 100 applications for the Fall 2017 semester were received for an expected class of 25-50 students.

The automotive and diesel programs both require that students intern at an industry-approved shop beginning the second semester of the program. Neither program will have any graduates until the Spring of 2019, but 16 students are currently participating in the internship with extraordinarily positive feedback coming back to the faculty and staff. The College is formalizing the internship evaluations and will soon be able to report on results.

3. External Support and Collaboration

Between September 2016 and April 2017, BRCC hosted 19 automotive events serving 441 automotive professionals at the McKay ATC. As a result of the organized events, industry groups were able to train

Attachment: August 2017 Agenda Item - Reauthorization

their employees and/or customers on essential skills within their business sectors, and students are exposed to extended training opportunities. Highlights included:

- A training Cooperative Endeavor Agreement signed with Hunter Engineering in May 2016, permitting Hunter to bring state-of-the-art automotive equipment to the ATC up to six times per year to train its employees. Hunter has conducted four training sessions so far this year, allowing BRCC students in both the Automotive Technology and the Diesel Heavy Truck Technology programs to participate.
- Gulf State Toyota (GST) conducted “Boot Camp” training for ten individuals who would have otherwise had to travel to Dallas and trained 28 other employees on its Service & Parts System.
- Ford Motor Company conducted a *Ready for Retail* seminar for 75 dealership management personnel.
- LA Clean Fuels (LCF) co-hosted four events at the ATC, reaching 93 individuals, to advance environmental, economic and energy security by supporting local actions to diversity transportation fuel options.
- NAPA conducted Tire Pressure Monitory System training for 45 individuals, as well as Next Generation Maintenance Training; Tool Usage Training; and Air Conditioning Training.

In anticipation of the EBR Parish school district’s new technical high school at the Ardendale site opening for enrollment in the Fall of 2018, BRCC and school personnel have been working together to plan for high school students to enroll in an automotive program that will seamlessly flow into the AAS in Automotive/Diesel Technology. The ATC hosted approximately 300 EBR parish high school students over a 2-day period this spring. The visit included a tour of the facility and a discussion of career opportunities in the automotive and diesel industry that can be achieved with the AAS degree programs offered at BRCC.

This year, as the ATC has been outfitted for full-scale operations, donations have continued to be welcomed: eight vehicles from All Star Automotive (\$16.8K); two welding machines, an A/C machine, CNG Golf Cart, and CNG Civic from Entergy (\$6K); Counter stools, a TPMS San Tool, and Carbon Cleaning Unit from Napa Auto Parts (\$4K); a S-76 helicopter from Arrow Aviation (\$250K); and an aircraft from a private donor (\$20K). Also, area companies have gone beyond monetary and equipment donations to become partners with BRCC in the Transportation Technology CWE. In providing continual support through internships, equipment upgrades, and other means that do not carry a particular financial value, the industry demonstrates a recognition and appreciation of the value of the sound educational opportunities the CWE represents.

STAFF ANALYSIS

Though the realization of BRCC’s Transportation Technology programs potential as a *Center for Workforce Excellence* has taken longer than promised, the 2013 automotive and aviation technology plans are starting to come together in facilities and programming that proudly serve students, industry, and the community. The elements are in place or in queue for Fall 2018 to be the target semester for both transportation arms of the CWE to be in full swing. Staff recommends continued approval of the designation.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 15 June 2019.

BoR AGENDA ITEM IV B
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE
BATON ROUGE COMMUNITY COLLEGE
CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, and the conditional approval was extended by the Board on 23 February 2015, with a progress report requested by 30 October. At the campus' request, the Associate Commissioner granted an extension until February 2016 so that the update could include more current information on the Automotive Training Center (Phase II) and the Aviation component (Phase I). The request for continued designation as a CWE was received from LCTCS on 16 February.

STAFF SUMMARY

1. Description

BRCC's CWE/Transportation Technology was designed as a two-part endeavor focusing on Aviation (Phase I) and Automotive/Diesel Technology (Phase II). In January and February 2016, the BoR approved three new AAS degrees to be offered within the CWE: AAS/Aviation Maintenance Technology; AAS/Automotive Technology; and AAS/Diesel Heavy Truck Technology. This Fall, the College will complete implementation of the CWE programs with the opening of its hallmark, \$25M state-of-the-art Automotive Training Center, housing automotive technology and diesel heavy truck technology programs as well as automotive manufacturer-specific training. The long-awaited Center, an exemplar of business, industry and educational teamwork, will help to ignite the minds and careers of the people of Baton Rouge and the surrounding areas.

2. Activities

Phase I – Aviation.

In August 2015, BRCC was awarded an FAA Air Agency Certificate of approval for the Aviation Maintenance Technician School at the Hooper Road campus. Renovations plans are in place for the airframe space at the BRCC Central site, with expected completion by the end of June 2016 and FAA certification by the end of July. BRCC will be seeking industry partners to assist in the long-term plan to develop an Aviation Training Center at the BR Metropolitan Airport to house all aviation components. The 11 students currently enrolled in the CTS/Powerplant segment should be ready to move directly into the CTS/Airframe component in the fall, when another Powerplant class will begin. In January 2016, the Regents approved an AAS/Aviation Maintenance Technology which incorporates the two aviation maintenance CTSs. Expected enrollment will be 20 students per class.

The Helicopter Pilot Operations program includes FAA pilot certifications for private, instrument, commercial, and flight instructor. Total annual enrollment averages 40 students, with a total of 9 AAS and 54 CTS graduates anticipated by Spring 2016. This program has been popular with Veterans, who have consistently represented the majority of students enrolled each semester. This has put the college out of compliance with the Veterans' Affairs' 85:15 percent enrollment requirement for VA-eligible students. BRCC does not ordinarily deny enrollment to students in any program in which they are eligible, regardless of their payment status; however, per the Veterans Administration, no new VA-eligible students who would be relying on VA educational benefits could be enrolled this spring. Currently enrolled VA-eligible students are expected to complete the program by the end of the Fall 2016 semester.

Phase II – Automotive

In 2008, the All Star Automotive Group began documenting the local automotive industry's specific needs for better, locally-trained automotive technicians, including consistent training curricula, hands-on training; and access to current technology. In 2013, a state-of-the-art Automotive Training Center was promised at Ardendale, in Smiley Heights, that would rival the best Texas had to offer (at San Jacinto CC). That Center

Attachment: March 2016 Agenda Item - Reauthorization

is nearing completion and will open this Fall to accept students into the new, innovative AAS degree programs in Automotive Technology and in Diesel Heavy Truck Technology. These were approved by the BoR in February, along with the stacked CTS credential components, all leading to ASE master mechanic certifications. The facility will provide both credit and noncredit education/training, including manufacturer-specific certifications such as GM Automotive Services Educational Program (ASEP), Ford Automotive Student Service Educational Training (ASET), Automotive Technology Honda Option (PACT), etc. The new Ardendale Automotive Center will soon be a center of workforce training excellence, and plans are beginning for building an Auto Collision Repair Technology program which would be added to the CWE/Transportation Technology offerings.

3. External Support and Collaboration

Seven enthusiastic letters of recommendation accompanied the request for continued designation, coming from the Baton Rouge Area Foundation, All Star Automotive Group, Louisiana Machinery Company LLC, Kenworth of Louisiana, the Office of Aircraft Services, Baton Rouge Metropolitan Airport, and Arrow Aviation. Many of the writers had originally contributed funds, equipment or pledges toward the original \$14+Million to create the CWE, and all reiterated their commitments and enthusiasm for the value of the CWE to their professions and the community. As All Star's writer noted, "The excitement has been contagious! Since the groundbreaking, manufacturers such as Ford, Hyundai, Toyota Motor Sales, Hunter Engineering, Kenworth Trucking Equipment and Caterpillar Equipment have all pledged their support in making this venture a success." Louisiana Cat described the "vast shortage of qualified diesel technicians for the past several years," and its plans "to continue to partner with BRCC with financial, scholarship, technical, student and people support to assist them in becoming the best diesel technology campus in the Gulf South." Kenworth has worked on an engine module for the school to use a running engine in the classroom; the letter described its goals "to donate a PACCAR engine, Kenworth chassis, provide hands on experience through servicing our used trucks and outsourcing our own employee's time and knowledge to assist the instructors" – and ultimately to hire graduates with working knowledge of all facets of an engine.

Two advisory committees (six aviation and nine automotive professionals) actively participate in CWE program development by reviewing curricula, facility and equipment needs, validating required competencies and outcomes, and providing ongoing advice and direction.

The EBR Redevelopment Authority is the lead developer of Ardendale, a 200 acre urban village which includes an educational park for which the Automotive Training Center is the cornerstone. BRCC is also partnering with the EBR School District in plans for a technical high school in the park. During AY2015, over \$900K was provided by the LA Workforce Commission Rapid Response fund to start up the Aviation Maintenance Technician: Powerplant program in Central, which included the purchase of three working aircraft. The BR Office of the Mayor has donated the hangar facility used by the Helicopter Pilot Operations program at the metropolitan airport for a period of five years, ending in 2019. Equipment donations (e.g., a marine diesel engine, tools, parts, and supplies) have been donated by Toyota, Caterpillar, Kenworth, Hunter Engineering, Davis Aircraft, the Organization of Flying Adjusters, and the New Orleans Pelicans basketball organization. The CWE has the strong support of the transportation professional community.

STAFF ANALYSIS

Though the designation of BRCC's Transportation Technology programs as a *Center for Workforce Excellence* was premature, the 2013 automotive technology promises are starting to materialize as resources that will serve the workforce well and make the State proud. The staff recommends one more progress report on the implementation and completion status of all components before full designation is awarded.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 15 June 2017.

Attachment: February 2015 Agenda Item - Reauthorization

BoR AGENDA ITEM B 1

REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE

BATON ROUGE COMMUNITY COLLEGE

CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013 as the first Center of Excellence to be named under the Board's new policy. A report and proposal for continued designation as a CWE was presented to the Academic & Student Affairs Committee on 10 December 2014, but the request was tabled due to concerns about the lack of productivity and detail available about center operations and plans. (See attached.) In January, BRCC submitted a follow-up letter outlining significant actions to correct deficiencies and plans to meet all expected criteria to maintain Center of Excellence status.

STAFF SUMMARY

Phase I – Aviation. Of major concern was the fact that while the helicopter flight operations component is flourishing, the aviation maintenance component is either stagnant (no enrollments in the CTS/Airframe or CTS/Powerplant) or diminishing (CTS/Avionics decreasing from 4 to 2, with only 4 enrolled in Fall/2013).

- Without FAA certification, the Airframe and Powerplant programs cannot proceed. The two programs intended to begin enrollment in Fall 2014, but certification of the new programs was denied in summer 2014 due to inadequate space, equipment, and curriculum lesson plan development/specificity. BRCC hired a full-time permanent department chair in December 2014 who had previously worked with the FAA and is uniquely qualified to ensure that the program curricula meet standards. He is continuing negotiations with the Baton Rouge airport to acquire the necessary equipment and airport space. BRCC expects to achieve FAA certification and be in a position to begin program implementation (enrollment) in the Fall 2015 semester.
- BRCC is analyzing the Avionics curriculum for possible deletion of the CTS and incorporation of the major content into the other two CTS offerings. Curriculum decisions related to avionics should be completed in February.
- The Helicopter Flight Operations program is working well. The College expects 16 of the 91 students to graduate in May 2015. A full-time program manager began work in January 2015.

Phase II – Automotive.

- Construction of the new state of the auto technology facility at Ardentale has begun and the land has been cleared. The project should be on track for completion in time for the Fall 2016 semester.
- The existing automotive technology program is being terminated and completely recreated to better meet industry needs and expectations. The automotive department chair had the input of service managers from 15 different dealerships to develop the new curriculum which will be submitted to the Board during the Fall 2015 semester in preparation for implementation in the new facility the following year. The new curriculum was developed using National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) standards.
- Industry partners continue to support the CWE's plans and strategy. In the last year the CWE received the following new donations:
 - Kenworth – a 2013 diesel semi-truck (stored by a Kenworth dealer until the new building is ready), and a training cab, being delivered to the BRCC Hooper Road location for storage;
 - Caterpillar – 3 diesel engines, stored by Caterpillar until the new building is ready: one engine is fully functional, and two will be used for repair experience;
 - Hunter Engineering – over \$400K in suspension and alignment equipment.
 - An advisory committee will be formally activated over the next year.

