

BOR Response to Act 619

Passed by LA legislature in 20016

Requested a comprehensive review of the present postsecondary education system in the State and recommendations for optimal delivery of postsecondary education in the future that will meet the needs of the State's citizens and industries while maximizing its resources.

Another words: DO MORE WITH LESS.



Sections of the BOR Response

1. Governance/Structure
2. Finance/Facilities
3. Faculty/Innovation/Programs
4. College prep/Access/Success
5. Workforce Readiness



Governance/Structure



Board of Regents

LSU Supervisors

Southern

ULs

Tech/Community

**Recommendation:
all system boards
should centralize
administrative
functions.**

Structure

- Research (LSUBR)
- Special (LSU med)
- Statewide (LATEch)
- Regional (McNeese)
- Tech/Community

Louisiana's Public Colleges and Universities

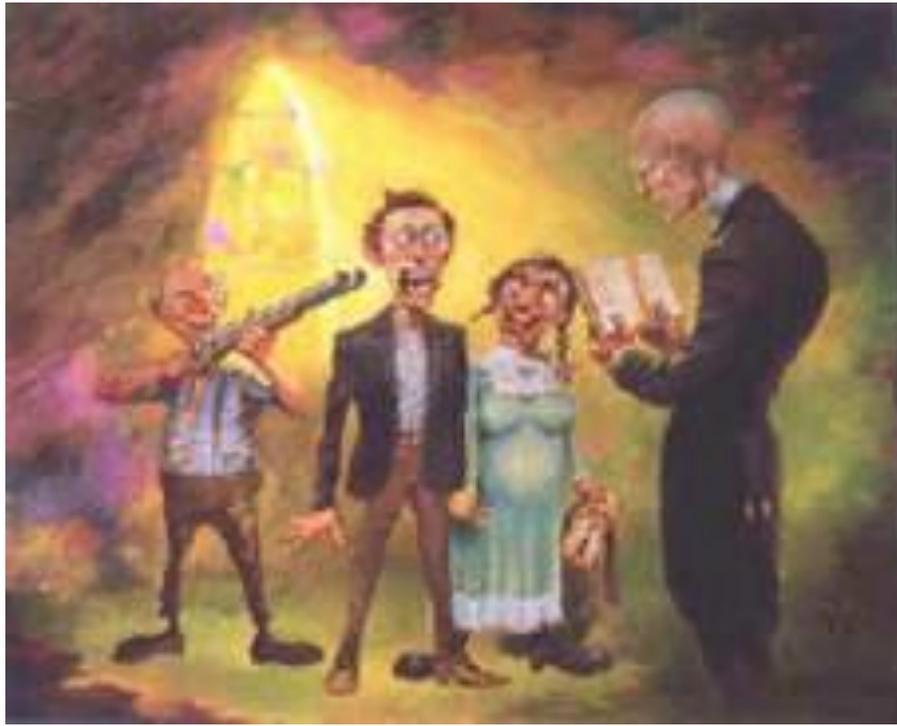


Each color represents a Regional Labor Market Area (RLMA)