Attachment: February 2015 Agenda Item - Reauthorization

STAFF ANALYSIS

The designation of BRCC's Transportation Technology programs as a *Center of Excellence* was premature, as critical component parts are only now being developed and will not actually begin enrolling students until Fall 2015 (aviation) or Fall 2016 (automotive). The aviation maintenance components cannot proceed without FAA certification, initially denied because the original plan was incomplete. The previous automotive program was graduating students but was not meeting the industry's needs, but there is evidence of partnership and involvement with industry in development of the new automotive program for the new training center.

BRCC is committed to the continued development and sustainability of the CWE in Transportation Technology. The institution has department chairs in place who are focused on getting the programs up and running. Staff believes that the *potential* for excellence in the aviation and automotive technology components remains very real and that terminating the CWE designation until component programs are productive would negatively impact the one productive element (helicopter operations). Because there is a reasonable plan for Phase I implementation, staff recommends that the designation remain provisional and progress be monitored closely for such key elements as: FAA certification; enrollment; completer and employment details; site development; indications of industry confidence; and progress toward accreditation and NATEF certification. If, by Fall 2015, all programs in Phase I do not have students enrolled and evidence of being on track to produce at least 8 completers per year within a reasonable time, staff will probably recommend discontinuation of the CWE in Transportation Technology, with the anticipation of a proposal for a new CWE in Automotive Technology when Phase II is established and producing graduates.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 30 October 2015.

Attachment: December 2014 Agenda Item - Reauthorization

REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE BATON ROUGE COMMUNITY COLLEGE CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, following advanced publicity and accolades from the Governor's office. It was the first Center of Excellence to be named under the Board's new policy. A report and proposal for continued designation as a CWE was due by 1 August 2014. BRCC did submit a report in August but continued to revise it through November with information to specifically address the Center's work and progress.

STAFF SUMMARY

Description

BRCC's CWE in Transportation Technology was planned as a two-phase endeavor. Phase I/Aviation included: certificates in avionics, airframe structure & systems, and power plant/engine maintenance; and an AAS in helicopter pilot operations with four certificates for FAA certification (private, commercial and instrumentation pilot, and flight instructor). Phase II/Automotive involved building a world class, state-of-the-art automotive training facility at BRCC's East Campus in the "Smiley Heights" area to deliver National Automotive Certification training addressing every facet of automotive technology for initial and refresher certification.

Activities

Outside of helicopter pilot operations, the CWE/Transportation Technology has had a relatively slow start.

- In Fall 2013, 23 students enrolled as majors in the new AAS/Helicopter Pilot Operations, and by the end of AY 2013-14, 14 private pilot certifications (CTS) had been awarded. BRCC faculty, with Guidance Aviation, is exploring curriculum revisions to possibly add an area of concentration to prepare students to meet industry needs for non-flight related aviation personnel.
- The CTS/Aviation Maintenance Technician—Avionics, on the CRIN since May 2011, had four graduates in 2012-13, but only four majors and two graduates in 2013-14. Airframe and Powerplant, the two aviation maintenance CTS offerings rounding out the aviation technology program component, were approved by LCTCS in May 2013 for implementation in the fall, but the FAA denied initial certification due to issues with both the curriculum and the facility. The curriculum has now been revised; BRCC is working with the Baton Rouge airport to identify a facility/hangar that meets FAA standards, and then will reapply to the FAA. Certification is expected by the end of spring 2015, with implementation expected in the Fall 2015 semester.
- Construction at the Ardendale (Smiley Heights) auto technology site is expected to begin in January 2015 and be ready to receive students for the Fall 2016 semester. The new facility will house the Automotive Technology and Diesel Technology programs, designed to meet or exceed the National Automotive Technician Education Foundation (NATEF) requirements. Students will be prepared for the eight certification exams required to become an Automotive Service Excellence (ASE) Master Automotive or Diesel Technician.
- BRCC had planned to use Capital Area Technical College (CATC)'s existing automotive program as a feeder into the CWE's specialized training, but an internal program review revealed a need for curriculum revision and renewal of credibility within the industry; the automotive program is being completely revised and updated. The new technical diploma curriculum will combine courses of related content, compressing content into 15 required courses and will better prepare students for the competencies to meet all the NATEF master technician certification standards.

Attachment: December 2014 Agenda Item - Reauthorization

Resources and Administration

The recently hired Dean of Transportation Technology reports directly to the Vice Chancellor for Academic Affairs and has been actively involved in program review and curriculum development with the department chairs and faculty of the Automotive Technology and the Avionics, Airframe and Powerplant programs.

External Support and Collaboration

The Center has contacted prospective members to establish two advisory boards: one (3 members) for aviation, and one (14 members) for automotive programs, and the college reports that meetings are expected to begin during the current (2014-15) academic year. Five letters of support were included with the request for continuation. The authors wrote of the public partnership as an economic driver in workforce development for the aviation community, anticipation of the automotive training facility idea coming to fruition, and appreciation for future partnership possibilities and opportunities to provide training once the building is completed. All Star Automotive has identified four cars that will be donated, and Caterpillar has pledged to donate two large diesel engines as planning continues in the design of the automotive facility.

STAFF ANALYSIS

The designation of BRCC's Transportation Technology programs as a *Center of Excellence* may have been premature, as component parts had little or no history of productivity, basic program development and revision is ongoing, and implementation of major program components may not begin until Fall 2016. Helicopter pilot training offered by Guidance Aviation, a third party vendor, is the only actively productive element at this time. Since its initial designation as a Center for Workforce Excellence, the automotive and aviation technology portions (except avionics) of the Center's work have not been able to enroll students as the faculty conduct unanticipated but much needed curriculum redesign. It may be another two to three years before BRCC's plans are realized and the CWE begins to demonstrate performance excellence. Staff believes that the potential for excellence in the automotive and aviation technology portions remains very real, but that the designation should remain provisional and progress should be monitored closely.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a report and proposal for continued designation as a CWE due by 1 October 2015 and annually thereafter until fully approved.

COMMITTEE ACTION, 10 December 2014

Committee members raised concerns about continued designation of the CWE because the aviation component of Phase I is not productive and the automotive portion has not begun. There was also discussion that CWE designation may be appropriate regarding the helicopter operations portion since there was demonstrated progress in that area and center of excellence status was necessary for BRCC to maintain a different tuition and fee structure for the helicopter operations programs. Dr Denby offered to meet with the college and LCTCS to develop an alternate recommendation. The Committee then moved as follows:

On motion of Regent Dupré, seconded by Regent Wiley, the Committee moved to recommend that the Board of Regents table the request for provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College until staff can return with a revised report and proposal.

Attachment: June 2013 Agenda Item – Original Designation

AGENDA ITEM III B PROPOSED NEW CENTER for WORKFORCE EXCELLENCE BATON ROUGE COMMUNITY COLLEGE CENTER for WORKFORCE EXCELLENCE in TRANSPORTATION TECHNOLOGY

(and reconsideration of contingently approved AAS/Helicopter Pilot Operations)

BACKGROUND INFORMATION

Baton Rouge Community College (BRCC) requests Board of Regents approval of a Center for Workforce Excellence in Transportation Technology. A *Center for Workforce Excellence* partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The Transportation Technology proposal was approved by the LCTCS Board of Supervisors at its May 2013 meeting. A key component program of the proposed Center, the Associate of Applied Science (AAS) in Helicopter Pilot Operations, was conditionally approved by the Board of Regents in March 2013, contingent on the Legislature's approval of the Board of Regents' tuition policy, as the program would require differential tuition to be financially viable.

STAFF SUMMARY

Description

The proposed Center for Workforce Excellence in Transportation Technology was modeled around the goals of *Louisiana: Vision 2020* and the long-range multimodal transportation strategies of the Louisiana Statewide Transportation Plan, particularly relating to the learning enterprise and the culture of innovation. Though all its component programs will be new, it meets the letter and spirit of the new BOR policy on Centers of Excellence and of R.S. 17:1875 (Act 555) by focusing on a key workforce need to provide customized education and training programs and real-time market responsiveness through partnerships between education and industry. Planning for this Center of Excellence has been underway for several years as BRCC prepared to begin operations in Aviation (Phase I) and Automotive (Phase II) technology.

Phase I/Aviation. The Aviation Maintenance Technology component, under development since 2010, includes the only collegiate aircraft radio (avionics) program in the state, plus recently approved certificate programs in airframe (structure and systems) and power plant (engine) maintenance. The Helicopter Operations component will offer a balance of helicopter ground and flight lessons to prepare students to sit for the FAA written, oral and practical examinations needed to become professional pilots and flight instructors. The AAS degree embeds four separate certificates of technical studies (CTS) credentials in helicopter operations: private pilot; instrument pilot; commercial pilot; and flight instructor. These programs are in place and, as dictated by industry demand, anticipated future CTS offerings may include helicopter engine and frame mechanics, or aeronautical technology aircraft dispatch. Aviation training will be housed primarily at the Wilson Hangar and Postal Building at the Baton Rouge Metro Airport (leased for this program by the City of Baton Rouge at a rate of \$100,000 per year).

Phase II/Automotive. Work is underway to erect a world class, state-of-the-art automotive training facility, modeled after the San Jacinto (TX) Community College automotive center, at a BRCC East Campus in the "Smiley Heights" area, specifically designed to deliver National Automotive Certification training to address every facet of the automotive technology for initial and refresher certification to serve domestic and foreign automobile dealers throughout the state, inclusive of Chrysler, Ford, GM, Honda and Toyota. BRCC is developing an AAS degree in Automotive Technology that will incorporate training to include: Automotive Service Excellence (ASE) certifications; GM Automotive Services Educational Program (ASEP); Ford Automotive Student Service Educational Training (ASSET); Automotive Technology Honda Option (PACT); Automotive Technology Toyota Option (TTEN); and Chrysler College Automotive Program (CAP). Capital Area Technical College will merge with BRCC in July 2013, and the existing automotive program will be a feeder into the specialized training to be offered through the proposed Center.

Attachment: June 2013 Agenda Item – Original Designation

In response to requests by the industry, BRCC will also expand into diesel technology training, to include certification in: diesel service; Caterpillar service; John Deere technician; and John Deere Consumer and Commercial Equipment.

Need and Benefits

The demand for helicopter pilots in southern Louisiana is driven by the needs of the robust offshore oil industry. According to the Helicopter Safety Advisory Committee, a total of 891,172 helicopter flights were made to support Gulf of Mexico offshore operations during 2011. The economic impact of *just the helicopter flying* portion is in excess of \$1 Billion to the Gulf Coast states. At present there are no collegiate helicopter training programs in Louisiana, and only one of the private helicopter flight school companies in the state holds a FAA 141 helicopter flight training certificate. The lack of qualified pilots drives Louisiana-based operators to hire out-of-state pilots to meet their needs, which drives up the cost and results in off shore pilots spending the wages outside of Louisiana. BRCC can offer a collegiate flight training program at a reasonable rate and target the State's large veteran population who qualify for Post 9-11 GI Bill benefits (which cover 100% of tuition and flight fees). Since federal funding to the airport is based on the number of flight operations (take-offs and landings) per year, flight training out of the Baton Rouge municipal airport will double the number of flight operations there and result in a major increase in federal funding allocated to the airport. Thus, this one component of the proposed Center for Workforce Excellence in Transportation Technology will benefit the State of Louisiana by: 1) creating a continuous cadre of local, well-trained helicopter pilots; 2) creating an economic stimulation for the State; 3) bringing federal educational dollars to the community of Baton Rouge; and 4) bring federal dollars to the Baton Rouge municipal airport.

The Louisiana Workforce Commission projects 350 annual "4-star" career job openings statewide for automotive service technicians and mechanics through 2020. To help fill this need BRCC is working with the Automotive Youth Educational Systems (AYES) program, a national partnership of automobile manufacturers, dealers and educational institutions to prepare students for entry level positions. AYES recognition helps increase program quality, industry awareness, and access to vehicle and equipment donations. Currently there is no in-state training facility to certify or re-certify automotive mechanics for Chrysler or Honda, and only one for Ford and GM (Delgado) or Toyota (Northshore) dealer service programs; prospective students go (or are sent) to Texas for all five dealership certifications or to Mississippi (Chrysler) or Tennessee (Honda). The proposed Center for Workforce Excellence would offer a centralized facility in Louisiana that will enable the automotive industry to concentrate resource donations of state of the art equipment to serve as an initial training mechanism for students as well as a center for upgrading skills of existing workers.

External Support

In preparation for creating a center for workforce development and training in the fields of aviation, automotive and diesel technology, BRCC has secured donations, grants and pledges of over \$14.7Million in equipment, facilities, services and capital from such diverse parties as:

- New Orleans Hornets (a 727 airplane for the aviation maintenance: \$1.1M)
- City of Baton Rouge (rent of a large hangar at the airport for 5 years: \$500K)
- Several aviation companies (Davis Aviation, G&H enterprises, Southern Air, Richard Eleew, LA Avionics, Carter Aviation, Express Jet, etc.—aircraft engines, parts, manuals : \$76K)
- State of Louisiana Rapid Response (airplanes, engines, systems and equipment: \$900K)
- Automobile Industry Partners (manufacturer specific vehicles, tools and equipment: \$10M)
- City of Baton Rouge Re-Development Authority and EBRMFA (property – Smiley Heights: \$1.96M)
- Dow Chemical (\$200K)

BRCC is partnering with Guidance Aviation to provide the flight portion of the new Professional Aviation degree in helicopters because of its record in a very similar program in Arizona. Guidance Aviation will be contributing \$7.3M in equipment (helicopters, simulators), \$120K in FAA approvals and marketing in the first year, and up to \$250K per year for marketing after year one.

Attachment: June 2013 Agenda Item – Original Designation

The Automotive Technology Program will be housed in a brand new facility located at the Smiley Heights development in Baton Rouge, LA, a public/private partnership between BRCC, the City of Baton Rouge, Baton Rouge Redevelopment Authority, Baton Rouge Area Foundation, Baton Rouge Chamber of Commerce, East Baton Rouge Parish School Board, Louisiana Workforce Commission, Louisiana Automobile Dealers Association and the State of Louisiana. The Automotive Technology building will be built and outfitted by the State of Louisiana (Capital Outlay), grants (\$2 million) and automobile industry partners (\$10 million). There is no anticipated cost to the campus for the building construction.

Finally, though BRCC has assembled a group of advisory board members for the proposed Center for Workforce Excellence that offer expertise from a national perspective, each specific area of training will receive input and guidance from a highly qualified, curriculum specific advisory council. The combined expertise of the advisory board and councils will provide the guidance and insight for the college to provide innovative curricula responding to the needs of industry.

AAS in Helicopter Pilot Operations.

At the March 2013 BoR Academic and Student Affairs Committee meeting, on motion of Regent Wiley, seconded by Regent Sam, the Committee approved recommending conditional approval of the Associate of Applied Science in Helicopter Pilot Operations at BRCC (*contingent on Legislative approval of the BoR tuition policy that allows for differential tuition for high cost programs in high demand fields*). The Board approved the committee's recommendation and members of the LCTCS did work in support of HB194, which would have recognized the BoR Tuition Policy, but it was not passed by the 2013 Legislature.

The proposed program has the potential to meet a well-documented need for helicopter pilots to support the offshore oil industry. Pilot training (flight time) is expensive and would require higher tuition/fees than regular BRCC offerings: differential tuition. R.S. 17:1875 does provide for the LCTCS Board to establish a differential tuition and fee structure for programs offered through a Center for Workforce Excellence such as is proposed here for BRCC. If approved, the degree program would be a cornerstone of the proposed Center for Workforce Excellence in Transportation Technology at BRCC and could begin offering classes in the fall semester.

STAFF ANALYSIS

BRCC is asking to establish a Center for Workforce Excellence based on the level of planning, coordination and collaboration with the aviation and automotive industries, and potential to be a statewide center of education and training in the field of transportation technology beginning with helicopter operations with automotive maintenance. Based on the degree of interest and financial commitment on the part of both public and private entities and on the logic and relevance of the proposed training to be offered through the center, staff believe that BRCC qualifies for an opportunity to establish the center and demonstrate its success, starting with delivery of the aviation component with its helicopter pilot operations program.

STAFF RECOMMENDATION

The senior staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant conditional approval of the proposed Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 August 2014 and annually until fully approved, in accordance with BoR Centers of Excellence Policy.

In addition, senior staff recommends that the Committee recommend that the Board grant conditional approval of the Associate of Applied Science in Helicopter Pilot Operations (CIP 47.0608) as a keystone program in the Center. An update on program implementation, to include enrollment and completion data, shall be submitted by 1 June 2014 and annually until fully approved.

AGENDA ITEM VII C 4

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

BACKGROUND INFORMATION

[Act 232](#) of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans in their transition 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 was established to be 15 July of each year, starting in 2016, and 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 AY 2018-2019, all the 2017-18 Friendly Campuses except River Parishes CC and Southern-Shreveport applied for continued designation.

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 in 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. Most campuses have been able to adjust their student record systems and establish business processes to identify veterans (and spouses/dependents of veterans) and provide all the data required for the 2018-2019 year. As with previous reporting cycles, the most common issue involved the transfer/articulation data (Requirement #4). This is the only provision that also includes the veteran’s spouse, a student classification that is particularly unique, continues to be a challenge for institutions to flag, and that requires a listing of transfer courses that runs into the thousands for some institutions.

Mandatory Criteria for Continued Designation as a GMVFC:

1. Waive Application Fees for Veterans. Among the participating institutions, 2,616 application fee waivers were reported, an increase of 548 from the previous year. 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 on-line orientation programs for veterans, usually in addition to the regular orientation session for entering students. Institutions reported 1,663 students participating in the special sessions in AY 2018-19.
3. Priority Class Scheduling. Institutions reported that 5,501 students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY 2018-19.
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, i.e., to assist students in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, advising and testing. In AY 2018-19, 4,080 veterans were identified as transferring 59,499 credit hours, and their 3,677 spouses/dependents

transferred 53,834 credits. Friendly Campuses reported serving 7,757 veteran or dependent transfer students who transferred 113,333 course credits in AY2018-19.

The System breakdown of total transfer and articulation reported for veterans and their spouses/dependents is shown below:

2019	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits
LCTCS	1,701	25,711	2,245	30,379
LSU	88	6,607	427	10,974
SUS	15	762	8	312
ULS	2,276	25,418	997	12,169
TOTALS	4,080	59,499	3,677	53,834

STAFF ANALYSIS

The bulk of the workload demands on the part of 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 verifications and related support for benefits such as the G.I. Bill or survivors' benefits, few were initially set up to flag all veterans throughout the system, and none identified and flagged spouses/dependents – a requirement for Friendly Campus status.

The past four years have shown gains by the institutions in the number of program offerings targeting Veteran students. Baton Rouge Community College and Louisiana Delta Community College award Credit for Prior Learning (CPL) that enables students to demonstrate what they have learned in their experiences and translate that learning and/or experience into college credit. Several of our campuses have dedicated Veteran's Centers such as the William A. Brookshire Military & Veterans Student Center at LSU, recently recognized as the Student Veterans of America, Chapter of the Year. This year, Friendly Campuses will dovetail with Governor Edwards' new LaVetCorps initiative to open 30 resource centers on campuses statewide to increase veterans' access to state and federal benefits. As of this writing all public postsecondary institutions have committed to LaVetCorps: LCTC System (12 colleges); LSU System (4 campuses); Southern University System (3 Campuses) and UL System (9 campuses).

Based upon the applications received, staff have determined that the 26 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 2018-2019 academic year.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval to forward the following 26 institutions to the Governor with an endorsement as having met requirements for continued designation as Governor's Military & Veteran Friendly Campus:

- ***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***
- ***South Louisiana CC***
- ***SOWELA***
- ***LSU A&M***
- ***LSU Alexandria***
- ***LSU Eunice***
- ***LSU Shreveport***
- ***Southern University, Baton Rouge***
- ***Southern University, New Orleans***
- ***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***

Louisiana Board of Regents

**APPLICATION for INITIAL/CONTINUED DESIGNATION as a
GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS****** Due: 15 July 2019 ****

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

INITIAL/CONTINUED 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, 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	
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>5- Deployment/Readmission Policy. Campus policy and process providing for prompt readmission of veterans whose enrollment was interrupted by mobilization or active duty.</p>
Must Have At Least 3 of the Following in Place.	
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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).</p>

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

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



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Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations

PLANNING, RESEARCH AND PERFORMANCE

Wednesday, October 23, 2019
Louisiana State University
Health Sciences Center Shreveport
Room G-221, Zadeck Conference Center, Building C

VII. Reports and Recommendations

D. Planning Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Initial License: California State University – Sacramento
 - ii. License Renewals
 1. Central Michigan University
 2. University of St. Augustine for Health Sciences
 3. William Carey University

2. 2019 Tops Report (as required by R.S. 17:3048.3)

Committee Members: Claudia Adley, Chair, Sonia Pérez, Vice Chair, Blake David, Randy Ewing, Robert Levy, Charles McDonald, Wilbert Pryor, Gerald Theunissen

**Planning, Research and Performance
Agenda Item VII.D.1.a.i.**

**California State University, Sacramento
Sacramento, California**

BACKGROUND

California State University, Sacramento (CSUS) is not incorporated in the State of Louisiana. The public institution was founded 1947 as Sacramento State College. Today, CSUS is the eleventh oldest school in the 23-campus California State University system. Headquartered in Sacramento, CSUC is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

ACADEMIC PROGRAM

CSUS proposes to offer online programs and courses in areas such as psychology, criminal justice, and education to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. However, since some of these programs require internships, licensure is necessary.

FACULTY

CSUS employs 72 faculty to support its online programs available to Louisiana residents, twenty-seven on a full-time basis. 31 of the faculty are trained at the doctoral level from accredited institutions, while the balance is trained at the master's level.

FACILITIES

Since the programs are offered online, there is no need for physical facilities in Louisiana. Students complete internships at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to California State University, Sacramento, located in Sacramento, California.

**Planning, Research and Performance
Agenda Item VII.D.1.a.ii.1.**

**Central Michigan University
Mount Pleasant, Michigan**

BACKGROUND

Central Michigan University (CMU) is not incorporated in Louisiana and was initially licensed by the Board of Regents in 1993. The university, headquartered in Mt. Pleasant, Michigan, offers programs in areas ranging from the health professions and engineering, to business and communications, and science and technology. CMU also provides educational services to military personnel throughout the United States, including Fort Polk, Louisiana. CMU is accredited by the Higher Learning Commission (HLC).

ACADEMIC PROGRAM

CMU offers a Master of Science degree in Administration with concentrations in General Administration, Human Resources Administration, Health Services Administration and Leadership. Students receive classroom lecture instruction structured primarily around military/government schedules and activities.

FACULTY AND STUDENTS

The institution reported eleven faculty supporting its Ft. Polk campus programs, 2 employed full-time and all trained at the doctoral level. All faculty are recruited, screened, and employed through the home campus in Mt. Pleasant. The institution reported an unduplicated headcount of 15 Louisiana students enrolled in its masters program.

FACILITIES

Facilities include numerous classrooms, an administrative office, computer laboratory, and a base library at Fort Polk which offers students access to library resources housed at Central Michigan's campus in Mt. Pleasant.

STAFF RECOMMENDATION

Given the credentials of its faculty, the admission standards of the program, the institution's regional accreditation, and the oversight provided by the main campus, senior staff recommends that the Board of Regents approve the application for license renewal from Central Michigan University, located in Mount Pleasant, Michigan.