4 MANAGEMENT SYSTEMS



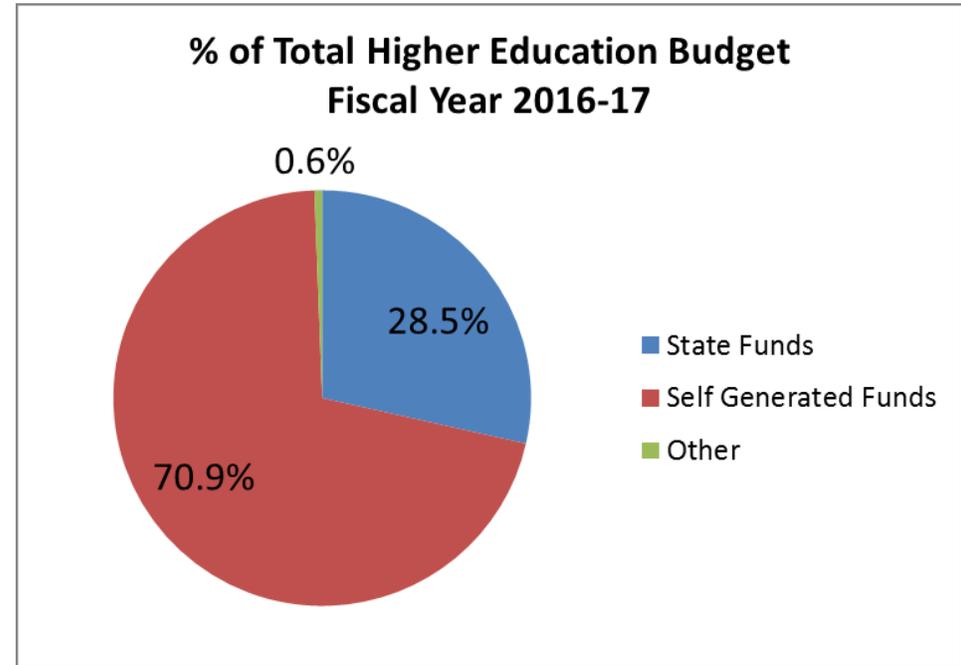
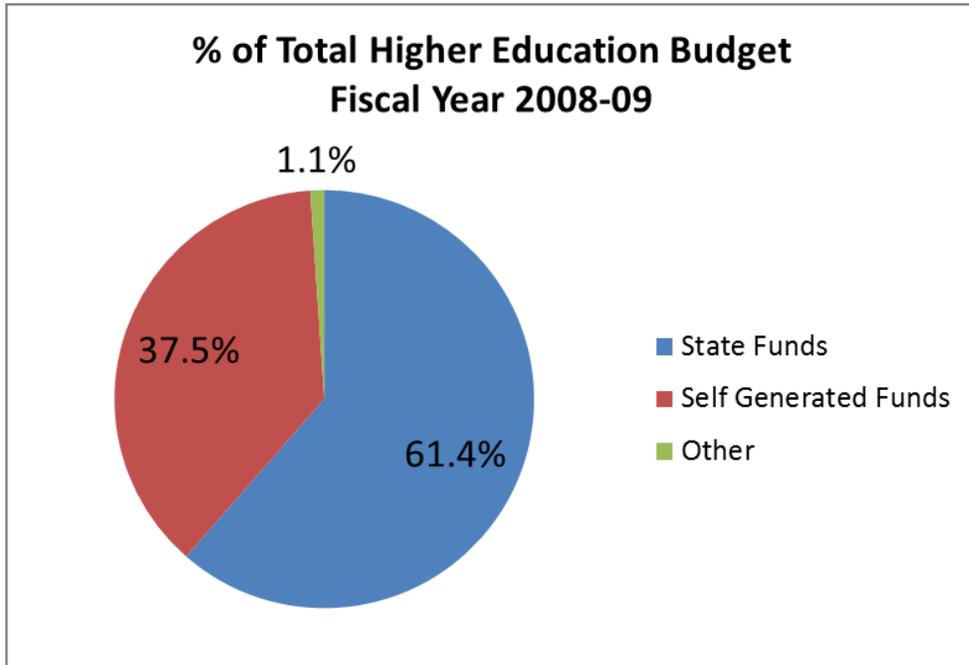


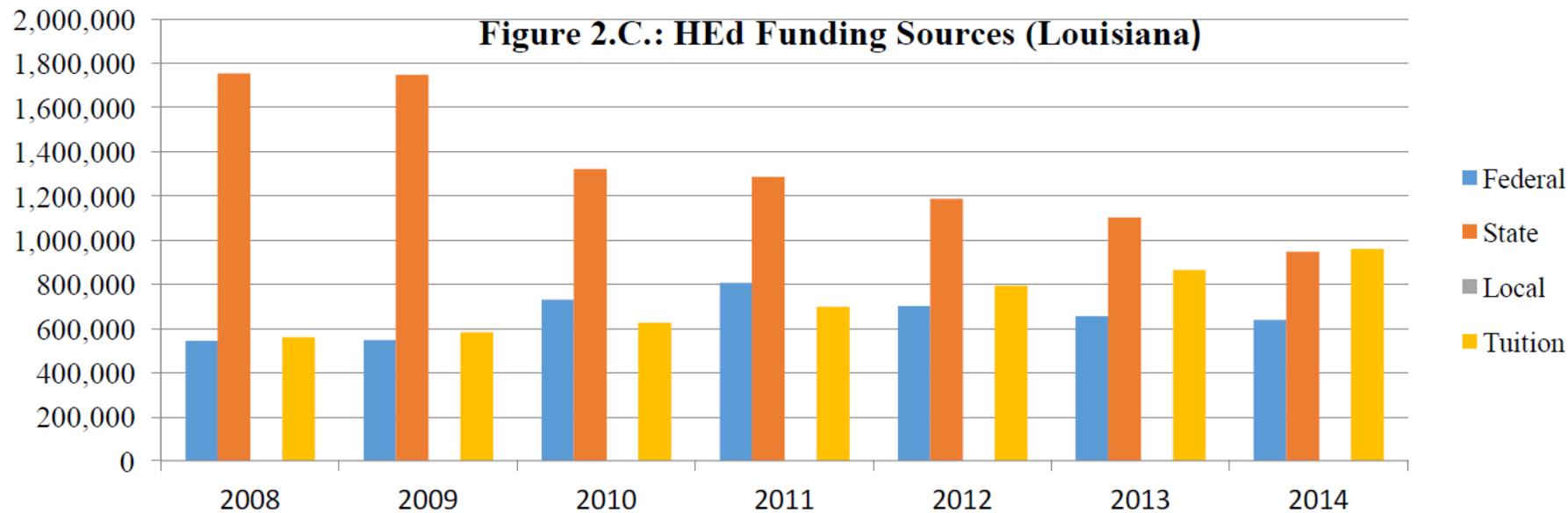
Unification

Institutions in the same RMLA

Recommendation: These plans must be submitted to the Board of Regents for consideration and include, at a minimum, potential efficiencies by unifying functions and processes, including, but not limited to, academic offerings, student services, research, purchasing, food services, and security. The plans should examine the short-term and long-term costs of unifying such functions and processes and the potential short-term and long-term savings from such unification. The plans will be submitted to the Board of Regents no later than January 1, 2018, for review and action, with a goal of implementation by 2020.

Finance





Act 377 permitted tuition increases in 2016 and 17.

SOURCE: US Dept of Education, National Center for Education Statistics, IPEDS Finance component (provisional data).

The Board of Regents recommends that the Louisiana Legislature support passage of a constitutional amendment creating a funding floor for postsecondary education appropriations indexed annually to the Higher Education Price Index (HEPI).

If the Louisiana Legislature is unable to support passage of a constitutional amendment creating a funding floor for postsecondary education, the Board of Regents recommends that the Legislature consider removing statutory dedications, thus allowing postsecondary education to compete for state appropriations on a more level playing field.

The Board of Regents recommends that the Louisiana Legislature remove the sunset on Act 377 of 2015 to allow for fee autonomy.

The Board of Regents recommends that the Louisiana Legislature provide the management boards authority for limited tuition increases without requiring further legislative approval.

Most likely DOA

Facilities

The Board of Regents recommends that the Louisiana Legislature recognize and give priority to the severity and urgency of the deferred maintenance needs of postsecondary education and heed the requests of the Board of Regents and the management boards for annual appropriations to address these needs, as they worsen on an annual basis.

Please give us more money

The Board of Regents recommends, in addition to the current status of the campus's instructional space utilization already required, that the management boards submit plans to improve space utilization as part of an institution's request for funding new capital outlay construction or renovations.

Do more with less

The Board of Regents recommends that the management boards submit, on a bi-annual basis, a report which identifies unused or underused space that could be reallocated to other governmental agencies and entities such as local nonprofit organizations, and document attempts to accomplish such arrangements.

Or else we will take your space

Faculty

Table 3.1: Weighted Average Salaries of Full-Time Faculty, Public Two-Year and Four-Year Institutions, by SREB Classification¹

	All 2-yr	4-yr 1	4-yr 2	4-yr 3	4-yr 4	4-yr 5	4-yr 6
SREB States	\$52,070	\$88,729	\$79,116	\$65,709	\$63,879	\$61,690	\$59,150
Louisiana	\$44,066	\$85,066	\$67,781	\$56,593	\$55,361	\$51,118	\$47,883
LA rank (1=best, 16 =worst)	16	11	9	15	9	12	11

¹SREB classification is based on institutional enrollment, completers, and academic program mix.