Planning, Research and Performance
Agenda Item VII.D.1.a.ii.2

University of St. Augustine for Health Sciences
San Marcos, California

BACKGROUND

The University of St. Augustine for Health Sciences (USAHS) is not incorporated in the State of Louisiana. The university is a graduate institution headquartered in San Marcos, California and was first licensed in 2011. The university is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC).

ACADEMIC PROGRAM

USAHS offers a variety of online masters and doctorate programs in health-related fields (Occupational Therapy, Physical Therapy, Speech-Language Pathology, Nursing). The Occupational Therapy and Physical Therapy programs hold professional accreditation. The MS-SLP program is a candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Typically, the online nature of the delivery system would not require licensure. However, since many of the programs require clinical rotations or field experiences, licensure is necessary.

FACULTY AND STUDENTS

USAHS employs 239 faculty to support its online programs available to Louisiana residents. Of the faculty, 234 are employed on a full-time basis. USAHS reported 14 Louisiana students in its doctoral programs and ten currently enrolled in its masters programs.

FACILITIES

Since USAHS operates programs online with administrative and academic support in San Marcos, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the scope of the programs, the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve license renewal for the University of St. Augustine for Health Sciences, located in San Marcos, California.

Planning, Research and Performance
Agenda Item VII.D.1a.ii.3

William Carey University
Hattiesburg, Mississippi

BACKGROUND

William Carey University (WCU) first registered with the Board of Regents in 1979. The institution is headquartered in Hattiesburg, Mississippi and offers its RN-BSN program in Baton Rouge. The institution is accredited by the Southern Association of Colleges and Schools Commission on Colleges. (SACS, COC).

ACADEMIC PROGRAM

William Carey University currently offers an RN to BSN in at its Baton Rouge General Medical Center location in Baton Rouge. The RN-BSN is accredited by the Commission on Collegiate Nursing Education (CCNE).

FACULTY AND STUDENTS

The university's School of Nursing employs nine faculty members to support the Louisiana residents in its RN-BSN program. Five are employed on a full-time basis. All hold doctoral and/or masters degrees. The institution reported an enrollment of 103 Louisiana students in its nursing program for fall 2019.

FACILITIES

Prior to Hurricane Katrina, WCU leased space from New Orleans Baptist Theological Seminary for administrative and instructional purposes. Following the storm, the program relocated to New Orleans where they were leasing space from Delgado Community College at its Charity School of Nursing in New Orleans. Currently, WCU is operating at the Baton Rouge General Medical Center in Baton Rouge at 3600 Florida Blvd.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal from William Carey University, located in Hattiesburg, Mississippi.

Planning, Research and Performance

Agenda Item VII.D.2.

2019 TOPS Report Executive Summary

BACKGROUND

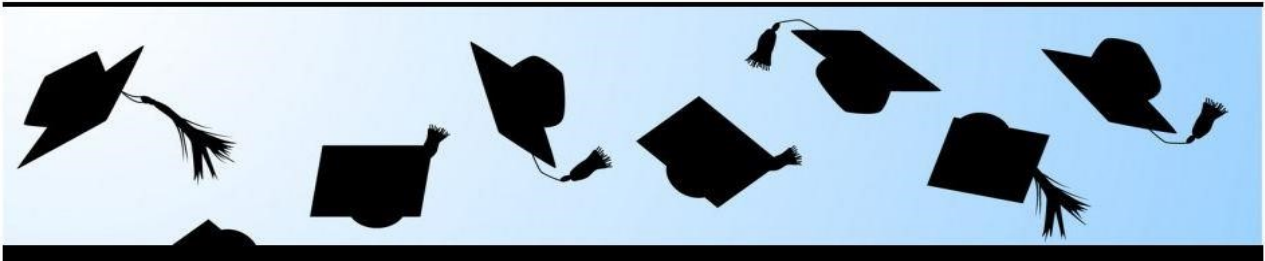
R.S. 17:5067 requires the Louisiana Board of Regents (BoR) to prepare a report analyzing various aspects of the TOPS program.

OVERALL FINDINGS

- From 2009 to 2018, 88.1% of students deemed eligible for a TOPS award accepted the award and subsequently enrolled in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2009 and 2018 was 24 and the average high school GPA (Core GPA) was 3.36.
- From 2007-2008 to 2016-2017 the majority of TOPS recipients were white (71.7%) and female (58%).
- Since 2008-2009, the number of TOPS recipients from households with incomes of \$150,000 increased by 56.3%; whereas, the number of recipients from households with incomes of \$14,999 or less (below the poverty line), increased by only 17% in the same time frame.
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.
- The average time-to-degree (calendar years) for a Baccalaureate degree for TOPS recipients (4.5 years for all Tiers) vs Non-TOPS recipients (7.3 years).
- The average time-to-degree (calendar years) for an Associate Degree for TOPS recipients (3.8 years) vs Non-TOPS recipients (5.9 years).

STAFF RECOMMENDATION

The Senior Staff recommends that the Planning, Research and Performance Committee approve the 2019 TOPS Report and authorizes staff to forward the report to the Senate and House Committees on Education.



TOPS Report:
Analysis of the TOPS Program from 2009-2018

Louisiana Board of Regents

October 2019



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Appendices

Appendix A: Act 1202 from 2001 Regular Legislative Session

Appendix B: Act 587 from 2014 Regular Legislative Session

Appendix C: Act 227 from 2015 Regular Legislative Session

Appendix D: TOPS Tech Analysis

Appendix E: TOPS Core Curriculum

Appendix F: 2019 High School Grads TOPS Eligible by School and Parish

Executive Summary

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, or TOPS) was created by ACT 1375 of the 1997 Regular Legislative Session. The first college freshman class to receive TOPS awards entered postsecondary 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 for clarity and data points without making any substantive changes to the program.

In accordance with ACT 227, this report includes:

- An analysis of the relationship between the 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 students;
- The number of and reasons for students losing award eligibility;
- Graduation data and
- TOPS time-to-degree and degree attainment.

Act 587 of the 2014 Regular Legislative Session added several additional types of information to the TOPS report, including:

- Demographic information of program award recipients (race, gender, parent's income);
- 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.

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 to the Senate Committee on Education and the House Committee on Education, by December 1st each year. Therefore, in order to comply with the Act's deadline, data on 2019-2020 TOPS recipients are not included.

Overall, the findings indicated that:

- From 2009 to 2018, 88.1% of students deemed eligible for a TOPS award accepted the award and subsequently enrolled in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2009 and 2018 was 24 and the average high school GPA (Core GPA) was 3.36.
- From 2007-2008 to 2016-2017 the majority of TOPS recipients were white (71.7%) and female (58. %).
- 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 degree is 3.8 years vs. 5.9 years for Non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.5 years vs 7.3 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 the purposes of policy analysis and program evaluation, and to provide accurate data and statistics relative to the program's impact on the State and on students (Appendix A). In addition to the development of a TOPS reporting system, Act 1202 also required the BoR to prepare a report on various aspects of the TOPS program. To satisfy the reporting requirements, BoR staff developed interfaces between the major systems needed to identify and track TOPS students as they moved through the postsecondary education enrollment cycle. According to Act 1202, the "TOPS report" should include:

- An analysis of the relationship between the high school courses taken and 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 students, by award level;
- The number of and reasons for students losing award eligibility;
- Graduation rates by award category (within 100% and 150% 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 several additional types of information 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 who were 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 1st of each year. Therefore, in order to comply with the Act's established deadline, data on 2019-2020 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 outside of requiring additional data points of the correlation of TOPS recipients to 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. Although a discussion of these statutes is noteworthy, the impact of some of these laws will not be reflected in the data until future reports.

The 2016 Acts that impact TOPS are as follows:

- **Act 18 of the 2016 Regular Session** of the Louisiana Legislature 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 of the 2016 Regular Session** of the Louisiana Legislature increases the 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 2021 and later.
- **Act 503 of the 2016 Regular Session** of the Louisiana Legislature 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. 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 his TOPS Award during a budget shortfall. This change was effective beginning with the AY 2016-2017 award year.

The 2017 Act that impacts TOPS is as follows:

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

The 2018 Acts that impact TOPS are as follows:

- **Act 671 of the 2018 Regular Session** of the Louisiana Legislature changes certain TOPS initial eligibility requirements and provides relative to the sharing of certain student data.
- **Act 583 of the 2018 Regular Session** of the Louisiana Legislature 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.

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

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students or 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 postsecondary 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 postsecondary educational opportunities and become productive members of Louisiana's workforce; and
- Promote access to and success in postsecondary 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 been historically 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 are able to use the TOPS Tech Award to pursue an associate's degree or other shorter-term training and education program, including skill, occupational, vocational, technical, certificate, and academic, that the Workforce Investment Council and the Board of Regents determine are aligned to state workforce priorities. These changes are expected to increase participation, allowing for a more detailed analysis of the TOPS Tech program in future reports.

The criteria for eligibility for the *Opportunity*, *Performance* and *Honors* awards includes 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 are contained 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 On-Line Application are the mechanisms for applying for TOPS. Program eligibility is determined by using the high school transcript from the Department of Education’s Student Transcript System (STS) and official ACT scores.

Award	Core Units	Core GPA	ACT Composite	Duration
Opportunity	19	2.5	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

Source: LOSFA website - TOPS Brochures & Flyers

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 semester hours each academic year (fall, spring and summer), and maintain satisfactory academic progress as demonstrated by the cumulative grade point average. Table 2 lists the minimum renewal requirements for each award. Continuing eligibility is determined by LOSFA based on data received from the postsecondary institution in which the student is enrolled.

Table 2: Minimum Renewal Requirements, 2019

Award	Hrs. Earned/ AY	Cumulative GPA per AY	Award Reinstated (Upon recovery of req. GPA)
Opportunity	24	2.3 end of first academic year 2.50 end of all other academic years Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes
Performance	24	3.00 end of first academic year Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity
Honors	24	3.0 end of first academic year Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity

Source: LOFSA website - TOPS Brochures & Flyers

Table 3 illustrates the distribution of TOPS awards across systems for the AY 2018-2019. In AY 2018-2019, the majority (55.8%) of TOPS awards went to students attending a UL System campus. Data also indicate that nearly one-half (48.4%) of students with TOPS awards had an *Opportunity* award. Of students with the highest level of award, the *Honors* award, 47.2% attended a UL System Campus.

Table 3: Distribution of Award Types Across Systems, AY 2018-2019

Award	LSU System	Southern System	UL System	LCTC System	Private Institutions	Proprietary Schools	% of all awards
<i>Opportunity</i>	26.4%	2.6%	57.4%	7.2%	5.7%	0.6%	48.4%
<i>Performance</i>	29.3%	1.1%	60.4%	2.9%	6.1%	0.2%	27.3%
<i>Honors</i>	41.1%	0.3%	47.2%	0.6%	10.8%	0.1%	24.3%
% of all awards	30.7%	1.6%	55.8%	4.4%	7.1%	0.4%	100.0%

Source: LOSFA - TOPS Payment Summary by Award Level for Academic Year 2018-2019 as of 08/19/19

TOPS Report: Historical Analysis of the TOPS Program, 2009-2018

The information in this 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. 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 postsecondary institutions since those institutions do not currently participate in Regents’ reporting systems. The report is presented in an order that follows the students’ progression through the postsecondary enrollment process; from preparation, to participation in postsecondary education, to persistence, to graduation.

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Preparation

TOPS academic eligibility criteria require students to take high school courses that will prepare them for success after high school, particularly in postsecondary education. With the [2001 Master Plan](#), the BoR adopted the *TOPS Core* as the *Regents' Core*, the most important 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 2019 Louisiana high school graduates conducted by ACT examined the correlation between the ACT Core -- which is closely aligned to 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, 54,302 students in the 2019 graduating class took the ACT test. Of these students, approximately 59% took the ACT Core and 20% took less than the Core. (Because some students did not indicate whether or not 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 2019 was 20.6, whereas the average ACT composite score for those who did not report completing the ACT core was 15.6.¹

The TOPS eligibility core criteria are more rigorous than the ACT Core as it requires students to take a more rigorous and prescriptive high school curriculum, which in turn better prepares them for the ACT and for success in postsecondary 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 86.5%. 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.