Source: SREB Data Exchange 2014-15

The Board of Regents will investigate statewide and campus-based incentives to assist in recruitment and retention of productive faculty members in priority disciplines, including use of State-matched faculty endowments for start-up and ongoing professional support packages, grant programs to assist researchers in becoming consistently competitive for federal research and development dollars, and opportunities for entrepreneurial faculty to pursue commercialization and technology transfer activities.

Give us more money

Research

The Board of Regents will, beginning in FY 2017-18, align the constitutionally-dedicated Support Fund and its competitive programs with the goals and priorities of the State, Board of Regents, systems, and campuses. Eligibility for funding will be limited to those academic areas reflecting existing and/or potential excellence and strongly associated with research, educational, and workforce needs.

The Board of Regents will continue to promote and facilitate research resource sharing among campuses and systems to ensure faculty and students have access to cutting-edge equipment and facilities, as well as assistance with intellectual property development and commercialization.

The Board of Regents will incentivize campuses to pursue research and development activities that contribute directly to economic development in Louisiana, in partnership with Louisiana Economic Development, Workforce Innovation Commission, and other stakeholders.

**We don't have
much research
money and LSU
gets it all**

**Share your toys;
you're not
getting new ones**

**We know better
than you what
research is
important**

Academic Programs

Table 3.2: Productivity/Viability Thresholds (3-year Average Number of Completers)

<u>Degree Level</u>	<u>Productivity Threshold (3-Yr Average)</u>	
	1994-2017	2017 (non-STEM)
Undergraduate Programs (Associate/Bachelor)	8	10
Master/Post-Master/Specialist	5	6
Professional/Doctoral/Post-Doctoral	2	2.5

The Board of Regents will complete its statewide program/low-completer review in Spring 2017 and will reevaluate the thresholds in 2018 to assess their appropriateness.

Move it or lose it

There are currently very few “research doctorate” (Ph.D.) programs at institutions outside of LSU A&M, and the Board of Regents will restrict approval of any additional research doctoral programs outside of LSU A&M -- only under exceptional circumstances would the Board consider proposals for research doctoral programs at the statewide institutions. Doctoral programs at regional universities will be restricted to those ‘professional/practice doctorate’ fields.

Only the flagship gets new sails

The Board of Regents will investigate incentives to reward institutions for engaging in exceptional collaborative program delivery. There is much to be gained if the delivery and business models can be changed in such a way as to both increase revenues (by increasing student numbers) and sharing some of the costs (reducing the marginal cost of serving students).

Do more with less

College and Career Preparation

Aligned with the Think 30 Louisiana Initiative, the Board of Regents will examine existing state funding for dual enrollment, in collaboration with BESE and the LDE, including TOPS Tech Early Start and Supplemental Course Allocation, to develop policy or recommend changes to ensure availability of opportunities for eligible high school students to earn up to one year of college credit through dual enrollment agreements, typically 30 credit hours.

**Give us more
money**

*The Board of Regents will develop statewide guidelines for Dual Enrollment that will address: **access and eligibility**, faculty qualifications, rigor and delivery, and costs and funding.*

We know best

The Board Regents recommends that the Louisiana Department of Education use all means necessary to provide college-bound students demonstrating developmental needs the opportunity to remediate those deficiencies prior to high school graduation.

**High schools-- do
your job**

The Board of Regents recommends that colleges and universities restrict enrollment in college-level academic (General Education) dual enrollment courses when students demonstrate a need for developmental services.

Yes, but we know best

The Board of Regents will revise the BoR Minimum Admission Standards and Placement Policy 2.18 to address when remedial needs must be met: requiring that university students complete co-requisite Math/English courses in the first semester of enrollment, and that provisionally admitted students achieve a placement score that qualifies them for regular admission or return later as transfers.

We have community colleges



College Access

The Board of Regents recommends that the Louisiana Legislature adopt a four-year plan to phase in full funding of the Louisiana GO Grant program. In Fiscal Year 2018, this would require an additional \$34 million in the GO Grant budget.