¹ ACT Core or more results correspond to students taking the 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 have most probably completed the Louisiana Jump Start curriculum.

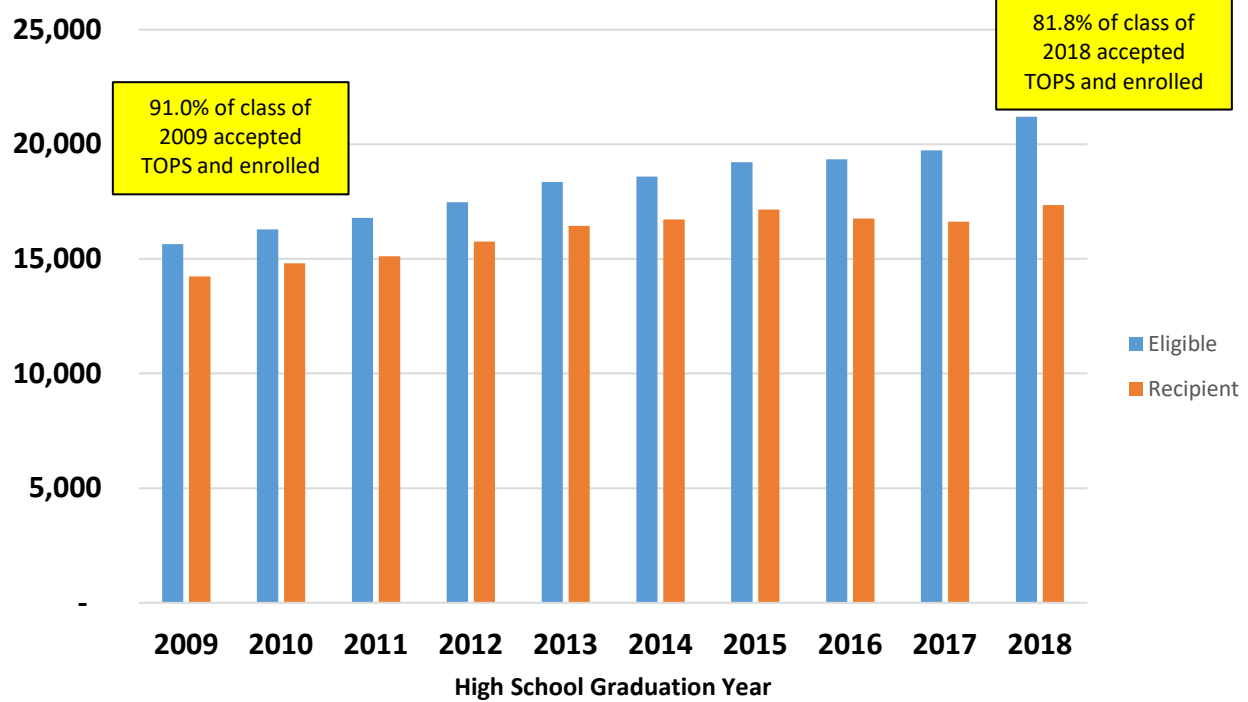
Table 4: Average ACT Composite, AY 2014-2019

High School Grad Year	Average ACT Composite for students completing ACT Core	Average ACT Composite for students not completing ACT Core
2014	20.5	15.9
2015	20.7	16.1
2016	20.7	16.2
2017	20.8	16.3
2018	20.7	16.1
2019	20.6	15.6

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 postsecondary 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 182,658 students deemed eligible for a TOPS *Opportunity, Performance* or *Honors* award between 2009 and 2018, 160,966 (or 88.1%) accepted the award and enrolled in a postsecondary education institution in Louisiana (see Figure A.). If one were to define the best and brightest as students who were deemed eligible for TOPS *Honors* Award, approximately 81.9% accepted the TOPS *Honors* Award and enrolled in a postsecondary education institution in Louisiana. The lower acceptance rate (81.9%) compared to the overall TOPS acceptance rate (88.1%) can be attributed to the larger number of postsecondary options (in state and out-of-state) available to *Honors* Award eligible students.

Figure A: Number Eligible for TOPS vs. Number of Recipients who Enroll in Postsecondary Education Institutions



Since 2009-2010, the average high school core GPA of TOPS recipients has increased as illustrated in Table 5. In 2009-2010, the average TOPS core GPA was 3.34. By 2018-2019, the average TOPS core GPA had increased to 3.36. Both the average ACT scores and TOPS core GPAs of TOPS recipients have been consistently higher than the minimum requirements for a TOPS *Opportunity* award. See Appendix F for an analysis of 2018-2019 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
2009-2010	24	20.1	3.34
2010-2011	24	20.2	3.35
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	19.4	3.40
2017-2018	24	19.2	3.54
†2018-2019	25	***	3.36

* Since 2010, the overall composite ACT score of TOPS recipients is 24, the overall average GPA is 3.38

** The Statewide average includes all high school graduating students. Source: ACT Profile Report

*** Release of this information is embargoed per ACT until October 30, 2019

† Of those eligible. Source: ACT Profile Report

As Table 6 indicates, TOPS recipients are predominantly white. In 2017-2018, 71.7% of TOPS recipients were white while the total first-time entering freshman student population was 50% white. This trend is found in other states with similarly large merit-based scholarship programs. Despite the racial gaps present in TOPS recipients, the number of minorities receiving TOPS has increased over time. For example, in 2017-2018, 3,195 African Americans were TOPS recipients, compared to 2,074 in 2008-2009. This represents a 54.1% increase since 2008 - 2009.

Table 6: TOPS Recipients, by Race*

HS Graduating Cohort	Asian	American Indian	African American	White	Hispanic	Other	Total
2008-2009	397	79	2,074	11,206	237	0	13,993
2009-2010	411	79	2,343	11,491	289	0	14,613
2010-2011	400	71	2,462	11,544	339	70	14,886
2011-2012	480	76	2,814	11,657	421	95	15,543
2012-2013	492	82	2,946	12,175	412	138	16,245
2013-2014	516	111	2,763	12,139	461	144	16,134
2014-2015	539	110	3,072	12,479	507	149	16,856
2015-2016	508	102	3,080	12,073	547	153	16,463
2016-2017	503	96	2,913	12,122	533	194	16,361
2017-2018	548	114	3,195	12,427	565	250	17,099

* It should be noted that 3,113 individuals did not report their race. Therefore, they were not included in this analysis.

Source: LOSFA internal data files as of August 2019.

Additionally, initial TOPS recipients are predominantly female. As noted in Table 7, in 2017-2018, 58% of TOPS recipients were female. In comparison, 55.3% of the total 2018 first-time freshman undergraduate population was female.

Table 7: TOPS Recipients, by Gender*

HS Graduating Cohort	Female	Male	Total
2008-2009	8,316	5,847	14,163
2009-2010	8,672	6,130	14,802
2010-2011	8,760	6,357	15,117
2011-2012	9,054	6,673	15,727
2012-2013	9,596	6,850	16,446
2013-2014	9,776	6,919	16,695
2014-2015	10,119	7,014	17,133
2015-2016	9,908	6,839	16,747
2016-2017	9,729	6,858	16,587
2017-2018	10,046	7,222	17,268

* It should be noted that over the ten-year period, 494 individuals did not report their gender and are not included in this analysis. Source: LOSFA internal data files as of August 2019

As indicated in Table 8, TOPS recipients are increasingly coming from middle- and upper- income families. Since 2008-2009, the number of TOPS recipients from households with incomes of \$150,000 increased by 56.3%; whereas, the number of recipients from households with incomes of \$14,999 or less (below the poverty line), increased by only 17% in the same time frame.

Table 8: 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+
2008-2009	930	1,012	934	1,300	1,706	2,674	2,068	822	2,128
2009-2010	1,024	1,107	1,034	1,394	1,754	2,684	2,125	812	2,069
2010-2011	899	1,124	1,065	1,397	1,741	2,616	2,049	858	2,226
2011-2012	918	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	2,637	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	1,091	1,255	1,161	1,583	1,739	2,584	2,238	1,082	3,266
2015-2016	998	1,235	1,126	1,574	1,676	2,499	2,199	1,070	3,326
2016-2017	1,011	1,224	1,149	1,400	1,558	2,506	2,162	1,168	3,333
2017-2018	1,088	1,339	1,211	1,659	1,726	2,496	2,264	1,094	3,326

* It should be noted that over the past ten years, 10,770 individuals either did not report their income or reported a negative income. Therefore, those individuals were not included in this analysis. ** Lowest household income with growth of 17% from 2008-2009 to 2017-2018.

Source: LOSFA internal data files as of August 2019

Persistence

Persistence in postsecondary education is usually measured by the rate at which first time, full-time, degree-seeking students are retained to (or return for) their second year. As illustrated in Tables 9, 10 and 11, students who begin college with a TOPS award return to postsecondary education in subsequent years at higher rates than non-TOPS students. Furthermore, students who receive the Performance and Honors awards are retained at greater rates than students who receive the Opportunity award. Because TOPS students are better prepared generally for postsecondary education, it is not surprising that these students persist at greater rates than non-TOPS students.

Table 9 examines the overall retention rate (retention at any Louisiana public postsecondary institution, not necessarily the institution in which the student started) to the second, third and fourth year of students who began at a four-year institution with TOPS compared to those who began without TOPS (i.e., non-TOPS students).

Previous reports included LA residents, out-of-state and international students in the Non-TOPS category. Beginning with this report, out-of-state and international students will be excluded since they are not eligible for TOPS.

Table 9: Statewide Retention Rates of TOPS vs. Non-TOPS* Students Who Began at a Four-Year Institution

Fall Semester Entering Class	2 nd Yr. Retention		3 rd Yr. Retention		4 th Yr. Retention	
	TOPS	Non-TOPS	TOPS	Non-TOPS	TOPS	Non-TOPS
2008	90%	71%	83%	59%	79%	52%
2009	89%	70%	82%	59%	77%	51%
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%	80%	53%	74%	47%
2016	87%	67%	81%	56%	0%	0%
2017	88%	68%	0%	0%	0%	0%

Source: BoR internal data files as of August 2019. *Non-TOPS is limited to Louisiana Residents

Table 10 examines the overall retention rate of TOPS students who began at a four-year institution to the second, third and fourth year by award level.

Table 10: Statewide Retention Rates of TOPS Students Who Began at a Four-Year Institution by TOPS Award Level

Fall Entering Class	2 nd Yr. Retention			3 rd Yr. Retention			4 th Yr. Retention		
	Opportunity	Performance	Honors	Opportunity	Performance	Honors	Opportunity	Performance	Honors
2008	89%	88%	95%	82%	84%	91%	76%	82%	89%
2009	88%	88%	93%	80%	84%	92%	74%	81%	88%
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	86%	87%	94%	77%	83%	92%	70%	80%	89%
2015	85%	87%	94%	77%	83%	92%	70%	78%	88%
2016	85%	88%	93%	77%	85%	90%	0%	0%	0%
2017	84%	90%	94%	0%	0%	0%	0%	0%	0%

Source: BoR internal data files as of August 2019

Table 11 examines the overall retention rate to the second year of students who began at a 2-year institution with TOPS compared to those who began without TOPS.

Table 11: 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
2008	81%	58%
2009	77%	53%
2010	77%	53%
2011	72%	53%
2012	74%	52%
2013	72%	52%
2014	73%	51%
2015	75%	51%
2016	74%	47%
2017	75%	48%

Source: BoR internal data files as of August 2019. *Non-TOPS is limited to Louisiana Residents

Students who receive a TOPS award must maintain minimum academic criteria to retain their award. (See Table 2.) The award is cancelled when students fail to maintain full-time and continuous enrollment and earn the required 24 hours of credit per academic year or earn the required minimum GPA. TOPS Awards are initially suspended for GPA and are permanently canceled only after 2 years have passed and the student has not attained the required GPA. As shown in Table 12, the number of awards cancelled has declined over time.