The Board of Regents will study the unmet need among non-traditional adults as well as the feasibility of developing an alternative grant program targeting needy non-traditional adult students, who are ineligible for GO Grant assistance.

The Board of Regents recommends that the Louisiana Legislature appropriate funds for a need-based grant program that requires a campus match.

The Board of Regents, in cooperation with LOUIS: The Louisiana Library Network and the Regents' eLearning Task Force will develop a statewide plan for the utilization of Open Educational Resources (OER) throughout postsecondary education. The Affordable Learning Louisiana Plan will build on current efforts related to eTextbooks, eLearning and related technologies designed to significantly lower costs of course materials for students while enriching the educational experience. The plan will be submitted to the Board of Regents for review no later than September 1, 2017.

At least give us more money for the po' folk

And you colleges can redistribute tuition money

Who needs bookstores?

TOPS

The Board of Regents recommends that the Louisiana Legislature amend Act 18 of the 2016 Regular Legislative Session so that the TOPS award amount is equal to the award amount paid for TOPS students at that institution during the 2015-16 academic year.

**Give us more
money**

5.6 The Board of Regents recommends that the Louisiana Legislature, beginning with the entering class of 2018, convert the TOPS award to fund all Freshman awards at 80% (based on the 2015-16 award amount), 90% for Sophomores, and 100% thereafter.

**Let's look as if
we're doing
something**

If the Legislature is not able to support that action, the Board of Regents recommends that the Louisiana Legislature, beginning with the entering class of 2018, convert the TOPS award to a flat grant, regardless of where a recipient enrolls.

**Students can shop
around—you
universities compete
in the free market**

College Success

The Board of Regents urges institutions to develop/enhance a “one-stop” approach that combines student services across the institution (e.g., financial aid, registrar, student accounts, basic advising, etc.) to minimize student confusion and wasted time.

The Board of Regents recommends that, in cooperation with the management boards, Louisiana’s public postsecondary institutions develop plans for the designation and implementation of meta-majors to help undecided students make informed course choices and maximize their likelihood for timely completion. In addition, all public postsecondary institutions should provide degree maps, identifying course paths to graduation and guaranteeing access to critical courses.

The Board of Regents recommends that the Think 30 Louisiana initiative include TOPS progression requirements beginning with the entering class of 2018, requiring TOPS recipients (Honors, Performance, Opportunity, and TOPS TECH) to earn 30 credit hours per academic year and meet all other continuation eligibility requirements to maintain the award. Students failing to earn 30 hours during the academic year will lose eligibility for the TOPS award

The Board of Regents will work with the management boards and postsecondary institutions to study the feasibility of incorporating more competency-based education into degree program pathways, particularly for students who have military or other work experience: findings of the study should lead to proposals for such programs.

Isn't this why some VP makes a huge salary?

Again, we know best

Quit your job or lose your TOPS

Join the Army and get a degree

The Board of Regents will work with management boards and campuses to develop a plan that guides the creation and expansion of programs that connect students with work-based (employer-based) learning opportunities, including internships, co-ops, and apprenticeships. The plan will address, at a minimum: business partnerships, student eligibility, structure, access, delivery, costs, funding, documentation, and ways to determine the amount of employer engagement time needed to acquire the skills to succeed in real-world work environments.

The Board of Regents strongly encourages public postsecondary institutions to partner and engage with business and industry to provide a technically-trained and highly-competent workforce. The Board of Regents will develop a mechanism within its outcomes-based funding formula for business and industry to contribute to a workforce-centered fund targeted at leveraging their investment in postsecondary education to strengthen and grow the State's economy.

Liberal arts? What good are they?

Become a vocational school and you will be rewarded

How do we, as faculty, respond?

Unification: what are the pros and cons?

Mandating use of open source materials violates academic freedom.

There is not now, nor will there be, more money (?) What does the legislature want—an education system that will lift the state from the abyss or a privatized system that only wealthy students can afford? GI bill or Colgate? Or any system at all?

Soak the students (and parents) is the current model—this is self-defeating if the idea is to generate more people with college degrees.

No mention of examining campus athletics—why is there no “low performer” review here?

No mention of streamlining Student Support Services—already bloated, trending up, and that trend is endorsed by some of the recommendations here.