Furthermore, between fall 2008 and spring 2018, 158,392 students received TOPS awards. Of these TOPS award recipients, 40,323 (25.5%) had their TOPS award cancelled at some point during their postsecondary academic career. Of the 40,323 awards that were cancelled, (79.4%) were cancelled due to students' failure to earn 24 hours of college credit during an academic year.

Table 11: Percentage of TOPS Awards 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	
2008-2009	14,335	5,367	37%	3,668	26%	355	2%	1,344	9%	576	4%
2009-2010	14,480	5,020	35%	3,418	24%	384	3%	1,218	8%	537	4%
2010-2011	14,805	4,667	32%	3,155	21%	488	3%	1,024	7%	605	4%
2011-2012	15,124	4,230	28%	3,030	20%	518	3%	682	5%	588	4%
2012-2013	15,815	4,106	26%	3,471	22%	539	3%	96	1%	600	4%
2013-2014	16,453	4,273	26%	3,649	22%	514	3%	110	1%	657	4%
2014-2015	16,704	4,105	25%	3,663	22%	347	2%	95	1%	663	4%
2015-2016	17,292	3,891	23%	3,576	21%	228	1%	87	1%	665	4%
2016-2017	16,701	3,112	19%	2,885	17%	164	1%	63	0%	577	3%
2017-2018	16,683	1,552	9%	1,504	9%		0%	48	0%	538	3%
2018-2019	*	*	*	*	*	*	*	*	*	*	*
Grand Total	158,392	40,323		32,019		3,537		4,767		6,006	

Source: LOSFA internal data files as of September 2017, TOPS Tech award recipients not included.

*Due to change in methodology by LOSFA regarding recipients of awards cancelled for 2017-2018, these data are not available at this time and will be reported in the next year.

The average ACT score of all the TOPS recipients who had their award cancelled between 2006-2007 and 2017-2018 (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 23.0. Among this same group, the average high school GPA was 3.13 (Table 13).

Reasons Cancelled	Average ACT Composite	Average High School GPA
24 Hour	23.0	3.13
GPA	22.7	3.10
Non-Continuous Enrollment	23.1	3.18

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 required (i.e., within six years for baccalaureate degrees and within three years for associate degrees). However, because TOPS recipients are eligible for the award for up to four years (or 8 semesters), it is important to examine graduation rates at both 100% and 150% of time.

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 do students without a TOPS award. In order to compare the same cohorts, the 2012 class will be used to compare graduation rates as both 100% and 150% data is available. Findings indicate that 32% of first time, full-time entering cohort of TOPS recipients in 2012 completed a baccalaureate degree within 100% of time, compared with 7% of non-TOPS students who did so within the same time frame. Furthermore, 62% of first time, full-time entering cohort of TOPS recipients in 2012 completed a baccalaureate degree within 150% of time, compared with 28% of non-TOPS students within the same time frame.

In previous reports the non-TOPS category captured Louisiana residents as well as out-of state and international residents. Beginning with this 2018 TOPS Report, out of state and international students will be excluded.

Figure B: Statewide Baccalaureate 4-Year Graduation Rate (100%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2008-2014

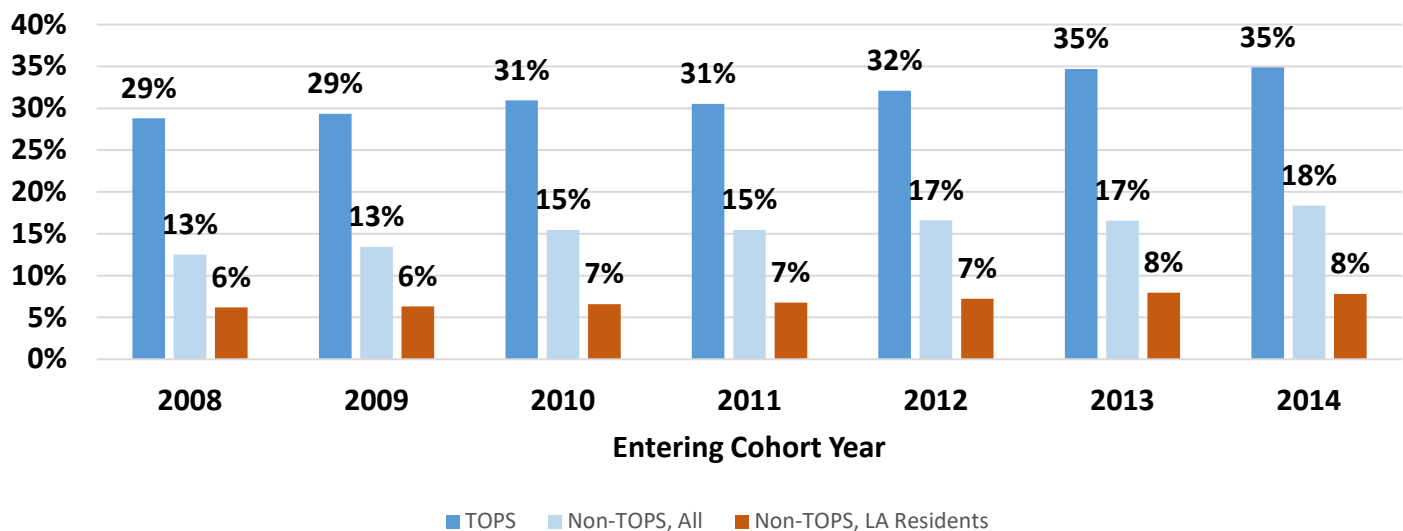
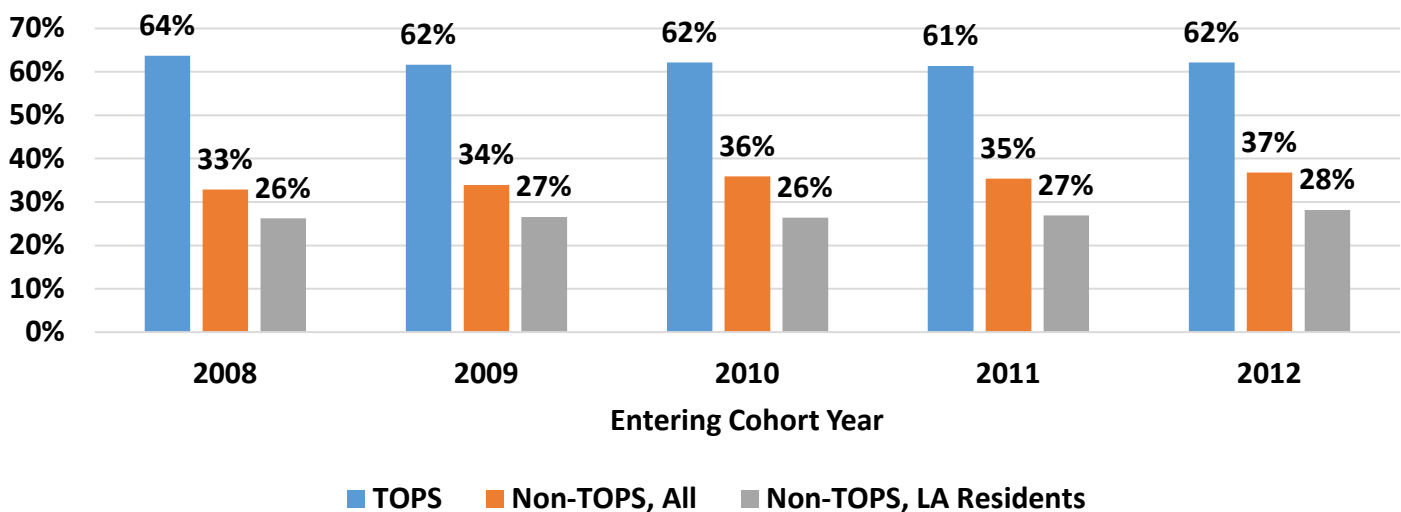


Figure C: Statewide Baccalaureate 6-Year Graduation Rate (150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2008-2012



Graduation rates also differ across the type of award received. TOPS Honors award recipients graduate at much higher rates than TOPS Performance and Opportunity award recipients. As previously stated, in order to compare the same cohorts, the 2012 class will be used to compare graduation rates as both 100% and 150% data is available. As noted in Figures D and E, 64% of TOPS Honors award recipients in the 2012 entering cohort completed a baccalaureate degree within 100% of time and 85% within 150% of time, compared with 50% and 20% within 100% of time and 76% and 54% of 150% of time for the TOPS Performance and Opportunity award recipients, respectively.



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

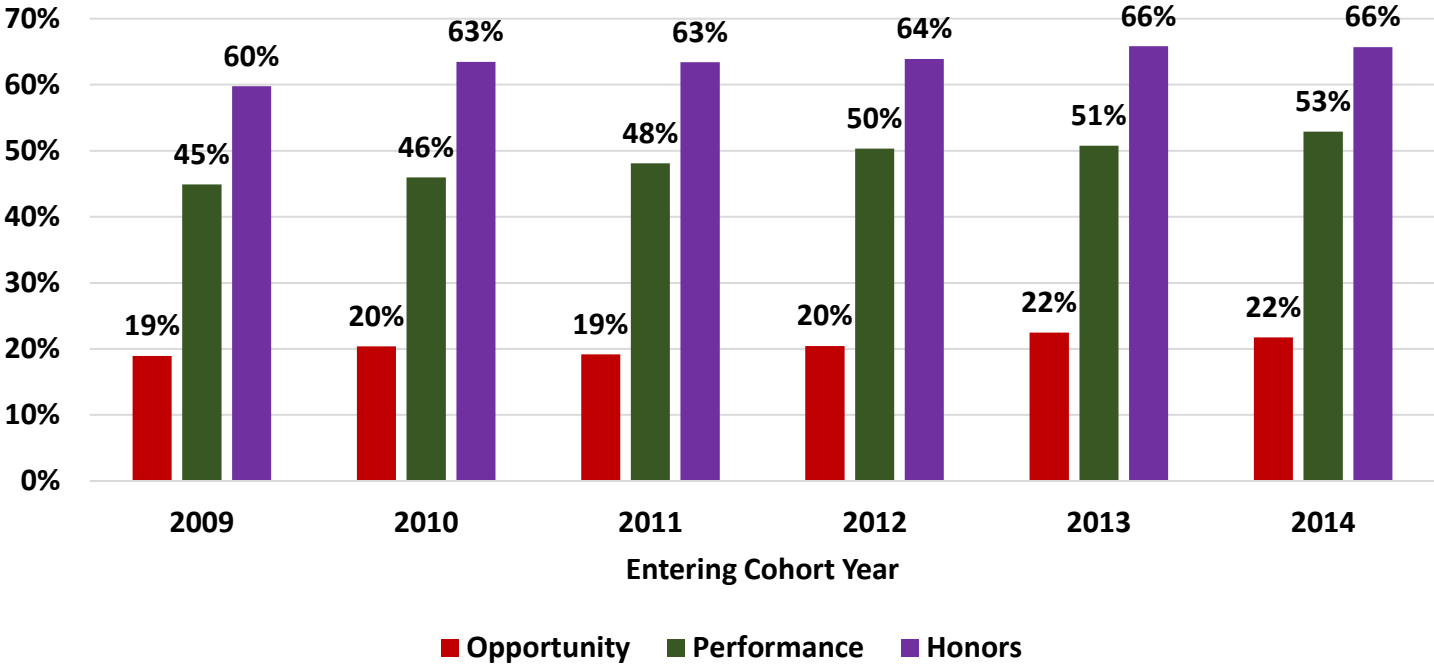
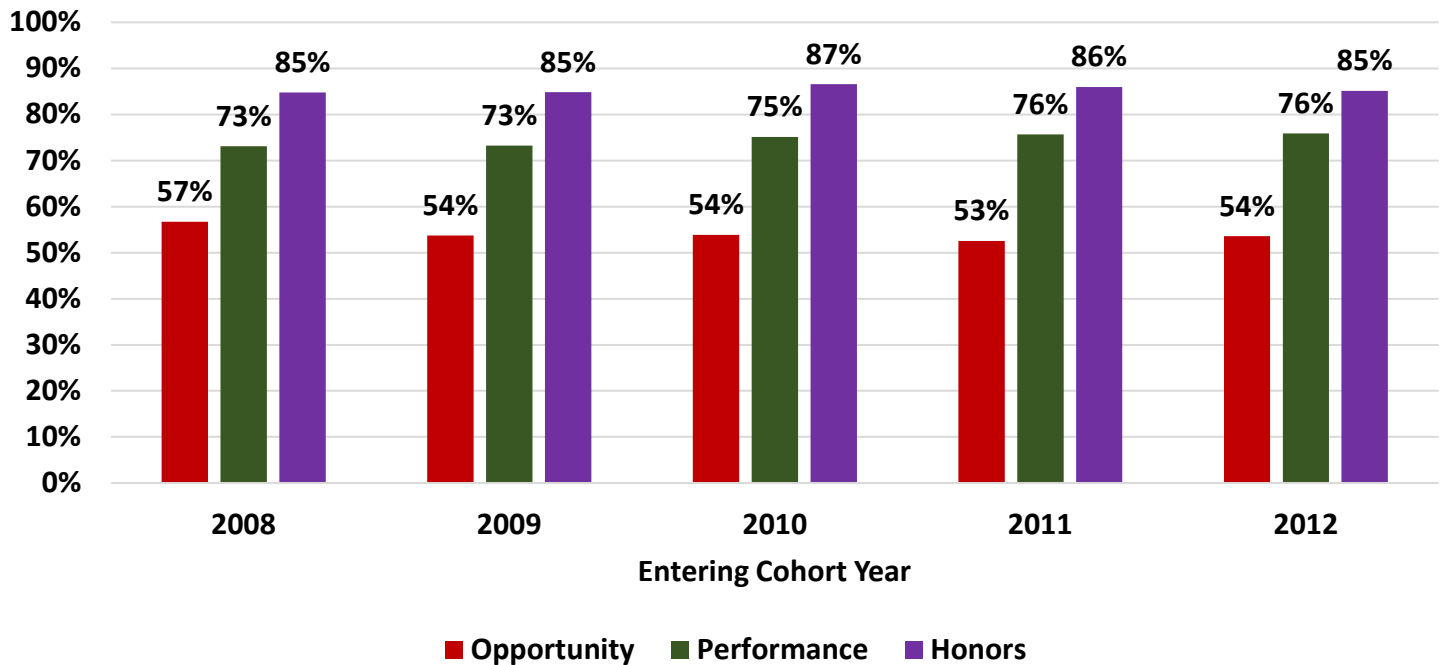


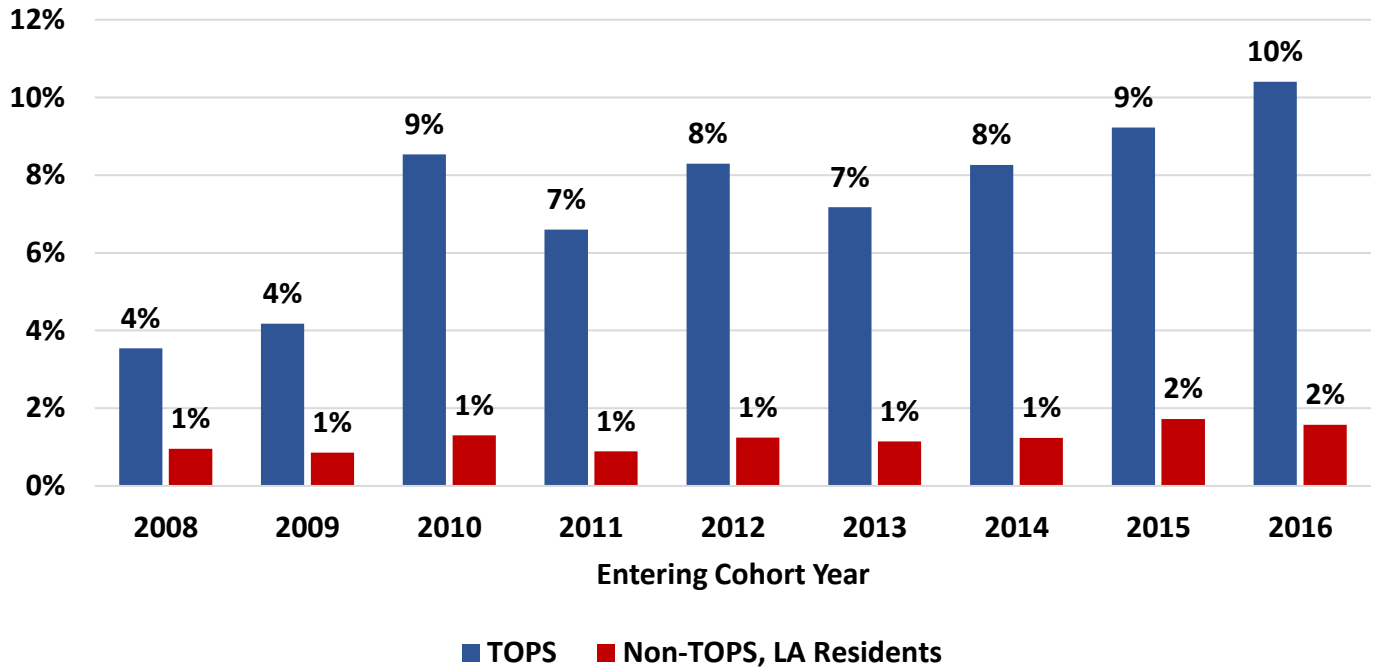
Figure E: Statewide Baccalaureate 6-Year Graduation Rate (150%) By Opportunity, Performance, Honors



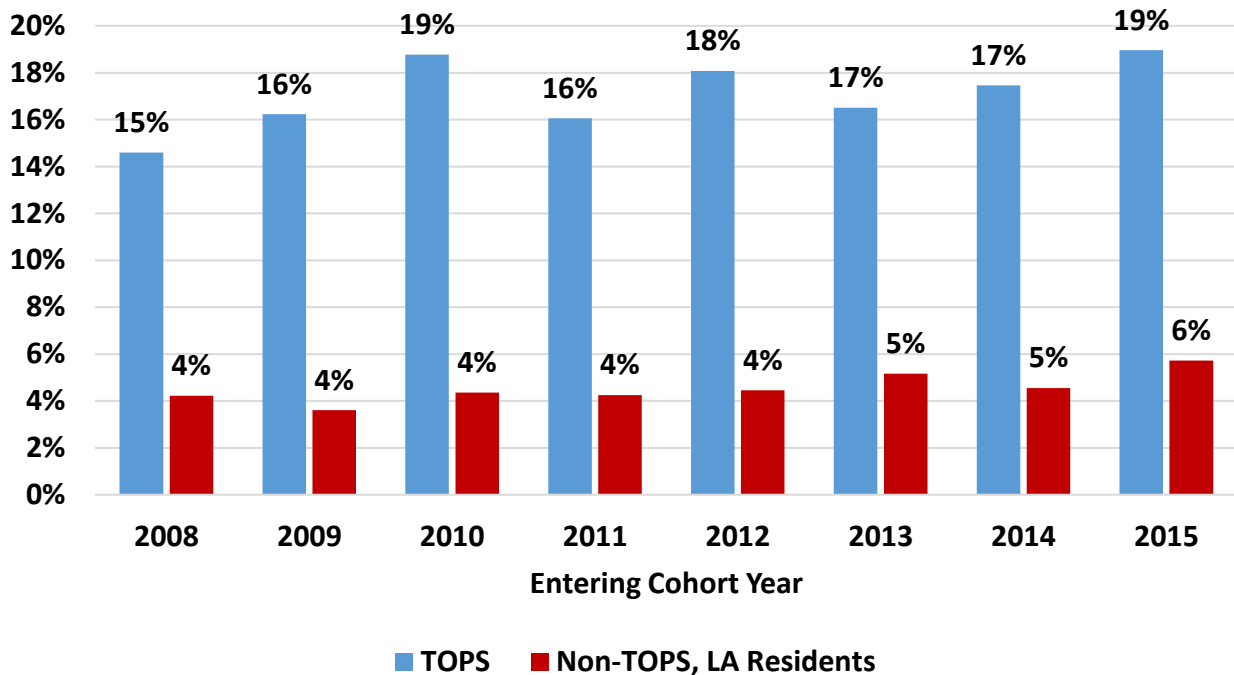
Similar to the baccalaureate degree trends noted above, TOPS recipients who begin an associate degree program graduate at much higher rates than do students without a TOPS award. In order to compare the same cohorts, the 2015 class was used to compare graduation rates as both 100% and 150% data is available. As shown in Figures F and G, 9% of first-time, full-time entering cohort of TOPS recipients in 2015 completed an associate degree within 100% of time, compared with 2% of non-TOPS students who did so within the same time frame and 19% of first-time, full-time entering cohort of TOPS recipients in 2015 completed an associate degree within 150% of time, compared with 6% of non-TOPS students. These rates do not include the substantial number of TOPS two-year students who transfer to four-year institutions prior to receiving an associate degree. Performance measures for out of state and international students were negligible and did not affect the data.

In previous reports it should be noted that non-TOPS included Louisiana residents as well as out-of state and international residents. Beginning with this 2018 TOPS Report, Louisiana residents will be excluded from this group.

**Figure F: Statewide 2-Year Associate Graduation Rate (100%)
Among TOPS and Non-TOPS Students First-Time, Full-Time
Entering Cohorts, Two-Year Institutions 2008-2016**



**Figure G: Statewide 2-Year Associate Graduation Rate
(150%)
Among TOPS and Non-TOPS Students First-Time, Full-
Time Entering Cohorts, Two-Year Institutions 2008-2015**



National Student Clearinghouse (NSC), [2016] defines time to degree as “the time between initial enrollment in a postsecondary institution and graduation with a college degree. Table 14 examines this metric for TOPS recipients vs. Non-TOPS recipients for the 2018-2019 Academic Year. Consistent with trends discussed in this report, TOPS students took less time to degree than their Non-TOPS counterparts. Within the three tiers of TOPS (Opportunity, Performance and Honors), the higher the scholarship level, the lesser number of semesters taken to graduate.

Table 14: 2018 - 2019 Average Time to Degree of TOPS & Non-TOPS Recipients*

Associate	TOPS/No TOPS	Average Time-To-Degree (Calendar Years)
	TOPS	3.8
	No TOPS	5.9
Associate Total		5.2
Baccalaureate	TOPS/No TOPS	Average Time-To-Degree (Calendar Years)
	TOPS	
	Opportunity	4.9
	Performance	4.1
	Honors	3.9
	TOPS Total	4.5
	No TOPS	7.3
	Baccalaureate Total	5.0

* Does not include Out of State or International students.

Funding TOPS

As depicted in Figure H below, the State spent approximately \$3.29 billion funding the TOPS program from 1999 to 2018. The 2016-2017 AY was the first time that TOPS was not fully funded due to budget shortfalls. The 2017-2018 AY saw the State restore TOPS funding to previous levels. During that same time, total expenditures on the TOPS program substantially increased. The growth is largely attributable 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 2018-2019, the number of TOPS recipients more than doubled to 53,068. From 1998-1999 to 2018-2019, the average tuition at Louisiana’s public 4-year institutions more than quadrupled (Figure H). As illustrated in Figure I, in 1998-1999, the number of TOPS recipients was 23,561. By 2018-2019, the number of TOPS recipients more than doubled to 53,068.

Figure H: TOPS Program Funding, 1998-1999 to 2018-2019* Growth in TOPS Expenditures and Recipients Compared with Average Public 4-Year Tuition

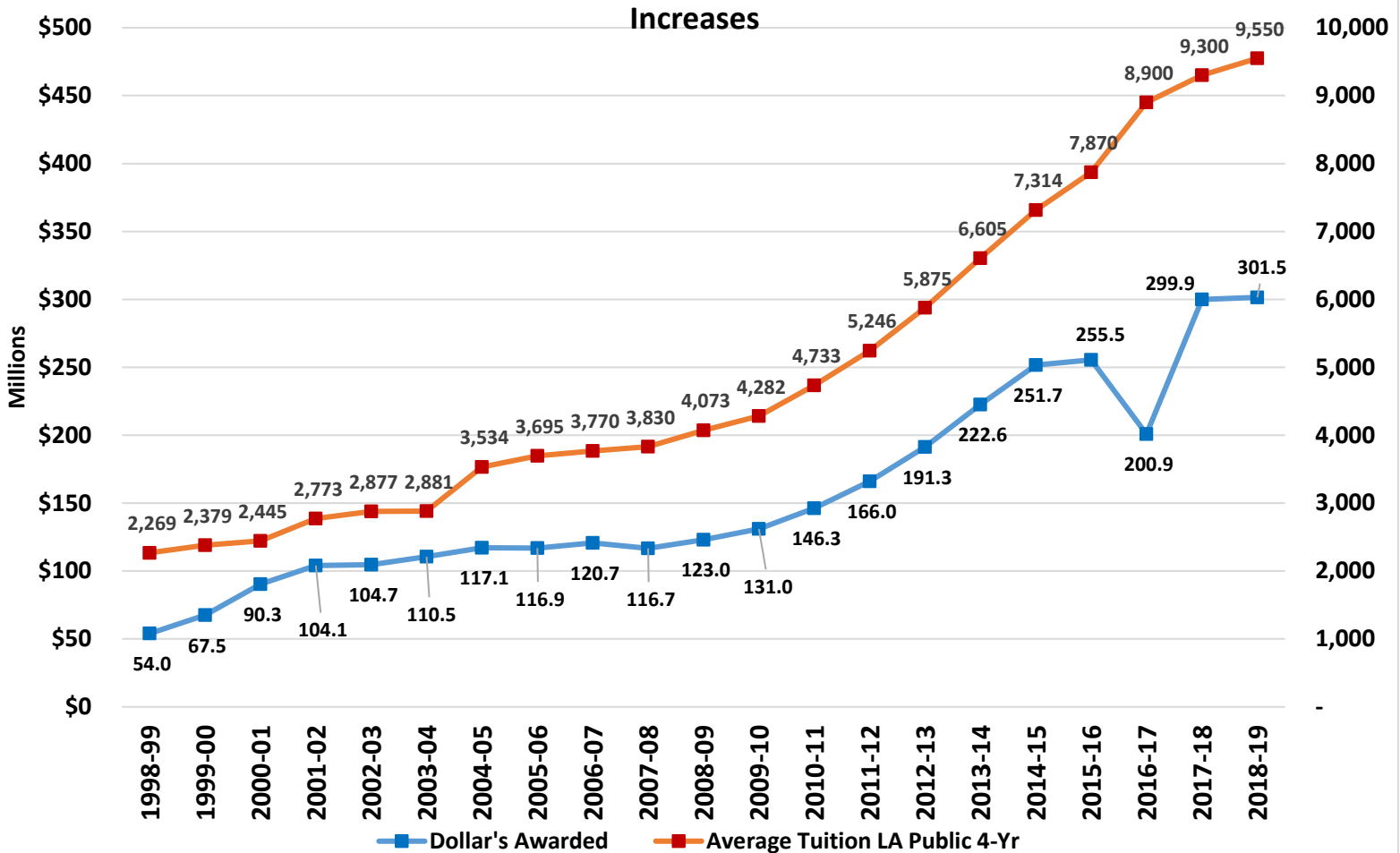
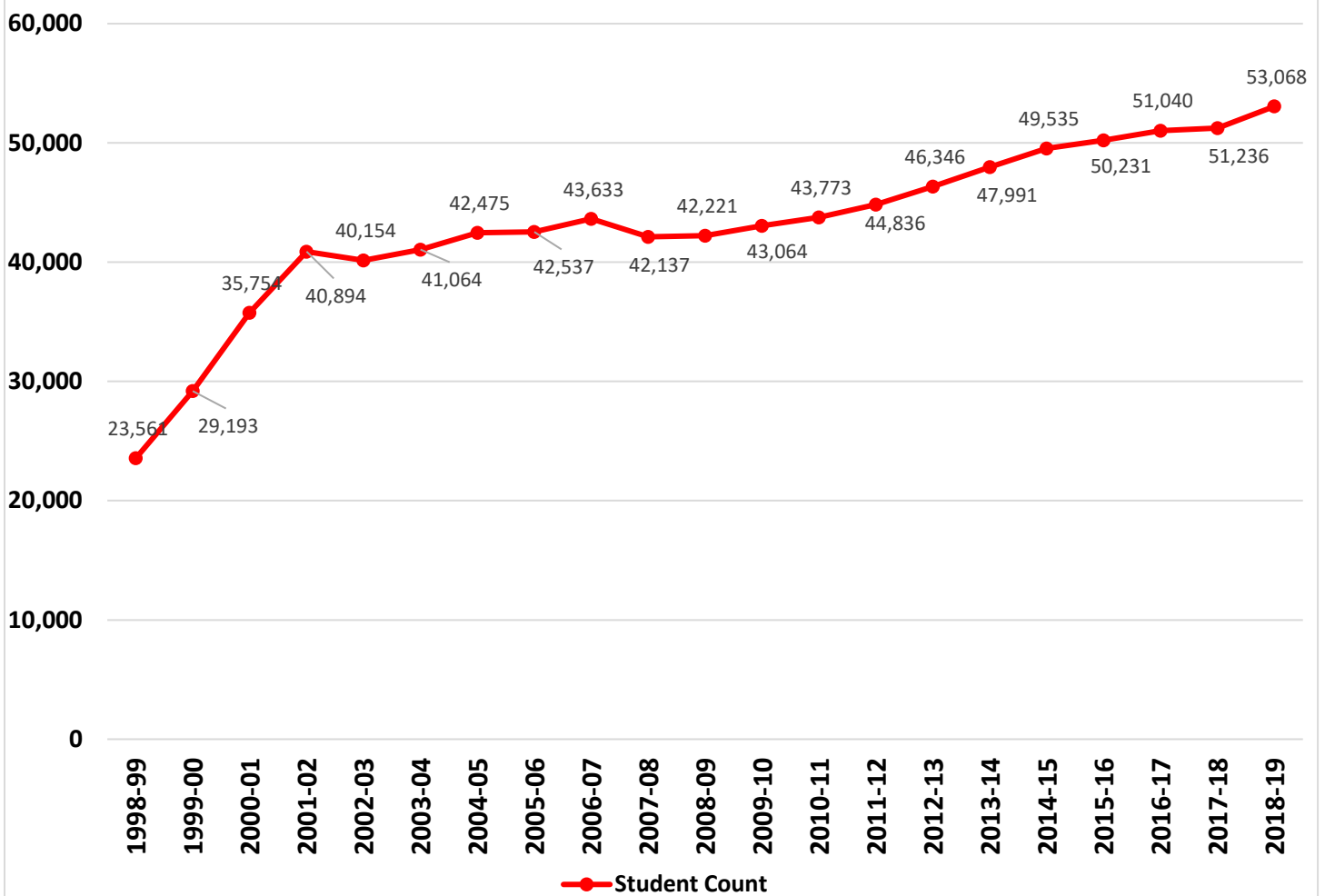


Figure I: TOPS Student Counts, 1998-1999 to 2018-2019



Source: Student Count - LOFSA Award System

Conclusions

The TOPS eligibility criteria require students to take a more rigorous high school curriculum, which in turn better prepares them for the ACT and for success in postsecondary education. A study of the 2019 Louisiana high school graduates conducted by ACT indicated that the average ACT composite for those who completed the ACT Core -- which is closely aligned with the TOPS core -- was 20.6; whereas the average ACT composite score for those who did not complete the ACT Core was 15.6. 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 postsecondary education. Since 2008-2009, of the 182,658 students deemed eligible for a TOPS *Opportunity, Performance or Honors* award, 160,966 (or 88.1%) have accepted a TOPS *Opportunity, Performance or Honors* award and enrolled in a postsecondary education institution in Louisiana.

TOPS recipients consistently attain ACT scores and high school core GPA's above the minimum required for TOPS eligibility. Among TOPS recipients from 2009-2010 to 2018-2019, the average ACT score was 24 (4 points above the required minimum for eligibility for a TOPS *Opportunity* award) and the average high school GPA (Core GPA) was 3.36 (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 large race differences across TOPS recipients, the number of minorities receiving TOPS has significantly increased over time. There has been a 54.1% increase in the number of African American TOPS recipients from 2008 -2009 to 2017 - 2018. However, the past several years has seen a trend where TOPS students are increasingly coming from middle- and upper-income households.

Regarding persistence, students who begin college with a TOPS award return to postsecondary education in subsequent years at a higher rate than non-TOPS students. Overall, approximately 25.5% of TOPS recipients between 2008-2009 and 2017-2018 had their award cancelled, with the majority cancelled due to students' failure to earn 24 hours of college credit during an academic year.

Data indicate that students who begin a baccalaureate or an associate degree program with a TOPS award graduate within 100% and 150% of time at much higher rates than do students without a TOPS award. Thirty-two percent (32%) of the 2012 first-

time, fulltime entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 7% of non-TOPS students who did so within the same time frame.

Data indicate that there may be a correlation in time to degree with TOPS recipients graduating in a shorter number of semesters than Non-TOPS recipients.

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 the State's public institutions of higher education. Between the 1998 -1999 to 2018-2019 fiscal years, the State spent approximately \$3.29 billion on the TOPS program.

DRAFT

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BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations

STATEWIDE PROGRAMS COMMITTEE

Wednesday, October 23, 2019

Louisiana State University

Health Sciences Center Shreveport

Room G-221, Zadeck Conference Center, Building C

VII. Reports and Recommendations

E. Statewide Programs

1. Consent Agenda

- a. Approval of TOPS Exceptions

Committee Members: Robert Levy, Chair, Gerald Theunissen, Vice Chair, Charles McDonald, Wilbert Pryor, T. Jay Seale III, Collis Temple III, Jacqueline Wyatt

Consent Agenda
Agenda Item VII.E.1.a.

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

BACKGROUND:

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

Eight requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of October 3, 2019. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

PUBLIC CALENDAR OF 2020 BOARD OF REGENTS' MEETINGS

Contact: Stephanie Tomlinson (225-342-5412)

2020	TIME	ROOM	REASON
Thur, January 9	9:00 a.m.	Louisiana Purchase Room	Committee & Board Meetings
Wed, February 19	9:00 a.m.	Off-site meeting Walker, LA	Board Development & Activities Committee & Board Meetings
Wed, March 25	9:00 a.m.	Louisiana Purchase Room	Committee & Board Meetings
Tue, April 21*	1:00 p.m.	Louisiana Purchase Room	Board Development & Activities
Wed, April 22	9:00 a.m.	Louisiana Purchase Room	Committee & Board Meetings
May 2020	No meetings	No meetings	No meetings
Wed, June 17	9:00 a.m. 10:30 a.m.	Thomas Jefferson A & B Thomas Jefferson A & B	Jt BESE/BoR (hosted by BESE) Committee & Board Meetings
July 2020	No meetings	No meetings	No meetings
Wed, August 26	9:00 a.m.	Louisiana Purchase Room	Committee & Board Meetings
Tue, September 22	9:00 a.m. to 4:30 p.m.	Bd Conf Room 6-242 6th Floor, Claiborne Bldg.	Budget Hearings
Wed, September 23	9:00 a.m.	Louisiana Purchase Room	Committee & Board Meetings
Mon, October 19 Tue, October 20* Wed, October 21	Travel time 9:00 a.m. 9:00 a.m.	Off-Site for Board Retreat Lake Charles, LA	Board Retreat Committee & Board Meetings
Nov. 2020	No meetings	No meetings	No meetings
Wed, December 16	9:00 a.m. 10:30 a.m.	Thomas Jefferson A & B Thomas Jefferson A & B	Jt BoR/BESE (hosted by BoR) Committee & Board Meetings

*Some months have two-day meetings. Board Development & other activities will usually be held the first day. Subject to change if necessary.